

# SAFE SCHOOLS: EVIDENCE TO INFORM A HOLISTIC PRIMARY PREVENTION INTERVENTION IN KENYA

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# PROJECT IMPLEMENTATION TEAM

- **LVCT Health** is a Kenyan NGO that incorporates

Research, Programming and Policy advocacy in

- Sexual and Gender based violence
- HIV
- Health Systems strengthening
- Training

- **SOWED Kenya** is a CBO with expertise in

- Community engagement and advocacy on GBV, gender and human rights

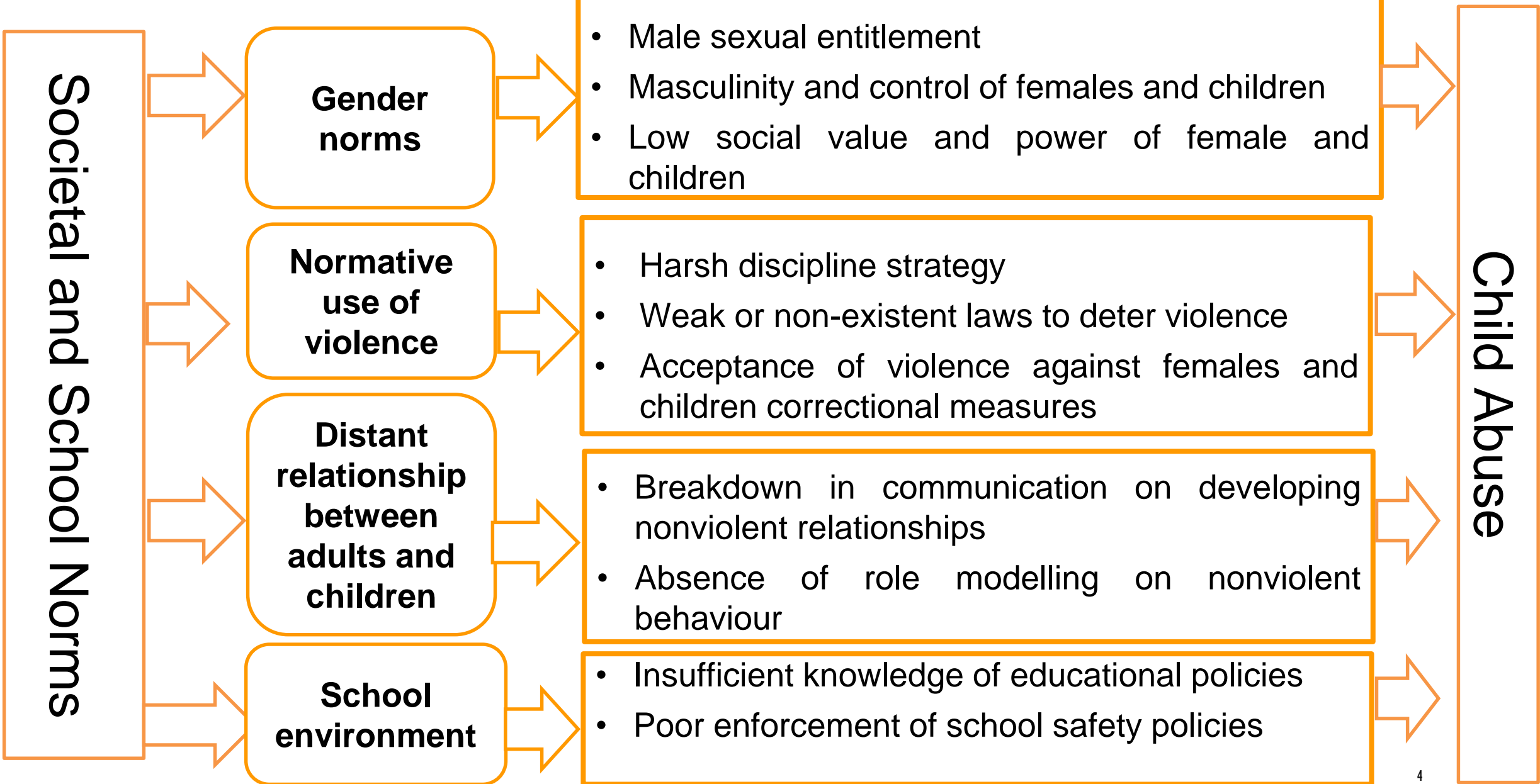
LVCT's Hatua model



# STUDY BACKGROUND

- Child abuse in schools setting has been documented in Kenya.
- The violence against children (VAC) study indicated that :
  - 21.4% females and 20.3% males encountered their first sexual violation in schools
  - 22% girls and 32% boys had their first experience of sexual violence at home (GOK, 2012)
- There is limited evidence on primary prevention of child abuse in schools with parents' and teacher involvement in Kenya

# THEORETICAL FRAMEWORK-SOCIAL LEARNING THEORY



# OBJECTIVES

1. To identify the types and forms of child abuse cases in primary schools.
2. To identify factors that expose children to abuse in primary schools

# STUDY METHODOLOGY

- **Primary schools:** 4 public schools in Kajiado County
  - Two urban and two rural schools

**Study design:** Cross-sectional qualitative study

**Data collection:** In-depth Interviews

**Study participants:**

- 76 students (aged 10-14 years – 40 females;36 males)
- 17 teachers (10 females,7 males)
- 22 parents( 18 females,4 males)
- 16 Community stakeholders(health providers, County officials, local chiefs, police, religious leaders)



# EXPOSURE TO ABUSE IN ...

## At home :

**Physical:** *“My husband, if he decides to beat the child he may beat like he will kill them.”- Female parent*

**Sexual exploitation :** *“..when I asked her{my daughter} where she got the vegetables from, she told me 'there is a boy who has slept with me and gave me vegetables”- Female parent*

*“Another girl was forced by the father to sleep with her. She got pregnant and the father ran away.”- Male student*

**Emotional abuse:** *“..my parents call me buttocks...my parents call me a dog”  
Female student*

# EXPOSURE TO IPV

- Domestic violence was witnessed more in the urban areas compared to the rural.

*‘My father comes late at night...About 10(pm)...He comes and starts to quarrel, banging things? He quarrels my mother but my mother remains silent.’ (Student)*

*‘ .....like now if mum and dad start to quarrel, they(siblings) become stressed up and they don’t study (Student)*

- Hurling insults at children in schools, neighborhood and family is common

*“I want my father to stop drinking so much. He insults us...”(10 year old student)*



# NEGATIVE GENDER NORMS

- Women and children not involved in decision making

*“No matter how old a woman is, she is regarded as a child.” (Female parent)*

*“children are not consulted on family issues as they are only to be seen and not heard” (Male parent)*

- Prevalent cultural practices increase vulnerability to sexual abuse and sexual and intimate partner violence

*“I talk to the boys, the mother talk to them {girls}. I tell them it is not allowed to sleep with men. No, the girls are not allowed to sleep with the boys, it is bad. Because it may cause a pregnancy. But our culture permits boys to have sex —  
(Male parent)*

# NORMATIVE USE OF VIOLENCE

- Use of violent disciplinary approaches by teachers and parents
  - Psychological aggression i.e. shouting, yelling, calling child names.
  - Physical Punishment such as caning or burning their children with knives

*‘...‘If my husband decides to beat our child, he may beat like he will kill them...he will thoroughly beat them like not seen before. That child has to have a goat slaughtered and the fat applied due to the beating he has received that he cannot even get up’ (Female parent)*

- The teacher student ratio (1: 50) makes it stressful for teachers to guide and monitor the children

# REASONS FOR CORPORAL PUNISHMENT

- According to students corporal punishment is given when they fail to:
  - “carry firewood for cooking school meals”
  - “carry water for cleaning the toilets”
  - “complete school assignments”
- Reasons using a caning in discipline:
  - Pressure from parents and care givers to cane

*“I was informed of a boy who used to stay in the bush.. And not do class work... His parent came to school with a long stick and asked that I beat the child...” Teacher*

# IMPLICATIONS FOR PRIMARY INTERVENTION

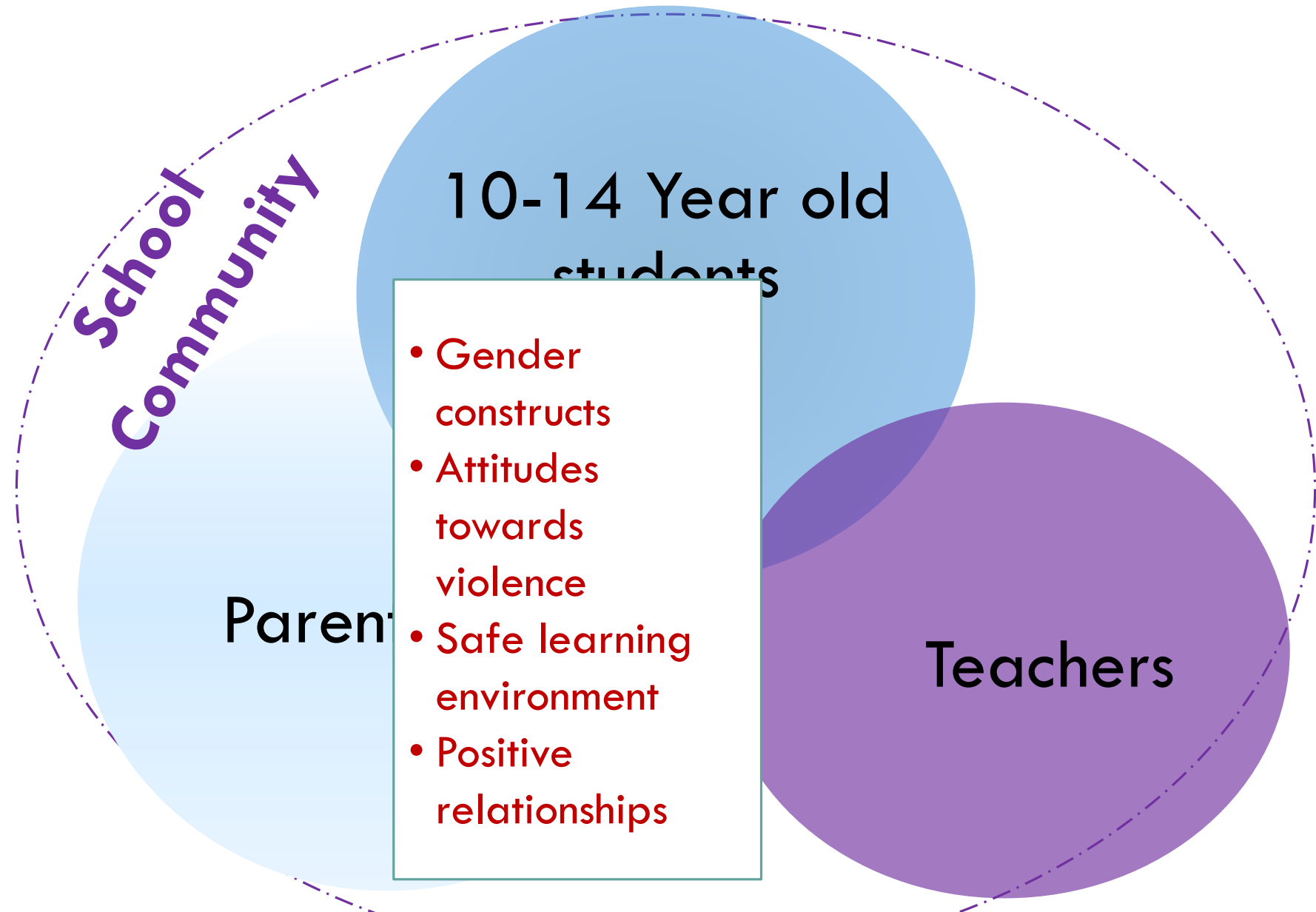
- Stakeholder engagement in project design and implementation is KEY
- Need for a holistic intervention targeting children, parents and teachers
- Defined mechanisms of engaging teachers as drivers of change
  - School level
  - Policy
- Large scale research to test feasibility of school based child abuse prevention required in low resource settings



# COMPREHENSIVE SCHOOL BASED PRIMARY PREVENTION MODEL BEING PILOTED

LVCT Health and SOWED-Kenya currently piloting an adaptation of:

- Good schools Tool Kit (Raising voices)
- SKHOKHO (SVRI/MRC)



# ACKNOWLEDGEMENT

- 4 Participating Schools
- Kajiado County Government
- Study respondents
- SVRI/MRC



THANK YOU

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