

**ADOLESCENTS' EXPERIENCES OF SEXUAL EXPLOITATION AND ABUSE IN
PUBLIC MIXED DAY SECONDARY SCHOOLS IN NAIROBI CITY COUNTY**

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DECLARATION

This project paper is my original work and has not been presented for examination in any other university.

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This project paper has been submitted for examination with my approval as the university supervisor.

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Dr. Geoffrey Muga

DEDICATION

I dedicate this work to the Almighty God; the far I have come is because of His love, mercy and grace. To my loving husband, Mr. Douglas Kailanya, you are and always will be my source of support and inspiration. Thank you for your prayers and ceaseless support and being very understanding through the entire period of the study.

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LIST OF ABBREVIATIONS AND ACRONYMS

| | |
|----------------|---|
| FGD | Focus Group Discussion |
| GBV | Gender Based Violence |
| GoK | Government of Kenya |
| KII | Key Informant Interview |
| NACOSTI | National Commission for Science, Technology and Innovation |
| SEA | Sexual Exploitation and Abuse |
| SGBV | Sexual and Gender Based Violence |
| SRGBV | School Related Gender Based Violence |
| SSI | Semi-Structured Interview |
| TPB | Theory of Planned Behaviour |
| UN | United Nations |
| UNESCO | United Nations Education and Scientific Cultural Organisation |
| UNICEF | United Nations Children's Fund |
| WHO | World Health organisation |

ABSTRACT

This is a descriptive survey study of the adolescents' experiences of sexual exploitation and abuse in public mixed day secondary schools in Nairobi City County, Kenya. The study specifically set out to: determine the forms of sexual exploitation and abuse on girls and boys; examine the effects of sexual exploitation and abuse on girls and boys; and establish the coping mechanism for sexual exploitation and abuse by girls and boys in public mixed day secondary schools in Nairobi City County. Quantitative and qualitative approaches were used in collecting and analysing data while Social Learning Theory guided the inquiry. Through the application of this theory, it was possible to establish the forms of SEA experienced by the adolescents, the effects and the coping mechanisms adopted by the girls and boys as a result of observation, imitation and modelling. The respondents for the questionnaires, the key informant interviews and case narratives were selected through purposive sampling. Quantitative data was analyzed by the use of descriptive statistics while qualitative data were coded and analysed thematically in line with the study objectives and verbatim quotes used to project the voices of the participants.

The study findings indicate that adolescents in public mixed day schools in Nairobi City County encounter an array of sexual exploitation and abuse; including verbal harassment and transactional sex. The dynamics around perpetrators range from students themselves, teachers and other community members. These abuses affect adolescents' psycho-social health, contribute to high school dropouts and absenteeism. Coping mechanisms developed by the survivors do not offer them psychological relief from the trauma but they permeate memories of the act and perpetuate the vice. For instance, self-reporting, sleeping, trivializing of the abuse, revenge and self-neglect.

The study concludes that SEA has been normalized in the society and institutions of learning. Secondary schools have been sexualized, which disenfranchises adolescent girls more than boys and as such lowering girls' agency and power to grow and contribute to the development agenda.

The study recommends that all the stakeholders in the education sector should adopt a multi-agency and inter-agency approach in addressing SEA among adolescents in schools focusing on the root causes and facilitation of more intensive in-service training for teachers on their role in gender construction. Also, the study recommends integrating communities and families as part of the holistic approach in addressing sexual exploitation and abuse. These groups should help in identifying the links between sexual violence at school and at home with focus on the stimulating factors that operate in and outside the school environment.

Additionally, the County and National governments should develop strategies to suppress the multifaceted nature of sexual exploitation and abuse focusing on the root causes of this form of gender based violence.

CHAPTER ONE

BACKGROUND TO THE STUDY

1.1 Introduction

Gender-based violence (GBV) is the general term used to capture violence that occurs as a result of the normative role expectations associated with each gender, along with the unequal power relationships between the two genders, within the context of a specific society (Bloom 2008:14). Gender-based violence (GBV), especially sexual exploitation and abuse (SEA) is a common phenomenon being entrenched in the very social institutions that are supposed to be protecting children (UNESCO, 2013). Thus, from a rights perspective, GBV is a violation of basic rights that also prevents women and men from exercising their other economic and political rights.

Sexual exploitation is regarded as a form of sexual abuse (DCSF, 2009; Munro, 2012) and where perpetrators aim to develop a relationship with the child, with the intention of committing a sexually abusive act. As such, it is regarded as interchangeable with the term sexual abuse. It frequently involves children being expected to 'swap' sex or sexual behaviours in exchange for a range of goods. These include affection, food, accommodation, drugs or gifts (Barnardos, 2011). Some children may view the exchange of sex as a means to provide for basic needs. These needs are often present due to a range of social difficulties, including maladjustment in the home or instability with care provision (Coy, 2008). The sexual abuse involves an imbalance of power between the victim and perpetrator, limiting the options available to the victim, and which can be misunderstood by victims and outsiders as consensual (Barnardos, 2012).

School-related gender-based violence (SRGBV) affects millions of children, families and communities. It involves acts or threats of sexual, physical or psychological violence occurring

in and around schools, perpetrated because of gender norms and stereotypes, and enforced by unequal power dynamics. SRGBV has very real consequences in learners' lives, ranging from low self-esteem and depression, to early and unintended pregnancy and sexually transmitted infections such as HIV (www.unesco.org/themes/school-violence). This violence also has a serious impact on educational outcomes, with many students avoiding school, achieving below their potential, or dropping out completely (www.unesco.org/themes/school-violence).

According to United Nations Scientific and Cultural Organisation (UNESCO, 2017), an estimated 246 million children are subject to some form of gender-based violence – mistreatment, bullying, psychological abuse and sexual harassment in or on the way to school. Earlier on, United Nations (UN, 2006) noted that schools while presumed to be safe places for the children do not happen to be the case. Following on the cue, March (2007) notes that sexual and gender-based violence (SGBV) has become increasingly recognized as a serious global health, human rights, and development issue. Young people have different experiences of SRGBV depending on their sex, their gender identity, their country and context. For example, research shows that girls are more likely to experience psychological bullying, cyber-bullying, sexual violence and harassment. On the other hand, boys often face higher rates of corporal punishment than girls, and are expected to take it 'like a man' (Pinheiro, 2006; UNESCO/UNGEI, 2015; UNICEF, 2011).

Children and adolescents in both industrial and developing countries experience sexual coercion. According to World Health Organisation (WHO, 2013) report, statistics and information from rape crisis centres in Chile, Peru, Malaysia, Mexico, Panama, Papua New Guinea, and the United States, between one-third and two-thirds of known sexual assault victims are age 15 or younger, meaning these kind of gender based violence were met on school going children. Similarly, more

than 1 in 10 girls worldwide (approximately 120 million) were found to have experienced forced intercourse or other forced sexual acts mainly occasioned by current or former husbands, partners or boyfriends (WHO, 2013).

School-related gender-based violence (SRGBV) adversely affects both girls and boys, hampering the right to education. Although boys may be targeted, girls are more vulnerable to this form of violence. This translates to poor performance, irregular attendance, dropout, truancy and low self-esteem. SRGBV is a major barrier to the realization of children's rights to education that is unjustifiable; it is preventable (Pinheiro, 2006). According to Plan and Child Helpline International (2011) between 500 million and 1.5 billion children are violated yearly, notably in schools. Globally, an estimated 150 million girls and 73 million boys have been violated sexually, nearly 50% of the girls below 16 years of age.

According to WHO (2013), a survey that was conducted on youth in four regions revealed that an estimated 246 million girls and boys experience school-related violence every year and one in four girls say that they never feel comfortable using school latrines. The extent and forms of school-related violence that girls and boys experience differ, but evidence suggests that girls are at greater risk of sexual violence, harassment and exploitation.

Levels and patterns of violence in countries, communities and families are often mirrored by the levels and patterns of violence in schools. According to UNICEF (2010), children in West and Central Africa, are often exposed to successive or concurrent forms of violence throughout their schooling. This does not only deny them the right to access and remain in school but also other human rights thereby catapulting the levels of school drop-out among girls (Human Rights Watch, 2001). In countries such as Nigeria, Senegal and Benin children perform poorly,

participate less and are absent from schools as a result of sexual abuse or beating. This hampers the child's ability to participate socially and economically as a grown up leading to poor health, illiteracy and unemployment (UNESCO, 2011). Studies show that more than 700 million women worldwide were married as children (below 18 years of age), 250 million of these, 1 in 3, were married before age 15. When children are married at such an early age, they can hardly negotiate safe sex, hence vulnerability to early pregnancy, sexually transmitted infections as well as HIV (WHO, 2013). This further unveils the level of sexual exploitation and abuse on school going children or adolescents.

Leary (2016) contends that failure to openly discuss child sexual abuse and exploitation and the failure to report such incidents enhances victimization and secrecy. The offenders target vulnerable victims and further groom caregivers, family members, and others to access children and to create disbelief in eventual reporting. This argument is further supported by Human Rights Watch (2001) in their uptake that acts of gender violence in schools in the developing countries are never reported or punished due to fear of victimization, punishment, ridicule, or because violence is seen as the norm.

According to Leary (2016) social forces such as social messages, financial influences, and characteristics of perpetrators dim the severity of child sexual abuse and exploitation by presenting children as sexual objects. Although sexuality of teens or emerging adults is seen as a natural part of development and maturity, sexual exploitation and abuse could progress from childhood to teenage hood.

Like in many countries, sexual and gender-based violence in Kenya is rampant with many cases going unreported or unrecognized due to factors such as threats or victim's inability to reconcile

that it is not right (Gender Violence Recovery Centre, 2014). The Ministry of Medical Services (2009) reiterated that sexual violence is a serious human rights issue and a public health problem in Kenya and the world over. The effects are devastating on the lives of the survivors in terms of long-term consequences, on their health and mental wellbeing.

In Kenya, rarely are the perpetrators punished, implying widespread tolerance of SRGBV. A study conducted in Kenya between 2003 and 2009 revealed that, out of 12,660 girls sexually abused by their teachers, only 633 teachers were ultimately charged with sexual offences. Various forms of gender violence occur daily in primary and secondary schools, and boys are also culpable (Omale, 2000). Some counties cited as having the highest number of GBV cases include: Nairobi, Kitui, Samburu, Nyandarua, Tharaka Nithi, Narok, Kisii, Homabay, Kisumu, Kakamega, Busia, Bungoma, West Pokot and Uasin Gishu. The forms of violence manifested in these areas include; female genital mutilation, widow inheritance, child marriages and property rights (Okoth, 2014).

A study conducted by Human Rights Watch (2001) revealed that sexual abuse and harassment of girls by both teachers and students is widespread. For example, in 1991, male students broke into the girl's dormitory in one of the boarding school in Kenya and raped over 70 schoolgirls. During the rampage, 19 of the girls were killed. This not only shows the level of neglect in schools but also amplifies the magnitude of SRGBV in Kenya.

Analysis of this school-related gender-based violence (SRGBV) indicates occurrences are generally underpinned by unequal access to economic, social, cultural and political resources and the power to deploy these. Inequitable gender norms and stereotypes, based on hierarchies and forms of subordination, amplify these injustices and contribute to SRGBV. Yet, while the

volume of data around violence against children is gradually increasing, more robust evidence is needed to enable countries to develop effective interventions to address SRGBV (Covell and Becker, 2011; Leach et al., 2013; Leach et al., 2014).

Gender based activists argue that effective fight against sexual violence can be established only by preventing sexual violence, identifying risks and responding to survivors, using a coordinated, multi-sectoral approach (Syombua, 2014). Whereas the Kenyan legal framework provides a mechanism for addressing sexual violence, the framework does not adequately handle the cases because the culprits are set free in a short period. By virtue of schooling daily and in an environment where people live in extreme, economically challenged conditions exposes and increases the risk of sexual violence for both girls and boys. The victims in these areas have no financial muscle; therefore the perpetrators of the crimes corrupt their way out of police custody, destroy evidence and finally walk free in corridors of ‘justice’. This study aims at investigating the experiences of adolescents with sexual exploitation and abuse in Public Mixed Day Secondary Schools in Nairobi City County.

1.2 Statement of the problem

Learning institutions in Kenya have gradually gained notoriety as venues of sexual assault. School-related gender-based violence (SRGBV) affects millions of children and adolescents worldwide. Both girls and boys could be victims or perpetrators of SRGBV. However, the forms and the extent of the abuse differ radically between boys and girls. Girls are at greater risk of sexual violence, harassment and exploitation, while boys are more likely to experience frequent and severe physical violence. Boys are more commonly perpetrators of physical bullying, while girls are often more likely to use verbal or psychological forms of violence (Pinheiro, 2006). Yet these distinctions are not clear-cut. Girls also commit violent acts and boys also experience

sexual abuse at school. Different forms and drivers of gender-based violence in schools overlap and reinforce each other. Their rates vary enormously between and within countries. Bullying and violence based on real or perceived sexual orientation is increasingly an area of concern (UNESCO, 2012a).

The International Child Protection conference (2018) revealed that Nairobi City County is leading on child sexual abuse despite there being laws to protect children. According to the report, light punishment for perpetrators, lack of awareness, slum dwelling contribute to the high prevalence.

Much of the research into sexual exploitation has focussed on the pathways into such sexual abuse (Barnados, 2004; Coy, 2009; Jago et al, 2010; Taylor-Browne, 2002), and the vulnerability factors that are present in those who are sexually exploited. Moreover, while the increasing recognition of SRGBV is a positive trend, rarely has this been translated into effective policies that demonstrate a reduction in prevalence (Parkes, 2015). The problem was further compounded by the fact that very minimal information is available on sexual violence in schools generally and mixed public day secondary schools particularly. Further, information on forms of sexual violence of sexual violence in secondary schools are limited. Perpetrators of sexual violence in public secondary school have also been highlighted minimally. This had created a dearth of information that needed to be filled through studies in specific areas such as sexual exploitation and abuse of adolescents in the Kenyan secondary schools. To address the foregoing, the study was guided by the following research questions:

- i. What forms of sexual exploitation and abuse do girls and boys in Public Mixed Day Secondary Schools undergo in Nairobi City County?

- ii. What are the effects of sexual exploitation and abuse on girls and boys in Public Mixed Day Secondary Schools in Nairobi City County?
- iii. What coping mechanisms have been adopted by the girls and boys in Public Mixed Day Secondary Schools in Nairobi City County?

1.3 Objectives of the study

The study objectives were as follows:

1.3.1 Overall objective

To investigate the experiences of sexual exploitation and abuse on girls and boys (adolescents) in Public Mixed Day Secondary Schools in Nairobi City County.

1.3.2 Specific objectives

- i. To determine the forms of sexual exploitation and abuse on girls and boys in Public Mixed Day Secondary Schools in Nairobi City County.
- ii. To examine the effects of sexual exploitation and abuse on girls and boys in Public Mixed Day Secondary Schools in Nairobi City County.
- iii. To establish the coping mechanism for sexual exploitation and abuse by girls and boys in Public Mixed Day Secondary Schools in Nairobi City County.

1.4 Assumptions of the study

The study was guided by the following assumptions that:

- i. Sexual exploitation and abuse exists in Public Mixed Day Secondary Schools in Nairobi City County.
- ii. There are different forms of sexual exploitation and abuse meted on girls and boys in Public Mixed Day Secondary Schools in Nairobi City County.

- iii. Sexual exploitation and abuse adversely affected both girls and boys in Public Mixed Day Secondary Schools in Nairobi City County.
- iv. Girls and boys in Public Mixed Day Secondary Schools in Nairobi City County had developed some coping mechanisms against sexual exploitation and abuse.

1.5 Justification of the study

This study sought to gain insight into sexual exploitation and abuse, explicitly on girls and boys in Public Mixed Day Secondary Schools in Nairobi City County. By documenting these experiences, the study has contributed to the body of knowledge on sexual exploitation and abuse and has provided reference point for other researchers and academic advisors interested in school-related sexual and gender based violence among adolescent learners. Also, it is the responsibility researchers to present complete and accurate research in order to educate others about the different areas of elderly abuse and provide methods for preventing and recognizing the abuse.

This study seeks to show how the Social Learning Theory can be applied in understanding the forms of SEA, effects of SEA, the coping mechanisms and knowledge gaps in relation to experiences of adolescent boys and girls in public mixed day secondary schools in Nairobi City County.

The findings of this study should help improve SEA mitigation strategies that exist within public mixed day secondary schools and at the larger community levels where day-scholars operate. The information derived from the study would contribute to formulation of policies to address the vice. Similarly, other relevant institutions and NGOs may be able to work with the schools to strengthen their systems and also help the survivors towards recovery based on the study. The

findings of this study provided the necessary information to allow practitioners to highlight and address further concerns within adolescent sexual exploitation and abuse.

1.6 Scope and limitations of the study

This study was carried out in three (3) public mixed day secondary schools in Nairobi City County. The study targeted 92 respondents namely; boys and girls attending public mixed day secondary schools namely; Kamukunji, Baba Dogo and Mathare North Secondary Schools. Thus, it did not capture the experiences of those in single sex and mixed boarding secondary schools or single sex day secondary schools in the County. This descriptive survey study used structured and unstructured tools to elicit information from respondents. Further, the study only looked into the various forms of SEA, the resultant consequences and the coping mechanisms thereof. Hence, issues of drivers of SEA have not been addressed in the study. The study findings, therefore, cannot be generalised due to the limited scope. The study was guided by social learning theory as a theoretical framework.

The study employed both quantitative and qualitative data collection methods that allowed for triangulation. Being a sensitive topic, some respondents were shy and scared in talking about their experiences as it would re-live the memories. The researcher overcame this limitation by assuring the study participants of their confidentiality and anonymity in reporting the findings of the study as well having a standby counsellor available during interviews for referral in situations that needed psycho-social support.

1.7 Definition of key terms

Adolescence as used in this study is the transitional period between puberty and adulthood in human development, extending mainly over the teen years and terminating legally when the age of majority is reached (Dictionary.com).

Adolescent as used in this study is any boy or girl aged between 13 – 18 years and enrolled in public mixed day secondary school in Nairobi City County.

Child Sexual Abuse (CSA) as used in this study is, “the involvement of a child in sexual activity that he or she does not fully comprehend and is unable to give informed consent to, or for which the child is not developmentally prepared, or else that violate the laws or social taboos of society (WHO, 2003). The term CSA includes a range of activities like “intercourse, attempted intercourse, oral-genital contact, fondling of genitals directly or through clothing, exhibitionism or exposing children to adult sexual activity or pornography, and the use of the child for prostitution or pornography (Putnam, 2003).

Exploitative relationship in this study refers to a relationship that constitutes sexual exploitation, i.e. any actual or attempted abuse of a position of vulnerability, differential power or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another.

Sexual Abuse is a broad term, and in this study includes a number of acts described below, including “rape”, “sexual assault”, “sex with a minor”, and “sexual activity with a minor”. “It is the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions” (WHO, 2017).

Sexual Exploitation in this study includes a number of acts including transactional sex, solicitation of transactional sex and exploitative relationship. “It is any actual or attempted abuse

of a position of vulnerability, differential power or trust for sexual purposes including but not limited to threatening or profiting monetarily, socially or politically from the sexual exploitation of another” (WHO, 2017).

Sexual Exploitation and Abuse (SEA) in this study “includes sexual relations with a child in any context. A child is any being below the age of eighteen years” (WHO, 2017).

Sexual harassment in this study refers to forms of violence that a girl can be sexually violated by one individual or several people where the incident may be planned or a surprise attack against secondary school girls.

School-Related Gender-Based Violence (SRGBV) in this study refers to acts of sexual, physical or psychological violence incited on children in and around school because of stereotypes and roles or norms attributed to or expected of them because of their sex or gendered identity. It includes explicit threats or acts of physical violence, bullying, verbal or sexual harassment, non-consensual touching, sexual coercion and assault, and rape.

Transactional sex in this study refers to the exchange of money, employment, goods or services for sex, including sexual favours other forms of humiliating, degrading or exploitative behaviour. This includes any exchange of assistance that is due to beneficiaries of assistance.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature relevant to the study and in line with study objectives. The review has been carried out along the following thematic areas: nature and scope of sexual exploitation, forms of sexual exploitation and abuse, the effects of sexual exploitation and abuse and the coping mechanisms adapted by the adolescent survivors. The chapter concludes with a discussion on the theoretical framework that guided the study.

2.2 Nature and scope of sexual exploitation and abuse

Child sexual abuse (CSA) is a universal problem with grave life-long outcomes. The World Health Organisation (WHO) defines CSA as “the involvement of a child in sexual activity that he or she does not fully comprehend and is unable to give informed consent to, or for which the child is not developmentally prepared, or else that violate the laws or social taboos of society (WHO, 2003). The term CSA includes a range of activities like “intercourse, attempted intercourse, oral-genital contact, fondling of genitals directly or through clothing, exhibitionism or exposing children to adult sexual activity or pornography, and the use of the child for prostitution or pornography (Putnam, 2003). In Kenya, the boys and girls in the public mixed day secondary schools fall in this category.

The issue of CSA is intricate and challenging to study. The estimates vary widely depending on the country under study, the definitions used, the type of CSA studied, the extent of coverage, and the quality of data (WHO, 2014; Krug, 2009; Bassani et al., 2009; Martin et al, 2013). However, sexual violence is seen to occur in all ages, in all socio-economic classes, and nearly in all countries with differences in the magnitude (Krug, 2002).

Worldwide, it is estimated that around 120 million girls under the age of 20 (about 1 in 10) have experienced forced sexual intercourse or other forced sexual acts (UNICEF 2014a). Boys are subject to sexual violence too, but data on this are lacking from most countries. Moreover, huge differences in the design and measures used in surveys make it difficult to accurately compare rates of child sexual abuse and exploitation in different countries.

A review of 58 prevalence studies, including eight systematic reviews and meta-analyses, (Andrews et al. 2004; UNICEF 2012a) found that, globally, child sexual abuse involving physical contact is reported by between 2 and 56 per cent of girls and 0.4 and 44 per cent of boys. Examples of reported rates of sexual exploitation include 7 per cent for girls and 6 per cent for boys in Kenya (UNICEF Kenya et al. 2012), 5.7 per cent and 7.4 per cent of girls in Ethiopia and Uganda respectively (Stavropoulos, 2006) and 6 per cent for both girls and boys in Sri Lanka (Miles, 2000). Higher rates overall have been found in some countries in Africa (12 per cent to 44 per cent of boys, 15 per cent to 53 per cent of girls) (Andersson and Ho-Foster 2008; Stavropoulos 2006; UNICEF et al. 2011) and lower rates overall in China (15 per cent of girls, 14 per cent of boys) (Ji et al. 2013).

Children are most likely to be sexually abused by a person known to them, usually an adult or older child who is a family member, and relative, family friend or in a relationship of trust or authority (Pinheiro, 2006). An adolescent's own intimate partner (a boyfriend or girlfriend) is the most frequently mentioned perpetrator in both low and middle-income countries (LMICs), such as countries in Africa, as well as in high-income countries (HICs) (Barter et al. 2009; Reza et al. 2009). High rates of sexual violence in schools or on the way to school have been found in some LMICs (Pinheiro, 2006). Children living in alternative family, residential or foster care are

known to be vulnerable (Berelowitz *et al.* 2012) as are children involved in domestic labour, hazardous work and bonded or forced labour (Audu *et al.* 2009).

School related gender-based violence (SRGBV) includes explicit threats or acts of physical violence, bullying, verbal or sexual harassment, non-consensual touching, sexual coercion and assault, and rape. Corporal punishment and discipline in schools often manifest in gendered and discriminatory ways. Other implicit acts of SRGBV stem from everyday school practices that reinforce stereotyping and gender inequality, and encourage violent or unsafe environments. Both girls and boys can be victims or perpetrators of SRGBV, but to what extent and which forms differ. Evidence suggests girls are at greater risk of sexual violence, harassment and exploitation, while boys are more likely to experience frequent and severe physical violence. Boys are more commonly perpetrators of physical bullying, while girls are often more likely to use verbal or psychological forms of violence (Pinheiro, 2006).

Estimates from Plan International, based on the number of children affected by verbal bullying in schools, show 246 million boys and girls suffering school-related violence every year (Plan International, 2013). In some parts of France, 40% of students report being victims of cyber bullying (Blaya, 2013). In some parts of Zambia, 61% of school children reported being bullied in the previous month (Fleming and Jacobsen, 2010). And millions more suffer physical violence at school guised as discipline; in essence, over 50% of all children worldwide live in countries where they have no legal protection from corporal punishment (UNESCO, 2014b).

Nationally representative surveys and small-scale studies present a partial, but disturbing, picture. Much of the research to date has taken place in sub-Saharan Africa, driven by early concerns related to girls' low participation in education, and the HIV and AIDS pandemic. Older

male students may take advantage of their position of power at school to abuse female students. In some parts of Cameroon, 30% of sexual violence experienced by schoolgirls was committed by male students (Devers *et al.* 2012). While teachers have a key role to play in addressing SRGBV, some are also perpetrators of sexual exploitation and abuse, often acting with impunity. A 2010 survey by the Ministry of National Education in Côte d'Ivoire found that 47% of teachers reported having elicited sexual relations with students (Dedy, 2010). In South Africa, a recent national survey found that 8% of secondary school girls had experienced severe sexual assault or rape in the previous year while at school (Burton and Leoschut, 2013).

Studies from other regions also reveal the extent of sexual violence in schools. A study in the Netherlands found 27% of students had been sexually harassed by school personnel (Mncube and Harber, 2013). In the United Kingdom, it is estimated that one in three 16–18 year olds have experienced unwanted sexual touching in schools (EWAN, 2015). Girls from the Dominican Republic, Guatemala, Honduras, Mexico, Nicaragua and Panama regularly experience sexual harassment in schools and 'sexual blackmail' related to grades (UN Women/UNICEF/ÚNETE, 2014).

2.3 Forms of sexual exploitation and abuse

A growing body of research from countries across sub-Saharan Africa indicates that gender-based sexual violence in schools is both widespread and generally tolerated (Jones, 2008). This issue was noted as a major area of concern in regional consultations held for the United Nations (UN) World Report on Violence against Children (2006). A number of qualitative studies indicate that girls suffer abuse in schools ranging from verbal harassment, including propositioning for sexual favours, inappropriate touching, and forced sexual activity, including

rape. Within the schools, such abuse is perpetrated both by male classmates and teachers or other school staff. It is most likely to occur in 'unsafe' areas such as toilets or dormitories (Leach, 2013). Encounters or relationships between teachers and students sometimes occur under threat or on the promise of good grades or money. Thus, students living in poverty are particularly vulnerable. In countries where teenage pregnancy is common, teachers are sometimes identified as the father. For example, in Namibia, in at least 31 cases of girls who dropped out of school in 2011 due to pregnancy, teachers were responsible for the pregnancy (Leach, 2013). Further, reports indicate that girls who become pregnant due to sexual abuse by a teacher or classmate are often expelled from school.

A 2003 study in Zimbabwe, Ghana and Malawi concluded that sexual aggression from male classmates was common, and generally tolerated within the schools (Leach, 2013). There was also evidence of teacher sexual harassment: of 28 school girls interviewed in-depth in Ghana, 27 per cent indicated that they had been propositioned by a teacher. In Malawi, over half of the girls interviewed stated that they knew of girls who had been propositioned by a teacher and that it was common for girls to become pregnant by their teachers. A 2012 study in Zambia found that 57 per cent of schoolgirls interviewed had personally experienced sexual harassment or violence from a teacher, male student, or a man they encountered while travelling to school. More than half stated they knew of teachers who had sexually harassed or abused female students, while 14 per cent had personally experienced this (Leach, 2013).

A 2004 study in Zimbabwe and Swaziland by the United Nations Children's Fund also confirmed the problem of sexual abuse of girls, both by teachers and male classmates (UNICEF, 2004). In focus group discussions, 'the girls showed how teachers "touch touch" them, especially in secluded places like a storeroom, teacher's quarters or dark corners and the sports ground',

and reported verbal sexual harassment such as propositioning from teachers as a common occurrence (UNICEF, 2004). The girls also indicated that they suffered abuse from boys, and that teachers who were aware of this behaviour did nothing to intervene (Mitchell, Ybarra & Korchmaros, 2014). Small-scale, localised studies from Lesotho and Namibia report similar findings, while a small study in Kenya found that 95 per cent of 20 high school girls interviewed had experienced sexual harassment or violence at school, mostly perpetrated by male students (Mitchell et al., 2014).

A 1998 study on the frequency of rape among South African women found that of women who reported being victims of child rape (under the age of 15), 33 per cent had been raped by teachers (Jewkes, Levin, & Penn-Kekana, 2002). A study by Human Rights Watch in 2001 confirmed that ‘sexual abuse and harassment of girls by both teachers and students is widespread in South Africa’, and highlighted the serious implications for girls trying to exercise their right to education. In a particularly extreme incident of school sexual violence in 1991, male students broke into the girls’ dormitory at a boarding school in Kenya and raped over 70 schoolgirls; during the rampage; 19 of the girls were killed (Banda, 2005).

2.4 Effects of sexual exploitation and abuse

Sexual violence (which includes exploitation and abuse) has serious impact (medium and long-term) on physical and mental health resulting from sexual and reproductive health problems as well as physical injury (Jewkes, Sen, & Garcia-Moreno, 2002). The most serious consequence of sexual violence is death which may be occasioned by rape (loss of blood), murder (during a sexual assault or to cover evidence) or suicide occasioned by psychological instability of the victims, and/or HIV infection. Sexual violence can also profoundly affect the social wellbeing of victims as a result of stigmatization and being ostracized by families and others (Chauzy, 2001).

Coerced sex is frequently the expression of power and dominance over the person assaulted, but may result in sexual gratification on the part of the perpetrator. When used as a tool of power and warfare, women tend to be more affected both directly and economically (Yoomi, 2014; United Nations, 2012). Women may suffer isolation, inability to work, loss of wages, lack of participation in regular activities and limited ability to care for themselves and their children.

A survey on National Intimate Partner and Sexual Violence (NIPSV) (2010) revealed that in the United States 28.8% (approximately 34.2 million) of the women and 9.9% (nearly 1 in 10) of the men who had experienced other forms of violence or rape, physical violence, and or stalking by an intimate partner had reported at least one measured impact as a result of the experience.

Approximately 25.7% of the women and 5.2% (1 in 20) of men reported being fearful. 22.2% (more than 1 in 5) of the women reported safety concerns 22.3% of the women reported at least one post-traumatic stress disorder (PTSD) symptom. 14.8% (more than 1 in 7) women and 4.0% (approximately 1 in 25) men experienced an injury, while 10.0% (1 in 10) of the women and 3.9% (Nearly 1 in 25) men missed at least one day of work or school (NIPSVS, 2010).

NIPSVS (2010) indicates that according to previous research, “victims of intimate partner and sexual violence make more visits to health providers over their lifetime, have longer duration of hospital stays, and are at risk of a wide range of physical, mental, reproductive, and other health consequences over their lifetime than non-victims” (Basile & Smith, 2011; Black, 2011). Some of the health consequences cited by VAW (2016) include:

Unintended pregnancies, induced abortions, gynaecological problems, and sexually transmitted infections, including HIV. An analysis in 2013 revealed that women who had been physically or sexually abused were twice as likely to have an abortion, more likely to have a sexually

transmitted infection and, in some regions, HIV; increases the likelihood of miscarriage, stillbirth, pre-term delivery and low birth weight babies; can lead to depression, post-traumatic stress disorder, sleep difficulties, eating disorders, emotional distress and drinking problem; health effects can also include headaches, back pain, abdominal pain, fibromyalgia, gastrointestinal disorders, limited mobility and poor overall health. Sexual violence, particularly during childhood contributes to occasioning of violence (for males) and becoming victims of violence (for females) in adulthood; and increased smoking, drug and alcohol misuse, and risky sexual behaviours in later life as a result of childhood experiences.

A discussion paper by UNGEI-UNESCO (2013) on School Related Gender Based Violence, states that “psychologically, the experience of sexual violence has the tendency to block the development of social skills and undermine self-esteem, and may lead to eating disorders, depression, insomnia, feelings of guilt, anxiety and suicidal tendencies. Exposing students to violence within the school environment can also lead to further violence that they may perpetrate or receive.”

SRGBV contributes to poor performance in schools especially for girls, reduces their engagement in school activities, leads to low self-esteem and high drop-out rates, anxiety and reduced concentration. The notion of sexuality instead of intellect is entrenched especially when teachers reward female students with high grades emanating from sexual favours. The high drop-out rates for girls greatly lowers their earning potential and other benefits of education (UNGEI-UNESCO, 2013).

“When gender-based violence is tolerated and condoned at school, there are broader societal consequences on gender equality. Victims feel less able to take action, and perpetrators may feel

immune. These feelings and harmful behaviours go beyond the school setting and contribute to the perpetuation of inequality and GBV more widely in society” (UNGEI-UNESCO, 2013).

The fact that no specific studies have been conducted in schools, especially the Public Mixed Day Secondary Schools means that there is a gap in this area and there is need to establish the effects that sexual exploitation and abuse has on boys and girls in this setting.

2.5 Sexual exploitation and abuse coping mechanisms

2.5.1 Global and Regional level

The Convention on the Rights of the Child requires State Parties to protect children from all forms of violence, to prevent and respond to violence, and to provide support to children who are victims of violence (Article 19). Through global conferences such as United Nations General Assembly Special Session on Children in 2002, governments committed to protecting children from all forms of violence (UNGEI-UNESCO, 2013).

Regional initiatives include the African Charter on the Rights and Welfare of the Child, the Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa, specifically Article 12, and the South Asia Initiative to End Violence Against Children (UNGEI-UNESCO, 2013). One such legislation in the US is the Trafficking Victims Protection Act, a federal law passed in 2000, which states that “any child under the age of 18 years old who is used for the purpose of exploitation through sexual servitude (prostitution), regardless of the absence of economic leverage, manipulation, fraud, coercion, threats, force or violence is considered a commercially sexually exploited child and a victim of human trafficking” (Congressional Record, Vol. 146, 2000).

2.5.2 Nationally

The Government of Kenya has enacted several laws, instituted policies and regulations aimed at preventing and controlling various forms of violence against women and children, namely: The Constitution of Kenya (2010), the Sexual Offences Act (2006), the Children's Act (2001), the Penal Code (2009), the Prohibition of Female Genital Mutilation Act (2011), and the National Gender and Equality Commission Act (2011). The Kenya Demographic Health Survey (KDHS) (2014) has incorporated the domestic violence module for women and men, an indication that domestic violence in Kenya needs serious attention.

In Kenya, between 2008 and 2011 a parliamentary bill was drafted to reinforce mechanisms for reporting violence and ensure teachers are discharged rather than transferred to other schools. This bill also is categorical on the fact that failure to report an offender is an offence in itself thereby eliminating potential collusion. A centralized database has been established to track teachers who commit sexual offences (UNESCO, 2009; UNGEI-UNESCO, 2013).

According to a study conducted in Kenya, Violence Against Women (VAW), (2010), about 3 in every 10 females and about 2 in every 10 males (18.2%) aged 13 to 17 years told someone about an incident of sexual violence that they had experienced in the preceding 12 months. The majority of females told either a relative (57.3%) and/or a friend (54.2%) while very few males told anyone. In regard to help seeking behaviour, of males aged 13 to 17 34.5% knew where to seek services for sexual violence (VAW, 2010).

2.5.3 Other coping mechanisms

Some of the approaches for dealing with sexual violence as suggested by AIDSTAR-one (2011) include; telling someone, talking to a local rape crisis centre or the RCS Helpline, feeling and

finding a safe place, taking care of one self, focusing on day-to-day things, resting and relaxing, exercising, social contacts, life skills education and taking care of health. UNIFEM (2013) states that the most strategic and cost effective way of stopping violence from happening is by developing medium to long term programmes and models to address the vice. Similarly working with young people (adolescents) to embed values and norms about gender equality helps foster positive attitudes towards gender equality as well as instil zero tolerance for violence against women and girls.

Individuals play an important role in mitigating violence, specifically sexual violence through various actions taken to reduce the chances of the vice happening and also to stop it. However, these individuals or victims cannot do it single-handedly. They need the support of significant others, the schools, the community in general, institutions fighting against the vice as well as state organs (administration, police, courts). The state has the ultimate responsibility of protecting its own citizens, especially children (below 18 years) in order to preserve future generations.

Some institutions have suggested strategies to reduce the vice but no individual, school or community centred studies have been done, especially in Kenya. This study is therefore aimed at investigating the individual experiences of girls and boys in Public Mixed Day Secondary Schools in Nairobi City County and consequently, contributing to the body of knowledge and paving way for programs to address the vice.

Studies that have been conducted do not explicitly reveal the coping mechanisms for girls and boys in public mixed day secondary schools and/or single sex public day secondary schools. The nature of schooling is unique; hence one would expect that this group of people might have

adapted some approaches that may be unique to their setting in order to deal with the exploitation and abuse. There is a gap in this area hence the importance of this study.

2.6 Theoretical framework

2.6.1 Social Learning Theory

This study employed the Social Learning Theory propounded by Albert Bandura in 1977. The theory explains that behaviour is learned through the process of observation, imitation and modelling (Bandura, 1977). Through observation, a child may imitate the behaviour of a person (model) of the same gender. Although, behaviour may be imitated whether it is 'gender appropriate' or not, the response to the behaviour imitated either with reinforcement or punishment will determine whether the behaviour is inhibited or continues. Similarly, the consequences that another person suffers as a result of a certain behaviour also determines whether the observer will copy the behaviour or not, also known as vicarious reinforcement (Bandura, 1977). The Social Learning Theory was later renamed the Social Cognitive Theory (Bandura, 1986) to take cognizance of the mental processes that contribute to certain behaviour.

According to the Social Learning Theory, the society constitutes of different categories of people who children look up to within the family, school and the environment within which they are brought up. Such models include teachers, parents, friends within their peer group and characters on TV channels. These models exemplify behaviours to observe and imitate i.e. masculine and feminine, pro and anti-social. The children encode behaviour and imitate at a later time in life.

The child is highly likely to observe and imitate people of his/her own gender thereby imitating their behaviour. On the other hand, the behaviour inhibited by the child will either be reinforced

or discouraged through reward for what is perceived as 'good' behaviour or punishment for what is perceived as 'bad' behaviour. When people respond positively towards certain behaviour, the child is more likely to repeat the behaviour. However, in Newman and Newman (1999), Bandura and Walters (1963) state that change in behaviour can occur without positive or negative reinforcement and without practicing trial and error.

The social learning theory lays emphasis on ability to mentally resolve the crisis of autonomy versus shame and doubt through imitation. There is a tendency for young people to imitate characters who are aggressive and prestigious, holding them as their role model. Through observation, young people get acquainted to specific behaviour and the general situation thereby enabling them to choose whether to imitate or not. Exposure to sexual behaviour at a tender age propagates positive attitudes towards the vice thereby encouraging the individual to continually engage in it even as they grow up.

According to Bandura (1963), self-efficacy is one's belief in their ability to succeed in specific situations. The development of personality is mainly shaped by observational learning and social experiences. The behaviour that an individual observes influences their actions, reactions, cognitive processes and behaviours into adolescence and adulthood. Peer pressure and the quest for dominance compel the youth to engage in risky sexual behaviours. These tendencies are inhibited in schools by boys against girls or girls against boys, male teachers against female students, male teachers against female teachers or female teachers against male students. In the homes and society in general, the learning (socialization) takes a stronger hold such that the males subdue the females, in most cases, with no recourse.

According to Bandura (1986), a person's capacity to learn by observation enables him to acquire large integrated units of behaviour by example without having to build up the patterns of gradually by tedious trial and error.

Through observation, imitation or modelling, the adolescents may experience sexual exploitation and abuse by seeking attention or acceptance by a group and peers, belief that it will give them a sense of power or to meet their economic needs. For example if a girl observes another girl receiving gifts and favours by a male teacher, she could easily associate it with positive reinforcement and follow suit.

2.6.2 Relevance of the theory to the study

The social learning theory approach, later renamed social cognitive theory (Bandura, 1986) takes into account thought processes which determine whether a behaviour will be imitated or not. The Social Learning Theory underscores mediational processes which include: attention, retention, reproduction, motivational and reinforcement processes all of which occur between stimuli and responses.

This theory is therefore applicable to the study in that we are able to establish the forms of sexual exploitation and abuse that are mainly a result of observation, imitation and modelling which compound the experiences of adolescents in the public mixed day secondary schools. In this case, boys may learn from observing the teachers (models) and imitate the behaviour. In this context, the teachers may get away with the act of seducing or violating the girls and the boys could quickly pick the cue due to the lack of negative consequences. Similarly, girls and boys may observe others being seduced by the male/female teachers and this could appeal to them if their counterparts are awarded good grades out of the association with the male/female teachers.

On the other hand, if male teachers seduced female teachers, this behaviour could be later exhibited in the boys and girls who observed the act that was modelled by the teachers.

This theory is however limited in that it does not adequately account for the development of other varied behaviour including feelings and thoughts. It therefore does not explain all behaviour (McLeod, 2016).

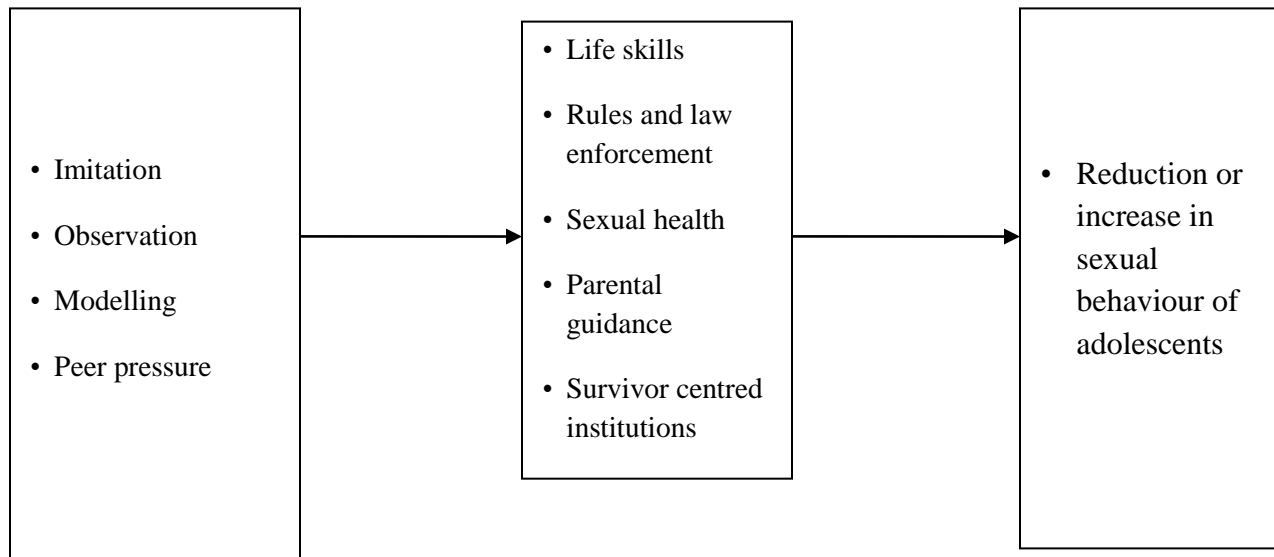
In this particular context therefore, the arguments posited in the Social Learning Theory would to a great extent contribute to achieving the objectives of the study; adolescents' experiences of sexual exploitation and abuse in public mixed day secondary schools in Nairobi City County. Once the findings are established; learning institutions, government, academicians and other players will have a basis to come up with strategies to address the vice.

2.7 Conceptual framework

Independent variables

Moderating variables

Dependent variables



Source: (Author)

Figure 2.1 Conceptual framework

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the research methodology that guided the study. It describes the study site, study design, study population and unit of analysis, sample and sampling procedure, data collection methods, and data processing and analysis. The chapter concludes with a discussion on ethical concerns that were observed in the course of the study.

3.2 Research site

The study was conducted in Nairobi City County coded as county number 47. According to the 2009 national housing and population census, Nairobi City County had a population of 3,134,265 people (GoK, 2009). Nairobi City County has a total of sixty (60) registered public secondary schools of which 21 are mixed day secondary schools (<http://schoolsnetkenya.com>). Nairobi City County doubles as the Country's capital city. Nairobi City County secondary schools have the most developed infrastructure in the country (www.university.co.ke). Residents in this county are from different parts of the country with a middle income earning majority. According to United Nations Educational, Scientific and Cultural Organisation (UNESCO, 2017) teachers in Nairobi were reported to be perpetrators of sexual harassment with an average of 39 per cent of school principals stating that teacher-pupil harassment had occurred in their schools.

3.3 Research design

This study adopted descriptive survey study design. Orodho (2003) opined that descriptive survey is a method of collecting information by interviewing or administering questionnaire to a sample of individuals. The ultimate goal is to learn about a large population by surveying a

sample of that population. In this study, the descriptive design was chosen owing to its versatility, and generalizability. In addition, this method lends itself to probability sampling from large population. The study employed both quantitative and qualitative data collecting methods. Specifically, data were collected through; survey questionnaire, case narratives and key informant interviews. The population for this study were adolescents in three (3) public mixed secondary schools in Nairobi City County and provided information on the forms and effects of SEA as well as coping mechanisms against sexual exploitation and abuse in secondary schools. The unit of analysis was the individual boy and girl in the selected schools.

This study was conducted in two phases. The first phase involved the use of survey questionnaire as the primary data collection method, conducted with purposively sampled students who had self-reported to have undergone any form of sexual exploitation and abuse and having self-reported to the school administration. The second phase involved case narratives with girls and boys who had experienced repeated incidents of SEA in school. Additionally, key informant interviews were conducted with knowledgeable persons in the study topic and they included persons in charge of school guidance and counselling, head teachers and parents of the girls and boys who had participated in the case narratives.

Qualitative data were recorded, transcribed and checked for clarity and completeness. Verbatim quotes have been used alongside presentation of the findings to project the voices of the informants. The quantitative data collected were analyzed using the Statistical Package for the Social Sciences (SPSS) Version 20. The computed data were analyzed using descriptive statistics including frequencies, means, and percentages and presented in form of tables, charts and graphs. Data were analyzed thematically in line with the study objectives.

3.4 Study population and unit of analysis

The study population comprised adolescent boys and girls aged between from 12 to 18 years enrolled Kamukunji, Baba Dogo and Mathare North public mixed day secondary schools and had self-reported cases of sexual abuse. The three schools were conveniently sampled. Specifically, the study targeted the 212 adolescents in the three schools (Table 3.1). The unit of analysis was the individual adolescent girl and boy in the selected school.

Table 3.1: Study population

| School | Estimated students population size | Estimated Number of Cases per School |
|---------------|---|---|
| Kamukunji | 1,509 | 62 |
| Baba Dogo | 1,458 | 73 |
| Mathare North | 1,311 | 77 |
| Total | 4,278 | 212 |

(Basic Education Statistical Booklet, 2019)

3.5 Sample size and sampling procedure

Although the target population was not too large for an economical study, it was reduced to an economical sample size. Accordingly, the Mugenda & Mugenda (1999) 10% to 45% sample determination technique was used in this study to calculate the appropriate sample size among the respondents. Random sampling was used in selecting the three schools in which Kamukunji, Baba Dogo and Mathare North were selected. This was necessary because the technique gives all the public mixed secondary schools a fair chance of being selected. Purposive sampling was used to complete selection of the 92 adolescent boys (45) and girls (47) in the three schools in Nairobi City County (Table 3.2). Both boys and girls were selected to participate in the study to draw gender experiences of adolescents' sexual abuse. Representative

samples from schools were randomly picked as 27, 31, and 34 respondents for Kamukunji, Baba Dogo and Mathare North Schools respectively.

Respondents were selected with assistance from the guidance and counselling teachers to identify those who had in one way or the other undergone any form of SEA and self-reported from the school register. Participants for the case narrative and the key informant interviews were also selected purposively. The sample size was determined as follows: The population of the three schools as shown on table 3.1 was 4,278 students and out of this total, about 4.9% are believed to have experienced SEA, this then gives and a population of 212. Taking 42% of this population gives a figure of 92 adolescents as shown on the above table 3.2

Table 3.3: Sample Size

| Target Group | Estimated Population of Target Adolescents | % Proportion | Sample Size |
|----------------------------|---|---------------------|--------------------|
| Adolescents boys and girls | 212 | 42% | 92 |

3.6 Data collection methods

3.6.1 Questionnaire

A structured questionnaire (Appendix II) was developed and administered to 92 study respondents with the help of research assistants. The questionnaire contained both open and close-ended questions and were designed to address the objectives of the study. The open-ended questions allowed the respondents to communicate their views freely without being forced to fit within the answers. It contained three sections; section one addressed demographic characteristics of the respondents, section two and the third sections captured the nature and forms of SEA and the related effects on the respondents and the coping mechanisms respectively. The study targeted 45 boys and 47 girls from the sample population.

3.6.2 Case narratives

Case narrative interviews were conducted with a total of ten (10) boys and girls who had reported to have experienced repeated sexual exploitation and abuse. The interview was designed to capture the forms of SEA and more specifically the recurring forms, their effects on the boys and girls (adolescents) as well as the coping mechanisms that the adolescents adopted to cushion them from the reoccurrences and effects of SEA. Due to the nature of the topic, the interviews were conducted in a private room out of the school to ensure confidentiality of the participants. As an inclusion and exclusion criteria, the case narrative participants were only those who self-reported repeated incidents of sexual exploitation and abuse to the local authorities or the school. The case narrative interview guide (Appendix III) was used to collect data.

3.6.3 Key informant interviews

These interviews were conducted with a total of ten (10) key informants. They included: three (3) Head Teachers from each of selected public mixed day secondary schools, two (2) teachers in charge of guidance & counselling from three of the schools, two (2) parents of the boys and girls who participated in the case narratives, one (1) County Government official from the Department of Education, one (1) official from Shofco and one (1) official from the Department of Children. These interviews were meant to complement the information collected from literature reviews, structured interviews and case narratives. The interviews provided in-depth understanding of the phenomenon in terms of the drivers, changing tactics of abusers, the various forms of SEA, the effects on adolescents, the coping mechanisms and what various actors have done to address the situation in Nairobi City County. A key informant interview guide (Appendix IV) was used to collect data.

3.6.4 Secondary sources

Relevant sources of secondary information were used to inform the proposal for this study and have continuously been used to enrich the findings of the study so as to get a better understanding of the school related forms of sexual exploitation and abuse, effects on adolescents and the mitigation strategies. These included published books, newspapers, internet and journals as well as unpublished work on the subject matter and reports that have been produced by various agencies including UNICEF.

3.7 Data processing and analysis

The quantitative data collected was analysed using the Statistical Package for the Social Science (SPSS) Version 20. The computed data has been presented using descriptive statistics including frequencies, means, and percentages. Qualitative data collected from case narratives and key informant interviews were translated and transcribed verbatim. The transcripts were checked for clarity and completeness. The data was then sorted into themes, categories and patterns. Thematic analysis method was applied where emerging themes in the data were analysed. Analysis was undertaken on the implications of the findings on forms, effects and coping mechanisms of SEA and the Social Learning Theory. Thematic analysis was used for a systematic analysis and to fully understand the context (Loffe and Yardley, 2004). Analysis was carried in relation to the research questions set out in the study. Verbatim quotes by the study participants and how the quotations bring out the experiences of SEA have been used in the presentation of study findings to project the voices of the participants.

3.8 Ethical considerations

Ethical considerations are actions taken or principles observed by the researcher to ensure that the safety and rights of participants are respected throughout the entire process of the study (Resnik, 2011). Shamoo and Resnik (2009), further describes these standards to include voluntary participation, informed consent, confidentiality of information, anonymity of research participants and approval from relevant authorities to undertake research studies. The researcher sought for permission to conduct the study from the National Commission for Science, Technology and Innovation (NACOSTI/P/18/) and reported to the County Director of Education, Nairobi City County prior to conducting the research. Permission was also sought from the school heads to carry out the study in their schools and to assist in the sampling process.

The researcher gave an explanation to the respondents and informants during fieldwork on the voluntary nature of the study and hence the freedom of withdrawal at will. An informed consent form approved by the postgraduate studies committee of the Institute of Anthropology Gender and African Studies of the University of Nairobi (Appendix 1) was used to obtain the approval of the respondent's participation in the study. Majority of the respondents of this study being boys and girls below the legal consenting age, their parents/guardians and teachers gave consent on their behalf. The participants who were above 18 years of age gave consent themselves. The participants were informed of their rights to participate, answer certain questions or not to answer questions they were not comfortable with or withdraw from the study at whatever stage if they choose to.

Additional permission was obtained from the key informants and case narrative participants before any recording of interviews was conducted. The respondents were assured of confidentiality and protection and therefore were not required to indicate their names anywhere

in the questionnaire or include any identifier. However, respondents were made aware of the overall benefit of participating in the study; that the information gathered would be used in policy formulation or intervention strategies by schools, community, government and other stakeholders and by academia. In addition, some of the respondents reported problems that required medical and/or psychosocial attention. The researcher ensured that such participants were referred to the nearest service providers and were given the necessary support.

To ensure that all the respondents and informants were those who voluntarily consented to the research, no one was interviewed outside the targeted group. Also, all those targeted and finally interviewed was on the basis of a mutual understanding and rapport that had been created by the researcher. The researcher guaranteed the informants that she would observe the principles of confidentiality and anonymity throughout the study by using codes and pseudonyms to protect their identity. This promise was kept with no amount of identifying information in the final write up. The results of this study will be made available at the different libraries of the University of Nairobi as a project paper and attempts to publish the work in referred journals will be done to make the information available to the wider scientific community. It is further envisioned that a copy of the project will be made available to Nairobi City County to inform policy on the best ways to deal with sexual exploitation and abuse in schools.

CHAPTER FOUR

ADOLESCENTS' EXPERIENCES OF SEXUAL EXPLOITATION AND ABUSE

4.1 Introduction

This chapter presents the research findings on adolescents' experiences of sexual exploitation and abuse. The chapter is divided into two sections. The first section is a presentation of the respondents' socio-demographic characteristics while the second section is a presentation of the study findings based on the research objectives.

4.2 Demographic characteristics of respondents

4.2.1 Age

The findings indicate that 46.7% of the respondents were aged between 16 and 17 years while 29.3% were aged between 14 and 15 years which were the expected average age for secondary school students. Respondents aged between 12 to 13 years accounted for 15.2% while only 8.8 % of the respondents were aged 18-19 years (Table 4.1). Age of the respondents in this study was seen as an important variable by the researcher in order to understand the experience level in interacting with sexual exploitation and abuse as well as the age at first sexual encounter. The age of respondents could also help in understanding the gender perceptions of this particular cohort on the ideal population that is expected to be in secondary school as at the time of this study but based on the Kenyan system of education.

Table 4.1: Respondents' age

| Age (years) | Frequency | Percentage |
|--------------|-----------|------------|
| 12-13 | 14 | 15.2 |
| 14-15 | 27 | 29.3 |
| 16-17 | 43 | 46.7 |
| 18+ | 8 | 8.8 |
| Total | 92 | 100 |

4.2.2 Gender

The study findings indicate that (51%) of the respondents who participated in the study were adolescent girls while the rest were adolescent boys, who accounted for 49% as shown in figure 4.1 below. Gender compositions of the respondents was an important variable in this study given its contentious relationship with adolescent's sexual exploitation and abuse within the family, school and other spaces in the community. Also, given the study's interest in understanding the gendered forms of adolescents' abuse and the gendered perspectives extant within public mixed day secondary schools, it was important for participation of both adolescent boy and girls to capture different opinions.

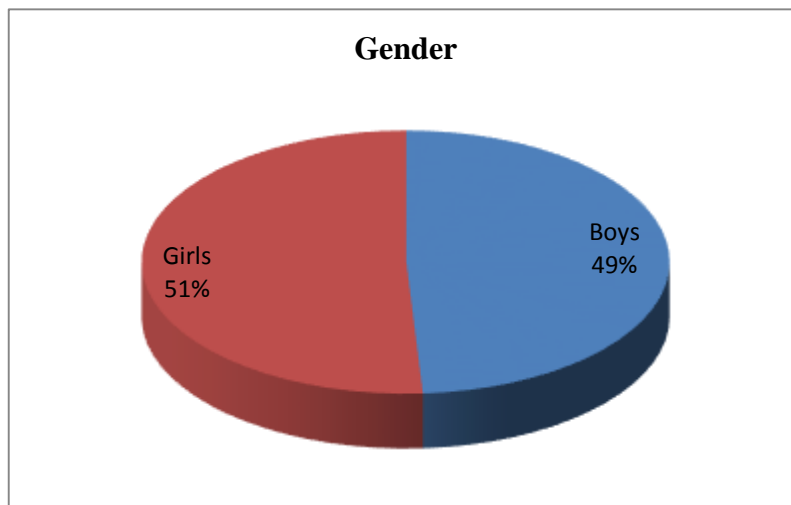


Figure 4.1: Respondents' gender

4.2.3 Education

The education level was recorded for all the respondents of the study. Four levels of education were investigated starting from form one to form four. As indicated in the figure below, the respondents were distributed in all the forms/classes but not equally owing the nature of the

study and respondents who had reported sexual abuse. Findings of this study indicate that 36% of the respondents were sampled from form three while 28% of the respondents were sampled from form two. Form four accounted for 23% of the respondents and form one had only 14% of the all the respondents (Figure 4.2).

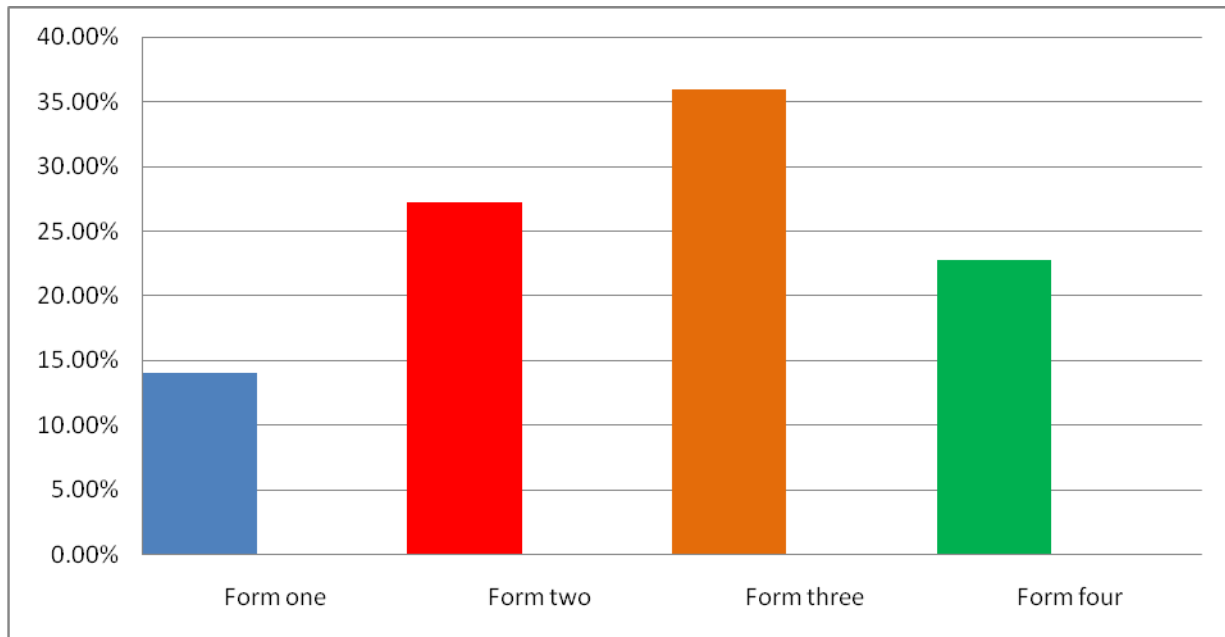


Figure 4.2: Respondents' education

4.2.4 Religion

Study findings indicate that majority of the respondents 53.4% were Protestants while Muslims accounted for 22.8% of the respondents. Respondents who indicated to belong to catholic accounted for 17.4% of the total respondents and those who indicated to belong to other religions accounted for 6.5% of the respondents. In this study religion was viewed as an important variable because respondents' religious views based on their adherence to their religion affects their perceptions on gender based violence and more specifically sexual exploitation and abuse.

Table 4.2: Respondents' religious affiliation

| Religious affiliation | Frequency | Percentage |
|-----------------------|-----------|------------|
| Catholic | 16 | 17.3 |
| Protestant | 49 | 53.4 |
| Muslim | 21 | 22.8 |
| Other | 6 | 6.5 |
| Total | 92 | 100 |

4.2.5 Membership to schools clubs

Findings indicate that 62% of the respondents belonged to a club in the schools and were therefore aware of gender and violence concerns; in particular sexual exploitation and abuse, beyond the normal school clubs activities. This variable was deemed important to the study as it was meant to find out how active and exposed the respondents were within the school environment. Such exposure would inform their views and perceptions on sexual exploitation and abuse both in school and at home.

Table 4.3: Respondents' club membership

| School club/association membership | Frequency | Percentage |
|------------------------------------|-----------|------------|
| Member | 57 | 62 |
| Non-member | 35 | 38 |
| Total | 92 | 100 |

4.2.6 Family structure

Study findings, indicate that majority of the respondents 62% had both parents alive while respondents who indicated to have on only their father alive accounted for 6.5% of the respondents. Respondents who indicated to have only their mother alive constituted 18.5% of the

total respondents while those who indicated to be total orphans and living with relatives accounted for 13% as shown in the table 4.4 below. In this study this family structure was deemed an important variable because family environment also determines perceptions as well as behaviour formation which may influence the adolescents' understanding of gender roles based on the practices at home. The literature stated that family structure, especially those living with single parents, has an influence on sexual abuse of secondary-school students (March, 2007). However, in this study, family structure has not been shown to have an influence on sexual exploitation of adolescents in public mixed day secondary schools. The study findings show that 50% of the respondents who had experienced multiple sexual exploitation and abuse were living with both of their parents meaning that there was no meaningful relationship between family structure and adolescent sexual exploitation and abuse in school.

Table 4.4: Respondents' family structure

| Family structure | Frequency | Percentage |
|-------------------------|------------------|-------------------|
| Both parents | 57 | 62 |
| Father only | 6 | 6.5 |
| Mother only | 17 | 18.5 |
| Total orphan | 12 | 13 |
| Total | 92 | 100 |

4.3 Sexual exploitation and abuse among adolescents

This section delves deeper into the first objective which aims to look at the forms of sexual exploitation and abuse among adolescents in public mixed day secondary school in Nairobi City County.

4.3.1 Forms of sexual exploitation and abuse

The study sought to establish the existing forms of sexual exploitation and abuse meted against the adolescents and the forms that the adolescent boys and girls are prone or vulnerable to. The study findings indicate that there are various forms of sexual exploitation and abuse that adolescents experienced in the study area ranging from non-contact to contact sexual abuse. The findings show that the commonest forms of sexual exploitation and abuse are; transactional sex, rape/attempted rape/threatened rape, fondling, indecent/inappropriate touching, verbal harassments, kissing/attempted kissing and asked for sex. The distribution of responses on the forms of sexual exploitation and abuse against adolescent boys and girls is shown in table 4.3 below.

Table 4.5: Forms of sexual exploitation and abuse

| Forms of sexual exploitation and abuse | Frequency | Percentage |
|--|-----------|------------|
| Transactional sex | 17 | 18.5 |
| Indecent touching | 11 | 12 |
| Verbal harassments | 26 | 28.2 |
| Rape/attempted rape | 5 | 5.4 |
| Kissing/attempted kissing | 7 | 7.6 |
| Asked for sex | 9 | 9.8 |
| Fondling | 17 | 18.5 |
| Total | 92 | 100 |

From the findings, 28.2% of the respondents indicated that the form of sexual exploitation and abuse that was prevalent in the schools was verbal harassment. About 18.5% of the respondents indicated that the form of sexual exploitation and abuse that was prevalent in the schools was transactional sex or sex for favours. Fondling accounted for 18.5% while 12% of the respondents indicated that the form of SEA that was prevalent in the school was indecent or inappropriate

touching. Respondents who reported to have been asked for sex accounted for 9.8 % while 7.6% of the respondents indicated that the form of SEA that was prevalent in school was kissing/attempted kissing. Only 5.4%% of the respondents indicated that the form of SEA prevalent in the school was rape/attempted rape. This shows that verbal harassment was the most common form of sexual exploitation and abuse in the public mixed day secondary schools. The responses below illustrate the experiences.

“I am always afraid of these male teachers. When one calls you in the office during games time, you may think he wants to tell you something academic or advice you....but he will just tell you how you are beautiful, how he likes you and that he wants to you.....” (Respondents 87, girl 15 years)

“.....These boys are always telling us that we are beautiful and that they want us....Sometimes a teacher may call you to their office only to tell you that they love you. And there you just remain quiet because if you respond positively it means you are agreeing and if you respond negatively it means you are disagreeing and that is the end of you..... He may even start abusing you every time you meet him or even in the class branding you as a failure when he knows that he has deliberately made you fail” (Respondent 45, girl 16 years).

“The school where we come to every day assuming is a safe place for us is just not that anymore. These boys and girls are so abusive. When someone wants to do bad things with you and you refuse they abuse you. Recently, a boy who is my friend and my neighbour was raped by two girls from neighbouring school but nothing happened to these girls and I don't know why.....” (Respondent 14, Boy 16 years)

The above sentiments were corroborated by one key informant who had this to say:

“Our schools are not operating up to the international standards that advocates for and protect the rights of our children. We are working with school heads and other stakeholders to ensure that the rape cases and the many other forms of sexual abuse are eliminated.....And as you know it is not an easy thing because some of the perpetrators are the same teachers who are supposed to protect our children and enforce our rules against boys who are perpetrating these vices” (KII 3, County Official Department of Education).

Verbal harassments therefore take varied forms and extend beyond just using luring words on girls and boys to also include abusing words, sexual rumours, accusations or sexual remarks,

comments about the body as well as dirty jokes or stories. Sexual rumours manifests in secondary schools as sexual violence when a student is talked about being in a sexual relationship with a fellow student, a teacher, school worker or any other community member. The students or teachers spread rumours about a boy and a girl being in a relationship with each other or with a teacher or school worker which in reality might not be the case. When students or teachers or other community members give sexual comments about the body of a student, constitute verbal harassment. These sexual comments make the student(s) uncomfortable or unsafe at school which may prevent them from participating and benefiting from school activities. Some students experience sexual verbal harassment through dirty jokes or stories from teachers, students, other school workers and community members. This can involve frequent verbal teasing that is oriented with some normalized gender stereotypes. The quotes below put the above discussion into perspective:

“My classmate gets constant attention from a particular group of girls in form three. When they see him they blow kisses at him, and rub up against him in the corridors and hallway.....He told me that he stopped going out of class during breaks so that he could not see them and sometimes he pretended to be sick so he didn't have to come to school.....” (Respondent 22, Boy 16 years)

“Our team coach is constantly telling our school volleyball captain some sexual jokes and making suggestive comments during training.....You will see the coach wink at her when she runs by during training.....” (Respondent 47, Girl 17 years)

Transactional sex or sex for favours consists of sexual relationships that involve exchange and usage of gifts. The material goods, money and gifts are intended to be motivating factors for sex. Essentially, it alludes to the kind of SEA that is a subset of prostitution catalysed by gift or material goods exchanges for sex and operates in almost all spaces in the society ranging from those married, unmarried to adolescents. However, the driving factor behind this form of SEA is

the socio-economic status of young boys and girls. Male and female teachers and other members of the community giving or enticing adolescents from poor socio-economic backgrounds with money for purposes of sex constitute sex for favours. Teachers giving students free and undeserved marks, favouritisms in school, exemption from punishments, shopkeepers giving students goodies for free, motor bike operators carrying students to and from school for free all constitute forms of transactional sex. The following respondents put these into perspective:

“.....If you want something from your parents they at times decline to give it to you. But out there are boys who lie to girls that they will give them whatever they want....” (CN, Girl 16 years)

“My father had warned me not to accept gifts from men.....but when my Geography teacher was giving me five hundred after every two weeks, I never told my father. I thought he was helping me because he knew our poor status back at home. Then one day on a Friday he asked me to go to his house the following Saturday because he had something good to show me. So when I got there he gave me soda and cake and started touching me and asked me to sleep with him.....I did not want but he told me he would be giving me money and that I will always excel in school so I decided to do it with him.....” (Respondents 12, girl 17 years)

“...I stayed at home for the whole week because I could not face my class teacher when she told me that she loves me....I told my sister and she advised me on what I should tell the class teacher.....(Respondent 03, Boy 16 years).”

The above sentiments are supported by one key informant who had this to say:

“Men act like real animals in the jungle. Men lure these young girls into sex by promising the girls goodies. The motor bike operators for instance, are notorious because they promise to be carrying the girls to school for free and even give them money for small needs and in return they engage in sex with the girls....I am not afraid to say that you may find some teachers both male and female are also perpetrators of this vice and even boys who come from well off families take advantage of young girls who are from poor families” (KII 2, Head Teacher).

“Just last year I had to interdict two teachers from this school because of sexual abuse cases. The two teachers would plan and meet up with my students (girls) away from my eyes, the teachers and even parents.....I am stern with the male teachers in this school because they are hostile to any attempts to punish offenders..” (KII 3, Head Teacher)

Fondling and indecent touching were also reported as other forms of sexual exploitation and abuse that adolescents experience. Regarding indecent touching, one respondent noted this:

“Some teachers always tell girls how beautiful they are and when you find them with a female student in their offices you will see them touching the girl which is not good....” (Respondent 13, Girl 15 years)

“.....The girls may feel good but deep down I know they don't want to be touched. Some boys and girls even pretend that they have not seen girls or boys in their way for them to touch their breast, buttocks, private parts or ensure their bodies come into contact...There was one who touched me like that and I had to slap him” (Respondent 78, Boy 17 years)

Findings from the qualitative data shows that indecent touching and fondling involves touching of private parts such as testicles and breasts, and other body parts, unwelcome hugs and inappropriate greetings styles and body contact. One respondent illustrates this:

“...I see some boys slapping the buttocks of girls and even girls just touching the boys testicles especially when people are in groups like during school assembly or lunch time and when people are crowded.....Yes some teachers also pretend that they are explaining things to girls in the staff room or offices but they touch their breasts buttocks and even thighs...” (Respondent 78, Boy 18 years).

The above sentiments were corroborated by another key informant who says the following:

“School boys and girls have a tendency of touching their fellow students in a sexual manner. I mean this is so rampant yet under reported. If you see them while going back home in the evening you will be shocked. Boys intentionally touch the breasts which I believe it's a way to communicate their sexual intentions and the girls also do the same. Since joining this school, I have always had a policy that if I hear that my teachers are abusing these girls and maybe boys sexually, I will not need proof for them to become jobless.....Schools around here have these cases of teachers touching students inappropriately.....” (KII 4, Head Teacher)

A similar study conducted by EVAN (2015) in the United Kingdom, estimated that one in three 16–18 year olds have experienced unwanted sexual touching in schools. Similarly, a study by UNICEF and UN Women show that girls from the Dominican Republic, Guatemala, Honduras,

Mexico, Nicaragua and Panama regularly experienced sexual harassment in schools and ‘sexual blackmail’ related to grades (UN Women/UNICEF, 2014).

Rape or attempted rape was also found to be another form of sexual abuse that the adolescents experienced. These acts include actual intercourse with the adolescents forcefully and attempting to force adolescents to engage in sexual act. The fact that many of the young boys and girls are not empowered to say no to such acts and that perpetrators use force and threats makes this group more vulnerable as exemplified in the voices below:

“When I was in form one there was a time that we were going home and some boys lured me to go eat French fries near their friend’s house. When we got there they gave me the fries to eat and after that they forced me into having sex with them. I wanted to scream but I thought they might do something bad to me.....” (Respondent 32, Female 17 Years)

“....Sometimes we even fear for our lives because these boys or teachers can rape you and nothing is done to them. Last year two girls were raped by some known boys in this school and no action was not taken at all.....She eventually transferred to another school because it’s hard being in the same class with someone who raped you.” (Respondent 29, Female 17 Years)

With respect to rape or attempted rape, another informant noted that this form of sexual exploitation and abuse is equally rampant in the community around here:

“Yes rape is one of these forms of sexual abuses that occur here. Boys, teachers, parents, local leaders and many others are perpetrators of sex. I will say it happens in all spaces of the society and girls are affected the most and it happens all the time and anytime...” (CN 2, Girl 18 years)

Apart from rape and attempted rape, asking adolescents for sex was also found to be another form of sexual abuse they experience. One key informant puts this into perspective:

“Teachers and most of the time male teachers ask these young girls to have sex with them. When they are out of school is when this act happens because it is beyond our eyes. I hear the girls lie to their parents that they are going for extra tuition but in reality they only go to have sex with these rogue teachers....” (KII 11, Head Teacher)

“Lately, I hear there is what is called “**Chalk Allowance**” which means having sex with a girl or boy who is your student that you give extra coaching and sex therefore; an allowance for the work. Again there is also what is called “**Bush Stipend**” which is coded language that now operates among boys and girls....” (KII 5, SHOFCO Official)

This form of sexual abuse therefore extends beyond coercion and manipulation of young boys and girls into having sex to sexual exploration by peers which borders issues touching on dating violence.

The above forms of sexual exploitation and abuses have been and still are being experienced by adolescent boys and girls in secondary schools. This phenomenon serves to reinforce the narratives on gross violation of the rights of children/adolescents that calls for urgent intervention. From the findings, some forms of sexual abuse such as rape are rarely reported due to stigma and lack of faith in the authorities such as school or police. Further, the findings found that the most common perpetrators of sexual violence were boyfriends and girlfriends followed by teachers and other community members. Societies for a long time had regarded children as property owned and protected by the community. However, this differs radically with how young girls and boys are sexualized and objectified these days more so by a section of the population (older population) that is supposed to protect, mentor, care for and empower them.

These findings are consistent with those of Leach (2013) who found out that sexual aggression from male classmates was common, and an occurrence that was generally tolerated within the schools in Zimbabwe, Ghana and Malawi. Leach further stated that there was evidence of teacher sexual harassment as was reported by the girls he interviewed. In Malawi, he further found out that over half of the girls interviewed stated that they knew of girls who had been proposed to by a teacher and that it was common for girls to become pregnant by their teachers and classmates.

Another study by UNICEF (2004) also observed that the problem of sexual abuse of girls, both by teachers and male classmates was prevalent in Zimbabwe and Switzerland. In their study they stated that focus group discussants demonstrated how girls were being abused by teachers by touching them inappropriately, especially in secluded places like a storeroom, teacher's quarters or dark corners and the sports ground. Further, the girls also reported verbal sexual harassment such as propositioning from teachers as a common occurrence. The girls also indicated that they suffered abuse from boys, and that teachers who were aware of this behaviour did nothing to intervene.

4.4 Effects of sexual exploitation and abuse on adolescents

This section addresses the second objective which was investigating the effects of sexual exploitation and abuse among adolescents in public mixed day secondary schools in Nairobi City County.

Findings show that the consequences of sexual exploitation and abuse on adolescents are far reaching and have direct and indirect felt consequences on the lives of adolescent boys and girls in general and school performance and attendance in particular. The effects range from health related effects, psychological trauma, school dropout and poor performance to wide spread sexual exploitation and abuse.

4.4.1 Health problems

One of the findings identified in the study as an effect of sexual abuse is health related problems.

“One of my friends was raped by a group of boys from form four last year and she got pregnant, she wanted to abort the child. She went to a woman who does that job around here. She did all this without telling her parents but when she had a problem of over bleeding then her parents had to be informed...” (Respondent 19, Boy 16 years)

“The whole activity was painful to me the whole time.....he was enjoying. After that I had a lot of back pains and frequent headaches that were never seizing even if I took painkillers.” (Respondent 90, Girl 17 Years)

Other informants also supported these sentiments by saying the following:

“These girls and boys are cheated into having unprotected sex while others are raped and end up with HIV and other infectious diseases. Others have even died out of these diseases. I have dealt with many cases of girls and boys who developed complications with their reproductive organs which will affect them long-term. If you go to the records of gynaecologists you will see what I am talking about.” (KII 10, SHOFCO Official)

“Many of these girls will complain of headaches, back pain, pregnancies, abdominal pain and others even withdraw completely from the rest, stop eating and things like that so it becomes very hard dealing with them because of what they are going through.....” (KII, Head Teacher)

“...One of our brightest boy who we knew would lift the name of this school was infected by one woman who I hear was his neighbour.....I don’t know how it happened but the boy now looks like a mad man. He does not know himself....” (KII 7, Head Teacher)

Thus the findings suggest that sexual abuse such as rape and other sexual activities have detrimental effects on the lives and health of the adolescents. The health effects have overall consequences on the other aspects of the lives of the adolescent survivor. These findings corroborate those by Chauzy (2001) who found out that the most serious consequence of sexual violence is death. He stated that the latter may be occasioned by rape (loss of blood), murder (during a sexual assault or to cover evidence) or suicide occasioned by psychological instability of the victims, and/or HIV infection. He further stated that sexual violence can also profoundly affect the social wellbeing of victims as a result of stigmatization and being ostracized by families and others (Chauzy, 2001).

4.4.2 Poor performance in school and school drop outs

Findings indicate that SEA affects the performance of boys and girls in secondary school. Dropping out of school, absenteeism are also other effects associated with adolescent survivors of sexual abuse. Essentially, survivors of SEA feel unprotected and unsafe. In cases where sexual abuse occurred in school or the perpetrator is a teacher or a fellow student then the school environment becomes very unsafe for the survivors and as result they disengage from many activities because they feel stigmatized. The following quotes emphasize these statements:

“It’s hard to concentrate even in class because you are afraid and you keep thinking about that occurrence.....Teachers might even punish you for not doing well in their subjects but they don’t know how you are hurting inside.” (Respondent 26, Boy 16 years)

“I feel sorry for these young people because they never cope well after that experience. Others who used to be really good students and top performers might just drop in performance. Some even feel so ashamed of what happened to them and drop out of school to get married.” (KII, Head Teacher)

“....we lose girls and boys year in, year out. When they reach maturity let’s say form two and three we lose about two to three. Leave out the other drop outs but these ones are getting lost due to these pregnancies or other issues related to sexual violence experienced either at home or school.” (KII, Guiding and Counselling Teacher)

However, another respondent indicated that with this kind of effect when they get assistance in good time, they are able to mitigate it effectively. Some have even broken the cycle and become champions for campaigns against SEA in school.

One informant illustrates this with the following:

“When he or she was taken care of well and encouraged to be somebody better than what the perpetrator saw, they work so hard and excel in school and at home. You find someone who was not featuring top of the class now featuring at the top and doing so well in school....they become agents of change by leading campaigns against sexual violence both at school and at home.” (KII 9, County Official Education Department 39 years)

Nonetheless, poor performance and drop out from school are resultant effects of sexual violence on adolescents. The findings corroborate those by UNGEI-UNESCO (2013) and show that SRGBV contributes to poor performance in schools especially for girls because it reduces their engagement in school activities, leads to low self-esteem, high drop-out rates, anxiety and reduced concentration.

4.4.3 Physical injury

Study findings show that physical injury is associated with sexual exploitation and abuse as it involves use of force on girls and boys during acts such as rape or attempted rape and to those who refuse to cooperate. The resultant effects of such encounters causes injuries of physical nature among others to the survivors.

“I always thank God that I am alive today. There was a day two boys who I suspect are from this school targeted me while I was going home. They hit me and forced me to the ground and took off my skirt. Luckily there was a piece of stone next to me which I used to hit one of them in the head and escaped.....” (Respondent 10, Girl 16 Years)

The above voice was supported by one case narrator who had this to say:

“You may find a teacher punishing a student (girl) so severely as a form of revenge if the girl refused to accept his proposal of becoming his girlfriend which makes the situation complicated. Even family members at home do this a lot but the most common is among those involved in rape cases....” (CN 6, Boy 16 years)

These findings are consistent with those of Jewkes and Abrahams (2002) who found that sexual exploitation and abuse has serious impacts on the survivors such as physical injures and mental health. Another study on National Intimate Partner and Sexual Violence (NIPSV) (2010), observed that in the United States 28.8% (approximately 34.2 million) of the women and 9.9%

(nearly 1 in 10) of the men who had experienced sexual violence had incurred physical injuries among other effects.

4.4.4 Psychological trauma

Although some respondents cited success in dealing with trauma that result from sexual abuse, the brunt of psychological trauma has far reaching impacts on the life and wellbeing of the adolescents. A non-profit organization working in the study site have a well-organized psychosocial support system which responds to any cases reported to them that needs this kind of support. Consequently, trauma leads or breeds a number of problems as exemplified in the quotes below:

“...She was not talking to me and I am her brother. She was not eating and most of the time she locked herself in our bedroom. Mum told me later on after she was taken to hospital that she was mentally unstable and that I should understand her.” (Respondent 67, Boy 13 years)

“Since that time; when I see a man I feel like tearing him apart. It took me so long to start facing people because I knew they would all laugh at me. I sometimes wanted to commit suicide and just leave this world for men to live in....they did not care for me then so I am pretty sure they never will....” (CN, Girl 15 years)

One key informant illustrates the above voices as follows:

“Trauma is what is killing these girls and boys mostly and even adults. What they go through is unimaginable and if they don't let it out to someone it's very heavy on them. And I always advice teachers how easy it is to detect when one is undergoing such situations because they will totally withdraw from the rest of students and activities.” (KII 7, Chatify Official)

Another study by United Nations (2012) also shows that suicide occasioned by psychological instability of the victims can lead to depression, post-traumatic stress disorder, sleep difficulties, eating disorders, emotional distress and drinking problems. Yoomi (2014) in her study on sexual violence also notes that women may suffer isolation, inability to work, loss of wages, lack of participation in regular activities and limited ability to care for themselves and their children.

4.4.4 Wide spread and continued perpetration of SEA

Study findings indicate that survivors of sexual violence can become perpetrators of the same in their lives. Repeated sexual abuse like rape destroys the survivors' self-esteem and confidence as well as the value of life. As such they opt to revenge on others.

“Back at home there is a man who always targets girls my age and rapes them. People say that he is revenging for his sister who died from excessive bleeding after being raped....some of the girls in form four who people say had been abused before are just ready to have sex with anyone and can even rape you if you are not careful. They have nicknamed themselves “**fire**”.....”
(Respondent 87, Boy 17 years)

Exposing students to violence within the school environment can also lead to further violence and they become perpetrators or tolerant to sexual violence in future. Sexualisation of institutions of learning such as secondary schools needs to be decolonized in efforts to address the vice.

Findings by UNGEI-UNESCO (2013) support these findings. They found that when gender-based violence is tolerated and normalized at school, there are broader and extant societal consequences on gender equality. They further noted that survivors of sexual violence felt less able to take action while on the other hand perpetrators might have felt some form of being immune. They conclude by saying that these feelings and harmful behaviours go beyond the school setting and contribute to the perpetuation of GBV more specifically sexual exploitation and abuse widely in society.

4.4.6 Drug and substance abuse

Another finding of the study on the effects of sexual exploitation and abuse on adolescents is their involvement in drugs as solace for their predicament.

“Some of the students who have been abused before tend to just give up in life. They start drinking alcohol and smoking bang because some feel there is nothing left for them but the bottle.

If you ask them why they are drinking or smoking you will see it's only a way for them to find comfort. They end up engaging in sexual activities that is ruining them.” (KII 1, Head Teacher)

Another key informant supports the above sentiments by say the following:

“We have seen many cases of student survivors who are even in form one starting to drink and using very many types of drugs. We know they feel so bad about their situation but resorting to abuse of drugs just makes it worse. With usage of drugs they eventually drop out of school, others get pregnant because sex loses meaning to them and others end up joining gangs and end up as perpetrators of all sorts of violence in the society. So looking ahead, we just need to deal with this issue and mitigate exposure of adolescents to sexual violence” (KII 11, County Official Department of Social services)

These findings are not unique to our study but have also been noted by other earlier studies conducted on school related sexual violence on adolescents. Basile and Smith (2011); and Black (2011), also found that some survivors of sexual violence started engaging on increased smoking, uptake of drug and alcohol misuse. They further note that others involved themselves in risky sexual behaviours life as a result of childhood experiences.

Similarly, UNGEI-UNESCO (2013), observed that psychologically the experience of sexual violence has the tendency to block the development of social skills and undermine self-esteem, and may lead to eating disorders, depression, insomnia, feelings of guilt, anxiety and suicidal tendencies. Others even engaged in abuse of drugs as a mechanism to forget the act and not relive the memories.

4.5 Coping mechanisms to sexual exploitation and abuse

This section deals with the third study objective that looks at the mitigation or coping strategies to sexual exploitation and abuse among adolescents in public mixed day secondary schools. Literature indicates that the multifaceted nature of sexual exploitation and abuse among adolescents requires a multi-agency approach to support the survivors. Following the Convention on the Rights of the Child that required State Parties to protect children from all forms of

violence, to prevent and respond to violence, and to provide support to children who are victims of violence, the Kenyan Government has criminalized SEA and enacted laws, instituted policies and regulations aimed at preventing and controlling the various forms of violence against adolescents.

Study findings show that adolescents in public mixed day secondary schools have adopted a spectrum of strategies to cope with traumatic experiences of sexual abuse as well as preventing new occurrences. These mechanisms enable survivors to deal with the effects of sexual abuse ranging from low self-esteem through to thoughts of suicide, and others effects as shown in the previous discussion. Table 4.6 below indicates that self-reporting, sleeping, trivializing of abuse, routine behaviours, revenging of abusers, self-neglect, distractors and addictions are forms of coping with sexual abuse among adolescents (Table 4.6).

Table 4.6: Coping mechanisms

| Forms of coping mechanisms | Frequency (Multiple responses) | Percentage |
|-----------------------------------|---|-------------------|
| Self-reporting | 38 | 24 |
| Sleeping | 28 | 16 |
| Trivializing of abuse | 23 | 11.4 |
| Routine behaviours | 27 | 15 |
| Revenge | 21 | 10 |
| Self-neglect | 18 | 10.2 |
| Distractors | 25 | 14.6 |

From the findings, respondents reported adopting a variety of coping strategies, hence the overlapping numbers. Accordingly, majority of the adolescents self-reported as a coping mechanism accounting for 24%. Those adopting sleeping accounted for 16% while those trivializing and forgetting the abuse accounted for 11.4%. Routine or obsessive behaviours and

revenging on the abusers accounted for 15% and 11% respectively. Self-neglect accounted for 10.2% while distractions accounted for 14.6%.

These findings show that self-reporting was the most common coping mechanism amongst adolescents. One key informant corroborated this form of coping mechanism to sexual abuse as the most common:

“What we have done is to inform the students of their rights and how the constitution protects them. We have officers who move around schools sensitizing school children on the importance and the need for reporting any form of abuse before and even after it happens.” (KII 11, County Official Department of Education)

Another case narrator also supported the above sentiment:

“We have been told and taught on how to respond in case we find ourselves in unsafe places. If somebody does something bad to me, I will endeavour to keep evidence and report to the chief, police station, village admin, SHOFCO and other places where these issues can be sorted out...even in school if someone touches in a sexual manner, we report and they get punished for it...” (CN 10, Girl 15 years)

Findings indicate that trivializing and forgetting the abuse is a coping mechanism. Adolescent survivors minimize the impacts of the abuse by thinking of it as being insignificant and that others have experienced worse cases. This belief encourages the survivors that there is actually not much to worry about.

“I will just assume it never happened to me.....just become positive because I know I am not alone and that someday things will be good for people who have been abused like me” (Respondent 41, Girl 16 years)

Study findings also show that routine or obsessive behaviour is another coping strategy that adolescent survivors of sexual abuse adopt. Survivors engage in doing certain activities daily or frequently so that they can gain back their control which is normally shattered when the abuse occurs.

“One just engages in doing too much of one activity so that he/she can be able to forget about what they encountered or even what is about to happen to them.....she used to watch movies all the time just to make sure she is occupied....” (Respondent 22, Boy 15 years)

However, a key informant points out that this obsessive behaviour is driven by anxiety and fear as put out the following quote:

“The very danger of that behaviour is that it’s not sustainable because the underlying drivers are fear and anxiety which can overwhelm the survivors/victims.....” (KII 6, SHOFCO Official)

Revenge and threat to revenge on the perpetrators was also found to be another coping mechanism. Survivors keep on fantasizing on how to get revenge on the person(s) who abused them. This according to them is the only way they get their own self back. Respondent 72 who is a boy aged 16 years says the following:

“I will never forgive the person who did this to me. I am a man and being raped is a shame and even telling someone is difficult. Mine is very simple, I know the person who did this to me and I will not lie to you...I will revenge even if it takes ten years. I will even revenge on his children if he will not be there by the time I am able to act for myself.”

This mechanism was seen not to be appropriate by others. One key informant says that others have ended up being perpetrators of sexual abuse as a result of this pursuit.

“...because of what they went through, they may want to revenge on the people who abused them but our experience here tells us that they end up losing themselves and become new perpetrators of sexual abuse just in the name of revenge.” (KII 2, Chatify Official)

The above sentiments are corroborated by another key informant and highlights another perspective for revenging which also anchors on the laws of the country by seeking legal redress.

“We have laws that protect citizens and Sexual Offences Act that protect people and children in particular against sexual offenders. So we agree that they may revenge but let that be through the law. Cases like rape are crimes against the state and attract severe punishment.” (KII 11, County Official Gender Department)

Findings indicate that survivors resolve to engage in sleep as much as they can so that they don't have to deal with the thoughts of the abuse.

“All the time I was just sleeping. It helped me forget the abuse and do away with the feeling.” (CN 3, Girl 17 years)

“...sleeping was the best way out for me. Sometimes even when you are sleeping you experience bad dreams. I could go to extent of getting medication and drugs to help me sleep for long hours. Sometimes I slept during the day and stayed awake at night because the abuse occurred at night and I always have nightmares related to the abuse.” (Respondent 33, Boy 16 years)

Another coping mechanism according to findings is distractions. Survivors of sexual abuse engage in a lot of work, study and hobbies as distractors.

“I have also been advised by my teachers is to keep myself busy all the time. I don't get time to think about that occurrence anymore. I read story books a lot and my father supports me by buying me more and more books when I need them. Also, nowadays I do my homework on time because I use every minute I have just to keep myself busy....” (CN 7, Girl 15 years)

Distractions as a way of keeping self-busy enables survivors to be fully occupied. As a result they fill their time completely as a form of escapism. This helps them not to relive their feelings and experiences but rather, they are always exhausted when it's time to sleep.

Regarding self-neglect, the study findings show the survivor's loss of self-esteem and courage drives them in maintaining poor health, hygiene as well as appearance. One respondent puts this into perspective:

“I intentionally opt not to take a shower or wear good and nice clothes like I used to. I just feel that may I will be invisible to these predators called men.....” (Respondent 90, Girl 14 years)

Another respondent supports the above sentiments:

“When I think of taking a shower, the next thing that comes to my mind is being raped. Nowadays I don’t even bother with what I wear, how I smell and eat. I just want to discourage people from associating with me. Sometimes I can smell my own foul smell as a result of poor hygiene and when I pass where men are they think I am running mad which is good because I may be safe.....” (CN 2, Girl 13 years)

Maintaining poor health and hygiene is guided by the thinking that they (survivors) will not be attractive to people around them which ensures their safety and minimizes cases of reoccurrences of or future sexual abuse.

These findings corroborate those by AIDSTAR-one (2011), which show that telling someone, talking to a local rape crisis centre or the RCS Helpline, feeling and finding a safe place, taking care of one self, focusing on day-to-day things, resting and relaxing, exercising, social contacts, life skills education and taking care of health were some of the strategies adolescents adopted to mitigate the impacts of sexual abuse.

Another study by UNIFEM (2013), also states that the most strategic and cost effective way of stopping violence from happening is by developing medium to long term programmes and models to address the vice. Similarly working with young people (adolescents) to embed values and norms about gender equality helps foster positive attitudes towards gender equality as well as instil zero tolerance for violence against women and girls.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the study findings in line with the research specific objectives. The chapter presents conclusions drawn from the study findings. It also presents the recommendations that the study makes out of the findings. The final section of the chapter is a suggestion of future areas of research to add into the body of knowledge on gender-based violence and specifically sexual exploitation and abuse among adolescents in public mixed day secondary schools.

5.2 Summary of findings

The study was conducted at Kamukunji, Baba Dogo and Mathare North Public Mixed Day Secondary Schools in Nairobi City County. The aim of the study was to determine the forms of sexual exploitation and abuse on girls and boys and examine the effects of sexual exploitation and abuse on girls and boys in public mixed day secondary schools in Nairobi City County. Further, the study sought to establish the coping mechanism for sexual exploitation and abuse by adolescent girls and boys in public mixed day secondary schools in Nairobi City County. In order to accomplish this, the study was guided by qualitative approach that sought to obtain quantitative data.

The number of girls (51%) interviewed were almost equal to the number of boys interviewed (49%) which was the study's interest to adhere to the gender composition of the participants. Female respondents reported to have experienced sexual exploitation and abuse were more compared to male respondents. Besides verbal harassment as the most common form of sexual

abuse in secondary schools, one striking form of SEA, which alludes to the subset of prostitution, is transactional sex which is catalysed by gift or material goods exchanges for sex and operates in almost all spaces in the society. However, the driving force behind SEA is the socio-economic status of young boys and girls and the power imbalance or differentials that the abuser and the victims hold. Findings show that sexual exploitation and abuse extends beyond coercion and manipulation of young boys and girls into having sex to sexual exploration by peers which borders on issues touching on dating violence. These present a multifaceted nature of sexual abuse that serves to be the hindrance towards its mitigations and thus limited established coping mechanisms.

From the findings, sexual exploitation and abuse have and still are experienced by adolescent boys and girls despite the campaigns and public discourses on combating sexual abuse. This serves to reinforce the narratives on violation of the rights of children/adolescents that calls for urgent intervention from all stakeholders. Societies for a long time had regarded children as property owned and protected by the community which differs radically with how young girls and boys are sexualized and objectified these days more so by the older population that is supposed to protect, care for and empower them.

Study findings show that sexual violence makes survivors suffer isolation, mental instability, lack of participation in regular activities and limited ability to care for themselves as well as indulgence in drug and substance abuse. Findings indicate that sexual exploitation and abuse is detrimental to the secondary school students; personal and developmental growth. School participation and benefiting suffers when knowledge that “you did something with the teacher or fellow student or outsider” spreads. Further, if the effects of SEA results into pregnancy or infection or physical injury, trauma, school attendance is automatically curtailed. However, it’s

notable from the findings that survivors of sexual violence can become perpetrators of the same in their later lives when they experience repeated sexual abuse like rape that destroys the survivors' self-esteem and confidence as well as the value of life, hence continuation of SEA.

Nonetheless, it's worth noting that exposing students (adolescents) to violence within the school environment can also lead to further violence and that they become perpetrators of or tolerant to sexual violence in future. Sexualisation of institutions of learning such as secondary schools needs to be decolonized in efforts to address the vice. Findings indicate that many of the coping mechanisms discussed are mainly geared towards reducing impacts of sexual violence while others are dichotomous in nature in that they serve to minimize the impacts as well as future occurrences. Findings of the study showed that survivors of sexual exploitation and abuse cope with the effects of the abuse through various channels depending on the nature of the abuse. Self-reporting, sleeping, trivializing of the abuse, focusing on day-to-day things routinely, resting and relaxing (sleeping), revenge, self-neglect were some of the strategies adolescents adopted to mitigate the impacts of sexual abuse. Findings showed that most of the coping mechanisms involved survivors trying to forget the experience which is a recipe for continued sexual exploitation and abuse in schools.

5.3 Conclusion

The evidence presented in the findings confirms that sexual exploitation and abuse meted against adolescents in public mixed day secondary schools exists. Sexual exploitation and abuse of adolescents is a common form of sexual abuse/violence that needs immediate attention of all the stakeholders. In as much as the African community valued and protected children in the traditional set up, things have changed today. The shock and disbelief that the children and more so adolescents are sexualized and sometimes abused by their teachers who are their mentors and

members of their own families come as a setback to them in their years full of dreams for the future. One wonders whether adopting home based learning system and affording sexual assault a death penalty would be the best model to take care of the adolescents.

The verbal harassments, rape, fondling, indecent touching, forced kissing, transactional sex, asked for sex and attempted rape that the adolescent's experience, weaken and discourage their spirits in participating meaningful in day to day life activities. The survivors see themselves as prey and disrespected members of the society who cannot defend themselves and are not protected. Adolescent girls are consistently among the most affected members of this cohort compared to adolescent boys. Adolescents backgrounds are key determinants or drivers of sexual abuse. The diversified nature of poverty within families and communities at large is a major threat to the adolescents. The effects of sexual abuse are detrimental to the health and social wellbeing of adolescents. Suicidal thoughts, trauma and depressions sometimes lead to death and are among the leading silent effects of SEA.

Adolescents' sexual abuse as afore mentioned takes varied forms and are usually perpetrated behind closed doors or secluded places. The abusers use fear, silence, isolation, embarrassment and shame as well as guilt to achieve their goal. However, survivors of sexual abuse, not only adolescents, have in the past not been able to speak about it. Some would only disclose their ordeal in their adult life when they feel empowered and comfortable to do so. Recently, with the much increased fight against SEA, things have changed in terms of reporting and coping with the abuse because many adolescents feel they will be believed. Though the study did not set out to draw any direct correlations, the fact that the sexual safety of both boys and girls is not guaranteed, can be a contributory factor for poor school participation. The effect of sexual

exploitation and abuse on the personal development of the survivors is adverse. For girls who may get pregnant, it almost spells an end to their formal secondary education acquisition.

In this regard, prevention efforts against sexual abuse still need enhancement given that strategies favour primary preventive methods in the form of curriculum based education. While such curriculum is necessary and present a good channel of reaching secondary school children in their formative years, the content and method of teaching in Kenya has been faulted. School based curriculum approaches therefore need a re-evaluation if they are to offer sexual safety education to adolescents in secondary schools.

This invites all stakeholders to lay particular emphasis on dialectic relationship between sexual exploitation and abuse of adolescents, poverty and social inequalities. Human rights activists and other partners should focus on empowering children for them to be able to say not to any form of sexual abuse and to stand up and be able to report violence. This will be instrumental for self-development and self-esteem which encourages girls, in particular, to be self-reliant economically and thus lowers their vulnerability to predators of transactional sex. This mechanism improves the agency of children and as result they become the champions of change against these forms of violence in schools and other spaces in the community.

5.4 Recommendations

Adolescents in public mixed day secondary schools are facing sexual exploitation and abuse from their classmates, teachers and others community members in varied forms and with socio-economic factors that serve to normalize and exacerbate the problem. Resultant effects of sexual exploitation and abuse are detrimental to the adolescents' lives and thus not maximizing their growth potential. The study recommends the following:

- i. All the stakeholders in the education sector should adopt a multi-agency and inter-agency approach in addressing the plight (sexual exploitation and abuse) of adolescents in schools. This approach affords the process a greater involvement and coordination of the activities. The multi-sectoral approach facilitates the reconceptualization and institutionalization of frameworks at both County and National levels. The legal frameworks should contain professional codes of conduct for the teachers and other employees at the schools while at the same time mainstreaming children protection emphasizing on the rights of children activities for better grip in monitoring as well as evaluation.
- ii. The County government and National government should develop strategies to suppress the multifaceted nature of sexual exploitation and abuse focusing on the root causes of this form of gender based violence. This invites the above stakeholders to lay particular emphasis on dialectic relationship between sexual exploitation and abuse of adolescents, poverty and social inequalities.
- iii. The state, county government and other development partners should facilitate more intensive in-service training for teachers on their role in gender construction and skills in addressing sexual exploitation and abuse and other forms of gender-based violence in schools.
- iv. Human rights activists and other partners should focus in empowering children for them to be able to say not to any form of sexual abuse and to stand up and be able to report violence. This is instrumental for self-development and self-esteem which encourages girls, in particular, to be self-reliant economically and thus lowers their vulnerability to predators of transactional sex. This mechanism improves the agency of children and as

result they become the champions of change against these forms of violence in schools and other spaces in the community.

- v. Integrating communities and families is part of the holistic approach in addressing sexual exploitation and abuse. These groups should help in identifying the links between sexual violence at school and at home with focus on the stimulating factors that operate in and outside the school environment.

5.5 Suggested areas for research

- i. This study only focused on sexual exploitation and abuse in public mixed day secondary schools in Nairobi City County. There is need, therefore, for an elaborate study covering both primary and secondary schools both mixed and single sex; and day and boarding in the entire country to determine where more intervention is needed in addressing the menace basing on its deep seated nature in the socio-cultural processes in our society.
- ii. There is need for an in-depth study on the effects of and relationship between teaching methodology and curriculum on the construction of gender roles in schools and the interactions of the later on how sexual violence manifest in schools.
- iii. A study needs to be conducted on sexual violence especially sexual exploitation and abuse among adolescent boys and girls out of school who is most cases are underrepresented.
- iv. Drivers of sexual exploitation and abuse in both primary and secondary schools both mixed and single sex; and day and boarding in the entire country in view of increased cases so that institutions can adopt strategies to curb the vice.

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APPENDICES

Appendix I: Consent form

ADOLESCENTS' EXPERIENCES OF SEXUAL EXPLOITATION AND ABUSE IN PUBLIC MIXED DAY SECONDARY SCHOOLS IN NAIROBI CITY COUNTY

Investigator: Linner Nkirote

Introduction

I am **Linner Nkirote** from the Institute of Anthropology, Gender and African Studies, University of Nairobi. I am conducting a study on **ADOLESCENTS' EXPERIENCES OF SEXUAL EXPLOITATION AND ABUSE IN PUBLIC MIXED DAY SECONDARY SCHOOLS IN NAIROBI CITY COUNTY**

Purpose

The study seeks to investigate the experiences of sexual exploitation and abuse by adolescents (girls and boys) in public mixed day secondary schools in Nairobi City County.

Procedure

If you agree to participate in the study, a semi-structured interview will be administered by the researcher. The nature of the questions will be about the experiences of adolescents with sexual abuse and exploitation in public mixed day secondary schools. The semi-structured interview guide will also include questions on your demographic characteristics. Confidentiality will be strictly maintained.

Risks/Discomfort

There is no risk in participating in this study. However, you may experience some discomfort due to the personal nature of the questions but this will be asked in private and your confidentiality will be maintained at all times.

Benefits

There will be no direct benefit in participating in the study but in case you have any question the investigator will readily assist you. The study will help in determining the adolescents'

experiences of sexual abuse and exploitation in public mixed day secondary schools. This will help understand the challenges of facing students in public mixed day schools and findings could be used to formulate or review existing policy to improve the school intervention outcomes.

Confidentiality

Confidentiality will be maintained at all times. There shall be no mention of names or identifiers in the report or publications which may arise from the study.

Compensation

There will be no compensation for your participation in the study.

Voluntariness

Participation in the study is voluntary. If you choose not to participate, you will not be compelled to. You will also be free to withdraw from the study at any time. However, I humbly request your full cooperation.

Persons to contact

If you have any questions regarding the study, you can contact Linner Nkirote through telephone number 0724 840 964

Your participation in the study will be highly appreciated.

I _____ hereby voluntarily consent to participate in the study. I acknowledge that a thorough explanation of the nature of the study has been given to me by Master./Miss._____. I clearly understand that my participation is completely voluntary.

Signature_____ Date_____

Signature of Reseacher/Assistant_____ Date_____

Appendix II: Semi-Structured Interview (SSI) guide

Date of interview: _____/_____/_____

Respondent's number: _____

School: _____

Sub-County:

Kamukunji Ruaraka Mathare

Demographic characteristics

1. Gender: _____

2. Age: _____ Years

3. Class/Form:

Form one Form two Form three Form four

4. Religion:

Catholic Protestant Muslim Other (Specify) _____

5. Family structure

Both parents alive Father only alive Mother only alive Total orphan

6. Membership to school clubs and association

Member Non member

Forms of Sexual Exploitation and Abuse (SEA)

7. Have you experienced any form of sexual violence?

Yes No

If yes which form have you experienced?

[a] Verbal harassment

[b] Rape/attempted rape

[c] Fondling

[d] Transactional sex

[e] Kissing/attempted kissing

Other (Specify) _____

8. What form of sexual activity have you experienced?

.....

9. Who perpetrated the act?

.....

10. Have you experienced a repeat of the sexual act?

.....

11. To whom did you report the act?

.....

12. What happened after you reported?

.....

Effects of and Coping with Sexual Exploitation and Abuse

13. How did the sexual act affect you?

.....

14. Have you taken any measures to prevent the act happening again?

.....

15. What would you do if someone attempted it again?

.....

16. When would you consider sexual activity between two parties (teacher-student, student-student, student-community member) an abuse?

.....
.....

17. How common is sexual activity among adolescents in your school?

.....
.....

18. Who are the most common perpetrators?

.....
.....

19. Any other thoughts or comments or questions?

.....
.....

END

Thank you for your time and assistance

Appendix III: Case Narrative (CN) Interview guide

Location:

Age:

Gender:

1. What is your understanding of sexual exploitation and abuse?

.....

2. Now I would like to tell me about your experience(s) of sexual exploitation and abuse. You can start from anywhere maybe from the time the incident occurred, where were you, what did you do after that incident and how life has been for you after that experience.

.....

.....

.....

.....

Thank you for participating

Appendix IV: Key Informant Interview (KII) guide

Organization:

Position:

Years of Service:

1. What is your understanding of sexual exploitation and abuse?
2. What forms of sexual exploitation and abuse exist in public mixed day secondary schools?
3. Which form is more prevalent?
4. Tell me some of the drivers of sexual exploitation and abuse of adolescents in schools?
5. Do you think the situation of vulnerability to SEA is different for adolescents in public mixed day secondary school?
6. What are the effects of SEA on the adolescents?
7. How would you describe the relationships between perpetrators and survivors of SEA in such settings?
8. What do you think are the coping mechanisms adopted by the adolescents against the vice?
9. What mechanisms have been put in schools to curb the vice?
10. What is the impact such SEA on adolescents enrolled in public mixed day secondary schools?
11. What would advise as the best way to address the menace of SEA in public mixed day secondary schools?

Thank you for participating