

## **Chapter Five: Conclusion and Recommendations**

### **5.0 Introduction**

This chapter looks at how far the study went in meeting the research objectives and on the basis of these findings, makes recommendations to relevant authorities and policy makers on ways of combating sexual abuse of students by teachers in schools. Recommendation for further research is also suggested.

### **5.1 Conclusion**

This study sought to gain an insight into the intricate factors that characterise teacher-perpetrated sexual abuse of students. Specific objectives were to investigate the actual nature or types of abuse female students are subjected to, the extent or prevalence of abuse and the impact or suffering that the pupils have to endure as a result of abuse. The study also sought to examine the measures taken against the perpetrators by the schools and the Ministry of Education. The study endeavoured to establish whether teacher-training colleges addressed the problem of sexual abuse of students as a core-curricular topic in teacher training, and whether this kind of instruction had any influence or impact on teachers' behaviour or conduct towards their students.

This research has shown that the perception of students in the schools under study was that sexual abuse of students by teachers was widespread in their schools. 80 percent of the respondents in School A, 52 percent in School B, 74 percent in School C and 57 percent of the respondents in School D said that the rate of abuse in their respective schools was high.

33 percent of the respondents to the questionnaire said they or someone they knew had been propositioned by male teachers in their schools; 26 percent said their breasts and buttocks or those of someone they knew had been fondled; 22 percent said they

or someone they knew was kissed by male teachers while 19 percent said they or someone they knew had had sex with male teachers.

The study further revealed that schoolgirls were also exposed to agony and suffering because of turning down a teacher's love proposal and sexual demands. 79.6 percent of the respondents indicated that they or girls they knew had suffered the wrath of teachers whose love proposals they had turned down.

The affected students were, among other things, ignored in class, and received harsh comments and unfair punishment, including poor grading or marking of tests and class exercises. And despite corporal punishment being illegal, some girls reported being caned or slapped by teachers whose love proposals they had turned down. While only 11 percent of the respondents to the questionnaire said that the known ages of the victims of abuse were between 12 and 14, 45 percent said the known victims were between 15 and 16. 44 percent indicated that students involved were mainly 17 years and above.

12 teachers out of the 23 who took part in the study indicated that the topic of teacher-pupil relations was tackled at college. Of the 12, only one teacher said she had seen documents that related to the expected professional conduct of teachers. In the period between 2000 and 2003, a total of eight teachers were dismissed from the teaching service for sexual misconduct: three from Lusaka, two from Eastern Province, two from Western Province and one from Central Province. During the same period, in the schools under study, one teacher in School B was suspended and later dismissed for sexually abusing a female student. Another teacher from the same school, who was in the habit of pinching pupils' breasts and writing love letters to them, was sent on transfer to another school. In School C two male teachers were suspended; one for impregnating a pupil and the other for being found with a pupil in

his house on two occasions. In School D, one teacher was sent on transfer for impregnating a pupil, while another was reprimanded for allegedly being involved in a love relationship with a female student.

Teachers accused of having had sex with or sexually harassing students in School A were merely called and reprimanded by the school authorities.

## **5.2 Recommendations**

1. Researchers and other writers on the topic, including some respondents in the study, have pointed out that breaking the silence and publicly acknowledging that some educators abuse children under their care is the first step in mounting the fight against the scourge. This must entail breaking the silence at all levels. Parents must talk about it with their children; teachers and school authorities must address the issue, as one female teacher suggested, with the same urgency as the issue of HIV/AIDS. The Ministry of Education should play a pivotal role by formulating policies to address this scourge through special curriculum and workshops through which teachers can be enlightened. And this must involve clear definition and understanding of sexual abuse and the kinds of behaviour that are abusive.

2. In order to break the silence over abuse, all concerned must foster safe environments to make it easy for children to express themselves, especially in school. In School C this was inadvertently provided by the suggestion box. Or it could involve the provision of a forum or pupils' clubs where schoolgirls could meet and talk about abuse, a kind of girl child support group within the school. An example of how this could work is seen from a case in School C again, where because of shared experiences, the head girl and two other girls were able to jointly report the teacher who was sexually harassing them.

3. The Ministry of Education must provide clear guidelines to provincial and district education offices, teachers' associations, schools, teachers, parents and even to the public of regulations prohibiting and punishing professional sexual misconduct. These guidelines must clearly indicate the boundaries between acceptable and unacceptable behaviour.
4. Schools must evolve systems of management and supervision to limit and monitor the time a male teacher spends alone with a girl child. This would set the grounds for identifying and taking action against teachers of questionable professional conduct.
5. There is need to strengthen local school boards to deal with cases of sexual abuse of pupils to ensure speedy hearing and action rather than waiting for the Teaching Service Commission which sits once a year. The longer it takes to punish teachers who sexually abuse students makes the punishment unreliable both as deterrent to would-be abusers and as an encouragement for victims to report the abuse to authorities.
6. The course initiated at David Livingstone Teachers' Training Colleges, which targeted primary teachers training colleges, needs to be replicated in all institutions that train teachers and it must be compulsory so that all trainee teachers are equipped to deal with wider issues of gender and development, including appreciating the dangers of gender stereotyping, violence, harassment and sexual abuse of women and children.
7. The Ministry of Education must scrutinise the people appointed to head schools in order that people with a genuine interest in the welfare of children are appointed. Teachers' yearly appraisal should include assessment of teacher's conduct with pupils of the opposite sex.

8. There must be a deliberate policy to appoint more women to positions of authority in school, as they seem to be more likely to act against incidents of abuse of children in school. The intervention of the deputy head teacher in School A is a point to note because she made it possible for the school to confront the perpetrators of sexual abuse of students.

### **5.3 Recommendation for further research**

This research could be extended to investigate this phenomenon in more schools so that a nationwide picture is drawn. Further, this research could also be replicated to investigate abuse of female students by male lecturers in colleges and universities.

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## Appendix 1: Interview schedule for teacher

\*This is a strictly confidential study which is interested in only your views on the topic under discussion. So neither your name nor that of your school will be used.

### SECTION A

1. Sex:

2. Approximate years of service: [      ]

3. Number of years since last training: [      ]

4. Professional qualification: Diploma [      ]; Degree [      ]

5. Indicate name of college/university-----

### SECTION B

1. Since your teaching career what official document/s regulating male teacher/female pupil relations have you read?

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2. Was there any topic at college or university that looked at gender relations between male teachers and female pupils?    Yes [    ]    No [    ]

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3. If your answer in 2 is yes, do you feel colleges and universities are doing enough in their training programme to prepare students before they become teachers to face the dangers of male teacher/female pupil relations?

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4. What actions has the school taken when cases of sexual liaisons or affairs between male teachers and female pupils have been reported?

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5. What factors lead to the reporting of these cases?

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6. What happens when the male teacher is responsible for impregnating a schoolgirl?  
Teacher marries girl, is transferred, fired, nothing, private issue, etc

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7. Are male teacher/female pupil relations kept secret or they are known?

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8. Do you think it is wrong for male teachers to have relations with female pupils?  
(Elaborate

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9. Does the age of the schoolgirl really matter before she can enter into a relationship with a male teacher?

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10. Is there any special term or name used to describe male teacher/schoolgirl relations?

(a). In the teaching profession

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(b). In your school

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11(a). Who is to blame for male teacher/female pupil sexual relations?

Pupils [     ]; teachers [     ]; the school [     ]; government [     ]; parents [     ]; etc:

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(b). Give reasons for your answers in (a)

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12. How would you rate the likelihood that the male teacher:

---

(a). Forces a schoolgirl into a relation?

1/5 [     ]; 2/5 [     ]; 3/5 [     ]; 4/5 [     ]; 5/5 [     ].

(Elaborate).

(b). Gives gifts or favours to a schoolgirl to entice her into a relationship?

1/5 [     ]; 2/5 [     ]; 3/5 [     ]; 4/5 [     ]; 5/5 [     ].

(Elaborate)

(c). Forces a schoolgirl to have sex with him?

1/5 [     ]; 2/5 [     ]; 3/5 [     ]; 4/5 [     ]; 5/5 [     ].

(Elaborate).

(d). Uses sexual language or flattery to win the attention of schoolgirls?

1/5 [     ]; 2/5 [     ]; 3/5 [     ]; 4/5 [     ]; 5/5 [     ].

(Elaborate).

13. Are there cases where schoolgirls have complained of male teachers touching their breasts or buttocks or other body parts?

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14. What estimate can you make about the age-range of schoolgirls who engage in affairs with male teachers?

12-15 [     ]; 16-18 [     ]; 18 and above [     ].

15. Are there any set policies in your school that regulate relations between male teachers and female pupils?

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16. If the school is to regulate male teacher/female pupil relations, what in your view should be done?

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17. Do you think it is the responsibility of teacher to report a colleague having a relationship with a female pupil?

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18. What dangers do you perceive in male teacher/female pupil relationships?

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## Appendix 2: Questionnaire for pupils

\*This is a strictly confidential study which is interested in only your views on the topic under discussion. So neither your name nor that of your school will be used. Indicate your answers to the questions below by placing a tick or required response between the brackets next to the answer.

\*Only grades 9, 10 11 and 12 female pupils are expected to answer this questionnaire.

### SECTION A

1. Grade?      Grade 9 {    }      Grade 10 {    }  
                    Grade 11 {    }      Grade 12 {    }
2. Age? (Indicate your age between the brackets {    })

### SECTION B

1. How would you rate cases of male teachers having sexual relationships with female pupils in your school?

High {    }; Low {    }; None {    }

2. Briefly explain the reason for your answer in question 1

.....  
.....  
.....

3. Why may schoolgirls want to enter into relationships with male teachers?

(a) For fun {    }; (b) To get good marks {    }; (c) For love {    }

(d) For fun or pleasure {    }; (e) For money or food {    }

(f) Teachers force them {    }; (g) To avoid punishment {    }

\* Indicate any other reasons

.....

.....

.....

SECTION C

\* In this section:

**Grade 12 pupils must answer on the period when you were in grades 8-11**

**Grade 11 pupils must answer on the period when you were in grades 8-10**

**Grade 10 pupils must answer on the period when you were in grades 8-9**

**Grade 9 pupils must answer on the period when you were n grade 8**

1. Based on the best of your knowledge, how many male teachers in your school had girlfriends or lovers who were schoolgirls when you were:

(a) In Grade 8 {        }; (b) In Grade 9 {        }; (c) In Grade 10 {        };

(d) In Grade 11 {        }.

2. Based on the best of your knowledge, how many schoolgirls had love relations with male teachers in your school when you were in:

(a) In Grade 8 {        }; (b) In Grade 9 {        }; (c) In Grade 10 {        };

(d) In Grade11 {        }.

3. Indicate the age range of the girls involved in these relationships. (Tick as many spaces between the brackets as may apply).

(a) 12-14 years {        }; (b) 15-61 {        }; (c) 17 years and above {        }.

4. Have you or any schoolgirl in your school:

(a) been **kissed** by a male teacher? Yes {        }; No {        }.

(b) had your **breasts** or **buttocks touched** by a male teacher?

Yes {        }; No {        }.

(c) been asked or enticed to enter into a **love affair** by a male teacher?

Yes {     }; No {     }.

(d) had **sex** with a male teacher? Yes {     }; No {     }.

5. Have you or any schoolgirl in the school **rejected** the **advances** or **love proposals** of male teachers? Yes {     }; No {     }.

6. Briefly explain whether you **suffered** in any way as a result of rejecting a male teacher's love proposal.

.....

7. Are the cases listed in 4 above ever **reported**? Yes {     }; No {     }.

8. Explain the **action** that has been taken when such cases have been reported.

.....

.....

9. Are there male teachers in your school that have made school girls **pregnant**?

Yes {     }; No {     }.

10. Briefly explain **what action** is taken against a teacher who impregnates a schoolgirl.

.....

11. Relations between male teachers and schoolgirls are:

**Known** {     }; **Kept secret** {     }.

12. If they are kept secret, how does the truth come out?

13. What **advantages** or **disadvantages** do you see in relationships between male teachers and female students?

.....

14. Who do you blame for the relationships between male teachers and schoolgirls?

Schoolgirls {     }; Teachers {     }; The school {     }; Government {     }; Parents {     }.

15. Give reasons for your answer in question 14.

### **Appendix 3: Case study guide**

\*This is a strictly confidential study which is interested in only your views on the topic under discussion. So neither your name nor that of your school will be used.

1. What are your views on male teacher/ female pupil relations in your school?
2. How many times has a male teacher proposed love to you?
3. How old and in which grade were you when you were first asked to enter into a relationship by a male teacher?
4. What led to the start of the affair?
5. What good or bad do you associate with your experience of having a boyfriend who is a teacher?
6. Did you worry about issues like HIV-AIDS, STDs or pregnancies?
7. How did your relationship affect your schoolwork?
8. How did it affect your relationship with your family, friends, and other teachers?
9. How widespread are relationships between male teachers and female pupils in your school?
10. If a schoolgirl refuses to enter into a relationship with a male teacher, what happens to her?
11. Are there cases where a male teacher uses force to have sex with a female pupil?
12. Who do you blame for these relations?
13. Did things such as alcohol, pornography, sexual language, gifts and favour have anything to do with your entering into the affair with the male teacher?
14. What advice would you give to schoolgirls who might want to enter into a relationship with a male teacher?
15. What would you like the school, government, teachers, or parents to do in order to prevent relationships between male teachers and schoolgirls?

#### **Appendix 4: Focus group discussion guide**

\*This is a strictly confidential study which is interested in only your views on the topic under discussion. So neither your name nor that of your school will be used.

1. What would you generally say about the incidence of male teacher/female pupil relations in your school?
2. What normally leads to these affairs? Would you say the girls are just interested in having a boyfriend who is a teacher or are just forced?
3. Do male teachers give schoolgirls alcohol or show them pornographic material to entice them into relations?
4. Do male teachers use sexual language or flattery to lure schoolgirls into sexual affairs?
5. Do you know of any schoolgirls who said NO when they were asked to enter into a relationship with male teachers?
6. What usually happens to a schoolgirl who refuses to enter into a relationship with a male teacher?
7. Why would some girls fail to say NO when a male teacher proposes love to them?
8. Generally, how old are the girls who enter into relations with male teachers?
9. What good or bad aspects do you associate with male teacher/female pupil relations?
10. Reflecting on the time you have been in this school, the incidences of male teachers entering into relations with female pupils have gone down?
11. What reason would you give for your answer to question 10?
12. Do you think that the girls involved in these affairs worry about such things as:  
(a) pregnancy (b) schoolwork (c) disappointment (d) STDs and HIV-AIDS (e) the views of friends, parents and family, other teachers, etc?





13. Are there pupils who have suffered as a result of pressure related to these relationships?
14. Who, in your view is to blame for male teacher/female pupil relations?
15. To prevent these relations, what would you like the school, teachers, parents, pupils, and government to do?
16. What suggestions would you make on ways to stop male teacher/female pupil relations?
- \* Thank you very much for your cooperation.

#### **Appendix 5: Teacher account of sexual abuse of female students**

Cases of male teachers having sexual relations with female pupils are so widespread in the school. For example, there is a case where 3 teachers were after 1 girl. The girl's concerned father reported the case to me and the teachers were reprimanded. From my own investigations, I have discovered that out of the 12 male teachers in the school, 9 have at one time or another being involved in sexual relations with female pupils. There have been cases of teachers impregnating pupils but this information only comes out after the child has left school. In any case, the issue is not reported because the girls' parents normally deal privately with the teacher concerned. There is one case in the school of a teacher who was forced to marry the girl he impregnated. Other girls lose out completely because most of the teachers are already married.

There is need to approach the problem of teachers having affairs with students with the same urgency as with AIDS. After all there is the serious issue of multiple sexual partners in most teacher-pupil relations.

Source: Teacher (T5) interview, School A

## Appendix 6: Teacher account of sexual abuse of female students

In this school, it is common to see a teacher walking hand in hand with a schoolgirl. Girls are under pressure to enter into sexual relations with teachers. For example, 4 teachers were after 1 girl. She reported the harassment to her father, who in turn raised the issue with the Deputy Head teacher. There have been cases of pregnancies involving teachers. A teacher impregnated one Grade 12 pupil before she could write her School Certificate Examination. The teacher married her after privately negotiating with her parents. Another Grade 12 aborted the first pregnancy but chose to keep the second one because she feared she would die if she aborted again. I feel teachers are shielded by the supervisor because those who impregnate pupils are not reported. The teacher who took the pupil mentioned above for an abortion narrated this to colleagues in the staff room: "The child scared me...nearly died. There was blood all over..."

There doesn't seem to be any control. A teacher was caught kissing a pupil and 2 girls fought over a teacher. There is also the case of a teacher, who took a pupil drinking and had sex with her. The father of the girl confronted the teacher in the presence of the school Head, but later chose to forgive the teacher because they belonged to the same tribe. There is one particularly troublesome teacher who used pupils' toilet to have sex with 2 Grade 8 pupils on separate occasions. This came to light when the girls' friends reported to the Deputy Head teacher. He is also in the habit of sending schoolgirls to his friend's house where he meets them for sex. Another senior teacher...very senior teacher, found a pupil in a drinking place. Instead of sending her away, he started buying beer for her and openly started fondling her breasts and buttocks. She later narrated this story to me, saying she left the bar after telling the teacher that she was going to the toilet.

Source: Teachers (T6) interview, School A

## Appendix 7: Case Study 1

Relations between schoolgirls and male teachers **exist** in the school. The situation is worse because the girls make themselves available. A male teacher **proposed love** to me once when I was **19**, but I was not interested and **insulted him**. I have been in this school since Grade 10 and I know of **6 girls**, Grade 11s and Grade 12s who are in relations with male teachers.

There is a girl in this school who was impregnated by a male teacher. She had an **abortion**. A friend of mine used to have **sex** with a teacher in a **classroom under construction**, known as *chigololo* (fornication) class because of the sexual activities that used to take place there. Their affair went on from Grade 10 through to Grade 11.

These teachers are just interested in **using** girls, not love, and they normally look for those girls who are **weak**. **Sweet-talk** by the teacher also plays a special role in starting the affair. Teachers normally target girls who are **jovial** and who would not resist their advances. Girls like me that refuse to enter into relationship with male teachers **suffer beatings, teasing**, and have been **labelled** 'dull'. Sometimes the teacher concerned would ask you a difficult question and then **embarrasses** you for failing to answer. I believe that the **key** lies with the girls, to **insult** or **report** the teacher. But because of tribalism in this school, even if you report, the teacher is **protected**.

Source: Case study, (P1) School A.

### Appendix 8:Case Study 2

Relations between male teachers and female pupils are very **widespread** in the school. As far as I know, **all** the male teachers except **one** are involved. I am 17 and so far 3 teachers who wanted me to be their girlfriend have approached me. I **refused** all of them. But I know of girls, some even in **Grade 8** who have been approached and said **yes**.

Girls are attracted to the **favours** teachers show to those who don't refuse. The **marking** for such girls is different. One girl in our class ended up performing better than the boy she was copying from in a test just because our teacher is interested in her.

There is need for the government to bring **laws**, which will ensure that teachers are **punished** even for **proposing** love to a pupil. It is just sad that our **parents** know little of what goes on in school otherwise they would **not send** us here. The school needs to regulate the length of skirts girls wear.

Source: Case study, (P2) School A

### Appendix 9:Case Study 3

There are a number of **love affairs** between male teachers and schoolgirls going on in the school. I was asked out (propositioned) by a male teacher once when I was **16**, in **Grade 8**. You became **miserable** in school for refusing because the teacher starts **punishing** and **beating** you unnecessarily.

Most girls are forced to have **sex** with teachers in order to obtain **examination leakages** or answers to leaked examination papers. Pupils face dangers of falling **pregnant** or contracting **HIV/AIDS** or **STDs** because the teachers are used to having **many girlfriends**.

Although I blame some pupils for their dressing, teachers are mainly to blame for enticing pupils into these relations. Schools and government need to come in to enforce rules to protect schoolgirls and to sensitise them. Parents too must try to provide for us so that we do not get carried away with what teachers offer us.

Source: Case study, (P3) School B

#### Appendix 10: Case Study 4

I am 17 and in grade 12. When I was **16** and in Grade 11, **2 teachers** proposed love to me. I **refused one** and because I was **too scared** of the other one I didn't give him an answer. He took my silence to mean I had agreed and started **buying me things**, giving me as much as **K10, 000** at break time and taking me to **lunch** at the **special restaurant** in town. If I told him I was hungry, he would buy food or give me money.

He said he loved me and that he didn't believe I had had any experience with a man before. He talked about how he liked the shape of my nose and my being slim. I didn't discourage him because I was **poor in Chemistry** and was scared of doing badly in the mock examination. A few of my friends also told me to be good to him so that he could give us answers to tests. Although I know I am not good, I got very good grades in Chemistry.

He used to **talk of nothing but sex** whenever we met, and he was so **forceful**. But I was worried about AIDS. Some of my friends told me that he was not looking fit, that he was sickly. The affair was not good because I refused to give in to his demands. I started avoiding him when he started **asking for kisses, demanding for sex and touching the body**. When he says I'll see you in class, I would not go there. He had **very good talk** and **made promises** which any girl would love to hear, but I was scared. If he called me I used to take a friend along.

During prep, he would stand next to me, talking to me and telling me to go out with him, as I was doing nothing. I had plenty of **freedom**, of talking and even walking out of class if I wanted. Some **pupils hated me** for the favours and attention I was receiving and reported us in the suggestion box.

I started having a **negative view of myself**. I **stopped concentrating** and started **missing him** and the things he would say to me. I missed him if he didn't come during prep, and I missed all those things he would buy for me. I was **developing quite strong feelings** for him.

Now I see how much I was losing out in terms of schoolwork and by **not reading** during prep. It is good that the school has a suggestion box, and I wish parents spent more time talking to their children about life. I feel that the school policy of telling pupils to **report to the school and not to parents** if faced with a problem is not good. I am sure if parents are involved there would be better action taken to protect schoolgirls.

I think the use of the suggestion box has helped bring down the many cases of male teacher/female pupil relations that were so common previously.

Source: Case study, (P4) School C

### Appendix 11: Case Study 5

Affairs are **common** in this school and pupils from **Grade 8** to **Grade 12** are involved.

**5 teachers** have so far proposed love to me, and it's barely a year since I moved to this school. I am 18 years old. It is like some kind of **competition** for them, and they try to outdo their colleagues in the **favours** they do for schoolgirls, especially **buying lunch**. Teachers here **boast** of the many schoolgirls they have had **sex** with.

When one of the five teachers asked me out, I confided in a friend who also mentioned it to **another girl** in class who, unfortunately, was having an **affair** with the same teacher. She came to hate me, and the teacher called me **childish** for discussing his proposal. He started **hating** me and would **not answer** if I greeted him. The **punishment** he gave me was usually extreme. I would be **beaten** for simple offences. This teacher openly **brags** that if he had **AIDS**, he would **spread** it. He has, to common knowledge in the school, **impregnated 2 schoolgirls**, accepted responsibility for one whom he has since married and rejected the other, saying she had too many boyfriends. There is a girl in the school who is seeing an **elderly** man and a **teacher** at the **same time**. She once took me to see her '**sugar daddy**' and he gave her a lot of **money**. Some girls are fond of 'sugar daddies', so they find it easy to sleep with teachers.

The loose conduct here has affected me so much that I can't associate easily with friends anymore. The situation is bad because teachers cannot concentrate on teaching and schoolgirls cannot concentrate on learning.

Source: Case study, (P5) School A

### Appendix 12: Case Study 6

In the three years that I have been in this school, there have been relations between male teachers and schoolgirls, some girls even as young as **15** or so.

When I was 17, a male teacher proposed love to me. Teachers use **force** if you refuse. You are either **beaten** for very minor offences or **embarrassed** because such teachers use **bad language** against you. And to make matters worse, most of them are married and with children.

Teachers usually take out schoolgirls for **beer** and have **sex** with them afterwards. This is very common as we approach examinations. In 2002, a Grade 12 schoolgirl was taken to a **motel** by a teacher to solve questions of a **leaked** mathematics examination paper. She refused to sleep with him. Other girls also needed answers to a leaked paper but were discouraged when the teacher asked for **sex** as payment.

A teacher invited me to beer once. He took an interest in the **beads** on my wrist and said he wanted to find out where else on my body beads could be found. I knew he was referring to beads girls and women wear around the **waist**. **Sexual language** is commonly used. Male teachers usually call girls '**sweetheart**', '**honey**', and on one occasion a teacher suggested to a colleague that I would be nice in bed if you translate what he said in Nyanja: '*Aka kamufuna kaoneka kawama*'. And after a school-leavers' party, the same teacher approached me saying he hoped I could dance as well as that in **bed**.

Source: case study, (P6) School A

### Appendix 13: Case Study 7

I am 18 and in Grade 12. So far, **4 teachers** have proposed love to me, 2 of them starting from the time when **I was 15 and in Grade 9**. All 4 have been persistent over the years although three of them have started withdrawing slowly. The **school headmaster** first approached me when I was in **Grade 9** and only stopped briefly when I was involved with a Grade 12 male pupil. But then he used all **his powers** to try to separate us, giving us very **heavy punishment**. I only knew peace when my boyfriend finished school, but this was when the headmaster started bothering me again.

He found me with a friend one evening and stopped his car. He told my friend to go away and leave me with him because I had a case to answer. He asked me to get into the car and **accompany him into town**. I refused. The following day he sent for me saying my parents would phone through his office. But that was just a trick to see me. He complained that I disappointed him the previous night and that **I had no say** but to **comply** with his demands. I maintained my ground that I was right to turn down his proposal. He was not too happy when I told him he was too old for me. He **warned me** that I would reap what I was sowing by being rude to him, so I apologised.

There are girls in the school who have **agreed to have sex** with teachers to **avoid punishment** but I refused. One teacher told me that I was **perfectly formed** and that just looking at me made him feel like **having me on his bed**. I feel teachers should know that this is not a college where lecturers sleep with their students. We come here as children, pupils seeking only education and not lovemaking.

I feel government should use **jail terms** and not show mercy to such teachers because they also don't have mercy for young girls.

Source: Case study, (P7) School C

#### Appendix 14: Case Study 8

I have not heard much about these affairs now. But in 2003 when I was **15 years old**, and in **Grade 8**, my Geography teacher proposed love to me. I refused. I was mostly worried about **pregnancy**. It is not right because these teachers destroy pupils' future.

To begin with, I **lost respect** for this teacher, and I was **uncomfortable** whenever he came to teach our class. This affected my schoolwork since he was my subject teacher.

Source: Case study, (P8) School B

#### Appendix 15: Case Study 9

I know of **5 male teachers** who are in sexual relationships with schoolgirls in the school. I am in Grade 9 now, but when I was in **14 years old** in 2003, a male teacher wanted me to be his girlfriend. I refused and lost all the respect I had for him.

He was always **opposing** me in everything as result of rejecting him. This made my **life difficult**.

I feel teachers who like proposing schoolgirls should be fired.

Source: Case study, (P9) School B

#### Appendix 16: Case Study 10

I am 19 and in Grade 12. When I was in Grade 10, **2 teachers** were after me. I was only **17 years old**. They both stopped following me in 2003. One of them was my **subject teacher** while the other was a **private tutor**. My subject teacher would try to **get me alone in his office** saying he wanted me to carry some books. But I refused to go alone. His approach was so **forceful** that I was worried he would **rape** me if I were alone with him. My **studies suffered** because I stopped attending his classes and when I was in attendance, I failed to concentrate. Sometimes if I asked a question, because I was not clear, he would **not explain** but tell me to find out from my friend.

The **pressure** that my tutor was putting on me to **sleep with him** made me stop attending his lessons and in the process **forfeited the money** I had paid for the private tuition. It has been very hard for me to have any respect for these two teachers.

When my subject teacher was still after me he always made sure I had a **textbook** even when they were not enough for everyone in class. He used to **plead** with me to give him a **chance to prove his love** for me and that he would cross the ocean for me.

Pupils need to look at the qualities of the man approaching them. Whatever promises a teacher makes, it is only you to suffer. Parents must look to **our needs** and the Government must take strong measures, even prison sentences against teachers who defile pupils.

Source: Case study, (P10) School C

## Appendix 17: Case Study 11

I am 17 years old and the school head-girl. Sexual affairs between female pupils and male teachers are **common** in the school. Most pupils refuse these advances, but there are others who accept to enter into relationships with teachers. I know of **5 teachers** who are involved. Girls within the age-range of **16-19** are the main targets, however, some even as young as between **12 and 15** are propositioned. My younger sister, a Grade 9 pupil, was approached.

So far, **4 teachers** have tried to get me to enter into relationships with them, with the first proposal coming in **Grade 10** when I was only **15 years** old. My former literature teacher has been the most **persistent**. He has been after me since Grade 10, and so far, **5 Grade 12 girls** have complained of **harassment** from him. When **2 Grade 9 girls** came to complain about him to me, I asked them to write **reports**, which I took together with my own complaint against him to the head teacher. Later he called me to **complain** for being reported. Although he assured me that he would **stop bothering me** to enter into a relationship with him, he said he would **continue admiring me**.

**Another teacher** who also started asking me out in Grade **10** says he will **not stop** because he is interested in **marrying** me. Surprisingly, he approached **another Grade 12** girl in 2003 and spoke about marriage to her too. I **reported him** and for a while he **minimized** a bit and then **continued** bothering me. This **affected** me rather badly because I was **failing to concentrate** and I started **running away** from his classes. I was **not free** in the school, especially **during prep** when he liked calling me. I **considered accepting** but I was concerned that I would be **suspended** if found out. I also feared contracting **HIV/AIDS**.

Not all the teachers are bad but funny enough those that I **never expected** to hint at relations have proposed love to some of my friends, one of whom **accepted**. Although I have not suffered any kind of physical abuse for rejecting love proposals, **2 girls** in my class have not been so lucky. When the teacher who proposed love to them is **on duty**, he **beats** them. One of the girls has even resorted to **getting sick leave** and reading from the dormitories whenever this teacher is on duty. Another girl who refused after initially accepting a teacher's proposal is now exposed to **punishment and beatings** at the hands of her former lover.

Teachers are also in the habit of using **sexual language**, commenting on your body **structure** and body parts like **breasts** and **buttocks**. A friend was called by teacher to his office. She thought he wanted her to carry something for him but it turned out he only wanted to **touch** her **breasts** and **buttocks**, telling her, "**Your structure is pleasing.**"

The problem is that pupils don't report, and only report when they are punished. Some pupils get carried away by the money and food that they receive from teachers. The school needs to find a way to protect pupils. My **parents are very far away** so I could not report to them but I was **relieved after reporting** to the school authorities. It is good that the school put up a **suggestion box**. This has been the source of receiving reports and many cases of sexual relations between teachers and pupils have been **exposed** because of the suggestion box.

Source: Case study, (P11) School C



## Appendix 18: Case Study 12

I am in Grade 12 and 17 years old. **2** male teachers have proposed love to me in this school. The first time was when I was **15** and the second when I was **16**. I turned both of them down. One of them took to **insulting me** and **punishing me** for minor mistakes

The teacher who approached me last year was so **persistent**, but I was worried because he had so **many girlfriends**. These teachers are so determined and will look for faults in you. His opportunity came when he found me out-of-bounds. He took me to **his friend's house** where he said I should write a report, but I said I could still write it outside the house. That was when he stated that he would **throw away the report** if I entered the house and had **sex** with him. I refused and told him I was ready for whatever punishment he would give me.

This led him to **looking for faults** in me and **punishing me heavily**. It was only after the time he had **caned** me so badly and **slapped** me so hard that I **fell down** that I decided to report him to my father.

The other teacher was also reported to the school head through the suggestion box but in both cases the **outcome** of reporting is **not clear** in terms of the measures taken against the teachers. I have had a bad relationship with both teachers and have **not talked** to them since. Because both of them are my subject teachers my **schoolwork** has also been affected.

The teacher who was after me in 2003 used to talk about my **beautiful legs** and my **nice body** and some girls love to be told that. But AIDS is real. Now the problem has gone down a bit because of the suggestion box which pupils are using to report all those teachers who trouble them.

Source: Case study, (P12) School C