

DISSERTATION ABSTRACT

Doctor of Ministry
Emphasis in Urban Mission

Adventist University of Africa

Theological Seminary

Title: A SKILLS ACQUISITION PROGRAM TO EMPOWER ABUSED YOUNG GIRLS IN EPWORTH SUBURB, HARARE, ZIMBABWE

Researcher: Kenneth Tamuka Mashonganyika

Primary Advisor: Joel Musvosvi, PhD

Date completed: April 2023

Aim

The aim of this project is to alleviate the attitude of neglecting and disregarding of the young girls in the satellite town of Epworth. I observed that many families give no respect or even listen to the girl child in the informal settlements of this town. The girls are left to fend for themselves from the age of ten until they reach womanhood. This neglect and disregard have led many girls into prostitution and abuse by the same community which acts as guardians to them.

Purpose

The purpose of this project is to develop, implement and evaluate a viable intervention program of action to empower the young girls in Epworth with projects

such as dressmaking, computer learning, commercial gardening, poultry, hairdressing, vending and social activities such as soccer. The program was supported by the community, and all the stakeholders to determine its impact on reliability and validity.

Method

To meaningfully empower the girl child in the informal settlements of Epworth, the researcher used the qualitative method for the research process. After an examination of the problem through data derived from three focus groups and observations, the researcher and the trainer of trainers (TOT) designed a training program of dressmaking for the forty-five abused girls which started from March 4, 2019, to April 12, 2019, at the Oasis Centre (a Non-governmental Organization) supported by Overspill Seventh-day Adventist Church in Epworth. The training program went on very well and achieved its desired objectives which are not exhaustive: identifying basic tools, recognizing the parts of the sewing machine, identifying characteristics of common fabrics, and estimating the amount of fabric needed for garments.

Results

To measure the outcome of the program, the researcher and the trainer of trainers, examined the data of the focus group discussions. Both the trainer of trainers, the focus groups and stakeholders concurred that the dressmaking training program was a success. There was a consensus that the program must be extended to all the young girls of Epworth, including those who drop-out of school for any other reasons and be replicated in the Province of Harare.

Conclusion

When the quality of life for the girl child in Epworth is changed, there may be a notable improvement in productivity and family happiness. Subsequently, this may pave the way to transform the community's thinking toward the vulnerable girl child in Epworth.

Adventist University of Africa

Theological Seminary

SKILLS ACQUISITION PROGRAM FOR EMPOWERING ABUSED
GIRLS IN EPWORTH SUBURB, HARARE

A dissertation

presented in partial fulfillment
of the requirements for the degree
Doctor of Ministry

by

Kenneth T. Mashonganyika

April 2023


SKILLS ACQUISITION PROGRAM FOR EMPOWERING ABUSED
GIRLS IN EPWORTH SUBURB, HARARE

A dissertation
presented in partial fulfillment
of the requirements for the degree
Doctor of Ministry


by

Kenneth T. Mashonganyika

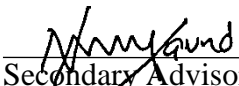
APPROVAL BY THE COMMITTEE:




Primary Advisor
Joel Musvosvi, PhD



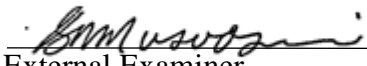
Acting Programme Director, DMin
Juma Mahlon, PhD



Secondary Advisor
Nehemiah Nyaundi, ThD



Dean of Theological Seminary
Feliks Ponyatovskiy, PhD



External Examiner
Simbarashe Musvosvi, DMin

Adventist University of Africa

Date: May 2024

This project is dedicated to my dear wife Thandi Mashonganyika and children:

Justin, Tendai, Tsitsi and Grace whose support was important in my

current attainment: also, to all the officers of the East

Zimbabwe Conference Harare.

TABLE OF CONTENTS

LIST OF TABLES	viii
LIST OF FIGURES	ix
ACKNOWLEDGEMENTS.....	x
CHAPTER	
1. INTRODUCTION	1
Description of Ministry Context.....	1
The Statement of the Problem	2
Statement of Purpose	2
Justification of Study	2
Delimitation	3
Description of Project Process.....	3
Expectations	3
2. BIBLICAL AND THEOLOGICAL FOUNDATIONS.....	5
Source of Human Problems.....	5
Test of Obedience.....	5
Strange Voice	7
Abuse in the Bible	7
Examples of Abuse: Old Testament	8
Hagar, Abraham, and Sarah	8
Lot and His Daughters.....	9
The Rape of Tamar by Amnon.....	10
David and Abishag	12
Solomon and His Harem	13
Examples of Abuse: New Testament	14
Simon the Pharisee and Mary Magdalene.....	14
Salome and Herodias.....	15
The Spirit of Prophecy and Child Abuse.....	17
Summary.....	18
3. LITERATURE REVIEW	19
The Psychology of Human Growth and Development.....	19
The Adolescent Period	23
Drug Abuse	31
Depression.....	32

Suicide	32
Delinquency	33
What Is Abuse?.....	34
Forms of Abuse	35
Physical Abuse	35
Sexual Abuse.....	37
Psychological Abuse	38
Neglect	39
Abuse in the Slums of Epworth.....	41
Effects of Abuse	42
History of Abuse.....	44
Summary.....	46
4. PROGRAM DEVELOPMENT AND INTERVENTION.....	47
Ministry Context.....	47
Historical Background.....	48
Landscape and Climate	48
Harare and Epworth Weather Pattern.....	49
Demography	50
Economic Background	51
Socio-Cultural Background	52
Religious and Cultural Background	53
Research Methodology	54
Research Design	55
Qualitative Research Design	56
Target Population	57
Sampling.....	57
Sampling Technique	58
Data Collection Instruments	58
Questionnaires	59
Interviews	59
Observations.....	59
Data Collection Procedures	60
Questionnaire Response Rate.....	61
Focus Groups Findings in Percentiles (Wards 5, 6 & 7).....	62
Demographic and Socio-Economic Data Presentation.....	71
Designing of Intervention Programs	76
Planning, Recruitment and Training.....	78
Summary.....	80
5. PROGRAM IMPLEMENTATION AND EVALUATION	81
Program Implementation Narratives	81
Participants' Knowledge of Buying as Well as Making	82
Stages of Dressmaking	82
Stage 1: Introduction to sewing.....	82
Stage 2: Knowledge of machines	82
Stage 3: Fibre processing	83

Stage 4: Decorative fibers and advanced dressmaking techniques	83
Stage 5: Line and design in fashion	83
Stage 6: Embroidery.....	83
Stage 7: Pattern drafting.....	84
Focus Groups Discussions after the Program.....	84
Program Evaluation after Implementation	85
Summary.....	87
6. SUMMARY, CONCLUSION, AND RECOMMENDATIONS.....	89
Summary of the Study	89
Conclusion.....	90
Recommendations	90
APPENDICES	92
A. PERMISSION LETTER.....	93
B. QUESTIONNAIRE	94
C. INTERVIEW	101
D. DRESSMAKING TRAINING	103
E. TRAINING PROGRAM.....	105
BIBLIOGRAPHY.....	109
VITA.....	117

LIST OF TABLES

1. Changes Experienced by Boys and Girls during Adolescence Time
(12-20 Years).....27

2. Questionnaire Response Rate61

3. Focus Group: Parents and Care Givers’ Response to Focus Group Discussion.....62

4. Parents and Care Givers’ Response to Focus Group Discussion.....64

5. Parents and Care Givers’ Response to Focus Group Discussion.....65

6. Focus Group: Church and Community Response to Discussion Question.....66

7. Church and Community Response to Focus Group Discussion67

8. Church and Community Response to Focus Group Discussion68

9. Focus Group: Schools' Response to Focus Group Discussion69

10. Schools’ Response to Focus Group Discussion.....70

11. Schools’ Response to Focus Group Discussion.....71

LIST OF FIGURES

1. Example of the Adolescence Period	24
2. Chain of Life	29
3. Passage of Life	30
4. Breaks in Life	31
5. Cycle of Abuse	36
6. Sex Demographic Responses	72
7. Academic Qualification Response	72
8. Religious Affiliations Responses	73
9. Levels of Employment	74
10. District of Epworth	74
11. Shacks in Epworth	75
12. Designed Training Program Used by the Researcher and the Facilitators	77

ACKNOWLEDGEMENTS

Many friends and colleagues have contributed to the making and refining of this research. I specifically want to acknowledge the following: Dr. Joel Musvosvi, my advisor, and Dr. Nyaundi, my reader for the guidance they gave me in this research writing. My class teachers assisted me in coming up with this research project. Dr. K. Onongah, Dr. S. Nwaomah, Dr. Jim Park, Dr. S Baker, and the DVC. Their questions and suggestions helped me refine the research to produce the scholarly standard. To them goes my warmest appreciation. My appreciation also goes to the East Zimbabwe Conference officers for allowing me the opportunity to study. Special thanks go to Eder S. Siziba and to N. Marufu family who typed my project. I want to thank my Lord for keeping me healthy and strong throughout the study program and giving me wisdom and understanding to grasp and apply the concepts I learned at the university.

CHAPTER 1

INTRODUCTION

Description of Ministry Context

Epworth is a suburb in the capital city of Harare, which began in the 19th century when Methodist missionaries arrived in Zimbabwe. The Methodist Church acquired three farms in Epworth namely Epworth, Glenwood, and Adelaide. Before 1986, there were three main villages - Chiremba, Chizungu, and Zinyengere. Instead of removing these families as was the culture, the church decided to allocate an acre to each of the families.

This constituency is made up of seven wards which are politically administered by respective Counsellors and MPs. It has 500,000 plus or minus people with a wide variety of housing. Planned houses are built from bricks and mortar under asbestos roofs found in formal and informal settlements. House structures range from semi-permanent to temporal makeshifts which are the dominant features in the unplanned sections of Epworth. In this area, people follow different religions ranging from Christianity, Islam, and African Tradition Religion (ATR).

From the above statements, it is difficult for children to learn morals and values in Epworth. The young people aspire to get a better education, but it is the male child who achieve their goals. It is from this background that the researcher is trying to find out why young girls fundamental rights are neglected. The girl child in Epworth is subject to poverty hence they seek attention and respect which they are

never awarded and end up in prostitution, having unwanted pregnancies, they become child brides and become prone to abuse.

The Statement of the Problem

The girl child is often denied her human rights and her most necessities in Epworth. She experiences sexual abuse, exploitation, and other detrimental behaviors that compromise her chances of surviving, growing, and realizing her full potential. The growing concern of the girl child dropping out of school and fending for herself is high which leads to abuse and prostitution. This situation warrants the researcher to come up with a solution to this social problem in Epworth.

Statement of Purpose

The study is aimed at developing a suitable intervention program of action to empower these young girls with skills such as dressmaking, computer literacy, commercial gardening, poultry, hairdressing, manicure, vending (flea markets), and social activities such as soccer. The program will be attended by support groups and will be evaluated to determine its impact on reliability and validity.

Justification of Study

When the community of Epworth is impacted, the young girls will be able to realize their full potential and be awarded equal opportunities similar to those of the male child. This will improve the young girl's quality of life and their family's status. In the business and academic world, there are professional women whose performance is equal to men: hence these girls need to be placed in the areas that they thrive in, which will equally change their lives.

Delimitation

The satellite town of Epworth is politically subdivided into seven wards, which were created and demarcated for local and national government planning purposes. This study will focus on three wards (5, 6, and 7) which are central to the whole town and slums of Epworth. This area is densely populated with people from diverse cultures and backgrounds (Shona, Ndebele, Mozambicans, Chewas, and Rwandans).

Description of Project Process

- A. The study will address the issue of girl children dropping out from school affecting their life expectations, ambitions, and the attitude of the community towards them. There is a need for a parental paradigm shift of thinking towards their vulnerability.
- B. This study will focus on literature review which stresses the need to look at what others have written on the subject. In this review, the researcher will find what other authorities and scholars have said on this subject.
- C. The research will be qualitative and aims to describe the problem and the intervention process. It is going to offer references on the presenting problem and effectively implement the strategies and evaluate the project for suitable recommendations.

Expectations

The researcher will adopt intervention and prevention programs to reduce the number of dropouts from school and prevent early marriages. The aim is to integrate these young girls into vocational training schools that will equip them with life skills that will improve their quality of life.

A notable improvement in productivity will be noticed when the quality of life for the girl child has changed. This will subsequently transform the community's perception on the subject matter.

CHAPTER 2

BIBLICAL AND THEOLOGICAL FOUNDATIONS

Source of Human Problems

When God finished creating the world everything was good. God used the term “very good” in comparison with the non-existing matter (Gen 1:31). The creation of man was the crown of His work and placing him in the Garden of Eden was God’s intention for him to rule over everything. After every incident of creation God reviewed His actions periodically and appraised it.

Everything was perfect; created according to its own kind. The term “good” indicated the awesome mighty works of God. There was nothing faulty that emanated from God.

Test of Obedience

There is no institution that operates without rules and regulations. Rules and regulations are strictly placed for the sake of security, safety, and welfare. Governments put in place laws to protect their operations; the same way God puts laws in place for mankind to follow. The commandment given in (Gen 2:16, 17) was a warning to Adam and Eve not to partake of the forbidden fruit lest they die.

The existence of the tree was a test of obedience to God’s instruction. To eat or not to eat the fruit was Adam and Eve’s responsibility, for which they did not follow. They were made stewards over Gods handwork.

Scripture prohibition carried a death penalty on the disobedience of Adam and Eve. By implication man was begun to die from that moment on. Prior to their fall

they had been assured of life forever. God required mankind to make choices.

Although there was always a consequence for disobeying God's commandments. It was then the separation of mankind from God by disobeying His commandments that brought about human problems, sufferings, and many other woes including that which the researcher is investigating on the girl-child abuse in the slums of Epworth.

Ellen White said 'given the thought to man's research opportunities; his short life, his narrow field of endeavor, his narrow vision; the numerous and severe errors in his conclusions, particularly regarding the events believed to predate Bible history; the frequency with which the purported scientific deductions are retracted or rejected; the degree to which the presumed time of earth's development is periodically extended or contracted by thousands of years; and the competing theories developed by various scientists in light of all this, shall people cause to cast aside that statement of Holy Bible, so grand in its simplicity.'¹

Based on the genealogy recorded in Luke 3:38, which shows that Adam and Eve originated directly from God, the researcher agrees that man was formed in the likeness of God. The scriptures affirm that man is meant to live in accordance with God's message from Genesis to Revelations.

However, it is the general and special revelations that spelled out the created institution of marriage by God. The world plunged itself into the turmoil and untold sufferings it's finding itself in today. It is from the family circle that all social problems emanate, regardless of class or creed, people need not be comfortable with abusive behaviour.

¹ Ellen G. White, *Education* (Mountain View, CA: Pacific Press, 1903), 15.

Strange Voice

Chapter 3 of the book of Genesis is the beginning of all human problems, where the serpent appeared. It appeared as a creature more subtle and cunning than any other animal created by God. It then questioned God's commandment on eating of the tree of knowledge of good and evil. The question was immersed in sarcasm to mislead Eve. Having been forewarned Adam and Eve were supposed to be on high alert about the impending situation. There was no other voice in the garden except that of God hence they were caught up in a situation they least expected.

God directed the first question to Adam in search of his whereabouts as they had taken refuge amongst the bushes seemingly hiding from the presence of God who is omniscient, omnipresent, and merciful (Gen 3:9).

Adam and Eve had gone contrary to God's commandments hence the opening of their eyes to see their physical and spiritual nakedness. This scenario began as the bedrock of all human problems and suffering, culminating to the present time. (Gen 6: 5, 6; Matt 10:34-36). It is from this backdrop of human suffering that the researcher came out with the topic of girl-child in Epworth. Every problem has a source which must be understood from its Biblical context; hence three questions need to be addressed as a guideline to seeking solutions: What happened? What is happening? What will happen?

Abuse in the Bible

The Bible avoids the term child abuse and is not mentioned anyway from Genesis to Revelations. However, girls were abused in the Bible.² Parents used to discipline their children in anger regardless of violating their human rights. Discipline

² C. Doyle, *Helping Strategies for Child Sexual Abuse* (Oxford, UK: Whiting and Birch, 1995), 35.

must be redemptive not punitive (Prov 13:24). To force sexual acts upon a child is an evil offense. Violating children's rights through sexual abuse is committing sin against God.

Ephesians 6:4 prohibits parents from provoking their children to anger but bring them up in the training and instruction of the Lord. Harsh discipline alienates the parent and the child, for example looking down upon them, name calling, constantly blaming them, and having high expectations, makes the child feel unloved. This has caused suicide rates to increase while the drug problem escalates because of parents' uncaring concerns. The community which gives a blind eye to children's abuse will deprive them of a quality life. In Matthew 18:6-7, the scripture speaks strongly against hurting children. Parents and guardians need to be conscientized to look out for symptoms of abuse inflicted on their children. However, abusers must not be exonerated from their actions but as stated above in this paper reports must be made to the relevant authorities.

Examples of Abuse: Old Testament

Hagar, Abraham, and Sarah

Genesis 16 and 21:8-21 is a story of Hagar, Abraham, and Sarah which touches on abuse. According to modern standards and many commentators agree that these chapters accepted what happened to Hagar as normal.³ However contemporary views state that Hagar was indeed a victim of physical, sexual, and domestic abuse. Phyllis Tribble posits that Sarah's servant Hagar was used as a sex worker. She emphasized that Hagar was inhumanly treated and suffered a lot at Sarah's hands.⁴

³ Tammi J. Schneider, *Mothers of Promise* (Grand Rapids, MI: Baker Academic, 2008), 183-185.

⁴ Phyllis Tribble, *Hagar* (Princeton, NJ: Princeton Theological Seminary, 1984), 13.

Mbuwayesengo et al., observed that, “Hagar's story reflects today’s problem of abuse as she was severely mistreated.”⁵ However, in as much as the treatment was directed at Hagar, it affected Ishmael. Overland opines that “Sarah instructed Abraham to send Hagar and Ishmael away, in order to exclude Ishmael from Abrahamic inheritance Genesis 21:10.”⁶ To this day, the hatred between the Israelites and Arabs is insurmountable. The question lies predominantly where Sarah’s motherly and human dignity was.

Lot and His Daughters

Shayna Sheinfeld states that Lot was also implicated in his daughter’s misdeeds, although Genesis 19 is not spelling it out clearly.”⁷ After the angels ordered Lot to flee for his life from Sodom and Gomorrah to the mountains, he however suggested to go to the city of Zoar. Lot and his family were warned not to look back lest they perish. However, his wife disobeyed this instruction and became a pillar of salt (Gen 19:26). Contrary to his first suggestion of going to Zoar he went to live in the mountains with his two daughters, away from people. His daughters devised a plan of getting their father drunk on wine in order to seduce him (Gen 19:31-38).

The Midrash (Hebrew exposition of the Old Testament) remarks that Lot was not without fault in the situation, even though the Scripture exempts Lot since he was

⁵ Dora R. Mbuwayesengo, “Childlessness and Woman-to-Woman Relationships in Genesis and in African Patriarchal Society: Sarah and Hagar from a Zimbabwean Woman's Perspective (Gen 16:1-16; 21:8-21),” *Semeia*, 78 (1997): 27-36.

⁶ P. B. Overland, “Hagar,” *Dictionary of the Old Testament: Pentateuch*, ed. T. Desmond Alexander and David W. Baker (Leicester, UK: Intervarsity Press, 2003), 376.

⁷ Shayna Sheinfeld, “Lot and His Daughters’ Motives for Their Incestuous Union,” *TheTorah.com*, accessed 1 March 2019, <https://thetorah.com/article/lot-and-his-daughters-motives-for-their-incestuous-union>.

drunk (Gen 19:33). The scripture says that Lot was drunk when the first daughter slept with him, however he was sober when she rose from the bed. As applied with the second daughter.

The sages (wise men of wisdom) justify their observation from Proverbs 18:1 which states that anyone who chooses to separate himself from people is liable to all consequences that befall him. The blame is to be laid squarely on Lot for his poor choices. Genesis Rabbah did indict Lot for incest (abuse) since his daughters who initiated it were acting to conceive the Christ.

Concerns raised by the elder daughter were two-fold: Lot was aging and would soon die. His daughter's plan to deceive their father had no moral basis. God in his infinite ways would have done something for these girls.

The Rape of Tamar by Amnon

The Bible does not exclude itself from spelling out sins of fornication and adultery. For God knows that these things have repercussions in people's lives, hence the instructions were very clear. A remarkable case took place in king David's household where sexual abuse occurred between Amnon and Tamar, both children of the king and same father (2 Sam 13:1-21). This incident set a bad example in the Bible.⁸

All types of families experience sexual abuse: one of the biggest misconceptions about abuse and sexual assault is that it exclusively affects other families, churches, or racial groups. The fact remains true that people have shortcomings with a capacity to allow their sexuality to become warped and abusive Romans 3:23. Steven R. Tracy said about 80% of women he interviewed came from

⁸ "Rent Her Garment" [2 Sam 13:19], *The Seventh-day Adventist Bible Commentary (SDABC)* rev. ed., ed. Francis D. Nichol (Washington, DC: Review and Herald, 1976), 2:657.

abusive families,⁹ the figure represents all races and backgrounds. Research shows that physical abuse rates are higher in poorer families, and sexual abuse is spread through all religions, ethnic, and social segments of society. Abuse or sexual abuse not only occurs in Christian families but in all kinds of families and groupings of people. Jews living in the tenth century BC assumed that abuse happened in the Philistines and Ammonite families or in the poorest Jewish families. However, no-one would have thought it would happen in the royal family and the abuser being a royal prince who was to succeed his father King David on the throne. Tamar the royal princess was the victim of her half-brother Amnon's sexual abuse.

As the narrative progresses, it resembles a contemporary tragedy in which the victim is wholly ignorant of the impending threat. Everything in this verse points out that Tamar was a kind, holy woman whose misfortune was having a relative who preyed on her innocence and beauty. The actual nature of Amnon is revealed in verse 2 of the same chapter, as he admits to self-harming out of frustration over his "love" for his beautiful half-sister Tamar. Amnon's love was incestuous passion and infatuation, kindled into a fierce flame. The irony is that Amnon's own lust for his sister caused him to become ill.

Unfortunately, Amnon's cousin Jonadab was cunning and evil; rather than confronting Amnon about his lust, he devised a scheme to assist Amnon's insatiable sexual lust by torturing Tamar. With differing degrees of awareness, Amnon, Jonadab, and David put the onus of curing Amnon's self-inflicted illness on Tamar. The modern pornography industry comes very close to achieving this, albeit it is

⁹ Steven R. Tracy, "The Rape of Tamar: Dealing with Sexual Abuse," accessed 2 March 2021, <https://mlhlsi.infiniteuploads.cloud/2021/01/RapeTamar10.2019.pdf>.

unusual for sexual offenders to have an accomplice who instructs them on how to successfully satisfy their lust by raping family members.

David and Abishag

David was probably about sixty-nine years of age when he had ruled Israel for forty years, and was exhausted with various fatigues, and family afflictions. He was much older in physical appearance than his actual years.¹⁰ Besides he seemed to have labored under some wasting maladies to which there was a frequent reference in the book of Psalm. David's life had been difficult; hardships, suffering, exposure, and sorrow had worn him down. He himself robbed of his strength, vitality, and was greatly enfeebled. Josephus cited that physicians who looked after David's personal needs suggested seeking a healthy young woman to communicate warmth and vigor to the numb and sickly body of the king.¹¹ Friar Bacon in Clark's commentary stated, "take all you can from the medicine, but give nothing to it; if you give anything, it increases the disease and hastens death."¹² This was suggested by the Jewish culture and a young beautiful Shunamite girl called Abishag was found. She was chosen to be a helper and a servant to David in his old age. Among Abishag's duties, she was meant to lie next to the king and keep him warm while he slept. However, David did not have sexual relations with her (1Kgs 1:4).

The Hebrews believed that the King's fertility was correlated with both the fertility of the land and the general well-being of the people.¹³ The LXX supports the

¹⁰ "David Was Old" [1 Kgs 1:1], *SDABC*, 2:724.

¹¹ Flavius Josephus, *Antiquities of the Jews Book VII* (London: University of Cambridge, 1737), 14:3.

¹² Adam Clarke, *Clarke's Commentary, New Combined Edition Complete and Unbridged* (Nashville, TN: Abingdon Press, 1824), 1:387.

¹³ *Ibid.*, 387.

observation by translating verse 2 by implying that she would excite and lie with him. The story's essential point is that the monarch refrained from having sex with her. David might not have been king any longer if he had been impotent.

Solomon and His Harem

With David's council (1 Kgs 2:3-4; 1 Chr 28:9, 10) and God's instruction (1 Kgs 3:5-14; 6:11-13; 9:4-9) within 20 years of his reign, Solomon had married 700 wives and 300 concubines which later confused him if not abused him. God allowed him to have these wives, but allowance is not the same as approval. Solomon's marital decisions were in direct violation of God's law which resulted in consequences later in his life.

Solomon started well early in his life by listening to the counsel of his father David and God's instruction. His early humility is shown in the above verses when he requested wisdom from God. Wisdom is applied knowledge; it helps people make decisions that honor God and agree with the Scriptures. Solomon's book of Proverbs is full of practical counsel on how to follow God. He also wrote the Song of Solomon, which presents a beautiful picture of what God intends marriage to be. So, King Solomon knew what was right, even if he chose not to follow it.

Over time, Solomon forgot his counsel and the wisdom of Scripture (Prov 9:10; Ps 111:10). God had given clear instructions for anyone who would be king (no amassing of horses, no multiplying of wives which would pave way for abuse, and no accumulation of silver and gold [Deut 17:14-20]). These commands were designed to prevent the king from trusting in military prowess and relying on wealth instead of God. Any survey of Solomon's life shows that the king broke all three of these divine prohibitions. Hence his taking of many wives and concubines was in direct violation of God's word. When there is a violation of God's laws there is unrestricted abuse

from the opposite side. According to Trude and Moshe Dothan, it is said that Solomon had sexual relations with the Queen of Sheba and her maidservant, he impregnated them both. Out of his relationship with the Queen of Sheba Menilek the 1st was born who then became King of Ethiopia.¹⁴ Just as God had said, Solomon's wives turned his heart towards other gods (1 Kgs 11:4). To please his wives, Solomon got involved in sacrificing to Milcomm, a god that required “detestable” acts to be performed including sexual profanity (1 Kgs 11: 7, 8).

God allowed Solomon to choose his own way which brought the inevitable consequences. The kingdom of Israel was split in two during his son Rehoboam’s reign and remained with only two tribes which were Judah and Benjamin (1 Kgs 11:11). Solomon thought that having 1000 wives would provide happiness but whatever pleasure he got was not worth the price he paid (Eccl 1:2, 3, 14, 15). At the end of his life, he described it as all vanity.

Examples of Abuse: New Testament

Simon the Pharisee and Mary Magdalene

Mary of Bethany also known as Mary Magdalene, the woman caught in adultery, and Mary of Luke 8:2 (whom Jesus removed seven demons) was the same person.¹⁵ She was sexually abused by her uncle (Simon the Pharisee who Jesus healed of leprosy). Simon is said to have been influenced by Judas Iscariot, he then hosted Jesus at his home. When Mary arrived with her gift, he became skeptical. Simon saw that many of his guests were looking at Jesus with distrust and displeasure when he allowed Mary to wash His feet with her tears and wipe them with her hair. Simon

¹⁴ Trude Dothan and Moshe Dothan, “The Legend of Solomon and Shebar,” *Biblical Archeology Review* 19, no. 4. (1993): 23.

¹⁵ “A Woman” [Luke 7:37], *SDABC*, 5:762.

conceived in his heart that if Jesus was a prophet, He could have seen the type of sinner that Mary was.

By curing Simon of leprosy, Jesus saved him from death although Simon dared question whether Jesus was the prophet by allowing Mary to wash His feet and did not spurn her as her sins were too many to be forgiven. Simon was tempted to think that Jesus was not a prophet, but it was his ignorance of God and of Jesus's tender mercy that led him to think that way. Simon knew nothing of Mary's prior encounter with Jesus who cast away the demons,¹⁶ a circumstance that confirms she may have left Bethany to save herself and her family's embarrassment. Simon did not realize that God's son must act in God's ways that are full of compassion, tenderness, and mercy; but took no notice of Mary's penitent service. Mary's act of kissing Jesus's feet and anointing them with expensive perfume was painful to his hard heart.

Jesus' reading Simon's thoughts drew his attention to a parable, there was a certain creditor who had two debtors: the one owed five hundred denarii (\$56.56 according to today) and another fifty denarii (\$5.56). When they all could not pay, he frankly forgave them both. Jesus asked him which one will love him most. Simon replied that it is the one with the most debt that will love him more. In the same manner Mary was forgiven most because her sins were many, she was sexually abused by men in Judea and Magdala including her uncle Simon who was condemning her condition.

Salome and Herodias

In Mark 6:21-29, we learn of Salome, the daughter of Herodias and Philip (the brother to Herod). Herodias later married Herod thereby shifting Salome's

¹⁶ Ellen G. White, *Desire of Ages* (Nampa, ID: Pacific Press, 2005), 566.

relationship with Herod from niece to stepdaughter. Salome was influenced by her mother to dance for Herod and his noble guests (of high rankings and status) at his birthday of which she obliged and put on a seductive dance routine which left Herod mesmerized.¹⁷ Herod then asked Salome what she wanted, willing enough to even part with half his kingdom. Still under her mother's influence Salome asked for John the Baptist's head on a silver platter (Mark 10: 11, 12). Herodias had a grudge against John as he had often called out Herod's adulterous marriage to Herodias. John's execution took place at the whim of Salome and was killed for her pleasure.

Mark simply referred to Salome as the dancing daughter of Herodias. Inevitable gaps surrounded the daughter's identity which emerged in Josephus' historical account (The Antiquities Book XVIII 5, 4).¹⁸ The dynamics between Herodias' daughter and Herod became a crucial factor, Salome's status as a daughter of a queen, and eventually becoming queen herself gave her a position of relative power.

What Mark was emphasizing was the fact that Herodias sent her daughter to dance, instead of a professional dancer. By the standards of Herod's court, women of royal status would not engage in public seductive dancing. Salome was nothing more than a pawn in her mother's scheme against John the Baptist.¹⁹ Herodias had well calculated that Salome's enticing beauty and young age would captivate Herod into granting her, her mother's wish.

¹⁷ White, *Desire of Ages*, 220-225.

¹⁸ Flavius Josephus, *Antiquities of the Jews Book XVIII* (London: University of Cambridge, 1737), 5:4.

¹⁹ "She Went Forth" [Mark 6:24], *SDABC*, 5:615.

The Spirit of Prophecy and Child Abuse

Ellen White remarked that the practice of sexual abuse in its vileness, frivolity, and commonness ruins young people. Parents who impose such behaviour on their children renegade their responsibility as guardians. Any person who practices such detestable actions needs to be reported to the authorities and must never be allowed to hold any position in the church as this dishonors the cause of God.²⁰

In support of Ellen White's statement on child molestation, the General Conference Executive Committee of April 1997 said, "Males and females of any age, nationality, or socioeconomic status can commit sexual abuse. They are typically married individuals with children, have respectable jobs and are regular churchgoers. It is common for these offenders to strongly deny their abusive behavior and refuse to see their actions problematic. They tend to place the blame on something or someone else. While it's true that many abusers have deep-seated anxieties and low self-esteem, these issues should never be used as justification for assaulting a child sexually. Many experts concur that the true problem with child sexual abuse has less to do with sex and more to do with a desire for power and control."

God established marriage as a union between man and woman, founded on trust and affection for one another. The goal of this relationship is to serve as the cornerstone for a stable happy family where each member's integrity, worth, and dignity are respected and preserved. The researcher agrees with the writer that "every child should be cherished as a gift from God, regardless of gender." God entrusts parents with the honor and duty of nurturing, guarding, and providing for the physical needs of the children entrusted to them (Ps 127:3-5). Without fear of harm, children

²⁰ Ellen G. White, *Testimonies on Sexual Behaviour, Adultery and Divorce* (Silver Spring, MD: Ellen G. White Estate, 2010, 174-175).

ought to be able to honor, respect, and have faith in their parents and other family members without the fear and risk of abuse.

The Bible condemns child sexual abuse although there are cases of Abraham abusing his housemaid, Lot abusing his daughters, Amnon raping his cousin sister, and Simon the Pharisee abusing his brother's daughter (Mary Magdalene). Further on the Bible openly condemns abuses of power, authority, and responsibility because these strike at the core of the victim's deepest feelings about themselves. Jesus used strong language to condemn the actions of anyone who through word or deed, caused a child to stumble (Matt 18:6-7).

Summary

Defining child sexual abuse is not the solution to the problem, this research aims to come out with an intervention program that can be used or replicated elsewhere to improve the condition of the abused girl child in Epworth. Firstly, there needs to be a rescue operation for the children who are prone to abuse. People cannot choose to ignore the prevalence of abuse in society. God who is omniscient and omnipotent sees everything under the sun. No excuse is prevalent in the matter of child abuse and sexual abuse as most cases are within the family (Prov 24:11-12). Even if families deny the existence of abuse and enact a strict code of silence the ramification leads to dire consequences and erodes the morale code of society.

CHAPTER 3

LITERATURE REVIEW

The Psychology of Human Growth and Development

This chapter aims to investigate what other authors have written about human growth and development that leads to the molestation of children in Epworth. Human growth and development can be described as “changes in a child's size and weight to gradual quantitative changes than can be charted for physical and anatomical features. Weight gain, overall height changes, growth of head and limbs, the changing size of the brain, heart, and lungs are all parts of this process.”¹

Mwamwenda cites that “our major concern in the development of people is to describe and explain the changes in the physical, intellectual, emotional and social behavior of a person in response to changes in growth over time through the process of maturation and other factors taken into account.”² The researcher concurs with the writer that, the rationale for being concerned with the described human behavior is that before it can be predicted, it must be understood. Mwamwenda reiterates that only then will it be possible to account for the behavior's occurrence. People need to be concerned with behavioral patterns as they are purposeful and have a cause and effect. Hence, he alleges that behavior is both predictable and controllable.³

¹J. W. Santrock, *Educational Psychology* (New York: McGraw Hill, 2011), 13.

² Tuntufye S. Mwamwenda, *Educational Psychology: An African Perspective* (Johannesburg, South Africa: Butterworths Professions, 1989), 8.

³ Mwamwenda, *Educational Psychology*, 8.

“Any person during the stages of growth is the byproduct of many environmental factors. A person is thereby a product of two interacting forces biological and social bases.”⁴ The researcher supports the genetic inheritance in children who misbehave; similar to that of parents who exhibit intelligent genes could pass these on to their children. However, this hypothesis would need to be tested.

Mamwenda sites that, there are several approaches taken into consideration when dealing with human growth. One study aimed to note the changes in behaviour with age prompting researchers to use a broader criterion for determining the stages that account for individual differences.⁵ Hence the rationale for tracing human growth and development in terms of the different stages, such as prenatal period, infancy, early childhood, late childhood, adolescence, adulthood, and old age. For this study, the researcher chose the adolescent group as this is the most vulnerable phase in the human growth stage and where notable experiences occur that tend to affect life experiences.

Further on, the researcher observed that the behaviors of people are dependent on their biological inheritance having been nurtured and natured unlike animals who use instincts.⁶ The researcher concurs with Mwamenda that the human body is equipped with hormonal and anatomic organisms with receptor organs (such as those for seeing, hearing, smelling, and feeling) and effector organs for initiating movement (muscles and glands), and an integrating system (nervous system). Without these elements it is impossible for the child to grow or to develop new forms of behavior.

⁴ Glenn Myers Blair, Robert Stewart Jones, and Ray Hamill Simpson, *Educational Psychology* (New York: Macmillan, 1975), 46.

⁵ Mwamwenda, *Educational Psychology*, 32.

⁶ *Ibid.*, 40.

The following are principles regarding growth and development that need to be noted by every parent and caregiver of children:

1. Structure precedes function - the structure of a muscle group is intact and ready for use before it is completely used. Brain weight is complete by ages seven or eight, but the child may not be ready to do certain types of abstract thinking.
2. Direction of growth is from general to specific and to diffuse responses to more differentials and specific use.
3. Sequence of development in general and specific traits and various systems of the body for example children bubble before they speak, they crawl before they walk, they develop incisors and molars, they use egocentric language before they use directed language and develop a concrete skimmer for thinking before abstract thinking.
4. Each child has various types of development elements at different rates regardless of the correlations among various traits. Children's height is a factor as some tend to grow in significant height, with average growth in vocabulary development.

Although the sequence of events in growth and development are similar with all children, the rates vary depending on the child's genotype and the environmental factors that influence development.⁷

Bayley noted that growth development makes it possible to forecast any curves regarding future growth with some degree of accuracy. She posited that a child's mental capacity at age nine or ten is a fairly reliable indicator of what it will be

⁷ Zimbabwe Institute of Systemic Therapy, *Basic Counselling Skills Training Manual 1* (Harare, Zimbabwe: Harare Connect, 2001), 10-11.

at age twelve or thirteen, provided the environment is held constant.⁸ A child who is ten years old may have a mental age similar to that of a twelve year old, a social age that of an eight year old, the dental age of a nine year old, the reading age of a seven year old and the weight of a thirteen year old. The author also emphasized that a curriculum based on chronological or mental age alone will fall short of ministering to the needs of the child. Glenn Myers Blair, R. Stewart Jones, and Ray H. Simpson alleged that the individual at birth and during the later stages of development possesses a wide variety of physical needs or drives that demand satisfaction (homeostasis).⁹ The human body needs to create a state of restlessness or tension in the organism that is reduced when the appropriate goal is reached. Children whose physical and mental needs are unmet tend to become underdeveloped and lack normal behaviour.

The following major physical needs of the child must be kept in mind by parents and caregivers:

- Need for food, air, liquid,
- Need for proper temperature.
- Need for activity, rest, and the need for excretion.
- Sex as a need is part of the human biological composition, if proper instruction and counseling are not provided to children, they may end up being sexually exploited at a young age.¹⁰

Freud et al. of the psychoanalytic school of thought, holds that frustration with basic needs is the primary cause of personality maladjustments and nervous disorders.

⁸ Nancy Bayley, *Manual for the Bayley Scales of Infant Development* (New York: Psychological Corporation, 1969).

⁹ Blair, Jones, and Simpson, *Educational Psychology*, 43.

¹⁰ *Ibid.*, 47.

The researcher agrees with the writer's observation that this contention contains much truth. He further posits that appropriate sex education or instruction should be given at this age and to older youth who are at more advanced stages of sexual development. In contemporary societies numerous conventions and taboos are enforced concerning sex. The researcher contends that it is therefore necessary for children in the adolescent age group who are characterized by their high levels of energy and sexual curiosity to re-route their outlets for this energy until such a time as marriage is possible. Extra mural activities provide wholesome outlets of importance in this re-direction of energy.

The Adolescent Period

Blair, Jones, and Simpson said adolescence is a period between the end of childhood and the beginning of adulthood.¹¹ This period varies in length depending on societal norms and values.¹² The researcher identified Epworth as encompassing norms that lead to the early maturity of children, practically eliminating the adolescent period and fostering an environment for abuse to take place. In some Zimbabwean societies it is the norm that young people cohabit from as early as 13-15 years old. Many youths from Epworth drop out of school and leave home; some set up families of their own by the time they are seventeen or eighteen years of age.

Mwamwenda says adolescence is a challenging and interesting period of human growth and development.¹³ It is the period of physical, social, and emotional,

¹¹ Blair, Jones, and Simpson, *Educational Psychology*, 49.

¹² Ibid.

¹³ Mwamwenda, *Educational Psychology*, 45-47.

change.¹⁴ The researcher concurs with the writer that “the adolescent is neither a child nor an adult but is at a stage in between; this period is characterized by a search for an identity.” Figure 1 gives an example of the adolescence period.

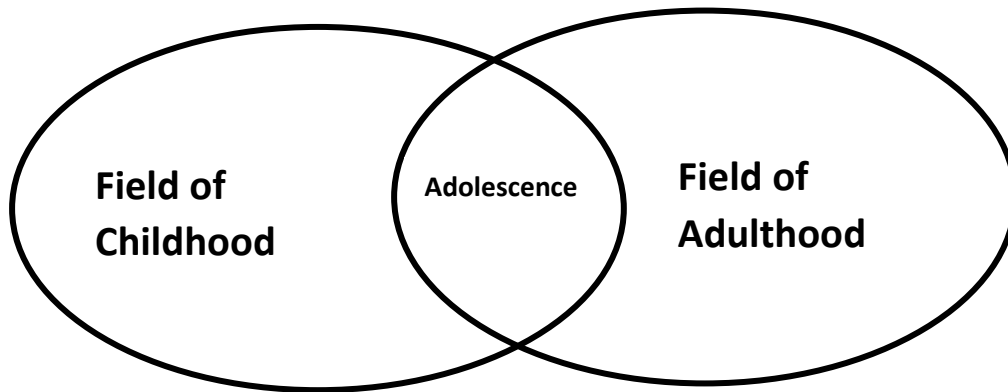


Figure 1. Example of the Adolescence Period
Source: Blair, Jones, and Simpson, Educational Psychology

The period of adolescence ranges from 12 – 21 years of age, growth and change are experienced by both males and females at different times. Girls between 12 – 18 years mature faster than boys, whereas boys experience similar change from 14 until they turn 21. Mwamwenda posits that when girls experience their growth spurts, they become taller than their counterparts who not only catch up but also grow to be taller than girls during their belated spurt growth.¹⁵ Both girls and boys experience the commencement of sexual maturity and the capability to reproduce, this then becomes the period exploited by parents, caregivers, and the community. Since the researcher’s topic is confined to the young girls in Epworth, this research is focused on this vulnerable group.¹⁶

¹⁴ Mwamwenda, *Educational Psychology*, 47.

¹⁵ *Ibid.*, 45-47.

¹⁶ *Ibid.*, 46.

As earlier stated, girls experience their growth spurts two years ahead of their male counterparts. Karen and Ron Flowers have mentioned that this developmental lead increases throughout childhood and becomes observable during pre-adolescence and adolescence stage. In the early stages of adolescence, females begin to experience physical changes to their body parts such as breasts, pubic hair, clitoris, and labia formation. The uterus and vagina increase in size in preparation for motherhood. These changes culminate during the young woman's first menstruation. The ovaries release a ripe egg that travels through the fallopian tube to the uterus where it disintegrates and is discharged externally in the form of blood. The first menstruation tends to be irregular than consequent ones.¹⁷ Stone and Church say, “menstrual cycles experienced by young women do not signify sexual maturity. It generally takes more than a year before a young woman is capable of conceiving.”¹⁸ They further state that, other changes experienced by girls are that the hips and the pelvis become wider and body odors become much stronger.¹⁹ This subsequent growth in girls misleads people of the opposite sex to assume that they are mature for sex, thereby becoming victims of sexual abuse. Karen and Ron argued that even if a girl is prepared for her first menstrual cycle it is still a traumatic event for her.²⁰ They further allege that many African girls are victims of this situation, many experience panic and shock during their first menstrual cycle, assuming that they have been hurt.²¹ The researcher agrees

¹⁷ Karen Flowers and Ron Flowers, *Human Sexuality: Sharing the Wonder of God's Good Gift with Your Children* (Silver Spring, MD: General Conference of the Seventh-day Adventists, 2004), 32-33.

¹⁸ Lawrence J. Stone and Joseph Church, *Childhood and Adolescence: A Psychology of the Growing Person* (New York: Random House, 1957), 56.

¹⁹ *Ibid.*, 59.

²⁰ Flowers and Flowers, *Human Sexuality*, 32-33.

²¹ *Ibid.*, 36.

with the two writers above that, most schools in Epworth have not included sex education as part of their curriculum, leading to the high cases of teenage pregnancy dropouts.

Fred Zindi observed that adolescents compare their physical changes amongst themselves.²² Some readily accept these changes and adjust positively towards them, while some feel embarrassed or shameful and may resort to behaviors that they think will make them more physically acceptable such as dieting. Mwamwenda stipulated that it is important to note the concerns over body changes, as it can become an obsession to adolescents who may incorporate behaviors that are potentially self-destructive in an attempt to maintain physical attractiveness.²³ It becomes important for parents and caregivers to foster positive attitudes in adolescents towards their physical appearance and any other changes that occur during this period. Seifert et al. posits that anxieties tend to worsen and affect educational performance and successful adjustment.²⁴

Benjamin S. Bloom alleged that “Adequate information about menstruation, including practical and detailed use of sanitary towels and tampons, personal hygiene and birth control is important. Parents and caregivers need to give this guidance if they are to maintain a close relationship with adolescent girls.”²⁵

²² Fred Zindi, *Fundamentals of Educational Psychology* (Harare, Zimbabwe: University of Zimbabwe, 2018), 24.

²³ Mwamwenda, *Educational Psychology*, 67.

²⁴ Seifert et al., “Demystification of Cognitive Insight: Opportunistic Assimilation and the Prepared-mind Perspective,” in *The Nature of Insight*, ed. R. J. Sternberg and J. E. Davidson (Cambridge, MA: The MIT Press, 1995), 110-124.

²⁵ Benjamin S. Bloom, *Stability and Change in Human Characteristics* (New York: John Wiley and Sons, 1964), 56-57.

Changes associated with puberty are hormonal and are the biological causes behind the secondary characteristics in puberty that influence regulating emotions and mood swings. The researcher acknowledges the above writer's theories that other psychological effects found during puberty lead to increased adolescent autonomy, decreased parent-child closeness, and increased mother-child conflict for girls. Therefore, according to Freudian theory puberty reactivates unresolved psychological conflicts, creating distance between them and their parents. Table 1 explains the adolescents' bodily changes relating to both boys and girls (12 - 20 years).

Fred Zindi remarks that adolescence is the transitional period between primary and secondary school, thereby calling a need for social adjustment.²⁶ He posited that the adolescent displays independence and become stubborn. They strive to establish a social self, and value their independence.²⁷ Which is exhibited in the form of anti-social behaviour such as hostility and lack of co-operation.²⁸ The researcher observed that the adolescent tends to relate more to peers than parents. The adolescent is then unable to develop a personal sense of identity and gets lost at this stage because of the misguidance, hence becoming prone to abuse and sexual abuse.

²⁶ Zindi, *Fundamentals of Educational Psychology*, 50.

²⁷ *Ibid.*, 51.

²⁸ *Ibid.*, 69.

Table 1. Changes Experienced by Boys and Girls during Adolescence Time (12-20 Years).

	Boys	Girls
Physical Changes	Anatomical parts, height, widen of chest, thickness of voice, testicles getting bigger, starting to have wet dreams, beards and moustache.	Enlargement of body, height, development of breasts buds, wide hips in preparation of mother wood, ovaries, and starting of menarche.
Emotional changes	Self-esteem affected, emotional problems, anxiety. Psychological defence mechanisms develop. Desire for appreciation, recognition and independence.	Concern with being attractiveness. Psychological problems: fantasies and relational concerns. Development of self-defence mechanism. Need for love and security.
Cognitive Changes	Very slow in thinking capacity but picks up later. Want to participate in issues of social activities but sometimes get confused when it comes to logic and reasoning.	Girls are more advanced in senses of imagination, vision, hearing, memory, and smell. They are more logical in thinking and mature in speech.
Moral Changes	Self-chosen ethical principles, equality and human rights, and respect For the dignity of others is followed.	More concerned with pleasing others than being independent. A variety of values and ethical principles are held, but girls are prone to societal norms and values.

Farrant emphasized that those who are responsible for caring for young people must be able to follow the principles and guidelines set by society. The home must provide conducive environment for the welfare of the children.²⁹ This is supported by Mwamwenda who said that when the family unity is fragile the foundation of society is shaken and becomes counterproductive. When family unity is strong and there is dialogue between parents and children, there is harmony in the home.³⁰ Figure 2 explains the chain of life.

²⁹ J. S. Farrant, *Principles and Practice of Education* (Hong Kong: Sheck Wah Tong Printing Press, 1980), 75.

³⁰ Mwamwenda, *Educational Psychology*, 45.

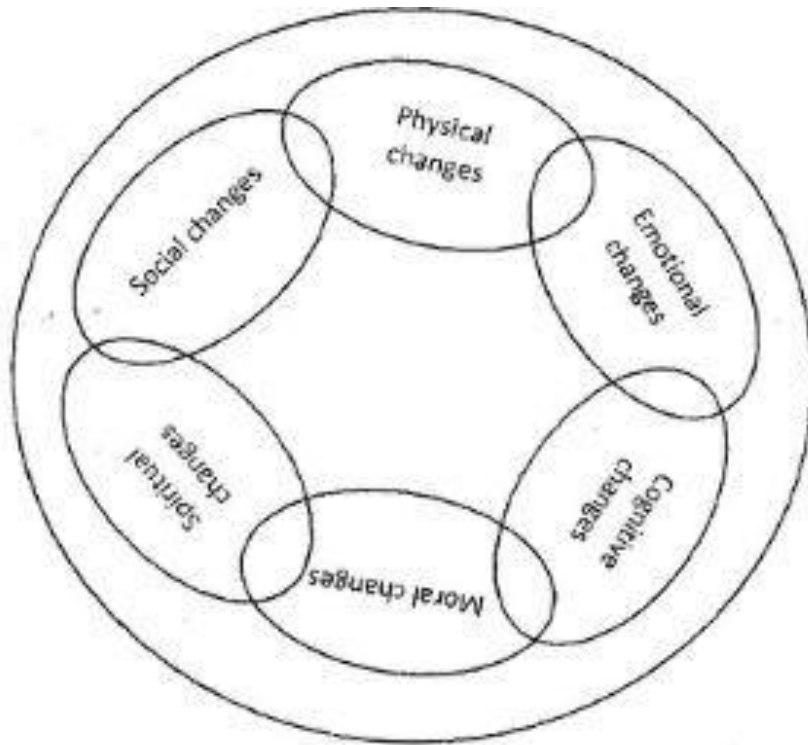


Figure 2. Chain of Life

Source: Zindi, *Fundamentals of Educational Psychology*

There is therefore a need to have a strong chain of life as illustrated by Fred Zindi, he posits that the chain of life is as strong as its weakest point.³¹

Piaget noted that the young people have the ability of talking about a non-existing situation and change the discussion for no apparent reason: this is just done for the sake of confusing and mastering other people's minds.³² The adolescents bring issues from a hypothetical point of view in order to turn the conversation just as a way of sounding out their intelligence without any consistence.³³ Fred Zindi further suggested that there are four major problems of adolescents which militates against

³¹ Zindi, *Fundamentals of Educational Psychology*, 30.

³² Jean Piaget, *Theory and Stages of Cognitive Development* (New York: Longman Press 2003), 1227-1246.

³³ Zindi, *Fundamentals of Educational Psychology*, 70.

the attainment of educational goals, he cited these as drug-abuse, depression, suicide, and delinquency.³⁴ He reiterates that the causes of these problems vary within each culture but commonly originate in the home and at school through peer groups. It is imperative to involve parents and caregivers in counseling adolescents. In extreme cases, specialist counselors become necessary and need to go through rehabilitation. The expectation of society is that a person ought to move along the passage of life from conception to death.³⁵ Figure 3 explains it:

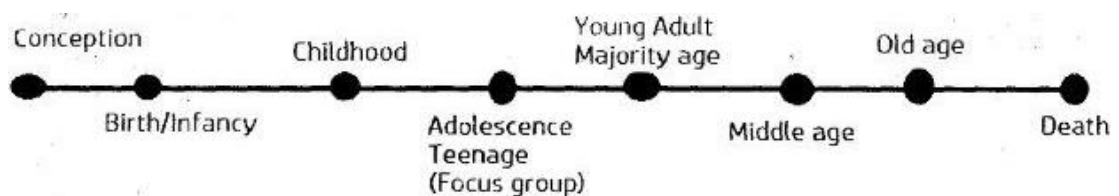


Figure 3. Passage of Life

Source: Zimbabwe Institute of Systemic Therapy, Basic Counselling Skills Training: Manual 1

The passage of life differs with individuals, due to deviations along the path which emphasizes the need for proper guidance from parents and caregivers: see Figure 4 below.

³⁴ Zindi, *Fundamentals of Educational Psychology*, 71.

³⁵ *Ibid.*, 77.

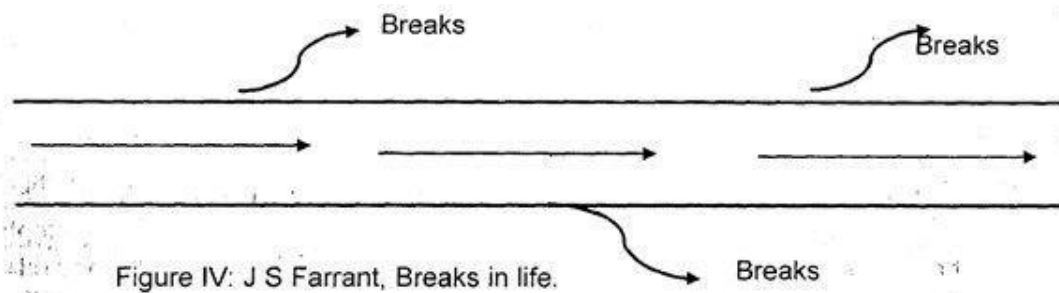


Figure 4. Breaks in Life

Source: Farrant, *Principles and Practice of Education*

Drug Abuse

Diehl et al., said all the problem areas in the study of adolescent development in contemporary society, raise concern among parents and caregivers as the surge of alcohol and drug abuse is prevalent among today's youth³⁶ The writer explains that causes of substance and drug abuse are as follows:

- Perceptions of substance and drug use as adult activities.
- The need to conform peer approval and support as peers are important in both initial and continued use of drugs.
- Media influence.³⁷

The researcher concludes that adolescents who are regular abusers of recreational substances tend to have higher rates of delinquency, lower educational performance, higher rates of school absenteeism, and dropping out, early onset of sexual activity and a lack of social responsiveness.

³⁶ Hans Diehl and Aileen Ludington, *Health Power: Health by Choice, Not by Chance* (Alma Park, UK: Stanborough Press, 2011), 78.

³⁷ Zindi, *Fundamentals of Educational Psychology*, 79-80.

Depression

Berry gives a list of symptoms of depression which includes, “low self-esteem, lack of motivation, distortion of thoughts and suicidal ideation, eating disorders, weight loss and insomnia.”³⁸ Alberts established a link between depression and low self-esteem, pointing out that both lead to feelings of incompetence, powerlessness, self-rejection, unworthiness, self-dislike, low self-evaluation, self-blame, and self-criticism.³⁹ Zindi emphasized that poor academic performance, truancy, delinquency, substance abuse, alienation from family and peers are also effects of depression. This calls for the parents and caregivers to identify the causes of depression to deal with them in the interest of the educational goals of adolescents.⁴⁰

Suicide

Fred Zindi said, “suicide or suicide ideations can be caused by parental criticism withheld affection, high expectations from parents, unstable family environments due to divorce, blended family dynamics and high expectations from parents.”⁴¹ Seifert et al. give symptoms of suicide as:

- A big change in eating or sleeping habits,
- Suddenly not caring for prized possessions.
- Loss of interest in friends,
- The long and deep depression over a breakup or death of a beloved one.

³⁸ Jennifer Berry, “Common Symptoms of Depression: What to Know,” accessed 30 January 2019, <https://www.medicalnewstoday.com/articles/326769#diagnosis>.

³⁹ Nuna Alberts, “What Is an Inferiority Complex? Symptoms, Causes, Diagnosis, and Treatment,” accessed 24 February 2019, <https://www.everydayhealth.com/emotional-health/understanding-inferiority-complex/>.

⁴⁰ Zindi, *Fundamentals of Educational Psychology*, 80.

⁴¹ *Ibid.*, 82.

- A great change in school grades,
- Feeling constantly or hyperactive; actually, making a suicide attempt.
- Mentioning pills or a weapon of some sort,
- Evidence that they have already hurt themselves.⁴²

The researcher observes that the important thing is early detection of suicidal tendencies and identification of the causes to timely remedy the situation.

Delinquency

The term juvenile delinquency applies to adolescents who break the law or engage in illegal behavior. The delinquent adolescent knowingly engages in illegal acts. Gibbons gives examples of delinquents as per below:

- Predatory gang delinquent -associated with a gang and involved in violent behavior,
- Conflict gang delinquent -identifies with a gang and joins in a street fight.
- Recreation substance abuser who gets involved in criminal acts to support the habit.
- A female delinquent is a – female loner who engages in delinquent behavior because of boredom.⁴³

The researcher observed the causes of delinquency emanating from dysfunctional family backgrounds, rejection, or cases where parents deal inconsistently with their children. Delinquent behavior disrupts education, hence the need for teachers and parents to counsel adolescents who engage in such behaviour.

⁴² Seifert et al., “Demystification of Cognitive Insight,” 65-124.

⁴³ D. C. Gibbons, *Juvenile Delinquency: Can Social Science Find a Cure?* (Englewood Cliffs, NJ: Prentice Hall, 1990), 186.

What Is Abuse?

The World Health Organization (WHO) states that “child molestation involves physical, emotional, sexual, and psychological.”⁴⁴ Coghill et al. further explains that it also includes failure by the care-giver or parents to give proper security to children, while institutions have become perpetrators.⁴⁵ Zindi refers to abuse as acts of commission and neglect as the acts of omission.⁴⁶ The researcher concurs with both writers that molestation of children is an anathema in society as it violates the individuals dignity. The World Health Organization further explains that any act of abuse defy the modern standards of life as they are deemed counter-productive.”⁴⁷

Zimbabwe Institute of Systemic Therapy (ZIST) states that “child molestation is not congruent with the norms and values of life. This malice takes place in many families regardless of class and creed. ZIST has long advocated for the formation of policies that work with the law enforcement, community, and society to tackle the issue in Epworth.”⁴⁸

Piet and Elsabe state that perpetrators are mostly older individuals who are familiar to the victims. There are many cases of abuse in Epworth and most go unreported for fear of having the bread winner arrested.⁴⁹

⁴⁴ World Health Organization, “Child Maltreatment,” accessed 12 March 2022, <https://www.who.int/news-room/fact-sheets/detail/child-maltreatment>.

⁴⁵ David Coghill et al., *Child and Adolescent Psychiatry* (New York: Oxford University Press 2017), 412.

⁴⁶ Zindi, *Fundamentals of Educational Psychology*, 79.

⁴⁷ World Health Organization, “Child Maltreatment.”

⁴⁸ Zimbabwe Institute of Systemic Therapy, *Basic Counselling Skills Training Manual II* (Harare, Zimbabwe: Connect, 2001), 35-50.

⁴⁹ Piet Oosthuizen and Elsabe Oosthuizen, *Bridge of Hope: Basic Counselling-guide for Pastors and Spiritual Workers* (Harare, Zimbabwe: Cava, 1992), 94-104.

Forms of Abuse

Physical Abuse

It is an intentional bodily harm done to somebody with an aim of causing injury: it involves assault, use of drugs and physical restraint. Physical abuse is prone to defenceless individuals where excessive discipline is rendered causing post-traumatic stress disorders (PTSD) to the victims. The World Health Organization stipulates that children are particularly at high risk of being abused as they are minors.⁵⁰ Durrant concurs with the WHO on the effects of physical abuse, which leads to poor physical and mental health later in life including anxiety, depression, drug, and alcohol problems, eating disorders, behaviour issues and criminal behaviour.⁵¹

Gorey and Leslie, echo the same sentiments that excessive punishment of children especially when hit on the head can cause meningitis in their later stage of life.⁵² The World Health Organization cites that children are at high risks and prone to physical abuse which is hidden in the form of discipline inflicted by the parents or caregivers.⁵³

⁵⁰ World Health Organization and International Society for Prevention of Child Abuse and Neglect, *Preventing Child Maltreatment: A Guide to Taking Action and Generating Evidence* (Geneva, Switzerland: WHO, 2006), 3-4.

⁵¹ Joan Durrant, "Physical Punishment, Culture and Rights," *Journal of Developmental and Behavioural Pediatrics* 29, no. 1 (2012): 55.

⁵² K. M. Gorey and D. R. Leslie, "The Prevalence of Child Sexual Abuse: Integrative Review Adjustment for Potential Response and Measurement Biases," *Child Abuse & Neglect* 21, no. 4 (April 1997): 391-8.

⁵³ World Health Organization, "Violence against Children," accessed 14 March 2018, <https://www.who.int/news-room/fact-sheets/detail/violence-against-children>.

Figure 5 illustrates the cycle of abuse numbered according to its stages:

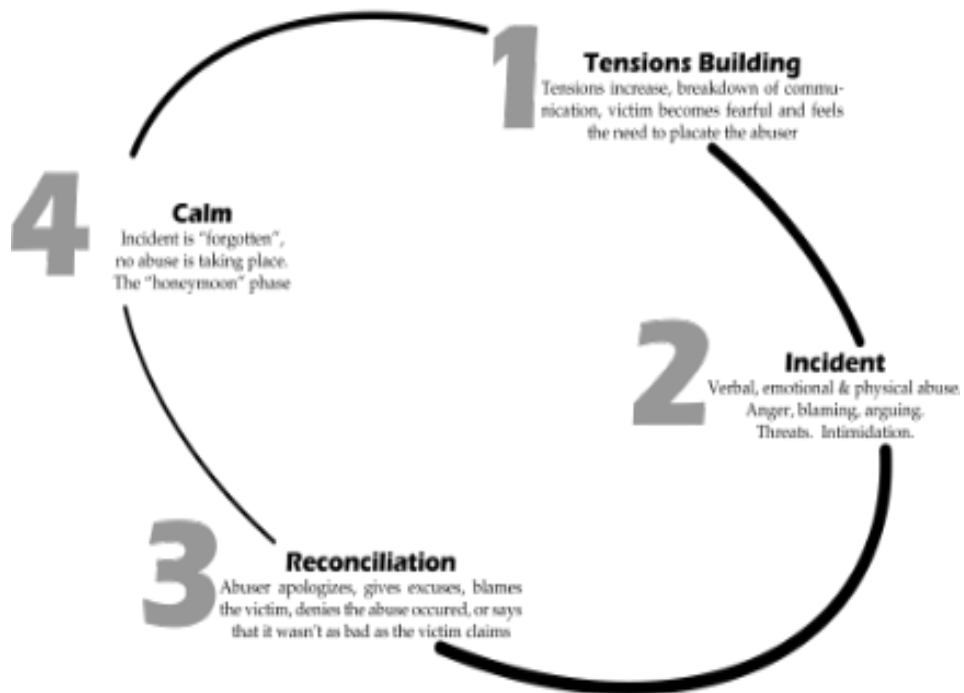


Figure 5. Cycle of Abuse

Source: "Cycle of Abuse," Wikipedia, https://en.wikipedia.org/wiki/Cycle_of_abuse. Formulated in Lenore E. Walker, *The Battered Woman* (New York: Harper & Row, 1979).

Many teenage pregnancies are a result of sexual abuse inflicted on young girls. The implication is to deny this vulnerable group of people the right to education and relegate them to a cycle of poverty and abuse. The flaw in the societal system deems girls as less worthy to their male counterparts. McVeigh refers to the Tanzanian government that pardoned two child rapists and called for the arrest of pregnant schoolgirls.⁵⁴ This is a typical example of a patriarchal society that allows perpetrators to erode its moral fiber.

⁵⁴Karen McVeigh, "Tanzania Pardons Two Child Rapists and Calls for Arrest of Pregnant Schoolgirls," *The Guardian*, December 13, 2017, accessed 12 August 2020, <https://www.theguardian.com/global-development/2017/dec/13/tanzania-pardons-two-child-rapists-arrest-pregnant-schoolgirls-president-magufuli>.

Sexual Abuse

Adam B. Miller et al, described sexual abuse as an act forced upon an individual without consent. It is an act of violence against someone who is perceived as weaker, often enacted by using force or by taking advantage of another individual.⁵⁵ The Zimbabwe statistics Office states that 15 to 25% of adolescent girls are sexually abused annually in Epworth.⁵⁶ In most cases the 80% of the offenders are familiar with the victims and are either immediate or distant relation and 20% of sexual abuse is perpetrated by strangers.⁵⁷

Faleni defines molestation as a term that refers to an instance of sexual assault against a child, whereas sexual abuse is a term used for persistent patterns of assault.⁵⁸ Mrazek, Lynch, and Bentovim gave examples of molestation as fondling, touching the genital or breast areas, forcing oral sex, sodomy, masturbating in the presence of a child or child pornography.⁵⁹ Hall and Lloyd further on said, when molestation occurs, the children begin to think it is normal behaviour, oblivious to the effects it will have on them in the future.⁶⁰

⁵⁵ Adam B. Miller et al., "The Relationship between Child Maltreatment and Adolescent Suicidal Behavior: A Systematic Review and Critical Examination of the Literature," *Clinical Child and Family Psychology Review* 16, no. 2 (2013): 146.

⁵⁶ Zimstat Office, *Annual Statistical Reports* (Gweru, Zimbabwe: Mambo Press, 2012), 2.

⁵⁷ *Ibid.*, 2.

⁵⁸ Mzukisi Welcome Faleni, *Hagar: Case Study of Abuse of Women* (MA Thesis, University of the Western Cape, Bellville, South Africa, 2008).

⁵⁹ P. B. Mrazek, M. Lynch, and A. Bentovim, "Recognition of Child Abuse in the United Kingdom," in *Sexually Abused Children and Their Families*, ed. P. B. Mrazek and C. H. Kempe (Oxford: Pergamon Press, 1981), 35-50.

⁶⁰ Lizz Hall and Siobhan Lloyd, *Surviving Child Sexual Abuse* (New York: The Falmer Press, 1989), 412.

The assumption on the ripple effects of molestation is victims tend to grow up and inflict the same abuse on the next generation says Finkelhor.⁶¹

Psychological Abuse

Parents and care givers need to provide security and protection for their children from sexual exploitation. The Family Kickstart Georgia agency describes psychological abuse as the regular and deliberate use of words and non-physical actions used with the sole purpose of manipulation, or to frighten a person mentally or emotionally, in a way that influences a person's thoughts in the hope that it changes their sense of worth.⁶²

The researcher notes that child psychological abuse is a result of the behavior associated with ridiculing, name-calling, unwarranted criticism, and belittling the child in front of people or his peers. This attitude towards children has deep psychological effects on the child's daily social life which end to create suicidal ideations The Bible states that parents must stay well with their children and must not provoke them to anger (Eph 6:4). Loudenback further posits that psychological ill-treatment of children makes it difficult for them to make and maintain relationships, makes them have difficulty in controlling their emotions, builds a lack of confidence and self-esteem as well as creates an extreme behaviour such as overly demanding and aggressive mentality.⁶³

⁶¹ Finkelhor, D., R. Ormrod, and M. Chaffin, *Juveniles Who Commits Sex Offences against Minors*, Juvenile Justice Bulletin – NCJ227763 (Washington, DC: US Government Printing Office, 2009).

⁶² Family Kickstart Georgia, "Signs of Child Abuse or Neglect," August 21, 2019, accessed 10 June 2021, <https://www.fksg.org/signs-of-child-abuse-or-neglect/>.

⁶³ Jeremy Loudenback, *Is Emotional Abuse as Harmful as Physical and Sexual Abuse* (Washington, DC: University of Chicago Press, 2015), 46.

Neglect

Neglect occurs when children are not provided for their well-being in terms of security, medical care, nutritional demands, and exposure to harmful environments as cited by Theoklitou et al. The economic downturn of Zimbabwe from the late 90's to date has soon a lot of parents seeking greener pastures in the diaspora thereby relegating the child's care to relatives. This is a relevant form of neglect that hamper a child's emotional aptitude during their developmental stages.⁶⁴

Prather et al., noted that children who lack parental care and proper guardianship are characterized by mind dissonance and poor performance at school. They noted that neglected children, especially those who are kept by guardians and care givers lack warm parental influence that is reflected by those who have both parents. They tend to be exposed to immoral behaviour which is not culturally acceptable. They further on cited the 6 points that affect children:

- Parental neglect is characterized by the absence of a parent.
- Lack of basic shelter and good environment such as safe and clean home.
- Lack of basic health care
- Absence of parental nurturing and caring.
- Refusing children the right to education
- Desertion of children and leaving them alone to fend for themselves.⁶⁵

⁶⁴ D. Theoklitou, N. Kabitsis, and A. Kabitsis, "Physical and Emotional Abuse of Primary School Children by Teachers," *Child Abuse and Neglect* 36, no. 1 (2012): 64.

⁶⁵ Walter Prather and Jeannie A. Golden, "Learning and Thinking: A Behavioral Treatise on Abuse and Antisocial Behavior in Young Criminal Offenders," *International Journal of Behavioral Consultation and Therapy* 5, no. 1 (2009), 75-105.

The researcher observed that children who were left to fend for themselves faced problems in their community. The girls get roped into prostitution, began using drugs which then led to teenage pregnancies and consequently an HIV positive diagnosis. Birdthistle et al., in their published article, state that there has been a rising level and trends in HIV incidence rates among adolescent girls in African countries.⁶⁶

Rumbidzai Dube revealed that in one of the low-density suburbs of Harare there were six reported cases of parents sexually assaulting their children whilst in Epworth where this research was conducted 90 were reported during the same period. In several of the cases the abusers were family members who infected their victims with HIV.⁶⁷ The researcher noted with dismay the suppression of these cases as the perpetrators are kin, and feared losing their only chance of survival if they reported the perpetrator as they were the bread winners. The *Zimbabwe Daily Newspaper* of March 2013 reported increased cases of child molestations in Harare and Epworth and the police were prompted to launch a public initiative platform informing residents of this scourge. Trickett et al., stated that of all reported cases 90% of the girls aged 12 years and above were raped by their family members.⁶⁸

Children 16 years old and above accounted for 70% of rape cases and most of these were in Harare and Epworth. The long-term psychological effects of child abuse

⁶⁶ Isolde J. Birdthistle et al., "Child Sexual Abuse and Links to HIV and Orphanhood in Urban Zimbabwe," *Journal of Epidemiology and Community Health* 65, no. 12 (2011): 1075-82.

⁶⁷ Rumbidzai Dube, "She Probably Asked for It! A Preliminary Study into Zimbabwean Societal Perceptions of Rape," accessed 23 May 2019, <https://reliefweb.int/sites/reliefweb.int/files/resources/A-study-into-Zimbabwean-Societal-perception-of-rape.pdf>.

⁶⁸ Penelope K. Trickett, Jennie G. Noll, and Frank W. Putnamc, "The Impact of Sexual Abuse on Female Development: Lessons from a Multigenerational, Longitudinal Research Study," *Development Psychopathology*. 23, no. 2 (2011): 453-476.

far outweigh the imminent fear of losing economical standing as explained by Freud's psychoanalysis where human behavior is shaped by childhood experience.⁶⁹

Abuse in the Slums of Epworth

As explained in Chapter 1, Epworth is situated in the peripherals of Harare, 12 kilometers from the central business district in the south-eastern direction. This satellite town is one of the least developed areas in Harare. Epworth is associated with squalid living conditions, crime, drugs, and prostitution and likened to Kibera in Kenya and Khayelitsha in South-Africa. The way of life in Epworth is based on survival and trading is an important economic tool that is used to make a living.

The Epworth Junior Council is a collective of young people who aim at transforming the place into a more habitable environment by implementing ideas and strategies to help community members abstain from crime and prostitution. They organize street cleaning campaigns and encourage people to take on trade skills to enhance their way of life. The researcher came across university graduates selling tomatoes and airtime for living, the Zimbabwean economy has failed the young generation by not living up to their promises of providing employment to graduates.

Abject poverty in Epworth has forced children to be exposed to crime with daily reports of senseless murders prevalent in illegal drinking spots known as 'shebeens'.⁷⁰ The people survive on a calibrated package of mealie-meal, cooking oil, salt and vegetables known as 'tsaona' which equates to 1 daily meal. Legislators were taken aback by the way of life in Epworth; poverty was highlighted as one of the

⁶⁹ Piet and Elsabe Oosthuizen, *Bridge of Hope: Basic Counselling-Guide for pastors and Spiritual Workers* (Harare, Zimbabwe: Cava Harare 1992), 94-104.

⁷⁰ Epworth Junior Council, "Child Abuse Zimbabwe National Council for the Welfare of Children (ZNCWC)," accessed 23 May 2019, <https://zncwc.co.zw/> 2016.

causes of rampant crime. The inability of parents to send their children to school contributed to the to the situation.⁷¹

Legislators Bwoni and Makari remarked that the cost of accommodation in Epworth was cheap hence attracting residents from neighboring suburbs to take up residency in Epworth. This has led to an increase in crime and prostitution.⁷² The increase in child exploitation caught national attention following a publicity campaign led by Kats Sisterhood, an NGO which fights for children's rights. The interviews they held with affected children were addressed in parliament.⁷³ There is no clarity on whether the government acted on the highlighted plight at time of research completion.⁷⁴

Effects of Abuse

Molestation violates the basic human rights of the child. The lack of sex education in school curriculums fosters an environment that makes children susceptible to manipulation. Access to knowledge helps them to be aware of their anatomy and developmental stages of growth. Children susceptible to sexual abuse are associated with disorders such as anxiety, inferiority complex and self-denial.⁷⁵ Parents need to be open minded and approachable when it comes to discussions on

⁷¹ Hellen Jackson, *AIDs: Action Now: Information, Prevention, and Support in Zimbabwe* (Harare, Zimbabwe: Frontline Electronic, 1992), 1-30.

⁷² P. Bwoni and Z. Makari, Epworth Junior Council, "Child Abuse Zimbabwe National Council for the Welfare of Children (ZNCWC)," accessed 1 March 2017, <https://zncwc.co.zw/2016>.

⁷³ Melissa Hall and Joshua Hall, "The Long-term Effects of Childhood Sexual Abuse: Counseling Implications," *VISTAS Online*, accessed 20 June 2018, https://www.counseling.org/docs/disaster-and-trauma_sexual-abuse/long-term-effects-of-childhood-sexual-abuse.pdf?sfvrsn=2.

⁷⁴ P. Bwoni and Z. Makari, "Stop This Nonsense," accessed 17 October 2017, www.newsday.co.zw/2017/10/poor-epworth-cries-change-legislator/.

⁷⁵ Wendy Maltz, "Treating the Sexual Intimacy Concerns of Sexual Abuse Survivors," *Sexual and Relationship Therapy*, 17, no. 4 (2002): 321-327.

sexuality.⁷⁶ Ratican cites that, if a child is sexually abused, they will suffer from a guilty conscience throughout their life.⁷⁷

The researcher observed that children who are victims of sexual abuse needed to undergo extensive therapy and professional counseling. This process reassures the victim of safety measures being taken to prevent further incidences. This was echoed by Browne and Finkelhor who suggested therapy as a remedy to the situation.⁷⁸ Starr and Wolfe suggested that about 90 % of abused adults who were once maltreated as children, tended to effect the abuse on their children thereby becoming a cycle of abuse within the family.⁷⁹

Maltz cited the below as symptoms that often result from sexual abuse:

- Lack of interest in sexual activity.
- Disgusted and guilt feelings about sex.
- Distant feelings during sex activity.
- An unusual and inappropriate behavior whilst engaging in sex.
- Feigning orgasm.
- Vaginal pain (women).
- Rigid feelings on ejaculatory, or orgasmic difficulties (men).⁸⁰

⁷⁶ Marilyn Hartman, Stephen E. Finn, and Gloria R. Leon, "Sexual-abuse Experiences in a Clinical Population: Comparisons of Familial and Nonfamilial Abuse," *Psychotherapy Theory research Practise Training* 24, no. 2 (1987): 154-159.

⁷⁷ K. Ratican, "Sexual Abuse Survivors: Identifying Symptoms and Special Treatment Considerations," *Journal of Counseling and Development* 71, no. 1(1992): 33-38.

⁷⁸ A. Browne and D. Finkelhor, "Impact of Child Sexual Abuse: A Review of the Research," *Psychology Bulletin*, 99, 66- 77.

⁷⁹ R. H. Starr and D. A. Wolfe, *The Effects of Child Abuse & Neglect: Issues and Research* (Burlington, VT: The Guilford Press, 1991), 57-65.

⁸⁰ Maltz, "Treating the Sexual Intimacy Concerns of Sexual Abuse Survivors," 321-327.

The researcher observed that although Maltz points out some significant variables each case has its own metrics for traumatic experiences (PTSD). Bergland states that girls who were abused at a young age may become sexually inhibitive when married. He further states that child victims exhibit a great deal of anxiety throughout their lives.⁸¹ Freeman mentioned that the act of abuse towards children lies at the bottom of a dysfunctional society whose norms and values cease to exist in a post-modern world.⁸²

History of Abuse

Hezbergar said that children have been subjected to physical, psychological, and sexual abuse throughout the course of time. They were commonly exploited and used for the advancement of their parents and other people in the community. Historically, children had no rights and were subject to societal institutionalized norms that treated them as commodities. Many references have been made not only in the Africa but in South Asian communities too where young girls have given away in marriage to men who will advance their families wealth. These girl children were often subject to cruel treatments from their ‘husbands’ and were offered little or no protection from abuse, molestation, and exploitation.⁸³ Herzberger argues that child abuse cases are extremely disturbing, with 17% of parents who were abused as children are abusive towards their own children, and 12.5% of parents who had not

⁸¹ C. Bergland, “Breaking the Cycle of Childhood Abuse,” accessed 23 October 2021, <https://www.psychologytoday.com/us/blog/the-athletes-way/202105/breaking-the-cycle-of-childhood-abuse>.

⁸² Michael Freeman, ed., “Child Abuse: The Search for a Solution,” in *Overcoming Child Abuse: A Window on a World Problem* (London: Routledge, 1997), 1-14.

⁸³ Sharon D. Herzberger, *Patten of Child Abuse: Research Methodology* (Chicago, IL: University of Chicago Press, 1988), 250-300.

been abused reported the use of such disciplinary and aberrative tactics.⁸⁴ Mintz and Kellogg argue that the cases of sexual abuse towards children have left many people wondering how person could possibly subject children to such atrocities.⁸⁵ The researcher acknowledges that sexual abuse of children is not a new thing: the history of the sixteenth and seventeenth centuries of Eurocentric and Afrocentric culture used to treat young children as sexual objects.⁸⁶

The researcher observed that all the findings of Mintz and Kellogg were aligned to the history of the patriarchal system which highlighted the causes of anxiety, stress and depression in young people as they were sexually abused. This was a known fact in the nineteenth or twentieth century Eurocentric and Afrocentric era. In his landmark study of female sexual behavior, Alfred Kinsey reported that a quarter of all girls under the age of 14 experienced some form of sexual abuse, including exhibitionism, fondling, or incest.⁸⁷ When these findings were reported, they evoked virtually no public interest as opposed to statistics about premarital sexual activity and adultery which provoked a huge public outcry.⁸⁸

According to Mintz, having intercourse with young girls was considered pathological, but it was very difficult to establish abuse in those circumstances. Older girls were expected to resist or show immaturity and a lack of sexual awareness, while younger girls were expected to show their purity by using vague, basic, euphemistic

⁸⁴ Herzberger, *Patten of Child Abuse*, 250.

⁸⁵ Steven Mintz and Susan Kellogg, *Domestic Revolutions: A Social History of American Family Life* (New York: The Free Press, 1989), 244.

⁸⁶ *Ibid.*, 245.

⁸⁷ Kinsey Institute: Indiana University, "Diversity of Sexual Orientation," accessed 12 September 2022, <https://kinseyinstitute.org/research/publications/historical-report-diversity-of-sexual-orientation.php>.

⁸⁸ Mintz and Kellogg, *Domestic Revolutions*, 244.

language.⁸⁹ Mintz restates the belief that sexual abuse of female children was treated as an anomaly and aberration, perpetrated by moral monsters who were increasingly understood in psychological terms as sexual fiends, perverts, predators, pedophiles, or sexual psychopaths. Munitz emphasized that the problem with the psychologizing of sexual abuse of minors is the failure to understand the culture of sexual abuse - including the clerical culture of the church- which allows abuse to take place.⁹⁰

The researcher remarks that sexual abuse flourishes in environments with unequal power relationships and these factors include isolation and social disconnection, both the abused and the abuser, emotionally needy and disempowered young people, a self-validating ideology that rationalizes abuse, institutional settings that shield individuals from public scrutiny, and institutions intent on protecting their reputation and safeguarding themselves from liability.

Summary

From the presented information and literature review, which describes the psychology of human growth and development it is established every person has a varied version of their own passage of life which starts from conception to death. For normal growth to occur every stage must be followed, failure of which risks a break that causes internal family problems. These breaks cause misconceptions which lead to maltreatment and molestation in families as described in this project.

⁸⁹ Steven Mintz, "Placing Childhood Sexual Abuse in Historical Perspective," July 13, 2012, accessed 4 June 2017, <https://tif.ssrc.org/2012/07/13/placing-childhood-sexual-abuse-in-historical-perspective/>.

⁹⁰ Ibid.

CHAPTER 4

PROGRAM DEVELOPMENT AND INTERVENTION

This chapter reviews the history of Epworth in context and covers its political system, history, demography, religions, and cultural background. It is from the population of this satellite town that this research is based on. Following the researcher's observation, the program design is based on the findings from focus groups and observations. The researcher designed an intervention program that would be implemented considering the objectives, context, and data collected.

Ministry Context

This section unveils critical issues and concerns about land occupiers in Epworth. An attempt to solicit answers to questions of the nexus between poverty and exclusion of livelihoods by suggesting governance and stewardship as possible solutions were met up with ignorance. In addition, it calls for innovative thinking towards patterns of living and the excess population residing in the formal and informal settlements. People want to own the land that they occupy and do away with the rental system that only benefits the government and local authorities. The challenge they face is owning title deeds to borrowed land. During the first term of the government of Zimbabwe in the early '80s, the government tried to ensure that Epworth became habitable, unfortunately these efforts were not successful. The Non-Governmental Organization that had sponsored the project discontinued its donations due to misunderstandings with the government. Today Epworth continues to attract many poor people from the neighboring suburbs due to cheap rentals. The new

residents settle wherever they choose in a system they have dubbed 'magada'. To avoid such systems, there is a need for progressive & innovative thinking in Epworth to solve the current residential issues.

Historical Background

Situated in the Southeast district of Harare, this satellite town is divided into the northern and the southern sections. On approaching the balancing rocks which once featured on the country's local currency, commuters are met with unstructured residential shacks with unserviced roads. Epworth was established in the 19th century as a refugee center for people from the neighboring countries by the Methodist church. Many people arrived during the late '70s and early '80s and by 2002 the population of Epworth had reached 113,884. It became difficult for the church to control the growing population and decided to handover the center to the government in 1986. Epworth became the largest settlement area under the government of Zimbabwe.¹

The government began to upgrade Epworth by dividing pieces of land to the people who had settled there before independence using the geographic information system (GIS). It formed a local board in terms of the Urban Council Act known as the Epworth Local Board (ELB) and its members were chosen from the community.²

Landscape and Climate

Informal settling was cyclical based on the economic nature of Zimbabwe. However, the economy has not been stable since the country attained its independence

¹ Innocent Chirisa, "Post-2005 Harare: A Case of the Informal Sector and Street Vending Resilience. What Options Do Key Actors Have?" *Journal of Local Government Development Journal* 1, no. 1(2007): 54-64.

² Ibid., 60.

in 1980. This resulted in the economic downturn of many people who were forced to look for alternative accommodation in Epworth. Urban migration put pressure on the local board to map up and divide the land, thereby engaging a task force of graduates and trained community members who worked on the process of land mapping. The division of the 7 wards was a priority. The task force ensured that all rock-outcrops and water sites were marked. The process of land mapping Epworth took a considerable amount of time thereby causing impatience among the residents who needed to work on a settlement plan for themselves. The resident's intention was to secure tenure rights once they had regularized the layout plan.

Chitekwe-Biti et al. stated that the first exercise of mapping up of Epworth was to ensure that the project undertaken by the task force was working according to the timelines.³ In addition the project included proposals for the provision of social amenities such as business centers, hospitals, schools, and recreational areas.⁴

As the donations had ceased the project was discarded from its objective which was developing Epworth. At the expense of the residents, the town remained undeveloped augmenting the researcher's observation that in turn families remained in poverty.

Harare and Epworth Weather Pattern

Speak and Carter posit that the weather pattern in Zimbabwe experiences a tropical continental type of climate which is divided into four seasons.

1. Wet season (November to late March).
2. Post-wet season (Late March to Mid-May).

³ Beth Chitekwe-Biti et al., "Developing an Informal Settlement Upgrading Protocol in Zimbabwe—The Epworth Story," *Environment & Urbanization* 24, no. 1 (2012): 131-148.

⁴ Ibid., 132.

3. Cool dry season (Mid-May to Mid-August,
4. Warm dry season (Mid-August to November).⁵

The researcher observed that the rainfall and temperature patterns in the country are greatly affected by relief and altitude (height above sea level). Normally the temperatures are chiefly affected by latitude (distance from the equator) and altitude. Places at low latitudes have high temperatures whereas those at high altitudes (high veld) have cool temperatures. When using average annual temperatures, Harare and Epworth have three broad belts namely:

1. Hot region – low-veld and middle-veld where temperatures are normally over 20°C.
2. Warm region – covering the rest of the middle veld and high veld, temperatures are between 15° to 20°C.
3. Cool region – covering the highest parts of the country, especially Eastern Boarder Highlands where temperatures of 15°C or most of the rain in Zimbabwe (Harare) falls in one season, that is summer, and comes from the North–West wind, mainly conventional (hot rising air) hence it is the belt that is settled by both formal and informal settlements of Epworth.

Demography

Epworth's population is estimated at 500,000 +/- according to the Zimbabwe Statistics Office of 2016. Instead of evicting the settled people the Methodist Church allocated to each family an acre of land as permission to stay. However, in the late 1970s when the war of liberation intensified, there was an influx of people from the affected rural areas who migrated to Epworth. These new immigrants settled near the

⁵ P. Speak and A. H. C. Carter, *Harare and Epworth Weather Patten* (Stockholm, Sweden: Esselte Map Services, 1974), 12.

four original settlements of Makomo, Zinyengere, Chiremba, and Chinamano. As the area had been reallocated to the government, a local board was set up to run the local affairs which included upgrades and regularized tenures of settlers. From 1991 the local board introduced stringent rules that forbade migrants from implementing the ‘magada’ system which made them settle anywhere.⁶

Economic Background

After Epworth was transferred to the central government of Zimbabwe in 1986, it became part of the greater Harare developmental plan. Chirisa noted that including Epworth in the master development plan was never intended as politicians used the town for personal electoral gains, leaving it undeveloped post elections. The plan to include Epworth exists with no action intended.⁷ Scholars such as Majale and Payne wanted the administrative standards lowered to accommodate Epworth without success.⁸ The researcher concurs with the scholars that the “magada” system which was at the core of the informality structure in Epworth but lacks credibility which is a leadership problem.

Chirisa reiterated that the notion of including Epworth in the development plan is a contested concept, with highlighted pros and cons that he believed to be a governance issue. He further on posits that the inclusion of Epworth must be accommodated but is eluded when it comes to implementation of the development

⁶ Chitekwe-Biti et al., “Developing an Informal Settlement in Zimbabwe—Epworth Story,” 132.

⁷ Innocent Chirisa, “Inclusive Cities and Housing: Analysis of Stewardship Instruments in Epworth, Zimbabwe,” *TS07D - Planning and Managing Urbanization, FIG Working Week 2011*, [Accessed 10 June 2019], https://www.fig.net/resources/proceedings/fig_proceedings/fig2011/papers/ts07d/ts07d_chaeruka_chirisa_4762.pdf.

⁸ Geoffrey Payne and Michael Majale, *The Urban Housing Manual: Regulatory Frameworks Work for the Poor* (London: Routledge, 2012), 282.

plan.⁹ Goltsman and Lacofano cited that inclusivity is a technical and sensitive topic where government resources are not shared equally with the people of Epworth. They assert that regularization considers the provision of security of tenure regardless of the society's resistance of inclusivity.¹⁰ The researcher argues that inclusivity justifies why the informal sector must be tolerated in urban and peri-urban spaces. Overall inclusivity in peri-urban towns like Epworth needs to be viewed as a programmatic concern of providing opportunities and space for the poor as they adapt themselves to urban life, hence the reduction of poverty. The researcher further asserts that within the broad class of the struggling peri-urbanites, are the physically and mentally disadvantaged people. Nyamvura and Brown state that social inclusivity in Epworth should not be viewed as a separate issue from the economic planning in question.¹¹ The upgrading focuses on the provision of improvement of basic services, though it may involve replanning and redevelopment to ensure compliance with bylaws and regulations to give leverage to settlers in the economic structures of the country.

Socio-Cultural Background

Zindoga and Kuwadza said Epworth is the neglected suburb of Harare. The ways of living among the settlers are different based on their backgrounds, hence the mixture of cultures and beliefs. The researcher posits that Epworth is a rudimentary

⁹ Innocent Chirisa, "Inclusive Cities and Housing: Analysis of Stewardship Instruments in Epworth, Zimbabwe," *TS07D - Planning and Managing Urbanization, FIG Working Week 2011*, accessed 10 June 2019, https://www.fig.net/resources/proceedings/fig_proceedings/fig2011/papers/ts07d/ts07d_chaeruka_chirisa_4762.pdf.

¹⁰ Susan Goltsman and Daniel Lacofano, ed., "Introduction: The Challenge of Our Cities," in *The Inclusive City: Design Solutions for Buildings, Neighbourhoods in Urban Spaces* (Berkeley, CA: MIG Communications, 2007), 8-10.

¹¹ T. Nyamvura and A. Brown, *Unplanned Informal Settlement - Upgrading Epworth* (Cardiff, UK: Cardiff University Press, 1999), 12-13.

settlement where housing structures are improvised and built using tin, old zinc sheets for roofing and mud (see Figure 11).

The researcher noted that Epworth has similar characteristics with Kibera in Kenya, Petare of Venezuela, and Khayelitsha of South Africa. Chenga said, apart from the issue of inclusivity of Epworth from the scheme of development of greater Harare, the satellite town lacks in amenities, employment, and better standards of living.¹² Some informal settlers are semi-skilled and are employed in domestic fields in nearby suburbs. Chirisa posits that due to the lack of proper amenities and below par standards of living, the informal settlers have health and hygienic problems, there is rampant poverty, increased criminal activities and prostitution. This augments the researcher's observation that lack of developmental status in Epworth reduces it to slum dwellings and a lack of proper regularization makes the informal settlers refuse to pay rates hence thwarting the efforts of the Epworth Local Board (ELB). The researcher further posits that the lack of title deeds by the informal settlers in words 5, 6 & 7 poses problems of accountability.

Religious and Cultural Background

The Zimbabwe Statistics Office said, the main religion in Epworth is Christianity and is practiced by over 70% of the informal settlers. There are, however, some Apostolic sects who don't believe in education or getting medical treatment as they believe in spiritualism and prayer. These Apostolic churches practice early child marriages forcing adolescent girls into early onset abuse. The Pentecostal or

¹² N. Chenga, "Murambatsvina II Hovers over Epworth," *The Financial Gazette*, March 4, 2010, accessed 2 November 2018, <http://www.financialgazette.co.zw/national-report/3011-murambatsvinaii-hovers-over-epworth.html>.

Charismatic movements grew rapidly between 2000 and 2009, these predominantly preach social and prosperity gospel, and alleging that they are saved by grace.

African Traditional Religion constitutes to 20% of the population, they believe in worshipping Mwari (God) through the dead. These people venerate their ancestors who play a big role in the lives of the living and have a lot of influence on the decision made by each family. The family through, a divine healer known as a n'anga (witch doctor), calls the spirits of the dead and once they are connected, the family questions the ancestors about decisions related to business and family matters. The ancestors are also celebrated during functions such as the 'unveiling of the tombs', and when the families experience good fortune and during the festivities of good harvest and marriages. Islam constitutes to 10% of the settlers, this religion came to Zimbabwe between 900 and 1000AD. Despite their small population, there is a mosque in every town in Zimbabwe, including Epworth. The Muslim people are very exclusive and radical they believe in Allah and Prophet Mohammed. These religions have no coherence due to their beliefs.

Research Methodology

An in-depth analysis of this report has afforded a rich and diverse set of insights on the abuse of adolescent girls in Epworth. The aim of this study was to explore the various reasons on why such an atrocity has continued to take place in this society. The researcher explores the continued cycle of abuse and its monopolistic effect on the adolescent girl right up to womanhood. It was decided to conduct qualitative research using interviews, questionnaires, and observations. The researcher sought to understand the root cause of this societal evil that has since prevailed in Epworth.

Research Design

Hesse-Biber and Johnson are among notable scholars who have defined research design as a way of providing answers to the research question or testing the research hypothesis. It is a blueprint for conducting a study which allows maximum control over factors which are seen to interfere with the validity of the findings.¹³

Bhattacharjee said the research design is a systematic way of arriving to a solution of a particular research problem or hypothesis.¹⁴ The researcher echoed the observation of the above writers that the research design is an organized way of collecting data with an aim of answering a research problem at a particular time.¹⁵

Chikoko and Mloyi defined research as a method that assist one to have a holistic view.¹⁶ Therefore it enables one to see beyond the glance or superficial observation.¹⁷ This research made it possible for the researcher to collect information that was hidden on behavioral practices. The primary concern of the research is to establish the problems caused by the parents and caregivers' neglect of the girl child in Epworth. The questionnaire, interview, and observation were used in collecting data and analyzing it. Qualitative data was used to advance the descriptions that were created by the observations, building the picture of informal settlement and the difficulties faced in the process. Therefore, the research design is an arrangement of

¹³ S. N. Hesse-Biber and R. B. Johnson, *The Oxford Handbook of Multi Method and Mixed Methods Research Inquiry* (Oxford: Oxford UP, 2015).

¹⁴ Anol Bhattacharjee, *Social Science Research: Principles, Methods, and Practices*, Textbooks Collection 3 (Athens, GA: Global Text Project, 2012), accessed 1 March 2017, http://scholarcommons.usf.edu/oa_textbooks/3.

¹⁵ Ibid.

¹⁶ V. Chikoko and G. Mloyi, *Introduction to Educational Research Methods* (Harare, Zimbabwe: Center for Distance Education, 1995), 60-62.

¹⁷ P. D. Leedy, *Practical Research: Planning and Design* (New York: Macmillan Publishing Company, 1993), 121.

activities before the actual project is carried out. The basis behind using questionnaire, interviews, and observation techniques is not generally explanatory only but rather utilized in constructing rich descriptions and explanations of human phenomena.¹⁸

Qualitative Research Design

Ranjit Kumar said, “qualitative research is based upon the philosophy of empiricism, unstructured, flexible, and open approach to inquiry. The aim is to describe other than measure the approach, it credits in-depth understanding and explores perceptions feelings than facts and figures.”¹⁹ It brings the expected reactions and humanizes the research method by raising the role played by the respondents to be equal to that of the researcher. The researcher went into the informal settlement to interview people in wards 5, 6 and 7, to understand their thoughts and perceptions on the researched topic. Hancock, Ockleford, and Windridge describes qualitative research as concentrating on the way people have numerous ways of looking at reality and their emphasis on experiences which data cannot convey statistically.²⁰ Using the qualitative method of research, the researcher used focus groups to determine and explain the causes and consequences of child sexual abuse in Epworth.

¹⁸ K. Effendi and B. Hamber, “Publish or Perish: Disseminating Your Research Findings,” in *Research in Practice: Applied Methods for the Social Science*, 2nd ed., ed. T. M. Blanche, K. Durrheim, and D. Painter (Cape Town, South Africa: UCT Press, 2006), 112-115.

¹⁹ Ranjit Kumar, *Research Methodology: A Step-by-Step Guide for Beginners*, 3rd ed. (London: Sage Publications, 2011), 394.

²⁰ Beverley Hancock, Elizabeth Ockleford, and Kate Windridge, *An Introduction to Qualitative Research* (Nottingham, UK: The NIHR RDS EM / YH, 2007), 7-10.

Target Population

Target population is a group of people selected for the purpose of a research project. Bhattacharjee describes this group of people as a unit which the researcher intends to study to extract valuable information for the purpose of this study.²¹

The target population chosen by the researcher resides in wards 5, 6 and 7 of the Epworth community. According to the political delimitation the population is approximately 100 000 according to Zimbabwe Statistic Office publication. The choice of this target population is imperative as it consists of people who have relevant information sought after by the researcher.

Sampling

Kothari said sampling is part of an aggregate on the foundation of which a conclusion or intervention is made.²² Gemmerson echoes the same sentiments to which he refers to sampling as a method of choosing a fraction of the population from the masses that the researcher intends to study.²³ Similarly Chikoko and Mloyi refer to sampling as a small number of people to a greater population that is any group or subset of the bigger number.²⁴ The researcher agrees that the sample chosen in this research project was representative of the greater population. Therefore, this sample used comprised of 30 participants from the populace. The reason for this sample size was due to the fact that the researcher could not reach the mass population within the community as it would have required extensive time and financial resources.

²¹ Bhattacharjee, *Social Science Research*.

²² C. R. Kothari, *Research Methodology: Methods and Techniques*, 2nd rev. ed. (New Delhi, India: New Age International, 2004), 30-35.

²³ Evert Gemmerson, *Qualitative Methods in Management Research* (Thousand Oaks, CA: Sage, 2000), 1-10.

²⁴ Chikoko and Mloyi, *Introduction to Educational Research Methods*, 112.

Sampling Technique

Thirty participants were chosen from three focus groups comprised of parents, caregivers, schools, church, and the community. The random sampling technique was used during the process to combine the qualitative methodology that the researcher conducted. Creswell said that a sampling technique alludes to the process used in depicting the targeted populace, in such a way that it formulates answers to pre-determined research targets.²⁵ Walliman said, “convenience random sampling is a method where participants are picked by availability and willingness to participate in the survey.”²⁶ This kind of sampling was referred to as accidental sampling by Frey.²⁷ The sampling was ideal for the informal settlers of the target population as the researcher interviewed those who were available at the time of carrying out this research.

Data Collection Instruments

Data collection is a process of gathering information from different primary and secondary sources. Kumar posits that primary sources are data collected using the first approach gathered purposively for a specific study.²⁸ The researcher also used secondary data obtained from different sources such as newspapers and journals. For the purpose of this project the researcher used questionnaires, interviews, and observations, to collect information from the respondents.

²⁵ John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (Los Angeles, CA: Sage, 2014), 158.

²⁶ N. Walliman, *Social Research Methods* (London: Sage, 2006), 18-22.

²⁷ J. H. Frey and A. Fontana, *Handbook of Qualitative Research*, 2nd ed. (Thousand Oaks, CA: Sage, 2000), 645-672.

²⁸ Kumar, *Research Methodology*, 13-15.

Questionnaires

Due to the advancement of information technology the researcher used various platforms to collect data from the respondents such as email, social media, and chat-groups. Annum noted that researchers can use two types of questionnaires to collect information from the respondents; open and closed ended questions.²⁹ However, for the purpose of this research project, the researcher used both types of questionnaires. Close-ended questions are answered in short as answers are provided for by ticking on the appropriate space according to the respondent's view.³⁰

Interviews

An interview is an interaction between an interviewer and interviewee, the researcher used a guideline prepared orally to solicit answers from set questions.³¹ Annum further posits that there are two types of interviews namely structured and unstructured.³² Structured interviews follow a pattern and adhere to a prescribed order by process of conducting interviews while unstructured interviews are informal questions follow in unchronological order.

Observations

Observations are a qualitative approach used to collect data. It is used to check the consistency of what people subjectively report about themselves during interviews

²⁹ G. Annum, *Research Instruments for Data Collection* (Accra, Ghana: Kwame Nkruruma University of Science and Technology, 2014), 20-25.

³⁰ Ibid..

³¹ Ibid.

³² Ibid.

or focus group.”³³ The researcher posits that observation gathers information about people’s physical, social, cultural political, and economic information. By observing the interactions of the participants in the study, the researcher can understand more about their relationships, ideas, norms and values, habits, and practices. Wilkinson and Birmingham state that observation is an instrument characterized by a prolonged time of social interaction between the researcher and the area under study, during which data in the form of observation notes are collected without asking questions.³⁴ It is more focused on the researcher watching and listening study elements while taking notes. The method enables the researcher to describe the existing situation under study therefore learning through exposure in the research setting.³⁵ In this case the researcher had to go into informal settlement to physically observe part of the challenges faced by the parents, caregivers, and the girl child in Epworth.³⁶

Data Collection Procedures

Data analysis and presentation are the focus of this section. The researcher used summaries, graphs, pie charts, pictures, and tables to present data collected in the research process and was constant with the descriptive interpretations which helped derive meanings and conclusions.

Findings and responses were expressed in the form of percentages that measured them in a standardized manner. The data analysis further helped in assessing the significance of the findings of causes on the research topic. This section

³³David Wilkinson and Peter Birmingham, *Using Research Instruments: A Guide for Researchers* (London: Routledge, 2003), 117.

³⁴ Ibid., 1-10.

³⁵ Ibid., 3.

³⁶ Ibid., 108-109.

looks at the range of trends, rating observed, gathered data in proportion to the research additional analysis, which will be presented in Chapter 6 of this project.

Questionnaires, interviews, and observations were administered in the target wards, the setup was purposely selected in order to come up with much needed data. On January 19, 2019, the parents and caregivers were met from 1400hours to 1500hours for discussion, on January 23, 2019, the schools were met for discussions. The Church and community met on February 01, 2019, for similar discussions.

Questionnaire Response Rate

The response rate was the actual number of participants that took part in the research against the sample size. The questionnaire was formulated by the researcher and used in the data collection process. This resulted in less time being taken to answer the questionnaires from the respondents. Table 2 illustrates the response rate of the questionnaire from the three focus groups:

Table 2. Questionnaire Response Rate

Focus group	Target size	Participation	Response%	Remarks
Parents and Caregivers	10	8	80%	2 questionnaires were not answered
Church and community	10	10	100%	
Schools	10	10	100%	

Source: Primary data 2019

Table 2 summarizes the response rate for the questionnaires. From the table, it can be noted that 30 questionnaires were distributed; 28 were returned and two were not answered due to illiteracy.

Focus Groups Findings in Percentiles (Wards 5, 6 & 7)

Insights from the focus groups about the conditions in Epworth formed the design for intervention. It identified important issues and concerns. It delved into the given responses and summarized them in tabular form, this resulted in the description of the findings in percentiles. The following table 3 analysis is from the parents' and caregivers' focus groups:

Table 3. Focus Group: Parents and Care Givers' Response to Focus Group Discussion

Background	Percentage	Total response
Female	70%	100%
Male	30%	
Educational Level		
Ordinary Level	70%	100%
ZJC	30%	
Religion		
Christianity	70%	100%
Muslim	20%	
ATR	10%	

Source: Primary Data 2019.

The responses from the parents and caregivers focus group background, educational level, and religious affiliations were discussed in Table 3 above which gives the description of the findings. The female participants were 70% and 30% for men. According to the researcher's observation, the figure represents proportionally the population of Zimbabwe: female statistics are 56% whilst the male is 44%. The educational level of the participants was the General Certificate of Education (GCE) Ordinary Level 70%; whilst 30% was attributed to the Zimbabwe Junior Certificate level. The religious affiliations were Christians who formed the biggest percentage of 70%, Muslim 20% and ATR at 10%.

Below is Table 4 which illustrates the findings from parents and caregivers' response to the questionnaire on criminal behavior, promiscuity, poverty, and presence of adolescents in Epworth.

The response from the parents and caregivers concerning the increase of criminal activities, promiscuity, and poverty in the informal settlements of Epworth is tabulated below. The researcher observed that those who said it's on the rise equate to 70% and those who said it's relatively average were 30%; the responses were confirmation that these activities were rife in Epworth. The respondents agree that many adolescents in Epworth lack resources and recreational facilities thereby turning to criminal activities thereby supporting the English proverb that says, "an idle mind is the devil's workshop and lazy hands are his tools."

Table 4. Parents and Care Givers' Response to Focus Group Discussion

Discussion Question	%Response	Remarks
Criminal Behavior or promiscuity in Epworth	70%	Sometimes
	30%	Always
Epworth poorest district in Harare	50%	Always
	40%	Sometimes
	10%	Seldom
Have you heard of adolescents' presence in Epworth	40%	Sometimes
	50%	Always
	10%	Never
Adolescent age group	50%	16-20years
	40%	11-15years
	10%	7-10years
Adolescent physical appearance	60%	Always
	30%	Sometimes
	10%	Never
Adolescents in conflict with parents and caregivers	60%	Always
	20%	Sometimes
	10%	Never
Influence from peer pressure	50%	Always
	40%	Sometimes
	10%	Never
Concerned with what peers think about them.	50%	Always
	50%	Sometimes
Major worries of adolescents	60%	Sex
	40%	Personal defects
Adolescents are unruly and delinquent	80%	Yes
	10%	False
	10%	Not sure

Source: Primary Data 2019

The following Table 5 illustrates the findings from parents and caregivers' focus groups discussion on the prevalence of child sexual abuse and expected solutions in Epworth:

Table 5. Parents and Care Givers' Response to Focus Group Discussion

Discussion question	%Response	Remarks
Have you heard about child abuse in Epworth?	80%	Yes
	20%	Not sure
What kind of abuse?	70%	Sexual
	20%	Physical
	10%	Neglect
Response action on abuse	50%	Report to authority
	40%	Legal action
	10%	Counseling
Reaction or reason for answers given	100%	Post-traumatic stress disorder (PTSD)
Problem's rectification	100%	Conscientize community and victim rehabilitation
Community and church view on abused children	60%	SOS
	30%	Concern
	10%	Neglect
Solutions to child abuse	70%	Skills acquisition
	30%	Conscientize community

Source: Primary Data 2019

The responses from the parents and caregivers focus groups' discussion on the prevalence of child sexual and physical abuse in the informal settlements of Epworth as discussed in Table 5 are a grave concern. 80% of respondents acknowledged that there is rampant sexual and physical abuse of children in Epworth.

In response Table 5 shows 50% of parents and caregivers would like abuse cases reported to relevant authorities and would like to be referred to courts for legal action against offenders.

The findings from the church and community are presented in table 6 below which gives an analytical summary. Looking at what was derived from the discussions illustrated by the table, the church and community have identified important issues for the project to achieve its research objectives. The following is a summary of the researcher's findings as indicated in Table 6 below:

Table 6. Focus Group: Church and Community Response to Discussion Question

Background	Percentage	Total response
Female	70%	100%
Male	30%	
Educational Level		
ZJC	30%	100%
GCE Ordinary Level	30%	
Tertiary	40%	
Religion		
Christianity	70%	100%
Muslim	20%	
ATR	10%	

Source: Primary Data 2019

The response from the church and community focus groups educational level and religious affiliations as designed in Table 6 are similar to the parents' and caregivers' response discussion, except for the educational level where the element of tertiary education is added. The Muslim religion is 10% instead of 20% of the parents' and caregivers' responses. The ATR is 20% whereas the parent or caregivers is 10%, the variance is negligible to alter the responses from church and community responses. The statistics of the female population are 56% and 44% of man as previously stated by the Zimstat.

Below is Table 7 which illustrates the findings from the church and community response to the questionnaire on criminal behavior, promiscuity, and poverty, in Epworth.

Table 7. Church and Community Response to Focus Group Discussion

Discussion question	Participants	% Response	
			Remarks
Criminal Behavior or promiscuity in Epworth	10	80%	Always
		20%	Sometimes
Epworth poorest district in Harare	10	100%	Always
Have you heard of adolescent's presence in Epworth?	10	60%	Sometimes
		40%	Always
Adolescents age groups	10	100%	11-15years can overlap to 16- 20 years
Adolescent physical appearance	10	60%	Sometimes
		40%	Always
Adolescents in conflict with parents or care givers	10	70%	Sometimes
		30%	Always
Influenced by peer pressure	10	70%	Always
		30%	Sometimes
Concern about what peers think about them.	10	60%	Sometimes
		40%	Always
Greatest worries of adolescents	10	100%	Sex
Adolescent unruly or delinquent	10	70%	True
		30%	Yes
Adolescents drop out from school –reasons	10	60%	Poverty
		30%	Pregnancy
		10%	Economic melt-down

Source: Primary Data 2019

The response from the church and community focus group as illustrated in Table 7 compliments that of parents and caregivers. The church and community agreed to the percentages and variables as presented above. 80% agreed with the high rates of criminal behaviour present in Epworth whilst 20% agreed with the relative increase in crime. Regarding the question of Epworth being the poorest district in Harare, the church and community focus group are in total agreement at 100%.

The following Table 8 illustrates the findings from Church and community focus group discussions on the prevalence of child sexual abuse and the expected solutions in the formal settlements in Epworth.

Table 8. Church and Community Response to Focus Group Discussion

Discussion Question	Participants	% Response	Remarks
Have you heard about child abuse in Epworth?	10	100%	Yes
What kind of abuse?	10	100%	Sexual
Community and church response to child abuse	10	100%	Report to relevant authorities (ZRP)
Reaction reasons for given answers	10	100%	Psychological effects on Post-traumatic abused victims ever stress disorder. haunted with fears (PTSD)
Problem or Rectification	10	70% 30%	Conscientize Rehabilitate victims
Community or church's view on child abuse	10	100%	In need of urgent assistance
Solution to abused children	10	100%	Skills acquisition equipping and empowering

Source: Primary Data 2019

The responses from the church and community focus group discussions as discussed in Table 8. This focus group acknowledged that child abuse is prevalent in Epworth. 100% of the focus group are of the opinion that all cases of abuse must be reported to relevant authorities and legal action needs to be taken.

Further, the school's focus group discussion is presented in table 9 below represents a similar general view to those of the other focus groups. The discussion as illustrated by the table identified considerable issues similar and important for the analysis of the success of this research program in Epworth. Convincingly all the 10

school respondents complimented what the other two focus groups. However, young people consider education as one of their priorities, 70% of them at time of this research were doing their A' Level's. The following summary is the researcher's school findings on background, education, and religious affiliation as indicated in Table 9 below.

Table 9. Focus Group: Schools' Response to Focus Group Discussion

Background	Percentages %	Total Response
Females	70%	100%
Males	30%	
Educational level:		100%
O level	30%	
A level	70%	
Religion:		100%
Christianity	80%	
Muslim	10%	
ATR	10%	

Source: Primary Data 2019

There is a decrease in education levels in the school focus group comprised of students whose percentage at 70% were doing their “A” Levels and 30% were doing their “O” Level's at time of this research. The Religious affiliations statistics are similar and below Table 10 illustrates the findings from the school's response to the questionnaire on criminality, promiscuity, and poverty in Epworth.

Table 10. Schools' Response to Focus Group Discussion

Discussion Question	Participants	% Response	Remarks
Criminal Behavior or promiscuity in Epworth	10	100%	Majority
Epworth poorest District in Harare Province	10	90%	Positive
		10%	N/A
Ever heard of adolescent's presence in Epworth	10	100%	Majority
Adolescents age grouping	10	100%	11-15years, 16-20 years overlapping
Adolescents' physical appearance	10	90%	Worry
		10%	No
Adolescents in conflict with parents or care givers	10	70%	Sometimes
		30%	N/A
Influenced by peer pressure	10	100%	Yes
Concern about what other age mates think about them	10	100%	Yes
Greatest worries of adolescents	10	80%	Sex
		20%	Appearances
Adolescent unruly and delinquents	10	60%	Yes
		40%	No
Adolescents drop-outs from school	10	60%	Poverty
		30%	Pregnancies
		10%	Economic melt- down

Source: Primary Data 2019

The responses from school focus groups are high, which is an indication of concern. The high percentage of responses (100%) on poverty in informal settlements has a bearing on the high drop out of girls from school. The following analysis from the school focus group in Table 11 discusses the prevalence of sexual abuse and the expected solutions in Epworth.

Table 11. Schools' Response to Focus Group Discussion

Discussion question	Participants	% Response	Remarks
Have you heard about child abuse in Epworth?	10	100%	Yes
What kind of abuse?	10	100%	Sexual
Report action on abuse	10	60%	Report
		40%	Counselling
Reason for given answers	10	60%	Trauma
		40%	Counselling
Problem rectification	10	60%	Legal action
		40%	Counselling
Church and Community view on abused children	10	60%	Concern
		20%	SOS
		20%	Counselling
Solutions to Child Abuse	10	70%	Skills acquisition
		20%	Further education
		10%	Rehabilitation

Source: Primary Data 2019

The response from the school focus group discussion child sexual abuse in Epworth as discussed in Table 11 are an indication that young people and their teachers know the issues that are prevalent in their society. Table 11 responses are an admission of an outcry in Epworth which needs urgent attention.

Demographic and Socio-Economic Data Presentation

The population of Zimbabwe comprises of 56% of women and 44% of men. This is the holistic picture of the country; however, Figure 6 below shows the ratio of men to women in Epworth.

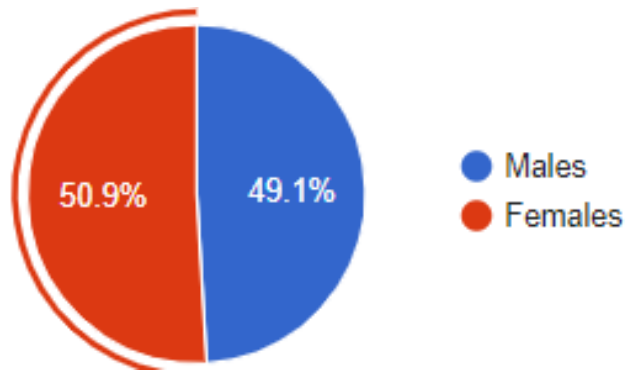


Figure 6. Sex Demographic Responses
Source: Primary Source 2019

According to the census of 2022, the population of Epworth was recorded as 206,368. However, this was not accurate. The closest accurate number was 500,000 +/- according to Zimstat 2016 at the time of this research going to print.

Figure 7 below shows the academic qualifications of the population of Epworth.

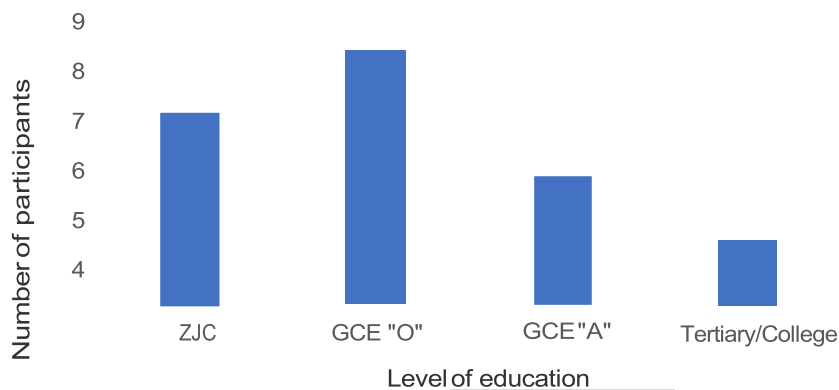


Figure 7. Academic Qualification Response
Source: Primary Data 2019

From the above academic qualification graph in Figure 7, the researcher noted that the level of illiteracy was high thereby exacerbating the effects of the topic of this research.

Figure 8 below shows the religion affiliations of Epworth. People follow different religions including Christianity, Islam, and traditionalism, and many 'churches' are found in the area to support these different beliefs and have different outlooks on how to remedy the effects of this research topic.

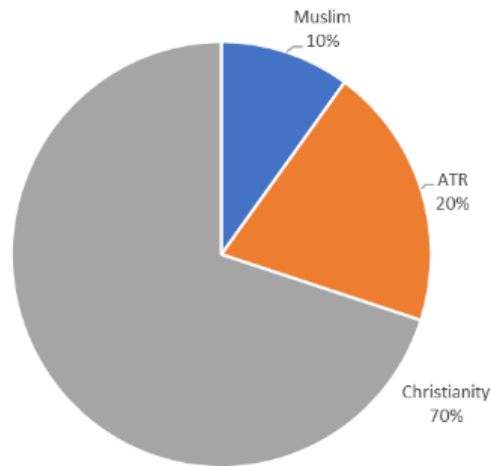


Figure 8. Religious Affiliations Responses
Source: Primary Data 2019

Figure 9 shows the employment levels in Epworth. The role of the informal sector plays an integral part in the economic standing of the population. This sector is the highest income generation for the livelihood of the people.

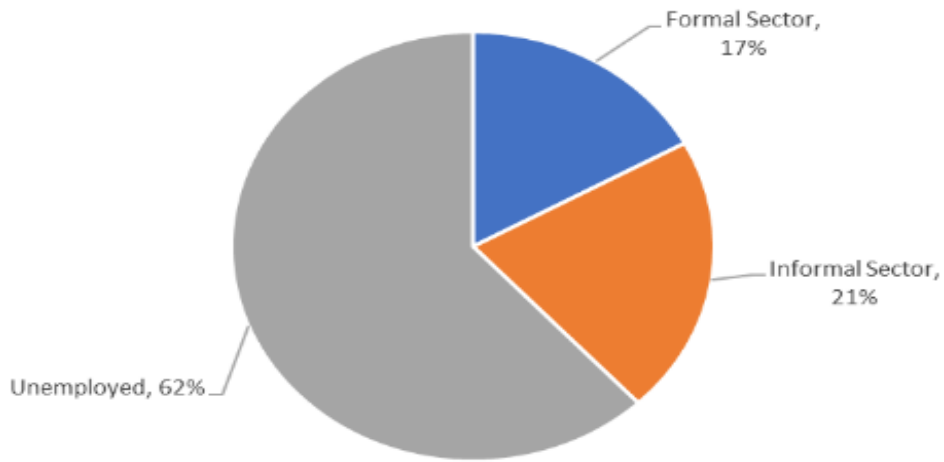


Figure 9. Levels of Employment
 Source: Primary Data 2019

Figure 10 below shows the positioning of the wards in Epworth, where the research was predominantly undertaken. The socio-economic situation prevailing in Epworth indicates the high-density suburb as one of the poorest in the province.

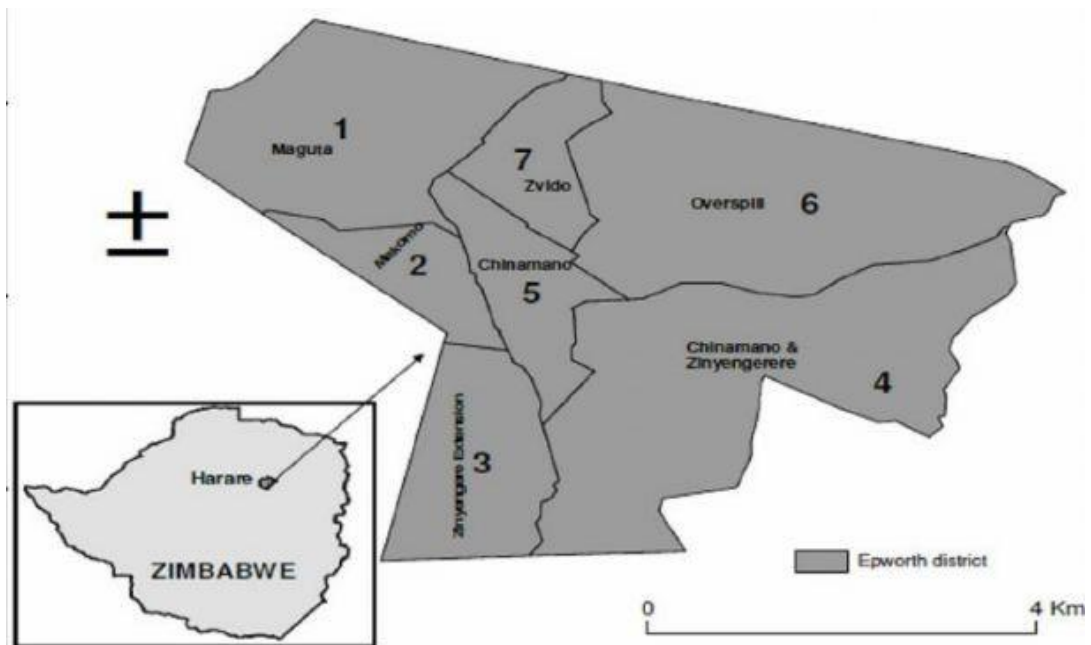


Figure 10. District of Epworth
 Source: Zimbabwe Election Support Network, “Constituency Profile: Epworth Constituency,” <https://www.zesn.org.zw/wp-content/uploads/2016/03/Epworth.pdf>.

Figure 11 is a collage depicting parts of the informal settlements in Epworth. The rapid growth of informal settlements has been alarming. Areas that were once characterised by open spaces, have been transformed into high-density communities teeming with vulnerable residents who call these settlements home. These are parts of the areas that the researcher conducted his project.



Figure 11. Shacks in Epworth

Designing of Intervention Programs

The designed intervention program for the abused girl child in Epworth followed procedures that included filing reports to the local authorities such as the police. The victims would then need to be medically examined to determine the extent of injuries and or infectious diseases such as HIV and STIs. These procedures need to be followed up by professional counseling to help the victims regain their dignity, and confidence in the community. If possible, the victim needed to be removed from the environment where the ordeal took place for the purpose of rehabilitation. Once all the above procedures have been carried out then the possibility of designing an intervention program can be initiated.

There are several programs that were run to equip and empower vulnerable young girls in Epworth, such as furthering their education in privately owned schools in the neighbouring schools such as dressmaking, hairdressing, carpentry, IT, poultry, commercial gardening, and vending. However, for the sake of this project the researcher chose dressmaking including cutting and designing as the schools that offer these courses were accessible. Dressmaking is a skill that the girls can easily hone and become financially independent from following their success in the industry. The following was procedure was used as the intervention program:

1. Development of linkages with the community and the public,
2. Situation analysis.
3. Priority setting,
4. Program design.
5. Program implementation and,
6. Evaluation and accountability.

The whole process began with having developed linkages with the community and to remain relevant in addressing the needs of the vulnerable girls. The researcher and the selected staff worked in partnership with the parents and caregivers, and the community to conduct a situation analysis that revealed the concerned needs and issues of the group of people. They then produced the data collected and generated programming opportunities: priority-setting techniques were used to select the procedures. A program design phase was put in place to produce the learning experiences with the result in mind. During the program implementation phase, the researcher with the selected trainers put together resources necessary to conduct the activities of the training program.

Figure 12 illustrates the designed training program used by the researcher and the facilitators.

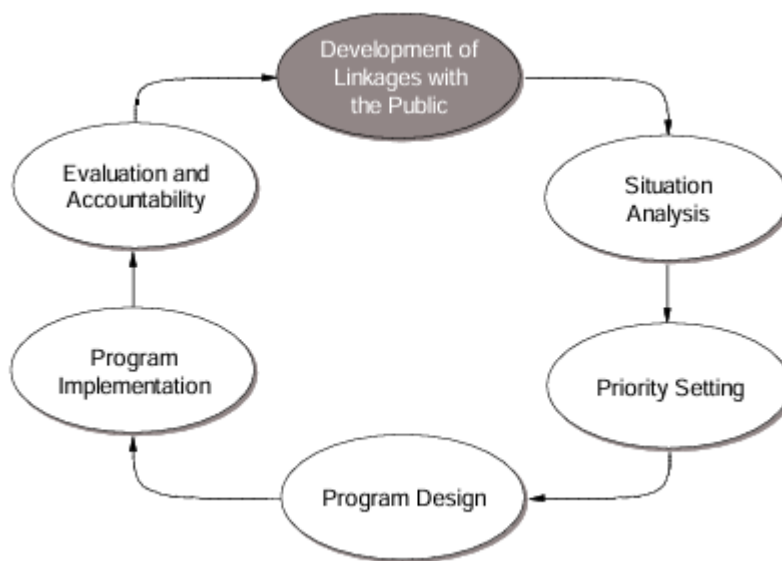


Figure 12. Designed Training Program Used by the Researcher and the Facilitators
Source: Roger Rennekamp, Martha Nall, and Ralph Prince, “Development of Linkages with the Public,” https://psd.ca.uky.edu/files/development_of_linkages_with_the_public_0.pdf.

Upon completion of training program students were able to:

- Identify basic sewing tools,
- Recognize the parts of the sewing machine.
- Identify characteristics and properties of common fabric and fibers,
- Estimate the amount of fabric needed for garments.
- Choose and correctly use various styles of seams,
- Comprehend the components and construction techniques for specialty garments.
- Identify types of and uses for decorative elements,
- Comprehend the basic principles of draping fabric.
- Recognize the details of successfully managing a home business.

Planning, Recruitment and Training

This section deals with how the team members which comprised the Pastor of the District, the researcher, and two qualified dressmakers, designers, and cutters were recruited, trained, and empowered to assist in the designing and implementation of the program.

The program started on the 4th of March 2019 to the 12th of April 2019 both dates inclusive with weekends off. The program was 6 weeks of intensive learning: Monday to Friday from 08:00 to 16:30 hours with breaks in between. Before starting the training program, the girls went through the profiling assessment.

Profiling was part of the needs assessment, which was an initial stage toward a holistic rehabilitation approach. The services that they received ranged from therapeutic, and psychosocial sessions, medical assessments, further education, and other special needs required. Of the 73 children chosen, 28 were not sexually

exploited and were recommended for further education with the assistance of the Basic Education Assistance Module (BEAM).

As stated above dressmaking was the most suitable training for the remaining abused girls. The team gave the girls basic guidelines on sewing under the following:

1. Main Categories
 - Knowledge of patterns or blocks,
 - Understanding texture of textiles.
 - Types of sewing machines
 - Fabric embellishing techniques.
2. Basic sewing
 - Taking measurements
 - Cutting and designing
 - Fabric assessments for patterns
 - Threading a machine
 - Use of stitches
3. Sewing glossary
4. Types of sewing machines
 - Manual
 - Electric
 - Overlocking
 - Embroidery
5. Knowledge of fabrics
6. Alterations and clothing repair
 - Applique tutorials,
 - Attaching sequins to fabrics,

- How to make beaded tassels,
- Box pleats.

Summary

After careful analysis, the researcher noted that the data collected from the 3 focus groups addressed socio-macro issues. Themes were identified that formed the design of the dress making intervention program which has been used as a source of income for the abused girls.

CHAPTER 5

PROGRAM IMPLEMENTATION AND EVALUATION

The aim of this chapter is to explain the program implementation process. The team began implementing the program following the guidelines stated in Chapter 4. The art of dressmaking incorporates understanding the needs of the customer, designing, and cutting the requested pattern and lastly sewing the cut fabric together to create a finished garment.¹

Program Implementation Narratives

The implementation team took a careful approach towards the program to avoid failure rates and dropouts. The program was open to the target group despite their religious affiliations. Data derived from the research process was incorporated into the program with success parameters being measured by the number of girls who complete the program and manage to rehabilitate themselves into the community and become financially independent. The facilitators facilitated biblical aspects to the training by showing sympathy, ministering to their needs, and winning their confidence.² The facilitators exposed the learners to the knowledge of fabrics and best practices for success in this trade, with some important things that the girls' learnt in the textile designing course such as working on new prints and designs that are

¹ Winefride M. Bull, *Basic Needlework* (London: Longman, 1979), 1, 2.

² Ellen G. White, *The Ministry of Healing* (Mountain View, CA: Pacific Press, 1973), 143.

designed digitally and fabric ornamentation which involves mixing fabric to create new textures and surface designs.³

Participants' Knowledge of Buying as Well as Making

The facilitators incorporated the knowledge of buying textiles as well as costing finished garments to make themselves competitive. They were also taught to develop judgment in opportunity cost measures. Participants were also taught the use of quick modern methods of workmanship on dressmaking which speed up the process and eliminate waste. They were taught to access button and belt-making packs which helped them with professional finishing touches. The facilitators exposed them to modern interfacing fabrics which are easy to apply and give crisp edges to sewn garments.

Stages of Dressmaking

Stage 1: Introduction to sewing. This stage exposed them to the tools and equipment needed. The trainees were taught temporary and permanent stitches, common seams, taking measurements, purchasing, and preparing patterns as well as making simple alterations.

Stage 2: Knowledge of machines. Dress making has a variety of sewing machine brands such as Harrisons, Singers and Jukes which are the notable ones on the market. Trainees were taught to familiarize themselves with the machines, machine attachments, how to thread the machines, and make stitches. They were also taught to set the machine timing, tensions, sewing care, cleaning, lubrication, removing burrs, and troubleshooting.

³ Bull, *Basic Needlework*, 6.

Stage 3: Fibre processing. Trainees were taught about a variety of fibers such as yarn that can be made into fabrics. Yarn is made from fibers spun together to make threads. Fibers are classified according to sources as follows: natural vegetable fibers taken from plants for example cotton fibers from cotton plants, and linen fibers from flax plants. Natural animal fibers are taken from the fleece of sheep, whereas silk is from the secretion of silkworms. Trainees were also taught about man-made fibers are taken from vegetables, animals, or minerals sources. The substances used to come out with these fibers are treated chemically so that they become liquids forced out at high pressure through tiny tubes in spinnerets to form fine filaments.

Stage 4: Decorative fibers and advanced dressmaking techniques. In the fourth stage, the trainees were introduced to common decorative features such as preparing necklines, skirt, and sleeve openings, installing zippers, constructing, and attaching fasteners. Most importantly they were taught how to overlock which gives a garment the finished look. These techniques are core to the overall dress making function.

Stage 5: Line and design in fashion. The fifth stage involved making miscellaneous garments from the start. The participants were taught how to design and line fashion which incorporated textures, detail type of lining, principle of design, balance, proportion, scale, rhythm, emphasis, unit, and creating optical illusions. They were also taught the construction of non-standard garments such as maternity wear, infants and children, nightwear, underwear, and working with lace trims.

Stage 6: Embroidery. The sixth stage was decoration and pattern alteration. The facilitators stressed to the trainees the knowledge of embroidery tools and materials, embroidery stitches, machine embroidery, smocking, and quilting. They were also taught garment decorating by applying techniques, ruffles, fringe, tassels,

beading sequins, belts and belts loops, and carton fasteners. The trainees learned about pattern alterations for shoulders, armholes, busts, sizes, sleeves, skirts, and pants.

Stage 7: Pattern drafting. In this last stage, trainees were taught how to draft patterns from basic patterns and design by draping. They were taught how to alter clothes and fit necklines, armholes, and sleeves, raising and lowering waistlines, and eliminating wrinkles and bulges. Drafting patterns from basic patterns involved constructing the basic patterns and designing bodies, necklines, collars, sleeves, and skirts. This enabled the participants to design and drape, using customizing dress forms thus creating origination in clothing. The instructions from the first stage to the seventh stage were followed step by step with exercises and practices to see if the learners were coping with dressmaking skills.

Focus Groups Discussions after the Program

All three focus groups discussed in detail in this research were involved in the post-discussions to assess whether the program was successful. 17 questions were chosen to ascertain the effectiveness of the training program. The views that formed the data analysis of the group discussions were enumerated. The success metrics were measured by the parents and caregivers' discussion group, together with other faith-based organizations agreed that the formalities to rehabilitate the target group with the dressmaking program were successful. Some members of the discussion group offered volunteer services to provide moral and material support.

The researcher observed that the girls became attached to the program. With most of the girls wanting to develop their training further at tertiary training schools. Unanimously the focus group acknowledged that the young girls had learned lifelong skills to help themselves financially.

Program Evaluation after Implementation

Before implementation a training program must be preceded by the setting of objectives that must guide the exercise. Any difference or variance from achieving the intended goal must be critically examined and correct measures adopted. However, if the intended goal is achieved, the facilitators must agree on the way forward: this exercise is known as evaluation. Evaluation deals with the appraisal of value or the estimation of the worth of a thing, process, or program. It is a form of ascertaining the worth of an endeavor in terms of set objectives. It is done by explaining the strengths of the program, its weaknesses, opportunities, and threats (SWOT analysis). If there are variances they must be explained and corrected for future reference.

The researcher and the two facilitators sat down as a team to ascertain whether the dressmaking training program was a success or failure using the SWOT analysis. The team agreed to use the four levels of training evaluation by Kirkpatrick which emphasize the importance of making training relevant to the intended beneficiaries.⁴ The levels of the evaluation process are reaction, learning behavior, and results. They are simulated by the W. K. Kellogg Foundation logic model of inputs, output, activities, outcomes, and impact. Questions such as whether the trainees were putting their learning into practice and if training impacted the trainee's role in the community, they lived in were asked. The team started by examining the set objectives and comparing the inputs versus the activities, outcomes, and the impact of the program. The researcher concurs with the writer that each time a training program is conducted those responsible must assess its effectiveness.

⁴ Donald L. Kirkpatrick and James D. Kirkpatrick, *Four Levels of Training Evaluation* (Alexandria, VA: ATD Press, 2016), 37-66.

First, the facilitators emphasized the importance and value of the training program by measuring how the trainees were engaged, and their contribution to the knowledge and information accessed. This helped to see the reaction of the participants to the training on offer. The process enables the facilitators to improve on future programs by identifying topics that might not be missed during the training course. The trainees were asked the following questions to check on the effectiveness of the training program:

- Was the training program important to you?
- In your words was the training program a success?
- What were your strengths and weaknesses during the training program?
- How was your venue and the presenters' style?
- Were the training activities appealing?
- Are you able to share what you learnt?
- Are you going to apply what you learnt?
- Do you need any moral and material support?

Kirkpatrick's evaluation model focuses on measuring what the participants learned, the level measured what the trainees thought they would be able to do differently versus their confidence levels, and how motivated they were to make changes. This demonstrates how training developed their skills, attitude, knowledge, as well as their confidence, and commitment. The facilitators compared the pre-training and post-training periods and were satisfied with the learning results. The researcher observed that the facilitators tested the trainees on their knowledge, skill levels, and attitude before the start of the program and after completion. Therefore, the results were reliable and valid.

The evaluation helped the facilitators to understand how well the trainees applied their gained experience to real-life situations. The researcher acknowledged that effective measures of behavior are a long-term process that takes place over a period following the initial training program. He also posits that one of the best ways of measuring behavior is to conduct interviews and observations to integrate the use of new skills into the task so that they have the chance to demonstrate the acquired knowledge.

Finally, the facilitators analyzed the results (summative) of the training program, this included outcomes and the impact the facilitators had in mind for participants. The biggest challenge of the training program was to identify which outcomes benefited or the results that were closely linked to the training and then come up with effective ways to measure them in the long term.

Summary

Evaluation deals with the appraisal of the value or worth and can be carried out at the program level. Classroom progressive tests are part of the trainee evaluation, while surveys, interviews, and supervision fall under program evaluation. The questions raised at both levels of evaluation are therefore different as trainee evaluation can be further classified into formative and summative evaluation. While the former is concerned with trainee progress, or lack of it, and how to achieve success, the latter is judgmental and terminal in nature. A summative evaluation analyses the degree to which trainees have either succeeded or failed in a program.

The facilitation team carried out post-evaluation of the focus groups and admitted that the dressmaking training program was well structured, and it helped the target group of abused young girls take back control of their lives. The consensus was that the

program needs to be extended to all the young girls of Epworth including those who drop out of school. A report of the program was also forwarded to the police, health, counsellors, government, and community leaders who acknowledged the validity and reliability of the program and needs to be replicated throughout the province of Harare.

CHAPTER 6

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Chapter 6 focuses on the summary of this research project, drawing up conclusions and suggested recommendations which can be adopted and used as solutions to the problems addressed in this document.

Summary of the Study

The main idea of this project was to address the causes of child abuse in Epworth. Chapter 1 of this study highlighted the description of ministry context, statement of the problem, justification of study and the description of the project highlighted by the researcher. Chapter 2 narrates on the biblical and theological foundations of child abuse in the scriptures. The Bible talks about child abuse in its strongest terms although it was implied and not directly addressed. Chapter 3's literature review discussed human growth development, stages of the passage of life and subsequently the issues that lead to child abuse.

The researcher observed that although Epworth was designated as a satellite town it was left out of the master plan of urban development. This led to Epworth's lack of infrastructural development. Chapter 4 deals with the historical background of Epworth, demography, socio-cultural and religious backgrounds, research methodology, data collections instruments, analysis, and presentation. Chapter 5 deals with program implementation narratives, program intervention, stages of

dressmaking, focus groups discussion, and evaluation.¹ The researcher and the two facilitators crafted the intervention program which they used to train the 45 abused girls in Epworth, which proved a success.

Conclusion

Chapter 6 is a summary of what transpired from Chapter 1 up to Chapter 5. Upon the empirical evidence found by the researcher, Epworth is the least developed suburb in Harare. There are a lot of unfinished structures which have created social problems. The lack of this vital element of development has generated unplanned informal settlements which have become a hide-out for poverty, an increase in criminal activities, drug abuse, prostitution, and child abuse. At the end of the chapter are suggested recommendations by the researcher which can be adopted by the local government as a solution to the problem.

Recommendations

1. The community of Epworth needs to be conscientized to have a paradigm shift from discriminating against girls in favor of boys.
2. Regularization of the informal settlements and the improvement of sanitation is essential as a remedy to criminals, prostitution, drug-dealing as this enhances the quality of life.
3. Including Epworth in the master development plan needs to be given priority.

¹ Michael Freeman, *The Moral Status of Children: Essays on the Rights of Children* (The Hague, The Netherlands: Martinus Nijhoff Publishers, 1997), 25.

4. Most people in Epworth live on an average of \$1 a day, therefore there is a need for public assistance in the form of aid from the nonprofit and private sectors.
5. Unregistered places of entertainment such as 'shebeens' need to be regulated. These serve as hide-outs for criminals and are also frequented for the purpose of prostitution.
6. The assistance of the church and community (CCMP) must be solicited to help in curbing this social problem from the town of Epworth to achieve tangible results.
7. The community, church, and stakeholders need to consider a range of other vocational training programs such as IT, agriculture and commercial trades which will help alleviate the social problems in Epworth.

APPENDICES

APPENDIX A
PERMISSION LETTER

**East Zimbabwe Conference
Seventh-day Adventist Church**

4 Thorn Road, Waterfalls, Harare
P. O. Box W19, Waterfalls
Telephone: +263 772 124 941-4

SECRETARIAT

October 31, 2018

Pastor Mashonganyika
Mafara District
HARARE

Dear Pastor Mashonganyika:

RE: PERMISSION TO CONDUCT RESEARCH

This letter serves to confirm that the East Zimbabwe Conference Administrative Committee sat on August 8, 2018 and took the following action:

VOTED to allow Kenneth Mashonganyika to conduct a research as detailed below;

Institution: Adventist University of Africa

Program: Doctorate Degree in Urban Ministry

Topic: A skills acquisition program to empower young girls in Epworth, Harare.

(18-194)

For any further details you may require in this regards please do not hesitate to contact the undersigned.

Yours Sincerely,



**DR. SUNNY MUSIIWA
EXECUTIVE SECRETARY**

SM/ vh

APPENDIX B
QUESTIONNAIRE

I am a theology student doing doctorate in urban ministry with Adventist University of Africa in Kenya. I am carrying out a survey of why the girl child is neglected within the families and communities of Epworth.

What do children dream of and learn about in towns like Epworth? Girls and Boys do most probably have the same dream of getting an education that will give them a better future but more often it is the boys who are able to archive their goals. It is from this background that the researcher is trying to find out why the young girls are disadvantaged of their fundamental rights. Girls who grow up in abject poverty of Epworth are some of the neglected in the community. It is hoped that the research will help Epworth to have a paradigm shift about the girl child and offer them equal opportunities just like anybody else in the world.

May you kindly complete the questioner and return it to:

K.T Mashonganyika
East Zimbabwe Conference of the Seventh - day Adventist Church,
P.O Box W19,
Waterfalls,
Harare.

1. Instructions

Please respond to all questions.

Tick where provided.

2. Background

Sex:	Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
Age:	10-15	<input type="checkbox"/>	16-33	<input type="checkbox"/>
	33-over	<input type="checkbox"/>		

3. Education Qualifications

3.1 Grade 7	<input type="checkbox"/>
3.2 Z.J.C	<input type="checkbox"/>
3.3 O' Level	<input type="checkbox"/>
3.4 A' Level	<input type="checkbox"/>
3.5 Tertiary	<input type="checkbox"/>
3.6 University	<input type="checkbox"/>
3.7 Other Specify.....	<input type="checkbox"/>

4. Community

4.1 Member of parliament	<input type="checkbox"/>
4.2 Counselor	<input type="checkbox"/>
4.3 Police	<input type="checkbox"/>
4.4 Nurse	<input type="checkbox"/>
4.5 School teacher	<input type="checkbox"/>
4.6 Parents and caregivers	<input type="checkbox"/>
4.7 Girl Child	<input type="checkbox"/>
4.8 Boy	<input type="checkbox"/>
4.9 Business people	<input type="checkbox"/>

5. Faith Based Organizations

- 5.1 Roman Catholic Church
- 5.2 Methodist
- 5.3 Anglican
- 5.4 Muslims
- 5.5 Pentecostal
- 5.6 Adventist
- 5.7 ATR
- 5.8 Any Other Specify.....

6. Have you ever heard that Epworth is a place of criminal and promiscuous activities?

- Sometimes
- Always
- Often
- Seldom
- Never

7. Do you think that Epworth is the poorest place in Harare Province?

- Sometimes
- Always
- Often
- Seldom
- Never

8. Among the young people of Epworth, have you ever heard the word “adolescents?”

Sometimes

Always

Often

Seldom

Never

9. If so amongst which age group, do you apply the word adolescents?

11-15 years

16-19 years

None of the above

10. Do you believe that adolescents as a group are more concerned about their physical appearance?

Sometimes

Always

Often

Seldom

Never

11. It has been said that a certain amount of conflict between adolescents and their parents is inevitable. Do you believe this?

Sometimes

Always

Often

Seldom

Never

12. Adolescents seem to be very much influenced by the opinions of their peer groups. Do you believe this?

Sometimes

Always

Often

Seldom

Never

13. What are the three greatest worries of the adolescent age group?

Personal defects

Blemishes

Sex Characteristics

14. People argue that adolescents are more unruly, and delinquent today than they were fifty years ago?

True

False

Not sure

None of the above

15. Have you ever heard about Child abuse or child sexual abuse?

- True
- False
- Not sure
- None of the above

16. If your answer is True or False which of the following abuse, do you know?

- Emotional or psychological abuse
- Physical abuse
- Sexual abuse
- Neglect

17. As community and Church what is your response against child abuse?

- Counseling
- Legal action
- Report to authority
- Medical attention
- None of the above

18. How do you want the problem of child abuse and child sexual abuse rectified?

Specify.....
.....
.....
.....
.....

19. What do you think is the community's and church's view concerning child abuse and child sexual abuse?

Concerned

SOS

Neglect

None of the above

20. What do you think can be the solution to child abuse and child sexual abuse?

Further education

Community awareness

Rehabilitation

Re-Orientation

Skills Acquisition

Thank you,

The End.

APPENDIX C

INTERVIEW

Interview guide questions to the informal settlers in wards 5, 6, and 7 of Epworth suburb.

A skills acquisition program to empower young girls in Epworth Suburb, Harare.

1. How long have you been living in Epworth?
2. What made you choose to reside in Epworth?
3. Were you allocated a stand, or did you settle on your own?
4. Have you ever heard that Epworth is a place of criminals/
promiscuous activities?
5. Do you consider that Epworth is the poorest suburb in Harare
Province?
6. Among the youngest people in Epworth, the adolescents (girls) are the
most abused group of people in Epworth?
7. Do you believe adolescents have a certain number of conflicts with
their parents?
8. Adolescents seem to be influenced by opinions of their peer groups.
Do you believe this?
9. Do you think adolescents, especially girls, have great worries about
personal defects, blemishes, and sexual characteristics?

10. Is it always said that adolescents are more unruly and delinquent today than fifty years ago?
11. The most abused age group are the adolescents' girls with high percentages in pregnancies. Do you believe this?
12. How would you want the problem of child/sexual abuse corrected?
13. In your opinion, how do the people in the community, church, and schools, view child abuse, especially of girls?
14. What can the solution be to Epworth's child sexual abuse especially of the vulnerable girls?

Thank you for your time and cooperation.

APPENDIX D

DRESSMAKING TRAINING

PROGRAM VENUE

EPWORTH HALL

DATE

04 MARCH TO 12 APRIL 2019

DAILY

PROGRAM

Monday 04 March 2019	Tuesday 05 March 2019
0800-----1030 Lesson	0800-----1030 Lesson
1030-----1100 Break	1030-----1100 Break
1100-----1300 Lesson	1100-----1300 Lesson
1300-----1400 Lunch	1300-----1400 Lunch
1400-----1630 Lesson	1400-----1630 Lesson
1630 -----Dismissing time	1630 -----Dismissing time
Wednesday	Thursday
0800-----1030 Lesson	0800-----1030 Lesson
1030-----1100 Break	1030-----1100 Break
1100-----1300 Lesson	1100-----1300 Lesson
1300-----1400 Lunch	1300-----1400 Lunch
1400-----1630 Lesson	1400-----1630 Lesson
1630 -----Dismissing time	1630 -----Dismissing time
Friday	

0800-----1030	Lesson	
1030-----1100	Break	
1100-----1300	Lesson	
1300-----1400	Lunch	
1400-----1630	Lesson	
1630 -----	Dismissing time	

Daily programs are repeated weekly for six weeks until participants complete the course.

DAILY PROGRAMS ARE REPEATED WEEKLY FOR SIX WEEKS UNTIL PARTICIPANTS COMPLETE THE COURSE

APPENDIX E
TRAINING PROGRAM

DRESSMAKING TRAINING PROGRAM

EPWORTH HALL HARARE PROVINCE

1. Greetings welcoming participants
2. Basic guidelines on sewing and needle work.
3. Main categories of sewing
 - Knowledge of patterns
 - Understanding texture of textiles
 - Types of sewing machines
 - Fabric embellishing
4. Basics of sewing
 - Different types of skirts
 - Different types of pants
 - Different types of collars
 - Different types of shorts
 - Different types of sleeves
 - Different types of neckties
 - Different types of skirts
 - Sewing glossary/sewing terms
 - Types of waistlines

- Skirt length.
- How to lay fabric for dressmaking
- Dressmaking tips
- Best way for taking body measurements.
- Important dress silhouettes(outlines)

5. Simple techniques on how to sew.

- Sewing fasteners
- Sewing pant fly zippers
- Sewing invisible zippers
- Sewing exposed zippers
- Sewing hooks on clothes
- Best way to stitch buttons
- Ways to stitch sleeve pockets.
- Sewing darts
- Sewing v necklines
- Use of hammer foot
- Types of threading needles
- Cutting tools for sewing
- How to make hemming stitches
- How to sew seams
- Edge stitches
- Bed sheets sizes
- Puff sleeves
- Facing patterns

The list is not exhaustive on techniques on how to sew.

6. Laying out /designing/cutting

- Where to buy sewing patterns
- Sewing for kids

7. Sewing machines

- Sewing machines manuals-downloads
- Sewing machine threads
- Sewing machine tension adjustments
- Sewing machine parts
- Pressure feet
- Use of straight stitch properly
- Machine how a sewing machine work
- Zigzag stitches
- Straight stitches

8. Fabrics

- Knowledge of sewing silk
- Best fabric for embroidery
- Cutting fabrics with print patterns
- Sewing
- Different types of cotton fabrics
- Denim fabrics
- Different types of leather
- Satin fabrics
- Dos and don'ts for sewing fabrics

9. Alteration and clothing repair

- How to fix alteration problems

- Fixing necklines and big gaps
- Mending invisible tears in fabric

10. Embellishing techniques

- Applique tutorials
- How to sew reverse appliques
- Attaching sequins to fabric
- How to make sashes for clothes
- How to make beaded tanel
- How to make fabric roses
- How to sew welt pockets
- Sewing overcast stitches by machine /hands
- How to make box pleats

11. Embroidery

- Ways of blanket stitches
- Drawn thread embroidery.
- Hardanger embroidery
- Beed embroidery stitches
- Embroidery tools and materials
- Doing cutwork embroidery
- Piece tail stitch embroidery.
- Shadow embroidery
- Beginner's guide to cross stitch
- How to make hand embroidery thread
- T-shirt embroidery
- Chain stitch embroidery.

BIBLIOGRAPHY

- Alberts, N. "What Is an Inferiority Complex? Symptoms, Causes, Diagnosis, and Treatment." Accessed 24 February 2019.
<https://www.everydayhealth.com/emotional-health/understanding-inferiority-complex/>.
- Annum, G. *Research Instruments for Data Collection*. Accra, Ghana: Kwame Nkurumah University of Science and Technology, 2014.
- Bayley, Nancy. *Manual for the Bayley Scales of Infant Development*. New York: Psychological Corporation, 1969.
- Bergland, C. "Breaking the Cycle of Childhood Abuse." Accessed 23 October 2021.
<https://www.psychologytoday.com/us/blog/the-athletes-way/202105/breaking-the-cycle-of-childhood-abuse>.
- Berry, J. "Common Symptoms of Depression: What to Know." Accessed 30 January 2019. <https://www.medicalnewstoday.com/articles/326769#diagnosis>.
- Bhattacharjee, A. *Social Science Research: Principles, Methods, and Practices*. Textbooks Collection 3. Athens, GA: Global Text Project, 2012. Accessed 1 March 2020. http://scholarcommons.usf.edu/oa_textbooks/3.
- Birdthistle, Isolde J., Sian Floyd, Stewart Mwanasa, Auxillia Nyagadza, Edmore Gwiza, and Judith R. Glynn. "Child Sexual Abuse and Links to HIV and Orphanhood in Urban Zimbabwe." *Journal of Epidemiology and Community Health* 65, no. 12 (2011): 1075-82.
- Blair, Glenn Myers, R. Stewart Jones, and Ray H. Simpson. *Educational Psychology*. New York: Macmillan, 1975.
- Bloom, Benjamin S. *Stability and Change in Human Characteristics*. New York: John Wiley and Sons, 1964.
- Browne, A., and D. Finkelhor. "Impact of Child Sexual Abuse: A Review of the Research." *Psychology Bulletin*, 99, 66-77.
- Bull, W. M. *Basic Needlework*. London: Longman, 1979.
- Butchart, Alexander, Alison P. Harvey, Marcellina Mian, and Tilman Furniss. *Preventing Child Maltreatment: A Guide to Taking Action and Generating Evidence*. Geneva, Switzerland: WHO, 2006.

- Butcher, C. *A Case Study of Epworth Squatter Settlements*. Harare, Zimbabwe: University of Zimbabwe 1993.
- Bwoni, P., and Z. Makari. "Epworth Junior Council Child Abuse Zimbabwe National Council for the Welfare of Children." Accessed 1 March 2017. <https://zncwc.co.zw/2016>.
- _____. "Stop This Nonsense." Accessed 17 October 2017. www.newsday.co.zw/2017/10/poor-epworth-cries-change-legislator/.
- Chenga, N. "Murambatsvina II Hovers over Epworth." *The Financial Gazette*, March 4, 2010. Accessed 2 November 2018. <http://www.financialgazette.co.zw/national-report/3011-murambatsvinaii-hovers-over-epworth.html>.
- Chikoko, V., and G. Mloyi. *Introduction to Educational Research Methods*. Harare, Zimbabwe: Center for Distance Education, 1995.
- Chirisa, Innocent. "An Analysis of the Environmental Stewardship Concept and Its Applicability in Periurban Towns: Lessons from Epworth in Zimbabwe." *Journal of Sustainable Development in Africa* 12, no. 4 (2010): 41-57.
- _____. "Inclusive Cities and Housing: Analysis of Stewardship Instruments in Epworth, Zimbabwe." *TS07D - Planning and Managing Urbanization, FIG Working Week* 2011. Accessed 10 June 2019. https://www.fig.net/resources/proceedings/fig_proceedings/fig2011/papers/ts07d/ts07d_chaeruka_chirisa_4762.pdf.
- _____. "Post-2005 Harare: A Case of the Informal Sector and Street Vending Resilience. What Options Do Key Actors Have?" *Journal of Local Government Development Journal* 1, no. 1 (2007): 54-64.
- Chitekwe-Biti, Beth, Patience Mudimu, George M. Nyama, and Takudzwa Jera. "Developing an Informal Settlement Upgrading Protocol in Zimbabwe—The Epworth Story." *Environment & Urbanization* 24, no. 1 (2012): 131-148.
- Clarke, Adam. *Clarke's Commentary, New Combined Edition Complete and Unabridged*. Nashville, TN: Abingdon Press, 1824.
- Coghill, David, Sally Bonnar, Sandra L. Duke, Johnny Graham, and Sarah Seth. *Child and Adolescent Psychiatry*. New York: Oxford University Press, 2017.
- Creswell, J. W. *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. Los Angeles, CA: Sage, 2014.
- Diehl, Hans, and Aileen Ludington. *Health Power: Health by Choice, Not by Chance*. Alma Park, UK: Stanborough Press, 2011.
- Doyle, Celia. *Helping Strategies for Child Sexual Abuse*. Oxford, UK: Whiting and Birch, 1995.

- Dube, R. "She Probably Asked for It: A Preliminary Study into Zimbabwean Societal Perceptions of Rape." Accessed 23 May 2019. <https://reliefweb.int/sites/reliefweb.int/files/resources/A-study-into-Zimbabwean-Societal-perception-of-rape.pdf>.
- Durrant, Joan. "Physical Punishment, Culture and Rights." *Journal of Developmental and Behavioural Pediatrics* 29, no.1 (2012): 55-66.
- Effendi, K., and B. Hamber. "Publish or Perish: Disseminating Your Research Findings." In *Research in Practice: Applied Methods for the Social Science*, 2nd ed., ed. T. M. Blanche, K. Durrheim, and D. Painter, 112-115. Cape Town, South Africa: UCT Press, 2006.
- Family Kickstart Georgia. "Signs of Child Abuse or Neglect." August 21, 2019. Accessed 10 June 2021. <https://www.fksg.org/signs-of-child-abuse-or-neglect/>.
- Faleni, Mzukisi Welcome. *Hagar: Case Study of Abuse of Women*. MA Thesis, University of the Western Cape, Bellville, South Africa, 2008.
- Farrant, J. S. *Principles and Practice of Education*. Hong Kong: Sheck Wah Tong Printing Press, 1980.
- Finkelhor, D., R. Ormrod, and M. Chaffin. *Juveniles Who Commits Sex Offences against Minors*. Juvenile Justice Bulletin – NCJ227763. Washington, DC: US Government Printing Office, 2009.
- Flowers, Karen, and Ron Flowers. *Human Sexuality: Sharing the Wonder of God's Good Gift with Your Children*. Silver Spring, MD: General Conference of the Seventh-day Adventists, 2004.
- Freeman, M., ed. "Child Abuse: The Search for a Solution." In *Overcoming Child Abuse: A Window on a World Problem*, 1-14. London: Routledge, 1997.
- _____. *The Moral Status of Children: Essays on the Rights of Children*. The Hague, The Netherlands: Martinus Nijhoff Publishers, 1997.
- Frey, James H., and Andrea Fontana. *Handbook of Qualitative Research*. 2nd ed. Thousand Oaks, CA: Sage, 2000.
- Gemmerson, E. *Qualitative Methods in Management Research*. Thousand Oaks, CA: Sage, 2000.
- Gibbons, D. C. *Juvenile Delinquency: Can Social Science Find a Cure?* Englewood Cliffs, NJ: Prentice Hall, 1990.
- Goltsman, Susan, and Daniel Lacofano, ed. "Introduction: The Challenge of Our Cities." In *The Inclusive City: Design Solutions for Buildings, Neighbourhoods in Urban Spaces*, 1-13. Berkeley, CA: MIG Communications, 2007.

- Gorey, K. M., and D. R. Leslie. "The Prevalence of Child Sexual Abuse: Integrative Review Adjustment for Potential Response and Measurement Biases." *Child Abuse & Neglect* 21, no. 4 (April 1997): 391-8.
- Hall, Lizz, and Siobhan Lloyd. *Surviving Child Sexual Abuse*. New York: The Falmer Press, 1989.
- Hall, M., and J. Hall. "The Long-term Effects of Childhood Sexual Abuse: Counseling Implications." *VISTAS Online*. Accessed 20 June 2018. https://www.counseling.org/docs/disaster-and-trauma_sexual-abuse/long-term-effects-of-childhood-sexual-abuse.pdf?sfvrsn=2.
- Hancock, Beverly, Elizabeth Ockleford, and Kate Windridge. *An Introduction to Qualitative Research*. Nottingham, UK: The National Institute for Health Research, Research Design Service for the East Midlands/Yorkshire & the Humber, 2007.
- Hartman, Marilyn, Stephen E. Finn, and Gloria R. Leon. "Sexual-abuse Experiences in a Clinical Population: Comparisons of Familial and Nonfamilial Abuse." *Psychotherapy Theory research Practise Training* 24, no. 2 (1987): 154-159.
- Hesse-Biber, S. N., and R. B. Johnson. *The Oxford Handbook of Multi Method and Mixed Methods Research Inquiry*. Oxford: Oxford UP, 2015.
- Herzberger, S. D. *Patten of Child Abuse: Research Methodology*. Chicago, IL: University of Chicago Press, 1988.
- Holmes, B. *Citizens' Engagement in Policymaking and the Design of Public Services*. Research Paper Series 1. Canberra, Australia: Parliamentary Library, 2011. Accessed 5 June 2020. <https://parlinfo.aph.gov.au/parlInfo/search/display/display.w3p;query=Id:%22library/prspub/942018%22>.
- Hunter, C. "Effects of Child Abuse and Neglect for Adult Survivors." *Australian Institute of Family Studies*. Accessed 12 March 2018. <https://aifs.gov.au/cfca/publications/effects-child-abuse-and-neglect-adult-survivors>.
- Jackson, H. *AIDs: Action Now: Information, Prevention, and Support in Zimbabwe*. Harare, Zimbabwe: Frontline Electronic, 1992.
- Josephus, F. *Antiquities of the Jews Book VII*. 20 books. London: University of Cambridge, 1737.
- Kinsey Institute: Indiana University. "Diversity of Sexual Orientation." Accessed 12 September 2022. <https://kinseyinstitute.org/research/publications/historical-report-diversity-of-sexual-orientation.php>.
- Kirkpatrick, Donald L., and James D. Kirkpatrick. *Four Levels of Training Evaluation*. Alexandria, VA: ATD Press, 2016.

- Kothari, C. R. *Research Methodology: Methods and Techniques*. 2nd rev. ed. New Delhi, India: New Age International, 2004.
- Kumar, R. *Research Methodology: A Step-by-Step Guide for Beginners*. 3rd ed. London: Sage Publications, 2011.
- Leedy, P. D. *Practical Research: Planning and Design*. New York: Macmillan Publishing Company, 1993.
- Loudenback, J. *Is Emotional Abuse as Harmful as Physical and Sexual Abuse?* Washington, DC: University of Chicago Press, 2015.
- Maltz, Wendy. "Treating the Sexual Intimacy Concerns of Sexual Abuse Survivors." *Sexual and Relationship Therapy* 17, no. 4 (2002): 321-327. Accessed 20 October 2018. <https://www.semanticscholar.org/paper/Treating-the-sexual-intimacy-concerns-of-sexual-Maltz/>.
- Mbuwayesengo, Dora R. "Childlessness and Woman-to-woman Relationships in Genesis and in African Patriarchal Society: Sarah and Hagar from a Zimbabwean Woman's Perspective (Gen 16:1-16; 21:8-21)." *Semeia*, 78 (1997): 27-36.
- McVeigh, Karen. "Tanzania Pardons Two Child Rapists and Calls for Arrest of Pregnant Schoolgirls." *The Guardian*, December 13, 2017. Accessed 12 August 2020. <https://www.theguardian.com/global-development/2017/dec/13/tanzania-pardons-two-child-rapists-arrest-pregnant-schoolgirls-president-magufuli>.
- Miller, Adam B., Christianne Esposito-Smythers, Julie T. Weismore, and Keith D. Renshaw. "The Relationship between Child Maltreatment and Adolescent Suicidal Behavior: A Systematic Review and Critical Examination of the Literature." *Clinical Child and Family Psychology Review* 16, no. 2 (2013): 146-172.
- Mintz, S. "Placing Childhood Sexual Abuse in Historical Perspective." July 13, 2012. Accessed 4 June 2017. <https://tif.ssrc.org/2012/07/13/placing-childhood-sexual-abuse-in-historical-perspective/>.
- Mintz, Steven, and Susan Kellogg. *Domestic Revolutions: A Social History of American Family Life*. New York: The Free Press, 1989.
- Mrazek, P. B., M. Lynch, and A. Bentovim. "Recognition of Child Abuse in the United Kingdom." In *Sexually Abused Children and Their Families*, ed. P. B. Mrazek and C. H. Kempe, 35-50. Oxford: Pergamon Press, 1981.
- Muridzo, Noel Garikai. "Child Sexual Abuse in Zimbabwe: An Agenda for Social Work." *The Indian Journal of Social Work* 75, no. 1 (2011): 49-68.
- Mwamwenda, T. S. *Educational Psychology: An African Perspective*. Johannesburg, South Africa: Butterworths Professions, 1989.

- Nichol, Francis D., ed. *Seventh-day Adventist Bible Commentary*. Rev. ed. Washington, DC: Review and Herald, 1976.
- Nyakudya, Munesu. "Poor Epworth Cries for Change from Legislator." *Newsday*, October 09, 2017. Accessed 17 October 2017.
www.newsday.co.zw/2017/10/poor-epworth-cries-change-legislator/.
- Nyamvura, T., and A. Brown. *Unplanned Informal Settlement - Upgrading Epworth*. Cardiff, UK: Cardiff University Press, 1999.
- Oosthuizen, Piet, and Elsabe Oosthuizen. *Bridge of Hope: Basic Counselling-guide for Pastors and Spiritual Workers*. Harare, Zimbabwe: Cava, 1992.
- Overland, P. B. "Hagar." *Dictionary of the Old Testament: Pentateuch*. Edited by T. Desmond Alexander and David W. Baker. Leicester, UK: Intervarsity Press, 2003. 376-379.
- Payne, Geoffrey, and Michael Majale. *The Urban Housing Manual: Regulatory Frameworks Work for the Poor*. London: Routledge, 2012.
- Piaget, J. *Theory and Stages of Cognitive Development*. New York: Longman Press 2003.
- Prather, Walter, and Jeannie A. Golden. "Learning and Thinking: A Behavioral Treatise on Abuse and Antisocial Behavior in Young Criminal Offenders." *International Journal of Behavioral Consultation and Therapy* 5, no. 1 (2009): 75-105.
- Ratican, K. "Sexual Abuse Survivors: Identifying Symptoms and Special Treatment Considerations." *Journal of Counseling and Development* 71, no. 1(1992): 33-38.
- Rennekamp, Roger, Martha Nall, and Ralph Prince. "Development of Linkages with the Public."
https://psd.ca.uky.edu/files/development_of_linkages_with_the_public_0.pdf.
- Santrock, J. W. *Educational Psychology*. 5th ed. New York: McGraw Hill, 2011.
- Schneider, T. J. *Mothers of Promise*. Grand Rapids, MI: Baker Academic, 2008.
- Seifert, C. M., D. E. Meyer, N. Davidson, A. L. Patalano, and I. Yaniv. "Demystification of Cognitive Insight: Opportunistic Assimilation and the Prepared-mind Perspective." In *The Nature of Insight*, ed. R. J. Sternberg and J. E. Davidson, 65-124. Cambridge, MA: The MIT Press, 1995.
- Sheinfeld, S. "Lot and His Daughters' Motives for Their Incestuous Union." TheTorah.com. Accessed 1 March 2019.
<https://thetorah.com/article/lot-and-his-daughters-motives-for-their-incestuous-union>.

- Speak, P., and A. H. C. Carter. *Harare and Epworth Weather Patten*. Stockholm, Sweden: Esselte Map Services, 1974.
- _____. *Map Reading and Interpretation*. London, UK: Longman, 1974.
- Starr R. H., and D. A. Wolfe. *The Effects of Child Abuse & Neglect: Issues and Research*. Burlington, VT: The Guilford Press, 1991.
- Stone, Lawrence J., and Joseph Church. *Childhood and Adolescence: A Psychology of the Growing Person*. New York: Random House, 1957.
- Theoklitou, D., N. Kabitsis, and A. Kabitsis. "Physical and Emotional Abuse of Primary School Children by Teachers." *Child Abuse and Neglect* 36, no. 1 (2012): 64-70.
- Tracy, S. R. "The Rape of Tamar: Dealing with Sexual Abuse." Accessed 2 March 2021.
<https://mlhlsi.infiniteuploads.cloud/2021/01/RapeTamar10.2019.pdf>.
- Trible, P. *Hagar*. Princeton, NJ: Princeton Theological Seminary, 1984.
- Trickett, Penelope K., Jennie G. Noll, and Frank W. Putnam. "The Impact of Sexual Abuse on Female Development: Lessons from a Multigenerational, Longitudinal Research Study." *Development and Psychopathology* 23, no. 2 (2011): 453-476.
- Walker, Lenore E. *The Battered Woman*. New York: Harper & Row, 1979.
- Walliman, N. *Social Research Methods*. London: Sage, 2006.
- White, E. G. *Desire of Ages*. Nampa, ID: Pacific Press, 2005.
- _____. *Education*. Mountain View, CA: Pacific Press, 1903.
- _____. *Testimonies on Sexual Behavior, Adultery and Divorce*. Silver Spring, MD: Ellen G. White Estate, 2010.
- _____. *The Ministry of Healing*. Mountain View, CA: Pacific Press Publishing Association, 1973.
- Wilkinson, David, and Peter Birmingham. *Using Research Instruments: A Guide for Researchers*. London: Routledge, 2003.
- World Health Organization. "Child Maltreatment." Accessed 12 March 2022.
<https://www.who.int/news-room/fact-sheets/detail/child-maltreatment>.
- _____. "Violence against Children." Accessed 14 March 2018.
<https://www.who.int/news-room/fact-sheets/detail/violence-against-children>.
- World Health Organization and International Society for Prevention of Child Abuse and Neglect. *Preventing Child Maltreatment: A Guide to Taking Action and Generating Evidence*. Geneva, Switzerland: WHO, 2006.

Zimbabwe Institute of Systemic Therapy. *Basic Counseling Skills Training Manual 1*. Harare, Zimbabwe: Harare Connect, 2001.

_____. *Basic Counseling Skills Training Manual II*. Harare, Zimbabwe: Connect, 2001.

Zimstat Office. *Annual Statistical Reports*. Gweru, Zimbabwe: Mambo Press, 2012:2.

Zindi, Fred. *Fundamentals of Educational Psychology*. Harare, Zimbabwe: University of Zimbabwe Publications, 2018.

VITA

Name: Kenneth T. Mashonganyika

Date of Birth: 9/8/1951

Married to Thandi Mashonganyika, Dress Maker, Designer, and Cutter (Polytechnic-Gweru). Children: Two grown sons and two grown daughters.

Educational Qualifications:

- 5 'O' Levels and 1 'A' Level subjects.

Professional Qualifications

- Certificate in Education 1996 (Polytechnic College Bulawayo).
- Diploma in Education 1998 (Polytechnic College Bulawayo).
- Certificate in Transport 1988 (Chartered Institute of Transport, UK).
- Certificate in Counselling 2004 (Connect College, Harare).
- Bachelor of Arts in Theology 2002 (Solusi University).of Africa).
- In progress Doctor of Ministry (Urban Ministry).

Work Experience

- Train Driver 1974-1990 (NRZ).
- Locomotive Inspector 1990-1997 (NRZ).
- Passenger Transport 1998-2000 (Indigenous).
- District Pastor (2002-2020).

Now Retired - Working with Island Hospice (NGO) to establish Church and Community Mobilization Process (CCMP - UMOJA), Centers of Influence (CoI) in high /low density suburbs, Bulawayo.