

CHILD PROTECTION AWARENESS AMONG CHILDREN IN SELECTED SCHOOLS IN MUNALI CONSTITUENCY OF LUSAKA, ZAMBIA.

ABSTRACT

Child abuse is one of the major problems affecting children. Child abuse takes different forms including sexual, physical, emotional and psychological. Children find themselves in forced labour, prostitution, abduction and trafficking. Motivated by prevalence and persistence of child abuse, this paper aimed at examining children's level of awareness of child protection in selected schools in Munali Constituency of Lusaka, Zambia. The study used mixed methods approach combining quantitative and qualitative methods. The sample included 328 pupils selected using systematic random sampling and 4 key informants purposively selected. Data collection was done through questionnaires and three focus group discussions. Statistical Package for Social Sciences (SPSS) was used to analyse quantitative data while qualitative data was analysed thematically. Results showed that schools were the main source of pupils' basic knowledge on child protection. However, knowledge that children received on child protection from schools was quite inadequate as it was mostly theoretical. Despite them receiving knowledge from the schools, it was revealed that children were not fully aware of what child protection meant, who to report to in case of abuse or where to go to for safety, and how to protect themselves. The study concluded that there is a lack of in-depth information and awareness of child protection as well as safe spaces to report cases of abuse. The study recommends the need for children to have extensive education and awareness of their rights from multiple sources in order to protect themselves.

Keywords: *Child, Child Protection, Child Abuse, Abuse awareness*

1. INTRODUCTION

A lot has been written on child protection but not much empirical evidence is available on awareness of child protection among children (Bourdillon and Myers, 2013). Globally, there are many reported cases on child abuse across countries. For example, in the period 2015 to 2016, 1 billion children had been abused globally with Africa, Asia and North America recording the highest prevalence rates. Self-reported cases under a meta-analysis show that about 23% of children experienced physical abuse, 36.3% emotional abuse and 13% sexual abuses (Hillis *et al.*, 2016). Besides this, sometimes victims are not even aware that they are being abused, if they

are aware, they may not be able to report the abuser or may not even know who to report abuse to (Vulliamy and Sullivan, 2000). In the context of child abuse, what children go through in their early life experiences have adverse effects on the way they develop (Brenicket *al.*, 2014; Afifi, 2017).

2. RESEARCH CONTEXT

Children's rights have become so important globally due to the increased incidences of child abuse. It is estimated that at least about four in five children between the ages of two and fourteen are subjected to some kind of violent discipline in their homes, and also one in ten girls under twenty years of age has been subjected to forced sex (UNICEF, 2014). Furthermore, United Nations has estimated that each year about twelve million girls under eighteen are married (UN News, 2018) and 1.2 million children are victims of trafficking (ILO, 2005). In this regard, United Nations argues each state world-wide is responsible of not only undertaking 'all appropriate legislative, administrative, and other measures for the implementation of the rights in the Convention' but also the realization of these legislations (CRC, Art. 4).

Children in Zambia make up almost 50% of the population (Makasa, 2020 in Likumbo *et al.*, 2021). The African Report on Child Wellbeing ranks the country on 22 out of 52 in the index of child protection, suggesting that more needs to be done to ensure child protection. Children in Zambia experience abuse in their homes and communities they live in. Despite citizens and children taking action to end this violence, the percentage of young girls married off below the age of 18 for example, suggests that the efforts currently put in place to end abuse and violence against children are not sufficient (World Vision, 2018), as Zambia continues to record a rise in cases of child abuse (Likumbo, 2021; Zulu, 2020). This is so, despite the fact that in some cases, abusers are convicted and face maximum sentences of life imprisonment. Against this, some NGOs advocate for the bail option of perpetrators, thus, giving them a chance to go back into society and commit similar crimes again. Furthermore, in Zambia, even though on average, 50 cases of abuse are reported every day, majority of the cases still go unreported (Zulu, 2020). This might suggest inadequate awareness of child protection among the victims.

Children suffer abuse in form of rape, violence, neglect and exploitation and many of them are not aware about their rights (Save the Children, 2018). This suggests existence of a tension between the rights of children and other values that have implications for children's well-being. This

could imply one of the reasons for the number of cases of abuse going unreported. The African Charter on the rights and welfare of the child for instance, states that children are required to work for the cohesion of their families and are expected to respect their parents and all adults and offer their assistance when need arises. However, some adults use the respect for African values to take advantage of children and abuse them. Children may also be tolerant of abuse due to the lack of awareness of their rights. Several laws and policies (e.g. The Child Code Act No. 12 of 2001, the national child policy, United Nations Convention on the Rights of the Child etc.) have been put in place to protect children. However, literature on whether children are fully aware of their child protection rights seems to be scanty (Reading *et al.*, 2008, Likumbo *et al.*, 2021). Therefore, this research sought to explore sources of knowledge on child protection among children in selected schools in Munali Constituency and to establish the [in]adequacy of knowledge on child protection among children in selected schools in Munali Constituency.

3. RESEARCH METHODS

The study was conducted in Munali Constituency in Lusaka District, Zambia. Lusaka is the capital city of Zambia, which has the highest population of people in the country. Munali Constituency was chosen as the study area because it is centrally located in Lusaka with urban and per-urban features. Three wards namely: Munali, Kalingalinga and Chakunkula were purposively selected to ensure that low, medium and high-density areas of the constituency are represented.

The study focused on school going children and schools were selected randomly by placing all the public schools for each ward in a box and selecting one school from each ward. The study was limited to grades 5 to 7 (upper primary pupils) because they are vulnerable as they are still trying to discover and learn certain things about themselves. The ages between 9 and 16 years were selected for this study, with reference to Fay and Burr's (2018) study on primary school pupils as it is the common age range in upper primary school. Figure 1 below shows a map of Munali Constituency as well as the 3 wards selected for the study.

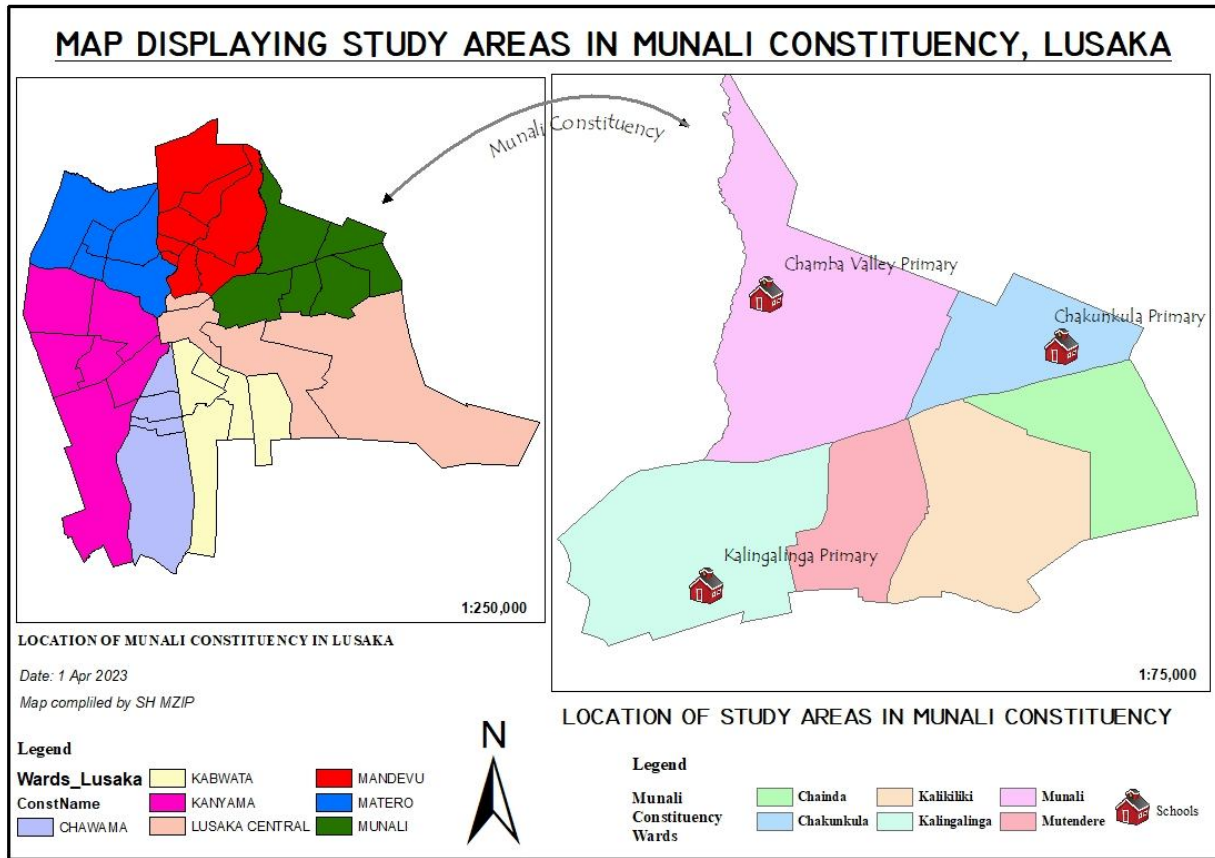


Figure 1: Study Area Map

The sampling technique used was systematic random sampling for pupils. A list of the total number of pupils in grade 5, 6 and 7 was asked from the head teachers of the three selected schools. All together the three schools had 2775 pupils as the population. Therefore, from the 2775 target population, a sample size using Krejcie and Morgan (1970) formula was picked.

$$\text{Sample size} = S = \frac{X^2 NP(1-P)}{d^2(N-1) + X^2 P(1-P)}$$

Where,

S is the required sample size

N is the given population size of the group under consideration

P is the estimated proportion

d^2 is the degree of accuracy

X^2 is 1.96 confidence level

In this study N= 2775 (Kalingalinga Primary School: 719, Chakunkula Primary School: 1397 and Chamba Valley Primary School: 659).

Which is:

$$S=1.96^2$$

The sample size of 338 pupils was thus drawn based on a proportion of the total number of upper primary pupils from each school. Each school's population was divided by the total population (2775). That gave Kalingalinga Primary School: 88, Chakunkula Primary School: 170 and Chamba Valley Primary School: 80 pupils. The research team then went back to the schools to ask for a list of names of all the pupils in each grade and placed them in alphabetical order to ensure every respondent had an equal chance of being selected using systematic sampling with an interval of 8 from each school. From the 338 children sampled, 328 children agreed to participate in this study while 10 did not. The table below shows the total sample distribution among the 3 schools.

Total

	School	No of Respondents	No of Consenting Respondents
1.	Kalingalinga Primary	88	88
2.	Chakunkula Primary	170	164
3.	Chamba Valley Primary	80	76
	Total	338	328

Sample

Table 1: Total Sample

For the focus group discussion, respondents who were not selected from the list of those systematically selected were purposively selected. There were three focus group discussions of 10 respondents per group from Kalingalinga Primary School, 10 from Chakunkula Primary School and 10 from Chamba Valley Primary School (making it 30) participants. Additionally, 4 Key informants were purposively selected looking at who had both a direct and indirect effect on the children and were knowledgeable on child protection and children's awareness on the matter. These included 1 head teacher, and 1 school matron from Kalingalinga Primary School, 1 teacher

from Chamba Valley School and 1 guidance and counselling teacher from Chakunkula Primary School.

Data was gathered using the Focus Group Discussions, Interviews and Questionnaires. The qualitative data was analyzed using a thematic analysis approach. For the quantitative data collected, codes were allocated to the responses to enable specificity of findings. The researchers then employed the use of Statistical Package for Social Sciences (IBM SPSS Statistics). The data collected was imported into IBM SPSS, desired commands were given to get accurate results. Thereafter the procedure was run for results.

The main ethical issues that guided the research were informed consent and voluntary participation by all participants. Permission was obtained from the head teachers of each of the selected three primary Schools from Munali Constituency, parents or guardians of pupils with the use of a consent form (Consent forms were given to pupils to take to their parents/guardians, they were signed by parents and guardians of each child and sent back to school to be collected by the researcher) and the children in this case who were the respondents.¹

4. RESULTS

4.1 Respondents' Characteristics

This research captured 328 respondents under probability sampling from three schools in Munali Constituency, namely; Kalingalinga Primary School, Chakunkula Primary School and Chamba Valley Primary School for participants whose data was collected through a questionnaire under quantitative research. Purposive sampling was used for 30 participants whose data was collected through focus group discussions and 4 Key informants' responses were captured using an interview guide.

i. Quantitative Information: Gender and Age of Pupils

¹Consent forms were given to pupils to take to their parents/ guardians, they were signed by Parents and guardians of each child and sent back to school to be collected by the researcher) and the children in this case who were the respondents.

School		Kalingalinga Primary School		Chakunkula Primary School		Chamba Valley Primary School		Total
		N	%	N	%	N	%	
Gender	Male	42	23.59	88	49.43	48	26.97	178
	Female	46	30.67	76	50.67	28	18.67	150
Age	7-9	0	0	22	91.67	2	8.33	24
	10-12	20	17.24	86	74.13	10	8.62	116
	12-14	54	33.33	56	34.56	52	32.09	162
	14-16	14	53.85	0	0	12	46.15	26

Table 2: Gender and Age of pupils

Table 1 above shows that 178 of the respondents of this study were male while 150 were female. When it comes to age, 24 pupils were in the age range 7 to 9 years, 116 in the age range 10 to 12, 162 in the 12 to 14 age range and the 14 to 16 age range had 26 pupils.

4.1.2. Number of Pupils selected from each School and Grade

Grade	Kalingalinga Primary	Chakunkula Primary	Chamba Valley Primary
5	30	88	26
6	28	74	22
7	30	0	28
Total	88	162	76

Table 3: School and Grade of pupils

The table (2) above shows the number of pupils who participated in this study from Kalingalinga Primary School, Chakunkula Primary School and Chamba Valley Primary School. From Kalingalinga Primary School, 30 pupils were from grade 5, 28 from grade 6 and 30 from grade 7. Meaning the total number of participants from Kalingalinga Primary School were 88. Chakunkula Primary School had 88 pupils coming from grade 5, 74 came from grade 6 and 0 came from grade 7. Meaning the total number of participants from Chakunkula Primary School was 162. From Chamba Valley Primary School, 26 pupils were from grade 5, 22 from grade 6 and 28 from grade 7. This means that the total number of participants from Chamba Valley Primary School was 76.

4.1.3 Head of Householdsto which the children belong

		Kalingalinga Primary	Chakunkula Primary	Chamba Valley Primary
Guardian	Both Parents	42	110	42
	Single parent	30	28	12
	Grandparents	14	12	2
	Aunt/Uncle	2	10	14
	Other	0	2	6
	Total	88	162	76

Table 4: Household heads

4.2 Sources of Knowledge on Child Protection

The participants in the selected schools in Munali Constituency were asked on the sources of knowledge they had on child protection. They were asked where they heard about child protection from if at all they had ever heard about it. Figure 1 illustrates the findings.

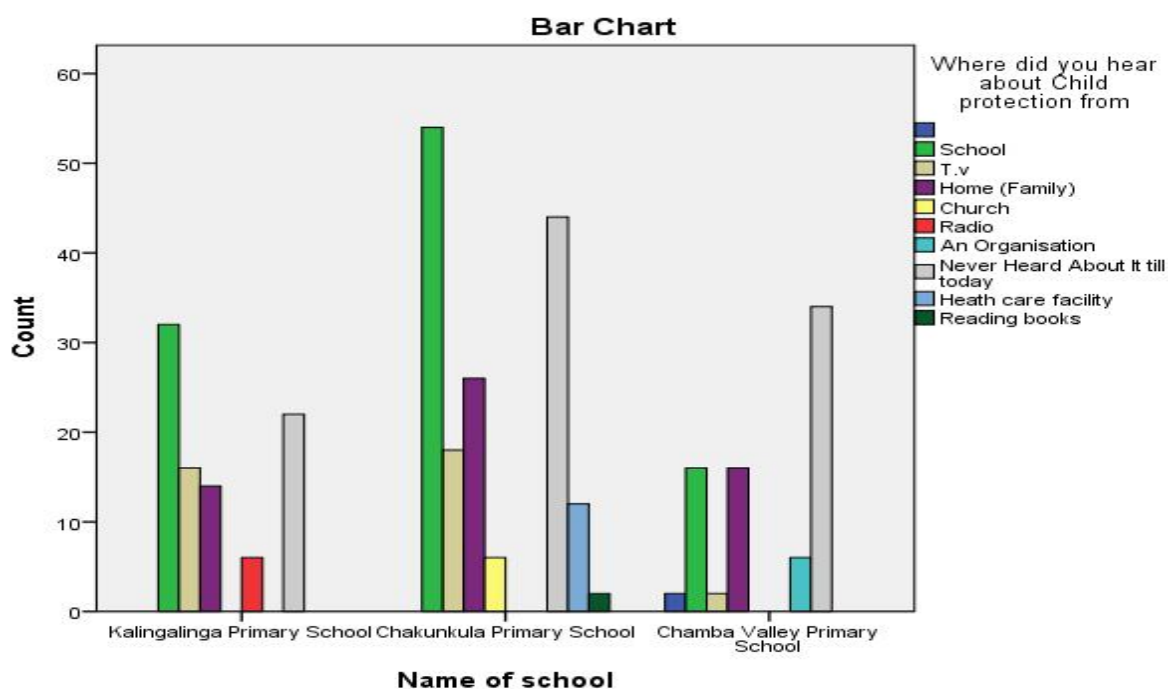


Figure 2: Fieldwork 2022

Data collected from Kalingalinga Primary School showed that of the 90 participants, 32 had prior awareness of child protection, 16 had learned about it in school, 16 had learned about it from television, 14 had learned about it at home, and 6 had learned about it via the radio. Among the 162 respondents, data from Chakunkula Primary School revealed that 54 claimed they learned about child safety in school, 18 through television, 26 from home, 6 from a church, 12 from a medical institution, 2 from reading books, and 44 said they had never heard of it.

Data from Chamba Valley Primary School, 16 of the 76 respondents who were asked where they first learned about child protection did so from school, 2 from television, 16 from family and 6 from different Non-governmental organisations, 12 came from a healthcare facility, 2 from books while 34 had no prior knowledge and 2 did not respond.

Findings from all the schools combined show that 31.1% of respondents learned about child protection at school. 10.9% came from television, 17.1% from family, 1.8% from church, 1.8% from radio, 1.8% from non-governmental organizations, 3.7% from healthcare facilities, 0.6% from reading books, 30.5% had no prior knowledge, and 0.6% did not respond.

Qualitatively, results showed that, children from Chakunkula and Chamba valley Primary Schools were not familiar with the concept of child protection whilst children from Kalingalinga primary school indicated having heard of child protection in school and others from church and school. Despite these findings, key informants from these schools indicated having been disseminating child protection information to children through various forms including: sex education forums with experts from NGOs, drama club and sensitization programs, and children in these events are taught the effects of child abuse and where they can report should one find themselves abused.

Even though, the dissemination methods were argued not being so effective by the learners, they were able to mention the different platforms they have heard of the child protection and child abuse related discussions. These platforms include: teachers (schools), television, the church, and non-governmental organizations (NGOs) such as Save the Children were all mentioned as sources of child protection information. Despite these platforms, children and other key informants like teachers were of the view that, more was to be done in order to protect children from child abuse. Other key informants were of the view that, children are not taught using the right channels information about where they can report child abuse.

b. [In]adequacy of Knowledge on Child Protection

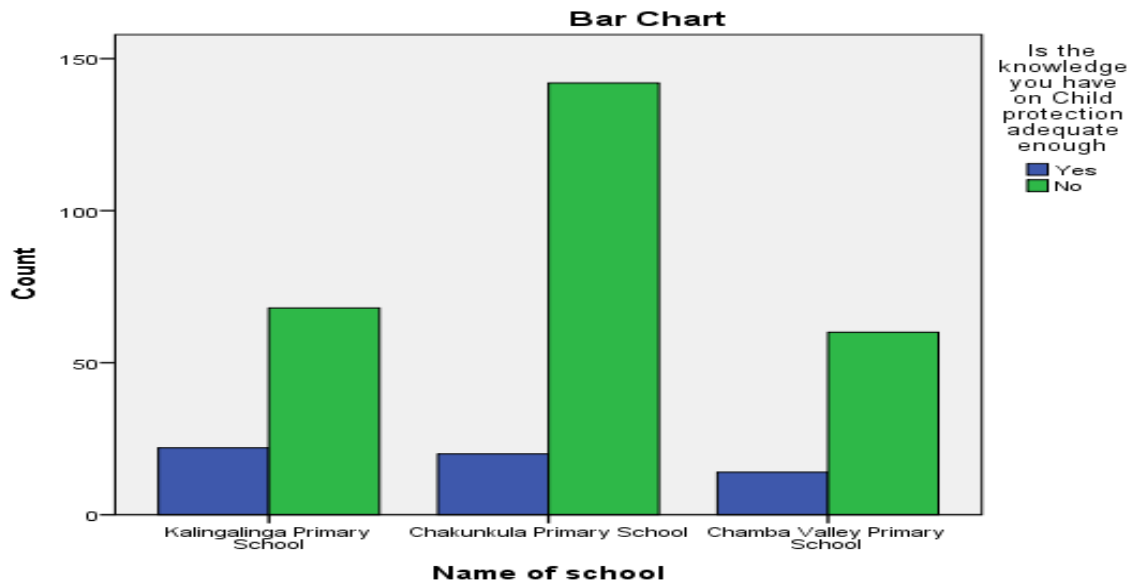


Figure 3: Inadequacies of Knowledge

Results from Kalingalinga Primary in the figure above show that from the 88 responses received, only 22 said they had adequate knowledge on child protection while 68 mentioned it was not enough. From the 162 Respondents at Chakunkula Primary School, 20 said the knowledge they had was adequate while 142 respondents said they did not have adequate knowledge on child protection. Chamba Valley Primary School data shows that 14 mentioned they had adequate knowledge and 60 stated they think they do not have adequate knowledge on child protection. Overall, data from all the 3 schools indicates that 66 respondents think they have adequate knowledge on child protection while 270 (82.32%) say the knowledge they have on child protection is not adequate and that they would like to learn more about it.

Results drawn from the qualitative method, were similar to the results in the above figure. This is because nearly all the children from the different three schools were of the view that, the knowledge they had was inadequate and needed more. One of the arguments was that, child abuse unfolds itself in several ways and this on its own required that they are taught on all the various ways of knowledge transfer. One of the boys said “I need to learn more so that I can know how to protect myself from rape or harassment.” Respondent two agreed with the male respondent by saying she felt the information on child protection was not disseminated to a point

where children could be able to learn better reporting and protection mechanisms; mechanisms such as how children can have access to proper facilities where they can report abusers.

4.3. Inadequacies in Reporting Abuse

Table 5 shows the questions asked, the options respondents picked and the total number of respondents for each response.

Table 5 *Inadequacies in Reporting Abuse*

If you were abused, who would you be comfortable sharing your experience with?		
Parents/ Guardians	230	71.88
Teacher	12	3.75
Call the National helpline	18	5.63
Police	38	11.88
Friends	22	6.88
Other	0	
If your friend or sibling told you about an abuse they experience, what would you tell them to do?		
Tell their parents	204	64.15
Tell teacher	18	5.66
Report to police	64	20.12
Tell them to call the National helpline	30	9.43
Other	2	0.63
I cannot report an abuser because they are an adult		
Strongly agree	36	11.39
Agree	30	9.49
Disagree	166	52.53
Strongly disagree	84	26.58
I cannot report an abuser because I will be beaten if they found out		
Strongly agree	30	9.55
Agree	22	7.01
Disagree	154	49.04
Strongly disagree	108	34.39

Table 5: Inadequacies in reporting abuse

Respondents were asked who they would be comfortable sharing their abuse experience with. 230 respondents said their Parents/ Guardians, 12 said teacher, 18 mentioned they would call the national helpline, 38 would report to police and 22 would tell their friends. Participants were asked “If your friend or sibling told you about an abuse they experience, what would you tell

them to do?” 204 mentioned that they would tell them to tell their parents, 18 said to tell teacher, 64 said report to police, 30 said to tell them to call the National helpline and 2 said they would tell them to confide in other people not listed above.

In gauging how active the respondents are in bringing the abusers to book, they were asked questions to see whether they are able to report an abuse even if the abuser is an adult or is threatening them with harm. To the “I cannot report an abuser because they are an adult,” question; 36 strongly agreed, 30 agreed, 166 disagreed and 84 strongly disagreed. Lastly, to the question “I cannot report an abuser because I will be beaten if they found out.” 30 Strongly agreed, 22 agreed while 154 disagreed and 108 strongly disagreed.

Coming to reporting abuse and abusers, pupils in the focus group discussions from all the three schools mentioned that they trusted their parents the most when it came to reporting perpetrators of abuse. At Chamba Valley Primary School, 3 pupils mentioned that they cannot report an abuser if they are an adult or when threatened with a beating because they are scared of what the abuser would do to them if they reported.

Key informants stated that the measures put in place to disseminate knowledge on child protection to children are not adequate. They suggested new strategies to improve the dissemination of knowledge on child protection to children such as “better assisting mechanisms,” “detailed information of channels to reporting” and “the intense involvement of stakeholders in such issues.” 2 key informants explained that children are scared of reporting adults who have abused them especially because of norms in the country where it is considered taboo to report an adult.

5. DISCUSSION

5.1 Sources of Knowledge on Child Protection

Findings of the study show that children had heard about child protection from various places while some had only heard about the term when the research was being conducted. Despite not being able to protect themselves from abuse, children still know there is a term called child protection. Responses from the questionnaire and focus group discussion show that the children mentioned School (being the highest response), home, church. NGOs, books and health care

facilities as the places they have heard about the term from while some mentioned they had never heard about it prior to the research because no one had ever mentioned it to them. This could mean schools are indeed teaching about child protection but might not be teaching the children in detail mechanisms to protect themselves or know that they need to be protected from any form of harm. Most Children go to school every day which can help provide an opportunity for teachers and school staff who have daily interactions with children to disseminate information on child protection and be confided in (Nickerson et al, 2010).

Key informants added that children learn about child protection from drama clubs and sensitization programs by NGOs that come to the schools. This could mean that there is an effort by stakeholders to teach children on child protection. School was mentioned the highest which could mean there is more effort put in by the school to disseminate information on child protection. It is highly likely that although children are taught about child protection, the lessons may not be in-depth. This can be concluded as such because a key informant mentioned that teachers and NGOs do sensitize children on child protection but still emphasized that there was need for children to be taught a lot more especially when it came to their rights and reporting mechanisms.

This finding can be supported by Masilo and Dintwe (2019), in “A conceptual social work awareness programme on child sexual abuse for school learners in the South African context: Implications for child protection services” looked at how to deal with child sexual abuse and methods of practice to implement an awareness programme. It was concluded that there was a need to make pupils aware of the potential abusers in school. It was also noted social workers needed to emphasize what the children should do if they were abused.

In addition, Gubbels et al (2021) in their study also concluded that prevention programs on child abuse in schools are effective in ensuring an increase in knowledge on anything related to child abuse and self-protection techniques among children. They also suggested that programs should be longer with enough sessions. Finkelhor (2007) however has concerns about children being minors and that not all are able to grasp such knowledge, but went on to mention that the sensitization of children is still a good idea if the contents of the programs are of high quality.

A few of the respondents mentioned that prior to the research, they had never heard of the term child protection. This could imply that they may never have learnt about it from their various

schools or they may have missed school on the day of that particular lesson. The findings show that there is still need to teach children about child protection in its entirety. There is need for sensitization on child protection to be given attention as Blakey and Thigpen (2015) state that sensitization programs in schools are important because they help children have knowledge on child protection and are able to protect themselves therefore reducing child abuse risks.

Findings show that respondents felt the knowledge they had on child protection was not enough. Majority of the respondents from the survey and the focus group discussion as well as the key informants mentioned that the children needed to get more information on child protection. Children are still not aware that they can protect themselves, they are not aware that they need to be protected by the people around them and they do not know the reporting mechanisms available.

This can be supported by (Masilo and Dintwe, 2019) who observed that not all children are aware of or are conversant with their constitutional rights. They are unaware when their rights are being violated and this results in them failing to report abuse to relevant authorities. Therefore, social workers in the case of South Africa were advised to make children aware of their rights by visiting schools within South Africa to teach learners about their rights and the different types of abuses so that they are able to report any violations.

In addition, one thing that was realized by the researcher was that none of the children mentioned that they heard about it from their fellow peers and siblings. All those who mentioned that they learnt about child protection from home only mentioned having learnt about it from their parents and guardians. It can be concluded that there is need for peers to interact with each other and talk about issues to do with child protection. There is a need for children to educate each other on such issues so that they are able to defend themselves and each other. This finding is similar to the sentiments of Baker et al (2012) who states that it is important for children to be able to confide in a friend they trust to ensure there is an end to child abuse.

5.2 [In]adequacy of Knowledge on child protection

This objective aimed at establishing the [in]adequacy of knowledge on child protection among children in selected schools in Munali Constituency. Findings indicated that knowledge on child protection is inadequate. Findings also show that after answering the questions asked before a lot

more children were able to now clearly understand what was going on in the research and were able to mention who they would be comfortable sharing their abuse experience with. They were gauged to check whom they would be comfortable sharing their experiences with. Majority selected their parents/ guardians.

Therefore, this implies that parents play and should play a huge role in their children's lives as the findings show that children chose their parents as people they can trust. The findings explain the importance of parents and guardians play in the lives of the children and how they should be able to speak openly about child protection so that the awareness levels of their children can increase. However, Naker (2005) contradicts this by stating in his study that fathers and stepmothers were reported to have been the perpetrators of violence at home. This indicates that parents need to be sensitized and encouraged to protect their children as well as educate them on child protection.

Furthermore, it was noted that some children are still scared of reporting an abuse because of an abuser being an adult or an abuser threatening to beat the child once they report. This is in relation with Casares (2011) study where children said they were scared of reporting for fear of being beaten, punished or could not report out of respect for the adult abuser. Children have not yet been made aware that these are just tactics of the abuser to remain abusing the child. Children need to be taught about the tactics used by abusers and how the children can be able to detect such behaviour and report with no hesitation.

This argument also shows that norms, traditions and customs play a huge role in the protection of children as (Medrano and Tabben, 2012) state that children are not safe in communities where certain attitudes, norms, customs, traditions and behaviour that tolerate adults having sex with minors or violence against children are being practiced. Children are more likely to be protected in societies where all forms of child abuse are seen as taboo and children's rights are broadly respected by customs and tradition they uphold.

In agreement with Medrano and Tabben (2012) and Hing (2010) in Masilo and Dintwe (2019) majority of adult survivors in the study advised children who were being sexually victimized to speak out as early as possible after such an incident occurs. The adults suggested that children should be able to report to as many adults (such as parents, social workers, friends and the

police) as they can until someone takes note and investigates the allegations. It was mentioned that the primary objective of having pupils disclose and report their experiences is for them to receive the necessary interventions to help them.

Findings by Kamuwanga (2008) showed that children who were common victims to sexual abuse were orphans and street children who lacked basic needs. The findings also revealed that abusers were able to confess that they abused children especially sexual abuse because it had benefits to the abuser like sexual relief and virgin cure (where they believe in being cured of disease and/ or the need to accumulate wealth). There is need to also educate adults and bring perpetrators to book for such practices

Key informants suggested that new strategies should be introduced to improve the dissemination on information on child protection. Better assisting mechanisms, detailed information on channels to reporting and intense involvement of stakeholders in such issues. Because children are still not knowledgeable on ways of reporting and defending themselves, thus the inadequacies. Therefore, there are still a lot of inadequacies in the knowledge on child protection children have so far. Children need to be taught in-depth information about child protection as stated by (Masilo and Dintwe, 2019). Although Kamuwanga (2008) concluded in his study that Zambia has adequate laws and policies that protect children, the abuse of children can be attributed to the lack of adequate knowledge disseminated to children on child protection. There is need to do much more in ensuring the knowledge children have could help them in the types of abuses they may face in their lifetime as children. From the findings of this study and studies by other people, it can be concluded that the awareness of child protection among children is low and there is need for more to be done in ensuring children are aware and can protect themselves from abuse.

6. CONCLUSION

This study aimed at exploring the sources of knowledge of child protection among children in selected school of Munali Constituency. Children as well as key informants felt the knowledge disseminated to children was inadequate. Their main source of knowledge was gotten from school. Therefore, schools are a good institution that could help in the way information on child

protection is disseminated as well as ensure the information is of quality. However, this does not mean it ends there; children have also heard about child protection from other institutions, which shows that every institution does play a role and have to play a role in providing information to children on child protection. There is need for sensitization programs to be implemented in schools as this is the most common institution that has access to children from different walks of life.

There is need to do more when it comes to the dissemination of child protection information. Children need to access to adequate in-depth information on child protection, they need to learn how to defend themselves as well as learn reporting mechanisms so that they are able to protect themselves in whatever situation they may face. Some children are still scared of reporting abusers because of fear and “respect” for adults. They are still not knowledgeable of their rights. Children deserve to know their rights and be able to defend themselves and should be given the platform to speak out about the issues they face when it comes to child abuse. Children also need access to proper support in terms of facilities that would provide them with safety.

7. RECOMMENDATIONS

Based on the findings of this study, it is recommended that there is need to improve children’s curriculum to include more information on child protection including ways children can protect and defend themselves, where to report an abuse and who to report to.

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