

CHAPTER ONE

1.0 Introduction

This section introduces the study on the survey of Gender-Based Violence (GBV) against girls as a Barrier to Increased Educational Participation in Selected Secondary Schools in Lusaka, Southern and Western Provinces of Zambia. The study begins with the background, followed by statement of the problem, purpose of the study, research objectives and significance of the study. Then go on to introduce the conceptual framework and key research questions underpinning the study.

1.1 Background

Gender-Based Violence (GBV) has become a threatening impediment cutting across race, religion and national boundaries becoming a global concern. GBV against girls and women and particularly the violence that occurs in the educational formal settings has been the flagship policy issue of the global feminist effort to sensitize human rights to gender equality; bearing in mind that woman and girls play a significant role in a development of a nation. While many see the definition of violence against girls/women as a violation of human rights as a major internal success of gender mainstream, others have noted the existence of GBV as one of the hindrances to the girl's educational participation. This has resulted in not achieving Compulsory Education which is one of the official curricular objectives found in the UN documents (EFA, 2000) that promotes equality, safety and human dignity for all capable citizens not met because most of these ideas and policies are accepted to a great extent in theory and not so strictly in practice especially in the learning environment-the schools (Terry & Hoare, 2007; Dunne et al, 2006; EFA, 2003; Leach & Mitchell, 2006).

The situation of GBV against women and girls has impacted negatively in the developing world because of the extreme economic imbalances low literacy levels, basic universal education a goal rather than a reality, and the HIV pandemic often devastating. The problem of GBV in schools is even more urgent especially in the age of AIDS epidemic because adolescents are more vulnerable to the infections, particularly adolescent girls (UNAIDS, 1999; PATH, 1998). Sexual Violence in

schools has a negative impact on the educational and emotional needs of girls and acts as a barrier to their increased educational participation. In addition, rape and other forms of violence places these girls at a risk of contracting the HIV/AIDS virus which negatively has taken its toll on the educational system and disrupted education especially for the girls (Human Rights Watch (2001:5)

Several interventions relating to increasing the girls participation have been undertaken and one such is “Girls’ Education” A Global Priority of 1990, where nations came together with inter-government bodies and NGOs at the United Nations World Conference on Education for All (WCEFA) in Jomtien, Thailand; whose aim was to identify the trends, lessons learned, emerging concerns and prioritizing children’s education. Participants at this conference made a commitment to ensure access and quality education for girls as in UNESCO’s Education for All documents. Since the pronouncement and commitment to the girls education in 1990 there has been growing awareness of the value of educating girls and its gain (UNESCO, 2012b). According to World bank, 2002 educating girls is one of the best development investments a country could make. However, despite all the efforts to provide education to the girls many notable obstacles that impede their educational participation were identified to which one of them was GBV as reported by UNICEF, 2001 “Sub-Saharan Africa, 45 percent of girls are not enrolled in class; and of those who are, nearly 40 percent will drop out before completing fifth grade”

Accessing education alone does not solve the challenge of increasing the participation of girls in education because if the girls stay in school is hindered by GBV they will miss classes or completely drop out of the school system. This calls for the creation of conducive academic learning environment that addresses the impact that GBV has in fostering inequitable classroom processes and unsafe learning environment. Several studies have said that schools where GBV and coercion are in existence, the education system may increase the girls chances of dropping out (UNICEF, 2001). Before the 1960s, secrecy and confusion dominated the area of atypical gender identity development. The first definition of the term ‘gender role’ was given by John Money (1955). Money wanted to differentiate a set of feelings assertions and behaviours that identified a person as being a boy or girl, or a man or a woman, from the contrasting

conclusion one could have reached by considering only their gonads. Following, the term gender identity appeared in the mid-1960s in association with the establishment of a gender identity group at the University of California.

Stoller (1992:78) defines it as:

A complex system of beliefs about oneself: a sense of ones' masculinity and femininity. It implies nothing about the origins of that sense (e.g. whether the person is male or (female)).
It has, then, psychologic connotations only: one's subjective state.

One of the prominent figures who raised the concerns of gender disparities between girls and boys, men and women is Gloria Steinem between 1960s- 1970s who wrote, spoken about societal roles, politics and issues affecting women. Steinem was an editor and political columnist for New York Magazine in the late 1960s together with other activists such as Bella Abzua and Betty Friedon who founded the National Women's Political Caucus (NWPC) in 1971; Stern, 1987). After the launch of NWPC, Steinem tried to fight for rights of women both in politics and other social spheres together with other women's movements (Stern, 1987) like gender bias in language, sexual harassment and feminist protest of pornography. Despite efforts made by women activists like Steinem, studies have shown that GBV against women and girls does exist and that it hinders the world's development efforts particularly in its efforts to create gender parity in education (Gordon, 1995; Maimbolwa-Sinyangwe and Chilangwa, 1995); Kutnick et. al., 1997). This is mainly due to certain practices and structures that maintain inequality, vulnerability and fear resulting from one's geographical location (Yuval-Davis & Werbner, 1999; age (Duncan, 1999; Eder et al., 1995); gender (EFA, 2003) and Gender-Based Violence (Maimbolwa-Sinyangwe and Chilangwa, 1995 & Gordon, 1995).

Globally, approximately 40 Million children below the age of 15 are subjected to child abuse each year (WHO, 2001). In addition vast numbers of women and girls suffer from sexual harassment, incest, intimate partner violence, marital rape and rape from men they know or strangers, trafficking for the purposes of forced labour or prostitution, ritual or honour killings and female genital mutilation (UNIFEM, 1999).

Reports in many parts of the world suggest that up to 80% to 98% of children suffer physical punishment in their homes, with a third or more experiencing severe punishment resulting from the use of implements (WHO, 2001& 2005; UNIFEM, 1999). If this trend continues, the world could be faced with a major crisis of few girls accessing education because GBV makes girls to stop concentrating, lose interest in schooling, change schools while the others leave school altogether. Akiba et al., (2002) classified GBV into two overlapping categories; explicit gender violence which includes abuse, assault, intimidation, rape and sexual harassment and implicit which includes bullying, corporal punishment, verbal and psychological abuse, teachers unofficial use of pupils for free labour, other forms of aggressive or unauthorised behaviour that is gender specific.

In Africa, gender based violence seems more prevalence among the females than the males. This has been attributed to the male dominance model which is rooted in the historically unequal power relations (social, economic, culture and political) between males and females in most African countries (Mac anGhaill, 1994). World Health Organization (2001) observes that GBV to a great extent limits female's full participation in the economic, social and educational development in all parts of the world. The World Conference on Education for All of 1990 held in Jomtein, Thailand, paid a particular attention to ensuring access and quality education for girls globally. But going at the increasing rate at which GBV cases against girls are reported, meeting the Millennium Development Goals (MDGs) of 2016 in most of the Sub-Saharan countries will be impossible. And yet studies have shown that educating girls is one of the best development investments a country can make (World Bank, 2002).

Several studies carried under the umbrella of Sub-Saharan countries have shown that cases of GBV against girls in the Zambian schools do exist (UNICEF, 2001). It is for this reason that the Zambian government decided to put measures to prevent and mitigate GBV impact on society by enacting the Gender law and establishing a work place gender policy. Unfortunately almost on a daily basis cases of GBV against girls are reported in the Media. A good example is a Baseline survey that was conducted by Youth Alive in Zambia (2011) in five schools in Lusaka; Munali boys (grade 10), Matero girls (grade 11), St Pauls (grade 9) and Olympia high (grade 12) which

reviewed some unexpected and shocking experiences of physical, psychological and sexual abuse among both the boys and girls. Maired and Humphreys (2003) observe that identification of GBV in schools is a barrier to increased educational participation and achievement, especially of girls in developing countries. In Zambia much focus on GBV has been on heterogeneous relationship on women with little or no significant coverage (if any) on GBV against girls in schools. This study therefore sought to establish the existence, types, causes and effects of GBV against female pupils as a barrier to their increased educational participation and come up with effective measures to reducing it. This is because if left unchecked, GBV will continue hindering the female pupils participation in education resulting in not meeting the Millennium Development Goals (MDGs) of 2016 meant to make the women and girls participate in national development. This is because studies have shown that educating girls is one of the best development investments a country can make (World Bank, 2002).

1.2 Statement of the Problem

Despite Zambia having made significant steps to deal with gender-Based Violence by establishing work place gender policy, education system gender policy guidelines and enacting the Gender law, much of these studies unfortunately have focussed on the community, Ministry of Health, Ministry of Gender and Women in Development, Ministry of Community Development and Social Services, Ministry of Home Affairs and Ministry of Justice (Zambia GBV—Programme Evaluation, 2010). However, very little work has been done to systematically document and review information on its prevalence and consequences of GBV against female pupils in the formal educational settings and yet several studies have shown that educating girls is one of the best development investments a country can make (World Bank, 2002; UNESCO, 2012b).

Therefore, this study was designed to survey the existence, types, causes, effects of GBV against girls as a barrier to increased Educational participation in selected secondary schools in Lusaka, Southern and Western Provinces of Zambia and come up with new body of knowledge the MOE requires in coming up with effective measures aimed at eradicating GBV in the schools.

1.3 Purpose of the Study

The purpose of the study was to survey the existence, causes, effects and types of GBV against girls in the secondary schools in Zambia and come up with new body of knowledge the MOE requires in coming up with effective measures aimed at eradicating GBV in the schools.

1.4 Research Objectives

The study intended to meet the following specific objectives:

- (1) To establish the extent to which GBV is experienced by the female pupils.
- (2) To assess the types and forms of GBV against the female pupils.
- (3) To establish the causes of GBV among the female pupils.
- (4) To investigate the effects of GBV against the female pupils.
- (5) To establish the effective measures of reducing GBV in the secondary schools in Zambia.

1.5 Research Questions

The study was guided by the following research questions

- (1) To what extent is GBV experienced by the female pupils?
- (2) What are the types and forms of GBV experienced by the female pupils?
- (3) What are the causes of GBV against the female pupils?
- (4) How does GBV affect the educational participation of the female pupils?
- (5) What measures should be put in place to reduce GBV against female pupils in the secondary schools in Zambia?

1.6 Significance of the Study

While a number of studies have been carried out on the existence of GBV in Zambia very few have focused on GBV against female pupils in the secondary schools. Schools play a significant role in reducing GBV in that it handles large numbers of young people of both sexes aged between 7 years to about 20 years making it easier to disseminate awareness and knowledge of GBVs educational, social, physical, emotional, psychological effects and health risks of contracting HIV/AIDS and STIs. Therefore, it is hoped that the findings of this study will help come up with new body of knowledge the MOE requires in strengthening the already existing Gender-Based

Violent Act 2011(appendix1) and come up with effective measures aimed at eradicating GBV in the schools. This is because increasing the female pupils educational participation has multiplier effects that will positively impact on the economic development of Zambia as shown in several studies that educating girls is one of the best development investments a country can make (World Bank, 2002). Furthermore, this study will also stimulate further enquiries on the topic by other researchers.

1.7 Limitation of the Study

The research was carried in specific location in the three (3) provinces out of ten (10) therefore care should be taken not to over-generalise. The findings of this study may not apply to the schools at the national level, or even to other schools within the same districts or provinces. Therefore, the findings in this study aims to highlight these as examples which may have much broader relevance for interventions to support the girls against GBV. Issues that deal with sexuality and sex related issues tend to be sensitive and taboo subjects which in most cases have received silence from participants and this was not different from this study. This is mainly because participants are not sure of what to say, and at times even feel shame, pain when reflecting in painful or incriminating events (Elisberg et al. 2001).

In this research generally the girls regardless of the province shared their sexuality experiences as if they were experiences by the ‘others’ not themselves for fear of shame. In order to gather this sensitive but useful information a range of data collection methods was used; structured questionnaires, unstructured semi-interviews, focus group discussions so as to try to collect as much information as possible. During the interviews with the female pupils in this research, it is likely that the GBV against the girls in the Zambian Secondary Schools is over/under reported simply because the researcher did not have enough time due to a prompt programme that came forth. Gaining trust, rapport and familiarity with the young people and other respondents was a challenge considering the short period of time we spent together. Furthermore the researcher could not make up the follow up questions later, although on the positive side the study will be the connection with the future researchers in schools, community and nation in the intervention to address the question raised during the

study. Because this research was conducted in third term during examinations, the deputy head teachers were interviewed instead of the head teachers who are the direct custodians of the female pupils.

1.8 Research Hypothesis

H₁ There is significant evidence to conclude that GBV is a barrier against female pupils' increased educational participation in the secondary schools in Zambia.

1.9 Conceptual Frame work

This study employed the Co-existence concept from a biblical point of view which says “there is a man within the woman” (Munroe, 2001:55). In the Bible God deliberately created man to represent both the man and woman so as to prove the equality and the difference between the two.

As Munroe (2001:64) rightly put it; A perfect Complement:

The female-man is the perfect complement to the male-man.

She is man because she came from man and has a spirit. Her physical house is also like the males.....produces eggs/ovaries”.

A woman is bone of his bones and flesh of his flesh.

The man produces the spermatozoa that fertilizes the eggs and together make up another complete new human being. She is man because she came from man and has a spirit in that she is bone of his bones and flesh of his flesh. She is the same as man, and that is why she can give and receive love and be in relationship with him.

Genesis 2: 21-22 states:

The LORD GOD caused the man to fall into deep sleep and while he was sleeping, HE took one of the man's ribs and closed the place with flesh. The LORD GOD made a woman from the rib HE had taken out of man, HE brought her to the man.

The biological and physical differences between the two sexes makes a miraculous completeness in that a woman's sex roles of having ovaries, uterus enables her to fall pregnant through fertilization from a man's sexual different features of the sperm that produces the spermatozoa which determines the sex of the child. According to WHO (2002) sex refers to the physical and biological characteristics that define men and women. This includes falling pregnant, giving birth and breast feeding among other things for the women. While for the men it includes the natural sperm and the production of the spermatozoa which fertilizes the ovum and at the same time determines the sex of the child. Sex roles are universal, static and can be performed by only one of these sexes and not both. A woman and man world over have the same natural biological and physical features with exception to those people who have changed their original sex through plastic surgery for their personal choices or otherwise.

Interestingly enough even when plastic surgery is done the natural biological and physical performance like falling pregnant, giving birth and breast feeding for the those men who changed to become women cannot be done; just as it is true with women who have changed to men cannot have a natural physical penis and the capacity to produce sperms for procreation as written in Genesis 1: 28 reads: "And God blessed them, and God said unto them, Be fruitful, and multiply." Gender refers to the socially constructed roles behaviors, activities and attributes that a given society considers appropriate for men and women; usually defined in terms of femininity and masculinity (WHO, 2002). Gender roles are determined by society and therefore differ from society to society, are not static and can be performed by both men and women like driving, cooking, washing, cleaning the house and many others.

Genesis 5: 1-2 reads:

When God created man, he made him in the
likeness of god. He created the male and
female and blessed them. And when they
were created, He called them "man."

Man in this context refers to the species made by man to represent both woman and man. This implies that the creation of man was different from the process through which God formed the male and female in the sense that the male and female sexes were made from the already created man who came from nothing. This unit in one flesh between the man and the woman is a continued blessing of life from God. The family is the place where the theology of the body and the theology of love intersect. From the context of ‘oneness’ in a man and woman we learn the goodness of the body witnessing of a good origin in the experience of love that we receive from our parents.

Munroe (2001:64) says "a woman is a ‘wombed’ man; she is a man with a womb". The unity of man and woman in one flesh in conjugal charity that joins the spouses/man and woman is a true testimony of God’s gift of love exhibited between the two sexes. Here the fecundity of love is experienced and our life is interwoven with that of other generations. Men and women can fully discover their relationships through a family not as an autonomous individual who is self-actualized but as a child, spouse, parent, whose identity is founded on being called to love, to receive himself from others and give himself to others. The new life begins in the life of the new union of the two sexes in one flesh. This true appeal of sexuality is born from the greatness of this horizon that discloses integral beauty, the universe of the other person and ‘us’ that are born in the family.

The Co-existence concept from bible shows that the existence and mutual relationship between the two sexes in their biological and physical different is exhibited in one flesh in conjugal charity that joins the spouses/ man and woman.

From the Conceptual Framework (Co-existence concept) we could conclude to say the power imbalances between men/boys and women/girls is one of the causes of GBV against the females making them continue to face many obstacles to learning safety within the school. God’s creation of man and women meant both are equal despite different physically and biologically. The physical and biological difference main key role is the continuation of procreation for man’s continued production of babies/children because among all the creatures on earth man is the only one who is/was given the mandate to oversee all.

Genesis 1:27- 28 reads:

So God created man in his *own* image, in the image of
God created he him; male and female created he them.
And God said unto them, Be fruitful, and multiply,
and replenish the earth, and subdue it: and have dominion
the fish of the sea, and over the fowl of the air, and over
living thing that moveth upon the earth.

We can conclude therefore, that mans selfish desires of wanting to rule over the other which in this case boys/men power over the girls/women is one of the main causes of GBV. Despite this inequality between the two sexes; the fact of the matter is that the success of girls/women and boys/men is interwoven in the participation of both. The mathematics of GBV calls in most cases the cooperation of both girls/women and boys/men and at times if the situation demands meeting each sex separately can be one of the workable ways to successfully implement the approaches that can truly and practically reconstruct the gender roles for the betterment of the future generation and society as a whole.

1. 10 Operational definitions

The following concepts or terms are used in this study as defined below:

(a) **Abuse** refers to misbehaviours varying from sexual, verbal, physical, emotional or psychological in nature.

(b) **Aggression** refers to the broadest behaviour that is forceful, hostile intended to cause harm or pain.

(c) **Child sexual abuse** refers to all the entire spectrum of sexual crimes and offences in which children up to age seventeen are victims.

(d) **Corporal Punishment** is a form of implicit abuse in a form of physical punishment that involves the deliberate infliction of pain as attitudes or behaviour deemed unacceptable.

- (e) **Explicit (sexual) gender violence** refers to gender (sexual) violence which includes sexual harassment, intimidation, abuse, assault and rape.
- (f) **Gender** refers to social, cultural and psychological rather than biological connotations. Or amount of masculinity or femininity.
- (g) **Implicit gender based violence** includes corporal punishment, Bullying, verbal and psychological abuse and teachers' unofficial use of pupils for free labour and other forms of aggressive or unauthorised behaviour that is gender specific.
- (h) **Bride price** refers to the token of appreciation (in the past) now it is money paid by the husband/husbands family to the parents of his prospective wife before formal joining of the woman to his husband to be.
- (i) **Schooling** refers to a formal systematic long term plan for the education sector which monitors, evaluates the progress against a set of measurable indicators covered.
- (j) **Sex** is a biological term referring to people and animals genetic make up of either male or female.
- (k) **Sexual harassment** an action/something that makes a person feel uncomfortable about because of the sex of a person.
- (l) **Sexual violence** any physical, psychological, emotional, visual or sexual acts like rape, sexual assault, sexual harassment, incest, child sexual abuse, pornography experienced by the women or girls at the time or later, as a threat or assault that has a hurting or degrading effects on her ability to control intimate contact. And usually these acts of aggression are committed against the women and girls.

- (m) Initiation** is a seclusion informal school for women when they come out of age intended to prepare them for womanhood at the onset of their menstruation to sexually please their future husbands.
- (n) Socialization** is the interaction of any social group or community as a lifelong process that which forms a formative phase for maturity learning skills and attitudes in society.
- (o) Violence** is the extreme form of aggression which includes assault, rape, murder that is usually caused by frustrations, exposure to violence media or violence within the home.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This Chapter explores the relevant literature on the Gender-Based Violence (GBV) against women and girls as a barrier to their increased educational participation. The review starts with what is known about GBV followed by theories on GBV. Thereafter, the review is presented according to the following order;

- (i) Extent to which GBV is experienced by female pupils.
- (ii) Types and forms of GBV against the female pupils.
- (iii) Establish the causes of GBV among the female pupils.
- (iv) Effects of GBV against the female pupils in relation to their educational participation.

2.1 Known issues about the Gender-Based Violence against female pupils/students?

Gender-Based Violence (GBV) is widely used as a synonym for violence against women, in order to highlight the gender inequality in which much violence is rooted (IGWG of USAID, 2006). Traditionally, violence has more often been linked to boys and men than girls and women presupposing that characterises boys' fundamental nature and an issue that distinguishes them from the girls (Smith & Sharp, 1995; Smith et al., 1999). GBV has been sighted to be one of the barriers to achieving gender equity in schooling and it has implications for the quality of the school experiences, the participation of the girls of which act to sustain the gender gap (Dunne, Leach et al., 2003). Akiba et al., 2002) classified GBV into two overlapping categories; explicit gender (sexual) violence which includes abuse, assault, intimidation, rape and sexual harassment and implicit which includes bullying, corporal punishment, verbal and psychological abuse, teachers unofficial use of pupils for free labour, other forms of aggressive or unauthorised behaviour that is gender specific. The violence and fear of violence severely limits the female's participation in education thereby hindering achievement of the Millennium Development Goals and other national and International development goals.

2.2 Theories on Gender-Based Violence

2.2.1 The Victim Precipitation Approach

This approach views the offender and victim as mutually interacting partners who through interactions like eye contact, gestures, greetings, games or by being present at certain places or being out alone as a way of encouraging rape. The perpetrators give an excuse to say the women's actions like accepting a ride home, responding in a polite friendly manner in a conversation, accepting a dinner invitation, going to a male friend are some of the causes of abuse. This is because men view such activities as an automatic acceptance to sex and sexual related activities. This could explain why in most of the sexual abuse and rape cases the perpetrators seem not to care and blame the girls and women for causing it. This disadvantages the women in that their genuine socialisation is mistakenly viewed as a fertile environment for sexual abuse.

According to the victim precipitation approach a woman is raped because she has failed to accurately communicate her desire not to have sex with the male counterpart (Siege, 2006). From the Victim Precipitation Approach we can see how males view their female counterparts; '*others*' not equal partners. Let not the physical and biological features bring confusion of belittling each as the Co-existence concept clearly states in Ephesians 6:28-29 "Men ought to love their wives just as they love their bodies. A man who loves his wife loves himself." Let's allow the women and girls freely interact with the men and boys as long as it does not negatively impact society because both sexes are perfect compliment of each other.

2.2.2 The Psychoanalytic Approach by Sigmund Freud

Occurrences of sexual abuse can be explained through Freud's Psychoanalytic theory derived from his clinical work with female clients, often at the hands of their fathers. This theory caused an outrage in conservative 19th Century so much that Freud abandoned this Seduction Theory. This is evidence to what Freud said in his introductory lectures on psychoanalysis:

I was driven to recognise in the end that these
reports (of sexual abuse) were untrue and so
came to understand that the hysterical symptoms
are derived from fantasies and not from real occurrences.

Freud diverted his seduction theory (psychic) to his classic theories of psycho-sexual development in which he highlighted the influence of the “Penis-envy” and the “Oedipus complex.” Freud went on to say that children pass through some sexual attraction to their parents; boys get attracted their mothers while the girls to their fathers. He argued that the inability to resolve sexual conflicts in the psycho-sexual stage of development can give rise to the psychic change he observed in his clients who had reported childhood sexual abuse. He developed this theory so as to deny the reality of childhood sexual and incest.

Freud went further to explain that the sexual assault or incest among the offenders results from the unresolved Oedipus complex in the boys who gives rise to feelings of sexual inadequacy and the need to be sexually dominant. Therefore, Freud believed that the male adult sex offenders are pathologically disturbed and sexually perverted as a result of poor psycho-sexual development which is planned as a failure in his mother’s parenting.

Freud added on to say that incest is something that is entirely caused by the girls who fails to meet her sexually feelings for the mothers and then seduces her father who is passive and entices him to have sex with her which he cannot refuse but act upon. Such acts between the parents and children are viewed as natural rather than abuse and places the responsibility clearly on the child or in this case the girl child as the “victim.” Therefore, the psychoanalytic model attempt to deny the reality of childhood sexual abuse and incest and in proven cases places the blame firmly on the girl child or the mother.

To a certain extent what Freud says is a true reflection of what happens/happening in most homes; women and girls are viewed as a weaker sex, misunderstood and abused. There is no connection between a woman concentrating on house chores and a man sexually abusing her own daughter. It should be a matter of principle for a male to always view his own daughter as someone to nurture for the betterment of society in that she will be one day a sister, wife or a mother to somebody. The women too should view their sons as fathers for tomorrow so that both the daughters and sons in homes will be secured and protected from acts of abuse. It is advisable that men and

women grow their courage by sorting out anxieties/issues within themselves to avoid transferring their challenges on innocent children especially girls in homes.

2.2.3 Personality Theory of development by Sigmund Freud

In addition to his psychoanalysis theory derived from his hysteria patient Anna, Freud also came up with a theory of personality development in which he grouped the theory into three levels namely; conscious, preconscious (subconscious) and the unconscious. He believed that most of what we experience in our lives like emotions, beliefs, feelings and impulses are not available to us but are embedded in the unconscious level while everything we are aware of is stored in our conscious. The preconscious is the part of us that we can access if we are prompted to do so, but is not in our active conscious. Anything that can be easily be remembered is made conscious, the memories you are not at the moment thinking about but can readily be brought to mind (Western, 1999).

According to Freud, the unconscious mind makes the large part of people's personality. Freud came up with his personality structure by looking at very special object called the organism. The organism is special in that it acts to survive and reproduce and is guided by its needs, hunger, thirsty, the avoidance of pain and sex. He came up with Id, Ego and Superego as components which influence an organism.

The Ego defence mechanisms that men apply during Gender-Based Violence towards women and girls

Repression

Most men feel superior over women just because since time in memorial they have been the food providers, head of the homes and women have been regarded as inferior towards men. But unfortunately the changes in the social structures have empowered women in areas which were previously dominated by men. The men do not want to face the reality of women challenges (do not want to recall a threatening situation, person or event.) This all happens in the minds of men telling themselves that they are more superior to women by involving the prevention of ideas, emotions or memories from reaching consciousness. Women on the other hand are battling with their identity crisis because they are failing to meet their personal expectations and roles

due to pressure of work. This has resulted into gender conflicts between the males and the females commonly known as GBV (Thornton, 2005)

Denial

Majority of the men do not want to acknowledge the fact that women are no longer inferior or second hand citizens but partners in development. In the process they try to avoid accepting reality and end up with unnecessary conflicts within themselves and against innocent women and girls. In addition there is a group of men who seem not to be certain about the woman's role and function, and therefore they offer little support to women who are struggling with the questions of identity (Thornton, 2005; Munroe, 2001).

Displacement

This is the redirection of an impulse onto a substitute target. If the impulses (the desire) is okay with you, but the person you direct that desire towards is too threatening, people displace such displeasures to someone or something that can serve as symbolic substitute. When people (in this case man) lack the basic understanding of the woman there will always be the misuse and abuse of the woman. This has made some women to devalue men through societal discrimination to want to dismiss/disregard men altogether or treat them in a hostile way. This can and has in some cases negatively affected both the sexes to disregard the inherent sexual and gender roles meant to function together for the betterment of the society (Munroe, 2001).

2.2.4 Existentialist theory

Existentialist theory stresses that each human being regardless of gender has the freedom, strength, authority to choose good and acceptable morals from the bad and good-implying that the question of peer pressure, group influence is not a valid excuse of moral decay or doing wrong things like sex for money, poverty as an excuse for accepting sexual abuse; it is an individual's total choice. The existential view of human is captured in part by the significance of our existence in that our lives are never fixed once and for all. But rather people are continuously recreating themselves through projects (Corey, 2005).

Humans are in a constant state of transition, emerging, evolving, discovering and in the process making sense of their existence in relation to others and the world. It is a duty of every woman and man to make informed choices without fear or favour and at the same time accept responsibilities for both their failures and successes. As women strive for their uniqueness there is need to have an interest of going outside of them to relate to other beings and to mature. Each person in this world would like to discover a self, that is find (create) personal identity and this is not automatic but calls for courage. Women in their sexual /physical make up play an important role which cannot be substituted by the men.

The decisions people make determine their destiny and not only does it affect an individual but society as a whole because no human being is an island ‘we live for each other’ within our individuality and uniqueness. Life on earth cannot be complete if one sex stops to function in the name of discrimination based on biological and physical differences. Therefore, it calls for both genders to work for the common good of society so that life is worthy living for in a peaceful environment.

2.3 Extent to which GBV is experienced by female pupils/students.

2.3.1 Gender-Based Violence Globally

Gender-Based Violence (GBV) towards females in the formal education settings is pervasive, worldwide and this makes the females continue to face many obstacles to learning, safety within the school. According to Dunne, 2003; Leach et al., 2003; Akiba et al., 2001), Gender-Based Violence is one of the hindrances to achieving gender equity in schooling and it has negative implications for the quality of education especially among the girls. Reports from several studies have shown that the unsafe learning environment coupled with daily life experiences of GBV is among the many reasons that make girls to discontinue their studies or parents to refuse to enrol and keep their daughters in school (Gordon, 1995; Maimbolwa – Sinyangwe and Chilangwa, 1995; Kutnick et al., 1997; Sey, 1997; Swainson et al., 1998) and yet many studies have been written emphasizing the significance role played by women in a development of any nation. The UN Commission on Status of Women (2000) reported that at least one in three women and girls are beaten or sexually abused in

their lifetime. In addition UN Commission on Human Rights 37th Session reported that 36% of girls and 29% of boys have suffered child sexual abuse.

One of the great achievements that the United Nations Economic Commission for Africa (UNECA) is the publication of the 2009 Africa Women's Report whose theme is "Measuring Gender Inequality in Africa: Experiences and Lessons from the African Gender and Development Index". In this study several global organizations like WHO, UNICEF, UN, UNESCO, World Bank, USAID and many others have championed GBV through sponsoring, financing and at times offering technical expertise. In addition we could see the involvement of other cooperating partners in spreading the awareness and knowledge of GBV through the mass media and advances in electronic communication have made the flow of information more efficient and accessible. GBV being a global issue has brought us together because it does not recognise state borders through it has its variations from society to society, nation to nation and continent to continent and the binding factor is usually they perpetrators are men and boys while the victims are women and girls.

Zambia too has benefited from these global organizations; WHO, 2001, studies that reviewed that globally women and girls experience GBV; UNIFEM, 1999 studies on prostitution, ritual or honour killings and female mutilation; World Conference on Education for All of 1990 whose focus was ensuring access and quality education for girls globally; MDGs whose main focus is improving the life of women in the areas of health, education as World Bank, 2002 studies showed that educating girls is one of the best development investments a country can make. This is simply because Zambia is part of the world '*unity and oneness*'; what affects the Zambian women and girls directly or indirectly affects the whole world because we are living in the global village.

2.3.2 Gender Based Violence on the African Continent

Generally in Africa GBV is very much reported from sub-Saharan Africa other than focussing in all the African countries. This is mainly attributed to the donor driven and lending programmes in sub-Saharan Africa, whose efforts targeted at poverty alleviation through improved health, education, and governance because of very high

rates of HIV/AIDS (ZDHS, 2007). Regarding explicit (sexual) violence, most of the studies from sub-Saharan Africa have focused almost exclusively on heterosexual relations and violence against girls and not much on violence against boys or against teachers. Some studies carried in Kenya on 30,000 male and female youth claimed to have had sex without a girl's consent before the age of 18 (Dreyer, 2001). In addition a report on pre-marital sex in Kenya showed that one third of 10, 000 girls were sexually abused while 40% reported that their first sexual encounter was forced (Mensch et al., 1999). Human Rights watch report (2001) entitle *scared at school* gave a wealth, statistics on rape in South Africa between 1996 and 1998, showing 40% of the under 17 years girls were either raped an or suffered attempted rape.

The African Gender and Development Index (AGDI) seeks to invigorate gender statistical data collection in Africa a monitoring tool of progress being made in the implementing global, regional and sub-regional commitments on gender equality. The report also reported that the rights of women has been re-enforced through the Protocol to the African Charter on Human and People's Rights on the Rights of Women in Africa in 2005 under the auspices of the African Union (AU), Declaration of the Southern African Development Community on gender and Development (1997), the New Partnership for Africa's Development Community (2001), Solemn Declaration of African Heads of States on Gender Equality (2004) also enhance regional perspectives on women's rights. The African Women's Progress Scoreboard (AWPS) focuses on the following issues only; General state of Beijing platform for Action (BPfA) implementation; Domestic violence, rape, sexual harassment, trafficking in women Article 27 of the African Charter on the Rights and welfare of the Child (African Women's report 2009: Measuring Gender inequalities in Africa) It was interesting to note that the above report too acknowledged that Women's marginalization is deeply rooted in the historical, political and socio-cultural context of Africa's development.

The following examples of sexual violence against girls and women will be explained in the context of law and other disciplines to the variety of legal problems that affect the status of women in Sub-Saharan Africa: Women and Law in Sub-Saharan Africa, 2003.

Ghana: Women and Law in Sub-Saharan Africa, 2003:377-378

Breaking the silence & Challenging the Myths of Violence Against Women and Children in Ghana: Report of a National study on Violence 67-70, 85-90 (Dorcas Coker-Appiah and Kathy Cusack, eds.1999). Copyright(c) 1999 Gender Studies & Human Rights Documentation Centre, Accra, Ghana. Reprinted by permission of the publisher.

(This book is a report on a large random sample survey, review of court and hospital records, and focus group discussions concerning various forms of violence against women and children carried out in Ghana during 1998.)

The participants that included school going girls were asked whether they have ever been touched against their will, which was explained as being touched on their private body parts without their consent. Following were the responses:

- Adolescent girls experienced this form of sexual abuse 21% more than their adult counterparts (49%) compared to (28%) which may reflect the realities of recollection.
- 7% of women and girls had been forced to touch a man's private parts, almost twice as many adolescents (11%) compared to adults (5%). Again, the majority of women and girls (53%) experienced this form of abuse between the ages of 15-18. Another 37% were between the ages of 10-14. Approximately 2% were below the age of 10 and 6% were above 19.
- For 18% of the total sample of women and girls, their first sexual intercourse was by force. The numbers are almost double for adolescents (29%) compared to 15% for adult women. 17% of respondents were forced to have sex between the ages of 10 and 14.
- One hundred eighteen (118) women and girls had been threatened by a teacher or principal, but their schooling would suffer if they refused him sex. * * * The majority of respondents (66%) were between the ages of 15-18 when they were threatened. Another 30% were between the ages of 10-14.

Source: Bowman and Kuenyehia, 2003

Kenya

Kenya: Women and Law in Sub-Saharan Africa, 2003:375

II. Sexual Abuse of Children

A. The problem of Child Sex Abuse

Juma Kwayera, When fathers make wives of daughters, Daily Nation (Nairobi, Kenya), May 3, 2000, (Reprinted by permission of the nation Media Group, Ltd.)

This case involved a little girl named Agnes who was impregnated by her father which was considered incest among the Maragoli of Western Kenya. Agnes was forced to leave her home village Kakamega in order to avoid denting her family because was impregnated by her father. A similar to Agnes case involved Ruth (not her real name) who was forced into a love affair by marrying her step father in order to avoid shame she too was forced out of her home village like Agnes. According to the Maragoli of Western Kenya a woman who indulges herself into sexual activities with close relatives like father, grandfathers, sons and brothers is practicing incestuous relationship. And such a woman is not supposed to share any facilities with relatives or friends and is forced to leave the village.

In the case of Ruth, despite the fact that her (Ruth) mother was a teacher she was afraid to report the relationship between her husband (who happens to be a step father to Ruth) and Ruth for fear of bringing shame to her family and the further consequences that was to follow her daughter for the rest of her life and may never get a suitor.

According to the Vihiga District Principal Magistrate , Mr Ochieng Miseda cases of incest were on the rise meaning that the habit of relationship between close relations like father, grandfather, son and brother consider to be incest are on the increase in the province. One of the Nursing Officer attributed the rise of incest incidences to drug abuse, stressful marriages, idleness and poor parent-child relationship which results from the breakdown of the traditional social order in the society. According to Mrs. Amina Baraka there is a belief by some traditionalist to say that people who engage in incest are cursed.

The Vihiga District Nursing Officer, Mrs Amina Baraka had this to say:

This type of treatment opens women to prospection.
Should they fall pregnant they have to procure abortions
before they can join trade. Those who cannot procure

abortion in hospitals resort to crude methods. They could also abandon the babies in hospital after birth.

In relation to the above cases it was observed that sexual offences such as rape, incest and defilement of minors were on the increase in Kenya where women's and child protection organizations have been calling for stiffer punishment. According to the 1996 annual report of the International Federal of Women Lawyers (FIDA) titled: *Second Class Citizenship* the ambiguity of Kenyan laws is criticized. Most of the cases of defilement reveal that uncles to the victims are the perpetrators who are not considered under incestuous rape as only fathers, grandfathers, sons and brothers fall under the ambit of incest as defined by Kenyan law.

Source: Bowman and Kuenyehia, 2003.

The above cases that happened in Ghana and Kenya are very similar to Zambia because all the three countries share the similar culture, tradition and values in the African continent.

Zambia

Zambia too, is faced with a big challenge of Gender-Based Violence (GBV) against women and girls both in the communities and schools. The Ministry of Education (MOE) recorded 16 cases of sexual abuse by some male teachers country wide from January to August 2010 (Women News Network August 11, 2008) resulting in unwanted pregnancies and this was reported by former Minister of Education, Ms Dora Siliya (Thursday 11 November 2010: News from Africa: http://www.newsfromafrica.org/newsfromafrica/articles/art_12098.htm/). This resulted in the Minister directing all the Provincial Education Officers (PEOs) and District Education Board Secretaries (DEBS) to ensure the directive was adhered to by teachers to bring to a halt the conducting of tuition with pupils in their homes saying that it was one of the causes of the increased sexual abuse by some male teachers' country wide. Ms Siliya noted that some male teachers took advantage of the tuitions offered at their homes with the motives of luring these young girls into sexual activities.

One good example of sexual abuse on school girls was recorded in 2006 concerning a girl aged 13 who was sexually abused by her teacher in one of the known schools in Lusaka, Zambia. The minor together with her guardians sued the teacher and the Zambian government for GBV against her committed by the teacher who is in this case entrusted with the custody of the school pupil. When delivering judgement in the High Court of Zambia, on 30th June 2008 the then Judge said that it was the duty and responsibility of the government to care for all school girls through its agents who are in this case the teachers and the school authorities when the schools are in session. And the Victim was awarded K45 million (about \$13,000) as compensation (AFRONLINE, 2010).

During an *interactive breakfast meeting with Journalist 2012*, Inspector General of Police (Stella Libongani) gave the following statistics; “Police statistics on GBV prevalence indicated that about 9,612 cases of GBV were recorded last year. This translates into 26 GBV cases daily, which is worrying although the authorities feel that there could be a slight improvement.” (Zambia daily Mail, Thursday, January 3, 2013).The Inspector General of Police went on to say that despite that the cases of GBV have reached alarming levels in the nation, there has been landmark achievement too; upgrading of the Gender Division into a full cabinet portfolio, appointment of first Gender Minister Mrs Inonge Wina,

The President(Mr Michael Chilufya Sata) honouring of the wives of Uhuru heroes- 2012 Independence Day, Hosting of the Cervical Conference in Lusaka where African First Ladies re-affirmed their commitment to increasing sensitisation and screening against cancer and Zambias’ showing commitment to SADC Gender Protocol that calls for 50% of women in decision making position. And it is hoped that these women will take up leadership positions. Examples of such women in decision making are Ms Stella Libongani, Inspector General of Police, Alita Mbahwe, drug Enforcement Commission(DEC), commissioner, Anti-Corruption(ACC) director general Rosewin Wandu, Acting Chief Justice Lombe Chibesakunda and Acting Deputy Chief Justice Florence Mumba, out of ten commissioners of police six are women. Most of the cases on GBV reported highlighted to the fact that these women abused came from low socio-economic status implying that empowering these women

will motivate them to have their cases prosecuted in the courts of law. (Zambia daily Mail, Thursday, January 3, 2013).

The Zambia Demographic and Health Survey (ZDHS, 2007) indicated that almost half of all Zambian women have experienced physical violence since age15; 20% of the Zambian women have experienced sexual violence in their life time; 47% of girls have experienced physical and sexual abuse and did not seek help while 30% of the girls (15-19 years old) fell pregnant and are already raising children. This resulted into a \$5 million dollars USAID support between February 2008- January 2011 from Irish, Norway and Netherlands. In 2010 an evaluation on GBV was conducted (Zambia GBV-programme Evaluation 2010) and one such a programme that was formed was ‘A Safer Zambia’ (ASAZA) which was implemented through a cooperation agreement with CARE International under the Women’s Justice and Empowerment Initiative (WJEI) programme to address GBV prevention, care and support for the survivors through Coordinated Response centres (CRCs) and shelters in the seven districts; Chipata, Kabwe, Kitwe, Lusaka, Livingstone, Mazabuka and Ndola.

GENDER-BASED VIOLENCE A situation in Chadiza, Chibombo, Mansa and Mazabuka

This study was carried in 2005 under the sponsorship of Plan Norway funded by NORAD-Plan Zambia’s project on Gender Equality and Protection whose purpose was to establish the prevalence, causes and consequences of Gender-Based Violence (GBV) against vulnerable like girls and women, in plan Zambia areas of operations namely; Chadiza (Eastern Province), Chibombo (Central Province), Mansa (Northern Province) and Mazabuka (Southern Province). The main goal of the project was to empower girls and women for equal opportunity and participation in all sectors of development including education, health and employment. Furthermore, it aimed at identifying and addressing the structural causes of poverty and deprivation rooted in the inequality amongst women and men, girls and boys, drawing support from the community and law enforcement agencies like Victim Support Unit (VCT) from Zambia Police Service.

The findings of the project were biased towards the women in the community as opposed to the school going girls. The study basically used qualitative using participatory instruments like gender based focus group discussions and key informant interviews. One thing strange with the findings of the study was lack of numerical percentages and no single age in the findings were presented just in general. The following were the common forms of GBV identified in the study;

- Defilements for younger children and forced early marriages for girls.
- Child labour; cattle herding for the boys, house servants, carrying heavy water and working in the farms.
- Lack of parental support on the basic needs like food, clothing.
- Poverty was identified as the main cause of child labour; contribution to family income, forced into early marriages as an economic benefit.
- Cultural practices and perceptions gendered on the social construction of the two sexes as rightly observed in the Chibombo court were cases of sexual abuse which resulted into pregnancies were reported to court only if the private agreed compensation was not adhered to by the accused.
- Negative influences of initiation ceremonies that favoured boys against the girls.

Source: GENDER-BASED VIOLENCE A Situation in Chadiza, Chibombo, Mansa and Mazabuka.pdf

2.4 Types and forms of GBV against the female pupils/students.

Akiba et al.(2002) classified GBV into two overlapping categories; explicit gender (sexual) violence which includes abuse, assault, intimidation, rape and sexual harassment and implicit which includes bullying, corporal punishment, verbal and psychological abuse, teachers unofficial use of pupils for free labour, other forms of aggressive or unauthorised behaviour that is gender specific.

Machakanja (2000) and Leach et al. (2003) reported some abuse of girls at Junior Secondary school by older boys, teachers and ‘sugar daddies’ in Zimbabwe, Ghana and Malawi. In addition they found out that there was a lot of sexual aggression from the boys towards these girls that went unpunished in the schools, and in some cases of teachers propositioning girls for sex. Sadly despite all these behaviours, teachers and

administrators merely regarded them as normal and very reluctant to take action against either teachers or pupils.

Despite that both the male and female pupils know that some of the female students receive favours and marks in exchange of sex they do not report these cases of sexual harassment for fear of being blamed for inviting it (abuse) and being ridiculed or victimised in the form of beating in class or failing in tests and examination. Omale (1999) reported that almost similar sexual abuse and harassment in schools and higher education institutions in Kenya. These incidences highlighted cases like rape on the way home from school, teachers having sex with primary pupils to the extent of impregnating them. She went further to share the infamous St Kizito incident of 1991 in which boys went wildly violent killing 19 girls and raping 71 others (Luke and Kurz, 2002).

The curriculum, examination, teaching quality and the informal school environment plays a major role in perpetuating gender differential in education. Maimbolwa-Sinyangwe and Chilangwa (1995); Kutnick et al. (1997) said that daily lives experienced by the children in schools seems to be bias towards girls and support the boys and men more. The gender boundaries within the institutions bring about the constraints and reinforce feminine and masculine identities within the schools. For example in most schools girls are the ones who sweep the classrooms while the boys dig the school grounds. In addition, the sitting arrangement commonly practised in most schools is putting the girls in the front of the class while the boys sit behind making noise and misbehaving. Such Gender identities are common and perform over time through individual and collective acts of resistance and accommodation (Butler, 1990).

2.5 Causes of Gender-Based Violence

2.5.1 Misunderstanding the purpose and power of a woman

According to Munroe (2001) “traditional views of what it means to be a woman and changing cultural and marital roles are causing woman conflict in their relationships with men.” One of the most challenging issues that the world is facing in the 20th century is the correct place of a woman in the family, community and the world over.

Most of the women are struggling to discover who they are “identity”. Whilst the identity crisis is going on, the women’s personal expectations and the roles are changing in some nations. Meanwhile most of the men still want to hold on to the dominance they have enjoyed since time immemorial and want to impose certain standards of behaviour on them. Industrialization has brought with it the vocational opportunities, social challenges and changed most of the roles and function of a woman in a family and community.

Despite that both the sexes are doing the same jobs, women are still rewarded lowly as compared to their male counterparts. In addition to building up their careers, these women are expected to continue with their so called gender roles of child rearing and household chores. The continued struggle over male/female roles and expectations has led to the misunderstandings, conflicts and unstable relationships between a man and woman. Most if not all the developed nations regard a woman as a competitor at the same time often expected to carry out some traditional roles of a wife and woman. In some cultures women are just as valued as men, whereas in some women are as equivalent to a domestic servant or slave. A good example is women in Afghanistan who are being denied education, health care, employment and personal freedom, the woman in North America juggling a career and family, young girl in Kenya who has just contracted the AIDS virus (Munroe, 2001). Despite United Nations international laws and treaties regarding the rights of women the language regarding these rights however, continue recurring and reemphasized signifying that discrimination against women and girls still exist even among those nations who have pledged to uphold the resolutions (Munroe, 2001).

This study showed that there is some bit of improvement in terms of sharing work both home and school but much still needs to be done; some sections of men and boys are beginning to understand that they can help in doing certain work/jobs identified with women and girls without necessarily losing their masculinity. During the interviews the female pupils expressed their happiness about their classmates (boys) and brothers that have started helping them with work both home and school. While on the other hand the male pupils during the FGDs generally expressed their displeasure about helping out in the house chores both home and school and went on

to say '*it is easy work for girls*'. The girls explained further to say that despite the fact that much of the school environment like teaching and learning aids, toilets and even the sitting arrangement in the school tend to favour the boys to perform some GBV like putting mirrors under their chairs and peep under the girls dresses and skirts; they still are capable of performing better just like the boys and in some cases better.

2.5.2 The conflicts between blending between culture and modern world

What has been known to be the roles and functions of women and men seem to have been lost to the cultures and traditions of the world as well as the hearts and minds of individual men and women (Cairns, 1994:94). This has been replaced by variations of distorted views of women and of male-female relationships.

As Munroe (2001) rightly put it;

the result is that women are misunderstood, held
back from fulfilling their potential and abused.
The hurt, loss, trauma, and physical peril.....this
waste has been catastrophic not only for women,
but also for men and human society as a whole.

The changes in the social structures have far reaching consequences in that it has resulted into unexpected adjustment both in culture and tradition which most men and boys are still battling to accept. This is because it is no longer the 'men and boys world but also the women and girls too'. This is even strengthened more by the bringing of gender issues on board on the global discussions for example the UN documents (EFA, 2000) that promotes equality, safety and human dignity for all capable citizens regardless of sex. For most men and boys this is a bitter pill to swallow but the reality is women too are capable of doing men's work and are taking part in decision making in most of the institutions especially MOE; as school managers or senior teachers.

2.5.3 Misinterpretation of Gender by most of the women movements/feminists

The concept of gender was first introduced in the Gender Studies as a branch of social Sciences by a Sexologist John Money in the 1955 (Money, 1955). According to

Money a human being is not limited by the biological and physiological features in performing certain activities. He then came up with the term Gender roles to refer to those things/activities people do or say as contrary to what society expects in relation to their being physical and biological boy or man, girl or woman respectively. This includes among other things clothing, speech, patterns, movements, occupation and other factors not limited to biological sex. Again the term ‘gender identity’ was used in a press release, November 21, 1966 to announce the new clinic for transsexuals at the Johns Hopkins Hospital (Money, 1955).

Generally women world over were persecuted of such things like witchcraft, oppressed sexually abused and assaulted at the expense of men and this was so and still is in some parts of the world because society too seems to have structures that support patriarchy ‘male privilege’. This was the general picture in the past and certain parts of the world though surprisingly today even in the western society and undoubtedly even some men are discriminated against in the western world () It was from Moneys introduction of the concept of gender coupled with industrialization that brought changes in the social structures that the women’s movements (feminists) began around the 70s to date

Much as we appreciate the awareness and enlightenment in relation to women’s and girl’s discrimination and oppression, it is however sad to note that these women’s movements (feminists) strongly came out in the advocacy of female emancipation as a gender war between men and women. Currently there is a conflict between the men and women ignoring the fact that both these sexes have been dependent of one another and enjoyed loving one another. There is a cold war between the feminist’s theories and the Men’s Rights Movements which is very unhealthy in that it has brought tension because the feminists view the men as a threat and competitors resulting in the issues of GBV (Stern, 1987)

During the interviews with the female pupils and Focus Group Discussions (FGDs) with the male pupils together with the male teachers, the male pupils expressed their displeasure concerning the way the females exaggerated their quest to carrying their gender roles which was blown out proportion. Surprisingly, this too was noted and

echoed by both the female teachers and female pupils and both went further to say that they saw no need to show off to the men what they are capable of doing both home and school '*women/girls can do what the men/boys can do*'. The female pupils said that both sexes should appreciate and acknowledge their physical and biological differences meant for a vital role of procreation by God (Genesis 5, 1-2) and not competition. In conclusion, the male pupils said that the struggle between the females and male power sharing has negatively affected the society in that families have separated or divorced for just failing to reach a consensus on the purpose and function for each sex in a home (father and mother). Society without a strong foundation of a family results in a fragmented unfocussed generation whose blame is on the parents. It is the time to get back to the drawing board and review the purpose of Gods creation of man and woman in his image ' both are same but biological and physical different for procreation and performance continuity regardless of sex (Genesis 5, 1-2)

2.5.4 Repression resulting from men's unemployment frustration.

Most of the men's expectation after completing school, tertiary and university is so high that if not properly handled leads to aggressive behaviour towards the realities of life. Such behaviour exhibited can be as follows; beating, sexual abuse, killings and just enjoying pain and aggressive acts. This can be supported by the theory of Freud where he identifies the thanatos instinct that motivates people to use aggressive urge, self-destruction and cruelty (Thornton, 2005) This Freud explains to say men use the thanatos instinct to rape, beat and even to a certain extent kill the victim just to satisfy their ego.

The current situation where violence seem to be the order of the day, most young men most aged between 18-40 are not employed and at the same time have high expectations in their lives like good life , driving, buying good flats, expensive phones, expensive designer clothes and short enjoy life to the fullest. Could the thanatos instinct be one of the causes of aggression and abuse against the women and girls in their anxiety to frustrations of unemployment? In addition, most of the programmes in the nation are focussing on the women and children disadvantaging the male folk who feel left out and cry out in form of aggression through sexual abuse, beatings and murder to a large extent. In this study both the men and boys

lamented about their being left out in most programmes of GBV and yet are the ones viewed as perpetrators of the same (GBV).

2.6 Effects of GBV against the female pupils/students in relation to their educational participation.

Other studies from sub-Saharan and from sub-Saharan Africa and other regions of the world have highlighted GBV in schools as one of the hindrance to girls increased educational participation for example Brenner (1998) in his talks of “girls trying to get too close to male teachers”; Anderson-Levitt et al, 1998) mention ‘a tiny minority’ of male teachers enticing girls for sexual favours and of boys ‘teasing’ girls who have rejected their sexual advances. With all these alarming reports on explicit GBV, teachers, authorities in the education continue to frustrate the sensitization of such violence’s against the girls in school. In addition, despite many studies of girls’ education providing evidence of high levels of pregnancy and drop-out among girls few researches if any realise the link between sexual harassment and coercive or transactional sex.

Summary

This study was carried in Zambia but used Literature review from other countries because GBV is a global phenomenon and as such needs intercultural and international co-operation because our daily life is dependent on international co-operations (The UN Commission on Status of Women, 2000; ZDHS, 2007; Swainson et al., 1998) Countries are dependent on each others products like technology, food, cloths, machinery, fuel, expertise and indeed ideologies both at home and work

Several studies in the literature review showed that GBV does exist globally including schools in Zambia (UNAIDS, 2002; WHO, 2002; UNICEF, 2001). One key solution that has been identified in the studies on GBV is the role played by education (schools) and yet there seem no practical steps taken to deliberately use schools as the stepping stone in the awareness and knowledge to eradicating GBV. This is because school is the only conducive place where a large cohort of diverse individuals of ages 7 to about 19 gather for many hours as compared to home. Furthermore, MOE through the schools and its cooperating partners (teachers, career teachers, MOH, Ministry of Gender, Ministry of Home Affairs, NGOs; both for males and females,

can be used as hubs for spreading the GBV awareness, knowledge and puberty implications from grades 5 through to tertiary/university in relation to social changes in the social structures; teachers assuming the role of parents and other adults who used to guide the young adolescents during the stormy period of puberty Therefore, this study sought to fill the gaps identified as follows;

- (i) No systematic documentation done on the existence, types, causes, effects and effective measures of GBV in the Zambian schools as compared to Botswana, Ghana, Kenya, South Africa and Zimbabwe (Dunne, Leach et al., 2003; Dreyer, 2001; Machakanja, 2000; Mensch et al., 1999). In addition, despite the fact that the African countries share similar culture and tradition, there are variations in terms of types, causes and place of occurrences. In this case then Zambia could experience GBV like other African countries but of different variations needing a Zambian way of intervention.
- (ii) Recognizing the importance of teachers in eradicating GBV in Zambia, it is important that the MOE and its cooperating partners integrate GBV into classroom teaching to both sexes from grade 5 through tertiary/university. This is because one of the gaps identified is men and boys are left out in most of the GBV programmes and researches much as we recognize that in most cases the victims are the women and girls and perpetrators are men and the boys. As the case was with reducing HIV/AIDS in schools through a training booklet manual called HATEC (HIV/AIDS Teacher Education Course) in all the ten primary school colleges in Zambia in which the researcher actively participated as a writer/contributor This is the best preventive measure to eradicating GBV in Zambia.
- (iii) Most of the GBV against the female pupils in Zambian schools have been dealt with the language as an ‘aside’ not very serious and the terms chosen to describe GBV appear to be an attempt to downplay its impact and seriousness despite many studies providing evidence of the high levels of unplanned pregnancies and drop out among the teenager girls attributed to sexual abuse and sexual harassment (Brenner, 1998; UNICEF, 2001).
- (iv) The few studies of GBV in the Zambian schools were mostly donor driven and lending programmes aimed at alleviating poverty through improved health, education and governance in order to reduce the high rates of HIV/AIDS infections (UNAIDS, 2002; Bennell et al, 2002, WHO World Report on Violence and Health, 2002) with

not so much focus on GBV in forms of sexual harassment, rape and defilement and yet GBV is one of the main causes of HIV/AIDS (ZDHS, 2007). Therefore, there is need to come up with a nation wide research whose focus is on GBV in the schools in Zambia regardless of sex because some studies have shown that both men and boys experience GBV but scared to report due to societal stereo-types.

CHAPTER THREE[‘]

METHODOLOGY

3.0 Introduction

This chapter covers the methodology of the study. It constitutes the research design, target population, sample size, sampling technique, research instruments, data collection procedure, data analysis and ethical considerations.

3.1 Research Design

A descriptive survey design was used because this study needed information through interviewing and administering structured questionnaires to a sample of individuals; structured questionnaires (female pupils), semi- structured (parents, career and guidance teachers, the key informants), unstructured interviews (female teachers, male pupils, teachers and deputy head teachers), Focus group discussions (female and male pupils) (Orodho, 2003). Furthermore, because the study is on social issues (GBV) about people's behaviour, attitudes and opinions, it gave a wide capacity of application and broad coverage; giving it an advantage of its great usefulness over other research designs (Orodho and Kombo, 2002). Therefore, the needed data through the structured questionnaires, (face-to-face interviews) semi-structured and unstructured interviews and focus group discussions from my respondents was effectively and efficiently collected.

In addition, the survey research design helped in selecting and collecting data from the sample of the respondents from both large population (340 female pupils structured questionnaires) and small population (unstructured interviews (47), semi-structured interviews (13) and focus group discussions (40) (Augus & Katona, 1953:16). This is also echoed by Kombo and Tromp (2006) who posits that a survey is a method of collecting data by either administering questionnaire or by interviewing subject in the given sample of the target population.

This research used both the qualitative and quantitative data collection procedures. Quantitative helped me to classify the features, count them and construct stratified models in an attempt to explain what is observed while qualitative research aimed to

gather in depth understanding of the existence, types, causes, effects of GBV against female pupils in the secondary schools of Zambia and the reasons that underpin such behaviour. In addition it investigates the why and how of behaviour of GBV against the female pupils.

3.2 Target population

According to White (2003), a population is a universe of units from which the sample is to be selected. In this study, the population was all girls, teachers, head teachers and parents from boarding and day, single and co-education secondary schools in both government and grant-aided in selected secondary schools in Lusaka, Southern and Western Provinces of Zambia and the NGOs that support the women and girls in Zambia.

3.3 Sample size

The sample size is simply the segment of the population selected for investigation. In this study, the sample consisted of 440 participants drawn from Lusaka, Southern and Western Provinces. It comprised 374 female pupils, 30 male pupils, two Career and Guidance teachers (one female and one male), 20 teachers (10 males and 10 females), three Deputy Head teachers (two females and one male), nine parents (four men among which one was a pastor, five females and two key informants from FAWEZA and YWCA).

3.4 Sampling Technique

Convenience sampling was used in the study through capturing the respondents who were found at the schools after seeking permission from relevant authorities (DEBS, School managers); female and male pupils, male and female teachers, male and female parents and the key informants. The researcher used convenience sampling in order to avoid biasness (rehearsing and sharing ideas before the distribution of the structured questionnaires, interviews and FGDs) during the collecting of data.

In addition, the study employed purposeful sampling when choosing the female pupils who are the reliable and victims of GBV, male pupils who are the thought to be the main perpetrators of GBV while the parents, school mangers and key informants are the custodians, interested parties on GBV issues.

Purposeful sampling was used to choose the provinces and the districts. In this research, Lusaka (Lusaka district) represented the most urbanized and cosmopolitan city, Southern (Livingstone district) represented semi-urban and tourist capital while Western province (Mongu district) represented rural and remote areas. This is because it is believed that social stratification represents different social and economic status of the people which determines to a certain extent the behaviour of the people.

Simple random sampling technique was applied to select female pupils, male pupils, teachers, Career and guidance teachers, Deputy Head teachers, parents and informants in order to avoid rehearsed and biased data. This is because simple random sampling technique provided each population element an equal probability of being included in the sample (White, 2003).

3.5 Research Instruments

The research instruments were developed upon building on the key research questions. While this was tailored specifically for this research, where appropriate people can draw on the already existing tried and tested instruments for example, USAID' Quantitative Research Instrument to Measure School-Related Gender-based Violence (USAID, 2006). Draft instruments were first piloted in one of the secondary school not included in the research, and then further adjustments were made based on the feedback from the participants and the supervisors before they were administered in the actual research. The following instruments were used:

1. Female Pupils' quantitative instrument - Structured questionnaires
2. Career and guidance teachers, parents and Key informants qualitative instrument - Semi-structured Interviews guide
3. Female and male pupils, teachers and deputy head teachers qualitative instrument - Unstructured interviews guide
4. Female and male pupils qualitative instrument - Focus Group Discussion guide

Structured questionnaires were used to collect data from the female pupils because they are the ones affected and they were able to provide information on the various issues surrounding GBV; its existence, types/forms and causes they were

experiencing; enabled a large sample collection from Lusaka, Southern and Western provinces of Zambia. In addition, structured questionnaires served time in that so much information was collected within specified time and confidentiality was up help because the female pupils did not review their identities on the questionnaires. The Semi-structured interviews were used on the parents, Career and Guidance teachers and key informants in order to get some information and experiences of GBV from home, school and from the NGOs point of view. In addition, semi-structured interviews helped the interviewer to be focused and intensively investigate a particular topic with the aim of gaining a complete and detailed understanding of the topic GBV against the female pupils as a barrier to their increased educational participation in the secondary schools in Zambia.

The Unstructured interview guide was used to gather in-depth views and experiences of the GBV against the female pupils, male pupils, teachers and the Deputy Head teachers. This was because for the in-depth information to come out it required the informants to open up and allows the interviewer to be responsive to individual differences and situational characteristics. Focus group discussion guide was used on the male and female pupils to collect data because each group comprised of 6-8 participant who shared certain characteristics which were relevant to the GBV studies (female pupils are perceived as victims while the male pupils are viewed as perpetrators) The topic GBV was planned and designed beforehand so as to obtain information on the participants' beliefs and perceptions focusing on GBV against the female pupils. In addition, Focus Group Discussions (FGD) helped in the producing of a lot of information that was quickly needed due to limited time and also helped identifying and exploring beliefs, ideas or opinions on GBV about GBV against female pupils in the secondary schools in Zambia.

3.6 Data Collection Procedure

In order to gather information from the respondents, including acts of violence in the female pupils' everyday interactions, and gendered power relations the combination of both quantitative and qualitative methods were used to help ensure rigorous, effective and persuasive research. The mixed methodology used aimed to provide in-depth data about GBV against the female pupils and at the same time generate

findings which were measured in order to help with coming up with effective measures in fighting GBV in the secondary schools in Zambia.

Bearing in mind the sensitivity related to sex and sexuality issues and awareness of the risk of under-reporting and misreporting, careful attention to wording of questions that used terms like sex, rape, abuse and violence were avoided instead the researcher asked the participants to share/write things that they feel hinder their increased educational in the process responses of GBV were reported.

3.7 Data Analysis

The female pupils' quantitative data was analysed using the Statistical Package for Social Sciences (SPSS) and lists of table headings for the quantitative analysis to generate frequencies, graphs and tables which were used to present the findings. Qualitative data from semi-structured interviews was put into responses by questions, themes or by individual participant. While the unstructured interviews and (FGDs) were recorded in the note books and tape recorders.

3.8 Ethical Considerations

In this study, ethical considerations were upheld in that confidentiality of non-disclosure of the individual responses of one participant to another was upheld. The identity of the individual participants was also obscured to maintain confidentiality. Because of the epistemological and ethical reasons (Fricker, 2007). The permission was sort from the relevant authorities; District Education Board Secretary (DEBS) upon explanation on the importance, aim and advantages of this research to the female pupils and the nation as a whole. This was important because of the sensitivity of the topic GBV which touches on violence, sex and at times pain so it needed careful handling in order to prevent manipulating, causing harm and distress among the female pupils. Before administering the structured questionnaires the female pupils about the research, what it was and its aim. At all stages during the research, the respect of the participants was accorded deserving treatment in order to safeguard their wellbeing making sure that risks did not outweigh the benefits. In addition, the research avoided using any words and issues bordering on sex, sexuality, types of

sexuality and instead asked the participants to share/write things that they felt hindered their educational participation in school.

Because GBV includes sex and violence against the female pupils, the act of revealing violence/harassment may put participants at risk therefore, maintaining privacy was very important in trying to encourage open and free expressions of views though at posed challenges. Furthermore, the researcher emphasized to the participants their importance and independence throughout the research by being truthful and tried to base the data collected on mutual respect and justice between the researcher and the participants (Johnson et al., 2008; Fricker, 2007). Throughout the research, confidentiality and anonymity were maintained even during the collection of data, analysis and reporting. Lastly the researcher assured the participants that the data collected was to be used solely for the intended purpose of the study in chapter one (academic purpose).

CHAPTER 4

PRESENTATIONS OF THE FINDINGS

4.0 Introduction

This chapter presents the findings of the study. The chapter is structured according to the objectives of the study and two research designs namely quantitative and qualitative as follows:

4.1 Quantitative Findings

This section presents findings from the 340 Female pupils from Lusaka, Southern and Western Provinces of Zambia who participated in the Structured Questionnaires

4.1.1 The age of the respondents

Table 1: Frequency distribution of the respondents by age

Age group	Frequency	Percentage
13-17	250	73.5
18-22	82	24.1
22+	08	2.4
Total	340	100.0

In terms of age distribution of the respondents, Table 1 shows that the majority of the respondents were in the age group 13-17 representing 250 (73.53%) of the total respondents followed by the age group 18-22 representing 82 (24.1%) and above 22+ 08 (2.4%) respectively.

Table 2: Chi-squire test on the relationship between age and GBV

Age (in years)	Experienced GBV?		Total
	Yes	No	
13-17	65 (26.1%)	184 (73.9%)	249 (100.0%)
18-22	36 (43.4%)	47 (56.6%)	83 (100.0%)
Above 22	3 (37.5%)	5 (62.5%)	8 (100.0%)
Total	104 (30.6%)	236 (69.4%)	340 (100.0%)

The table 2 shows that only 65 pupils out of 249 in the age group 13-17 reported to have experienced GBV, representing 26.1% of GBV experience. On the other hand, 36 (43.4%) pupils out of 83 in the age group 18-22 reported to have experienced GBV and also three (37.5%) pupils out of eight in the ages above 22, reported to have experience GBV.

4.1.2 Extent to which GBV is experienced by the female pupils

Figure 1: Percentage distribution of female pupils in relation to GBV experiences

(n=340)

Figure 1 indicates that 103 (30%) of the respondents have ever experienced GBV whereas 237 (70%) have not.

4.1.3 Residence of the female pupils

Table 3: Frequency distribution of area of residence

Residence	Frequency	Percentage
Urban	266	78.24
Rural/Remote	74	21.76
Total	340	100

With reference to Table 3, 266 (78%) of the female pupils lived in the urban area and 74 (21.76%) lived in the rural/remote areas is 44 (60.0%).

Table 4: Chi-square test on the relationship between area of residence and GBV

Place of residence	Experienced GBV		Total
	Yes	No	
Urban	60 (22.26%)	206 (77.74%)	266 (100.0%)
Rural/Remote	44 (60.0%)	30 (40.0%)	74 (100.0%)
Total	104 (30.6%)	236 (69.4%)	340 (100.0%)

In terms of the GBV experiences of the female pupils in the study, Table 4 shows that 60 (22.3%) in urban areas experienced GBV and 206 (77.7%) did not while 44 (60.0%) in the rural/remote areas experienced GBV and 30 (40.0%) did not.

4.1.4 The female pupils' types of schools

Table 5: Frequency distribution of the female pupils' types of schools

Type of schools	Frequency	Percentage
Boarding	81	23.8
Day	259	76.2
Co-education	244	71.8
Single Sex	96	28.2
Government	252	74.1
Grant- Aided	88	25.9

In terms of the type of school distribution of the respondents, Table 5 shows that 81 (23.8%) respondents were from a boarding schools, 259 (76.2%) respondents were from day schools, 244 (71.8%) respondents were from Co-education schools, 96 (28.2%) respondents were from single sex schools, 252 (74.1%) respondents were from government schools and 88 (25.9%) respondents were from the grant-aided schools.

Table 6: Chi-squire test on the relationship between the type of school and Knowledge of GBV

Type of school	Knowledge of GBV	
	Yes	No
Boarding	73 (61.9%)	6 (17.1%)
Day	191 (202.1%)	67 (55.9%)
Co-education	174 (189.6%)	68 (52.4%)
Single Sex	90 (74.4%)	5 (20.6%)
Government	182 (194.4%)	70 (54.6%)
Grant-Aided	82 (66.6%)	3 (18.4%)

In terms of the type of school distribution of the respondents in relation to GBV knowledge, Table 6 shows that 73 (61.9%) respondents from boarding schools had knowledge of GBV and 6 (17.1%) did not, 191 (202.1%) respondents from day schools had knowledge of GBV and 67 (55.9%) did not, 174 (189.6%) respondents from Co-education schools had knowledge of GBV and 68 (54.4%) did not, 90 (74.4%) respondents from single sex schools had knowledge of GBV and 5 (20.5%) did not, 182 (194.4%) respondents from government schools had knowledge of GBV and 70 (54.6%) did not, 82 (66.6%) respondents from the grant-aided schools had knowledge of GBV and 3 (18.4%) did not.

Table 7: Frequency distribution of knowledge of GBV by school grade

School grade	Frequency	Percentage
10	155	45.59
11	112	32.9
12	73	21.5
Total	340	100

In terms distribution of GBV knowledge by school grade, Table 7 shows that 155(45.59%) Grade 10s respondents had knowledge on GBV, 112 (32.9%) Grade 11s had knowledge of GBV and 73 (21.5%) Grade 12s had knowledge on GBV.

4.1.5 Types and Forms of GBV experiences by the female pupils

Table 8: Frequency distribution of the female pupils' experiences on sexual harassment

Body part	Frequency	Percentage
Breasts	49	48.0
Thighs	21	20.0
Buttocks	15	15.0
Other parts including fore head and pubic areas	18	17.0
Total	103	100.0

A multiple question was used to ask the female pupils to indicate the body parts they were touched and felt unpleasant and uncomfortable. The findings were as shown in Table 8 that 49 (48.0%) of the respondents were touched on the breasts, 21 (20.0%) were touched on the thighs; 15 (15.0%) were touched on the buttocks and 18 (17.0%) indicated that they were touched on the other parts of the body which included the forehead and pubic hair.

4.1.6 The amount and types of force used to inflict GBV on female pupils

Table 9: Frequency distribution of the amount and types of force used to inflict GBV on female pupils

How much force was used	Frequency	Percentage
They took advantage of my trust	50	11.2
They used physical force	42	12.4
They used sexual seduction(lovely text, care Lessing, kissing, SMSs)	41	12.1
They used intimidation or adult (Authority, forced me)	78	23.0
They used bribes or enticements (money, lifts, gifts)	35	10.3
They used threats against me or someone else	26	7.6
Total	91	100.0

A multiple question was used to ask pupils to indicate the methods that were used to inflict GBV on them. Their responses were as indicated in Table 9; 50 (11.2%) of the respondents were taken advantage of their trust, 42 (12.4%) were physically forced; 41 (12.1%) were sexually seduced through use of lovely text, caressing, kissing, and use of SMS; 78 (23.0%) were intimidated; 35 (10.3%) were bribed or enticed through the use of money, lifts, or gifts; and 26 (7.6%) were threatened.

4.1.7 Types and forms of punishment assigned to the female pupils

Figure 2: Percentage distribution of types and forms of punishments existing in the schools of the female pupils.

The female pupils in the study were asked to write the types and forms of punishments that existed in their schools according to the following groupings as shown in Figure 2; sweeping/mopping were the most common forms of punishment represented by 74 (21.8%) followed by cleaning/slashing with 67 (19.7%) and then calling parents/counseling with 57 (16.8%), knelling/detention with 52 (52.3%), digging/cultivating/watering with 49 (14.4%) and beating/pinching were the lowest representing 41 (12.1 %) respectively.

4.1.8 The reasons why the female pupils engage themselves in sexual activities

Figure 3: Percentage distribution of the reasons why the female pupils engage in sexual activities. Activities (n=340)

The figure 3 represents the percentage distribution of the respondents' opinions on why girls engage in sexual activities. Most pupils 182 (53.5%) reported that the main reason why girls engage in sexual activities is the fact that it is a source of income while 84 (24.7%) of pupils identified peer pressure as the reason why girls engage in sexual activities. The rest, 53 (15.6%) and 21 (6.2%) cited intimidation and pleasure as reasons why they engaged in sexual activities respectively.

4.1.9 Female pupils' sources of Knowledge about GBV

Table 10: Frequency distribution of the female pupils' sources of knowledge about GBV

Sources of GBV messages	Frequency	Percentage
Media	256	77.3
Church	208	62.8
Posters	178	53.8
School	160	48.3
Home	126	38.1
Friends	123	37.2
Seminar/Workshop	28	8.5
Others	13	3.9

Respondents were asked to indicate their sources of information on awareness. Their responses were as indicated in Table 10. The table shows that 256 (77.3%) of the respondents obtained information on GBV from the media, 208 (62.8%) from the church, 178 (53.8%) from posters, 160 (48.3%) from schools. The rest of their responses were as shown in the table 10.

Table 11: Frequency distribution on sources of knowledge about GBV according to school grades

Sources of GBV Messages	Grade level			
	Ten	Eleven	Twelve	
Seminar/Workshop	10	11	7	28
Posters	58	66	54	178
Church	75	77	56	208
Home	51	45	30	126
Friends	47	42	34	123
School	67	58	35	160
Media	117	85	54	256
Others	8	5	0	13

The respondents were asked to indicate their source of information about GBV according to school grades. Table 11 above shows that Grade 10 pupils tended to rely heavily on media, church, school as sources of GBV information while Grade 11 pupil tended to rely on media, church and posters and Grade 12 pupils tended to rely mainly on church, posters and media.

4.1.10 Female pupils' suggested topics to cover during career and guidance periods.

Figure 4: Percentage distribution of female pupils' suggested topics to cover during Career and Guidance lessons

A multiple question was used to ask the respondents to indicate the topics they would like to be learning during their career and Guidance lessons. Figure 4 shows that the majority, 253 (74.4%) of the pupils said “career choice” followed by 166 (48.8%) who said family lessons. The rest of the pupils, 126 (37.1%) and 120 (35.3%) said “others” and HIV and AIDS, respectively.

4.1.11 Female pupils' suggested measures to reducing GBV in the schools

Figure 5: Percentage distribution of female pupils' suggested measures to reducing GBV in the schools

The respondents were asked to suggest measures of reducing GBV by indicating their preferences. Figure 5 shows the percentage distribution of the respondents' suggestions on the measures that can reduce GBV. Most respondents 63 (18.5%) identified financial support and GBV clubs as the main measures that should be taken to reduce GBV. Others suggested were songs/drama 59 (17.4%); sensitization, 56 (16.5%); stiff punishment to would be offenders, 47 (13.8%); 27 (7.9%) girls education.

4.2. Introduction

This section presents the findings of the study through unstructured and semi-structured interviews and focus group discussions from the male and female pupils, both male and female parents, male and female teachers, deputy head teachers, FAWEZA and YWCA respondents as follows:

4.2.1 Not sure of what cases deserved to be called GBV

The female pupils acknowledged that they experienced both explicit and implicit as shown in table 12 below and that the big challenge they faced is that they were not sure of what cases are considered GBV against them and that there were no clear guidelines of where to report, especially on incidences that involved people they knew including relatives. And they further expressed their displeasure and fear of reporting to the police, the issue of appearing in court and the implications that follows after reporting to the law enforcements for example threats from their families or even chased from the village just as the case of Ruth in Ghana who was pregnanted by her father and Agnes her step father in Kenya.

4.2.2 Not sure of what incest amounted to and meant

The other issue that was discussed by the female pupils in the study was incest which they explained to say they did not have a clear guidelines on who was considered under incestuous rape from the following; fathers/mothers, grandfathers/mother, sons/daughter, brothers/sisters, aunties/uncles.

Table 12: Findings from the female pupils on the patterns in incidences of GBV

in schools and home

Term	Explanation used in question	perpetrators	Location of GBV
Physical harassment	<ul style="list-style-type: none">• Pulling hair• Pushing us• Twisting our arms• Blocking our legs• Kicking us	<ul style="list-style-type: none">• Mostly boys• Rarely men	<ul style="list-style-type: none">• School• Home• Way home
Name calling	<ul style="list-style-type: none">• Insulting• Intimidation• Shouting• Threatening language• Competition hate Language• Love language	<ul style="list-style-type: none">• Mostly boys• Seldom men	<ul style="list-style-type: none">• School• home
Threats	<ul style="list-style-type: none">• threatened	<ul style="list-style-type: none">• mostly men	<ul style="list-style-type: none">• school

	<ul style="list-style-type: none"> • intimidated • frightened with harm/punishment 	<ul style="list-style-type: none"> • sometimes boys 	<ul style="list-style-type: none"> • way home
Physical sexual harassment	<ul style="list-style-type: none"> • touching/pinching • touching private parts • kissing attempts • touching/pinching buttocks • rubbing legs • pushing us towards themselves 	<ul style="list-style-type: none"> • mostly men • rarely boys 	<ul style="list-style-type: none"> • school • home • way home
Abusive language	<ul style="list-style-type: none"> • sexual negative/positive remarks • sexual comments 	<ul style="list-style-type: none"> • mostly boys • sometimes men 	<ul style="list-style-type: none"> • school • home
Sign language harassment	<ul style="list-style-type: none"> • clicking their fingers at us • clapping their hands at us • hissing towards us • whistling to us • twinkling their eyes towards us • romantic calling 	<ul style="list-style-type: none"> • mostly boys 	<ul style="list-style-type: none"> • school • home
Harassment through the phone messages	<ul style="list-style-type: none"> • sending both hate and love messages • sending sms insults • sending sms proposals 	<ul style="list-style-type: none"> • mostly men • rarely boys 	<ul style="list-style-type: none"> • school • home

**Key for table 12: 5 points scale: Most = 4 points; usually = 3 points;
Sometimes = 2 points; Rare = 1 points; Seldom =½ points**

4.2.3 Not sure of the role of initiation school

The issue of the role played by initiation school was heavily debated and three variations were agreed up as follows; to continue the lessons but focus much on

personal hygiene, to continue what was taught in the olden days (marriage lessons and home management) or the school to strengthen the lessons on puberty and family/courtship in Biology and Home Economics).

4.2.4 No clear guidelines on gender roles

The female pupils highlighted the disparities between boys and girls in relation to work. They said that they did too much work as compared to the boys especially at home (cooking, looking after their young brothers and sisters, and at times the sick) in addition to their school work.

4.2.5 Negative effects of HIV/AIDS on the female pupils' school work

The female pupils expressed their fears on the negative effects of HIV/AIDS on their school work because they were made in most cases to help the sick or take the responsibilities of their mothers in cases where their mothers were bed ridden due to HIV/AIDS implications or other terminal sicknesses like cancer.

4.2.6 Disparities in the upbringing

The female pupils expressed their loneliness and displeasure in the manner they were being cared for by their relatives in as much as they appreciated the gesture. They explained to say that they were receiving a raw deal because they were made to work more than their cousins, not given sufficient financial assistance in terms of books, pens, school and talk less of clothes; leaving them with no choice but trade sex for money with mostly rich old men.

One of the female pupils said;

Our aunties and uncles are doing a recommendable
Job of looking after us, but they make us clean the
house, wash their children's cloths, cook while
their children sit and watch television, we do not
have enough time to study and rest.

4.2.7 Female teachers' dilemma in assisting the female pupils on GBV issues

The female teachers attested to the fact that they too experienced sexual, physical, emotional and psychological abuse from men both within and outside marriage and they were not very clear with the GBV guidelines just like the female pupils. This

made it very difficult for them to help the female pupils because they were also going through almost the same GBV experiences.

4.2.8 Value of money as mode of exchange in almost all the transactions

The value of money has made them needing some financial help subjecting them (female teachers) to accepting lifts, gifts, favours from fellow teachers and sometimes the school administration; to a certain extent accepting relationships with rich older man to meet their financial needs like rentals and school fees. They further said that they were challenged by the increase of orphans in their homes by which they were obliged to take care off (not a complaint they female teachers said but a concern they stressed). The career and guidance teachers advised some parents who were in the habit of giving too much money to their female pupils, buying them expensive items like phones, clothes and shoes to refrain from such. On contrary though, some of the female pupils during interviews shared to say some of their parents tell them to copy what their friends did and one of them said;

You are a big girl.....copy what your
friends are doing...you should try to
visit places where you can raise money
for yourself, school fees and help
to look after the family.....help also.

4.2.9 Zambian languages should be allowed as medium of communication just like English

According to the teachers and parents (both male and female) pupils should be allowed to study subjects of their choice regardless of gender and that vernacular languages should also be encouraged in school just like English is. This is because English language hindered the participation of the girls in that they were used to communicating in their vernacular languages.

4.2.10 Career and guidance lessons to be made mandatory in all the schools

Career and Guidance teachers raised a concern on making career and guidance lessons mandatory with a GBV component from primary up to grade 12. They added on to say that there was need for MOE and the legal fraternity to come up with clear

guidelines from the Anti-Gender-Based Violence ACT, 2011 because it is highly technical for lay people to interpret. Some of the female pupils in the study suggested the following topics to be learnt during career and guidance lessons; career choices, family related issues, puberty implications, peace, human rights and HIV/AIDS

4.2.11 Both sexes to be financially and materially empowered

During the interviews, FAWEZA and YWCA stressed the fact that both the girls and boys should be empowered through paying of school fees, buying uniforms, household income generating activities and small businesses. They added on to say that there was need to create awareness among women and the public on social injustices against women and the public. Furthermore, the personnel from FAWEZA and YWCA said that there was need to increase and enhance security for the girls by setting up Safety and Security Projects through building and renting of the girls hostels in several parts of the country and employ matrons to look after the girls.

Table 13: Variations of reactions from the female pupils in the study against the boys and men who try to intimidate them

Reaction	Frequency
1.Just ignored	Most
2.Forgot about it	Rare
3.Got irritated	Most
4. Just left	Most
5.Shouted at the boys/men	Sometimes
6. Resisted the act	Sometimes
7.Informed someone	Rare
8. I cried silently in my heart	Most
9. I became reserved and shy	Usually
10. I felt embarrassed	Most
11. Scared reporting to the police	Most
12.I stayed away	Usually

**Key for table 13: 5 points scale: Most = 4 points; usually = 3 points;
Sometimes = 2 points; Rare = 1 points; Seldom =½**

4.2.12 Women and girls dressing provokes the men and the boys

During the FGDs and interviews the male pupils shared that some of the girls dressing showed some body parts like navel, breasts, waist lines that provoked them to wanting to sexually abuse them.

This was echoed too by one of the male parents;

The world is completely upside down and
these girls put trousers , skin tights and their
dresses expose their breasts, hips, navels
waistlines.....we should not see these
It is a taboo.....

4.2.13 Female pupils' engagements in relationship with elderly men

The male pupils raised the issue of the female pupils' habit of having affairs with old men and expressed their displeasure to say that they should concentrate on their studies now; so that they can look after themselves in future instead of depending on others (old men) for survival and one of the male pupils said;

These girls are too young to involve themselves
with old men worthy their fathers and grandfathers
Just because they want money, they will regret.

Furthermore the other male pupils added to say;

These girls love money too much that is
why they have affairs with their grand fathers
and leave us, they like nice things like
cell phones, dresses, skin tights.

Just as the male pupils had observed, one of the parent also expressed his displeasure on the idea of old men having love relationships with young girls who were the age mates of their daughters or grandchildren. The parent said:

Our girls seem to enjoy money and materials
from older men who are fit to be their fathers
or grandparents. Where are we going in
this world. The world has gone something else!

4.2.14 No proper guidance during the puberty period

Furthermore the male pupils in the study said that there do not receive proper guidance during puberty transition and said that this has made them to have an alternative; resorting to watching pornography, sex and sexual films and videos and books in order to prepare for their masculinity in relation to sex and parenthood.

4.2.15 The female pupils shared that the men and boys were still in control of society through the authority and power instructed from the school authorities and the men's continued stereo-type against girls and women.

4.2.16 Discussions from the Live interview on ZNBC: 26th November 2012; 13 00hrs-14 00hrs

Live interviews/discussions done by Chisenga Mumba on the 26th November 2012 on Zambian National Broadcasting Services (ZNBC) between 13 00hrs – 14 00hrs with Father Cleophas Lungu Secretary General for (Zambia Episcopal Conference) ZEC, Reverend Suzanne Matale General Secretary for Council of Churches in Zambia(CCZ), Reverend Pukuta Mwanza From Evangelical Church of Zambia(ECZ). The discussion raised the following concerns.

Churches should prepare the young couples adequately for marriage and encourage couples fellowships to enhance morality and trust. There is need for the churches to set up centres of excellence through teaching, helping and preaching practical messages that are in line with topics of the time/ happens of the society like the issues of GBV, Gender, moral decay, high rates of divorce. They went further to say churches need to pay attention to socialization at a tender age for both sexes and advise accordingly on the issues of entertainment especially dancing and music; discouraging suggestive dancing, songs that gender bias, songs promoting bad morals, songs promoting violence.

Churches need to collaborate effectively with the media and on the technology management in line with the children's use of internet so that children are not raised by the media. The three mother church bodies stressed the fact that all the parents should take interest in raising the children.

CHAPTER 5

DISCUSSION OF THE FINDINGS

5.0 Introduction

This chapter presents the discussions of the findings of the study that was carried on the 440 from Lusaka, Southern and Western provinces of Zambia .This chapter is structured according to the objectives of the study.

5.1 Extent to which GBV is experienced by female pupils

From the findings of the study, it was clear that GBV does exist in the three provinces; from 340 female pupils in the structured questionnaires about 30% of them at least experienced GBV while 70% did not. In most cases these GBVs happened both in school and at home and mostly the perpetrators were boys and men.

According to the female pupils in the study, GBV is an issue that seems not to have some clear guidelines to follow both at home and indeed school. During the interviews with the female pupils they explained to say that they were not sure of what sexual harassment and abuse amounts to and that it was their main reason of not reporting most of the cases. At certain times cases they reported and believed they were GBV to their surprise they were rebuked by either their parents at home or teachers at school. The male pupils in the study said that to them it was not abuse but part of normal interaction between boys and girls; *after all that is part of growing for both sexes*. The female pupils too shared that they experience GBV from the girls and women and that usually when they tried to report, no one seems to listen and believe but instead mock and rebuke them. This they said was the main reason why they do not report to relevant authorities even when they experienced GBV.

During the interviews with the female pupils it was reported that usually female teachers harass them verbally by passing negative comments relating to their physical body make up and they have ignored such thought because such remarks affected them psychologically.

One of the female pupils said what her female teachers sometimes say;

You concentrate too much on your beauty
and yet in class water...Look at her big
breasts like a breast feeding mother.....
This is not a modeling school, such hair at the bar...

Despite that FGDs may be more favourable for sharing GBV experiences, in this study there is likely hood of elicit talk about violence that the respondents could have heard rather than experienced resulting in the extreme acts known about in the schools, homes and communities to be reported prominently. During the FGDs it was observed that it was easier for the female pupils to share about others' rather their own experiences on sensitive issues that might cause shame, pain, embarrassment preventing the girls from speaking out freely (Prince and Hawkins, 2002). Therefore in this study there are high chances of the female pupils over/underreporting the occurrences of GBV. For the future researchers it is recommended that ample time is needed so as to acquit with the girls, family and communities in order to get enough knowledge and information on GBV against the girls.

5.1.1 The relationship between age and GBV

Age is said to be among the factors that influence GBV among pupils. The results from this study just like many other studies discovered that older girls at school have higher chances of been victims of GBV than younger girls. This is attributed mainly to the fact that girls above the age of 13 pass through stormy periods of adolescent stage in which they begin to grow physically, socially, mentally, psychologically and spiritually. But unfortunately despite the social changes in the structures there has not been any alternative solution provided in place of the old initiation schools. The table 2 showed that only 65 pupils out of 249 in the age group 13-17 reported to have experienced GBV, representing 26.1% of GBV experience, 36 (43.4%) pupils out of 83 in the age group 18-22 reported to have experienced GBV and also three (37.5%) pupils out of eight in the ages above 22, reported to have experience GBV. From the interviews, when it came to the sexual violence, most of the girls who shared their experiences said it in the context of another persons experience and there was a lot of hesitation when it came to the female pupils' encounter of any sexual related activity.

However, note that in this study there was very little difference between GBV experiences and age variations mainly because of convenience sampling technique in choosing the participants (female pupils) who were found at the schools regardless of age as long as they were in grades 10, 11 and 12.

However, during the interviews and FGDs most of the girls said that they experienced sexual violence including touching their breasts, kissing attempts, touching/pulling their hair were more common in Western and Southern Province as compared to Lusaka Province. One of the reasons for the inconsistencies between provinces in the numbers of female pupils reporting GBV could be that most of the sexual violence was unreported and ignored by the female pupils who saw no need. This is because in most cases when they reported such cases previous no steps was taken or that it was unrecognized and frequently seen as private and taboo. Therefore, there is likely hood that the sexual violence in this study is under or over reported in most occurrences. This is contrary to what some studies have reported concerning the Zambian girls aged above 15% having experienced GBV in their life time (Zambia GBV- Programme Evaluation, 2010). The teachers, parents, deputy head teachers in this study stressed the fact that there was need for MOE and legal fraternity to come up with clear guidelines from the current Gender-Based Violence Act 2011 because the current GBV act is highly technical and cannot not be easily interpreted by a lay people for example the teachers and parents (Appendix 1). This is because GBV occurs in all societies of the world and affects both sexes within the homes or in the wider community. What makes a difference is that men and boys tend not to report because society has taken a blind eye in that they are viewed as the perpetrators as a result the concentration is more on the women and the girls protected in the name of victims.

5.1.2 The relationship between types of schools and GBV

The type of school in terms of Co-education and Single sex, Boarding and Day, Government and Grant-aided has a bearing on GBV. The strength of establishing the extent to which GBV is experienced by female pupils required investigating the relationship between type of school and GBV. From this study, the findings were as follows; the female pupils from Government Day Co-education experienced more GBV as compared to those in Grant-aided Day Single Sex Schools, while those in

Grant-aided Boarding Co-education and Government Day Single Sex schools shared almost same GBV experiences. This entails that the presence of boys in schools is also a contributing factor to GBV for those females in the Government Co-education Boarding Schools (mostly from the male pupils) and that for those in Government Day Single Sex Schools older men are the main perpetrators for the main reason of needing money for food, transport, talk time which most parents/guardians fail to provide at times. Furthermore, some girls reported to have experienced GBV at the hands of their boyfriends at school. However, it is important to note that in this study, there was only one Grant-aided Co-education Boarding as against one Grant-aided Day Single Sex School, five Government Co-education Day Secondary Schools and two Government Day Single Sex Schools in which the issue of numbers could have had a bearing on the results. Studies conducted by Kutnick et al., (1997) to establish the relationship on these two variables indicated that girls in Government Co-education schools are more likely to experience GBV than girls from Grant-Aided Single sex schools. Despite the findings in this study which shows some relationship between type of school and GBV, in this study the case was the opposite and concluded GBV was mainly caused by lack of knowledge, changes in the social structures and that the language used in the Gender-Based Violence Act 2011(Appendix 1) was highly technical for most people including teachers, parents to interpret. In addition it was discovered that decision related to sex and sexuality are more on individual bases with a lot of influence from the home in this case the parents/guardians.

Much as we recognize the unsafe school environment the female pupils need to rise to the occasion of making informed decision of choosing right activities at a right time and right place; in this case abstinence and leave sexual activities for the right time in marriage. Several studies have emphasized that there is a strong link between GBV and harassment and HIV/AIDS (Mitchell, 2001). Therefore, there is need to provide necessary skills like assertiveness, confidence to the young generations (both sexes) so as to equip them with negotiation skills in terms of GBV in addition to the strengthening the awareness of GBV to both sexes in schools beginning from grade 5 through to University so that these school going children can grow knowing the risks involved in GBV in relation to HIV/AIDS and health.

Generally in the study findings the female pupils expressed confusion regarding which incidents should be reported and how, to who and further said that usually when the perpetrators are boys action is often taken but surprising when it is a teacher no action is virtually taken by the school administration. The female pupils said that it was the main reason why the girls in most cases resort to just keeping quiet about it for fear of the unpleasant consequences.

5.1.3 The relationship between socio-economic factors and GBV

On the issue of socio-economic factors causing the female pupils to engage in GBV, most of the girls shared that poverty was the main cause. Surprising enough not only did the female pupils stress poverty but also the teachers, parents, Deputy head teachers and indeed the key informants echoed the same during both the interviews and FGDs. The girls in the study explained to say poverty in most cases made them to give in to sex or enter into relationships with old men ‘sugar daddies’ for the benefits of favours like nice clothes, shoes, cell phones , talk time and for financial assistance like school fees and buying of basic items. The female teachers echoed to say that they needed financial assistance to buy’ basics like food, paying for electricity, water, rentals because their salaries cannot suffice adding on to the pressure coming from the ever rising numbers of orphans. Furthermore, the female pupils explained that usually for those girls who have engaged in sexual activity, whether consensual, coerced or forced have usually resulted into becoming pregnant then stop school temporary or permanent. This entails that these girls abandon school halfway by marrying early and begin child bearing without prior- preparation and in some cases have a higher risk of HIV.

One male teacher had this to say;

Blame the girls, when we propose them, they
do not refuse, they give themselves to older
men in exchange for material items like phone,
talk time, nice clothes, school fees.

In this study the female pupils’ shared that poverty has made many of the female peers to exchange sex for goods. They attested to the fact that at times they have heard and shared stories with their female counterparts in issues related to relationships with older men for financial support and at times in a dare situation of

supporting their siblings in paying school fees for the orphans. Their experiences were closely linked with poverty and that was their reasons for sorting to having sex in exchange for gifts money and that this happened both in school and home.

At some point during the FGDs among the female pupils conflicting views on poverty being the main cause for the female girls indulging themselves in relationships with older men came up. One group of the female girls shared to say competition brought about by high industrialization has heavily affected the styles of living especially in towns where the girls were exposed to a variety of life styles and modern dressing. But some of the female pupils opposed to poverty being the cause of girls indulging themselves in sexual activities to say that it was an individual choice. For now the female pupils further advised their fellow peers that they needed to focus on school and rise to the occasion of determining their future by trying to prioritize education and be contented in terms of what their parents and guardians are helping them with instead of wasting time on envy and competition of material things among themselves.

During the FGDs some of the female pupils questioned their fellow peers to say if what made most girls to indulge themselves in relations with older men was poverty why was it that even girls who came from very well to do families were involved with older men who at times were poor compared to the female pupils (this was a heated debate). At the end of the FGDs poverty was highlighted as one of the causes while industrialization was agreed upon as the main cause of the girls involving themselves in relationships with older men both rich and poor. This too is supported by Luke and Kurtz, 2002 who said that modernity has brought with itself a new tends of exchange bordering on nice clothes and money giving the girls an excuse of economic hardships as the cause for relationships with working men and usually rich older men .

During the FGDs with the male pupils one of them challenged his fellow peers to explain why in certain communities/countries despite that dressing for women and girls both in normal life and certain dances expose certain body parts related to sex and sexuality like breasts, thighs and waistlines and yet cases of sexual abuse and sexual harassments were not on the increase as compared to those who most of the times almost completely cover their bodies. This was heavily debated by the male

pupils but finally agreed to say its was not the type of dressing but the individual view of a purpose and function of a woman coupled with the men/boys background played a big role on GBV against the women and girls. From the study discussions it was concluded that some respondents in the study viewed girls as victims with little power in the transactional, forced into these practices by poverty, others saw the girls as the causer and blamed while others seemed to hold both views.

This study however indicated that their was a higher prevalence rate of GBV in both rural/remote areas and in urban areas as opposed to reports from Sub-Saharan Africa who showed that GBV was in existence because it is a home of 70% of the poorest people in the world. People need to be educated and get the relevant information and knowledge to help them make informed decisions.

5.1.4 The relationship between knowledge of GBV and GBV The Knowledge of GBV in relation to the extent of GBV among girls at school was also looked at in this study. The study reviewed surprising results in that the grade 10s had more knowledge as compared to grade 11s and grades12s. But however despite the vast knowledge about GBV among pupils, it was however observed that, there was a likelihood of a great number of pupils being victims of GBV by the way they shared their views concerning GBV issues. This is evidenced by 30 percent of 340 female pupils in the study who reported having had experienced GBV while 70 percent did not. Therefore in this study, the findings were that there was no relationship between knowledge of GBV and experiences of GBV because it is a personal choice.

In the structured questionnaires, this study showed that 60 percent of girls from rural/remote reported to have experienced GBV whereas as only 22 percent of pupils in urban areas reported to have experienced GBV. But during the interviews and FGDs with the girls it came out so clearly from the girls that most of them did not have so much awareness of GBV both at school and home considering the nature of the topic centering on sex and sexuality a taboo in most homes but as individuals they have chosen to keep away from issues of GBV and concentrate in their studies. It was observed that at times even if the people had the knowledge about GBV, they never chose to apply it to prevent themselves from being abused in the pretext of poverty, culture and fear.

5.2 Types and forms of GBV against the girls

From the study it was found out that girls experienced both explicit and implicit GBV varying from social, psychologically, emotional and physical. The study showed that 30% female pupils in the study reported that they had been fondled by someone (sexual harassment) in the form of touching on uncomfortable body parts in which the common ones were the breasts which ranked the highest (48%), followed by the thighs , buttocks and other parts including the forehead and pubic hair.

These boys chase us behind, touch our breasts in school and at home, sometimes they touch our buttocks and thighs on our way to school. These boys chase us when school finishes, they hide in the bush, scare us, sooner do they reach us, we run away. (FGDs Female pupil)

The girls expressed and shared their displeasure about this behaviour from the men and boys. This is also echoed by Sadker & Sadker, 2001 who said that the girls experience of sexual harassment makes them feel unpleasant because it puts the females (victims) into a vulnerable state of shame fear and hate. One of the female pupils shared her experience and said;

I was sitted then one boy came and started touching me trying to kiss me, the boys like pinching us they think its funny the boys think it's nice but we do not like it, it makes us feel funny and embarrassing.

Three female pupils echoed to say;

The boys call us by clicking their knuckles to us, push us towards themselves, at times force us to jump over their legs and usually we fall and they laugh. Also they enjoy pulling our ears. We feel the pain but we have nowhere to report because no one listens to us.

The other girl too added on to say;

When the boys touch us we feel ashamed as
if we are sex objects. The boys get near us and
touch us where they are not supposed to touch.

The boys get near us and touch us where they want.

When it came to sexual violence the female pupils said that they rarely reported because they were afraid and that in most cases when they reported at home they were not believed but instead rebuked and at school, teachers or school authorities rather turn them away and ignore their complaints. Generally, the girls from all the three provinces in the FGDs were of the view that sexual violence made them feel shame and guilt and said that there was no need to report because experience has proved that there was no action taken and they said;

Who do we tell, nobody listens to us because
everyone thinks it is normal and that it was part
of growing up to be touched by boys even on
uncomfortable body parts like thighs and breasts.

They female pupils in the study indicated that the amount and types used to inflict GBV on them; (11.2%) indicated that they were taken advantage of their trust, 12.4% physical force and this shows just how the men and boys use their physical masculinity to abuse the women and girls. Others were sexual seduction through use of lovely text, caressing, kissing, and use of SMS was 12.1% showing how technology was being misused to inflict force against the girls instead of putting it into good use. Intimidation by an adult (authority and force), bribes or enticement through the use of money, lifts, or gifts, threats were other types used to inflict GBV on girls In terms of corporal punishment enforced in schools it was interesting to note that it is practiced very seldom as evidenced from the results where 86% of the female pupils reported that it does not exist in their respective schools.

During the discussions in both FGDs and interviews the girls body language communicated a lot and in the paragraphs below there will be an analysis of the contents of the speech acts or voices from both the boys and girls as follows:

Voices

The female pupils said that most of the time when they boys physically, psychologically and sexually abuse them, the boys used their voices and masculine bodies and space which brought about the difference between how the girls and the boys behaved. They added on to say in most cases the girls' movements and touch seemed to be more strained and careful, while the boys' way was of using their masculine bodies more powerful and comprehensive. In all these activities there was evidence that the girls and boys reacted differently: the boys returned the action, revenged or did away with disturbance without giving up any space whereas the girls reacted by moving aside, out of the boys' way which showed that girls were giving up the space for the boys.

Humour and cheating

During the interviews with the female pupils, they explained how the boys and men tried to manipulate the girls using subtle means (Kehily and Nayak, 1997) who studied the humour that most young boys and men use as a technique utilized to regulate the masculinities and the negotiations of gender-sexual hierarchies within the pupil cultures. In this study a lot of violent actions were covered by humour where the female pupils were cheated on and thus subjected to ridicule, while other victims were occasionally treated friendly, if they were thought of to be of use at the boys/men advantage, but most times with view of undermining the girls/women. Several boys in this study, accepted misusing humour so as to manipulate the girls and they said that no one especially the girls should take humour seriously and that those who felt offended or got upset were further mocked and intimidation.

Naming the girls regarding their body shapes

It was interesting to note that most of the girls during the interviews remembered the time when they were first referred to as 'fat' by a male pupil/male teacher. Very few could recall when their parents or relatives before starting school calling them fat. Most of the female pupils who were labeled fat explained how they were labeled fat throughout their normal school system. This shows the extent the boys and men reach in trying to define the girls' bodies as some item that needs to be corrected and acted upon. This was interesting discussions among the girls during the FGDs; they said

that it was unfair for the boys to place the girls' bodies under scrutiny and surveillance. They shared that such has caused many girls becoming conscious of their body sizes and shape. This is enough proof to say girls and boys are evaluated differently by culture, society. Generally the feminine body is equated with smallness and thinness resulting in bodies and shapes that does not conform to the acceptable norms coming under the siege of normalizing techniques.

On the issues of physical punishment in the schools, the results showed that both the girls and the boys were given the same types of punishments except in a few isolated cases where boys were given harder punishment like digging pits of their heights or cutting down the trees. During the interviews with the parents, some male parents said that physical punishment should be applied differently because boys and girls are physically and biologically different; beating the girls on the palms and the buttocks is acceptable because they are naturally weak whereas for the boys any part of the body can be beaten because they are naturally strong. But on contrary some of the parents said that girls should be given harsher punishment than the boys so as to prepare them for adulthood and this is what they said;

The girls need harsher punishment because
they are prepared for marriage in different
places to cope with any challenges they may
encounter. (Interviews: Male parents)

The parents added further to say that physical punishment in form of beating, pinching or refuse to provide them with whatever they ask was another way of disciplining the female pupils and enhancing good morals. However, contrary to what the parents said, when the girls were asked to share what they disliked about their experiences about physical punishment during the interviews in the following variations:

Most of the female pupils from western province felt that physical punishment between the boys and girls should be different because the boys were physically

stronger as compared to the girls and they said;

In the school the girls sweep, clean windows
while the boys usually dig holes, cut trees and
slash grass. Boys and girls should be given different
punishment because boys are stronger than boys.

Despite the female pupils from western province saying that they do receive lighter punishment in school in relation to the males they said that they preferred calling their parents as form of punishment because it never hate/pain. The girls went further to say that cultural practices like sending them to live with their aunties and uncles exposed them to harsh treatment and this was said by female pupils from Western Province saying;

When you are sent to live with aunties and uncles
we like it. But we are made to do much of the
household chores as compared to their own children.

(FGDs: Female pupils Western Province)

During the FGDs a few female pupils said that they accept physical punishment because it was a form of correction and said;

We do not report when we are beaten at school or
home because beating is part of discipline to make
us pay attention and learn. (FGDs: Female pupils)

When the same question on physical punishment was asked to the female pupils in Lusaka and Southern provinces, the girls in these two provinces' awareness on physical punishment was more clear in their responses in relation to how the boys and the girls were treated. On the issue of being sent to live with their aunties and uncles, most of the female pupils in the two provinces said that in most cases they were sent to visit their aunties and uncles who were mostly living within the line of rail and rarely sent to live with them. From the findings in the structured questionnaires, most the female pupils from Lusaka and Livingstone provinces lived with their parents in nuclear families. They went further to say in their schools the boys and girls are given same type of work because no different roles were attributed to different levels of

strength or to the need to prepare children for their adult roles and they said;

In the school both the girls sweep, clean windows,
fetch water, slash Because God created them equally.

(Interviews: Female pupils in Lusaka and Southern Provinces)

When it came to reporting of cases of physical, Psychological and sexual violence, cases they shared the following; Some of the female pupils said that they felt comfortable to report psychological violence to the family members especially mothers and aunties, while physical violence they reported to anyone within reach at the time the violence happens; report to school authorities (administration, career teachers, teachers, peers) and when its home then report to the parents

5.3 Causes of GBV against the female pupils

The third objective of this study was to establish the causes of GBV against the female pupils by the boys and men. From the discussions in the findings of the study on why male pupils and men abuse the female pupils and women, it was clear that industrialization that has not moved at the same pace with culture and tradition is the root cause of GBV which has led to the following implications:

- (i) Industrialization has brought about changes in the social structures that have always favoured the men and boys. Before civilization, the environment especially in most of the African countries Zambian inclusive, there was no proper road network and communication and schools were found in faraway places. In most families when it came to choosing a child to send to school, the first priority was given to the boy child. This was mainly because the girl child was married just after coming of age. In this era the men did works that were harder and risk like cutting trees, hunting, fishing and thatching huts and houses because the environment was not conducive; animals, thick forests and usually distant miles from the villages to school for the girls. In this case then it meant that the girls and their mothers took care of the home (looking after children, cooking, managing the homes. In addition, because movement was limited due to poor road infrastructure, people shared common values, traditions and cultures because they lived within the same vicinity. Therefore, at that time the curriculum that was taught was very appropriate because it fitted well within the confinements of the environmental set up.

When the girls came of age in the African culture, they went through some lessons whose main focus was taking care of the home and obedience towards their future husbands and in Zambia too this took and still taking place under the following names; *Sikenge in Silozi*, *Chisungu in Bemba*. In some cases some of the practices violated against the young women who were told under a very strong language not at any time to share with anyone because it was a taboo (Richards, 1982). If practices that disadvantage females are still practiced there is need for the masses, (communities, churches, schools, traditional leaders and other stakeholders) to be made aware or they will remain largely invisible in the academic and other research On the part of the female pupils they shared such as hearsay say so it could be that such practices still exist but treated as highly confidential, taboos and warned strong or risk running mad. If such practices are still happening in secrecy then citizens need to be educated much about defilement and incest cases in order to effectively eradicate GBV in Zambia. Today both women and young women are strongly advised to refrain from such practices because they posed a health risk of diseases like cancer, STIs and contracting HIV/AIDS.

During the initiation period, the focus was how to sexually please their future husbands, submissiveness and obedience because most of the young women got married after coming from the initiation school (Richards, 1982). But today these young women have no one to guide them through the puberty period and usually this happens when they are in secondary school. This has left a big gap between what is expected of the girls and the boys as they pass through this stage and the role that the school should play in preparing these young people. Furthermore, improved road network has made it possible for young people with diverse cultures to meet in places like school where issues of puberty implications are not given the serious attention they deserve resulting into misunderstandings that has in most cases led to GBV mostly against the young women.

(ii) Industrialization brought about modernity in the life styles of people. In the past in the traditional societies sex before marriage was strictly forbidden and in some ethnic groups it was even auctioned. Old women of respectable characters, grandparents (in this case grandmothers) and aunties periodically examined the girls virginity because it (virginity) was upheld with great dignity in that puberty

ceremonies known as ‘initiation ceremonies’ were held when the girl came off age. But modernization, industrialization and social changes which have brought so much complex of lifestyles in todays’ life has reduced the events like initiation ceremonies, unveiled the young generations to sex before marriage and the availability of contraceptives that seem to give a lee way for free sex among the unmarried youth (Bowman & Kuenyehia, 2003). Furthermore these young women are exposed to modern fashion (acceptable in other cultures) some of which exposes body parts like breasts, thighs etc, visiting bars and night clubs.

During the FGDs some of the female pupils who were learning in day schools shared that sometimes they were forced to have sex because their parents struggle to raise funds do not always give them money for food at school or transport money in order to continue schooling. Most of the pupils in this study reported that the main reason why girls engage in sexual activities was the fact that they needed money (as source of income and this was poverty) as reported by 182 (53%) of the pupils, while 84 (24, 7%) , peer pressure, intimidation , accounting for 25%; 16%; and 6% respectively were the other reasons why girls engage in sexual activities.

In this study source of income (money) was at 182 (53%) from 340 female pupils who chose it as one of the main causes of their indulging in sexual activities. This is proof enough to show how powerful money has become world over. Money seems to be the driving force behind all activities world over. There is a common saying that “*money is life*”. It is very sad that most of the women and girls seem to be disadvantaged in terms of accessing money as compared to the men and boys. This is because the structures in society seems to favour both the boys and the men in that the majority hold big positions which entails better salaries as compared to the women and the girls. Therefore, this poverty somehow puts the girls in positions which are wanting to look for money by all means either to meet needs like school fees, food, pay house rentals or just for pleasure and look like the others who own items like cell phones better clothes, makeup to move with fashion (Njenga, 1999).

(iii) Authority and power from school authority: The allowing of the school authority to use their age/authority power position equips some teachers ‘normalise’ certain aspects of girls sufferings from the boys as unimportant or as teasing. The

same teachers would support by telling the abused and harassed girls from the boys to say' boys will be boys' instead of building up a fundamental structure of schooling that interacts with the gender regime (Mirembe and Davies, 2001). In addition teachers sometimes use violence towards the girls as form of discipline and this corporal punishment is used differently by both the female and teachers; also received differentially by female and male students (Dunne and Leach, 2001; Dunne, Leach et al, (2003).

The findings in this study showed that the high bureaucratic, asymmetrical power relation in the school settings of the teachers, head teachers, monitors/school prefects exhibited biasness against the girls. In this study the girls grouped the boys into three; tough boys, popular boys and quieter ones. They girls further described them as follows; tough boys were not popular in class because their actions were perceived to be aggressive and girls did not like them; the quieter boys were not popular either among the girls because they (girls) felt such boys were too kind, soft and withdrawn for what boys were expected to do. While for the popular boys it meant they exhibited balanced masculinity as possible or had to be as ordinary as possible just in the middle; not too soft or too tough and these are the type of boys the girls liked and enjoy interacting with. The girls also shared that school system tends to favour the boys in that majority of the captains, monitors and prefects are male empowering them to exercise their masculine in controlling the class and usually the culprits of problems are the girls who when they try to report the harassment to the male teachers they are teased and to their fellow female teachers they are ridiculed more and in most cases the girls just keep quite, play low profile or opt to pretend all is well for the sake of peace.

(iv) The 21st century has ushered many women into employment increasing their work burden. But regardless of their working statuses they still continue attending to their natural and biological reproductive roles like pregnancy, giving birth and breastfeeding in addition to the other extended natural roles like taking care of the elderly, the children as well as day to day domestic chores. Some section of the female folk has been overburdened so many tasks which in most cases has left them exhausted. The exhaustion and depressed at times has often resulted into these women

not to have enough breast milk which also disadvantages the baby/babies' well-being. Generally women face these challenges of a working mother and a wife which are secretly hidden in the private domain of natural role for the family to be performed by a woman.

As Wolf (2002) rightly put it;

Still, for many women, having children and being a
mother gives meaning to their lives, motherhood
is a tough journey, underestimated and under-supported.

This is one of the main reasons why men and women need to work together to enhance a healthy and happy life for a woman in her struggle for the upbringing of the whole family. For a woman who chooses not to marry or not to have children or a mother who leaves her children under the care of other people like a maid or day care usually becomes a target of blame from society to name her 'half a woman'. If only the social-economic political situation could support the woman and at the same time sharing the domestic responsibilities between husbands and wives then a woman will live in happiness and in peace as she struggles between the so many roles and functions in addition to her 'natural' ones like pregnancy, giving birth and breast feeding.

In this study the girls expressed their dilemma in making informed decisions in relation to making chooses between marriage, family and career. The girls explained that much as they would what to excel and pursue their studies to higher levels, society's expectations limits them because the same society also expects them to be good women and raise good families. They went further to say that they have seen their sisters, aunties, parents and friends who have either sacrificed their work at the expense of the family or continued their career, employed a maid/worker who in most cases perform not to their expectation for the sake of supplementing onto their husband in meeting the demands of running a home. This they echoed was one of the big challenges they anticipate to face as they draw nearer to joining adulthood and the working world. Some of them expressed a concern of the men to also sacrifice their jobs to looking after the children and allow their wives to continue with work but

wondered just how many men would agree to this? Should women's salaries be increased to meet their ever rising needs of performing so many roles including taking care of their husbands for better tomorrow?

(v) Sometimes nature in the form of poverty especially if the parents of the female pupils are old, poor and live in the rural areas as a source of income they will encourage their daughter to get married to the abuser instead of reporting the case to the appropriate people. This is because such a father who depended on his daughter for survival was unlikely to fully exercise parental authority and control over his daughter.

(vi) One cause of GBV according to one female parent was the inappropriate guidance in relation to intermarriages. The respondent said that much as parents encouraged our children to marry women of their choices and love, it was vital to educate the young people the realities and challenges involved in marriage. Implying that if possible the young generation need to be guided appropriately when choosing their life partners between marriage jokingly she said is not about "*eating nshima with chicken*" he laughed and continued to say that realities of choosing to live with a stranger who is brought up in a different environment, hoping to make the best of lack in life's journey *till death do us apart* was a very serious commitment to the young generation. This she went further to said was as a result of the fact that different cultures have different and diversify cultural values and traditions which called for enough education and sensitization on the would be future partners in intermarriages so as to prevent challenges that may arise in future.

5.4 Effects of GBV on the female pupils on their increased educational participation

From the FGDs and interviews it was evident that teenager pregnancy among the female pupils between the ages 14 to 25 was one of the main reasons that makes most girls to briefs stop their education or completely stop because all forms of violence against women and young women leads to high rates of teenager pregnancy, early motherhood, unsafe abortion, baby dumping as well as HIV/AIDS. This entails that these female pupils indulge themselves in unprotected sex posing a high risk of them contracting HIV/AIDS or STIs resulting into health challenges straining the budgets

in purchasing ARVs and other essential drugs to go with HIV/AIDs management. HIV/AIDS infections threatens lives of the female pupils at the same time adds pressure to the already few numbers of girls accessing education due to various reasons of which most emerge from the traditional and societal structures that favour men (patriarchal)

Despite the fact that the female pupils did not clearly come out to say they benefited from Re-entry policy, some of them shared experiences of their colleagues, friends, relatives and even sisters who temporary stopped school or completely stopped school due to unplanned teenager pregnancy. Some of the abused female pupils may develop negative attitude towards school or experience poor concentration because their minds are preoccupied with bad unpleasant memories of sexual abuse and sexual harassment. Education is the best stool to preventing GBV in that it creates a conducive environment for both sexes (victims mostly women and girls ; perceived perpetrators men and boys) a platform for GBV awareness, knowledge and implication in relation to social changes brought by industrialization as Mandela rightly said “Education is the best tool to reducing poverty”

The female pupils in the study expressed their willingness to increase their educational participate but shared their fears about the continued GBV against them from the boys and the men. They strongly explained their displeasure on the continued harassment they receive from their male counterparts because they realised their capabilities in contributing to the development of Zambia. They went further to say education allows them make opportunities for change where even the poor female pupils are given a chance to become doctors or whatever they want and achieve middle-class status and socio-economic advancement, assuming such opportunities exist. According to the female pupils, in principle education does not serve the interest of any one group or class, but allows every citizen to achieve according to an individuals innate ability (Meek, 1994:1716). When both the women and men are given equal opportunities through education it reduces the negatives of the inequalities like GBV and conflicts because the wealth of the nation will somehow be redistributed evenly on equity and equality basis.

They female pupils in the study explained that as women and mothers of tomorrow and when they are educated, they will be able to perform several duties at any given time; mothers, leaders, decision-makers especially in family planning determining the number of children they can afford to look after in terms of food and even material acquisitions, contribute to the general welfare and health of the family both formally through a salary/wage or informally through income generating ventures like selling food, clothes, vegetables etc “A one –year increase in schooling of all adult females in a country is associated with an increase in Gross Domestic product per capital of around \$700” (Millennium Development Goals, report 2008). This in turn prolongs the life span of both men and women because the stress put on the man alone to fend for the family will be shared by both sexes.

The above is also echoed by Mortenson, 2009:105 who said “When you educate a woman you educate a community, once you educate the boys they tend to leave the villages and go search for work in the cities; but the girls stay home, become leaders in the community and pass on what they have learned” In relation to this study however, GBV has been identified as a barrier against female pupils increased educational participation in the secondary schools in Zambia and this has a negative impact on the economic growth especially in the developing country like Zambia.

5.5 Effective measures of reducing GBV

The fifth objective of the study was to establish the effective measures of reducing GBV. One of the effective measures is communication; Information/knowledge is power in that it unveils vital information that equips a person with ways and means of handling challenges in any given situation. In the 21th century communication has been made easy and available through the use of internet and made the world a global village that a person can assess any information both negative and positive within seconds as long as internet is available and in this research the media was the highest source of information with 77%. This has its implications on the life of people in that certain cultures tend to influence the styles of living which can bring out consequences that might negatively affect some quarters of people. For example the music industry and film industry where the young generations at times are exposed to sensitive types of dancing and pornographic pictures as attested by the male pupils in

the study that they used these pornographic pictures to teach themselves as they pass through the puberty stages because parents/adults are not there for them.

The role of the church cannot be overemphasized in terms of information dissemination and in this study the church was the second highest after the media at 62% posing a challenge to all churches to explore on the issues that affect people in the community in addition to their spiritual role. The posters at 54% ranked the third followed by the school at 48% and the rest of the responses were home, friends, seminar/workshop and others scored the least. The role played by the media and the church in disseminating information on GBV and information in general cannot be ignored. Therefore the ministry of information should try to put in place measures of monitoring and controlling the Television together with the music industry so as to prevent the negative influences in terms of reporting GBV information, songs and dances before the morals of the society are completely compromised.

One of the issues raised by the female pupils during the interviews and FGDs was the stereo-type persistence from the men and boys regarding their being females. According to the female pupils, society seems to have deeply rooted set up structures with cultural beliefs, power relations, economic power imbalances, and the masculine idea of male dominance at the disadvantage of the women (Bitangaro, 1999:9). This has resulted in the men enjoying the supremacy and changing their attitudes suddenly does not so much depend on changing any legislature of nations. Currently both the sexes are still struggling, reacting and adjusting to the industrialization, technology, legislature and civic changes implying that regardless of what the law says now, men still continue to resist negatively in the name of GBV in the forms of beating, raping, slapping, verbal insults, negative comments towards women and many more.

Very few men if ever were willing to give the chance and space to the women to exhibit what they were able to do as per God's creation in other words women have not been allowed to develop their full potential. This however, does not mean that there are no stories of successful women, throughout history there have been stories of successful women who have accomplished great things, displayed exceptional work and talents and contributed much to society. Yet still many women have not been

allowed to develop their unique personalities and gifts fully so that they may enrich their own lives, families, churches, communities and the world over (Munroe, 2001).

This study found out that most girls have and still experienced stereo-type negative remarks from both the boys, male teachers and at times even from the female teachers. This they said was usually said to them (female pupils) with regard to their body movement in terms of walking, dressing and sitting '*why walk, dress and sit like a boy*' such are the common remarks from the boys and men. The girls added on to say at times if a girls performed well in class or any activity, the boys nicked such girls as '*tom boys*' and in addition such were usually harassed by the boys just because they felt challenged. They further said that girls who performed well in male dominated subjects like mathematics and science have suffered negative remarks to try and discourage them from competing with the boys. This they girls proudly said was to prove a point to the men and boys that they were just as capable regardless of sex.

Summary

From the discussions of the findings we can conclude that GBV does exist in the schools and this gives a reflection of what is happening in the society and in most case the perpetrators are the boys and men while the victims are girls and women (Victimization Theory, 2006). Generally, in this study it seemed most girls have experienced some form of sexual abuse and harassment though with variation on the frequencies from most of the time to seldom-differed from province, district and type of school (boarding, day, government, grant aided, single sex, co-education and these findings shared the same view with (Sadker & Sadker, 2001). These female pupils in the study expressed concern about the technical language in Anti-Gender-Based Violence ACT No.1 of 2011 (Appendix 1) which needed to be translated to simple language to be understood by a lay person.

Sexual abuse and harassment among all the other types of abuse seemed to be unpleasant and poses a negative feeling from the female pupils because it touches on the body sexuality (buttocks, breasts, thighs, ears) which reinforces a hostile atmosphere related to stereotypes of females as sexual objects and eventually affects

the female students' educational participation (Cairns, 1997); Lott & Reily, 1996). In addition, sexual harassment brought with itself some health risks, like sexually transmitted Infections (STIs), HIV/AIDS and pregnancy which has negatively affected the girls' attainment and psychological well-being that included poor concentration, missing and dropping out of school.

The policy document 'Educating Our Future, 1996:29 recognizes that the learner is at the centre of the education process in that they are the future leaders (drivers of tomorrow) when it says;

The overarching aim of school education, therefore, is to promote the full and well-rounded development of the physical, intellectual, social, affective, moral and spiritual qualities of all pupils so that each can develop into a complete person, for his or her own personal fulfilment and the good of society.

If GBV is not given the attention it urgently needs then there is likely hood of slowing down in the economy because the efforts of the women will be prevented in that very few women will access and those who will access it in unsafe environment likely to expose them HIV/AIDS infections.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion

The findings of the study show that the two overlapping categories of GBV; explicit (sexual) that includes abuse, assault, intimidation, rape, sexual harassment and implicit which includes emotional, physical, psychological, verbal, forms of aggression and unauthorised behaviour that is gender specific do exist in the schools in Zambia. In addition, in schools GBV is experienced by both sexes, though the female pupils seem to experience it more mainly because of the societal structures that promote male dominance over the women and children just as several studies carried under the umbrella of Sub/Saharan countries (Akiba et al., 2002; UNICEF, 2001). GBV is a serious global phenomenon in that it has two main implications. Firstly it creates a barrier for the female pupils from achieving gender equity of the school experiences, the participation of the female pupils of which act to sustain the gender gap (Dunne; Leach et al., 2003). The second implication is on the sexual related activities in relation to HIV pandemic because adolescents are more vulnerable to infections like STIs, particularly adolescent girls (UNAIDS, 1999; PATH, 1998) that has negatively taken its toll on the educational system disrupting education especially for the girls (Human Rights Watch, 2001:5).

The implications above could lead to a crisis of few females accessing education because GBV makes females stop concentrating, lose interest in schooling, change schools while others leave school altogether. And yet studies have shown that educating females is one of the best development investments a country can make (WORLD Bank, 2002; WHO, 2001; UNIFEM, 1999). However, it is important to recognise the efforts made by the Zambian government for putting measures to prevent and mitigate GBV impact on society by enacting the Gender Law and establishing a work place gender policy. In this study it is important to note that the focus was almost exclusively on heterosexual relations and violence against the female pupils and not much on violence against boys or against teachers. According to the findings of the study, the root cause of GBV is industrialization that has led to urbanization which in turn (urbanization) has resulted in the changes in the social

structures, modernity in terms of fashion and dressing, styles of living and value of money. Money has become the main source of trade in almost all transactions in peoples daily lives; purchasing of basic needs (food, water, shelter-rentals/mortgage, school fees and school requisites-books, uniform). The value of money has been made more complicated by the HIV/AIDS impact resulting in the high numbers of orphans putting pressure on the demand of money against employed people. In this study some of the female pupils together with the female teachers attested to say they are forced to engage in sexual activities against their will so that they are able to meet some social needs like paying rentals, school requisites like fees, books and rentals.

The social structures have changed the family structures, cultures and traditional values in terms of initiation period because of diverse cultures from different parts of the world that has resulted to implications on the management of puberty both home and school. In addition, these changes in social structures have resulted into power imbalances between men/boys and women/girls is one of the causes of GBV against the females making them continue to face many obstacles to learning safety within the school. And yet from the conceptual framework (Co-existence concept) Gods main purpose of creating man and woman physically and biologically different was for the purpose of procreation for man's continued production of babies/children because among all the creatures on earth man is the only one who is/was given the mandate to oversee all. Genesis 1:27- 28 reads: "God created he him; male and female created he them. And God said unto them, Be fruitful, and multiply..." The mathematics of GBV calls in most cases the cooperation of both girls/women and boys/men and at times if the situation demands meeting each sex separately can be one of the workable ways to successful implement the approaches that can truly and practically reconstruct the gender roles for the betterment of the future generation and society as a whole.

6.2 Recommendations

The Ministry of Education and other cooperating partners should kick start a nationwide campaign for both genders from grade 5 through tertiary/university whose theme "Education for tomorrow" targeting both genders to be televised every day during prime time on the national television just like the way the awareness of

Cervical cancer is and as Nelson Mandela rightly put it “Education is the key that reduces poverty because it breaks all circles in a person’s life”

MOE

GBV lessons and awareness should begin in grade 5 to both the girls and boys to make them aware of the physical, social, emotional, psychological changes during puberty. This is because puberty stage begins at about the age of 11(grade 5 through University) and ends around 22 years (Child, 1986; Erikson, 1959; Steinberg, 2007). Prevention through awareness from an earlier age in school is far cheaper as compared to trying to solve the GBV challenges embedded in variations of tradition and made complex by the variations of age with regard to sexual abuse, rape, defilement and incest. Taking a leaf from how HIV/AIDS was combated using the schools in the dissemination, awareness and prevention of GBV. This is because children and the young generation (from grades 5 to University) are the “*Hope of tomorrow and the future tomorrow*”.

MOE and Legal fraternity

There is need for MOE and Legal fraternity to come up with clear guidelines from the Gender-Based Violence Act 2011 policy framework that defines, prohibits, lays procedures of reporting and recording GBV incidences and the rights of the pupils, parents, school with special regard to sexual harassment and penalties for acts (Leach et, al., 2003; Omale, 2000). In addition, MOE to come up with a parallel course for all the pre-service and in-service training programmes in all colleges throughout the nation on prevention and managing of GBV. The current Anti-Gender-Based Violence ACT No. 1 of 2011 is highly technical (Appendix 1)

Parents/Community

Community awareness of the implications of social changes on traditions and values, family structures, through vigorous mass campaigns using national and private media both print and electronic focussing more on prevention so as to raise public awareness of sexual and physical abuse in schools and the negative consequences especially on female pupils.

Ministry of gender

There is need to bring on board all the stakeholders; pupils, teachers, parents, traditional leaders (chiefs), NGOs, MOE, Ministry of Health and Social welfare, the police, child protection agencies to coordinate with women, girls and children to promote an overall enabling environment; policies on teacher misconduct, establish a special unit dealing with cases of abuse at school level and bring on board counsellors to respond to reports of violence.

Ministry of Education, Science and Vocational Training

There is need for the Ministry to revisit the curriculum so that more emphasis is put on the practical subjects like Agriculture, Music, Arts, Home Economics, Wood Work, Metal work, Entrepreneurship for self-sustainability after school, tertiary or University. There is need to revisit policies like separating couples in view of offering their services where they are needed. This has brought with it challenges of compromised morally and increased the HIV/AIDS infection.

Ministry of Health (Chainama Hospital)

MoH should enhance mental health beginning from school up to the world of work. This is because with time and advanced industrialization coupled with technology people are exposed to stress of different forms and types which they do not know how to handle. Stress can show itself in form of depression, aggressiveness and suicide tendencies.

Ministry of Information

There is need to put in place measures of monitoring and controlling the music industry so as to prevent the negative influences in terms of songs and dancing. The media should encourage songs that promote peace and love regardless of one's social status or gender. The music played need to have legislatures so as to control it to the normal ethos and acceptable morals in the society as well dress codes for the same to avoid conflicts with the culture and the tradition.

The church

Churches should turn themselves into centres of excellence in terms of acceptable moral behaviour. Marriage counselling should be given the attention it deserves especially in terms of inter-tribal marriages. This calls for adequate preparation for the young couples. Socialization needs to be nurtured from tender age so that children can learn to appreciate the role played by both sexes. The church should enhance the upbringing of children in a spiritual manner in terms of morality, value and respect for human beings. Sensitizing both the men and the boys on the mutual relationship between the men and women as equal partners in development and social life will reinforce the cooperation between men and women.

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Options towards integrated National Policy to control HIV/AIDS in Southern Africa in 2000 and beyond.

Appendix 2

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND
SPECIAL EDUCATION

DIRECTORATE OF RESEARCH AND POST GRADUATE STUDIES

A survey on female pupils/students participation in education in the secondary schools: A case of Livingstone, Lusaka and Mongu Districts.

STRUCTURED QUESTIONNAIRES: 340 Female pupils

Questionnaire Identification Number /-----/-----/-----

Province Name _____

District Name _____

Name of the School _____

Introduction: "My name is..... I am a Postgraduate student at the University of Zambia. I am currently gathering information relating to knowledge and views about female participation in education. The information that you will provide is to be used purely for academic purposes; that is, for my thesis/dissertation report writing which is a requirement of the Award of the Degree of Master of Education in Educational Psychology of the University of Zambia. Therefore, information provided will be treated with utmost confidentiality and your name will not be published nor the information provided attributed to you.

DATE OF INTERVIEW -----/-----/-----

NAME OF INTERVIEWER-----

SECTION A

RESPONDENTS' BACKGROUND INFORMATION

- Q1 What is your sex? 1. Male
 2. Female
- Q2 What is your age? -----
- Q3 What grade are you doing? -----
- Q4 Where do you live? 1. Urban
 2. Semi-Urban
 3. Rural/Remote
- Q5 Who are you staying with 1. Both father and mother
 2. Father only
 3. Mother only
 4. Others (specify).....
- Q6 Type of school 1. Boarding
 2. Day School
- Q7 Type of school 1. Co-education
 2. Single Sex
- Q8 Type of school 1 Government
 2. Grant- Aided
 3. Private
- Q9 What is your tribe?.....
- Q10 What is your denominational affiliation? 1. Catholic
 2. Seventh Day Adventist
 3. Jehovah's Witness.
 4. Pentecostal.
 5 New Apostolic
 6. UCZ
 7. Others (specify)
- Q11 How many are you in your nuclear family?.....
- Q12 What is your position in your family?.....
- Q13 Do you have any responsibility in the class 1. Yes
 2. No

Q14 If Yes in Q13 write the responsibility.....

Q15 Do you have any responsibility in the school 1. Yes

2. No

Q16 If Yes in Q15 write the responsibility.....

Q17 What is the sex of your class/form teacher?.....

Q18 What is the sex of your favourite teacher?.....

Q19 Rate the following subjects according to preference (e.g. circle 1 for the least liked subject, 2 for the moderately liked and 3 for the most liked subject)

A	Science	1	2	3
B	Mathematics	1	2	3
C	Other Languages	1	2	3
D	Music	1	2	3
E	Home Economics	1	2	3
F	Sports	1	2	3
G	Religious Education	1	2	3

SECTION B

AWARENESS OF THE GENDER-BASED VIOLENCE IN THE SCHOOLS

Q20 Do you know what is meant by Gender-Based Violence

1. Yes

2. No

Q21 Are you aware of the existence of Gender-Based Violence in your school?

1..Yes

2 No

Q22 How did you get to know of the existence of Gender-Based Violence?

1. Seminar/workshops

2. Posters

3.Church

4.Home

5.Friends

6.School

D They used sexual seduction are (lovely text, carelessing, kissing,SMSs

1. Yes
2. No

E They used intimidation or adult (Authority (forced me)

1. Yes
2. No

F They used threats against me or someone else

1. Yes
2. No

G They used physical force

1. Yes
2. No

SECTION C

Q34 Have you ever been beaten?

1. Yes
2. No

Q35 If Yes Q34 Where were you beaten?

1. Buttocks
2. Hands
3. Others (specify)

Q36 Is corporal punishment enforced in your school

1. Yes
2. No

Q37 What are the common forms of punishment found in your school
(specify)

- i.....
- ii.....
- iii.....

Q38 Do you think corporal punishment or beating is the best way to discipline pupils?

1. Yes
2. No

Q39 Suggest the kinds of punishment to improve discipline in schools
i.....

ii.....

iii.....

Q40 In your school what types of punishments are given to the girls (specify)

i.....

ii.....

iii.....

Q41 In your school what types of punishments are given to the boys
(specify)i.....

ii.....

ii.....

Q42 Are there any women NGOs that come to your school to share about Gender Based Violence

1. Yes

2. No

Q43 If Yes write the name/names of the NGOs.....

Q44 In your opinion what are the reasons why girls engage themselves in sexual activities

1.....

2.....

3.....

4.....

Q45 Suggest only four measures that you think can reduce Gender-Based violence against girls in the secondary schools

1.....

2.....

3.....

4.....

Q46 Do you have Career and Guidance in your school?

1.Yes

2.No

Q47 What is the sex of your Career and Guidance teacher?

1.Male

2.Female

Q48 How many times do you meet for Career and Guidance lessons?

- 1.Once a week
- 2.Twice a week
- 3.When need arises

Q49 What lessons do you usually have during the Career and Guidance period/s?

- 1.Career choices
- 2.Family lessons
- 3.HIV/AIDS
- 4.Others(specify)

Q50 How are your lessons carried out?

- 1.Mainly from teacher.
- 2.Open discussion.

Q51 Do you enjoy the lessons?

- 1.Yes
- 2.No
- 3.Somewhat
- 4.mostly
- 5.Forced

Q52 Suggest three things that you would want to learn

- 1.....
- 2.....
- 3.....

Q53 Do you have Gender- Based Violence lessons (GBV) in your school?

- 1 Yes
- 2 No

Q54 What is the sex of the teacher/NGO that gives you the GBV lessons?

- 1 Male
- 2 Female

Q55 How many times do you have GBV lessons?

- 1.Once a week
- 2.Twice a week
- 3.When need arises

Q56 What lessons do you usually have during the GBV sharing/ period/s?

- 1.Career choices
 - 2.Family lessons
 - 3.HIV/AIDS
- (specify)
-

Q57 How are your lessons carried out?

- 1.Mainly from teacher.
- 2.Open discussion.

Q58 Do you enjoy the lessons?

- 1.Yes
- 2.No
- 3.Somewhat
- 4.mostly
- 5.Forced

Q59 Suggest three things that you would want to learn

- 1.....
- 2.....
- 3.....

Q60 Do you talk about GBV at home 1 Yes

 2 No

Q61 If YES in 59, List down what you usually discuss

- 1.....
- 2.....
- 3.....
- 4.....

Q62 If NO in 59 suggest

- a.....
- b.....
- c.....

THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION

Appendix 3

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND
SPECIAL EDUCATION
DIRECTORATE OF RESEARCH AND POST GRADUATE STUDIES**

Knowledge and views about Gender-Based Violence against girls in the secondary schools: A case of Livingstone, Lusaka and Mongu Districts.

SEMI-STRUCTURED QUESTIONNAIRE GUIDE; 9 parents (5 females & 4 males), 2 Career and Guidance teachers (1 female & 1 male) and 2 key informants (1 female & 1 male)

Questionnaire Identification Number /-----/-----/-----/

Province Name _____

District Name _____

Name of Workplace _____

Introduction: "My name is..... I am a Postgraduate student at the University of Zambia. I am currently gathering information relating to knowledge and views about female participation in education. The information that you will provide is to be used purely for academic purposes; that is, for my thesis/dissertation report writing which is a requirement of the award of the Degree of Master of Education in Educational Psychology of the University of Zambia. Therefore, information provided will be treated with utmost confidentiality and your name will not be published nor the information provided attributed to you."

DATE OF INTERVIEW -----/-----/-----

NAME OF INTERVIEWER-----

SECTION A

RESPONDENT'S BACKGROUND INFORMATION

- Q1 What is your age?.....
- Q2 Sex of the respondent
1. Yes
 2. No
- Q3 What is your marital status
1. Single
 2. Married
 3. Divorced
 4. Widowed
 5. Separated
- Q4 What is your highest level of education attainment?
1. Primary
 2. Secondary
 3. College certificate
 4. College Diploma
 5. Bachelor Degree
 6. Master's Degree
 7. Doctorate
 8. None
- Q5 How do you categorize the type of job you do?
1. Senior Management
 2. Middle management
 3. Skilled staff
 4. Unskilled Staff
- Q6 How long have you worked here?
1. Less than 1 year
 2. 1 -5 years
 3. Over 5 years

SECTION B

SEMI-STRUCTURED QUESTIONNAIRES GUIDE

- 1 Briefly explain the activities that happen at your workplace/school.
- 2 Do you have Gender-Based Violence programmes in place at your workplace/school?
- 3 What Gender – Based Violence workplace programmes are available in your workplace/school.

- 4 Are there any programmes on Gender – Base Violence that you implement in the schools? Briefly explain how they are implemented with focus on key players.
- 5 To what extent are the school girls aware of your Gender- Based Violence programmes?
- 6 Explain how the schools are involved in your Gender- Based Violence together with the Ministry of Education.
- 7 To what extent do you as an NGO receive, handle cases of Gender-Based Violence?
- 8 What are some of the methods of communication do you use for the sensitization/campaign on Gender-Based Violence in schools?
- 9 Any experiences of GBV in your school?
- 10 Do you Career and Guidance in your school?
- 11 Are the lessons compulsory? Explain briefly
- 12 In the Career and Guidance lessons what topics do you cover? Is GBV among them? Briefly explain the role of Career and Guidance.

Appendix 4

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND
SPECIAL EDUCATION
DIRECTORATE OF RESEARCH AND POST GRADUATE STUDIES**

Knowledge and views about Gender-Based Violence against girls in the secondary schools: A case of Livingstone, Lusaka and Mongu Districts.

SITUATION ANALYSIS QUESTIONNAIRE – FOCUS GROUP DISCUSSION

GUIDE 20 pupils (20 male & 20 female pupils)

Province Name_____

District Name_____

Name of School_____

Introduction: My name is.....I am a Postgraduate student at the University of Zambia. I am currently gathering information relating to knowledge and views about Gender-Based Violence. The information that you will provide is to be used purely for academic purposes; that is, for my thesis/dissertation report writing which is a requirement of the Award of the Degree of Master of Education in Educational Psychology of the University of Zambia. Therefore, information provided will be treated with utmost confidentiality and your name will not be published nor the information provided attributed to you.

QUESTIONS

- 1 To what extent do you experience Gender-Based Violence in your school? **(Open questions to any participant) These other questions follow suit**
- 2 What types and forms of Gender-Based Violence are common in your school? Are you working with any NGOs in relation to GBV?
- 3 Who are the victims and why?
- 4 What are the causes of Gender-Based Violence? Any suggestions?

Appendix 5

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND
SPECIAL EDUCATION
DIRECTORATE OF RESEARCH AND POST GRADUATE STUDIES**

Knowledge and views about Gender-Based Violence against girls in the secondary schools: A case of Livingstone, Lusaka and Mongu Districts.

**SITUATION ANALYSIS QUESTIONNAIRE – UNSTRUCTURED/OPEN
INTERVIEWS GUIDE**

**(10 male pupils, 14 female pupils, 20 teachers (10 females & 10 males) & 3
deputy head teachers (2 females & 1 male)**

Questionnaire Identification Number /-----/-----/-----/

Province Name _____

District Name _____

Name of School _____

Introduction: “My name is..... I am a Postgraduate student at the University of Zambia. I am currently gathering information relating to knowledge and views about Gender-Based Violence. The information that you will provide is to be used purely for academic purposes; that is, for my thesis/dissertation report writing which is a requirement for the award of the Master’s Degree in Educational Psychology of the University of Zambia. Therefore, information provided will be treated with utmost confidentiality and your name will not be published nor the information provided attributed to you.

DATE OF INTERVIEW -----/-----/-----

NAME OF INTERVIEWER-----

SECTION A
RESPONDENT'S BACKGROUND INFORMATION
(For the 3 deputy head teachers)

- Q1 Sex of the respondent 1. Yes
 2. No
- Q2 What is your marital status 1. Single
 2. Married
 3. Divorced
 4. Widowed
 5. Separated
- Q3 What is your highest level of educational attainment? 1. Primary
 2. Secondary
 3. College certificate
 4. College Diploma
 5. Bachelor Degree
 6. Master's Degree
 7. Doctorate
 8. None
- Q4 How do you categorize the type of job you do? 1. Senior Management
 2. Middle management
 3. Skilled staff
 4. Unskilled Staff
- Q5 How long have you worked here? 1. Less than 1 year
 2. 1 -5 years
 3. Over 5 years

SECTION B
(Interview schedule guide for deputy head teachers)

- 1 To what extent do you experience Gender-Based Violence in your school?
- 2 What types and forms of Gender-Based Violence are common in your school?

- 3 Who are the victims and why.
- 4 What are the causes of Gender –Based Violence?
- 5 Are you working with any NGOs/organisation on issues of Gender-Based Violence? Briefly explain.
- 6 Any experiences of Gender- Based Violence of interest (Briefly explain)
- 7 Suggest any measures to put in place to reduce Gender-Based Violence against girls in schools.

(Interview schedule guide for the selected female and male pupils)

- 1 Do you know Gender-Based Violence?
- 2 Is there Gender-Based Violence in your schools?
- 3 To what extent do you hear about Gender-Based Violence in schools?
- 4 What types and forms of Gender-Based Violence are common in schools?
- 5 Share anything of interest and any experiences in relation to GBV.