

STUDY BRIEF

Extent of risk and protective factors for child abuse in Kajiado primary schools and the roles of parents and teachers in prevention

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Background

Child abuse remains a global problem with a serious adverse impact on the victims' physical and mental health, well-being and development and by extension, on society. The dynamics of child abuse and the factors that drive it as well as effective prevention strategies, all differ markedly according to the victim's age, the setting in which the maltreatment occurs, and the relationship between victim and perpetrator. Children spend a significant amount of time in the school which has also been identified as a setting where they are exposed to and experience various forms of violence. Prevention of violence against children calls for an understanding of underlying risk factors that exist within the school and those that emanate as a consequence of the inevitable linkages between the school and the family as a microcosm representation of the community.

Aim

This formative research aims to understand what these gendered social norms are and how they are shaped in the Kajiado County community. The study will explore parents and teachers understanding of the role they play in preventing child abuse in schools as well as parent/teacher-child interactions that may perpetuate or deter child abuse.

Methodology

Four schools (Two urban and two rural schools) will be purposively selected to participate in the study. Data will be collected from children, parents, teachers and other stakeholders who play a role in the children socialization using in-depth and key informant interviews. These interviews will collect data on the context in which child abuse happens, parents' and teachers understanding of the role they play in preventing child abuse and interventions that exist to prevent child abuse in schools. The primary data will be supplemented with desk review of available literature on interventions that exist in schools or have been tested in low and middle income countries. This formative research will inform the development of a culturally sensitive primary prevention intervention that will address these factors through the learning process and interactions between students, teachers and parents to prevent child abuse in primary schools in Kenya.