

**AN EVALUATION OF THE APPLICABILITY OF RIGHTS TO EDUCATION FOR
SEXUALLY ABUSED EARLY CHILDHOOD LEARNERS IN KINANGOP SUB-
COUNTY, NYANDARUA COUNTY, KENYA**

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ABSTRACT

All children are entitled to a basic right to education as enshrined in Basic Education Act, 2012. However, realization of such rights has faced numerous challenges though little has been done to establish the influence of child sexual abuse. Thus, this study aimed to evaluate the applicability of rights to education for sexually abused early childhood learners in Kinangop Sub-county, Nyandarua County, Kenya. The objectives of the study included; guidance and counseling services, child protection, instructional resources and stakeholders' attitudes in relation to education of sexually abused children. This study was guided by The Attachment Theory which was postulated by Bowlby (1990). The study adopted mixed methods approach and a descriptive survey. Target population comprised the 53 ECDE Center managers, 146 ECDE Teachers, 106 parents' representatives, five Children's officers and 1190 ECDE Children all totaling to 1500.

The researcher sampled 20% of the targeted ECDE Centers, that is, ten ECDE Centers. Similarly, based on the same proportion, 20% of the target population, that is, 300 respondents were sampled. Stratified sampling was applied to create five strata based on the number of zones in Kinangop Sub-county. From each stratum, two ECDE Center managers and nine ECDE Teachers were selected using purposive sampling. The Children's Officers were also selected using purposive sampling. Six parents' representatives and 43 ECDE children were selected using simple random sampling. Questionnaires were used to collect data from ECDE Center managers and ECDE Teachers, interview schedules for Children's Officers and Parents' Representatives whereas observation checklist was used to collect data from ECDE children. Piloting of research instruments was conducted amongst two ECDE Center Managers and eight ECDE Teachers to establish validity, reliability, credibility and dependability. Reliability coefficient was determined using Pearson's Product Moment Correlation Method and reliability coefficient, = 0.65, was obtained indicating high internal consistency. Data analysis began by identifying common themes. Frequency counts of the responses were obtained to generate information about the respondents and to illustrate the general trend of findings on the various variables that were under investigation. Qualitative data was analyzed based on research objectives while quantitative data was analyzed using ANOVA in Statistical Packages for Social Science (SPSS Version 21). The findings of the study were presented using tables. The study established that applicability of rights to education amongst sexually abused children has not been fully realized. The study thus recommends that ECDE Centers should start guidance and counseling units within the centers for sexually abused children to help mitigate against trauma and other attendant consequences of sexual abuse. Stakeholders should be trained on different child protection measures so that they can be able to identify and prevent cases or potential instances of child sexual abuse (CSA). Educators should develop a mastery of skills on how to use different instructional resources to enhance applicability of rights to education for sexually abused children. Stakeholders should manifest positive perception towards education of sexually abused children since faulty perception would drive the child victims of sexual abuse away from school due to stigma and victimization.