

**AWARENESS OF CHILD PROTECTION AMONG CHILDREN IN SELECTED
SCHOOLS IN MUNALI CONSTITUENCY, LUSAKA.**

BY

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**A Dissertation submitted to the University of Zambia, in partial fulfillment of the
requirements for the award of the Master of Arts Degree in Development Studies**

THE UNIVERSITY OF ZAMBIA

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DECLARATION

I, **Ui Munyima**, do hereby declare that this dissertation represents the product of my work and it has not been submitted at this or any other university. All scholarly work used in this dissertation has been duly acknowledged.

Signature.....

Date.....

APPROVAL

This dissertation by **Ui Munyima** has been approved as partial fulfillment of the requirements for the award of the Degree of Master of Arts in Development Studies by the University of Zambia.

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This dissertation is dedicated to my parents Mr. and Mrs. Munukayumbwa and Naomi Munyima. I would not have reached this far had you not built a great foundation for my educational aspirations. I am who I am today because of you. To my fiancé Eric Chibomba, thank you for believing in me, thank you for your support and encouragement. I also dedicate my work to my siblings Musweu, Zikhalo and Tato for their moral support.

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ACRONYMS AND ABBREVIATIONS

BCN	Better Care Network
CAMFED	Campaign for Female Education
CP	Child Protection
CRC	Convention on the Rights of a Child
GBV	Gender Based Violence
GRZ	Government of the Republic of Zambia
MOE	Ministry of Education
NGOs	Non-Governmental Organizations
ODI	Overseas Development Institute
UN	United Nations
UNCRC	United Nations Convention on the Rights of a Child
UNICEF	United Nations Children’s Fund
HIV	Human Immunodeficiency Virus

ABSTRACT

This study aimed at assessing children's level of awareness on child protection in Munali Constituency. The objectives that guided the study were: to examine the knowledge children in Munali Constituency have on child protection; to explore sources of knowledge on child protection among children in Munali Constituency and to establish the [in]adequacy of knowledge on child protection among children in Munali Constituency.

This study was anchored by positivism and interpretivism, a mixed methods approach was used to help the research findings be meaningfully explained. The sample size for the total population was 328 using probability sampling. 34 (30 pupils and 4 key informants) participants were selected using non-probability sampling from Kalingalinga, Chakunkula and Chamba Valley Primary School's. Data was collected using questionnaires, a focus group discussion guide and interview guides.

The main findings of this study was that the levels of awareness of child protection among children in the selected schools in Munali Constituency was low. Children had little knowledge on child protection and had no idea how to protect themselves from abuse. Children who heard about child protection mentioned that they heard about it from school which was the highest source of knowledge mentioned at 31.1%. Majority of the children admitted that they were only hearing about it and what it encompasses the day of the data collection. 82.32% mentioned that they needed to learn more on child protection because the knowledge they had on child protection was inadequate.

The study concluded that the lack of proper in-depth information on child protection as well as safe spaces to report cases of abuse are the major explanations for the low levels of awareness in Munali Constituency. The study suggested that children need undergo extensive education of children's rights in protecting themselves and improving awareness. There is also need to provide proper and safe channels for children to be able to report any abuse without fear.

Keywords: Child Protection, Children, Abuse

CHAPTER ONE: INTRODUCTION

1.1 Introduction

This chapter is focused on setting a foundation of the intended research to be conducted. It will begin with the background of the study. The next component of the study is the statement of the problem, followed by the research objectives and questions and the scope of the study. A summary of the chapter shall then be given at the end of the chapter.

1.2 Background to the study

Children's being abused is as old as mankind, but it being recognized as a clinical entity that dates back to 1962 when a classic paper by Kempe *et al.* (1962), described the key features of physical abuse. Ever since, the spectrum of abuse has broadened to include sexual abuse, emotional abuse, forced labour, child trafficking, prostitution and abduction are all considered a form of child abuse (Hall, 2006).

For example, In the United States of America, child abuse is seen as one of the most serious problems as it takes responsibility for substantial morbidity and mortality of young children. In 2015, the national, state and local child protective services offices received 4 million referral cases involving about 7.2 million children subjected to abuse. From that number, the children to have died was estimated to be 683,000 (U.S. Department of Health and Human Services (HHS), 2017).

Similarly, Children living in Zambia experience situations of violence in their homes and communities in which they live. Despite citizens and children taking action to end this violence, the percentage of young girls married off below the age of 18 suggests that the efforts currently put in place to end abuse and violence against children are not enough (World Vision, 2018). According to Save the Children (2018), Child protection are measures or initiatives used to address or prevent children from all forms of violence, abuse, neglect and exploitation.

Therefore, children need to be protected from or against any danger or risk and this helps reduce their vulnerability to harmful experiences. Child protection means protecting all children from psychological, social and emotional insecurity and distress. It makes sure children do not fall out

of social security and safety nets and those who do, are brought back into the safety net and given care, love and protection. Child protection is relevant in all settings be it schools, church, homes, communities and residential care.

Additionally, children are protected by a number of international guidelines and protocol. The promotion and protection of children's rights treaty and legal instrument is the Convention on the Rights of the Child (CRC) which is a human rights treaty that the United Nations adopted in 1989. Zambia signed the CRC on the 30th of September, 1990 and was ratified on the 6th of December 1991(White and Case, 2014).

Hughes *et al.* (2017) mention that abuse of children can bring about risks in their health, disease epigenetic alterations and aging and transmission of abusive tendencies to generations to come. Child sexual abuse of both boys and girls also takes place where there is so much silence around such practices. The aim is to ensure children are made aware so that they are able to report any perpetrators of child abuse so that a strong child protection system is available that can provide prevention and adequate responses to children who are victims of abuse.

The Government of Zambia has made a written commitment to children's participation in the National Child Policy to ensure children are involved as much as possible and their voices are heard. The Ministry of Education (MOE) has also tried to support the establishment of child's rights clubs and school councils (Save the Children, 2010a). Unfortunately, there are only a few mechanisms for meaningful consultations from children.

1.3 Problem Statement

Cases of child abuse have been reported in many countries over the years. Findings show that globally, 1 billion children had been abused during the period 2015 to 2016 with Africa, Asia and North America having the highest prevalence rates. A meta-analysis of self-reported cases show that about 23% of the world's children have experienced a life time physical abuse, 36.3% emotional abuse and 13% sexual abuse (Hillis *et al.*, 2016, Stoltenborgh *et al.*, 2011).

Furthermore, child abuse in various forms has been a problem since time immemorial (Kempe *et al.*, 1962) but the victimized children are sometimes not even aware that they are being abused, and if they are aware, are not able to report their abusers (the doers of the offence) or do not

know who to report to (Vulliamy and Sullivan, 2000). Children need to protect themselves from any form of abuse because their earliest experiences have significant effect on their future development (Brenick *et al.*, 2014).

With children making up almost 50% of the population of Zambia, the country has struggled to provide the necessary protection against abuse among this age group. It ranked 22 out of 52 in the index ranking of child protection in the African Report on Child Wellbeing, developed by the African Child Policy Forum. This indicates that additional steps are needed to be taken to adequately protect children. Zambia has reported high incidences of abuse which has been noted, is becoming a common occurrence. It is believed that though there are children who report cases of abuse, many cases go unreported (Makasa, 2020 in Likumbo *et al.*, 2021).

Unfortunately, many children are not aware about their rights, as a result, they have suffered abuse in terms of rape, violence, neglect and exploitation (Save the Children, 2018). This could be blamed on the tension between the rights of children and other values that have implications for children's well-being. For example, in the African Charter on the rights and welfare of the child, children are required to work for the cohesion of their families, they are expected to respect their parents and all elderly people and assist them when need arises.

However, some adults have taken advantage of the respect for African values to abuse children. The tolerance of abuse may be largely because of the lack of awareness of children's rights among the affected. It has also been noted that a number of laws and policies have been put in place to protect children but there seems to be little literature on whether children are fully aware of their protection rights. Children may not be aware of child protection despite laws and policies put in place to protect them (Reading *et al.*, 2008, Likumbo *et al.*, 2021).

Besides, children have the same general human rights as adults but they also have specific rights that recognize their needs (UNICEF, 2015). Therefore, there is a need to establish whether children in Munali Constituency are aware of their child protection rights and if so, to what extent they comprehend these rights.

1.4 Research Objectives

1.4.1 General Objectives

To assess children's level of awareness on child protection in selected schools in Munali Constituency.

1.4.2 Specific Objectives

- i) To examine the knowledge children in selected schools in Munali Constituency have on child protection.
- ii) To explore sources of knowledge on child protection among children in selected schools in Munali Constituency.
- iii) To establish the [in]adequacy of knowledge on child protection among children in selected schools in Munali Constituency.

1.4.3 Research Questions

- i) What knowledge do children in selected schools in Munali Constituency have on child protection?
- ii) What are the sources of knowledge on child protection among children in selected schools in Munali Constituency?
- iii) How [in]adequate is the knowledge on child protection among children in selected schools in Munali Constituency?

1.5 Rationale of the Study

Child protection is fundamental in every society because it gives hope to the future. However, evidence shows that, even if policies and laws have been ratified, protection of children has come with its own challenges. Thus, this study, will add to the existing body of knowledge and at the same time inform policy makers on the existing gaps. More so, the study may act as a preliminary document for lobbying and advocacy in the protection of children through engagement with multiple stakeholders. The findings will help in policy formulation which will help in determining the best proposed syllabuses on child protection for this grade range.

Additionally, the study will also help in the attainment of the Sustainable Development Goals on refugees and Africa agenda 2063 aspiration on refugees. It has the capacity to educate and sensitize children on their rights to protection. According to the United Nations Convention on the Rights of a Child (CRC) framework ratified in 1990, every child should be guaranteed maximum protection from any form of harm. Therefore, this study will empower children with the right tools to protect themselves. Lastly, this study is a requirement for the fulfillment of a Master of Arts Degree in Development Studies.

1.6 Definition of Key Terms

1.6.1 Child Protection

Child Protection according to UNICEF (2006) is the prevention and responding to violence, exploitation and abuse against children. This includes sexual exploitation, child trafficking, child labour and harmful traditional practices such as female genital mutilation and child marriages.

It refers to the programs, services, procedures and structures intended for the prevention and response to abuse, exploitation, discrimination, neglect and violence (Department of Education, 2012 in Asio et al, 2020).

Child Protection involves not only the physical safety of children but also the measures taken to ensure children's physical and emotional well-being is achieved, are provided with equal access to basic services and their legal and human rights safeguarded (Solidarites International, 2014).

1.6.2 Who is a Child?

A child is a person who exists as a human being, with his or her own characteristics, is at risk, reliant and speedily developing with own mindset, opinions and perceptions and is a social being that relates and corresponds within his or her own social situation (Fayaz, 2019). On the other hand, United Nations (1990) defines a child as a person who is under the age of 18.

1.6.3 Child Abuse

Abuse is any behavior or an act that is intentional to have authority over, cause intimidation, force or hurt another person. This could be by someone who uses the connections of being close, faith and reliance to make the victim vulnerable.

Therefore, child abuse is any action by another person, this could be an adult or fellow child that causes harm to a child and it can result from sexual, physical or emotional harm. It is any action, behavior, gestures by someone else (adult or child) who causes considerable damage to a child (Barnett et al, (1993).

1.7 Organisation of Dissertation

This dissertation has six chapters. The first chapter introduces the study and gives a background to the study. It gives the statement of the problem, research objectives, research questions, rationale of the study and definition of key terms. Chapter two provides the literature review which presents the conceptual framework and empirical studies conducted globally, regionally and nationally.

The third chapter gives full details of the methodology that was used to undertake this study. It contains the research design, scope of the study, target population, sample size, sampling techniques, data gathering strategies, data gathering instruments, data analysis, validity and reliability, ethical considerations and the limitations to the study.

Chapter four presents the findings of the study. It looks at the demographic information of the participants, thereafter; the findings of the specific objectives are presented. Chapter five presents the discussion of the findings of the study and will share similarities between the findings and those of empirical literature in chapter two. Chapter six gives the conclusion and recommendations based on the findings.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

Review of literature is important because it deepens and sharpens the understanding of the study. This chapter is focused on reviewing literature relating to this particular study. Global, African and national studies on child protection is presented in this chapter. The literature review is then followed by the research gaps. To end the chapter, a summary is given.

2.2 Conceptual Framework

The terms Child Protection, child abuse and violence are usually used to refer to all forms of physical, psychological, spiritual, sexual, and emotional abuse, exploitation and neglect. The aim of child protection is to help prevent and ensure any form of ill treatment that harms or is likely to harm a child. The aim is to provide safety, ensure children's well-being and development (Casares et al, 2016). The figure below shows a conceptual framework of the awareness of child protection.

AWARENESS OF CHILD PROTECTION AMONG CHILDREN

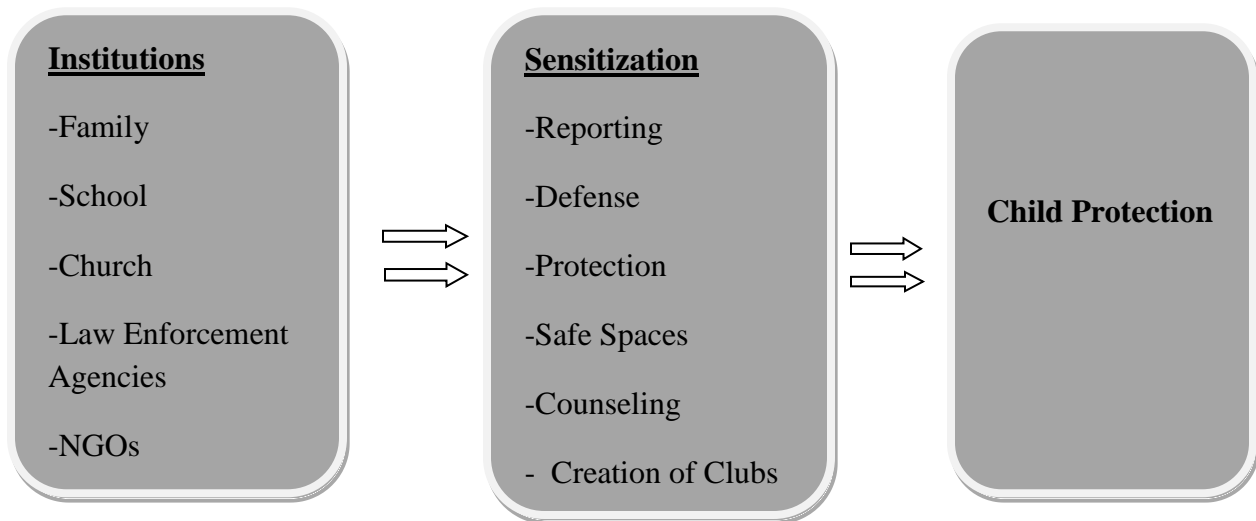


Figure 1: Conceptual Framework

Source: *Researcher, 2022*

Figure 1 above depicts the relationship between the major variables of interest in this research. Institutions play a huge role in advocating for child protection. They are able to speak out on issues pertaining to child protection, they are able to implement policies and ensure action is taken to provide children with the necessary knowledge on child protection. Such institutions include: the family, school, church, law enforcement agencies and Non-Governmental Organizations.

These institutions are expected to sensitize and advocate for the rights of the children by teaching them on reporting and defense mechanisms, ensuring children are knowledgeable about and have access to facilities that are able to take care of them and provide safety in a case they feel threatened. This can be done through sensitization programs, creation of clubs that sensitize on knowledge on child protection, door-to-door sensitization exercises to teaching children and every party involved in a child's life about child protection. In addition, institutions can also teach children about facilities that offer counseling services to children who have been abused so that they are aware that they are not alone and they can get through what they are going through with the help of professionals.

This in turn leads to having a society where children are aware of their protection rights. Children are able to protect as well as defend themselves when need arises. Child protection awareness is therefore important because children will not be easily exploited and abused. However if institutions are not able to act towards the sensitization of Children on the importance of child protection, ways to protect and defend themselves, this may lead to many cases of abuse. Many cases may go unreported because children may not know who and where to report to, how to defend and protect themselves.

2.3 Theoretical Framework

The study used the Ecological Systems theory by Bronfenbrenner (1979). The theory looks at child development within the context of the system of the types of relationships that form a child's environment. Bronfenbrenner theory defines complex systems of the environment which each have an effect on a child's development. The interaction between factors in the child's maturing biology, their immediate family and community environment and the societal landscape drives the child's development. Changes in one system disturb the other systems. The

theory states that to study a child's development, one must not only look at the child and their immediate environment but the interactions of the larger environment too. Bronfenbrenner identified five levels of external influence: Microsystem, Mesosystem, Ecosystem, Macrosystem and Chronosystem.

2.3.1 Bronfenbrenner's Structure of the Environment

The microsystem – this is the layer closest to the child and contains the structures with which the child has direct contact. The microsystem consists of the relationships and interactions a child has with their immediate surroundings (Berk, 2000). Structures in the microsystem include family/ home, school, neighborhood, or childcare environments. At this level, relationships have impact in two directions - both away from the child and toward the child. How the people interact with the child will affect how they develop. For example, parents may affect a child's beliefs and behavior; however, the child also affects the behavior and beliefs of the parent.

Bronfenbrenner calls these bi-directional influences, and he shows how they occur among all levels of environment. The interaction of structures within a layer and interactions of structures between layers is key to this theory. Bi-directional influences are strongest and have the greatest impact on the child. However, interactions at outer levels can still impact the inner structures as well.

The mesosystem: is a layer that provides the connection between the structures of the child's microsystem (Bronfenbrenner, 1979). For instance, the connection between the child's teacher and his parents, between the child's church and his neighborhood. Third is *exosystem* – this layer defines the larger social system in which the child does not function directly. The structures in this layer impact the child's development by interacting with some structure in their microsystem (Berk, 2000). Parent workplace schedules or community-based family resources are examples. The child may not be directly involved at this level, but he does feel the positive or negative force involved with the interaction with his own system.

Fourth is the *macrosystem* – this layer may be considered the outermost layer in the child's environment. Berk (2000) mentions that while not being a specific framework, this layer is comprised of cultural values, customs, and laws. The effects of larger principles defined by the

macrosystem have a cascading influence throughout the interactions of all other layers. For example, if it is the belief of the culture that parents should be solely responsible for raising their children, that culture is less likely to provide resources to help parents. This, in turn, affects the structures in which the parents function. The parents' ability or inability to carry out that responsibility toward their child within the context of the child's microsystem is likewise affected.

The last layer is the *chronosystem*: whose system encompasses the dimension of time as it relates to a child's environments. Elements within this system can be either external, such as the timing of a parent's death, or internal, such as the physiological changes that occur with the aging of a child. As children get older, they may react differently to environmental changes and may be more able to determine how that change they experience will influence them (Paquette and Ryan, 2002).

More modern child development theories accept that both a child's biology and his environment play a role in change and growth. Theories now focus on the role played by each and the extent to which they interact in ongoing development. Bronfenbrenner's ecological systems theory focuses on the quality and context of the child's environment. He states that as a child develops, the interaction within these environments becomes more complex. This complexity can arise as the child's physical and cognitive structures grow and mature (Bronfenbrenner, 1990).

Through the various ecological systems, Bronfenbrenner's theory demonstrates the diversity of the related influences on child protection. Influences from diverse environments may help the child be able to be aware of what may harm them, the types of abuses that exist and how to protect themselves from it when the need arises. One of the strengths of the theory is its ability to capture the complexity of human development. Individuals are not isolated beings but are deep rooted in complex connection of relationships and systems.

In relation to the study, the theory proves to be of help in providing an insight into the factors that play a role in the development of a child which is inclusive of child protection. All the influences mentioned may help or do help in raising awareness on child protection to children.

This may in turn provide children with quality well of life. However, critics of the theory state that it lacks specificity, as it is difficult to apply the theory to specific individuals or situations.

Bronfenbrenner's theory helps this study understand the importance of institutions in the support for child protection awareness and helps the study understand whether the institutions have done their part in sharing important knowledge to the children by assessing their knowledge on the matter. Once the cause of the problem has been found, the very same environment (influences) may help children develop into well meaningful people in society.

2.4 Empirical Review

The United Nations Convention on the Rights of the Child (UN, 1989) is the most widely and rapidly ratified human rights treaty in history. It commits states to taking action on child protection through different articles including those relating to child labour, trafficking and sexual exploitation, abuse and neglect inside and outside of the home, family support and separation from parents and the provision of other forms of care. The Convention is supported by several other international agreements, including those relating to child labour. All these agreements represent a clear obligation to ensure that girls and boys are protected from abuse, neglect and exploitation and that all children are safe and protected within their families as they grow up (Delap, 2013).

Every child has the right to be safe from harm. However, every year the physical, mental and emotional well-being of millions of children around the world are threatened by ill treatment such as abuse, neglect, violence and exploitation. Studies from around the world show that approximately 20 percent of women and 5 to 10 percent of men report having been sexually abused as children. Other studies show that between a quarter and a half of all children report severe and frequent physical abuse. In addition, 215 million children are estimated to be involved in child labor, which is a form of child exploitation and those involved in hazardous work, 115 million (UNICEF, 2009).

Girls are forced into early marriage and forced sexual activity therefore becoming pregnant before their bodies are ready, this leads to an increase in both maternal and child mortality. Deaths related to pregnancy are the leading cause of mortality for girls aged 15-19 years in

developing countries (ODI and Save the Children, 2012; World Vision, 2008). In many parts of the world, children with disabilities are especially at risk of being neglected; they are not given sufficient care and are easily abused (BCN & Every Child, 2012; UN, 2011). Also, in conflict situations, children are sometimes recruited to join armed forces or groups and are placed at risk of violent death because of this. Between 2010 and 2012 there were 20 countries that used children in their armed forces or groups (Child Soldiers International, 2012).

Children are not safe in communities where certain attitudes, norms, traditions, customs and behaviour that tolerate adults having sex with minors or violence against children are practiced. Children infected with HIV are a lot more vulnerable to abuse and exploitation in societies that discriminate against them because of their status. Children are more likely to be protected in societies where all forms of child abuse are seen as taboo and children's rights are broadly respected by customs and tradition they uphold (Medrano and Tabben, 2012).

Inadequate care and protection stop children from developing and learning to their full potential. It has been noted by Bilson (2009); Williamson and Greenberg (2010) that poor care has particularly harmful effects on the development of very young children and that with children in institutional care who lack an attachment with a consistent caregiver, face problems with physical development, language and intelligence.

2.4.1 Global studies on child protection

There has been a growing interest in research on the topic of child protection world over. In 2017, there were 4.1 million child abuse referrals that involved 7.5 million children around the United States of America (Headen, 2021). In other parts of the world, the United Kingdom to be precise, Cossar *et al.* (2014) conducted a study whose focus was on the extent children were able to understand and participate in child protection processes. It looked at the views of risks, how they felt safe, what kept them safe and views on the help their families received of 26 children aged 6 to 17 years. All the children selected were subject to a child protection plan and were living at home during the time the interviews took place. Cossar *et al.* (2014) discovered that it is important to have children involved by allowing them to participate in decision making so that their opinions can be heard.

Bourdillon and Myers (2012) conducted a study in England on how children can be protected, which suggested that there was evidence showing that whenever child protection programmes were introduced, it was mostly led by adults and spoke less on what the real needs of children and young people were. The lessons for consideration in this research were that: The protection of children should not end at just keeping them safe but should also promote their well-being and development. Children's protection of well-being and development requires interventions that fit their social and economic context and must involve families as well as communities. Lastly, Bourdillon and Myers (2012) concluded that all protective policies, activities and programmes for children should be accountable to their observed outcomes in affected children's well-being and development.

It has been noted that children who experience inadequate care, abuse or exploitation in homes or communities are usually not willing to go to or do well in school. In addition, violence within the school system itself stops millions of children from wanting an education. Almost four in ten 12- to 18-year-olds report that there is a lot of violence in schools (Pineiro, 2006). Such violence includes bullying by other pupils, corporal punishment and sexual violence by teachers who even request for sex from girls in return for higher or better grades in many parts of the world. Violence causes many children to perform badly in school or to drop out altogether (Delap, 2013).

In Save the Children (2016), studies investigating the impact of physical violence by teachers and peer violence were conducted. The regulations and national policies that relate to violence against children in China aimed to reduce children's exposure to violence. The country has so far managed to implement a special program to strengthen the legal education in Chinese schools and the strengthening of rules and regulations to decrease bullying.

The country's steering committee also passed a law that required educational institutions in 2015 to report if they had found out or received any cases of domestic violence though the efficiency of the law has not yet been evaluated. When it came to reporting, the pupils believed they needed to tell adults when any harmful thing happened to them but they did not report any instances of the incident. Victims of violence reported worries about future emotional well-being in girls and there was a decrease in their academic performances with 11.9% mentioning that they wished to

stop school or at least change schools in both boys and girls (Zhang *et al.*, 2015 in Save the Children, 2016).

2.4.2 Studies in Africa on Child Protection

Sometimes, when parents or guardians are upset by the things that children have done or do, they may end up beating up children really hard. Children in Casares (2011) study in Liberia were asked to indicate how often parents beat children in their community in preset situations. Stealing recorded 96 percent and taking drugs or alcohol- 82percent; were the two reasons that more consistently take that punishment although other behaviors, mainly disobedience (93 percent) and talking back to the parent (93 percent), were linked to beating too.

When it came to reporting abuse, several boys and girls in this study said that they would not report; 67 percent said for fear of retaliation or being victimized or punished, 27 percent gave the reason because of the respect they have for big/old people and 15 percent said they do not know where or who to report to (Casares, 2011).

Research in Zanzibar conducted by Fay and Burr (2018) was carried out to find out adults and children's understanding of punishment, protection in their schools and their past discipline programme experiences. The methodological approach included writing, photography, drawing, interviews, focus group discussions and observations involving 60 child participants between the ages 9 to 16 in 4 primary schools and 2 Qur'anic schools. The results showed how interconnected parents and children are in the day-to-day life. Child protection is embedded in social relations within the private and public sphere.

Masilo and Dintwe (2019), in "A conceptual social work awareness programme on child sexual abuse for school learners in the South African context: Implications for child protection services" looked at how to deal with child sexual abuse and methods of practice to implement an awareness programme. School teachers had been reported as having sexual relations with learners and in some instances forced themselves sexually with the learners. It was concluded that there was a need to make pupils aware of the potential abusers. It was noted social workers needed to emphasize what the children should do if they were abused.

Masilo and Dintwe (2019) also state they needed to tell learners that abusers tend to threaten their victims so as to prevent them from reporting. The researchers observed that not all children are aware of or are conversant with their constitutional rights. They are unaware when their rights are being violated and this results in them failing to report abuse to relevant authorities. Therefore, social workers were advised to make children aware of their rights by visiting schools within South Africa to teach learners about their rights and the different types of abuses so that they are able to report any violations.

Hing (2010) in Masilo and Dintwe (2019) in his qualitative study mentioned that majority of adult survivors in the study advised children who were being sexually victimized to speak out as early as possible after such an incident occurs. The adults suggested the child reports to as many adults (such as parents, friends, police and social workers) as they can until someone takes note and investigates the allegations. It was emphasized that the primary objective of having pupils disclose and report their experiences is for them to receive the necessary interventions.

Research in Uganda just like South Africa has shown that there is a continued use of physical punishment of children in homes. Naker (2005) conducted a study where children were asked their experiences of violence used against them, how often the violence occurs, who commits it, how they react and what they believe should be done to prevent it. The aim was to generate information that would enable the creation of effective interventions for violence prevention against children. In response, children described the rampant use of violence against them. More than 98% of children reported experiencing physical or emotional violence. For each form of violence, children reported to having experienced it at least once a week or more. They reported that they experienced violence both at home and at school.

Fathers and stepmothers were reported to have been the perpetrators of violence at home whereas at school, children experienced it from older pupils and teachers. Some children mentioned that their experiences when it came to violence (abuse) molded their beliefs about themselves while others said their experience made them trust adults less and generally not have confidence in themselves. 62.3% of the children mentioned that when they were abused, they sought help from other adults, 54.7% said they cried loudly to attract attention or hid to avoid immediate violence.

One in five young children said they did nothing when they experienced any form of violence (Naker, 2005).

2.4.3 National (Zambian) Perspective on Child Protection

In a study done by Chanda (2014), the purpose of the research was to see the impact of child domestic labour on children's education in Lusaka. Child protection officers who participated in the study said that findings showed that domestic work negatively affected children who compromised of both boys and girls aged 9-14 years who were told to work as domestic workers to make money for the family instead of focusing on school. Their school work performance would become poor and eventually would eventually drop out.

There are several threats to the safety of children. Likumbo *et al.* (2021) conducted a qualitative study which focused on the practices of secondary schools in ensuring that children are protected in Lusaka. The study was guided by the following objectives: 1) describing the prevalence of cases of violence, exploitation and sexual abuse among children, 2) exploring the measures taken to protect children from violence, exploitation and sexual abuse and 3) Exploring the gaps in the actions taken to deal with child protection concerns in the selected schools. Findings from their study involving four secondary schools showed that violence, exploitation and sexual abuse cases are very prevalent in secondary schools.

Cases of sexual abuse were more prevalent in girls than boys and cases of physical abuse more prevalent among boys. It was also revealed that teachers are usually the abusers in these cases. Recommendations that were given among others by Likumbo *et al.* (2021) included that the government through the Ministry of General Education should strengthen the child protection policies in schools and that the government through Ministry of Higher Education should introduce a course in guidance and counseling.

Findings in CAMFED (2011) from a study done to ascertain the extent of child abuse in schools showed that there were reports from high schools in particular where teachers still entice girls to having sex with them for good grades or money. The study further went on to note that sexual abuse both in schools and homes was discovered to be rarely reported. Kabwe (2017) in Likumbo *et al.* (2021) are consistent with the finding in CAMFED (2011) whose findings

revealed that cases of child sexual abuse were very common but children hardly reported and if they did, it would be only because the family regarded it as a serious issue.

The Zambian government has come up with stiff measures to reduce abuse especially sexual abuse cases though incidences of defilement are not reducing, but are even higher than rape cases (Kamuwanga, 2008). Kamuwanga's study focused on getting information from the perpetrators of sexual abuse to understand why sexual abuse was on the increase. Findings revealed that children who were vulnerable to sexual abuse were orphans and street children who lacked basic needs. The findings also revealed that child abuse especially sexual abuse had benefits to the abuser like sexual relief and virgin cure (belief in being cured of disease and/ or the need to accumulate wealth). It was concluded that Zambia has adequate laws and policies that protect children. Therefore, the abuse of children was attributed to the lack of care of those responsible for child protection in children as well as law enforcement agents (Kamuwanga, 2008).

2.4.3.1 Child Protection Strategies in Zambia

Lee (2018) mentions that Governments must be able create laws and regulations that encourage children, communities and professionals to report abuse. They must also ensure accessibility and confidentiality. Once reported, professionals need guidelines and training to understand their roles and coordinate with other key actors so that children can feel safe due to their professionalism.

To create an environment that establishes the necessity of reporting, Zambia's Anti Gender-Based Violence (GBV) Act, 2010 (No. 1 of 2011) requires public authorities and specific groups of professionals and community leaders (for example, medical practitioners and religious leaders) to report situations identified as GBV and trafficking of children. Despite a mandatory duty to report cases of GBV, the law does not assign a penalty in cases where duty bearers do not report cases of alleged abuses (GRZ, 2011).

Mandatory reporting requirements do not yet extend to other forms of violence against children; Zambia's Juveniles Act (Article 10) only gives a discretionary duty to report other acts of violence against children. To establish the reporting requirement in cases of GBV, the government provides reporting and referral protocols to police, health services, educators and

social workers. Again, there are no reporting and referral protocols in cases of other types of violence against children (Lee, 2018).

For communities and individuals, the government co-sponsors a national helpline and GBV line with civil society partners and mobile companies. At the local level, communities and individuals have access to Victim Support Units (VSU) at police stations (Zambia Police Amendment Act No. 14 of 1999). VSU officers receive reports on violence, follow gender-sensitive and child-friendly protocols and ensure referrals to needed services and specialists. Again, the policy on VSUs target assistance related to gender-based violence (GRZ, 1999).

The government has not taken action to create child-friendly reporting pathways in places frequented by children, including schools, community centres, alternative care institutions or medical clinics. Child-friendly reporting pathways exist intermittently through civil society programming and other community-centric actions, but the government does not maintain national policies that correspond to these instances (Lee, 2018).

The Employment of Young Persons and Children Act prohibits hazardous labour and identifies specific work and circumstances as dangerous to children. The law forbids any form of labour that interrupts a child's education, is harmful to the health of a child or moral, mental, physical, social or spiritual development and involves anything to do with cruel, inhuman, or degrading treatment (Save the Children, 2010). Governments must create laws and regulations that prevent violence against children. There are certain proactive policies that are capable of creating certain behaviours and this can lead to action causing violence. Prevention policies help to empower children, parents, caregivers and professionals to identify risks, seek help, attend to crisis and create solutions before violence takes shape.

According to Save the Children (2010b), a well-functioning National Child Protection System is able to provide well-coordinated, equal, clear, reliable responses that stand the test of time to things concerning children's protection. Some of the essential components of such a system include: child protection policies and laws; sensible coordination across government departments at different levels, adequate knowledge and data on child protection issues, preventive and

responsive services, a workforce skillful in child protection, adequate funding, letting children speak out and participate and have a public that is aware and supportive.

Zambia has at the moment, taken an important step in establishing prevention services in communities. For example, the Anti Gender-Based Violence Act, 2010 (No. 1 Of 2011) protects children who are victims of gender-based violence, whether it is the infliction of physical, sexual or mental injury and has declared that female genital mutilation is a form of abuse under the law (GRZ, 2011). The Anti Gender-Based Violence Act has also made it mandatory for home visits by police, medical practitioners and social workers, counselors and other key professionals when police receive a report on anything to do with gender-based violence. At the moment, the home visit policy does not cover other scenarios of violence (Lee, 2018).

Zambia's Education Policy creates various mechanisms to report all gender-based abuse and measures are planned and have been put in place to respond to violence. Again, these policies do not cover other forms of violence in schools and it is therefore suggested that they should expand to include all types of violence. These policy measures should include advocating against bullying and safe school policies, mechanisms to report all types of violence and a training and capacity building given to teachers to recognize and respond to violence appropriately (ibid).

Additionally, the Zambian Government has also introduced the Children's Code Act enacted 24th August, 2022 which calls for the protection of children from all forms of abuse and violence. The act helps in the fight to uphold children's rights as well as protect them from any harm and facilitates for the regulation of foster care, adoption and child care facilities. The code looks at the best interests of the child and ensures children's rights are achieved. Rights such as the right to social protection and social services, protection from child labour, protection from maltreatment and other forms of exploitation, protection from child marriage, protection from sexual exploitation, protection from corporal punishment, protection from torture and deprivation of liberty to mention but a few (The Children's Code Act, 2022).

Children also require life skills curriculum to manage the risks of violence, teach them about informed decision-making processes and address gender stereotyping. Medrano and Tabben's (2012) manual mentions that children have roles that appropriate to their ages, maturity levels

and capacities. One of the best ways to protect children is to empower them to protect themselves through knowledge and skills for self-care. Children can also contribute to make CP systems stronger when they have meaningful opportunities to participate.

2.5 Research Gap

The review of different literature in relation to the awareness of child protection among children has revealed several aspects of great interest. One interesting point has been on the lack of effort to educate and involve children as much in anything that has to do with their protection. For example, Lee (2018) suggests that the Zambian government must be able create laws and regulations that encourage children, communities and professionals to report abuse. They must also ensure accessibility and confidentiality. The literature indicates that children are not always involved in decision making, neither are they heard or given a chance to speak out as often, decisions are made for them on their behalf.

It has been noted that various laws and policies have been put in place to protect children like the Zambian newly enacted Children's Code but there seems to be little literature on whether children are fully aware of protection from most abuses. Children may be in need of knowledge on their rights to child protection. Children need to be supported in every way possible when it comes to their protection. Therefore, this study seeks to fill up the gaps and be a voice to the children by assessing children's level of awareness on child protection in Munali Constituency to gauge whether the knowledge available on children is representative of what is on the ground.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter contains an explanation of the research methodology of how this study was conducted. The chapter discusses the compositions of the research design, scope of the study, study area, target population, sample size, sampling techniques, data collection procedure, data analysis, limitations and ethical consideration. It explains how the research was conducted; it justifies the methods used and assures ethical considerations.

3.2 Research Design

A mixed methods approach was used for this research. The mixed methods research design is one that has its own philosophical assumptions and methods of inquiry (Dawadi *et al.*, 2021). This study was anchored by positivism and interpretivism which had both qualitative and quantitative data that helped the research findings be meaningfully explained. It gave rich information into the research phenomena that could not be fully understood if only one of the two research methods was used.

The research strategy used in this study was a mixed methods approach. It offered the research access to quantitative and qualitative data. Using an open-ended and closed-ended questionnaire, responses from the participants was collected for both the quantitative with (statistical data) and qualitative for descriptive aspects of the data collection. On the other hand, focus group discussions and key informant interviews were used to collect qualitative data. The study was concerned with collecting data on the awareness of children's knowledge on child protection in Munali Constituency.

3.3 Scope of the Study

The geographical location of the study was conducted in Munali Constituency in Lusaka district, Zambia. Lusaka is the capital city of Zambia, which has the highest population of people in the country. Munali Constituency was chosen as a study area because it is centrally located in Lusaka with urban and per-urban features; it provides a variety of schools all through the 3 wards that were purposively selected, namely: Munali, Kalingalinga, and Chakunkula from which

quality data was collected. There has been a rise in the number of children found selling goods, loitering as well as offering themselves as cheap labour in and around the malls such as East Park and tertiary institutions such as the University of Zambia, in the constituency. These children, most of whom reside and school in Munali Constituency are abused in many ways and do not know how to protect themselves.

The study was limited to researching on Children's knowledge on Child Protection. It focused on School going children because pupils constitute majority if not the entirety of children. The study was limited to grades 5 to 7 (upper primary pupils) because they are at the stage they are vulnerable. The ages between 9 and 16 years were selected for this study, with reference to Fay and Burr's (2018) study on Primary school pupils, because it is the most common age range among upper Primary school going children. They are still trying to discover and learn certain things about themselves. Data collected was from 3 public primary schools that had been randomly selected namely: Chakunkula Primary School, Kalingalinga Primary School and Chamba Valley Primary School. This was so because the researcher wanted to see how children in government schools relate to child protection awareness.

3.4 Study Area

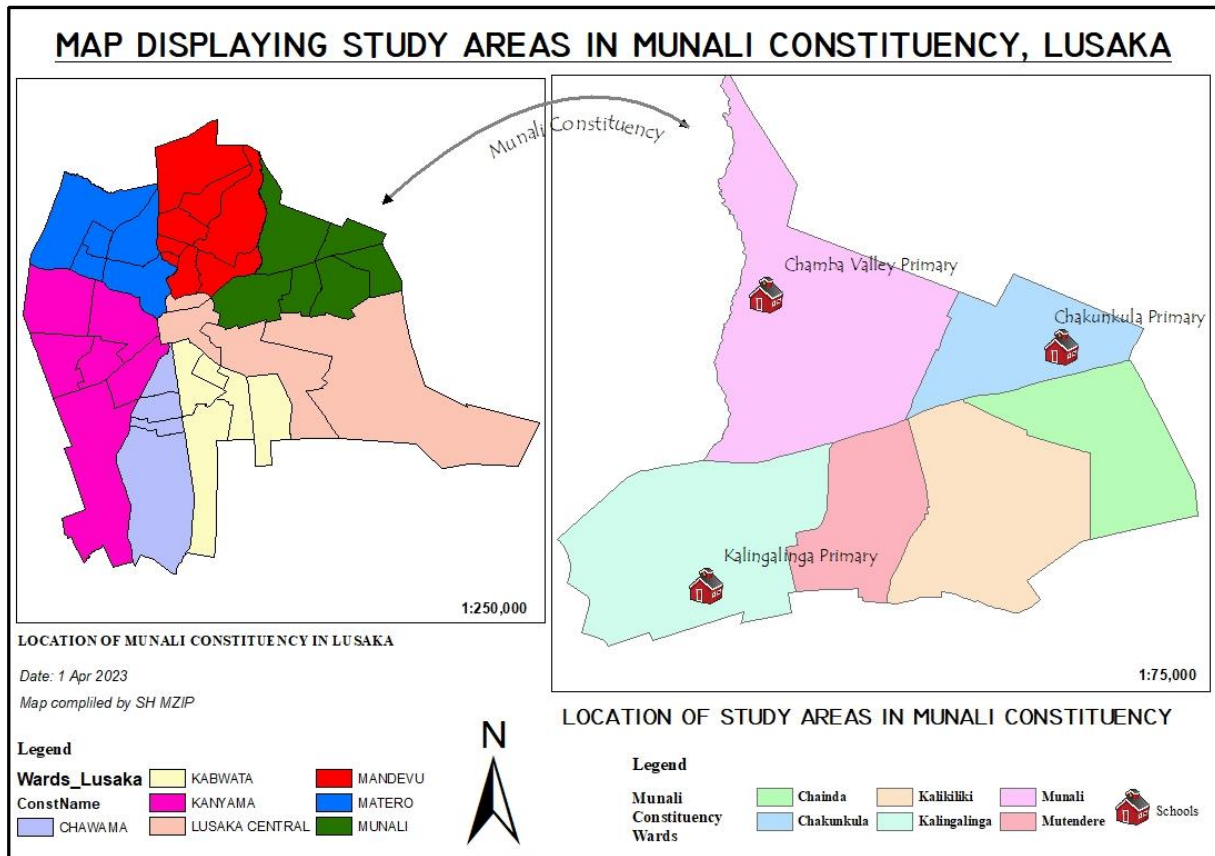


Figure 2: Study Area Map

3.5 Target Population

According to Sekaran (2000), a population is a group of people, events or interests whom a researcher wishes to investigate. The population of the study comprised of 2775 upper primary school children from 3 selected public Primary schools in Munali Constituency, Lusaka, Zambia. The schools selected were Chakunkula Primary School, Kalingalinga Primary School and Chamba Valley Primary School. One primary school was randomly selected from each ward under Munali Constituency namely: Munali, Mtendere, and Chakunkula.

3.6 Sample Size

The sample size used in the research was done by collecting a list of all primary schools from the selected 3 wards in Munali Constituency, then arranging the schools under each ward they fall.

Thereafter, using the list of Public primary schools from each ward, a school was selected using simple random sampling. From the 3 schools that were randomly selected namely; Kalingalinga Primary School, Chakunkula Primary School and Chamba Valley Primary school, 338 children were systematically sampled for the study.

3.7 Sampling Techniques

The sampling technique used was the probability sampling. A total number of pupils in grade 5, 6 and 7 was asked for from the head teachers of the schools. Once the numbers were given from each school, the total numbers from the schools were all added together which gave 2775 as the population. Therefore, from the 2775 target population, the researcher then calculated the sample size using Krejcie and Morgan (1970) sample size determination formula.

$$\text{Sample size} = S = \frac{X^2NP(1-P)}{d^2(N-1) + X^2P(1-P)}$$

Where,

S is the required sample size

N is the given population size of the group under consideration

P is the estimated proportion

d^2 is the degree of accuracy

X^2 is 1.96 confidence level

In this study N= 2775 (Kalingalinga Primary School: 719, Chakunkula Primary School: 1397 and Chamba Valley Primary School: 659).

Which is:

$$S = 1.96^2$$

The sample size for the total population came to 338. The respondents were drawn based on proportion of the total number of upper primary pupils from each school. The researcher divided each school population over the total population (2775) and multiplied it by 338. Kalingalinga Primary School: 88, Chakunkula Primary School: 170 and Chamba Valley Primary School: 80 are each school's sample size. The researcher then went back to the schools to ask for a list of names of all the pupils in each grade. The names were placed in alphabetical order to ensure every respondent has an equal chance of being selected. Systematic sampling using an interval of

8, was therefore employed to select the 88, 170 and 80 pupils from each school. From the 338 children sampled, 328 children agreed to participate in this study.

For the focus group discussion, respondents who were not selected from the list of those systematically selected were purposively selected. 3 focus groups of 10 respondents from Kalingalinga Primary School, 10 from Chakunkula Primary School and 10 from Chamba Valley Primary School (making it 30) were therefore selected. 4 Key informants were purposively sampled looking at who had both a direct and indirect effect on the children and were knowledgeable on child protection and children's awareness on the matter. These included 1 head teacher and 1 school matron from Kalingalinga Primary School, 1 teacher from Chamba Valley School and 1 guidance and counseling teacher from Chakunkula Primary School.

3.8 Data Gathering Strategies

Data gathering procedures included literature that was reviewed which helped in guiding the research. The researcher employed both open and closed ended questions during interaction with the respondents. This was done through aid of a guided questionnaire. The questionnaire was structured in such a way that questions asked gave way for relevant answers to be obtained for the research. The researcher administered questionnaires to the 328 respondents for them to write down all their thoughts and responses. For cases such as language barrier, the questionnaire was interpreted into a language the respondents were comfortable using and understanding.

Focus group discussions were held with 3 groups of 10 upper primary school pupils. One group was selected from each school visited. A focus group comprised of 5 boys and 5 girls who were aged between 9 and 15 years were selected from each of the 3 chosen schools in the 3 wards who were selected purposively. The data was collected using a focus group discussion guide. A short list of questions was used to probe for in-depth information to produce or generate direct quotes that would represent the views and knowledge among the children on child protection. The list of questions consisted of probe questions which helped introduce the discussion and make the participants comfortable. Then follow-up questions which delved further into the discussion and get different opinions from the respondents. Thereafter, exit questions were asked so that the researcher is able to ensure that they did not miss anything. The procedure took about 30 to 45

minutes to an hour per session. To collect the data, the researcher employed the use of note taking and audio recording of the complete sessions conducted.

Key Informant Interviews were also conducted with the purpose of collecting information from those responsible for disseminating information to the children. 4 key informants were purposively selected. They comprised of 1 head teacher and 1 school matron from Kalingalinga Primary School, 1 teacher from Chamba Valley School and 1 guidance and counseling teacher from Chakunkula Primary School.

3.9 Data Gathering Instruments

In this study, questionnaires were used for the data collection. Questionnaires according to Kumar (2011) are a written list of questions, the answers to which are recorded by respondents. Both qualitative and quantitative data was collected using an open-ended and closed-ended questionnaire. The instrument was developed in such a way that it enabled that adequate data was collected from the respondents. The use of this instrument ensured all data concerning Children's knowledge on child protection, their experiences and reporting strategies was obtained.

A focus group discussion guide/ schedule was used to collect in-depth qualitative data from the participants. The researcher obtained useful insights on the level of awareness of child protection among children in Munali Constituency. The semi-structured interview guide was made in such a way that it had probe, follow up and exit questions.

Interview guides were used to collect in-depth data from the 4 key informants that were selected for the study. The researcher aimed at obtaining useful information on whether there is essential and adequate information disseminated to children through their school curriculums and clubs in which the children are members.

3.10 Data Analysis Strategies

The data analysis process was conducted through primary data collected from the field. The qualitative data was analyzed using a thematic analysis approach where the recorded information was converted into data that was interpreted to bring out similar themes. The thematic data

showed arranged and summarized findings from the data collected for purposes of coherence. For the quantitative data collected, codes were allocated to the responses to enable specificity of findings. The researcher then employed the use of Statistical Package for Social Sciences (IBM SPSS Statistics). The data collected was imported into IBM SPSS, desired commands were given to get accurate results. Thereafter the procedure was run for results.

The qualitative data was analysed thematically. This is a method where patterns are identified, analysed and reported (Braun and Clarke, 2006). The analysis on this data involved the process of transcribing the data, cleaning it up so as to identify important points necessary in answering the research questions. Themes were the generated, reviewed and a meaning was attached to them. The final results from both qualitative and quantitative analysis was thereafter compared and merged for interpretation.

3.11 Validity and Reliability

To assess the feasibility of the research approach that was going to be used on a larger scale study on the awareness of child protection among children in selected schools in Munali Constituency, a pilot study was conducted. Furthermore, the pilot study was used to ensure validity, the researcher made sure there was triangulation of data to guarantee that any weaknesses in the data collected was corrected and compensated for. To check for inconsistencies, a questionnaire was given to 10 children using convenience sampling before the actual research was conducted and corrections and adjustments were made accordingly. For example, a few questions from the questionnaire had to be rephrased because the initial wording was too complicated for the children to understand.

3.12 Ethical Considerations

The purpose of applying ethics to this research was to create a relationship and bond filled with trust between the researcher and the participants. The main ethic that guided the research was the well informed and voluntary consent of all participants. Permission to undertake the research was obtained from the University of Zambia Ethics Committee, The Ministry of Education, head teachers from each of the selected three primary Schools from Munali Constituency, parents or guardians of pupils with the use of a consent form (Consent forms were given to pupils to take to

their parents/ guardians, they were signed by Parents and guardians of each child and sent back to school to be collected by the researcher) and the children in this case who were the respondents.

The respondents were informed that their participation was voluntary and could withdraw from responding any time they so wished. Information such as purpose, how long a questionnaire took to be answered and benefits of the research were explained to all respondents. In addition, respondents were assured by the researcher the top most confidentiality and anonymity through the whole research. It was important to ensure that the participants were not physically, emotionally, psychologically drained or affected by the research.

3.13 Limitations to the Study

- i) One of the schools selected for this study did not grant the researcher permission to conduct research on the grade 7 classes because they were in an examination class. This therefore, was a challenge for the researcher as they had to re-strategize on how to collect data without one grade available. This was done by selecting equal amounts of the grade 5 and 6 pupils to cater for the grade 7 classes that were not allowed to participate.
- ii) Head teachers and class teachers suggested that to save on time, children had to be allowed to respond on their own. Because of the space and time given to conduct this research by the administration of questionnaires, the pupils were sometimes seen sharing responses with each other even after being stopped severally. This was mitigated by asking the head teachers to help find an open space where the pupils could be easily invigilated by the researcher and research assistant.

CHAPTER FOUR: PRESENTATION OF RESEARCH FINDINGS

4.1 Introduction

This chapter presents findings of the study entitled “Awareness of child protection among children in selected schools in Munali Constituency, Lusaka. The chapter first presents demographic information of the children, it then shares the general findings of the research. Thereafter, the findings that answer the three specific objectives are presented. Lastly, a summary is drawn.

The study was undertaken between August 2022 and November 2022. The overall objective was to assess children’s level of awareness on child protection in selected schools in Munali Constituency and was guided by the following three specific objectives: 1) To examine the knowledge children in selected schools in Munali constituency have on child protection; 2) To explore sources of knowledge on child protection among children in selected schools in Munali constituency; and 3) To establish the [in]adequacy of knowledge on child protection among children in selected schools in Munali Constituency.

4.2 Demographic Characteristics of the Respondents

This research captured 328 respondents under probability sampling from three schools in Munali Constituency, namely; Kalingalinga Primary School, Chakunkula Primary School and Chamba Valley Primary School for participants whose data was collected through a questionnaire under quantitative research. Non-probability sampling was used for 30 participants whose data was collected through focus group discussions and 4 Key informants’ responses were captured using an interview guide.

4.2.1 Quantitative Information: Gender and Age of Pupils

School		Kalingalinga Primary School		Chakunkula Primary School		Chamba Valley Primary School		Total
		N	%	N	%	N	%	
Gender	Male	42	23.59	88	49.43	48	26.97	178
	Female	46	30.67	76	50.67	28	18.67	150
Age	7-9	0	0	22	91.67	2	8.33	24
	10-12	20	17.24	86	74.13	10	8.62	116
	12-14	54	33.33	56	34.56	52	32.09	162
	14-16	14	53.85	0	0	12	46.15	26

Table 1: Gender and Age of pupils

Table 1 above shows that 178 of the respondents of this study were male while 150 were female. When it comes to age, 24 pupils were in the age range 7 to 9 years, 116 in the age range 10 to 12, 162 in the 12 to 14 age range and the 14 to 16 age range had 26 pupils.

4.2.2. Number of Pupils selected from each School and Grade

Grade	Kalingalinga Primary School	Chakunkula Primary School	Chamba Valley Primary School
5	30	88	26
6	28	74	22
7	30	0	28

Table 2: School and Grade of pupils

The table (2) above shows the number of pupils who participated in this study from Kalingalinga Primary School, Chakunkula Primary School and Chamba Valley Primary School. From Kalingalinga Primary School, 30 pupils were from grade 5, 28 from grade 6 and 30 from grade 7. Meaning the total number of participants from Kalingalinga Primary School were 88.

Chakunkula Primary School had 88 pupils coming from grade 5, 74 came from grade 6 and 0 came from grade 7. Meaning the total number of participants from Chakunkula Primary School was 162. From Chamba Valley Primary School, 26 pupils were from grade 5, 22 from grade 6 and 28 from grade 7. This means that the total number of participants from Chamba Valley Primary School was 76.

4.2.3 Head of Households

The table below shows the Household heads to which the children belong.

		Kalingalinga Primary School	Chakunkula Primary School	Chamba Valley Primary School
Guardian	Both Parents	42	110	42
	Single parent	32	28	12
	Grandparents	14	12	2
	Aunt/Uncle	2	10	14
	Other	0	2	6

Table 3: Household heads

Table 3 above shows the Household heads to which the pupils from Kalingalinga Primary School, Chakunkula Primary School and Chamba Valley Primary School belong. From Kalingalinga, 42 pupils come from households headed by both parents, 32 from single parent headed homes, 14 from households headed by grandparents and 2 from households headed by an aunt or an uncle. At Chakunkula Primary School 110 pupils come from households headed by both parents, 28 from single parent headed homes, 12 from households headed by grandparents, 10 from households headed by an aunt or an uncle and 2 from households headed by people other than those listed.

Chamba Valley Primary School had 42 pupils coming from households headed by both parents, 12 from single parent headed homes, 2 from households headed by grandparents, 14 from households headed by an aunt or an uncle and 6 from households headed by people other than those listed.

4.3. Specific Findings of the Study

This study was guided by the following three specific objectives: 1) To examine the knowledge children in selected schools in Munali Constituency have on child protection; 2) To explore sources of knowledge on child protection among children in selected schools in Munali Constituency; and 3) To establish the [in]adequacy of knowledge on child protection among children in selected schools in Munali Constituency.

4.3.1. Knowledge Children in Munali Constituency have on Child Protection

The children in the selected schools in Munali Constituency were asked several questions to examine their knowledge on child protection. Table 8 shows the questions asked, respondents answers and the number of respondents that chose or answered similarly.

4.3.1.1 Understanding Child Protection

	n=328	%
What comes to mind when you hear the words Child protection?		
Protecting a Child	176	53.66
Protecting oneself from abuse	26	7.93
Parents and Guardians protecting a child	84	25.61
I do not know	42	12.80

Table 4: Understanding Child Protection

In table 4 above, the respondents were asked what came to their mind when they hear the words child protection, 176 respondents stated that “protecting a child” is what came to their mind. 26 said “Protecting oneself from abuse,” 84 said “Parents and Guardians protecting a child” and 42 picked “I do not know.”

4.3.1.2 Understanding of Child Abuse

	n=328	%
Who do you think needs to protect you from any abuse?		
Parents	184	56.09

Any Adult	24	7.32
Parents and any Adult	72	21.95
All family members	20	6.09
God	6	1.83
Victim Support	2	0.61
The Government	8	2.44
I don't Know	12	3.66
Forms of Child abuses		
Sexual Abuse	106	32.32
Child Labour	56	17.07
Emotional or Psychological Abuse	26	7.93
Physical Abuse	48	14.63
I do not know	92	28.05
Protection from any Abuse		
Yes	66	20.12
No	258	78.66
I do not know	4	1.22
If Yes, explain how		
Beaten, someone stopped the beating	28	82.35
Early marriage, was stopped from getting married off	4	11.76
Being kidnapped	2	5.88
You have the right to be protected from any abuse?		
Yes	304	95
No	16	5

Table 5: Understanding Child Abuse

Table 5 above are responses to questions that sought to examine further whether they are able to identify abuses they need to be protected from. When asked who they thought needs to protect them from any abuse, 184 said "Parents" 24 said "Any Adult," 72 said "Parents and any Adult," 20 respondents said "All family members," 6 said "God," 2 respondents said "Victim Support," 8 said "The Government" and 12 said "I do not know."

Respondents were then asked to list any forms of Child abuses they know they need to be protected from. 106 said "Sexual Abuse," 56 said "Child Labour," 26 said "Emotional or Psychological Abuse," 48 said they know about "Physical Abuse" and 92 said "I do not know."

While majority of the children mentioned they knew at least one of the forms of abuse, 92 pupils still have no idea what forms of abuse are in existence. When asked if the respondents had ever been protected from any abuse; 66 said yes and 258 said No while 4 said “I do not know.” Which means that the adults around them are not able to protect them from abuse or have not protected them so far. They were then asked If they picked “Yes,” explain how. 28 respondents said they were beaten, someone stopped the beating, 4 said early marriage, was stopped from getting married off and 2 said being kidnapped.

Respondents were asked whether they know they have the right to be protected from any abuse. 304 responded with “Yes” and 16 said “No.”

4.3.1.3 Identifying Abuse

What have you done to ensure you are protected?		
Staying away from harm	44	13.41
Reported to an adult	20	6.09
Stay home	10	3.04
Nothing	254	77.44
How often adults are seen abusing children?		
All the time	34	10.49
Most Times	50	15.43
A few times	116	35.80
Never	78	24.07
I do not know	46	14.19
If I am abused, I should not report to anyone?		
Strongly agree	26	7.98
Agree	24	7.36
Disagree	180	55.21
Strongly disagree	66	20.25
I do not know	30	9.20
My environment is a safe place to live when it comes to my protection?		
Strongly agree	116	36.02
Agree	130	40.37
Disagree	42	13.04

Strongly disagree	2	0.62
Neither agree or disagree	32	9.94
I trust my parents, guardians and teachers to protect me from any abuse?		
Strongly agree	168	51.22
Agree	128	39.02
Disagree	16	4.88
Strongly disagree	2	0.61
Neither agree or disagree	14	4.27

Table 6: Identifying Abuse

In table 6 above, Children were asked what they have done to ensure they are protected; 44 said “Staying away from harm,” 20 said they reported to an adult, 10 stay at home and 254 have done nothing to ensure they are protected. Children are still not able to defend or protect themselves and still do not know ways in which they can protect themselves. On the question “How often adults are seen abusing children?” respondents were being assessed to check whether they see any abuses to children taking place in their communities by any adults so that the researcher can see if they know what exactly an abuse is. 34 respondents responded with “All the time,” 50 said “Most Times,” 116 said “A few times,” 78 said “Never” and 46 respondents said “I do not know.”

Respondents were then asked the question “If I am abused, I should not report to anyone?” 26 strongly agreed, 24 agreed, 180 disagreed, 66 strongly disagreed and 50 respondents said they did not know. On the question “My environment is a safe place to live when it comes to my protection?” 116 strongly agreed, 130 agreed, 42 disagreed, 2 strongly disagreed and 32 neither agreed or disagreed. Lastly, the question “I trust my parents, guardians and teachers to protect me from any abuse?” was asked to see if the people the respondents are usually with can be trusted when it comes to issues of abuse. 168 strongly agreed, 128 agreed, 16 disagreed, 2 strongly disagreed and 14 neither agreed or disagreed.

4.3.1.4 Focus Group Discussions

In the focus group discussions, the children from group one who were from Chakunkula Primary School were asked what they understood by the term child protection. According to the findings of the research, the respondents understood who a child is but stated that they did not know what

child protection really is. They were asked whether they understood what child abuse was and they responded with a “Yes.” The participants were asked how they would protect themselves from abuse, one participant responded “by reporting to the police” while respondent two said “by staying home away from danger.”

Group two who were from Kalingalinga Primary School, on the other hand, seemed to have a little more knowledge on the issue at hand. When asked what came to mind when they hear the words child protection, one girl responded “where children need to be protected.” The researcher asked the participants who they thought should protect them from abuse, they responded “‘parents’, ‘aunties and uncles’, ‘guardians in general’, ‘star supporters’ another respondent answered. To the question “how would you protect yourself from abuse?” one responded saying “I report to the nearest victim support.” Others said “scream for help,” “tell someone you trust when you are abused.” Types of child abuses known by the respondents included physical abuse, sexual abuse and psychological abuse.

Chamba Valley Primary School (group three), when asked what they understood by the term child protection, they all seemed blank. They said they had never heard of the term child protection. When asked about the type of child abuse they may know; the respondents then seemed to understand where the discussion was leading to. They responded with defilement, carrying heavy loads and being beaten. The children said they would protect themselves by “running away from danger” and “reporting abusers to people they trust.”

4.3.1.5 Key Informant Interviews

For this study, four key informants were interviewed. The key informants said they think children have some knowledge on what child protection is. One key informant however mentioned that while some children may have some knowledge what it is, there is need to expand their scope of knowledge on how they can protect themselves as individuals. A key informant mentioned that indicators to show children’s awareness of their rights to be protected against abuse, was the fact that sex education had now been introduced in schools. It therefore increases the chances of children being knowledgeable, another said “if a child is abused at home, some are able to understand this is against their rights and they report to school and a follow up is made and reported to relevant stakeholders.” When asked how often they have heard

children reporting an abuse, one respondent said “It’s been a while.” While another said “not common.” To the question “In what ways have you taken action against abuse of children?” one peculiar answered that caught the researcher was the response “by beating them so that they can speak out about any abuse they have experienced.” Respondent two said since it was not common to have children reporting, not much was done.

4.3.2. Sources of knowledge on child protection among children in Munali Constituency

The researcher sought to explore the sources of knowledge children in the selected schools in Munali Constituency had on child protection. They were asked where they heard about child protection from if at all they had ever heard about it. Figure 3 illustrates the findings.

Sources of Knowledge

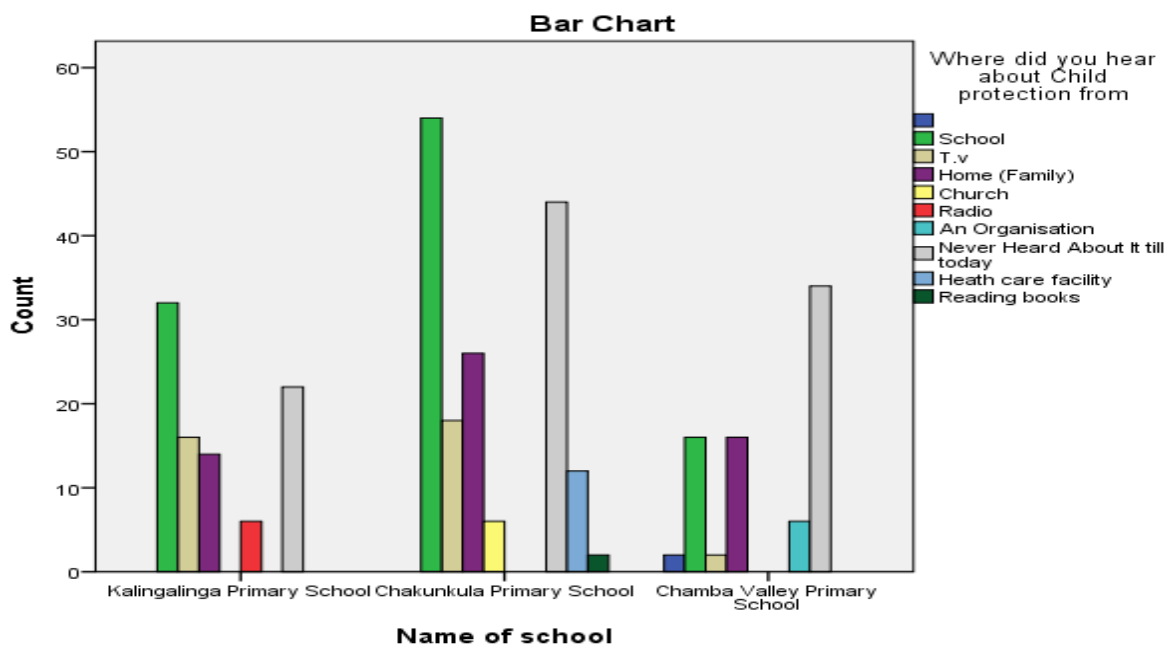


Figure 3: Sources of Knowledge

Data from Kalingalinga Primary School indicates that among the 90 participants, 32 respondents learnt about child protection from school, 16 from television, 14 from home, 6 from the radio while 22 respondents had no prior knowledge.

Data from Chakunkula Primary School shows that among the 162 participants, 54 respondents said they heard about child protection from school, 18 from television, 26 from home, 6 from church, 12 from a health care facility, 2 from reading books and 44 mentioned that they had never heard about Child protection.

Data from Chamba Valley Primary School indicates that from the 76 respondents asked where they heard about child protection from, 16 mentioned that they heard about it from school, 2 from television, 16 from home, 6 from various organizations, 12 from a healthcare facility, 2 from books, 34 had no prior knowledge and 2 did not respond to the question.

Findings indicate that 31.1% respondents said that they heard about child protection from school. 10.9% from television, 17.1 from home (family), 1.8% from church, 1.8% from the radio, 1.8% from NGOs, 3.7% from healthcare facilities, 0.6 from reading books, 30.5% had no prior knowledge and 0.6% gave no response.

4.3.2.1 Focus Group Discussions

On the qualitative side, children in the focus group discussions were asked where, if ever, did they hear about child protection. The participants in group one (Chakunkula Primary School) seemed clueless about the term. Children in group two (Kalingalinga Primary School) mentioned that they learnt about it in school, others from home and church. Group three (Chamba Valley Primary School) said they had never heard of the term child protection because no one had ever mentioned it to them.

4.3.2.2 Key Informant Interviews

Key informants were asked what the main ways information on child protection was being disseminated to children. Responses included Sex education, drama club, sensitization programs where NGOs come through to teach children the effects of being abused and where they can report such incidences, for example to the Victim Support Unit.

In their opinion, they said the form of dissemination (of child protection) was not as effective as they would expect it to be. Disseminators of child protection knowledge mentioned were teachers (schools), television, the church and NGOs like Save the Children. They were asked if they think more must be done to educate children on child abuse. They individually all

responded with “Yes,” reasons given by one key informant was “because children are not told on the right channels to report,” another mentioned that “because children are supposed to know their rights and report.”

4.3.3. [In]adequacy of knowledge on child protection among children in Munali Constituency

To establish the [in]adequacy of knowledge on child protection among children in the selected schools in Munali Constituency, respondents were asked a few questions. Figure 4 below illustrates data collected in relation to whether the respondents personally think the knowledge they have on child protection is adequate.

[In]adequacy of Child Protection Knowledge

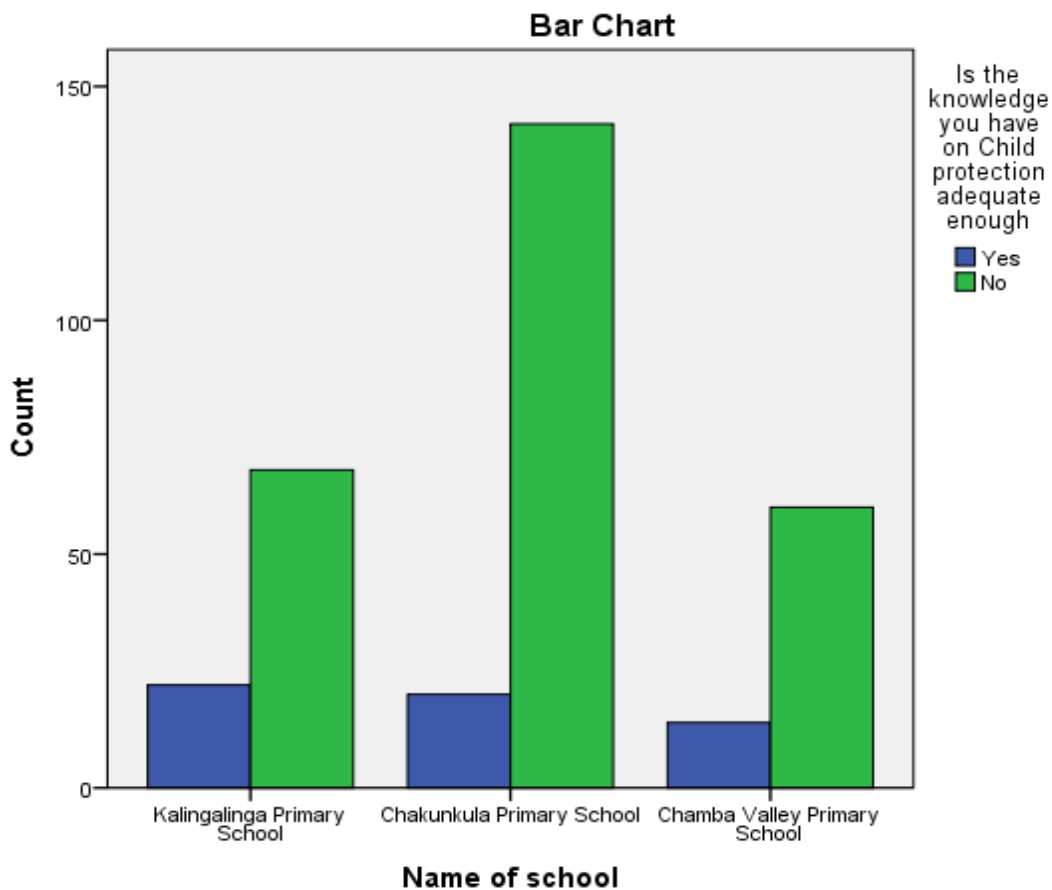


Figure 4: [In]adequacy of Child Protection Knowledge

Data from Kalingalinga Primary School indicates that out of the 88 responses received, 22 mentioned that the knowledge they have on child protection is adequate while 68 respondents mentioned that the knowledge they had was not enough. Out of the 162 Respondents from Chakunkula Primary School; 20 said the knowledge they had was adequate while 142 respondents said they did not have adequate knowledge on child protection. Chamba Valley Primary School data indicates that 14 stated they had adequate knowledge and 60 stated they think they do not have adequate knowledge on child protection. Overall, data from all the 3 schools indicates that 66 respondents think they have adequate knowledge on child protection while 270 (82.32%) stated they think the knowledge they have on child protection is not adequate.

4.3.3.1 Focus Group Discussions

In the focus group discussions, when the children in group one (Chakunkula Primary School) were asked if they think the knowledge they have on child protection was adequate, all of them responded with a “No” and their general reason was “they felt they needed to know more because it would be important to know what actions they can take up in fighting abuse of children.”

In group two (Kalingalinga Primary School), the children were asked whether they felt the knowledge they had on child protection was adequate. They said it was not enough and they felt they needed to be educated more about it. Participants’ responses included a male child who said “I need to learn more so that I can know how to protect myself from rape or harassment.” Respondent two agreed with the male respondent by saying she felt the information on child protection was not disseminated to a point where children can learn better reporting and protection mechanisms; mechanisms to do with how children can have access to proper facilities where they are not scared to report abusers no matter the age.

Group three (Chamba Valley Primary School) explained that the knowledge they had on child protection was not adequate and they really needed to learn more about it because they do not know much about it.

Respondents were further asked questions to continue establishing whether their knowledge on child protection was adequate. Table 11 shows the questions asked, the options respondents picked and the total number of respondents for each response.

4.3.3.2 Reporting of Abuse

If you were abused, who would you be comfortable sharing your experience with?		
Parents/ Guardians	230	71.88
Teacher	12	3.75
Call the National helpline	18	5.63
Police	38	11.88
Friends	22	6.88
Other	0	
If your friend or sibling told you about an abuse they experience, what would you tell them to do?		
Tell their parents	204	64.15
Tell teacher	18	5.66
Report to police	64	20.12
Tell them to call the National helpline	30	9.43
Other	2	0.63
I cannot report an abuser because they are an adult		
Strongly agree	36	11.39
Agree	30	9.49
Disagree	166	52.53
Strongly disagree	84	26.58
I cannot report an abuser because I will be beaten if they found out		
Strongly agree	30	9.55
Agree	22	7.01
Disagree	154	49.04
Strongly disagree	108	34.39

Table 7: Reporting Abusers

Respondents were asked who they would be comfortable sharing their abuse experience. 230 respondents said they would be comfortable with their Parents/ Guardians, 12 said teacher, 18

said they would call the national helpline, 38 said they would report to police and 22 said they would tell their friends. Then participants were asked “If your friend or sibling told you about an abuse they experience, what would you tell them to do?” 204 said they would tell them to tell their parents, 18 said to tell their teacher, 64 said report to police, 30 said to tell them to call the National helpline and 2 said they would tell them to confide in other people not listed above.

To gauge how active the respondents are in bringing the abusers to book, they were asked questions to see whether they are able to report an abuse even if the abuser is an adult or is threatening them with harm. To the “I cannot report an abuser because they are an adult,” question; 36 strongly agreed, 30 agreed, 166 disagreed and 84 strongly disagreed. Lastly, to the question “I cannot report an abuser because I will be beaten if they found out.” 30 Strongly agreed, 22 agreed, 154 disagreed and 108 strongly disagreed.

When it came to reporting abuse and abusers, pupils in the focus group discussions from all the three schools said they trusted their parents the most when it came to reporting perpetrators of abuse. 3 pupils from Chamba Valley Primary School mentioned that they would not report an abuser if they are an adult or they are threatened with a beating because they are scared of what the abuser would do to them if they reported.

4.3.3.3 Key Informant Interviews

Key informants were asked if they thought the measures put in place to disseminate knowledge on child protection to children are enough. They all had a uniform response: “No.” New strategies suggested to improve on the dissemination on knowledge of child protection to children included “better assisting mechanisms,” “detailed information of channels to reporting” and “the intense involvement of stakeholders in such issues.” This was suggested because it was explained that children are scared of reporting adults especially because of norms in the country where it is considered taboo to report an adult.

CHAPTER FIVE: DISCUSSION OF RESEARCH FINDINGS

5.0 Introduction

This chapter discusses the key findings of the study that were presented in chapter four in line with the research objectives and questions. The discussion will share similarities as well as differences between the findings of this study and those of empirical literature. It will be in line with the purpose of the research. The first part will discuss findings relating to examination of the knowledge children in the selected schools in Munali Constituency have on child protection thereby answering the first objective and question. The second part will discuss the sources of knowledge on child protection among children in selected schools in Munali Constituency thereby answering the second objective and question, and the last part will discuss whether there is an [in]adequacy of knowledge on child protection among children in selected schools in Munali Constituency therefore answering the third objective and question.

5.1 Levels of Knowledge children in selected schools in Munali constituency have on child protection

The aim of this objective was to examine the knowledge children in selected schools in Munali Constituency have on child protection. This study's findings indicate that the knowledge of child protection among children is low. This could be attributed to the lack of proper dissemination of knowledge to children on child protection.

The study used various questions to analyze whether children were aware of child protection. While children were able to explain what came to their mind when they heard the term child protection with responses such as "protecting a child," "Protecting oneself from abuse," "Parents and Guardians protecting a child," the study revealed that 42 said they did not know. Evidence from the focus group discussions indicates that children had little to no knowledge on what child protection means.

Children know they need to be protected from abuse and were able to mention different people who they believe can protect them from child abuse where majority said their parents should be able to protect them from any abuse. On the forms of child abuse, 106 respondents being the largest number said sexual abuse, seconded by the response "I do not know" which clearly shows

that the respondents are still not aware of abuses. This indicates that even when abused, children may not know that they are being abused because they may not be able to identify whether what they are being exposed to is abuse or not.

When asked if the respondents had ever been protected from any abuse; 20.12% said yes and 78.66% said No while 1.22% said they did not know. 258 (78.66%) children revealed that they had never been protected from any abuse they could think of. This shows that they are left defenseless with no means to protect themselves, which proves that there is need for children to learn to be able to defend themselves whenever they are abused. Those who picked “Yes,” explained that they were beaten and someone stopped the beating, others said early marriage, they were stopped from getting married off and some said being kidnapped.

Only a few were able to explain that they had been abused before. This could be because children may not be aware of the types of child abuses that exist. When the respondents were asked whether they know they have the right to be protected from any abuse. 304 responded with “Yes” and 16 said “No.” Their responses to this indicate they know that they need to be protected but they still feel they are not knowledgeable on the ways to protect themselves and be protected.

They were then asked what they have done to ensure they are protected; staying away from harm, reporting to an adult, staying at home were some of the responses given while 77.44% said they had done nothing to ensure they are protected. From these findings, it clearly shows that the children are still not able to defend themselves or report when they are being abused probably because they may be scared of being beaten or abused. This finding is in relation with the findings of Casares (2011) where results showed that a number of boys and girls said they would not report an abuse; 67 percent said for fear of retaliation or being victimized or punished, 27 percent gave the reason because of the respect they have for big/old people and 15 percent said they do not know where or who to report to.

On the question “How often adults are seen abusing children?” respondents were being assessed to check whether they see any abuses to children taking place in their communities by any adults so that the researcher can see if they know what exactly an abuse is. 34 respondents responded

with “All the time,” 50 said “Most Times,” 116 said “A few times,” 78 said “Never” and 46 respondents said “I do not know.” Which indicates that there is still a number of children who are not protected or protecting themselves.

This is in relation with Naker’s (2005) study that stated that fathers and stepmothers were reported to have been the perpetrators of violence at home whereas at school, children experienced it from older pupils and teachers. Some children mentioned that their experiences when it came to violence (abuse) molded their beliefs about themselves while others said their experience made them trust adults less and generally not have confidence in themselves.

Children in the focus group discussions knew what child protection means but only two out of the three groups were able go further into explaining who needed to protect them, how they needed to protect themselves and the types of abuse. Key informants suggest children’s scope of knowledge on child protection needs to be expanded because children hardly report issues of abuse nowadays. This is supported by Masilo and Dintwe (2009), who state that there is need to make pupils aware of potential abusers and a need to emphasize what the children should do if they were abused.

5.2 Sources of knowledge on child protection

The aim of this objective was to explore the sources of knowledge on child protection among children in selected schools in Munali Constituency. Findings of the study show that children have heard about child protection from various places while some children had never heard about the term prior to this research.

The findings show that despite not being able to protect themselves from abuse, children still know there is a term called child protection. Responses from the questionnaire and focus group discussion show that the children mentioned School (being the highest response), home, church, NGOs, books and health care facilities as the places they have heard about the term from while some mentioned they had never heard about it prior to the research because no one had ever mentioned it to them. This could mean schools are indeed teaching about child protection but might not be teaching the children in detail about mechanisms to protect themselves or know that they need to be protected from any form of harm. Majority children spend most of their week

and time at school, this gives teachers and school staff who have daily interactions with children an opportunity to disseminate information on child protection and be confided in (Nickerson et al, 2010).

Key informants added that children learn about child protection from drama clubs and sensitization programs by NGOs that come to the schools. This could mean that there is an effort by stakeholders to teach children on child protection. School was mentioned the highest which could mean there is more effort put in by the school to disseminate information on child protection. However, it is highly likely that although children are taught about child protection, the lessons may not be in-depth. This can be concluded as such because a key informant mentioned that teachers and NGOs do sensitize children on child protection but still emphasized that there was need for children to be taught a lot more especially when it came to their rights and reporting mechanisms.

This finding can be supported by Masilo and Dintwe (2019), in “A conceptual social work awareness programme on child sexual abuse for school learners in the South African context: Implications for child protection services” looked at how to deal with child sexual abuse and methods of practice to implement an awareness programme. It was concluded that there was a need to make pupils aware of the potential abusers in school. It was also noted social workers needed to emphasize what the children should do if they were abused.

Similarly, Gubbels et al (2021) in their study concluded that prevention programs on child abuse in schools ensure that there is an increase in knowledge on anything related to child abuse and techniques on how children can protect themselves. They also suggest that these programs should be long with quality sessions. Finkelhor (2007) however has concerns about children being minors and states that not all are able to grasp such knowledge, but goes on to mention that the sensitization of children is still a good initiative as long as the contents of the programs are of high quality.

A few of the respondents mentioned that prior to the research, they had never heard of the term child protection. This could imply that they may never have learnt about it from their various schools or they may have missed school on the day of that particular lesson. The findings show

that there is still need to teach children about child protection in its entirety. There is need for sensitization on child protection to be awarded the utmost attention as Blakey and Thigpen (2015) mention that school sensitization programs are vital because they help children have knowledge on child protection and this helps them protect themselves therefore reducing child abuse risks.

Findings show that respondents felt the knowledge they had on child protection was not enough. Majority of the respondents from the survey and the focus group discussion as well as the key informants mentioned that the children needed to get more information on child protection. Children are still not aware that they can protect themselves, they are not aware that they need to be protected by the people around them and they do not know the reporting mechanisms available.

This is supported by Masilo and Dintwe, (2019) who observed that not all children are aware of or are conversant with their constitutional rights. They are unaware when their rights are being violated and this results in them failing to report abuse to relevant authorities. Therefore, social workers in the case of South Africa were advised to make children aware of their rights by visiting schools within South Africa to teach learners about their rights and the different types of abuses so that they are able to report any violations.

In addition, one thing that was realized by the researcher was that none of the children mentioned that they heard about it from their fellow peers and siblings. All those who mentioned that they learnt about child protection from home only mentioned having learnt about it from their parents and guardians. It can be concluded that there is need for peers to interact with each other and talk about issues to do with child protection. There is a need for children to educate each other on such issues so that they are able to defend themselves and each other. Baker et al (2012) shares similar sentiments stating that it is important for children to be able to confide in a peer as well as an adult they trust to ensure abuse is stopped and they are protected.

5.3 [In] adequacies of knowledge on child protection among children in selected schools in Munali Constituency

The aim of this objective was to establish the [in]adequacy of knowledge on child protection among children in selected schools in Munali Constituency. Children's knowledge on child protection is inadequate. Findings also show that after answering the questions asked before a lot more children were able to understand what was going on in the research and were able to mention who they would be comfortable sharing their abuse experience with. This was to gauge who they would be comfortable sharing their experiences with. Majority selected their parents/guardians.

This therefore implies that parents play and should play a huge role in their children's lives as the findings show that children chose their parents as people they can trust. The findings explain the importance of parents and guardians in the lives of the children and how they should be able to speak openly about child protection so that the awareness levels of their children can increase. However, Naker (2005) states in his study that fathers and stepmothers were reported to have been the perpetrators of violence at home. This indicates that parents need to be sensitized and encouraged to protect their children as well as educate them on child protection.

It was noted that some children are still scared of reporting an abuse because of an abuser being an adult or an abuser threatening to beat the child once they report. This is in relation with Casares (2011) study where children said they were scared of reporting for fear of being beaten, punished or did not report out of respect for the adult abuser. Children have not yet been made aware that such are just tactics of the abuser to remain abusing the child and left off the loose. There is need to teach children tactics used by abusers and how the children can be able to detect such tactics and report with no hesitation.

This argument shows that norms, traditions and customs play a huge role in the protection of children as (Medrano and Tabben, 2012) state that children are not safe in communities where certain attitudes, norms, traditions, customs and behaviours that tolerate adults having sex with minors or violence against children are practiced. Children are more likely to be protected in societies where all forms of child abuse are seen as taboo and children's rights are broadly respected by customs and tradition they uphold.

In agreement with (Medrano and Tabben, 2012), Hing (2010) in Masilo and Dintwe (2019) states that majority of adult survivors in the study advised children who were being sexually victimized to speak out as early as possible after such an incident occurs. The adults suggested the child reports to as many adults (such as parents, friends, police and social workers) as they can until someone takes note and investigates the allegations. It was emphasized that the primary objective of having pupils disclose and report their experiences is for them to receive the necessary interventions.

According to Kamuwanga (2008), findings in his study showed that children who were vulnerable to sexual abuse were orphans and street children who lacked basic needs. The findings also revealed that abusers confessed to abusing children especially sexual abuse because it had benefits to the abuser like sexual relief and virgin cure (belief in being cured of disease and/ or the need to accumulate wealth). There is need to also educate adults and bring perpetrators to book for such practices.

Key informants suggested that new strategies should be introduced to improve the dissemination on information on child protection. Better assisting mechanisms, detailed information on channels to reporting and intense involvement of stakeholders in such issues. Because children are still not knowledgeable on ways of reporting and defending themselves, thus the inadequacies. Lee (2018) advises that the Zambian government should create laws and regulations that encourage children, communities and professionals to report abuse, ensuring accessibility and confidentiality. Once children report, professionals should have guidelines and adequate training to understand their roles and coordinate with other key actors so that children can feel safe.

Therefore, there are still a lot of inadequacies in the knowledge children have so far. Children need to be taught all there is to learn about child protection as stated by (Masilo and Dintwe, 2019). Though Kamuwanga (2008) concluded in his study that Zambia has adequate laws and policies that protect children, the abuse of children was attributed to the lack of care of those responsible for child protection in children as well as law enforcement agents. There is need to do much more in ensuring the knowledge children have could help them in the types of abuses they may face in their lifetime as children. From the findings of this study and studies by other

people, it can be concluded that the awareness of child protection among children is low and there is need for more to be done in ensuring children are aware and can protect themselves from abuse.

CHAPTER SIX: RECOMMENDATIONS AND CONCLUSION

6.0 Introduction

Chapter six constitutes of limitations, conclusion and recommendations of the study. It first presents the limitations to the study, thereafter a conclusion followed by recommendations and suggestions for further research. Recommendations given may help stakeholders come up with initiatives that may help in helping children understand what child protection really is.

6.1 Conclusion

Many children are not aware about their rights and have suffered abuses such as rape, violence, neglect and exploitation. It has been noted that a number of laws and policies have been put in place to protect children but there seems to be little literature on whether children are fully aware of their protection rights.

The main objective of this study was to assess children's level of awareness on child protection in selected schools in Munali Constituency. Specific objectives were: to examine the knowledge children in selected schools in Munali Constituency have on child protection, to explore sources of knowledge on child protection among children in selected schools Munali Constituency and to establish the [in]adequacy of knowledge on child protection among children in selected schools Munali Constituency.

Based on the findings in chapter four and discussion in chapter five, the study revealed that the awareness of child protection among children is low. Children are not entirely aware that they need to be protected. This was evidenced by the findings established where both pupils as well as key informants mentioned that the children had little knowledge on child protection and there was need for more to be done to ensure children are made aware. Although there were a select few children who seemed to have knowledge on child protection, majority of them had little to no knowledge at all.

Children were able to explain what came to mind when they heard the term child protection, knew they needed to be protected. Majority of the respondents could only mention sexual abuse as an abuse they knew, they mentioned that they have not been protected from any form of abuse

and they said they did nothing to protect themselves. Children as well as key informants felt the knowledge disseminated to children was not adequate. Their main source of knowledge was gotten from school. Therefore, schools are a good institution that could help in the way information on child protection is disseminated as well as ensure the information is of quality. Sensitization programs are therefore encouraged in schools. Some children still believe that they must keep quiet when they are abused by an adult because they fear being beaten or are just scared because the abuser is an adult.

It has been noticed that there is need to do more when it comes to the dissemination of child protection information. Children need to get adequate in-depth information on child protection such as how to defend themselves and reporting mechanisms so that they are able to protect themselves in whatever situation they may face. Children deserve to know their rights and be able to defend themselves and speak out about the issues they face when it comes to child abuse. Children also need access to proper support in terms of facilities that can hear their cries and protect them from their abusers.

6.2 Recommendations

Based on the findings and conclusion, the study provides the following major recommendations. There is need to develop a comprehensive training for all children on child protection. There needs to be an extensive education of children's rights. Children would need to learn how to defend and protect themselves; they need to know their rights in its entirety so that they are able to speak out when they are being violated. This training should:

- i) Be conducted by qualified trainers
- ii) Should be conducted in languages all children can understand
- iii) Should also include one on one counseling services for children that have been and/ or are still experiencing trauma from abuse

There is also need to provide proper and safe channels for children to be able to report any abuse without fear. A place where they know they will be heard and protected from further abuse; where the culprit can be brought to book once there is proof. There should be a safe space for

children to be themselves as they express what they are going through. This could be done through:

- i) Building safe haven facilities and having them accessible to every child in their community where they can run to for safety.
- ii) Having easily accessible counselors

6.2.1 Recommendation for Future Research

Recommended areas of research include:

- i) Conducting a similar study using a larger sample on the awareness of child protection among children.
- ii) Conducting a comparative study between rural and urban areas on the level awareness of child protection among children.
- iii) A study looking at the strategies put in place so far to ensure children are able to protect/defend themselves from abuse.

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APPENDICES

Appendix 1: Participant Questionnaire

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF DEVELOPMENT STUDIES

Dear Respondents,

RESEARCH TITLE: Children’s Knowledge on Child Protection in Lusaka: A Case Study of Munali Constituency.

My name is Ui Munyima, I am a student at the University of Zambia, pursuing a Master of Arts Degree in Development Studies. As part of the academic requirements, I am carrying out a research on “**Children’s Knowledge on Child Protection in Selected Schools in Munali Constituency.**” You have been selected to participate in this study; however, your participation is entirely on voluntary basis. I am therefore requesting you to spare some time and fill this questionnaire. The information you give will be treated as confidential and will be anonymously used for purposes of writing the research report, and will not be used for any other purposes.

Thank you for your cooperation.

INSTRUCTIONS

1. If you do not understand the question, you are free to ask for clarity.
2. Give clear and simple explanations to the questions that require an explanation.
3. If certain questions do not apply to you, you are allowed to skip and go to the next.

DATE OF INTERVIEW:.....

QUESTIONNAIRE NO:.....

SECTION A:

BACKGROUND INFORMATION

1. Sex of respondent

1) Male []

2) Female []

2. Age group

1) 7- 9 years []

2) 10- 12years []

3) 12-14 years []

4) 14-16 years []

3. Grade of respondent.....

4. Who do you live with?

1) Both parents

2) Single parent

3) Grandparents

4) Aunt/ Uncle

5) Other, Specify.....

5. How many siblings do you have under the age of 18?.....

SECTION B:

WHAT DO YOU UNDERSTAND BY CHILD PROTECTION?

In this section, I would like to find out what you understand by the term Child Protection.

6. What comes to your mind when you hear the words Child Protection?

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

7. When it comes to Child Protection, who do you think needs to protect you from any violation?

.....

8. List any forms of Child abuses you know of that you need to be protected from?.....

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

9. Have you been protected from any form of abuse? If yes, please explain what type of abuse and how you were protected. If no, skip the question.....

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

10. You have the right to be protected from any form of abuse and/ or violation?

1) Yes []

2) No []

11. What have you done to ensure you are protected?.....
.....

12. How often do you see adult's abuse children in your home, community and school?

- a) All the time
- b) Most times
- c) A few times
- d) Never
- e) I do not know

13. If I am abused in any way, I should not report to anyone?

- a) Strongly Agree
- b) Agree
- c) Disagree
- d) I do not know

14. My environment is a safe place to live in when it comes to my protection against abuse

- a) Strongly Agree
- b) Agree
- c) Disagree
- d) Neither agree or disagree

15. I trust my parents, guardians and teachers to protect me from any abuse

- a) Strongly Agree
- b) Agree

- c) Disagree
- d) Neither agree or disagree

SECTION C:

SOURCES AND [IN] ADEQUACIES OF KNOWLEDGE?

In this section, I would like to find out from you where you get your sources of knowledge on Child protection from.

16. Where did you hear about child protection from?.....
.....
.....
.....

17. Do you think the knowledge you have on child protection is adequate? Yes or No? please explain why.....
.....
.....
.....

18. If you were abused, who would you be comfortable sharing you experience with?

- 1) Parents/ Guardians
- 2) Teacher
- 3) National helpline
- 4) Police
- 5) Friends

6) Other, specify.....

19. If your friend or sibling told you about an abuse they experienced, what would you tell them to do?

1) Tell their parents

2) Tell teacher

3) Report to police

4) Tell them to call helpline

5) Other, specify.....

20. I cannot report an abuser because they are an adult.

a) Strongly Agree

b) Agree

c) Disagree

d) Strongly Disagree

21. I cannot report an abuser because I will be beaten if they found out.

a) Strongly Agree

b) Agree

c) Disagree

d) Strongly Disagree

We have come to the end of the questionnaire, thank you very much for your cooperation.

Appendix 2: Focus Group Discussion Guide
THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF DEVELOPMENT STUDIES

Dear Respondents,

RESEARCH TITLE: Children’s Knowledge on Child Protection in Lusaka: A Case Study of Munali Constituency.

My name is Ui Munyima, I am a student at the University of Zambia, pursuing a Master of Arts Degree in Development Studies. As part of the academic requirements, I am carrying out a research on “**Children’s Knowledge on Child Protection in Selected Schools in Munali Constituency.**” You have been selected to participate in this study; however, your participation is entirely on voluntary basis. I am therefore requesting you to spare some time and share with me your knowledge on this matter. The information you give will be treated as confidential and will be anonymously used for purposes of writing the research report, and will not be used for any other purposes.

Thank you for your cooperation.

- 1) What do you understand by the term child protection? Probe further...
- 2) Where did you hear about child protection from? (Teacher, friends, parents... participants to explain)
- 3) What information did you get about child protection from your source?
- 4) How would you protect yourself from abuse? (Explain)
- 5) Do you think the knowledge you have on child protection is adequate? Yes or No? Please explain your reasons.
- 6) Who would you report an abuse to if you or sibling/friend were found in such a situation?
- 7) You should not report an abuser because they are an adult or because they will beat you? Yes or No?

Thank You.

Appendix 3: Key Informants Interview Guide
THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF DEVELOPMENT STUDIES

Dear Sir/ Madam,

REF: REQUEST FOR CONSENT TO BE A RESEARCH PARTICIPANT.

My name is Ui Munyima, I am a student at the University of Zambia, pursuing a Master of Arts Degree in Development Studies. As part of the academic requirements, I am carrying out a research on **“Children’s Knowledge on Child Protection in Selected Schools in Munali Constituency.”** I am here to request for your consent to be one of my respondents in this very study.

This study is entirely on voluntary basis. The information you will give me will be treated as confidential and will be anonymously used for purposes of writing the research report, and will not be used for any other purposes.

Thank you for your cooperation.

SECTION A: CHILDREN'S KNOWLEDGE ON CHILD PROTECTION

1. Do you think children are knowledgeable on child protection?
2. What indicators show you whether Children are aware of their rights to be protected?
3. How often have you heard children reporting an abuse?
4. In what ways have you taken action against abuse of children?

SECTION B: SOURCES OF KNOWLEDGE ON CHILD PROTECTION

5. What are the main ways information on child protection is being disseminated to children?
6. In your opinion, is the form of dissemination (of child protection) effective?
7. Who are the disseminators of this knowledge?
8. Do you think more must be done to educate children on child abuse? Please explain why.

SECTION C: [IN] ADEQUACIES OF KNOWLEDGE ON CHILD PROTECTION

9. Do you think the measures put in place to disseminate knowledge on child protection to children are enough?
10. What new strategies would you suggest to improve on the dissemination on knowledge of child protection to children?

Thank You.

**Appendix 4: Parents Consent form
THE UNIVERSITY OF ZAMBIA**

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF DEVELOPMENT STUDIES

Dear Parents/ Guardians,

RESEARCH TITLE: Children’s Knowledge on Child Protection in Lusaka: A Case Study of Munali Constituency.

My name is Ui Munyima, I am a student at the University of Zambia, pursuing a Master of Arts Degree in Development Studies. As part of the academic requirements, I am carrying out a research on “**Children’s Knowledge on Child Protection in Selected Schools in Munali Constituency.**” Your child has been selected to participate in this study; however, we will need your consent for your child to participate in this study. This study is entirely on voluntary basis. The information your child give will be treated as confidential and will be anonymously used for purposes of writing the research report, and will not be used for any other purposes.

Thank you for your cooperation.

I.....as the Parent/ Guardian
of..... Do give him/ her permission to participate in your study.

Sign:..... Date:.....

Appendix 5: Ethical Clearance



THE UNIVERSITY OF ZAMBIA DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road Campus | P.O. Box 32379 | Lusaka 10101 | Tel: +260-290 258/291 777
Fax: (+260) 211 290 258/253 952 | Email: director.drgs@unza.zm | Website: www.unza.zm

APPROVAL OF STUDY

IORG No. 0005376
HSSREC IRB No. 00006464

13th October, 2022

REF NO. HSSREC-2022-JUL.-039

Ui Munyima
The University of Zambia
School of Humanities and Social Sciences,
P.O. Box 32379,
LUSAKA

Dear Ms. Munyima,

**RE: "AWARENESS OF CHILD PROTECTION AMONG CHILDREN IN MUNALI
CONSITUENCY, LUSAKA"**

Reference is made to your submission of the protocol captioned above. The HSSREC resolved to approve this study and your participation as Principal Investigator for a period of one year.

REVIEW TYPE	ORDINARY REVIEW	APPROVAL NO. HSSREC-2022-JULY-039
Approval and Expiry Date	Approval Date: 13 th October, 2022	Expiry Date: 12 th October, 2023
Protocol Version and Date	Version - Nil.	12 th October, 2023
Information Sheet, Consent Forms and Dates	<input type="checkbox"/> English.	To be provided
Consent form ID and Date	Version - Nil	To be provided
Recruitment Materials	Nil	Nil
Other Study Documents	Questionnaire.	
Number of Participants Approved for Study		

Specific conditions will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

Conditions of Approval

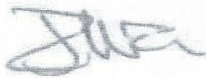
- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to HSSREC within 5 days.
- All protocol modifications must be approved by HSSREC prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address.
- All protocol deviations must be reported to HSSREC within 5 working days.
- All recruitment materials must be approved by HSSREC prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. HSSREC will only approve a study for a period of 12 months.
- It is the responsibility of the PI to renew his/her ethics approval through a renewal application to HSSREC.
- Where the PI desires to extend the study after expiry of the study period, documents for study extension must be received by HSSREC at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Documents received within 30 days after expiry will be labelled "late submissions" and will incur a penalty fee of K500.00. No study shall be renewed whose documents are submitted for renewal 30 days after expiry of the certificate.
- Every 6 (six) months a progress report form supplied by The University of Zambia Humanities and Social Sciences Research Ethics Committee as an IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- When closing a project, the PI is responsible for notifying, in writing or using the Research Ethics and Management Online (REMO), both HSSREC and the National Health Research Authority (NHRA) when ethics certification is no longer required for a project.
- In order to close an approved study, a Closing Report must be submitted in writing or through the REMO system. A Closing Report should be filed when data collection has ended and the study team will no longer be using human participants or animals or secondary data or have any direct or indirect contact with the research participants or animals for the study.
- Filing a closing report (rather than just letting your approval lapse) is important as it assists HSSREC in efficiently tracking and reporting on projects. Note that some funding agencies and sponsors require a notice of closure from the IRB which had approved the study and can only be generated after the Closing Report has been filed.
- A reprint of this letter shall be done at a fee.

- All protocol modifications must be approved by HSSREC by way of an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by HSSREC before they can be implemented.

Should you have any questions regarding anything indicated in this letter, please do not hesitate to get in touch with us at the above indicated address.

On behalf of HSSREC, we would like to wish you all the success as you carry out your study.

Yours faithfully,



Dr. J. I. Ziwa

DR. J. I. Ziwa

**ACTING CHAIRPERSON
THE UNIVERSITY OF ZAMBIA HUMANITIES AND
SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE - IRB**

cc: Director, Directorate of Research and Graduate Studies
Assistant Director (Research), Directorate of Research and Graduate Studies
Assistant Registrar (Research), Directorate of Research and Graduate Studies

Appendix 6: Letter of Permission to conduct Research in Schools- Ministry of Education

<p>All communications should be addressed to: The Permanent Secretary, Ministry of Education Not to any individual by name</p> <p>Telephone: 250855/ 251315/ 251283 251293/ 211318/ 251291 251003/ 251319</p>		<p>MOE/101/1/11 <i>In reply please quote</i> No.....</p>
<p>REPUBLIC OF ZAMBIA MINISTRY OF EDUCATION</p>		
<p>P. O. BOX 50093 LUSAKA</p>		
<p>12th August, 2022</p>		
<p>Ms. Ui Munyima (0977187106) University of Zambia LUSAKA.</p>		
<p>REF: PERMISSION TO CONDUCT RESEARCH – YOURSELF</p>		
<p>The above subject matter refers.</p>		
<p>I am pleased to inform you that the Ministry of Education has granted you permission to collect data for research purposes in schools under Munali Parliamentary Constituency, Lusaka District. Your research is restricted to your topic titled “Awareness of Child Protection among Children in Munali Constituency, Lusaka”.</p>		
<p>Kindly be informed that the data will be collected from Chakunkula Primary School, Kalingalinga Primary School and Chamba Valley Primary School. During this period, you will be required to exhibit high levels of professionalism, discipline and integrity, failure to which this permission will be terminated.</p>		
<p>Furthermore, ensure that the information collected is only used for academic purposes.</p>		
<p>By copy of this minute, the District Education Board Secretary, Lusaka District is informed accordingly.</p>		
		
<p>Ignatius Daka Director - HRA For/ Permanent Secretary - Administration MINISTRY OF EDUCATION</p>		