



School Administrative Factors Influencing Sexual Violence against Children (SVAC) In Primary Schools of Urban District, Zanzibar

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ABSTRACT

This study aimed at finding out school administrative factors influencing sexual violence against children (SVAC) in primary schools of Urban District, Zanzibar. The study used a qualitative research approach. A case study research design was employed. A purposive sample of 20 respondents who were primary school children and 22 key informants was drawn for this study. A semi-structured interview guide was used to solicit information from the respondents. The data were analyzed and used thematic data analysis technique to make meaning out of the data. Study findings revealed that, poor accountability of school management, misuse of authority by school teachers to children and ineffectiveness of reporting system on sexual violence cases were school administrative factors influencing SVAC in primary schools. Based on the findings of the study it is recommended that owner of primary schools should employ workers who are self-disciplined, accountable and willing to take appropriate action to SVAC perpetrators regardless of their power, positions and authority. Moreover, a system of reporting SVAC cases should be in place and that laws, rules and regulations related to SVAC are reinforced to ensure that children use the school environment profitably and develop their full potential as responsible citizen.

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1. INTRODUCTION

Sexual Violence against Children (SVAC) encompasses many types of sexually abusive acts toward children, including sexual assault, rape, incest, and the commercial sexual exploitation of children [1]. According to Leeb, Paulozzi and Melanson et al., [2] child sexual violence is any completed or attempted that is non-completed sexual act, sexual contact with, or exploitation that is noncontact sexual interaction of a child by caregivers. Sexual Violence against Children is a serious problem around the planet and need special attention to deal with it. Globally, SVAC is estimated 15–20% for girls and 8% for boys [3]. In Europe, 5,500 SVAC were recorded in United Kingdom (UK) schools over a three-year period, including 600 rapes where 59% of girls and young women aged 13–21 reported some form of sexual harassment at schools or colleges in the past year (British Broadcasting Corporation [4]. Young people from school aged between 13 to 16 faced sexual bullying; sexism and harassment are normalized, everyday occurrences, often positioned as “a joke” and, therefore, not reported [5]. In Asia, particularly India, several studies report students experiencing sexual harassment at school, wherein much of the harassed girls are exposed on the way to and from school, [6]. Research conducted by Anonymous (2008) also found that, 90% of girls reported experiencing sexual harassment at least once in school settings or in community surroundings whereby poor parental care and mistreatment of children faced at home were among the social-cultural factors influencing the existence of the identified problem.

In Africa, study conducted by Save the Children [7] in Ethiopia on violence against girls in primary schools and its impacts on girls' education in Ethiopia revealed that, rape was the worst form of sexual violence committed against school girls in Ethiopia and 2.5% of school girls reported having experienced rape in schools [8]. The 2010 national survey on SVAC in Kenya reported that, 23% of the girls and 12% of the boys aged between 13 and 17 had experienced some form of sexual abuse (unwanted sexual touching, unwanted attempted sex, pressured or physically-forced sex) [9]. In Tanzania, violence in the school context is increasing and is even fostered by teachers [10].

In Zanzibar, approximately 6% of female and 9% of males have experienced some form of sexual violence before the age of 18 [11]. The report offered by OCGS [12] on SVAC in Zanzibar reveals that, in 2020, total of 1363 sexual violence cases are reported to the gender desk offices, whereby 1146 equivalent to 84.1% were child sexual violence cases. Among them 899 which is equal to 78.4% were girls while 247 or 21.6% were boys. The Urban District becomes a leading district for the reported cases of SVAC. Study conducted by Ali (2015) found that, rapes are common to children and young people where the children were abused by their uncle, family members or teachers by touching the genital areas. Masoud et al., [11] considered groups of children and youth are the major groups who are affected with sexual violence in Zanzibar, especially to those who come from poor family. Inadequate of rights and timely information among community members to those children who faced sexual violence is one among the associated factors for persistence of the problem. Domestic environment and some areas in school settings like in school toilets, classes or playgrounds were among the identified areas where SVAC happened while perpetrators of SVAC were children themselves, school teachers, drivers, parents, relatives and neighbors [13].

The persistence of SVAC led to several effects to victims including behavioral disorders which may manifest in suicidal thought, post-traumatic stress disorders, or depression, bodily shame fears, substance abuse, sleeping or eating disturbances, fears, depression, guilt, shame or anger, school absenteeism and running away from home (Kisanga, 2012). However, several interventions have been made to deal with SVAC in Urban District, Zanzibar including: establishment of Gender and Children Police Desks (GCPD) that deal with all cases related with SVAC particularly reported the cases to the high court for legal assistance; establishment of various organizations which fought for children's rights and protections including Zanzibar Social Worker Association (ZASWA), Tanzania Medias Women Association (TAMWA) and Zanzibar Child Rights Forum (ZCHRF). However, SVAC is still existing in Urban District, Zanzibar while the current and possible factors influencing the existence of the problem are unclear. Therefore, this paper aimed to determine the school administrative factors influencing SVAC in public

and private primary schools of Urban District of Zanzibar so as to cover the existing gap.

2. MATERIALS AND METHODS

2.1 Materials

The findings revealed that sexual violence among children at primary schools are associated with school administrative factors which co-linking with poor school management, misuse of authority, and ineffectiveness of reporting system of sexual violence cases to the responsible organizations to deal with it. Research conducted by Centre for Applied Legal Studies [14] found that, in many South African schools, educators have sexually harassed and abused the learners in their care. This serious human rights violation is widespread and well known. However, its actual incidence is difficult to determine as many cases of educator-learner abuse are never reported, some educators and school administrators are reluctant to report or take action against educators who sexually abuse learners, effectively silencing the learners who experienced the abuse [14]. Enticement of financial rewards, passing marks, threat of punishment, the fear of not being believed, and the lack of access to service providers are factors that compel students to stay silent about their abusive experiences [15].

Poor school management in the implementation of important school law and procedure for disciplining abusive educators who perform sexual violence to the students and children in school is also an associated factor which influenced the existence of sexual violence in many African countries particularly Zanzibar state [11]. This is due to inconsistencies in those laws and a lack of coordination among the institutions to which disciplinary proceedings are delegated. Some educators and school administrators are reluctant to report or take action against educators who sexually abuse learners, effectively silencing the learners who experienced the abuse. Educators who sexually abuse learners often do not face meaningful consequences for their actions [11]. School's administrations are not held responsible for their failure to prevent and respond to such abuse. In the absence of accountability, there is impunity. Tragically, this enables the abuse to continue unchecked.

Magwa and Ngara [9] consider the misuse of authority by teachers and other leaders as one

among the factors which influence sexual violence to the students. Teachers have ascribed authority, their relationships with students are based on relationships of superiority. They use their power as a weapon to attract students because their socialization is taught to obey. In such a case the student will comply with whatever the teacher demands. As a result, they are forced to practice sexual practices unwillingly. Similarly, Shelley and Karen [16] consider perpetrators of sexual violence as mostly men in positions of authority.

In view of the literature reviewed on administrative factors influencing SVAC, the current study focused on accountability of school management, misuse of authority by school teachers to children, and reporting system of sexual violence cases as key variables of the study to determine their influence at Urban District of Zanzibar.

2.2 Methods

The study was conducted in Zanzibar state within Unguja isle at Urban District. Four public and private primary schools were earmarked and studied. These schools included Kisiwandui public primary school from Kikwajuni province, Mwembemakumbi public primary school from Chumbuni province, Glorious International school from Magomeni province, and MlukabintAlwy Islamic school from Malindi province. The area and schools were chosen due to the fact that the problem of sexual violence among children is wide spread and impact them on their physical and psychological development and also academic performance [13].

The nature of the study required a qualitative approach. A case study design which sought in-depth data for the given cases was used to solicit the data to answer the research questions. The respondents for the study were drawn using purposive technique. A sample of 20 respondents who were children, standard five and six, from both public and private schools were included in the study. Additionally, 22 key informants were also included. From these 22 key informants, eight were school teachers, eight were children's teachers, and one key informant from each of the following organizations: Madema Gender Desk Office, Tanzania Media Women Association (TAMWA), Zanzibar Child Rights Forum (ZCHRF), Office of the Chief Government Statistician (OCGS) Zanzibar, from Zanzibar Social Worker Association (ZASWA),

and from Zanzibar Female Lawyer Association (ZAFELA).

The data were collected using semi-structured interview with the respondents and key informants. The data were analyzed using content analysis technique whereby the data were organized and summarized into different themes based on conceptual description of ideas.

3. RESULTS AND DISCUSSION OF THE FINDINGS

3.1 Demographic Characteristics of the Respondents

In this study, the demographic characteristics of the respondents such as sex, age, education level and respondents' schools were assessed. The researchers attempted to associate the demographic variables with the aim of understanding factors influencing sexual violence against children in public and private primary schools in Urban District, Zanzibar. The demographic data results were indicated in Table 1 below.

The result indicates that of 20 children, 12 (60%) were female and eight (40%) were male. The results show that a majority of respondents, 11 (55%) aged 13, five (25%) aged 12, and four (20%) aged 11. The result of the demographic characteristics of respondents also indicates that 13 (65%) were standard six and seven (35%) were standard seven. Regarding the type of school respondents were in 10 (50%) belonged to public and 10 (50%) to private. The findings

imply that all the demographic characteristics of respondents were considered in this study.

3.2 School Administrative Factors Influencing SVAC in Primary Schools

This study aimed to find out school administrative factors influencing SVAC in primary schools, in order to get respondents' views. The researcher gathered information from respondents and key informants using a semi-structured interview guide by asking only few pre-defined questions while the rest of the questions were not planned in advance. Therefore, after the data were analyzed, three variables of school administrative factors influencing SVAC in primary schools were identified:

- Accountability of school management
- Misuse of authority by school teachers to children
- Reporting system on sexual violence cases

3.3 Accountability of School Management

The study wanted to ascertain whether school management was accountable for SVAC and sexual violence incidents that happened in school settings. The results of the study indicate that while 13 respondents, 10 from public schools and three from private schools, agreed that the school management was not accountable regarding SVAC and seven were of the opinion that the management was accountable in implementing their duties to the school environment in undertaking suitable and

Table 1. Response on the demographic characteristics of the respondents (N=20)

Categories of Variables	Parameters	Frequency	Percent
Sex of Respondents	Female	12	60.0%
	Male	8	40.0%
Total		20	100.0%
Age of Respondents	13 ages	11	55.0%
	12 ages	5	25.0%
	11 ages	4	20.0%
Total		20	100.0%
Education Level Of respondents	Standard six	13	65.0%
	Standard five	7	35.0%
Total		20	100.0%
Respondent's school	Public Primary School	10	50.0%
	Private Primary School	10	50.0%
Total		20	100.0%

Source: Research data, 2021

appropriate measures to deal with SVAC happenings in school environment. The reasons for non-accountability was described as hiding their secrecy, maintaining personal status and protect the school image.

The study also found that, school setting is one among the context where SVAC happened which influenced by unaccountability of school management. The children faced sexual violence while they are in the classroom, school offices, including teacher's staffs, libraries, toilets, and in play ground while the perpetrators of these incidents were school teachers or their fellow children, especially boys. While sexual violence occurred within the school setting, school administration which are responsible for taking action to the exiting problem, do nothing to the perpetrators who caused sexual violence to children; especially teachers and sometime they take little initiatives to other perpetrators especially children the boys by beating them with stick or giving them warning words, something which was considered as a normal punishment for those who faced sexual violence in school. This argument was agreed by all respondents from public and private primary schools and are evidenced by all other key informants of the study during an interview with them. One of the respondents from public primary school asserts:

...School teachers were among the perpetrators of sexual violence. They do it in school environments especially in their offices, they harass us verbally and physically. Sometimes even our fellow children especially boys did the same things, we tried to report it very often but the management fails to solve the problem. for our fellow students. They received little punishment like canning, but for teachers they do nothing to them and sometimes they ignore even our blames... (six respondents from public primary school).

In contrast to the above assertion, a respondent from private primary school argue that,

...There might be other factors influencing SVAC but not accountability of school management, for instance in or schools, we have accountable management which implement their duties effectively, if children informed the responsible office that he/she faced any kind of sexual violence done by teacher or his/her fellow children, they consider it as a serious case, and act to all

children and teachers... (five respondents from private primary school).

This argument also was supported by all 22 key informants of the study, they added that, SVAC happen in school and caused by children themselves, pupils, teachers and anyone who in contact with them, but school management become unaccountable in undertaking appropriate solutions to deal with the existing problem. Moreover, SVAC happened very often in public primary schools as compared to private schools while those who have mandate of taking actions are those who are perpetrators of SVAC, hence, SVAC continue to take place. In an interview with children's parents from private primary school on how accountability of school management influence SVAC, she added that,

...School is a second area where children were under the control of their secondary parents (teachers), if children faced sexual violence by their fellow children or school drivers, or teachers or any staff from where he/she learnt and school management realized the persistence of problem with no action taken to deal with the realized scenario, it becomes very possible to the continuation of sexual violence... (four pupil's parent from private primary school).

Similarly, one among pupil's teachers from private primary school noted that,

...Accountability of school management is a backbone of achieving the performance of children and their teachers. On the contrary, accountability of school management is the foundation of many catastrophes of children and their teachers, if school management is poorly accountable in implementing its responsibility to the prevention and reduction of SVAC in school context and remain silence for all SVAC cases that happened in school, it motivated the frequency occurrence of SVAC within schools for both public and private schools... (four pupil's teacher from private primary school).

It was commented by one key informant from selected non-governmental organization that,

...Public primary schools are more claimed to be reported with SVAC cases compared to private schools while the most identifiable

reasons is poor accountability of school management in implementing their responsibilities to their working areas, some of perpetrators were those who have responsibilities of control and manage other staffs while some other perpetrators were children of those who manage and control schools, unlike private schools where SVAC cases are few due to the availability of strong and accountable management system... (a key informant from non-government organization).

The findings of the study mean that SVAC exist in the study area and is a serious problem. Despite the fact that some school managers and teachers are accountable in the sense that they ensure that SVAC and other related ethical issues are not prevalent at their schools, some are not. It can be deduced that good leadership is aligned with responsible leaders on the various responsibilities they play. If these leaders fail to perform their responsibilities as planned, it will significantly contribute to the immersion of many problems including child sexual violence [17]. To add more, school administration is responsible for taking care of children, protect their rights and solve all problems faced while they are around the school environment, failure to solve children's problems and protect child rights result to poor accountability of school management. The existence of poor accountability of school management may also contribute to the rise of SVAC within school environment [11]. Sexual violence against school children if not attended to may lead to failure to children to perform well at school and their future aspirations be ruined and, hence, the creation of irresponsible and morally degraded citizens.

3.4 Misuse of Authority by School Teachers to Children

The study wanted to find out how the misuse of authority by school teachers to children is influencing SVAC in primary schools. The results from analyzed data indicate that 12 respondents agreed that their school teachers use their authority to protect the children against SVAC especially in private primary schools while eight respondents said "no" meaning that, their school teachers did not use their authority to protect children against SVAC. Study revealed that, teachers misuse their authority by commanding them to engage in sexual violence incidents especially in their office and sometimes threaten to punish them if they disobey their order,

sometimes they used to threaten them if they report sexual violence cases they faced to the top administrative members.

The study also found that, teachers are authorized people to protect children in all level of learning both in public and private schools. They instruct students to do different things from the authorities they have, students should obey everything that are commanded by their teacher at the right time; failing to obey their teachers' wishes leads to punishment, so teachers take advantage of this opportunity, they have to harass children sexually. Sometimes they used to threaten them if they reported to their administrative members of school like headmasters and head mistress while sometimes those who misused their authority for doing sexual violence to children in primary schools are those who are top leaders of schools. As one of the respondents from public primary school of Urban District Zanzibar asserts:

...It might happen to see teachers forced us to do something while we are not willing to do it, this happened when we failed to attend their classes or failed to perform their works, sometimes they called us during evening or afternoon within their office while we are supposed to go back home, they forced us to clean their office while at the same time they try to harass us, they misuse the authority they have to meet their needs while at the same time they disrespect themselves and create a worst relationship with us... (10 respondent from public primary school).

Study conducted by WHO [18] on Responding to to children and adolescents who have been sexually abused revealed that, most children who are facing sexual violence in primary schools are those adolescents who got puberty between 9 to 14 years, whereby they need more care and be monitored with their behavior as much as possible by their parents, teachers or relatives in all areas of their life. As one respondent from private primary school of Urban District Zanzibar proclaims that,

...In past school that I used to learn, we had teacher who's too harsh to girl's children, he used to touch our bodies and sometimes used verbal words which harass us, when we decided to report him, he threatens us to be disqualified to proceed in school that he

worked as a head teacher, fortunately, he died and it became the end of his kingdom... (seven respondents from private primary school).

Sometimes school management took appropriate actions to those teachers who misuse their authority to children like removing from their positions and stopping them to work within the particular schools they work, especially in private schools, but however, many respondents revealed that, some perpetrators are those who are top leaders of school and have high authority than those who are below them. These made students frustrated to know where they will be able to send their claims and complaints for sexual violence, they faced in school context. In an interview with one respondent from public schools, revealed that, "Sometimes it happened that, those who are in top positions are those who are perpetrators of SVAC, if that happened, it became tough for us to find proper person to report our cases". (nine respondents from public primary school).

Contrary in private primary schools whereby one respondent of the study noted that,

...School by law, and regulation is always in place, it never happened to see sexual violence done by our top leaders in our school because they are like our parents and guardians, however, if that happened, I think the school by law and regulations will be above them... (10 respondents from private primary school).

This above argument was rebutted by all key informants of the study, they considered that, due to the authority that teachers have to children, he/she used it to harass children sexually instead of protecting them and threatened them with various punishment in order to force them to remain silenced, too worse, sometimes those who are in top positions were those who are major perpetrators of SVAC in primary schools. In an interview with one of the children's parents from private primary school on how they misused the authority by school teachers to children influencing SVAC in primary school he added that,

...Teachers are responsible to guide their children and used their authorities effectively towards solving children' problems, however, they used to harass children sexually by misusing their authorities so as

to protect themselves against any punishment... (a pupil's parent from private primary school).

Similar to one among key informants from private primary school noted that,

...Teachers are responsible for the occurrence of SVAC to children in public and primary schools; they misused their authorities for practicing sexual violence to children and threatened them with various punishments if they reported to the responsible organizations ... (two key informants from government organization).

This was also supported by Frederick [19] on their study findings related to sexual abuse and exploitation of boys in South Asia. They considered teachers to have ascribed authority whereby their relationship with children is superiority-based, hence, from those views, they used their power to practice sexual violence since they knew that, they are difficult to be disobeyed through socializing with them.

The study also found that, misuse of authority by teachers in primary schools is one among the major school administrative factor influencing SVAC, however, it seemed to happen very often in public primary schools rather than in private schools. The reason behind is, private primary school are very strict with their school rules and law since they protect their school status and business at large, unlike public primary schools whereby many of them are shifted from where they work to their newly working station. This is supported by all key informants from non-government organizations. It was commented by one key informant from selected non-government organization that,

...It is very rare to see teachers in private primary school to misuse their authority to children by practicing sexual violence, since they feared to use their jobs and become jobless, unlike public primary schools where teachers are often misusing their authority by practicing sexual violence to children, since there are nothing to fear, if they committed with SVAC cases they either shifted to another school within the same district or outside of the district, he/she will proceed with his/her incidents of practicing SVAC... (four key informant from non-government organization).

A study by Population Council [20] revealed that, certain adults abuse their authority over children in school settings in the form of sexual coercion. School is the most common place where children and adolescents experience sexual coercion and harassment. In some cases, perpetrators of sexual coercion may be older students [21].

3.5 Reporting System on Sexual Violence Cases

The study wants to find out if reporting system on sexual violence cases to the responsible organizations in school settings may influence to SVAC in primary schools whereby study found that, in many public primary schools, children do not have proper system of reporting SVAC cases due to the improper planning of the management system to overcome the existing problem; therefore, they used to report SVAC cases to their parents or to the Islamic studies teachers who act as good guardians to them.

This was evidenced during an interview with respondents from selected public primary schools of Urban District Zanzibar on how they report SVAC cases in their school management or responsible organizations which deal with SVAC, one among them revealed that:

...We don't have formal areas to report sexual violence cases in our schools, if it happened, we try to find the proper way of reporting to our parents or sometimes to the teachers who are close to us especially those who teach Islamic studies and they are leaders of School Religious Committees. However, it becomes very difficult to say that since it's a very shameful event and sometimes they mistrust what we said because we lack some evidences... (nine respondents from public primary school).

However, the situation is very different in private primary schools whereby all respondents from private schools said 'yes'; they have good reporting system of SVAC cases. They mentioned counselling office whereby children used to send their claims there and sometimes to the patron or matron who is responsible for listening to their claims and cases and act appropriately to deal with the existing problems including sexual violence cases. As one respondent from private primary school asserts:

...Yes, we have good reporting system for all sexual violence cases with other problems

that we faced in school context, we report our cases to matron, patron and class teachers, they take appropriate initiatives for any circumstance that we faced and for any cases which were reported to his/her offices including sexual violence cases... (nine respondents from private primary school).

To add more, all key informants of the study considered the effectiveness of reporting system to sexual violence cases related to SVAC in primary schools. In their views they added that, many private primary schools in Urban District of Unguja Zanzibar seemed to adopt new technological system for tracking and recording all sexual violence and other incidents that happened in school environment including sexual violence, hence, clear evidence related to all forms of SVAC in school environment were obtained through this technological ways, and alternative punishment will follow to the perpetrators after the school management is satisfied with the obtained evidences. This argument is evidenced by children's teachers who act as matron at one among selected private primary school who noted that:

...Our school is surrounded with CCTV whereby all incidents happening within school environment are seen by our IT officer. It is only toilets where there is no CCTV camera, even if, it is difficult to them to go and practice sexual violence, since they know that, CCTV cameras to see each step they make within school environments... (four children's teacher from private primary school).

It was commented by one pupil's parents from public primary school on how reporting system of sexual violence cases influencing SVAC in primary schools that,

...This is the most considerable factor which influenced SVAC to happen either in public or private primary schools. It is very clear that our children faced a number of sexual violence in school settings and the perpetrators of these events are anyone whom they encountered within and outside the school environment. However, there are poor system of reporting sexually- violent cases they faced and sometimes they fear to report those cases to responsible organizations due to threats they faced from perpetrators, feeling shameful and sometimes school management tend to

protect their school names and status rather than student's development sustainability... (three pupil's parents from public primary school).

Another pupil's parents from private primary school emphasized that:

...In private schools, these cases are handled very well by school matron or patron, counselling officer and class teacher, but sometimes, those who are responsible to control and manage sexual violence cases who reported to their office are relative of one who did sexual violence to children, hence, to handle and report these cases to the government organizations for taking actions becomes impossible... (a pupil's parent from private primary school).

Sometimes, students faced a number of threats to their school teachers if they tried to send their cases to the responsible agencies. As one key informant from governmental organizations added that:

...Teachers who did sexual violence were threatening children to discontinue from their study, killing them and sometimes to fail them purposely in their final academic exams if they report any kind of sexual violence, they faced within school environment. This led them to remain silent despite being harassed by their teachers... (a key informant from government organization).

The study findings purported that SVAC existed in both public and private primary schools, however, it often happened in public primary schools due to poor reporting system of sexual violence cases. Unlike in private primary schools whereby they used proper mechanism for reporting SVAC cases including the use of CCTV cameras, however, sometimes it happened when the electricity cut off, a number of incidents will not be recorded in other areas where SVAC happened frequently including in school toilets and teachers offices whereby CCTV cameras are not installed, while those who run and control CCTV cameras were also sometimes acting as perpetrators of SVAC. Moreover, children received a number of threats from perpetrators of SVAC including their school teachers and parents, hence, it becomes very hard for them to report sexual violence cases to the responsible

organizations for taking actions, however, if they remained silenced, SVAC continues to happen.

A study conducted in 12 educational institutions in South Asia on Sexual Abuse and Exploitation of Boys in South Asia by Frederick [19] found that, children considered physically stronger or dominant routinely had sex with weaker or passive children. Such incidents of abuse often go unreported due to children's lack of trust and confidence in school structures and fear of being blamed (International Centre for Research on Women [22]. Many of the unreported cases were handled in unofficial ways, school administrators sometimes seek to avoid the consequences of reporting by entering into confidentiality agreements or negotiating private settlements with offenders [23,24] Furthermore, collective bargaining clause often allow for scrabbling of personnel files, so no record is left once an offender leaves the system.

4. CONCLUSION AND RECOMMENDATIONS

4.1 Conclusion

The major objective of this study was to find out school administrative factors influencing SVAC in primary schools of Urban District, Zanzibar. The study revealed that unaccountability of school management, misuse of authority by school teachers to children and ineffectiveness of reporting system on sexual violence cases were among school administrative factors influencing sexual violence against children in primary schools of Urban District, Zanzibar. Teachers failed to take active and effective measures to children and their fellow teachers who are the perpetrators of sexual violence to children, while others misused their authority to practice sexual violence to children within and outside of school environment. However, school management failed to create suitable measures of reporting sexual violence against children's cases to responsible for taken actions, hence, sexual violence became a huge challenge to children in primary schools of Urban District, Zanzibar.

4.2 Recommendations

Based on the findings of the study it is recommended that the government who owned public primary schools and private agencies who own private schools employ people who are accountable and willing to take appropriate

action when any form of SVAC is happening in school settings to the perpetrators regardless of their power, positions and authority. It is recommended that there should be proper mechanism in place for reporting SVAC cases and ensure that law, rules and regulations related to SVAC are enforced.

CONSENT

As per international standard, parental written consent has been collected and preserved by the author(s).

COMPETING INTERESTS

Author has declared that no competing interests exist.

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APPENDICES I:

SECTION A:

BACKGROUND INFORMATION FOR PRIMARY SCHOOL PUPILS

Please tick to blank

1. **Sex**

- a. Male ()
- b. Female ()

Age

- a. 11 – 13 ()
- b. 14+ ()

2. **Educational Level**

- a. Standard 5 ()
- b. Standard 6 ()
- c. Other, specify _____

3. **Category of school**

- a. Public primary school ()
- b. Private primary school ()

SECTION B

CHECKLIST GUIDES TO PUPILS IN PRIMARY SCHOOLS

1. Are your school teachers and school administration accountable in implementing their duties to the school environment? If yes, why? If no, why?
2. Do they take any action when pupils report any case related to SVAC? If yes how? If no why?
3. Are there any perpetrators of SVAC you hear from your fellow pupils that come from school management and administrative staffs?
4. Has the school management taken any alternative measure to deal with the existing perpetrators? If yes how? If no why?
5. Do school teachers use their authority to protect you against SVAC? If yes how? If no why?
6. Has school management taken any action to those teachers who misuse their authority to pupils? If yes, which actions have they taken? If no why?
7. Is there any reporting system of SVAC in your school? If yes, what are they? If no why?
8. Is there any of your fellow pupils to use the available means of reporting SVAC in your school? If yes what he/she reported and through which means? If no why not?
9. Is there any threat that you faced/your fellow pupils faced when you/they reported any cases of SVAC? If yes, what are they? If no why?
10. Is the existing reporting system of SVAC cases effective on disseminating the right and accurate information to the responsible organization? If yes how? If no why?

APPENDICE II

CHECK LIST FOR PRIMARY SCHOOL TEACHERS

1. How many cases reported to your office on SVAC?
2. Who caused SVAC among the reported cases?
3. Why SVAC happened?
4. Where the reported incidents of SVAC happened?
5. Who reported the case?
6. It is believed that, school administrative factors contributing to the existence of SVAC in public and private primary schools, in your opinion, do you agree or disagree with this notion?

APPENDICE III

CHECK LIST FOR PUPILS' PARENTS

1. Which school do your children learn between public and private school?
2. Does the mentioned school that your children learn have accountable school management?
If yes how? If no why?
3. How poor accountability of school management caused SVAC in primary schools?
4. How did the misuse of authority by primary school teachers cause SVAC in primary schools?
5. Do public and private primary schools have proper system of reporting SVAC cases to the respective organizations? If yes how? If no why?
6. Why ineffectiveness of reporting system on sexual violence cases to the pupils learning at public and private schools influence SVAC?

APPENDICE IV

CHECK LIST INTERVIEW FOR PRIVATE INSTITUTIONS AND PUBLIC INSTITUTIONS

“Zanzibar Social Worker Association (ZASWA), Tanzania Medias Women Association (TAMWA), Zanzibar Child Rights Forum (ZCHRF), Zanzibar Female Lawyer Association (ZAFELA), (Office of Chief Government Statics (OCGS) and Madema Gender Desk Office”

1. Why does SVAC occur in primary schools?
2. What are the school administrative factors influencing SVAC in primary schools?
3. How often are teachers, pupils and parents involved in SVAC in primary schools?

To what extent was the problem reported and monitored?

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