PERCEIVED FACTORS FOR NON-DISCLOSURE OF SCHOOL RELATED SEXUAL VIOLENCE ON ADVANCED LEVEL SECONDARY SCHOOL GIRLS IN SUMBAWANGA MUNICIPALITY, RUKWA REGION-TANZANIA

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PERCEIVED FACTORS FOR NON-DISCLOSURE OF SCHOOL RELATED SEXUAL VIOLENCE ON ADVANCED LEVEL SECONDARY SCHOOL GIRLS IN SUMBAWANGA MUNICIPALITY, RUKWA REGION-TANZANIA.

By

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A dissertation Submitted in (partial) fulfilment of the Requirements for the Degree of Master of Public Health of Muhimbili University of Health and Allied Sciences.

October, 2024.

CERTIFICATION

The undersigned certify that he has read and hereby recommend for acceptance by the Muhimbili University of Health and Allied Sciences, a dissertation entitled **"Perceived *factors for non-disclosure of school related sexual violence on advanced Level secondary school girls in Sumbawanga Municipality, Rukwa region in Tanzania"*** in (partial) fulfillment of the requirements for award of the degree of Master of Public Health (MPH) of Muhimbili University of Health and Allied Sciences.

_____

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Date

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Mr. Pankras Luoga

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……..

Date

DECLARATION AND COPYRIGHT

I, Musa Mbalamwezi declare that this **dissertation** is my own original work and it has never been presented and will not be presented to any other University for a similar or any other degree award.

Signature…….……. Date…….

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DEDICATION

This work is dedicated to my wife and children as well as my parents Mr & Mrs Mbalamwezi for their morale and material support. You have made me stronger, better and more fulfilled than I could have ever imagined.

ABSTRACT

Background: Sexual violence in schools remains invisible limiting the interventions to end violence in schools which are gender geared depriving the rights of girls to acquire quality and equitable education. Response to any form of sexual related violence depends on disclosure of the problem which is determined by individual, family, and community factors.

Objective of the study: To explore perceived factors for non-disclosure of school related sexual violence on Advanced Level secondary school girls.

Methods: An explanatory qualitative study design using qualitative method in data collection was used. Purposive sampling technique was used for selecting police gender desk officers, lawyers, social walfare officers, and teachers while convenient sampling technique was used for parents and advanced secondary school girls. In-depth interviews were used to collect data from 40 participants (students, teachers, ward executive officers, social welfare officers, police gender desk officers, parents and legal officer) based on the principle of saturation level of the information. The thematic analysis approach was used in analyzing the data. The findings were presented in forms of themes and subthemes.

Results: The study findings revealed several perceived factors for non-disclosure of school related sexual violence on advanced Level secondary school girls in Sumbawanga Municipality. These factors are grouped into individual factors such as feelings of shame, a low level of awareness, fear of retaliation and repercussions; family factors such as maintaining family reputation, poverty, social stigma and rejection, informal negotiations at the family level, lack of family support, and community factors, which include cultural norms and beliefs and maintaining school reputation.

Conclusion: Non-disclosure of sexual violence remains a public health challenge in Sumbawanga municipality. This has been influenced by feelings of shame, a low level of awareness, fear of retaliation and repercussions. The school administration in collaboration with the Sumbawanga municipal education office should provide comprehensive training for teachers and parents on how to help students handle fear through trauma-informed approaches. Additionally, the community leaders in collaboration with the Sumbawanga

municipal authority should educate parents on how to help students handle fear through trauma-informed approaches as well as improve awareness programs in secondary schools through preparing events, festivals, the use of mass media such as radio and TV, posters, and songs to increase understandings among students.

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LIST OF ABBREVIATIONS

AGYW	Adolescent Girls and Young women
CSOs	Civil Society Organizations
DED	District Executive Director
DEO	District Education Officer
DMO	District Medical Officer
GBV	Gender Based Violence
MUHAS	Muhimbili University of Health and allied sciences
PrEP	Pre-Exposure Prophylaxis
REO	Regional Education Officer
RMO	Regional Medical Officer
SEM	Social Ecological Model
SRS	School Related Gender Based Violence
SRV	Sexual Related Violence
SSA	Sub-Saharan Africa
VAC	Violence against Children

DEFINITION OF KEY TERMS

Sexual Based Violence: Encompasses a range of non-consensual sexual acts or behaviors that violate a person's dignity, autonomy, and personal boundaries(1). This term includes harassment, which can be unsolicited sexual comments, advances, or propositions, manifesting in various forms like inappropriate messages or online sexual bullying(1). Unwanted touching, involving any non-consensual physical contact of a sexual nature, is also a part of this. Additionally, coercion involves situations where victims are compelled into sexual activities due to manipulation, threats, or psychological pressure. Assault covers any unwanted sexual act that stops short of penetration but violates the victim's physical boundaries. Lastly, rape is defined as non-consensual penetration, regardless of the degree, of the vagina, anus, or mouth with any body part or object (2).

Sexual Related Violence Measurement Toolkit: It is tool developed to provide practical guidance and resource during establishment of prevalence, risk factors and drivers of Sexual related sexual related violence (3).

Gender based violence: Defined by acts like name calling, public humiliation, and other forms of teasing, excluding sexual harassment (4).

Individual Factor: In this research context, "individual factors" denote the intrinsic qualities, emotions, and experiences unique to Advanced level secondary school girls influencing their choice to disclose or withhold incidents of sexual violence. These factors encompass their awareness of sexual violence, emotions like fear or shame post-incident, previous reporting experiences, deeply ingrained personal beliefs, and the influence of their immediate social circle. To accurately capture these elements, the study employs surveys and interviews. The surveys, with structured questions, aim for breadth, identifying common trends, while interviews delve into detailed narratives, unearthing nuanced complexities (4).

Non –disclosure: For the context of this research, the term "non-disclosure of sexual violence" is meticulously delineated to encapsulate the hesitations, inhibitions, or a conscious choice by Advanced secondary school girls not to vocalize, report, or share their experiences relating to sexual harassment, abuse, or any form of unwelcome sexual conduct they may have encountered or endured (4). This non-disclosure is not merely a passive omission; it can also represent an active decision shaped by a myriad of personal, social, or systemic factors. To glean a comprehensive understanding of the extent and nuances of this non-disclosure, our methodology leaned on data extracted from participants' own accounts and narratives (5).

Advanced Secondary school girl: Refers to adolescent girls admitted to pursue advanced level education (form five and six) (6).

Systemic Factors: For the purposes of this research, "systematic factors" encompass the interwoven institutional, societal, and cultural dynamics that shape the decision-making processes of Advanced level secondary school girls when confronted with the choice of disclosing incidents of sexual violence (7). To holistically understand these factors, the study evaluated existing legislation, institutional protocols, and societal practices. Concurrently, through the utilization of surveys and interviews, the research probed deeper into prevailing societal attitudes and norms, the ease and clarity of available reporting channels, and the confidence in, or skepticism of, institutional reactions to reported cases of sexual violence (8).

Community Factors: In the context of this research, "community factors" refer to the collective values, perspectives, practices, and resources that influence the Advanced level secondary school girls' decisions to disclose or withhold information on sexual violence incidents (9). To comprehensively understand these dynamics, the study employed surveys and interviews that specifically gauge the community's stance on sexual violence, the extent of communal support structures for survivors, and the anticipated societal repercussions faced by those choosing to disclose (9).

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background

Disclosure rates of young adult sexual abuse vary as much as between 24% and 96% globally (10). The majority (55-95%) of women survivors of violence do not disclose or seek any type of services (11). These varying rates may be due to a number of factors, including use of differing sources of information (e.g. retrospective surveys; forensic evaluations) and differing definitions of both child sexual abuse and disclosure (12). Results of an online survey in Canada and Italy with female child sexual abuse survivors showed that the length of time until first disclosure ranged from 0 to 63 years with a mean of more than two decades (21.45 years). Only 8.2% of participants told someone within one year of when the sexual abuse started (13). Nevertheless, McElvaney et al., 2020 identified that there is a significant relationship between age at time of abuse and age at time of disclosure: young girls are more likely to tell within the developmental period during which they were abused than within any other period. This pattern has also been found to increase across each age category (14).

A systematic review of 37 studies in China, Canada, Italy and Russia examining pathways and recipients of sexual abuse disclosures showed that children and youth follow a gradual pattern of disclosure, first disclosing to peers before disclosing to a parent or trusted adult, who can then assist in formal reporting to authorities (15). Older children and adolescents are significantly more likely to disclose to peers, keeping sexual abuse largely hidden from adults. Girls are also more likely to disclose to peers for emotional support, while boys are less likely to disclose altogether and when they do so, it is more likely for practical reasons (16). A study of sexual abuse and assault among a US nationally representative sample of over 13,000 youth found that among those aged 10-17 years who had been sexually abused or assaulted, 66.3% did not disclose to a parent or any other adult. Among all youth aged 0-17 years who had been sexually abused or assaulted, 19.1% was reported to the police (17).

The prevalence of sexual violence in several Southern African countries is among the highest in the world, A across the region, an average of 17 per cent of girls and women experience forced sex in their lifetime and 80 per cent of children experience violent discipline at home in Southern Africa. Child marriage is also prevalent in Southern Africa, with 30 per cent of young women married before the age of 18 (18,19).

Given that girls in various environments are susceptible to gender-based violence, particularly of a sexual nature, it is imperative to establish secure and accessible channels for them to report such incidents (20). Failing to do so not only compromises their safety but also poses a critical public health concern within the community. The long-term adverse effects it precipitates vary in severity based on the degree and nature of the abuse (21–23). Rapid societal transitions and deeply entrenched patriarchal norms within Sub-Saharan Africa (SSA) are frequently cited as the primary drivers of non-disclosure of related sexual violence among young girls in the region (24).

Notwithstanding the severe psychological distress that sexual violence induces in young victims, feelings of shame, fear of reprisal, and the desire for secrecy often deter these victims from disclosing their experiences (25). This prevalent non-disclosure and resultant under-reporting present significant challenges in understanding and addressing the full extent of sexual abuse among young adult (26).

Sexual abuse impacts all health domains: physical, psychological, and sexual. Moreover, an alarming hypothetical statistic suggests that victims of are at a heightened risk of experiencing recurrent abuse throughout their lives (27). Most existing studies in Africa, (28)either focus on individual countries or are confined to school settings, thereby limiting their broader relevance and applicability. Many African children remain without access to primary school education, and victims of school-related sexual violence are more prone to dropping out (29).

Non-disclosure of sexual violence remains a crucial aspect of the larger issue of school-related gender-based violence (1). This phenomenon involves instances of sexual violence occurring within school environments, impacting both girls and boys. Among the forms of violence, sexual violence stands out as a prevalent challenge faced by school girls, resulting in severe consequences for their well-being and education (30). This form of violence can manifest in various settings, including school premises, commuting routes, and even homes, with perpetrators ranging from teachers to fellow students (31).

Despite the prevalence of such incidents, a significant aspect that needs exploration is the non-disclosure of these occurrences. School girls often choose not to disclose instances of sexual violence, a decision influenced by a range of factors such as; Social Stigma and Shame, Fear of Repercussions, Lack of Trust, Cultural Norms and Beliefs, Limited Awareness, Power Imbalance, Lack of Support Systems and Coping Mechanisms (2). This non-disclosure perpetuates a cycle of silence that can lead to the normalization of such acts and prevent survivors from receiving the support they need. Understanding the reasons behind non-disclosure is crucial for developing effective interventions and support systems that encourage survivors to come forward, seek justice, and receive the necessary care. By narrowing our focus on the issue of non-disclosure, we aim to shed light on this often-overlooked aspect of school-related sexual violence while keeping our study aligned with its core theme (3).

The challenge of non-disclosure of incidents involving school girls and sexual violence is influenced by a complex interplay of multiple factors. These factors encompass a wide range of individual and socio-economic circumstances that contribute to perpetuating this distressing issue (32). At the individual level, experiences of violence within the home during childhood can set the stage for further victimization. This risk is heightened in cases where the girl lacks a protective environment as she grows.(3).

Socio-economic factors also play a significant role in amplifying the risk of non-disclosure, the setting in which a girl lives and her daily routines can create conditions that increase her vulnerability to remain silent about instances of violence (33). Factors like poverty and

existing gender norms that grant more power to the male gender contribute to this susceptibility(34). Furthermore, schools, which should ideally serve as transformative environments for young minds, can inadvertently become hotbeds for perpetuating a culture of non-disclosure. Many schools foster an environment where male students hold a disproportionate amount of power over their female counterparts. This skewed power dynamic contributes to the prevalence of non-disclosure among school girls who experience violence (30).

It's important to recognize the potential of schools as catalysts for positive change in breaking the cycle of non-disclosure. By altering the pervasive gender norms, attitudes, and perceptions that sustain silence around incidents of violence, schools can serve as instruments of transformation (35). However, the current reality often falls short of this potential, with many schools inadvertently reinforcing harmful gender dynamics and non-disclosure tendencies. This focus on the dynamics of non-disclosure within educational institutions aligns seamlessly with your study's concentration on understanding the reasons behind non-disclosure of incidents of sexual violence within the context of school-related gender-based violence (36).

Developing countries have made strides in reducing gender disparities in education access, aiming for an equal representation of male and female children in schools. However, within this endeavor to achieve educational equity, the issue of non-disclosure of school-related incidents has emerged as a significant barrier, particularly impacting girls (37). Despite enrolling girls in schools, achieving academic milestones remains a challenge due to various forms of school-related violence. Among these, the non-disclosure of incidents stands out, causing detrimental consequences such as mental health issues, unwanted pregnancies, early marriages, and the acquisition of sexually transmitted infections (38).

Efforts to empower young girls and women have been ongoing for over two decades since the Berlin Declaration. However, a comprehensive understanding of the scale of non-

disclosure of school-related incidents remains elusive due to significant underreporting. Globally, more than 115 million children and adolescent girls experience school-related violence annually, with non-disclosure being alarmingly common (39). This issue is particularly pronounced in low and middle-income countries, including Tanzania, where around 30% of school girls encounter various forms of violence. Across Sub-Saharan countries, survivors of incidents frequently refrain from reporting, especially in low and middle-income contexts (40).

In Tanzania, the reluctance to report incidents often goes underreported, posing a significant challenge to intervention efforts. The pervasive silence surrounding these incidents hampers effective strategies to address and mitigate the problem. The focal point of this discussion centers on the profound issue of non-disclosure within the context of school-related incidents. This exploration aims to shed light on the complex dynamics that contribute to the silence surrounding these incidents, aligning with the central theme of your study (39).

Disclosure of experiences related to sexual violence is an area that remains inadequately conceptualized. This refers to the capacity of victims to relay their emotions and thoughts about their ordeal either verbally or in written form (41). In countries such as Nigeria, Zambia, Rwanda, Uganda, Tanzania, and other Sub-Saharan African nations, it's observed that survivors of sexual violence are more inclined to disclose their experiences to friends or family members rather than professionals such as healthcare providers, administrative officers, social workers, and legislative officers (42).

A study conducted in Zambia reported multifaceted reasons for the hesitancy to disclose sexual related violence’s considering observation at an individual level. Such reasons include fear of the perpetrator's reaction, lack of trust in professionals, feelings of guilt and shame, and an insufficient understanding of the rights of survivors and the available supportive services (42). Similarly, systemic factors, such as inadequate support from

frontline officials like social workers, police officers, and other relevant administrative staff, also play a significant role in the non-disclosure of sexual violence incidents (43,44).

As with disclosure, access to support services following experiences of young girl's sexual abuse is frequently delayed or does not occur at all. Globally there are limited global data on factors which brings invisible school related sexual related violence. Moreover, in Tanzania there are few studies (22-25) that have been conducted to reveal why the survivors of sexual related violence do not disclose their experiences. This study is important as it has assessed the student's personal influences and family factors to non-disclosure of sexual violence to add knowledge which will help in developing or improving the existing interventions plan to end sexual related violence.

1.2 Problem Statement

School-related sexual abuse is recognized as a significant public health challenge worldwide. In Tanzania, findings reveal that less than 50% of schoolgirls who have been sexually abused come forward to share about their experiences. Specifically, about 46.3% of female students and 40.7% of male students have disclosed that they have suffered from school-related sexual abuse (41).

In Tanzania, there are a few studies that have been conducted in the area of sexual violence and most of them focus on factors associated with child sexual abuse. For instance, a study on the management of childhood sexual abuse by midwifery, nursing and medical providers in Tanzania (39); on provider perspectives on PrEP for adolescent girls and young women in Tanzania (46); on experience of the Sexually Abused Street Children in Tanzania and on factors associated with child sexual abuse in Tanzania (47). However, there are limited studies focusing on non-disclosure of sexual violence on the victims particularly among the secondary school girls in Tanzania despite the fact that report show that less than 50% of the sexually abused children disclose their experiences. Hence, this study focused on understanding the perceived individual, family and community factors for non- disclosure

of sexual violence of school related sexual violence on advanced secondary school girls in Sumbawanga municipality, Rukwa region.

1.3 Rationale of the study

The findings from this study may be utilized by; respective school administration in creating suitable environment for students experiencing sexual violence to report, stakeholders of education such as ministry of education to create safe school environment for better academic achievement to all students. To understand the issue, the study will also encompass perspectives from teachers and policy experts. The study will provide a clearer picture of how CHBC can effectively meet the needs of people living with HIV/AIDS (PLWHIV). This understanding is crucial for optimizing service delivery and ensuring that patients receive comprehensive care. The findings will contribute to the development of more effective and sustainable HIV/AIDS services that meet the needs of the PLWHIV at community level. Additionnaly, it would be reasonable to conduct a quantitative research to determine the magnitude of the problem and factors associated with the non-disclosure of sexual violence among secondary school students in Sumbawanga, Tanzania

1.4 Research Questions

1.4.1 Main Research Question

What are the perceived individual, family and community factors for non- disclosure of sexual violence on Advanced level secondary school girls in Sumbawanga Municipality in Tanzania?

1.4.2 Specific Research Questions

i. What are perceived individual factors contributing to non-disclosure of sexual violence on Advanced level secondary school girls?
ii. What are the perceived family factors contributing to non-disclosure of school related sexual violence on Advanced level secondary school girls?
iii. What are the perceived community factors contributing to non-disclosure of sexual violence on Advanced level secondary school girls?

1.5 Study objectives

1.5.1 Broad objective

To explore perceived individual, family and community factors contributing to non-disclosure of sexual violence on Advanced level secondary school girls in Sumbawanga Municipality-Tanzania.

1.5.2 Specific objectives

i. To explore perceived individual factors contributing to non-disclosure of sexual violence on Advanced level secondary school girls.
ii. To find out perceived family factors contributing to non-disclosure of school related sexual violence on Advanced level secondary school girls.
iii. To identify perceived community factors contributing to non-disclosure of sexual violence on Advanced level secondary school girls.

1.6 Social Ecological Model

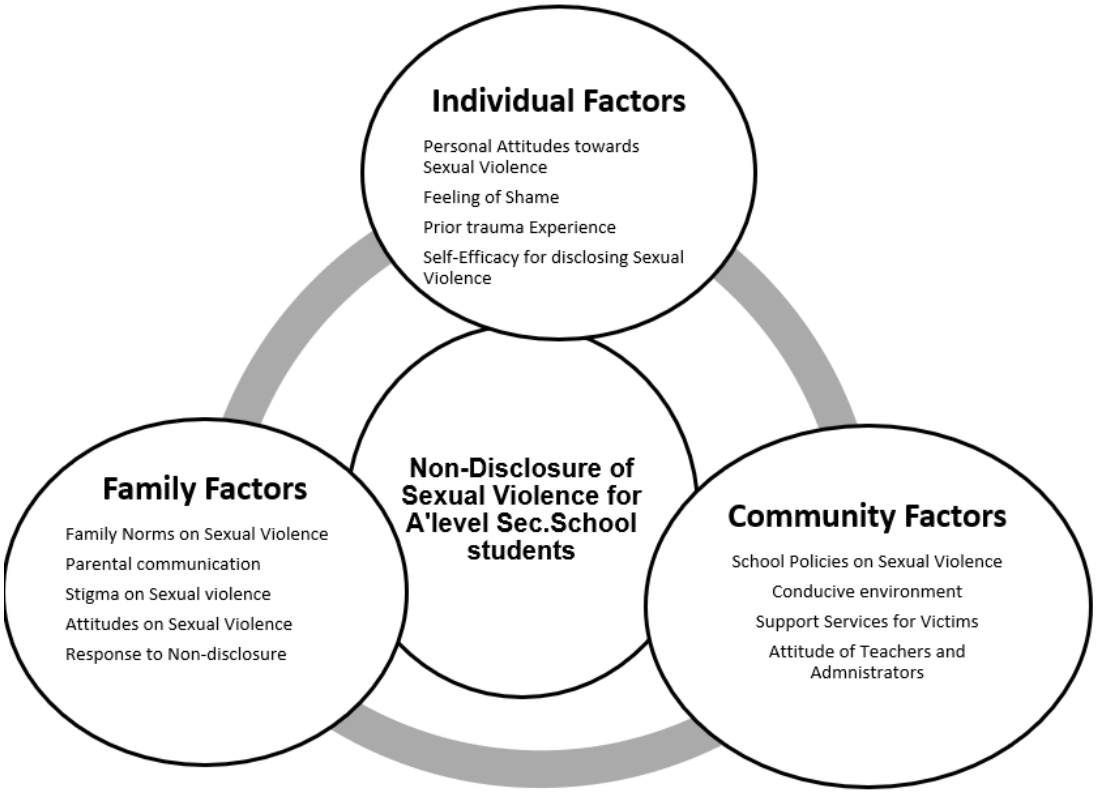
The Social Ecological Model (SEM) is a framework used to understand the multifaceted and interactive effects of personal and environmental factors that determine behaviors (48). It emphasizes the importance of intervening at multiple levels to promote health and prevent unwanted behaviors or outcomes (49).

Disclosure of sexual violence among the survivors is mainly relying on individual's knowledge, perception, experiences and awareness of rights and services (4). The ability to disclose sexual related violence is also influenced by individuals surrounding the victims, family, and other systemic factors such as supportive services to sexual related violence survivors (4). Example availability and accessibility of legislative services, social worker and police services. Young children are more likely not to disclose any form of violence compared to adults therefore, there must be a well working system in schools to facilitate disclosure.

SEM typically categorizes these levels into: Individual Level: This pertains to characteristics of the individual that influence behavior, such as knowledge, attitudes,

behavior, self-concept, skills, etc. Interpersonal Level: This involves formal and informal social networks and social support systems, including family, work, and friendships (38). Organizational Level: Refers to organizations and social institutions with rules and regulations for operations that can affect how, or how well, health interventions can be implemented (50). Community Level: Highlights relationships among organizations, institutions, and informational networks within defined boundaries (27). Public Policy Level: Encompasses local, state, and federal policies and laws that regulate or support health actions and practices for disease prevention, early detection, control, and management (51).

Figure 1: Social Ecological Model



Source: Adopted and Modified From Hawkins (3)

1.7 Application of the study

In guiding this study, the SEM offers a comprehensive lens through which the complex issue of non-disclosure of sexual violence among Advanced level secondary school girls in Sumbawanga, Tanzania, can be explored. At the individual level, the model helped in understanding the personal reasons, such as shame or fear that hinder a girl from disclosing incidents of sexual violence. The interpersonal level shed light on the influence of close relationships and how family or friends might play a role in either supporting or discouraging disclosure. Using the organizational level, the study investigated school policies, educational cultures, and other institutional mechanisms that might either facilitate or obstruct the reporting of sexual abuse incidents.

Thus, secondary school girls provided firsthand accounts of their personal experiences with school-related sexual violence and perhaps some insights into societal norms and communal values, as they directly impact them. However, solely relying on them for a deep understanding of broader community values and public policy implications might be limiting. Therefore, for understanding at the community level, it would be beneficial to also interview other members of the community, such as teachers and local leaders, and even community members who are familiar with prevailing societal norms, communal values, and shared beliefs in Sumbawanga.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter covers critical literature review of other research works on what is known and what is not known on the individual, interpersonal, organization and family factors to non-disclosure of sexual violence among the Advanced level secondary school girls in school settings.

2.2 Perceived Individual factors to non-disclosure of sexual violence.

Women and adolescent girls experiencing sexual violence remain silent this hinders the effectiveness of existing interventions of eliminating sexual related violence (52). Researches in high income countries on women's domestic violence shows women are worried of negative consequences of disclosing the violence, the impacts like future harm by perpetrators (53). Some studies done in Asian countries indicate non–disclosure of violence mainly due to concern of women on what will happen in future after disclosure (54,55). The other individual factors implicated to non –disclosure of sexual related violence especially sexual violence is fear to be blamed or labeled, believed, embarrassment and shame (45). Research has shown that victims of sibling sexual abuse may delay their disclosure because of their lack of knowledge and understanding of appropriate behaviors with siblings, their parents' belief that the behaviors were out of normal sexual curiosity or play-acting between siblings, or their fear of not being believed or being blamed for the abuse (56,57).

Another study conducted among women who are victim of domestic violence in United Kingdom shows that women are not disclosing violence due to fear and shame. Similarly, findings are observed in multi-countries surveys where about 50-95% of women experiencing sexual violence are not reporting the problem and similar individual factors are reported by these women, the frequently reported were fear of being ashamed and most of them wish to be secret (25,58,59). The other global individual factors to non-disclosure

include women fear of stigma and labeling. A study done among Palestinian women indicate majority of women who never disclosed sexual violence due to fear being labeled as mental ill and stigma in the family (60). The other individual factor to non-disclosure of sexual violence is personal perception of the acts which mainly affected by existing norms, believes and culture, most girls tend to normalize the sexual violence (46).

> Systematic review of qualitative research with children exploring barriers to disclosure of sexual abuse revealed six primary barriers. These included a fear of the consequences of disclosure; a fear of others' reactions including disbelief; emotions including shame, embarrassment, guilt and responsibility; not having had an opportunity to tell; concern for their own or others' safety; and personal feelings toward the abuser (11).

Similarly findings are observed are observed in African countries, examples researches conducted among women living in humanitarian settings assessing disclosure of sexual violence indicated insecurity, personal feelings of helpless and fear of future harm as individual factors to non-disclosure (61). The study conducted in Tanzania exploring violence against women indicates women are not disclosing sexual violence due lack of personal understanding of where to disclose (30).

2.3 Perceived Family factors to non-disclosure of sexual violence

Sexual violence among women and adolescent girls is pervasive in various families due to existing culture, norms, believes and expectations which favor men over women (62). This cut across in many countries as for years male gender has been dominant gender worldwide (63). The study done in United States exploring why most American women experienced sexual assault didn't like to disclose to any one revealed family and social norms expectations being obstacle to the disclosure (64).

Study done in United States of America indicates women survived from sexual assault were likely to delay to disclose their experience due to negative reactions experienced from the informal supporters including family and friends (32). A study conducted in Eastern Cape, South Africa families have problem in handling children with unresolved sexual abuses, the main fear of families are being embarrassed and being subjected in legal issues with which they lack knowledge (36). Furthermore, families that prioritize privacy in their culture may

believe that issues should remain within the family. As a result, the victim may seek to avoid stigma not only for themselves but also for the sibling who is the offender and for the family as a whole (65,66). The traditional Asian culture places high values on family reputation and is heavily influenced by patriarchal gender ideologies that apportion men with greater social status and power than women. Female victims may not disclose in a timely manner because of the fear of not being believed or supported and their concerns about the negative impact of the disclosure on their family's reputation (67).

The other family driven to non-disclosure of sexual violence includes insecurity from close relatives and insufficient supports from expected personnel in family (68). A study done among American women showed majority of survivors feared on absence of support from family members prone then to non-disclosure (69). Similar findings were observed in study conducted in Namibia on violence against children and adolescents where possibilities of boys to disclose rely on family support (70). A review of classified Royal Canadian Mounted Police (RCMP) case files on child sexual abuse from British Columbia, Canada, found that disclosure delay increased when abuse was more severe, occurred at a higher frequency, and when perpetrators were more closely related to the child victim (71).

2.4 Perceived Community factors contributing to non-disclosure of sexual violence

Sexual violence is still a major public health and social issue, particularly when it goes unreported. The dynamics and culture of communities, including schools, may have a big impact on how sexual assault events are handled or not reported. In analyzing certain components, it becomes clear how closely related community variables are to survivors' reporting practices (72). Norms appear to play a signifcant role in the invisibility of sexual abuse, where blame culture and denial are prevalent, and the fear of negative reactions from parents/carers and broader society discourages young people from disclosing (73).

An in-depth research involving 20 interviews with German and Israeli adult survivors of child sexual abuse by religious authority figures found specific barriers to disclosure in these cases where the perpetrators were a symbol of a parent or God and faith. The survivors in this research reported various familial, cultural, and community inhibitors, such as fear of

social stigmatisation, inability to recognise the abuse, and the taboo of sexuality discourse within the religious community (74).

Whether or not educational institutions have explicit rules against sexual assault may have a big impact on survivors' choices to come forward. A school may facilitate disclosure if it has a clear policy that protects the rights, safety, and dignity of the survivor. On the other hand, survivors may get discouraged by unclear or nonexistent rules, which might make them feel defenseless or unworthy (75).

Survivors' feelings and responses are determined by the general atmosphere of an institution or community, which is molded by its values, beliefs, and practices. Rejecting or encouraging victim-blaming in a workplace setting might deter survivors from coming forward. Conversely, an atmosphere that fosters safety, empathy, and trust promotes candid communication and reporting (76) . Support Services for Victims: A survivor's choice to come forward may be influenced by the availability of support services, which include therapy, medical aid, and legal counsel. When survivors are certain of receiving comprehensive assistance and treatment, they are more likely to disclose occurrences (77) .

This thorough comprehension emphasizes how interdisciplinary action is needed to combat sexual assault. It is inadequate to focus on a single issue in isolation. Rather, to establish a safe place where survivors feel comfortable coming forward, a comprehensive strategy that includes changing institutional rules, creating supportive surroundings, increasing the availability of support services, and encouraging authority people to have empathy is essential (9).

2.5 Knowledge Gap:

Sexual violence disclosure has been studied by researchers globally focusing on how to respond to the survivors' disclosure from which various guidelines, tools and protocols have been developed. However, there are limited data on factors to non –disclosure factors among women and adolescent girls experiencing various forms of sexual related violence globally,

very few studies worldwide have been conducted in school setting to find out reasons for non-disclosure among students experiencing sexual violence. In Tanzania few studies have been conducted on disclosure of sexual related violence among women and adolescent girls and most of these studies have focused on assessing availability and utilization of formal services. There is scanty information in Tanzania exploring perceived factors for non-disclosure of school related sexual violence on secondary school girls. This study was an attempt to fill this knowledge gap.

CHAPTER THREE

3.0 METHODOLOGY

3.1 Introduction

This chapter describes the methodology that was used to conduct the study. It outlined the study area, study design and study population; sample size and the sampling procedures, data collection methods, data management, analysis plan and ethical considerations related to the study.

3.2 Study Design

This study adopted an explanatory qualitative study design, using qualitative methods in data collection. The emphasis on qualitative data collection, which includes in-depth interviews, seeks to deeply investigate the myriad perceived factors influencing the non-disclosure of sexual violence among Advanced level secondary school girls in Sumbawanga Municipal, Tanzania (78). This methodological choice, which values personal narratives and cultural nuances, ensures a holistic understanding of societal pressures, cultural norms, and individual experiences at play. By offering a snapshot of the current landscape in Sumbawanga Municipality, the explanatory research design captures the intricacies and complexities of the non-disclosure phenomenon in this specific context.

3.3 Study Area

Sumbawanga Municipality, situated within the Rukwa region, is the primary setting of this study. The municipality encompasses several secondary schools with a large student population. The region has a total of 94 secondary schools, out of which 71 are government schools and 23 are non-government schools. Out of the 94 secondary schools, 20 offers both Form V and VI; 15 of these are government schools while 5 are non-government schools. The total number of students in the government secondary schools is 39,163, with 20,634 boys and 18,529 girls (79). This significant female student demographic, coupled with heightened instances of sexual violence, underscores the importance of selecting

Sumbawanga Municipality for the research. The vulnerability of its day scholars, especially the female students, to sexual violence in various scenarios, be it at home, during commutes, or within school premises distinguishes it from other districts in Rukwa. This particular context makes Sumbawanga Municipality essential in dissecting the perspectives of non-disclosure among schoolgirls (79).

Siyame's 2021 report further emphasizes the urgency of addressing the issue in Sumbawanga Municipality, outlining its alarming prevalence of gender-based violence (GBV). In the span from July 2020 to June 2021, 1,157 GBV incidents were reported, with sexual violence accounting for 5% of these cases. It's crucial to note that these reported numbers might only scratch the surface, given the challenges tied to non-disclosure rooted in societal stigmas and apprehensions. The report shows that women and, notably, girls are predominantly the victims, with 72% of child abuse cases involving female students. Sumbawanga has taken steps to counteract this, as evidenced by the 44 specialized GBV centers in place. However, the sheer volume of incidents, and the potential for many unreported ones, calls for enhanced measures and strategies (79).

3.4 Study population

The study population included female students at advanced level secondary school girls in Sumbawanga Municipality, advanced secondary school teachers, ward executive officers, social welfare officers, police gender desk officers, parents and legal officers.

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3.5 Sampling and sampling size

The study employed a qualitative approach to explore the perceived factors for non-disclosure of school-related sexual violence among Advanced level secondary school girls in Sumbawanga Municipality. Purposive sampling technique was used select police gender desk officers, legal officers, social walfare officers, and teachers while convenient sampling technique was used for parents and advanced secondary school girls. Schools that were easily accessible to participants with rich information on sexual violence among advanced secondary school at Sumbawanga municipal were selected. Four schools namely Santa

Kagwa Secondary School, Kizwite Secondary School, Santa Aggrey Secondary School, and Mazwi Secondary School were purposively selected to participate in this study due to their varied student demographics, socio-economic backgrounds, and geographical positions within the municipality (80).

The determination of the exact sample size for students and parents was influenced by the principle of saturation point, when additional interviews fail to produce new insights or themes. The study involved 40 participants whereby 16 were advanced level secondary school girls from the selected schools, ensuring diverse representation. About 4 girls from each school were interviewed. Moreover, 8 teachers (two from each school), 4 ward executive officers, 4 social welfare officers, 2 police gender desk officers, 5 parents and 1 legal officer were interviewed. Their perspectives were crucial in understanding the school's approach and response to instances of sexual violence disclosure. By engaging with a diverse range of stakeholders, including school administrators, local government representatives, and this qualitative exploration provides comprehensive understanding of the barriers to reporting sexual violence.

3.6 Data collection tools

Qualitative data were collected using in-depth interview guide. Secondary school girls admitted to the researcher to experience sexual violence and their close friends whom they know about the events of sexual violence were interviewed using a guide with questions inquiring overall sexual violence experience, non-disclosure status after experience, to whom survivor disclosed or non-disclosed the sexual violence experience for those who disclosed and those didn’t given chance to provides why they didn’t do so, and other related reasons to non-disclosure from the family.

Each student consented to participate was interviewed alone and emphasized to give many information as possible, while the participant is providing the responses, the interviewer was recorded using gadgets and note book for taking notes of key issues raised by the participants. The selected administrative staffs were interviewed per interview guide to

acquire the individual perceived factors contributing to non-disclosure of sexual violence on Advanced level secondary school girls in Sumbawanga Municipality, Tanzania, to find out family perceived factors contributing to non-disclosure of school related sexual violence on Advanced level secondary school girls in Sumbawanga Municipality, Tanzania, and to identify community perceived factors contributing to non- disclosure of sexual violence on Advanced level secondary school girls in Sumbawanga Municipality in Tanzania.

3.7 3.6 Data Collection Procedure

The study employed a qualitative methods approach, to thoroughly explore the individual, family, and community perceived factors that contribute to the non-disclosure of sexual violence on Advanced level secondary school girls in Sumbawanga, Tanzania. To examine individual perceived factors contributing to non-disclosure, we used a series of interview questions designed to assess the participants' personal experiences, perceptions, and beliefs about sexual violence and its disclosure. These questions were aim to uncover any fear, stigma, lack of knowledge, or other personal barriers that may deter these girls from reporting incidents of sexual violence.

3.8 Data management

Data generated from the in-depth interviews was daily cleaned, verified and checked for quality and consistency, sorted, transcribed and organized carefully. The interview guides were labeled to identify code amount of interviewee identification numbers. The tape recorder was used in collecting data and other collected data were kept in a safe box accessed by the principal investigator alone. The recorded information was transcribed by principal investigator using the F 4 transcription software. The computer files were given serial numbers and location based on the dates of interviews. This was done to ensure that all information from the interview were recorded and documented effectively. Management of data was at a high level of confidentiality.

3.9 Trustworthiness of the study

The quality of data for this study may be affected by the accuracy of the findings. Therefore, this qualitative study ensured data trustworthiness. The trustworthiness of the findings is the key fact delivered from the data to make the findings valuable. The purpose of trustworthiness in qualitative research is to support the argument that the inquiry findings are worth to be paid significant attention to. Guba (1981) suggests different concepts used to ensure trustworthiness in qualitative studies instead of validity and reliability as used in quantitative studies. He suggests a use of credibility (in preference to internal validity); transferability (in preference to external validity/generalizability); dependability (in preference to reliability); and confirmability (in preference to objectivity) (81).

Credibility refers to how congruent the findings of this study were with reality. In this study in-depth interview was used because it is an appropriate and well recognized research method for exploring of information from the study participants. Triangulation was also being done using data collection methods, by combining two main methods of data collection: in-depth interviews/key informant interviews and document review; involving different types of participants such as students, teachers, ward executive officer, legal officers, and parents as well social welfare officers.

Transferability is concerned with the extent to which the findings of this study can be applied to other situations. For this study to be transferable detailed background data to establish context of study in question was done.

Dependability means if this study is to be repeated, in the same context, with the same method and with the same participants, similar results was obtained. In order for this study to be a dependable in-depth methodological description of the study was done for enabling a future researcher to repeat the work.

Confirmability is the degree of neutrality or objectivity in the findings of qualitative studies. It means that the findings obtained from the study are based on participants' responses and not any potential bias or personal motivations of the researcher. In order for this study to be conformable, triangulation was used to reduce effect of investigator bias. Triangulation involved method of data collection and study. Also, the usage of research assistants reduced

researcher's bias. The reasons for favoring one approach over the others will be explained, and weaknesses in the techniques employed were admitted.

3.10 Data analysis

The collected data were analyzed using the thematic analysis approach. The approach that was guided by the six stages arriving at the themes and sub-themes (Braun et al., 2006). First, the line-by-line coding of field notes and transcripts; second, the in-depth examination and interpretation of the resultant codes and their categorization into descriptive and analytical themes; and third, the development of an overarching theme. The coding which involves the development of concepts, i.e. the data was split into discrete elements in order to expose underlying thoughts and meanings. The generated codes were further interpreted and categorized into descriptive codes. These latter codes were further distilled into abstract analytical themes around which results will be presented. The researcher was focused on a few key issues that was analyzed to be themed. In addition to that, the analysis process was assisted by NVivo software for data analysis.

3.11 Ethical Consideration

This study involved human subjects hence needed to strictly adhere to ethical principles guided by the Helsinki Declaration. Ethical clearance was sought from the Ethical Review Board of Muhimbili University of Health and Allied Sciences (IRB Ref. No. DA 282/298/01.C/2031), and authorization was obtained from district authority including education office. Then permission was sought and granted by the management of the selected schools to conduct the study in their schools. The process of participant enrolment began with informed consent, which is an essential ethical requirement. To guarantee its validity, potential participants were thoroughly informed about the purpose of the study, the procedures involved, and the voluntary nature of their participation. This information was communicated in clear, easily understandable language. They were reassured that their decision to participate or not were not affect their standing in school or access to necessary educational support.

During the informed consent process, potential participants were made aware of potential benefits they may derive from their involvement in the study, including contributing to a better understanding of sexual violence in schools and its prevention. They were also be apprised of potential risks, including any emotional discomfort arising from discussing their experiences. All efforts were made to minimize these risks and provide the necessary support for participants.

Participants' rights were emphasized, including their right to withdraw from the study at any point without penalty. They had the freedom to ask questions and seek clarification about the study before making their informed decision to participate.

Data collected during the study was treated with strict confidentiality. All information was anonymized, and stringent data protection measures was implemented to protect participants' privacy. Digital data was encrypted, and physical data was securely stored to avoid any unauthorized access. Regarding the disclosure of study findings, participants were debriefed about the results. Detailed discussions were to explain the significance of the findings and their implications. The study complied with the established guidelines and recommendations, ensuring the ongoing safety, privacy, and well-being of the participants.

CHAPTER FOUR

4.0 RESULTS

4.1 Introduction

This chapter presents the demographic characteristics of the participants and the findings that emanated from analysis of in-depth interview data. The analysis of the data generated ten subthemes related to perceived factors contributing to the non-disclosure of sexual violence on advanced-level secondary school girls in Sumbawanga Municipality, Tanzania. The chapter is structured according to specific objectives. Under these main themes, the results are presented as relevant subthemes that emerged from the data analysis. The ten subthemes are presented under these respective sections in Table 1. These sub-themes are feelings of shame, a low level of awareness, fear of retaliation and repercussions, maintaining family reputation, poverty, social stigma and rejection, informal negotiations at the family level, lack of family support, cultural norms and beliefs and maintaining school reputation.

4.2 Demographic characteristics of the participants

The study included a total 40 participants where by most of them were female (77.1%). The majority (45.7%) of the study participants were aged 19-24 years followed by those aged 35 years and above (34.3%). The majority had high level of education (54.3%), while more than half the study participants (54.3%) were employed. Majority of the study participants were students (40%). As detailed in Table 1 below.

Table 1: Demographic characteristics of the participants study participants (n=40)

Variable	Frequency	Percentage (%)
Sex		
Male	11	27.5
Female	29	72.5
Age (years)		
19-24	16	40

25-34	8	20
35 and above	16	40
Level of education		
Primary	1	2.5
Secondary	16	40
Higher	23	57.5
Study participant		
Students	16	40
Teachers	8	20
Ward executive officers	4	10
Social welfare officers	4	10
Parents	5	12.5
Legal officer	1	2.5
Police gender desk officers	2	5

4.3 Perceived Individual factors contributing to non-disclosure of sexual violence on advanced level secondary school girls.

The participants were asked about the individual perceived factors contributing to non-disclosure of sexual violence on advanced level secondary school girls. Analysis of the findings generated three sub-themes as described below: feelings of shame, low levels of awareness, and fear of retaliation and repercussions.

Table 2. Illustrative development of codes, sub-themes and themes

Codes	**Sub-themes**	**Themes**
Avoidance and Secrecy. Believing that keeping their experiences secret is safer than	Feelings of shame	

facing the potential fallout of disclosure		Perceived individual factors for non-disclosure of sexual violence
Concerns about future prospects including marriage prospects. Fear of long-term social repercussions		
Shame about perpetrator relationship. Shame related to known perpetrators (family members). Complications arising from familial ties to the abuser.		
Self-deprecating language		
Survivor's lack of Understanding. Limited awareness what constitutes sexual violence and inability to recognize them	Low level of awareness	
Normalization of sexual violence. Incidents are not recognized as serious issues, overlooked or dismissed		
Absence of sexual violence education. Absence of educational programs about sexual violence		
Use threats of physical harm or intimidation as a means to silence victims.	Fear of retaliation and repercussions	

Fear of repercussions in the school environment including threats of punishment or academic repercussions		
Concerns about retaliation from perpetrators		
Prioritizing safety over disclosure. Victims choose to stay silent out of concern for their safety and the safety of their loved ones		

4.3.1 Feelings of shame

The study participants reported that feelings of shame among survivors who ever experienced sexual violence significantly contributed to non-disclosure. The interviewed participants reported that students who have ever experienced sexual violence worry about how their peers, teachers, parents, family members and community will perceive them if they disclose incidents of sexual violence. The study participants added that survivors did not want anyone to know and wish to keep it secret because if they disclosed it, it could cause them to never marry in their future life. As one participant reported;

> *"My friend was raped when we were about to start Form Five here at school. Because we were new to the school environment, she told me not to tell anyone and keep it a secret between us. She said it would be shameful to start telling students or our classmates that she was raped. Therefore, we could not report it anywhere until today because of the sexual violence she experienced"* **(KI 27, student).**

Moreover, the study participants reported that sometimes the survivors feel shame about disclosing sexual violence because the acts were performed by either the uncle, grandfather, father or close relatives. As one participant reported that;

> *"Sometimes, female students are unable to report acts of sexual violence due to shame, as the perpetrator may be an uncle, grandfather, or even their biological father. This leads female students to think it's better to keep this to themselves because if it spreads, it will bring shame to them"* **(KI 34, legal authority).**

4.3.2 Low level of awareness

The interviewed participants reported that survivors had limited awareness and understanding of what constitutes sexual violence. The study participants added that sometimes it is very difficult for them to recognize abusive behaviors and know how and where to report them. The participants reported that limited knowledge led to underreporting of the incidence of sexual violence. The study participants reported that not only the victims but also the parents had a low level of awareness of the consequences of sexual violence. Limited awareness among survivors and family members has led to the normalization of the incidence. As one participant reported that;

> *"The comprehension and awareness around these issues remains low among the young girls in our families. This sense of shame they feel is rooted in this lack of understanding - they haven't been provided the proper education and information. As a result, they end up feeling embarrassed or ashamed, since they haven't been equipped with the knowledge needed to properly report or disclose incidents of violence.''* (**KI 36, parent).**

Furthermore, the study participants added that there is no education on sexual violence provided to the students at the school level, which also limit students' awareness on this issue. One of the study participants was quoted saying:

> *Moreover, even at this school since I arrived, no institution has ever come to provide education on sexual violence to students. Therefore, the understanding among students is still limited in knowing where to report such incidents, and some also feel that it is shameful to report such matters"* **(KI 19, student).**

4.3.3 Fear of retaliation and repercussions

The interviewed participants reported that perpetrators of sexual violence use threats of physical harm or intimidation to silence victims. The study participants reported that victims who have experienced sexual violence fear that speaking out could result in further harm or violence to themselves or their families from the perpetrator. The study participants reported that this led them to stay silent out of concern for their safety and their families. As one participant reported that;

> *"I have a friend who is currently in form six with me. In the place we had arranged earlier, there was a man who came one day and found her alone. I had stepped out at that time. He subjected her to sexual violence, claiming that he had given her money. That person warned her not to tell anyone, and if she ever revealed it, he would do something terrible to her and her family that she would never forget in her life. My friend was afraid to tell her parents or teachers, fearing for her safety"* **(KI 26, student).**

Moreover, the study participants added that even in the school environment, teachers' subject female students to sexual abuse. As the result, the students are afraid to report the incidents due threats from the teachers, such as punishment or threat of failing the subject they teach. As one participant reported that;

> *"When addressing the issue of sexual violence, not only does it occur within our families, but we cannot exclude teachers as potential perpetrators. A child may be subjected to violence against their wishes, but the perpetrator often puts pressure on them by issuing threats, such as warning the child that if they report the incident, there will be consequences. As a result, the student*

*feels unable to come forward and report the abuse, because the teacher has warned them not to speak up, threatening that something bad will happen if they do." (***KI 40, parent).**

4.4 Perceived family factors contributing to non-disclosure of sexual violence on advanced level secondary school girls

The study participants including parents, police gender desk officer, social welfare officers were asked about family perceived factors contributing to non-disclosure of sexual violence among advanced-level secondary school girls. The analysis of the findings generated five sub-themes, as described below: maintaining family reputation, poverty, social stigma and rejection, informal negotiations and lack of family support.

4.4.1 Maintaining family reputation

The study participants reported that in many cultures in Sumbawanga, places high values on maintaining family honor and reputation. The study participants reported that victims sometimes never disclose sexual violence because they fear bringing shame and dishonor to relatives and family. The study participants noted that sexual violence sometimes starts within the family and can be caused by fathers, uncle, brothers or grandfathers. The study participants added that their fear of tarnishing the family's reputation prevented them from speaking out about the abuse. As one participant reported that;

"First, many cases of violence, especially sexual violence, start within the family where a child is raped by their father or a daughter is subjected to incestuous acts by a brother. Therefore, it is often family members themselves who become the source of these crimes, making it difficult for them to be exposed because they will sit together and say, 'He is our uncle,' and if it becomes known, it will bring great shame to our family and how will the community view us? Hence, they choose to remain silent to maintain the family status and even relocate their own member within these circumstances" **(KI 31, teacher).**

Moreover, the study participants reported sometimes students never disclose sexual violence because they fear that speaking out about such incidence may bring shame or dishonor to their family and relatives. As the result, students feel pressured to keep silent about their experiences of sexual violence to protect their family's standing in the community. As one participant reported that;

> *"You know, currently, acts of violence in our families are being committed by very close people within our families. Therefore, because the perpetrator of such acts is either uncle or brother, the female student feels ashamed to report because if she speaks up and it becomes known in the community, it will bring shame and embarrassment to her and her family. The girl decides to remain silent to protect the honour and relationships of her family in the community"* **(KI 11, student).**

4.4.2 Poverty

The interviewed participants reported that survivors from impoverished backgrounds are economically dependent on their perpetrators for basic needs such as food, shelter and education. The study participants reported that students from poor families experience many challenges that force them to seek financial support from motorcycle dirvers, tricycle drivers, taxi drivers, etc., to run their daily life. This has led most of them to be abused and sexually violated by perpetuators. The interviewed participants added that this financial dependence creates a sense of fear of speaking out about the abuse. Additionally, the interviewed participants reported that the victims worried about losing financial support or being left without resources to support themselves. As one participant reported that;

> *"Poverty is indeed a major factor that leads to individuals being subjected to sexual violence, either by powerful individuals or by someone who has paid them. It is a significant challenge for victims to mention the perpetrator's name. You come across many such cases in schools such as day schools, where many girls receive support in the form of transportation or meals. In schools located in remote areas, for example, where there are*

> *no hostels, children who live in rented houses are often subjected to sexual violence, and some end up becoming pregnant"* **(KI 06, social welfare officer).**

The study participants added that poverty has been used by perpetuators as means to subject female student on sexual violence. Due to impoverishment, the female students accept to get money for sex to meet their needs. As one respondent cemented that;

> *'The situation of poverty contributes significantly. For example, let's take us girls; we have many needs. When someone approaches a girl with the intention of fulfilling their sexual desires, knowing well that I have financial needs to meet, they use that as a leverage to demand sexual favors in exchange for money. This becomes a form of sexual violence because the girl does not consent to the act willingly, but she does it just to get money to meet her needs due to her poverty. In such dire living conditions, I may not have the strength to continue speaking out about what someone has done to me."* **(KI 20, student).**

4.4.3 Social stigma and rejection

The interviewed participants reported that sometimes the survivors never disclose sexual violence because they feared social stigma, rejection or disbelieve their accounts, even or ostracization from their family including parents if they disclosed it. The study participants reported that fear of being blamed, judged or shamed by family members prevents them from disclosing the incident of abuse and seeking help from family, community or relatives. As one participant reported that;

> *"My friend experienced sexual violence last year, and after she went and told her mother about it, her mother kicked her out of the house and accused her of promiscuity. So sometimes even parents are not understanding at all. When you talk to them about such issues, they interpret it as your own promiscuous behavior"* **(KI 17, student).**

Additionally, study participants noted that sometimes the students never disclose the issue because of the discrimination actions such as judgment from their peers and community. As one participant reported that;

> *“The female students may be afraid to speak up because they are worried that the community could ostracize and discriminate them for something like this. So even if they tell their parents, the parents may be afraid to speak up out of fear that the person could fail to get married in that place. So, the person decides to keep it as their secret, and they are afraid that the community may ostracize and disctiminate because they have experienced something like this.”* **(KI 38, parent).**

4.4.4 Informal negotiations at the family level

The study participants reported that nondisclosure of sexual violence was influenced by informal negotiation between family members and perpetrators. The study participants reported that perpetrators or their families engage in informal negotiations to seek compensation, apologies, or promises of behavior change without involving formal legal processes. This has led to many incidents being unreported in our community. As one participant reported that;

> *"Truly, let's say the families that can expose these acts of violence are very few, perhaps families that have already been educated. We fail to expose [these acts] because of the negotiation between parents, so that the government does not take action against them, because if it appears that someone has done that act and it is revealed, the person who committed that act will be imprisoned."* **(KI 37, parent)**

Additionally, the key informant reported that sometimes parents causative of non-disclosure of sexual violence due to the influence of money, hence they decided to enter into infomal negotiations. As one participant cemented that;

> *"On the other hand, our parents are the causative, when a parent reaches an agreement with the other party, sometimes if they are given money, you find that they tell the child not to speak up, and that child continues to suffer from the consequence of sexual violence"* **(KI 22, student).**

4.4.5 Lack of parental support

The study participants reported that lack of parental support including ineffective communication, harsh language, blaming, disbelieve hinder female students from disclosing sexual violence due to lack of comfort of talking to their parents. The study participants reported that some parents scold or act sternly towards their female children which creates fear among the children to share their experiences. The female students fear to disclose sexual acts experienced believing that will face further punishment or blame from their parents, which deter them from seeking help or support from them. The study participants reported that poor relationships and communication between parents and their children were sources of nondisclosure of sexual violence among secondary school female students. As one participant reported that;

> *We once had a case here a while back where a female student was being subjected to sexual violence acts. The father and mother were extremely harsh. The child began experiencing sexual violence at home with the household workers, and eventually, it started happening at school as well. In the end, she developed a condition where she could not control her bowel movements, and when she returned home, her mother had already built a mindset of using the cane. Therefore, every day, the child was beaten, not knowing that she was being subjected to sexual violence acts. How could she tell her parents about it?"* **(KI 09, legal authority).**

Furthermore, the interviewed study particpants reported that female students lack confident on how to start sharing their experiences with their parents due to strictness of their parents. Another respondent cemented that;

> *You know, in some of our families, parents are very strict towards their children, even if their daughter is going through the challenge of being raped, it is difficult to tell them because she wonders how to start telling them. When she looks at her parents, she sees no help, so she decides to stay silent without telling anyone. Parents should build a friendly relationship with their children, not always scolding them to the point where they lose confidence to share the bad things, they are going through"* **(KI 25, student).**

4.5 Perceived Community factors contributing to non-disclosure of sexual violence on advanced level secondary school girls.

The participants were asked about perceived community factors contributing to non-disclosure of sexual violence among advanced level secondary school girls. Analysis of the findings generated two sub-themes: cultural norms and beliefs and maintaining school reputation as described below.

4.5.1 Cultural norms and beliefs

The study participants reported that in some tribes and families, sexuality and sexual violence are taboo and inappropriate for open discussion. The study added that topics related to sex are considered sensitive and private, making it difficult for female students to openly discuss experience of sexual violence due to fear of judgement and family repercussions. The study participants reported that it is considered shameful for young girls and adolescent girls to discuss the issues of sexual violence to their parents especially to father. This hinders survivors from disclosing sexual violence experienced due to the cultural norms of their community. As one study participant indicated that;

> *"In our culture, it is often very difficult for female students to talk to their parents about violence because of how we were raised and taught that issues related to sex are considered sensitive and private. Therefore, a female student going to speak to her father, even if she has experienced violence, is seen as shameful. This contributes to the reluctance to disclose the violence*

> *because I don't know how to begin telling my parent due to our cultural norms"* **(KI 15, student).**

The study participants added that some tradition and norms of their tribe (Fipa) influence sexual violence to female students such as Kalambo district, which is considered marriage prestigious. The study participants reported that even if the victim has been sexually abused by a perpetuator, due to bride prices and gifts offered to family and victims, the incidents never been reported by family or the victim herself. As one participant reported that;

> *" In a certain area, I do not know if it is due to cultural traditions or something else; when a girl gets married, it is considered a source of pride. Celebration and gift-giving, which are part of the traditions and customs of the Wafipa people in that area, motivate the girl to find herself involved in issues of teenage pregnancy, which in turn leads to acts of violence against her without her realizing that it is not normal. In that particular area, they do this. "* **(KI 10, legal authority).**

4.5.2 Maintaining school reputation

The interviewed participants reported that maintaining school reputation influenced the nondisclosure of sexual violence by school management. The study participants added that secondary schools, especially private schools, had placed high value on their reputation and sometimes prioritized maintaining a positive image in the community and stakeholders. The study participants reported that school management fears that reporting sexual violence in the school environment can tarnish the school's image. This contributes to secrecy and silence in disclosing the incidence. As one participant reported that;

> *"This occurs a lot in private schools, where acts of violence take place but are not reported because the school administration fears that if such incidents are reported and become known in the community, it will tarnish the school's image. To protect the school's reputation, they choose to remain*

> *silent, as they know that if the community determines, parents will no longer send their children to that school"* **(KI 08, social welfare officer).**

The study participants added that some teachers have been engaging in acts of sexual violence against female students. However, even if a teacher is known by the school administration to be doing so, the administration does not report to the government level to protect the school's image. As one participant reported that;

> *"Teachers have also been committing these acts of sexual violence against female students. There are teachers who engage in such acts of violence but threaten female students not to disclose the information because if they do, the student will have a difficult time in school. Sometimes, even if the school administration is aware of such incidents, they are not reported to the legal authorities to protect the school's reputation. If this information gets out, parents may not bring their children back to school because they know they will be subjected to such acts of violence."* **(KI 14, student)**.

CHAPTER FIVE

5.0 DISCUSSION

5.1 Introduction

This study aimed to explore the perceived individual, family, and community factors contributing to non-disclosure of sexual violence among Advanced level secondary school girls in Sumbawanga Municipality. In this section, the study findings are interpreted and discussed with a comparison of what was reported by other studies..

5.2 Perceived individual factors contributing to non-disclosure of sexual violence on Advanced level secondary school girls.

The study findings revealed that feelings of shame among survivors who had experienced sexual violence were significantly contributing to the non-disclosure of the incident. The study done by Dichter et al. reported that the experience of sexual violence may also bring up feelings of self-blame, embarrassment, or shame, and a sense that one does not fit the image of someone experiencing abuse (82). victims of sexual violence tend to feel guilt, shame, and self-blame, which makes it additionally difficult for them to report such crimes (83). The study findings suggest that there is a need to provide trauma-informed support services and counseling that prioritize the emotional well-being and healing of survivors in order to address the shame among survivors.. The study done in South Korea highlights that providing sexual violence education to adolescents so that they can understand various types of sexual violence and disclose such crimes without self-judgment is necessary (84). The study findings corroborate the previous studies, which reported that women experiencing sexual violence were not reporting the problem because they felt ashamed, and most of them wished to keep it a secret (25,58,59).

The study findings revealed that survivors often lacked awareness and understanding of what behaviors constitute sexual violence. As a result, it was challenging for them to recognize abusive actions and know how and where to report the incidents. Female students may also be less likely to disclose because of their awareness of the consequences of

disclosure, awareness of social norms and taboo (52,67). The study done in Tanzania reported that lack of awareness result in delays in disclosing the abuse, allowing the perpetrator to continue their actions and depriving the survivor of timely support and intervention (85). The study findings highlight the need for comprehensive educational awareness campaigns and training programs on different forms of sexual violence and its impact, as well as reporting procedures, to increase understanding and improve responses to sexual violence. The study's findings are in line with those of studies conducted in Cameroon and India, which indicate that women were not disclosing sexual violence due to a lack of personal understanding of where to disclose (1,2).

The study's findings indicate that fear of retaliation and negative consequences is a key reason why female students do not disclose experiences of sexual violence. The study done in America found that fear of reprisal occurs for many reasons and is another barrier to disclosure. Some victims/survivors choose not to report the assault to police and authorities because they do not want to get the perpetrator in trouble (e.g., concern of reinforcing racial stereotypes; concerns of subjecting the perpetrator to institutionalized racism or homophobia; concern of deportation) (86). Fear of threats of harm by the abuser, and fear of negative consequences to the self, abuser, or the family has been associated with delays in disclosure and decreased chances of a disclosure (67,87). The study findings suggest that a need to establish safer, more confidential, and survivor-centric reporting mechanisms that can encourage and empower female students to come forward in order to overcome fear of retaliation. The study findings are in line with other studies done elsewhere (82, 83)

5.3 Perceived family factors contributing to non-disclosure of school related sexual violence on Advanced level secondary school girls

The study findings revealed that students from poor families experience a lot of challenges that force them to seek financial support from motorcycle drivers, tricycle drivers, taxi drivers, and others to run their daily lives. This has led most of them to be sexually violated by perpetrators. Financial dependence creates a sense of fear to speak out about the abuse, and the victims worry about losing financial support or being left without resources to support themselves(43).The study done by Sazzad reported that poverty and existing gender

norms that grant more power to the male gender contribute to sexual violence among students (34). The study findings suggest the need to address financial dependence and vulnerability among students from poor families in order to alleviate poverty. This may involve implementing policies and programs that alleviate poverty, improve access to education, and promote economic opportunities for disadvantaged communities. The study findings are consistent with other studies which reported that poverty is a risk factor for sexual abuse among adolescent girls. Low family affluence increases the likelihood of adolescents experiencing sexual abuse (90,91).

The study findings indicated that lack of family support had led survivors to never disclose sexual violence because of fear of negative reactions from their parents, either their father or mother. The study conducted in Uganda reported that the lack of family support for young sexual violence survivors acts as a barrier to accessing post-rape healthcare and often results in silencing and banishing survivors (68). The study done in Australia reported that female students may fear being blamed, shamed, or ostracized by their families if they disclose sexual violence (92). In order to address the issue of lack of family support, the study's findings emphasise the necessity of educating and raising awareness among parents about sexual violence and its effects on survivors. Parents should be equipped with knowledge about appropriate and supportive responses, as well as the resources available to help survivors. This can create a more open and understanding environment within families. The study findings are consistent with a study conducted in Namibia and South Africa, which reported that women who survived sexual assault were likely to delay and fear disclosing their experience due to negative reactions from family and friends. Many African families struggle with handling children who have experienced unresolved sexual abuse, as the main fear for these families is being embarrassed (36,69). Furthermore, families that prioritize privacy in their culture may believe that issues should remain within the family. As a result, the victim may seek to avoid stigma not only for themselves but also for the sibling who is the offender and for the family as a whole(65,66).

5.4 Perceived community factors contributing to non-disclosure of sexual violence on Advanced level secondary school girls

The study findings revealed that in some tribes and families, sexuality and sexual violence are considered taboo and inappropriate for open discussion. The study done in Norway reported that it is considered shameful for young girls and adolescent girls to discuss issues of sexual violence with their parents (93). The studies conducted in Tanzania reported that discussing encounters with gender-based violence (GBV) is considered taboo; both parents and the community feel ashamed to address issues of violence. Young girls are afraid to talk about the matter with anyone. Furthermore, parents and those around them are reluctant to engage in conversations about violence, particularly sexual violence. They do not want anyone to know that their daughter or sister has been raped (94). This may hinder survivors from disclosing sexual violence they have experienced due to the cultural norms of their community. The study findings suggest the need to have educational initiatives that engage community leaders, elders, and other influential figures to raise awareness about sexual violence, challenge harmful cultural norms, and promote open dialogue to eliminate those taboos within families. Sensitivity to cultural values and practices can help create an environment where survivors feel safe to come forward and seek support. The study findings are consistent with other studies which reported that women who experienced sexual assault were reluctant to disclose to anyone, as family and social norms expectations were an obstacle to disclosure (39,64).

The study findings indicated that maintaining the school's reputation in the surrounding community was one of the factors contributing to non-disclosure of sexual violence by school management. Secondary schools, especially private schools, had placed a high value on their reputation and sometimes prioritized maintaining a positive image in the community and with stakeholders. The study findings suggest that school management should prioritize the safety and well-being of students over maintaining a positive image of the school. The study findings further suggest to implement clear policies and protocols that mandate the immediate reporting and investigation of any sexual violence allegations, regardless of the potential impact on the school's reputation. The study findings corroborate with other studies done in Uganda and Sweden (95,96).

5.5 Strenghts and limitations of the study

By employing purposive sampling for professionals (police, lawyers, social welfare officers, and teachers) and convenient sampling for parents and students, the study captures a wide range of perspectives. This diversity enhances the comprehensiveness of the findings. The main limitation of this study is that due to the sensitive nature of the topic, some study participants were hesitant to disclose complete information about their experiences. However, the researchers created a safe and supportive environment during data collection. Participants were assured that all responses were anonymized and that the collected information will be used only for research purposes.

CHAPTER SIX

6.0 CONCLUSION AND RECOMMENDATIONS

6.1 CONCLUSION

In conclusion, the findings of this study highlight that non-disclosure of sexual violence on secondary schools' girls remains a public health challenge in Sumbawanga municipality. The interplay of shame, low awareness, fear, and social stigma, among other factors, creates a pervasive environment of silence and suffering. To effectively combat sexual violence among female students, it is essential to implement targeted strategies that engage various stakeholders, including school administrations, parents, community leaders, and district authorities. By fostering a supportive and informed community, we can create an environment that encourages disclosure, promotes awareness, and ultimately protects the rights and well-being of young girls. Collaborative efforts are crucial to dismantling the barriers that prevent victims from speaking out and seeking help, paving the way for a safer and more supportive educational experience.

6.2 RECOMMENDATIONS

1. The school administration in collaboration with the Sumbawanga municipal education office should provide comprehensive training for teachers and parents on how to help students handle fear through trauma-informed approaches.
2. The community leaders in collaboration the Sumbawanga municipal authority should educate parents on how to help students handle fear through trauma-informed approaches as well as improve awareness programs in secondary schools through preparing events, festivals, the use of mass media such as radio and TV, posters, songs to increase understandings among students.
3. School management should prioritize the safety and well-being of students rather than focusing on maintaining a positive image of the school. This will help students

to be free to expose any incidents of sexual violence to school management knowing that she receives support.

4. Local government leaders should create awareness to the parents so that they can provide time to talk and discuss sexuality and sexual violence with their children openly in our society. This will create good relationships and make it more transparent to children to share their experiences freely with them.
5. The community leaders in collaboration with other stakeholders including CSOs should conduct awareness campaigns in the community aiming at abandoning norms and beliefs that accelerate sexual violence and all forms of violence in society. This is through educational initiatives that engage community leaders, elders, and other influential figures to raise awareness about sexual violence, challenge harmful cultural norms, and promote open dialogue.

Areas for further studies

- In the future, it would be reasonable to conduct a quantitative research to determine the magnitude of the problem and factors associated with the non-disclosure of sexual violence among secondary school students in Sumbawanga, Tanzania.

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8.0 APPENDICES

8.1 Appendix I: Student's Interview Guide

Reasearch Title: "*School Related Gender Based Violence: Percieved factors to Non-Disclosure of Sexual Violence on Advanced Level Secondary School Girls Sumbawanga Municipal-Tanzania"*

Introduction

The interview will take about one hour. Remember that some of the questions might be sensitive because they ask about your experiences about sexual violence. However, you are never required to discuss anything that you don't want to or that makes you uncomfortable. All of the answers you give will be confidential and will not be shared with anyone other than members of my team. The only exception to this is if you tell me that someone has put you in danger. If this is the case, you can talk with a counselor. If I ask you any question you don't want to answer, just let me know and I will go on to the next question. You can also stop the interview at any time. Are you willingly to proceed?

1. INDIVIDUAL FACTORS CONTRIBUTING TO NON-DISCLOSURE OF SEXUAL VIOLENCE AMONG ADVANCED LEVEL SECONDARY SCHOOL GIRLS IN SUMBAWANGA MUNICIPAL, TANZANIA

TOOLS FOR FEMALE STUDENTS

Personal Attitudes towards SV:

1. **In your view, how do personal attitudes or beliefs about sexual violence influence the decision to disclose or not disclose such incidents?**

a) Probe on how do you perceive experience of sexual violence?
b) Probe on Personal Attitudes towards SV.
c) Probe: Can you recall specific moments where your personal beliefs conflicted with the idea of disclosing an incident?

Feelings of Shame:

2. **How significant is the feeling of shame when contemplating the disclosure of an incident of sexual violence?**

a) Probe: Can you describe situations where feelings of shame or societal judgment felt particularly overwhelming?

b) Probe: How feeling of shame contributes to non-disclosure of sexual violence?

Prior Trauma Experience:

3. **Do past experiences of trauma impact your willingness or hesitancy to disclose subsequent incidents of sexual violence?**

a) Probe: How have previous traumatic experiences shaped your reactions or decisions about discussing later incidents?

b) Probe: How previous exposure to sexual violence contributes to non-disclosure of sexual violence?

Self-Efficacy for Disclosing SV:

4. **How confident do you feel in your ability to disclose incidents of sexual violence?**

a) Probe: What are specific instances or support mechanisms that have either bolstered your confidence about the idea of disclosure?

b) Probe: What are specific instances or support mechanisms that have hindered your confidence about the idea of disclosure?

c) Probe: explain what were you supposed to do after experiencing sexual violence?

Fear of Repercussions:

5. **Does the fear of negative consequences or repercussions influence your decision to keep incidents of sexual violence to yourself?**

a) Probe: Can you share specific fears or perceived outcomes that deter you from discussing or reporting such actions?

b) Probe: Please explain to me what could be response of your fellow students if they knew this experience?

c) Probe: Please explain what could be response if any of your teachers knew this experience?

d) Probe: Please explain, what could be response if your guardian knew this experience?

e) Probe: Tell me what could be response if any of your neighbors at home knew this experience.

Cultural and Societal Norms:

6. **How do cultural or societal expectations shape your decision to disclose or not disclose incidents of sexual violence?**

a) Probe: on the presence of particular community norms that have shaped your decision to disclose or not disclose incidents of sexual violence?

b) Probe: on the presence of particular community norms that have shaped your decision to not disclose incidents of sexual violence?

c) Probe on presence of expectations you believe impact your disclosure decisions.

Influence of Personal Relationships:

7. **How do close personal relationships, such as those with friends or family, play into your decision-making regarding disclosure?**

a) Probe: Can you describe how support or lack thereof from close ones might affect your decision to speak out?

b) Probe: On support from friends.

c) Probe On family support.

Perception of Institutional Response:

8. If you were to share your experience with the school administration or other authorities.

a) Probe: how do you think they would respond?

b) Probe: Have any previous incidents or stories influenced your anticipation of their response?

c) Probe: What is the institutional reaction after the student has reported sexual violence incident at school?

d) Probe: Tell me the resources available for attending the students who has experienced sexual violence at school.

e) Probe: What are the measures are undertaken by school administration to protect the students against sexual violence?

f) Probe: What do you think are important actions to be taken to students reported sexual violence to school authority?
g) Probe: What supports students to report sexual violence incidents in your school?
h) Probe: Why do some of your students don't like to report their sexual violence experience?
i) Probe: What are the challenges the school authority faces when attending victims of sexual violence at school?

2.0 FAMILY FACTORS CONTRIBUTING TO NON-DISCLOSURE OF SCHOOL RELATED SEXUAL VIOLENCE AMONG ADVANCED LEVEL SECONDARY SCHOOL GIRLS IN SUMBAWANGA MUNICIPAL, TANZANIA

Family Communication on Sensitive Topics:

1. **How would you describe the dynamics of communication within your family when discussing sensitive subjects, especially like sexual violence?**

a) Probe: Are these topics openly discussed in your family regarding sexual violence?
b) Probe: What are the topics usually avoided regarding sexual violence?
c) Probe: What are the topics regarding to sexual violence reserved for private conversations with specific family members?

Family Beliefs on Sexual Violence:

2. **Based on your experience, what are the prevalent views or beliefs within your family regarding sexual violence?**

a) Probe: What are the family beliefs on disclosing sexual violence incidents?
b) Probe: What are the family beliefs on non-disclosing sexual violence incidents?
c) Probe: Have there been incidents, stories, or family discussions that shaped these views?

Influence of Family Perceptions on Non-Disclosure:

3. **How do the beliefs or reactions of family members influence your decisions to disclose experiences related to sexual violence?**

a) Probe: Are there particular comments or reactions from family members that you recall having a strong impact on your feelings about disclosure?

Family Expectations:

4. **Do you feel there are implicit or explicit expectations within your family about how one should behave or react after experiencing sexual violence?**

a) Probe: Have there been instances where these expectations were voiced or indicated in some way? Probe: On expected positive family reactions

b) Probe: On expected negative family reactions

Fear of Shame or Dishonor:

5. **Is there a concern about bringing shame or dishonor to the family if you were to disclose experiences of sexual violence?**

a) Probe: Are there cultural, religious, or traditional beliefs within your family that support this fear?

Previous Disclosures within the Family:

6. **Are you aware of any instances where someone within the extended family discussed or faced sexual violence?**

a) Probe: If so, how was the issue addressed or discussed within the family setting?

Role of Family Elders or Heads:

7. **How do the elders or heads of your family approach the issue of sexual violence?**

a) Probe: Are their views considered definitive?

b) Probe: Have you observed their influence on family discussions or beliefs about the topic?

c) Probe: What could be the reaction your family elders or heads if you tell them about the incidence of sexual violence?

d) Probe: How do family elders or heads contributes to non-disclosure of sexual violence?

Trust and Support within the Family:

8. **If you ever considered sharing your experiences with a family member, whom would you confide in first and why?**

a) Probe: What gives you the confidence to trust this person with such a sensitive disclosure?
b) Probe: What support you obtain from guardian after detecting a students experienced sexual violence?
c) Probe: What do you think why guardians do not cooperate in helping students who experienced sexual violence?

3.0 COMMUNITY FACTORS CONTRIBUTING TO NON-DISCLOSURE OF SEXUAL VIOLENCE AMONG ADVANCED LEVEL SECONDARY SCHOOL GIRLS IN SUMBAWANGA MUNICIPAL IN TANZANIA

Community Norms and Values:

1. **In your perspective, what are the predominant norms and values in your community regarding acknowledging and discussing sexual violence?**

a) Probe: Are there certain accepted 'ways' of handling such issues of sexual violence?
b) Probe: How do those accepted ways of acknowledging sexual violence issues influence personal disclosure decisions?

Community's Reaction to Disclosure:

2. **Should a member of the community disclose an incident of sexual violence, how do you believe the majority would react?**

a) Probe: Are there past incidents or narratives that shape this belief?
b) Probe: what could be the response of your teacher if you share this experience?
c) Probe: What could be the response to your guardian family members if you share this experience?

d) What could be the response of the community member if you share this experience to them?

Role of Community Leaders:

3. **How do notable community leaders or figures approach and perceive the topic of sexual violence?**

a) Probe: How do these leaders' views and decisions impact the broader community's perspective and response?

Community Support Systems:

4. **Within the community, are there recognized support mechanisms or organizations dedicated to aiding victims of sexual violence?**
    a) Probe: In your view, how accessible and effective are these systems in providing aid and support?
    b) Probe: What support you obtain from social office /police office after detecting students experienced sexual violence?

Cultural or Traditional Beliefs:

5. **Do specific cultural or traditional beliefs in your community influence the perception and handling of sexual violence?**

a) Probe: Can you pinpoint any rituals, practices, or beliefs that might promote the disclosure of such incidents?

b) Probe: How a cultural and traditional belief contributes to non-disclosure of sexual violence?

Fear of Stigmatization:

6. **Is there a prevailing fear within the community of facing stigma or ostracization after disclosing incidents of sexual violence?**

a) Probe: Are there shared stories, beliefs, or experiences that reinforce this perception?

b) Probe: How fear of stigmatization contributes to non-disclosure of sexual violence.

Influence of Religious Institutions:

7. **How do religious institutions or beliefs within your community shape the narrative on sexual violence and its disclosure?**

a) Probe: Are there particular doctrines or teachings that either hinder or promote open discussions on the topic?

b) Probe: On religious factors that hinders disclosure of sexual violence incidences.

Community Gatherings and Discussions:

8. **Are there platforms or gatherings within the community where discussions on sexual violence are held or addressed?**

a) Probe: How do these platforms facilitate open conversations and support around the topic?

b) Probe: On factors that hinders disclosure of sexual violence in the community

TOOL FOR LEADERS, LEGAL OFFICER, STAFF AND SOCIAL WELFARE OFFICERS

For local government Leaders:

Leadership Stance on Sexual Violence:

1. How do you, as a leader, address the topic of sexual violence within the community?

a) Probe: Are there initiatives or programs in place to educate community members and support victims?

b) Probe: How do you ensure that the community remains a safe space for individuals to disclose and seek help?

Influence on Community Norms:

2. How do your beliefs and decisions impact the broader community's understanding and handling of sexual violence?

a) Probe: Are there certain narratives or messages you've promoted to shape this understanding?

b) Probe: How do you handle any resistance or pushback from community members?

For School Staff:

School's Approach to Sexual Violence:

1. **What mechanisms does the school have in place to address incidents of sexual violence?**

a) Probe: Is there a dedicated counseling unit where students, especially girls, can report instances of sexual violence?

b) Probe: Can you describe the nature of support and counseling services provided, if such a unit exists?

Staff Readiness and Training:

2. **What resources or training are available to you for managing disclosures of sexual violence?**

a) Probe: Are there ongoing educational programs or workshops addressing this matter?

b) Probe: How well-equipped do you feel to support a student who reports an incident of sexual violence?

Responding to Disclosures:

3. **In the event of a student confiding in you about an experience with sexual violence, what is your protocol?**

a) Probe: What are the first actions you would take to prioritize the student's immediate safety and privacy?

b) Probe: How do you navigate maintaining confidentiality while engaging necessary authorities and support services?

INTERVIEW GUIDE FOR POLICE GENDER DESK OFFICER.

1. **Kowledge on sexual violence**
    a) What do you understand by the term sexual violence?
    b) Are you aware that sexual violence especially to advanced secondary school girls happens?
    c) What is the magnitude of this problem?

d) Are those cases been reported?
e) Of no: what are the reasons?

2. Reasons for non disclosure of sexual violence

i. Feelings of Shame:

How significant is the feeling of shame when contemplating the disclosure of an incident of sexual violence?

a) Probe: Can you describe situations where feelings of shame or societal judgment felt particularly overwhelming?
b) Probe: How feeling of shame contributes to non-disclosure of sexual violence?

ii. Self-Efficacy for Disclosing SV:

How confident do advanced secondary school feel in their ability to disclose incidents of sexual violence?

d) Probe: What are specific instances or support mechanisms that have either bolstered their confidence about the idea of disclosure?
e) Probe: What are specific instances or support mechanisms that have hindered their confidence about the idea of disclosure?

iii. Fear of Repercussions:

Does the fear of negative consequences or repercussions influence advanced secondary school students decision to keep incidents of sexual violence to themselves?

a) Probe: Can you share specific fears or perceived outcomes that deter them from discussing or reporting such actions?
b) Probe: Please explain to me what could be response of their fellow students if they knew this experience?
c) Probe: Please explain what could be response if any of their teachers knew this experience?
d) Probe: Please explain, what could be response if their guardian knew this experience?

e) Probe: Tell me what could be response if any of their neighbors at home knew this experience.

iv. Cultural and Societal Norms:

How do cultural or societal expectations shape advanced secondary school student's decision to disclose or not disclose incidents of sexual violence?

a) Probe: on the presence of particular community norms that have shaped their decision to disclose or not disclose incidents of sexual violence?
b. Probe: on the presence of particular community norms that have shaped their decision to not disclose incidents of sexual violence?
c. Probe on presence of expectations you believe impact their disclosure decisions.

v. Family Beliefs on Sexual Violence:

Based on your experience, what are the prevalent views or beliefs at family level regarding sexual violence?

a) Probe: What are the family beliefs on disclosing sexual violence incidents?
b) Probe: What are the family beliefs on non-disclosing sexual violence incidents?
c) Probe: Have there been incidents, stories, or family discussions that shaped these views?

vi. Influence of Family Perceptions on Non-Disclosure:

How do the beliefs or reactions of family members influence advanced secondary school student's decisions to disclose experiences related to sexual violence?

a) Probe: Are there particular comments or reactions from family members that you recall having a strong impact on their feelings about disclosure?

vii. Family Expectations:

Do you feel there are implicit or explicit expectations within advanced secondary school student's family about how one should behave or react after experiencing sexual violence?

a) Probe: Have there been instances where these expectations were voiced or indicated in some way? Probe: On expected positive family reactions
b) Probe: On expected negative family reactions

viii. Fear of Shame or Dishonor:

Is there a concern about bringing shame or dishonor to the family if advanced secondary school student were to disclose experiences of sexual violence?

a) Probe: Are there cultural, religious, or traditional beliefs within their families that support this fear?

ix. Previous Disclosures within the Family:

Are you aware of any instances where someone within the extended family discussed or faced sexual violence?

a) Probe: If so, how was the issue addressed or discussed within the family setting?

x. Role of Family Elders or Heads:

How do the elders or heads of your family approach the issue of sexual violence?

a) Probe: Are their views considered definitive?
b) Probe: Have you observed their influence on family discussions or beliefs about the topic?
c) Probe: What could be the reaction your family elders or heads if you tell them about the incidence of sexual violence?
d) Probe: How do family elders or heads contributes to non-disclosure of sexual violence?

xi. Community Norms and Values:

In your perspective, what are the predominant norms and values in your community regarding acknowledging and discussing sexual violence?

a) Probe: Are there certain accepted 'ways' of handling such issues of sexual violence?
b) Probe: How do those accepted ways of acknowledging sexual violence issues influence personal disclosure decisions?

xii. Community's Reaction to Disclosure:

Should a member of the community disclose an incident of sexual violence, how do you believe the majority would react?

a) Probe: Are there past incidents or narratives that shape this belief?

xiii. Role of Community Leaders:

How do notable community leaders or figures approach and perceive the topic of sexual violence?

a) Probe: How do these leaders' views and decisions impact the broader community's perspective and response?

xiv. Community Support Systems:

Within the community, are there recognized support mechanisms or organizations dedicated to aiding victims of sexual violence?

a) Probe: In your view, how accessible and effective are these systems in providing aid and support?
b) Probe: What support you obtain from social office /police office after detecting students experienced sexual violence?

xv. Cultural or Traditional Beliefs:

Do specific cultural or traditional beliefs in your community influence the perception and handling of sexual violence?

a) Probe: Can you pinpoint any rituals, practices, or beliefs that might promote the disclosure of such incidents?
b) Probe: How a cultural and traditional belief contributes to non-disclosure of sexual violence?

xvi. Fear of Stigmatization:

Is there a prevailing fear within the community of facing stigma or ostracization after disclosing incidents of sexual violence?

a) Probe: Are there shared stories, beliefs, or experiences that reinforce this perception?
b) Probe: How fear of stigmatization contributes to non-disclosure of sexual violence.

xvii. Influence of Religious Institutions:

How do religious institutions or beliefs within your community shape the narrative on sexual violence and its disclosure?

a) Probe: Are there particular doctrines or teachings that either hinder or promote open discussions on the topic?
b) Probe: On religious factors that hinders disclosure of sexual violence incidences.

xviii. Community Gatherings and Discussions:

Are there platforms or gatherings within the community where discussions on sexual violence are held or addressed?

a) Probe: How do these platforms facilitate open conversations and support around the topic?
b) Probe: On factors that hinders disclosure of sexual violence in the community

xix. Leadership Stance on Sexual Violence:

How do you, as a leader, address the topic of sexual violence within the community?

a) Probe: Are there initiatives or programs in place to educate community members and support victims?

b) Probe: How do you ensure that the community remains a safe space for individuals to disclose and seek help?

xx. Influence on Community Norms:

How do your beliefs and decisions impact the broader community's understanding and handling of sexual violence?

a) Probe: Are there certain narratives or messages you've promoted to shape this understanding?

b) Probe: How do you handle any resistance or pushback from community members?

3. **How do you and your office ensure the victims safety after disclosing incidence of sexual violence?**
4. **What are your advice to the community at national level towards improving disclosure of sexual violence and eliminating incidents of sexual violence?**

INTERVIEW GUIDE FOR PARENTS

For parents

1. **Understanding about sexual violence issues.**
    a) What do you understand about sexual violence?
    b) Are sexual violence actions taking place to advanced secondary school girls in Sumbawanga municipal?
    c) Do you know that some of the victims of sexual violence disclose?
    d) Do you know that some of the victims of sexual violence do not disclose?
2. What are the reasons for non sisclosure of sexual violence on advanced secondary school girls?

i. Feelings of Shame:

How significant is the feeling of shame when contemplating the disclosure of an incident of sexual violence?

a) Probe: How feeling of shame contributes to non-disclosure of sexual violence

ii. Self-Efficacy for Disclosing SV:

How confident do you feel in your ability to disclose incidents of sexual violence?

a) Probe: What are specific instances or support mechanisms that have either bolstered your confidence about the idea of disclosure?
b) Probe: What are specific instances or support mechanisms that have hindered your confidence about the idea of disclosure?
c) Probe: explain what were you supposed to do after experiencing sexual violence?

iii. Fear of Repercussions:

Does the fear of negative consequences or repercussions influence your decision to keep incidents of sexual violence to yourself?

a) Probe: Can you share specific fears or perceived outcomes that deter your child from discussing or reporting such actions?

b) Probe: Please explain, what could be response if your guardian/parents/neighbors knew this experience happened to your child?

iv. Cultural and Societal Norms:

How do cultural or societal expectations shape your decision to disclose or not disclose incidents of sexual violence?

a) Probe: on the presence of particular community norms that have shaped your child decision to disclose or not disclose incidents of sexual violence?

b) Probe: on the presence of particular community norms that have shaped your childs decision to not disclose incidents of sexual violence?

c) Probe on presence of expectations you believe impact your childs disclosure decisions.

v. Parent's Communication on Sensitive Topics:

How would you describe the dynamics of communication within your family when discussing sensitive subjects, especially like sexual violence?

d) Probe: Are these topics openly discussed in your family regarding sexual violence?
e) Probe: What are the topics usually avoided regarding sexual violence?

f) Probe: What are the topics regarding to sexual violence reserved for private conversations with specific family members?

g) Do parents have time for discussing sensitive matters of sexual violence with their children especially female children?

vi. Family Beliefs on Sexual Violence:

Based on your experience, what are the prevalent views or beliefs within your family regarding sexual violence?

d) Probe: What are the family beliefs on disclosing sexual violence incidents?

e) Probe: What are the family beliefs on non-disclosing sexual violence incidents?

f) Probe: Have there been incidents, stories, or family discussions that shaped these views?

vii. Influence of Family Perceptions on Non-Disclosure:

How do the beliefs or reactions of family members influence your decisions to disclose experiences related to sexual violence?

a) Probe: Are there particular comments or reactions from family members that you recall having a strong impact on your flings about disclosure?

viii. Family Expectations:

9. Do you feel there are implicit or explicit expectations within your family about how one should behave or react after experiencing sexual violence?

a) Probe: Have there been instances where these expectations were voiced or indicated in some way? Probe: On expected positive family reactionsb) Probe: On expected negative family reactions

ix. Fear of Shame or Dishonor:

Is there a concern about bringing shame or dishonor to the family if you were to disclose experiences of sexual violence?

a) Probe: Are there cultural, religious, or traditional beliefs within your family that support this fear?

x. Disclosures within the Family:

Are you aware of any instances where someone within the extended family discussed or faced sexual violence?a) Probe: If so, how was the issue addressed or discussed within the family setting?

xi. Community Norms and Values:

In your perspective, what are the predominant norms and values in your community regarding acknowledging and discussing sexual violence?

a) Probe: Are there certain accepted 'ways' of handling such issues of sexual violence?

b) Probe: How do those accepted ways of acknowledging sexual violence issues influence personal disclosure decisions?

xii. Community's Reaction to Disclosure: Should a member of the community disclose an incident of sexual violence, how do you believe the majority would react?

a) Probe: Are there past incidents or narratives that shape this belief?

b) Probe: what could be the response of your teacher if the student shares this experience?

c) Probe: What could be the response to the guardian family members if the student shares this experience?

d) What could be the response of the community member if they know this experience?

xiii. Fear of Stigmatization:

Is there a prevailing fear within the community of facing stigma or ostracization after disclosing incidents of sexual violence?

c) Probe: Are there shared stories, beliefs, or experiences that reinforce this perception?

d) Probe: How fear of stigmatization contributes to non-disclosure of sexual violence.

xiv. Understanding on sexual violence

How lack of knowledge on sexual violence contributes to non-disclosure of sexual violence to our female children?

a) Probe if lack of knowledge contributes to non-disclosure of sexual violence to

b) Probe if lack of knowledge on where and when to report sexual violence contributes to non-disclosure of sexual violence.

Xv. Poverty

How lack of essential needs in the family contributes to non-disclosure of sexual violence to female students?

a) Probe if poverty can contributes to non-disclosure and how?

b) Probe if parents lack time to discuss about family issues concerning sexual violence because they are too busy with their economic activities.

c) Probe if family incentives from the perpetuator contributes to non-disclosure and further actions.

xvi. Decision after disclosure

How would you react after a female student disclose incident of sexual violence to you as a family leader?

a) Probe: How positively do parents react

b) Probe: How negatively do parents react

c) Probe: What are the steps will you take after the victim disclose to you the issue of sexual violence

d) .d) probe: how will you ensure the victim's safety after disclosing incidence of sexual violence?

xvii. What are your advice to the community at national level towards

a) Improving disclosure of sexual violence and

b) Eliminating incidents of sexual violence?

8.2 Kiambatisho cha II. Muongozo wa kumhoji mwanafunzi wa kike aliyepitia ukatili wa kingono na kushindwa kushirikisha mtu yeyote.

KICHWA CHA UTAFITI: MAMBO YANAYOPELEKEA KUTOFICHUA UKATILI WA KINGONO KWA WANAFUNZI WA KIKE WA ELIMU YA JUU YA SEKONDARI MANISPAA YA SUMBAWANGA,

Utangulizi.

Mahojiano yatachukua Kama saa moja na zaidi. Kumbuka kwamba baadhi ya maswali yanaweza kuwa nyeti Kwa sababu yanauliza uzoefu wako kuhusu unyanyasaji wakijinsia. Walakini, hauhitajiki kamwe kujadili chochote ambacho hutaki au kinachokufanya ukose raha. Majibu yote utakayotoa yatakuwa ya siri, hayata shirikiwa na mtu yeyote isipokuwa washiriki wa timu yangu ya utafiti. Isipokuwa tu kwa hii na ikiwa unaniambia kuwa kuna mtuamekuweka hatarini. Ikiwa hii ndio kesi, unaweza kuzungumza na mshauri. Hakuna sehemu ya mahojiano haya inayorekodiwa katika kanda au video. Nikikuuliza swali lolote ambalo hutaki kujibu, nijulishe tu na nitaendelea na swali linalofuata. Unaweza pia kusimamisha mahojiano wakati wowote.

Je uko tayari kuendelea?

NDIYO……HAPANA…….(Mwisho wa mahojiano)

UTAMBULISHO WA MWANAFUNZI (NAMBARI)…….

1. MAMBO BINAFSI YANAYOPELEKEA KUTOFICHUA UKATILI WA KINGONO KWA WANAFUNZI WA KIKE WA SHULE ZA SEKONDARI ZA ELIMU YA JUU KATIKA MANISPAA YA SUMBAWANGA, TANZANIA.

Mtazamo binafsi juu ya ukatili wa kingono.

1. Kwa maoni yako je? Mtazamo au imani binafsi juu ya ukatili wa kingono unachangiaje maamuzi ya kufichua au kutofichua matukio ya ukatili wa kingono?
   a) Dadisi: Unautambuaje/unauelezeaje ukatili wa kingono ulioupata?

b) Dadisi: je? Nieleze msimamo/mtizamo/imani yako kuhusu kufichua ukatili wa kingono.
c) Dadisi: je? Unaweza kukumbuka wakati ambapo msimamo/imani/mtazamo wako ulikinzana na wazo la kufuchua ukatili wa kingono?

Kujisikia aibu

2. Je ni muhimu kutafakari suala la aibu wakati wa kufichua vitendo vya ukatili wa kingono?

a) Dadisi: Elezea mazingira ya kujisikia aibu juu ya jamii itakavyokuhukulia kuwa umeleta umepata balaa.
b) Dadisi: Je? Kujisikia aibu kunachangiaje kutofichua vitendo vya ukatili wa kingono?

Kuhofia maumivu

3. Je? Uzoefu wa mauminu ya awali unachangiaje utayari au kusitasita kufichua taarifa za ukatili wa kingono uliofuata baadaye?

a) Dadisi: Je? Uzoefu wa maunivu ya ukatili wa kingono uliopita yamechangiaje utayari wa maamuzi ya kufichua uliofuata baadaye
b) Dadisi: Je? Uzoefu wa maunivu ya ukatili wa kingono uliopita yamechangiaje kutokuwa na utayari wa maamuzi ya kufichua uliofuata baadaye.

Ufanisi binafsi wa kufichua ukatili wa kingono

4. Unajiamini kiasi gani juu ya uwezo wako wa kufichua vitendo vya ukatili wa kingono?

a) Dadisi: Je? una mifano ya mfumo wa misaada ambayo imekujengea uwezo/ujasiri wa kufichua ukatili wa kingono?
b) Dadisi: Je? Una mifano ya kutokuwepo kwa mifumo ya msaada ambayo imekuondolea imaniujasiri wa kufichua ukatili wa kingono?
c) Dadisi: elezea mambo uliyopaswa kuyafanya baada ya kukutana na tukio la ukatili wa kingono.

Kuogopa athari

5. Je? Kuogopa matokeo hasi au athari za ufichuzi zinaweza kukupelekea kutofichua vitendo vya ukatili wa kingono.

a) Dadisi: Elezea hofu yako au matokeo ya ufichuzi huo yanayoweza kukupelekea kuchelewa au kuahirisha kufichua vitendo vya ukatili wa kingono.
b) Dadisi: Elezea wanafunzi wenzako wanaweza kuwa na muitikio upi baada ya kujua ukatili wa kingono ulioupitia?
c) Dadisi: Elezea walimu wako wanaweza kuwa na muitikio upi baada ya kujua ukatili wa kingono ulioupitia?
d) Dadisi: wazazi/walezi wako wanaweza kuwa na muitikio upi baada ya kujua ukatili wa kingono ulioupitia?
e) Dadisi: Elezea majirani zako wanaweza kuwa na muitikio upi baada ya kujua ukatili wa kingono ulioupitia?

Mila na desturi

6. Mila na desturi na matarajio ya jamii yako zimechangiaje katika maamuzi yako ya kufichua au kutofichua vitendo vya ukatili wa kingono?

a) Dadisi: uwepo wa mila na desturi za yamii yako zinazohamasicha ufichuzi wa ukatili wa kingono.
b) Dadisi: uwepo wa mila na desturi za yamii yako zinazokinzana na ufichuzi wa ukatili wa kingono.
c) Dadisi: uwepo wa matarajio yako yanayoweza kuathiri ufichuzi wa vitendo vya ukatili wa kingono.

Ushawishi wa mahusiano binafsi.

7. Mahusiano na watu wako wa karibu kama vile marafiki au wanafamilia yanachangiaje kutoa maamuzi ya ufichuzi vitendo vya ukatili wa kingono?

a) Dadisi: elezea uwepo wa msaada au kutokuwepo kwa msaada kunakopelekea kutoa maamuzi ya ufichuzi.

b) Dadisi: Msaada kutoka katika familia.

Mtazamo wa muitikio wa taasisi/shule.

8. Kama ungepata nafasi ya kuwajulisha uongozi wa shule kuhusu ukatili wa kingono

a) Dadisi: je? Unadhani wangeitikiaje?

b) Dadisi: kuna matukio ya nyuma ya ukatili wa kijinsia shuleni unaweza kuchangia muitikio huo?

c) Dadisi: shule/taasisi iliitikiaje/ilichukua hatua gani baada ya mwanafunzi kutoa taarifa za ukatili wa kingono shuleni?

d) Dadisi: Je? Shule/taasisi ina rasilimali zipi kwaajili ya kuwahudumia wanafunzi wanaokutana na changamoto ya ukatili wa kingono shuleni?

e) Dadisi: Je? Ni njia zipi ambazo uongozi wa shule unazitumia ili kuwakinga wanafunzi wasifanyiwe ukatili wa kingono?

f) Dadisi: Je? Unadhani ni hatua zipi muhimu za kuchukua poale mwanafunzi anapotoa taarifa za ukatili wa kingono kwa uongozi wa shule?

g) Dadisi: Je? Unadhani ni sababu zipi zinazowafanya wanafunzi wasifichue ukatili wa kingono waliofanyiwa kwa uongozi wa shule/taasisi?

h) Dadisi: Je? Uongozi wa shule/taasisi unakumbana na changamoto zipi watati wa kumhudumia mwanafunzi aliyeathirika na ukatili wa kingono?

2. SABABU ZA KIFAMILIA ZINAZOPELEKEA KUTOFICHUA UKATILI WA KINGONO KWA WANAFUNZI WA ELIMU YA SEKONDARI YA JUU KATIKA MANISPAA YA SUMBAWANGA, TANZANIA.

Mawasiliano ya kifamilia kuhusu mada nyeti/

1. **Je? Unaweza kuelezeaje mienendo ya familia yako kuhusu mazungumzo ya mada nyeti kama za ukatili wa kingono?**

    a) Dadisi: Je mada nyeti kama za ukatili wa kingono zinajadiliwa kwa uwazi na wanafamilia yako?

b) Dadisi: Je ni mada zipi nyeti za ukatili wa kingono zinaepukwa kujajadiliwa kwa uwazi na wanafamilia yako?
c) Dadisi: Je? Ni mada zipi za ukatili wa kingono zinajadiliwa kwa usiri kwatika familia yako?

Mtizamo wa familia kuhusu ukatili wa kingono

2. **Kwa uzoefu wako, ni mawazo/ mtizamo upi wa familia yako kuhusu ukatili wa kingono?**
    a) Dadisi: Je? Familia yako inaamini nini kuhusu kufichua matukio ya ukatili wa kingono?
    b) Dadisi: Je? Familia yako inaamini nini kuhusu kutofichua matukio ya ukatili wa kingono?
    c) Dadisi: Je? Kuna mifano au matukio katika familia yako yaliyopelekea kufichua au kutofichua matukio ya ukatili wa kingono?

Hamasa ya familia kuhusu kutofichua masuala ya ukatili wa kingono.

3. **Dadisi: Je? Muitikio wa familia yako unakuhamasishaje kufichua matukio ya ukatili wa kingono?**
    a) Je? Yapi maoni au muitikio wa wana familia yako ambayo yanaweza kuchangia kupata hamasa ya ufichuzi huo?

Matarajio ya wanafamilia.

4. **Unadhani kuna matarajio yaliyopo wazi kwa wanafamilia yako kuhusu namna wanavyotakiwa kuchukua hatua/kutenda pale unapokumbana na matukio ya ukatili wa kijinsia?**
    a) Dadisi: je kuna mifano ya hatua hizo zilipozungumzwa au kuoneshwa na wanafamilia?
    b) Dadisi: Mifano ya hatua za wanafamilia zilizokuhamasisha kufichua.

c) Dadisi: Mifano ya hatua za wanafamilia zilizokuvunja moyo wa kufichua.

Kuogopa aibu au kuvunjiwa heshima

5. **Je? Kuna wasiwasi wowote wa kupata aibu au kuvunjiwa heshima kutoka kwa wanafamilia kama utafichua tukio la ukatili wa kingono?**
    a) Dadisi: Je? Kuna mila, desturi, au miiko ya dini au kijamii katika familia yako inayochangia wasiwasi huu? Zitaje.

Ufichuzi wa awali ndani ya familia

6. **Una ufahamu wa mfano wowote wa ndani ya familia ambapo mtu wa ndani ya familia aliwahi kuwashirikisha taarifa za ukatili wa kingono aliowahi kukutana nao?**
    a) Dadisi: Kama upo jambo hilo lilijadiliwa vipi ndani ya familia?

Majukumu ya viongozi wa familia

7. **Viongozi wa familia wanatumbia mbinu zipi kutatua changamoto za ukatili wa kingono katika familia?**
    a) Dadisi: Je? Maoni yao ni ya uhakika?
    b) Dadisi: Je? Umeona yanahamasisha kujadili katika ngazi ya familia?
    c) Dadisi: Je? Viongozi wa familia wanaweza kuwa na muitikio upi kama ukiwaeleza tukio la ukatili wa kingono lililokusibu?
    d) Dadisi: Je? Viongozi wa familia wanachangia vipi kutofichua matukio ya ukatili wa kingono?

Uaminifu na msaada ndani ya familia.

8. **Kama ungeamua kufichua ukatilia wa kingono uliokusibu, Je? Ni nani ambaye ungeanza kumweleza katika familia yako na kwa nini ungeanza kumueleza yeye?**
    a) Dadisi: kitu gani kingekufanya ujiamini kumueleza mtu huyo uliyemchagua?

b) Dadisi: ulipata msaada upi kutoka kwa wazazi au walezi baada ya kutambua mwanafunzi amekumbwa na ukatili wa kingono?
c) Dadisi: je unadhani kwanini wazazi au walezi hawatoi ushirikiano kumsaidia mtoto aliyekumbana na ukatili wa kingono?

3. SABABU ZA KIJAMII ZINAZOPELEKEA KUTOFICHUA UKATILI WA KINGONO KWA WANAFUNZI WA KIKE WA SHULE ZA SEKONDARI ZA ELIMU YA JUU KATIKA MANISPAA YA SUMBAWANGA TANZANIA.

Miiko na maadili ya kijamii

1. **Unaweza kuelezeaje miiko na maadili ya yamii yako inayohusu utambuzi na kujadili utambuzi wa masuala ya ukatili wa kijinsia?**
    a) Dadisi: Je? Jamii yako ina njia zinazokubalika za kushughulikia masuala ya ukatili wa kingono?
    b) Dadisi: Je? njia hizo za utambuzi wa ukatiliwa kingono zinahamasishaje ufichuzi wa matukio ya ukatili wa kingono?

Muitikio wa jamii katika ufichuzi

2. **Endapo mmoja wa wanajamii akifichua tukio la ukatili wa kingono, je unatarajia muitikio wa wanajamii kuwaje?**

a) Dadisi: Je? Kuna mifano ya awali ambayo inaweza kupelekea mtazamo huu?
b) Dadisi: Je? Unatarajia muitikio upi endapo ungeamua kuwaeleza walimu wako kuhusu changamoto ya ukatili wa kingono ulioupitia?
c) Dadisi: Je? Unatarajia muitikio upi endapo ungeamua kuwaeleza wazazi/walezi wako kuhusu changamoto ya ukatili wa kingono ulioupitia?
d) Dadisi: Je? Unatarajia muitikio upi endapo ungeamua kuwaeleza wanajamii kuhusu changamoto ya ukatili wa kingono ulioupitia?

Majukumu ya viongozi ya kijamii

3. **Viongozi au watu wenye ushawishi katika jamii wanaichukuliaje changamoto ya ukatili wa kingono?**

a) Dadisi: Je? Mitazamo au maamuzi yao yanashawishi vipi ufichuzi wa ukatili wa kingono katika jamii?

Mifumo ya msaada katika jamii

4. **Je? kuna mifumo ya msaada inaoeleweka katika jamii, mashirika, au makundi ambayo yanasaidia wahanga wa ukatili wa kingono?**

a) Dadisi: Ni mifumo ipi? Itaje.
b) Dadisi: Inapatikanaje?
c) Dadisi: Elezea Ufanisi wake
d) Dadisi: Je? Ulipata msaada upi kutoka kwa afisa ustawi/askari baada ya kukumbwa na changamoto ya ukatili wa kingono?

Mila na desturi

5. **Je mila na desturi katika jamii yako zinahamasisha utambuzi na kushughulikia masuala ya ukatili wa kingono?**

Dadisi: Je? Unaweza kuzitaja mila na desturi zinazo hamasisha kufichua masuala ya ukatili wa kingono?

Dadisi: Je? mila na desturi zinachangia vipi kutofichua masuala ya ukatili wa kingono?

Hofu ya kunyanyapaliwa/kutengwa

6. **Je? Unahisi kuna hofu ya kunyanyapaliwa au kutengwa na jamii kama mtu akifichua ukatili wa kingono aliofanyiwa?**

a) Dadisi: je kuna hadithi za matukio au uzoefu wa matukio yaliyowahi kutokea katika jamii ambayo yanasababisha hofu ya kunyayapaliwa endapo muhanga akifichua ukatili aliofamnyiwa?
b) Dadisi: Je hofu ya kunyanyapaliwa inachangiaje kutofichua matukio ya ukatili wa kingono?

Ushawishi wa imani za kidini.

7. **Je? Imani za kidini zinachangiaje ufichuzi wa ukatili wa kingono?**

a) Dadisi: Je? Elezea mafunzo ya kidini yanayohamasisha ufichuzi.
b) Dadisi: Je? Elezea mafunzo ya kidini yanayokwamisha ufichuzi.

Mikutano ya kijamii na mahojiano

8. **Je? Kuna majukwaa au mikutano ya kijamii ambapo masuala ya ukatili wa kingono hujadiliwa?**

a) Dadisi: Je? Majukwaa hayo yanachangiaje mazungumzo ya wazi kuhusu mada za ukatili wa kingono?
b) Dadisi: Mambo yanayochangia kutofichua ukatili wa kingono katika jamii.

MUONGOZO WA MASWALI KWA VIONGOZI WA SERIKALI ZA MITAA

Muongozo wa viongozi wa serikali za mitaa.

Msimamo wa viongozi kuhusu ukatili wa kingono.

1. **Je? Kama kiongozi, unaizungumziaje mada ya ukatili wa kingono katika jamii?**

a) Dadisi: je? Je? Kuna jitihada zozote au program zipi za kuwaelimisha wanajamii na kuwasaidia wahanga wa ukatili wa kingono?
b) Dadisi: je? Unahakikishaje usalama wa muhanga anapofichua ukatili wa kingono na kutaka msaada?

Ushawishi katika miiko ya kijamii

2. **Je? Imani na maamuzi yako yanaathiri vipi uelewa nan a hatua ambazo jamii inaweza kuchukua kuhusu ukatili wa kingono?**

a) Dadisi: je? Kuna mifanoi au ujumbe ambao umeuhamasisha katika jamii ili kuongeza uelewa?
b) Dadisi: je? Je ni upi?
c) Dadisi: je? Unakabiliana vipi na upinzani wa kuhamasisha uelewa na kutokomeza ukatili wa kingono kutoka katika jamii yako?

MUONGOZO WA WALIMU

Msimamo wa shule kuhusu ukatili wa kingono:

1. Je? Uongozi wa Shule inazungumziaje mada ya ukatili wa kingono?

a) Dadisi: je? Shule ina muongozo wowote/kanuni zinazoelekeza ufichuzi wa ukatili wa kingono?

b) Dadisi: je? Wanafunzi wanaelimishwaje ili kupata ufahamu wa haki zao na kuzifikia rasilimali zilizopo shuleni kwaajili ya msaada wa ukatili wa kingono?

Mafunzo ya walimu:

2. Je? Ni mafunzo yapi au rasilimali zipi zilizopo kwaajili ya kusaidia ufichuzi wa ukatrili wa kingono na msaada hapa shuleni?

a) Dadisi: je? Kuna warsha au vipindi maalum kwaajili ya mada za ukatili wa kingono hapa shuleni?

b) Dadisi: je? Unaujasiri wa kumsaidia mwanafunzi muhanga anayekujia kukupa taarifa za ufichuzi na kupata msaada?

Hatua za kuchukua baada ya ufichuzi

3. Je? Utachukua hatua zipi kama mwanafunzi muhanga akikufichulia ukatili wa kingono alioupitia?

a) Dadisi: je? Utachukua hatua zipi za awali kumsaidia mwanafunzi muhanga wa ukatili wa kingono

b) Dadisi: je? Utazingatia usawa upi kati ya usiri kwaajili ya kulinda utu wa mwanafunzi muhanga na kuzihusisha mamlaka nyingine kwaajili ya msaada?

MUONGOZO WA ASKARI WA DAWATI LA JINSIA

1. **Uelewa kuhusu ukatili wa kingono**
5. Dadisi: Je? Unaelewa nini kuhusu mada ya ukatili wa kijinsia (ukatili wa kingono)?
6. Je unafahamu kuwa vitendo vya ukatili wa kijinsia/ukatili wa kingono vinatokea kwa watoto wa kike wanaosoma elimu ya juu ya sekondari (kidato cha tano na sita)?
7. Je tatizo hili lina ukubwa kiasi gani katika jamii?

8. Je matukio yote ya ukatili wa kijinsia yanaripotiwa katika ofisi yenu ya dawati la jinsia?

2. Sababu zinazopelekea kutofichua

Kama matukio yote hayaripotiwi, ni sababu zipi zinazoweza kupelekea matukio haya yasiripotiwe?

i. Kujihisi aibu:

Kuhisi aibu kunachangiaje kutafakari kuhusu kufichua au kutofichua vitendo vya ukatili wa kingono?

a) Dadisi: Unaweza kuelezea kujiskia aibu au kuogopa kuhukumiwa na jamii kunawezaje kuleta balaa baaa ya kufichua?
b) Dadisi: Kujiskia aibu baada ya kutendewa kunaweza kuchangiaje kutofichua vitendo vya ukatili wa kingono?

ii. Ufanisi wa kufichua ukatili wa kingono:

Unadhani wanafunzi wa kike wa kidato cha tano na sita wanajiamini kiasi gani kuhusu uwezo wao wa kufichua vitendo vya ukatili wa kingono?

f) Dadisi: Unaweza kuniambia mifano halisi ya mifumo ya msaada ambayo imewajengea uwezo au kuwaimarisha na kuwapa maarifa katika kujiamini kufichua vitendo vya ukatili wa kingono?
g) Dadisi: je? Unaweza kunitajia mifano ya mifumo inayowasababishia kushindwa au kuwaondolea ujasiri wa kufichua vitendo vya ukatili wa kingono?

Iii.Kuogopa **athari**

Je? Kuogopa matokeo hasi au athari za ufichuzi zinaweza kukupelekea wanafunzi wa sekondari wa kidato cha tano na sita kutofichua vitendo vya ukatili wa kingono.

a) Dadisi: Elezea hofu yao kuhusu matokeo ya ufichuzi huo yanayoweza kukupelekea kuchelewa au kuahirisha kufichua vitendo vya ukatili wa kingono.
b) Dadisi: Elezea wanafunzi wenzao wanaweza kuwa na muitikio upi baada ya kujua ukatili wa kingono walioupitia?
c) Dadisi: Elezea walimu wao wanaweza kuwa na muitikio upi baada ya kujua ukatili wa kingono walioupitia?
d) Dadisi: wazazi/walezi wao wanaweza kuwa na muitikio upi baada ya kujua ukatili wa kingono walioupitia?
e) Dadisi: Elezea majirani zao wanaweza kuwa na muitikio upi baada ya kujua ukatili wa kingono walioupitia?

iv. Mila na desturi

Mila na desturi na matarajio ya jamii za wanafunzi wa kike wa kidato cha tano na sita zimechangiaje katika maamuzi yao ya kufichua au kutofichua vitendo vya ukatili wa kingono?

a) Dadisi: Je/ ni mila na desturi zinazo hamasicha ufichuzi wa ukatili wa kingono.
b) Dadisi: Je? ni mila na desturi zipi zinazokinzana na ufichuzi wa ukatili wa kingono.
c) Dadisi: Ni mambo yapi unayotarajia/unadhani yanaweza kuathiri ufichuzi wa vitendo vya ukatili wa kingono.

v. Imani au mtazamo wa familia kuhusu vitendo vya ukatili wa kingono

Kwa mtazamo wako, ni mitazamo ipi katika ngazi ya familia kuhusiana na mvitendo vya ukatili wa kingono?

a) Dadisi: familia inachukuliaje ufichuzi wa vitendo vya ukatili wa kingono?
b) Dadisi: familia inaamini nini kuhusu ufichuzi wa vitendo vya ukatili wa kingono?
c) Dadisi: je unaweza kunieleza matukio au mifano ya mazungumzo ya familia kuhusiana na kufichua au kutofichua vitendo vya ukatili wa kingono?

vi. Hamasa ya familia kuhusu kutofichua masuala ya ukatili wa kingono.

Muitikio wa familia unakuhamasishaje kufichua matukio ya ukatili wa kingono kwa watoto wa kike wa kidato cha tano na sita?

a) Dadisi: Je? Yapi maoni au muitikio wa wanafamilia ambayo yanaweza kuchangia kupata hamasa ya ufichuzi huo?

vii. Matarajio ya wanafamilia.

Unadhani kuna matarajio yaliyopo wazi kwa wanafamilia kuhusu namna wanavyotakiwa kuchukua hatua/kutenda pale unapokumbana na matukio ya ukatili wa kijinsia?

a) Dadisi: je kuna mifano ya hatua hizo zilipozungumzwa au kuoneshwa na wanafamilia?
b) Dadisi: Mifano ya hatua za wanafamilia zinazohamasisha ufichuzi.
c) Dadisi: Mifano ya hatua za wanafamilia zinazokinzana na ufichuzi

viii. Kuogopa kuvunjiwa heshima

Je? Kuna wasiwasi wowote wa kupata aibu au kuvunjiwa heshima kutoka kwa wanafamilia kama mwanafunzi ataamua kufichua tukio la ukatili wa kingono?

a) Dadisi: Je? kuna mila, desturi, au miiko ya dini au kijamii katika familia inayochangia wasiwasi huu? Zitaje.

ix. Ufichuzi wa awali ndani ya familia

Una ufahamu wa mfano wowowte wa ndani ya familia ambapo mtu wa ndani ya familia aliwahi kuwashirikisha taarifa za ukatili wa kingono aliowahi kukutana nao?

a) Dadisi: Kama upo jambo hilo lilijadiliwa vipi ndani ya familia?

Majukumu ya viongozi wa familia.

x. Viongozi wa familia wanatumbia mbinu zipi kutatua changamoto za ukatili wa kingono katika familia?

a) Dadisi: Je? Maoni yao ni ya uhakika?
b) Dadisi: Je? Umeona yanahamasisha kujadili katika ngazi ya familia?

c) Dadisi: Je? Viongozi wa familia wanaweza kuwa na muitikio upi kama wakielezwa tukio la ukatili wa kingono?
d) Dadisi: Je? Viongozi wa familia wanachangia vipi kutofichua matukio ya ukatili wa kingono?

xi. Miiko na maadili ya kijamii

Unaweza kuelezeaje miiko na maadili ya yamii inayohusu utambuzi na kujadili utambuzi wa masuala ya ukatili wa kijinsia?

a) Dadisi: Je? Jamii yako ina njia zinazokubalika za kushughulikia masuala ya ukatili wa kingono?
b) Dadisi: Je? njia hizo za utambuzi wa ukatiliwa kingono zinahamasishaje ufichuzi wa matukio ya ukatili wa kingono?

xii. Muitikio wa jamii katika ufichuzi

Endapo mmoja wa wanajamii akifichua tukio la ukatili wa kingono, je unatarajia muitikio wa wanajamii kuwaje?

a) Dadisi: Je? Kuna mifano ya awali ambayo inaweza kupelekea mtazamo huu?
b) Dadisi: Je? Unatarajia muitikio upi endapo ungeamua kuwaeleza walimu wako kuhusu changamoto ya ukatili wa kingono ulioupitia?
c) Dadisi: Je? Unatarajia muitikio upi endapo ungeamua kuwaeleza wazazi/walezi wako kuhusu changamoto ya ukatili wa kingono ulioupitia?
d) Dadisi: Je? Unatarajia muitikio upi endapo ungeamua kuwaeleza wanajamii kuhusu changamoto ya ukatili wa kingono ulioupitia?

xiii. Majukumu ya viongozi ya kijamii

Viongozi au watu wenye ushawishi katika jamii wanaichukuliaje changamoto ya ukatili wa kingono?

b) Dadisi: Je? Mitazamo au maamuzi yao yanashawishi vipi ufichuzi wa ukatili wa kingono katika jamii?

xiv. Mifumo ya msaada katika jamii

Je? Kuna mifumo ya msaada inaoeleweka katika jamii, mashirika, au makundi ambayo yanasaidia wahanga wa ukatili wa kingono?

a) Dadisi: Ni mifumo ipi? Itaje.
b) Dadisi: Inapatikanaje?
c) Dadisi: Elezea Ufanisi wake
d) Dadisi: Je? Afisa ustawi/askari wa dawati la jinsia mnatoa msaada upi baada kwa wahanga ukatili wa kingono?

xv. Mila na desturi

Je mila na desturi katika jamii yako zinahamasisha utambuzi na kushughulikia masuala ya ukatili wa kingono?

a) Dadisi: Je? Unaweza kuzitaja mila na desturi zinazo hamasisha kufichua masuala ya ukatili wa kingono?
b) Dadisi: Je? Mila na desturi zinachangia vipi kutofichua masuala ya ukatili wa kingono?

xvi. Hofu ya kunyanyapaliwa/kutengwa

Je? Unahisi kuna hofu ya kunyanyapaliwa au kutengwa na jamii kama mtu akifichua ukatili wa kingono ambao watoto wa kike wa kidato cha tano na sita wanafanyiwa?

a) Dadisi: je kuna hadithi za matukio au uzoefu wa matukio yaliyowahi kutokea katika jamii ambayo yanasababisha hofu ya kunyayapaliwa endapo muhanga akifichua ukatili aliofamnyiwa?
b) Dadisi: Je hofu ya kunyanyapaliwa inachangiaje kutofichua matukio ya ukatili wa kingono?

xvii. Ushawishi wa imani za kidini.

9. Je? Imani za kidini zinachangiaje ufichuzi wa ukatili wa kingono?

a) Dadisi: Je? Elezea mafunzo ya kidini yanayohamasisha ufichuzi.
b) Dadisi: Je? Elezea mafunzo ya kidini yanayokwamisha ufichuzi.

xviii. Mikutano ya kijamii na mahojiano

10. **Je? Kuna majukwaa au mikutano ya kijamii ambapo masuala ya ukatili wa kingono hujadiliwa?**

a) Dadisi: Je? Majukwaa hayo yanachangiaje mazungumzo ya wazi kuhusu mada za ukatili wa kingono?

b) Dadisi: Mambo yanayochangia kutofichua ukatili wa kingono katika jamii.

xix. Msimamo wa viongozi kuhusu ukatili wa kingono.

Je? Viongozi naizungumziaje mada ya ukatili wa kingono katika jamii?

a) Dadisi: je? Je? Kuna jitihada zozote au program zipi za kuwaelimisha wanajamii na kuwasaidia wahanga wa ukatili wa kingono?

b) Dadisi: je? Unahakikishaje usalama wa muhanga anapofichua ukatili wa kingono na kutaka msaada?

xx. Ushawishi katika miiko ya kijamii

Je? Imani na maamuzi yako yanaathiri vipi uelewa nan a hatua ambazo jamii inaweza kuchukua kuhusu ukatili wa kingono?

a) Dadisi: je? Kuna mifano au ujumbe ambao umeuhamasisha katika jamii ili kuongeza uelewa?

b) Dadisi: je? Je ni upi?

c) Dadisi: je? Unakabiliana vipi na upinzani wa kuhamasisha uelewa na kutokomeza ukatili wa kingono kutoka katika jamiiyako?

3. **Je? Una ushauri gani kwa jamii na katika taifa kwa ujumla kuhusu**

a) Kuimarisha ufichuzi wa vitendo vya ukatili wa kingono na

b) **Kutokomeza vitendo hivyo?**

MUONGOZO WA WAZAZI

1. **Uelewa wa ukatili wa kingono.**

a) Je? Unaelewa nini kuhusu mada ya ukatili wa kijinsia (ukatili wa kingono)?
b) Ukubwa wa tatizo la ukatili wa kingono
c) Je unafahamu kuwa vitendo vya ukatili wa kijinsia/ukatili wa kingono vinatokea kwa watoto wa kike wanaosoma elimu ya juu ya sekondari (kidato cha tano na sita)?
d) Je tatizo hili lina ukubwa kiasi gani katika jamii?
e) Je matukio yote ya ukatili wa kijinsia yanaripotiwa kwa wazazi au ngazi za kisheria?

2. **Sababu za kutofichua**

Kama matukio yote hayaripotiwi, ni sababu zipi zinazoweza kupelekea matukio haya yasiripotiwe?

i. **Kujihisi aibu:**

Kujiskia aibu kunachangiaje kutafakari kuhusu kufichua au kutofichua vitendo vya ukatili wa kingono?

a) Dadisi: kujiskia aibu kunaweza kuchangiaje kutofichua vitendo vya ukatili wa kingono?

ii. Ufanisi wa kufichua ukatili wa kingono:

a) Dadisi: je? Unadhani wanafunzi wa kike wa kidato cha tano na sita wanajiamini kiasi gani kuhusu uwezo wao wa kufichua vitendo vya ukatili wa kingono?
b) Dadisi: unaweza kuniambia mifano halisi ya mifumo ya msaada ambayo imewajengea uwezo au kuwaimarisha na kuwapa maarifa katika kujiamini kufichua vitendo vya ukatili wa kingono?
c) Dadisi: je? Unaweza kunitajia mifano ya mifumo inayowasababishia kushindwa au kuwaondolea ujasiri wa kufichua vitendo vya ukatili wa kingono?

iii. Kuogopa athari

Je? Kuogopa matokeo hasi au athari za ufichuzi zinaweza kukupelekea wanafunzi wa sekondari wa kidato cha tano na sita kutofichua vitendo vya ukatili wa kingono.

a) Dadisi: Elezea hofu yao kuhusu matokeo ya ufichuzi huo yanayoweza kukupelekea kuchelewa au kuahirisha kufichua vitendo vya ukatili wa kingono.
b) Dadisi: Elezea mwitikio wa wazaizi/walezi baada ya kujua ukatili wa kingono walioupitia wanafunzi hao?

iv. Mila na desturi

Mila na desturi na matarajio ya jamii za wanafunzi wa kike wa kidato cha tano na sita zimechangiaje katika maamuzi yao ya kufichua au kutofichua vitendo vya ukatili wa kingono?

a) Dadisi: Je/ ni mila na desturi zinazo hamasicha ufichuzi wa ukatili wa kingono kwa watoto wako au kwa wanafunzi wa kidato cha tano na sita?
b) Dadisi: Je? ni mila na desturi zipi zinazokinzana na ufichuzi wa ukatili wa kingono kwa watoto wako au kwa wanafunzi wa kidato cha tano na sita?
c) Dadisi: ni mampo yapi unayotarajia/unadhani yanaweza kuathiri ufichuzi wa vitendo vya ukatili wa kingono kwa watoto wako au kwa wanafunzi wa kidato cha tano na sita?

v. Mawasiliano ya wazazi kwa watoto wao kuhusu mada nyeti.

Je? Unaweza kuelezeaje mienendo ya familia yako kuhusu mazungumzo ya mada nyeti kama za ukatili wa kingono?

a) Dadisi: Je mada nyeti kama za ukatili wa kingono zinajadiliwa kwa uwazi na wanafamilia yako?
b) Dadisi: Je ni mada zipi nyeti za ukatili wa kingono zinaepukwa kujajadiliwa kwa uwazi na wanafamilia yako?
c) Dadisi: Je? Ni mada zipi za ukatili wa kingono zinajadiliwa kwa usiri kwatika familia yako?

vi. Imani au mtazamo wa familia kuhusu vitendo vya ukatili wa kingono

Kwa uzoefu wako, ni mitazamo ipi katika ngazi ya familia kuhusiana na mvitendo vya ukatili wa kingono?

a) Dadisi: familia inachukuliaje ufichuzi wa vitendo vya ukatili wa kingono?
b) Dadisi: familia inaamini nini kuhusu ufichuzi wa vitendo vya ukatili wa kingono?
c) Dadisi: je unaweza kunieleza matukio au mifano ya mazungumzo ya familia kuhusiana na kufichua au kutofichua vitendo vya ukatili wa kingono?

vii. Hamasa ya familia kuhusu kutofichua masuala ya ukatili wa kingono.

Je? Muitikio wa familia unakuhamasishaje kufichua matukio ya ukatili wa kingono kwa watoto wa kike wa kidato cha tano na sita?

a) Dadisi: Je? Yapi maoni au muitikio wa wanafamilia ambayo yanaweza kuchangia kupata hamasa ya ufichuzi huo?

viii. Matarajio ya wanafamilia.

Unadhani kuna matarajio yaliyopo wazi kwa wanafamilia kuhusu namna wanavyotakiwa kuchukua hatua/kutenda pale unapokumbana na matukio ya ukatili wa kijinsia?

a) Dadisi: je kuna mifano ya hatua hizo zilipozungumzwa au kuoneshwa na wanafamilia?
b) Dadisi: Mifano ya hatua za wanafamilia zinazohamasisha ufichuzi.
c) Dadisi: Mifano ya hatua za wanafamilia zinazokinzana na ufichuzi

ix. Kuogopa aibu

Je? Kuna wasiwasi wowote wa kupata aibu au kuvunjiwa heshima kutoka kwa wanafamilia kama mwanafunzi ataamua kufichua tukio la ukatili wa kingono?

a) Dadisi: Je? Kuna mila, desturi, au miiko ya dini au kijamii katika familia inayochangia wasiwasi huu? Zitaje.

x. Ufichuzi wa awali ndani ya familia

Una ufahamu wa mfano wowowte wa ndani ya familia ambapo mtu wa ndani ya familia aliwahi kuwashirikisha taarifa za ukatili wa kingono aliowahi kukutana nao?

a) Dadisi: Kama upo jambo hilo lilijadiliwa vipi ndani ya familia?

xi. Miiko na maadili ya kijamii

Unaweza kuelezeaje miiko na maadili ya yamii inayohusu utambuzi na kujadili utambuzi wa masuala ya ukatili wa kijinsia?

a) Dadisi: Je? Jamii yako ina njia zinazokubalika za kushughulikia masuala ya ukatili wa kingono?
b) Dadisi: Je? njia hizo za utambuzi wa ukatiliwa kingono zinahamasishaje ufichuzi wa matukio ya ukatili wa kingono?

xii. Muitikio wa jamii katika ufichuzi

Endapo mmoja wa wanajamii akifichua tukio la ukatili wa kingono, je unatarajia muitikio wa wanajamii kuwaje?

a) Dadisi: Je? Kuna mifano ya awali ambayo inaweza kupelekea mtazamo huu?
b) Dadisi: Je? Unatarajia muitikio upi endapo walimu wakipata taarifa ya ukatili wa kingono ambao mwanafunzi ameupitia?
c) Dadisi: Je? Unatarajia muitikio upi kama mzazi/mlezi endapo mwanafunzi akikueleza changamoto ya ukatili wa kingono alioupitia?
d) Dadisi: Je? Unatarajia muitikio upi endapo wanajamii wakifahamu kuhusu changamoto ya ukatili wa kingono ambayo mwanafunzi ameupitia?

xiii. Hofu ya kunyanyapaliwa/kutengwa

Je? Unahisi kuna hofu ya kunyanyapaliwa au kutengwa na jamii kama mtu akifichua ukatili wa kingono ambao watoto wa kike wa kidato cha tano na sita wanafanyiwa?

a) Dadisi: je kuna hadithi za matukio au uzoefu wa matukio yaliyowahi kutokea katika jamii ambayo yanasababisha hofu ya kunyayapaliwa endapo muhanga akifichua ukatili aliofamnyiwa?
b) Je hofu ya kunyanyapaliwa inachangiaje kutofichua matukio ya ukatili wa kingono?

xiv. Uelewa kuhusu ukatili wa kingono

Unaweza kunieleza kukosa elimu juu ja ukatili wa kingono unachangiaje kutofichua vitendo hivyo?

a) Dadisi: Je kukosa elimu kunapelekeaje kutofichua vitendo vya ukatili wa kingono?
b) Dadisi: Je kukosa elimu ya kutoa taarifa ya wapi na muda gani wa kuripoti vitendo vya ukatili wa wakingono vinaweza kuchangiaje kutofichua vitendo hivyo?

xv. Umaskini

Je kukosa mahitaji muhimu katika ngazi ya familia kunachangiaje kutofichua vitendo vya ukatili wa kingono kwa wanafunzi wa kike wa elimu ya juu?

a) Dadisi: Je umaskini unachangiaje kutofichua? Eleza.
b) Dadisi: Elezea juu ya wazazi kukosa muda wa kujadili mambo ya kifamilia kuhusu masuala ya ukatili wa kingono kutokana na kuwa bize na kutafuta pesa kunachangiaje kutokea na kutofichuliwa kwa vitendo hivyo?
c) Dadisi: Elezea zawadi kutoka kwa wanaotenda ukatili wa kingono zinachangiaje kwa wanafunzi wa kike wa kidato cha tano na sita kutofichua vitendo hivyo na kuathiri maamuzi yanayotakiwa kuchukuliwa.

xvi. Maamuzi baada ya kufichua

Utachukua hatuia gani kama mzazi endapo mwanafunzi wa kike wa kidato cha tano na sita akikufichulia ukatili wa kingono aliokutana nao?

a) Dadisi: Wazazi wanachukua hatua gani stahiki
b) Dadisi: Wazazi wanachukua hatua gani ambazo si stahiki
c) Dadisi: Je ni hatua zipi utakazozichukua kama muhanga akikufichulia ukatili wa kingono aliokutanan nao?

d) Dadisi: je? Unakabiliana vipi na upinzani wa kuhamasisha uelewa na kutokomeza ukatili wa kingono kutoka katika jamii yako?

3. Je? Una ushauri gani kwa jamii na katika taifa kwa ujumla kuhusu

a) Kuimarisha ufichuzi wa vitendo vya ukatili wa kingono na

b) **Kutokomeza vitendo hivyo?**

Appendix III; INFORMED CONSENT FORM. ID-NO: HD/MUH/T.597/2020.

Dear participant.

Greetings! I would like to thank you for taking your time with me today.

My name is Musa Mbalamwezi a master's students at Muhimbili University of Health and Allied Sciences in Dar es Salaam.

Purpose of the Study.

Dear respondent, I would like to inform you that am carrying research titled **''SCHOOL RELATED GENDER BASED VIOLENCE: PERCEIVED FACTORS FOR NON-DISCLOSURE OF SEXUAL VIOLENCE ON ADVANCED LEVEL SECONDARY SCHOOL GIRLS IN SUMBAWANGA MUNICIPAL IN TANZANIA.''** Therefore**,** I would like to give you information about your participation in the study.

This study is aiming to assess **PERCEIVED FACTORS FOR NON-DISCLOSURE OF SEXUAL VIOLENCE ON ADVANCED LEVEL SECONDARY SCHOOL GIRLS IN SUMBAWANGA MUNICIPAL TANZANIA.** Kindly be honest and true for betterment of the results that could lead to better intervention and recommendations in future.

Confidentiality.

We will protect and treat the information you will be provided with high confidentiality to the best of our knowledge. We will not write your name on the questionnaire or in any report/documents that might let someone identify you. Your name will not be linked to the research information in any way. The investigators will take care of the data and information collected.

Right and withdrawal alternatives.

Your participation is voluntary. You may decline from participation to the study at any time during interview even if you have consented to participate. Your decision to participate or not will not be associated with your rights to studies. There is no penalty for refusing to

participate on the study. You will not experience any loss if you refuse to participate in this study.

Benefits.

The information you provide will help to improve the disclosure status on gender based violence issues and helps promotive actions towards ending gender based violence in schools and family settings in general.

If any damage will occur.

It is not expected that there will be any damage for your participation as the respondent to this study.

Risks.

There is no harm for participating in the study. However, you are free to stop participation at any time during this discussion in the event you feel uncomfortable.

Who to Contact.

If you ever have questions about this study, you should contact the **Principal Investigator**, Musa Mbalamwezi **(0765060440/0688989677)** of Muhimbili University of Health and Allied Sciences, P. O. Box 65001, Dar es Salaam.

If you ever have questions about your rights as a participant, you may call **Dr. Nahya Salimu, Chairperson of Research and Publications Committee, MUHAS. P.O. Box 65001,** Dar es Salaam – Tanzania, Tel **+2552150302-6**);

Do you agree?

Participant agrees …….Participant does NOT agree …….....

I ……. have read the contents in this form. My questions have been answered.

I agree to participate in this study.

Signature of participant …….

Date……..

Signature of Research Assistant ……..... Date

……..

DECLARATION

The above document describing **‘‘PERCEIVED FACTORS FOR NON-DISCLOSURE OF SEXUAL VIOLENCE ON ADVANCED LEVEL SECONDARY SCHOOL GIRS IN SUMBAWANGA MUNICIPAL IN TANZANIA.** Have been read and explained to me and I have agreed to participate. I certify that the nature and purpose, the potential benefits and possible risks associated with participating in this study have been explained to me.

Signature or Right Thumb stamp of the respondent.....

DATE.....

Signature of Research Assistant.....……

DATE.....

8.3 Appendix IV: FOMU YA KUOMBA RIDHAA YA UTAFITI KWA WASHIRIKI.

KITENGO CHA UTAFITI NA MACHAPICHO, MUHAS.

FOMU YA RIDHAA YA UTAFITI.

KITAMBULISHO CHA MTAFITI: **HD/MUH/T.597/2020.**

Natanguliza salamu.

Jina langu ni Musa Mbalamwezi mwanafunzi wa shahada ya uzamili wa afya ya jamii katika chuo cha Afya na Sayansi shirikishi cha Muhimbili kilichopo Dar es Salaam.

Lengo la utafiti.

Mpendwa mshiriki, ninapenda kukutaarifu kuwa ninafanya utafiti unaohusu **"UKATILI WA KIJINSIA MASHULENI: SABABU ZINAZOPELEKEA KUTOFICHUA VITENDO VYA UKATILI WA KINGONO KWA WANAFUNZI WA KIKE WA SHULE ZA SEKONDARI ZA ELIMU YA JUU (KIDATO CHA TANO NA SITA) MANISPAA YA SUMBAWANGA -MKOANI RUKWA, TANZANIA.**

Kwa sababu hiyo, ninaomba kukupa taarifa ya ushiriki wako kwenye utafiti huu.

Utafiti huu unalenga kujua **SABABU ZINAZOPELEKEA KUTOFICHUA TAARIFA ZA UKATILI WA KINGONO KWA WANAFUNZI WA KIKE WA SHULE ZA SEKONDARI ZA ELIMU YA JUU (KIDATO CHA TANO NA SITA) MANISPAA YA SUMBAWANGA -MKOANI RUKWA, TANZANIA.**

Tafadhali kuwa mkweli na mwaminifu ili majibu yatakayopatikana yaweze kupelekea mapoendekezo na hatua stahiki kuchukuliwa kwa faida ya jamii yetu kwa baadaye ili kutokomeza ukatili huu.

Usiri

Tutazilinda na kuzichukulia taarifa utakazotupatia kwa usiri wa hali ya juu kwa ufahamu wetu wote. Hatutaandika jina lako kwenye karatasi la mahojiano au taarifa utakazotupatia ambazo zitapelekea kufichua utambulisho wako. Jina lako halitahusishwa katika taarifa za utafiti huu kwa namna yoyote ile. Watafiti watazilinda taarifa utakazozitoa kuhusu utafiti huu.

Haki na uwezekano wa kujitoa.

Ushiriki wako ni wa huru. Unaweza kujitoa kuna kuamua kutoendelea kushiriki muda wowote wakati utafiti huu ukiendelea hata kama mwanzoni ulikubali kushiriki. Maamuzi yako ya kushiriki au kutoshiriki hayatahusiana na sharia za shule. Hakuna adhabu ya kukataa kushirriki katika utafiti huu. Hautapata hasara yoyote ile baada ya kuamua kutoshiriki katika utafiti huu.

Faida.

Taarifa utakazozitoa zitasaidia kujua namna na njia mbalimbali za kutoa taarifa za ukatili wa kijinsia na kuchukua hatua zitakazopelekea kutokomeza ukatili huu.

Madhara

Hakuna madhara yanayotegemewa kutokea kwa mshiriki wa utafitio huu.

Hatari .

Hakuna hatari yoyote katika kushiriki kwenye utafiti huu. Hatahivyo uko huru kuamua kuacha kushiriki wakati utafiti huu ukiendelea wakati ambapo utajisikia haupo ytayari kuendelea.

Mawasiliano

Kama utakuwa na maswali kuhusu utafiti huu, tafadhali wasiliana na Mkuu wa utafiti, Musa Mbalamwezi **(0765060440/0688989677) kutoka chuo cha Afya na Sayansi Shirikishi cha Muhimbili. Sanduku la posta (S.L.P) 65001, Dar es Salaam.**

Kama utakuwa na maswali kuhusu haki zako kama mshiriki; unaweza kuwasiliana na **kamati ya utafiti na machapisho ya chuo cha afya na sayansi shirikishi cha Muhimbili kwa sanduku la posta 65001, Dar es Salaam – Tanzania, simu ya mezani +2552150302-6);** na pia unaweza kuwasiliana na wasimamizi wangu katika utafiti huu ambao ni **Dr. Pankras Luoga.** Barua pepe:luoga.pankras1@gmail.compankras.luoga@muhas.ac.tz. Namba ya simu: 0757645746.

and **Prof. Gasto Flumence**. Barua pepe: gasto.frumence65@gmail.com. Namba ya simu: 0713212212 kutoka chuo cha afya na sayansi shirikishi cha Muhimbili. S.L.P 65001 Dar es Salaam.

Unakubali kushiriki?

Mshiriki amekubali ……..Mshiriki amekataa

…….....

Mimi……..nimesoma na kuelewa maelezo yaliyopo kwenye fomu hii. Maswali yangu yote kuhusu ushiriki yamejibiwa.

Ninakubali kushiriki katika utafiti huu.

Sahihi ya mshiriki …….

Sahiuhi ya msaidizi wa ushiriki…….

Tarehe ya kusaini…….

TAMKO

Hati/ andiko hapo juu linaloelezea utafiti wa ukatili wa kijinsia kwa wanafunzi wa sekondari nimelisoma na kueleweshwa vizuri na nimekubali kushiriki. Ninakiri kuwa nimeeleweshwa malengo, faida na hasara za kushiriki kwenye utafiti huu.

Sahihi au dole gumba la kulia la mshiriki.....

DATE.....

Sahihi au dole gumba la msaidizi wa utafiti...……

DATE.....

8.4 Appendix IV: Ethical clearance letter

UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY

MUHIMBILI UNIVERSITY OF HEALTH AND ALLIED SCIENCES

OFFICE OF THE DIRECTOR – RESEARCH, PUBLICATIONS AND INNOVATION

Ref. No.DA.282/298/01.C/2031 Date: 28/02/2024

MUHAS-REC-02-2024-2031
Musa Mbalamwezi,
SCHOOL OF PUBLIC HEALTH AND SOCIAL SCIENCES.
MUHAS

RE: APPROVAL FOR ETHICAL CLEARANCE FOR A STUDY TITLED: FACTORS FOR NON-DISCLOSURE OF SCHOOL RELATED SEXUAL VIOLENCE AMONG ADVANCED LEVEL SECONDARY SCHOOL GIRLS IN SUMBAWANGA MUNICIPALITY, RUKWA REGION-TANZANIA.

Reference is made to the above heading.
I am pleased to inform you that the Chairman has on behalf of the University Senate, approved ethical clearance of the above-mentioned study, on recommendations of the Senate Research and Publications Committee meeting accordance with MUHAS research policy and Tanzania regulations governing human and animal subjects research.

APPROVAL DATE: 14/02/2024
EXPIRATION DATE OF APPROVAL: 14/02/2025

STUDY DESCRIPTION:
Purpose:

the purpose of this explanatory research study is to explore factors for non-disclosure of school related sexual violence among advanced level secondary school girls in Sumbawanga municipality, Rukwa region-Tanzania.

The approved protocol and procedures for this study is attached and stamped with this letter, and can be found in the link provided:
https://irb.muhas.ac.tz/storage/Certificates/Certificate%20-%2014380.pdf and in the MUHAS archives.

The PI is required to:

1. Submit bi-annual progress reports and final report upon completion of the study
2. Report to the IRB any unanticipated problem involving risks to subjects or others including adverse events where applicable.
3. Apply for renewal of approval of ethical clearance one (1) month prior its expiration if the study is not completed at the end of this ethical approval. You may not continue with any research activity beyond the expiration date without the approval of the IRB. Failure to receive approval for continuation before the expiration date will result in automatic termination of the approval for this study on the expiration dates
4. Obtain IRB amendment (s) approval for any changes to any aspect of this study before they can be implemented
5. Data security is ultimately the responsibility of the investigator
6. Apply for and obtain data transfer agreement (DTA) from NIMR if data will be transferred to a foreign country
7. Apply for and obtain material transfer agreement (MTA) from NIMR if research materials (samples) will be shipped to a foreign country.
8. Any researcher who contravenes or fail to comply with these conditions, shall be guilty of an offence and shall be liable on conviction to a fine as per NIMR Act No. 23 of 1979, PART III section 10 (2)
9. The PI is required to ensure that the findings of the study are disseminated to relevant stake holders.
10. PI is required to be versed with necessary laws and regulatory policies that govern research in Tanzania. Some guidance is available on our website https://drp.muhas.ac.tz/.

Dr. Nahya Salim Masoud,

Chairperson, MUHAS Research and Ethics Committee

8.5 Appendix V: Ethical clearance letter

JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA
HALMASHAURI YA MANISPAA YA SUMBAWANGA

Unapojibu tafadhali taja

Kumb. Na.SMC/D.50/23/36 **07 Machi, 2024**

Wajumbe wa Dawati la Jinsia
Mkuu wa Shule,
Shule ya Sekondari Mazwi,
Shule ya Sekondari Kizwite,
Shule ya Sekondari Msakila
Shule ya Sekondari St Kagwa,
Mtendaji wa Kata.
Kata ya Katandala,
Kata ya Kizwite
Kata ya Msua,
Kata ya Malangali,
S.L.P 187,
SUMBAWANGA.

YAH: KUMTAMBULISHA MTUMISHI KUTOKA CHUO KIKUU CHA MUHUMBILI KUJA KUFANYA UTAFITI.

Tafadhari husika na mada tajwa hapo juu.

2. Ofisi ya Mkurugenzi wa Manispaa ya Sumbawanga ilipokea barua kutoka Chuo cha Afya na Sayansi Shirikishi cha Muhimbili yenye Kumb. Na.HD/MUH/T.597/2020 ya Tarehe 29 Februari, 2024 iliyohusu kumtambulisha Ndugu Musa Mbalamwezi kufanya Utafiti wa **"Kuibua Mambo yanayopelekea Kutofichua Ukatili wa Kijinsia kwa Wanafunzi wa Kike wa Sekondari wa Elimu ya Juu katika Manispaa ya Sumbawanga"**.

3. Aidha, Mkurugenzi wa Chuo amemtambulisha mtumishi, **Mussa Mbalamwezi** kuwa miongoni mwa watu wa kufanya utafiti huo. Hivyo mnaombwa kumpatia ushirikiano wa kutosha

4. Nashukuru kwa ushirikiano wako.

K. M. Kanyanga
KNY: MKURUGENZI WA MANISPAA
SUMBAWANGA.

K.N.Y: MKURUGENZI
HALMASHAURI YA MANISPAA
SUMBAWANGA

Ofisi ya Mkurugenzi wa Manispaa, S.L.P. 187, **SUMBAWANGA.** Nukushi: 0255 25-2802163, Simu :2525-0255 25-2802163 Baruapepe: md@sumbawangamc.go.tz *Tovuti.www.sumbawangamc.go.tz*

8.6 Appendix VI: Ethical clearance letter

MUSA MBALAMWEZI,
S.L.P 187,
SUMBWANGA.
07/03/2024.

RPC - RUKWA
S.L.P. 82,
SUMBAWANGA.

YAH: OMBI LA KUFANYA UTAFITI KWA WAJUMBE WA DAWATI LA JINSIA KITUO CHA POLISI SUMBAWANGA.

Tafadhali husika na mada tajwa hapo juu.

Ninaomba kufanya utafiti kwa Wajumbe wa Dawati la Jinsia Kituo cha Polisi Sumbawanga.

Utafiti huu ni wa ubora (qualitative research) utakaohusisha kujadiliana na Wajumbe.

Mada ya utafiti ni "**KUIBUA MAMBO YANAYOPELEKEA KUTOFICHUA UKATILI WA KINGONO KWA WANAFUNZI WA KIKE WA SEKONDARI WA ELIMU YA JUU KATIKA MANISPAA YA SUMBAWANGA**".
Utafiti huu ni sehemu ya masomo yangu ya Masters of Public Health ya mwaka wa pili katika Chuo cha Afya na Sayansi Shirikishi cha Muhimbili.

N.B:- Nimeambatanisha na nakala ya barua ya Ethical Clearance kutoka bodi ya tafiti ya chuo cha Afya na sayansi shirikishi cha Muhimbili.

Wako mtiifu,

MUSA MBALAMWEZI
0765060440/0688989677