

Addressing School-Related Gender-Based Violence in Zimbabwe through a Whole School Approach

Baseline Technical Report of the Pilot Project

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List of Acronyms

FAWEZI	Forum for African Women Educationalists Zimbabwe Chapter
G&C	Guidance and Counseling
M&E	Monitoring and Evaluation
MS	Minimum Standard
MW	Mann-Whitney test
MWAI	Miske Witt and Associates International
RTI	Research Triangle International
SDC	School Development Committee
SRGBV	School-Related Gender-Based Violence
UNESCO	United Nations Economic Scientific and Cultural Organization
UNGEI	United Nations Girls' Education Initiative
UNICEF	United Nations Children's Fund

Executive Summary

School-related Gender-based Violence (SRGBV) consists of “acts or threats of sexual, physical, or psychological violence occurring in and around schools, perpetrated by children and/or adults as a result of gender norms and stereotypes and enforced by unequal power dynamics between girls and boys, women and men” (adapted from UNGEI, 2018, p. 5).

The Problem: SRGBV harms learners’ development, prevents children and youth from learning within a safe environment, and is a violation of their human rights. During the last decade, national, regional, and global movements have worked actively to abolish SRGBV. The Government of Zimbabwe, together with international and local civil society organizations and international agencies, also recognizes that SRGBV is a serious problem in Zimbabwe. SRGBV is known to be rooted in widely-held, gendered social norms and beliefs that are shaped by the ways in which individuals and groups in society understand structural issues related to power, gender, and authority.

UNGEI’s Whole School Approach to prevent and respond to SRGBV: *A Rigorous Review of Global Research Evidence on Policy and Practice on School-related Gender-based Violence* (2016) examined various “whole of school approaches” for their effectiveness in responding to and preventing SRGBV. Building on this analysis of evidence, the Global Working Group to end SRGBV and UNGEI developed *A Whole School Approach to Prevent School-Related Gender-Based Violence: Minimum Standards and Monitoring Framework*, which offers guidance to policy makers and practitioners in designing a school violence prevention program and strengthening response actions. The aim of the guidance is to enable implementation strategies to be adapted and monitored and to improve data collection and accountability around incidents of SRGBV at the school, district and national levels.

The Minimum Standards of the whole school approach are built on the following eight domains:

- (1) effective school leadership and community involvement;
- (2) establishing and implementing a code of conduct;
- (3) capacity building of teachers and educational staff;
- (4) empowering children on child rights, participation, and gender equality;
- (5) improving reporting, monitoring, and accountability;
- (6) addressing incidents of violence;
- (7) strengthening physical learning environments; and

UN Girls’ Education Initiative (UNGEI) chose FAWEZI as the implementing partner and Miske Witt & Associates International (MWAI) as the Learning and Evaluation partner for this project.

(8) engaging parents.

An effective whole school approach includes collecting and using evidence from these domains to enable school stakeholders to come to a shared understanding of SRGBV and then to change these harmful patterns of behavior over time. This approach targets common practices or SRGBV “drivers” that drive harmful actions, such as the “normalization of violence” and “gender discriminatory norms.”

With this work as its foundation, a pilot project involving various stakeholder groups (learners, parents, education staff, community members, and ministry officials) to prevent and respond to SRGBV was launched in Zimbabwe in October 2018. To test the whole school approach, the Department of Learner Welfare Services in Zimbabwe’s Ministry of Primary and Secondary Education (MOPSE) identified two districts with high incidences of learner welfare issues and/or SRGBV, Chitungwiza and Shamva, and District School Inspectors and local stakeholders within each of these districts identified five schools as pilot schools (three primary and two secondary in Shamva, and two primary and three secondary in Chitungwiza).

The Baseline Study: In July 2019 Visioning Workshops and September 2019 baseline data collection, the MWA Learning and Evaluation team interviewed stakeholders, observed schoolyards and classrooms, and administered surveys to measure stakeholders’ attitudes and beliefs regarding the following: gender and education, school environments, and the “root” causes and related factors that reinforce SRGBV at the pilot schools. The research team gathered qualitative and quantitative data from stakeholders at each school, including learners, teachers, school heads, ministry officials, parents, and community members. Next, the MWA team analyzed the data on stakeholders’ attitudes and norms regarding gender and violence in relation to the eight domains of a whole school approach. The results of the analysis are shown here according to this general pattern: Findings in **blue** and **green** highlight areas where schools are meeting the Minimum Standards and where stakeholders have more equitable views. Findings in **red** and **orange** highlight areas for improvement, where stakeholders’ views about women and men and/or girls and boys are not equitable and can lead to ongoing violence.



Norms, Attitudes, Policies

Gender roles, and social norms related to these roles, shape people’s expectations regarding how boys and girls should behave, and how they should engage in education and in work. These different roles and norms affect girls’ and boys’ status in society. For example, gender roles may reinforce the idea that girls should be passive and comply with

what others tell them to do and how to behave, while boys should be aggressive and show their power over others. These gender roles can drive and sustain violence in schools and communities.

Overall, the findings from the 10 schools showed that **social norms, attitudes and policies** are complex and provide evidence of both equitable and inequitable beliefs. For example, while stakeholders thought that both boys and girls should be educated and share household chores, they also held more traditional views regarding other norms, such as women's and men's roles in the family, such as "a woman's role is taking care of the family." While stakeholders rejected violence against women at home, they accepted violence against children at home and in school and considered this violence to be completely normal (thus, violence against children was "normalized"). This **normalization of violence**, in a context that lacked clear laws and policies for reporting and following through on gender-based violence, meant that, in general, no one raised the issue of gender-based violence contributing to the "**silencing of violence**".

The general findings showed that **girls and women** held more equitable views regarding social norms, attitudes and policies than boys and men. **Adults** held more equitable views regarding social norms, attitudes and policies when compared to learners. **Boys and men** believed that they were entitled to have more benefits and power than girls and women. Thus, the findings point to an urgent need to challenge and disrupt harmful norms that reinforce entitlement and power for boys and men over girls and women along with the harmful norms that adults can or do hold over children.

Evaluating Minimum Standards of a Whole School Approach

Overall, stakeholders had different ideas about what SRGBV is. **Girls and women** provided more comprehensive definitions of SRGBV than boys and men, while **adults** provided more comprehensive definitions of SRGBV than learners. These differing ideas of what SRGBV is may be linked to harmful attitudes that may normalize different types of violence against girls and boys. While stakeholders agreed that SRGBV and violence were included in their **school rules**, none of the paper copies of school rules clearly prohibited violence or SRGBV. While all school administrators reported that active School Development Committees (SDCs) were working to prevent SRGBV, more **learners** reported that they were unaware of community support towards SRGBV prevention when compared to adults. More **primary learners** than secondary learners reported that they were unaware of community support towards SRGBV prevention.

Stakeholders agreed that the **physical environments** in and around schools were safe, and all schools had fences and separate latrines for girls and boys. However, the needs of girls and boys were not always taken into account, since the infrastructure was not always gender-responsive. For example, only one of the 10 schools had latrines with locks, and

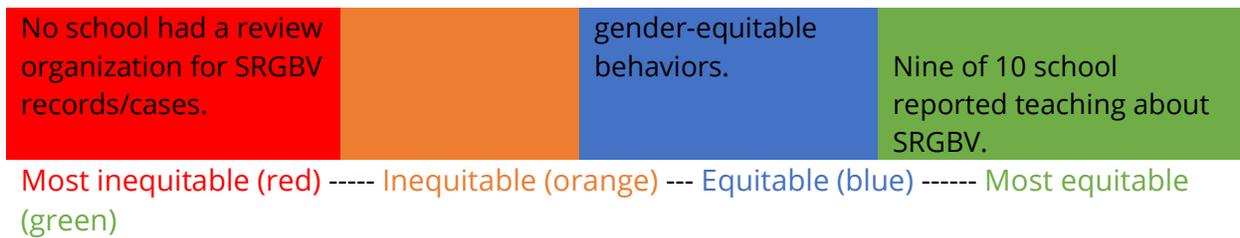
three schools did not have ways for girls to dispose of used menstrual pads. In addition, learners in Shamva reported longer travel times to school, which may put them at an increased risk for violence, particularly those learners who walk or use public transport.

<p>None of the copies of school rules clearly defined violence and SRGBV or promoted positive, safe schools.</p> <p>Shamva learners traveled longer distances to school.</p>	<p>Disagreement on the definition of SRGBV and how often it occurs.</p> <p>Only one school had latrines with locks, and seven of 10 had mechanisms to dispose of used menstrual pads.</p>	<p>Stakeholders agreed that school rules included SRGBV.</p> <p>Stakeholders agreed that the physical environment in and around the school was safe.</p>	<p>All schools reported active SDCs working to prevent SRGBV.</p> <p>All schools had fences and separate latrines for girls and boys.</p>
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Most inequitable (red) ----- Inequitable (orange) ----- Equitable (blue) ----- Most equitable (green)

In general, stakeholders reported that their schools had gender equality in student leadership (called “learner leadership” in the schools) and discipline, and that **teachers and educational staff** display positive, safe, gender-equitable behaviors. All schools reported participating in child-friendly trainings and teaching about gender norms. Yet, stakeholders held varying beliefs about how frequently SRGBV occurs in schools. Some said that there had been one to 10 cases in the past five years, while others reported 20 to 30 occurrences daily. The discrepancy in perceptions of prevalence is intricately tied to how stakeholders define SRGBV. For example, some consider inappropriate touching as something “minor” and not as an instance of SRGBV. Also, **reporting procedures** were not clearly defined or confidential, and none of the 10 schools had safe locations for victims to report incidents of violence. In addition, 70 percent of stakeholders indicated (i.e., agreed or strongly agreed) that victims of SRGBV were often asked what they had done to initiate the abuse. **Learners** agreed more strongly than adults that victims themselves are blamed, indicating that reporting procedures were not child-friendly. None of the schools had review committees or organizations to review SRGBV records or cases.

<p>Lack of confidential procedures and safe locations for reporting SRGBV.</p> <p>70% of stakeholders agreed victims are asked what they did to initiate the abuse.</p>	<p>Varied beliefs on how often SRGBV occurs in schools.</p> <p>Reporting mechanisms were not clearly defined.</p>	<p>Overall, stakeholders agreed there is gender equality in learner leadership and discipline; and teachers and educational staff display safe, positive, and</p>	<p>All schools appoint girl and boy learners as prefects.</p> <p>All schools participated in child-friendly or safe schools trainings.</p> <p>All schools reported teaching gender norms</p>
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Recommendations

As a result of working with FAWEZI, the 10 pilot schools are trying various ways to address SRGBV. FAWEZI is committed to helping the schools develop comprehensive approaches for the whole school to prevent and respond to SRGBV. The baseline study findings lead to the following recommendations for schools as part of this pilot project:

- Support programs and activities to strengthen the voices of girls and women, potentially through a SRGBV prevention group and other learner groups.
- Engage boys and men to discuss harmful norms and behaviors related to gender and violence, and to model more equitable attitudes and behaviors.
- Engage adults (parents, educational staff, community members and ministry officials) who tend to hold more gender equitable views to serve as role models and to support learners' activities.
- Support stakeholders to develop a shared understanding of the SRGBV definition that is agreed upon and enforced by school staff, parents, learners, and community members.
- Create a SRGBV prevention group (learners, parents, school staff, community members) to review or revise school codes of conduct and school rules to include the shared definition of SRGBV, and to outline positive school expectations. Map stakeholders around the catchment area of schools to connect the community's support to schools in more formal ways.
- Work closely with teachers, learners, parents, and community members to create clear, confidential, child-friendly response and reporting procedures for all forms of SRGBV. Make the reporting process less formal to encourage most of the daily SRGBV incidents to be addressed and documented. Create a review board or committee to monitor SRGBV reporting and accountability.
- Work with school and community committees to raise funds for school infrastructure improvements (such as locks on latrines as possible), and to ensure safe routes to school.

A multi-dimensional approach is needed to create meaningful and sustained changes related to SRGBV prevention and response. By working to engage all stakeholders in discussions around and actions related to gender and violence, FAWEZI can support these pilot schools as they work to change harmful attitudes and practices that reinforce gender discrimination and unequal power dynamics – and as these 10 schools become a resource to other schools and districts in their work to eliminate SRGBV.

Introduction

School-related, gender-based violence (SRGBV) violates children's rights to quality education and learning. Every year, 246 million children are subject to some form of gender-based violence in and around schoolⁱ. Globally, about 150 million girls and boys aged 13 to 15 report peer-to-peer violence in and around school.ⁱⁱ One in two school-aged children between six and 17 live in countries where corporal punishment is not fully prohibited, and one in three students aged 13 to 15 experience bullying.ⁱⁱⁱ SRGBV negatively affects children and youth socially,^{iv} academically,^v physically,^{vi} and economically.^{vii}

SRGBV is defined as “acts or threats of sexual, physical, or psychological violence occurring in and around schools, perpetrated as a result of gender norms and stereotypes and enforced by unequal power dynamics” (UNGEI, 2018, p.5).

As a product of the Global Working Group to end SRGBV formed in August 2014, Jenny Parkes and her colleagues analyzed various models of a ‘whole of school approach’ to dealing with SRGBV in their 2016 publication, *A Rigorous Review of Global Research Evidence on Policy and Practice on School related Gender-based Violence*. The study observed that coordinating work at various levels in schools can prevent gender-based violence, but stated that more research and practical experience is needed to understand how to sustain work on SRGBV and simultaneously to support related policy change.^{viii} More research using a gender lens is also needed to understand the effectiveness of approaches that are directed to the whole school, particularly whether and how such approaches can reduce violence against girls and women inside and outside of school.^{ix}

In 2018 the UN Girls' Education Initiative (UNGEI) partnered with FAWE Zimbabwe (FAWEZI) to implement a whole school approach to address SRGBV in 10 schools in the districts of Shamva and Chitungwiza. In addition, UNGEI partnered with Miske Witt & Associates International (MWAI) as the Learning & Evaluation partner in order to document the impact of applying a whole school approach on the pilot schools. The purpose of this pilot is to contribute to the body of evidence on promising approaches to preventing and reducing SRGBV.

What is a Whole School Approach?

The whole school approach consists of eight domains and 21 related minimum standards:

- (1) effective school leadership and community engagement;
- (2) establishing and implementing a code of conduct;
- (3) capacity building of teachers and educational staff;
- (4) empowering children on child rights, participation, and gender equality;
- (5) improving reporting, monitoring, and accountability;
- (6) addressing incidents of violence;
- (7) strengthening physical learning environments; and

(8) engaging parents.

A whole school approach is student-centered and it involves school stakeholders and community members at multiple levels. It includes students (learners), school staff, teachers, parents, School Development Committee (SDC) members, and government education authorities.^x An effective whole school approach that aims to prevent SRGBV does the following: (1) builds on existing evidence to create a shared understanding of SRGBV and a response to it at the school level; (2) ensures that the school response aligns with national policy frameworks; and (3) creates multiple responses to SRGBV to change harmful patterns of behavior over time,^{xi} which are based on the underlying drivers of SRGBV. (A driver is an underlying factor or a root cause of an outcome such as violence). The drivers of SRGBV are:

- (1) rigid gender roles;
- (2) stereotyped constructions of femininity and masculinity;
- (3) the normalization of violence against children;
- (4) silence around violence against women and girls,
- (5) socio-economic inequality and discrimination; and,
- (6) institutional frameworks, laws, and policies.^{xii}

Theory of Change

UNGEI's research-based theory of change for the whole school approach being tested in this pilot is the following: 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 reduce the prevalence of SRGBV over the long-term.^{xiii} While evidence suggests that implementing a whole school approach can prevent violence, few evaluations use a gender lens to examine the effectiveness of the whole school approach to prevent and reduce SRGBV. Holistic evaluations that use a gender lens are needed to demonstrate whether and how a whole school approach reduces violence against girls, boys, and women at school and within the broader community.

The pilot project's approach to data collection and evaluation in Zimbabwe

The whole school approach outlines the ways in which the root causes and reinforcing factors of SRGBV are embedded in social norms, gender discriminatory norms, and wider structural and contextual factors – factors that reinforce one another and that support violent attitudes and behaviors.^{xiv} MWAI with FAWEZI designed the Learning and Evaluation approach for the pilot project to include the following components and actions:

- (1) conduct a Situational Analysis to review existing documents and data in order to understand the complexities of SRGBV in Zimbabwe and in the two project districts prior to designing the intervention;
- (2) introduce the whole school approach, build stakeholder consensus around this approach through School Visioning Workshops, and evaluate these workshops;
- (3) drawing on existing resources, create materials and use them in workshops to teach various stakeholder groups (e.g., teachers and head teachers, Ministry of Education officials) about SRGBV and how to implement the whole school approach; and adapt FAWE's Tuseme materials to use in workshops with students;
- (4) design baseline study instruments, collect and analyze baseline data prior to FAWEZI conducting the intervention workshops (July and September 2019);
- (5) conduct monitoring in all 10 pilot schools (October 2019–August 2020);
- (6) design endline instruments, collect and analyze endline data (September 2020); and,
- (7) prepare a final report that compares Visioning Workshop and baseline data with monitoring data and endline data, synthesizes findings, and makes recommendations for future SRGBV interventions.

As a first activity, MWAI conducted the Situation Analysis (Component #1 above) to explore systematically the complexities of SRGBV in Zimbabwe. The Situation Analysis study describes how previous research and projects in Zimbabwe have shown that SRGBV is rooted in widely-held social and gender norms and beliefs, which are shaped by how individuals understand structural issues related to power, gender, and authority.^{xv} The Government of Zimbabwe, researchers, and civil society organizations have recognized that SRGBV is a serious problem, and the Government of Zimbabwe adopted laws and policies to prevent gender-based violence in communities. These include the Sexual Offenses Act No.8,^{xvi} Domestic Violence Act Chapter 5:16,^{xvii} Zimbabwe National Gender-Based Violence Strategy 2012–2015,^{xviii} National Girls' and Young Women's Empowerment Framework,^{xix} and Multi-Sectoral Management of Child Sexual Abuse.^{xx} While these are critical to addressing the issues, the Situation Analysis revealed that weak implementation of such policies, uneven attention to the strategy and framework, and/or nonexistent consequences for violence can reinforce rather than prevent SRGBV.

Zimbabwe's Ministry of Primary and Secondary Education (MOPSE), Department of Learner Welfare Services, identified the two districts of Chitungwiza and Shamva for the pilot. District School Inspectors and local stakeholders in these two districts identified five schools as pilot schools, based on their high incidences of learner welfare issues and on reported or suspected cases of SRGBV at these schools.

FAWEZI then conducted School Visioning Workshops (Component #2 above) to introduce the whole school approach and to build consensus for the project with stakeholders from these 10 schools, and baseline instruments captured the learning. In September 2019 baseline data were collected at each school (#4) prior to implementing project activities

(Component #3). The purpose of this **baseline report** is to analyze these sets of data and to evaluate the status of both the drivers of SRGBV and each school's support for the minimum standards of the whole school approach listed above.

The central evaluation questions of this report are the following:

1. What is the status of stakeholder knowledge, attitudes, and behaviors related to the drivers of SRGBV? Whether and how do knowledge, attitudes, and behaviors differ by stakeholder group (students, teachers, and other stakeholders) by gender, by age, and by primary versus secondary level?
2. In what ways do the 10 schools support or not support the minimum standards of the whole school approach?

The findings from this baseline report will inform the SRGBV Pilot Project intervention activities; and, they will provide the baseline for evaluating any changes in knowledge, attitudes, and behaviors over time—that is, over 12 months of implementing the school-level interventions.¹

Methodology

To design the research instruments, MWAI reviewed existing research on SRGBV, GBV, gender norms and attitudes, and school safety related to the drivers and to the minimum standards of the whole school approach. MWAI researchers drafted the instruments by adapting items from previously validated and tested instruments (e.g., CARE's Gender Equitable Index, USAID/RTI's Survey of Student Gender Attitudes used in Uganda, and US Education in Crisis and Conflict Network Safer Learning Environments Assessment Toolkit). The instruments were first sent to FAWEZI and UNGEI for review and editing. The instruments were also piloted in a Chitungwiza school prior to data collection and were then updated according to the results of the pilot.

Since a whole school approach involves the entire school community (students, parents, teachers, school support staff, community members, and government education authorities), the baseline was designed to collect data from multiple stakeholder groups. Further, the whole school approach theorizes that if interventions address the eight domains and related minimum standards holistically and with the entire school community, this ultimately will interrupt the drivers of SRGBV. Therefore, data collection instruments were designed to measure both the drivers of SRGBV and the minimum standards of the eight domains of the whole school approach with stakeholder groups of the entire school community.

¹ After the baseline data were collected in July and September-October of 2019, some schools launched the implementation of the whole school approach and started conducting various activities. Those activities are monitored and will be discussed in the final report for the pilot project planned for distribution in January 2021. Although some activities had been initiated before the baseline report was published, this report is intended to describe the situation before any of the schools took action.

Baseline data used in this report were collected at two different times. In July 2019 data were gathered from school administrators, students, teachers, community members, and district officials at Visioning Workshops, where the whole school approach and the pilot project were introduced at each school. Additional data were gathered from school heads, teachers, learners, parents, and community members in September 2019 when the data collection teams visited the 10 pilot schools (see Pellowski Wiger & McCleary, 2019 for the complete training manual).

Qualitative methods include the Pre-Visioning Workshop School Questionnaire, complemented by the Visioning Workshop School-level Group Interview (collected in July); along with a School Observation and Guidance and Counseling (G&C) Teacher Interviews (collected in September; see Appendices IX and X for copies of the instruments). Quantitative methods include the Visioning Workshop Pre-Questionnaire and Visioning Workshop Post-Questionnaire (collected in July); along with a Stakeholder Survey for teachers and school staff, SDC and community members, and students (collected in September).

Table 1 below outlines the data collection instruments and participants in the data collection.² The Visioning Workshop questionnaires were administered in English, but the pre- and post-questionnaires were translated into Shona and read aloud at the workshop. The Visioning Workshop School-level Group Interview was conducted in English (though participants could speak in Shona as desired), and they were audio-recorded to review as needed. The September data collection instruments were all translated into Shona. The Stakeholder Survey was administered by tablet (in Shona, with English translations also available on the tablet), and the G&C Teacher Interview was administered in English and audio-recorded. Here data collector and interviewee spoke in Shona as the interviewee preferred.

² Additional data collection details can be found in Appendix I.

Table 1: Data collection instruments and participants

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

reproductive health curricula, and incidents of SRGBV at their school		
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Qualitative data were analyzed across multiple instruments for the content aligned with the SRGBV drivers and eight domains of the whole school approach using the software package NVivo. MWAI reviewed audio recordings of interviews to clarify transcriptions and to capture direct quotes as needed. The quantitative data were cleaned in Excel and then analyzed in SPSS.

Analyzing and understanding the quantitative data

Descriptive statistics were run on all survey items to assess differences between groups (i.e., girls and women and boys and men, learners and adults, primary and secondary learners, and Shamva and Chitungwiza districts). Because of the large differences in sample sizes, MWAI ran non-parametric tests for these differences (i.e., Mann-Whitney [MW] tests, the non-parametric equivalent of the t-test). Detailed statistical results can be found in Appendices IV through VII.

We hypothesized that several survey questions would be related to measure the whole school approach domains. Survey questions related to each domain were then added to create scores for the constructs, such as gender equality in learner leadership and discipline at school as a construct to measure the whole school approach (see Appendices IV through VII for more details on each construct). The survey questions were designed to measure knowledge, beliefs, and attitudes about a variety of topics related to SRGBV and safe schools. Therefore, we did not presume these items would factor together. For the majority of the constructs, multiple survey questions measured different aspects of the domains and minimum standards (and thus they were added to create a composite score for each domain).

When reporting on constructs, the overall average (mean) and group averages are indicated according to the color pattern below.³ Frequencies for individual items are reported (on the scale of strongly disagree up to strongly agree), since the MW non-parametric tests measured differences among the four response options. All individual items and constructs were analyzed overall and by groups, namely girls and women compared to boys and men, adults compared to learners, stakeholders in Chitungwiza

³ Please note that blue and green indicate the *most equitable* viewpoints, which are the constructs where the group is meeting the standards. However, this does not always translate into “agree strongly,” since some items were framed negatively. For instance, for the item, “It’s not really pleasant, but parents have a duty to hit their children, if necessary,” an average of “strongly agree” is in red, since this indicates an inequitable view and does not meet the standard.

compared to Shamva, and primary learners compared to secondary learners.⁴ Statistically significant differences among the groups are described and pictured in graphs or figures. This report does not include graphs and figures of non-statistically significant results, and all detailed statistics for all groups (significant or not) are included in the appendices.

The results of the analyses are shown below according to the following general pattern: Findings in **blue** and **green** highlight areas where schools are meeting the Minimum Standards and where stakeholders have more equitable views. Findings in **red** and **orange** highlight areas for improvement, where stakeholders' views about women and men and/or girls and boys are not equitable and can lead to ongoing violence.



The next section of this report describes the demographics of the 10 schools.

⁴ It was not possible to compare primary learners' and secondary learners' data from the Visioning Workshops due to small sample sizes.

Drivers of SRGBV at 10 Pilot Schools

At the heart of the Whole School Approach is the understanding that, to create sustained and meaningful change over time, SRGBV interventions must first target and disrupt the drivers of violence and the school practices that reinforce discrimination and unequal power dynamics among and between girls, boys, women, and men.^{xxi}

Understanding and documenting these underlying drivers of SRGBV in the 10 schools is an important step in being able to evaluate each schools' progress toward meeting the minimum standards articulated under the elements of the whole school approach.

This section examines school stakeholders' knowledge, attitudes, and behaviors related to the drivers of SRGBV, and it probes whether and how these may differ by stakeholder group (gender, age, and school level).

Data were collected from stakeholders through the Visioning Workshop Questionnaire as well as from the Stakeholder Survey during school trainings to learn about participants' beliefs and about norms related to the roles of women and men and their experiences with violence. Whenever possible, data are disaggregated by gender of respondent (girls and women compared to boys and men), learners compared to adults, and school level (primary compared to secondary learners). In addition, interviews with G&C teachers illuminated their perspectives on educational policies, curricula, and incidences of SRGBV at their schools.

As presented in this section, school stakeholders held varying and complex views related to each of six drivers of SRGBV in these 10 schools. While the majority of stakeholders were normalizing traditional gender roles of the adults—namely, women care for families, while men earn income—the stakeholders' attitudes in general were less traditional about the roles of girls, in particular when it came to household chores. However, stereotyped constructions of femininity and masculinity held more strongly when it came to perceptions of boys engaging in home caring activities or girls engaging in mathematics (and by extension in home financing), thus reinforcing male dominance as breadwinners and authoritative heads of household.^{xxii} While the stakeholders were open to girls disagreeing with boys, they demonstrated a stereotypical view of girls' appearance (e.g., clothing) as a factor in violence occurrence.

Overall, violence against children was normalized in households as well as in schools. The majority of stakeholders agreed with the use of corporal punishment as an effective

The Drivers of SRGBV in 10 Pilot Schools:

- 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 Institutional framework, laws, and policies

behavioral measure by parents at home and by teachers in schools, despite the laws prohibiting the use of corporal punishment in schools. However, in particular, younger learners, and girls and women, were more likely to disagree with the normalization of violence in schools. In addition, the stakeholders held varying attitudes about the level of acceptance of violence and the reporting of violence, whether toward learners or girls and women in households. These attitudes seemed strongly intertwined with the other drivers leading to further silencing of violence through the lack of norms for acting against it. Finally, while stakeholders did believe that socio-economic factors disadvantaged girls by promoting more opportunities for education for boys, the institutional frameworks, laws, and policies were not well defined to support those favorable attitudes of stakeholders. In other words, although the majority of stakeholders agreed with having policies and laws to protect and support learners, it is unclear whether laws and policies or school rules are well defined or enforced consistently.

Rigid gender roles

Recent research in Zimbabwe reveals that men hold positions of power and are seen as heads of households, while women are viewed as having less power and are subjected to working informally and keeping house.^{xxiii} In an attempt to measure **gender norms and roles**, Visioning Workshop participants were asked the extent to which they agreed that the role of women is taking care of the family, and the role of men is earning money. Overall, about three-fourths of participants agreed/strongly,⁵ implying the normalization of traditional gender roles (see Figure 1).

Figure 1: Visioning Workshop participant views on family roles of women and men

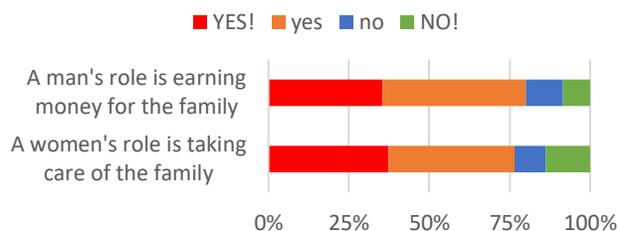
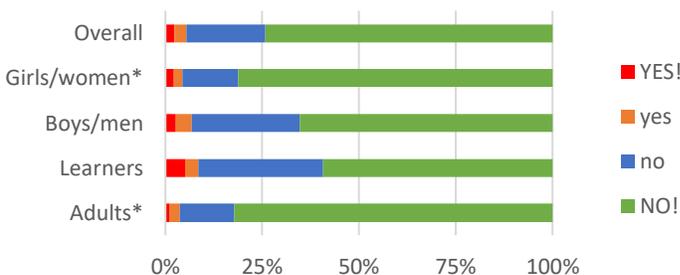


Figure 2: Visioning Workshop participant views on only girls helping with household chores



Visioning Workshop participants were also asked the extent to which they agreed that only girls should help with household chores. Overall, 95% disagreed/strongly with this statement; however, girls and women and adults were significantly more likely to disagree than boys and men and learners. This potentially indicates that boys and

⁵ The report uses the term “agree/strongly” to indicate the aggregate proportion of the participants who agreed and strongly agreed with the statement.

men and learners hold more rigid views on gender roles related to household chores (see Figure 2).

During the school visits, data collectors never saw boys doing chores or other tasks on school grounds, while data collectors noted girls sweeping at one school. Moreover, some G&C teachers described how school chores were a common form of punishment after corporal punishment had been banned. More data are needed to understand how school chores are distributed to boys and girls.

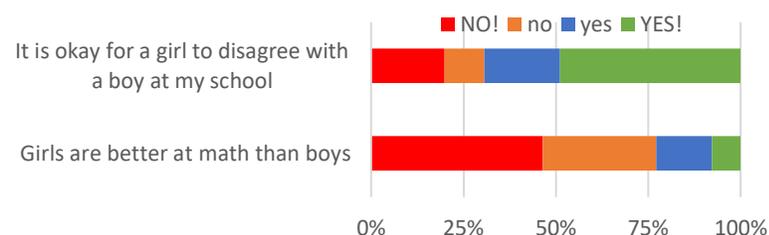
Stereotyped constructions of femininity and masculinity

Linked to rigid gender roles are **stereotyped constructions of femininity and masculinity**. These also contribute to SRGBV: boys and men are seen as aggressive, violent, and holding sexual power; girls and women are viewed as passive and submissive.^{xxiv} Such views create entitlement for men to use violence to maintain their positions of power, and for women to accept violence against themselves and their daughters or female students.

Visioning Workshop participants were asked several questions to measure their beliefs related to stereotyped constructions of femininity and masculinity. Participants reported a range of viewpoints. On one hand, the participants overwhelmingly agreed that a mother and father should make decisions together about their children; adults and secondary learners were significantly more likely to agree than learners and primary learners, respectively. In addition, almost all respondents disagreed/strongly that it is acceptable for boys to tease girls about their changing bodies, which reflects more equitable viewpoints related to roles and SRGBV (see Appendix III for data details).

Participants reported inequitable views regarding girls' and boys' abilities and the ways in which girls and boys should act. For instance, two-thirds of participants agreed/strongly that it is acceptable for girls to disagree with boys at their school. There were significant differences by gender and age, wherein girls and women and adults were more likely to agree with this norm (see Figure 3). However, only about one-fourth of Visioning Workshop participants agreed/strongly that girls are better at math than boys, which is traditionally seen as a "male" subject. Boys and men and adults in general were significantly more likely to disagree than girls and women and learners in general that girls are better at math than boys.

Figure 3: Visioning Workshop participant and school stakeholder agreement related to girls' abilities

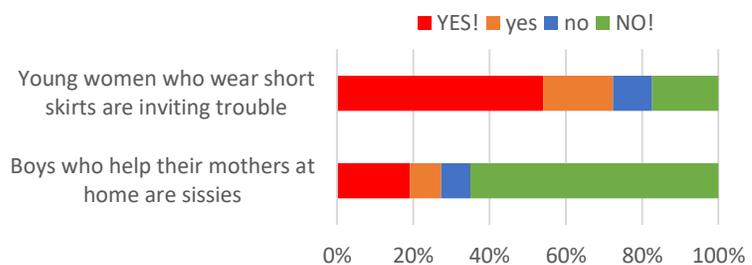


that it is acceptable for girls to disagree with boys at their school. There were significant differences by gender and age, wherein girls and women and adults were more likely to agree with this norm (see Figure 3). However, only about one-fourth of Visioning Workshop participants agreed/strongly

that girls are better at math than boys, which is traditionally seen as a "male" subject. Boys and men and adults in general were significantly more likely to disagree than girls and women and learners in general that girls are better at math than boys.

In addition, over 70% of school stakeholders agreed/strongly that young women who wear short skirts are inviting trouble, thus expressing the view that girls are expected to dress a certain way to stay safe (see Figure 4). Boys and men and learners in general tended to agree significantly more with this attitude than girls and women and adults in general. In addition, about one-fourth of school stakeholders agreed/strongly that boys who help their mothers at home are sissies, thus aligning with stereotypes that men should not help at home. Boys and men and learners in general tended to agree significantly more with this belief than girls and women and adults in general. Thus, these data indicate complex views regarding stereotyped constructions of femininity and masculinity.

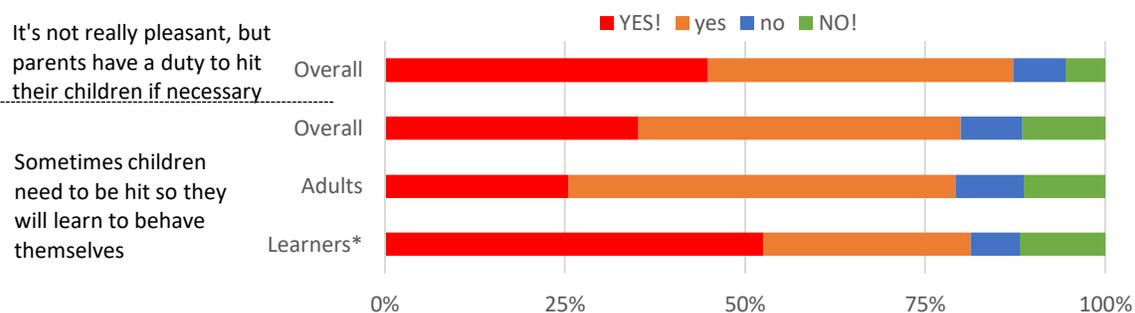
Figure 4: Visioning Workshop participant and school stakeholder agreement related to clothing for girls and boys helping at home



Normalization of violence

Acceptance of social norms that promote and legitimize violence leads to **normalization of violence against children**. Violence against children seems to be normalized in

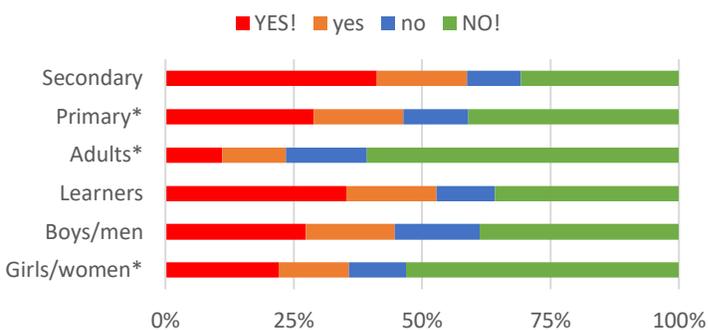
Figure 5: Visioning Workshop participant beliefs related to the normalization of violence against children



households as well as in schools. Visioning Workshop stakeholders agreed/strongly (87%) that parents have a duty to hit their children if necessary. Moreover, 80% of stakeholders agreed/strongly that sometimes children need to be hit so that they will learn to behave themselves. Learners tended to agree more often with the norm than adults (see Figure 5 below).

Violence at school seems to be normalized as well. Overall, 52% of Visioning Workshop respondents agreed/strongly that teachers punish students by caning or hitting them, with

Figure 6: School stakeholder agreement that it is alright for teachers to beat learners if they are late for school

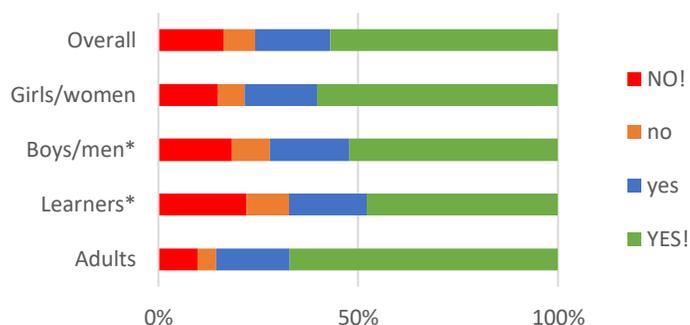


significantly more learners agreeing with this statement than adults (see Annex III). In addition, 40% of school stakeholders agreed/strongly that it is alright for teachers to beat learners if they are late for school, with primary students, adults, and girls and women disagreeing significantly more with this belief (Figure 6). Taken together, such data indicate that corporal punishment is still accepted in homes and at schools

and particularly with groups more susceptible to corporal punishment (e.g., learners or boys), even though current laws prohibit the practice (see reference to the law in the discussion of Institutional Framework, Law, and Policies driver).

School stakeholders (learners, school staff, and community members) were asked whether they were aware of the school rules regarding corporal punishment and whether school staff work to raise awareness of the school rules related to SRGBV. Overall, 76% of school stakeholders indicated that they were aware of the school rules regarding corporal punishment (Figure 7). Adults in general and girls and women had significantly greater agreement than learners and boys and men that they are aware of the school rules regarding corporal punishment. These lower levels of awareness of the rules against corporal punishment by boys and men and learners, along with the level of acceptance of norms discussed in the previous paragraphs, may potentially indicate that corporal punishment is normalized in schools more for some groups (e.g., boys, learners) than for others (e.g., girls, adults).

Figure 7: School stakeholder awareness of school rules on corporal punishment



G&C teachers provided additional insights—and, and at times, conflicting viewpoints—on views of corporal punishment and its use in schools (see Appendix III for more details). The majority of the G&C teachers interviewed acknowledged that corporal punishment is prohibited by ministry regulations; and they specifically noted that “the stick” was not being

used any longer, but that the regulations permitted head teachers to use corporal punishment when needed. Nevertheless, at each of the 10 schools, at least one of the interviewed G&C teachers noted that corporal punishment *was* still being used. These teachers echoed the perspective shared by the majority of the Visioning Workshop participants, who stated that parents and even children expected its use to help children change their behavior. A primary school male G&C teacher noted, *“there will be change, say a child is beaten in front of the school or the class, he or she doesn’t repeat the same mistakes, so in other words, we can say it is used to help teachers to discipline children.”* When asked, G&C teachers stated that children who were subjected to corporal punishment were sent for counseling. Thus, while teachers (and school stakeholders) may have varying definitions of what constitutes corporal punishment, it appears that this type of violence is normalized in schools and in the wider community.

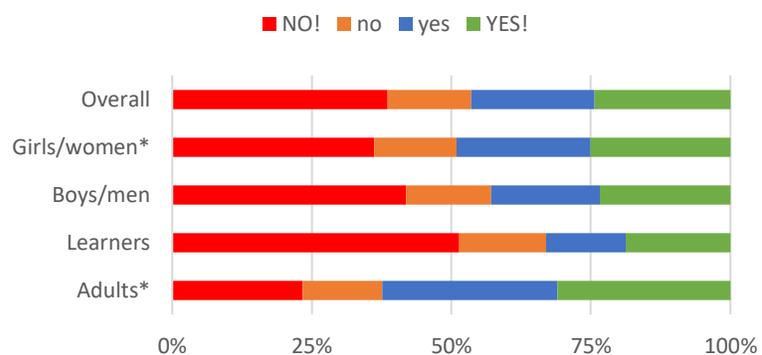
Silence around violence

Another major driver of SRGBV is the **silence concerning violence against women and girls**, which is linked to both the normalization of violence, as well as to gendered views on how girls and boys should act. Since girls and women and children in general are viewed as having less power and lower social status, and since violence is normalized, women and girls are expected to absorb violence and may not be encouraged or supported to report abuse.

Stakeholders provided differing perspectives on the silence concerning violence against women and girls. For instance, Visioning Workshop participants overwhelmingly disagreed that it was permissible for a husband to beat his wife if she disobeyed him (only 5% agreed/strongly). However, girls and women and adults were significantly more likely to disagree than boys and men and learners in general.

Additionally, school stakeholders were asked the extent to which they intervene if they see a parent hitting their daughter. Overall, about 44% agreed / strongly that they intervene, and girls and women and adults were significantly more likely to agree than boys and men and learners in general (see Figure 8).

Figure 8: School stakeholder agreement that, if they see a parent hitting their daughter, they [stakeholders] intervene



In addition, over three-fourths of school stakeholders reported that they disagreed/strongly with the statement, “if a husband beats his wife, she should not report it

to authorities for the sake of her family,” with girls and women and adults significantly more likely to disagree than boys and men and learners (see Appendix III for data details).

The G&C teachers who were interviewed held mixed views regarding whether and why girls and boys reported being victims of SRGBV. Some G&C teachers believe that girls are victims of SRGBV, but that they tend not to report it because this violence is normalized in schools and in the communities; and, there is the view held by some that girls may be benefitting in other ways from the abuse (e.g., exchanging sex for money, dowry as a financial exchange for the girl child, etc.). One G&C teacher described the complexities around the normalization of SRGBV in this way:

I think this one is a challenge we are facing today because . . . those young girls, some of them they may report and some of them they may not. . . . We have two cases (girls) who were married during the holiday, but we didn't even hear about it. We only heard people saying, “that one and that one are married.” So most of them, they are there, and have their rights violated, and they're not even aware they are being violated because they're sort of being persuaded using sort of finance. (Secondary school male G&C teacher)

Other teachers discounted the gravity of SRGBV, with one teacher (who noted her counseling expertise through her acquisition of a master's degree) declaring that girls did not report SRGBV because they enjoyed the abuse:

Sometimes these girls don't report because they end up enjoying the abuse. . . . Yes, if they don't report early, the next thing is that they will begin to enjoy [the abuse] . . . it continues, and that's the feeling—that's what children are like. (Primary school female G&C teacher)

Still other G&C teachers said that girls *do* report being victims of SRGBV, but that boys tend not to report. One G&C teacher succinctly stated, “*Boys are, most of the time, they are silent. Girls do report, but boys, they are silent*” (secondary school female G&C teacher).

Underreporting by boys is intricately tied to rigid gender roles, since boys are expected to be strong and dominating, and reporting is seen as a sign of weakness. As one G&C teacher stated, “*I think it's because of our tradition. If you are a man you have to be strong[;] you don't have to be a crying baby*” (secondary school woman G&C teacher). Similarly, another G&C teacher described how boys are expected to be strong and not report violence:

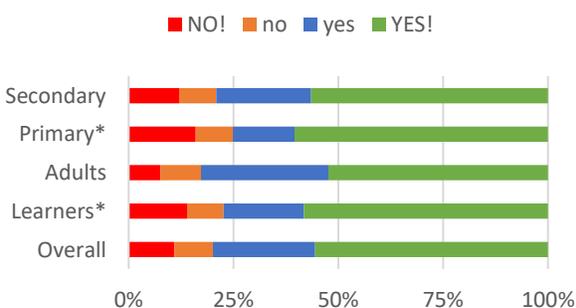
[The silence of boys has] more to do with socialization. . . . [I]f you [a boy] have been beaten then you've shown a sign of weakness. So I think it emanates from the socialization process, whereby boys are encouraged to handle their own matters; unlike the girls—girls are more open about things that happen to them. (Secondary school woman G&C teacher)

Other factors, such as **socio-economic inequality and discrimination** based on economic, social, or educational status is another driver of SRGBV.^{xxv} Factors of inequality

such as poverty and gender intersect to make certain groups more vulnerable to violence. For instance, since women generally do not control household finances in Zimbabwe, they are more vulnerable to abuse and exploitation.^{xxvi} However, poverty was not viewed as the detrimental factor in the beliefs about access to education. Visioning Workshop participants were asked the extent to which they agreed that, when a family cannot afford to educate all its children, only boys should go to school. Almost all participants (96%) disagreed/ strongly with this statement, thus indicating more equitable viewpoints related to educating both boys and girls.

Finally, **institutional frameworks, laws, and policies** can be a key driver of SRGBV when they allow for unequal rights and privileges between women and men or are not implemented consistently, since they then reinforce gender inequality.^{xxvii} Zimbabwe has adopted a variety of laws and policies to combat gender-based violence in communities, including the Sexual Offences Act No. 8,^{xxviii} Domestic Violence Act Chapter 5:16.^{xxix} Circular Policy 35, passed by the Ministry of Education, Sport, and Culture, specifically prohibits the use of corporal punishment in schools. Yet policies must be well-known, agreed upon, and consistently enforced to do as they are intended and prevent SRGBV. Otherwise, weak implementation and/or nonexistent consequences for policy violation may reinforce SRBV.

Figure 9: School stakeholder agreement that they can name Zimbabwean laws and policies that protect girls and women

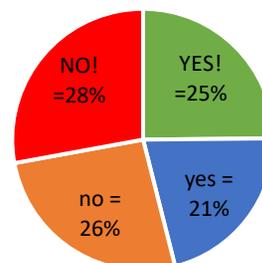


know about are not enforced and thus do not protect girls and women.

School stakeholders were asked the extent to which they agreed that they were able to name Zimbabwean laws and policies that protect girls and women. Overall, 80% agreed/strongly that they were able to name these laws, and there were significant differences by age and school level (see Figure 9). These data suggest that learners, and, in particular, primary learners, have difficulties understanding these laws or accessing knowledge about these laws and policies; or, potentially, the policies they *do*

Figure 10: Visioning Workshop participant agreement that there should be a law forbidding teachers to hit students

Less than half of all participants agreed/strongly that there should be a law forbidding teachers to hit their students, potentially indicating stakeholders' disagreement with Circular Policy 35, and suggesting that violence in schools by adults is normalized in these communities (see Figure 10).



In addition, almost all (97%) Visioning Workshop participants disagreed/strongly that, if someone is sexually abused at their school, the abuser is not punished, potentially suggesting that some forms of violence are more “acceptable” (e.g., corporal punishment) than others (e.g., sexual violence).

During the Visioning Workshops, participants also learned about the whole school approach. After the Workshops, participants were asked about their learning related to the approach. Over 90% of adult workshop participants⁶ strongly agreed that developing policies to stop SRGBV is one component of the whole school approach, which is the first step toward recognizing the importance of such policies.

During school visits, G&C teachers shared their understandings of school policies and procedures for reporting SRGBV, as well as school policies for pregnant learners and their pregnancy partners (either learners or teachers; see Appendix III for further details). Frameworks or methods for SRGBV reporting varied across the 10 schools. Answers included suggestion boxes and “open door” policies whereby learners can report to any school staff, peer leaders or student health clubs, and disciplinary committees. G&C teachers explained that the Ministry of Education provides a policy on the reporting structure in the schools, the role of the disciplinary committee, and the process for involving the police when relevant. Students were generally informed of policies and procedures for SRGBV reporting on orientation day and periodically during school assemblies; and, teachers had copies in their classrooms. Some G&C teachers noted that their schools had “School Rules” to outline expectations for learner behavior and resources for reporting incidents and violence. However, when data collectors reviewed related school policy documents (including school rules), they found that the rules outlined expectations for learner behavior related to violence but did not reference reporting options.

School administrators also provided data related to pregnant girl students and their pregnancy partners (boy students or male teachers). All secondary schools and one primary school reported having one to five cases of pregnant girl students in the past three

⁶ Learners only participated in Day 1 of the Visioning Workshops, so they did not answer the post-survey (and differences by learner/adult and primary learner versus secondary learner were not possible).

years (spanning Grades 6 - Form 3). Schools did not have policies regarding reentry for new mothers, yet all six schools reported that the pregnant girls did not return to school after giving birth. School leaders reported encouraging new mothers to return, but they also felt that teachers perceived these girls as a “*bad influence*” on other learners and were uncomfortable having them in class. Two schools encouraged pregnant girls to sit for exams, and two students took advantage of this option—although school administrators noted that the girls were bullied when they returned to sit for their exams. One secondary school noted that a girl (and her friends) kept her pregnancy a secret from the community and the school administration so that the girl could sit for her exam. Additionally, two schools were aware that some students continued their education elsewhere after giving birth, noting that parents preferred to transfer their daughters to different schools. One secondary school had a policy that new mothers had to stay home for 90 days after giving birth (and they gave no further details about how to reenter). To date, however, no new mother has returned to this school after giving birth. Another secondary school G&C teacher noted that parents, community members, and teachers were not aware of the reentry policy; and they acknowledged that this lack of information may contribute to new mothers leaving school.

The majority of schools had policies and procedures to identify whether a teacher or a student was the father to the pregnant girl’s child. If a teacher is the father, disciplinary action is taken, and the teacher is dismissed (and in one instance he was fined). Most schools reported suspending the student fathers who impregnate girls from 14 days to three months after the baby is born. While these schools did not have a reentry policy for girls, boys can return to school after the birth and suspension period.

Establishing a Whole School Approach to SRGBV Prevention and Response

Attitudes and norms related to the drivers of SRGBV were present in varying degrees in the 10 schools. Overall, stakeholders agreed that mothers and fathers should make decisions about their children together. In general, girls and women (compared to boys and men), adults (compared to learners), and secondary learners (compared to primary learners) held more equitable viewpoints related to rigid gender roles and stereotyped constructions of femininity and masculinity. In addition, stakeholders held attitudes revealing that violence against children is normalized both in homes and in schools. Again, girls and women (compared to boys and men) and adults (compared to learners) were more likely to hold views condoning violence. These data may suggest that historical views of men and adults in positions of power are still normalized and fuel violence—in particular, against girls and women and children. Such norms reinforce one another and fuel violent attitudes and behaviors.

Social norms about violence, power dynamics, and the unequal gender roles that exist in communities are also evident in classrooms and schools.^{xxx} In some contexts, parents and

community members view violence against children as necessary and acceptable, and these norms are often mirrored in schools, since educational staff may not be equipped to challenge such norms. In addition, teachers may not have the necessary support from education systems if they themselves experience abuse.

Gender norms can create expectations about how boys and girls should behave, what they should wear, and their education and work.^{xxxix} In Zimbabwe, women and girls are expected to be passive and compliant, while boys are expected to be aggressive and powerful.^{xxxix} People who hold and perpetuate these harmful gender and social norms drive and sustain violence in schools. Yet schools also are a unique site to actively promote gender norms and non-violent attitudes and behaviors.

When violence is normalized in schools, it is underreported. Reporting mechanisms then need to be partnered with interventions to encourage reporting and a change of social and cultural norms that condone and justify violence.^{xxxix} Violence can be viewed as a “normal” part of school life, so that learners and staff have difficulty recognizing instances of SRGBV.

To answer the second research question, whether and how the 10 schools align with a comprehensive whole school approach to SRGBV prevention and response, the data were analyzed in relation to the different domains and related minimum standards⁷ of the approach.^{xxxix} Whenever possible, data are disaggregated by the gender of the respondents (girls and women compared to boys and men), learners compared to adults, by district (Shamva compared to Chitungwiza) and school level (primary compared to secondary learners). The next section provides details of these results.

School leadership, community, and parent engagement

SRGBV Minimum Standards related to School Leadership and Community Engagement, and Parent Engagement

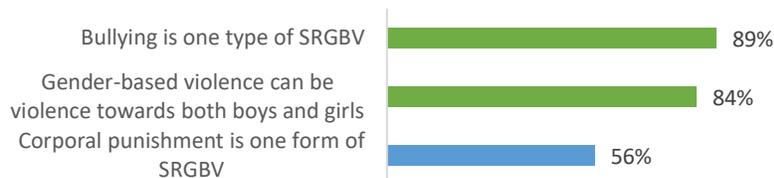
- *School principals, teachers, student councils, and parents work together to develop a whole school approach to prevent and respond to SRGBV.*
- *Local entities such as women’s organizations, the police, the judiciary, and child welfare agencies partner with schools to prevent and respond to SRGBV.*
- *Parents are involved with schools in keeping learners safe.*
- *Parents use positive parenting and disciplinary techniques.*

School leadership, community, and parent engagement are central to a comprehensive whole school approach. Respectful and gender-sensitive relationships among and between learners, parents, school staff, and community members are needed to keep children safe in school and on the way to and from school and effectively to prevent and respond to SRGBV.

⁷ For each domain, the minimum standards are highlighted in blue textboxes throughout the report

One initial important step to developing a whole school approach is to ensure that stakeholders have a shared understanding of the *definition* of SRGBV. To begin the project, school heads, teachers, learners, parents, and SDC members attended Visioning Workshops at their schools to discuss the issue of SRGBV and the project. Visioning Workshop survey data showed that over 89% of post-workshop participants strongly agreed that bullying was one form of SRGBV, and 84% strongly agreed that gender-based violence at school can be violence against both boys and girls (see Figure 11). Only 56% of workshop participants strongly agreed that corporal punishment is one form of SRGBV.

Figure 11: Visioning Workshop participant agreement related to different forms of SRGBV

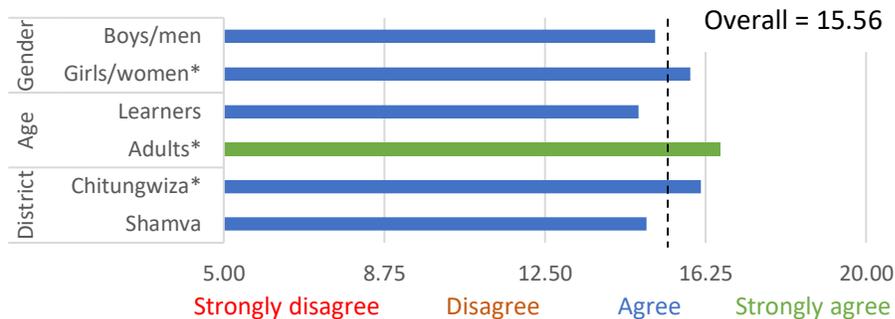


To learn more about stakeholders’ understandings of the different forms of SRGBV, data collectors asked similar questions to a larger group of school stakeholders when visiting each school. Five questions were asked to examine stakeholders’

understanding of the different forms of SRGBV (e.g., bullying, corporal punishment) and ways in which SRGBV may manifest itself in schools (e.g., a boy student teasing another boy for behaving like a girl). The responses to these five questions were combined, creating a construct that measured stakeholders’ understanding of the forms and manifestations of SRGBV.⁸ On average, stakeholders agreed that the different forms and manifestations were indeed incidents of SRGBV (Figure 12). However, there were some significant differences by stakeholders’ gender, age, and the district in which their schools were located. Girls and women (compared to boys and men), adults (compared to learners in general), and stakeholders from Chitungwiza (compared to Shamva) indicated stronger agreement.

⁸ Details on the development of this construct are included in Appendix IV.

Figure 12: Agreement that different forms/manifestations of violence are SRGBV (overall and by group)



Parents and community members are key allies in keeping learners safe both in school and in the community.^{xxxv} For instance, parents can serve as resources to schools and students as parent-teacher committee members and as volunteers in schools to assist in the reporting of SRGBV. Engaging parents in discussions about physical and positive discipline, gender norms and attitudes, and healthy peer and dating relationships can help foster shared understandings and combat harmful norms and behaviors.

To measure positive parent engagement, school stakeholders were asked questions related to parent involvement in reporting safety concerns, preventing SRGBV, and disciplining their children. For instance, stakeholders were asked the extent to which they agreed that it is acceptable for parents or guardians to beat their children at home for misbehavior. Five survey items were totaled to create a construct measuring parent engagement as aligned with the whole school approach. (Details on the development of this construct are included in Appendix IV.) On average, stakeholders agreed that parents were positively engaged at their schools in terms of reporting safety concerns and not using physical discipline (see Figure 13; no differences by gender, age, district, or school level).

Figure 13: Stakeholder agreement that parents are positively engaged in SRGBV prevention



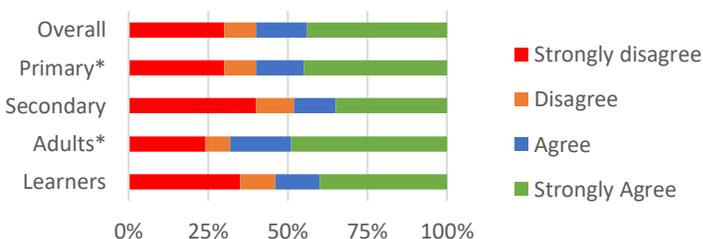
To understand parent engagement further, school administrators were asked about the different types of committees that parents could join at their schools (see Appendix IV for more details). All schools reported having an established School Development Committee (SDC), where parents, teachers, school leadership, and counselors are elected by community members at the annual general assembly meetings. Four schools had equal representation of women and men SDC members, four schools had a 2:1 ratio of boys and men to girls and women, and three schools did not provide details on the members of the committee. SDC activities include fundraising and income generation activities for school

improvement, construction projects, and supporting families with fewer resources. Seven out of 10 schools reported that the SDC activities have supported SRGBV campaigns through activities such as raising money for new or improved fences to improve student safety, and organizing a tuck shop on school premises so that students do not venture outside the school grounds for food. In addition to SDCs, three schools have parent-led Basic Education Assistance Module (BEAM) groups to help students financially; and three schools have parent-run food committees.

To understand larger community engagement related to SRGBV prevention, G&C teachers were asked specifically about the different types of local organizations that are involved in the school to prevent and respond to SRGBV. Overall, G&C teachers reported that secondary schools partnered with a greater range of organizations. These included Mavambo (providing school fees, sports activities, and counseling training for teachers); SOS (providing school fees, and counseling training for teachers); police (including their Victim Friendly unit); and the Ministry of Health (nurses presenting to students). Secondary schools tended to report between two and five organizations that support their students. Meanwhile, primary schools tended to report fewer organizations, including the police (and Victim Friendly Unit), Ministry of Health, and local Child Protection Committees.

While G&C teachers reported various partnerships, survey data revealed that school stakeholders (learners, school staff, and community members) had varying knowledge of

Figure 14: Stakeholder agreement to the statement "Outside of FAWEZI and the police, I am familiar with other organizations that work to fight SRGBV at this school."



other organizations that work to fight SRGBV in schools and the community. For instance, 44% of stakeholders *strongly agreed* that they were familiar with other organizations while over 30% *strongly disagreed* (Figure 14). Adults (compared to all learners) and primary grade learners (compared to secondary learners) reported significantly greater

agreement, potentially indicating that especially secondary learners are unaware of community supports related to SRGBV prevention and response.

Safe and secure physical environments in and around schools

SRGBV Minimum Standards related to Safe and Secure Physical Environments in and around Schools

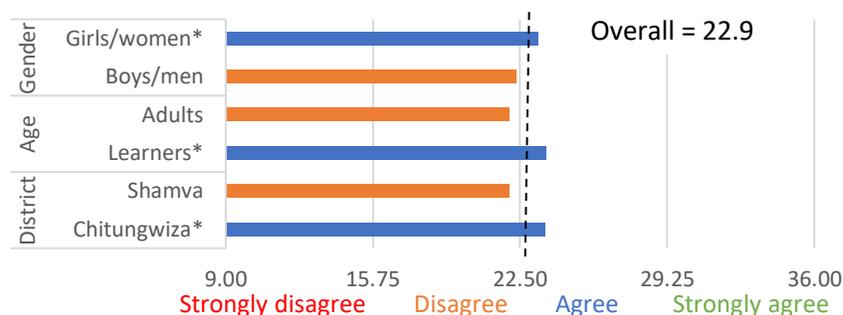
- Sanitary facilities are safe and secure.
- Classroom architecture and design is gender-responsive.

- *Students move safely to and from school.*

Closely linked to school leadership, parent, and community engagement is ensuring that physical environments in and around schools are safe for all learners. School buildings and sanitary facilities should be structurally sound and in good condition, with adequate fencing, gates, and streetlights.^{xxxvi} In addition, classrooms need to be gender-responsive, with sufficient lighting and desks that are spaced appropriately to ensure individual learner safety. Finally, learners should be able to travel safely to and from school.

School stakeholders were asked a variety of survey questions related to school infrastructure, such as the extent to which they agreed that chairs, benches, and water sources were adequate; and whether learner toilets were safe, private, and secure, particularly for girls during menstruation. Nine survey items were added to create a construct measuring stakeholders' agreement with the claim that their schools had physically safe environments aligned with the whole school approach. (See Appendix IX for details on the development of this construct.) On average, stakeholders agreed (scoring a 22.9 on the scale) that the physical environment in and around their school was safe; but boys and men, adults, and stakeholders from Shamva were more likely to disagree (see Figure 15).

Figure 15: Stakeholder agreement that the physical environment in and around school is safe



Both data gathered prior to the Visioning Workshops and data from school observations revealed additional details related to safety in schoolyards, classrooms, and on the journey to and from school. The school structures at the 10 schools varied somewhat across locations. All schools reported secured school grounds. Five schools had durawall walls (masonry block with steel wire bonding) with a gate; the other five schools had some other form of fence. Secured school grounds are important to keep out dangers such as unauthorized adults. While enrollment size varied across the 10 schools, only two schools reported holding three or four classes outside, which may also increase students' safety risk (e.g., increased exposure to sunlight and/or animals, potential increased risk of sexual harassment). However, the time needed to travel to school varied among the districts.

School administrators noted that, in Shamva, the maximum time that it took students to travel to and from school varied from 90 to 120 minutes (see Table 27 in Appendix V), while in Chitungwiza students traveled a maximum of 30 to 60 minutes (with the exception of Tasimukira Primary learners, who traveled up to 150 minutes). Long distances to and from school may put students at an increased risk for violence, particularly for students traveling on foot or on public transport.

Sanitary facilities

During the school visits, data collectors also observed the sanitary facilities (see Table 28 in Appendix V). Data collectors observed that schools had an adequate number of latrines according to the size of their enrollment. On average, there was one latrine for every 30 to 47 students. All schools had separate latrines for girls and boys, and nine schools had private latrines, including one with operational locks on the latrine doors. In seven schools, every latrine was operational; three schools had at least one non-operational latrine. All schools had latrines that were within eyesight of the school building or play area (i.e., not located too far away), and all latrines were structured so that girls had privacy when changing their menstrual pads. Seven schools had a mechanism for girls to dispose of their menstrual pads (five schools had bins and two used the toilets). To the three other schools, girls were expected to dispose of the pads themselves (one G&C teacher reported that girls carried their used menstrual pads back home).

Code of conduct

SRGBV Minimum Standards related to Codes of Conduct

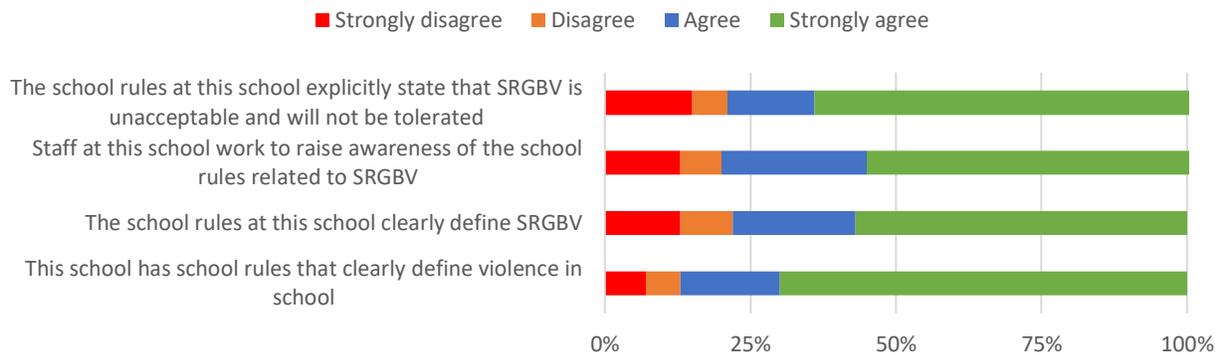
Key definitions of the different forms of SRGBV are outlined in the code.

- *The code provides an unambiguous, zero-tolerance stance on SRGBV.*
- *The code emphasizes conduct promoting a positive and safe school environment.*

In addition to ensuring safe physical environments, it is recommended that all schools develop and implement a comprehensive code of conduct or another school policy or school rule document that unambiguously defines acceptable and unacceptable behavior, including in relation to SRGBV.^{xxxvii} An effective code of conduct is created by using a gendered lens to define clearly the different forms of SRGBV, to provide a zero-tolerance policy, to outline reporting mechanisms for SRGBV, and to detail consequences for misconduct. Effective codes of conduct also describe positive behavior that is encouraged and promotes a safe school environment. To create wide ownership, codes of conduct are ideally developed jointly among learners, school staff, parents, and community members; and, the code aligns with national and local policy frameworks. When developed holistically among different stakeholders, comprehensive codes of conduct create a sense of shared ownership and responsibility for keeping all school stakeholders safe at school.

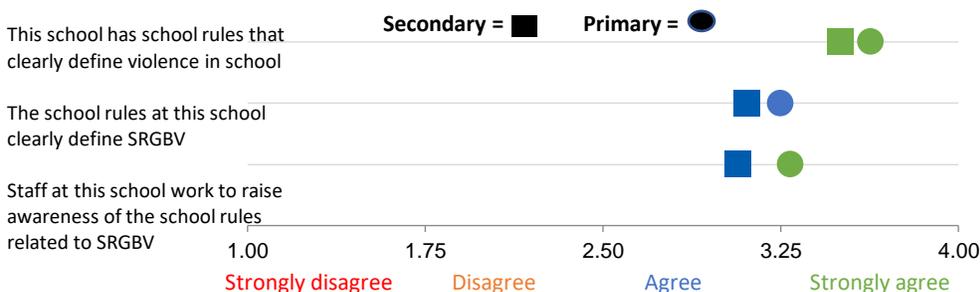
School stakeholders (learners, school staff, and community members) were asked whether their schools had some form of codes of conduct or school rules that met the whole school criteria of defining violence and SRGBV clearly, and that stated explicitly that SRGBV is unacceptable and will not be tolerated. In addition, school stakeholders were asked whether they were aware of the school rules regarding corporal punishment and whether school staff are working to raise awareness of the school rules related to SRGBV. Overall, more than three-fourths of school stakeholders agreed/strongly that their school had rules that clearly defined violence, SRGBV, and explicitly stated that SRGBV is unacceptable and will not be tolerated (Figure 16). In addition, over three-fourths agreed/strongly that staff at their school try to raise awareness of the school rules related to SRGBV.

Figure 16: Stakeholder agreement related to school rules



Interesting group differences related to the school codes of conduct emerged (Figure 17). Learners also had significantly greater agreement than adults that their school rules clearly defined violence in school (i.e., 74% of learners strongly agreed, compared to 66% of adults). In addition, primary learners had significantly greater agreement than secondary learners that their school rules clearly defined SRGBV and violence in school, and that staff at their schools try to raise awareness of the school rules related to SRGBV. These results suggest that secondary school learners are less likely to agree that their school rules are clearly defining violence and SRGBV, nor are staff working to raise awareness of such rules. In addition to differences by primary and secondary level, girls and women had significantly greater agreement than boys and men that their schools' rules clearly define SRGBV. Shamva stakeholders also had significantly greater disagreement that their school rules explicitly state that SRGBV is unacceptable and will not be tolerated, and that staff at their schools try to raise awareness of the school rules related to SRGBV.

Figure 17: Agreement related to codes of conduct by primary/secondary learners



Overall, stakeholders agreed that their schools had comprehensive rules clearly defining violence and SRGBV, and that staff work to raise awareness of these rules. Yet these perceptions differed greatly from what data collectors were able to *observe and collect* at the schools (see Table 2). At the Visioning Workshops, six schools reported having a code of conduct and school rules already developed. However, during the school visits in September 2019, data collectors were only able to observe and gather school policy documents that guided school operations—including the policy on corporal punishment—at three of the 10 schools. Three additional schools had “School Rules” that listed school norms and student behavior expectations, which prohibited bullying and/or physical violence. Yet none of the documents that data collectors gathered and examined had a clear, unambiguous, zero-tolerance policy on SRGBV. In addition, none of the documents clearly outlined the different forms of SRGBV or specified reporting mechanisms; nor did they address gender issues or use positive language to avoid placing blame on the victim. Data collectors observed not only a lack of documents, but also a lack of understanding of positive student expectations as part of a comprehensive code of conduct that would serve as the foundation to create a positive and safe school environment.

Table 2: Summary of school rules document review

School	Type of document	SRGBV clearly defined ? (max 5)	Specifies reporting mechanisms ?	Recognizes gender discriminatory behaviors?	Outlines consequences for violation?
Madziwa Rural Primary	1. School Policy Document 2. School Rules 3. Teacher Contract	1	No	No	No

Mupfure Primary	1. School Policy Document 2. School Rules	1	No	No	No
Mupfure Secondary	----	----	----	----	----
Mutumba Primary	1. School Rules	1	No	No	No
Mutumba Secondary	1. School Rules	1			
Seke 2 High	----	----	----	----	----
Seke 6 High	----	----	----	----	----
Aidan's Primary	1. School Policy Document	2	No	No	No
Tasimukira Primary	1. School Rules	1	No	No	No
Zengeza 4 High	----	----	----	----	----

Teachers and educational support staff, and child rights, participation, and gender equality

SRGBV Minimum Standards related to Teachers and Educational Support Staff, and Child Rights, Participation, and Gender Equality

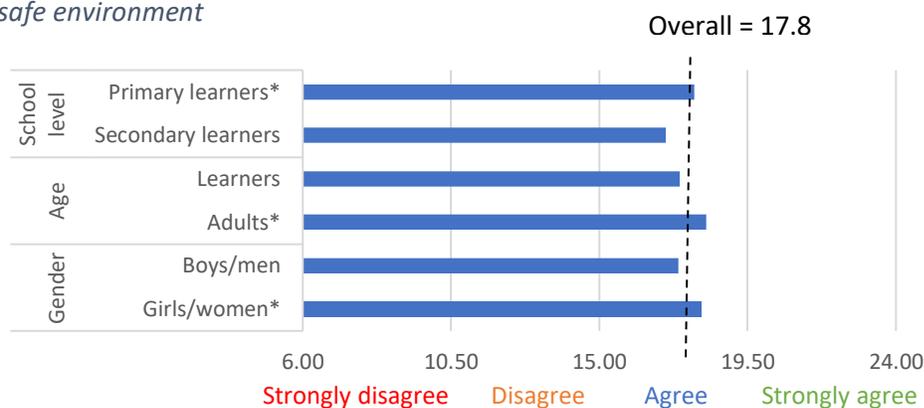
- *Teachers have the capacity to identify, respond to, and prevent SRGBV.*
- *School structures promote women's leadership and support teachers who experience violence.*
- *Teachers have the skills to use positive and gender-responsive teaching and learning methods.*
- *Child rights approaches are integrated into curricula.*
- *Student leadership is centralized, and girls and boys are equally represented.*
- *Healthy peer relationships are promoted and student awareness and attitudes about gender norms and SRGBV improve.*

In addition to creating a comprehensive code of conduct to define SRGBV and promote a positive, safe school environment, teachers and educational staff must be adequately trained and supported to help prevent and respond to SRGBV. As teachers and educational staff promote gender equality, participation on the part of all learners, and the fostering of healthy relationships among school stakeholders, learners are empowered and encouraged to lead. Children also learn their rights, and all school stakeholders can promote these rights to create and maintain safe school environments. Training teachers to help them understand their own gender biases, to deal with past experiences related to

SRGBV and possible behavior that may contribute towards SRGBV in their current school setting, staff are then able to create safer environments and recognize and respond to the different forms of SRGBV. Training can also help increase school staff capacity to identify, respond to, and prevent SRGBV; to promote women’s leadership; to assist any teachers who have experienced violence themselves; and to use positive and gender-responsive teaching and learning methods.

To gauge the extent to which teachers and educational staff work to create a positive, gender-responsive, and safe environment, school stakeholders were asked a variety of survey questions. These questions concerned teachers’ and educational staff members’ ability to identify, respond to, and prevent SRGBV; school structures supporting women’s leadership and teachers who experience violence; and the use of positive, gender-responsive teaching methods at school. Stakeholder responses to six survey questions were brought together to create a construct measuring stakeholders’ beliefs related to safe, positive, and gender-equitable behaviors of educational staff at their school (see Appendix VI for more details). On average, stakeholders agreed that teachers and educational staff at their schools display safe, positive, and gender-equitable behaviors; and girls and women (compared to boys and men), adults (compared to learners), and primary learners (compared to secondary learners) reported greater agreement (see Figure 18). These differences indicate that adults, women and girls, and primary learners felt that teachers and educational support staff displayed more gender-equitable and safe behaviors. This may reflect teachers’ dispositions towards younger learners, as well as potential gender inequalities that may be more common in secondary schools.

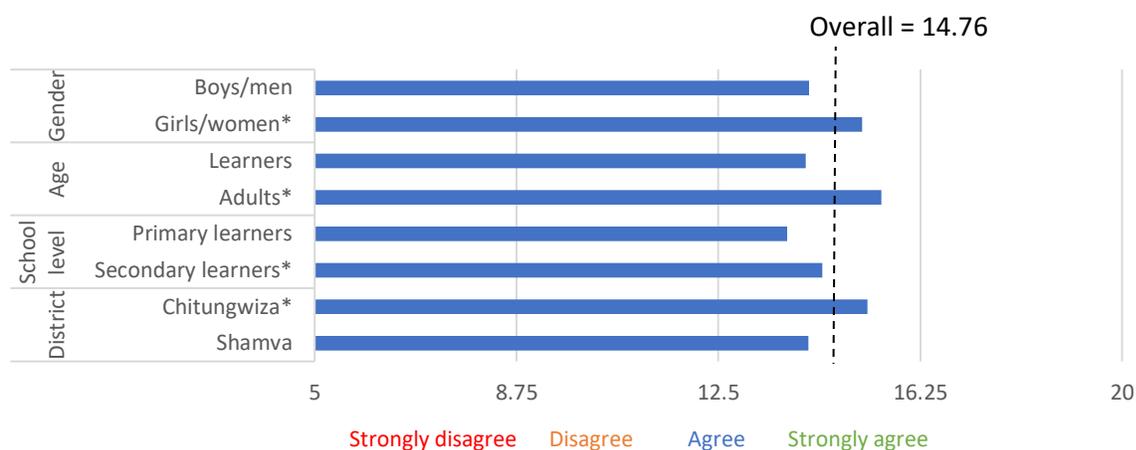
Figure 18: Agreement that teachers and educational staff work to create a positive, gender-responsive safe environment



Stakeholders were also asked survey questions about gender equality in learner leadership and learner discipline in school. For example, stakeholders were asked the extent to which they agreed that boys are better group leaders and boys are punished more harshly than girls. Stakeholder responses to five survey questions were combined to create a construct

measuring gender equality in learner leadership and discipline at school (see Appendix VI). Stakeholders agreed on average that there was gender equality in learning leadership and discipline at their schools (Figure 19). However, there were significant differences by groups, as girls and women (compared to boys and men), adults (compared to learners), secondary learners (compared to primary learners), and stakeholders from Chitungwiza (compared to Shamva) more strongly agreed. These data suggest that boys and men, learners, primary learners, and stakeholders in Shamva felt that there were more inequitable views and behaviors related to learner leadership and discipline at their schools.

Figure 19: Stakeholder agreement their school has gender equality in learner leadership and discipline



School structures promote women’s leadership

In many contexts in Zimbabwe, women are underrepresented in top leadership positions. This reinforces harmful gender stereotypes and prohibits a school’s ability to address such drivers of SRGBV as rigid gender roles and gender inequality.^{xxxviii} Prior to the Visioning Workshops, schools were asked to identify who served in leadership positions at their schools. Across all 10 schools, the top leadership positions included mostly men (seven out of 10 head teachers were men). However, a relatively similar number of women and men served as deputy heads, and women appeared to have more prominence and middle management roles such as Teacher-in-Charge or Senior Woman.

School structures support teachers who are victims of SRGBV at this school

G&C teachers were also asked whether any teachers had reported being a victim of SRGBV at their school. G&C teachers from all 10 schools noted that there were mechanisms in place for teachers to report being a victim of SRGBV and of general abuse or threats. Reports are made directly to school leadership, so G&C teachers did not have details on the number of reports or the cases in general. G&C did note a wide range of issues that

teachers have reported, including students and parents being disrespectful and vulgar, verbal arguments among teachers, and women teachers facing abuse on the way to school or being approached by students to engage in sex. The type and level of support that schools provided to teachers varied by incident. In some schools, disciplinary actions were in place to protect teachers and punish perpetrators, to counsel teachers, or to discipline teachers, depending on the nature of the incident reported.

Student leadership is centralized, and girls and boys are equally represented

Prior to the Visioning Workshop, schools were asked to describe the leadership positions that learners hold at their schools. All schools appoint learners as prefects. However, eight schools said that they have only a prefecture body and not a student committee, while two schools reported that they have student committees comprising prefects and teachers. All committees had equal numbers of boys and girls, though the committee size and meeting times varied. Schools with greater enrollment had more members; and, the committees met with varying frequency, from once per week to twice per term. Student (prefecture and committee) bodies assisted with various school activities, including maintaining orderly behavior and reporting bullying or violence to teachers. Additional student leadership roles include head boy and head girl, class monitors, and sports team captains. A few schools have a junior councilor role for a student to serve as a representative for the entire ward and a Minister of Parliament (MP). The schools also have student clubs that provide leadership opportunities, such as peer leaders. There is a G&C club for student counselors, and a young farmers club. Across all schools, the G&C teachers reported that boys and girls are equally represented in these leadership positions.⁹ One secondary school in Chitungwiza was the exception: one G&C teacher from this school reported a greater proportion of girl prefects; the other G&C teacher noted a balanced number (the actual number was not verified).

Trainings and curricula related to positive, gender-responsive teaching and learning methods, child rights, and healthy peer relationships

In addition to the survey data, prior to the Visioning Workshops, schools were asked about the different types of trainings they had received related to safe schools (child-friendly schools), SRGBV, child rights, healthy relationships, and gender norms. All 10 schools reported participating in child-friendly or safe school trainings. These trainings ranged from once in the past five years to several trainings per year, covering topics such as disaster management, health, gender-based violence, and child protection (see Appendix VI for more details on data related to school-level training related to SRGBV). In most cases, head teachers and/or G&C teachers attended the training and used a cascade model to train additional teachers at their schools. Representatives from all 10 schools reported that their

⁹ One secondary school in Chitungwiza was the exception, since one interviewed G&C teacher from this school reported that they have a greater proportion of female prefects, while the other interviewed G&C teacher from this school noted a balanced number.

students learn about child rights—including rights and responsibilities at school—and this is integrated into the G&C curriculum and into Heritage Studies classes. Also, in school assemblies that address child rights, students recite poems and present dramas. Community organizations (such as the Ministry of Youth and Women’s Empowerment, in Mwanasikana, Mavambo), or the police have also visited some schools to discuss child protection (from bullying, violence, substance abuse, rape, etc.). In the Visioning Workshops, school stakeholders also reported teaching children about healthy peer relationships, and several schools noted that conflict resolution and anti-bullying were part of this curricula. In addition, sexual and reproductive health education is part of the curricula in all 10 schools, since this is part of the national syllabus and school policy (see Appendix VI for more details on this curricula). As is the case with child rights, topics are taught weekly or biweekly during allocated class time (depending on grade level and resources), and two schools reported addressing these topics during assemblies. All schools also reported that gender norms are included in their curricula as a cross-cutting theme within G&C classes, or in some instances as part of Heritage Studies and Family and Religion classes.

Teachers’ capacity to Identify, respond to, and prevent SRGBV

Additionally, nine out of 10 schools reported teaching their learners directly about SRGBV. Most of these schools report these topics being taught under the new G&C curriculum and integrated into other classes. However, few details were shared on what is taught on the topic of SRGBV. Three schools reported teaching about gender violence, while one school reported teaching about national laws and refraining from stealing or fighting. Only two schools reported external support in teaching about SRGBV (i.e., this included the School Development Committee or police support). Three schools received a one-day training on gender-responsive teaching from the district office or Mavambo Orphan Care to learn about child abuse, gender equality, stigma and hate speech, a safe school environment, and child-friendly schools. As a result of this training, two schools reported creating school clubs and holding follow-up assemblies to present information learned.

Reporting, monitoring, accountability, and incident response

SRGBV Minimum Standards related to Reporting, Monitoring, Accountability, and Incident Response

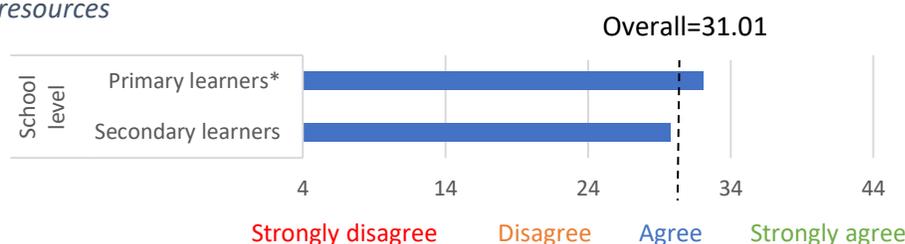
- *Students have safe and confidential spaces to report experiences of SRGBV.*
- *Reporting mechanisms are linked to support systems.*
- *School protection or review organizations are in place to improve monitoring and accountability.*
- *Child-centered procedures are in place for responding to the different needs of girls and boys who experience SRGBV.*
- *Establish referral links with local child protection systems.*

While a clear understanding of SRGBV and comprehensive action plans to address incidents are key to creating safe schools, equally important are mechanisms for reporting

and response, and for monitoring and accountability that are clear, child-friendly, and effective. This includes giving students safe, confidential ways to report SRGBV, tying reporting mechanisms to physical and mental health support systems and local child protection systems, and establishing school protection or review organizations so that high-quality monitoring and accountability is maintained.^{xxxix}

To measure a school's SRGBV reporting, response, monitoring, accountability, and incident response to SRGBV, school stakeholders were asked a variety of questions about SRGBV reporting and related school staff reactions and/or follow-up. Eleven survey items were brought together to create a construct measuring stakeholders' agreement concerning their school's reporting, monitoring, and accountability mechanisms. (Details on the

Figure 20: Agreement that reporting, monitoring, accountability, and incident response systems are child-centered, confidential, and linked to community resources



development of this construct are included in Appendix VII.) On average, stakeholders agreed that their school's reporting, monitoring, accountability, and incident response systems were child-

centered, confidential, and linked to community resources. While both groups agreed, primary learners expressed significantly greater agreement than secondary learners (See Figure 20).

There were no significant differences by adults and learners, girls and women, boys and men, or Shamva versus Chitungwiza). These results seem to suggest that primary learners view their schools' reporting mechanisms as safer than secondary learners. To gain more insight into the reporting mechanisms at each school, additional data were gathered from school heads and G&C teachers to learn specifics of reporting, monitoring, accountability, and incident response. These are described in more detail in the next section on data and interpretations (and see Appendix VIII for more details on reporting, monitoring, and accountability).

Prevalence

Prior to the Visioning Workshop, eight out of 10 school administrators said that they had received reports of SRGBV incidents during the past five years. Administrators said that from one to 10 cases were reported, and the majority of these eight schools reported four to five cases within the past five years. However, G&C teachers gave a different report. Several teachers reported that some forms of SRGBV occurred daily. Teachers from the two large schools stated that there were about 20 to 30 cases daily, though few are reported

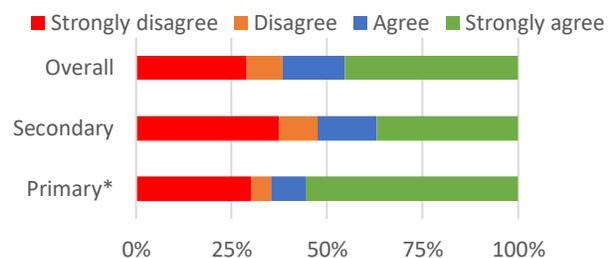
formally. The school head or deputy head is responsible for recording SRGBV incidents, and G&C teachers said that they are not part of this recording process.

SRGBV reporting process

Prior to the Visioning Workshop, schools were asked to describe what happens if a teacher or pupil reports witnessing or experiencing SRGBV. In addition, during the school visits G&C teachers were asked how confidentiality is maintained at their schools, and about the next steps to be followed if a student reports an SRGBV incident to them. All teachers perceive that their reporting is confidential, yet none of the schools appeared to have child-friendly and clear reporting procedures in place. Schools mentioned various ways in which they attempted to protect victims' identities, from only sharing identities with necessary staff or teachers to using pseudonyms for school conversation purposes. A few teachers stated that confidentiality is lost if other students are brought into an investigation, if students are asked to serve as witnesses, or if students are asked to confront perpetrators during investigations. While some teachers described how their schools had suggestion boxes, they also noted that these boxes were not used any more, and thus they were not an option for confidential reporting. Only one school had a dedicated room for counseling; the other schools reported using secluded or available rooms for this purpose, including the head or deputy head office. None of the G&C teachers discussed the implications of the lack of counseling rooms for keeping student identify protected.

In addition to lacking confidential procedures, stakeholders reported mixed perceptions as to whether reporting procedures were child-friendly. For instance, school stakeholders were asked the extent to which they agreed that there is a designated safe location at school for learners who report being victims of SRGBV. Overall, about 40% disagreed or strongly disagreed that there is a designated safe location at their school for learners to report being a victim of SRGBV, and primary learners agreed more strongly than secondary students (see Figure 21).

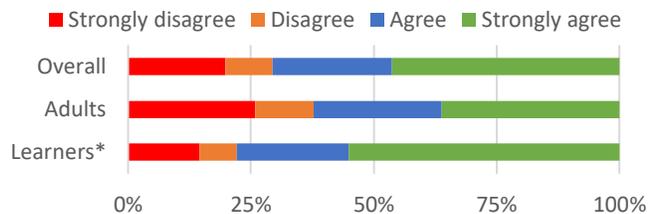
Figure 21: School stakeholder agreement to "There is a designated safe location at this school for learners to report being a victim of SRGBV."



School stakeholders also noted that victim blaming was a common occurrence, as 70% agreed/strongly that learners who report SRGBV at this school are often asked what they have done to initiate the abuse. This differed significantly by age, as learners agreed more strongly than adults (see Figure 22).

G&C teachers stated unanimously that both boys and girls received attention and support for SRGBV issues that are brought up. However, of the two G&C teachers interviewed in each school, one teacher reported that the response to girls and boys is the same, while the second teacher said that girls are referred to women teachers and boys are referred to men teachers to make children more comfortable reporting an issue. These schools will need to give attention to this matter in order to ensure that reporting procedures are confidential, safe, and child-friendly, and that teachers understand ways in which girls and boys may respond differently to such incidents.

Figure 22: School stakeholder agreement to "Learners who report SRGBV at this school are often asked what they have done to initiate the abuse they experienced."



Schools also lacked specific, consistent actions for addressing cases of SRGBV. In fact, school administrators described different processes, depending on the type of SRGBV and the perceived gravity of the incident. For instance, while **inappropriate touching** among students was reported at the majority of schools (such as touching a girl's breasts, "swiping" or sliding a hand between a girl's buttocks, etc.), boys either were not punished or they received only a minor punishment for such offenses. Similarly, administrators from a majority of schools denied that **corporal punishment** was used (and thus it would not be reported on) at their schools, since it is not prohibited in Zimbabwe. However, some administrators stated that some types of physical punishment were acceptable and used at their schools (e.g., using a stick), thereby showing that administrators' definitions of corporal punishment varied. Incidents of **peer-to-peer violence** and **bullying** were usually reported to a teacher, and the teacher then involved the head teacher or disciplinary committee to investigate further. Sometimes victims and witnesses were called to write reports, and parents were called during the disciplinary process or after a decision was made. Punishments varied depending on the offense (e.g., working on the school grounds or involving the police). A few schools also noted that both the victim and perpetrator were counseled.

School administrators noted that **sexual violence** could take place between a student and teacher, or between two students, and that teachers could be perpetrators as well as victims (e.g., they reported that students tried to seduce teachers). As with bullying and peer-to-peer violence, school administrators reported the following sequence: victims (commonly girls) were asked to write a report; the police investigate; the victim is sent to the hospital for examination; she is then expected to face the perpetrator; and, finally, she receives counseling. Thus, schools attempt to link learner victims to mental and physical health support systems such as school counseling, local police, and hospitals. Yet no school (administrator or G&C teacher) discussed whether and how they established referral links

with local child protection systems, which is an important component of a comprehensive whole school approach. In addition, no administrators discussed cases of sexual assault of a teacher (though they stated that both boy and girl learners have been known to try to seduce teachers), so it remains unknown whether and how schools respond when teachers are victims.

SRGBV recording processes at these schools were unclear. Some G&C teachers said that they were not aware of the process of recording or tracking SRGBV prevalence. Yet some G&C teachers then stated that their schools keep the records of SRGBV confidential, suggesting that they actually do have some knowledge of the recording processes. None of the 10 schools has a school review organization to examine and evaluate SRGBV records, to help staff refer incidents to the proper authorities, or to hold staff accountable for inconsistent enforcement or inadequate responses.

Conclusions

The baseline study findings from the pilot of the implementation of the whole school approach in these 10 schools of Zimbabwe provide important insight into the SRGBV drivers, as well as into the establishment of the whole school approach in each school. The drivers of SRGBV that support violence are present to varying degrees in these 10 schools and communities. For instance, regarding gender roles and stereotypes of masculinity and femininity, girls and women continue to be seen as heads of households and are expected to dress conservatively. Men are expected to earn money for the family, and some do not expect boys to help their mothers at home. Nevertheless, both parents should make decisions together about their children. Violence is a complex subject, and it is viewed somewhat contradictorily. For example, husbands should not beat their wives for disobeying, yet it is regarded by many as necessary to guide *children's* behavior at home. In addition, violence is held by some to be necessary to guide learners' behavior at school; and, about half of all stakeholders reported disagreeing with laws prohibiting corporal punishment, suggesting that violence is normalized at an early age. While policies such as school rules exist at the 10 schools for learners, the rules do not clearly define SRGBV, nor are they applied to teachers and school staff. Identifying the role of the drivers of SRGBV in these 10 schools will help in designing effective minimum standard interventions, which will contribute to better systems of response and decrease the prevalence of SRGBV in the long term.

In addition, these schools are working towards creating a common definition of SRGBV, while uniting parents, schools, and community members to work together for prevention and response. The baseline evaluation of the whole school approach minimum standards has also identified the areas where more efforts could be placed in order to prevent and/or respond to SRGBV in these schools. Based on these data, more work is needed to create a consensus among stakeholders as to what constitutes SRGBV (corporal punishment in particular). In addition, some stakeholders (especially secondary students) strongly

disagreed that they were aware of other organizations partnering with their school to fight SRGBV. While schools reported a variety of committees for parents to engage with actively, six of the 10 schools had unequal representation of women and men on such committees, which may in turn reinforce gender stereotypes of male dominance and power. Additional consensus building activities—such as creating a committee or group to lead SRGBV prevention and response work, or holding more formal and organized meetings related to SRGBV work—may increase awareness of the key partner organizations, particularly among learners and in secondary schools. In addition, the SRGBV committee and such meetings may help more formally to connect school leaders, learners, parents, and community organizations to work together towards SRGBV response and prevention.

In general, stakeholders agreed that their school infrastructure was safe, while additional data shed light onto some physical safety issues at the 10 schools. For instance, while all schools had gates and/or fences, and while separate latrines for boys and girls were within eyesight of the school buildings (and almost all were private), some latrines were not operational, and almost none had locks. Interestingly, girls and women survey respondents agreed more strongly than boys and men that school infrastructure was safer, even though some schools did not have gender-inclusive infrastructure (e.g., menstrual pad disposal). Stakeholders from Chitungwiza also agreed more strongly that their schools were safer. This may relate to the shorter distances that most children travel to school (compared to learners from Shamva), and that they may face fewer risks during their travels. While G&C teachers noted that women teachers experience SRGBV on the way to and from school, more data from learners is needed to understand SRGBV issues that they may face while traveling to school or to home.

More work is needed at these schools to ensure that each school reviews and revises the current school rules to reflect SRGBV, and that it makes these school rules applicable to learners as well as to teachers. A collaborative process will help to increase ownership of the school rules, as well as to ensure that all stakeholders have a shared understanding of the different forms of SRGBV, and the related reporting mechanisms and consequences for perpetrators. While school stakeholders generally held positive beliefs that their school rules clearly defined violence, corporal punishment, SRGBV, and their school stance and awareness-raising on such issues, there were stark differences between these positive beliefs and what data collectors were actually able to observe and gather in terms of school rules and codes of conduct. Since the code of conduct or school rules are foundational for the success of the whole school approach, working to align, to revise, and to review school rules with all stakeholders (that is, with learners, school staff, and parents and community members) will be a key entry point activity.

The survey, interview, and school questionnaire data taken together show that schools have engaged in activities to train and equip school staff to prevent, recognize, and respond to SRGBV. In addition, child rights and issues of SRGBV are integrated into school

curricula, and stakeholders generally agreed that there was gender equality in learner leadership and discipline at their schools. However, as noted above, additional details are needed to understand more deeply how teachers are trained (and how they train other teachers), beginning with teachers' understandings of SRGBV. In addition, more details are needed with regard to the definitions or the specific rights of children, and how learners have agency with respect to these rights (e.g., the ways in which children can report violations of these rights, and how seriously the allegations are then pursued). While there appears to be equal opportunities for boys and girls to participate as learner leaders, additional data would shed light onto the benefits of such leadership positions for learners, and show how learner leaders can help to identify and respond to SRGBV issues. G&C teachers spoke positively regarding the various roles of teachers, head teachers, parents, and G&C teachers to help deal with SRGBV issues. But reporting mechanisms had not been clearly defined or explained at any school, and this may well prevent learners and staff from reporting incidences of SRGBV. Moreover, given the prevailing gender attitudes and norms, more work is needed to help teachers recognize their own gender biases and assumptions so that they can promote positive gender messages and help students recognize SRGBV and ultimately to change behavior.

Stakeholders gave varying reports related to the prevalence, reporting, response, monitoring, and accountability mechanisms at their schools. Teachers at larger schools noted that SRGBV occurs daily, while school administrators reported that one to 10 cases had been reported formally over the past five years. Stakeholder survey data showed that stakeholders agreed on average that reporting, monitoring, accountability, and incidence response related to SRGBV at their school were confidential, child-centered, and linked to community resources and organizations. But when discussing the responses to SRGBV, schools seemed to hold varying definitions of what constituted an "incident," as stakeholders reported that sometimes cases such as inappropriate touching and bullying were not even considered or followed up. When specifically asked how they address incidents, none of the schools appeared to have confidential, child-friendly, and/or clear reporting procedures. All schools said that they helped victims connect to local organizations for physical and mental support, but no school identified local child protection systems. In addition, no school reported having a school protection or review organization to track (and potentially to improve) monitoring and accountability.

Recommendations

A multi-dimensional approach is needed to create meaningful and sustained changes related to SRGBV prevention and response. The baseline study findings lead to the following recommendations:

- Help stakeholders develop a shared understanding of the SRGBV definition that is agreed upon and enforced by school staff, parents, learners, and community members.

This awareness-raising and consensus-building may take time, but these activities are necessary to build an effective whole school approach.

- Create a SRGBV prevention group (learners, parents, school staff, community members) to review or revise school codes of conduct and school rules to include the shared definition of SRGBV and to outline positive school expectations. Map stakeholders around the catchment area of schools to connect more formally the community's support to schools.
- Support programs and activities to strengthen the voices of girls and women, potentially through a SRGBV prevention group and other learner groups.
- Engage boys and men to discuss harmful norms and behaviors related to gender and violence, and to model more equitable attitudes and behaviors.
- Engage adults (parents, educational staff, community members, and ministry officials) who tend to hold more equitable views to serve as role models and supporters of the activities of learners. Additionally, provide school stakeholders and parents with positive discipline resources and techniques, since many believe that violence is necessary to control children's behavior.
- Work closely with teachers, learners, parents, and community members to create clear, confidential, child-friendly response and reporting procedures for all forms of SRGBV. Make the reporting process less formal to allow for addressing and documenting most of the daily SRGBV incidents. Create a review board or committee to monitor SRGBV reporting and accountability.
- Work with school and community committees to raise funds for school infrastructure improvements (such as locks on latrines wherever possible), and to ensure safe routes to school.
- As resources allow, create stronger and deeper connections with local organizations to join in efforts to prevent SRGBV. It is necessary to raise awareness, in particular for learners.
- Raise community awareness of SRGBV, and forge stronger connections between the schools and parents and community members in order to engage them in SRGBV activities.

Working together, FAWEZI, UNGEI, and MWAI have a unique opportunity to reflect on these findings and to lead collaboration and activities with each school, tailoring the project to meet the schools' needs to address the SRGBV drivers and meet the minimum standards of the whole school approach.

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