



Developing /Adapting a School – Based Primary Prevention Intervention in Nairobi, Kenya: Findings of a Formative Research

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Project Background

- Violence in adolescents' dating relationships a significant problem in SSA
- Dating violence under- examined topics in the Kenyan youth culture
 - 2010 – first national VAC survey in Kenya
 - 32% (f) & 18% (m) experienced sexual violence
 - 66% (f) & 73% (m) experienced physical violence
 - Intimate - perpetrators of sexual violence
- Little evidence of evaluated primary prevention interventions in the region
- Need to examine underlying risk and protective factors & preventive approaches
- Address study findings and gaps identified from our literature to inform intervention development/adaptation

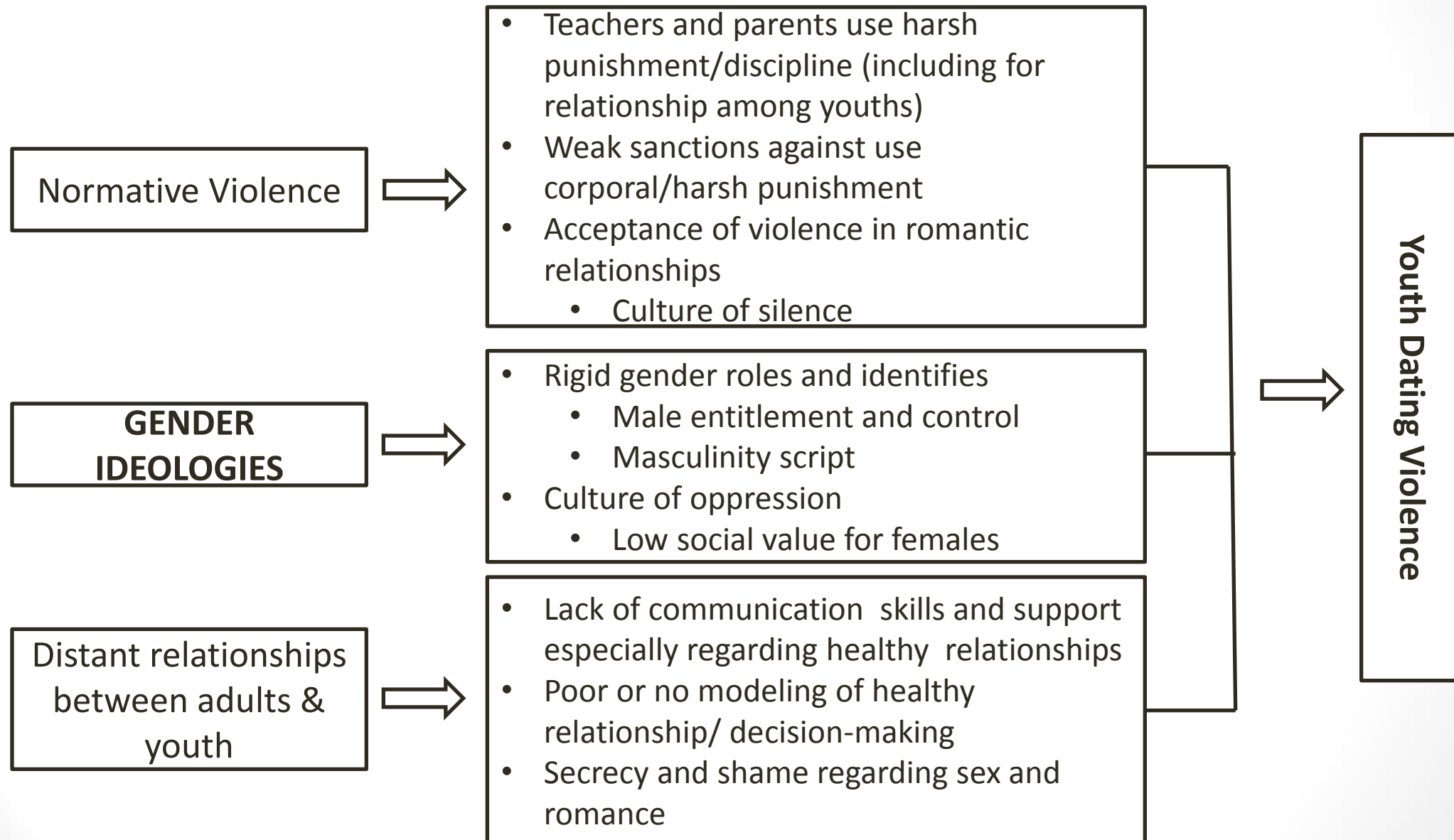
Research Question

1. What are adolescents' experiences of dating and intimate relationships?
2. What do pupils understand as dating?
 - What types of relationships do they have?
 - What do they mean when they say they are dating?
3. What relationships do pupils and teachers have?
4. What relationships do adolescents and parents have?
5. What role do parents /teachers have on adolescents ideas and construction of intimate relationships
6. What programs/efforts exist (if any) in study schools to address the problem?

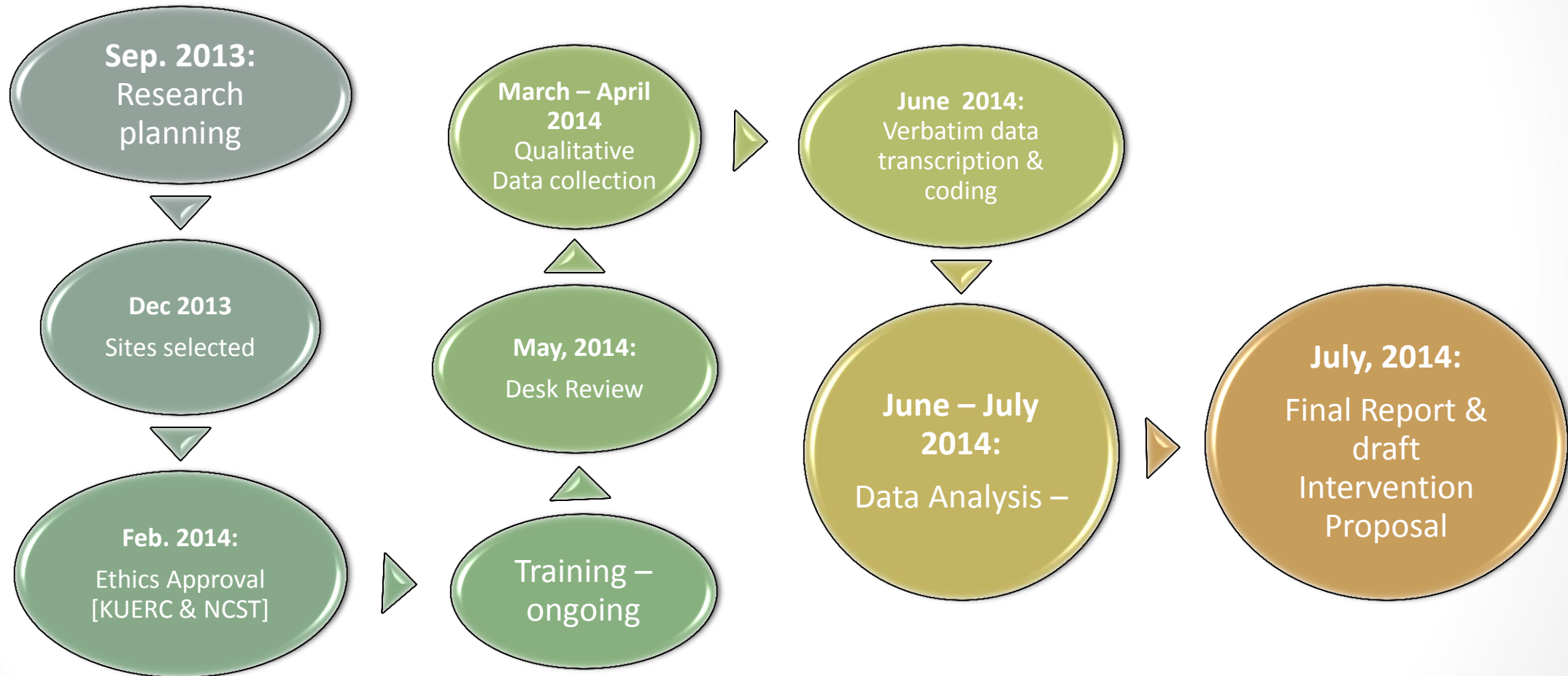
Research Objectives

- Desk review to document what has previously been done regarding dating violence in Kenya and sub – Saharan Africa.
- To describe the perception, knowledge and practice of pupils in grade 6 and 7 regarding dating and sexual violence in two primary schools.
- To describe the perception, knowledge and practice of parents and teachers of pupils in grade 6 and 7 regarding dating and sexual violence in two selected schools.

Matrix of influences (adapted from the Theory of Triadic Influence)



Study Timeline



Study Participants

❖ Inclusion criteria

- Pupils: (Pupil in select school, male or female; in grade 6 or 7; 12 – 14 years old); N=26
- Parents: Parent/guardian/caregiver of child in grade 6 or 7; 18 years and above; male/ female; over 18 years. N = 7
- Teachers: teacher in select school; over 18 years; male /female; N= 7
- Community Service Providers: Over 18 years; provides services in the school community; male or female; N= 10

❖ Exclusion - Doesn't meet above criteria

Summary of Findings

- Secrecy of youth regarding dating and sexual behaviours
- The importance of media in influencing values and behaviours
- Parental negligence or ignorance regarding dating and sexual behaviours
- Signs of violence even in grade 6 & 7 pupils, both experienced and observed between youth & adults
- Parents & teachers ill equipped to deal with these matters with youth --- resorting to harsh punishment
- Money and poverty as a driving force in relationships, modeling on transactional or exploitative sex
- Sex as a motivator for romantic relationships, often leading to violence

Implications for S/IPV intervention

- Youth struggle in their adoption of healthy and nonviolent relationship patterns at very young ages, just as they begin their romances.
- Many are already sexually experimenting
- Violence prevention in the earliest years of dating is warranted
- Need for a multi-layered approach that addresses the key issues raised here.

Conclusion

- Study provides an in – depth qualitative understanding of multiple levels of risk influences which render adolescent boys and girls vulnerable to either perpetrating or becoming victims of violence in two schools in Nairobi Kenya.
- Findings encourage positive, two way communication between parents and youths.
- Strategies to build protective peer norms and or gender ideologies

Acknowledgements

- SVRI / MRC team
- Research team
- Schools /MoE
- Research Participants

Resources

<http://www.svri.org/csaReport.pdf>

Thank You

- Your Feedback
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