Malezi’ — literally ‘parenting’ in Kiswahili — is a research and evidence driven intervention aimed at strengthening formal sector and informal sector capacities of violence prevention, reporting and response to protect children from all forms of violence in all settings.

Malezi surveys collect children’s opinions on different issues affecting them at home, at school and within their communities. This round Malezi surveys collected children’s opinions and awareness on Violence Against Children (VAC) issues. Opinions collected are from in-school children in Unguja Kaskazini A & B. Questions sought their opinions on what VAC is by asking them to define it; what actions they consider to be VAC by giving them examples and allowing them to select items they consider VAC, where they think VAC occurs, who they think can be perpetrators, where they can report VAC incidents to and if & where they learnt about VAC.

We share this privilege with our supportive friends Oak Foundation and partners Action Aid Tanzania and Pathfinder International. C-Sema extends heartfelt gratitude to Office of the Chief Government Statistician who worked on sampling, questionnaire design and data collection. Lastly we thank the State University of Zanzibar for their help with data analysis.
We wanted to know

1. If children are aware of what VAC is, where it occurs and who perpetrators are.

2. If and who children are willing to report VAC incidents to.

3. How awareness programmes contribute to children’s understanding of VAC.

Methodology:

The first round of Malezi covered 10 primary schools in North Unguja. The primary schools were selected by using stratified systematic sampling with probability proportion to size from a complete sampling frame of 52 primary schools in North Unguja (27 schools in a Kaskazini ‘A’ and 25 schools in a Kaskazini ‘B’). Five schools were selected from each district. Simple random sampling was then used to select ten (10) respondents from each class (standard one to standard six) as a result 60 respondents were interviewed for each selected primary schools.

The survey was administered to children in schools with questions that were both open and close ended. Questions sought children’s opinions on what VAC is by asking them to define VAC; what actions they consider to be VAC by giving them examples and allowing them to select all items they consider VAC, where they think VAC occurs, who they think can be perpetrators, where they can report VAC incidents to and if & where they learnt about VAC. Most questions allowed children to select multiple answers and to add their own thoughts at the end.

Data analyzed using SPSS Version 23.
What we learnt from children:

1. 6 out of 10 children were either able to define VAC or to describe types of VAC.
2. Understanding of VAC is higher in schools with AATz Clubs.
3. Sexual abuse is the most commonly referred type of VAC.
4. Home and school are the two most common places where VAC occurs.
5. A high majority did not feel that those closest to them could be perpetrators of VAC.
6. Low awareness and / or willingness to report VAC to authorities.
Respondents:

A total of 581 respondents out of the 600 targeted children. 96% response rate

62% of the respondents were from Kaskazini A

38% of the respondents were from Kaskazini B

No. of girls was slightly higher than boys.
1. Children have a high awareness on VAC of VAC: 6 out of 10 children were either able to define VAC or to describe types of VAC.

A majority of children in schools are aware of what VAC is. 6 out of 10 children were either able to define VAC or mention types and/or examples of VAC on their own. There was a significant increase in VAC awareness with the higher classes. Children from grade 3 onwards demonstrated a higher understanding of VAC than children in lower classes.
2. Presence of VAC awareness programmes by AATz in schools contributed to children’s understanding of VAC.

Children in schools where AATz school clubs have already been established showed a greater awareness and understanding of VAC.

7 out of 10 children who were able to define or name types of VAC are in schools with AATz clubs.

In schools with AATZ clubs, 73% of the children were able to define VAC while only 27% were unable to define VAC.

On the other hand, in schools without AATz clubs 50.5% of children were able to define or describe types of VAC while 49.5% were unable to define or at least name types of VAC.
Sexual abuse was mentioned 74% of the time with rape being the most mentioned type of sexual abuse. Children also mentioned being beaten, being kidnapped, neglect, verbal abuse, bullying by older kids, child pregnancy and being touched without their consent.
4. Recognizing actions that are VAC.

Children were given a list of items and asked to select all those that they thought were VAC. Out of the 9 items listed, 3 were not VAC (school truancy, a teacher giving too much school work and not wanting to wash the dishes). Results indicated that children were highly aware of things that were not VAC, with 88%, 92.6% and 85% responding ‘NO’ to not wanting to wash dishes, school truancy, and a teacher giving too much schoolwork respectively.

Interestingly, although children had a high awareness of VAC and could point out the items that were not VAC, a majority had a harder time identifying actions that are VAC from those that were listed as shown in the table (blue columns).
5. Children felt that VAC is most likely to occur at home as compared to anywhere else.

About 6 out of 10 children felt that child abuse is most likely to occur at home and 4 out of 10 children felt that abuse can occur at school.

6. Who is most likely to commit VAC?

Most children do not feel that those closest to them could be perpetrators of VAC.

Plates where VAC can occur

<table>
<thead>
<tr>
<th>Place</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beach</td>
<td>145</td>
<td>327</td>
</tr>
<tr>
<td>Neighbour</td>
<td>169</td>
<td>0</td>
</tr>
<tr>
<td>Church</td>
<td>44</td>
<td>0</td>
</tr>
<tr>
<td>Madrassa</td>
<td>159</td>
<td>0</td>
</tr>
<tr>
<td>Home</td>
<td>241</td>
<td>327</td>
</tr>
<tr>
<td>School</td>
<td>327</td>
<td>0</td>
</tr>
</tbody>
</table>
Most children would tell...

1. 8 out of 10 children said they would tell either their mother/father about VAC that was done either to them or their friends.

2. 4 out of 10 children said they would report VAC to their teachers.

3. There was low awareness and/or willingness to report VAC to frontline child protection service providers like Social Welfare Officers, One Stop Centres, and Women & Children’s officers.

4. Only 6 respondents said they had heard of the helpline and knew they could report VAC through the helpline.
Who would children tell about VAC?

- No
- Yes

<table>
<thead>
<tr>
<th>Role</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Welfare Officer</td>
<td>26</td>
<td>555</td>
</tr>
<tr>
<td>Teacher</td>
<td>219</td>
<td>362</td>
</tr>
<tr>
<td>Other Relative</td>
<td>98</td>
<td>164</td>
</tr>
<tr>
<td>Call 116</td>
<td>6</td>
<td>169</td>
</tr>
<tr>
<td>Sister/Brother</td>
<td>98</td>
<td>164</td>
</tr>
<tr>
<td>Mother/Father</td>
<td>483</td>
<td>557</td>
</tr>
<tr>
<td>Local Government Leader (Halmashauri)</td>
<td>24</td>
<td>557</td>
</tr>
<tr>
<td>Sheha</td>
<td>169</td>
<td>412</td>
</tr>
<tr>
<td>One Stop Centre</td>
<td>22</td>
<td>559</td>
</tr>
<tr>
<td>Gender &amp; Children's Desk Officer</td>
<td>115</td>
<td>466</td>
</tr>
<tr>
<td>Imam</td>
<td>27</td>
<td>554</td>
</tr>
<tr>
<td>Women &amp; Children's Office</td>
<td>25</td>
<td>556</td>
</tr>
</tbody>
</table>
Conclusion:

What do we now know?

This research helps us to better understand existing communities’ practices and entry points for connecting both informal and formal protection systems. It lays out some baseline, an impressive 6 out of 10 children are either able to define Violence Against Children or to describe types of Violence Against Children. The findings further shed light on the questions, "Where do we start? Where should our focus be?"

Most surveyed children felt that violence is most likely to occur at home while rest of children felt that violence occurs at school. We therefore have our verdict. To better prevent Violence Against Children, efforts must be directed in ensuring that our homes and schools are safe and that children know safe places where they can report VAC.

It is possible to break the cycle of violence.
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