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Qualitative Exploration of Effective Policing Approaches to Raise Awareness of Gender- Based Violence Among Pupils in Chamwino District, Tanzania

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ABSTRACT

Teaching young children about Gender-Based Violence (GBV) requires effective, theory-based strategies to create conducive learning environments. This article examines the methods used by the Police Gender and Children's Desk (PGCD) to create awareness of GBV among pupils during school visits in Chamwino District, Dodoma, Tanzania, using Albert Bandura's social learning theory as a framework. In this qualitative analysis, four key themes emerge: interactive and participatory methods, question-and-answer sessions, multi-modal environmental messaging, and memory-enhancing strategies. Findings indicate that these methods facilitate observational learning, capture children's attention through songs (e.g., the "Don't Touch Me" song), enhance retention via repetition, and motivate children through rewards. Moreover, police officers serve as role models as they use their authority to foster message adoption and self-efficacy among pupils. Additionally, strategically placed slogans reinforce protective behaviors, illustrating Bandura's principle of reciprocal determinism. This article underscores the role of the PGCD in employing theory-based strategies for GBV education, and advocates for formalized training, standardized materials, collaboration with schools, and digital strategies to improve learning environments. Recommendations include formalization of social learning in PGCD training, creation of standardized educational materials, and provision of a theoretically grounded framework for enhancing education on GBV prevention across various contexts.

INTRODUCTION

Gender-Based Violence (GBV) against children represents a devastating global crisis that affects one in two children worldwide (World Health Organization, 2020). This serious violation of human rights also constitutes a life-threatening health and protection issue that significantly impedes progress toward Sustainable Development Goal (SDG) number 16.2. In that regard, international frameworks, including the Convention on the Rights of the Child (1989) and the UN SDGs, deliberately established binding mandates to protect children from violence, emphasizing the essential roles of law enforcement, educational institutions, and public awareness campaigns in this

endeavor (United Nations, 1989, 2015; WHO, 2019).

Extensive studies across diverse contexts—such as Indonesia (Rumble et al., 2020), Lesotho (Picchetti et al., 2022), Zimbabwe (Waterman et al., 2021; Turner et al., 2022), and Kenya (Okallo, 2017; Wangamati et al., 2020; Barasa et al., 2021) demonstrate the acute vulnerability of children to GBV within educational settings. In Tanzania, the situation is alarming, with over 72% of children reporting experiences of physical violence by age 18 (Lachman et al., 2024). Other forms of GBV, including early marriage, disproportionately affect girls under 18 (Msika, 2024; Schaffnit et al., 2019; Stark, 2018). These violations often go unreported due to a lack of awareness, fear, and shame.

Perpetrators are frequently family members, teachers, or neighbors—individuals who should provide protection rather than inflict harm.

In response to this crisis, law enforcement agencies worldwide have implemented various intervention strategies. Notable examples include India's three-pronged approach integrating legal reforms, community mobilization, and targeted police training (Sukhtankar et al., 2022). Besides, the police service in South Africa conducts systematic community awareness campaigns (Bahula, 2022), while Tanzania has established the Police Gender and Children's Desk (PGCD) as a specialized unit (Kazeri et al., 2024; Mwangoka, 2022). Concurrently, school-based interventions have emerged as vital preventive measures, with systematic reviews confirming effective education as the optimal approach to reducing GBV in low and middle-income countries (Pundir et al., 2020).

However, despite the significant implementation of the initiatives, challenges persist, which include inadequate curricula development, insufficient funding (Fredrick et al., 2019), chronic understaffing (Wanjohi, 2016), and ineffective communication skills among program implementers (Mohamed et al., 2023). Moreover, this critical intersection of policing and educational approaches to GBV prevention has remained substantially under-researched, particularly in the Tanzanian context.

While existing studies in Tanzania have examined aspects of PGCD setups, they have notable limitations in scope and focus. For instance, Kitundu (2023) researched the services offered to women by PGCD officers in Tarime District but did not precisely address child-focused interventions. Furthermore, Kalumanga (2024) offered a general assessment of the role of PGCDs in Dar es Salaam without examining specific approaches to interventions. Similarly, Kazeri et al. (2024) explored the role of PGCDs in addressing GBV in Meru, while Mwangoka (2022) evaluated the effectiveness of PGCDs in addressing GBV against women and children in Kilosa District. All in all, a substantial knowledge gap exists on the specific approaches employed by PGCD during school-based awareness sessions with children.

This study aims to bridge this critical gap by exploring the approaches used by PGCD officers during GBV awareness campaigns with pupils in

Chamwino District, Tanzania. The main objective is to document innovative strategies employed by the PGCD with a view to enabling scaling up in other contexts. The findings enhance an understanding of the current practices and inform future policies and intervention strategies to combat GBV against children in educational settings.

This study is guided by the Social Learning Theory (SLT), which posits that learning occurs effectively through observation and imitation of behaviors and experiences (Bandura, 1977). In the context of effective policing approaches to raising awareness of GBV among pupils in Chamwino District, SLT provides a robust analytical framework. It specifically highlights the role of police officers and community leaders as behavioral models, thereby capturing pupils' attention through their interventions and appropriate responses to GBV.

The theory further underscores the importance of observational learning, wherein pupils internalize anti-GBV messages not only through direct instruction but also by observing consistent protective measures in their environment. For instance, the repetition of slogans and messages displayed throughout the school serves as a permanent reminder, reinforcing retention. The song "Don't Touch Me", utilized in the curriculum, exemplifies the emphasis of SLT on rehearsal during the retention phase of observational learning. After the demonstration, pupils can imitate these behaviors and actively engage in a question-and-answer session that allows them to articulate their understanding, receive feedback, and observe peers' responses. This interaction creates multiple modeling opportunities within a single session, enhancing both retention and reproduction of anti-GBV behaviors.

Moreover, motivation plays a pivotal role in this learning process. By creating an environment rich in supportive interactions and visible reminders, such as slogans, pupils are encouraged to engage with the material actively. Similarly, the anticipation of feedback and peer interaction fosters a sense of community and accountability, motivating them to adopt and replicate positive behaviors against GBV. This study ultimately emphasizes how effective policing can raise awareness and also cultivate resilience among

pupils, making a lasting impact on their attitudes and actions regarding gender-based violence.

METHODS

This study employed a qualitative approach to explore the strategies employed by PGCDs to address GBV among pupils in Chamwino District, Dodoma, Tanzania. The research was conducted between May 2024 and June 2025, and involved 24 standard five pupils from three public primary schools, alongside key police personnel, including the Officer Commanding Station, the PGCD officer-in-charge, and three PGCD officers. Purposive sampling was employed to identify police participants based on their relevant expertise, while convenience sampling was used to select pupils, specifically considering gender representation. Ethical issues were managed by ensuring that participation was voluntary, and participants were informed about the purpose of the study.

Data collection integrated multiple methods: semi-structured interviews with police officers, focus group discussions with pupils, direct observations, and documentary reviews. This triangulation captured diverse perspectives and strengthened the data validity. Thematic analysis was employed to identify patterns across the dataset, using a manual coding process for theme development rather than specialized software.

To ensure research rigor, four trustworthiness criteria were applied: credibility, which was established through multiple data sources, and dependability, which was maintained via detailed documentation and peer reviews (Awan et al., 2023). Moreover, transferability was supported by rich contextual descriptions (Drisko, 2024), and confirmability was ensured through rigorous record-keeping and acknowledgment of participants' perspectives (Ahmed, 2024).

Ethical protocols were strictly followed, including obtaining formal permissions from the Institute of Accountancy Arusha and from other relevant authorities. The privacy of the participants was also protected through pseudonyms, and informed consent was sought from the participants. In addition, research integrity was maintained throughout the process.

RESULTS AND DISCUSSION

This section presents four key themes that highlight how PGCD officers effectively engage students in GBV awareness. The themes include interactive and participatory learning methods, question-and-answer sessions, slogans and visual reminders, traditional pedagogical approaches with memory-enhancing strategies, and age-appropriate content delivery. These themes collectively illustrate a comprehensive approach to fostering GBV awareness among young learners in the district. The emergent themes were analyzed through the lens of Albert Bandura's social learning theory. This illustrates the wide-ranging approach used by PGCD officers to foster an understanding and awareness of GBV among young learners.

The 'Don't Touch Me' Interactive Learning Through Songs and Demonstrations: A Social Learning Approach

This song emerged as an effective and memorable tool that exemplifies Bandura's social learning theory in action. As pupils from School A noted, "Every time police officers from PGCD visit our school, we sing the 'Don't Touch Me' song along with imitating the way they sing the song and demonstrate. Frankly speaking, it is really enjoyable" (FGD with pupils from School A, May 2024). This statement directly reflects the observational learning component of SLT, whereby learning occurs through watching others (models) and then reproducing the right behaviors.

Similarly, pupils in School C commented that, "The 'Don't Touch Me' song is very interesting since it is easy to remember the good and bad touches as we were taught by the police officers from PGCD" (FGD with pupils from School C, May 2024). These testimonials demonstrate that pupils are engaged in the attention and retention processes that Bandura identifies as crucial for observational learning. Specifically, they find the content engaging (attention) and can recall it later (retention).

Besides, the Social Learning approach combines auditory and kinesthetic learning methods, thereby making complex concepts about bodily autonomy accessible to children. Similarly, all the interviewed police officers confirmed that the 'Don't Touch Me' song is a mandatory component when they teach pupils about GBV during awareness sessions. They pointed out that,

this approach has been successful in creating awareness since it involves play and demonstration, elements that facilitate the attention, retention, reproduction, and motivation processes in Bandura's SLT.

The police officers from PGCD also provided a video showing pupils singing the 'Don't Touch Me' song and demonstrating under their guidance, which further illustrates how the officers serve as influential models in the social learning process. According to Bandura (1977), individuals are more likely to adopt modeled behavior if the model is perceived as competent, prestigious, or has authority and attributes that police officers naturally possess in the eyes of young pupils.

The prominent use of songs aligns with Bandura's assertion that learning is more effective when it engages multiple sensory modalities. In that regard, the study finding resonates with Pundir et al. (2020), who highlighted the role of education in reducing GBV in low and middle-income countries. The participatory nature of these methods fosters meaningful engagement, enabling pupils to internalize critical concepts through what Bandura termed "symbolic coding," which is the process of organizing and rehearsing modeled behavior symbolically to enhance retention in children.

The observation that pupils could recall and enthusiastically describe these activities during focus group discussions suggests that these methods leave lasting impressions and thus demonstrate the retention phase of observational learning. This supports the assertion of Mathew et al. (2021) about the significance of empowering children to protect themselves and disclose abuse whenever it happens. In Bandura's (1977) framework, this represents successful behavioral reproduction, where learners demonstrate their ability to perform the observed behavior amicably.

The PGCD's emphasis on participatory strategies facilitates what the SLT documents as "self-efficacy," which is the pupils' belief in their ability to control specific events affecting their lives. The approach has been corroborated by recent studies which highlight the effectiveness of the approach in building self-efficacy (Adekola, 2024; Aladi & Okoro, 2021; Lindquist-Grantz & Abraczinskas, 2020; MacEntee, 2021; Wangamati, 2020). Moreover, experimental studies in diverse contexts worldwide further validate these findings

through the lens of social learning principles. The studies include those conducted by Setyarini, Dewanti, and Pranoto (2021) in Indonesia, Cherry-Reid (2020), and Prioletta (2020) in Canada.

In this context, PGCD's officers function as what Bandura calls "influential models" from whom pupils learn not only specific protective behaviors but also attitudes and emotional responses toward GBV. The status of the officers as authority figures enhances what Bandura termed "model prestige", consequently increasing the likelihood that pupils will definitely adopt the demonstrated behaviors.

Despite the promise shown by these interactive approaches, their long-term impacts and cultural appropriateness within the Tanzanian context warrant further investigation. As Jewkes et al. (2015) emphasize, culturally appropriate GBV programs are vital for sustained impacts. Therefore, the PGCD should consider conducting longitudinal studies to assess the long-lasting effects of these interventions on pupils' attitudes and behaviors, particularly focusing on what Bandura calls "maintenance", which is the continued performance of the learned behaviors over time and space. This aligns with Heise (2011) and Ellsberg et al. (2015), who call for specific assessment criteria in GBV prevention.

The use of interactive methods offers a dynamic approach to GBV education that fully embraces social learning principles. Interactive techniques engage students' attention, enhance retention through multi-sensory encoding, provide opportunities for behavioral reproduction, and create motivational conditions through positive reinforcement. On the other hand, the positive feedback from pupils highlights the effectiveness of these methods in raising awareness and self-protection skills through observational learning. However, evaluating their cultural relevance and long-term impacts in Tanzania remains essential for developing tailored GBV prevention programs that align with local conditions in the social learning process.

Engagement Through Question-and-Answer Sessions: Reinforcing Learning Through Dialogue

Question-and-answer sessions create a dialogic learning environment that typifies Bandura's concept of reciprocal determinism, whereby personal factors, behavioral patterns, and

environmental influences interact continuously. By asking questions like “What is Gender-Based Violence?” and “Can you provide some examples of GBV?”, police officers from PCD regularly encourage critical thinking while assessing comprehension, creating an environment where pupils' cognitive processes (personal factors) interact with their verbal responses (behavior) and the educational setting (environment).

Furthermore, the approach allows immediate clarification of concepts and encourages critical thinking, facilitating what Bandura (1977) termed “abstract observational learning,” which is the acquisition of rules and principles rather than just specific responses. To motivate participation, some sessions include rewards whereby pupils receive prizes for correct responses. This practice aligns with the SLT, which emphasizes positive reinforcement in observational learning, where external rewards increase the likelihood that a behavior will be performed.

As SLT noted, “Most human behavior is learned observationally through modeling, which means, from observing others, a learner forms an idea of how new behaviors are performed, and on later occasions, this coded information serves as a guide for action”. The PGCD's question-and-answer format provides opportunities for pupils to articulate their understanding, to receive the anticipated feedback, and observe peers' responses whilst creating multiple modeling opportunities within a single session of learning.

The use of question-and-answer sessions alongside lecture-citation methods demonstrates a balanced approach to GBV education that incorporates different elements of SLT. Thus, the interactive question and answer format facilitates immediate feedback after positive reinforcement, as asserted in SLT, allowing students to engage actively with the material. On the other hand, the lecture method enables efficient dissemination of specialized knowledge through symbolic modeling, which is particularly crucial for sensitive topics like GBV.

This strategy is supported by findings that highlight the effectiveness of interactive teaching methods in enhancing what Bandura (1977) calls “cognitive modeling”, which is the presentation of thought processes and decision-making strategies for handling complex situations. As Freeman et al.

(2014) asserted, interactive learning has been shown to considerably improve and inspire pupils' engagement, understanding, and retention of the learnt materials. In the context of GBV awareness, this cognitive modeling helps primary school pupils to develop decision-making frameworks for recognizing dangerous situations and seeking help whenever they experience such situations.

In addition, Montserrat et al. (2022) underscore the essential role schools play in creating safe spaces for disclosure, and this is supported by the pedagogical methods that foster psychological safety, which is a prerequisite for the attention and motivation phases in the SLT's observational learning sequence. Therefore, the PGCD should also consider how these methods interact with broader societal factors to influence GBV, such as entrenched gender norms and existing legal frameworks, which SLT recognizes as environmental modifiers of observational learning.

The emphasis on understanding students' perspectives aligns with the SLT aspect of self-reflection, where learners evaluate their understanding and behaviors. As the World Health Organization (WHO, 2020) stresses, to strengthen GBV awareness, the societal-level interventions ought to incorporate multi-sectoral collaboration involving politicians, community leaders, and media campaigns. This approach resonates with the SLT's emphasis on environmental influences in the teaching and learning process.

As suggested by Ansari and Khan (2020) and Almusaed et al. (2023), incorporating storytelling, performing arts, and digital education into the PGCD's curriculum could further enhance pupils' engagement and thus foster social change by providing additional modeling opportunities across different contexts and modalities. In respect of Social Learning Theory, this is referred to as “abstract modeling”, where the principles rather than specific behaviors are well demonstrated.

The combination of interactive question-and-answer sessions and the structured lectures absolutely reflects a broad educational strategy that facilitates knowledge transfer through symbolic modeling while encouraging critical engagement through direct reciprocal interaction amongst pupils.

This dual approach equips pupils with essential information (symbolic acquisition) and analytical skills (cognitive modeling) to navigate complex

issues like GBV, subsequently creating the teaching and learning environment that maximizes all components of the SLT observational learning process, which include attention, retention, reproduction, and motivation. This interrelates with the methods employed by the police officers from PGCD during their conscientization campaigns on GBV issues.

Persistent Messaging via Multimodal Environmental Cues: Creating a Supportive Learning Environment

During the study, all visited schools displayed anti-GBV slogans on signposts throughout school compounds, on trees, and on walls, hence creating environmental stimuli that support the observational learning process described by SLT. The researchers observed slogans such as “Ongea Nasi” (Talk to Us), “Ukatili wa Kijinsia sasa Basi” (Stop Gender-Based Violence Immediately), and “Niche Nisome” (Leave me alone, Let Me Study). These function as persistent environmental cues that SLT recognizes as “stimulus conditions” influencing the probability of certain behaviors.

These slogans are not only used during awareness sessions but also were permanently displayed within the school milieus. Their presence throughout school compounds creates a constant reminder of the anti-GBV messages, subsequently extending their impacts beyond formal awareness sessions. In the Social Learning framework, this represents a manipulation of the environment to enhance retention and provide continuous symbolic rehearsal of key concepts even when direct modeling is not occurring.

In addition, the strategic placement of slogans throughout school environments represents an innovative approach to reinforcing awareness messages related to GBV which, in respect of SLT, is referred to as “environmental determinants” of behavior. The aforementioned environmental cueing method extends the impacts of formal awareness sessions by providing constant visual reminders, thereby effectively addressing the challenges identified by Mohamed et al. (2023) regarding courteous communication in GBV prevention programs.

By displaying messages on signposts throughout school compounds, the PGCD fosters what SLT calls a “supportive environment” for behavioral change, which transcends occasional

educational visits. This approach leverages the SLT concept of reciprocal determinism, whereby the environment (slogans) influences cognitive processes (awareness of GBV issues), which in turn influence behavior (reporting or preventing GBV).

Besides, the use of slogans not only respects local cultures but also promotes behavioral change among pupils by creating environmental conditions conducive to what SLT calls “facilitation effects” as the environmental cues increase the likelihood of the occurrence of patent behaviors. This culturally sensitive tactic mirrors the strategies applied in Timor-Leste (Pedro, 2013; Silva & Simião, 2016), which emphasize the importance of cultural context in shaping attitudes on GBV.

Nevertheless, to enhance long-term impacts, it might be useful for the PGCD to include dialogue-based treatments and participatory education as demonstrated by Jewkes et al. (2015) and Mannell et al. (2019), which can provide opportunities for what SLT terms “guided participation” whereby learners practice new behaviors with guidance and feedback. This is because slogans alone may not be sufficient to achieve long-lasting behavioral change without additional elements of the social learning process.

Moreover, these slogans bridge schools and the community and thus help pupils to carry the anti-GBV messages home. Similarly, teaching is opined to consider pupils' cultural and social contexts, which SLT identifies as the broader “social environment” that impacts learning and behavior. Nonetheless, the PGCD should evaluate the efficacy of the slogans in changing pupils' attitudes and behaviors over time, as well as their impact on families and communities (Ruggs et al., 2023).

However, the intersectional approach and SLT emphasis on environmental influence have been challenged since, in some circumstances, parents backlash teachers and leaders regarding the contents. This has been reported in Australia as one of the barriers of GBV education among primary school pupils (Dadvan and Cahill, 2021).

While slogans embed GBV awareness in daily life and promote internalization of anti-GBV values amongst pupils through consistent environmental cues, pairing this strategy with interactive methods is essential in facilitating what SLT calls “self-regulatory” capabilities which are the ability to

guide one's own behavior according to internal standards. Further to this, it is crucial to evaluate the impact of slogans on individual and community attitudes to understand how environmental modifications contribute to a cultural shift when addressing GBV through the mechanisms outlined in SLT.

Reinforcement through Memory-Enhancing Strategies: Building Self-Efficacy through Repetition

The regular inclusion of the 'Don't Touch Me' song in every session, as confirmed by all interviewed officers, demonstrates a deliberate strategy of repetition that exemplifies the SLT emphasis on rehearsal in the retention phase of observational learning. This is reflected in pupils' feedback from School B who contended that: "The song is very interesting since it is easy to remember the good and bad touches as we were taught by police officers from PGCD" (FGD with pupils from School B, May 2024).

During the study, pupils engaged in call-and-response as evidenced by the subsequent pattern from the visited primary schools:

Police: "Don't Touch Me" (demonstrating by touching the part of the body where breasts are found).

Pupils: "Hapa Kwangu, hapa kwangu, hapa kwangu" (meaning "It's mine" while imitating the action).

Police: "Don't Touch Me" (demonstrating by touching part of the body where sexual organs are found).

Pupils: "Hapa Kwangu, hapa kwangu, hapa kwangu" (imitating and repeating to reinforce the action).

Police: "Don't Touch Me" (demonstrating by touching the part of the where buttocks are found).

Pupils: "Hapa Kwangu, hapa kwangu, hapa kwangu" (imitating the action and repeating to reinforce).

Police: "Don't Touch Me" (demonstrating by touching the part of the body where the thighs are found).

Pupils: "Hapa Kwangu, hapa kwangu, hapa kwangu" (imitating the action and repeating to reinforce).

This interaction, as stipulated by the 'Don't Touch Me' song patterns, perfectly illustrates the

SLT four-step observational learning process, which includes attention (as pupils focus on the officers' demonstrations) and retention (as repetition helps encode the information). It also includes reproduction (as pupils imitate the actions) and motivation (the interactive nature which creates an engagement). Correspondingly, the repetitive structure suggests that the methods used by the police officers reflect what SLT asserts as "enactive rehearsal", which refers to practicing a behavior physically to improve retention and performance capability.

Along similar veins, the use of songs appears to be reliable and appropriate for pupils as it has been applied in many countries to teach different topics to pupils due to the fact that it enhances memory retention. For example, songs have been successfully used worldwide to teach family violence during the COVID-19 pandemic (Ayinla & Amenaghawon, 2021). Similarly, through songs, children share music, and this helps them to escape violence, thereby hoping for a bright future (Fairchild & McFerran, 2018). Furthermore, application of musical role is akin to developing what SLT terms "outcome expectations", which is an anticipatory belief about the consequences of the anticipated behaviors.

The combination of immediate engagement through songs and demonstrations, along with environmental cues from slogans, indicates a strategic approach aimed at achieving both immediate impact and long-term awareness amongst pupils through multiple components of the social learning process. This method effectively addresses the concerns raised by Wanjohi (2016) regarding limited capacity, as environmental cues continue to reinforce messages even in the absence of PGCD officers, which is a form of what SLT calls "symbolic retention" whereby information is preserved through environmental stimuli.

In the same vein, Michau et al. (2015), Adams et al. (2021), and Huang et al. (2022) suggest the incorporation of digital techniques to enhance the sustainability of GBV prevention efforts. This presents a valuable opportunity for the PGCD to expand the modeling environment beyond face-to-face interactions. Specifically, by integrating technology, the PGCD can align its initiatives with Tanzania's national GBV policy framework, subsequently promoting a more systematic and

sustainable impact through what SLT identifies as an “abstract modeling” via digital media.

In addition, numerous studies also recommend play as essential for children's learning and development in various areas, aligning with the SLT concept of observational learning through play. For instance, the Australian curriculum has endorsed play-based learning as an essential aspect for children's development (Whitlock et al., 2023). This has been proven to be a balanced approach when combined with an inquiry learning encompassing content to enhance education effectively (Jones et al., 2024; Taylor & Boyer, 2020). Notably, plays foster positive and rapid connections between foreign teachers and EFL learners, enhancing student comfort (Jones et al., 2024). In addition, in Asia, play-based programs for children are advised for global schools so as to tackle human trafficking risks in children since the approach incorporates both enjoyment (motivation) and skill development (reproduction) as stipulated in the SLT framework.

This multifaceted approach can help to address resource limitations in the GBV prevention through efficient utilization of the modeling opportunities in place. However, challenges of inadequate curricula, as noted by Fredrick et al. (2019), highlight the need to formalize PGCD's innovative methodologies within broader educational frameworks for effectiveness, efficiency, and sustainability, thus creating what SLT calls “structured learning environments” that systematically support observational learning processes.

Remarkably, the police officers from PGCD combine immediate engagement with ongoing reinforcement, which effectively addresses the complexities of GBV awareness through multiple aspects of SLT. By using multiple communication channels, they reach pupils in diverse ways and hence, create wide-ranging opportunities for the attention and retention phases of observational learning as stressed in SLT. In addition, incorporating digital tools relatively enhances accessibility and engagement amongst young audiences, consequently expanding the modeling environment.

Yet, these strategies require a robust curriculum tailored to the specific needs of the served communities to ensure that all the components of SLT, namely attention, retention,

reproduction, and motivation, are effectively addressed.

CONCLUSION

This study aimed to explore the approaches used by the PGCD to raise the awareness of GBV among primary school pupils in Chamwino District, Tanzania, drawing from Bandura's Social Learning Theory as a framework. The findings indicate that PGCD officers implement a multi-faceted strategy that incorporates key components of observational learning: attention, retention, reproduction, and motivation. By acting as authoritative models and employing engaging methods like the “Don't Touch Me” song, they foster self-efficacy in pupils, empowering them to recognize and report GBV. Interactive question-and-answer sessions further enhance pupils' understanding and active engagement.

While this qualitative study provides valuable insights for practitioners developing GBV prevention programs, its focus on a single district limits generalizability. However, the successful strategies identified can be adapted for other districts and regions in Tanzania. Future research should explore cultural factors that may influence program effectiveness and assess the durability of the self-efficacy developed through these interventions. Longitudinal studies are also recommended to evaluate long-term impacts and how integrating digital technologies could broaden the reach of PGCD efforts. Additionally, research should investigate how to optimize PGCD initiatives within broader school curricula to create supportive learning environments.

Overall, this research offers a replicable model for education policymakers, emphasizing the importance of integrated child protection systems that leverage social learning mechanisms. By aligning GBV awareness initiatives with educational policies, stakeholders can foster more effective environments for children.

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