

## **HELP MISSION DEVELOPMENT SERVICES (HMDS)**

### **2.2.2 RISK MAPPING**

#### **RISK MAPPING IN BARINGO COUNTY SCHOOLS AND VOCATIONAL TRAINING INSTITUTIONS**

##### **SUMMARY**

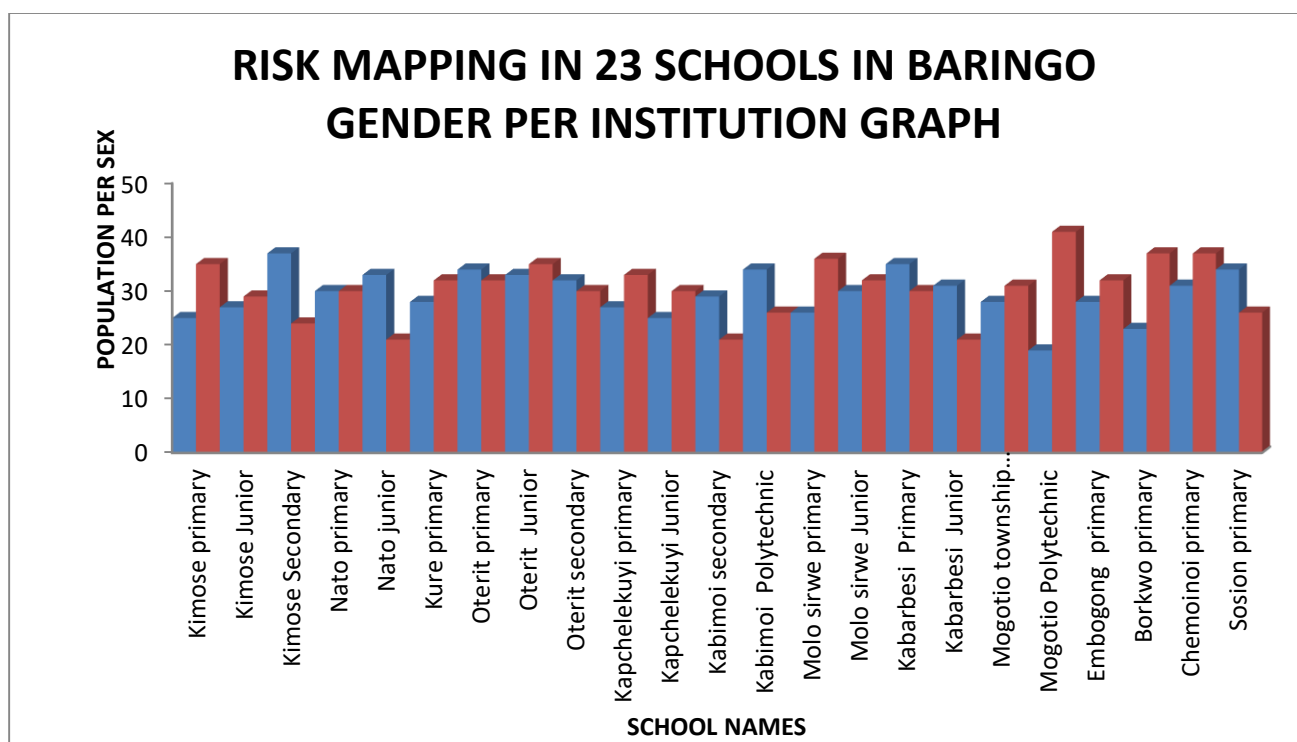
The risk mapping was done in 23 learning institutions which included two vocational trainings (Youth Polytechnics), five secondary schools, six junior secondary schools and ten primary schools. We had population of 2,800 students of which we managed to have a sample size of average of 60 students per school thus resulting in 1,380 students who were of between teen and youth 13-27 years. We believed that this age range will give informed views. We had 679 girls and 701 boys in the sample size. This represents 49.2% and 50.8% gender.

##### **General Objective**

The overall objective of risk mapping to these institutions for the documentation of an overview of assessing risks and vulnerability of it among school going students in Baringo County and in community in general and thereafter identifying and grouping them as most risky, risky and not real risky. This later on will guide us to have risk informed program in the County in regards to safe space.

##### **Specific Objectives**

1. Identifying of vulnerability SRH risks in the community that affects learners and teens in and outside the learning institutions.
2. Coming up with appropriate tools and approaches that can address this/them.
3. Provision of recommendations for further scaling up of workable intervention to suppress the vice(s) in the community.



We used 3 methods, that is: Drawings, letter writing and map drawing

The learners in all the partner schools were grouped as per capability and age that is from age 8-11 they could draw pictures and maps, and 12-27 they could write letters and draw maps indicating the risky areas in their community. The risks identified were grouped in three categories namely:

- A. Cultural norms risks
- B. Behaviors Risks.
- C. Social Economical Risks.

## **MAPPING OF INDIVIDUAL RISKS**

### **A. CULTURAL NORMS RISKS**

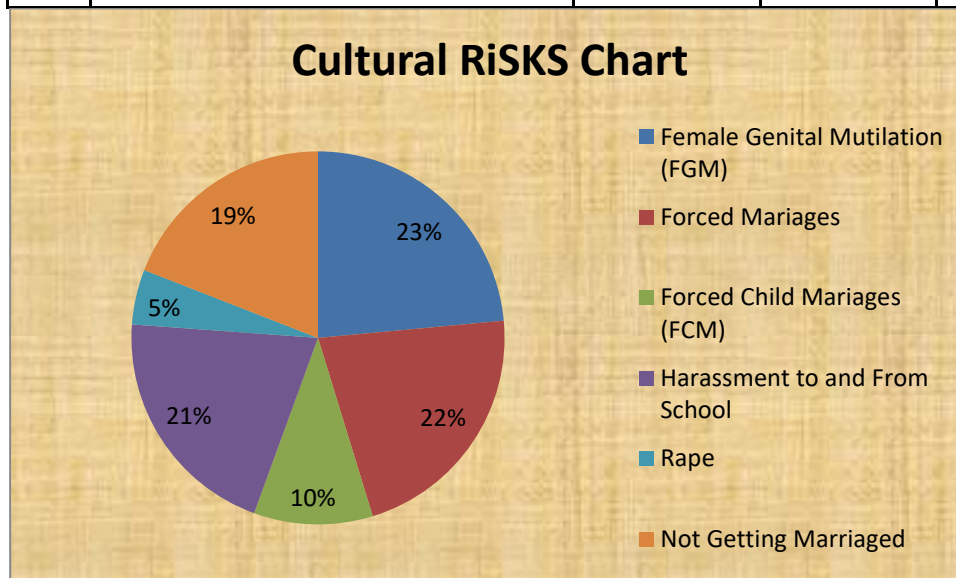
Cultural practices are the manifestation of culture or sub - culture especially in regard to the traditional and customary practices of a particular ethic or cultural group. That is practice that serves as community identity. Cultural risks that were identified include;

**Gender Based Violence – It was mostly directed towards the girl child and women.**

This had five folds: Female Genital Mutilations (FGM), Forced Marriages (FM) Forced Child Marriages (FCM) Harassment of girls on their way to and from school and Rape, Not getting Husband risk.

**Cultural Risk Matrix**

No.	Risk Identified	Most Risky	Risk	Low Risk	No Risk
1	Female Genital Mutilation (FGM)	888	350	80	62
2	Forced Marriages	820	402	92	66
3	Forced Child Marriages (FCM)	389	259	450	282
4	Harassment to and From School	777	480	73	50
5	Rape	180	102	450	648
6	Not Getting Marriage	720	345	115	200



The Most risk 23% in the area is Female Genital Mutilations (FGM), second most of 22% of Respondents was forced Marriages This because it is believed that as soon as a girl has undergone FGM she is ready for marriage. 21 % was Harassment to and from school. Fear of not getting marriage in the community due to not undergoing FGM was 19%. Most girls in high schools and Training in situation are 14-27 which means that they have the age at which they

are expected by the community to have gotten married .Child Marriage was at 10% and last in this group was rape at 5%. It was observed that risks are contributory factors resulting in dropout from school, Creation of alternative rite of passage for girls in state of FGM, Addressing issue of poverty to reduce incidents of child marriage which are done undercover, Report system on social media and coming up with social media platform that supports vulnerable groups that are free of charge.

### **Question on how we can solve this Risks.**

We had varying suggestions; Creating safe and supporting environment both at school and home/ community, boda boda awareness creation sessions to reduce sexual harassments while coming from schools, Boy child awareness creation to address the issue of FGM and its impact on girl child in future.

### **Recommendations**

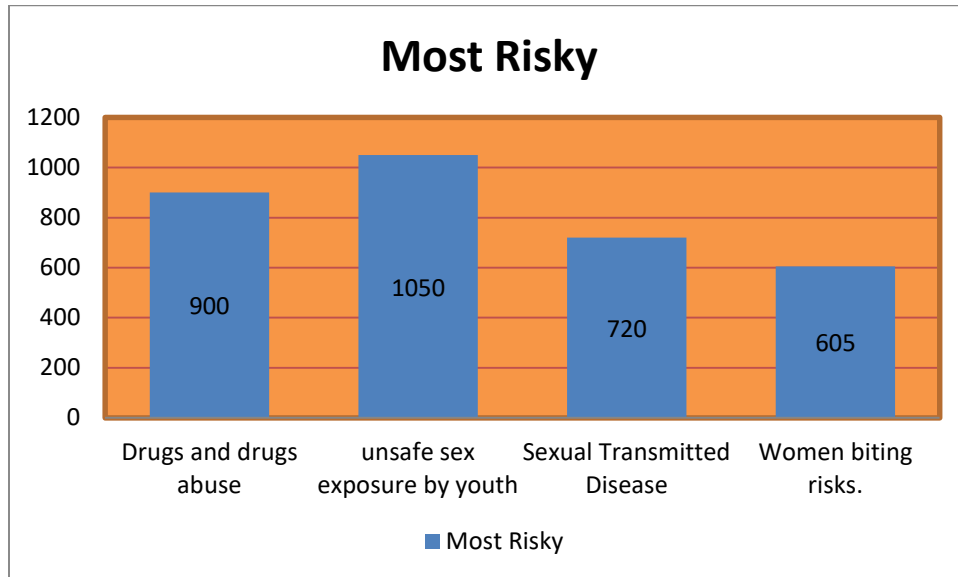
More efforts and future intervention should focus mostly on FGM, forced marriages and sexual harassment for students while on the way to and from schools. Safer and supportive environment interventions that can result in parental and communal support, address of harmful traditional practices

### **B. BEHAVIOURS RISKS.**

We classified these risks based on behaviors in the community from the student's writings. They had identified; Drugs and drugs abuse, unsafe sex exposure by youth (Unprotected sex), Sexual Transmitted Disease (STD) and domestic risks at home like women biting by men as a way of discipline them **Behaviors Risk Matrix**

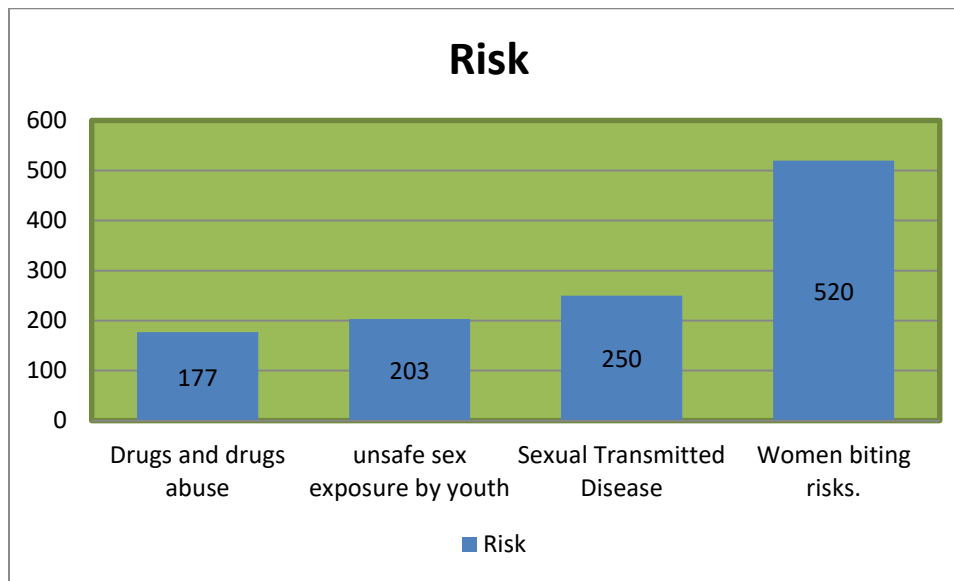
<b>No.</b>	<b>Risk Identified</b>	<b>Most Risky</b>	<b>Risk</b>	<b>Low Risk</b>	<b>No Risk</b>
1	Drugs and drugs abuse	900	177	130	173
2	unsafe sex exposure by youth	1050	203	90	37
3	Sexual Transmitted Disease	720	250	220	190
4	Women biting risks.	605	520	55	200

## Behaviors Risk Analysis



Unsafe sex takes the highest percentage among the youth in Baringo County partner schools. Second risk Drugs and drugs abuse followed by sexual transmitted diseases and this may be due to unprotected sex and last women biting as a form of discipline risk.

## Risk Chart



When asked to place then Normal risk category, we have women biting leading followed by Sexual transmitted diseases. In this case, women biting should be given priority while we have discussion with the communities followed by sexual transmitted diseases. Other risks are important to be highlighted also.

### C. SOCIAL ECONOMICAL RISKS.

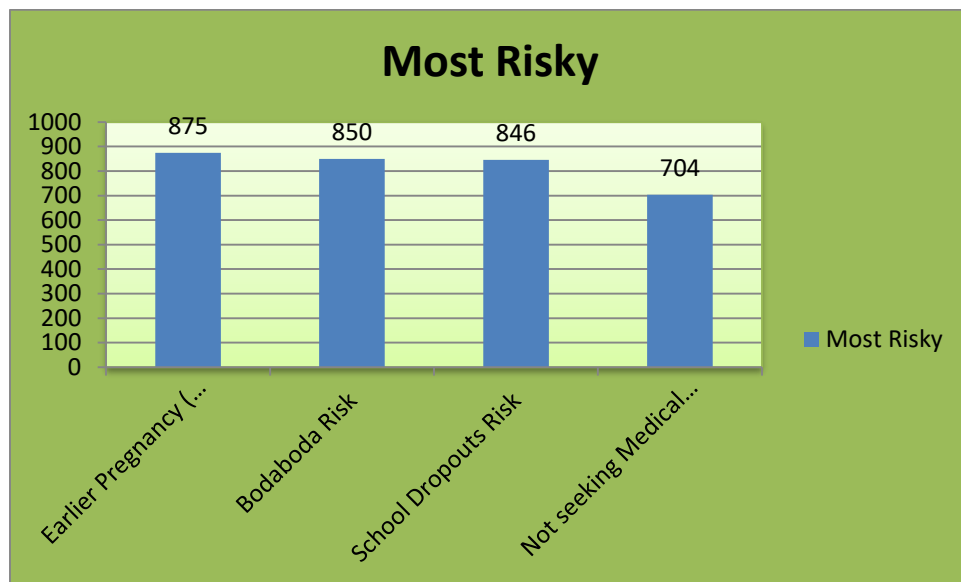
This is happen when we have reduction in the quality of life or living standard of a family/ community which leads to: Unwanted or earlier pregnancy ( Child Motherhood),boda boda Risks, lack of sanitary towels risk, school Dropout risks, Not Seeking Medical Treatment risks. This young people get involved in unhealthy activities so as to live a comfortable life. Young girls will get in to a relationship with the boda boda guys so as to get things they lack at home such as sanitary towels which their parents cannot afford to buy for them or and boda boda can offer free transportation to and from school or around the market. This led to dropping out of school due to earlier pregnancy which will push this girl in to early marriage and hence the continuation of poverty in the community.

### SOCIAL ECONOMICAL RISK RESPONSES

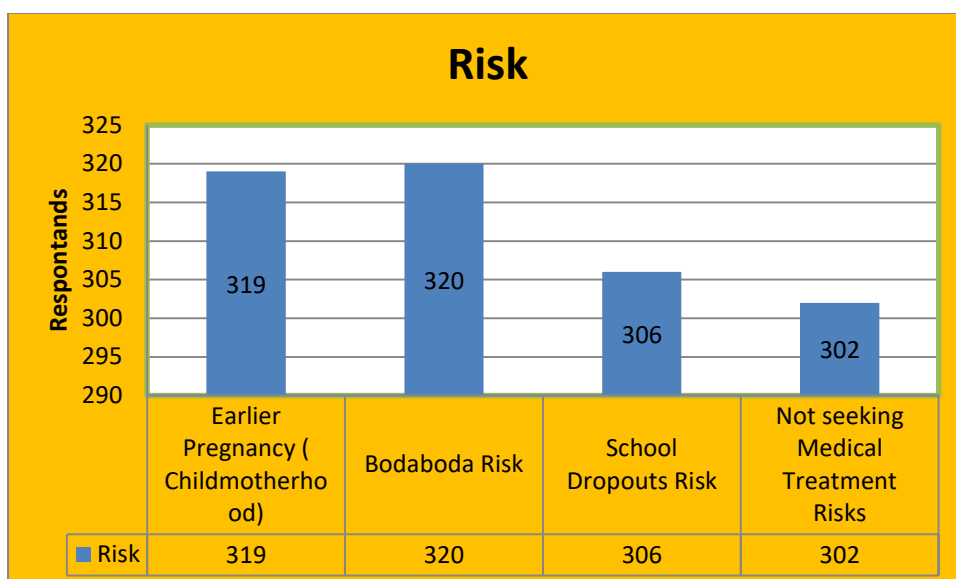
	Risk Identified	Most Risky	Risk	Low Risk	No Risk

1	Earlier pregnancy (Child motherhood)	875	395	228	173
2	Boda boda risk	850	320	200	37
3	School dropouts risk	846	392	235	190
4	Not seeking medical treatment risks	804	401	250	200

### MOST RISKY CHART



Earlier pregnancy is leading under most risky category followed by boda boda Rider risk which seems to be correlated for there was a difference of only 15 points and also this translates to school dropouts of girls.



Under risk we have boda boda riders risk leading and it has a 1 point difference with earlier motherhood in the community risks with 14 points difference with school dropout of girls. Risk of not seeking medical services has only 18 points difference from the most risk under this category meaning all the for risks need to be addressed.

After the students identified the risks that they are exposed to in the community we conducted follow up meetings with the students. We discussed the most identified risk such as FGM, rape, unsafe sex among the youth, boda boda, teen pregnancy, forced marriage and wife betting. They were provided with reference points if they are to face these risks, and given steps to follow. This same topics and others have been discussed during peer to peer outreaches that have taken place in schools and within the community.

Also during the safe space training in schools with the teachers we were able to tackle the risk identified by the students and talk about solution to these risks, and during the parents meeting we presented the risk and the parents and teachers are working on creating safe space /environment for the students in school and community.