Violence in Primary Schools in Southern and Eastern Africa – Evidence from SACMEQ

IIEP’s Involvement in Capacity Building for Evidence-based Policy Research on Quality of Education

Workshop on Preventing Violence Against Women – Linking Research and Policy

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IIEP’s Capacity Building Programmes to Monitor Quality of Education

1995-present
Collaboration with 15 Ministries in Southern and Eastern Africa

1989-1994
Zimbabwe
large-scale survey

2000-2003
Viet Nam
large-scale survey

1994-present
Capacity building in Asian countries

2010-present
Liaison between SACMEQ and CONFEMEN-PASEC

1990
Jomtien EFA Conference

2000
Dakar EFA Conference

2006
MDG

2010
“Learning for All”
Policy Cycle

Source: Saito (1999)
Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ)

Botswana
Kenya
Lesotho
Malawi
Mauritius
Mozambique
Namibia
Seychelles
South Africa
Swaziland
Tanzania (Mainland)
Tanzania (Zanzibar)
Uganda
Zambia
Zimbabwe
<table>
<thead>
<tr>
<th>SACMEQ I Project</th>
<th>SACMEQ II Project</th>
<th>SACMEQ III Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seven MoE;</td>
<td>Fourteen MoE;</td>
<td>Fifteen MoE</td>
</tr>
<tr>
<td>20,156 G6 pupils</td>
<td>41,686 G6 pupils</td>
<td>61,396 G6 pupils</td>
</tr>
<tr>
<td>2,049 teachers</td>
<td>5,249 teachers</td>
<td>8,026 teachers</td>
</tr>
<tr>
<td>1,084 schools</td>
<td>2,294 schools</td>
<td>2,779 schools</td>
</tr>
</tbody>
</table>

- **Questionnaires**
  - Reading Test for Pupils
  - Reading & Maths Tests for Pupils and Teachers
  - Reading, Maths & HIV/AIDS Knowledge Tests for Pupils and Teachers

The Three SACMEQ Projects
SACMEQ Conceptual Model
Decision by Ministers of 15 Ministries of Education

q School Characteristics
   - type, location, enrolment, resources, principal’s qualification, parental involvement, school climate, environment, etc.

q Teacher Characteristics
   - age, sex, qualifications, subjects, classroom resources, behaviour, in-service training, etc.

q Pupil Characteristics
   - age, sex, attendance, repetition, SES, nutrition, siblings, home help, etc.

- Reading
- Mathematics
- HIV/AIDS
Definition of school violence

- Multifaceted construct that involves both criminal acts and aggression in schools, which inhibits development and learning, as well as harming the school’s climate (Rabrenovic et al., 2004)
- Three distinguishable categories: (i) physical compulsion and physical injury; (ii) verbal aggression and mental cruelty; and (iii) bullying (Klewin et al., 2003)
- Physical, sexual, and psychological harm (Leach, 2003)
- Physical, sexual, psychological or economic (Bokova, 2011)

School Violence Information in SACMEQ Data Archive
Sexual harassment (pupil to pupil, pupil to teacher, teacher to teacher, teacher to pupil), bullying, vandalism, abusive language, fights, injure staff, classroom disturbance
Research questions related to school violence

• What was the perception of the school heads on the magnitude of occurrence of school violence in SACMEQ countries in 2007?
• What were the changes between 2000 and 2007 on the occurrence of school violence in SACMEQ countries?
• What were the differences in ‘school violence composite scores’ by sex of school heads, by school location, by school type, and by school resource level within countries in 2007?
• What were the gender differences in learning achievement in SACMEQ school systems with high occurrence of school violence in 2007?
Limitations

- Only an element of general school climate within SACMEQ data collection
- ‘Perception’ of school heads – not the direct measure on the occurrence of school violence
- Victims of the school violence – not obvious – may or may not be ‘gender-based’ violence
- Only descriptive – no attempt to draw cause and effect relationship
Sexual Harassment (2000-2007)

Sexual harassment between pupils seems to be very common in SACMEQ countries.

In nine SACMEQ countries, the percentage for harassment between pupils increased greatly since 2000.

In Uganda and Zanzibar, considerable increase was recorded in all forms of sexual harassment between 2000-2007.

Trend (2000-2007) of SH perception: % 'sometimes' or 'often'

<table>
<thead>
<tr>
<th>Country</th>
<th>Pupils Harass Pupils</th>
<th>Pupils Harass Teachers</th>
<th>Teachers Harass Teachers</th>
<th>Teachers Harass Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Botswana</td>
<td>15</td>
<td>28</td>
<td>▲</td>
<td>0</td>
</tr>
<tr>
<td>Kenya</td>
<td>17</td>
<td>49</td>
<td>▲</td>
<td>4</td>
</tr>
<tr>
<td>Lesotho</td>
<td>12</td>
<td>23</td>
<td>▲</td>
<td>3</td>
</tr>
<tr>
<td>Malawi</td>
<td>36</td>
<td>42</td>
<td>▲</td>
<td>7</td>
</tr>
<tr>
<td>Mauritius</td>
<td>9</td>
<td>15</td>
<td>▲</td>
<td>0</td>
</tr>
<tr>
<td>Mozambique</td>
<td>22</td>
<td>20</td>
<td>▲</td>
<td>12</td>
</tr>
<tr>
<td>Namibia</td>
<td>36</td>
<td>38</td>
<td>▲</td>
<td>5</td>
</tr>
<tr>
<td>Seychelles</td>
<td>49</td>
<td>62</td>
<td>▲</td>
<td>5</td>
</tr>
<tr>
<td>South Africa</td>
<td>25</td>
<td>40</td>
<td>▲</td>
<td>6</td>
</tr>
<tr>
<td>Swaziland</td>
<td>34</td>
<td>39</td>
<td>▲</td>
<td>8</td>
</tr>
<tr>
<td>Tanzania</td>
<td>50</td>
<td>38</td>
<td>▲</td>
<td>22</td>
</tr>
<tr>
<td>Uganda</td>
<td>41</td>
<td>58</td>
<td>▲</td>
<td>19</td>
</tr>
<tr>
<td>Zambia</td>
<td>35</td>
<td>48</td>
<td>▲</td>
<td>14</td>
</tr>
<tr>
<td>Zanzibar</td>
<td>47</td>
<td>97</td>
<td>▲</td>
<td>14</td>
</tr>
<tr>
<td>Zimbabwe</td>
<td>NA</td>
<td>42</td>
<td>XX</td>
<td>NA</td>
</tr>
<tr>
<td>SACMEQ</td>
<td>29</td>
<td>41</td>
<td>▲</td>
<td>8</td>
</tr>
</tbody>
</table>

Source: Saito (in press)
Bullying seems to be popular in many SACMEQ countries – especially bullying between pupils.

Zanzibar had extremely high occurrence in all forms of bullying in 2007.

Kenya, Uganda and Zanzibar had major increases in all forms of bullying.

Source: Saito (in press)
Pupil fights, vandalism, classroom disturbance, and theft are very common in SACMEQ countries. Zanzibar had high occurrence and large increases in all areas.
Abusive Language (2000-2007)

<table>
<thead>
<tr>
<th>Pupils Use Abusive Language</th>
<th>Teachers Use Abusive Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Botswana</td>
<td>92</td>
</tr>
<tr>
<td>Kenya</td>
<td>66</td>
</tr>
<tr>
<td>Lesotho</td>
<td>88</td>
</tr>
<tr>
<td>Malawi</td>
<td>77</td>
</tr>
<tr>
<td>Mauritius</td>
<td>80</td>
</tr>
<tr>
<td>Mozambique</td>
<td>56</td>
</tr>
<tr>
<td>Namibia</td>
<td>82</td>
</tr>
<tr>
<td>Seychelles</td>
<td>97</td>
</tr>
<tr>
<td>South Africa</td>
<td>88</td>
</tr>
<tr>
<td>Swaziland</td>
<td>75</td>
</tr>
<tr>
<td>Tanzania</td>
<td>76</td>
</tr>
<tr>
<td>Uganda</td>
<td>76</td>
</tr>
<tr>
<td>Zambia</td>
<td>89</td>
</tr>
<tr>
<td>Zanzibar</td>
<td>73</td>
</tr>
<tr>
<td>Zimbabwe</td>
<td>NA</td>
</tr>
<tr>
<td>SACMEQ</td>
<td>79</td>
</tr>
</tbody>
</table>

Trend (2000-2007) of SH perception: % 'sometimes' or 'often'

- ▲ increased by GE 10% points
- ▲ increased by GE 5% points and LT 10% points
- ▼ decreased by GE 5% points and LT 10% points
- ▼ decreased by GE 10% points

Use of abusive language (non-physical violence) are very common.

Pupils’ use had high proportion since 2000.

Kenya, Uganda, and Zanzibar had major increases between 2000 and 2007.

Source: Saito (in press)
School Violence Composite (Maximum 42)

- Not much variations between different sub-sets of schools within country.
- In 8 school systems, school violence score was the lowest in private schools.
- Noticeable differences (mixed direction) by: (i) sex of school heads in 6 school systems; (ii) wealth of schools in 2 school systems.

Source: Saito (in press)
Differences between boys’ and girls’ achievement scores in schools with low violence vs. high violence

Source: Saito (in press)
SACMEQ research evidence on school violence

- Sexual harassment between pupils, bullying, fighting, classroom disturbance, and pupils’ use of abusive language are very common and incidents seem to be increasing over time.
- Within countries, occurrence of school violence varied little. ‡ challenge for identifying the cause.
- Across countries, patterns were mixed. ‡ challenge for identifying the cause.
- Both boys and girls had lower achievement levels in schools with high occurrence of school violence. ‡ challenge for identifying as ‘gender-based violence’
## Policy Suggestions regarding school violence (Kenya)

<table>
<thead>
<tr>
<th>Policy Suggestions</th>
<th>Responsible Unit</th>
<th>Time Frame</th>
<th>Cost Implication</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Policy Suggestion 5.11:</strong> The Ministry of Education should set mechanism to help schools to manage behavioural problems especially those of delinquent nature among pupils.</td>
<td>MoE</td>
<td>Short</td>
<td>Low</td>
</tr>
<tr>
<td><strong>Policy Suggestion 5.12:</strong> As a matter of urgency, sex pests among pupils need to be identified and isolated for corrective action.</td>
<td>MoE</td>
<td>Short</td>
<td>Low</td>
</tr>
<tr>
<td><strong>Policy Suggestion 5.15:</strong> The TSC should enhance efforts in stemming sexual offences committed by teachers in primary schools.</td>
<td>MoE &amp; Teacher Service Commission</td>
<td>Short</td>
<td>Low</td>
</tr>
<tr>
<td><strong>Policy Suggestion 5.13:</strong> There is need for TSC to put solid structures to manage teachers’ behavioural problems such as guidance and counselling, psycho-social support and referrals.</td>
<td>MoE, Directorate of Quality Assurance &amp; Standard</td>
<td>Short</td>
<td>Low</td>
</tr>
</tbody>
</table>

Source: Ogle & Wambura (2011)
Policy Suggestions regarding school violence (Zanzibar)

<table>
<thead>
<tr>
<th>Policy Suggestions</th>
<th>Responsible Unit</th>
<th>Time Frame</th>
<th>Cost Implication</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Policy suggestion 5.8:</strong> The Ministry of Education and Vocational Training should build strong partnership with the Zanzibar Association of Teachers Union to revise and enforce teachers’ code of conducts.</td>
<td>Principal Secretary</td>
<td>Short</td>
<td>Low</td>
</tr>
<tr>
<td><strong>Policy suggestion 5.7:</strong> Teacher-Parents consultation meetings should be strengthened to ensure full support of parents in the education process of their children.</td>
<td>Dep’t of Preprimary and Primary Education</td>
<td>Short</td>
<td>Low</td>
</tr>
<tr>
<td><strong>Policy suggestion 5.6:</strong> The Guidance and Counseling Unit in the Ministry of Education and Vocational Training should work together with the District and Regional Education Offices to identify pupils’ behaviour problems with their causes and formulate strategies to overcome.</td>
<td>Commissioner of Education</td>
<td>Medium</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

Source: Abdalla et al (2011)
On-going and forthcoming activities and products with gender focus

• Follow-up to recommendations of IIEP Evidence-based Policy Forum on Gender Equality in Education: Looking beyond parity
  • Learning achievement
  • Leadership and management
• IIEP Gender-responsive Programme
  • Qualitative research at schools and Ministries in Africa
  • Capacity building of educational planners on gender issue
  • Inclusion of gender equality issue in the HIV & AIDS project
  • Construction of ‘gender sensitivity school environment’ index for Africa
  • IIEP Research Toolkit for gender-related studies
  • E-forum on gender equality in education
• Collaboration with SACMEQ and CONFEMEN-PASEC
• Continuous provision of expertise advice for SACMEQ IV research design
References


