CHAPTER – II
REVIEW OF RELATED LITERATURE

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2.0 Introduction

This chapter presents a review of some of the available literature related to the study. It involved a thorough check and formal examination of the findings of various research works, articles, abstracts, information published in journals, newspapers and internet which had close connection with the area of investigation and the problem undertaken for research. It was therefore undertaken for the purposes of justifying the need for the study by identifying the existing knowledge gaps, highlighting the relationship between the past and current study and putting the research problem into perspective. With the forgoing in mind, the scope of the review included researches conducted both in and out of Kenya thus the chapter has been conveniently divided into three sections namely;

- Research conducted in Kenya
- Research conducted abroad
- Conclusion

2.1 Research Conducted in Kenya

Despite the Kenya Government’s adoption of International standards and its association in relevant initiatives aiming to combat sexual exploitation and abuse of children, the country lacks a national plan of action on child sexual exploitation, abuse and violence. This, according to the Alternative report to the United Nation Committee against Torture (2008)\(^\text{11}\) is despite the fact that the country is among the

few in Africa that have programmes and activities in the areas of protection, prevention, recovery and reintegration.

Njuki (1982) conducted a research on the problems of access to women’s education in Kenya and found out that great improvement had taken place at primary level of schooling but as girls go through the Kenya Education System their numbers decreased rapidly. At the University Level, girl’s enrolment continued to be low in comparison to the males. The conclusions were that the trend was that between primary and university levels, obstacles existed which were contributing to the women’s low access and success. These obstacles included financial limitations, traditional attitudes towards women education, geographical location and short age of girls’ schools.

A survey by the African Medical and Research Foundation (AMREF 1993) studied 10,000 adolescent females regarding health and sexuality. While a majority at 66% had not had sexual liaisons, the mean age for those who had that experience was 14.8 years, which is the age of either last class in primary or first year of secondary school education. 6% of these (204 of the 10,000 girls surveyed) had their liaisons below the age of ten and given their age, the possibility of coercion, use of force and abuse could not be ruled out. Almost a quarter (23.8%) of the girls reported having been “forced” into sexual liaisons while a further 18% reported being “tricked”. The surveys report however neither gave further information on this sub-sample nor clearly operationalized the terms “forced” and “tricked”. The findings of the

survey were however a confirmation of the gap left by an earlier study conducted by Population Studies and Research Institute (1991)\(^\text{11}\) on adolescent sexuality. In its findings out of a sample of 454, 33 respondents (7.3%) reported to have had first sexual liaison at less than 10 years of age while 69 respondents (15.2%) were aged between 11 and 14 years. As with the AMREF (1993)\(^\text{14}\) report, these were school going age girls and there are possibilities that these liaisons were coerced, a dimension not pursued by the two studies. It would therefore be interesting to determine the circumstances in which (school) girls at a young age get into sexual liaisons, in what proportion of cases when it is forced or coerced, the perpetrators and how all these affected the schooling pattern of the victims.

In the study on Socio-Cultural barriers to Kenyan Girls’ Education, Webster (1999)\(^\text{15}\) examined students’ perception of girls’ schooling at three types of schools’ from low middle to high quality and how perceptions including that prevalence of sexual harassment vary among School types. The researcher found out those students from all types of schools perceived that girls faced incidences of sexual harassment from both male teachers and boys and that this harassment negatively impacted on girls’ schooling. The study however, did not come out clearly to explain the nature and degree of impact of this harassment on secondary school education. It therefore left the gap of the effects of sexual harassment of girls by male teachers and boys on

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the victims’ performance and completion of secondary school cycle. The current study therefore purposed to fill that knowledge gap.

The African Network for Prevention against Child Abuse and Neglect (ANPACAN, 2000)\textsuperscript{16} conducted a study on awareness and views regarding child abuse and child rights in selected communities in Kenya. The study targeted some parts of rural and urban Kenya and interviewed a total of 501 children aged between 9-17 years (51.7% boys & 48.3% girls) regarding child abuse and children’s rights. In the report the study stated that 7.6% of the children had been sexually abused. It however, did not discuss further the children’s actual experiences, factors that predisposed them to the abuse and possible impact on their education cycle given that their ages was in the bracket of school going. Equally, the study did not clearly give an account of the perpetrators or the children’s ages at the time of the actual abuse.

Wachira (2001)\textsuperscript{17} did a study that examined the factors leading to increase in undesirable social behaviour among selected Nairobi Secondary School Students. The findings revealed that increase in physical violence was as a result of students internalizing communal violence, hopelessness, mass media and weak school administration and problems of adolescence. The study however, made a generalization that did not clearly identify who the physical violence and abuse were directed at and the impact on the victims’ schooling.


UNICEF – KCO (2002)\(^{18}\) commissioned a study that was conducted in Garissa and Nairobi districts entitled “Gender, Sexuality, and HIV/AIDS in Education: A Kenyan study”. The former district represented the rural while the latter represented the urban. The study aimed at finding out how gender stereotypes and prejudices affected schooling processes of both boys and girls. In some of the findings, the study reported that in Garissa, although there were no reported cases of sexual harassment in schools, rape cases were reported within the community and households. However, girls in Nairobi pointed out that fathers and male relatives took advantage and sexually harassed them. According to the girls, both male and female teachers labeled them while boys subjected them to indecent behaviours that traumatized and affected them psychologically. The study concluded that this forms of harassment were major factors that generated apathy in girls’ education. It also found out from the girls’ responses that sexual harassment by both teachers and boys within the school confinement interfered with their learning process and were detrimental to their educational well-being. The present study therefore aimed at identifying the causes of these harassments, its effect on the educational process of the victims and offer practical possible solutions.

Mairua (2003)\(^{19}\) in her study found out that early motherhood for young women can severely curtail their educational and career development opportunities. The study identified during the interviews that majority of the teenage mothers were secondary school dropouts

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from the two districts of Kisumu and Homa-Bay and a substantial number were victims of sexual abuse and violence. It however did not investigate into great depth the perpetrators of the abuse and violence and the effect of the vice on the victims’ schooling. The researcher concentrated on studying the victims’ copying mechanism and therefore left room for a study of the causes and effects of the vice on secondary school education.

Wane’s (2006) research noted that gender violence acts in most African schools range from sexual abuse through aggressive and intimidating behaviour, indecent assault, coercive sex, defilement and rape of the girl-child by fellow male students, teachers, lecturers, school administrators and even members of the community who invade the schools. In Kenya incidences included the St. Kizito tragedy in July 13th 1991 where 71 girls aged between 14-18 years were raped, leading to the deaths of 19 of them following strangulation and being crashed under iron bunk beds, Keveye Girls School in Vihiga district in 1996 where three male teachers were implicated for impregnating 12 girls, Mareira Mixed Secondary School ordeal in Muranga district whereby a number of girls were attacked and raped by their male colleagues and villagers on July 7th 1996. In Bombolulu Girls High School (1998) in Mombassa, 30 girls were burnt to death and in Kangumburi Girls High School (Nyeri), three girls were raped. While acknowledging the difficulty in accurately estimating the prevalence of sexual violence in Kenyan Schools due to limited amount of research done on the subject, the research report nevertheless stated that sexual violence incidences

had become rampant in Kenyan Schools. The available information majorly came from media reports which, often than not, were not researched. This therefore left knowledge gaps about the causes, predisposing factors, effects on the victims’ education and remedial actions and fertile ground for in-depth study to aid in policy formulation and implementation.

According to a study conducted by Save the Children Alliance (2007)\(^\text{21}\) entitled “Children’s Rights in Kenya”, many children in parts of the Country become victims of commercial sexual exploitation. Sex-tourism, according to the report, promotes child prostitution, exploitation, abduction and trafficking. The research revealed that this was carried out by both locals and foreigners, especially in Coast province. Estimated 10,000-15,000 girls in Malindi, Mombasa, Kilifi and Diani were involved with the majority aged between 12 and 13 years. The study’s report was later reinforced by a newspaper article,

According to Church World Service (2008)\(^\text{22}\), incidents of child abuse were in the increase in Kenya. Their report revealed that in many instances, children suffer abuse at the hands of their fellow learners, parents, and teachers which negatively impact on their well-being. It noted that children subjected to physical violence may grow up believing that brute force, violence, or aggressive behaviour are part of normal life, hence abused children may become abusers in their adulthood. More importantly, it concluded that abused children find it difficult to cope with the learning process and are often psychologically disturbed.


The report contended that teachers play a key role in protecting children from abuse and violence. For this reason, it concluded that when teachers become the abusers, the implications of their actions become serious. True as the assertions might have been, the report did not provide any empirical evidence, a path this study embarked on so as to not only buttress the earlier findings but also suggest possible solutions to the menace.

The Standard (2010)\textsuperscript{23}, quoting the coast provincial children’s Officer, the article stated that more than 1,500 girls were engaged in prostitution in the region. He noted that the sex tourists preyed upon the girls aged between 12-17 years some of whom were victims of child trafficking syndicates. Some of the children were convinced they would be sponsored in their education but only ended up being sexually abused by foreigners who operated bogus children’s welfare centers in the region. The article stated that while some of the affected children were from the region others were from up country lured with non-existent education scholarships.

Nambakwe (2010)\textsuperscript{24} carried out a study that focused on sexual violence faced by girls in Kenya at the Secondary School Level. The study was based on the premises that it is at the secondary school level that the girls are at their puberty and most prone to sexual abuse and exploitation mainly at the hands of some male teachers who are at a position of authority. It examined some of the factors that enhanced sexual violence against girls and the strategies and programmes put in place to eradicate the vice by teachers in secondary schools. The

\textsuperscript{23} The Standard Newspaper, 2\textsuperscript{nd} March 2010, Nairobi. Standard Media Group.

researcher’s main question during the study was how pragmatic the policies and programmes were in combating sexual violence faced by girls in Kenyan Secondary Schools. The findings showed that there was general awareness of sexual violence in schools. However, the research was mainly based on secondary data and interviews from the government and non-governmental organizations. The school girls were never interviewed either directly or indirectly for the first-hand information from the intended beneficiaries thus the researcher’s information was limited. This deficiency therefore left more room, and reasons for research and data collection so as to effectively and pragmatically implement strategies aimed at eliminating sexual violence and abuse of girls in schools.

The Ministry of Gender, Children and Social Development commissioned the first national survey on violence against children that was conducted in 2010 among households covering 1,306 females and 1,622 males aged between 13 – 24 years. In its report, (The Standard Newspaper 2012), the survey revealed that the perpetrators of the violence against the children were most often known to the victims and included relatives. It noted that females aged between 18-24 years who reported experiencing sexual violence in childhood were significantly more likely to report feelings of anxiety, depression, suicidal thoughts and poor health than females who did not. About 90% of the females and males who experienced sexual violence as children reported the case to a Voluntary Counseling and Testing Centre (VCT). The most common type of sexual violence experienced by 18-24 year old females and males under the age of 18 was unwanted sexual touching. The survey

report concluded that violence against children and their exploitation are a global, social, economic, human rights and public health issue with significant negative impacts. The researcher therefore picked from the survey’s findings to pursue the causes and effects of the vice on girl-child’s secondary education which is one of the main components of the social pillars in the Millennium Development Goals (MDGs)

2.2 Research Conducted Abroad

Based on data from the National Crime Victimization Survey\textsuperscript{26}, in 1994 there were an estimated 152,690 incidents of rape or sexual assault throughout the United States of America perpetrated by people who were strangers to the victims. Of this total, it was estimated that 3.6\% (5,497) incidents of the attacks occurred inside a school building or a school property. In March 1998, the United States of America department of education released a study based on a nationally representative sample of 1,234 public elementary, middle and high schools. The principals of the sampled schools were asked about crimes, including sexual battery and rape, about which they had contacted the law enforcement department. Based on the survey results, approximately 4,170 incidents of rape or sexual battery were estimated to have occurred in the United States of America’s public schools. Given its (United States of Americas) level of development and civic education, this was alarming and therefore the continued occurrence of the vice in a developing country’s education institutions needs an in-depth study with the aim of finding working solutions.

Wood and Jewkes (1998) studied violence in heterosexual relationship among pupils in a South African township (Natal). Their study found out that physical assault, rape and coercive sex had become the norm, making it difficult for young school going girls to continue with their education and protect themselves from disease and pregnancies. The boys clearly saw sex as their right and so forced sex was legitimate. Girls on the other hand found it difficult to escape from violent relationship because of the status attached to being in a relationship and fear of reprisals. At the same time, in accepting this subordinate relationship, girls were showing themselves to be complicit in the construction of their own unequal gender relations. The extent to which physical assault, rape, coercive and perceived gender inferiority affected the girls schooling system did not come out clearly in this study. This was despite the fact that one of the study’s findings was that the frequency of rape among a nationally representative sample of 11,735 South African women aged between 15-49 years, 33 percent had been raped by their own teachers.

Cases of the vice under study documented from Nigeria revealed gloomy pictures. In their studies in South East Nigeria entitled “Unintended Pregnancy among Unmarried Adolescent and Young Women in Anambra State”, Ilika and Igwebe (1998) identified the characteristics and factors that influenced their subject of study. Out of the 136 unmarried teens with unintended pregnancies interviewed, over 75% had their first sexual encounters by 19 years of age. Over 95% had


been involved in sex for economic reasons and exchanged the same for money or gifts. 97% of them had suffered violence such as beating and verbal abuse from family members because of the pregnancy. The study found out that most of the adolescents or young women experienced major stressors, most importantly school and job termination, partners’ negative attitude, religious sanction, discrimination and stigmatization. These were in addition to health and psychological problems. The cause-effect relationship between unintended sexual encounters and violence against the teenage girls and school dropouts, health and psychological problems were brought out clearly by the study.

Studies from Sub-Saharan Africa have mainly focused on heterosexual relations against girls. They have also addressed primarily the sexual abuse of females by males. Leach and Machakanja (2000)\(^{29}\) examined the abuse of secondary girl’s school by older boys, teachers and “sugar daddies” in Zimbabwe, Ghana and Malawi and found out that there was high level of sexual aggression from boys which went largely unpunished. All the three educational systems in the above countries were characterized by a reluctance to take action against either teachers or male students. Teachers downplayed or dismissed the suggestions that their colleagues had sex with their pupils although both male and female pupils confirmed that teachers had offered to give girls high grades in exchange of sex. At the same time, there was reluctance among girls to report such incidents for fear of being blamed for having ‘invited’ the abuse, being ridiculed or victimized for example a male teacher singling

out a girl for beating in class because she turned him down or threatening to fail her in examinations.

Ajuwon et al (2001)\textsuperscript{30} carried out a cross sectional survey on experience and perpetrations of physical, sexual and psychological violent behaviours among school based adolescents in the State of Ibadan, South-West Nigeria. A total of 1,366 students (50.4\% females and 49.6\% males) were randomly selected from 6 public secondary schools. The study found out that young people, including female students and apprentices aged between 15-19 years (55\% of the 1025 respondents) had been victims of at least one sexually coercive behaviour, the most common being unwanted kiss and touch of the breasts. 4\% of the same population had experienced rape which was perpetrated mainly by boyfriends and other persons well known to the victims. Though the rationale of the survey recognized that the ideal sites for recruitment of adolescents for the study were schools as a considerable number were enrolled, its findings and recommendations did not come out explicitly to show the implication of the vice on secondary school enrolment, retention and completion rates, least of all of girls who were, according to the study’s findings, the majority of the victims of sexual abuse and violence. In the same region of Nigeria, Oloduni (2001)\textsuperscript{31} carried out a cross sectional survey on the sexual behaviour and practices among 140 adolescents with physical disabilities in handicapped schools in Osun state. It found out that 24.6\% of them had been forced into sex by different categories of persons with different outcomes; teenage pregnancies, abortion and life birth. It also found out


that a few girls exchanged sex for gifts from strangers. However, how these outcomes impacted on their gainful retention and completion of the schooling cycle was not clearly brought out.

A Human Rights watch report (2001)\textsuperscript{32} titled “scared at school” extensively covered the barriers to a successful education in South Africa. An in-depth research was conducted in three of South Africa’s nine provinces namely Kwa Zulu-Natal, Gauteg and Western Cape. It interviewed parents, students, teachers, school administrators, police officers, state officials and national policy makers. The research found out that in South Africa’s schools, girls were raped in school toilets, empty classrooms, hallways, hostels and dormitories. It also found out that girls were subjected to fondling, aggressive sexual advances and verbally degraded in schools. The report confirmed that too often the schools’ response was to conceal sexual abuse and violence, to avoid disciplining sexual abusers and to be uncooperative with the police authorities. This meant that the girls were left alone in dealing with the abuse and the perpetrators continue their abuse with impunity against girl or other girls.

In 2003, Leach et al\textsuperscript{33} examined the abuse of junior secondary school girls by older boys, teachers and sugar-daddies in Zimbabwe, Ghana and Malawi. They found out that there was a high level of sexual aggression from boys which went largely unpunished in the schools, and


in some cases, male teachers who forced girls into sexual contacts only got transferred to other schools without any disciplinary action taken against them. This was a confirmation of the study earlier on carried out in Ghana by Appiah and Cusack in 1999\textsuperscript{34}. They conducted a survey of violence against women and adolescent girls and found out that 49 percent of the 481 adolescent girls surveyed had been touched against their will at some time in their lives, 12 percent of the offenders being fellow pupils and 2 percent teachers, 4 percent of Sexual assaults on adolescent girls were by fellow pupils and 2 percent by teachers. Both the studies revealed the endemic scale of the problem in the studied countries and it would be of interest to not only compare the same with the Kenyan situation, but to also determine its implication on the secondary education cycle of the victims.

A report by Girl Child Network (GDC 2005)\textsuperscript{35} further outlined the gravity of girl-child sexual abuse in Zimbabwe. The network conducted a gender based violence study against girls stretching between 1998 and 2004 and concluded that the results of the nature and extent of child sexual abuse were shamefully shocking. The study established that rape, incest, virginity testing and forced marriages were the different variables of child sexual abuse. It further found out those facts and figures on girl-child sexual abuse in the home, school and community point out to increase reporting on unreported rape cases than increased fresh raping. However, the study found out that some heads of schools and teachers, general hand staff who included security guards, caretakers, and drivers, general hand staff who included security guards, caretakers, and drivers,

\textsuperscript{34} C Appiah D. and K Cusack (eds). Violence against women and Children in Ghana: Report of a National Study on Violence. Accra: Gender Studies and Human Rights Documentation Center.1999

boarding masters and matrons and bursars were not reported on by school girls because of their command of authority in the schools.

Plan Togo (2006)\textsuperscript{36} conducted a study on violence and abuse in schools in Togo. It contented that violence against children in schools in Togo was a feature of the ‘everyday violence’ that violated children’s human rights and caused them suffering. In the research findings, it was noted that one of the consequences of the proliferation of violence in Togolese schools is that there appeared to be a crisis of confidence in the education system among schoolchildren themselves, certainly in the regions where the study was conducted. None of the secondary school children interviewed, from at least four schools, believed that the marks they received at the end of the term or year reflected the work they had done. There was widespread belief that marks were the result of trade-offs, mostly forced and unwanted, between students and teachers, which meant you pass or fail because;

- You had agreed to have sex with the teacher, or you refused
- You had worked in the teacher’s field, or you refused
- You had offered money and gifts to the teacher, or you did not
- You are a boy who is regarded as by a male teacher as a competitor for a certain girl, so you are marked down-or believe you are marked down.

The research also discovered that the expression “sexually transmitted marks” was commonly used in secondary schools. Though a

subtle play on words, it conveyed a conviction of the secondary school students that success at school had very little to do with how clever or hard-working one was. To this end, sexual harassment and abuse in schools by their teachers was found to be so common in Togo that an entire lexicon existed to describe it. Male teachers’ gender assumptions, their powerful position in the lives of their students and the failure to train and adequately monitor teachers, all coincided to devastating effect when teachers put sexual pressure on their girl students, an activity universally described in Togo as teachers “wooing” their students. Rarely had an expression less effectively conveyed the true nature of the exchange going on when an adult male teacher, with unique power to advance the students’ interests or ruin their hopes, put sexual pressure on Girl-Childs.

In 2007, the Ministry of Women and Child Development published a report of research titled “Study on Child Abuse: India 2007.” It sampled 12,447 children, 2324 young adults and 2449 stakeholders across 13 states. The study looked at different forms of child abuse, physical, sexual, emotional and girl-child neglect in five evidence groups namely children in a family environment, in school, at work, on the street and children in institutions. Its main findings included 53.22% reported having faced sexual abuse. Among them 52.94% were boys and 47.06% girls. Andhra Pradesh, Assam, Bihar and Delhi reported the highest incidences of sexual assaults. The lowest percentage of sexual abuse was reported from Goa at 2.38% followed by Uttar Pradesh at 5.98% and Gujarat at 7.34%. The age wise distribution of children reporting sexual abuse in one or more forms showed that

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though the abuse started at the age of five years, it gained momentum ten years onward, peaking at twelve to fifteen years, and then starting to decline. This meant that children in the teenage years were the most vulnerable in India. Though the report remained silent on the educational implication, it was safe to make an educated guess that the education cycle of these victims had been negatively affected.

Using the Right to Information Act, the public health department (The Times of India)\textsuperscript{38}, reported that of the 30,000-odd women who underwent abortion in Mumbai in 2013-14, more than 100 were younger than 15, an age at which their peers were busy preparing for either school or board examinations. Another 900-odd were in the 16 to 19 age-group. The numbers raised three concerns: one, poor sex education among teenagers, two, and the possibility of the girls having been victims of sexual abuse and violence, and three, the prevalence of under-age marriages in Indian society. The fact that the girls sought abortions was an indication that the pregnancies were unwanted and could have arisen from abuses, violence or illicit relationships. Whichever the case, the fact that they were in the school-going age meant that they had to forgo schooling, bear the brunt of abuse and violence meted on them and be contented with loss of opportunities of being career women due to early pregnancies.

The global prevalence of child sexual abuse has been estimated at 19.7\% for females and 7.9\% for males according to a 2009 study published in the ‘Clinical Psychology Review’\textsuperscript{39} that examined 65 studies from 22 countries. Using the available data, the highest

\textsuperscript{38} The Times of India, 12\textsuperscript{th} May 2014

prevalence of child sexual abuse geographically was found in Africa at 34.4% primarily because of high rates in South Africa. Europe showed the lowest prevalence rates between 10.1% and 23.9% respectively. Other research had concluded similarly that in North America, approximately 15% to 25% of women and 5% to 15% of men had been sexually abused when they were children. In the United Kingdom a 2010 study estimated prevalence at about 5% for boys and 18% for girls (not dissimilar to a 1985 study that estimated about 8% for boys and 12% for girls). More than 23,000 incidents were reported by the United Kingdom police between 2009 and 2010. Girls were six times more likely to be assaulted with 86% of attacks taking place against them. The estimated for United States of America vary widely. A literature review of 23 studies found rates of 3% to 37% for males and 8% to 71% for females which produced an average of 17% for boys and 28% for girls while a statistical analysis based on 16 cross-sectional studies estimated the rate to be 7.2% for males and 14.5% for females. The United States of America department of Health and Human services reported 83,600 substantiated reports of sexually abused children in 2005.

A report on the Status of Child Sexual Abuse in Eastern Africa (2011)\textsuperscript{40} “stated that violence against children remained a pervasive, yet often ignored issue throughout the world, especially in Africa”. It conducted studies in Ethiopia, Tanzania, Uganda and Kenya. From all the countries, the study reported that children and especially girls had been experiencing unwelcome or inappropriate sexual encounters from fellow students and other perpetrators. In Ethiopia, it noted that a survey in Oromia region ascertained that 90 out of 198 high school students affirmed they were sexually abused by either fellow students, guardians

\textsuperscript{40} Report on Status of Child Sexual abuse in Eastern Africa, PANOS Eastern Africa.
or other relatives. Nevertheless only 36 students reported the incidence to police, parents, friends and school teachers. According to the respondents, in 40 percent of the cases, no legal action was taken against the perpetrators. In Tanzania, the report showed that between 2004 and 2008, out of a total of 28,590 girls, of which 11,599 were from secondary and 16,991 from primary schools dropped out of schools due to pregnancy. On Uganda, the report indicated that defilements posed a threat to the wellbeing of children. It quoted the crime statistics from the Uganda Police Force (2006) which revealed that 15,85 children were defiled in the year 2006 alone. The victims were mostly pupils and students who stayed at home during holidays, dependents in homes and on the streets. The fact that the study’s report mentioned school age going girls as the victims, pregnancy and dropouts as major consequences indicated that the vice of sexual abuse and violence is a tragedy that affects the education sector. It was therefore worth a comprehensive study.

2.3 Conclusion on Literature Review

As stated and found out in the United Nation’s Report (2006), sexual harassment of school girls is common throughout the world. The above reviewed literature attest to the same. A good number of them looked at the subject under study largely from sociological and medico-legal perspective and showed that the vice was not limited to one area of the world but rather universal. The difference therefore lay in the intervention measures put in place by different authorities by different countries. Equally not all the published research work explicitly related girl-child sexual abuse and violence to access, retention and completion of education by the victims. A complete picture of the extent of sexual abuse and violence in schools is therefore not comprehensively available
from researches conducted by both NGOs. This deficiency gave room and impetus for an in-depth study of the vice and its implication on secondary school education.

In Kenya, as aptly put by Wane (2006), it was difficult to accurately estimate the prevalence of sexual violence because of the amount of limited research done on the subject. The researcher revealed that the available information were from media reports. Where and when studies had been done, none examined specifically sexual abuse and violence against the school-age girl-child and how their educational processes were affected by the vice. Indeed, it was a remarkable exclusion in some of the studies done by local and international non-governmental organizations. Where data did exist on the subject, it was primarily quantitative. Very few qualitative, descriptive analyses of the nature and occurrence of sexual abuse and violence against the girl-child have been availed. This, therefore, left knowledge gap between the vice and secondary school education of girls in Kenya, thus the need for this study and the subsequent report.