

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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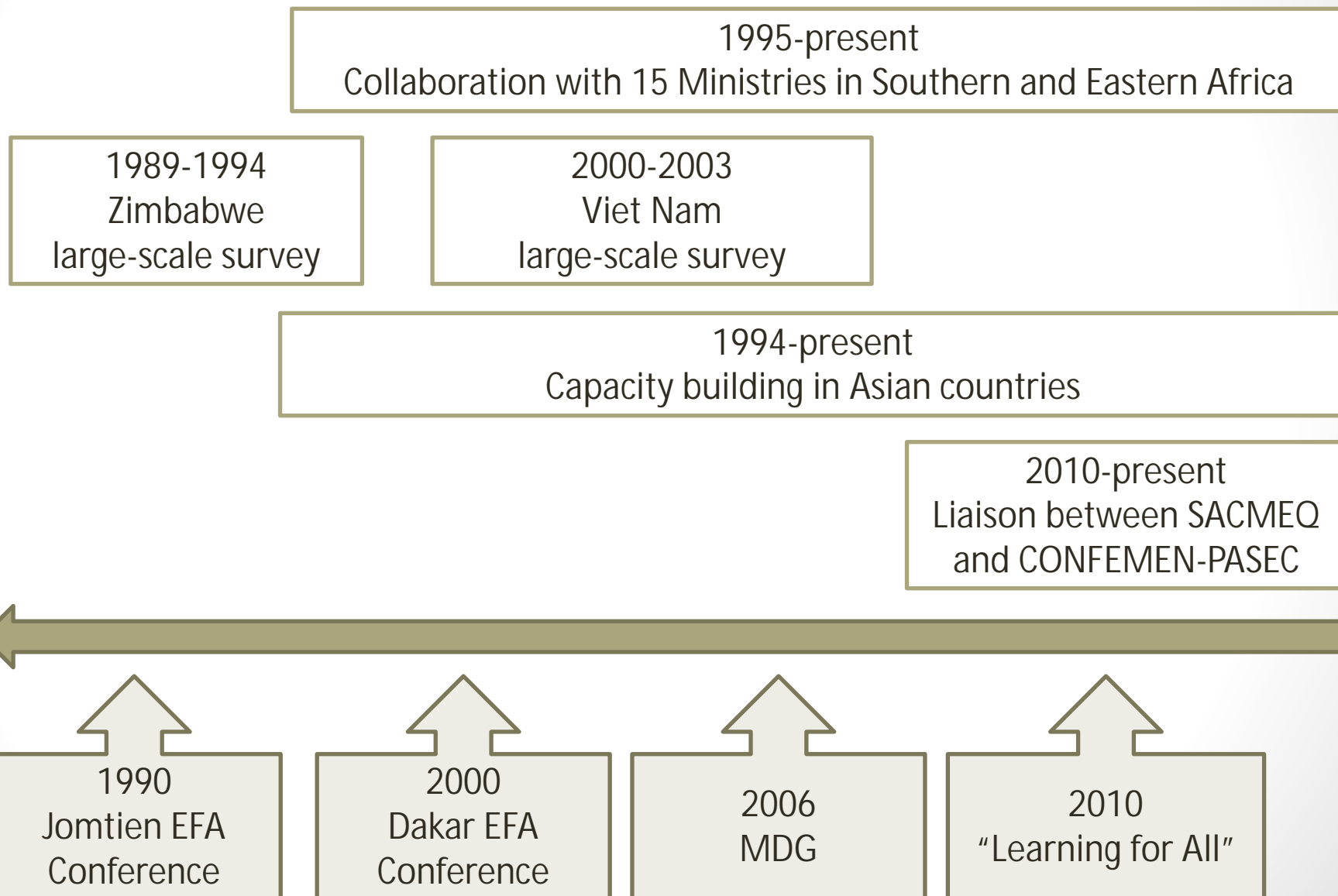
Gender Focal Point

Head, a.i., Equity, Access, and Quality

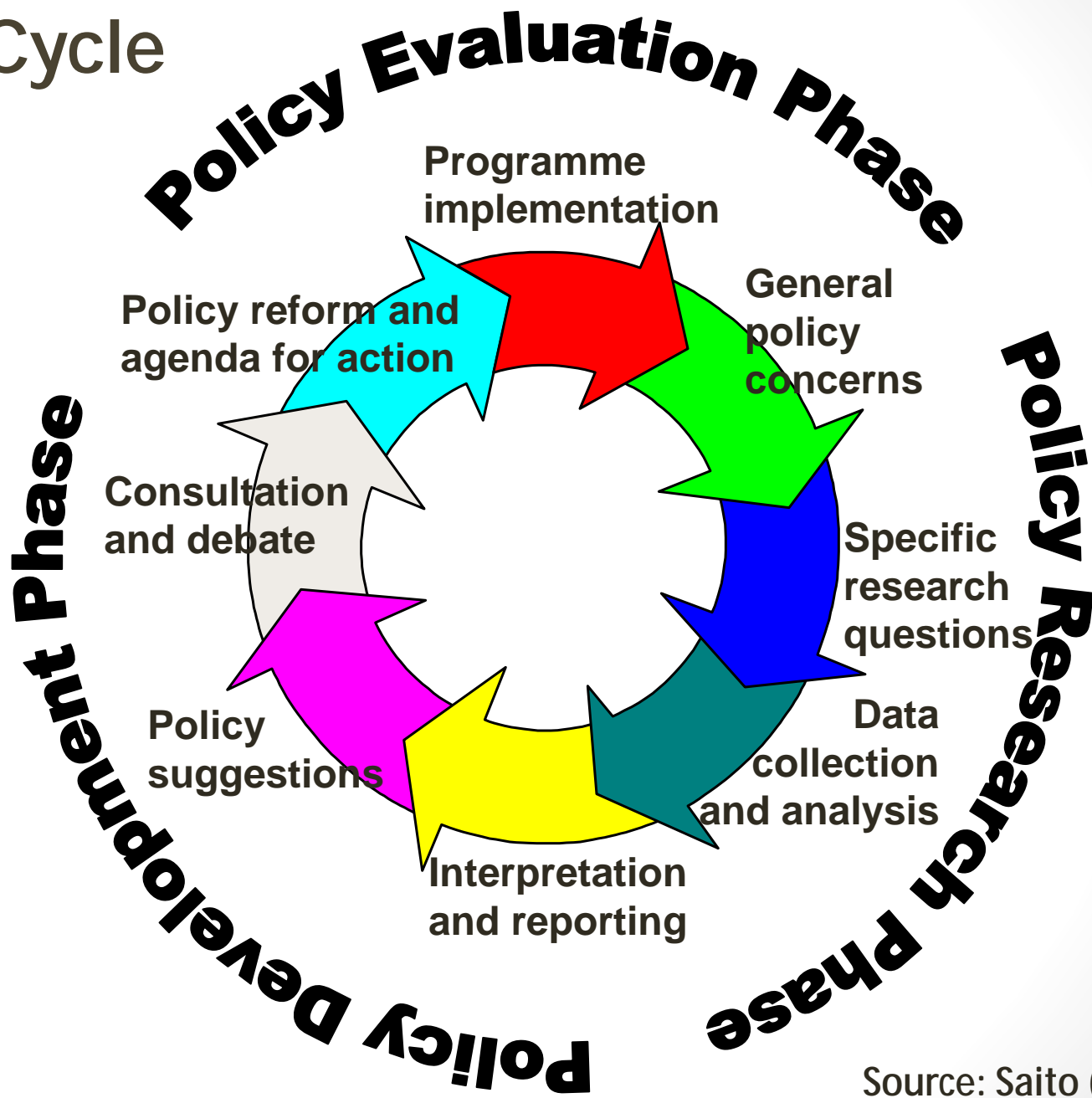
International Institute for Educational Planning (IIEP)

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IIEP's Capacity Building Programmes to Monitor Quality of Education



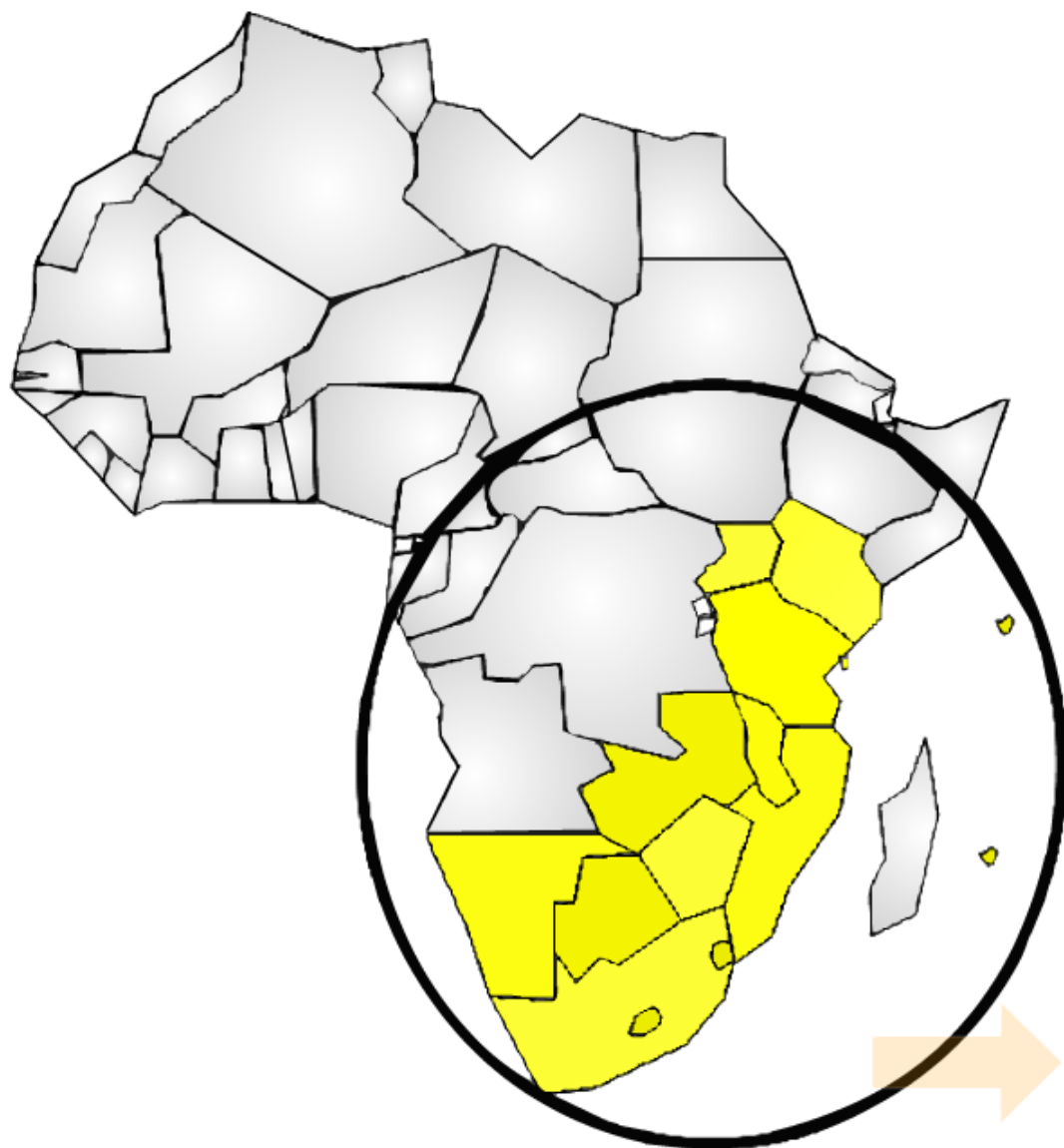
Policy Cycle



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



SACMEQ I Project	SACMEQ II Project	SACMEQ III Project
1995 - 1998	2000 - 2002	2007 - 2009
Seven MoE; 20,156 G6 pupils 2,049 teachers 1,084 schools	Fourteen MoE; 41,686 G6 pupils 5,249 teachers 2,294 schools	Fifteen MoE 61,396 G6 pupils 8,026 teachers 2,779 schools
Questionnaires Reading Test for Pupils.	Questionnaires Reading & Maths Tests for Pupils and Teachers	Questionnaires 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.



Pupil
Achievement

- 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)

	Pupils Harass Pupils		Pupils Harass Teachers		Teachers Harass Teachers		Teachers Harass Pupils	
	2000	2007	2000	2007	2000	2007	2000	2007
Botswana	15	28 ▲	0	3 ▶	1	4 ▶	1	4 ▶
Kenya	17	49 ▲	4	8 ▶	5	7 ▲	5	12 ▲
Lesotho	12	23 ▲	3	4 ▶	4	4 ▶	4	7 ▶
Malawi	36	42 ▲	7	12 ▲	16	14 ▲	16	17 ▶
Mauritius	9	15 ▲	0	2 ▶	0	1 ▶	0	3 ▶
Mozambique	22	20 ▶	12	6 ▼	11	0 ▶	11	8 ▶
Namibia	36	38 ▶	5	6 ▶	7	8 ▲	7	10 ▶
Seychelles	49	62 ▲	5	0 ▼	0	0 ▶	0	0 ▶
South Africa	25	40 ▲	6	5 ▶	4	5 ▶	4	5 ▶
Swaziland	34	39 ▲	8	6 ▶	4	9 ▲	4	11 ▲
Tanzania	50	38 ▼	22	20 ▶	18	17 ▶	18	19 ▶
Uganda	41	58 ▲	19	30 ▲	17	31 ▲	17	37 ▲
Zambia	35	48 ▲	14	12 ▶	11	13 ▲	11	20 ▲
Zanzibar	47	97 ▲	14	92 ▲	8	89 ▲	8	90 ▲
Zimbabwe	NA	42 XX	NA	12 XX	NA	19 XX	NA	19 XX
SACMEQ	29	41 ▲	8	13 ▲	7	13 ▲	7	16 ▲

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

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

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.

Bullying (2000-2007)

	Pupils Bully Pupils		Pupils Bully Staff		Teachers Bully Pupils	
	2000	2007	2000	2007	2000	2007
Botswana	90	93	27	36	34	31
Kenya	52	74	21	33	15	29
Lesotho	84	78	31	29	26	35
Malawi	66	71	50	55	33	37
Mauritius	81	90	23	23	23	22
Mozambique	63	52	25	16	12	19
Namibia	73	87	39	47	26	38
Seychelles	97	100	56	63	60	76
South Africa	91	93	33	45	33	37
Swaziland	79	87	31	37	35	32
Tanzania	75	70	44	39	25	32
Uganda	62	73	48	65	32	47
Zambia	81	86	39	51	37	38
Zanzibar	72	97	47	98	32	94
Zimbabwe	NA	94	NA	37	NA	53
SACMEQ	75	83	35	44	29	39

• 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.

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

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Source: Saito (in press)

Injure, fights, vandalism, disturbance, theft (2000-2007)

	Pupils Injure Staff		Pupil Fights			Pupil Vandalism			Classroom Disturbance			Pupil Theft			
	2000	2007	2000	2007		2000	2007		2000	2007		2000	2007		
Botswana	3	8	▶	97	98	▶	58	67	▲	55	72	▲	88	85	▶
Kenya	2	8	▲	82	92	▲	50	58	▲	57	76	▲	77	90	▲
Lesotho	3	11	▲	96	92	▼	65	65	▶	77	76	▶	88	81	▼
Malawi	12	15	▶	94	94	▶	41	50	▲	69	78	▲	77	79	▶
Mauritius	3	4	▶	89	94	▶	41	55	▲	84	93	▲	64	76	▲
Mozambique	6	8	▶	71	76	▲	30	29	▶	48	43	▼	50	43	▼
Namibia	7	12	▲	92	98	▲	68	80	▲	72	75	▶	66	74	▲
Seychelles	10	11	▶	97	100	▶	80	85	▲	97	100	▶	87	87	▶
South Africa	8	8	▶	94	97	▶	69	76	▲	59	71	▲	82	86	▶
Swaziland	6	11	▲	90	95	▲	50	53	▶	54	55	▶	80	84	▶
Tanzania	13	23	▲	79	76	▶	79	73	▼	87	85	▶	79	77	▶
Uganda	28	32	▶	86	96	▲	67	81	▲	85	91	▲	85	92	▲
Zambia	9	16	▲	91	94	▶	76	79	▶	72	80	▲	76	85	▲
Zanzibar	28	87	▲	85	99	▲	52	99	▲	85	100	▲	66	97	▲
Zimbabwe	NA	16	XX	NA	96	XX	NA	65	XX	NA	68	XX	NA	93	XX
SACMEQ	9	17	▲	89	93	▶	59	68	▲	70	76	▲	75	82	▲

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

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▼	decreased by GE 10 % points

Source: Saito (in press)

ü Pupil fights, vandalism, classroom disturbance, and theft are very common in SACMEQ countries.

ü Zanzibar had high occurrence and large increases in all areas.

Abusive Language (2000-2007)

	Pupils Use Abusive Language			Teachers Use Abusive Language		
	2000	2007		2000	2007	
Botswana	92	95	▶	33	37	▲
Kenya	66	86	▲	25	47	▲
Lesotho	88	75	▼	33	36	▶
Malawi	77	81	▶	38	40	▶
Mauritius	80	86	▲	18	20	▶
Mozambique	56	54	▶	25	18	▼
Namibia	82	89	▲	43	48	▲
Seychelles	97	98	▶	22	51	▲
South Africa	88	90	▶	31	39	▲
Swaziland	75	80	▲	31	37	▲
Tanzania	76	74	▶	28	31	▶
Uganda	76	90	▲	42	64	▲
Zambia	89	92	▶	45	51	▲
Zanzibar	73	98	▲	28	93	▲
Zimbabwe	NA	93	XX	NA	45	XX
SACMEQ	79	85	▲	32	43	▲

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

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

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

Pupils' use had high proportion since 2000.

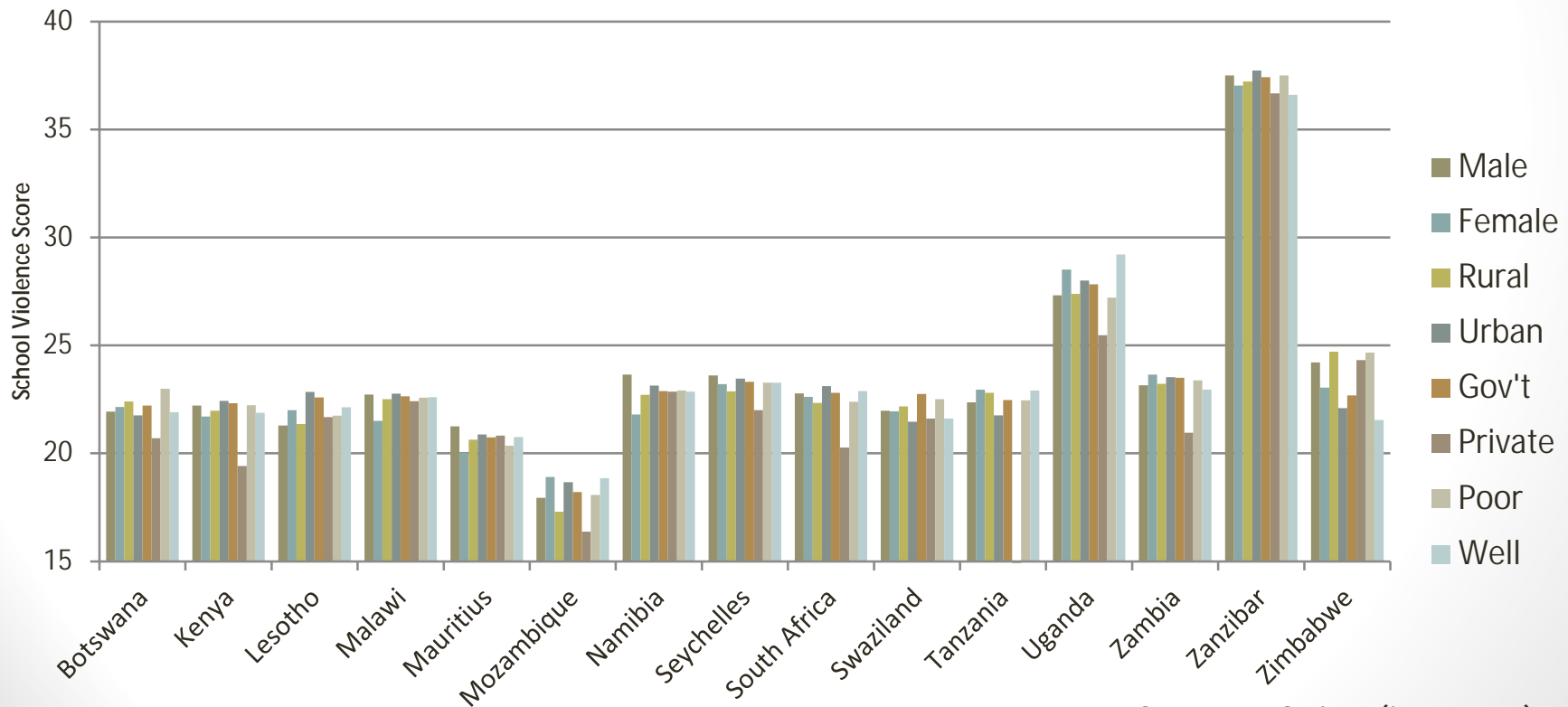
Kenya, Uganda, and Zanzibar had major increases between 2000 and 2007.

School Violence Composite (Maximum 42)

ü Not much variations between different sub-sets of schools within country.

ü In 8 school systems, school violence score was the lowest in private schools.

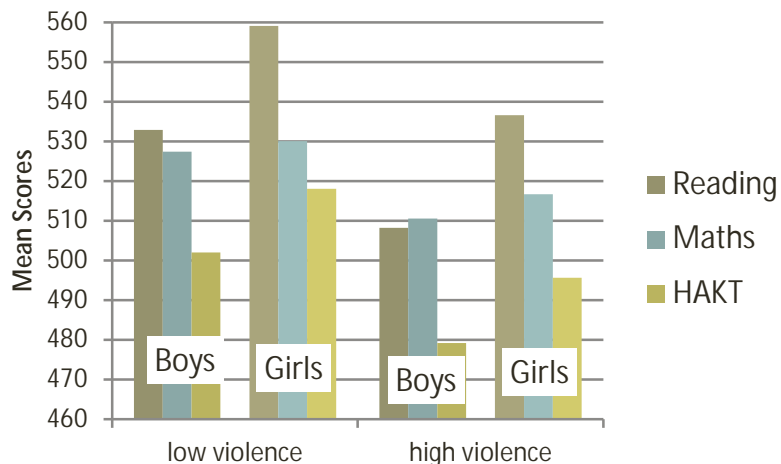
ü Noticeable differences (mixed direction) by: (i) sex of school heads in 6 school systems; (ii) wealth of schools in 2 school systems.



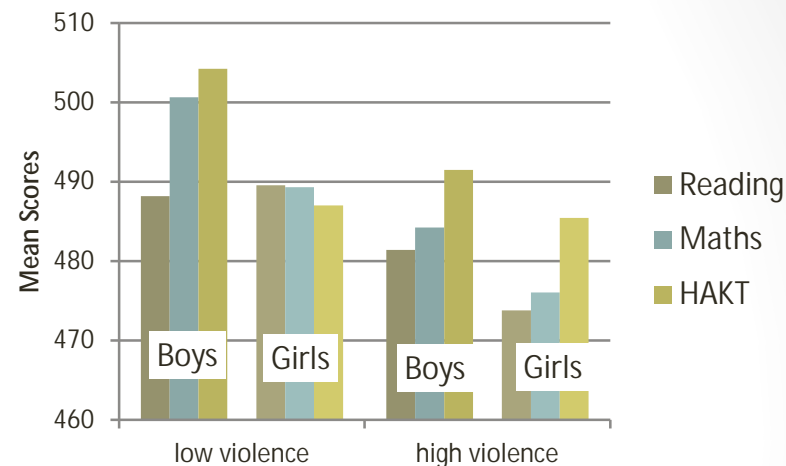
Source: Saito (in press)

Differences between boys' and girls' achievement scores in schools with low violence vs. high violence

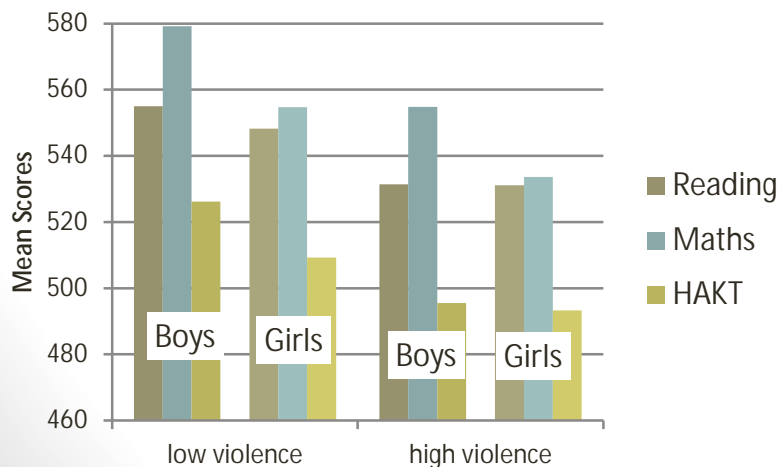
Botswana



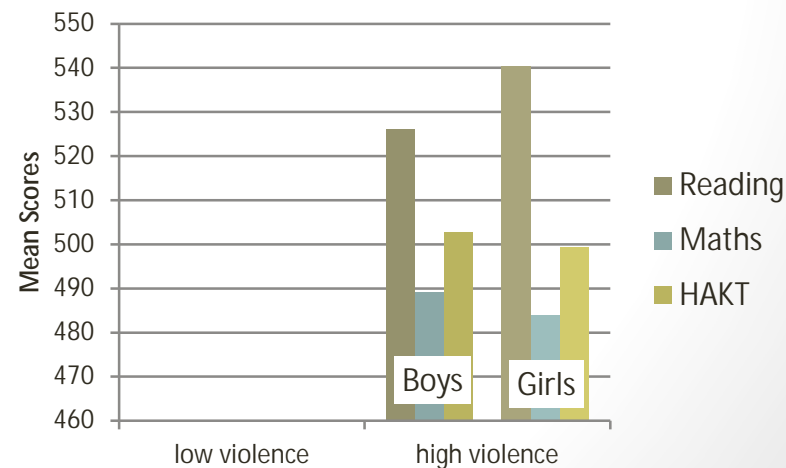
Uganda



Kenya



Zanzibar



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)

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

Source: Ogle & Wambura (2011)

Policy Suggestions regarding school violence (Zanzibar)

Policy Suggestions	Responsible Unit	Time Frame	Cost Implication
Policy suggestion 5.8: 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.	Principal Secretary	Short	Low
Policy suggestion 5.7: Teacher-Parents consultation meetings should be strengthened to ensure full support of parents in the education process of their children.	Dep't of Preprimary and Primary Education	Short	Low
Policy suggestion 5.6: 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.	Commissioner of Education	Medium	Moderate

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

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