Towards Effective Communication Strategies Of Slum Teachers Against Sexual Abuse Of Pre-Teen Girls In Mukuru Kwa Njenga Slum, Nairobi

by

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11-1286

A thesis presented to the School of Communication, Language and Performing Arts of Daystar University, Nairobi, Kenya

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TOWARDS EFFECTIVE COMMUNICATION STRATEGIES OF SLUM TEACHERS AGAINST SEXUAL ABUSE OF PRE-TEEN GIRLS IN MUKURU KWA NJENGA SLUM, NAIROBI

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In accordance with Daystar University policies, this thesis is accepted in partial fulfillment of requirements for the Master of Arts degree.

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DECLARATION

TOWARDS EFFECTIVE COMMUNICATION STRATEGIES OF SLUM TEACHERS AGAINST SEXUAL ABUSE OF PRE-TEEN GIRLS IN MUKURU KWA NJENGA SLUM, NAIROBI

I declare that this thesis is my original work and has not been submitted to any other college or university for academic credit.

Signed: ____________________________  Date: ________________
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First and foremost, I would like to acknowledge God as the sole motivation behind this research and without whom; I would not have embarked on this journey. In Him, I live, move and breathe.

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I sincerely thank, though posthumously, the late Mary Kizito, who together with Dr Peel, saw the start of this thesis journey as my first supervisors before her untimely passing on. May the Lord rest her soul in peace.

To my lecturers, who have walked with me all these years as a student and have therefore contributed to this work. I salute you. To Prof. Rebecca Oladipo, who has been instrumental in the writing, thank you for the patience. God bless the work of your hands.

Finally, to my fellow colleagues and students who have shared classes with me and with whom I have struggled to complete our studies, there is surely light at the end of the tunnel.
TABLE OF CONTENTS

DECLARATION ........................................................................................................ iv
ACKNOWLEDGEMENTS ............................................................................................ v
TABLE OF CONTENTS .............................................................................................. vi
LIST OF TABLES ....................................................................................................... viii
LIST OF FIGURES ..................................................................................................... ix
LIST OF ABBREVIATIONS AND ACRONYMS ...................................................... x
ABSTRACT ............................................................................................................... xii
DEDICATION .......................................................................................................... xiii

CHAPTER ONE ....................................................................................................... 1
INTRODUCTION AND BACKGROUND TO THE STUDY ........................................... 1
Introduction ............................................................................................................... 1
Background to the Study ........................................................................................... 5
Purpose of the Study .................................................................................................. 5
Objectives of the Study ............................................................................................. 6
Research Questions .................................................................................................. 6
Rationale of the Study ............................................................................................... 7
Significance of the Study ........................................................................................... 8
Assumptions of the Study ......................................................................................... 8
Scope of the Study .................................................................................................... 8
Limitations and Delimitations of the Study ............................................................... 9
Definition of Terms ................................................................................................ 10
Summary .................................................................................................................. 12

CHAPTER TWO ..................................................................................................... 13
LITERATURE REVIEW .......................................................................................... 13
Introduction ............................................................................................................ 13
Theoretical Framework ............................................................................................ 21
Empirical Literature Review .................................................................................... 28
Conceptual Framework ........................................................................................... 33
Discussion ............................................................................................................... 34
Summary .................................................................................................................. 35

CHAPTER THREE ............................................................................................... 36
RESEARCH METHODOLOGY ............................................................................. 36
Introduction ............................................................................................................. 36
Research Design .................................................................................................... 36
Target Population ................................................................................................. 36
Target Site ............................................................................................................. 37
Sample Size .......................................................................................................... 37
Sampling Technique .............................................................................................. 38
Data Collection Instruments ................................................................................... 39
Data Collection Procedures .................................................................................... 40
Pretesting ............................................................................................................... 42
Data Analysis Plan ................................................................................................. 43
Ethical Considerations .......................................................................................... 44
Summary ............................................................................................................... 45
CHAPTER FOUR ........................................................................................................ 46
DATA PRESENTATION, ANALYSIS AND INTERPRETATION ................................. 46
Introduction .............................................................................................................. 46
Data Presentation, Analysis and Interpretation ....................................................... 47
Findings from the Teacher Interviews .................................................................. 73
Key Findings ............................................................................................................ 75
Summary .................................................................................................................. 78

CHAPTER FIVE ......................................................................................................... 79
DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS .......................... 79
Introduction .............................................................................................................. 79
Discussion of Key Findings ..................................................................................... 79
Existing Opportunities for Sharing Effective Communication Strategies .......... 85
Types of Sexual Abuses .......................................................................................... 87
Conclusion ............................................................................................................... 90
Recommendations .................................................................................................. 92
Areas for Further Research ..................................................................................... 94

REFERENCES ............................................................................................................ 95

APPENDICES ........................................................................................................... 100
Appendix A: Pre-Teens Questionnaire ................................................................. 100
Appendix B: Teacher Interview Schedule ............................................................. 104
Appendix C: Focus Group Discussion Schedule ................................................... 105
Appendix D: Pre-Teen Guardian Consent Form .................................................... 106
Appendix E: Research Permit from NACOSTI ..................................................... 108
Appendix F: List of Schools .................................................................................. 109
Appendix G: Sample Pictures from the Data Collection ....................................... 110
LIST OF TABLES

Table 4.1: Pre-Teen Girls’ Questionnaire Respondents Profile………………….47
Table 4.2: Pre-Teen Girls’ FGD Respondents Profile………………………………47
Table 4.3: Teacher Interview Respondents Profile………………………………….49
Table 4.4: Respondents Knowledge of the Term ‘Sexual Abuse’………………50
Table 4.5: What Respondents Thought ‘Sexual Abuse’ was……………………52
Table 4.6: Other Activities Respondents Thought Sexual Abuse was…………53
Table 4.7: Respondents Knowledge of Girl Who was Sexually Abused…………53
Table 4.8: What Happened to Abused Girl Known by Respondents…………54
Table 4.9: Frequencies of Persons Felt to be Perpetrators of Sexual Abuse……54
Table 4.10: Other People Respondents Thought could be Perpetrators……….55
Table 4.11: Where Respondents Thought Sexual Abuse might Take Place……56
Table 4.12: Other Locations Where Sexual Abuse might Occur…………………..56
Table 4.13: People Respondents would Report to if Sexually Abused…………57
Table 4.14: Other People Respondents would Report to if Sexually Abused……58
Table 4.15: Teachers Taught How to Protect Oneself from Sexual Abuse………58
Table 4.16: Messages that Teachers Shared on Sexual Abuse Prevention………59
Table 4.17: Use of Textbooks…………………………………………………………59
Table 4.18: Use of Videos or Films or TV………………………………………………60
Table 4.19: Use of Charts or Posters or Magazines……………………………………61
Table 4.20: School has a Relevant Club………………………………………………62
Table 4.21: Teacher Led (Is the Patron of) the Relevant Club in School…………63
Table 4.22: Girls from Other Classes Attended Club Sessions…………………..64
Table 4.23: Other Pupils (Boys) Attended Club Sessions…………………………64
Table 4.24: Library Is Equipped with Communication Resources………………..65
Table 4.25: Some Girls did Tell the Teachers When Abused……………………66
Table 4.26: Many Girls have Received Help When Abused………………….……..66
Table 4.27: Teacher Invited Visitors to Speak on Sexual Abuse Topics…………68
Table 4.28: Neighbouring Schools Invited to Sessions with Respondents………68
Table 4.29: Respondents Visited Other Places for Lesson Sharing……………….69
Table 4.30: Respondents Celebrated the Day of the African Child………………….71
Table 4.31: Summary of Findings from Teacher Interviews……………………………74
LIST OF FIGURES

Figure 2.1:  Conceptual Framework.................................................................33
Figure 4.1:  Respondents Knowledge of Sexual Abuse.....................................50
Figure 4.2:  Use of Textbooks........................................................................60
Figure 4.3:  Use of Videos or Films or TV.........................................................61
Figure 4.4:  Use of Charts or Posters or Magazines........................................62
Figure 4.5:  School Has Relevant Club..............................................................63
Figure 4.6:  Teacher Was the Club’s Patron.....................................................63
Figure 4.7:  Other Girls Attended Club.............................................................64
Figure 4.8:  Boys Attended Club........................................................................64
Figure 4.9:  Library was Well Equipped............................................................65
Figure 4.10: Girls Reported When Abused.........................................................67
Figure 4.11: Girls have Received Help...............................................................67
Figure 4.12: Teachers Invited Visitors...............................................................68
Figure 4.13: Teacher Invited Other Schools......................................................69
Figure 4.14: Respondents have Visited Other Places........................................70
Figure 4.15: Respondents Celebrated the Day of the African Child.................71
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tr>
<td>ANPPCAN</td>
<td>African Network for the Prevention and Protection against Child Abuse and Neglect</td>
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<tr>
<td>APBET</td>
<td>Alternative Provision of Basic Education and Training</td>
</tr>
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<td>APHRC</td>
<td>African Population and Health Research Centre</td>
</tr>
<tr>
<td>CBO</td>
<td>Community-Based Organization</td>
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<tr>
<td>CLAN</td>
<td>Children Legal Action Network</td>
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<tr>
<td>CMM</td>
<td>Coordinated Management of Meaning</td>
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<tr>
<td>COHRE</td>
<td>Centre on Housing, Rights and Evictions</td>
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<td>CRADLE</td>
<td>Child Rights Advisory and Legal Centre</td>
</tr>
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<td>CSA</td>
<td>Child Sexual Abuse</td>
</tr>
<tr>
<td>CW</td>
<td>Concern Worldwide</td>
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<td>DCIF</td>
<td>Daraja Civic Initiatives Forum</td>
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<tr>
<td>EPA</td>
<td>Environmental Protection Agency</td>
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<td>FGD</td>
<td>Focus Group Discussion</td>
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<tr>
<td>GCS</td>
<td>Government Communication Service</td>
</tr>
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<td>GVRC</td>
<td>Gender Violence Recovery Centre</td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immunodeficiency Virus</td>
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<tr>
<td>ILA</td>
<td>Interagency Learning Initiative</td>
</tr>
<tr>
<td>KAACR</td>
<td>Kenya Alliance for Advancement of Children Rights</td>
</tr>
<tr>
<td>KNBS</td>
<td>Kenya National Bureau of Statistics</td>
</tr>
<tr>
<td>MLE</td>
<td>Measurement, Learning and Evaluation</td>
</tr>
<tr>
<td>MOEST</td>
<td>Ministry of Education, Science and Technology</td>
</tr>
<tr>
<td>NACOSTI</td>
<td>National Commission for Science, Technology and Innovation</td>
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<tr>
<td>NFE</td>
<td>Non-Formal Education</td>
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<td>NGO</td>
<td>Non-Governmental Organization</td>
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<td>Acronym</td>
<td>Full Form</td>
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<tr>
<td>Q&amp;A</td>
<td>Question and Answer</td>
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<tr>
<td>ROC</td>
<td>Rights of Children Club</td>
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<td>SAC</td>
<td>Sexual Abuse Counseling</td>
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<td>SMT</td>
<td>Social Marketing Theory</td>
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<tr>
<td>SPSS</td>
<td>Statistical Program for Social Sciences</td>
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<tr>
<td>SRH</td>
<td>Sexual Reproductive Health</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
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<td>UNHABITAT</td>
<td>United Nations Human Settlements Programme</td>
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<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
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<td>VCT</td>
<td>Voluntary Care and Treatment</td>
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<td>WHO</td>
<td>World Health Organization</td>
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ABSTRACT

Sexual abuse of pre-teen girls in slum areas is reportedly rising. It is likely that a communication problem fuels the rise, yet proper communication strategies are the basis on which effective communication can build better outcomes on prevention of sexual abuse. The main objective of this research was to identify the communication strategies employed by teachers against sexual abuse of pre-teen girls in Mukuru Kwa Njenga slum of Nairobi. The research was descriptive, and collected both quantitative and qualitative data. A total of 395 questionnaires were distributed, 51 pre-teen girls participated in focus group discussions and 39 teachers were interviewed for the study. Quantitative data analysis was done using the Statistical Program for Social Sciences while qualitative data was analyzed using Atlas-Ti. Findings indicated that among teachers, 65% used textbooks, 11% used videos or films or TV and 15% used charts or posters or magazines to communicate issues about sexual abuse and its prevention. Of the schools, 61% had clubs, with teachers acting as patrons 33% of the time. Only 48% of the schools networked with other schools while overall, 43% of the pre-teen girls knew what sexual abuse was. Based on these and more findings, the research recommended that teachers should structure their communication into effective communication strategies; the government needs to actualize proper policies around sexual abuse of children; other stakeholders need to scale up their efforts against sexual abuse and parents should advocate for slum schools to introduce sexual abuse prevention activities where these lack.
DEDICATION

To my wife, Linda and daughter Eleesha, who remind me why the well-being of any
girl matters.
CHAPTER ONE
INTRODUCTION AND BACKGROUND TO THE STUDY

Introduction
This research focused on how teachers in schools within Mukuru Kwa Njenga slum of Nairobi, communicated issues about child sexual abuse and its prevention to pre-teen girls between ages nine and 12 years. The research looked at specific communication avenues available for teacher’s use, and inferred whether those teachers used them as part of their communication strategy in the prevention of sexual abuse. The research also looked at how these communication strategies between teachers and the pre-teens in the slum schools played a role in the detection of sexual abuse, prevention of sexual abuse, and protection from continual sexual abuse. This chapter gives a background to the study, discusses the research problem, and states the objectives and research questions. It also discusses the significance of the study, its rationale, the scope, limitations and delimitations of the study, and key terms.

Background to the Study
The rates of occurrence of sexual abuse as a form of violence against young girls have been increasing overtime (Bruce, 2011; Chanji, 2014; Couillard, 2014; Dolan, 2014; Karina, 2014; Mwabe, 2014; Odongo, 2014a, Odongo 2014b; Okeyo, 2014; Onyango, 2012), and this abuse sometimes leads to death and sometimes leads to a minor injury. The threat of sexual abuse follows women and girls even where they should be safest at home and school (Kidman, 2014). According to a 2012 report on the state of the world’s children by the United Nations Children’s Fund (UNICEF), girls living in poverty are exposed to a heightened risk of sexual abuse as sexual harassment and violence are a daily reality for girls and women in urban public spaces, and one that
has been largely neglected by those who oversee their safety (UNICEF, 2012). Slum settlements are generally considered areas of pervasive poverty, and therefore insecure. The poverty contributes to a vicious cycle of insecurity in which either may be a result or cause of the other (APHRC, 2002).

Despite the nature of these slum environments, young people between the ages of 10-24 years constitute a considerable proportion (about 30%) of residents in these slums, and research shows that they are at a greater risk of early childbearing and other related adverse sexual and reproductive health outcomes, usually attributed to sexual abuse, compared to their counterparts who do not live in the slum (Mumah, Kabiru, Izugbara, & Mukiira, 2014). These young people in slums face unique challenges including extreme poverty, poor schooling outcomes, early marriages, illiteracy, sexual and gender-based violence, and lack of access to basic services (APHRC, 2002; KNBS, 2012; Mudege, Zulu, & Izugbara, 2008).

Young girls, of the ages between nine and 12 years, make up part of the population of young people in these areas, and are susceptible to these challenges as well. They may even be suffering more, as noted by Opati (2013) in her research of sexual abuse within slum areas in Nairobi. Even their initial sexual encounters are generally attributed to sexual abuse brought about by the living conditions in these areas. The living conditions in these slum areas contribute to the widespread and complex nature of sexual abuse as a social issue. Professionals who live in these slum areas are however in a position to play a key role in the prevention of slum-based sexual violence against pre-teen girls in such environments. Teachers of these children are one such professional group which can help in the prevention of sexual abuse.
Speaking of teachers, Scholes, Jones, Stieler-Hunt, Rolfe, and Pozzebon (2012) in their study of teachers’ role in prevention of sexual abuse, stated that “the significant role that teachers play is increasingly being recognized, with an understanding that educators’ participation is crucial for any sexual abuse preventive initiative” (p. 104). Teachers have tried their best to play their role as protectors of children under their care and schools attended by these children provide these teachers with a key opportunity to reach large numbers of children with sex education, relationship education, and HIV education in ways that are replicable and sustainable in resource-poor settings like the Mukuru kwa Njenga slum (UNESCO, 2007).

Teachers’ interaction with pre-teen learners is crucial for any sexual abuse prevention initiative, especially since they spend more time with learners especially those between ages nine and 12 years, who constitute this research’s target population. Scholes et al. (2012) attested to this fact, when they observed in their research that while parents and other professionals have a significant role to play, the role of teachers in prevention of sexual abuse of young girls is more critical, seeing that children of school-going age attend school and therefore educators have the most contact with them outside their families.

Therefore, teachers have a part to play in the life of their learners. They are witnesses to the ever-changing social and emotional indicators, inappropriate behaviours and academic consequences among the children they teach. Teachers are also in an advantageous position to implement prevention strategies that include communication strategies as part of their daily classroom pedagogy and practice (Scholes et al., 2012) and can do this by continual communication about child sexual abuse and its
prevention for there to be meaningful change in incidences of sexual abuse of pre-teen girls. Teachers further play a role in ensuring sustained public education on sexual preventive strategies through education campaigns as noted by Waithaka, Mutavi, Njeru, and Nyangaresi (2013). They act as a critical link between the message and the pre-teen girls.

This research therefore focused on how teachers communicated and what communication strategies they used to relay prevention messages against sexual abuse of pre-teen girls. With regard to communication strategies, and their usefulness in communicating change and development especially in health-related matters, it is important to note that change occurred because information was communicated and to a target population (Faysal, 2013; Khattri, 2015; Mwabe, 2014; NCVR, 2011; Sriram, 2013).

Statement of the Problem

Lack of information on sex and sexuality, low levels of education, and poor parent-child communication as identified by Mumah et al. (2014), are generally seen as the key drivers of the reported increase in sexual abuse of young girls in slum areas. Gordon (2007) further observed in his research that very few children and even young people receive anything approaching adequate preparation for a safe and satisfying adult sexual life. Open discussion on sexual matters with trusted adults is absent when it is needed most, and when it is carried out, it is confusing, conflicting and sometimes negative. The increasing incidences of sexual abuse of these young girls between ages nine to 12 years in slum areas as indicated by various reports (Amnesty International, 2010; Bruce, 2011; Chanji, 2014; Couillard, 2014; Dolan, 2014; GVRC, 2012;
It was the view of the researcher that a communication breakdown is contributing to the rise of sexual abuse of pre-teen girls within Mukuru Kwa Njenga slum in Nairobi. This could be because i) there is nothing being communicated about the sexual abuse by the responsible adults to the pre-teen girls; or ii) whatever is being communicated is inadequate or iii) the sexual abuse problem itself could be solved by use of effective communication strategies. This research therefore sought to find out what communication strategies teachers used to communicate to the pre-teen girls about the risk of sexual abuse and its prevention and whether such communication was effective in creating awareness among pre-teen girls attending slum schools.

Objectives of the Study
The objectives of this research were:

i. To identify communication strategies that teachers in non-formal schools in Mukuru kwa Njenga used to relay information on prevention of sexual abuse amongst pre-teen girls
ii. To find out the existing opportunities for non-formal schools in Mukuru kwa Njenga to share effective communication strategies against sexual abuse

iii. To identify the types or forms of sexual abuses that pre-teen girls suffered from in Mukuru kwa Njenga slum.

Research Questions

The study sought to answer the following questions:

i. What communication strategies did teachers in Mukuru kwa Njenga slum use to communicate to pre-teen girls about sexual abuse and its prevention?

ii. What opportunities existed that allowed for lesson sharing among target schools in the prevention of sexual abuse?

iii. What forms or types of sexual abuse did pre-teen girls suffer from in Mukuru kwa Njenga?

Rationale of the Study

The rise of sexual abuse of pre-teen girls within slum areas is somewhat related to the little, or no use of effective child communication strategies, especially by teachers who come into contact with this age group. This may be due to ignorance or lack of focus. Teachers, among other stakeholders or adults in these communities, may or may not be aware of the extent of the problem, and even if they are, may not have strategic communication plans for dealing with it. Even government agencies may not have a strategy of dealing with this specific issue. The findings of this research are designed to shed some light on the relationship between communication and sexual abuse prevention.
Furthermore, the vulnerability of the girl in these circumstances, may not yet have been addressed by focused interventions with the clear options of: (i) giving the affected girls outlets to report their experiences; (ii) giving them preventative awareness, as well as post-traumatic counseling, and (iii) providing opportunity and a safe place so as to avoid their being trapped in a spiral of manipulation, from which there may be no escape. Communication strategies can provide relief through each, or all these options and even more. This research therefore awakens the need for a more focused and strategic intervention, which must be informed by a realization of the extent of the problem.

Significance of the Study

The findings of this research are intended to inform educationists, social workers, child welfare organizations, government agencies, faith-based organizations, and other interested stakeholders about related sexual abuse information. These include information on communication strategies used by teachers to prevent sexual abuse of pre-teen girls, information on opportunities that exist for sharing these strategies within the teaching fraternity in the slum and knowledge of the forms or types of child abuse perpetrated against pre-teen girls. The findings are further intended to encourage the strengthening of various efforts by these stakeholders towards prevention of sexual abuse of pre-teen girls in the target slum area.

Secondly, this research is significant for the government and local authorities, in the establishment of policies necessary for strengthening curricula, sex education, and training of teachers in communication strategies that help prevent sexual abuse. The research’s findings have the potential of informing the best efforts of protecting pre-
teen girls from predatory males, including relatives, in the slums, by creating a picture of the reality of the vice, and suggesting strategic measures to deal with it. Scholars in communication will find this research necessary in the pursuit of change through communication as the results reaffirm the role of communication (and communication strategies), in the process of providing solutions to a social problem.

In addition, for the parents and target pre-teen girls, this research offered and will continue to offer a platform for them to advocate for sexual abuse prevention within and without the slum. For stakeholders including Non-Governmental Organizations (NGOs), Community-Based Organizations (CBOs), religious organizations and others working within the Mukuru kwa Njenga slum, the research’s findings are key in enabling them scale-up any sexual abuse prevention efforts they are involved in, especially in non-formal schools.

Assumptions of the Study

The following were the assumptions that the research made:

i. Pre-teen girls in non-formal schools in Mukuru kwa Njenga have some access to communication regarding sexual abuse and its prevention.

ii. Pre-teens attending non-formal schools in Mukuru kwa Njenga are usually in classes four to six.

Scope of the Study

This research was conducted in non-formal slum schools within Mukuru kwa Njenga area, located within the Embakasi Sub-County, Nairobi County of Kenya. Mukuru kwa Njenga slum is one of the bigger ‘settlements’ of the wider Mukuru slums.
located 10 km south-east of Nairobi City. Due to its evolving nature, Mukuru kwa Njenga slum’s population is not fully established but estimated at over 300,000 people living in makeshift structures spread over limited area of land (Amnesty International, 2010; Lamba, 2005; Wachter, 2013). The primary target population for this research was pre-teen girls of ages nine to 12 years attending non-formal schools within the slum, while teachers who taught in these non-formal schools, formed the secondary target.

The research data collection was done in non-formal schools spread out in the slum’s villages during the March-April 2016 school term. Boys and out-of-school pre-teen girls were not included in the sampling. The research did not explore in depth issues of sexual abuse, including causes, cases, prevention, school drop-out rates and pre-teen pregnancies, nor issues of sexual abuse by teachers. The research did not review narratives or sources on pedagogy, curriculum content on sex education or class teaching style of teachers. For the purpose of data collection, the study used mixed procedures, including questionnaires, interviews and focus group discussions. These are further discussed in Chapter Three.

Limitations and Delimitations of the Study

This research had the following limitations, but which were delimited accordingly:

i. With regard to child protection legislation and research ethics, children are interviewed under supervision of a caring adult. The pre-teen girls may have felt restrained from reporting adequately due to the presence of an adult leading to under-reporting. This was successfully delimited using anonymous
questionnaires in the presence of school counsellors, who were deemed friendlier.

ii. The nature of self-reporting may have denied the research some data by over-reporting or under-reporting since sexual abuse is mostly a difficult topic that most people would not openly speak about. This limitation was mitigated by use of mixed data collection tools.

iii. The process of abuse and even opening-up about it often occurs over a long time. This may have led to unwillingness of surviving respondents speaking about it during data collection. This limitation was delimited successfully before and during the research by clearly articulating to both the heads of schools and the pre-teen girls that: (a) the researcher is not just transient and interested in producing a document only, but that he genuinely wanted to explore and equip the roles that non-formal schools play in providing protection and awareness to pre-teen girls at risk of sexual abuse; and (b) the researcher, would be available over the duration of the data collection just in case there were respondents who desired to share extra information or follow up a case. The researcher shared contact information of the toll-free child helpline, contacts of other child service organisations, and his own contacts with the school heads and respondents just in case there was need.

Definition of Terms

*Communication strategy* – Communication strategy refers to a single, coherent narrative that describes a communication solution to a problem. It sets out the nature of the problem or challenge, the key considerations in addressing it, choices made and resources required together with evaluation criteria (GCS, 2014). Communication
strategy also refers to a plan for communicating information related to a specific issue
(EPA, 2013). For this research, communication strategy refers to the various simple
communication approaches or bundle of approaches that teachers use as their coherent
plans to address sexual abuse prevention among the slum pre-teen girls.

Non-formal schools – Non-formal schools are institutions outside the formal
education framework where specific categories of children, youth and adult learners
acquire relevant knowledge, skills and attitudes (MOEST, 2015; Thompson, 2001).
They are also referred to as those institutions that resemble formal schools, but differ
in their organization, financing, the programs they offer and the clientele they target,
(Ruto, 2004). For this research, non-formal schools refer to those education centers in
slums that provide appropriate curriculum, but do not meet the threshold for
recognition as formal schools in terms of size, location, population of learners, level
of education of teachers, ownership structures and target learners. Some of these
schools are registered with the Kenya Ministry of Education, Science and Technology
(MoEST) as Non-Formal Education (NFE) centers under its Alternative Provision of
Basic Education and Training (APBET) guidelines.

Sexual abuse – Sexual abuse refers to any sexual act, an attempt to obtain a sexual act,
unwanted sexual comments or advances, or acts to traffic, or otherwise, directed
against women’s sexuality, using coercion by a person, regardless of relationship to
the victim, in any setting, including, but not limited to home and work (WHO, 2002).
In this research, sexual abuse is defined as any sexual act, or attempt to obtain a
sexual act or advances, directed against pre-teen girls using coercion by a person,
regardless of relationship to the victim, in an urban slum setting.
Pre-teen girl – refers to a girl between the ages of nine and 12 (Cambridge University Press, 2013). For this study, a pre-teen girl refers to youth between the ages of nine and 12 years of age.

Slum/urban slum – refers to a densely populated, usually urban area marked by crowding, dirty run-down housing, poverty, and social disorganization (Merriam Webster Online Dictionary, 2013). Slum can also be defined as residential areas where dwellings are unfit for human habitation by reasons of dilapidation, overcrowding, faulty arrangements and design of buildings, poor sanitation facilities or any combination of these factors which are detrimental to the safety and health of the residents (Chandramouli, 2011). For this research, slum refers to the areas just outside urban centers that are densely populated, overcrowded, poorly designed with little infrastructure, poor drainage and sanitation facilities, numerous tin or iron sheet houses, low levels of employment and education, high crime and poor security.

Library – refers to a place in which literary, musical, artistic or reference material (as books, manuscripts, recordings or films) are kept for use and not for sale (Merriam Webster Online Dictionary, 2013). For this research, library refers to any collection of communication materials on issues related to sexual abuse and its prevention regardless of how they are stored.

Summary
In this chapter, the thesis background, problem statement, the purpose of the research and its objectives (with attendant research questions), were discussed in detail. The significance and benefits of this research’s findings were also stated in this chapter.
The limitations, whose delimitations are also given, and the assumptions of the study were discussed. The scope of the research, the target area, the target respondents and definitions of key terms closed the chapter. In the next chapter, literature related to the research was reviewed.
CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter discusses the theoretical frameworks of the research. The coordinated management of meaning (CMM) theory and the social marketing theory (SMT) gave the research its theoretical basis. The general and empirical studies from available literature about sexual abuse, in both related and non-related geographies, are used to provide a solid background of the study. Finally, a conceptual framework that builds onto the study to enable the reader make sense of what is presented herein is also discussed.

Theoretical Framework

Theories simply provide an abstract understanding of the communication process (Miller, 2002). The theories used here attempt to do just that – provide the understanding of the discourse between teachers and their pre-teen learners. This study uses two theories in its discussion of concepts, and these two are the coordinated management of meaning (CMM) theory and the social marketing theory (SMT).

Coordinated Management of Meaning (CMM) Theory

Barnett Pearce and Vernon Cronen first introduced the coordinated management of meaning (CMM) theory in 1978. The theory has undergone several modifications over time to tighten its applications. Pearce and Cronen first developed CMM as an interpretive theory that saw human behavior as an outcome of the subjective interpretation of their environment. Later in 1998, they viewed CMM theory as a
critical theory, which is a philosophical approach to culture and literature and most recently, since the mid-1990s, they have emphasized that CMM is a practical theory (Griffin, 2012). Pearce and Cronen reiterated that CMM theory was mostly designed as an attempt to solve pressing social problems and issues to create a better social world, as they pursued the belief that the process of communication created our social worlds (Pearce & Kimberly, 2003).

These social worlds according to the CMM theory are fabricated and constructed by people’s own communicative actions. Two people who are interacting socially, (in the case of this research, the pre-teen girl on one hand and the teacher on the other), do construct the meanings of their communication with each other (Kim, n.d). Since teachers and learners are persons with different experiences, where one is older and the other, younger; one knows about consequences and the other needs to learn about those; the meanings and interpretations of these experiences are hence dependent upon factors including history, personality, affiliations and many others.

The communication between the two groups can therefore be managed to align the meanings. When communicating, an underlying process takes place in which communities negotiate a common or conflicted interpretation of the world around them, which in turn creates a social reality in which that community lives in. CMM theory advocates that these meanings can be managed in a productive way to improve the general state of the community by coordinating and managing the meaning-making process (Carey, Berquist, Dillon, & Galanes, 2004). The theory emphasizes that the pillar of CMM are persons-in-conversations who co-construct their own social realities which are at the same time shaped by the worlds they create via
decoding the process and pattern of communication (Griffin, 2012; Kim, n.d.; Pearce & Kimberly, 2003). The CMM theory allows for intervention to improve communication and every conversation has an afterlife where present social interactions influence the social realities in the future (Griffin, 2012). To do this, CMM theory relies on three processes which help clarify how social realities are created in conversations, and these are coordination, coherence and mystery.

First is the process of coordination. Coordination is used to direct the attention to efforts of one person to align his or her actions with those of the other person to produce a single pattern or meaning of communication. It is also the process by which persons attempt to call into being enactments of their stories about what is good and desirable, and prevent what is bad and ugly (Pearce, 2004). These patterns comprise the events and objects of the social world in which the persons live. Its successful performance requires not only one person’s actions, but the complementary actions of others (Carey et al., 2004; Chen, 2004; Pearce & Kimberly, 2003). Simply put, it is the way people fit their actions into those of other people to produce patterns. One of the purposes of CMM is to enable people, individually and collectively, to be able to produce better patterns of communication (Pearce, 2004). Pearce concluded further that since people are always and necessarily coordinating the way they manage meanings with other people, then communication is about the coordinated management of meaning.

Second process is coherence (or the management of meaning). Coherence is the process by which people tell themselves (and others), stories to interpret the world around them and their place in it (Pearce, 2004). It occurs when people can interpret
other people’s stories in the same way by directing the attention to the stories that are told and that make life meaningful. CMM theory suggests that people tell stories about many things, including their own individual and collective identity and the world around them, but these stories must be coherent.

The third process is mystery - Pearce and Cronen in the 1980s used the term mystery to confirm that there is more to life than the mere fact of daily existence as any attempt to reduce life to mere facts is a mistake and will ultimately fail. The universe is on the other hand far bigger (and subtler) than any possible set of stories by which we can make it coherent. It is also the recognition that the world and our experience of it is more than any of the particular stories that make it coherent or any of the activities in which we engage in. In creating one picture of reality, for instance, it predisposes us to see reality in that way, rather than in all the other ways in which we might have seen it (Pearce, 2004).

Application of CMM Theory
The CMM theory is applicable to everyday lives, especially for dialogic communications. People within a social situation first want to understand what is going on and then apply rules to understand the experiences. Persons in conversation do this based on their understanding of what the other person in the conversation is saying. Pearce and Cronen use the term ‘making social worlds’ in relation to CMM and say that “teachers can use this theory to foster a positive social environment within the schools that they teach at” (Pearce & Kimberly, 2003, p. 42). In this way, teachers ensure that what they say and do with the pre-teen girls, affect their perception to situations and helps craft (and create) positive futures and worldviews.
To create a more favourable world, the teacher and the pre-teen in communication, should change their forms of conversations as they continuously identify the cyclical patterns of their communication. Teachers and pre-teens in this case use meanings of what is said, to construct relationships, identities and cultural patterns between them with an expected end, especially for the teachers. The goal is to enable the participants (teachers and the pre-teens) to communicate beyond what is commonly acceptable or easy. Sexual abuse is usually a sensitive topic, and teachers are encouraged to co-create proper meanings in conversations and communications with pre-teens for them to better contextualize or create their worlds. The teachers need to realize that whatever language they use and the form of communication they are in, whether it is in debates, dialogue, arguments and discussions with the pre-teen girls, have consequences for the learners (Pearce & Kimberly, 2003).

Teachers would be said to have communicated change for the future in a proper strategy of communication when, as facilitators of communication between themselves and their learners, they treat statements from learners as part of a complete story, they ask questions to get the bigger picture, and bring others to complete the story (Pearce & Kimberly, 2003). As teachers and pre-teens participate in critical dialogues that allow both of them to experience and reflect upon the kind of power that they see themselves having (or lacking), in terms of generating change, teachers especially must believe that they have this power to change circumstances for their learners first, so as to realize any change especially in the process of dialogue. Their dialogue with their pre-teen girls must make sense of stories told, share the next steps,
and encourage wider voices, better channels and other persons to contribute to the changes anticipated.

In conclusion, CMM theory is important because it helps people make sense of the world around them. Through proper communication strategies, teachers and pre-teen girls in slum schools can negotiate a common interpretation of the world around them thereby creating a different social reality. CMM advocates that these meanings be managed appropriately to improve the general state of the school community by coordinating and managing the meaning-making process.

Social Marketing Theory

The social marketing theory (SMT) focuses on how socially valuable information, can be promoted among a target audience. The idea of social marketing was first defined by Kotler and Zaltman (1971) as the “design, implementation and control of programs calculated to influence the acceptability of social ideas and involving considerations of product planning, pricing, communication distribution and marketing research” (Kotler & Zaltman, 1971, pp. 14, 16). Andreasen (1995) further defined the term social marketing as the application of proven concepts and techniques that are drawn from the commercial sector intended to promote changes in socially important behaviours such as drug use, smoking and sexual behaviour.

Social marketing is aimed at encouraging people to purchase a product, a service, an idea or behaviour. According to Jones, Iverson, Penman and Tang (2005), a commercial marketer focuses on the needs of the individual, and sells what they want while the social marketer identifies the need and sells that to the audience – hence selling to the audience something they do not know they want, or in many cases they...
do not want. SMT has therefore been used by social and welfare organizations to help promote or discourage various behaviors as it provides a framework for designing, carrying out, and evaluating information campaigns. The target audience is identified based on their information need and once this is done, information is packaged and distributed in a manner that will be easily accessible to the intended audience.

Application of Theory (Features of the Social Marketing Theory)

In pursuit of communicating sexual prevention messages, the teacher may or may not be using the following features of social marketing to pass the needed sexual prevention message. These features relevant to this research include:

Creating audience awareness - When a need to promote an idea or behaviour arises, SMT states that the first step is usually to create an awareness that such an idea is in existence. Awareness is created by available means that are accessible to the message source, and the receiver of that message. For the targeted population, these means include charts, videos/films, TVs, textbooks, through club activities among others. For the identification of communication strategies, the teacher, being the adult compared to the pre-teen, should have the sole responsibility of creating the awareness on the sexual abuse issue. Teachers should create the awareness among his/her learners. This research looked at what teachers used to create awareness of sexual abuse and how it is prevented, by asking the respondents what they knew about sexual abuse and to confirm by what means teachers communicated about it.

Targeting the right audience – For the teacher to best disseminate his/her messages about sexual abuse prevention, it is critical to first identify the audiences that require
the message. Once the pre-teen is identified as a target audience, the most efficient and effective means to communicate the relevant messages is utilized. For communication strategy to be called effective, the right message should be given to the right audience. The teacher must be able to pass the message in an age appropriate manner that would make his content relevant to his listeners. The research asked pre-teen girls whether their teachers teach them too about sexual abuse and its prevention and not only to older girls.

Reinforcing the message - It may be necessary to reinforce the message repeatedly to ensure that the pre-teens are adequately exposed to the same sexual abuse prevention message in unique styles. The teacher needs to promote the message using various media, home visits, group discussions and debates among others to reinforce the sexual abuse prevention message. The end is that the pre-teen girls themselves become powerful agents for spreading the prevention message that they have received from the teacher.

Cultivate images or impressions - To increase the prospects of “buy in” from the audience, the teacher may need to relate the prevention messages to an image that will be used to relate the message, and its importance for the audience. This helps create a favourable setting. The teachers’ use of pictures, videos, films, charts and images to reinforce the sexual prevention messages was measured during this research. Usually images create mental pictures that last longer than words only. Young learners also prefer images to text as these are easy to relate with. When these impressions are shared with learners, then a message can stay around their memory for longer periods.
Stimulate interest - To ensure that the audience seeks further information on a topic; SMT encourages grabbing their attention and stimulating interest. A public and dramatic event usually helps capture the interest of the pre-teen girls. Once this is done, the message is easily accessible for each of the pre-teen girls. Teachers’ use of public events or dramatic events through club participation was looked at in this research.

Induce desired result - Once information has reached the intended audience, efforts should be taken to ensure that the desired decision is arrived at. The teacher should monitor progress and actions related to the sexual prevention message that s/he has been marketing to the pre-teen girls. To measure how this happens, sustainability of the efforts of communication was looked at. The pre-teen girls were asked if they had a library (or a collection of communication resources) that contained sexual prevention message materials. A library ideally would enhance continuity of the messages from one year to the next whether particular teachers are there or not.

In summary, the social marketing theory fits well and provides a basis for the messages that the pre-teen girls shared with the researcher. This theory is key in confirming whether effective communication strategies are being utilized for the successful communication of sexual abuse prevention messages.

General Literature Review
Young girls in many places of Africa face many challenges, and more so if they are growing up faced by poverty. They are usually adversely affected by sexual abuse and sexual related violence, though thus far there is limited data to show how perverse it
has become, especially in Kenyan slums (KNBS, 2012; Mitullah, 2003). The African Population and Health Research Centre (APHRC), in their 2002 report on population and health dynamics in Nairobi’s informal settlements, acknowledge the dilemma of low data on sexual abuse and other challenges from slums. This situation of low data is reckoned as affecting the proper addressing and the planning, for sexual safety of women and girls. The girls, who live in these slums, face particularly unique challenges including extreme poverty, poor schooling outcomes, early marriages, illiteracy, sexual abuse and lack of access to basic services (APHRC, 2002).

**Slum Areas and Sexual Violence in General**

The first Center on Housing, Rights and Evictions (COHRE) report of 2008, focusing on the experiences of women and girls living in slum communities throughout the world, noted based on the UN Human Settlements Programme (UN-Habitat) estimates, that the year 2007 saw the number of slum dwellers in the world reach the one billion mark. As urban populations grow the world over, both opportunities and enormous difficulties are created especially for the local governments in those areas. The local governments get overwhelmed in the provision of basic services, and even overall infrastructural developments do not move at the same pace as the population growth, pushing more people in these urban centers to live in poor informal settlements (Gómez, Gomez, Kabajuni, & Kaur, 2008; Izugbara, Mumah, Kabiru, & Mukiira, 2014).

In Kenya, and in this case Nairobi, official estimates in 2011 from the baseline household survey for the Kenya Urban Reproductive Health Initiative (also called Tupange), carried out by the Kenya National Bureau of Statistics (KNBS), show that
around 60-80% of the population live in informal settlements, and occupy around five percent of total land area in the city (KNBS, 2011). These populations in slum areas include young and old people struggling to live as normal a life as possible in the various slum areas. Nairobi leads with about 140 slum dwellings, otherwise known as villages spread over the city and its environs. Mukuru kwa Njenga is considered one of the big slums in Nairobi city (Pamoja Trust, 2012). These slums are areas of poverty, insecurity, poor infrastructure and poor drainage systems that create a low-level quality of life for the residents. Apart from poverty-related issues, the dangers to women and children in slum settlements raise additional concerns, especially where sexual violence against young women comes in.

Younger women (mostly pre-teen girls) in urban areas are far more likely to suffer sexual-based violence, than those living in rural areas and may, in fact be at greater risk of sexual-based violence because of the breakdown in cultural morals (Gómez et al., 2008). In their research on the impact of insecurity on school attendance and school dropout levels among urban slum children in Nairobi, Mudege, Zulu, and Izugbara (2008) found that, early sexual initiation and other sexual abuse related issues are very common. Most girls between the ages of a few months to 15 years are greatly affected in this regard and have been reported to experience non-consensual sexual intercourse (KNBS, 2010). Related research on how adolescent women cope with unintended pregnancies in Nairobi’s slums also found that it is not unusual that most young women in slums, especially those of between ages 10-24 years, face greater risks of early childbearing, and other adverse sexual and reproductive health outcomes, compared with their non-slum counterparts, which is usually attributed to sexual abuse (Mumah, Kabiru, Izugbara, & Mukiira, 2014).
Further, the poverty within the slums sometimes drives the young girls to engage in sex in return for basic needs. Drawing from their report on displacement and vulnerability in Nairobi, Metcalfe, Pavanello and Mishra, quote a schoolteacher from Mukuru Kwa Njenga sharing that one of his students, a 12-year-old girl, had confided in him that she was regularly having sex with men, in exchange for food (Metcalfe, Pavanello, & Mishra, 2011). Related research by Opati (2013) and also by the Interagency Learning Initiative (2013) in other slum areas of Nairobi corroborated these findings that sexual abuse of school-going children was rampant with teenage girls reportedly more likely than any other sub-group to rate sexual abuse as the top harm to children and that it is usually the girls who were most at risk. Opati (2013) further noted in her research on child sexual abuse in slums that even the initial sexual encounters of girls in these environs could be attributed to sexual abuse, brought about by the living conditions in these slum areas.

Sexual Abuse of Girls in Slums and Reporting Incidences

When it comes to reporting instances of sexual abuse, there remains low, though increasing incidences of reporting of sexual abuse against young girls from slum areas (Bruce, 2011; GVRC, 2012; Metcalfe, Pavanello, & Mishra, 2011; Waithaka, Mutavi, Njeru, & Nyangaresi, 2013). Waithaka et al. further reported in their research on challenges facing reporting of child sexual abuse in Kibera slum in Nairobi that most young girls would report to their mothers and teachers if they were abused. Mothers and teachers received high approval for reporting respectively, reportedly since most of the girls’ interactions are with mothers, and children look up to their teachers for support and as a source of authority. Most children fear the police and rarely would
report sexual abuse incidences to them (Waithaka et al., 2013). Teachers therefore have a high chance of helping learners prevent sexual abuse and in this regard, schools should expectedly be centres where sexual abuse is prevented.

**Non-Formal Schools in Slums**

Schools potentially provide a very important opportunity to reach large numbers of young people with sex education. Schools can utilize these opportunities to reach the pre-teen girls in ways that are replicable and sustainable, and this is especially so in slum areas, which are generally resource poor (UNESCO, 2007). In most slum areas, non-formal schools are the most common type of education centers available (DARAJA, 2007). These schools grant an opportunity for many children in slum areas to access formal education despite the poor conditions in which they operate in. They do serve those children who do not attend mainstream schools and who would otherwise be out of the school for various reasons. Currently, the government is registering such schools under its now finalised APBET guidelines.

There are indeed many schools of this kind in Kenya, and in Nairobi in particular and they are of course less than ideal (Cheng, 2008; GCS, 2014). Most are in areas that are not conducive for learning; some in areas that are detrimental to the health and general well-being of the learners with temporary, makeshift shelters. The schools charge low fees to attract learners; and due to the populations they serve, there is a high rate of dropouts, with more females dropping out than males (Jewkes, Sen, & Garcia-Moreno, 2002).

**Teachers and Their Role in Sexual Violence Prevention**
According to her research on the contribution of non-formal schools in enhancing the provision of basic education in Kenya, Ruto (2004) reported that most of the non-formal schools in slums, including those in Mukuru kwa Njenga, appear to be set up haphazardly and have teachers who are usually perceived as second rate. These teachers may include volunteer teachers, pre-service trained teachers, untrained teachers, community members and sometimes secondary school dropouts (Jewkes, Sen, & Garcia-Moreno, 2002). These teachers, despite their educational and professional backgrounds, usually enjoy huge interaction time with learners in schools and hence their role is key in prevention of sexual abuse. The research by Metcalfe et al. (2011), showed that teachers receive reports of sexual abuse from their learners and they are often responsive. Teachers, who were part of their research, further highlighted that many pupils faced major physical and psychological problems or suffered from sexual abuse in their homes.

Teachers have a role to play when it comes to prevention of sexual abuse, and retain the responsibility to develop understanding that contribute to the safety of the children in their care. Established schools in better to do urban places, usually have strong programs to address the issues around sexual abuse, though most of these are reportedly placing the onus of prevention on the learners as found out by Scholes et al. (2012). Yet teachers in this case, need to contribute more to the prevention of sexual abuse against children in their classes. For example, established schools in western countries have had many years of implementing school-based programs that have been aimed at child sexual abuse prevention (Hitrec, 2010). Whether they have been successful or not is a different matter altogether beyond the scope of this research.
Some of the programs found in established regions include strategies targeting offenders, parents, teachers and medical professionals. Child-directed abuse prevention programs that aim to transfer the knowledge and self-protective behaviours learnt by the child in the classroom to a real-life situation are also encouraged. Others are more passive, using film, lectures or puppet shows. Others require more active participation such as role-playing and rehearsing protective behaviours (Zwi et al., 2009). David Finkelhor, who has had long practice in the area of child sexual abuse prevention, explains that school-based educational programs teach children diverse skills, and from research, the young learners can and do acquire the concepts shared during these programmes. These skills include, how to identify (sexually) dangerous situations, refuse an abuser’s approach, break off an interaction and summon help (Finkelhor, 2009).

Therefore teachers, and their school-based communication approaches, can help prevent sexual abuse as they actively engage in the process of fulfilling their teaching obligations, but at the same time endeavor to embed child protection content in their practice. Teachers can contribute to the safety of their students especially when they have the right knowledge, skills and positive attitudes towards child protection and transmit this information in a variety of ways that constitute the communication they have with their learners.

According to Scholes et al. (2012), the role of teachers in prevention of sexual abuse is critical, as children are mandated to attend school, and educators therefore have the most contact with children outside their families. Scholes et al. (2012) added that
these teachers also witness the social, and emotional indicators, inappropriate behaviours and academic consequences in affected learners, and would therefore require deep understanding of what constitutes relevant and effective child sexual abuse prevention strategies so that they can be in a position to implement those prevention strategies consistently in their line of work. Proper communication is therefore powerful enough to ensure that pre-teen girls attending schools anywhere are sensitised about sexual abuse, and its criminal nature. Teachers therefore complete the puzzle especially in the poor settings like the slums.

Empirical Literature Review

A 2008 report by the Geneva-based Centre on Housing Rights and Evictions (COHRE) placed the global estimates of urban populations living in informal settlements at 55% (Gomez et al., 2008). The COHRE report, based on focus group discussions and interviews with women in a global study by its missions in various world cities in May 2008, (including Sao Paulo, Brazil; Buenos Aires, Argentina; Colombo, Sri Lanka; Mumbai, India; Accra, Ghana; and Nairobi, Kenya), does capture the general estimates of the informal populations.

More recently, a relatable baseline household survey carried out in five cities and urban centers in Kenya including Nairobi, Mombasa, Kisumu, Kakamega and Machakos, reported that between 60% - 80% of urban populations lived in informal settlements (Tupange, 2011). The survey carried out by KNBS with oversight from the Measurement, Learning and Evaluation Project (MLE), and in collaboration with the Kenya Urban Reproductive Health Initiative (Tupange) was undertaken between September and November 2010. A total of 13,140 households were selected for
interview. The sample in each urban area was apportioned equally between formal and informal localities. This big proportion of the population, especially in Nairobi was shown to have had access to a small portion of the total land size, hence the growth of slums. This means that informal settlements in Nairobi are crammed into 5% of this tight residential space (Metcalfe, Pavanello, & Mishra, 2011).

Slums, Sexual Violence and Reporting in General

With large populations crammed in little spaces, this state of affairs could be the reason why there are more sexual abuses than in any other places in the city (KNBS, 2010; Opati, 2013). The Nairobi Women Hospital’s Gender Violence Recovery Centre (GVRC) in its 2011-2012 annual report on primary prevention, medical and psychosocial support of sexual abuse survivors attending the hospital between April 2011 and March 2012, captures the trend of these sexual abuses clearly. The report’s year on year information showed that there are more female children and pre-teens than adults being affected by sexual abuses (GRVC, 2012). Also, the first Kenya national survey study on violence against both male and female children almost conforms to the same findings. The survey carried out in 2012, covering 1,306 females and 1,622 males aged between 13 to 24 years of age, concludes that sexual abuse against young females is on the rise (KNBS, 2012).

Corroborating this trend, Ruto (2009), in reference to data she collected from 70 schools spread out in 10 districts of Kenya purposively selected that had low school enrolment and were either semi-arid or in vulnerable districts, also states that young girls face sexual abuse. In reference to the responses she received from 1,279 children who responded to items on sexual harassment and 1,206 children who responded to items on unwanted sex in schools, she found out that girls recorded a
slightly higher frequency of 60% of sexual abuse cases compared to 55% against boys. Most of these incidences go unreported. COHRE’s report slum women during interviews and through focus group discussions in Nairobi, expressing concern that there were many incidents of rape and sexual assault in their communities, many which go unreported (Gómez et al., 2008).

As indicated in various reports (Chanji, 2014; Couillard, 2014; Dolan, 2014; Mwabe, 2014; Odongo, 2014a; Odongo, 2014b; Okeyo, 2014), there is high incidences of sexual abuse against children. Waithaka et al., 2013 in their study of the experiences of child sexual abuse survivors in reporting of sexual abuse and access to services in Kibera slums of Nairobi, where data from 105 respondents between 12 and 14 years was collected by use of structured interviews and focus group discussions. This study revealed that the prevalence of child sexual abuse among respondents was about 56%, with most common abuses being incest, defilement, early child marriages, child prostitution and child pornography. The study found out that 70% of the sexual abusers were known to the children (Waithaka, Mutavi, Njeru, & Nyangaresi, 2013).

Reporting on figures by the Population Council from slums in Nairobi, Mudege et al., in studying how insecurity impacts on school attendance and school dropout among urban slum children in Nairobi, indicated that girls especially in Kibera slums have a heightened fear of being sexually abused, with 60% expressing a fear of being raped (Mudege, Zulu, & Izugbara, 2008). The GVRC report of 2012 further indicated incidences of sexual abuse being on the increase, with notable increases in violence especially among younger girls—that though the rates were declining for women in 2012, it had increased for girls from a low of 36% to the reported 42%, indicating a higher risk and exposure for girls in that year. Overall, GVRC findings indicate that
women and girls still accounted for 90% of all survivors reporting the cases at the
centre, yet the numbers were still a small fraction of actual cases occurring, for which
there is no available data (GVRC, 2012).

There remains a big challenge to reporting these incidences as noted by Waithaka et
al. (2013), who noted that only 12% of the children who were sexually abused,
reported the abuse with many citing varied reasons as to why they did not report. This
included fear of embarrassment and stigmatization (66%); fear of family
disintegration (61%); lack of faith in the law enforcers (38%); parents feeling they
were negligent (11%); children fear that no one will believe them (46%); children too
intimidated by abusers’ threats (41%); children may not know it (sexual abuse) is
wrong (11%) – mostly due to less developed cognitive understanding.

All these are key areas of concern and point to reasons why data available on sexual
abuse may be inconclusive hence there being the need to create further awareness
especially among pre-teens to report more and fight against sexual abuse. Poor
reporting leads to poor data collection on the pervasiveness of sexual abuse against
pre-teen girls. This research will hopefully reinforce the role of teachers in ensuring
that age appropriate communication with the pre-teen girl especially on sex education,
and sexual abuse prevention is well done.

Non-formal Schools and the Teachers’ Role in Sexual Abuse Prevention

A desk review commissioned by UNESCO in 2007 on the global state of sex and HIV
education in the formal education sector, and which was infused with expert
informant interviews and secondary sources, acknowledged that schools are viable
conduits to reach large numbers of young people with sex education. Teachers, given their proximity to young learners, are best placed to deliver that communication. About 60-75% of 10-14-year-olds in sub-Saharan Africa are attending schools which serve as a protection factor in relation to a young learner’s sexual wellbeing (UNESCO, 2007). The high percentage of school attendance is reflected in the slum settlements, despite the inferior quality of education provided in these schools and their inadequate resources.

This high demand for education in slum communities in Nairobi, regardless of the mentioned challenges has seen many children from the slum areas attend school. For example, Mudege et al. (2008), researching about insecurity and its relationship with the school dropout rate in slum settlements in Nairobi, found that in Viwandani slums, up to 80.2% of school-age children attend schools, while 76.5% do so in Korogocho slum. Both slum areas are within short distances of Mukuru Kwa Njenga. These numbers show that teachers have access to a huge platform to communicate issues around sexual abuse prevention and a huge role to play when it comes to sexual abuse prevention, as they spend a considerable amount of time with the young learners attending these schools. Teachers can protect children against abuse by teaching them against it, using diverse communication strategies to pass the message or to report cases of sexual abuse.

Reviewing child sexual abuse prevention programmes carried out by facilitators (teachers and parents) and other interventions specifically in schools, Duane and Carr (2002) concluded that the teacher played crucial roles in child sexual abuse prevention. Duane and Carr reviewed studies in which child sexual abuse prevention
was evaluated. These studies were selected for review if they had a group design, which included a classroom-based treatment and control or comparison group. All 17 studies that Duane and Carr reviewed showed high success rates of retention and prevention among children exposed to programmes that included modelling through drama (82% retention); behavioural skills (76% retention – 73% after one month); teacher prevention programme with children (79% retention); parents only (84% retention); and a combined teachers and parents training programme (between 84% - 92% retention). Duane and Carr concluded that an average child who completed the sexual abuse prevention training programmes had better self-protective skills and knowledge about sexual abuse than a learner who did not attend any training by teachers and parents.
Conceptual Framework

WELL INFORMED PRE-TEEN GIRLS (Social Marketing Theory)
- Pre-teen girls well informed on sexual prevention
- Pre-teen girls more able to resist sexual abuse
- More pre-teen girl engaged in peer to peer support
- Lower to zero sexual abuse cases of pre-teen girls

COMMUNICATION STRATEGIES
Targeted sexual prevention messages (Coordinated Management of Meaning)

TEACHERS

PRE-TEEN GIRLS

General knowledge and sources of sexual abuse prevention messages

*Figure 2.1: Conceptual Framework, Source: Otieno (2015)*
The conceptual framework of any research can be defined as a network of interlinked concepts that together provide a comprehensive understanding of a phenomenon under study (Jabareen, 2009). For this research, Figure 2.1 shows the relationships between the concepts.

Discussion

The conceptual framework (Fig 2.1) shows the interactions between the main concepts of the study. The teacher and pre-teen girls were the interlocutors within the research. Their interaction was looked at as geared towards more protection of pre-teen girls against sexual abuse. Communication strategies (particularly the messages passed through these strategies) were both the independent and intervening variable. Empowered and stronger pre-teen girls exhibiting knowledge on sexual prevention were the dependent variable. Proper interaction using targeted sexual prevention messages through the use of appropriate communication strategies between teachers and pre-teen girls ideally led the pre-teen girls to become more informed and well able to protect themselves against sexual abuse as much as possible.

The teachers and pre-teen girls are shown in the conceptual framework as having access to general messages on sexual abuse prevention form diverse sources away from a school context. These messages form part of the information they have on sexual abuse and its prevention. In this research, the teachers as the adults with more knowledge, access to and experience on sexual abuse prevention lead the process of communicating age-appropriate messages to the learners. They do this through specific communication strategies within and outside the confines of the classroom. The conceptual framework depicts this as a two-way interaction, with teachers communicating sexual abuse prevention messages to the learners, and the learners
responding to these messages thereby enriching the teacher’s and the communication experience. The communication strategy outside of normal class pedagogy was the essence of the research.

All the communication between teachers and pre-teens was based on the CMM theory, where the teachers and learners continuously formed closer and related meanings of what their communications meant. The teachers’ messages, communicated specifically via the steps of the SMT, is depicted as enabling the pre-teen girls to “buy” or internalize the sexual prevention communication messages with the tangible results that they became i) well informed on sexual prevention, ii) more able to resist sexual abuse, iii) more engaged in peer to peer support on issues of sexual abuse prevention and iv) capable of reporting lower to zero sexual abuse cases.

Summary

This chapter looked at the theoretical framework based on the two theories discussed: the coordinated management of meaning (CMM) theory, which focused on the interactions between the teachers and pre-teens and the social marketing theory (SMT), which formed the basis of pushing the preventive message.

Both general and empirical literature reviewed indicated areas that are critical to the research and which lent support and relevance to the purpose of this research. In closing, the conceptual framework was explained connecting the concepts that made up the research.
CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter provides a systematic explanation of the research methodology used for this research. The research design and its relevance to the research, the research population and the target area are discussed together with the sample size and the sampling technique used. The data collection instruments, data collection procedures, the pretesting plan of the data collection tools and their outcomes are all outlined. Finally, in this chapter is the discussion about how data was collected and analyzed, and how ethical considerations were considered are discussed.

Research Design

This research used descriptive research design, which according to Chandran (2004), is appropriate for the description and portrayal of characteristics of a community of people, in this case the pre-teen girls. Descriptive research achieves this by acquiring complete and possibly accurate information through interaction between the researcher and respondents and allowed for inference from the sample (Chandran, 2004; Cresswell, 2009; Mugenda & Mugenda, 2003). This interaction was achieved using guided questionnaires, focus group discussions and interview schedules.

Target Population

The target population for this research was primarily the pre-teen girls within Mukuru kwa Njenga slum who attended non-formal schools in the area. The target ages were between nine to 12 years old mostly drawn from classes three, four, five and six.
Respondents who were older than 12 years or younger than nine years were not considered. Teachers were also interviewed to triangulate the information collected.

Target Site

The target site for this study was non-formal schools spread out within the Mukuru kwa Njenga slum area. A total of 92 non-formal schools were identified within the target area based on comparison of two mapping lists of non-formal schools in Mukuru kwa Njenga slum, first list done by Concern Worldwide (CW) in December 2013 and the second in December 2014 by Daraja Civic Initiatives Forum (DARAJA). Both organizations have been working to promote education in the slums since the year 2003. These non-formal schools were sampled as the basis from which pre-teen girl respondents were drawn from.

Sample Size

Both Kerlinger (1986) and Mugenda and Mugenda (2003) opined that when a target population is significantly homogenous, a small sample produces accurate estimates of the measure and that between 10% and 30% of the total target population forms a representative sample. Mulwa (2008) further noted that past a certain percentage of the population, usually 20%, the effect of the sample size remains constant and normalizes and that depending on the population, samples bigger than 20% have no scientific significance. This means that for a largely homogenous population like the pre-teen girls in the slum, the data collected beyond a 20% sample would appear repetitive and add little value to what would have been collected as data. Based on this argument, a 20% representation of the schools was selected as the sample size.
To achieve the sample size, a two-step process was carried out. First, the number of schools was calculated where the sample population would be drawn from to be 18 non-formal schools (or 20% of 92). Secondly, based on the total population of girl learners in class three to six (with target ages) from all the 92 non-formal schools, the sample size was finally calculated to be 385 girls using the formula:

\[ n = \frac{(x)^2 \times \delta(1 - \delta)}{m^2} \]

(Where \(n\)=Necessary sample size; \(x\)=Z-Score; \(\delta\)=Standard Deviation and \(m\)=Margin of error) (Kothari, 2004)

Allowing +/- 5 margin of error with a confidence level of 95 percent, a corresponding Z-Score of 1.96 with an assumed variance of 5:

\[ n = \frac{(1.96)^2 \times 0.5(1 - 0.5)}{0.05^2} = \frac{(3.8416) \times (0.25)}{0.0025} \]

\[ n = \frac{(0.9604)}{0.0025} = 384.16 \text{ (approx 385)} \]

**Sampling Technique**

To acquire the 385 pre-teen girl respondents for the questionnaires, each of the 18 non-formal schools provided 22 pre-teen girl respondents (or 385/18) in the following manner: First, the 18 schools were selected randomly using Microsoft Excel software random function. Secondly, in each of the 18 selected schools, random selection of respondents by lottery was carried out. Folded papers equal to the number of girls in classes four, five and six were distributed in each school selected, for the sampling.
Only 22 of these folded papers had numbers 1 to 22 written on them, while the rest were blanks. These folded papers were placed in a basket and the girls asked to pick one each. Only those pre-teen girls with numbered papers were selected to undertake the questionnaire. To cater for non-responses, an oversample of 20 respondents (or 5% of 385) was drawn randomly from each selected school (each getting an extra two slots).

In addition to the selected pre-teen girls for the questionnaires, 51 pre-teen girls were randomly selected to attend five focus group discussions in five purposively selected schools among the 18. These five schools were purposively selected from each of the five villages making up the slum, hence ensuring geographical representation. Further, in each of the selected 18 schools, two teachers participated in an interview, with priority being given to teachers involved in sexual abuse prevention activities. The FGDs and the teacher interviews were intended to triangulate data collected through the questionnaires.

**Data Collection Instruments**

This research collected both quantitative and qualitative data using questionnaires, key informant interviews and focus group discussions. The use of both qualitative and quantitative data collection methods, as earlier explained, was to delimit the foreseen challenge of under-reporting or over-reporting. Again, using both types of data increased the validity of the research.

*Questionnaires* - A set of questions and prompts was designed for gathering information from target respondents. These were guided questionnaires, where the
respondents answered one question after the other together in a classroom setting. There were both open-ended and closed questions in the questionnaire that were explained or translated during the sessions whenever a respondent requested. These explanations were only given to the specific respondents who requested for them. The depth of explanation was limited to ensure that the respondents view was not biased. The questionnaire sessions were carried out with the help of two female research assistants. A total of 395 questionnaires were distributed to target respondents.

Key Informant Interviews – Purposively selected teachers in all target schools were interviewed to gather in-depth understanding of teachers’ efforts in the use of communication strategies to communicate sexual abuse prevention messages to the pre-teen girls. Two teachers were selected in each school, drawn from classes three, four, five or six. In three of the schools, three teachers were interviewed. A total of 39 teachers were therefore interviewed.

Focus Group Discussions - Focus group discussions (FGD) were carried out at the pre-teen girls’ level in five of the selected schools. As discussed earlier, pre-teen girls who were not selected in the lottery to undertake the questionnaires were again subjected to a mini selection to identify between eight and 12 girls to attend the focus group discussions. The FGDs were intended to help discuss communication efforts taken by teachers in the prevention of sexual abuse. A total of 51 girls participated in the discussions.
Data Collection Procedures

In preparation for carrying out this research, a preliminary field visit to Mukuru Kwa Njenga was carried out to enable a school mapping exercise of the selected schools and to design a work plan for the period of data collection. During each visit, the research was introduced, objectives and methodology explained and necessary permissions requested and approved. Once this was done, a work plan was designed for data collection based on dates when each school was available to carry out the exercise. Most schools elected to have the exercise done towards the very end of the term when most academic activities were completed. On the set dates, the data collection exercise was undertaken.

Two female research assistants were enlisted for help with the data collection. Their engagement included refining their knowledge of (i) the research process; (ii) the context of the target Mukuru kwa Njenga area; (iii) sexual abuse issues; and (iv) interview and communication skills. The two research assistants were available throughout the data collection period. For every school visited, they helped to carry out the lottery to select the pre-teen girls to undertake the questionnaires and FGDs.

The questionnaire sessions began with an introduction and explanation of the process where the pre-teen girls were assured that there would be no punishment for those who opted out of the sessions. The pre-teen girls were then asked to give their approval by signing the consent forms. Once the research team got their approval and those who were unwilling were released, the exercise was carried out. Total ten potential respondents in six schools were released from the questionnaire sessions without any demand for explanation or any punishment for their action, and the
available teacher requested to follow up just in case it was an issue related to the research that caused discomfort. During the questionnaire sessions, each question was read out aloud one by one by the respondents, who would then proceed to write their responses to each. If they did not understand any of the questions, an explanation or a translation was given to the specific respondent.

For the interviews, the selected teachers were met and requested for their time, based on extended permissions from the school heads. The research objectives were explained and any questions about the exercise clarified. Once this was done, the teacher was interviewed while one of the research assistants helped to record detailed notes of the interviews on a note pad.

For the FGDs, selected girls were assembled in venues provided by the respective schools. The same procedure used for the introduction of the questionnaires was used to introduce the FGD sessions. Once this was done, the discussions were opened, with the research assistants helping to take notes.

Pretesting
A pretest of the questionnaire to ascertain the time taken, level of difficulty of the questions, changes needed and whether the tool was reliable to speak to the objectives of the research was carried out prior to the data collection. The pretesting exercise was carried out in two schools in Mathare slum area in Nairobi, as the prevailing conditions are like those in Mukuru kwa Njenga. A total of 27 pre-teen girls participated in the pretest, 10 from the first school (Naioth Education Centre) and 17 from the second school (Valley View Academy). Experience from the pretest
confirmed time taken for each questionnaire-filling process to be between 30-45 minutes. This helped in better planning of the main research.

The pretest also informed the decision to have some questions added, changed or simplified. It was noted during the pretest that some of the statements respondents were to select, in describing sexual abuse, were complex or used words that were difficult for the level of learners. For example, in the pretest, the actions “Defilement” and “Pornography exposure” were noted to be complex and drew many questions from the respondents. These were therefore simplified by use of statements to represent them including: “Bad touches by a man/boy”, “Adult having sex with girl” and “Exposure to sexual images.”

These revised statements were also felt to be easy to translate just in case and were found to be commonly understood by the learners as teachers used similar expressions when talking about sexual abuse issues. The pretest question “Do you know anyone who has been abused sexually where you live?” was found to be too broad as respondents needed clarification on what “…where you live” portion meant – whether the town, District, or village. Therefore, the question “Where do you live?” was added before the question to help focus the responses appropriately.

Data Analysis Plan
Data analysis for each data collection tool was carried out to bring order, structure and meaning to the information collected for each questionnaire, data cleaning was done to check any errors or omissions. Since these were guided questionnaires, most of the returned papers had no error or missing entries. Keying in of the data was then done
using the Statistical Program for Social Sciences (SPSS) version 20 software, assigning proper codes for each set of questions. The open-ended questions in the questionnaire were coded and added to the SPSS for further analysis of entries.

All interviews and FGDs proceedings were recorded in note books and the notes transcribed in full soon after, while memory was still fresh. Using the Atlas-TI software for analysis of qualitative data, the researcher created codes for each variable or cases and used those to analyze the data. All the data collected are represented in Chapter Four using tables and graphs.

Ethical Considerations

This research endeavored to assure ethical standards were met and adhered to always. Before commencement of data collection, the researcher sought the informed consent of the respondents themselves, assuring them of confidentiality of their responses, and that their information would only be used for no other reason except the research. All respondents and either their teacher or guardian, signed a consent form.

The purpose of the study was also explained and any questions raised about the research were responded to before asking the respondents to complete the questionnaire or attend any interview or FGD. All respondents were also informed that their participation was voluntary, and they could withdraw at any time during the data collection with no punitive actions taken against them. Ten pre-teen girls were released from the process when they requested to as explained earlier. For the schools that had a resident school counselor, these were requested to sit with the girls during the data collection exercise. This helped ease situations where there might have been difficulties.
As a demonstration of beneficence towards the research participants, and the wider community (Ogweno, 2013), the researcher reiterated his availability for debriefing and counseling if traumatic situations arose. However, none of the respondents had raised any issue by the time set aside. Relevant information, including contacts of the Child Helpline, the African Network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN), Child Rights Advisory and Legal Center (Cradle), Children Legal Action Network (Clan) Kenya Alliance for Advancement of Children Rights (KAACR) and the police were shared in each school that data collection was carried out in.

Finally, the researcher received permission to carry out the research from the National Commission for Science, Technology and Innovations (NACOSTI) under the Ministry of Education, Science and Technology (MOEST) (see Appendix E).

Summary

In this chapter, the research design, the target population, the target area and sample size with the sampling technique were defined and explained in detail. Additionally, the data collection instruments, data collection procedures, pretesting, data analysis and ethical considerations were discussed.
CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Introduction

This chapter presents the findings of the research from data collected, as well as their analysis and interpretation. Tables and graphs are used where necessary to elucidate the meaning of the data presented. Further explanations of the tables and graph information are made to ensure that the findings are more clearly understood by the reader. A total of 395 questionnaires, five focus group discussions (with 51 pre-teen girls) and 39 teacher interviews were administered.

Of the 395 questionnaires responded to, 31 were found to be invalid as they were either i) responded to by respondents older or younger than the target nine to twelve years (4 were responded to by eight year old respondents; 21 respondents were older than 12 years), or ii) were incorrectly completed (6 had portions of the profiles not done or had multiple selections for a single statement under the Section III table of the questionnaire that were not corrected). The remaining 364 questionnaires were found to be valid and hence were used for the analysis. This translates to a 92% response rate, indicating that the information gathered was adequate for analysis (Miller, 1991; Mugenda & Mugenda, 2003). The questionnaire responses were analyzed using SPSS software. The five FGD notes and the 39 teacher interview notes were transcribed and analyzed using the Atlas-TI software.
Presentation, Analysis and Interpretation

**Respondent Profiles**

Tables 4.1 and 4.2 represent the profiles of respondents to the questionnaire and FGD respectively.

**Table 4.1: Pre-Teen Girls’ Questionnaire Respondents Profile**

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Description</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Years</td>
<td>80</td>
<td>22%</td>
<td></td>
</tr>
<tr>
<td>10 Years</td>
<td>98</td>
<td>27%</td>
<td></td>
</tr>
<tr>
<td>11 Years</td>
<td>102</td>
<td>28%</td>
<td></td>
</tr>
<tr>
<td>12 Years</td>
<td>84</td>
<td>23%</td>
<td></td>
</tr>
<tr>
<td><strong>Class</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 2</td>
<td>1</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Class 3</td>
<td>1</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Class 4</td>
<td>148</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>Class 5</td>
<td>110</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Class 6</td>
<td>94</td>
<td>26%</td>
<td></td>
</tr>
<tr>
<td>Class 7</td>
<td>37</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Class 8</td>
<td>3</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td><strong>Years completed in target school</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 - 3 years</td>
<td>176</td>
<td>48%</td>
<td></td>
</tr>
<tr>
<td>4 - 6 years</td>
<td>113</td>
<td>31%</td>
<td></td>
</tr>
<tr>
<td>7 - 10 years</td>
<td>75</td>
<td>21%</td>
<td></td>
</tr>
</tbody>
</table>

**Table 4.2: Pre-Teen Girls’ FGD Respondents Profile**

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Description</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 - 9 Years</td>
<td>18</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>10 -11 Years</td>
<td>21</td>
<td>41%</td>
<td></td>
</tr>
<tr>
<td>12 Years</td>
<td>12</td>
<td>24%</td>
<td></td>
</tr>
<tr>
<td><strong>Class</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 2 or 3</td>
<td>17</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>Class 4 or 5</td>
<td>18</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>Class 6 or 7</td>
<td>15</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Class 8</td>
<td>1</td>
<td>2%</td>
<td></td>
</tr>
</tbody>
</table>

**Age distribution** – In the questionnaire, each of the pre-teen age groups were represented by more than 20% of the sample. The biggest group was the 11-year old age group which accounted for 28% (102/364), with the least number of respondents being the nine year olds at 22% (80/364). The age demographics for the FGDs also
saw the 10-11 years’ age group being the most represented at 41% (21/51), while the least represented in the focus groups were girls aged 12 years old at 24% (12/51).

Class distribution – the profiles of the pre-teen respondents showed that the target classes four (33%), five (30%) and six (26%) had the highest representations and most of the learners were drawn from these classes. Class seven had a significant representation at 10% while classes two, three and eight had negligible representation. There was a balanced class distribution in the FGD, with classes 2/3, 4/5, 6/7 enjoying above 30% representation. These class options are grouped in this manner for convenience and not for any other research reasons as the numbers were fewer compared to those of the questionnaire.

Years completed in current school – Overall 48% (176/364) respondents had been in the same school for between one month and 3 years. However, cumulatively, those who had completed between four and ten years in the same school were more at 52% (31% for four - six years and 21% for seven - 10 years). This indicated that over half of the pre-teen girls who responded to the questionnaires were reliable respondents seeing that they had a long history at the schools attended and could speak to the communication efforts of their teachers over time.

Teaching classes – 41% (16/39) of the teachers interviewed taught classes 1, 2 or 3, while only 8% (3/39) were from the lowest class, the pre-primary class. Most of the teacher respondents, which constitute 62% (24/39), had been in the same school for between a month and two years.
Table 4.3: Teacher Interview Respondents’ Profile

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Description</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Class</td>
<td>Pre-Primary</td>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>1,2,3</td>
<td>16</td>
<td>41%</td>
</tr>
<tr>
<td></td>
<td>4,5,6</td>
<td>15</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td>7,8</td>
<td>5</td>
<td>13%</td>
</tr>
<tr>
<td>Years completed in target school</td>
<td>0 - 2 years</td>
<td>24</td>
<td>62%</td>
</tr>
<tr>
<td></td>
<td>3 - 4 years</td>
<td>10</td>
<td>26%</td>
</tr>
<tr>
<td></td>
<td>Over 5 years</td>
<td>5</td>
<td>12%</td>
</tr>
<tr>
<td>Teacher qualification</td>
<td>Trained</td>
<td>24</td>
<td>62%</td>
</tr>
<tr>
<td></td>
<td>Untrained</td>
<td>11</td>
<td>28%</td>
</tr>
<tr>
<td></td>
<td>Other Diploma</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Other Degree</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Uneducated</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Training in sexual health course</td>
<td>SRH*</td>
<td>16</td>
<td>41%</td>
</tr>
<tr>
<td></td>
<td>SAC**</td>
<td>19</td>
<td>49%</td>
</tr>
<tr>
<td></td>
<td>None</td>
<td>4</td>
<td>10%</td>
</tr>
</tbody>
</table>

SRH* - Sexual Reproductive Health  
SAC** - Sexual Abuse Counselling

The rest, 26% (10/39) had been in the same school for three to four years, whilst 12% (or five) had taught at the same school for over five years. The few years teachers spent in these schools could be an indication that there is high turnover due to poor wages, teacher volunteerism, low levels of motivation and poor commitment related to insufficient reward system, as attested by Ruto (2004) in her research about the contribution of non-formal schools to education in Nairobi.

Teacher qualification and training – Trained teachers (those who possess a certificate in formal teacher training) formed 62% (24/39) of the teachers interviewed, while 28% (11/39) of the respondents self-identified as untrained (that is, without formal teacher qualification and training). Those trained in Sexual Reproductive Health accounted for 41% (16/39) of the teachers interviewed, while 49% (19/39) reported having trained in Sexual Abuse Counseling.
Findings from the Questionnaires

Meaning of sexual abuse

Table 4.4 and Fig 4.1, show responses to the question “whether the respondent knew what sexual abuse meant?”

Table 4.4: Respondents’ Knowledge of the Term ‘Sexual Abuse’

<table>
<thead>
<tr>
<th>Knowledge of sexual abuse</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>158</td>
<td>43.4%</td>
</tr>
<tr>
<td>No</td>
<td>137</td>
<td>37.6%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>69</td>
<td>19.0%</td>
</tr>
<tr>
<td>Totals</td>
<td>364</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure 4.1: Respondents’ Knowledge of Sexual Abuse

Overall, 43% (158/364) of the learners said “yes”, they knew what the term “sexual abuse meant, while 38% (137/364) said “no” they were unaware of what the term meant. Another 19% (69/364) were “not sure”. These responses indicated that while the majority of the respondents knew what sexual abuse was, a significant number (or 38%) did not know. The filled questionnaires that indicated “no” for this question were not forwarded further for the analysis. This is because i) the response “no” was
already a finding that the pre-teen girls were not familiar with the term, indicating that teachers have not communicated it to them; ii) reliable responses to the subsequent questions were dependent on a positive response to this question and guess work would have distorted the findings.

The responses indicating “not sure” were considered for analysis as a benefit of doubt that the respondents would possibly respond appropriately to the examples in the next sections of the questionnaire (Note: ‘sexual abuse’ as a term was neither explained nor translated for any of the respondents, meaning they had to respond from recall or knowledge of the term). In total, 227 (or 62%) of the valid questionnaires were analyzed for this research while the rest 137 (or 38%) were set aside as a complete finding.

**Forms of sexual abuse in the slums**

As a follow-up to the question on whether they knew what sexual abuse was, the respondents were given a set of 12 described situations and were asked to select as many as they thought resulted in, or could be described as, sexual abuse. Table 4.5 summarizes how the selections were made.

Interesting to note is that all respondents, irrespective of whether they had indicated “yes” or “not sure” to the question of whether they knew what the term “sexual abuse” meant, were able to select at least one described statement from the list. Since the researcher had informed the respondents that he was researching on their sexual safety as girls, any situation that was deemed opposite to their safety may have been selected.
Table 4.5: What Respondents Thought Sexual Abuse was

<table>
<thead>
<tr>
<th>Description of situation</th>
<th>Selected (%)</th>
<th>Not Selected (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forced sex or Rape</td>
<td>187 (82%)</td>
<td>40 (18%)</td>
</tr>
<tr>
<td>Child commercial sex work</td>
<td>186 (82%)</td>
<td>41 (18%)</td>
</tr>
<tr>
<td>Adult having sex with young girl</td>
<td>186 (82%)</td>
<td>41 (18%)</td>
</tr>
<tr>
<td>Bad touches</td>
<td>169 (74%)</td>
<td>58 (26%)</td>
</tr>
<tr>
<td>Man taking a girl by force</td>
<td>159 (70%)</td>
<td>68 (30%)</td>
</tr>
<tr>
<td>Exposure to sexual images</td>
<td>139 (61%)</td>
<td>88 (39%)</td>
</tr>
<tr>
<td>Boy asking to lift girls dress</td>
<td>136 (60%)</td>
<td>91 (40%)</td>
</tr>
<tr>
<td>Man hugging a girl</td>
<td>83 (37%)</td>
<td>144 (63%)</td>
</tr>
<tr>
<td>Boy hugging a girl</td>
<td>68 (30%)</td>
<td>159 (70%)</td>
</tr>
<tr>
<td>Man buying a girl sweets</td>
<td>60 (26%)</td>
<td>167 (74%)</td>
</tr>
<tr>
<td>Bad Language</td>
<td>20 (9%)</td>
<td>207 (91%)</td>
</tr>
<tr>
<td>Greeting by hand</td>
<td>10 (4%)</td>
<td>217 (96%)</td>
</tr>
</tbody>
</table>

Again, as noted earlier in Chapter Three, when a description of a statement was difficult or complex for a respondent, the statement was either explained or translated into a language the asking respondent understood.

From Table 4.5, the statements “forced sex or rape”, “child commercial sex work” and “adult having sex with girl” were selected by 82% (187/227 or 186/227) of the respondents, indicating that most respondents thought these situations were referred to as sexual abuse of girls. The statements “man hugging a girl” (selected by 37% respondents) and “boy hugging a girl” (selected by 30% respondents) were used to ascertain whether the respondents felt one was sexual abuse and the other was not. The statement “bad touches” (selected by 74% respondents) is generally considered as a young children’s language referring to inappropriate touches (loosely sexually abusive touches, as noted during the pre-test).
It was also interesting to note that “greeting by hand” and “bad language” were selected by 4% (10/227) and 9% (20/227) of the respondents respectively as sexual abuses. In addition to the statements listed in Table 4.5, the respondents were also requested to list anything else they would describe as sexual abuse if it was not part of the list. Below is a summary of additional situations reported.

Table 4.6: Other Activities Respondents Thought Sexual Abuse was

<table>
<thead>
<tr>
<th>Description of other situations</th>
<th>Noted by (n) respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>A man/boy kissing you by force</td>
<td>16</td>
</tr>
<tr>
<td>Relative touching your private parts / incest</td>
<td>8</td>
</tr>
<tr>
<td>Irresponsible sexual intercourse/fornication</td>
<td>8</td>
</tr>
<tr>
<td>Forced early marriage</td>
<td>5</td>
</tr>
<tr>
<td>Boy trying to cheat you into sex</td>
<td>5</td>
</tr>
<tr>
<td>Girls using drugs</td>
<td>2</td>
</tr>
</tbody>
</table>

Knowledge of someone who has been abused

Table 4.7 shows the number of girls who knew someone they could say was sexually abused based on their knowledge of sexual abuse, or the selection of described situations they had made.

<table>
<thead>
<tr>
<th>Knowledge of girl</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>74</td>
<td>33%</td>
</tr>
<tr>
<td>No</td>
<td>145</td>
<td>64%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>8</td>
<td>3%</td>
</tr>
</tbody>
</table>

While 33% (74/227) of the respondents knew someone who was abused, most or 64% (145/227) of the respondents did not know a girl who was abused, and 3% (8/227)
were not sure. For the respondents who selected “yes”, an explanation of what happened to that girl was required of them, leading to total 74 explanations given. The responses given are listed in Table 4.8.

<table>
<thead>
<tr>
<th>Description</th>
<th>Noted by (n) respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>She was raped/ bleeding/taken to hospital</td>
<td>39</td>
</tr>
<tr>
<td>She got pregnant</td>
<td>14</td>
</tr>
<tr>
<td>She died</td>
<td>6</td>
</tr>
<tr>
<td>She reported and the perpetrator was arrested</td>
<td>6</td>
</tr>
<tr>
<td>She was infected with HIV/AIDS</td>
<td>6</td>
</tr>
<tr>
<td>She dropped out of school</td>
<td>3</td>
</tr>
</tbody>
</table>

*Table 4.8: What Happened to Abused Girl Known by Respondents*

**Knowledge of potential sexual abusers**

Respondents were asked to select from a list as many people as they thought could be perpetrators of sexual abuse. Their selection is as shown in Table 4.9.

<table>
<thead>
<tr>
<th>Perpetrators of sexual abuse</th>
<th>Selected (%)</th>
<th>Not Selected (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stepfathers</td>
<td>150 (66%)</td>
<td>77 (34%)</td>
</tr>
<tr>
<td>Neighbours</td>
<td>144 (63%)</td>
<td>83 (37%)</td>
</tr>
<tr>
<td>Bodaboda (motor) cyclists</td>
<td>123 (54%)</td>
<td>104 (46%)</td>
</tr>
<tr>
<td>Uncles</td>
<td>107 (47%)</td>
<td>120 (53%)</td>
</tr>
<tr>
<td>Fathers</td>
<td>90 (40%)</td>
<td>137 (60%)</td>
</tr>
<tr>
<td>House maid</td>
<td>63 (28%)</td>
<td>164 (72%)</td>
</tr>
<tr>
<td>Stepmothers</td>
<td>24 (11%)</td>
<td>203 (89%)</td>
</tr>
<tr>
<td>Aunts</td>
<td>13 (6%)</td>
<td>214 (94%)</td>
</tr>
<tr>
<td>Mothers</td>
<td>13 (6%)</td>
<td>214 (94%)</td>
</tr>
</tbody>
</table>

*Table 4.9: Frequencies of Persons Felt to be Perpetrators of Sexual Abuse*

From the responses, it is clear to note that stepfathers, at 66% (150/227), neighbours 63% (144/227) and bodaboda cyclists at 54% (123/227) were the top three people felt
to be potential perpetrators of sexual abuse against pre-teen girls. Uncles at 47% (107/227) and fathers at 40% (90/227) were also felt to be the second most people who could perpetrate sexual abuse. On the other hand, aunts and mothers at 6% (13/227) each were thought to be the people who could least perpetrate sexual abuse of pre-teen girls. Other people mentioned as potential perpetrators by the questionnaire, FGD and interview respondents, that were not included in the provided list are as summarised in Table 4.10 (every person mentioned was scored once, even if it was from the same respondent).

<table>
<thead>
<tr>
<th>Other perpetrators of sexual abuse</th>
<th>Noted by (n) respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strangers</td>
<td>144</td>
</tr>
<tr>
<td>Street people (men, boys)</td>
<td>66</td>
</tr>
<tr>
<td>Drivers/menservants/farmers/shopkeepers</td>
<td>52</td>
</tr>
<tr>
<td>Watchmen</td>
<td>39</td>
</tr>
<tr>
<td>Doctors/Pastors</td>
<td>35</td>
</tr>
<tr>
<td>Teachers</td>
<td>32</td>
</tr>
<tr>
<td>Siblings (brothers, sister-1, cousins)</td>
<td>30</td>
</tr>
<tr>
<td>Others (Police, Chief, tourists, grandfather etc.)</td>
<td>29</td>
</tr>
</tbody>
</table>

**Knowledge of potential locations where sexual abuse takes place**

When asked to select the possible locations where they thought sexual abuse actions could take place, the respondents’ selections were as represented in Table 4.11. The top two selections for the most probable places where sexual abuse can occur were bushes at 86% (196/227) and home at 63% (144/227). Bushes may have been selected because of their seemingly unsafe nature, while home may have been selected in tandem with the reason that neighbours and stepfathers were felt to be the most likely perpetrators of sexual abuse (see Table 4.9). On the extreme end, church
(two percent or 5/227) and mosque (four percent or 11/227) were the least likely places for anyone to be sexually abused.

Table 4.11: Where Respondents Thought Sexual Abuse Might Take Place

<table>
<thead>
<tr>
<th>Where sexual abuse may occur</th>
<th>Selected (%)</th>
<th>Not Selected (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bushes</td>
<td>196 (86%)</td>
<td>31 (14%)</td>
</tr>
<tr>
<td>Home</td>
<td>144 (63%)</td>
<td>83 (37%)</td>
</tr>
<tr>
<td>Roadsides</td>
<td>86 (38%)</td>
<td>141 (62%)</td>
</tr>
<tr>
<td>School</td>
<td>53 (23%)</td>
<td>174 (77%)</td>
</tr>
<tr>
<td>Market</td>
<td>43 (19%)</td>
<td>184 (81%)</td>
</tr>
<tr>
<td>Hospital</td>
<td>35 (15%)</td>
<td>192 (85%)</td>
</tr>
<tr>
<td>Water Points</td>
<td>32 (14%)</td>
<td>195 (86%)</td>
</tr>
<tr>
<td>Mosque</td>
<td>11 (5%)</td>
<td>216 (95%)</td>
</tr>
<tr>
<td>Church</td>
<td>5 (2%)</td>
<td>222 (98%)</td>
</tr>
</tbody>
</table>

Other places mentioned by respondents to the questionnaire and FGDs, as potential locations where sexual abuse may occur are as shown in Table 4.12 listed in a descending order of mentions.

Table 4.12: Other Locations Where Sexual Abuse Might Occur

<table>
<thead>
<tr>
<th>Other locations that sexual abuse occurs</th>
<th>Noted by (n) respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toilets/bathrooms</td>
<td>30</td>
</tr>
<tr>
<td>Forests</td>
<td>25</td>
</tr>
<tr>
<td>Dark corners/old houses/behind schools</td>
<td>25</td>
</tr>
<tr>
<td>Along the river/Bridge</td>
<td>6</td>
</tr>
</tbody>
</table>

It is worthy to note that 25 times, “Forests” were mentioned as potential places of sexual abuse, yet there are no adequately wooded areas that would qualify as forests within the Mukuru Kwa Njenga Slums. This could indicate a cognitive recognition of sexual abuse taking place in locations generally felt to be unsafe, like forests.
**Reporting sexual abuse incidences**

The respondents were then asked to select from a list of people they would report to in case they, or someone they knew, was sexually abused. The responses received are as shown in Table 4.13.

<table>
<thead>
<tr>
<th>People to report to if/when abused</th>
<th>Selected (%)</th>
<th>Not Selected (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Police</td>
<td>196 (86%)</td>
<td>31 (14%)</td>
</tr>
<tr>
<td>Mother</td>
<td>149 (66%)</td>
<td>78 (34%)</td>
</tr>
<tr>
<td>Teachers</td>
<td>107 (47%)</td>
<td>120 (53%)</td>
</tr>
<tr>
<td>Father</td>
<td>87 (38%)</td>
<td>140 (62%)</td>
</tr>
<tr>
<td>Hospital</td>
<td>22 (10%)</td>
<td>205 (90%)</td>
</tr>
</tbody>
</table>

As shown in Table 4.13, it is easy to see that most respondents, or 86% (196/227) would prefer to report to the police, while significant numbers, 66% (149/227) and 47% (107/227) would report the cases to their mothers and teachers respectively. Only 10% (22/227) felt that if abused they would report to the hospital. These results indicate that the pre-teens feel some level of safety reporting to the authorities and to their mothers.

Teachers also claimed a favourable position, seeing that they are also trusted by many respondents. The results could also indicate that the preteen girls are aware about abuse and where it should be reported. Other people the pre-teen girls felt they would probably report to if they or someone they knew was sexually abused, are as shown in
Table 4.14. Aunts/Uncles are mentioned more times than the others, showing a level of trust that the pre-teen girls have in them.

Table 4.14: Other People Respondents Would Report to if Sexually Abused

<table>
<thead>
<tr>
<th>Other people who would be reported to</th>
<th>Noted by (n) respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aunts and Uncles</td>
<td>123</td>
</tr>
<tr>
<td>Friends</td>
<td>35</td>
</tr>
<tr>
<td>Siblings</td>
<td>33</td>
</tr>
<tr>
<td>Local Leaders (Chief, sub-Chief, Court, Children office)</td>
<td>30</td>
</tr>
<tr>
<td>Grandparents</td>
<td>25</td>
</tr>
<tr>
<td>Others (Church/Pastor/VCT)</td>
<td>15</td>
</tr>
</tbody>
</table>

Teachers and sexual abuse prevention messages

To find out how teachers interacted with messages and how they communicated sexual abuse prevention information, the respondents were asked to say whether teachers talk to them or teach them about sexual abuse and sexual abuse prevention. If any respondent selected, “YES” they were asked to supply examples of what kind of information teachers shared with them. Table 4.15 shows the frequencies of the responses received:

Table 4.15: Teachers Taught About How to Protect Oneself from Sexual Abuse

<table>
<thead>
<tr>
<th>Do teachers teach sexual abuse prevention</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>194</td>
<td>85%</td>
</tr>
<tr>
<td>No</td>
<td>25</td>
<td>11%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>8</td>
<td>4%</td>
</tr>
</tbody>
</table>

Sexual abuse prevention messages

The respondents who said that their teachers teach them about sexual abuse provided examples of messages that they get from the teachers as shown in Table 4.16:
Table 4.16: Messages That Teachers Shared on Sexual Abuse Prevention

<table>
<thead>
<tr>
<th>Sexual abuse prevention messages communicated by teachers</th>
<th>Noted by (n) respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstinence from sex</td>
<td>94</td>
</tr>
<tr>
<td>Do not spend time with or play with boys</td>
<td>89</td>
</tr>
<tr>
<td>Life skills (surviving a sexual abuser)</td>
<td>80</td>
</tr>
<tr>
<td>Walk where one is safe, not at night or alone</td>
<td>70</td>
</tr>
<tr>
<td>Stay away from bad company or bad people or strangers</td>
<td>55</td>
</tr>
<tr>
<td>Do not take sweets, or things from a stranger, a man</td>
<td>54</td>
</tr>
<tr>
<td>General guidance and counselling</td>
<td>38</td>
</tr>
<tr>
<td>Do not allow any man to touch you inappropriately</td>
<td>36</td>
</tr>
<tr>
<td>Do not keep quiet when abused (report to police or someone)</td>
<td>22</td>
</tr>
</tbody>
</table>

Communication channels

To confirm the communication channel strategies that their teachers use to communicate messages of sexual abuse prevention, questionnaire respondents were given a scale to select the frequency of each communication strategy. For each, the variables were given as “yes”, “sometimes”, “maybe” and “never”. These variables that were descriptions of frequency were either explained or translated before the respondents made their choices.

Table 4.17: Use of Textbooks

<table>
<thead>
<tr>
<th>Teachers regularly use textbooks</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>147</td>
<td>65%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>41</td>
<td>18%</td>
</tr>
<tr>
<td>Maybe</td>
<td>6</td>
<td>3%</td>
</tr>
<tr>
<td>Never</td>
<td>33</td>
<td>14%</td>
</tr>
</tbody>
</table>
Most of the respondents, that is 65% (147/227), agreed saying yes, their teachers use textbooks (academic/scientific textbooks), while 18% (41/227) said sometimes their teachers use textbooks to communicate issues of sexual abuse prevention. Only 14% (33/227) of the respondents reported that their teachers never used textbooks in their communication of sexual abuse prevention. These results are despite the observation of the researcher and his team that these schools had minimal infrastructure.

<table>
<thead>
<tr>
<th>Teachers regularly use videos, films and TV</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>170</td>
<td>75%</td>
</tr>
<tr>
<td>Yes</td>
<td>25</td>
<td>11%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>23</td>
<td>10%</td>
</tr>
<tr>
<td>Maybe</td>
<td>9</td>
<td>4%</td>
</tr>
</tbody>
</table>

Table 4.18: Use of Videos or Films or TV
The overall response indicated that most teachers or 75% (170/227) never use visual channels like videos, films and TV to communicate messages of sexual abuse prevention as a strategy. Only 11% (25/227) and 10% (23/227) said yes and sometimes respectively to the use of visual channels as a strategy for communication. The reported low use of visual media is despite the researcher’s observation that all the schools sampled had electricity, and a few had television sets.

Table 4.19: Use of Charts or Posters or Magazines

<table>
<thead>
<tr>
<th>Teachers regularly use charts, magazines</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>129</td>
<td>57%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>46</td>
<td>20%</td>
</tr>
<tr>
<td>Yes</td>
<td>33</td>
<td>15%</td>
</tr>
<tr>
<td>Maybe</td>
<td>19</td>
<td>8%</td>
</tr>
</tbody>
</table>
From Table 4.19 and Fig 4.4, 57% (129/227) respondents, or the majority reported that their teachers never use charts, magazines, or generally any related written material to communicate on sex and sexual abuse prevention. Only 20% (46/227) and 15% (33/227) reported sometimes, or yes respectively that their teachers use these written materials.

**Clubs and club leadership**

Table 4.20 and Table 4.21, represent closely related results on school clubs and whether teachers are the ones taking lead of these clubs as a strategic space to communicate sexual abuse prevention messages.

**Table 4.20: School has a Relevant Club**

<table>
<thead>
<tr>
<th>School has a club</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>139</td>
<td>61%</td>
</tr>
<tr>
<td>Never</td>
<td>61</td>
<td>27%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>13</td>
<td>6%</td>
</tr>
<tr>
<td>Maybe</td>
<td>14</td>
<td>6%</td>
</tr>
</tbody>
</table>
Table 4.21: Teacher Led (Is the Patron of) the Relevant Club in School

<table>
<thead>
<tr>
<th>Teachers led the club as patron</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>106</td>
<td>47%</td>
</tr>
<tr>
<td>Yes</td>
<td>76</td>
<td>33%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>27</td>
<td>12%</td>
</tr>
<tr>
<td>Maybe</td>
<td>18</td>
<td>8%</td>
</tr>
</tbody>
</table>

Figure 4.5: School has Relevant Club

Figure 4.6: Teacher Was the Club’s Patron

When asked if the school had a club, 61% (131/227) of the respondents reported in the affirmative, while another 27% (61/227) reported never having a club. However, reporting on club leadership, 47% (106/227) of the respondents reported that teachers never led the clubs. Fig 4.5 and Fig 4.6 show clearly that only half of the schools with clubs that teach about sexual abuse prevention are led by teachers.

To further verify the existence of the clubs and how useful or utilized they were, the respondents were asked to report on whether other girls or other pupils (translated boys) were invited for sessions of the club.
Table 4.22: Girls from Other Classes Attended Club Sessions

<table>
<thead>
<tr>
<th>Other girls attend club sessions</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>87</td>
<td>38%</td>
</tr>
<tr>
<td>Never</td>
<td>79</td>
<td>35%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>40</td>
<td>18%</td>
</tr>
<tr>
<td>Maybe</td>
<td>21</td>
<td>9%</td>
</tr>
</tbody>
</table>

Table 4.23: Other Pupils (Boys) Attended Club Sessions

<table>
<thead>
<tr>
<th>Boys attend club sessions</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>96</td>
<td>42%</td>
</tr>
<tr>
<td>Never</td>
<td>70</td>
<td>31%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>37</td>
<td>16%</td>
</tr>
<tr>
<td>Maybe</td>
<td>24</td>
<td>11%</td>
</tr>
</tbody>
</table>

It is clear from the above comparison, that there is slight difference to the number of girls (38%, 87/227) or boys (42%, 96/227) who attend the club sessions and those who do not. This may indicate that club attendance is for both sexes. This pattern also holds true for the other findings about having a club.
Sustainability and success of the communication efforts

To confirm that indeed the teachers had a sustainable communication strategy in place, the researcher wanted to find out about how the schools, (and teachers in this case), did sustain their efforts in communicating sexual abuse prevention messages.

To do this, the respondents were asked whether their school had a library, or a collection of resources (as some non-formal schools do not have the necessary infrastructure), and whether it included such communication resources as magazines, charts, books, and videos on sexual abuse prevention. Table 4.24 and Fig 4.9 represent the responses received:

Table 4.24: Library is Equipped with Communication Resources

<table>
<thead>
<tr>
<th>Library is well equipped</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>131</td>
<td>58%</td>
</tr>
<tr>
<td>Yes</td>
<td>57</td>
<td>25%</td>
</tr>
<tr>
<td>Maybe</td>
<td>26</td>
<td>11%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>13</td>
<td>6%</td>
</tr>
</tbody>
</table>

Figure 4.9: Library was Well Equipped
Over half of the respondents, or 58% (131/227), reported they never had a library to support the communication efforts, while 11% (26/227) reported that maybe what they had could be called a library. A good number or 25% (57/227) of the respondents however, confirmed having some communication resources collection somewhere.

To ascertain that indeed teachers were communicating sexual prevention messages through various communication strategies, the researcher sought to find out whether the pre-teen girls do report sexual abuse cases or not and whether the survivors had received any help. Table 4.25, Table 4.26, Fig 4.10 and Fig 4.11 summarize the responses received.

<table>
<thead>
<tr>
<th>Girls reported abuse to teachers</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>94</td>
<td>41%</td>
</tr>
<tr>
<td>Never</td>
<td>70</td>
<td>31%</td>
</tr>
<tr>
<td>Maybe</td>
<td>34</td>
<td>15%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>29</td>
<td>13%</td>
</tr>
</tbody>
</table>

Table 4.25: Some Girls Did Tell the Teachers When Abused

<table>
<thead>
<tr>
<th>Girls have received help</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>137</td>
<td>60%</td>
</tr>
<tr>
<td>Never</td>
<td>39</td>
<td>17%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>28</td>
<td>12%</td>
</tr>
<tr>
<td>Maybe</td>
<td>23</td>
<td>11%</td>
</tr>
</tbody>
</table>

Table 4.26: Many Girls Have Received Help When Abused
In comparison, looking at the responses, the percentage of the respondents who reported that pre-teen girls do report cases (41%, or 94/227), and those who have received help (60%, or 137/227) are both high in proportion. This could be an indication that there is overall positive feeling towards reporting and therefore higher numbers report getting help for sexual abuse. On the other end, a significant percentage, 31% (70/227) said that pre-teen girls never reported cases. Overall more respondents felt that pre-teen girls have received help regardless of the numbers of those who reported.

**Networking opportunities**

To find out about existing opportunities for schools in Mukuru Kwa Njenga to share effective communication strategies against sexual abuse, the respondents were asked to comment on networking opportunities championed by teachers as part of the strategies for communicating sexual abuse prevention messages. This section presents those findings.
When asked whether their teachers invited visitors to talk about sexual abuse prevention, 61% (138/227) of the questionnaire respondents reported that their teachers did invite visitors. Another 20% (45/227) thought that they sometimes did invite visitors while only 15% (35/227) reported never seeing any visitors, coming to their schools to talk about sexual abuse prevention at the invitation of the teachers.

Table 4.27: Teacher Invited Visitors to Speak on Sexual Abuse Topics

<table>
<thead>
<tr>
<th>Teachers invite visitors</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>138</td>
<td>61%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>45</td>
<td>20%</td>
</tr>
<tr>
<td>Never</td>
<td>35</td>
<td>15%</td>
</tr>
<tr>
<td>Maybe</td>
<td>9</td>
<td>4%</td>
</tr>
</tbody>
</table>

Figure 4.12: Teachers Invited Visitors

Table 4.28: Neighbouring Schools Invited to Sessions with Respondents

<table>
<thead>
<tr>
<th>Teachers invite other schools</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>108</td>
<td>48%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>47</td>
<td>21%</td>
</tr>
<tr>
<td>Yes</td>
<td>44</td>
<td>19%</td>
</tr>
<tr>
<td>Maybe</td>
<td>28</td>
<td>12%</td>
</tr>
</tbody>
</table>
Nearly half of the respondents or 48% (108/227) reported that their teachers had never invited neighbouring schools for joint sessions on sexual abuse prevention. An encouraging 19% (44/227) said yes while 21% (47/227) said sometimes their teachers did invite visitors to talk about sexual abuse prevention.

FGD respondents further reported that some of the notable visitors they had seen (in no particular order) included: The G-Thamini Club, the Red Cross, Kaa Rada and officers from the County Children’s Office.

Table 4.29: Respondents Visited Other Places for Lesson Sharing

<table>
<thead>
<tr>
<th>We have visited other schools/offices</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>91</td>
<td>40%</td>
</tr>
<tr>
<td>Yes</td>
<td>78</td>
<td>35%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>39</td>
<td>17%</td>
</tr>
<tr>
<td>Maybe</td>
<td>19</td>
<td>8%</td>
</tr>
</tbody>
</table>
Most or 40% (91/227) of the respondents reported that they had never visited any other school or offices for the purpose of lesson sharing/learning on sexual abuse prevention. A significant number however reported that they did get the opportunity to visit other schools, with 35% (79/227) saying yes, they had visited other offices/schools, while another 17% (39/227) reported that they sometimes did. These results indicated that despite the meager resources, teachers had attempted to network with others as a communication strategy to help in the prevention of sexual abuse.

The respondents were further asked if they did celebrate the Day of the African Child (June 16\textsuperscript{th}) to further ascertain opportunities for networking. The Day of the African Child give schools an opportunity to work together on a project or a cause they care about for the benefit of the children they care for. The opinions on whether the respondents celebrated, or did not celebrate the Day of the African Child were varied, despite the pre-teen girls knowing about the day (for the few who did not know, an explanation about the day was shared).
Table 4.30: Respondents Celebrated the Day of the African Child

<table>
<thead>
<tr>
<th>We celebrate the Day of the African Child</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>89</td>
<td>39%</td>
</tr>
<tr>
<td>Yes</td>
<td>63</td>
<td>28%</td>
</tr>
<tr>
<td>Maybe</td>
<td>41</td>
<td>18%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>34</td>
<td>15%</td>
</tr>
</tbody>
</table>

Figure 4.15: Respondents Celebrated the Day of the African Child

Of the respondents, 39% (89/227) reported they had never celebrated the day, with another 18% (41/227) being unsure about whether they had celebrated. Of the remaining respondents, 28% (63/227) confirmed they had ever celebrated the day, while 15% (34/227) said they sometimes did celebrate the Day of the African Child. These results could be an indication that the opportunity to network during such celebrations may not be utilized best.
Findings from the Focus Group Discussions

FGD participants from the five selected schools overall agreed that their teachers did indeed attempt to reach out to them with sexual abuse prevention messages especially in class. One girl said that:

“Our school teachers teach us about abstinence, decent dressing styles and how to avoid strangers and bad peer pressure groups... they only do this sometimes in class and sometimes in the assembly...” (FGD – Joy House Academy).

This means that teachers have taken advantage of the lesson times to communicate issues of prevention of abuse and the pre-teens have noted that they learn in this way. Another mode of communication mentioned during the discussions is through clubs. Teachers were credited with using clubs to communicate similar messages. Two pre-teen girls put it in this way:

“We also have the ROC Club (Right of Children Club) that teaches us about protecting ourselves against HIV Aids, how to abstain from sex, how to deal with a sex abuser – you can scream very loudly; do not allow boys to lure you; boys should not buy you things and sweets; if a stranger calls you to get money do not go. We are also taught about how to call the number 116 and the police on 999 if you are in trouble and are bleeding.” (FGD – Joyland Academy)

“The club we have in the school is guidance and counseling which meets once a week where we have been able to learn on how to protect ourselves from sexual abuse” (FGD – Redroof Academy)

Apart from these, other messages that teachers communicated with the pre-teen girls included on abstinence, basic defense during abuse, avoiding strangers, decent
dressing and reporting any kind of attempted or real abuse to the teachers or authorities, avoiding walking at night and not accepting any gifts from strangers. This communication was reported to take place through drama, clubs and allowing visitors to come talk about sexual abuse prevention. One of the participating schools noted that they did not have any program in place.

“We have no program to teach us about sexual abuse. ... We do not know anything else” (FGD – Damasca Junior School)

The participants felt that the rate of sexual abuse issues was generally high in the area. They therefore suggested that some of the ways to communicate issues of sexual abuse included invitation of visitors to speak about sexual abuse prevention, schools to acquire adequate reading materials and books on the topic, use of charts, TVs, films and videos. Other suggestions included acquiring a school bus to drop all children home to reduce chances of rape occurring and a fence around their compound would help.

Findings from the Teacher Interviews

Teachers formed the secondary target population of the research. Their interviews corroborated much of what the pre-teen girls had shared. As seen from Table 4.31, 69% of the mentions reported guidance and counseling as a strategy of reaching out to young girls with sexual abuse prevention messages. A notable number of teachers, or 31% reported that their schools had no program at all for communicating these messages. Of those that had some form of program, open discussions/question and
answer (Q&A) sessions/forums (38%), use of textbooks (21%) and class teaching (21%) were reportedly the most used communication strategies by the teachers.

### Table 4.31: Summary of Findings from Teacher Interviews

<table>
<thead>
<tr>
<th>Interview Subject</th>
<th>Codes</th>
<th>Mentions</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>What the school does to prevent sexual abuse</td>
<td>Guidance and Counselling</td>
<td>16</td>
<td>69%</td>
</tr>
<tr>
<td></td>
<td>Class teaching</td>
<td>6</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>Nothing</td>
<td>12</td>
<td>31%</td>
</tr>
<tr>
<td>Communication strategies</td>
<td>Open talks/Q&amp;As/forums</td>
<td>15</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td>Use of textbooks</td>
<td>8</td>
<td>21%</td>
</tr>
<tr>
<td></td>
<td>Class teaching (Science)</td>
<td>8</td>
<td>21%</td>
</tr>
<tr>
<td></td>
<td>Videos, Films</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Networking with others</td>
<td>Yes, we network</td>
<td>13</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Do not network</td>
<td>17</td>
<td>44%</td>
</tr>
<tr>
<td>Causes of sexual abuse</td>
<td>Poverty/unemployment</td>
<td>17</td>
<td>43%</td>
</tr>
<tr>
<td></td>
<td>Ignorance of sexual abuse</td>
<td>11</td>
<td>28%</td>
</tr>
<tr>
<td></td>
<td>Drug and alcohol abuse</td>
<td>9</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>Peer group influence</td>
<td>8</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Living environment</td>
<td>8</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Parental neglect</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>Potential perpetrators of sexual abuse</td>
<td>Male relatives</td>
<td>12</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>Unmarried/idle youth</td>
<td>11</td>
<td>28%</td>
</tr>
<tr>
<td></td>
<td>Other male members</td>
<td>14</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>Male teachers</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>Rates of sexual abuse in the area</td>
<td>Low</td>
<td>19</td>
<td>49%</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>10</td>
<td>26%</td>
</tr>
<tr>
<td></td>
<td>Medium/average</td>
<td>7</td>
<td>18%</td>
</tr>
</tbody>
</table>

A very small number, 5% reported using videos and films, much the same way as the pre-teen girls had reported. Further majority or 44% of the teachers interviewed reported they networked with organizations, societies and other schools, while 33% reported they never did network with any stakeholders.

Poverty/unemployment (43%), ignorance of sexual abuse (28%) and drug and alcohol abuse (23%) were felt to be the three top causes of sexual abuse within the slums, with male members of the community (35%), male relatives (31%) and idle/unemployed youth (28%) felt to be the most potential perpetrators of sexual...
abuse. Interestingly, 7% of the teacher respondents mentioned that male teachers are potential perpetrators. Finally, there were mixed feelings on the rates of sexual abuse in the area. Majority or 49% felt that the rates were low, while a significant number felt that it was either high (26%) or average (18%).

Key Findings

This research endeavored to address the three objectives as stated in Chapter One, and all efforts were made to ensure that the data collected was aligned to meet the three objectives.

The first objective was to identify communication strategies that teachers in the schools of Mukuru Kwa Njenga use to communicate information on prevention of sexual abuse against pre-teen girls. The results from the research showed that majority of the respondents that is 85%, felt that indeed their teachers taught sexual abuse and its prevention. Only 11% said their teachers did not teach them about sexual abuse and its prevention, while a paltry 4% were not sure. To do this, the teachers were felt to have mostly used textbooks (65%) more than any other channel to pass their messages on sexual abuse prevention. Textbooks referred to here were science class textbooks that formed part of the curriculum for the target classes and from observation, were widely available. The focus on academic success and completion of the syllabus is believed to inform the use of textbooks rather than the need for sharing sexual abuse prevention messages.

The other popular communication platform was use of clubs (61%). Despite their popularity, 27% of the respondents reported their schools never had a club. Teacher
interview respondents mirrored this finding with 69% reporting that they used guidance and counseling clubs/sessions to reach out to the pre-teen girls with sexual abuse prevention messages. Only 11% of the respondents reported the use of videos or films or TV, while 15% reported the use of charts or magazines. These results showed a rare usage of these channels. On the flipside, a majority 75% reported they never used videos, or films or TV for their communication needs, while 57% never used charts or magazines for their consumption of sexual abuse prevention communication. The teachers reportedly rarely used these channels, yet they were important to pass visual messages to the pre-teen girls to enhance their grasp of the communication. Only 7% of the teachers interviewed reported use of videos/Films, charts and magazines, indicating low utility of visual communication media.

Further, the suggestions shared by the pre-teen participants during the FGDs further agreed with this finding. They suggested the use of videos or films or TV, reading materials and placement of information charts in class as a means for learning about sexual abuse. The low utility of these visual media was probably related to the issue of insecurity and lack of proper and effective communication strategies. All schools visited had electricity connected and some had television/entertainment sets which were being underused or not used at all as a strategy for communication. During this research, the library or a collection of materials was considered as a sustainability measure of the strategies used as an additional support to the teachers’ efforts in the use of effective communication strategies. More than half of the respondents or 58% indicated that they neither had a library that contained the communication resources needed nor a collection of reference materials anywhere in the school.
The second objective was to find out the existing opportunities for schools in Mukuru Kwa Njenga to share effective communication strategies against sexual abuse.

The research results indicated that a majority 61% felt that their teachers invited visitors who spoke with them about sexual abuse prevention. Only 15% of the respondents felt otherwise, while another 20% reported that the teachers sometimes did invite visitors. On whether the schools networked with other schools, only a small number, or 19% of the respondents felt that their teacher did invite other schools, while 21% said they sometimes did. Of those who said otherwise, 48% said the teachers never invited other schools, while another 12% felt that maybe they did. Of the teachers interviewed, only 33% mentioned that they did have some form of networking with other stakeholders, while the majority 44% never networked with any organization, societies, schools or persons on sexual abuse prevention.

The responses to the question whether the respondents visited other schools or offices for lessons on sexual abuse prevention, indicated that cumulatively, those who either said yes or sometimes to this question were more at 58%. A significant majority however, or 40%, had never visited anywhere for learning, while 8% were unsure and reported maybe. The additional question on whether respondents celebrated the Day of the African Child was to ascertain whether the opportunity to network was utilized. From the responses, 39% had never celebrated the day, 28% had celebrated, 15% sometimes did celebrate while 18% were unsure and indicated that maybe they did celebrate the day.
The third objective was to identify the types or forms of sexual abuse that pre-teen girls suffer from

The research findings showed that most of the respondents or 82% felt that “forced sex/rape,” “child commercial sex work” and “adult having sex with girl” were sexual abuse situations that they could identify. 74% selected “bad touches”; 70% selected “man taking girl by force”; 61% selected “exposure to sexual images” while 60% selected “boy asking to lift your dress” as sexual abuse situations. Respondents also selected other borderline situations they felt were sexual abuse. These included 37% who selected “man hugging girl”; 30% who selected “boy hugging girl” and 26% who selected “man buying girl sweets.” Though these situations generally do not fit into the definition of sexual abuse under this research, they could be seen as a precursor to the vice. Most interestingly is that a few respondents, that is 9% and 4% still selected “bad language” and “greeting by hand” respectively as sexual abuse, even though these actions were not necessarily sexual in nature.

Summary

This chapter covered in detail, the analysis, presentation and interpretation of findings and responses from all the data collected using the questionnaires, the Focus Group Discussions and the teacher interviews. The findings were collated to arrive at the analyzed results. The analysis was presented in the chapter using tables, pie charts and graphs for visual representations of the findings. A section on key findings was also added to capture the essence of the findings in relation to the objectives. In the next chapter, these findings would be discussed. Conclusions and recommendations would also be drawn from the discussions.
CHAPTER FIVE
DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

Introduction
The purpose of this research was to find out communication strategies used by teachers (in non-formal schools) against sexual abuse of pre-teen girls in Mukuru Kwa Njenga slum in Nairobi. In this chapter, the overall findings of the study are discussed in light of the objectives and literature reviewed. Conclusions are drawn, in relation to the research questions, together with recommendations crafted from the findings. Finally, suggested areas of further research are identified.

Discussion of Key Findings

Communication Strategies
The first objective of the research was to identify communication strategies that teachers in the schools of Mukuru Kwa Njenga use to communicate information on prevention of sexual abuse against pre-teen girls. This research defined communication strategies as the various simple communication approaches or bundle of approaches that teachers use as their coherent plans to address sexual abuse prevention among the slum pre-teen girls.

Sexual Abuse Prevention Messages
Initial results pointed out that of the total valid 364 respondents, 43% knew what sexual abuse was, while 38% did not. This means that a significant number (that is 38%) of pre-teen girls have not benefitted from any form of communication on sexual abuse probably as a result of weak or non-existent communication strategies within their schools. Secondly, the respondents were asked whether their teachers taught or
passed messages to them about sexual abuse and sexual abuse prevention. A majority 85% of the remaining respondents felt that indeed their teachers were passing messages on sexual abuse and its prevention. “Abstinence from sex”, “avoid playing with boys”, “life skills/how to survive a potential sex abuser” and “safety at night” were the four most popular messages teachers communicated to the pre-teen girls.

Other important messages included “avoiding bad company”, “guidance and counseling”, “do not allow inappropriate touches by a man” and “do not keep silent when abused.” There were respondents who thought otherwise about whether teachers were giving them sexual abuse prevention advice (11%), but these were few. The big proportion of respondents who reported the sexual abuse prevention messages they received, could be a positive indication that teachers played their role in passing key messages to the pre-teen girls. As the key interlocutors in the sexual abuse prevention conversation, teachers were found to be of great help in empowering the pre-teen girls by these messages.

**Channels of Communicating Sexual Abuse Prevention Messages**

Overall, the use of textbooks (65%) and availability of school clubs (61%) were key channels that teachers reportedly employed most to communicate prevention messages. Only 11% reported the use of videos or films or TV, while 15% reported the use of charts or magazines, indicating limited usage of these visual channels. Most the pre-teen girls (75%) reported not using videos, or films or TV for sexual abuse prevention communication, while 57% never used charts or magazines for getting information on abuse prevention.
From observation, and as a curriculum requirement, science textbooks formed the basis of teaching in most of the slum schools, hence their reported high usage as a channel or as a pedagogical tool in class. This is almost granted, and teachers were noted to have had at least one copy for teaching during class. A quick scan of science textbooks for classes four, five and six, by the researcher showed that sex and reproductive health was one of the topics, and respondents may have reported that teachers teaching of the same amounted to communicating sexual abuse prevention. Textbooks are therefore not the best indicator of the existence of a defined channel under an established communication strategy for sexual abuse prevention.

The availability and use of clubs was reported by 61% of the respondents as the next popular platform for communicating sexual abuse and its prevention. Clubs offered an opportunity to carry out communication activities that build life skills in learners, and this opportunity cannot be downplayed. Some of these activities could be drama and plays, poetry, open sharing, debates, and speeches on the topic of sexual abuse and its prevention. However, in relation to teachers’ involvement in the clubs (where the research interest was whether the club allowed for communication about sexual abuse prevention), 33% of the respondents felt that their teachers took charge of the outfits as patrons while 47% felt their teachers never did. This means that while the school clubs may have been opportunities for such a channel, teachers had a somewhat diminished direct engagement with the pre-teen girls through the clubs. Proactive use of these clubs may need to be improved for teachers’ involvement in communicating sexual abuse prevention to be noted as significant.
Still on clubs and attendance, 38% and 42% of the respondents felt that other girls and other learners (boys) respectively attended these club sessions. These numbers showed a similar trend where this channel was not being utilized best as a strategy. It could be that the schools had other clubs that met on the same day as the club which focuses on sexual abuse prevention, though this would mean that the schools/teachers did not give proper attention to the potential problems that sexual abuse can portend for their learners, when not addressed. Significantly low teachers’ involvement in club activities, coupled with low club attendance by the pre-teen girls, reduced the overall potential of clubs as a powerful strategy for communicating sexual abuse prevention messages, and this despite their availability in the target schools.

The research results showed a rare usage of visual channels that include videos, films and TV, charts and magazines. Only 11% reported their teachers’ use of videos, or films or TV to communicate sexual abuse prevention, while a majority 75% reported their teachers never did. Similarly, only 15% of the respondents reported their teachers’ use of charts and magazines as a channel, while 57% reported the teachers never did use charts or magazines for communication of sexual abuse prevention messages. The teachers reportedly rarely used these channels, yet they were important to pass visual messages to the pre-teen girls to enhance their grasp and increase the potential for communicating lasting messages.

The potential of visual media is high and when used well can create huge awareness as noted by Khattri (2015), in his research on how TV could be used to create awareness of HIV and Aids. Visual media have the power to change the way children and youth see their lives, and how they are reflected in the media plays a key role in
the creation of a young person’s life. The key reasons for the poor use of these channels is thought to be related to the financial capabilities of the schools, lack of security, expertise in the use of such media, competing interest and lack of communication resources for use. However, teachers can and should pursue opportunities for networking that could open possibilities to access such channels.

Sustainability of Communication Efforts and Reporting of Sexual Abuse

As shared in Chapter 4, a library was considered as some form of proof of the existence of a communication strategy and the probability of sustaining any communication efforts in place. More than half of the respondents (58%) indicated that they neither had a library that contained the communication resources needed nor a collection of reference materials anywhere in the school. However, an encouraging 25% of the respondents felt that they indeed had access to these materials in a library setting. This was so considering that their libraries did contain communication materials that touched on sex, sexual abuse, and its prevention including textbooks, charts, videos or DVDs, comics, newspaper cuttings, magazines among others.

In addition to the question on sustainability, the study sought to find out whether pre-teen girls reported sexual abuse cases and whether they received any help from their teachers and/or schools. The benefit of knowing whether pre-teen girls reported sexual abuse, was recognized as a gauge of their feedback, and a judgement on how effective communication between the two (pre-teen girls and teachers) was. The study found that 41% of the respondents felt that pre-teen girls do report cases of sexual abuse. A significant number of the respondents, 31%, however, felt that girls do not report cases of sexual abuse to the teachers. This could be an indication that some
teachers were not completely trusted as solution-givers in addressing sexual abuse, 
and may need to improve their profiles by involving themselves more in 
communication efforts with the pre-teen girls in order to prevent communication 
breakdown and a failure to address the sexual abuse vice.

A majority or 60% of the respondents further reported that they knew girls who 
received help when they reported sexual abuse cases to their teachers or school 
authorities. This could be an indication of overall positive outcomes whenever reports 
were made. Only 17% indicated that they did not know any girl who did receive help 
when they reported. Nevertheless, the overall results show gaps in the implementation 
of teachers’ communication strategy, even while acknowledging significant 
confidence among the girls that the cases drawn to the teachers’ attention had been 
handled well. The study found that teachers had no clear, well-structured strategy to 
communicate sexual abuse prevention. There existed several haphazard methods of 
passing information on prevention, but an overall weakly crafted communication 
strategy.

Low utility of valuable communication channels, communication materials, and 
existing clubs pointed to a lack of knowledge of how proper communication strategies 
could help reduce incidences of sexual abuse, while at the same time increase 
reporting of the same. Class teaching using textbooks was good, but not adequate for 
the purposes of adequately addressing sexual abuse, and allowing the girls to 
articulate their concerns on the same. While the content focused on sex and sexuality, 
and provided avenues for lessons on sexual abuse, its place within the curriculum of 
normal class work reduced significantly the effectiveness of messages passed during
class teaching. Again, there is little indication that teachers or schools can sustain whatever communication efforts they employed. New learners therefore may lack the benefit of access to learning materials on sexual abuse prevention.

Existing Opportunities for Sharing Effective Communication Strategies

The second objective of this research was to find out the existing opportunities for schools in Mukuru Kwa Njenga to share effective communication strategies against sexual abuse. During the mapping for the schools in preparation for data collection, it was noted that the schools within the slum were not too far apart physically, hence there was every reason and capacity for networking. Teachers, by themselves, were noted to be able to invite visitors (individual, groups or organizations) to their schools to talk about sexual abuse; they could also invite other schools with superior programs to their schools, or organize visits by their pre-teen girls to other schools or offices for lessons sharing.

Visitors Invited by Teachers

Most respondents (61%) confirmed that their teachers invited visitors to talk about sexual abuse and its prevention, while only 15% felt otherwise. This was significant as it showed that teachers took the initiative to invite individuals and/or organizations to their schools. It was noted during interviews and FGDs that some of the visitors invited included Children Officers, Nurses, Chiefs, Community Health Workers and organizations/programs like G-Thamini, Red Cross, Rights of Children-ROC, and the Hope Program. Having visitors presented the schools with unique opportunities to partner interest groups that are focused on protecting the girl child, and thereby enhancing prospects for the success of the schools’ own programs if they existed.
Invitations to Other Schools

Nearly half or 48% of the respondents felt that other schools were never invited to their schools. Only 19% reported that their teachers did invite other neighbouring schools. Networking among neighbouring schools on sexual abuse prevention should ideally be a priority, as the issues and environment are the same. If this is lacking, then the positive impact of networking and lesson sharing on sexual abuse prevention is lost. It is the view from this research that if schools networked more, they could strengthen their individual communication strategies, leading to sharing of available communication resources, hold joint sexual abuse prevention programs, empower more girls at the same time, sustain information, education, and safety efforts, and help advocate for behaviour change within the community.

Visits to Other Schools or Offices

Following on the low networking between schools, the study found that 40% of the respondents reported that their schools had never visited any school or office for lesson sharing. However, the number of respondents who reported that they had ever visited other schools/offices slightly improved to 35%. Though this is a good result, the improved response could probably be due to the schools visiting other relevant offices and not neighbouring schools.

To further corroborate the low networking between schools, respondents were asked about whether they celebrated the Day of the African Child. Most or 39% had never celebrated the day, while 28% confirmed having celebrated the day. The numbers...
here also indicated that the utility of the day as a networking opportunity was depressed, similar to the low proportion of the other networking opportunities.

The study found that teachers did not fully exploit opportunities for networking and collaborations available to them as a communication strategy and even most teachers themselves (or 44%) during their interviews, reported that they did not network with anyone or any external program. Though the Day of the African Child is celebrated elsewhere within the slum, it was reportedly not used best as a strategy to get schools to work together. Slum schools were observed to be close to each other, some shared fencing, yet they did not work together. There could be good reasons why they did not do so, but since sexual abuse is a common issue, and preventing it is for the common good, sharing successful communication strategies should ideally become an immediate priority if schools sought a change in the rates of sexual abuse within the slums they operated in.

*Types of Sexual Abuses*

The third objective of this research was to identify the types or forms of sexual abuses that pre-teen girls suffer from in Mukuru Kwa Njenga slum. In this research study, sexual abuse was defined as any sexual act, or attempt to obtain a sexual act or advances, directed against pre-teen girls using coercion by a person, regardless of relationship to the victim, in the urban slum setting.

*Forms of Sexual Abuses Identified*

The questionnaire respondents were provided a list of actions that they were asked to select from to gauge whether they could identify any sexual abuse activities from them. From the responses received, forced sex/rape, child commercial sex work, and
adult having sex with girl were selected by 82% or most of the respondents. Bad touches (74%), man taking a girl by force (70%), exposure to sexual images (61%), and boy asking to lift your dress (60%) were also largely selected as sexual abuse actions. These results indicated that of the pre-teen girl respondents, most of them were able to identify actions that would be referred to as sexual abuse. This also meant that the pre-teen girls were somewhat aware of what sexual abuse is, and that this information would have come from other sources away from the school and their teachers.

It was interesting to note that some respondents thought that actions such as a man buying girl sweets, a man/boy hugging a girl, bad language and greeting by hand, were sexual abuse. Although these did not snugly fit into what sexual abuse was as defined in this study, they could lead to sexual abuse if the offending person had ulterior motives, indicating that the pre-teen girls were aware of even causative actions. Apart from these selected actions, the respondents mentioned the following as other sexual abuse actions: forced early marriage, a man/boy forcing a girl to accept to having sex, fornication (irresponsible sexual behaviour), and a male relative sexually touching a pre-teen girl/incest. This knowledge is an indicator that somehow the messages about sexual abuse had reached the pre-teen girls.

Respondents’ responses to the question of who they thought could be a potential abuser indicated an understanding of what sexual abuse was. Again, this could mean that they got their information from their teachers or from elsewhere, based on the findings of this study. Most respondents thought that stepfathers (66%), neighbours (63%) and bodaboda (motorcyclists - 54%) were the top three potential perpetrators.
of sexual abuse. Other potential perpetrators identified were uncles (47%), fathers (40%) and housemaids (28%).

Related responses to the question of the people the pre-teen girl would report to in case of abuse, had the police (86%) and mothers (66%), being selected most. A comparative look at who the respondents thought as possible perpetrators, and to whom they would report to, indicated an understanding that sexual abuse forms that are mostly committed against the pre-teen girls were believed to be of a criminal nature and would potentially be male oriented. Teachers, who were the focus of the study were selected by 47% of the respondents, while hospitals, ideally where the pre-teen girls should get help, only 10% selected it as an option. This may mean that few pre-teen girls would go to their teachers for help and even fewer would visit the hospital, a likely failure of communication on the prevention as to where best to seek help from.

The respondents were also able to identify locations where sexual abuses could potentially occur. The two mostly selected included in bushes (86%) and home (63%). When asked whether they knew someone who had been sexually abused, most of the respondents who selected “yes” had chosen rape as the sexual abuse committed against the girl they knew. The selections of bushes and home agreed with other findings including ANPPCAN (2007), Bruce (2011), Gomez et al. (2008), GVRC (2012), Mudege et al. (2008), and Ruto (2009) that most sexual abuse cases were carried out by persons known to the girls, and in places where the girls believed they were safe. These findings also agreed with Harris (2011) and Waithaka et al. (2013), who carried out research in slum areas of Nairobi, noting how poverty, insecurity and
extreme living conditions led to rape, incest and commercial sex work. Harris (2011) also added pornography as a form of sexual abuse of children.

In summary, this research gathered that the pre-teen girls were able to (i) identify various forms of sexual abuse, (ii) select possible perpetrators and (iii) identify potential locations where abuse could take place. These results indicated that overall, the respondents were aware of sexual abuse as a vice, but this awareness is not entirely acquired from teachers’ communication strategies, but probably from other sources outside the scope of this research.

Conclusion
Findings from this research indicated that the messages teachers passed were received well by most pre-teen girls and were thought to be important as seen from the examples shared. This agreed with both the theoretical and conceptual frameworks set by the study. Teachers were reported to have in many ways attempted to create meanings of their conversations with the pre-teen girls in such a manner that the girls and themselves agreed on fundamental principles of the danger of and the need for prevention of sexual abuse of pre-teen girls. Although these messages and meanings were mostly passed during the usual regular class teaching schedule, 62% of the pre-teen girls seemed to have bought the messages and knew the meaning of sexual abuse. Teachers’ use of the classroom as a channel allowed buy in of the various strategies for prevention, but also classroom teaching as a channel ran the risk of these messages being presented more academic than social.
There was evidence of low use of other communication channels, and not so well defined strategies. As seen from the findings, weak utility of communication opportunities and channels available may have led to low success rates against increasing incidences of sexual abuse of young girls in Mukuru Kwa Njenga. Further, the profiles of the teachers indicated that though 62% of them had some form of formal training, less than half had SRH training (41%) or SAC training (49%). This is worrying, seeing that their handling of communication within sexual abuse circles would remain wanting.

The conceptual framework indicated clearly that well-presented, “marketed” and understood messages led to better prepared pre-teen girls, more assertive and strong pre-teen girls and lower to zero abuse cases reported when teachers were properly involved in the communication with their pre-teen girls. Teachers, as the people who spend considerable time with the pre-teen girls, do indeed have their work cut out in increasing awareness of sexual abuse, by use of better channels to fully market and reinforce their sexual abuse awareness and prevention messages, stimulate higher interest and gain the desired result. If a better use of the social marketing theory (SMT) is undertaken, then the numbers of pre-teen girls who know about sexual abuse and its prevention can climb from 62% to nearly 100%.

The current levels of networking were reported low and needed a lot of work to boost them, as therein lay the potential for a wider usage and sustainability of communication efforts. Networking also increases the platform for creating awareness and prevention of sexual abuse of pre-teen girls through social marketing, but the poor reported level of utilization of opportunities for networking among schools and
offices slowed down lessons sharing and learning. Schools need to share their communication strategies that have had success in the past, as well as the lessons learnt, so that the schools in the slums become more effective communicators of sexual abuse awareness and prevention.

In conclusion, the research found that teachers in most slum schools did not have clear communication strategies to help pre-teen girls protect themselves from sexual abuse. What existed were haphazard communications, channels and networking opportunities that were non-structured and fragmented, and with unclear goals. Schools were also not adequately working together for a synergy of resources and strategies to tackle the problem of sexual abuse affecting their learners.

Recommendations

To the teachers – Teachers need to strengthen and structure their communication efforts in proper communication strategies that are measurable, can be changed and that are replicable to ensure that learners are effectively made aware of sexual abuse prevention. These strategies can include better use of the social marketing theory via available channels, advocacy through networking with others and continuous training to keep abreast of current information about sexual abuse. Teachers also need to acquire professional counselling and reproductive health skills, which were found to be lacking during the research.

In addition, the library or a collection of resource materials would go a long way to ensure continuity of communication efforts both at group and individual level. Schools that do not have such collection of resources allowed a gap in their efforts to communicate sexual abuse prevention consistently and sustainably. This means that,
if a school has the will to collect resources it can use in the communication of sexual abuse prevention, then the possibility of keeping a collection/library for sustaining the communication efforts is increased. If the school does not recognize the need to do so, then the opposite is true.

*To child welfare organizations, faith-based organizations and other stakeholders* – There is an increasing need to scale up whatever efforts being undertaken by these stakeholders to create awareness on sexual abuse and its prevention. Facilitating free teacher training on sexual abuse prevention, and creating partnerships with schools within slum areas is a good start. Helping schools/teachers come up with proper communication strategies to better address the vice could also be looked at as part of their efforts. Again, as part of their role, these stakeholders could start programs in schools that may address the immediate needs as teachers and schools pick up from such initiatives.

*Government, local authorities* – Sexual abuse affects children in schools everywhere, and slums are no exception. The government needs to move beyond planning and statements of intent, to actualize proper policies around sexual abuse of children, recognition of the non-formal schools, strengthening curricula to include sex education (and sexual abuse prevention education), and ensuring teacher training of teachers in slum schools, to better prepare them to communicate effectively. The ongoing discussion around sexual abuse education in schools should be concluded first in an acceptable manner (especially regarding Kenyan and Christian culture and beliefs) then rolled out to help the teachers take this up both as a social and academic process.
To the parents – Parents should become more involved in the lives of their children and support efforts by slum schools to introduce sexual abuse prevention activities, or strengthen communication strategies in place so that pre-teen girls can grow in safer environments, fully aware about potential abusers and knowing what recourse to take if abused.

Areas for Further Research

This research looked at communication strategies used by teachers (in non-formal schools) against sexual abuse of pre-teen girls in Mukuru Kwa Njenga slum in Nairobi and used questionnaires, interviews and focus group discussions as data collection instruments. Other areas of research that could be looked at include:

a. Communication strategies used by other stakeholders against sexual abuse of pre-teen girls

b. Communication strategies used by teachers in non-slum locations against sexual abuse of pre-teen girls

c. Communication strategies used by teachers/other stakeholders against sexual abuse of pre-teen boys
REFERENCES


ANPPCAN. (2007). The First International Conference in Africa on Child Sexual Abuse (pp. 4-6). Nairobi: ANPPCAN.


Appendix A: Pre-Teens Questionnaire

Dear Pupil,

My name is Fredrick Otieno, and I am a student at Daystar University. I am interested in collecting information about your safety as young girls, and about how your school helps you to keep safe, from dangerous people who want to harm you. I would like to understand some of the dangers that there could be in your area. The following questions will help me in finding out what your teachers do to keep you safe from abuse and its prevention. My research will produce a report that will help the government, your teachers, and other policy makers to do more for you to ensure you are safe from sexual abuse as a young girl.

Please take a few minutes to respond to the following questions. Your responses will help me to complete the research and will be kept secret. Please be as honest as you can. Thank you for your assistance in this exercise.

SECTION I:
1. Participant NO: _______ School Name: ______________________
2. Age: (Tick): ☐ 9 years ☐ 10 years ☐ 11 years ☐ 12 years ☐ over 13
3. Class: ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 or 8
4. How many years have you been in this school? _________

SECTION II:
1. Do you know what sexual abuse is? ☐ YES ☐ NO ☐ Not Sure
2. Which of the following can you say is sexual abuse of girls? (Tick all that apply)
   - ☐ Bad touches by man/boy
   - ☐ Child commercial sex work
   - ☐ Boy asking to lift your dress
   - ☐ Adult having sex with girl
   - ☐ Exposure to sexual images
   - ☐ Boy hugging girl
   - ☐ Bad Language
   - ☐ Man hugging girl
   - ☐ Greeting by hand
   - ☐ Forced sex/Rape
   - ☐ Man buying girl sweets
   - ☐ Man taking a girl by force
Write any other thing you think is also sexual abuse:

a) _________________________________  b)  ________________________________  
c) __________________________________


4. Do you know any young girl who has suffered from sexual abuse where you live?
   □ YES     □ NO     □ Not Sure

5. If you ticked YES above, what happened to that person/young girl? ______________ 
   ________________________________________________________________________
   ________________________________________________________________________

6. Who do you think can sexually abuse children in the area where you live?
   □ Fathers     □ Mothers     □ Neighbours
   □ Uncles      □ Stepfathers  □ Bodaboda cyclists
   □ Aunts       □ Stepfathers  □ House helps

   Any other person not written above: a) ____________________  b) _______________
   c) ______________________________________  d) ________________________

7. Where do you think sexual abuse take place?
   □ At home     □ Church     □ Road sides
   □ At school   □ Markets    □ Water points
   □ Hospital    □ In bushes  □ At the mosque

   Any other places not written above: a) ________________  b) __________
   c) __________________________________  d) ___________________________

8. If you or someone else you know was sexually abused, who will you tell?
   □ Police       □ Hospital   □ Father
   □ Teachers     □ Mother

   Other people you can tell or places you can go: a) ________________  b) __________
SECTION III:

1. Do your teachers talk or teach you about how to protect yourself from sexual abuse?
   - YES
   - NO
   - Not Sure

2. If YES, what do they share with you as young girls that help you to protect yourself?
   a) _________________________________________________________________
   b) _________________________________________________________________
   c) _________________________________________________________________

In the following table use a tick (✓) on the spaces provided to indicate your opinion of the following statements:

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>YES</th>
<th>SOME TIMES</th>
<th>MAYBE</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>My teacher regularly teaches us about how to protect ourselves from sexual abuse in class using a textbook</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>My teacher regularly uses videos/films/TV to teach us about sex and preventing sexual abuse</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>My teacher regularly uses charts and magazines to teach us about sex and preventing sexual abuse</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>We have a club that teaches us about sexual abuse and how to protect ourselves from it in our school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>My teacher is the one who leads this club that trains us against sexual abuse</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Girls from all classes are encouraged to come to the club during the sessions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Our teachers invite other pupils to join us during the sessions to discuss sexual prevention issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Our library has magazines, charts, books, videos about preventing sexual abuse of girls from happening</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Some girls have told the teacher when they were sexually abused</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Many girls have been helped who were sexually abused</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Our teacher invites visitors to come to school and train us about sexual abuse and prevention</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Our teacher invites other schools to come for our meetings/clubs when we are talking about sexual abuse</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>We have visited other schools and offices to learn about sexual abuse and its prevention</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
14. We always celebrate the Day of the African Child (June 16th) as part of our school calendar

Finally, what else would you like to tell us about sexual abuse prevention in your school?

a) 

b) 

c) 

I declare that the information given in the above form has been given voluntarily without any force or favor:

Signature _______________________ Date: ________________________
Appendix B: Teacher Interview Schedule

SECTION I: Respondent Profile

1. Teacher respondent NO: ________ School Name: _____________________

2. Teaching class:  3 4 5 6 7 or 8

3. Years in this school:  0-2 years  3-4 years  over 5 years

4. Please describe your teacher qualification:

☐ Trained  ☐ Untrained  ☐ other diploma  ☐ other degree  ☐ Uneducated

5. Have you received any training on the following:

- Sex and reproductive health:  ☐ YES  ☐ NO  ☐ Not Sure
- Sexual abuse counselling:  ☐ YES  ☐ NO  ☐ Not Sure

SECTION II: Interview Questions

i) What does your school do to prevent sexual abuse of preteen girls?

ii) What are some of the communication strategies that you as a teacher use to prevent sexual abuse of young girls from happening?

iii) Do you network with other stakeholders in the prevention of sexual abuse? With whom do you do this? Have those efforts bore fruit?

iv) How would you rate the level of sexual abuse in this area? (High, Low, average)? Is it more pronounced in particular areas of the slum and not in others? (Probe further)

v) What are the leading causes of sexual abuse of pre-teen girls? Who according to you are the biggest perpetrators of sexual abuse in Mukuru Kwa Njenga?

vi) Do have any suggestion on how the issue of sexual abuse of pre-teen girls can be addressed in this school (or area)?
Appendix C: Focus Group Discussion Schedule

This tool is aimed at gathering information on the strategies that the teachers use to prevent sexual abuse.

i) What are some of the ways that your school and your teachers use to help you protect yourself against sexual abuse? (probe)

ii) How would you rate the level of sexual abuse in this area? (High, Low, average)? Why?

iii) Do have any suggestion on how the issue of sexual abuse of pre-teen girls can be addressed in this school?
Appendix D: Pre-Teen Guardian Consent Form

INFORMED CONSENT FORM

NATURE AND PURPOSE OF THE STUDY
My name is Fredrick Otieno; I am postgraduate student from Daystar University. I am carrying out a research study that seeks to find out what communication strategies teachers use to help young girls of age 9 – 12 years protect themselves from sexual abuse in Mukuru Kwa Njenga.

PROCEDURE:
This study will take approximately 20 minutes of your child’s time. I will be asking girls of those ages to fill out a guided questionnaire in class to help gather the information needed. Also, I may be asking them in a focus group of between 8–12 girls to discuss and answer some questions related to the questionnaire. All activities involving your child will be done in safe and open spaces only. Some key questions include their knowledge of sexual abuse, whether they know any girl who has been abused and if their teachers regularly involve them in sessions that provide information which will help them protect themselves against being sexually abused.

DISCOMFORTS AND RISKS:
The only discomfort is if your child has ever been sexually abused and finds it difficult to talk about it or fears to report what happened. Apart from this, we do not foresee any other risk to your child, you or the school.

BENEFITS:
Potential benefits of this study and to your child are:
1. Your child will be instrumental in the contribution of important findings
2. If your child needs help, the researcher may organize outside help

CONFIDENTIALITY:
To keep your child safe and anonymous, he/she will NOT be asked to write their names on the paper nor during the focus group discussion. ONLY the teacher in charge of counseling will be allowed into the meetings with them as part of the process. All information collected will be used for the purpose of the study and will not be shared with any other entity that may harm the child.

REFUSAL/WITHDRAWAL:
Even if you consent for your child’s participation, in case she/he refuses to do so out of whatever reason and at any point during the research activity, s/he will NOT be forced to participate against their will. There will also be NO punishment or consequences of refusal or withdrawal at any point during the activities.

DEBRIEFING:
Once data has been collected you or child will have the opportunity to obtain further information on this study. At any time, if you find that you have additional questions about this study, you may contact me, Fredrick on 0724 941 111 or the University on 0724 256 408 | 0724 256 409 | 0709 972 000.
SIGNATURES:

I acknowledge that I have read and understood the statement set forth above and agree to participate in this study

___________________________________________   _____________________
Signature of Parent/Guardian /Teacher/Counselor  Date

___________________________   _____________________
Assent of Pre-teen girl                    Date

_____________________________________________  _____________________
Signature of Researcher                                   Date
Appendix E: Research Permit from NACOSTI

THIS IS TO CERTIFY THAT:

MR. FREDRICK OCHIENG OTIENO

of DAYSTAR UNIVERSITY, 13396-800

Nairobi, has been permitted to conduct
research in Nairobi County

on the topic: A STUDY OF
COMMUNICATION STRATEGIES USED BY
TEACHERS IN SLUMS AGAINST SEXUAL
ABUSE OF PRE-TEEN GIRLS - MUKURU
KWA NJENGA SLUM, NAIROBI

for the period ending:
30th March, 2017

Applicant's
Signature

Daystar University

Date of Issue: 31st March, 2016

Director General

National Commission for Science, Technology & Innovation

Application No.: NACOSTI/P/16/63264/9985

Fee Received: Ksh 1000

CONDITIONS

1. You must report to the County Commissioner and the
County Education Officer of the area before
embarking on your research. Failure to do that
may lead to the cancellation of your permit.

2. Government Officers will not be interviewed
without prior appointment.

3. No questionnaire will be used unless it has been
approved.

4. Excavation, sampling and collection of biological
specimens are subject to further permission from
the relevant Government Ministries.

5. You are required to submit at least two (2) hard
copies and one (1) soft copy of your final report.

6. The Government of Kenya reserves the right to
modify the conditions of this permit including
its cancellation without notice.

RESEARCH CLEARANCE

PERMIT

National Commission for Science, Technology & Innovation

CONDITIONS: see back page.
Appendix F: List of Schools

MUKURU KWA NJENGA SCHOOLS (Daraja Civic Initiative Forum, 2014; Concern Worldwide, 2013)

<table>
<thead>
<tr>
<th>No</th>
<th>School</th>
<th>District</th>
<th>Location</th>
<th>Education Zone</th>
<th>Public / NFE</th>
<th>Boys</th>
<th>Girls</th>
<th>TOTAL Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ARK OF PEACE COMMUNITY SCHOOL</td>
<td>EMBAKASI</td>
<td>KWA NJENGA</td>
<td>KWA NJENGA</td>
<td>NFE</td>
<td>83</td>
<td>88</td>
<td>171</td>
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<td>2</td>
<td>BRITONS ACADEMIES COMMUNITY SCHOOL</td>
<td>EMBAKASI</td>
<td>KWA NJENGA</td>
<td>KAYOLE</td>
<td>NFE</td>
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<td>BRIGHT ANGELS ACADEMY</td>
<td>EMBAKASI</td>
<td>KWA NJENGA</td>
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<td>NFE</td>
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<td>BRINE ACADEMY</td>
<td>EMBAKASI</td>
<td>KWA NJENGA</td>
<td>MUKURU</td>
<td>NFE</td>
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<td>147</td>
<td>297</td>
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<td>DAMASCA JUNIOR SCHOOL</td>
<td>EMBAKASI</td>
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<td>93</td>
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<td>JOY HOUSE EDUCATION CENTRE</td>
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<td>OUR LADY OF NAZARETH PRIMARY SCHOOL</td>
<td>EMBAKASI</td>
<td>KWA NJENGA</td>
<td>KWA NJENGA</td>
<td>NFE</td>
<td>80</td>
<td>95</td>
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<td>OXFORD KINDERGARTEN AND SCHOOL</td>
<td>EMBAKASI</td>
<td>KWA NJENGA</td>
<td>KAYOLE</td>
<td>NFE</td>
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<td>KAYOLE</td>
<td>NFE</td>
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<td>101</td>
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<td>16</td>
<td>SILOAM B EDUCATIONAL CENTRE</td>
<td>EMBAKASI</td>
<td>KWA NJENGA</td>
<td>MUKURU</td>
<td>NFE</td>
<td>116</td>
<td>89</td>
<td>205</td>
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<tr>
<td>17</td>
<td>SOUTH B BAPTIST ACADEMY</td>
<td>EMBAKASI</td>
<td>KWA NJENGA</td>
<td>MUKURU</td>
<td>NFE</td>
<td>116</td>
<td>97</td>
<td>213</td>
</tr>
<tr>
<td>18</td>
<td>ST MARY'S PRIMARY AND NURSERY SCHOOL</td>
<td>EMBAKASI</td>
<td>KWA NJENGA</td>
<td>MUKURU</td>
<td>NFE</td>
<td>105</td>
<td>86</td>
<td>191</td>
</tr>
</tbody>
</table>
Appendix G: Sample Pictures from the Data Collection

Photo 1: Aerial view of one target non-formal school

Photo 2: View of 3 neighbouring non-formal schools

Photo 3: The researcher during a questionnaire session

Photo 4: Learners thinking through responses