

**PERCEPTIONS OF TEACHERS ON PRIMARY SCHOOL CHILDREN  
VULNERABILITY TO HIV/AIDS DURING THE 2007 POST ELECTION  
VIOLENCE IN KIBERA SLUMS, KENYA**

**Grace N. Situma**

**A Research Project Submitted in Partial Fulfilment of the Requirements for  
the Degree of Master of Education in Education in Emergencies**

**University of Nairobi**

**2012**

University of NAIROBI Library



0389082 9

## DECLARATION

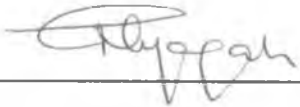
This research project is my original work and has not been presented for a degree  
in any other university.

  
\_\_\_\_\_

Grace N. Situma

E55/65153/2010

This research project has been submitted for examination with our approval as  
University Supervisors.

  
\_\_\_\_\_

Dr. Grace Nyagah

Senior Lecturer and Chairperson

Department of Education Administration and Planning

University of Nairobi

  
\_\_\_\_\_

Mary Wanyoike

Lecturer, Department of History and Archeology

University of Nairobi

## DEDICATION

This research project is dedicated to my husband Bonventure Situma and our children Emmanuel, David, Stella, Peter and Paul.

## ACKNOWLEDGEMENTS

My thanks to my Heavenly Father my constant companion, comforter and helper in everything I do. I extend my most sincere thanks to the following people and institution for their kind assistance and tolerance without which this study would not have been successful. My supervisors Dr. Grace Nyagah and Mary Wanyoike for their scholarly critique, many valuable suggestions, tireless assistance, guidance and professional advice which kept me going to the end. All members of Department of Educational Administration and Planning need extension of my gratitude for their participation in teaching and guidance. My gratitude goes to save the children, UK, who allowed me to carry out my internship with them. They gave me hands on experience in education in emergencies.

My appreciation goes to all the headteachers in Langata District who permitted me to undertake the study in their schools and the teachers and pupils for providing me with the required data. I would be mean to forget St. Georges Community who gave me their full support as I undertook my studies. Special thanks to Jacqueline Okwaro, Erick Oele and Esther Mugunyu for their tremendous input.

I cannot forget my husband, Bonventure Situma who assisted with finances, for his patience as he sat late in the night as I wrote my work as well as taking care of our family while I was studying. I sincerely thank our children Emmanuel, David, Stella, Peter and Paul for their encouragement, patience and understanding in the

course of my studies when they most needed my attention and whose prayers, love and tolerance have strengthened me all the time. I also thank my fellow students whom we worked together during the period of study.

## TABLE OF CONTENTS

<b>Content</b>	<b>Page</b>
Title Page .....	i
Declaration.....	ii
Dedication .....	iii
Acknowledgements.....	iv
Table of Contents.....	vi
List of Tables .....	x
List of Figures .....	xi
List of Acronyms and Abbreviations.....	xii
Abstract .....	xiii

### CHAPTER ONE

#### INTRODUCTION

1.1 Background of the Study .....	1
1.2 Statement of the Problem.....	7
1.3 Purpose of the Study .....	9
1.4 Research Objectives.....	9
1.5 Research Questions.....	10
1.6 Significance of the Study .....	10
1.7 Limitations of the Study.....	12
1.8 Delimitations of the Study .....	12
1.9 Operational Definition of Terms.....	14

1.10 Organization of the Study .....	15
--------------------------------------	----

## **CHAPTER TWO**

### **LITERATURE REVIEW**

2.1 Introduction.....	16
2.2 Post-Election Violence and Primary School Children Vulnerability to HIV/AIDS .....	16
2.2.1 Link between HIV/AIDS and Post-Election Violence .....	17
2.2.2 Causes of HIV/AIDS Vulnerability among Primary School Children During the 2007 – 2008 Post-Election Violence in Kibera Slums, Kenya .....	19
2.2.3 The Findings on Primary School Children Vulnerability to HIV/AIDS .....	20
2.2.4 Role of Education in Emergencies in Curbing School Pupils Vulnerability to HIV/AIDS .....	22
2.3 Summary .....	24
2.4 Theoretical Framework.....	26
2.4.1 Theory of Poverty and Conflict .....	26
2.5 Conceptual Framework.....	27

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

3.1 Introduction.....	29
3.2 Research Design.....	29
3.3 Target Population.....	29
3.4 Sample and Sampling Techniques.....	30

3.5 Data Collection Instruments .....	31
3.6. Validity of Research Instruments.....	33
3.7 Reliability of Research Instruments.....	33
3.8 Data Collection Procedure .....	35
3.9 Data Analysis Techniques.....	35

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

4.1 Introduction.....	37
4.2 Questionnaire Return Rate.....	37
4.3 Demographic Information of the Headteachers.....	37
4.4 Demographic Information of the Teachers.....	41
4.5 Teachers' Perceptions on Children Vulnerability to HIV/AIDS Infection	
During Post-election Violence in Kibera Slums.....	43
4.5.1 Causes of HIV/AIDS Infection among Primary School Children During	
Post-election Violence .....	43
4.5.2 Factors that led to Primary School Children Vulnerability to HIV/AIDS	
during Post Election Violence .....	50
4.5.3 Category of Vulnerability among Primary School Children to	
HIV/AIDS in Kibera Slums During Post Election Violence.....	53
4.5.4 Teachers' View towards Children Vulnerability to HIV/AIDS during	
Post Election Violence.....	55
4.5.5 Remedial Actions Towards Primary School Pupils Vulnerability to	
HIV/AIDS During Post Election Violence.....	58



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.....	63
5.2 Summary of the Study .....	63
5.3 Summary of Findings and Data Analysis .....	64
5.4 Conclusions.....	66
5.5 Recommendations.....	67
5.6 Suggestions for Further Research .....	68
<b>REFERENCES.....</b>	<b>69</b>
<b>APPENDICES.....</b>	<b>72</b>
Appendix I: Letter to the Respondents .....	72
Appendix II:Questionnaire for Headteachers .....	73
Appendix III:Interview Guide for Teachers .....	77
Appendix IV:Focus Group Discussion with the Children .....	78
Appendix V:Letter of Authorisation.....	79
Appendix VI:Research Permit .....	80

## LIST OF TABLES

<b>Table</b>	<b>Page</b>
Table 4.1 Distribution of Headteachers by Age.....	38
Table 4.2 Professional Qualification of the Headteachers.....	39
Table 4.3 Administrative Experience of the Headteachers.....	40
Table 4.4 Distribution of Teachers by Age.....	41
Table 4.5 Distribution of Teachers by Professional Qualifications.....	42
Table 4.6 Teachers Responses on Causes of the Spread of HIV/AIDS Infection during Post-election Violence.....	44
Table 4.7 Teachers' Responses on the Levels of Vulnerability.....	45
Table 4.8 Headteachers Responses on Opinion on HIV and AIDS.....	47
Table 4.9 Factors Leading to Vulnerability Towards HIV and AIDs Among Children.....	51
Table 4.10 Headteachers Categorization of Vulnerable Children .....	53
Table 4.11 Headteachers Responses on Contributing Factors to Vulnerability ....	54
Table 4.12 Teachers Responses on Views towards Children Vulnerability .....	56
Table 4.13 Headteachers Responses on Programmes put in Place to Protect Children.....	59

## LIST OF FIGURES

Figure	Page
Figure 2.1: Conceptual Framework of the link between Post-Election Violence and Primary School Children Vulnerability to HIV/AIDS.....	27

## LIST OF ACRONYMS AND ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
HIV	Human Immunodeficiency Virus
PEV	Post-election violence
UN	United Nations
UNAIDS	United Nations Programme on HIV/AIDS
UNGASS	United Nations General Assembly Special Session
UNHCR	United Nations High Commission for Refugees
UNRISD	United Nations Research Institute for Social Development
WHO	World Health Organization

## ABSTRACT

The study aimed at establishing the perceptions of teachers on primary school children vulnerability to HIV/AIDS during the 2007-2008 post election violence in Kibera Slums, Kenya. Four research objectives were formulated to guide the study. This study used descriptive survey design. The sample comprised of 16 headteachers and 160 teachers. Data was collected by use of questionnaires for teachers and headteachers while children were involved in focus group discussions. The data indicated that there were various causes of HIV/AIDS infection among primary school children during post-election violence. Findings indicated that there were various factors that led to primary school children vulnerability to HIV/AIDS during Post Election Violence. It was revealed that during post election violence law enforcement that protect individual rights broke down thus increasing vulnerability of children to sexual intimidation and consequently HIV/AIDS. Poverty during post election violence led to child prostitution among primary school children putting them at the risk of contracting HIV/AIDS.

Children were compelled by the “push” factors like poverty and lack of protection to indulge in unbecoming behavior like prostitution. Extreme push factors arose when children’s families got killed or when they had separated from their parents or customary caretakers who might have provided care and protection. Orphans and separated children decided to join prostitution as a means of obtaining food. Besides, destitution of the children due to the post election violence made them susceptible to such heinous acts as rape thereby increasing their chances of acquiring HIV/AIDS. Some children engaged in small scale businesses to fend for their families. This too exposed them to sexual abuse which could have led to the acquisition of HIV/AIDS.

The study concluded that there were various remedial actions towards primary school pupils’ vulnerability to HIV/AIDS during post Election Violence. These included initiation of education programmes to support children's psychological welfare, guidance and support to vulnerable children, keeping records of the affected children and linking them to children officers. Also the headteachers had created networks to identify affected children; they also organized educational activities that aimed at promoting awareness among children while programmes for parents on how to report incidents of child sexual abuse were introduced. Based on the findings it was recommended that measures should be put in place during violence to minimize children vulnerability.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

Children constitute a particular vulnerable group in times of war by virtue of their dependence on adult care (OHCHR, 2001). Fragile situations exacerbate the vulnerability of children to HIV/AIDS. Conflict and displacement can present particular threats such as separation from family, abduction, recruitment by fighting forces or even death. A striking feature of the contemporary armed conflicts is that many of the soldiers are children defined under international law as people under 18 years of age. Globally an estimated 300,000 children serve as combatants. In the post 2000 fighting in Liberia children comprised nearly half the soldiers (Human Rights Watch 2004). In Sierra Leone where the war ended in 2001, nearly half the Revolutionary United Front (R.U.F.) soldiers were children of whom 25% were girls (Mckay and Mazurana, 2004).

In Columbia, children make up nearly half of some guerrilla units (Coalition to stop the use of child soldiers [CSC] 2004). As recently as 2010, the Burmese Government Forces exploited an estimated 50,000 children as soldiers. Children are exploited as soldiers because in war zones, children are readily available. The reason being that law enforcement that protects individual rights will have broken down. Secondly, because of the conflict most children are separated from their families hence they become vulnerable to danger like recruitment into illegal armed forces. According to the 1996 United Nations Co-ordinated by Graca

Machel, two million children died worldwide during armed conflicts between 1986 and 1996. Six million children, were seriously injured or permanently disabled and millions more were separated from their families, physically abused, abducted into military groups and, particularly in the case of girls, traumatized by sexual violence and rape. In Rwanda alone, as many as 300,000 children were killed within a period of three months in 1994, while vast numbers were physically and psychologically maimed and forced to flee their homes (Cantwell, 1997). In Chechnya, 40% of the civilian casualties from February to May 1995 were children (UN, 1996). In Bosnia and Herzegovina, over 15,000 children were killed during fighting. Classrooms had to move underground to protect children from snipers (UNICEF Yugoslavia, 1994).

The above literature helps to show the general vulnerability of children in fragile states by virtue of their dependence on adult care. A number of African countries have experience electoral violence, Kenya being one of them. Kenya experienced a long period of stable development but contested elections of December 2007 to March 2008 suddenly thrust the country into instability and unrest leading to fragility. As people fled the conflict, many social networks were destroyed or disrupted and those institutions that normally protected and supported people ceased to exist. The government was incapable of assuring basic security to its citizens, it failed to provide basic services and economic opportunities. There was no citizen confident and trust. The citizens were polarized in ethnic groups, with histories of distrust and grievances. The militant groups took advantage of the

situation and raped mostly young girls and women making them susceptible to HIV/AIDS.

Armed conflict brings a lot of instabilities which breaks the traditional norms and values regarding to sexual behaviours. This is so because they are crisis situations, that are not planned. When a country undergoes a crisis people are displaced children included (UNICEF, 2004). A survey carried out in ten countries revealed that there are over 27 million refugees and internally displaced children and youth (Betrike, 2004).

As people move away from their homes or usual residential locale; they may take advantage of the children in terms of sex thus making them vulnerable to HIV/AIDS (Human Rights Watch 2005). The mass media highlighted the deplorable conditions of displaced persons living in camps such conditions made children susceptible to HIV/AIDS. It is this displacement of people that turns them into either refugees or I.D.Ps. This displacement makes children susceptible to HIV/AIDS. Children who are not displaced like in the case of Kibera are made susceptible to HIV/AIDS by the push factors like poverty and lack of livelihoods (Wasike, 2010).

In such situations the children are powerless and cannot negotiate safer sex practices. Their vulnerability is exacerbated due to poverty and lack of social stability – conditions that are often at their most extreme during emergencies (UNAIDS, 2007). Besides, emergencies displace people. This displacement may



in turn cause separation of children from their parents. Once separated from their parents, children become destitute because they depend on adult care. This destitution makes them vulnerable to HIV/AIDS. Furthermore, in a fragile situation the government cannot provide basic services like health care and psycho social support. The vulnerability of children to HIV/AIDS is therefore exacerbated because they can neither access health care nor counseling once raped. Rape is usually used as a weapon of war and the fighting groups rape, many women and girls in areas under their control (Human Rights Watch, 2005).

The lamping of people together in camps during post election violence may have exacerbated vulnerability to AIDS epidemic, facilitated the spread of and aggravated the impact of AIDS on the health and well-being of people from slums and rural areas. During the 2007-2008 post election violence in Kenya, the issue of population displacement was rampant (Wasike, 2010). In the hot spot violence areas, such as Rift Valley, slum areas of Nairobi, Nyanza and parts of Western Kenya. People moved away from their homes into IDP camps. Conditions in a camp setting were deplorable as there was no security, no basic services like water, food, clothing and no economic opportunities. Bennedsen (2001) observe that, conflict causes conditions of poverty, severe deprivation and powerlessness leading children especially young girls in particular to engage in 'exchange sex' to survive.

in turn cause separation of children from their parents. Once separated from their parents, children become destitute because they depend on adult care. This destitution makes them vulnerable to HIV/AIDS. Furthermore, in a fragile situation the government cannot provide basic services like health care and psycho social support. The vulnerability of children to HIV/AIDS is therefore exacerbated because they can neither access health care nor counseling once raped. Rape is usually used as a weapon of war and the fighting groups rape, many women and girls in areas under their control (Human Rights Watch, 2005).

The lumping of people together in camps during post election violence may have exacerbated vulnerability to AIDS epidemic, facilitated the spread of and aggravated the impact of AIDS on the health and well-being of people from slums and rural areas. During the 2007-2008 post election violence in Kenya, the issue of population displacement was rampant (Wasike, 2010). In the hot spot violence areas, such as Rift Valley, slum areas of Nairobi, Nyanza and parts of Western Kenya. People moved away from their homes into IDP camps. Conditions in a camp setting were deplorable as there was no security, no basic services like water, food, clothing and no economic opportunities. Bennedsen (2001) observe that, conflict causes conditions of poverty, severe deprivation and powerlessness leading children especially young girls in particular to engage in 'exchange sex' to survive.

Kibera slum in Karen zone, Nairobi is the largest slum in Nairobi, and the second largest slum in Africa. The Karen zone of Kibera is divided into a number of villages, including Kianda, Soweto East, Gatwekera, Kisumu Ndogo, Lindi, Laini Saba, Siranga, Makina and Mashimoni. Conditions in Kibera are extremely poor, and most of the residents lack most of the basic services, including electricity and running water. The 2009 Kenya Population and Housing Census reports Kibera's population as 170,070, 62 % of this constituting children below the age 18 years. With over 50% unemployment, Idleness is rampant in Kibera escalating rates of petty and serious crime. Some of the residents in Kibera slums are either illiterate or semi-literate. Because of this low literacy levels they succumb to poverty due to lack of professional skills. Poverty in turn makes them resort to prostitution and drug peddling to supplement their low income. During the post-election violence, the unemployment and idleness state of the youth in Kibera made them ready machinery for violent activities such as the uprooting of the Uganda Railway Line that passes through the center of the neighbourhood (Daily Nation 15/1/2008), and rapes (Wasike, 2010).

During the post election violence, Kibera slum was one of the hot-spot areas. Citizens were polarized in ethnic groups with a lot of distrust for each other and grievances against one another. These led to violent conflict. It was a conflict of two ethnic groups namely the Luos and the Kikuyus. The Luos felt that the Kikuyus had rigged the elections in their favour. They therefore resorted to harassment of the Kikuyus. In some cases, assault was used. Property for the

Kikuyus was either looted or destroyed. There was rampant rioting. The Kikuyus were forced to flee and congregate in camps which were erected in Jamhuri show grounds. The aforementioned facts exacerbated children's vulnerability to HIV/AIDS (Wasike, 2010).

Besides, schools closed down and children were either forced to flee with their parents or stay at home. Either way, the parents were involved in the conflict since it was an ethnic issue. The children were therefore left unattended making them susceptible to HIV/AIDS. Kikuyu children and kikuyu teachers were not supposed to learn and teach in Kibera schools. This created an artificial shortage of teachers and an exodus of Kikuyu children to other schools. In most cases the children were unaccompanied making them susceptible to HIV/AIDS.

According to Hamisi and Kiprop (2009), all through this period, children were highly vulnerable to HIV/AIDS but the study was a general overview of the national situation during that grim period. As such, there is still more room for exploration on particular specific locations by other studies such as the current one, which focuses principally on Kibera, and the teachers perceptions on primary school children vulnerability to HIV /AIDS during Kenya's post-election violence in Kibera slums.

In sprawling slums like Kibera which are densely populated, children are particularly vulnerable to sexual abuse, child labour, early marriage, separation from parents, recruitment into illegal armed groups and child prostitution during a

conflict (Mutunga and Ondiek, 2002). At the peak of the 2007 – 2008 post election violence, the Kikuyus who lived in Kibera were forced to flee to Jamhuri show grounds where a camp was created for them by the humanitarian actors.

The conditions in camps were deplorable. People were more concerned with what to eat than their safety. Besides, the government was busy quelling riots and had no time for people in camps. The humanitarian actors on the other hand were concerned with issuance of food and blankets. Ideally, security was a secondary need. The researcher is therefore of the argument that vulnerability to HIV infection may have been increased during the post-election violence conflicts. First, due to the loss of livelihoods and the disruption of supportive and protective family and social networks and institutions, forcing school going girls into transactional sex for money, food and for protection. Second, and most rampant, rates of sexual abuse by armed groups increased during this sensitive period making young school children very vulnerable to HIV/AIDS (Momanyi, 2009).

## **1.2 Statement of the Problem**

The 2007 post-election violence was a fragile situation. It was unexpected and dangerous situation that needed to be dealt with immediately. There were a broad range of circumstances including loss of livelihoods, low income and intermingling of communities - conditions that are often at their most extreme during such emergencies (UNAIDS, 1997). Conflict exacerbated conditions of poverty, severe deprivation and powerlessness leading children especially young

girls in particular to engage in 'exchange sex' to survive. During the post-election violence in Kenya the citizens experienced capacity deficits like lack of basic security, lack of basic services like transport and lack of economic opportunities to maintain decent livelihoods. The government was incapable of providing basic security for its citizens, it failed to provide basic services and economic opportunities. Citizens were polarized in ethnic groups. Children in Kibera slums, due to capacity deficits, became vulnerable to HIV/AIDS (USAID). There was a broad range of circumstances in which children's access to education was in jeopardy as they sought to protect and fend for themselves. In the course of protecting and fending for themselves they exacerbated their vulnerability to HIV/AIDS. Their being out of school made the vulnerability to HIV/AIDS even worse.

A number of studies have been conducted in relation to HIV/AIDS and children during emergencies. A study by Spiegel and Bennedsen (2009) aimed at establishing the various effects of HIV/AIDS on the children in a conflict situation. Atsenuwa and Aniekwu (2007) explored into various forms of sexual abuse that leave children susceptible to HIV/AIDS in Sub-Saharan Africa, Momanyi (2009) sought to determine the coping strategies that should be availed to enable HIV/AIDS prone children pull through during the emergencies. However, none of the highlighted studies focused on perceptions of teachers on primary school children vulnerability to HIV/AIDS. I have chosen teachers as my target population because they interact very closely with children in schools.

Children are free to divulge information to their teachers but not to their parents or pastors. Secondly, none of the studies examined focused on Kibera slum as an area under investigation. Lastly, none of the studies examined focused on the vulnerability of primary school children to HIV/AIDS during a post-election violence. My study will therefore show the factors that made children vulnerable to HIV/AIDS during post election violence. The factors included poverty, lack of livelihood and separation from caretakers and parents.

### **1.3 Purpose of the Study**

The study aimed at establishing the perceptions of teachers on primary school children vulnerability to HIV/AIDS during the 2007-2008 post election violence in Kibera Slums, Kenya

### **1.4 Research Objectives**

The study was guided by the following research objectives to:

- i) Analyze the causes of HIV/AIDS during post election violence in Kibera Slums, Kenya.
- ii) Describe factors that led to primary school children exposure to HIV/AIDS in Kibera Slums, Kenya during post election violence.
- iii) Examine teachers' views on children exposure to HIV/AIDS during post election violence in Kibera slums, Kenya.
- iv) Suggest remedial action on primary school pupils vulnerability to HIV/AIDS during post election violence in Kibera slums, Kenya.

## **1.5 Research Questions**

The study sought to answer the following research questions:

- i) What were the causes of HIV/AIDS during post election violence in Kibera Slums Kenya?
- ii) Which were the factors that led to primary school children exposure to HIV/AIDS in Kibera Slums, Kenya during post election violence?
- iii) What are the teachers' views on children exposure to HIV/AIDS during post election violence?
- iv) Which are the remedial actions on primary school pupil's exposure to HIV/AIDS during post election violence?

## **1.6 Significance of the Study**

James Wolfenson, president of the World Bank, once observed that 'true' development could be distinguished from 'fake' development by "The smile on the face of a child". The importance of this very human and basic observation should not be underestimated. It sees the well-being of the children as the essential measure of all development and peace work. The well-being of children, rather than abstract and complex indicators, becomes the most immediate and transparent measure of the well-being of an entire community.

The findings of the study would play a role in enhancing child protection in fragile situations through education. Education and its 'built-in' protective components can thus provide vital continuity and support for children living



through crisis. The government and humanitarian actors should ensure that schools are safe zones for children in their “built back better” strategies. Education Systems should be well geared up to prevent, cope with and deal with the after effects of conflict. The government should ensure that the educational infrastructure are not targeted and destroyed by protecting them. In the quest of building back better, the government should ensure that education enhances peace programs. Education should provide the conflict – dampening impact, promote linguistic and ethnic tolerance. Education should also be used to ‘disarm’ history in terms of retrogressive cultures and stereotypes (Bush and Saltarelli, 2000). The study would help humanitarian actors in terms of preparedness and mitigation.

Humanitarian actors can use the findings to prepare well in advance before the onset of an emergency. The findings would help schools to be prepared on ways of handling children who have been traumatized through guidance and counseling. Teachers can be trained in guidance and counseling to help children. Health providers and caregivers to be equipped on interventions and capacity to address such situations in future. Data collected would help to show the magnitude of the problems hence the attention of stakeholders e.g. government/humanitarian actors. The findings of the study would enhance the child’s right to survival, development and protection from abuse and neglect as stipulated in the child’s Rights Convention (C.R.C).

### **1.7 Limitations of the Study**

The study was limited by the following factors:

**Uncooperative respondents:** In the course of the study, some respondents were not willing to give substantial information, due to the sensitivity of the matter under study. This was because they thought that the researcher was finding faults in them. The researcher strived to overcome the hurdle by explaining to the respondents that their responses were strictly for research purpose only, and that their identity was to be kept confidential.

**Low level of literacy among the respondents:** Some participants in the study, especially parents had low level of education. Thus they could not understand some of the research question. To solve this, the researcher looked for a contact person from this area, who acted as a translator.

**Vastness of the area:** Kibera was very expansive and navigation into the sampled schools and households were hampered by poor roads. The researcher walked long distances to reach the respondents. To overcome this challenge, the researcher utilized flexible modes of transport, mainly motorcycles (boda boda).

### **1.8 Delimitations of the Study**

The study was conducted in schools and households in Kibera slums of Lang'ata District. It focused on the Karen zone of Kibera entailing such zones as Kianda, Soweto East, Gatwekera, Kisumu Ndogo, Lindi, Laini Saba, Siranga, Makina and Mashimoni. Karen zone of Kibera was selected for this study as it was the area

predominantly subjected to the impact of post-election violence compared to other slums in and around Nairobi (Wasike, 2010). The study involved, head teachers, teachers both male and female parents and children in this area. Parents and teachers in other areas of Lang'ata District were not targeted by this study as they could not provide reliable data pertaining to this study because they did not witness the skirmishes.

The study focused on vulnerability of primary school children to HIV/AIDS during post election. The study was only conducted in public primary schools, because most public primary schools are not located within the slum area. The distance from home to school was a barrier which may have exacerbated the vulnerability to HIV/AIDS. Kibera and Olympic Public Primary Schools are the only ones located within Kibera slums. They felt the heat of the violence so much that they closed down at the very on-set of the conflict. The children therefore receded back into their homes. This made the children's vulnerability even worse because they were at home without adult care. The parents of course were taking part in the conflict.

The study did not focus on private schools because most of the private schools are located within Kibera slum and distance was not a barrier. Besides most private schools in Kibera deal with early childhood education. Children undertaking early childhood education could not have given reliable information to help this study.

Their teachers too are not employed on permanent basis. Getting the ones who experienced the post-election violence could have been difficult to find. If some of the Teachers Service Commission teachers, teaching in public schools were forced to relocate, it must have been worse to the ones teaching in private schools since relocating for them had no procedure to follow. The distance and age factor made me leave out private schools and focus on public primary schools only.

### **1.9 Operational Definition of Terms**

For the purpose of this study the following terms were taken to have the following meanings.

**Fragility** refers to a state weakness in economic, political, security and social welfare.

**Perception** refers to the way you think about something or the impression you have of it.

**Post-election** violence refers to rioting, looting, property destruction and even killing after unsatisfactory or disputed electoral process.

**Primary school children** refers to children in the early stages of education acquisition.

**Vulnerability** refers to lack of resilience.

### **1.10 Organization of the Study**

The study was organized into five chapters. Chapter one covered the background to the study on the vulnerability of children to HIV/AIDS in fragile situations. It was followed by other sections that included statement of the problem, research objectives, and significance of the study, limitation and delimitations of the study, operational definition of terms and organization of the study. Chapter two was the literature review. It presented related studies on the perceptions of teachers on primary school children vulnerability to HIV/AIDS during the post election violence. It included introduction, theoretical framework, review of related literature and conceptual framework. Chapter three described the methodology that was used in the study. It included research design, target population, sample and sampling techniques, description of research instruments, reliability and validity of research instruments, data collection procedures and data analysis procedures. Chapter four presented data analysis, interpretation and discussion of findings. Chapter five presented the summary of the findings, the conclusions, recommendation and suggestions for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter dealt with review of literature on vulnerability of primary school children to HIV/AIDS. The chapter helped to show what other researchers had found out about electoral violence and its contribution to children vulnerability to HIV/AIDS. These studies were geared towards helping the researcher to identify the knowledge gap and to justify the need to carry out a study on the perceptions of teachers on primary' school children vulnerability to HIV/AIDS during the post election violence in Kibera Slums.

#### **2.2 Post-Election Violence and Primary School Children Vulnerability to HIV/AIDS**

In this section, literature related to the aim of the study was reviewed in accordance to the research objectives. Therefore, this section consisted of four subsections namely: Causes of HIV/AIDS, link between HIV/AIDS and post-election violence; factors that led to primary school children vulnerability to HIV/AIDS during post-election violence; interventions put in place to protect primary school children against HIV/AIDS vulnerability during emergency.

### **2.2.1 Link between HIV/AIDS and Post-Election Violence Behavioral Breakdown**

HIV/AIDS prevention and education systems are predicated on an individual's desire for self-preservation. According to Wallestein (2000), in order to practice "safe" behavior, individuals have to have a desire to protect themselves from the life-threatening disease. Changing behavioral patterns in times of conflict like electoral violence reduces the likelihood that individuals will protect themselves for the future; indeed, in these contexts there is very little sense of a future at all. High levels of futility in times of conflict can cause individuals to disregard their long-term personal safety by failing to participate in "safe" behavior to prevent HIV/AIDS. Conflict is also responsible for the breakdown of social networks and family structures that act as additional support against "unsafe" behavior (Fourie and Schonteich, 2001). The more an individual is exposed to conflict the more pronounced these effects are likely to be.

The findings of this study show explicitly that primary school children were indeed vulnerable to HIV/AIDS during the post election violence. One, there were changing behavioral patterns because of the conflict. Individuals could not protect themselves during sex because of the surrounding circumstances. Conflict is also responsible for the breakdown of social networks and family structures that act as additional support against "unsafe" behavior (Fourie and Schonteich, 2001). This exacerbates the children's vulnerability.

### **Reduction of Medical Resources**

The most important causal links between conflict and the spread of HIV/AIDS is the reduction of resources away from public health/social services and towards more pressing security needs. Nutangadura (2002) argues that engaging in conflict, both international and domestic, taxes a country's national resources, often pulling money and energy from domestic social services. This prioritization is important because prevention and treatment of HIV/AIDS is expensive and time consuming. Prevention programs are most effective when applied consistently across time in order to provide the culprits with a coherent, informative and persuasive message. Public health education programs are also needed to combat "unsafe" patterns of sexual behavior, which can include multiple partners and/or early sexual activity, as well as other high-risk behavior such as intravenous drug use and non-sanitary medical practices (Elbe, 2002). The reduction of resources away from public health/social services made primary school children vulnerability to HIV/AIDS worse because even if a child was raped, chances of that child getting medical treatment were slim hence the exposure would lead to infection.

### **Increased Interaction of Populations**

Another causal link between HIV/AIDS and conflict is the increased interaction between populations, which (in turn) leads to increased risks for previously unexposed communities. As conceived, increased interaction can occur in a



variety of ways. For example, there is an increased interaction between soldiers from both sides of the conflict and the civilian population. Military personnel traditionally engage in high-risk sexual and drug activity due to the pressures of their occupation as well as the stress of extended stays away from home (Tripodi and Patel 2002). Soldiers are also more likely to use and promote a traveling sex trade that can become a regional conduit for HIV/AIDS transmission (Sagala 2006). These potential effects are not only linked to security forces. Non-military communities (civilians) who previously had low interaction with HIV/AIDS can be subjected to the virus by virtue of inter-mingling and socializing. Conversely, isolated communities with high HIV prevalence rates can also increase HIV prevalence within entering populations (Davenport et. al 2003).

### **2.2.2 Causes of HIV/AIDS Vulnerability among Primary School Children**

#### **during the 2007 – 2008 Post-Election Violence in Kibera Slums, Kenya**

In conflict situations, law enforcement, judicial, religious, and other state systems that protect individual rights break down. Within this set of circumstances the vulnerability of children to sexual intimidation is greatly increased. Social controls, vital to the maintenance of peace and order in weak state setting also suffer. Incidents of rape and other forms of sexual coercion skyrocket in such conflict setting. According to UNAIDS (2008), war and forced migration promote increased sexual intimidation of young children: "As physical, financial, and social security erode in the refugee setting, children, especially young girls, are

often forced into high-risk sexual behaviour by trading or selling unprotected sex for goods, services, and cash in order to survive and/or continue their travel." The impact of this sexual victimization of children on the spread of AIDS is compounded by the general absence of condoms in areas affected by war.

Another cause of HIV/AIDS vulnerability among primary school children during unstable periods like post-election violence is sexual violence. Conflict-time sexual violence which exists as a significant source of HIV transmission has been one of the history's greatest silences. This was shown by 1949 UN resolutions which recognized the poor living conditions of school children but never referred their vulnerability to sexual violence (Weiss, 2004).

### **2.2.3 The Findings on Primary School Children Vulnerability to HIV/AIDS**

It is hard to overemphasize the trauma and hardship that primary school aged children affected by HIV and AIDS are forced to bear. Spiegel and Bennedsen (2009) outline that; the epidemic not only causes the children to lose their parents or guardians, but sometimes their childhood as well. As parents and family members become ill, children take on more responsibility to earn an income, produce food, and care for family members and this makes them even more vulnerable to HIV/AIDS. It is harder for these children to access adequate nutrition, basic health care, housing and clothing. Since AIDS claims the lives of people at an age when most already have young children, more children have been orphaned by AIDS, especially in Kenya. Many children are now raised by

their extended families and some are even left on their own in child-headed households. Children heading household are forced to fend for their siblings. In most cases these children drop out of school and look for odd jobs in order to take care of their siblings. Commanders of guerrilla units frequently prefer child soldiers because they can be manipulated and terrorized and are often willing to accept the most dangerous assignments because they lack a full sense of their own mortality. Once they join such guerrilla units, they can be exploited as sex slaves thus making them vulnerable to HIV/AIDS. They join these groups, because they are bounded by desperation and survival needs (Wessels, 2002).

In Kibera slums, girl children who head households simply become prostitutes. They exchange sex, for money so that they can fend for their siblings Wasike (2010). This increases their vulnerability to HIV/AIDS. Wood (2004) further indicates that as projections of the number of AIDS orphans rise, some have called for an increase in institutional care for children. However, this solution is not only expensive but also detrimental to the children. Institutionalisation stores up problems for society, which is ill equipped to cope with an influx of young adults who have not been socialised in the community in which they have to live, A decline in school enrolment among school going children is another visible effect of the epidemic. Children may be removed from school to care for parents or family members, or they may themselves be living with HIV. Many are unable to afford school fees and other such expenses - this is particularly a problem

among children who have lost their parents to AIDS, who often struggle to generate income (Barnett and Whiteside, 2002).

#### **2.2.4 Role of Education in Emergencies in Curbing School Pupils**

##### **Vulnerability to HIV/AIDS**

All children are at risk. Child-focused humanitarian responses should not centre solely on the relatively limited number of children most visibly affected by conflict, namely child soldiers, separated children, street children and child-headed households. Conflict harms all children in an affected area, and inequities in service can permanently solidify communities' perceptions of difference.

Education may prevent farther risk. Education programmes support children's psychological and social well-being by re-establishing a normal routine and peer networks. These stabilising forces may mitigate further psychosocial risk and may deter children's participation in at-risk behaviours such as early sex, drugs, crime and delinquency. During the 2007 post election violence, if schools were safe for children, they wouldn't have been vulnerable to HIV/AIDS.

The conflict in Kibera was ethnic oriented. The Luos felt that the Kikuyus had rigged the elections thus denying one of them from ascending to presidency. Once the relations between the two ethnic communities deteriorated to the point of violent conflict, the closure and destruction of schools was used as a weapon of

war to erode civilian support. Schooling was virtually non-existent. Peace education should be fostered to ensure that different ethnic communities celebrate each other and co-exists harmoniously. This will mitigate conflict and stop children from being vulnerable. Organizers and providers of education in Emergency should carry out a lot of advocacy on ethnic tolerance as contingency measure in Kibera slums. Education in emergency should also offer life-skills which will guide the children in making informed decisions in critical situations. Education in Emergency should be explicit enough to empower children on how to keep off the would-be rapers.

According to UNICEF (2004) organisers and providers of education, such as teachers and youth workers, play an indispensable role in shaping the lives of young people. In many situations, parents are unable to provide and guide the development of their children. In these instances, trained and untrained adults, as well as youth and children themselves, provide important guidance and support. Child protection, while a continuous and on-going process, must constantly be re-evaluated for threats. Child protection is never 'finished'. In post-conflict areas, activities may be initiated that put children at less risk, but in other cases they may increase children's risk. Implementing agencies must constantly evaluate their programmes for risk and continually increase their inclusiveness.

To ensure that education is not lost amongst the other humanitarian priorities, funding should be specifically allocated for the development of educational programmes. As protection is never finished, concrete plans and funding should be allocated for the transition from emergency interventions to long-term sustainable development programmes.

### **2.3 Summary**

The proceeding sections helped to show the findings of other researchers on the vulnerability of children to HIV/AIDS. None of them however, targeted teachers and sought to find out their perceptions on primary school children vulnerability to HIV/AIDS in Kibera slum. None of them still sought the opinion of primary school children in Kibera about their own safety during the post election violence. Review of related literature has given up to date insights on Link between HIV/AIDS and post-election violence, causes of HIV/AIDS infection among primary school children during post-election violence, Effects of HIV/AIDS on primary school children, interventions necessary to protect primary school children against HIV/AIDS vulnerability before emergencies. The researcher intended to determine whether the findings of the current study will coincide or contrast with the findings of the reviewed literature.

Quite a good number of studies have been conducted with respect to conflicts and children vulnerability to HIV/AIDS. The study by Spiegel and Bennedsen (2009) sought to gain insights on The Epidemiology of HIV among Conflict-affected and

Displaced Children. The study aimed at establishing the various effects of HIV/AIDS on children in a conflict situation. Atsenuwa and Aniekwu (2007) conducted a study entitled Sexual violence against Children during conflicts and HIV/AIDS in Sub-Saharan Africa. The study's key intention was to explore into the various forms of sexual abuse that leave children susceptible to HIV/AIDS in Sub-Saharan Africa. The study by Momanyi (2009) titled A human rights approach to protecting Children from HIV/AIDS during Emergency in North Eastern Province, Kenya. Its prime concern was to determine the ways in which children could be sheltered from exposure to HIV/AIDS in violence hotspots of Kenya like Rift Valley, urban informal settlements and North Eastern part of Kenya.

The study by Hamisi and Kiprop (2009) on HIV/AIDS and Children: Helping families and communities to cope During Emergencies in Kenya looked into the coping strategies that should be availed to enable HIV/AIDS prone children pull through during emergencies. All the studies reviewed only critically analyzed conflict and children vulnerability to HIV/AIDS in other parts of Kenya. None of the study that was reviewed touched on primary school children vulnerability to HIV/AIDS in reference to Kibera slums in Nairobi County. Therefore, the researcher intends to narrow down on the perceptions of teachers on primary school children vulnerability to HIV/AIDS during the post election violence in Kibera slum, Kenya.

## **2.4 Theoretical Framework**

This study is based on the theory of poverty and conflict.

### **2.4.1 Theory of Poverty and Conflict**

The theory of poverty and conflict proposed by Justino (1999) outlines that Conflict impacts on poverty through a range of welfare effects: direct effects, indirect effects and instrumental effects. Direct effects include household breakdown (through killings, injuries and physical and mental disability); effects on assets (which get lost or destroyed through heavy fighting and looting) and livelihoods (through the loss of assets); and displacement (civilian populations are often targets for armies and rebel groups, leading to cycles of displacement and poverty). Indirect effects include the effects of violence on local institutions especially local markets of exchange, employment, insurance and credit; effects on social networks and community relations; effects on political institutions and governance; and macro-economic effects. Instrumental effects include the disruption of coping strategies. Conflict is different from other shocks due to its deliberately destructive nature, including the intentional destruction of coping strategies. The limited options left to poor households in this context often include migration or submission.

The current study is of the argument that poverty emanating from post-election violence can lead to conflict traps. Poverty during this period can be a basis of primary school aged children submitting to an armed group through sexual



compliances in exchange to their provision of shelter, food, and security. This ultimately puts these young ones in great susceptibility to HIV/AIDS contraction, As such, the theory of poverty and conflict suits the aim of this study.

## 2.5 Conceptual Framework

The conceptual framework of this study emanated from the correlation between post-election violence with respect to primary school children vulnerability to HIV/AIDS. This was shown in figure 2.1

**Figure 2.1: Conceptual Framework of the link between Post-Election Violence and Primary School Children Vulnerability to HIV/AIDS**

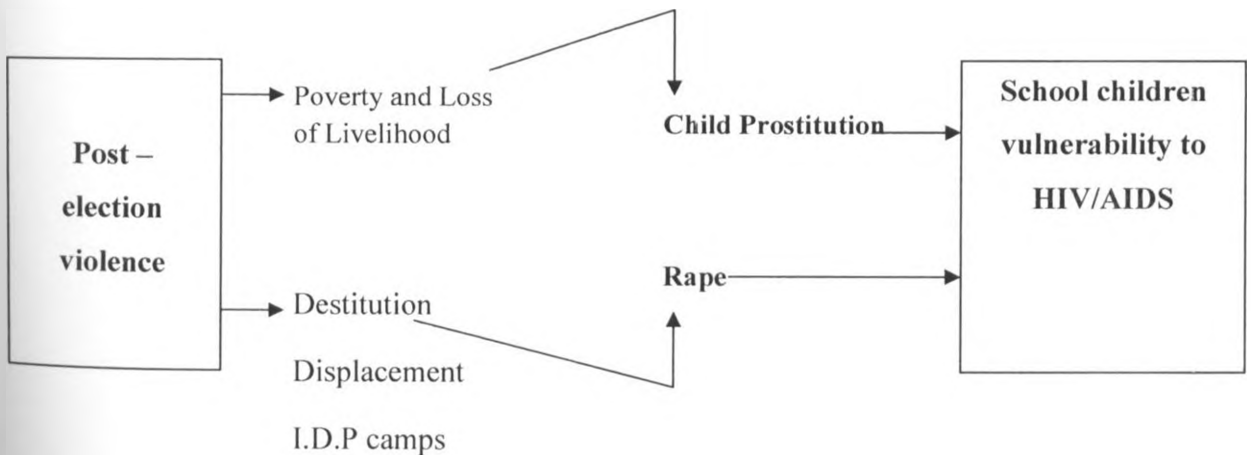


Figure 2.1 showed the interrelation between post-election violence with respect to primary school children vulnerability to HIV/AIDS. According to UNAIDS

(2008), prevalence of an emergency such as post-election violence in slum areas (this is hereby treated as an independent variable) aggravates the already miserable conditions in these informal settlements, heightening such woes as poverty, loss of livelihood, and destitution of children. Miseries like poverty and loss of livelihood lead to such vices as child prostitution among primary school children in these areas in order to survive and fend for their families during the sensitive period. Destitution of children during post-election violence on the other hand makes the school children susceptible to such heinous acts as rape (Wasike, 2010). The researcher is of the argument that high levels of futility in times of conflict can cause individual to disregard their long-term personal safety by failing to participate in safe behavior to prevent HIV/AIDS. The high levels of futility in turn increases prostitution and rape which in turn makes primary school children vulnerable to HIV/AIDS in slum areas, in this case, Kibera, during post-election violence.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presented the procedures and the methods the researcher employed to carry out the study. The section comprised the research design, target population, sampling procedure, data collecting instruments, reliability and validity of the instruments, data collection procedures and methods of data analysis.

#### **3.2 Research Design**

This study used descriptive survey design. Survey studies are normally intended to describe and report the way things are. They are characterized by systematic collection of data from members of a given population through questionnaires and interviews. They also follow procedures such as identifying target population, development of questionnaires and field test, selection of a relevant sample, administration of questionnaires in person or by mail, descriptive analysis of data using tables, means, frequencies and percentages (Ogula, 1998). All the process entailed in this design was utilized in the current study.

#### **3.3 Target Population**

The research targeted a given population through which interview, questionnaires were distributed so as to target the desired or the required data for analysis

(Barton, 2001). In conducting the research I ideally investigated all the individuals to whom I wished to generalize my findings. These individuals constituted a population, meaning that they made up the entire group of individuals who had characteristics that interested me (Gall, 2003). In this study, the target population included Head teachers, teachers, and primary school children. This population was expected to provide reliable information on the effect of post-election violence on school children vulnerability to HIV/AIDS in Kibera slum. There were 16 public schools in Kibera, with a total of 317 teachers in the area (36 male and 281 female). The total number of school going children in Kibera was 15, 583 (7, 597 male and 7, 986 female) (Nairobi City Council Staff Returns Vol. 1: 2012). This therefore served as my study's total target population.

### **3.4 Sample and Sampling Techniques**

According to Gall (2003), the general rule in quantitative research is to use the largest sample possible. The larger the sample, the more likely are its mean and standard deviation to be representative of that target population (Ogula, 1998). I employed purposive sampling procedure to select a representative number of primary schools from Kibera. The research was, therefore, conducted in all the 16 public primary schools in Kibera slums. Purposive sampling procedure was used to sample the head teachers in the study. One (1) headteacher was purposively picked in each school to give a total of 16 head teachers. Purposive sampling procedure was used to select a representative sample of teachers from each of the

sampled schools in the district. I purposively picked 10 names of teachers in every school (16) in Kibera and got a total of 160 teachers. These teachers, were able to yield reliable information on perceptions of teachers on primary school children vulnerability to HIV/AIDS during the post election violence in Kibera Slums. To ensure voluntary participation of the selected teachers, I explained the purpose of the study to each one of them. The assistance of the head teacher was sought where necessary. To establish the reliability of the data collected I triangulated the data from different sources. I verified important findings, compared information from different respondents and compared primary and secondary data.

### **3.5 Data Collection Instruments**

In this study, questionnaire interview Guide and focus group discussions were used. The questionnaires were selected because they were believed to be less time consuming for both the researcher and the participants. Use of questionnaire in this study made it possible to reach all the teachers participating in the study since they were only required to fill in at their own time. The questionnaire consisted of both closed and open-ended items that were meant to capture the responses of the participants regarding the perceptions of teachers on primary school children vulnerability to HIV/AIDS during the 2007-2008 post election violence in Kibera Slums, Kenya.

On the other hand, pupils were interviewed. This was because interviews generally yielded highest response rates, offered high response quality, took

advantage of interviewer presence to air all their different opinions and even suggested remedial actions. An in-depth interview with the headteachers solicited a lot of information that was useful in determining the perceptions of teachers on primary school children vulnerability to HIV/AIDS during the 2007-2008 post election violence in Kibera Slums, Kenya.

### **Questionnaire for Head Teachers and Teachers**

The Questionnaires for headteachers and teachers had a number of sub-sections that were sub-divided based on the major research questions except the first sub-section (section A) that was meant to capture the demographic characteristics of the participants like sex, age, working experience, and level of education. Other sections included the following:

Causes of HIV/AIDS during post election violence in Kibera slums, Kenya; factors that led to primary school children vulnerability to HIV/AIDS in Kibera slums, Kenya during post election violence; categories of vulnerability among primary school children to HIV/AIDS in Kibera Slums during post election violence; teachers' view on children vulnerability to HIV/AIDS during post election violence; and remedial actions on primary school pupils vulnerability to HIV/AIDS during post election violence

### **Focus Group Discussion with the Children**

The focus group discussion consisted of three sections, which included causes of HIV/AIDS, factors that led to primary school children vulnerability to HIV/AIDS, remedial action to primary school children vulnerability to HIV/AIDS.

### **3.6. Validity of Research Instruments**

Validity is the degree to which a test measures what it purports to measure and consequently permits appropriate interpretation of the scores (Nachmias and Nachmias, 1996). To check the content validity of the instruments, the instruments were given to two (2) independent experts from the Faculty of Education in the University of Nairobi. The views from the supervisors were also be welcomed. The recommended changes in the instruments were made accordingly.

### **3.7 Reliability of Research Instruments**

Reliability is the ability of an instrument to produce consistent results Sarantakos (1996). Reliability was done after piloting the instruments. Before the actual study, a pilot test of the instrument was conducted in three public primary schools in an area which enjoyed similar characteristics as Kibera. During pilot study, fifteen (15) teachers and 3 headteachers drawn from three schools which share similar characteristics like Kibera were requested to complete the questionnaires and respond to interview guides respectively. The participants were encouraged to

make comments and suggestions concerning the instructions in the questionnaires and interview guides and clarity of the questions to ensure that the instrument measure what it was expected to measure. The pre-tested and revised questionnaire and interview schedules were adopted for the study.

This was done in order to test whether; there was ambiguity in any item; if the instrument could elicit the type of data anticipated and to indicate whether the research objectives were being appropriately addressed thus enhancing reliability and validity. Reliability of the instrument was calculated using Pearson Product Moment Correlation:

$$r = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{(N \sum x^2 - (\sum x)^2)(N \sum y^2 - (\sum y)^2)\}}}$$

- Where
- $\sum x$  = Sum of X scores
  - $\sum y$  = Sum of Y scores
  - $\sum x^2$  = Sum of squared X raw scores
  - $\sum y^2$  = Sum of squared Y raw scores
  - $\sum xy$  = Sum of the products of paired X and Y raw scores
  - N = Number of paired scores

The calculated value r was 0.6 and that of Re 0.7. This was the reliability coefficient and based on the fact that the close the value to 1.00 the stronger the congruence of the instrument. This instrument was deemed to be reliable.



On the other hand, data from interview schedules and focus group discussions was thematically analysed according to research objectives and merged accordingly with the data from the closed ended items.

### **3.8 Data Collection Procedure**

After obtaining permission from supervisors, the permit was obtained from the National Council for Science and Technology. The administrators of the selected institutions were approached so as to explain the purpose of the study, obtain their consent and request for their assistance. Before responding to the questionnaires, the participants were given instructions on what to do. Their confidence was guaranteed by assuring them that their identity would not be revealed. Each respondent was expected to respond to the questionnaire items independently. Completed questionnaires were collected immediately, where not possible, arrangements were made to pick them later. Interviews were self-administered. The researcher made early appointment with the respondents: Interviews were conducted in a quiet environment with no distraction preferably in offices.

### **3.9 Data Analysis Techniques**

The researcher used both descriptive statistics such as frequencies and percentages. Further, the data was interpreted and discussed in relation to the research questions. On the other hand, data generated from open-ended questions and from interview schedules were the main source of data for qualitative analysis. This was merged accordingly with the data from the closed ended items

and analysed thematically. The collected data was organized and prepared for analysis by coding and entry in the Statistical Package for Social Sciences (SPSS, Ver.19).

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.1 Introduction**

Presented in this chapter are the findings of the data analysis of the study together with their interpretations. All of the data presented in this chapter were processed using Statistical Package for Social Sciences (SPSS). All themes discussing the same research questions were presented and analyzed together. The analysis of data was presented in both narrative and tabular forms.

#### **4.2 Questionnaire Return Rate**

Completion rate is the proportion of the sample that participated as intended in all the research procedures. Out of 160 teachers issued with the questionnaires 155 (96.8%) of them returned the questionnaire, out of 16 headteachers issued with the questionnaires, 14 (87.5%) of them returned the questionnaires, therefore this data is deemed adequate for the study.

#### **4.3 Demographic Information of the Headteachers**

The demographic information of the headteachers was based on gender, age, and professional qualification and administrative duration. Data indicating their gender showed that majority 12(85.0%) of them were female while a relatively few 2(14.3%) were males. The data shows that there was gender disparity in the

leadership of schools in the slums with majority of the schools being led by female headteachers. This finding further indicates that the government policy of having a third representation of women in such positions had been surpassed. The research also asked the headteachers to indicate their age. Their responses are presented in table 4.1.

**Table 4.1 Distribution of Headteachers by Age**

Age	F	%
Above 50 years	5	35.7
41-50 years	7	50.0
31-40 years	2	14.3
<b>Total</b>	<b>14</b>	<b>100.0</b>

Table 4.1 showed that majority 7(50.0%) of head teachers were aged between 41 and 50 years. 5(35.7%) of head teachers were aged above 50 years while 2(14.3%) of head teachers were ahead between 31 and 40 years. The data shows that most of the headteachers are relatively old. This implies that their perceptions may be dependent on their age and hence deemed valid, because they must have witnessed the post-election violence which is a recent happening. When asked to indicate their professional qualification, they responded as Table 4.3.

**Table 4.2 Professional Qualification of the Headteachers**

<b>Qualifications</b>	<b>F</b>	<b>%</b>
Diploma	7	50.0
M.Ed	3	21.4
B.Ed	2	14.3
P1	2	14.3
<b>Total</b>	<b>14</b>	<b>100.0</b>

Data on the professional qualifications of the headteachers as tabulated in table 4.2 revealed that majority 7(50.0%) had Diploma, 3(21.4%) had Masters in Education, 2(14.3%) had P1 while the same number had Bachelors in Education degree. The data shows that majority of the headteachers had acquired qualifications beyond the P1 which is the minimum requirement for one to teach in a primary school. This implies that they had been exposed to further training and hence could identify the issues of vulnerability of children during the PEV. The study further sought to establish the administrative experience of the head teachers. Data that indicated the same is tabulated in table 4.3

**Table 4.3 Administrative Experience of the Headteachers**

<b>Experience</b>	<b>F</b>	<b>%</b>
Above 15 years	3	21.4
6-10 years	6	42.9
1-5 years	5	35.7
<b>Total</b>	<b>14</b>	<b>100.0</b>

Table 4.3 showed that 6(42.9%) of head teachers had been in administration for between 6 and 10 years, 5(35.7%) of head teachers for between 1 and 5 years while 3(21.4%) of head teachers for above 15 years. The data show that majority 9 (64.3%) of the headteachers had an experience of above 6 years therefore as headteachers, they might have had a firsthand experience on the situation of children during the PEV as children tend to confide more in Headteachers than their headteachers. After presenting the demographic information of the headteachers, attention was later focused on the demographic data of the teachers. This is presented in the following section.

#### 4.4 Demographic Information of the Teachers

The demographic information of the teachers was based on gender, age, and professional qualification. The teachers were, therefore, asked to indicate their gender. Data on their gender showed that majority of the teachers 99(63.9%) were female while 56(36.1%) were male. The findings further show that apart from school being led by females, majority of the teachers were also female. The data show there were more female teachers than male teachers. This implied that there is no gender balance in the distribution of teachers within schools in the slums. However, the gender disparity among the teachers did not seem to be affected by environment. There seemed to be gender parity in enrolment of children. The deviation was minimal. Asked to indicate their age, they responded as indicated in Table 4.4.

**Table 4.4 Distribution of Teachers by Age**

Age	F	%
Above 50 years	14	9.0
41 - 50 years	53	34.2
31 - 40 years	42	27.1
20 - 30 years	46	29.7
<b>Total</b>	<b>155</b>	<b>100.0</b>

Data on the age of teachers showed that 46(29.7%) of the teachers were aged between 20 and 30 years, 42(27.1%) of teachers were aged between 31 and 40 years, 53(34.1%) of teachers were aged between 41 and 50 years while 14(9.0%) of teachers were aged above 50 years. The data shows that most of the teachers were relatively old and had their own children learning in the school they were teaching. Parents may have a firsthand information on how PEV affected the children and how children were vulnerable during the PEV. They were further asked to indicate their professional qualifications. The data is presented in table 4.5.

**Table 4.5 Distribution of Teachers by Professional Qualifications**

<b>Professional qualifications</b>	<b>F</b>	<b>%</b>
PI	97	62.6
Diploma	29	18.7
BED	29	18.7
<b>Total</b>	<b>155</b>	<b>100.0</b>

Data shows that majority of the teachers 97 (62.6%) had PI, 29(18.7%) of the teachers had diploma, the same number had Bachelor in education. The data shows that the teachers had the minimum qualifications for one to be a primary



school teachers and hence able to understand the vulnerability of the children during the PEV.

#### **4.5 Teachers' Perceptions on Children Vulnerability to HIV/AIDS Infection During Post-election Violence in Kibera Slums**

The study aimed at establishing the perceptions of teachers on primary school children vulnerability to HIV/AIDS during the post election violence in Kibera Slums, Kenya. This sections analysed data from the respondents on their perceptions towards children vulnerability to HIV and AIDS during the PEV.

##### **4.5.1 Causes of HIV/AIDS Infection among Primary School Children During Post-election Violence**

To establish the causes of HIV/AIDS infection among primary school children during post-election violence, the respondents were posed with various items that sought to establish the causes of HIV/AIDS infections. For example teachers were asked what they thought caused the spread of HIV/AIDS infection among primary school children during post-election violence in Kibera Slums. Data is tabulated in Table 4.6.

**Table 4.6 Teachers Responses on Causes of the Spread of HIV/AIDS  
Infection during Post-election Violence**

<b>Causes of HIV and AIDS spread</b>	<b>F</b>	<b>%</b>
Taking advantage of the vulnerability	75	48.4
Some were out for adventure reasons	21	13.5
Rape cases	20	12.9
Politics and lack of morals	15	9.7
Social set up of many communities	4	2.6
Tribalism	3	1.9
<b>Total</b>	<b>155</b>	<b>100.0</b>

Data showed that 20(12.9%) of the teachers were of the opinion that rape cases caused the spread of HIV/AIDS infection among primary school children during post-election violence, majority 75(48.4%) of the teachers indicated that people took advantage of the vulnerability and committed offences to children, 21(13.5%) of teachers were of the view that some were out for adventure reasons. Social set up of many communities, politics and lack of morals were viewed as contributors to vulnerability, although not to a large scale like the other factors. Teachers felt that the prevailing conditions of an emergency forced people to develop new characteristics which they did not have under stable conditions. The

data shows that there were various causes of spread of HIV and AIDS during the PEV.

To establish the extreme factors that led to increase of HIV and AIDS infections during post-election violence, the teacher were asked to indicate the same. Data showed that increased infections were as a result of poverty, lack of awareness, in matters of HIV/AIDS, commercial sex issues, rape cases, 19(12.3%) and the tension which made people to use the available chances. It was also revealed that parental neglect and lack of food in camps also led to increase of HIV and AIDS infections during post-election violence due to sex for money.

The study further sought to investigate the categories of vulnerability among primary school children to HIV/AIDS in Kibera Slums during post election violence. Data is presented in Table 4.7.

**Table 4.7 Teachers' Responses on the Levels of Vulnerability**

<b>Level of vulnerability</b>	<b>F</b>	<b>%</b>
Extremely high	86	55.5
Moderate	51	32.9
High	18	11.6
<b>Total</b>	<b>155</b>	<b>100.0</b>

Table 4.7 showed that majority 86(55.6%) of teachers viewed the levels of vulnerability among primary school children to HIV/AIDS in Kibera Slums during post election violence as extremely high, 51(32.9%) viewed it as moderate while 18(11.6%) of teachers said it was high. The data therefore indicated that vulnerability level was high. The researcher further sought to establish teachers' ideas on what should be done to protect primary school children against HIV/AIDS vulnerability during emergencies. The responses indicated that there was need for creation of awareness in advance to the school children; that children should be taken care of; that education on measures to take when children were raped. They also indicated that children should be taught defense techniques to protect themselves against rape. The teachers further indicated that there was need to instill knowledge about effects of AIDs. Children should also be provided with food stuffs. There should be health facilities near the slums.

Teachers further indicated that the government should put stiff penalties for criminals found involved in raping children. Data further showed that 33(21.3%) of teachers' suggested that awareness should be created in advance to the school children and that they should be taken care of, 11(7.1%) of teachers viewed that community ought to be educated on measures to take when children were raped. Defense techniques should be taught as indicated by 28(18.1%) of teachers .Other teachers viewed that knowledge of effects of aids to be given, food stuffs to be provided for the hungry children, health centers to be put near slums areas,

security to be provided to primary school children while 12(7.7%) of teachers viewed that penalties for criminal who are found guilty should be put in place.

The study further sought to investigate from the head teachers whether HIV/AIDS infection among primary school children in Kibera slums was rampant. Data showed that majority of head teachers 11(78.6%) said it was rampant. The headteachers were also asked to indicate the causes of HIV/AIDS infection among primary school children during post-election violence in Kibera Slums. They were supposed indicate the extent to which they agreed to several statements put across them. Their responses are presented in Table 4.8.

**Table 4.8 Headteachers Responses on Opinion on HIV and AIDS**

Statement	True		False	
	F	%	F	%
Sex	12	85.7	2	14.3
Rape of school children during the violence	11	78.6	3	21.4
Sexual abuse by relatives	11	78.6	3	21.4
General sexual violence	11	78.6	3	21.4
Sharing of sharp objects such as needles, razors	7	50	7	50
Having unprotected sex for goods, services, and cash among the school children in order to survive	6	42.9	8	57.1
Mutilation of genitals among school children by militia men	3	21.4	11	78.6

Data shows that majority of the head teachers 11(78.6%) agreed that rape of school children during the violence caused HIV/ AIDS infection among primary

school children during post election violence. It was also revealed that majority of head teachers 8(57.1%) viewed that having unprotected sex for goods, services, and cash among the school children in order to survive was a cause of the infection. Conflict exacerbates poverty. Primary school children were therefore forced by survival needs to engage in unprotected sex for cash. They then used the cash to buy the basic needs like food, medicine and clothes for those who stayed long in the camps. While majority 11(78.6%) disagreed that mutilation of genitals among school children by militia was among the causes of the infection among primary school. The headteachers further indicated that use of unsterilized equipment did not cause infection during the violence caused HIV/ AIDs among primary school children during post election violence as shown by 6(57.1%) of the head teachers.

Majority of the head teachers 11(78.6%) viewed that sexual abuse by relatives caused infection. Data further showed that half of the head teachers 7(50.0%) viewed that sharing of sharp objects such as needles; razors caused the infection among primary school children. It was also revealed that majority of the head teachers 12(85.7%) agreed that sexual abuse of children caused infection among them. This included rape and forced marriages. General sexual violence caused infection among the primary school children as indicated by majority 11(78.6%) of the head teachers. Data from the focus group discussions with pupils indicated that the children were not safe during the PEV. They also indicated that parents were more concerned with provision of basic needs and not on their welfare. The

children also indicated that some girls were used for sex for money due to poverty at home. In conflict situations, law enforcement, judicial, religious, and other state systems that protect individual rights break down. Within this set of circumstances the vulnerability of children to sexual intimidation is greatly increased. Social controls, vital to the maintenance of peace and order in weak state setting also suffer. Incidents of rape and other forms of sexual coercion skyrocket in such conflict setting. According to UNAIDS (2008), war and forced migration promote increased sexual intimidation of young children: "As physical, financial, and social security erode in the refugee setting, children, especially young girls, are often forced into high-risk sexual behaviour by trading or selling unprotected sex for goods, services, and cash in order to survive and/or continue their travel." The impact of this sexual victimization of children on the spread of AIDS is compounded by the general absence of condoms in areas affected by war. During the 2007 – 2008 post election violence in Kibera, children were desperate. Some were abandoned, others got separated from their families or caregivers and others were even orphaned. Some of them ended up in a camp setting where there was no security. They had no money and no food. These conditions forced young girls especially to engage into high risk sexual behavior to get cash for survival.

The findings are in line with Weiss, (2004) who states that cause of HIV/AIDS vulnerability among primary school children during unstable periods like post-election violence is sexual violence. Conflict-time sexual violence which exists as

a significant source of HIV transmission has been one of history's greatest silences on conflict-time sexual violence. This was shown by 1949 UN resolutions which recognized the poor living conditions of school children but never referred their vulnerability to sexual violence. Education in Emergencies should empower children with knowledge, skills and defence mechanisms as regards to vulnerability to HIV/AIDS during emergencies.

#### **4.5.2 Factors that led to Primary School Children Vulnerability to HIV/AIDS during Post Election Violence**

The study further sought to establish the factors that led to vulnerability to HIV/AIDS. The headteachers were, therefore, asked to indicate whether there were factors that led to primary school children vulnerability to HIV/AIDS during Post-Election Violence. Data showed that majority 12(85.7%) of head teachers agreed that there were such factors. They were further asked to indicate the extent to which different factors contributed to the children vulnerability. The data from the headteachers is presented in table 4.9.



**Table 4.9 Factors Leading to Vulnerability Towards HIV and AIDs Among Children**

Factor	Great		Some	
	Extent to		Extent to	
	vulnerability		vulnerability	
	F	%	F	%
Reduction of resources away from public health/ towards more pressing security needs	11	78.6	3	21.4
Breakdown of social networks that act as additional support against "unsafe" behaviour during the violence	10	71.4	4	28.6
Reduction of social services such as treatment and counselling	10	71.4	3	21.4
The conflict reduced national spending on HIV/AIDS awareness campaigns	9	64.3	5	35.8
Increased interaction between populations, which (in turn) leads to increased risks for previously unexposed communities especially among IDPs	8	57.1	6	42.9
High levels of poverty during the violence leading to disregard of "safe" behavior to prevent HIV/AIDS	7	50.0	7	50.0
The conflict promoted sex among children	6	42.9	8	57.1
Increased interaction among IDPs leading to increased risks	5	35.7	8	57.1
The conflict promoted sex trade among civilians and peacekeepers which intensified HIV/AIDS transmission	3	21.4	11	78.8

Data shows how different factors contributed to primary school children vulnerability to HIV/AIDS during the Post Election violence. Majority 11 (78.6%) of the headteachers viewed that reduction of resources away from public health towards more pressing security needs contributed to HIV/AIDS to a great extent. Poverty during the violence led to disregard of “Safe” behavior to prevent HIV/AIDS to great extent (50%) lead to vulnerability. Violence was noted majority 10 (71.4%) of the head teachers as a contributing factor. It was also revealed that both the breakdown of social networks that act as additional support against “unsafe” behavior during the violence and breakdown of family structures that acted as additional support against “unsafe” behaviour contributed to a high extent 10 (71.4%) as shown by the majority of the headteachers. Reduction of social services such as treatment and counselling was also cited by the headteachers as having contributed to a greater extent 10(71.4%) to children’s vulnerability to HIV/AIDS. 9 (64.3%) of Headteachers noted that the conflict reduced the National spending on HIV/AIDS awareness campaigns thus increasing the children’s vulnerability.

Some of head teachers viewed increased interaction between populations, which (in turn) led to increased risks for previously unexposed communities especially among IDPs caused the infection to a great extent. Some 6 (42.9%) of the head teachers indicated that conflict promoted sex trade among civilians and peacekeepers which intensified HIV/AIDS vulnerability. Half 7 (50%) of headteachers felt that high levels of poverty during the violence led to disregard

of “safe” behavior to prevent HIV/AIDS. This exacerbated children’s vulnerability of HIV/AIDS 5 (3.57%) OF Headteachers argued that increased interaction among IDPs led to increased HIV/AIDS risks. While 8 (57.1%) felt that the risk was not substantive.

#### **4.5.3 Category of Vulnerability among Primary School Children to HIV/AIDS in Kibera Slums During Post Election Violence**

The study further sought to establish the category of vulnerability among primary school children to HIV/AIDS in Kibera Slums during the 2007 – 2008 Post Election Violence. The headteachers were, therefore, asked to indicate category of children that were most vulnerable to HIV/AIDS during post election violence. The data is presented in table 4.10.

**Table 4.10 Headteachers Categorization of Vulnerable Children**

<b>Category of children</b>	<b>F</b>	<b>%</b>
Orphans	5	35.7
Poor children	5	35.7
Separated children	2	14.3
Out of school children	2	14.3
<b>Total</b>	<b>14</b>	<b>100.0</b>

Table showed that 5(35.7%) of head teachers viewed that orphans and poor children were most vulnerable to HIV/AIDS during post election violence in Kibera slum while 2(14.3%) of head teachers said separated children and children out of school. The headteachers were further asked to indicate how different factors contributed to vulnerability of the children. The data is presented in table 4.11.

**Table 4.11 Headteachers Responses on Contributing Factors to Vulnerability**

Factor	To a great extent		To a less extent		To a least extent	
	F	%	F	%	F	%
Children caring for siblings or relatives	11	78.6	3	21.4	0	00.0
High interaction with strangers	9	64.3	3	21.4	2	14.3
Inadequate parental supervision due to crowding	9	64.3	3	21.4	2	14.3
Parental displacement	9	64.3	3	21.4	2	14.3
Sex trading among children due to poverty	9	64.3	4	28.6	1	7.1
Congestion in the family	8	57.1	3	21.4	3	21.4
Lack of food and other basic needs	8	57.1	4	28.6	2	14.3
Child headed households	8	57.1	6	42.9	0	00.0
Responsibility to earn a living	7	50.0	4	28.6	3	21.4
Exposure to militia	5	35.7	5	35.7	4	28.6

Data indicated that congestion in the family contributed to a great extent to vulnerability among children. Majority of the head teachers 9(64.3%) said that with interaction with strangers contributed to a great extent. Exposure to militia contributed to a great extent as shown by 5(35.7%) of the head teachers. Majority 9(64.3%) of head teachers viewed that inadequate parental supervision due to

crowding contributed to a great extent. Data further showed that majority 11(78.6%) of head teachers indicated that children caring siblings or relatives contributed to a great extent. Lack of food and other basic needs contributed to a great extent to children vulnerability as indicated by 8 (57.1%) of the head teachers. Majority of the head teachers 9(64.3%) viewed that sex trading among children due to poverty led to vulnerability of children at a great extent. Half the number of headteachers 7(50.0%) of head teachers viewed that responsibility to earn living contributed as a great extent. Majority 9(64.3%) of the head teachers viewed that parental displacement contributed at a great extent while majority 8(57.1%) of head teachers indicated that child headed household contributed to their vulnerability to a great extent.

#### **4.5.4 Teachers' View towards Children Vulnerability to HIV/AIDS during Post Election Violence**

The study also sought to establish the teacher's views on children vulnerability of children during the PEV. The headteachers were therefore asked to indicate how they agreed or disagreed with statements that sought to establish the same. Their responses are presented in table 4.12.

**Table 4.12 Teachers Responses on Views towards Children Vulnerability**

Statement	Strongly Agreed		Agreed		Undecided		Strongly disagreed	
	F	%	F	%	F	%	F	%
During post election violence law enforcement that protect individual rights broke down thus increasing vulnerability of children to sexual intimidation and consequently HIV/AIDS	11	78.6	2	14.3	1	7.1		
During post election violence social system that protect individual rights broke down thus increasing vulnerability of children to sexual intimidation and consequently HIV/AIDS	11	78.6	1	7.1	2	14.3	0	00
Destitution of children during post-election violence put the school children susceptible to such heinous acts as rape thereby increasing their chances of acquiring HIV/AIDS	11	78.6	3	21.4				
During post election violence religious that protect individual rights broke down thus increasing vulnerability of children to sexual intimidation and consequently HIV/AIDS	10	71.4	3	21.4	1	7.1		
During post election violence, children were involved in engaging in business to take care of the family hence exposing them to sexual abuse leading to vulnerability HIV/AIDS	9	64.3	4	28.5	1	7.1		
Loss of livelihood during post election violence saw primary school children engage in exchange sex in order to survive and fend for their families.	7	50.0	5	35.7	2	14.3		
During post election violence, children were forced to live with relatives and friends thereby increasing their chances of sexual abuse and hence acquiring HIV/AIDS	5	35.7	5	35.7	4	28.6		

Majority of the head teachers 11(78.6%) strongly agreed that during post election violence law enforcement that protect individual rights broke down thus increasing vulnerability of children to sexual intimidation and consequently HIV/AIDS.

Half the number of the headteacher respondents 7(50.0%) agreed that during post election judicial system that protect individual rights broke down thus increasing vulnerability of children to sexual intimidation and consequently HIV/AIDS. Data showed that majority 10(71.4%) of head teachers strongly agreed that social systems that protect individual rights broke down thus increasing vulnerability of children to sexual intimidation and consequently HIV/AIDS during post election violence.

Majority 12(85.8%) of head teachers agreed that poverty during post election violence led to child prostitution among primary school children putting them in the risk of contracting HIV/AIDS. Data showed that loss of livelihood during post election violence saw primary school children engage in exchange sex in order to survive and fend for their families contributed to children vulnerability as shown by 7(50.0%) of the head teachers who strongly agreed with the statement. Majority of the head teachers 11(78.6%) strongly agreed that destitution of children during post-election violence put the school children susceptible to such heinous acts as rape thereby increasing their chances of acquiring HIV/AIDS. During post election violence, children were forced to live with relatives and

friends thereby increasing their chances of sexual abuse and hence acquiring HIV/AIDS as indicated by majority 10(70.4%) of the head teachers

Majority of the head teachers 9(64.3%) strongly agreed that children were involved in business to take care of the family hence exposing them to sexual abuse leading to vulnerability to HIV/AIDS during post election violence They also agreed that Majority of the head teachers 9(64.3%) strongly agreed that children were forced to sleep in tents hence exposing them to sexual abuse leading to acquiring HIV/AIDS during post election violence.

#### **4.5.5 Remedial Actions towards Primary School Pupils Vulnerability to HIV/AIDS during Post Election Violence**

The study also sought to establish the initiated education programmes put in place in support of children's psychological welfare. The headteachers were asked to indicate whether they had initiated several listed down programmes. Their responses are presented in table.4.13.



**Table 4.13 Headteachers Responses on Programmes put in Place to Protect Children**

Programme	Yes		No	
	F	%	F	%
Provided guidance and support to such children	13	92.9	1	7.1
Invited experts to talk and create awareness among children on HIV and AIDS	12	85.7	2	14.3
Organised educational activities that aimed at promoting awareness among children	12	85.7	2	14.3
Programmes to support children's psychological welfare	10	71.4	4	28.6
Establishing a normal routine and peer networks to assist the children	10	71.4	4	28.6
Kept a record of the affected children and linked them to children officers	9	64.3	5	35.7
Introduced programmes for parents on how to report incidences of child sexual abuse	8	57.1	6	42.9
Created networks with other children to identify affected children	8	57.1	6	42.9
Networked with village leaders to assist the affected children	7	50.0	7	50.0
Established a committee in the school to deal with such cases	5	35.7	9	64.3

Majority of the head teachers 10(71.4%) indicated that they conducted the initiated education programmes to support children's psychological welfare towards primary school pupils vulnerability to HIV/AIDS during post Election Violence. They further reported that they established a normal routine and peer networks to assist the children was enhanced as shown by majority 10(71.4%). Guidance and support to vulnerability children was provided by majority 13(92.9%) of the head teachers while majority 9(64.3%) of the heads teachers kept record of the affected children and linked them to children officers. According to UNICEF (2004) organisers and providers of education, such as teachers and youth workers, play an indispensable role in shaping the lives of young people. In many situations, parents are unable to provide and guide the development of their children. In these instances, trained and untrained adults, as well as youth and children themselves, provide important guidance and support. Education may have facilitated the integration of children back in the system by offering guidance and counselling to demitify trauma.. The acceptance of children into education programmes is indicative of acceptance into their families, communities and society. At each of these levels, education can enhance how they are perceived as individuals and negate stereotypes of race, gender, ability or experience.

The data indicated that majority 8(57.1%) of the head teachers created networks to identify affected children; they also organized educational activities that aimed at promoting awareness among children as indicated by 12(85.7%). The head

teachers further created networks with village leaders to assist the affected children should was created by 7(50.0%) of the head teachers. However they did not establish committee in the school to deal with such cases as was reported by majority 9(64.3%) of the head teachers. Data also indicates that majority 8(57.1%) of the head teachers introduced programmes for parents on how to report incidences of child sexual abuse. Experts were invited to talk created awareness among children on HIV and AIDS as was reported by 12(85.7%) of the head teachers.

They were also asked to indicate what other educational measures they had put in place to protect primary school children against HIV/AIDS vulnerability during emergencies such as the post-election violence. Data revealed that in-order to protect primary school children against HIV/AIDS vulnerability during emergencies such as the post-election, the head teachers put emphasis on the teaching of life skills by availing teaching materials on children rights, they also put up suggestion box where children could put their worn suggestion while and also urged the children to be shifted to less violence areas. Headteachers in their schools formed anti Aids clubs in schools while they also empowered guiding and counseling departments in schools and used media they also involved children and other organizations in protecting children. Child protection should be an integral part of all emergency education activities, and should be a fundamental criterion in the approval of a programme by NGO staff, host governments and donors. Emergency education is a young and developing field, and there is no

consensus among implementing agencies as to what constitutes 'best practice'. Thus far, there has been little concerted effort to implement education projects which consciously seek to further the aims of child protection.

In the focus group discussion with the children they were asked what could be done to protect children against situation that could make them get infected with HIV/AIDS during future post - election violences. The children in the focus group revealed that the community should be educated on issues of negative community perceptions. They also indicated that the government should increase unity and peace in the country so that such incidences can be avoided. The children also suggested that some NGOs to be formed to ensure security of children during emergency. They further suggested that children should be provided with food and taken to safer places during such violent incidences. The children and youth should be educated on good morals and on the dangers of HIV and AIDS. They also advocated for counselling services during such incidences. Save the Children recommends that: the interview schedules were very effective as shown from the analysed data.

Education should be recognised as a core part of child protection. When considering practical actions for protecting children in emergencies, the humanitarian community must acknowledge the role that education can play and expedite its inclusion in emergency response

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents the summary of the study, conclusion, recommendations and suggestions for further research.

#### 5.2 Summary of the Study

The study aimed at establishing the perceptions of teachers on primary school children vulnerability to HIV/AIDS during the 2007-2008 post election violence in Kibera Slums, Kenya. Four research objectives were formulated to guide the study. Research objective one sought to identify the causes of HIV/AIDS during post election violence in Kibera Slums, Kenya; research objective two aimed at describing factors that led to primary school children exposure to HIV/AIDS in Kibera Slums, Kenya during post election violence. Research objective three sought to examine teachers' views towards children exposure to HIV/AIDS during post election violence in Kibera slums, Kenya while research objective four sought to establish remedial action towards primary school pupils vulnerability to HIV/AIDS during post election violence in Kibera slums, Kenya.

This study used descriptive survey design. The target population comprised on 16 headteachers and 160 teachers. Data was collected by use of questionnaires for

teachers and headteachers while children were involved in focus group discussions. Data was analysed qualitatively and quantitatively.

### **5.3 Summary of Findings and Data Analysis**

The data indicated that there were various causes of HIV/AIDS infection among primary school children during post-election violence. Majority of the headteachers (78.6%) perceived sexual abuse by relatives caused infection. It was also perceived by most headteachers (85.7%) that sexual intimidation of children by strangers and general sexual violence caused infection among the primary school children. 78.6% of the headteachers perceived that reduction of resources away from public health towards more pressing security needs contributed to the infection of primary school children with HIV/AIDS during the post election violence.

Findings also indicated that there were various factors that led to primary school children vulnerability to HIV/AIDS during post election violence. It was revealed that breakdown of social networks that act as additional support against “unsafe” behaviour during the violence contributed to a greater extent to children’s vulnerability to HIV/AIDS as shown by 71.4% of the headteachers. Breakdown of family structure that acted as additional support against “unsafe” behavior during the violence contributed to an equal measure of vulnerability of children to HIV/AIDS as shown by an equal percentage of headteachers.

Findings also revealed that majority of the head teachers (78.6%) perceived that during post election violence law mechanisms that protect individual rights broke down thus increasing vulnerability of children to sexual intimidation and consequently HIV/AIDS. Majority (85.8%) of head teachers agreed that poverty during post election violence led to child prostitution among primary school children putting them in the risk of contracting HIV/AIDS.

The findings also revealed that there were various perceived remedial actions towards primary school pupils vulnerability to HIV/AIDS during post Election Violence. For example majority of the head teachers 10(71.4%) indicated that they conducted the initiated education programmes to support children's psychological welfare towards primary school pupils vulnerability to HIV/AIDS during post Election Violence. Guidance and support to vulnerable children was provided by majority 13(92.9%) of the head teachers while majority 9(64.3%) of the head teachers kept record of the affected children and linked them to children officers. Majority 8(57.1%) of the head teachers created networks to identify affected children; they also organized educational activities that aimed at promoting awareness among children as indicated by 12(85.7%). Majority 8(57.1%) of the head teachers introduced programmes for parents on how to report incidents of child sexual abuse.

#### **5.4 Conclusions**

Based on the findings, the study concluded that there were various perceived factors that led to primary school children vulnerability to HIV/AIDS during Post Election Violence. Teachers perceived that breakdown of social networks that act as additional support, breakdown of family structures, reduction of resources away from public health towards more pressing security needs, reduction of social services such as treatment and counseling led to primary children vulnerability to HIV/AIDS during PEV. The study also concluded that during post election violence law mechanism that protect individual rights was perceived to have broken down thus increasing vulnerability of children to sexual intimidation and consequently HIV/AIDS. Poverty during post election violence led to child prostitution among primary school children putting them at risk of contracting HIV/AIDS. It was also concluded that destitution of children during post-election violence made the school children susceptible to such heinous acts as rape thereby increasing their chances of acquiring HIV/AIDS while children were involved in engaging in business to take care of the family hence exposing them to sexual abuse leading to acquiring HIV/AIDS during post election violence.

The study also concluded that there were various perceived remedial actions towards primary school pupils' vulnerability to HIV/AIDS during post Election Violence. These included initiation of education programmes to support children's psychological welfare, guidance and support to vulnerable children, keeping records of the affected children and linking them to children officers. Also the



headteachers had created networks to identify affected children; they also organized educational activities that aimed at promoting awareness among children while programmes for parents on how to report incidences of child sexual abuse were introduced.

### **5.5 Recommendations**

Based on the findings the following suggestions were made:

- i. The government should put up measures that ensure that children are protected during violence. Schools should be used in the “build back better” to propagate the message. This is because lack of such measures will expose children to vulnerability in emergencies.
- ii. The education system through the Ministry of Education should introduce curriculum that aims at empowering children in what they should do during violence to mitigate their vulnerability. Life skills should be enhanced by both the government and humanitarian actors.
- iii. The community should be empowered on issues of children protection during violence, through seminars and workshops.

## **5.6 Suggestions for Further Research**

Taking the limitations and delimitations of the study, the following areas were suggested for further research

- i. A study on the effectiveness of the role of government policy on child protection during violence should be carried out.
- ii. Role of children department on protection of children during emergency.
- iii. Social cultural factors affecting child protection during emergency and armed conflict should be investigated.

## REFERENCES

- Atsenuwa, A. & Aniekwu, N. J. (2007). Sexual violence against Children during conflicts and HIV/AIDS in Sub-Saharan Africa: An intimate Link. *Local Environment*; 12: 313-24.
- Barnett, T. & Whiteside, A. (2002). *AIDS in the Twenty-First Century: Disease and Globalization*. New York: Palgrave
- Bennedsen, V. (2001). *HIV/AIDS. Global frontiers in prevention/intervention*. New York: Routledge Publ
- Barton, K. (2001). *Introduction to Scientific Research Method*. New York: Griaef Publishers
- Collins, J. & Rail, B. (2009). *AIDS in the Context of Development*. UNRISD Programme on Social Policy and Development, Paper No. 4, UNRISD / UNAIDS, Geneva, Switzerland
- Elbe, S. (2002). *Sexual Violence during war: Explaining variation*. Presented at the Order, Conflict and Violence conference at Yale University. April 30-May
- Finkelhor, I. (1984). The four pre conditions model. *Journal of Peace Research* 39(5): 615-637
- Fischer, J. (2002). "Electoral Conflict and Violence: A Strategy for Study and Prevention," IFES White Paper 2002-01. Washington, D.C.: International Foundation for Election Systems
- Fourie, P. and Schonteich, M. (2001). "Africa's New Security Threat: HIV/AIDS and human security in Southern Africa" *African Security Review* 10(4)
- Hamisi, L., and Kiprop, T. (2009). *HIV/AIDS and Children: Helping families and communities to cope During Emergencies*." *Social Analysis*, 25:20-26 (FAO, Rome, Italy)
- Gall, M. D. (2003). *Educational research: An introduction*. (7<sup>th</sup> Edition). White Plains, New York: Longman
- Gardiner, H. (2002) Effectiveness of highly active antiretroviral therapy in reducing heterosexual transmission of HIV. *Journal of Acquired Immune Deficiency Syndromes* 2005,40:96-101

- Human Rights Watch (2005), 'Letting them fail: government neglect and the right to education for children affected by AIDS', Report vol. 17, No. 13
- Johan, S. (2009). Kill Me Quick, A History of Nubian Gin in Kibera. *International Journal of African Historical Studies* 1 (4)
- Justino, P. (1999). Poverty and Conflict: Theory. *European Journal of Population*. 21(2-3): 145-166
- Krasner , D.S. and Pascual, C. (2005) 'Addressing State Failure', *Foreign Affairs*, 84 (4)
- McGinn, L. (2001). Social Factors that make south African children vulnerable to HIV Infection health care for children *international* 2002 23:163-172
- Momanyi, D. (2005). A human rights approach to protecting Children from HIV/AIDS during Emergencies in North Eastern Province, Kenya. *International Social Science Journal* 5 (7) :627-36.
- Moore, H. & Shellman. B. (2007). "Whither Will They Go? A Global Analysis of Refugee Flows, 1955-1995," *International Studies Quarterly*, 51(4): 811:834
- Ntozi, P. M. (2002). "Impact of HIV/AIDS on Fertility in Sub-Saharan Africa" Fourth Meeting of the Follow-up Committee on the Implementation of the DND and the ICPD-PA, Yaounde, Cameroon. 28-31 Jan.
- Nutangadura, G. (2002). "The Spread and Effect of HIV-1 infection in sub-Saharan Africa". *The Lancet* 359: 2011-17
- Sagala, J. K. (2006). "HIV/AIDS and the Military in Sub-Saharan Africa: Impact on Military Organizational Effectiveness" *Africa Today* 53.1 p:54-77
- Salama, P. & Odero, T. J. (2001). HIV surveillance in complex emergencies. *Correlates of War*, 15(3):4-12
- Spiegel, P. B. & Bennedsen, A. (2009). The epidemiology of HIV among conflict-affected and displaced children: Current Concept. In: C. Pope, RT White and R. Malow (eds.). *HIV/AIDS. Global frontiers in prevention/intervention*, Routledge: New York, NY, USA, pp 395-402
- Tripodi, P. & Pate XP. (2002). "The Global Impact of HIV/AIDS on Peace Support Operations". *International Peacekeeping* 9 (3): 51-66

- UNAIDS. (1997). Refugees and AIDS: UN AIDS technical update. UNAIDS Best Practice Collection, September 1997. Wallestein, G, (2000) A review of current literature of the impact of HIV/AIDS on children in sub-Saharan Africa. AIDS, 14(3):275-284
- Wasike, J. (2010), Sexual violence in a conflict setting and the risk of HIV Infection. The Macroeconomics of AIDS 1 (3)
- UNAIDS (2008). Report on the Global AIDS Epidemic. Geneva: UNAIDS
- Weiss, G. (2004). Military-Civilian Interactions: Humanitarian Crises and the Responsibility to Protect. 2<sup>nd</sup> ed. New York, NY: Rowman & Littlefield Publishers, Inc
- Wood, J. (2004). "Sexual Violence in War: Explaining Variation". Paper presented to the 2004 annual meeting of the American Political Science Association, Chicago, September 2-5.
- World Health Organization. (2002). Report on the Global HIV/AIDS Epidemic. Geneva: World Health Organization.

**APPENDICES**  
**APPENDIX I**  
**LETTER TO THE RESPONDENTS**

**Grace N. Situma**  
**P.O. Box 69914 -00400**  
**Nairobi**

**Dear Respondents,**

I am a post graduate student pursuing a Master of Education (M.ED) degree in Education in Emergencies at the University of Nairobi. I am conducting a research titled **“Perceptions of Teachers on Primary School Children Vulnerability to HIV/AIDS during the Post Election Violence in Kibera Slums”**.

Your responses will be used for academic purpose only and your identity kept confidential. You are kindly requested to sincerely respond to the items on the questionnaire. Please read and answer the questions by putting a tick within the brackets in front of your response to the question.

Yours faithfully,

Grace N. Situma

## APPENDIX II

### QUESTIONNAIRE FOR HEAD TEACHERS

This questionnaire is designed to gather information on the “Perceptions of Teachers on primary school children vulnerability to HIV/AIDS during the post election violence in Kibera slums. The questionnaire has 6 sections. Please complete each section according to the instructions. Do not write your name or the name of your school to ensure complete confidentiality. Please respond to all questions.

Please respond to each item by putting a tick (✓) next to the response you prefer.

#### Section A: Background Information

1. What is your gender? Male  Female
2. What is your age in years? 20-30  31-40   
41-50  Above 50
3. What is your professional qualifications?  
PI  Diploma  BED  MED
4. Administrative experience 1-5 years  6-10 years  11-15 years   
Above 15 years

#### Section B: Causes of HIV/AIDS infection among primary school children during post-election violence in Kibera Slums

5. a) Was HIV/AIDS infection among primary school children in Kibera Slums rampant?  
Yes  No

b) If YES, what were the key causes of HIV/AIDS infection among primary school children during post-election violence in Kibera Slums?

No	Cause	True	False
a)	Rape of school children during the violence		
b)	Trading or selling unprotected sex for goods, services, and cash among the school children in order to survive.		
c)	Unsafe emergency blood transfusions during the conflicts		
d)	Mutilation of genitals among school children by militia		

Any other (Please specify)

---

**Section C: Factors that led to primary school children vulnerability to HIV/AIDS in Kibera Slums, Kenya during Post Election Violence**

6. a) Were there factors that led to primary school children vulnerability to HIV/AIDS during Post-Election Violence? Yes [ ] No [ ]
- b) If YES, please indicate to what extent the following factors led to primary school children vulnerability to HIV/AIDS during Post-Election Violence

No.	Statement	To a greater extent	To some extent	Not at all
a)	High levels of poverty during the violence leading to disregard of “safe” behavior to prevent HIV/AIDS			
b)	Breakdown of social networks and family structures that act as additional			



	support against “unsafe” behaviour during the violence			
c)	Reduction of resources away from public health/social services and towards more pressing security needs			
d)	Increased interaction between populations, which (in turn) leads to increased risks for previously unexposed communities especially among IDPs			
e)	The conflict reduced national spending on HIV/AIDS awareness campaigns			
f)	The conflict promoted sex trade among civilians and peacekeepers which intensified HIV/AIDS transmission			

Any other (Please specify)

---

**Section D: Categories of Vulnerability among primary school children to HIV/AIDS in Kibera Slums during Post Election Violence**

7. Which children were most vulnerable to HIV/AIDS during post election violence in Kibera slum? Orphans [ ] Separated children [ ] Poor children [ ]  
 Out of school children [ ]

**Section E: Teachers’ view on children vulnerability to HIV/AIDS during post election violence.**

8. Indicate whether you either strongly agree (SA), agree (A), undecided (UD), disagree (D) or strongly disagree (SD) with the following statements regarding primary school children vulnerability to HIV/AIDS during post election violence in Kibera Slums.

No.	Statement	SA	A	UD	D	SD
a)	During post election violence law enforcement, judicial, religious, and other state systems that protect individual rights broke down thus increasing vulnerability of children to sexual intimidation and consequently HIV/AIDS					
b)	Poverty during post election violence led to child prostitution among primary school children putting them in the risk of contracting HIV/AIDS					
c)	Loss of livelihood during post election violence saw primary school children engage in exchange sex in order to survive and fend for their families.					
d)	Destitution of children during post-election violence put the school children susceptible to such heinous acts as rape thereby increasing their chances of acquiring HIV/AIDS					

**Section F: Remedial actions towards primary school pupils vulnerability to HIV/AIDS during post Election Violence**

9. What educational measures should be put in place to protect primary school children against HIV/AIDS vulnerability during emergencies such as the post-election violence?
- 

**Thank you, for your cooperation**



## APPENDIX IV

### FOCUS GROUP DISCUSSION WITH THE CHILDREN

#### **Causes of HIV/AIDS Infection among Primary School Children during Post-Election Violence in Kibera Slums. Please answer Yes or No.**

- a. How safe were you during the post-election violence?
  - i. Were / boys of your age harassed sexually by the men who were protesting?
  - ii. How about by the police?
  - iii. Were boys your age molested sexually by the men who were protesting?
- b. How did you interact with the forces in charge during the post-election violence period?
  - i. Did girls / boys of your age exchange sexual favours with the armed men in exchange of security and other forms of support
  - ii. Did girls / boys of your age have sex with the armed men for cash

#### **Factors That Led to Primary School Children Vulnerability to HIV/AIDS in Kibera Slums, Kenya during Post Election Violence**

- a. What led to breakdown in normal behavior?
  - i. Were parents more concerned in providing your basic needs that they became less concerned on your behavior during this period
  - ii. Concentration of people during the post-election violence period led to behavioral breakdown
  - iii. Widespread poverty during the post-election violence period forced girls your age to exchange sex for money and food

#### **Remedial Actions towards Primary School Pupils Vulnerability to HIV/AIDS during Post Election Violence**

9. What can be done to protect children your age against situation that could make you get infected with HIV/AIDS during future the post-election violence's?

## APPENDIX V

### LETTER OF AUTHORISATION

REPUBLIC OF KENYA



#### NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349  
254-020-310571, 2213123, 2219420  
Fax: 254-020-318245, 318249  
When replying please quote  
secretary@ncst.go.ke

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: www.ncst.go.ke

NCST/RCD/14/012/823

22nd June 2012

Our Ref:

Date:

Grace N. Situma  
University of Nairobi  
P.O Box 30197  
Nairobi

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Perceptions of teachers on primary school children vulnerability to HIV/AIDS during the post election violence in Kibera Slums, Kenya*" I am pleased to inform you that you have been authorized to undertake research in Nairobi Province for a period ending 30th August, 2012.

You are advised to report to the Provincial Director of Education and the Provincial Commissioner, Nairobi Province before embarking on the research project.


On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

  
**DR. M. K. RUGUTT, PhD, HSC**  
**DEPUTY COUNCIL SECRETARY**


Copy to:

Provincial Director of Education  
Provincial Commissioner  
Nairobi Province.



Noted.  
  
PROVINCIAL DIRECTOR OF EDUCATION  
MINISTRY OF EDUCATION SCIENCE  
P. O. Box 74226  
NAIROBI  
5/7/12

**APPENDIX VI**  
**RESEARCH PERMIT**

<p><b>PAGE 2</b></p> <p><b>THIS IS TO CERTIFY THAT:</b>  <b>Prof./Dr./Mr./Mrs./Miss/Institution</b>  <b>Grace N. Situma</b>  <b>of (Address) University of Nairobi</b>  <b>P.O.Box 30197-00100, Nairobi.</b>  <b>has been permitted to conduct research in</b></p>	<p><b>PAGE 3</b></p> <p><b>Research Permit No. NCST/RCD/14/012/823</b>  <b>Date of Issue 22<sup>nd</sup> June, 2012</b>  <b>Fee received KSH 1,000</b></p>
<p><b>Location</b>  <b>District</b>  <b>Province</b></p> <p><b>Nairobi</b></p>	
<p><b>on the topic: Perceptions of teachers on primary school children vulnerability to HIV/AIDS during the post election violence in Kibera Slums, Kenya.</b></p>	
<p><b>for a period ending: 30<sup>th</sup> August, 2012.</b></p>	<p><b>Applicant's Signature</b></p> <p><b>Secretary</b>  <b>National Council for Science &amp; Technology</b></p>