



**ASSESSMENT OF VIOLENCE
AGAINST CHILDREN AT THE
BASIC EDUCATION LEVEL
IN NIGERIA**



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AGAINST CHILDREN AT THE
BASIC EDUCATION IN NIGERIA**

By

**Federal Ministry of Education
In collaboration with UNICEF**

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Preface

The assessment of Violence Against Children at the Basic Education level in Nigeria was conceived as a follow up to the United Nation's Secretary General's Global Study on Violence Against Children and as a response to the concern by the Federal Ministry of Education on the different forms of abuse and violence meted out to children in school.

Violence in schools has a potential for discouraging girl child education as well as negates the principle of children friendly schooling. The implications of violence against children in school include school absenteeism, school drop out and poor achievement, as well as the long term implication of threat to safety and security.

The information provided on the prevalence, types and implication of violence in schools in this report will assist with the development of interventions to prevent and mitigate the impact of violence on children in schools in Nigeria.

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Acknowledgements

The Assessment of Violence Against Children at the Basic Education Levels in Nigeria is a collaborative study between UNICEF and the Federal Ministry of Education to provide information on the magnitude of violence against children in primary and junior secondary schools in Nigeria. The assessment will assist ministries of education and education managers at all levels to plan violence prevention interventions in schools.

We are grateful for the active participation of the Federal Ministry of Education (School Health Desk and Guidance and Counseling Unit) for the significant role they played in the exercise. We commend the efforts of the States Ministries of Education (SmoE) and State Universal Basic Education Board (SUBEB) for facilitating data collection at the state level.

We acknowledge the technical support of the research team from the Obafemi Awolowo University Ile-Ife, Osun State and the dedication of the research consultant

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ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
CLEEN	Center for Law Enforcement Education
EFA	Education For All
FGM	Female Genital Mutilation
FME	Federal Ministry of Education
HIV	Human Immuno-deficiency Virus
ILO	International Labour Organization
JSS	Junior Secondary School
LGA	Local Government Areas
MDG	Millennium Development Goals
NAPTIP	National Agency for the Prohibition of Traffic in Persons
NCE	National Council on Education
NPE	National Policy on Education
PTA	Parent Teachers Association
SBMC	School Based Management Committee
SMoE	State Ministry of Education
SUBEB	State Universal Basic Education Board
STI	Sexually Transmitted Infection
TRCN	Teachers' Registration Council of Nigeria
UBE	Universal Basic Education
UBEC	Universal Basic Education Commission
UN	United Nations
UNESCO	United Nations Education Science and Culture Organization
UNICEF	United Nations Children's Funds
WHO	World Health Organization

Executive Summary

The purpose of the study was to establish baseline data on the situation of violence against children in Basic Education in Nigeria. Specifically, the objectives of the study were to determine the prevalence of the various types of violence against children at the basic education level in Nigeria; identify the influence of violence on school attendance and find out the existing strategies in schools for the prevention and management of violence.

The study was conducted in 4 states of the country. Two states each were selected from the northern and southern parts of Nigeria. Specifically, Ondo and Abia states were selected from the south, while Sokoto and Taraba states were selected from the north. The state selection was by random sampling technique. Three LGAs were selected from each state – one from each senatorial district. A total of 386 learners, 93 teachers and 24 head teachers from 48 schools participated in the study.

Types and Prevalence of Violence in Schools

The findings revealed that the existing types of violence in schools are physical, psychological, sexual, gender and health based violence. However physical violence (85%) and psychological violence (50%) accounted for the bulk of violence against children in schools. Other types of violence reported among learners in basic education level in Nigeria included gender –based violence (5%), sexual violence (4%) and health-related violence (1%).

Across region, physical violence was more prevalent in the rural (90%) than urban areas (80%). A comparison of the prevalence of violence in the Northern and the Southern part of the country reveal that all forms of violence are more in the south than in the north except for sexual violence. Physical violence is higher in the south (90%) compared to the north (79%). Psychological violence is also more prevalent in the south (61%) than in the north (38.7%). In the north, health-related violence was not reported, but in the south about 2% of learners reported health-related violence. Sexual violence was however more prevalent in the north (4.7%) than in the south (3.2%). Across gender; physical and psychological violence are almost evenly distributed among males and females in basic education in Nigeria.

The study further reveal that physical violence are perpetrated more by senior students (4.9%) and classmates (4.7%); while the school teachers were reported as mostly the perpetrators of psychological violence (26.4%).

The implication of violence on school absenteeism is emergent in Nigeria. For instance about 6% of learners were absent from school because of physical violence. Further analysis showed that more girls (7%) than boys (5%) were absent from schools due to physical violence, and school absenteeism is more in the south (9%) than in north (3%). Similarly, absenteeism from schools due to physical violence is more likely among learners in JSS (9%) than those in primary schools (3%). However, similar rates were reported in both urban and rural areas. Psychological violence is more prevalent as a cause of school absenteeism in urban areas (7%) and among learners in JSS (6%).

Reporting of Violence in Schools

Reporting of act of violence among learners was generally low, ranging from 4% for sexual violence to 40% in the case of physical violence. Reporting violence among learners is generally low, ranging from 4% for sexual violence to 40% in the case of physical violence. Most learners will report cases of physical violence to school teachers (45.1%) and also the head teacher (34.5%). Some of the major reasons why learners will not report cases of violence especially for physical and gender based violence were because they felt nothing will be done.

The general trend of results on the issue of rape is that most cases of rape are not reported and a larger percentage of the students than their teachers are aware of incidents of rape. Despite the fact that reports are not made, 5.4% of male and 7.2% of female students respectively knew of students that had been raped. More learners in urban areas (9.6 %) than rural areas (3.9%) as well as those in JSS (9.3%) than primary schools (3.1%) knew about students who had been raped.

Strategies for Addressing Violence in School

Identified strategies for addressing violence in schools included provision of counseling services, engages of parents, conduct of seminars on violence and distribution of publications on peace building and conflict management.

A major concern from the study was the lack of counseling unit and professional counselors to manage cases of violence in schools. There were no counseling services in about 71% of schools. About 30% of learners were aware of seminars on peace building and conflict resolution in their school. Majority of the students (80%) and the teachers (75%) reported that there are no publications on violence prevention in their schools.

Recommendation

Based on the findings of the study, it is recommended that a policy framework / guideline for violence free basic education in Nigeria be formulated to provide the enabling environment for addressing violence against children in schools. Similarly, counseling services in schools should be strengthened with a view to protecting children from violence. The promotion of life skills among learners to prevent violence must be prioritized in schools and Inter-sectoral partnerships must be built between the school and other relevant ministries / agencies of government including civil society organizations to re-enforce prevention strategies on violence against children in schools

Chapter 1

Introduction

1.1 Background

Violence has been defined in many ways. The Concise Oxford Dictionary defines violence as unlawful exercise of physical force. The World Health Organization (WHO 2002) defines violence as the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation.

Since the last decade, there have been reported cases of violence against children such as torture, kidnapping, shootings, sexual harassment, rape, corporal punishment and so on. However there is no proper documentation of most of these violent acts. In response, a global in-depth study of violence against children was commissioned by the UN Secretary General as directed by the General Assembly Resolution 57/90 of 2002 to provide a global picture. The report provided information that various types of violence exist against children within the family, schools, alternative care institutions, detention facilities, places where children work and communities. In the Year 2002, World Health Organization (WHO) reported that 53,000 children were murdered world wide. A survey from many countries showed that between 20 to 65 percent of school aged children reported to have been bullied verbally or physically. Furthermore WHO (2002) estimated that 150 million girls and 73 million boys under 18 years were sexually abused. About 100 to 140 million girls and women in the world underwent some form of Female Genital Mutilation (FGM) or the other.

In 2001, the International Labour Organization (ILO) report indicated that globally 218 million children were involved in various forms of child labour, 126 million of these children were involved in dangerous work. Also, 1.8 million children worked in prostitution and pornography and that 1.2 million children were victims of child trafficking.

According to the report of the UN Secretary General's Survey on Violence against Children, the consequences of violence can be devastating. These include, brain injuries, bruises and fractures, poor interpersonal relationship and communication, learning problems, emotional/psychological problems like anxiety, depression, aggression or attempted suicide, use of drugs, sexual indulgence and health problems such as HIV/AIDS and sexually transmitted infections (STIs). Above all, most of the impacts can result in early death while those who survive live with physical and emotional scars.

In West and Central Africa, thousands of children are trafficked every year. Sexual violence and rape of children appears to be spiraling, inexcusably fuelled by armed conflicts, extreme poverty and HIV/AIDS. In Nigeria, sexual abuse of children often takes place behind closed doors and is unreported and undetected," says the UNICEF Nigeria Representative Ayalew Abai. "Figures do not exist, but it does not mean that children are not abused (Ogundipe and Obinna 2007). There are thousands of children living on the streets of Lagos and other major cities, neglected by their parents or abandoned, exposed to so many hazards and threats.

In Nigeria, initiatives to address violence against children include establishment of the National Agency for the Prohibition of Trafficking in Persons (NAPTIP) that coordinate mechanisms for rescuing, rehabilitating and reintegrating child victims of trafficking and prosecuting perpetrators.

Large scale research in 2000 by the Centre for Law Enforcement Education (CLEEN), revealed that physical assault was one of the most common complaints against police by juvenile offenders, and corporal punishment was found to be frequently used in custody: 26% of young offenders reported being flogged very frequently, 13% frequently, 44% sometimes and 17% never (Alemika & Chukwuma, 2001). UNICEF, in partnership with the National Human Rights Commission and the Nigerian Bar Association, supported a Juvenile Justice project, which promotes improved treatment and legal aid for juveniles in conflict with the law

Issues of violence have probably been studied the most systematically in Western countries (Olweus, 1999, 2001; Pepler, 1997, 2001; Smith, 2003). In Nigeria there are many different strands of research, ranging from analyses of why children bully, to

considerations of how stigma, discrimination, racism, religious intolerance and inequality are manifested in violence, to evaluations of interventions to promote anger management and non-violent conflict resolution. However, there is lack of information on the status of violence against children in schools in Nigeria, thus the commissioning of this study by UNICEF and the Federal Ministry of Education.

1.2 Justification

Violence against children is a major threat to global development as well as the attainment of the Millennium Development Goals (MDGs). Violence is found in schools, institutions (such as orphanages and other residential care), on the streets, in the workplace and in prisons. Children experience violence in their homes, schools and from other children. Often times, children are subjected to violence in the family in the guise of discipline. Violence can have severe implications for children's development. It can affect children's health, their ability to learn or even their willingness to go to school. It can lead children to run away from home, exposing them to further danger. Violence also destroys children's self-confidence and esteem and undermines their ability to grow into well adjusted adults. Children subjected to violence are prone to depression and suicide in later life. In most severe cases, violence can lead to injury or death.

At a Children's Forum in February 2007, convened by the Minister of Education (Nigeria), school children cried out against several forms of abuse and violence meted out to them in schools. A memorandum on this problem was presented at the extraordinary meeting of the National Council on Education (NCE). The NCE thus, directed School-Based Management Committees (SBMC) to address all reported cases of abuse within the school system. Furthermore, the Teachers Registration Council of Nigeria (TRCN) was mandated to proscribe, prosecute any erring teacher(s) and where necessary publish their name(s) and photograph(s) in the media. States were also urged to establish help-lines where children can seek assistance.

The increasing spate of violence globally, Nigeria inclusive with its attendant consequences therefore calls for urgent assessment, prevention and mitigation of the effects in order to secure the future of Nigerian children.

1.3 Scope and Target Group

1.3.1 Scope

The study is a school-based descriptive study, national in scope with state level disaggregation of data. The study also focused on various forms of violence namely; physical, psychological, sexual, gender and health-based violence.

- Physical Violence include but not limited to, scratching; pushing; shoving; throwing; grabbing; biting; choking; shaking; slapping; kicking; punching; burning; use of a weapon; forced sexual activity; injury or death from a weapon and use of restraints or one's body, size, or strength against another person (ANA 1991).
- Psychological Violence take the form of physical intimidation, controlling through scare tactics and oppression, harassments, being picked upon, laughed at, unfair treatment, constant criticism and such likely acts (Wikipedia 2007).
- Sexual Violence includes all forms of sexual abuse, sexual assault, pornography, prostitution, trafficking for sexual purposes, sex tourism, early and forced marriage and enslavement (UNICEF 2006)
- Gender-based Violence refers to injustices and all forms of unequal treatment as a result of either being a male or a female (e.g giving a boy stricter punishment than a girl for the same kind of offense just because he is a boy) (Regional Consultation on UN Secretary General's Report 2005).
- Health – related violence refers to any form of stigmatization, abuse, neglect, discrimination and so on as a result of a person's health status (e.g preventing an HIV positive pupil from participating in group work or play). It is a coined word to define every form of violence relating to health.

1.3.2 Target Group

The target group of the study were learners which comprised pupils in upper primary schools (Primary 4 – 6) and students in Junior secondary schools. The group also included teachers and head teachers.

1.4 Purpose and Objectives of the Study

1.4.1. Purpose

The study aimed at providing data on violence against children at the basic education level in Nigeria with a view to making recommendations that would guide policy formulation and development of interventions for the prevention and mitigation of the effects of violence among learners in Basic Education level in Nigeria.

1.4.2 Objectives

The specific objectives of the study were to:

- determine the prevalence of the various types of violence against learners at the Basic Education level in Nigeria;
- identify the influence of violence on school attendance and
- find out the existing strategies in schools for the prevention and management of violence.

Chapter 2

Methodology

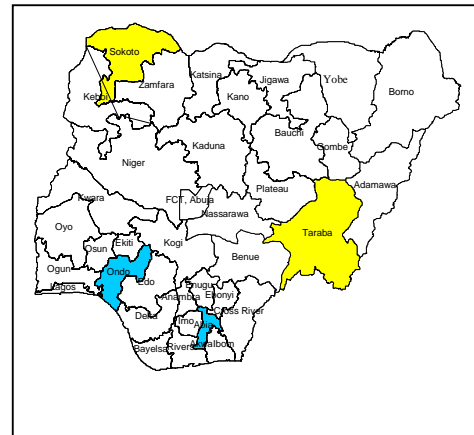
2.1 Study Population

The population for the study comprised pupils in upper primary schools and students in junior secondary schools in Nigeria. The population also included teachers and head-teachers in primary and junior secondary school in Nigeria.

2.2 Selection of Study Sample

2.2.1 Selection States and LGAs

A multistage sampling technique was adopted for the study. For the purpose of this study, the country was stratified into two – North and South dichotomy. In each stratum, two states were randomly selected: Sokoto and Taraba States from the North, Ondo and Abia States from the South.



In each state, three Local Government Areas (LGAs) were selected based on the senatorial district. The LGA hosting the state capital was purposively selected to reflect urban setting, while two additional LGAs per state were selected randomly by balloting. The selected LGAs per state are listed in Table 1 below.

Table 1: Study States and LGAs

State	Abia	Ondo	Taraba	Sokoto
LGA	<ul style="list-style-type: none"> • Umuahia North • Ukwa East • Umunochi 	<ul style="list-style-type: none"> • Akure South • Akoko South-East • Ode Irele 	<ul style="list-style-type: none"> • Jalingo • Bali • Takum 	<ul style="list-style-type: none"> • Sokoto • Gudu • Goronyo

2.2.2 Selection of Schools and Respondents

Two groups of schools were selected randomly from the list of schools provided by the State Ministries of Education for the study. In operational terms, two primary schools and two junior secondary schools were selected in each of the selected LGA. In all, 48 schools (24 primary and 24 junior secondary schools) were identified for the study.

Three groups of respondents participated in the study. They were Learners: pupils in Upper Primary School (Primary 4- 6) and students in Junior Secondary Schools (JSS 1 – 3); teachers and head teachers in the selected schools. The distribution of respondents is presented in chapter 3.

2.3 Data Collection

2.3.1 Data Collection Instrument

Three data collection instruments were developed for the study (See Annex).The instruments included:

- Learners' Questionnaire
- Teachers' Questionnaire and
- Head Teachers' Questionnaire and Counselling Check List

The learners' and teachers' questionnaires consist of 8 sections and each section has questions with multiple choice answers to capture data in line with the objectives of the study. The head teachers' questionnaire also included a checklist for counseling services and facilities in the school.

The content and construct validity of the instruments were determined by expert judgment of staff members in the Faculty of Education, Obafemi Awolowo University, Ile-Ife, Osun State. The instruments were pilot tested at Obafemi Awolowo University Primary school and Moremi High school, Ile- Ife, Osun State and the observations from the pilot-testing exercise were reflected in the instruments before the data collection exercise.

Prior to the field exercise, a four day planning meeting and methodology workshop was convened and chaired by the Federal Ministry of Education. The workshop discussed the overall goal of the research, proposed work plan and pilot-tested the instruments.

2.3.2 Data Collection Exercise

A consultant managed and coordinated the research process. A team of four personnel managed the data collection in each state. The team for each state consisted of Representative of the Federal Ministry of Education, Representative of State Ministry of Education/ SUBEB and Research Fellows from Obafemi Awolowo University, Ile-Ife, Osun State. To ensure quality control during data collection, the field exercise was supervised by experienced field supervisors.

2.4 Data Analysis

Data entry was undertaken by a team of trained data collectors at the Obafemi Awolowo University, Ile-Ife. A statistical team under the supervision of the consultant undertook data editing and analysis. Analysis was conducted using SPSS version 11.

2.5 Limitation of the Study

A major limitation of this study was the unwillingness on the part of some respondents to be forthcoming with information. During the survey, students in some states were writing the promotion examination and JSS 3 students had already completed their exams. Thus many were time conscious and wanted the interview over as fast as possible. In Sokoto state, language barrier was also encountered in some rural areas. No female teacher was also found in some areas in Sokoto state. The number of states that participated in the study appears small however the sampling was done in such a way to spread across the states used.

Chapter 3

Results and Discussion

3.1 Study Participants

A total of 386 learners, 93 teachers and 24 head teachers from 48 schools participated in the study. The distribution of the participants by sex, region and state is presented in Table 2 while Table 3 presents the distribution of participating schools by region, state, level of schooling, school type, school location and school proprietorship

Table 2: Distribution of Study Participants by Sex, Region and States

REGION	STATES	STUDY PARTICIPANTS (Numbers)							
		Learners			Teachers			Head-teachers	Grand Total
		M	F	Total	M	F	Total		
SOUTH	Abia	47	49	96	5	16	21	12	129
	Ondo	48	48	96	13	11	24	12	132
NORTH	Sokoto	65	33	98	23	10	33	12	143
	Taraba	46	50	96	9	6	15	12	123
	Total			386			93	48	527

From the table above, a total of 206 male and 180 female learners participated in the study. The teachers were 50 males and 43 females. In Abia state a total 96 learners participated, so also in Ondo and Taraba while 98 learners participated in Sokoto. In Abia State 21 teachers participated, 24 in Ondo, 33 in Sokoto with 15 in Taraba.

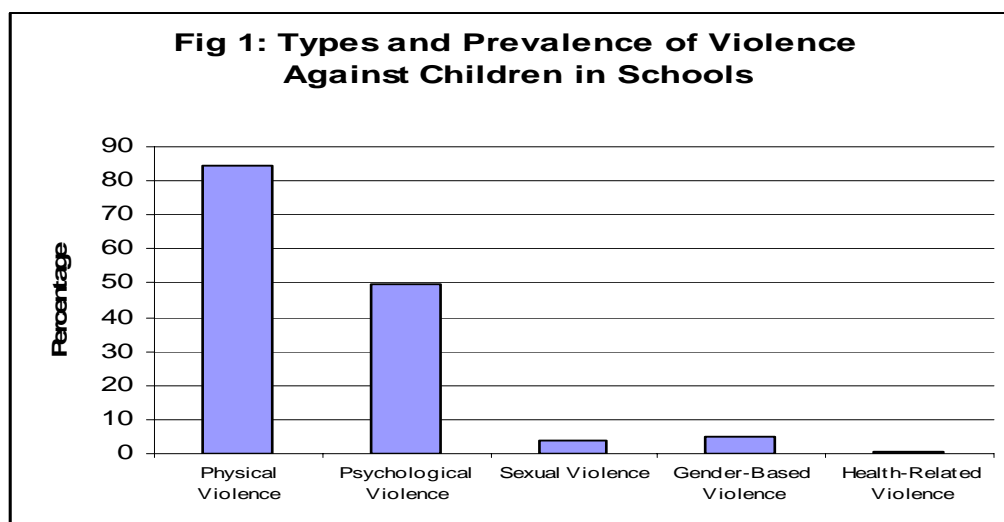
The distribution of the participated schools is presented in the table 3 below. Based on random sampling, 43 regular schools, 1 nomadic school and 4 religious schools were included in the study.

Table 3: Distribution of Participating Schools by Region, State, Level of Schooling, School Type, School Location and School Proprietorship

REGION	STATES	PARTICIPATING SCHOOLS (Number)								
		Level of Schooling		School Type			School Location		School Proprietorship	
		Pry	JSS	Regular	Religious	Normadic	Urban	Rural	Govt	Private
SOUTH	Abia	6	6	10	2	-	4	8	12	-
	Ondo	6	6	12	-	-	5	7	12	-
NORTH	Sokoto	6	6	9	2	1	4	8	11	1
	Taraba	7	5	12	-	-	5	7	12	-
	Total	25	23	43	4	1	18	30	47	1

3.2 Types and Prevalence of Violence Against Children

School violence wears many faces. It includes gang activity, locker thefts, bullying and intimidation, gun use, assault – just about anything that produces a victim (Volokh and Snell 1998). Violence is perpetrated against students, teachers, and staff, and ranges from intentional vendettas to accidental killings of bystanders. Different types of violence have been documented in schools globally, in this study the types and prevalence of violence determined are presented in Figure 1 below.



From figure 1 above, all the forms of violence described in Chapter 1 of this report were present at the basic education level in Nigeria. Physical violence (85%) and psychological violence (50%) accounted for the bulk of violence against children in schools. Other

types of violence reported among learners in basic education level in Nigeria included gender –based violence (5%), sexual violence (4%) and health-related violence (1%).

3.2.1 Prevalence of Violence in Schools by Region

An overview of the prevalence of the different types of violence against children according to region and states are presented in Tables 4 below:

Table 4: Prevalence of Forms of Violence according to Region and State

Characteristics	REGION					
	NORTH (%)			SOUTH (%)		
	Taraba	Sokoto	Total %	Abia	Ondo	Total %
Physical Violence	68.8%	88.8%	78.9%	83.3%	95.8%	90.1%
Psychological Violence	35.4%	41.8%	38.7%	56.3%	65.6%	61.3%
Sexual Violence	9.4%	0.0%	4.7%	3.1%	3.1%	3.2%
Gender-Based Violence	4.2%	2.0%	3.2%	7.3%	6.3%	6.9%
Health-Related Violence	0%	0%	0% ⁰	3.1%	0%	1.6%

A comparison of the prevalence of violence in the North and the South revealed that all forms of violence were more in the south than in the north except for sexual violence. Physical violence was higher in the south (90%) compared to the north (79%). Psychological violence was also more prevalent in the south (61%) than in the north (38.7%). In the north, health-related violence was not reported, but in the south about 2% of learners reported it. Sexual violence was however more prevalent in the north (4.7%) than in the south (3.2%).

From literature child abuse, youth violence and domestic violence are conceived as inextricably interwoven. It is asserted that where youth violence prevails, there is the tendency for increased violence against children in school. Presently in the southern part of Nigeria there are incidences of youth-unrest especially in the Niger - Delta region. The findings from this study might correlate with the situation in the southern part of Nigeria. Further studies are however required to ascertain this relationship.

Low incidence of gender based violence reported in the north might be related to the gender parity (against girls) in education that is more pronounced in northern Nigeria. This argument is more likely to reflect the situation on ground has factors that contribute to gender based violence are among the reasons why girls don't go to school. Such factors include absence of separate latrines for girls, and long distances between home and school.

3.2.2 Prevalence of Violence in Schools According to Gender; Level and Location of School

The findings in Table 5 below indicate that physical and psychological violence were almost evenly distributed among males and females learners at the basic education level in Nigeria. This finding is contrary to documented information where there are differing levels and types of violence meted out by teachers on learners based on their gender. Teachers were reported to be more likely to use *canings, beatings and whippings* on boys, while girls were more likely to receive *verbal abuse and psychological humiliation* (Chege, 2001; Chege and Mati, 1998).

Table 5: Prevalence of Forms of Violence according to Sex, Level of School and School location

Characteristics	Sex (%)		Level of school (%)		School location (%)	
	Male	Female	Pry	JSS	Rural	Urban
Physical Violence	85.0	83.8	85.3	83.5	80.3	87.3
Psychological Violence	51.0	48.6	50.5	49.2	48.0	52.6
Sexual Violence	3.4	4.5	1.6	6.3	4.8	2.6
Gender-Based Violence	5.1	5.0	4.2	5.9	5.4	4.6
Health-Related Violence	1.5	0.0	1.0	0.5	0.9	0.6

The prevalent rate of violence across level of school was also determined. Figure 5 above depict the result. 85% and 83% of primary and junior secondary school learners respectively had experienced physical violence. This finding is contrary to documented perceptions in the National Household Education Survey (1993). According to the

household education survey (1993) perceptions and occurrences of school violence varied significantly according to grade level, but these generally decreased in high school. For instance, more elementary (29%) and middle and junior high school students (34%) said they worried about becoming victims at school than did senior high school students (20 percent). 17% of middle or junior high school students reported being personally victimized, compared to 8% of senior high school students.

The study revealed that about 50% of learners in both primary schools and junior secondary school had experienced psychological violence. However, sexual violence was higher in the junior secondary school than in primary schools. This is expected considering the fact that puberty, growth and the development of secondary characteristics are pronounced at the junior secondary stage. It is the stage at which most sexual consciousness is experienced. Therefore sexual violence might be more common at this level. This might also be the reason why gender based violence was also more prevalent at the junior secondary schools (5.9%) than at the primary schools (4.2%).

The study also reported that physical violence was more prevalent in rural areas (90%) than urban areas (80%). A possible reason for the slight increase in rural prevalence of physical violence against children was described in a South African Study on the context of schooling in rural areas. According to *Emerging Voices: A Report on Education in South African Rural Communities* (Nelson Mandela Foundation, 2005), rural parents often kept children out of school in the early part of the day to carry out household chores such as gathering firewood or herding livestock thus, resulted lateness and low school attendance rate with the consequent physical violence (in the form of punishment) being meted on the learners by teachers.

3.2.3 Perpetrators of Violence at the Basic Education Level

Findings from the study indicated that senior students and class-mates were mainly responsible for physical violence, while teachers and head teachers were responsible for inflicting psychological violence against learners in basic education levels in Nigeria (Table 6 below).

**Table 6: Distribution of Persons who Perpetrate Violence Against Children
at the Basic Education Levels in Nigeria**

Types of Violence	Reported Perpetrators of Act of Violence (%)				
	Head Teacher	Sch. Teacher	Non-Teaching Staff	Sen. Student	Class Mate
Physical	0	1.0	0.5	4.9	4.7
Psychological	5.7	26.4	0	9.1	7.8
Sexual	0.5	0.3	0	0	0.5
Gender-based	0.5	0.5	0	0.3	1.0
Health-related	0	0	0	0	0

Aside teachers (26%) and head teacher (6%) who was implicated in psychological violence, senior students (9%) and classmates (8%) were also identified as perpetrator.

Field (2003) has argued that though some bullying teachers exist, but most teachers are hard-working individuals who dedicate their lives to educating the next generation. Thus, the problem of perpetrating violence in school most often lies further up the management chain. Often schools lack policy prohibiting bullying, aggression and violence, and where such policy exist system for enforcement is lacking. According to Field (2003) any anti-bullying policy or anti-bullying advice which fails to mention accountability for the act (bully) for both adult and children is likely to meet with at best limited success

3.2.4 Cases of Rape and Sexual Abuse

The incidence of rape as a form of sexual violence within the school system was investigated. The distribution of teachers and learners according to gender, school location, level of school and region who reported being aware of cases of rape in the school are presented in table 7 below.

More learners than teachers were aware of cases of rape in schools. Contrary to the no report of cases of rape among female teachers, about 11% of female learners knew about cases of rape in their school. The high percentage of awareness of rape cases among female learners might be related to the fact that female learner are mostly victims of violence (especially sexual violence) in schools.

**Table 7: Percentage Distributions of Teachers and Students who Heard of Rape
According to Sex, School Location, Level of School and Region**

RESPONDENTS	CHARACTERISTICS							
	Sex		Location		Level of school		Region	
	Male	Female	Rural	Urban	Pry	JSS	North	South
Teachers	2.0	0.0	0.0	2.6	0.0	2.2	0.0	2.2
Learners	7.8	10.6	6.6	12.7	5.7	12.4	3.1	15.1

The general trend of results observed in this section is that a larger percentage of the students than their teachers were aware of incidents of rape. This is not surprising as one would expect that not all teachers would be aware of incidents of rape in their schools if such were not reported by victims (learners). The culture of silence prevalent in most Nigerian societies did not help matters as issues such as rape were most often concealed by victims. This trend was also observed in the analysis of the question on whether teachers knew of any student who had been raped and all of them responded negatively across variables of gender, sector, location, level of school and region. The results obtained from the teachers when compared with those of the students were amazing. For instance, 5.4% of male and 7.2% of female students respectively knew of students that had been raped. Also, 9.6 % and 3.9% of students in urban and rural areas respectively knew of students who had been raped. A higher percentage of students (9.3%) in the junior secondary compared to 3.1% in the primary school also knew about students who had been raped. The north south dichotomy also revealed that 3.1% of students in the north and 9.4% of students in the south knew of students who had been raped. The result obtained from this study is an eye opener that the culture of silence characteristic of our culture is still fully operational when it comes to disclosure about rape.

The fact that 9.1% of the students could attest to having heard of incidents of rape in their schools shows that the issue of rape should be given some attention by educational policy makers.

3.3 Influence of Violence on School Attendance

The influence of violence on school attendance as documented in the study is presented in Table 8 below. Literatures have argued the attendant implications of school

absenteeism on the possibility of school drop out and performance in education. A recent publication by UNESCO on corporal punishment (Hart et al., 2005) pointed out that violence is more likely to compromise learning because it increases fear, anxiety, and absenteeism as well as dropping out of school.

Table 8: Percentage Distribution of Absenteeism from Schools Due to the Different Types of Violence According to Selected Characteristics.

Characteristics	Physical	Psychological	Sexual	Gender-based	Health-related
Sex					
Male	5.3	4.4	1.5	1.0	1.0
Female	6.7	4.5	1.1	0.0	1.0
Location					
Urban	5.7	7.1	1.9	0.7	1.3
Rural	6.1	2.6	0.9	0.4	0.0
Level of School					
JSS	8.8	6.2	1.0	0.0	0.0
Primary	3.1	2.6	1.6	1.0	1.1
Region					
North	3.1	4.6	0.0	0.0	0.0
South	8.9	4.2	2.7	1.1	1.1
Total	6.0	4.4	1.3	0.5	0.5

About 6% of cases of physical violence resulted in absenteeism of learners from schools. Further analysis shows that more girls (7%) than boys (5%) were absent from schools due to physical violence, and the prevalence of school absenteeism was more in the south (9%) than in north (3%). Similarly, absenteeism from schools due to physical violence was more likely among learners in JSS (9%) than those in primary schools (3%). However, similar rates were reported in both urban and rural areas.

Psychological violence accounted for about 4% of reported cases of school absenteeism in basic education in Nigeria. It is more prevalent as a cause of school absenteeism in

urban areas (7%) and among learners in Jss (6%). There is no disparity on school absenteeism based on gender in the study.

Other types of violence accounted for low proportion of school absenteeism in Nigeria. Specifically, 1.3% of cases of schools absenteeism were due to sexual violence, 0.5% due to gender-based violence and 0.5% due to health-related violence.

3.5 Existing Strategies for Preventing and Mitigating the Effect of Violence on Basic Education.

The strategies identified for the prevention and mitigation of the effect of violence against children in schools in Nigeria range from opportunity for reporting cases, awareness creation efforts on violence prevention to availability of counseling services in schools. In other instances, disciplinary committees are established to review cases and met appropriate sanctions to perpetrators.

Where a case is established against a learner for perpetrating act of violence in school and based on the magnitude of the type of violence, the method of handling such case included expulsion from school (6%), referral to counselor (9%), suspension from school (24%) and invitation of parents to school for home based corrective action (61%).

Table 9: Methods of Handling Violence by School Authorities

Methods of Handling Violence	Percentage
Expulsion	6.1
Referral to Counselor	9.1
Suspension	24.2
Invitation of Parents	60.6

3.5.1 Reporting Violence in Schools

Reporting of violence act among learners is a major step in the prevention and mitigation of impact of violence against children in school. Findings from this study indicate that reporting of violence is low among learners. While most learners knew who to report cases of violence to, the proportion of learners who actually report cases of violence range from 4% for sexual violence to about 40% for physical violence (Table 10).

Table 10: Percentage Distribution of Learners who Knew Whom to Report and Actually Reported Case Violence

Forms of Violence	Learners (%)	
	Know Who to Report to	Reported Case
Physical	100	39.5
Psychological	99.2	26.9
Sexual	99.5	3.9
Gender-based	88.3	15.9
Health-related	97.1	8.7

This low reporting of violence is consistent with documented evidence that acts of violence are hidden and most victims are unable to report due to fear of retribution from their abuser. Sometimes the victim may be so deprived to the level of not viewing the act as violence any longer.

Interestingly, learners were more willing to report cases of violence to their head teachers and school teachers (Table 11). The low proportion of learners who will report cases of violence to counselor may be an indication of the absence of counselors in most schools. This issue is discussed in later part of this report. Other identified persons the learners will report act of violence to included fellow students and parents.

Table 11: Distribution of Persons Learners Will Report Act of Violence to

Types of Violence	Persons Learners will Report Act of Violence to (%)				
	Head Teacher	Sch Teacher	Counsellor	Fellow Student	Parents
Physical	34.5	45.1	2.6	2.3	10.0
Psychological	34.7	47.4	2.3	2.1	9.6
Sexual	45.1	45.0	1.0	2.3	10.4
Gender-based	30.6	33.7	1.8	2.8	11.4
Health-related	33.2	37.8	2.1	1.0	13.7

The implication of low reporting of violence lies in the potential for heightening rates of violence and cultivation of dangerous learning environment. It is common for children to keep quiet about episodes of victimization due to shame, embarrassment and fear of

escalated violence. Reasons for not reporting cases of violence by respondents in this study are detailed in table 12 below.

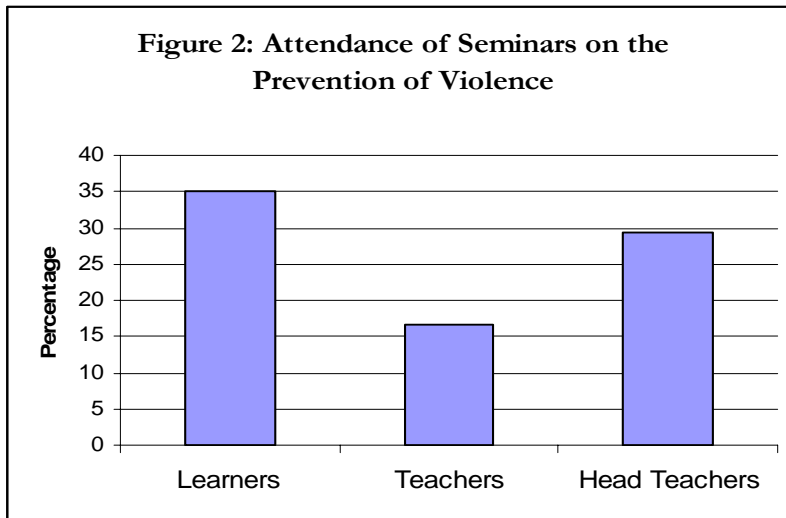
Table 12: Reasons Given by Students for not Reporting Violence

FORMS OF VIOLENCE	REASONS FOR NOT REPORTING VIOLENCE						
	No One to Report To	Felt Nothing will be Done	Was Afraid	Ashamed/Shy	Threat from perpetrator	No Such Case	Others
Physical	0.8	5.4	1.3	2.0	1.3	48.7	4.1
Psychological	0.3	1.3	1.6	2.6	2.6	6.7	52.6
Sexual	0.3	0.5	0.3	1.8	0.3	90.7	1.6
Gender	0.5	6.0	2.1	1.6	0.8	5.4	52.3
Health	0.5	1.3	0.8	1.3	0.8	82.9	1.3

Children who are victimized in school often suffer from decreased self-esteem, truancy, depression, post-traumatic stress disorder and in extreme cases, suicide and violent retaliation. This will result in fear and disillusion; drop out, problems with sleeping, eating and other basic bodily functions; depression, aggressiveness, anxiety and other problems in regulating emotions; difficulties with peer relationships; and problems with attention, concentration and school performance. Aside from interfering with the learning process, the long term effect of school violence affect the whole community. Statistically, children who engage in bullying behavior are more likely to become adult criminals (Taub, 2002; Schwab-Stone M. et al, 1999; Farrington D. P., 1995).

3.5.2 Awareness Creation to Prevent Violence in Schools

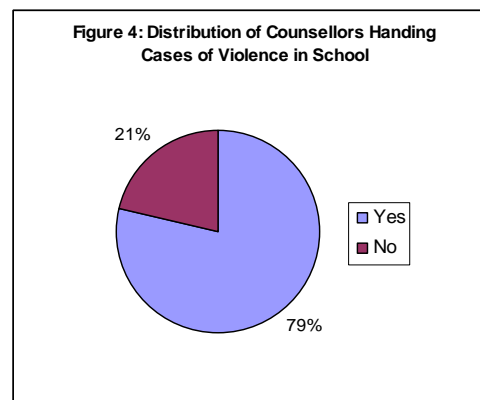
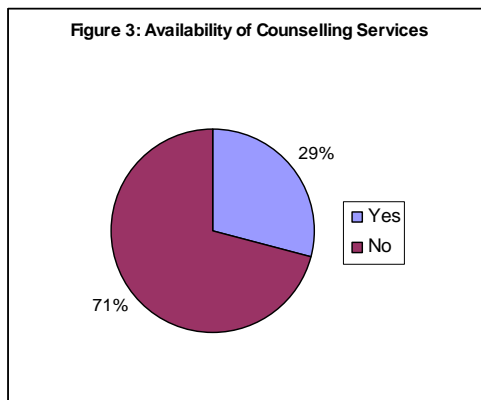
Awareness creation effort in the form of seminars to prevent violence in schools and distribution of communication materials / publications on were documented in the schools sampled in the study. Findings from the study indicate that about a third of learners and head teachers have attended violence prevention seminars during the last one year in their school. Among teachers however, only 16% of teacher have attended violence prevention seminars. (Figure 2).



Likewise, access to violence prevention materials and publication in school is limited. The study reported that 20% of the learners and 25% of the teachers were aware of such publications.

3.5.3 Counseling Services in Schools

Counseling services within the school system constitute major machinery for preventing and resolving violence and ensuring discipline among learners. However, about 71% of schools do not have established counseling services (Figure 3). This finding is consistent with the low preference of learners to report cases of violence to counselors (who in most cases are none existent).



It is interesting to note that in schools with counseling services cases of violence are handled by school counselors (figure 4). This finding justifies the need to expand the coverage of counseling facilities in schools.

Chapter 4

Conclusions and Recommendations

The findings of this study indicated that violence against children occur in basic education levels in Nigeria. Specifically, physical and psychological violence are more prevalent than other types of violence. The study also noted that sexual violence is under-reported. There are disparities on gender and geographic lines on the reported cases of violence among learners in Nigeria. The study also noted the implication of the different types of violence on school absenteeism, school drop out and performance in education.

Based on the findings of the study, the following recommendations are made to improve policies, plans and programmes in addressing violence against children at the basic education level in Nigeria.

- Formulation of policy framework / guideline for violence free policy at the basic education. The policy will facilitate the establishment of enabling environment for the prevention and mitigation of the impact of violence at the basic education level. In addition, the framework will facilitate the establishment of sustainable interventions to address violence against children in schools
- The place of guidance and counseling in the prevention and mitigation of the impact of violence against children has been established in literature (Chege 2001). While teachers are inevitably identified as central to improving the learning conditions and safety for pupils, professional development opportunities that build these capabilities are often missing. Thus, deliberate effort at establishing / strengthening counseling services in schools must be initiated with a view to protecting children from violence. In addition, pre-service and in-service capacity building of guidance counselors must be prioritized by government and other partners. Where appropriate, issues on violence against children must be incorporated into guidance and counseling curriculum.

- Massive awareness creation on violence against children with a view to facilitating preventive actions as well as encourage reporting of acts of violence by learners. Specifically, violence free consciousness must be promoted among learners, teachers and other members of the school communities including parents. There should be regular seminars on violence prevention, publications to educate the learners and teachers on acceptable non violent behaviours
- The promotion of life skills to prevent violence against children in schools must be prioritized. Where appropriate, co-curricular activities in school clubs focusing on violence prevention should be encouraged.
- Inter-sectoral partnerships between the school and other relevant ministries / agencies of government and civil society must be encouraged to re-enforce prevention strategies on violence against children in schools, as well as provide a broader avenue for rehabilitation of victims of violence in the communities.

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Appendix

Annex 1 – Instruments



Assessment of Violence Against Children in Basic Education in Nigeria

QUESTIONNAIRE FOR STUDENTS

A. INTRODUCTION

This questionnaire is part of a survey being conducted by the Federal Ministry of Education Abuja in collaboration with UNICEF to inform strengthening of school-based guidance and counseling services in schools.

B. INSTRUCTIONS

1. The questionnaire consists of 8 sections and each section has a number of questions with multiple choice answers.
2. This questionnaire must be completed by the interviewer based on the responses received. Under no condition should the questionnaire be handed to the respondent. Please ensure that all questions are answered as completely as you can by circling the boxes in front of the option you have chosen.
3. Please ensure that the consent of the respondent is obtained before conducting the interview.

(READ ITEMS 3 AND 4 OUT TO RESPONDENTS)

4. This information is confidential and your answers will NEVER be associated with your name and no one at your school or in your family will ever see your answers.
5. Giving honest information will help us design the right programs.

© ... Thank you for your cooperation ... ©

SCHOOL INFORMATION

SCHOOL INFORMATION		Code
Date of interview (DD/MTH/YY)	/ /2007	
Time Started/ Time Ended		
Interviewer Name/ ID #		
State		
LGA		
Level of School	<input type="checkbox"/> Junior Secondary School	
	<input type="checkbox"/> Primary School	
Location	<input type="checkbox"/> Urban	
	<input type="checkbox"/> Rural	
Sector Code	<input type="checkbox"/> Public	
	<input type="checkbox"/> Private	
Gender classification	<input type="checkbox"/> Boys only	
	<input type="checkbox"/> Girls only	
	<input type="checkbox"/> Mixed	
Type of School	<input type="checkbox"/> Islamiya Integrated	
	<input type="checkbox"/> Christian/Moslem Missionary	
	<input type="checkbox"/> Nomadic	
	<input type="checkbox"/> Regular School	
Proprietorship	<input type="checkbox"/> Federal Government	
	<input type="checkbox"/> State Government	
	<input type="checkbox"/> Local Government	
	<input type="checkbox"/> Community	
	<input type="checkbox"/> Individual (Sole)	
Availability of Boarding Facilities	<input type="checkbox"/> Day only	
	<input type="checkbox"/> Boarders only	
	<input type="checkbox"/> Boarders and Day students	

SECTION 1: RESPONDENT'S BACKGROUND

NO	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
101	State your year and month of birth	Month <input type="checkbox"/> <input type="checkbox"/> Don't know month98 Year <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Don't know year98	
102	What is your age as at last birthday? <i>Check for Consistency Q101 and Q102 and correct as appropriate</i>	Age in completed year <input type="checkbox"/> <input type="checkbox"/>	
103	Please indicate your sex	Male1 Female.....2	
104	What is your state of origin?		
105	What class are you?	Primary 41 Primary 52 Primary 63 JSS 14 JSS 25 JSS 36	
106	Who do you live with?	Father only1 Mother only2 Both Parents3 Family members4 Others pls. specify.....5	

SECTION 2: DEFINITION OF VIOLENCE

NO	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
201	What do you understand by violence?		
NB	After the response, inform respondent that for the purpose of this exercise, “ VIOLENCE refers to intentional use of physical force or power, threatened or actual, against a child by an individual or grownup that either results in or has a likelihood of resulting in actual or potential harm to the child’s health, survival, development or dignity ”		

SECTION 3: PHYSICAL VIOLENCE IN THE SCHOOL

NO	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
301	Who is responsible for disciplining students in this school		
	a. Head Teachers	Yes.....1 No.....2	
	b. Teachers	Yes.....1 No.....2	
	c. Non Teaching Staff	Yes.....1 No.....2	
	d. Senior Student / Prefects / Peers	Yes.....1 No.....2	
	e. Others, please specify		
NO	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP

NO	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
304	If yes, who was responsible for inflicting the injury?	School teacher1 Non teaching staff2 Senior Students.....3 Classmates.....4 Others (please specify)5	
305	Do you know any student in this school who has undergone any of the discipline mentioned above in the last one year?	Yes1 No2	If No skip to 307
306	If yes, how often do you see any of this type of discipline being met on any student in this school during this term (Last 3 months)?		
	a. Whipping with horse whips	Every day1 Weekly2 Fortnightly.....3 Once a month4 Not at all5	
	b. Flogging with cane	Every day1 Weekly2 Fortnightly.....3 Once a month4 Not at all5	
	c. Beating with hands	Every day1 Weekly2 Fortnightly.....3 Once a month4 Not at all5	
	d. Slapping	Every day1 Weekly2 Fortnightly.....3 Once a month4 Not at all5	
	e. Punching on the face or any part of the body	Every day1 Weekly2 Fortnightly.....3 Once a month4 Not at all5	
	f. Pinching the ears or any part of the body	Every day1 Weekly2 Fortnightly.....3 Once a month4 Not at all5	
	g. Hitting on the head	Every day1 Weekly2 Fortnightly.....3 Once a month4 Not at all5	

	h. Lifting of objects (desk, chair etc) over the head	Every day1 Weekly2 Fortnightly.....3 Once a month4 Not at all5	
	i. Digging hole	Every day1 Weekly2 Fortnightly.....3 Once a month4 Not at all5	
	j. Fetching buckets of water	Every day1 Weekly2 Fortnightly.....3 Once a month4 Not at all5	
	k. Cutting grass in hot sun	Every day1 Weekly2 Fortnightly.....3 Once a month4 Not at all5	
	l. Weeding grass with bare hands	Every day1 Weekly2 Fortnightly.....3 Once a month4 Not at all5	
	m. Standing or kneeling in the sun for more than one hour	Every day1 Weekly2 Fortnightly.....3 Once a month4 Not at all5	
	n. Sitting on an 'invisible chair'	Every day1 Weekly2 Fortnightly.....3 Once a month4 Not at all5	
	o. Having things thrown at like duster	Every day1 Weekly2 Fortnightly.....3 Once a month4 Not at all5	
	p. Lifting hands while closing eyes and opening mouth	Every day1 Weekly2 Fortnightly.....3 Once a month4 Not at all5	
	q. Kneeling down for more than an hour	Every day1 Weekly2 Fortnightly.....3 Once a month4 Not at all5	

	r. Stooping down	Every day1 Weekly2 Fortnightly.....3 Once a month4 Not at all5	
	s. Frog Jump	Every day1 Weekly2 Fortnightly.....3 Once a month4 Not at all5	
	t. Crawling on the chest on the ground	Every day1 Weekly2 Fortnightly.....3 Once a month4 Not at all5	



Assessment of Violence Against Children in Basic Education in Nigeria

QUESTIONNAIRE FOR TEACHERS

A. INTRODUCTION

This questionnaire is part of a survey being conducted by the Federal Ministry of Education Abuja in collaboration with UNICEF to inform strengthening of school-based guidance and counseling services in schools.

B. INSTRUCTIONS

6. The questionnaire consists of 8 sections and each section has a number of questions with multiple choice answers.
7. This questionnaire must be completed by the interviewer based on the responses received. Under no condition should the questionnaire be handed to the respondent. Please ensure that all questions are answered as completely as you can by ticking the boxes in front of the option you have chosen.
8. Please ensure the consent of the respondents before starting the interview

READ OUT ITEMS 4 AND 5 TO THE RESPONDENTS

9. This information is confidential and your answers will NEVER be associated with your name and no one at your school or in your family will ever see your answers.
10. Giving honest information will help us design the right programs.

© ... Thank you for your cooperation ... ©

SCHOOL INFORMATION

SCHOOL INFORMATION		Code
Date of interview (DD/MTH/YY)	/ /2007	
Time Started/ Time Ended		
Interviewer Name/ ID #		
State		
LGA		
Level of School	<input type="checkbox"/> Junior Secondary School	
	<input type="checkbox"/> Primary School	
Location	<input type="checkbox"/> Urban	
	<input type="checkbox"/> Rural	
Sector Code	<input type="checkbox"/> Public	
	<input type="checkbox"/> Private	
Gender classification	<input type="checkbox"/> Boys only	
	<input type="checkbox"/> Girls only	
	<input type="checkbox"/> Mixed	
Type of School	<input type="checkbox"/> Islamiya Integrated	
	<input type="checkbox"/> Christian/Moslem Missionary	
	<input type="checkbox"/> Nomadic	
	<input type="checkbox"/> Regular School	
Proprietorship	<input type="checkbox"/> Federal Government	
	<input type="checkbox"/> State Government	
	<input type="checkbox"/> Local Government	
	<input type="checkbox"/> Community	
	<input type="checkbox"/> Individual (Sole)	
Availability of Boarding Facilities	<input type="checkbox"/> Day only	
	<input type="checkbox"/> Boarders only	
	<input type="checkbox"/> Boarders and Day students	

SECTION 1: RESPONDENT'S BACKGROUND

NO	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
101	State your year and month of birth	Month <input type="checkbox"/> <input type="checkbox"/> Don't know month98 Year <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Don't know year98	
102	What is your age as at last birthday? CHECK FOR CONSISTENCY Q101 AND Q102 AND CORRECT AS APPROPRIATE	Age in completed year <input type="checkbox"/> <input type="checkbox"/>	
103	Please indicate your sex	Male1 Female.....2	
104	What is your state of origin		
105	How many years have you been teaching?	1 – 5 yrs 6 – 10 yrs More than 10 years	
106	How many years have you been teaching in this school?	Less than 1 year1 1 - 2 years2 3 – 5 yrs3 More than 5 years4	
107	Class taught		
108	Subject taught		

SECTION 2: DEFINITION OF VIOLENCE

NO	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
201	What do you understand by violence?		
NB	After the response, inform respondent that for the purpose of this exercise, “ <i>VIOLENCE refers to intentional use of physical force or power, threatened or actual, against a child by an individual or grownup that either results in or has a likelihood of resulting in actual or potential harm to the child’s health, survival, development or dignity</i> ”		

SECTION 3: PHYSICAL VIOLENCE

NO	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
301	Who is responsible for disciplining students in this school?		
	f. Head Teachers	Yes.....1 No.....2	
	g. Teachers	Yes.....1 No.....2	
	h. Non Teaching Staff	Yes.....1 No.....2	
	i. Senior Student / Prefects / Peers	Yes.....1 No.....2	
	j. Others, please specify		

NO	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
303	Is Corporal Punishment part of Education?	Yes1 No2	
304	Do you know any one in this school who adopts any of the modes of discipline mentioned above?	Yes1 No2	If no skip to 306
305	If yes, who? Tick as many as mentioned	Head teacher1 School teacher2 School counselor.....3 Fellow Student.....4 Others (please specify) ...5	
306	Have you personally applied any of the methods above on any student in the last one year?	Yes1 No2	
NB	Inform Respondent that <i>PHYSICAL VIOLENCE</i> “ <i>includes but not limited to, scratching; pushing; shoving; throwing; grabbing; biting; choking; shaking; slapping; kicking; punching; burning; use of a weapon; forced sexual activity; injury or death from a weapon and use of restraints or one’s body, size, or strength against another person</i> ”		
307	Are cases of physical violence reported by students in this school?	Yes1 No2	If No, go to 309
308	If yes, to who?	Head teacher1 School teacher2 School counselor.....3 Fellow Student.....4 Parents5 Others (please specify)6	
309	If No, why?	No one to report to.....1 Nothing will be done2 They might be afraid.....3 No such case4 Other reasons.....5	
310	Do you know or have you heard of any pupil who died as a result of physical violence in this school?	Yes1 No2	

SECTION 4: PSYCHOLOGICAL VIOLENCE

NO	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
401	In the last one year has anyone threatened any student in this school?	Yes1 No2	
402	In the last one year, has anyone ever used abusive words on any student in this school?	Yes1 No2	
403	In the last one year, has anyone in this school ever seized a student’s property without returning it?	Yes1 No2	
404	In the last one year, has anyone in this school ever deprived any student their food or their meal times?	Yes1 No2	
405	In the last one year, has anyone in this school ever denied any student their play time or relaxation?	Yes1 No2	
406	In the last one year, have you used abusive words on any student in this school?	Yes1 No2	

NO	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
407	In the last one year, have you seized a student's property without returning it?	Yes1 No2	
408	In the last one year, have you deprived any student their food or their meal times?	Yes1 No2	
409	In the last one year, have you denied any student their play time or relaxation?	Yes1 No2	
410	In the school is there any committee, office or person whose responsibility is it to address issues of violence against students?	Yes1 No2	If no Skip to 412
411	If yes, who? Tick as many as mentioned	School Disciplinary Committee.....1 School official2 School teacher3 School counselor.....4 Students5 Others (please specify)5	
NB	Inform Respondent that PSYCHOLOGICAL VIOLENCE “ <i>can take the form of physical intimidation, controlling through scare tactics and oppression, harassments, being picked upon, laughed at, unfair treatment, constant criticism and such likely acts</i> ”		
412	Are cases of psychological violence reported by students in this school?	Yes1 No2	If No, go to 414
413	If yes, to who?	Head teacher1 School teacher2 School counselor.....3 Fellow Student.....4 Parents5 Others (please specify)6	
414	If No, why?	No one to report to.....1 Nothing will be done2 They might be afraid.....3 No such case4 Other reasons.....5	
415	Do you know or have you heard of any pupil who died as a result of psychological violence?	Yes1 No2	

SECTION 5: Sexual Violence

NO	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
501	In the last one year have you heard of incidence of rape involving a student in this school?	Yes1 No2	
502	Do you know of any student who has been raped in this school in the last one year? (Check response to Q501 and correct accordingly)	Yes1 No2	If No SKIP to 505

NO	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
503	If yes, who informed you? (Tick as many as mentioned?)	School official 1 School teacher 2 School counselor.....3 Other students.....4 Others (please specify) ...5	
504	From the report, which student (gender) was the victim of the rape?	Male1 Female2	
505	Have you ever heard of students threatening to force other students into intimate sexual relationship in this school?	Yes1 No2	
506	Have you ever heard of any teacher being accused of forcing any student into intimate sexual relationship?	Yes1 No2	
507	In the last one year have you heard of any student who have reported / rumored being touched in their private parts (breast, penis, and vagina) by any one in this school?	Yes1 No2	If No skip to 509
508	If yes, who was accused of perpetuating the act? (Tick as many as mentioned)	Head Teacher 1 School teacher 2 School counselor.....3 Other students.....4 Others (please specify)5	
NB	Inform Respondent that SEXUAL VIOLENCE “include all forms of sexual abuse, sexual assault, pornography, prostitution, trafficking for sexual purposes, sex tourism, early and forced marriage and enslavement.”		
509	Are cases of sexual violence reported by students in this school?	Yes1 No2	If No, Go To 511
510	If yes, to who?	Head teacher1 School teacher2 School counselor.....3 Fellow Student.....4 Parents5 Others (please specify)6	
511	If No, why?	No one to report to.....1 Nothing will be done2 They might be afraid.....3 No such case4 Other reasons.....5	
512	Do you know or have you heard of any pupil who died as a result of any sexual violence?	Yes1 No2	

SECTION 6: GENDER-BASED VIOLENCE

NO	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
601	Are boys and girls allowed to do the same type of physical work in this school?	Yes1 No2	
602	Are both boys and girls given equal punishment for the same offense in this school?	Yes1 No2	
603	Do boys feel and act superior to the girls in this school?	Yes1 No2	
604	Are girls the only ones who sweep the classroom in this school?	Yes1 No2	
605	In this school, are girls allowed to cut grass?	Yes1 No2	
606	In class are boys and girls allowed to answer questions equally?	Yes1 No2	
NB	Inform Respondent that <i>GENDER BASED VIOLENCE</i> refers to “injustices and all forms of unequal treatment as a result of either being a male or a female. (e.g giving a boy more stricter punishment than a girl for the same kind of offense just because he is a boy).”		
607	Are cases of gender-based violence reported by students in this school?	Yes1 No2	If No, Go To 609
608	If yes, to who?	Head teacher1 School teacher2 School counselor.....3 Fellow Student.....4 Parents5 Others (please specify)6	
609	If No, why?	No one to report to.....1 Nothing will be done2 They might be afraid.....3 No such case.....4 Other reasons.....5	
610	Do you know or have you heard of ay pupil who died as a result of any of Gender based violence?	Yes1 No2	

SECTION 7: HEALTH RELATED VIOLENCE

NO	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
701	In the last one year, are you aware of any student with an illness that makes others to run away from him in this school?	Yes1 No2	If No Go To 703
702	If yes, what is the name of the illness?		
703	Are you aware of any student in this school who have ever been ignored, avoided or neglected because of their health status?	Yes1 No2	

NO	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
704	If yes, what is the form of the neglect?		
	a. Prevention from attending class	Yes1 No2	
	b. Prevention from eating in the school	Yes1 No2	
	c. Prevention from playing with peers in school	Yes1 No2	
	d. Others please specify.....		
NB	Inform Respondent that HEALTH RELATED VIOLENCE refers to “any form of stigmatization, abuse, neglect, discrimination and so on as a result of a person’s health status (E.g preventing an HIV positive pupil from participating in group work or play).		
705	Are cases of health-based violence reported by students in this school?	Yes1 No2	If No, Go To 707
706	If yes, to who?	Head teacher1 School teacher2 School counselor.....3 Fellow Student.....4 Parents5 Others (please specify)6	
707	If No, why?	No one to report to.....1 Nothing will be done2 They might be afraid.....3 No such cases4 Other reasons.....5	
708	Do you know or have you heard of any pupil who died as a result of any of the Health related violence?	Yes1 No2	

SECTION 8: STRATEGIES FOR PREVENTION AND HANDLING ACTS OF VIOLENCE

NO	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
801	In the last 12 months had there been any seminar on prevention of violence in this school	Yes1 No2	
802	Is there any pamphlet, poster or book given to pupils telling them about the forms and consequences of violence in this school?	Yes1 No2	
803	Is there any rules and regulation in this school against violence against students?	Yes1 No2	
804	If yes, state at least 2 of the rules / regulations 1. 2.		
805	In this school, is there any committee, office or person responsible for investigating acts of violence and taking action against it?	Yes1 No2	

NO	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
806	In the last one year, has any student been suspended / expelled from school because of any act of violence against other students?	Yes.....1 No.....2	
807	In the last one year, has any teacher been cautioned / suspended / expelled from school because of any act of violence against any student?	Yes.....1 No.....2	

Read out to the respondents. **Thank you for Participating**



Assessment of Violence Against Children in Basic Education in Nigeria

COUNSELLING SERVICE / FACILITY CHECK LIST FOR HEAD TEACHER

A. INTRODUCTION

This questionnaire is part of a survey being conducted by the Federal Ministry of Education Abuja in collaboration with UNICEF to inform strengthening of school-based guidance and counseling services in schools.

B. INSTRUCTIONS

11. The questionnaire consists of 2 sections and each section has a number of questions with multiple choice answers.
12. This questionnaire must be completed by the interviewer based on the responses received. Under no condition should the questionnaire be handed to the respondent. Please ensure that all questions are answered as completely as you can by circling the boxes in front of the option you have chosen.
13. This information is confidential and your answers will NEVER be associated with your name and no one at your school or in your family will ever see your answers.
14. Giving honest information will help us design the right programs.

THIS QUESTIONNAIRE MUST BE DIRECTED TO THE HEAD TEACHER

© ... Thank you for your cooperation ... ©

SCHOOL INFORMATION

SCHOOL INFORMATION		Code
Date of interview (DD/MTH/YY)	/ /2007	
Time Started/ Time Ended		
Interviewer Name/ ID #		
State		
LGA		
Level of School	<input type="checkbox"/> Junior Secondary School	
	<input type="checkbox"/> Primary School	
Location	<input type="checkbox"/> Urban	
	<input type="checkbox"/> Rural	
Sector Code	<input type="checkbox"/> Public	
	<input type="checkbox"/> Private	
Gender classification	<input type="checkbox"/> Boys only	
	<input type="checkbox"/> Girls only	
	<input type="checkbox"/> Mixed	
Type of School	<input type="checkbox"/> Islamiya Integrated	
	<input type="checkbox"/> Christian/Moslem Missionary	
	<input type="checkbox"/> Nomadic	
	<input type="checkbox"/> Regular School	
Proprietorship	<input type="checkbox"/> Federal Government	
	<input type="checkbox"/> State Government	
	<input type="checkbox"/> Local Government	
	<input type="checkbox"/> Community	
	<input type="checkbox"/> Individual (Sole)	
Availability of Boarding Facilities	<input type="checkbox"/> Day only	
	<input type="checkbox"/> Boarders only	
	<input type="checkbox"/> Boarders and Day students	

SECTION 1: COUNSELLING SERVICES

NO	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
101	Do you usually have cases of violence reported in your school?	Yes 1 No2	
102	Is there a special office where cases of violence can be reported?	Yes 1 No2	If No Skip to 104
103	If yes, where?	School counsellor's office.....1 The Headteacher's office.....2 Staff room.....3 Secretary office.....4 Others (Please state).....5	
104	Do you have school counselor/s in your school?	Yes 1 No2	If no skip to 106
105	Is the Counsellor responsible for handling reported cases of violence?	Yes 1 No2	
106	Is there any other person or are there other people officially assigned by the school to handle cases of violence in this school?	Yes 1 No2	If no end the interview
107	Who is (are) the designated person (s) to perform this task?	The school Headteacher.....1 Teacher/s.....2 Office staff.....3 School prefects.....4 Disciplinary committee.....5 Others (Please state).....6	
108	Do you have counseling office? (If yes Ask to see the office after Q111)	Yes 1 No2	
NB	After the response inform respondent that for the purpose of this exercise, <i>“VIOLENCE refers to intentional use of physical force or power, threatened or actual, against a child by an individual or grownup that either results in or has a likelihood of resulting in actual or potential harm to the child's health, survival, development or dignity”</i>		
NB	Inform Respondent that <i>PHYSICAL VIOLENCE “includes but not limited to, scratching; pushing; shoving; throwing; grabbing; biting; choking; shaking; slapping; kicking; punching; burning; use of a weapon; forced sexual activity; injury or death from a weapon and use of restraints or one's body, size, or strength against another person”</i>		
NB	Inform Respondent that <i>PSYCHOLOGICAL VIOLENCE “can take the form of physical intimidation, controlling through scare tactics and oppression, harassments, being picked upon, laughed at, unfair treatment, constant criticism and such likely acts”</i>		
NB	Inform Respondent that <i>SEXUAL VIOLENCE “includes all forms of sexual abuse, sexual assault, pornography, prostitution, trafficking for sexual purposes, sex tourism, early and forced marriage and enslavement.”</i>		
NB	Inform Respondent that <i>GENDER BASED VIOLENCE refers to “injustices and all forms of unequal treatment as a result of either being a male or a female. (e.g giving a boy more</i>		

	<i>stricter punishment than a girl for the same kind of offense just because he is a boy”.</i>		
NB	Inform Respondent that <i>HEALTH RELATED VIOLENCE</i> refers to “any form of abuse, neglect, discrimination and so on as a result of a person’s health status (E.g preventing an HIV positive pupil from playing with others”.		
109	What are the types of violent acts brought to the counsellor (Record as many mentioned)	Physical violence.....1 Sexual violence.....2 Emotional Violence.....3 Peer Violence.....4 Health Related violence.....5 Gender based violence.....6 Others mentioned.....	
110	In the last one year, has any group counseling on violence prevention been organized in your school?	Yes 1 No2	
111	Are there laid down rules against acts of violence in the school?	Yes 1 No2	
112	How does the school handle cases of violence? Please state	Referral to the School Counsellor ..1 Suspension.....2 Invitation of Parents.....3 Expulsion.....4 Others (Please state).....5	

SECTION 2: COUNSELLING FACILITIES CHECK LIST (Circle all available)

FURNITURE

Comfortable Counsellor’s Table.....	1
Comfortable Counsellor’s chairs	2
Client’s Chair.....	3
Cupboards/file cabinents.....	4
Couch.....	5

EQUIPMENT AND MATERIALS

Computer/s.....	6
Test Batteries.....	7
IEC Materials.....	8
Television set	9
Video player/ VCD/DVD player.....	10
Tape Recorder	11
Record book.....	12
Files.....	13
Fan.....	14
Two way mirror.....	15
Waste paper basket.....	16

ENVIRONMENT

Adequate lighting.....	17
Cross Ventilation.....	18
Adequate space.....	19
Reception/Waiting room.....	20
Office staff.....	21
Store.....	22
Private Counseling room.....	23
Conference room for group Counseling.....	24

Read Out: Thank you for participating in the study. If you have any questions do not hesitate to write or call the coordinator.

SUPERVISOR'S NAME AND SIGNATURE

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