ROLE OF ADVOCACY COMMUNICATION IN COUNTERING CHILD
TRAFFICKING AMONG SELECTED PRIMARY SCHOOLS IN MATHARE
CONSTITUENCY, NAIROBI COUNTY, KENYA

by

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APPROVAL

ROLE OF ADVOCACY COMMUNICATION IN COUNTERING CHILD
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In accordance with Daystar University policies, this thesis is accepted in partial
fulfillment of the requirements for the Master of Arts degree.

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DECLARATION

ROLE OF ADVOCACY COMMUNICATION IN COUNTERING CHILD
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CONSTITUENCY, NAIROBI COUNTY, KENYA

I declare that this thesis is my original work and has not been submitted to any other
college or university for an academic credit.

Signed: _____   Date: _____

      Cyndi Kinuthia
      (17-0339)

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I am very grateful to my supervisors Dr. Leah Komen and Dr. Beatrice Mbogoh for the guidance, insights and patience in helping me see through this thesis journey. May the Lord bless you abundantly. To my parents, Dr. Geoffrey Kinuthia and Dr. Jane Kinuthia, from the bottom of my heart I genuinely thank you for the guidance and the constant reassurance to keep on pushing on. Lastly, I truly thank the Almighty for the patience and zeal to see this journey to the end without giving up.

DEDICATION

This thesis is dedicated to my parents for their prayers and unwavering financial and emotional support. Their guidance and support through this thesis journey have been so inspiring, always encouraging me to go far and beyond this. To my siblings, Ted and Dun Kinuthia for being my number one fan, cheering me on always.

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LIST OF ABBREVIATIONS AND ACRONYMS

ANPPCAN: African Network for the Prevention and Protection against Child Abuse and Neglect

CBR: Community Based Rehabilitation

CIARD: Coherence in Information for Agricultural Research and Development

CLIMB: Continuous Learning for Individuals, Management and Business

CRC: Convention on the Rights of Children

CSEEC: Commercial Sexual Exploitation of Children

CSO: Civil Society Organization

CST: Child Sex Tourism

CT: Child Trafficking

ECPAT: End Child Prostitution, pornography and Trafficking

ELM: Elaboration Likelihood Model

HAART-KENYA: Awareness Against Human Trafficking-Kenya

ILO: International Labour Organization

LGBTQ: Lesbian, Gay, Bisexual, Transgender and Queer

MACT: Movement Against Child Trafficking

NACOSTI: National Commission for Research and Innovation

NG-CDF: National Governmental Constituencies Development Fund

NGO: Non-Governmental Organization

UNICEF: United Nations Children's Fund

UNODC: United Nations Office on Drugs and Crime

WHO: World Health Organization

ABSTRACT

Kenya is one of the countries in Sub-Saharan Africa that has child trafficking as one of the leading crimes. The purpose of this study was to assess the role of advocacy communication adopted by Civil Society Organizations (CSOs) who work towards countering child trafficking in Mathare Constituency. The objectives of the study were: to identify the forms of advocacy communication methods used, to establish the efficacy of the various advocacy communication methods used and to explain the communication challenges faced by facilitators in the process of advocating against child trafficking among the children in primary schools in Mathare constituency. A purposive sample of 240 teacher respondents and 16 facilitators was selected as per Yamane's formula. Convergent parallel mixed methods design was used for data analysis. The study established that videos and pictorials were the most popular advocacy methods used, with 100 % respondent rate while 98 % observed that through advocacy, humanitarian organizations were making a difference in countering child trafficking. The study also established that all (100%) of the facilitators agreed that the stakeholders directly involved with children did contribute to the fight against child trafficking. Another finding is that 75% of respondents identified time constraint as a major challenge for facilitators. The study concluded that integrated communication was adopted by facilitators and that the advocacy communication methods used were effective. The study recommends involvement of key stakeholders right from the planning stage to completion for effectiveness. Further study be done to find out the viewpoints of the children, parents and the local administration on effectiveness of integrated advocacy communication.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

Introduction

Child trafficking which is a form of human trafficking is defined as the recruitment, transportation, transfer, harbouring and receipt of children for the purposes of forced labour, slavery and sexual exploitation (U.S. Department State, 2016). Globally, the fight against child trafficking has taken shape due to an increased level of awareness on the need to counter the vice. Estimates from intergovernmental organizations, nongovernmental organizations and governments show that globally, by the year 2012, about 4-27 million individuals were being enslaved and 50 % of these victims were children (Alvarez & Alessi, 2012).

In sub-Saharan Africa, about 200,000 children are susceptible to trafficking every year and they are mostly trafficked for the purposes of early marriage, prostitution, forced and domestic labour (Mbakogu, 2012). As reported by UNICEF (2003), in West and Central Africa where trafficking is more prevalent, more than 70 % of the countries in these regions have identified it as a problem, compared to one third (30 %) of the countries found in the East and Southern Africa region.

The National Crime Research Centre (2015) highlights Kenya as a source, transit and destination of human trafficking with unemployment, poverty and ignorance cited as the main aspects contributing to it. As stated by U.S. Department of State (2016), in Kenya, children that have been trafficked are mostly subjected to forced labour in the domestic service sector, street vending, cattle herding and begging. They are exploited also sexually through child prostitution and sex tourism at the coastal region of Kenya. However, the National Crime Research Centre (2015) estimates an 80 % level of awareness intervention strategies that have been put in

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place across the country in order to fight the vice, thus implying that something is being done to at least address this problem. Despite the multiple initiatives meant to curb the crime however, the practice of trafficking children is not only growing but continues to be misunderstood not only by government bodies but also the general public hence the need for advocacy through various communication methods (National Crime Research Centre, 2015). The researcher's interest in this topic came about after attending a workshop conducted by UNODC on trafficking of vulnerable groups.

The study sought to find out the role that advocacy communication plays in countering child trafficking among primary schools in Mathare constituency. Advocacy communication helps in information dissemination (Coulby, 2010) and better understanding of the phenomenon (in this case child trafficking) by key stakeholders and policy makers who have major influence in ensuring that this vice is addressed accordingly. Using Elaboration Likelihood Model (ELM) (Petty and Cacioppo, 1986), the study established that persuasion, ability to understand the message and motivation to accept the message are key tenets of any advocacy initiative which are a key focus of this study.

Background to the Study

Child trafficking, which is always an offence to human dignity, typically involves violations of several fundamental child rights. Trafficked children face a series of threats to their health, development, welfare and in some extreme cases, their lives (Beyrer, 2004). The author further argues that child trafficking is a practice that is morally wrong and inhumane and therefore it should not come as a surprise that it has generated outrage and the need for advocacy with enthusiasm, by the abolitionist movements against slavery in Britain and the United States of America (USA).

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Therefore, the need for creating awareness by multiple sectors that seek to advocate for human rights is one of the effective means adopted globally in order to combat child trafficking.

As argued by Gardner (2015), conservation of human dignity and eradication of social injustice has always been achieved through campaigns and advocacy initiatives that seek to be the voice of the voiceless thus the crucial role advocacy can play in fighting vices in the society. Even though those advocating for the rights of those considered lesser or vulnerable in a society has been laced with confrontational tendencies, Breitrose (2012) argues that advocacy does not have to be confrontational always particularly with proper planning that will prompt tactical skills so as to avoid conflict. Advocacy is a process that depends on many approaches ranging from campaigns, lobbying, awareness- raising, mass mobilization to sharing and providing information hence provoking action. This involves working well with other people with an aim of addressing a particular issue (Onyango, 2014).

Additionally, for effective advocacy work, there is a need for effective communication to take place so that the intended message for the target group can be passed. In advocacy work, communicating effectively can include doing entertainment education (edutainment), coming up with messages that address the need to fight for the course believed in (among others). This is because as argued by Coulby (2010), advocacy is all about impelling and urging individuals as well as institutions in order to bring about social justice and in this case, to the children most vulnerable to trafficking. This will not be achieved unless one is able to communicate his or her ideas and bids effectively.

According to Save the Children (2016), sub-Saharan African children are commonly trafficked for domestic and farm labour as well as profitable sexual exploitation like prostitution, pornography and underage sex tourism trade in pedophile rings. This shows that there is a desperate need to report and address the vice thoroughly. For instance, in Nigeria, one of the advocating acts that was witnessed in December 2017 is where all the nuns of the Africa Faith and Justice Network (a faith based organization doing advocacy works across the country) took to the streets in the cities and villages of Nigeria as they were convinced that human dignity especially for children was being violated and abused through child trafficking. Reportedly, Nigeria experiences more than 10,000 indigenous people getting trafficked (Africa Faith & Justice Network, 2018).

Despite many efforts by different humanitarian organizations to end child trafficking, Kenya remains a major source, transit and destination in the Central and Eastern Africa region (National Crime Research Centre, 2015). According to the same body, Kenya is accommodating over 350,000 refugees especially from South Central Somalia and as a result, Kenya has been recognized as the focal point for human trafficking with many of these refugees becoming vulnerable to various forms of exploitations and abuse.

Some of the efforts made in Kenya to fight child trafficking are as demonstrated by Trace Kenya, a national counter trafficking in persons Non-Governmental Organization (NGO) based in Mtwapa, on the outskirts of Mombasa, Kilifi County. The organization specifically works with refugee children, the internally displaced and street children. They endeavor to create awareness among the youth, women, children and personnel with infirmities who are the most vulnerable populations in Kenya due to the risk of being trafficked for the purposes of

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forced labour, street begging and in extreme cases, sexual exploitation (Trace Kenya, 2018). There is also Movement Against Child Trafficking (MACT), a community based non-profit organization that works in collaboration with the relevant government departments and other Civil Society Organizations (CSOs) with the aim of averting and shielding children from trafficking and sexual exploitation.

As noted by the National Crime Research Centre (2015), some of the reasons why individuals (children or adults) in Kenya end up being victims of trafficking is because of low income, high poverty levels, illiteracy and unemployment. The most common methods traffickers use to lure their victims as further noted by National Research Centre (2015) include deception (enticements and false promises), media (an enticing offer is posted on a social media platform for example) and referrals by relatives. Advocacy communication therefore becomes important as an intervention in such scenarios since it enlightens those likely to be victims.

The interest of this study was therefore in Mathare constituency, an informal settlement in Kenya which has over the years forwarded varying child trafficking cases to the local area authorities. Given it is an area where the level of poverty is so high, one finds that many unsuspecting parents are given the promise that their children will be given better opportunities in life. As noted by Terres des Hommes (2014), the reason most parents and caregivers do not ask questions is because poverty breeds desperation. With desperation, individuals will do almost anything offered to them just so that they can have it better hence, the need for this study.

Statement of the Problem

In accordance to a report by the U.S Department of State's (2016), children are the most vulnerable group with regards to cases of trafficking having an estimated

number of 1.2 million of them being trafficked across the globe each year. Kenya has been listed as one of Sub-Saharan Africa's countries that has child trafficking as one of its leading criminal activities. While there is no specific government statistics available on child trafficking in Kenya, Mwangi's (2017) account notes that more than 20,000 children especially girls are trafficked annually in Kenya.

The vice is perpetuated by the fact that children are a source of cheap labour and cannot fight for their rights effectively without the help of an upper power (UNICEF, 2003). High levels of poverty, large numbers of orphaned children and cultural practices are some of the reasons why law enforcement efforts are weakened. Thus, the crime of child trafficking goes on yet different Civil Society organizations (CSOs) have put in place various advocacy initiatives with an objective of addressing it.

Notably, such humanitarian organizations make use of different communication methods depending on the target audience but hardly any empirical data focusing on advocacy against child trafficking is officially available. UNODC (2009) thus observes the need for research and data collection that will enable identification of the forms of trafficking, developing effective anti-trafficking strategies, assisting victims of trafficking as well as prosecuting traffickers.

This study therefore sought to investigate advocacy communication as an intervention that has been applied in countering child trafficking among children in Mathare constituency primary schools. The aspect of advocacy that was of interest to the study was how advocacy communication influences the sharing and providing of information to a target audience. This was done with a view of finding out how advocacy communication contributes to countering a vice like child trafficking.

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Purpose of the Study

The main purpose of this study was to assess the role of advocacy communication adopted by different selected Civil Society Organizations (CSOs) in Nairobi with the aim of countering child trafficking within primary schools in Mathare constituency.

Objectives of the Study

1. To identify the forms of advocacy communication methods used in countering child trafficking in primary schools in Mathare constituency, Nairobi, Kenya.

2. To establish the efficacy of the various advocacy communication methods used in countering child trafficking in primary schools in Mathare constituency, Nairobi, Kenya.

3. To explain the communication challenges faced by facilitators in the process of advocating against child trafficking among the children in primary schools in Mathare constituency, Nairobi, Kenya.

Research Questions

1. What are the advocacy communication methods used in countering child trafficking in primary schools in Mathare constituency, Nairobi, Kenya?

2. How effective are the advocacy communication methods used in countering child trafficking in primary schools in Mathare constituency, Nairobi, Kenya?

3. What challenges are faced by facilitators in the process of advocating against child trafficking among children in primary schools in Mathare constituency, Nairobi, Kenya?

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Justification of the Study

Every child has entitled rights ascribed within the penal code (Chapter 63 laws of Kenya) protecting them from child abuse and neglect and any profanation which is classified as punishable offence(s) (Penal Code-Chapter 63, 2012). Whether or not the children are aware of these rights, nobody has the authority to violate them. Child trafficking strips children of their rights and dignity given they are subjected to all sorts of dehumanization and exploitation. It was therefore in the interest of this study, to investigate the role that advocacy communication plays when it comes to countering this vice among children in the primary schools located in Mathare constituency. Mathare being an informal settlement where child trafficking cases have been reported, the study was conceived with an intention of investigating this phenomenon.

Significance of the Study

The findings of the study will be useful to all advocating initiatives aimed at bringing about social justice by countering social injustices like child trafficking. The information will be useful to teachers since they interact with the children every day at school thus being able to identify a problem should a child be facing one. Those seeking to do academic research meant to address social injustices plaguing the Kenyan system will also benefit from this study as it will give an insight on how advocacy can come in and help address such injustices.

The findings of the study will be helpful also to all human rights advocates as they realize that advocacy communication contributes to efforts aimed at countering child trafficking among other social ills. These will be useful also to children, families and the general public who play an important role in prompting government policies and actions through reporting trafficking activities and protecting the children at risk.

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The study will also make a significant demonstration on how communication contributes to development of knowledge that addresses injustices in a society.

Assumption of the Study

The study assumed that the necessary data needed to inform the study would be provided and that the identified target population would give utmost accurate information.

Scope of the Study

The study was carried out in the sampled primary schools within Mathare constituency, Nairobi County where a lot of advocacy initiatives with the aim of creating awareness have been put in place by different organizations that work towards opposing child trafficking in Kenya.

Limitations and Delimitations of the study

Limitation

A limitation that arose in this study was assessing the target population (the teachers and facilitators) since they were not the key managers in their institutions.

Delimitation

To mitigate this, the researcher sought permission from the ministry of education at the constituency level who helped the researcher have access to the school as well as the schools' head teachers who gave the go-ahead to talk to the teachers. For the organizations, permission was sought from the project managers who allowed the researcher to talk to their facilitators and give additional information on how they usually run projects that specifically advocate against child trafficking in primary schools.

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Definition of Key Terms

This section explains some terms used in the study.

Ability: Ability as used in this study refers to an audience's propensity to cognitively comprehend a message

Advocacy Communication: Persuading precise audiences by using precise messages in order to deliver changes both in policy and practice (Coulby, 2010). In this study it refers to how child trafficking advocacy messages are constructed by facilitators from different organizations.

Advocacy Communication methods: Coulby (2010) defines advocacy communication methods as the tools and approaches used, with the aim of changing policies and practices, restructure institutions, modify power relations, change attitudes and behaviours of the target audience and give various advocacy works a wider impact. In this study, the word was used to discuss the various means used when delivering child trafficking advocacy messages.

Child trafficking: As defined by U.S Department of State (2016), child trafficking entails the recruitment, transportation, transfer, harbouring and receipt of children for the purposes of forced labour, slavery and sexual exploitation. It was used in the study to refer to a key variable in the study.

Integrated Communication: Refers to putting together methods and areas of communication in to one programme in order to achieve an effective communication process (Farooq, 2019). In this study, it is the combination of communication methods.

Motivation: Refers to a reason or reasons for behaving in a particular way (Aarts, B., Chalker, S. and Weiner, E., 2014) With regard to the study, this is where the

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facilitators use various advocacy communication methods in order to capture the audiences' attention.

Persuasion: According to the Editors of Encyclopaedia Britannica (2015), persuasion is a process where an individual's attitudes and behaviours are influenced by communications from other people without any coercion. With regards to this study, the term persuasion was used to describe the representation of message meant to effectively change attitudes and behaviour of receivers after delivering of child trafficking advocacy messages.

Upcountry: Upcountry is the interior of a country and in Kenyan context, a rural area. In this study the term is used to indicate a place where children are usually moved from with the promise of a better life in the city.

<div align="center">Summary</div>

This chapter has introduced the background to the study on the role that advocacy communication plays in countering child trafficking among the primary schools located in Mathare Constituency. Additionally, it presents the statement of the problem, the purpose of the study, the objectives that guided the study as well as the research questions, justification of the study, significance of the study, assumptions and scope of the study. It has further presented the limitations that the study encountered together with delimitation of the study and the definition of various terms that were constantly used in the study.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter provides a detailed review of literature that grounds this study. The role of advocacy communication in countering child trafficking in one of the biggest informal settlements in Kenya and the fact that most children in the area fall victims to the vice due to poverty and ignorance, are some of the fundamental and key issues this study addressed. Discussed in the chapter also is the theoretical framework, general literature review and the conceptual framework.

Theoretical Framework

West and Turner (2007) state that a theory plays a very crucial role in today's world since a theory helps one make sense of the environment and system, he or she is in. A theory gives a deeper understanding of what something is, how it works and what it produces. The study therefore was grounded on the Elaboration Likelihood Model (ELM), a theory of persuasion.

Elaboration Likelihood Model (ELM)

The study was guided by the elaboration likelihood model (ELM) which is one of the theories of persuasion. Persuasion theory is a communication theory that deals with the portrayal of messages aimed at shifting attitudes of receivers (Sears, 2018). The theory argues that values, beliefs and motivation are the key contributors to people's attitude change while ultimately influencing behavior (12 manage, 2019).

The Elaboration Likelihood Model as developed by Petty and Cacioppo (1986), has two main routes which are the central and peripheral routes. The central route consists of thoughtful considerations of ideas and content of the messages that

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are being portrayed. It argues that when the receiver of a message is doing central processing, he or she is being an active participant in the process of persuasion. This route has two major necessities such that it can only occur when the receiver has both the motivation and ability to think about the message and its topic (Petty and Cacioppo, 1986). If the receiver of the intended message does not care or is not interested in the topic of that message, then he or she will most likely lack the motivation to do central processing. Also, if the recipient is distracted or has a hard time comprehending the message, he or she will most likely lack the ability to achieve central processing.

The peripheral route on the other hand occurs when a listener decides to agree with the message being delivered based on other cues other than the strength of the arguments in the message (Petty and Cacioppo, 1986). It also occurs when a listener is persuaded because he or she notices that a particular message has many arguments although the listener here lacks the motivation and ability to think about the message critically. The audience therefore in this route unlike the central route is passive.

Critique of Elaboration Likelihood Model (ELM)

The specific focus of the Elaboration Likelihood Model (ELM) with interest to this study was on the principles of the central route to persuasion. It views persuasion as a cognitive event which means that the targeted audiences of persuasive messages will have to use mental processes of motivation and reasoning in order to accept or discard the persuasive messages.

Also known as an elaborated route, centrally routed messages include a mammon of information, coherent arguments, and evidences that are meant to support a particular conclusion. For example, as Dainton and Zelley (2005) argue, during any

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given election, politicians usually engage in speeches, debates and roundtable discussions and at this point each message is usually filled with elaborated rational information regarding the candidate's perspectives, platform, and even political account.

As discussed by Dainton and Zelley (2005), ELM argues that centrally routed messages will succeed in long-term change only when two factors are met. These include: the fact that the target audience must be highly motivated to process and internalize all of the information being given, and secondly, the fact that the target audience must be able to process the message cognitively. For example, if an individual is not willing to sit through a 2-hour awareness creation conference then ELM suggests that the individual does not have the motivation needed in order to process an elaborated message at that instance.

The lack of motivation means that probably the jargon and vocabularies being used in the earlier mentioned conference are beyond the target audience's level of comprehension thus losing interest within a short time which means that he or she lacks the ability to cognitively comprehend the message effectively. The theory therefore states that without motivation and ability, an elaborated message is of minimal value to the intended target audience.

With interest to this study it means that without motivation, the children to whom the message is passed will not have an interest to sit down and listen to what the facilitators from different CSOs have to say during trainings. Thus, they need to be motivated enough and this lies on the use advocacy communication methods interesting and eye catching enough to captivate a child. These methods could for instance be the use of videos, pictorials, animation among others in order to pass

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across the intended message. When talking about ability, these children need to be able to comprehend the message being delivered to them cognitively and this can only be made possible by ensuring that the channels used to deliver the intended messages are simplified to suit a child's level of understanding. For example, the materials given, and pamphlets given to them after every training could play a huge role in ensuring that they understand the intended message passed to them during training depending on its simplicity so that internalizing the message will not be such a hard task.

<div align="center">Types of Elaborated Arguments</div>

According to Petty and Cacioppo (1986), it should be obvious that understanding one's audience is dire when choosing the appropriate route and that it is also very vital to understand the audience when creating an elaborated argument. In other words, one must consider how the audience members will likely react to the quality and arrangement of the arguments that are being presented (Dainton & Zelley, 2005).

Elaborated arguments can be measured as either strong, neutral or weak where strong arguments create a positive rational response in the minds of receivers while also positively bringing into line the receivers' opinions with those views of the persuader (Petty & Cacioppo, 1986). Strong arguments create long-term attitude change that easily lead to predictable behavior. As argued by Dainton and Zelley (2005), repetition is thought to boost the persuasive effect of strong arguments while interruptions weaken their effectiveness. That is why it is very important how advocacy communication messages on child trafficking are repeated often to the

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children and even simplified so that understanding can be easy. Repetition ensures that the intended message sinks in and comprehended at a much deeper level.

Neutral arguments on the other hand engender a tactful cognitive reaction from the receiver which means in simpler terms that no attitude change occurs. That is, the indecisive receiver may instead turn to minor cues or shortcuts to persuasion (Dainton & Zelley, 2005). Finally, weak arguments as indicated by Dainton and Zelley (2005), produces a negative cognitive response to the persuasive message. This means that negative responses will not only avert attitude change, but may, in fact, have an opposing effect, thus strengthening the contrasting point of view.

General Literature Review

This section focuses on general views regarding child trafficking, reasons why children are trafficked, organizations involved in fighting child trafficking in Mathare constituency, advocacy communication, advocacy communication methods and advocacy communication methods for a primary school setting.

Child Trafficking

In Kenya, a child is any person under the age of 18 and therefore when defining child trafficking, it is the recruitment, transportation, transfer, harbouring and receipt of children for the purpose of forced labour, slavery and sexual exploitation (HAART, 2015). Child trafficking is a form of modern day slavery and according to a report by the U.S Department of State (2016), every year traffickers steal children as young as 5 years old and sell them into forced labour and sexual exploitation. The same report indicates that victims of child trafficking are usually taken away from their families and forced to do unspeakable things that undermine their dignity and rights as children. The uncomfortable truth is that child trafficking is one of the fastest

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growing criminal industries (U.S Department of state, 2016) costing an average of $ 80,000 to purchase a child who is often forced to have sex twenty times or more a day.

UNICEF (2003) adds that many children from Africa and the less developed states where poverty is a real problem, become victims of trafficking easily as they are enticed by the promise of education and a more thriving life that is better compared to the life they lead in their homes thus becoming easy targets to traffickers given they are desperate to survive. According to the same organization, children are usually smuggled across international borders or trafficked internally within their home countries (mostly from rural areas to urban areas) where they are sold like commodities and suffer brutality on their dignity and safety hence the need for advocacy. In Asia and Eastern Europe, girls as young as 13 years old are usually trafficked and forced into prostitution, sent as mail order brides and even involved in child pornography.

Child Exploitation as a Development Issue

In terms of development, exploitation matters a lot because of its hostile effects on efficiency and equity. Economic theory as exemplified by Koettl (2009) defines exploitation of labour, be it consensual or nonconsensual, as situations where wages are below the fringe value product of labour due to a dominant power of employers. Moreover, the ultimate result for this is an economic inadequacy due to an unproductive resource provision in production of goods and services and underutilization of labour when compared to the social prime (Koettl, 2009). What this means is that wages and employment levels for unskilled labour are ineffectually low thus resulting to high levels of poverty, which is ultimately the main reason for

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child trafficking. Child trafficking provides cheap labour and due to high poverty levels, child traffickers take advantage of some of the children's parents and guardians promising a better future for the children. Often, that is usually not the case. Sensitizing and educating them through advocacy, will contribute to eradication of the vice.

Reasons why Children are Trafficked

A report by Humanium (2011), an organization aimed at fighting for the rights of children that are victims of trafficking reveal that the business of trafficking particularly for women and children has a profit that reaches up to 10 billion U.S dollars per year. The victims are usually reduced to silence where they become subjected to immoral activities. Brainwashed and conditioned to obey their traffickers through physical and psychological violence, children are usually kept in foreign places (UNICEF, 2003). Language barrier and geographical isolation often strengthens the power and control that traffickers have on their victims who are unable to escape (Humanium, 2011). Various reasons have been reported by many humanitarian organizations to be the cause of the continuously thriving child trafficking business.

One, is poverty. Low economic income is one of the main grounds of child trafficking given the fact that poor families have no choice sometimes but to abandon their children in search of greener pastures, leaving them vulnerable to traffickers (UNICEF, 2003). UNICEF also argues that poverty causes a huge escalation in the number of street children and orphans, a situation that leaves them vulnerable and fending for themselves. Due to this, they become ultimate victims for traffickers who

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are quick to promise these unsuspecting children better living and working conditions in another country. Unfortunately, the reality usually is a very different story.

Humanitarian crises are also other reasons whereas observed by Humanium (2011), child trafficking is very conspicuous in areas struck by natural disasters. A good example is the earthquake that hit Haiti in 2010. During that time, many children were reported missing and traffickers profited from the situation by kidnapping many of them.

Ignorance, which is the lack of information is also another reason which makes many victims of trafficking very vulnerable to the vice. This is because most of them are never aware of their rights and therefore when some of these rights are violated, they never even realize that what they are being subjected to is wrong both morally and according to the law (Terres des Hommes, 2014). Traffickers take advantage of their victims' ignorance and doing whatever they want to them because after all they will do nothing about it (Humanium, 2011).

Absence of birth registration is another reason. According to Save the Children (2016), the most threatened children are those whose births are not found registered in any records. Also, an estimated figure of 40 million children are born without being officially declared each year. This makes them a very easy target to traffickers because lack of records means no traceability thus making it hard for such individuals to be found in any given official data.

Unenforced legislation is also a cause of child trafficking whereas noted by National Crime Research Centre (2015), the phenomenon of human trafficking continues to be misunderstood both by policy makers and the general public. Child traffickers therefore run few risks of ever being apprehended because laws are

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insufficient and often unenforced. Tied to this, in many countries worldwide, there is the absence of criminal provisions against child trafficking (Humanium, 2011).

International adoption leads to children being solicited more by dishonest adoption agencies that do not have a hard time finding potential clients., desperate couples in need of a child and traffickers. According to UNICEF (2006), the number of infants and children from a region like Guatemala sold to couples who wish to adopt children in the United States and Europe is between 1000 and 1500 per year. Couples spend up to 20,000 dollars trying to adopt children while mothers that sold their children to these agencies receive only 30 dollars for a child (UNICEF, 2006).

With these reasons, it is clear that advocacy contributes to stakeholders' (parents, teachers, caregivers) knowledge on the issue, ultimately contributing to the eradication of the vice.

Organizations advocating against Child trafficking in Mathare Constituency

Mathare Constituency is part of the Nairobi County and was previously a part of Starehe Constituency. It is one of the seventeen constituencies in Nairobi County created just before the 2013 general elections, at a time when Kasarani constituency was split up to form four separate constituencies namely Kasarani, Roysambu, Ruaraka and Mathare. According to statistics from NG-CDF (2013), Mathare measures about 3 kilometres and is made up of six wards namely Kiamaiko, Mabatini, Hospital, Huruma, Ngei and Mlango Kubwa.

This area was of interest to the study because as noted by Terres des hommes (2014), it is highly vulnerable to trafficking cases due to high levels of poverty and ignorance. Thus, many advocacy initiatives in the area have been done in attempts to counter the vice. The map of the area is as represented below:

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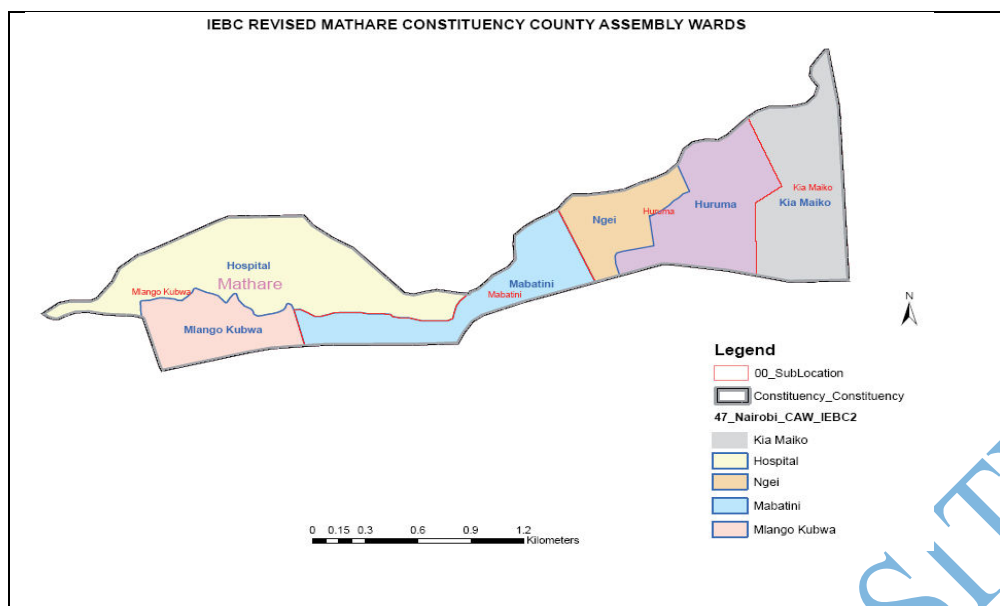
Figure 2. 1: Mathare Constituency Map
Source: NG-CDF (2013)

Additionally, below are organizations involved in addressing the problem of child trafficking in Mathare Constituency, Nairobi County.

Childline- Kenya

Childline- Kenya is a Non-Governmental Organization (NGO) that works towards stopping child abuse in Kenya and providing a safe environment for all children. It is an organization that only offers nationwide helpline service that is dedicated to children and runs 24 hours' fee free. The main underlying gap that Childline- Kenya tries to fill is one, the inadequate comprehensive child protection services for children in Kenya and second, limited tools needed to respond to child protection issues among other emergency service providers and partners (www.childlinekenya.co.ke).

Child abuse can be defined as the physical ill-treatment or sexual molestation of a child (Hapa Kenya, 2017). It is one of the forms of exploitation a child is subjected to when trafficked and unfortunately in Kenya, child abuse is prevalent and largely unreported given the fact that it is mostly carried out by family members or

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even individuals known to the child. In some extreme cases, child abuse is widely accepted by society where you get underage children going to work for their relatives in exchange for school fees which as Hapa Kenya (2017) argues, is child labour in its actual sense.

The organization therefore has a helpline's professional counselling service that responds to an average of 300,000 children and adults per year (Stars Foundation, 2015). As documented in the organization's annual report, the organization rescues hundreds of children from emergency scenarios every year and refers thousands of others that are in need of further support like psychosocial referrals, legal assistance and also provision of shelter for those in need of immediate protection. The organization also strive to work towards behaviour and attitude change through awareness creation on children rights, and also parenting education. This as Stars Foundation (2015) acknowledges, based on the feedback gotten from recipients of the organization's assistance programmes, has created a safer environment for child development.

Awareness Against Human Trafficking- Kenya (HAART- KENYA)

HAART- KENYA is an awareness creating non- governmental organization based in Kenya. HAART operates within a network of like-minded organizations with the aim of fighting what is known as modern day slavery in Kenya. Founded in the year 2010, HAART has been the only organization that works entirely and solely towards ending human trafficking in Kenya basing its operations currently in the grassroots communities in Nairobi and its environs (HAART, 2015).

HAART operates on four levels to build citizens capacity and empower the masses in the fight against human trafficking: Prevention of trafficking through

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awareness, protection of victims of human trafficking, prosecution of trafficking offenders, policy and cooperation with other like-minded organizations. Traffickers prey on the vulnerable members of society, targeting groups that are unaware of trafficking and its various manifestations, thus, awareness of creation and capacity building has been one of the major focus areas of HAART in Kenya. The grassroots communities in Nairobi and its environs have undergone systematic training with the aim of creating awareness on this crime that deprive Kenyans of their human rights. The training further aims to build capacity of individuals to protect them, their families and communities from potential trafficking (HAART, 2015).

African Network for the Prevention and Protection Against Child Abuse and Neglect (ANPPCAN)

The African Network for the Prevention and Protection Against Child Abuse and Neglect (ANPPCAN) is a Pan-African network that seek to promote children rights and protection in Africa. The organization's 26 chapters respond to the specific needs of children in their various countries by developing appropriate program interventions (ANPPCAN, 2016). They also have a program aimed at protecting children at risk of sexual exploitation in Kenya which is a common form of exploitation children are subjected to when trafficked. This program therefore works to reduce children's vulnerability to sexual exploitation and coming up with better integration systems relating to putting these victims into child protection systems. The organization is able to achieve this through mobilization of key stakeholders and decision makers through the support of National Plan Action against Sexual Exploitation of Children in Kenya (ANPPCAN, 2016).

Movement Against Child Trafficking (MACT)

Movement against child trafficking (MACT) is a community based non- profit organization that works with many other government bodies and Civil Society Organizations (CSOs) with the goal of preventing and protecting children from any forms of child trafficking and sexual exploitation (MACT, 2016). This organization is based in Nairobi and usually works to create awareness in Nairobi County and its environs. The awareness workshops done usually involve children who are the major beneficiaries of the core mandate of this organization and key stakeholders like parents and teachers. The public education therefore done to these persons ensure that they understand what child trafficking all children is about and how easily can be manipulated and thus being the duty of every parent and teacher to protect and watch over them (MACT,2016).

MACT also undertakes advocacy efforts at the local level with the aim of improving deteriorating situations for children regionally. These advocacy programmes play a major role in ensuring that children have access to information and services that would be beneficial to them, help them take part in decision making processes so as to create a platform where these children can defend their rights and speak out about issues they feel need to be addressed (MACT, 2016).

Save the Children

Save the Children fund commonly known as save the children is an intervention Non-Governmental Organization (NGO) aimed at promoting children's rights. It seeks to help support children in developing countries by providing relief and legal protection to these children in order to protect their rights and civil liberties. The core mandate of the organization is to improve children's lives by easing access

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to better education, economic opportunities, health care as well as providing aid during emergencies like war and natural disasters.

Save the Children is involved in other initiatives through partners like BAAR International (Bernard Arnault African Relief) which has projects and operations in various parts of Kenya. The organization also tries to promote policy change in order to secure more rights for children by mostly enforcing the UN declaration on children's rights (Save the Children-Kenya, 2016).

The organizations discussed above contribute to countering child trafficking in Mathare through their various initiatives. This study's interaction with them provided insightful information regarding child trafficking and the methods applied in order to ensure that it has been addressed effectively.

<div align="center">Communication</div>

World Health Organization (2010) defines communication as the way information and messages are passed from one person to another and means through which relationships and communities are built and maintained. Three keys for effective communication as identified by WHO (2010) include:

Means. How the message is sent. This may occur through spoken or written words, sign language and even assistive communication devices. This is attributed to by the fact that every individual require access to the means of communication that best suits their needs.

Reason. Why communication is taking place. As WHO (2010) suggests, it may be for the purpose of expressing thoughts, feelings, asking directions, telling a joke among others. Different people may be communicating for different purposes depending on their needs and wants.

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Opportunity, because people need constant opportunities in order to communicate with others since limited opportunities can affect learning and development of communication skills among other skills (WHO, 2010).

Communication specialists believe that poor communication is the foundation of many problems while effective communication is the one solution to most of these problems. Communication is a process of using messages so as to generate meaning. An activity in which one participates in a communication context include interpersonal communication, small group communication, mass communication, computer mediated and public communication among others (Pearson, J.C., Melson, P.E., Titworth, S. and Harter, L., 2013).

<center>Persuasion in Communication</center>

Pearson et.al. (2013) state that persuasive presentation and performance is a message tactically designed so as to prompt change in the audience. It involves stating clearly what you want to accomplish and informing the audience what you want them to learn. Speakers in persuasive contexts should analyze the audience to determine when and how they should reveal their immediate purpose. One approach in persuasion is face to face persuasive efforts which are believed to be more effective than public service campaigns such as using the television. This is because someone's message in person is a powerful persuader compared to a mediated message.

The objective of persuasion can also be effectively achieved if the audience is a voluntary one. Other approaches in persuasion include use of argumentative strategies such as proposition of a fact, policy and value as well as use of evidence and proof. Persuasion can also be achieved through visualization such as persuasive imagery because it has been established that use of words is not as powerful as the emphasis that is brought about by something visual (Pearson, et al., 2013).

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With regards to this study, this argument presented by Pearson et al (2013) clearly outlines why a persuasive approach to relying an important message is quite critical. The fact that facilitators from organizations advocating against child trafficking use face to face method when passing across their messages, says a lot about how the children at the end of advocacy sessions are usually able to understand that information passed to them. They are able to connect with the carrier of the message and even open up about so many issues for instance the cases they know about; solutions they think can come in handy in assisting children that are victims of child trafficking among others.

<div align="center">Communication Strategies for Advocating Initiatives</div>

For the message you want to pass across to be able to reach the target audience, communication must take place. Communication is a very common human activity which every single person can recognize but very few are able to define satisfactorily. As Sayers (2006) argues, communication often fails due to language differences; where people cannot be able to understand one another and cultural differences where the more diverse and difference the audience is, the more likely someone will misunderstand or misinterpret your message. There are also personal differences where a difference in life experiences and opinions may curtail effective communication. Lastly, there is lost information where, when vital information is lost or goes missing, effective communication is threatened.

An important factor to note is that creating awareness and sensitizing people about an issue does not automatically lead to behaviour change. The main aim of awareness and advocating for a given issue is to let people know more about a given phenomenon and thus the behavior change may take a while to take shape. A typical awareness raising campaign will communicate either one central message or a suite of

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closely related subsidiary messages. According to Sears (2018), the central or the main message of a given campaign is communicated to a selected target audience using different techniques, tools and methodologies. At this point, the process of communication will take place within a strictly defined period.

The four key components of an effective advocating campaign according to Sayers (2006) includes the message, which is basically the main information you want to pass across, the audience who are the beneficiaries of the particular message, the strategy which refers to the method you will use to pass this message and finally the timing which focuses on the particular time and season you will choose for the awareness campaign.

The communication strategies and techniques that are handy in advocacy work and raising public awareness as additionally presented by Sears (2018), include personal communication with the community members through public meetings, workshops and informal social events. Other strategies would include training programmes and structured education in schools, colleges and universities, enhanced information literacy skills within institutional libraries, adult learning centres, travelling exhibitions and displays, printed materials for example brochures, billboards, pamphlets, posters, resource books among others. Other materials include visual and audiovisual resources (CDs, DVDs, pre- recorded cassettes, websites, weblogs among others), print media like articles in newspapers and magazines, mass media interviews and news items on radio and TV and also celebrity spokespeople. Some of these strategies came to the fore during the investigation of the objectives of this study.

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Advocacy

Works in advocacy can be divided into two broad types depending on the size of the group being advocated for (Coulby, 2010). These types are case advocacy and systematic advocacy otherwise known as structured advocacy. According to Dalrymore (2004), case advocacy deals with small groups such as a family unit while systematic or structured advocacy deals with organizations or even larger groups with the goal of exerting pressure on authorities to influence policy. Other types include professional advocacy which basically involves informing policy makers, governments and the public on specific development issues in the professional's area of specialization. Citizen advocacy involves defending and standing up for the rights of people that are considered vulnerable in a society such as those living with disability (Martin, 2004). Media advocacy on the other hand involves the media defending and confronting injustices found in the society by using the platforms provided by media.

Sharma (2012) describes advocacy as a tool for putting a problem as part of the main agenda, providing solution to that problem and providing a platform meant to act on both the problem and the solution. Sharma expounds in her argument that even though most times advocacy is defined as speaking on behalf of others, its main goal among many, must be to raise public's consciousness about a particular issue. She also says that advocacy is a phenomenon that encompasses social change as the main process that affects attitudes, social relationships and power relations thus strengthening civil society and opening democratic spaces (Sharma, 2012). Additionally, for it to be able to fulfil its aspirations, advocacy requires efforts coordination, communication, outreach, mobilization, strategic information among others.

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Given the reason that it has been defined broadly, advocacy is one concept that has continued to be surrounded by several myths and misconceptions. Among these misconceptions are advocacy is only for professional lobbyists, advocacy is walking down the streets rioting in a demonstration, advocacy is the same as fundraising and has nothing to do with initiating social change, advocacy consumes a lot of time, advocacy is all about politics. That is, political rallies that are only meant to achieve politics gain. As Quarry and Ramirez (2009) argues, advocacy usually offers voice to the marginalized and disregarded populations thus promoting an active participation in certain issues that affect their lives. Advocacy also provides platforms where different individuals and groups contest interpretations of various problems and proposed solutions (Ciztek, 2017).

One important lesson learnt in trying to combat child trafficking in the recent years is that it is not only what organizations and individuals do to combat trafficking of children that matters, but also how they do it. This is where the concept of advocacy comes in because in the context of trying to combat or countering child trafficking, advocacy is a means of helping individuals and groups know what they need to do exactly in order to contribute much effectively to the anti-trafficking efforts (ILO, 2009). In this context as noted by ILO (2009), such efforts may range from helping a child know what he or she can do when it comes to self-protection, to helping relevant government bodies appreciate how best to allocate resources in order to ensure that a budget allocation has maximum impact in countering child trafficking.

Just like any other phenomenon aimed at influencing both attitude and behaviour change, advocacy also must be planned. As argued by ILO (2009), one needs to ask the questions:

Who: That is, whom you want to influence

What: be clear on what the who(s) need to be prompted to do.

How: spelling out the best way through which the who(s) can be reached in order to prompt change in the long run.

When: be clear on the timelines. That is, when things should be done, and objectives achieved.

Finally, the message. The message intended to reach the target audience is very important as this is what will determine the channels that will be used in order to make this possible.

Given that advocacy entails influencing people towards behaviour and attitude change in different contexts, in any works of advocacy one needs to consider what will influence the target audience in order to make the right choices with regards to what they do (ILO, 2009). This as further argued by ILO (2009), will be a key element of one's advocacy message in identifying the form of action one wants his or her advocacy initiative to follow. That is, will it be a public campaign, a media event, a publication or a one on one meeting with the target audience whom the message targets.

The Role of Advocacy

Advocacy helps in enhancing the success of government programmes. That is, it aids in enlightening public representatives such as senators about what will work at the local level and what will not. As Sharma (2012) explains, advocacy places persistent pressure for unrelenting support and funding since support and funding for successful programmes that are well documented is not assured if advocacy is not practiced.

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Advocacy contributes to democracy by having an influence on government policies (Sharma, 2012). That is, helps the government develop good public policies while at the same time guaranteeing that the nation is accountable to its citizens. Advocacy helps mobilize citizens to participate in nation building ordinarily perceived as a key to developing a democratic culture.

Advocacy helps in representing people's interests given the fact that sometimes public representatives are not enough to fully represent their local residents. The main aim at this point as Sharma (2012) argues is to ensure people's needs are put at the forefront. For this to happen, relentless advocacy work is required.

Lastly, advocacy promotes social reforms (Sharma, 2012). This is because it empowers and encourages citizen participation where the citizen themselves act like watchdogs of government programmes. It gives the underprivileged citizens a chance of being involved directly in the decision making processes.

Advocacy Communication

Advocacy communication is seen as a societal responsibility. Feshbach and Feshbach (1978) argue that fighting for the rights of a child should not be seen as an invasion of privacy even at the family level. In relation to this study on child advocacy, he argues that communication should be encouraged through information and educational programs as well as community involvement. This, the authors suggest will create an environment where even in matters of child rearing practices, the parents as well as the community are able to dialogue in an open and freer atmosphere. While these views were focusing on child advocacy with regard to discipline in the late 1970s, the views provide some insight into the need to see

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educational programs as a platform that can contribute to child protection against trafficking and advocacy.

Furthermore, as pointed out by Christian (2014), for any advocacy campaign planning to take shape, it is very key element is communication since at its very essence, operative advocacy is persuasive communication. Consequently, a good communication plan is the heart of any effective advocacy campaign where concrete exploration backed up by research will make the process of plan development much easier thus leading to a more successful enactment. Additionally, developing a communication plan will start by stakeholders of the advocacy initiative listing and determining which people are most critical to reach in order to determine which arguments are going to be most convincing (Christian, 2014).

While assessing which audience will be targeted by the advocacy campaign, it is important to identify the audience's knowledge of the campaign's target issue. This analysis helps in identifying the most relevant and accurate channels that will ensure the intended message reaches the identified target audience. For instance, the advocacy communication methods used, and message packaging done for children as an audience, will not be the same as that one packaged specifically for an adult audience (Christian, 2014).

Advocacy Communication Methods

After it is clear which audiences need to hear the identified and formulated messages, Christian (2014) notes that the next step would be to figure out how best the target audience can be reached. Christian (2014) further notes that there are various factors that should be put into consideration when deciding and considering channels and methods relevant for an identified advocacy campaign.

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The first one is reach which refers to the audience the advocacy communication method identified is targeting. The second is frequency. That is, how often are audiences exposed to these identified advocacy communication methods. There is also the aspect of cost which involves budgeting and knowing in detail how much it would cost to utilize the methods.

Feasibility is also another factor to consider; this involves asking the question whether it is reasonable to expect that the identified advocacy communication methods could be utilized effectively and whether there could be risks incurred while doing so. Effectiveness is another one. That is, bearing in mind how much effect on knowledge, attitude or behaviour the identified methods could produce. There is rapid response also. That is, identifying methods that would make room for sending urgent messages in order to counter negative opinions or statements. Lastly is repetition. Consistent messages that are sent through different and a variety of channels and usage of varying advocacy communication methods, are most likely to reach the identified target audiences.

The study benefited from these insights as it helped in the understanding of what facilitators put into consideration as they come up with advocating messages and advocacy communication methods that would contribute to advocating against child trafficking.

<center>Empirical Literature Review</center>

The section gives an empirical view of the literature that grounds the study.

<center>Global dimension of Child trafficking</center>

Child trafficking is a global disaster that is directly connected to the current thrive of sex industries involving minors (Hogue, 2010). According to Hogue (2010), what has specifically emerged in Bangladesh for instance, and across the borders of

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India, Pakistan, Malaysia and other Middle East countries, is the culture and tradition of child trafficking both internally and across the borders. As Ali (2001) puts it, child trafficking is a vice that has been practiced and continues to be practiced, for centuries now. The United Nation in the year 2000, propagated a protocol to end any form of trafficking in the world. The protocol came into force in December 2003 with an aim to subdue, castigate and prevent the trafficking of women and children worldwide (Rahman, 2011).

The International Labour Organization (ILO) (2005) gives an estimate of 20.9 million individuals that are victims of human trafficking globally including 5.5 million children. According to the same body, every year 300,000 children are taken worldwide and sold by traffickers as slaves. Additionally, the average age of a trafficked child is between 11 and 14 years old where victims only survive 3-7 years from their point of exploitation. Their cause of death is usually death from violence, sexually transmitted diseases (STDs), drug overdose or suicide (U.S Department of State, 2016).

Child Trafficking in Sub- Saharan Africa

Child trafficking in sub- Saharan Africa is one of the most profitable criminal activity UNICEF (2003). Save the Children (2016), has also observed that every year, 275 billion children either witness or are victims of domestic violence while 1.2 million children are victims of child trafficking with 32% of this figure coming from Africa.

In sub-Saharan Africa, the problem of child trafficking has increased in the past few years with a UNODC (2014) report indicating that the vice has increased by 5 % from the years 2007- 2010 with governments of Rwanda, South Africa and

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Ethiopia all reporting a worrisome rise in child trafficking cases. As argued by U.S Department of State (2016), most child trafficking victims come from poor backgrounds having little or no education at all. Nigeria being one of Africa's largest departure points for human trafficking with more than 10,000 indigenous people getting trafficked in 2016 of whom 3,000 died on the way, there has been a need to fight the vice and seriously advocate for human rights (Africa Faith & Justice Network, 2018). Thus, in November and December 2017, nuns from this faith based organization conducted various awareness campaigns aimed at educating the public on child trafficking and related evils against children.

<div align="center">Reports on Child Trafficking in Kenya</div>

An estimated number of more than 20,000 children most of whom are girls as noted earlier in the study (chapter 1 page 6), are trafficked annually in Kenya (Mwangi, 2017). In Busia for instance, a report by African Network for the Prevention and Protection Against Child Abuse and Neglect (ANPPCAN) indicates that the county is the most prone to child trafficking due to the fact that it is a border town, making it a prime entry and exit point for cross border child trafficking (ANPPCAN, 2015).

The same report argues that ever since the East African Community borders were broken, it has become very easy for perpetrators to traffic children across the country. Additionally, the report states that 37 % of children within Kenyan borders between ages 11 and 16 years confirmed that either they or their siblings had been approached by perpetrators of child trafficking. 60 % of those approached never shared with anyone that they had ever been approached as they did not know that it was wrong according to the law. Among the victims trafficked, 80 % were subjected

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to child labour, 13 % to prostitution, 17 % to child marriage and a minimal %age to begging.

In Kenya, rising cases of children trafficked have been blamed on poverty, illiteracy, unemployment and terrorism (Terres des Hommes, 2014). The Convention on the Rights of Children (CRC) states that all parties shall take appropriate statutory, administrative, social and educational measures meant to shield the child from all forms of physical or mental violence inclusive of sexual abuse. Given this, the convention is committed to taking all essential steps in order to reinforce international cooperation by multilateral, regional and bilateral arrangements for the purposes of prevention, exposure, investigation, prosecution and punishment of any persons responsible for acts that involve sale of children, child prostitution, child pornography and child sex tourism (CRC, 1989).

Commercial sexual exploitation, one of the most hazardous forms of child labour and particularly a threat to child protection, is such a menace in many African countries including Kenya. Kenya's government and local NGOs have been working tirelessly to stop commercial sexual exploitation of children (CSEEC) for many years. However, the activity continues to be a problem with a study done by *Defend for children* (2013) estimating that about 30,000 children are involved in Child Sex Tourism (CST).

A baseline survey on Child Sex Tourism (CST) conducted by ECPAT-UK (End Child Prostitution, Pornography and Trafficking) (2009) in Malindi, Mombasa and Nairobi estimates that about 50,000 children are involved in CST with most of these children being between ages 12 and 18 years old. Involvement of girls in sex tourism and sex work is between 25-30 % numerically expressing a figure of 10,000-

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15,000. The government believes that sexual exploitation of boys has risen as a direct result of child sex offenders seeking to abuse boys (National Crime Research Centre, 2015).

<center>Past Studies on Advocacy</center>

According to Salamon, Hems and Chinnock (2000), advocacy is one approach that international organizations, non-governmental organizations and individuals that share a common concern for social justice often use so as to encourage social change and increase accessibility of resource. For example, when dealing with victims of violence, advocates and organizations trained to provide trauma-informed services are very essential because they are better equipped to provide culturally- sensitive services. They are also in a better position to empower those survivors so that they reach their own personal goals (Briere & Jordan, 2004; Sullivan & Bybee, 1999). Research shows that when women who have undergone various forms of exploitation are aided by community-based advocacy interventions, they tend to gain greater access to community resources, consistent social support and overtime heal faster than women who have not received any advocacy services (Sullivan & Bybee, 1999).

As argued by Houston, Odahl-Ruan and Shattell (2015), advocates assist survivors in steering the complex systems they come across in the process of seeking help or pursuing justice. Therefore, advocates are chiefly important in helping survivors of child trafficking through attaining access to resources, navigating the complex social provision systems usually put in place and by raising awareness about the issue to service providers and the general public (Houston, Odahl-Ruan & Shattell, 2015). This in a way will ensure that the relevant assistance for those

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survivors will be geared towards them. Relevant resources directed towards assisting them will also be allocated in budgets to ensure that they are never in lack.

Arguments on Advocacy Communication and Advocacy Communication methods

Advocacy communication focuses rigidly on influencing specific audiences and using specific messages in order to deliver changes both in policy and practice (Coulby, 2010). As Coulby (2010) further argues, advocacy communication requires clear objectives, knowledge of the target audience, language that is appropriate for these audiences and content that is short, precise and to the point. Moreover, these elements for effective communication should be supported by an advocacy communication strategy that includes a section on how different pieces of communication work will be monitored and evaluated.

Additionally, advocacy communication is where through different communication strategies and tactics, nonprofit organizations that use advocacy as their main strategy to address their core mandate, issue campaigns in order to advance their mission (Breitrose, 2012). As further elaborated by Ciszek (2018), advocacy campaigns usually become a space that can enable audiences to consume, engage and interact with other audience members.

Throughout any community-based rehabilitation (CBR) guidelines, advocacy has been mentioned as a suggested activity. As argued by a report by World Health Organization (WHO) (2010), advocacy can be undertaken differently by different people. For instance, self-help groups or people living with disability organizations might advocate as a group with the aim of influencing decision makers and create change in order to ensure inclusive policies and programmes that will cater for such individuals (WHO, 2010).

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As WHO's report (2010) further argues, successful advocacy relies heavily on significant messages that are being communicated and heard. However, many people belonging to the minority group experience obstacles to communication and often, their voices are not heard. They have few chances to influence or sway decisions on issues, policies and services that directly affect them. Thus, advocacy and effective communication become an important part of the empowered process for people in minority groups given the fact that advocacy programmes give such individuals a chance to voice out their issues and a platform that is ready to listen and act (WHO, 2010).

Advocacy communication methods have been used in some studies. Arguing that Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) youths are one of the 'at risk' groups, Ciszek (2017), conducted a study that used advocacy communication methods to determine how CSOs use social media to communicate with target publics and how their campaigns foster a platform through which information is sought and shared so that it is used for interpretation by members of LGBTQ. In this study, the use of social media is mainly for awareness creation.

Under a report by Coherence in Information for Agricultural Research and Development (CIARD) (2014), in order to undertake advocacy activities, one can use various advocacy methods that will help communicate the target message to the target audience. It is important seeing that the approaches used to deliver advocacy can be as crucial as the actual message and should therefore be supportive, reassuring and appropriate (CIARD, 2014). Some of the options that can be used to communicate one's messages since they allow the user to showcase different delivery mechanisms in advocacy include the use of presentations, documents, images, videos, trainings among others.

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Presentations are excellent resources that can be used in undertaking advocacy. As argued by CIARD (2014), they are a reliable source as they provide texts, tell the whole story and appeal to people due to the details involved. Presentations can be very suitable in presenting messages that have accompanying evidence or confirmation such as statistical data.

Another useful approach is the use of documents. They are useful as supporting material where they can either be published articles, specific proposals or even promotional leaflets (CIARD, 2014). Moreover, they offer an opportunity for relevant and significant facts and arguments to be delivered. With documents as a tool, target audiences like senior managers, are able to respond better especially with the presentation of advocacy cases, supporting evidence and even proposals.

Secondly, images of all varieties, be it photographs, or graphics can convey messages and facts that easily influence people. However, since images are best used in specific circumstances aimed at a particular target groups to whom the images best appeal, one should think carefully about which images to use, when and for whom (CIARD, 2014). The best audiences for whom one can use images are the types of audiences in face-to-face presentations. At such a platform, images can be projected, and the context explained easily (CIARD, 2014).

Although different types of images will appeal to different target groups, images can be undoubtedly convincing to any given type of audience but works best on people who may not have time to read through content thoroughly (CIARD, 2014). As CIARD (2014) further argues, it is however good to note that photographs may work well with any given audience but images like scientific graphs may require technical and practical understanding in order to be interpreted properly.

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Videos can be essential advocacy tools whether made by oneself or by others (CIARD, 2014). They can be made accessible online through video sharing channels and other online platforms for people to access. For the purpose of effective advocacy, videos as suggested by CIARD (2014) should be short.

Social media platforms are mainly used to fit communication into a collaborating dialogue and usually offer varying channels to reach a wide variety of target groups. As argued by CIARD (2014), depending on the message, specific target groups can be directly or indirectly reached by social media tools that one chooses to use. Also reliant on the type of social media tools used, various messages can be delivered. For instance, if using blogs, longer and extensive messages can be developed and delivered while in a platform like Facebook, shorter messages and links to other resources can be shared (CIARD, 2014).

Demonstrations and training provide opportunities for primary experiences with tools and methods that offer people with an understanding of what can be done in order to scale up or even enhance the bar (CIARD, 2014). They also provide opportunities that allow one to have direct experience in using particular tools. As CIARD (2014) further argue, this type of advocacy communication delivery tool can work best with technicians and scientists who undertake deeds to open access to their research results and conclusions and use the tools in their work. Additionally, demonstrations can be used with senior management personnel in order to reinforce various advocacy cases by ensuring that the methods in action coming to play dissipate any myths concerning the target message.

Role of Advocacy Communication

Advocacy communication as described by Coulby (2010) entails using specific messages for a specific audience in order to bring about change both at a personal and policy level. This is because as Christie, A., Nott, T., Capezzuoli, S, Smith, J., Wedden, P.V. and Jaenicke, H. (2014) argue, change rarely happens on its own. Advocacy communication is very fundamental in the area of awareness raising about a particular need, building the will of the public and setting priorities aimed at improving policies in order to force social change outcome from actions taken across different stakeholders (Christie et.al., 2014).

Advocacy communication works best when evidence and analysis are combined since there is engagement of messages and laying of strategies that can influence those delivering the change (Christie et. al., 2014). As further argued by Christie et.al. (2014), advocacy communication methods can really assist in awareness raising among policy makers and the general public on the importance of a given issue as they clearly communicate the problem using stories as an evidence-based avenue of addressing the forwarded problem. The policy solutions brought forward can go a long mile in convincing decision makers as well as the influencers of the decision on the need to take action.

Advocacy communication methods like social mobilization engages a wider range of actors so that they can be involved in driving change through awareness creation and creating a platform for better services and accountability (Christie et.al., 2014). As further discussed in a report presented by Quinn and Young (2012), every country in the world is at a different stage in developing and implementing different advocacy communication methods and strategies that offer varying ideas and lessons for social mobilization, advocacy and communication throughout every social change movement.

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In other countries, emphasis has been on developing coherent strategies for social mobilization, advocacy and communication as well as educating a broader set of stakeholders about different development gaps identified in a society (Quinn & Young, 2012). For instance, in the area of nutrition, Uganda has developed such an advocacy communication strategy involving various stakeholder groups and which is about to be launched. In Bangladesh, a joint strategy has been developed and different advocacy communication methods like TV talk shows, TV advertisements, e-toolkits, presentations and trainings have been put in place in order to address the problem of malnutrition.

Advocacy communication therefore goes an extra mile in ensuring that the addressing of crucial societal gaps identified in different areas is made possible through the many varying advocacy communication methods used. These methods should however have one major goal, which is to have an influence on the advocacy communication messages meant to bring about behavior and attitude change on the target audience (Quinn & Young, 2012).

Impact of Advocacy Communication Methods

Advocacy communication methods are very crucial in determining whether the advocacy communication messages put across will achieve the goal of changing behaviour and attitude of the target audience mobilized (Christie et al., 2014). Thus, an active board decisively involved in setting up the sequence of action is highly critical to institutions or organizations' effectiveness in their adoption of advocacy messages (Green & Griesinger, 2006). What this means is that effectiveness is extremely dependent on representational capacity where concerns and views of different stakeholders can be effectively elicited then articulated effectively so as to be heard by the policymakers (Zhang & Guo, 2020). Effective advocacy

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communication methods play an important role in building and upholding long term relationships directly linked to several behavioural outcomes that are desirable (Gillespie, Mae & Rock, 2009).

Influential advocacy communication as argued by Zhang and Guo (2020) has also enabled individuals involved in advocacy programmes to be more conversant with the facts being addressed thus able to understand the subject matter quite well which in the long run ensures an impactful content delivery. This ensures that the intended message reaches the target audience in a simplified manner. This is because as pointed out by Citizens' Committee for Children (CCC) (2020), government officials and the general public do not have time for long minded conversations or documents and simplification of content can only be achieved when deliverer of the message understands what he or she is talking about.

Communication Challenges Encountered during Advocacy Processes

Continuous learning for Individuals, Management and Business (CLIMB) (2017), describes communication challenges during any advocacy processes as unavoidable. These are challenges that any individual involved in advocacy initiatives cannot escape but that does not mean he or she should surrender. A true advocate should find a way to navigate and work around these challenges in order to ensure that at the end of the day, the mandate of the advocacy programme is realized (CLIMB, 2017).

The three major communication barriers encountered during advocacy processes as presented by CLIMB (2017) include one, reacting instead of responding. When emotions take over in the process of communication, things tend to get worse. For instance, receiving news that gets you worked up and extremely angry may cause you to react negatively and lose focus on why you are advocating against a particular

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issue in the first place (CLIMB, 2017). This is because other stakeholders and policy makers can come up with decisions that does not sit well with you and instead of reacting emotionally about it, addressing the issue rationally would be the wise thing to do.

Treating your audience, the same way is another challenge in advocacy processes. This is a mistake most communicators make and as backed up by CLIMB (2017), while everyone needs to be treated fairly, not everyone need to be treated the same. This is because every person in unique in their own way and therefore working with a mix of personalities and communication styles require special attention. If you put in some effort as the communicator, you are able to pick up on small cues that can really assist you in being able to communicate with them on a deeper level (CLIMB, 2017). In advocating processes for instance, some of the issues being addressed are quite sensitive and thus listening to the people affected by these issues become very important because you need to understand quite well their views and why they need help. This way, you are even able to come up with solutions that are relevant.

There is also the challenge of advocacy communicators assuming that their message is understood. CLIMB (2017) explains that sometimes a message can easily get lost in translation if one is not very clear in their communication. It is therefore never safe to assume that every participant in your audience is understanding what you are talking about. Thus, as further pointed out by CLIMB (2017), adaptation of methods that would simplify language and meaning would be the best way to go.

Conceptual Framework

According to Miles and Huberman (1994), a conceptual framework is a visual or a written product that explains either in graphic or in narrative form, the key variables or concepts to be studied and the presumed relationships that exists between

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these variables. The main concepts and variables realized in this study are as represented in the diagram below:

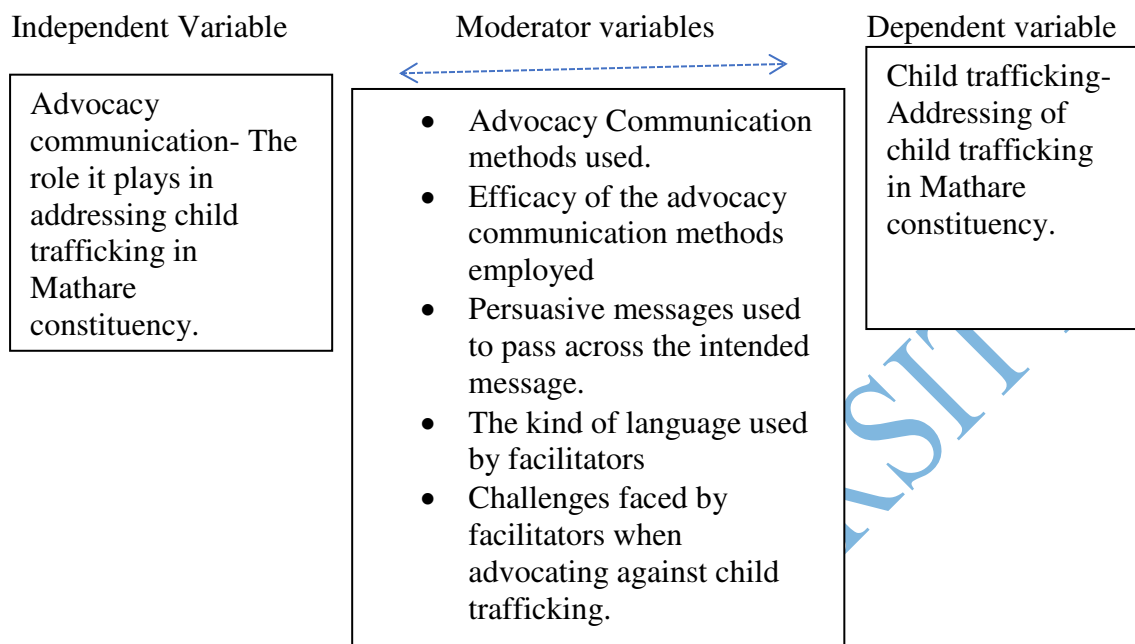| Independent Variable	Moderator variables	Dependent variable
Advocacy communication- The role it plays in addressing child trafficking in Mathare constituency.	• Advocacy Communication methods used. • Efficacy of the advocacy communication methods employed • Persuasive messages used to pass across the intended message. • The kind of language used by facilitators • Challenges faced by facilitators when advocating against child trafficking.	Child trafficking- Addressing of child trafficking in Mathare constituency.

Figure 2. 2: Conceptual Framework
Source: Author (2020)

The conceptual framework above shows the relationships identified between the independent, moderating and dependent variables. The independent variable will be represented by advocacy communication while the dependent variable will be represented by the concept of child trafficking. That is, to establish whether advocacy communication played any role in ensuring that indeed child trafficking in Mathare constituency is addressed.

The variables were moderated by the advocacy communication methods used to opposing child trafficking in Mathare primary schools, their efficacy also helped determine whether those methods employed usually work or not. Persuasive messages used were also another moderating variable given the fact that persuasiveness of a given message highly determines whether or not an audience will be convinced to internalize the message passed across. Language used was another moderating

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variable based on the fact that simplicity of the message will most definitely motivate an audience to want to listen and internalize the intended message and will also increase their ability to understand these messages. The facilitators from organizations addressing child trafficking in Mathare constituency have therefore taken into consideration, the kind of language adopted because it greatly determines whether or not understanding of the intended message by the children during the advocacy workshop trainings occurred. Challenges faced by facilitators when trying to implement these advocacy programmes was also another moderating variable because how these challenges are mitigated is what will contribute to the countering of child trafficking.

Discussion

In this chapter, literature was reviewed with the aim of having an astute understanding of the key variables under study. Relevant literature was also identified with studies whose relationship was empirical to advocacy communication in countering a vice like child trafficking. In this chapter therefore, the researcher was able to pin down what other researchers have recognized on the role that advocacy communication plays in addressing various social ills. In addition, the chapter has reviewed the existing literature with the goal of establishing the available methodological research and knowledge gaps as well as the relevant conceptual and contextual frameworks.

Further in the chapter, the study also looked at the theory, which had a relationship with the key independent variable of the study which was advocacy communication as well as the moderating variables which were the advocacy communication methods adopted during advocacy work, the effectiveness of these methods, persuasive messages adopted in order to pass across the intended message,

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the language usually used by facilitators when advocating against child trafficking and the challenges they face during the process of advocacy. This is because as West and Turner (2007) acknowledges, a solid and effective research is grounded on a relevant theory that is meant to guide and offer foundation to that study. The theory that helped anchor this study was Elaboration Likelihood Model (ELM), a theory of persuasion as proposed by Petty and Cacioppo (1986).

Additionally, the variables of the study were represented in a conceptual framework since the researcher hypothesized that advocacy communication while moderated by advocacy communication methods, efficacy of the methods, persuasive messages the language used and the challenges encountered, had an influence on child trafficking in Mathare constituency, which was the dependent variable. The framework helped ground the work putting in mind that the lessening of child trafficking cases in Mathare Constituency relies heavily on advocacy communication messages and methods adopted in addressing it.

Finally, the chapter also elaborated some of the existing general statistics with regards to child trafficking based on data obtained from international bodies over the years. Outlined were also the selected organizations within Mathare constituency that have an advocacy wing meant to address child trafficking in Mathare Constituency and a brief outline of a map of Mathare constituency. The main goal of the study was to find out if the advocacy communication strategies and methods adopted by different humanitarian organizations play a role in trying to combat the vice.

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CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

In any study, the research methodology plays a key role as it helps the researcher find out the results of a given research problem. This chapter therefore discusses the methodology adopted in the study. These include the research design, sampling procedure, the instruments, as well as data analysis.

Research Design

Cresswell (2014) argues that research design in a study refers to measures for the research that lengthen decisions from a broad point of assumption to the specific and detailed methods of data collection and analysis. This study took on a mixed method design which involved a combination of both qualitative and quantitative data. According to Creswell (2014), qualitative and quantitative forms of data are combined in the design analysis through integrating, linking and embedding the data.

Specifically, this study adopted the convergent parallel mixed methods approach which requires the researcher to collect both the qualitative and quantitative data, analyse the data independently, and then compare the results to see if the findings approve or disapprove each other (Cresswell, 2014). The key notion of this approach is that both sources of data will "provide different types of information - detailed views of participants qualitatively and scores on instruments quantitatively - and together they yield results that should be the same" (Creswell, 2014, p.219). The main data for this study was therefore sourced through the closed ended questions in the research tool which yielded quantitative data. This was triangulated by the qualitative views from respondents.

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Population

Population refers to the actual elements that a researcher communicates with or observes (Mugenda & Mugenda, 2003). This population must always be accessible in order to be considered in a study. The population for this study was primary schools found in Mathare constituency, Nairobi County as well Civil Society Organizations (CSOs) that are involved in advocacy initiatives meant to create awareness on child trafficking among these primary schools in Mathare.

Target Population

The target population for this study was 597 teachers in the primary schools in Mathare constituency as well as 17 facilitators, from different CSOs that carry out advocacy activities in the primary schools in Mathare. To get to the specific target population, the researcher only considered those primary schools in Mathare involved in the addressing of child trafficking through the various advocacy programmes adopted and those organizations that implement these programmes in each of the six wards of Mathare constituency.

The head teachers in each school were requested to provide a list of teachers in their schools who are usually present when facilitators from different CSOs addressing child trafficking are present. With regard to organizations, information got from the sub-county education office in Mathare constituency showed that a total of five CSOs are the ones officially recognized and given the go ahead by the office to conduct advocacy workshops meant to create awareness against child trafficking in Mathare primary schools. Similarly, the study also targeted facilitators from these organizations having obtained a list of the specific facilitators that train the children from their supervisors who are also the project officers.

Sample size

The researcher used the Yamane (1967) method to calculate an appropriate sample size for the study. His formula has been acclaimed to be 95 % reliable with less than 5 % deviation factor. In this study, the sample size was calculated as shown below where a population size of 597 was the number of teachers in Mathare primary schools according to the list and information obtained from Mathare sub-county's office of education. The sampled size for teachers was therefore as calculated below:

$n = N / [1+N(e)^2]$ Where,

e=Deviation of sampling

n=Sample Size

N=Size of Population

e=0.05(deviation)

N=597(Population)

$n = 597 / [1+597 \times 0.05^2]$

597/1+597 x 0.0025

597/1+ 1.4925

597/2.4925= 239.52

n= **240**

The sample size for teachers was therefore 240.

The other population for the study was made up of facilitators from the CSOs that address child trafficking concerns in Mathare constituency through advocacy work. The total population of facilitators according to the information obtained from project officers in these organizations was a total of 17. The sampled size for facilitators was therefore calculated as below.

$n = N / [1+N(e)^2]$

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$17/ 1+17 \times 0.05^2$

$17/1+17 \times 0.0025$

$17/1+ 0.0425$

$17/1.0425= 16.31$

n= **16**

Therefore, the sample size for facilitators was 16.

The two tables below are a summary of the population of the two sources of data for

this study.

Table 3.1: Constituency Division, Schools and Teachers per Ward.

Wards	Schools	Teachers
Kiamaiko (Ward A)	17	112
Mabatini (Ward B)	11	98
Hospital (Ward C)	12	86
Mlango Kubwa (Ward D)	14	104
Ngei (Ward E)	9	89
Huruma (Ward F)	15	108
Total	78	597

Table 3.2:CSOs and Facilitators that Address Child Trafficking Concerns in Mathare

Organizations	Facilitators
Haart- Kenya (Org A)	5
ANPPCAN (Org B)	3
MACT (Org C)	2
Child-line Kenya (Org D)	3
Save the Children (Org E)	4
Total	17

Sampling Technique

Mathare has six wards namely: Hospital, Mabatini, Huruma, Ngei, Mlango

Kubwa and Kiamaiko. The study purposively sampled teachers and facilitators who

provided useful information as per objectives of the study. The researcher considered

all the 78 primary schools in the constituency where a sample of 240 teachers were

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purposively selected. This figure was arrived at by obtaining information from the head teacher, regarding teachers who are usually present when advocacy trainings are in session. The researcher found out that in many schools in each ward, only 2 to 3 teachers are usually present when these programmes are taking place. Thus, the researcher considered all of them. Similarly, for facilitators, the researcher obtained a list of the sampled 16 facilitators from the five different organizations who usually conduct these advocacy trainings in the primary schools of Mathare constituency. Each organization was presenting 3 to 4 facilitators and were similarly all considered by the researcher.

Data Collection Instruments

To collect the data, the researcher used questionnaires as the data collecting tools. There were two types, one for the teachers in the sampled schools (see appendix 7) and another for facilitators (see appendix 8) from the sampled organizations. Both questionnaires had a Likert scale to aid the researcher collect quantitative data and open ended questions for qualitative data.

Types of Data

The study obtained qualitative and quantitative data which were generated from the views of the respondents. Schools provided the information regarding teachers usually present when advocacy trainings are in session while the education office provided information on first, the total number of schools in Mathare constituency, secondly, the total figure of primary school teachers in the constituency and also the total number of CSOs officially given permission by this office to be conducting advocacy programmes or trainings meant to address child trafficking among primary schools in this area.

Data Collection Procedures

The researcher administered questionnaires with the help of a research assistant who was a local resident of Mathare. This was necessary because as it was found out, residents of this area are not very welcoming to outsiders and therefore a face they know is very vital in ensuring that information is forthcoming. Since this research assistant is known and respected by many teachers in this locale, obtaining the relevant information was not very difficult.

For the facilitators, the sampled respondents were very few (16 of them) but still the help of a research assistant was needed in order to assist the researcher penetrate the close knit community that is the norm of many humanitarian organizations. In this case, the research assistant employed was a known figure in this community as she is one of the pioneers of advocacy programmes adopted by CSOs working towards ending child trafficking in Mathare constituency. She is therefore very well known by the organizations addressing the same in Mathare.

Additionally, the researcher trained the research assistants to ensure that authentic data was collected. This was achieved by ensuring that the research assistants understood their role in the research and any concerns raised were clarified by the researcher. The questionnaires were then collected for safe keeping in preparation for data analysis.

Pre-testing

Pretesting involves acting out the formal data collection process on a small scale in order to identify any problem that may affect the instruments. The value of pretesting is that it can lead to identification of errors, uncertainties or defects that may occur in the measurement of variables (Hurst, S., Arulogun, O. S., Owolabi, A. O., Akinyemi, R., Uvere, E., Warth, S., & Ovbiagele, B. 2015) If problems arise

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during pretesting, they are likely to occur during the actual data collection. Thus, pretesting gives investigators an opportunity to assess and improve his or her tools (Hurst, et.al., 2015).

This process in the study involved visiting Mukuru kwa Njenga, another informal settlement in Nairobi where a lot of advocacy initiatives and trainings by different CSOs have been conducted in their primary schools in order to address the issue of child trafficking. The questionnaires were issued to one teacher usually present when the training takes place in a few schools purposively selected and one facilitator in one of the humanitarian organizations that specifically address child trafficking in Mukuru kwa Njenga. This was done with the aim of determining the validity and reliability of the conveyed questionnaires given the fact that the exercise of pretesting is highly viewed as an effective technique for improving legitimacy in data collection procedures and interpretation of findings (Bowden et.al. 2002).

Data Analysis Plan

The data analysis procedure was guided by the objectives of the study as well as the data collected which was both qualitative and quantitative. Since this research study used a blend of qualitative and quantitative methods, data was analyzed using both means. This means that the study used Statistical Package for Social Sciences (SPSS) to analyse quantitative data while the thematic analysis technique was used to analyse qualitative data. Thematic analysis technique is a foundational technique for qualitative analysis since it provides essential skills for steering other different forms of qualitative analysis (Braun and Clarke,2006). As further clarified by Holloway and Todres (2003), thematic analysis technique is not a discrete method in research but rather something to be put in use to help researchers during analysis.

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For SPSS on the other hand, Creswell (2007), argues that the main criteria of choosing a computer program should be the sort of data it accepts, its proficiency to review text, its provisions of memo-writing tasks, its process of classification, its analysis features such as concept planning and the capability of the program to input quantitative data. Mugenda and Mugenda (2003) have observed that such analysis enables a researcher to make sense of the data collected.

Ethical Issues

To gain access to sites and individuals involved in the study, permission was sought from relevant authorities. The researcher conformed to standard procedures such as seeking permission from Daystar University, the National Commission for Research and Innovation (NACOSTI), the education office in Mathare Constituency as well as the administration of the various schools and organizations sampled.

The study was also conducted in an ethical manner where a confidentiality clause was included in the consent forms which required every respondent to sign before filling in the questionnaires (See appendix 1 and 2). The forms made it clear that the information given would be used for purposes of the study only. The respondents were informed what the study was all about and were assured that the information they gave would be treated as confidential and their names would not be divulged to anyone. This study did not have any risks on the respondents' well-being whatsoever.

It is also important to note that, the choice of teachers as a target audience for this study was deliberate because they are usually in close contact with children and so are able to notice any behavioural and attitude change which are markers of learning. Thus, children were not expected to give any feedback in this study. Facilitators on the other hand interested the study as they are the carriers of the

message and the individuals formulating advocacy messages and methods that will best suit children.

Summary

The chapter has explained the methodology that was used for the collection and analysis of data. It has detailed the research design, the population, sample and sampling method, data collection instruments, instruments pre-testing, data analysis and ethical considerations. The next chapter, chapter four discusses in detail how the data collected, and the findings of this study were presented, analyzed and interpreted.

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CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Introduction

The main purpose of this study was to assess the role of advocacy communication adopted by selected CSOs in Nairobi in countering child trafficking within primary schools in Mathare constituency. This chapter presents, analyses and interprets the data. The chapter begins by presenting descriptive analysis of the response rate, respondents' demographic profile and the results with respect to the prevalence of child trafficking in Mathare Constituency. The rest of the analysis and interpretation of the data is thematically organized according to the specific objectives of the study namely: to identify the forms of advocacy communication methods used in countering child trafficking in primary schools in Mathare constituency, to establish the efficacy of the various advocacy communication methods used in countering child trafficking in primary schools in Mathare constituency and to explain the communication challenges faced by facilitators in the process of advocating against child trafficking among the children in primary schools in Mathare constituency.

Presentation, Analysis and Interpretation

Response Rate

The response rate presented in Table 4.1 below shows that out of 256 questionnaires administered, a total of 216 questionnaires were successfully filled and returned, translating to an overall response rate of 84.4 %. The response rate of teachers was 83 % as 200 out of 240 teachers responded. The response rate of facilitators was 100% since all the 16 questionnaires administered were completed and returned. The obtained response rate was adequate for analysis in line with

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Monette, Sullivan and DeJong (2010) who suggest that the higher the response rate, the lower the chances of bias in a study finding. In this case, the response rate obtained implies the complete elimination of response rate bias among facilitators and very low likelihood of bias in the findings from teachers.

Table 4. 1:Response Rate

Category	Teachers	Facilitators	Total	Percent
Successful responses	200	16	216	84.4%
Non-responses	40	0	40	15.6%
Total	240	16	256	100%

Demographic Profile of Respondents

This section presents a descriptive analysis of the gender and tenure of respondents.

Gender of Respondents

The distribution of respondents by gender is as presented in Table 4.2 below. The table shows that male teachers were 51 % and female teachers were 49 %. The table also indicates that male facilitators were 37.5 % and female facilitators were 62.5 %. The findings imply that there was adequate gender representation in the study, especially among teachers.

Table 4. 2: Distribution of Respondents by Gender

Category	Gender	Frequency	Percent
Teachers	Male	102	51.0%
	Female	98	49.0%
Facilitators	Male	6	37.5%
	Female	10	62.5%

Tenure of Respondents

Respondents were asked how long they had served in their respective vocations. Findings from both teachers and facilitators is displayed in Figure 4.1 below. The figure shows that 39.7 % of the teachers had been teaching in their school for 3-5 years, 24.1 % of the teachers had been teaching for 0-2 years, 22.1 % of the teachers had taught in their school for 6-10 years and 14.1 % of the teachers had been teaching for over 10 years. Similarly, 50% of the facilitators had been involved in child trafficking advocacy for 3-5 years, 42.9 % had done advocacy for 0-2 years and 7.1 % of the facilitators had done advocacy for 6-10 years. Therefore, most of the facilitators and teachers had served in their respective vocations for 3 to 5 years. This implies that respondents were potentially conversant with teaching and advocacy in the study area, thus, gave their responses to this study from a point of knowledge.
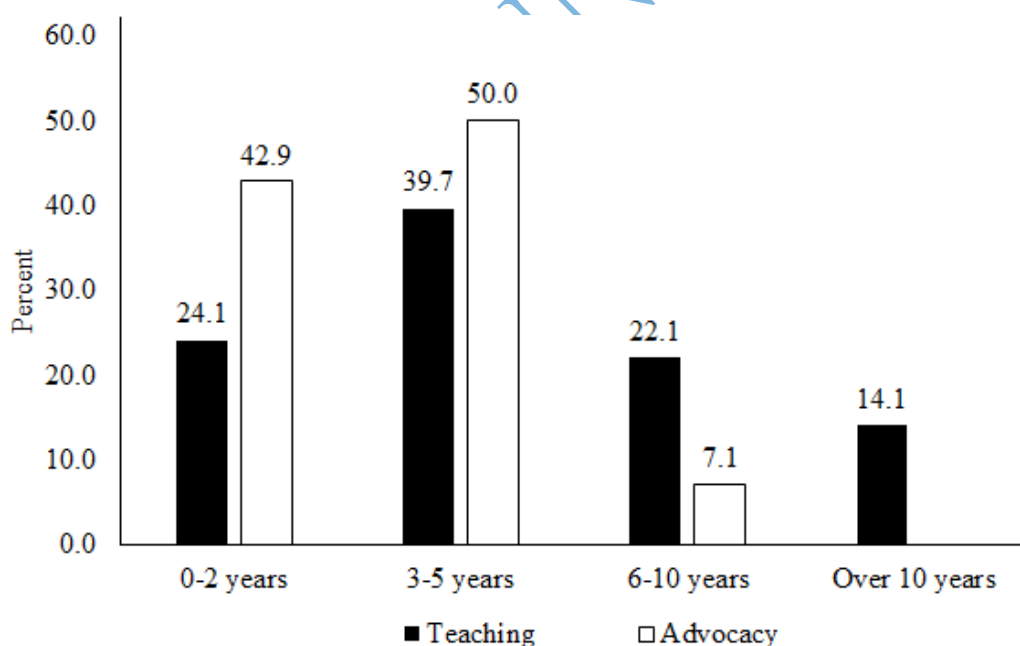

Figure 4.1:Tenure of Respondents

Prevalence of Child Trafficking in Mathare Constituency

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This section analyses respondents' perspectives concerning the occurrence of and nature of child trafficking in Mathare Constituency as well as whether it is perceived as a problem by the respondents.

Incidences of Child Trafficking

The views of teachers were sought with regards to whether they knew of cases where children have been brought to the area from upcountry and instead of attending school they are made to work. The findings are as shown in Figure 4.2 below. The figure shows that 89.5 % of the respondents agreed, 9 % of the respondents were not sure whereas 1.5 % of the respondents disagreed. Therefore, majority of the respondents knew of cases of child trafficking in the study area. This means that there was a high prevalence of child trafficking in Mathare constituency.
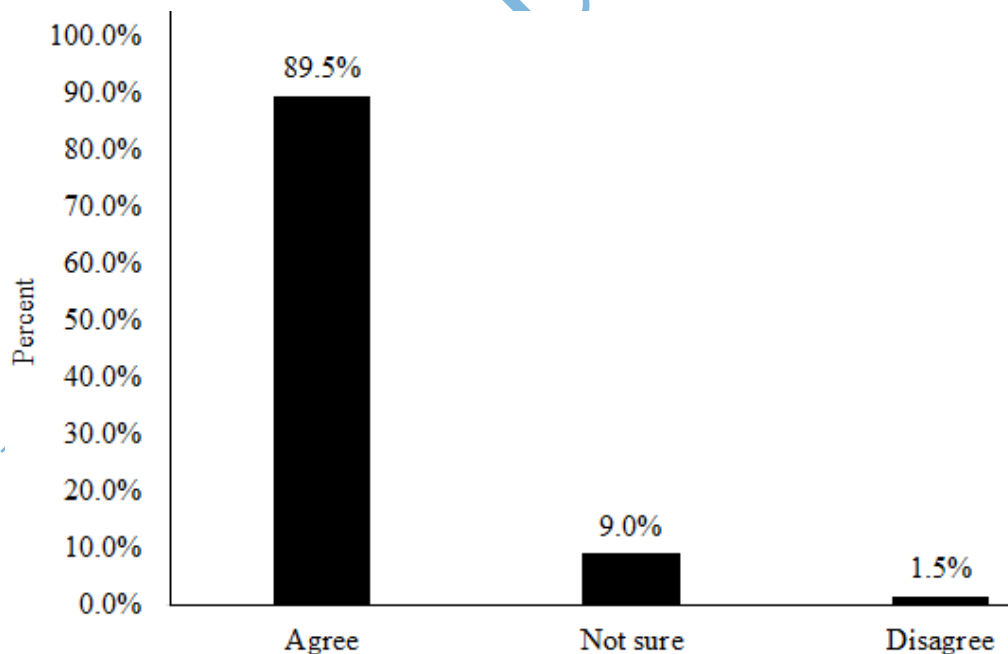

Figure 4. 2: Whether there are cases of Children Trafficked from Upcountry

Perception of Child Trafficking

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The study sought to establish how respondents perceived the issue of child trafficking. That is, whether they perceived it as a problem or not. Figure 4.3 below displays the percentage distribution of results of respondents' views on a 5-point scale for both facilitators and teachers. The figure indicates that all (100 %) of facilitators agreed and 93 % of the teachers also agreed that child trafficking was indeed a problem, meaning that child trafficking was acknowledged by most of the teachers and facilitators as an issue of concern in Mathare Constituency.
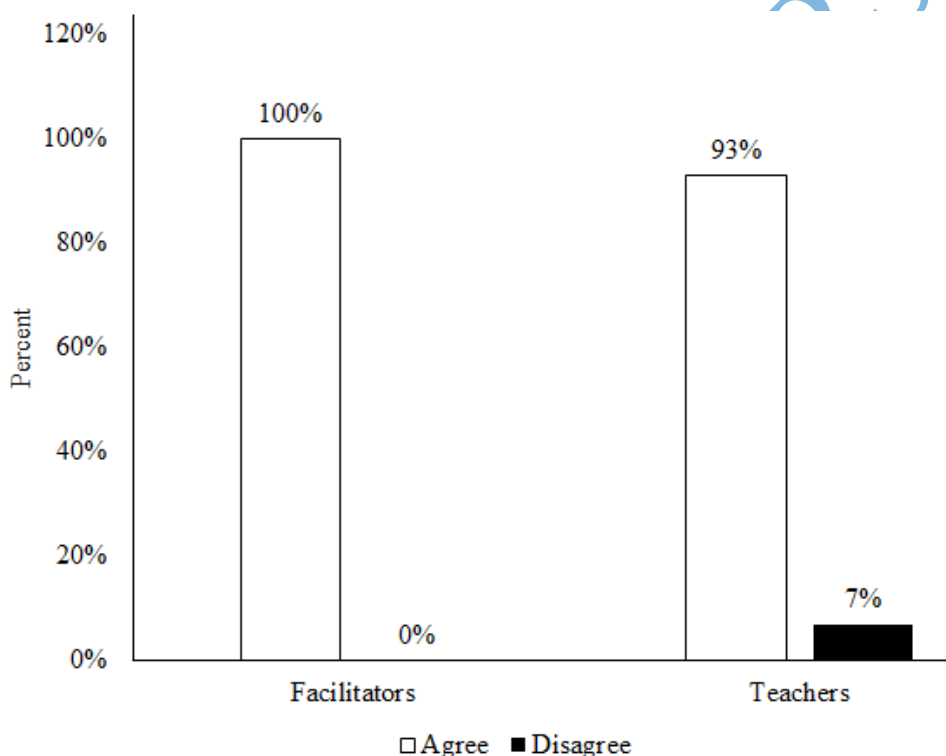

Figure 4. 3: Whether Child Trafficking is a Problem in Mathare Constituency

Causes of Child Trafficking

The opinion of teachers was sought concerning child trafficking in the area with a view to prompt the perceived causes of child trafficking. Thematic analysis of verbatim comments yielded three predominant causes as shown in Figure 4.4 below.

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The findings in Figure 4.4 show that poverty was the leading cause of child trafficking as indicated by 58.5 % of the respondents. The figure shows that ignorance and illiteracy were also identified by most of the respondents, emerging as the second leading cause of child trafficking in Mathare Constituency as expressed by 50 % of the respondent. The figure further indicates that insecurity was also a prominent cause of child trafficking, as mentioned by 18.5 % of the respondents. These results are reflected in the following verbatim comments;

> "Mathare reports the highest percentage of child trafficking related cases and the major cause as we have seen overtime in this area is poverty, ignorance and insecurity. These have made many children realy vulnerable to the vice" (*Respondent 3*).

> "In this area it is quite prevalent given the poor state most residents are living and the high insecurity found there. Has made the children really vulnerable to this vice given their parents are normally not around" (*Respondent 6*).

> "Child trafficking has lately become an issue here where many children are reported missing. Unfortunately, nothing much is ever done. Mainly caused by poverty which breeds desperation making many parents not to be careful when it comes to raising their children. They are busy making end meets thus leaving the children too vulnerable to traffickers" (*Respondent 21*).

> "It is becoming a big problem in informal settlements due to poverty level and ignorance. Most residents do not even know what it is and poverty make people desperate enough to do anything in order to get money" (*Respondent 28*).

> "It is becoming a real issue and quite rampant in this area. Major cause is poverty as it makes most parents reckless and are only concerned about making end meets thus most times do not even the whereabouts of their children and how they have spent their day until they come back home later in the evening" (*Respondent 36*).

> "It is very prevalent in the area. I think its major cause is poverty and naivety which comes down to ignorance. The fact that they don't know much about this topic means that even when their children become victims of Child Trafficking they have no idea that that is what has happened to their children" (*Respondent 80*).
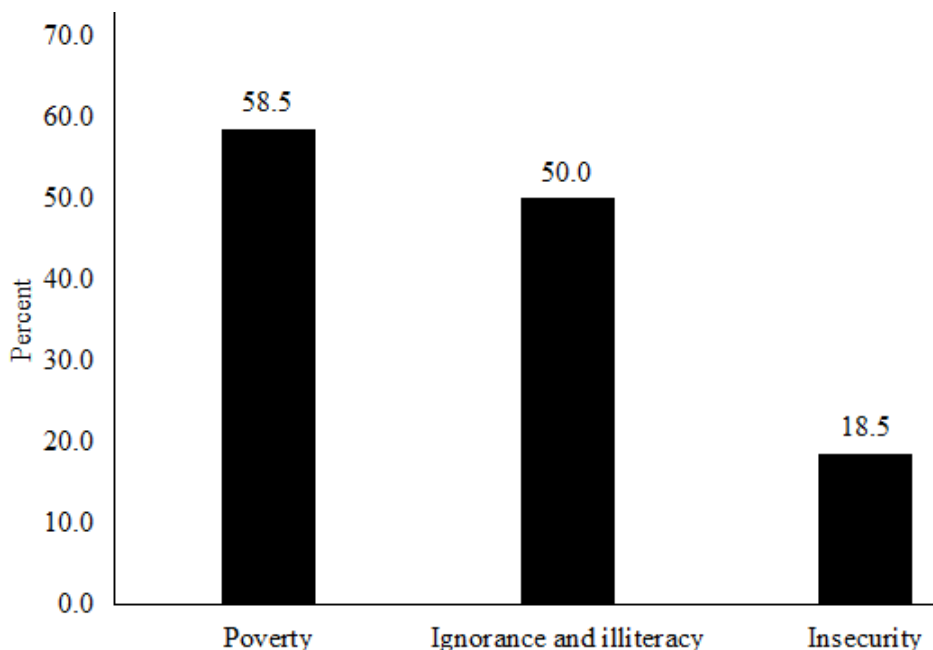
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Figure 4. 4: Causes of Child Trafficking in Mathare Constituency

From the foregoing findings, it can be inferred that the causes of child trafficking, as expressed by most of the respondents, were potentially mutually reinforcing poverty, illiteracy/ignorance and insecurity work in accord thereby creating a conducive environment for child trafficking to thrive. It can also be argued that illiteracy and ignorance could be correlated to poverty, which in turn, leads to insecurity and make children in the constituency vulnerable to child traffickers.

Forms of Advocacy Communication Methods Used in Countering Child Trafficking in Primary Schools in Mathare Constituency

The first objective of the study was to identify the forms of advocacy communication methods used in countering child trafficking in primary schools in Mathare constituency. This section presents findings with regards to school community involvement, training and information.

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School Community Involvement

The study sought respondents' opinion about the school community involvement as a form of advocacy communication. Figure 4.5 below presents the findings from the perspectives of teachers. Figure 4.5 shows that 98.5 % of the teachers agreed that they were usually present when the different humanitarian organizations conduct trainings addressing child trafficking in their school. This finding implies that there was a high level of stakeholder involvement and participation in the advocacy communication programs.
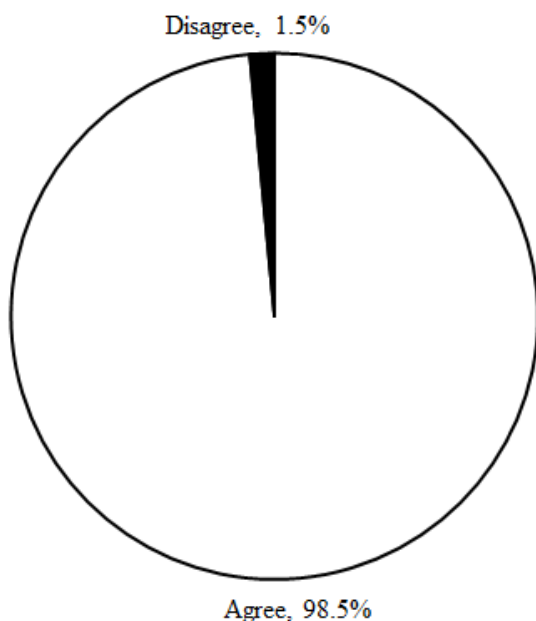

Figure 4.5: Respondents' Perception on Community Involvement

Training Methods

Facilitators were asked whether they integrate their teaching with examples and teaching aids that will help children understand topics covered on child trafficking. Figure 4.6 below displays the results.

As per the finding in Figure 4.6 below, all (100%) of the responding facilitators agreed that they did integrate teaching with examples and teaching aid to facilitate understanding of concepts. Thus, it can be inferred that the use of examples and teaching aid in order to enhance understanding were adopted by facilitators working towards advocating against child trafficking in Mathare Constituency.
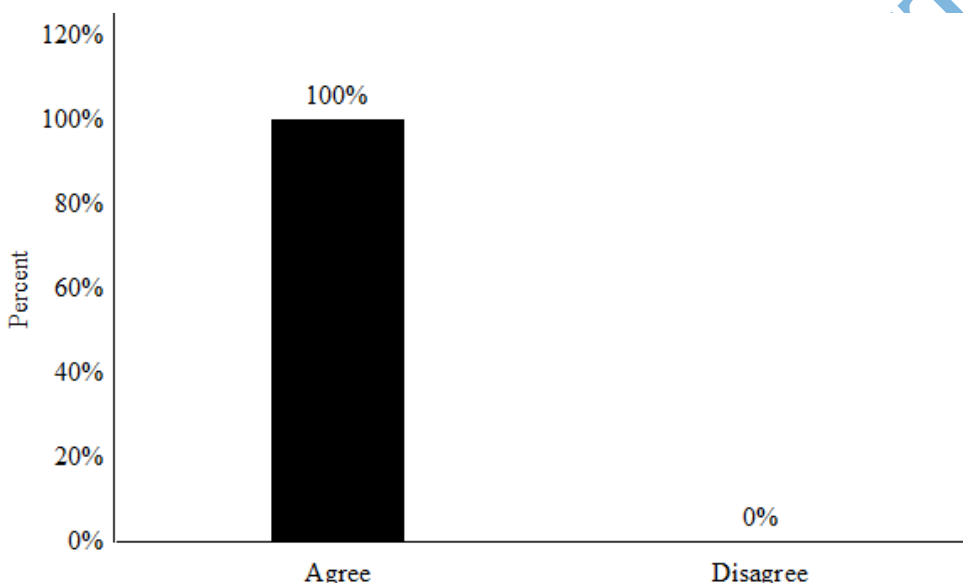

Figure 4.6: Integration of Advocacy Communication Methods

Ranking of Advocacy Communication Methods

Facilitator respondents were asked to arrange the advocacy communication methods usually used in training by order of most effective to least effective. Figure 4.7 displays the ranking.

Figure 4.7 below shows that videos and pictorials were the most popular advocacy methods used, with 100 % of the respondents mentioning the same. These were followed by use of games (75 %), booklets and fliers (69 %, each), charts (56 %) and manuals (50 %). The relatively least popular methods used were separating age groups (13 %) and use of stories (44 %). The results suggest that audio-visual

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methods were the most preferred for advocacy communication against child trafficking in Mathare Constituency, with other methods such as games, booklets, flyers/posters potentially acting as reinforcement.
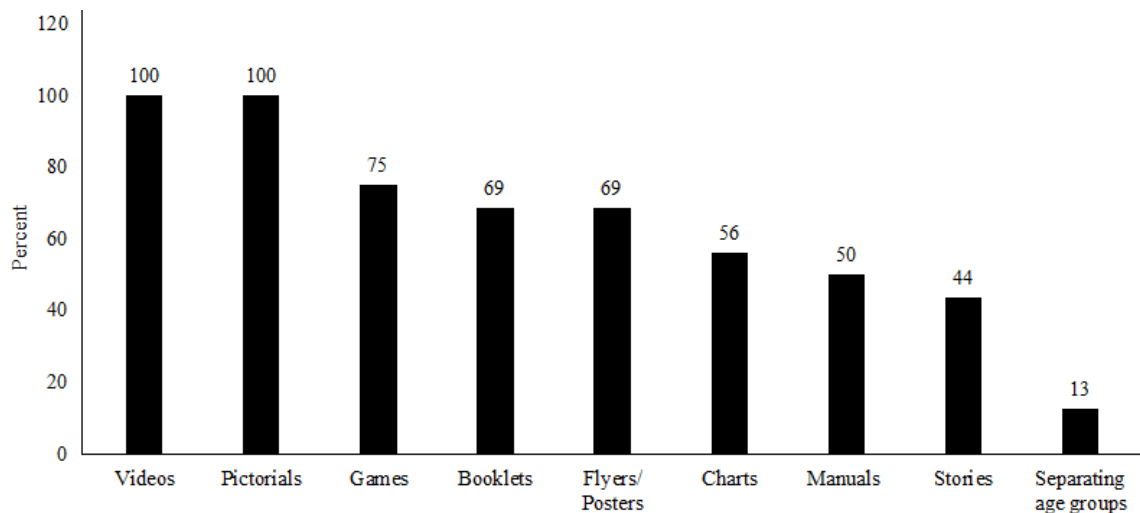

Figure 4. 7:Advocacy Communication Methods Used

Efficacy of the Various Advocacy Communication Methods Used in Countering Child Trafficking

The second objective of the study was to establish the efficacy of the various advocacy communication methods used in countering child trafficking in primary schools in Mathare constituency, Nairobi, Kenya. This section analyzes various dimensions of advocacy communication efficacy such as stakeholder participation in the countering of child trafficking, their satisfaction with the advocacy work by various organizations, their appreciation of the need for education on the subject of child trafficking, facilitator's ability to communicate with children and the ability of the children to understand communication messages, the perceived difference humanitarian organizations are making to address child trafficking and stakeholder ownership of the combat against child trafficking.

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Stakeholder Participation in the Combat against Child Trafficking

Facilitators were asked whether stakeholders directly involved with children contributed to the fight against child trafficking. Figure 4.8 below presents the results.

Figure 4.8 shows that all (100 %) of the facilitators agreed that the stakeholders directly involved with children did contribute to the fight against child trafficking. This implies that there was stakeholder participation and ownership of the fight against child trafficking.
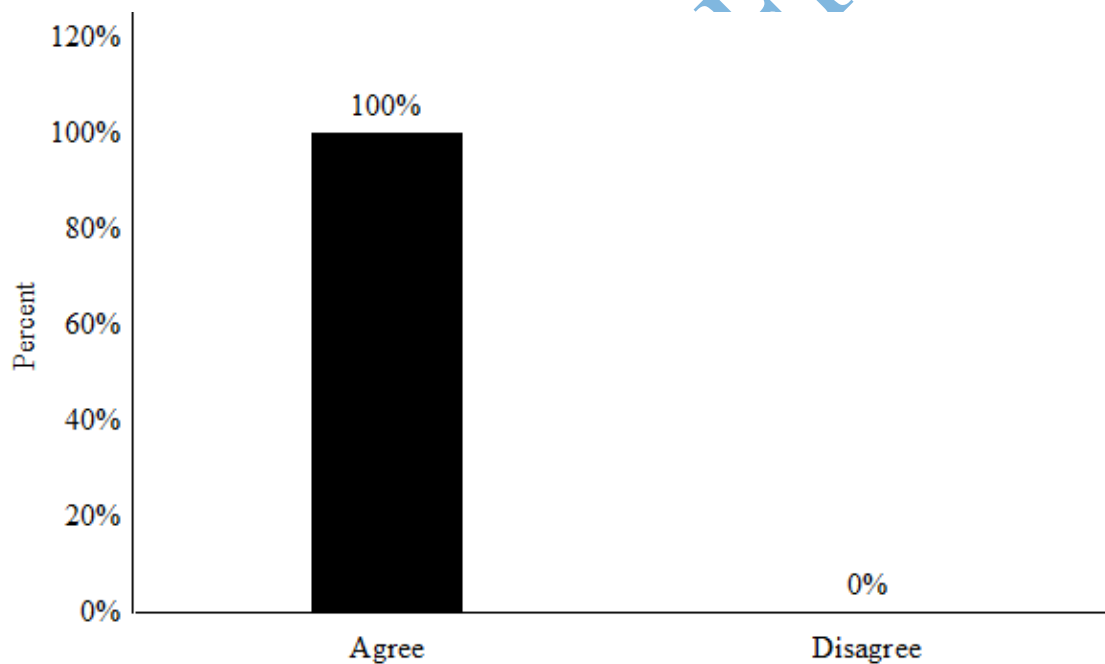

Figure 4. 8: Stakeholders contribution to the addressing of child trafficking

Stakeholder Satisfaction with the Advocacy Work by Various Organizations

The views of facilitators were sought as to whether the school community appreciated the work being done by organizations that create awareness against child trafficking and even recommend more of awareness initiatives to be conducted.

Results are presented in Figure 4.9 above. The figure shows that all (100 %) of the facilitators agreed that the school community was grateful for the advocacy communication programmes and recommended even more awareness creation. This means that members of the school community embraced the campaign and took ownership of the processes of advocating against child trafficking campaign.
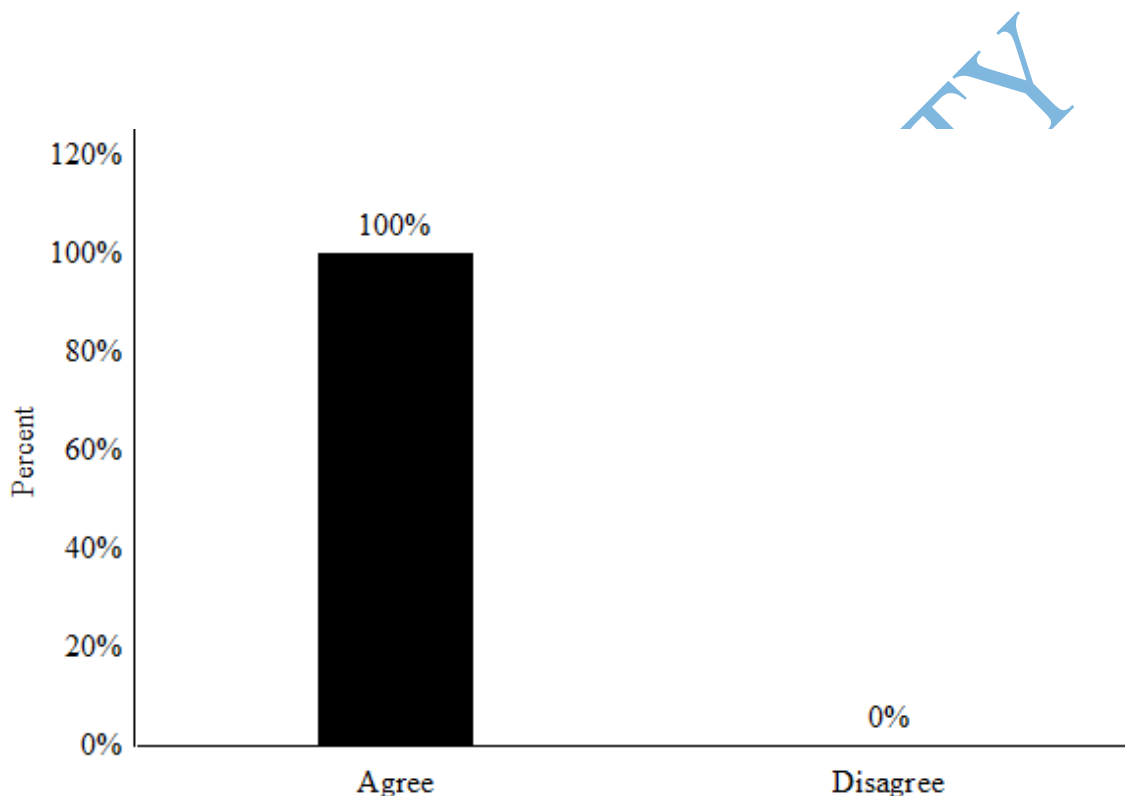

Figure 4. 9: Stakeholders Appreciate Advocacy Communication Work

Stakeholder Appreciation of the Need for Education on the Subject of Child

Trafficking

The study sought to establish the views of the teachers on whether the aspect of educating children on issues relating to child trafficking was necessary in the region. Figure 4.10 below presents the findings.

The findings indicate that 99.5 % of the respondents agreed that it was necessary to educate children on issues related to child trafficking whereas some 0.5 % of the respondents were not sure. This means that respondents recognized the importance of children as stakeholders in advocacy communication against child trafficking.
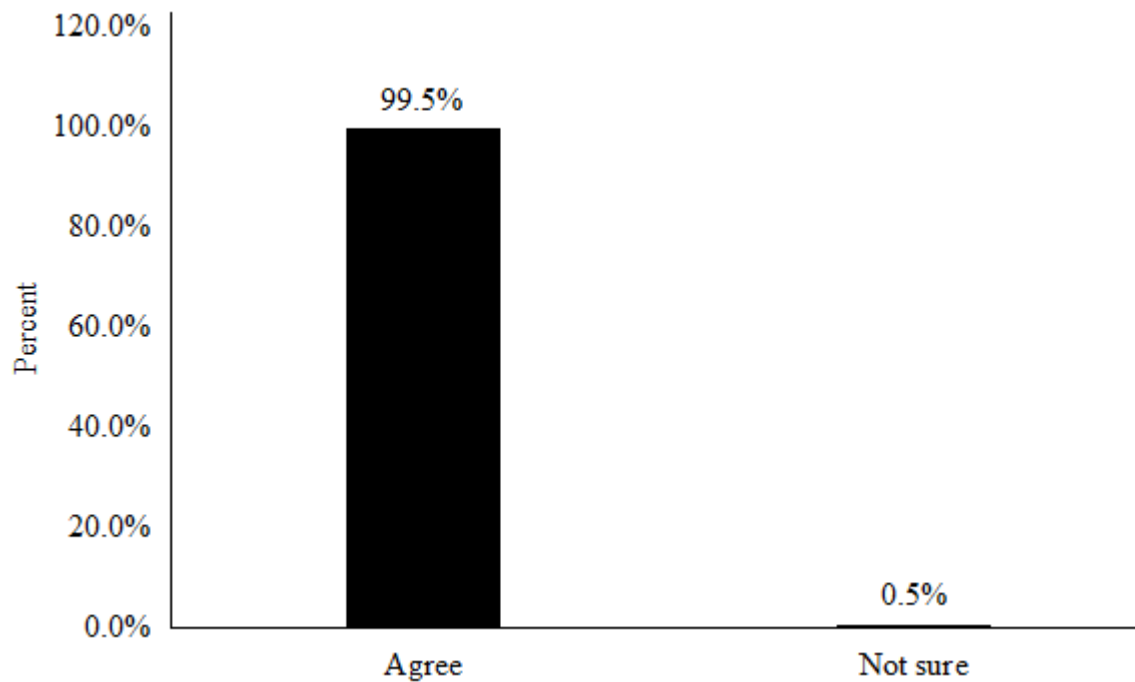
Figure 4. 10: Educating Children on Issues Relating to Child Trafficking is Necessary

Facilitator's Ability to Communicate with Children

The teachers were asked to evaluate whether the facilitators were able to communicate with the children. Figure 4.11 below shows the findings.

As per the finding in figure 4.11 below, 99 % of the respondents agreed that facilitators were able to communicate with the children and only 1 % were not sure. This finding implies that advocacy communication to children in addressing child trafficking was effective.

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Figure 4. 11:Facilitators Ability to Communicate with the Children

Ability of the Children to Understand Communication Messages
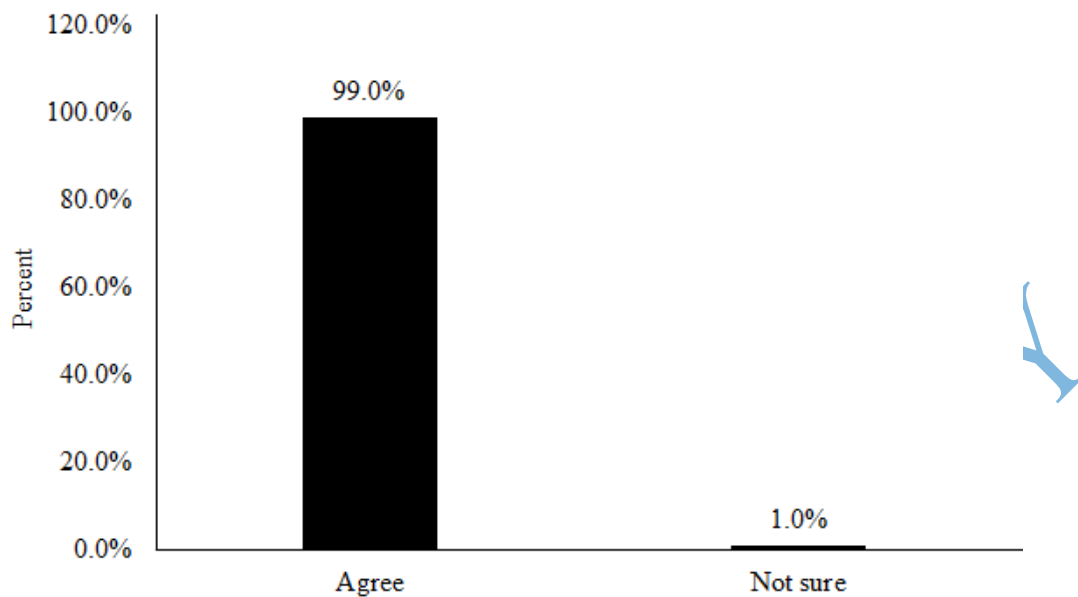
The teachers were asked whether the children have the ability to understand the message on child trafficking. Figure 4.12 shows that 98.5 % of the respondents agreed, and 1.5 % of the respondents were not sure. The results suggest that in the evaluation of teachers, the children were able to make sense of advocacy communication messages. This potentially enhanced the effectiveness of the methods and tools used to advocate against child trafficking in the study area.

Concerning how respondents were able to tell that children have understood the message of child trafficking whenever explained to them, five themes were recurrent. These were: the children's increased ability to voice their rights, detect and report cases of child trafficking, engage in discussions on the subject of child trafficking, being more inquisitive about child trafficking so as to have a depth of

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understanding and take precautions to protect themselves against becoming victims.

This is evident in the following verbatim samples;

> "Asking questions for clarification with regards to the topic, avoiding contact with strangers and reporting cases they have heard or come across" (*Respondent 30*).

> "Lively discussion relating to the topic they have after every training, precautions they start taking after the trainings towards protecting themselves from perpetrators who mean them harm, reporting cases they come across either at home or school and asking questions in relation to the topic so as to have a better understanding of the phenomenon" (*Respondent 34*).

> "They are able to know the difference between a trafficker and a victim of CT thus offer the needed help if they ever come across one" (*Respondent 64*).

> "They do not accept gifts and offers from strangers e.g. car lifts, they do not walk alone especially late hours in the evening e.g. when going back home after school, and they openly present funny behaviors thy do not understand with people they know or don't know to parents and teachers for clarification" (*Respondent 71*).

> "They repeat what they have heard and saw during different trainings, they start taking more precautions meant to ensure their safety, you find them discussing some of the topics covered among their peers and they ask questions where they need clarification and were a bit hesitant to ask during training" (*Respondent 122*).
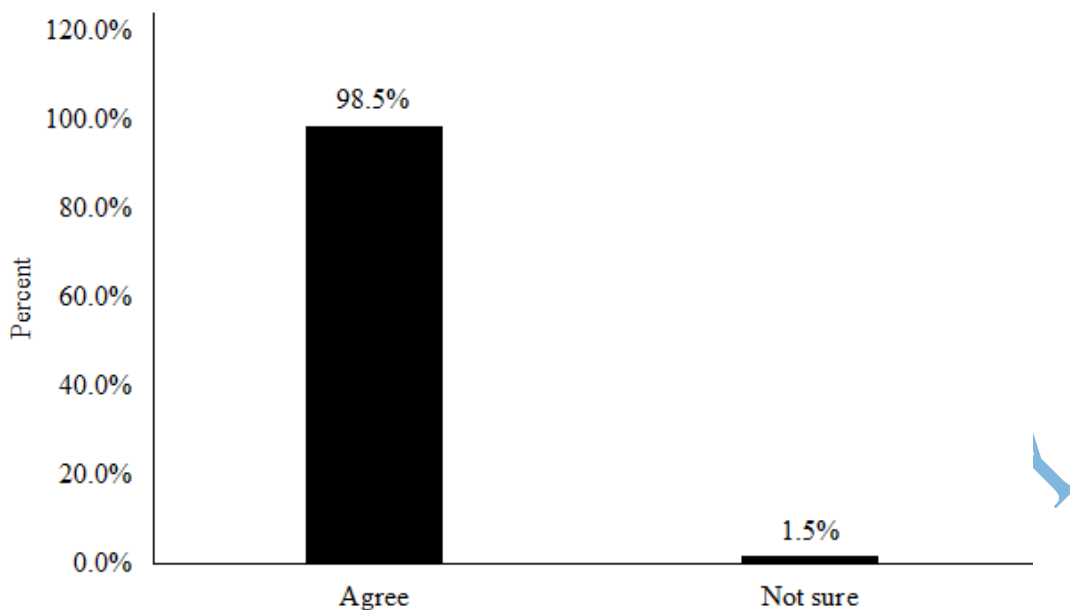
Figure 4. 12: Children Ability to Understand Messages on Child Trafficking

Perceived difference Humanitarian Organizations are making to address Child

Trafficking

The views of teachers were sought concerning whether facilitators from different humanitarian organizations addressing child trafficking in schools in the area were making a difference in the children's understanding of the concept.

Figure 4.13 below shows that 98 % of the respondents said 'yes' and 2 % of the respondents said 'no'. The themes of heightened levels of awareness and vigilance on the part of the children, as well as increased reporting of suspected cases of child trafficking were outstanding from the views expressed by majority of the respondents. The following are some of the verbatim examples;

> "The children have been able to adopt the attitude of 'better safe than sorry' which means that they are quick to report and be on the lookout" (*Respondent 1*)

> "Yes, they help create awareness which in turn has opened the eyes of both children and parents in this area thus the need to tighten security and being more careful" (*Respondent 4*).

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"Yes, they have helped the children really understand this concept at a deeper level thus being more cautious and careful towards their security" (*Respondent 7*).

"Yes, even the community at large has become more aware that Child Trafficking is a problem and are taking part in addressing it" (*Respondent 13*)

"Yes, have helped in awareness creation in this area such that children even know who to contact if they ever fall as victims" (*Respondent 16*)

Yes, because after every facilitation, children can be able to cite incidents of having come across the vice. They also point out some other children's homes that should be investigated because they think the children in that home are being exploited (*Respondent 20*).

Yes, they help them realize how grave CT is and how costly it can be to their lives. Also help them realize their rights and therefore when these rights are violated, they know where and who to report to (*Respondent 23*).

From these verbatim examples, it can be inferred that most of the respondents associated increased vigilance and measures children took to protect themselves against child trafficking with the advocacy communication undertaken by the facilitators and the organizations that they represented.

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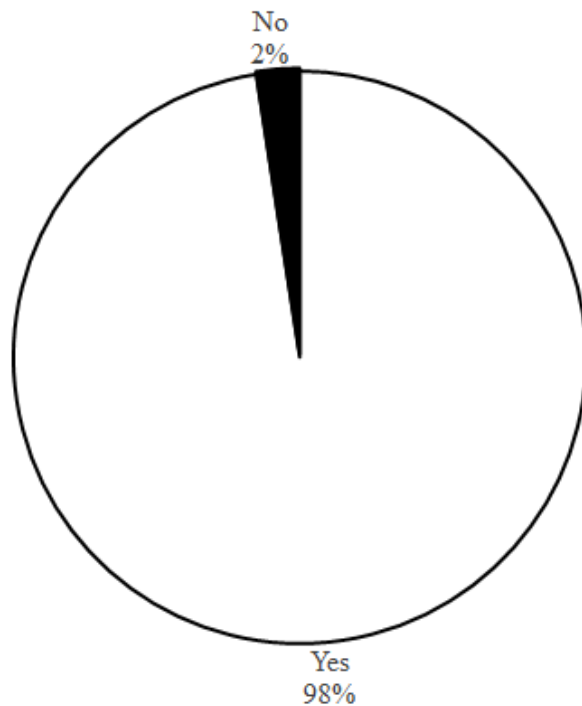
Figure 4. 13: Humanitarian Organizations in the Fight Against Child Trafficking

Stakeholder Ownership of the Fight against Child Trafficking

As a measure of effectiveness of child trafficking advocacy communication, the teachers were asked to list ways in which their institution has addressed the issue of child trafficking. The responses obtained revealed that most schools took multiple steps to address the issue of child trafficking as shown in Figure 4.14 above. The figure presents the distribution of responses by the respective ways from the most frequently mentioned.

The findings in Figure 4.14 below show that awareness creation was practiced by all (100 %) of the institutions, followed by inviting institutions that create awareness and education (90 %), reporting cases to authorities (83 %), rescuing victims (70 %), encouraging debates through human rights clubs (57 %) and taking

precautionary measures to protect children while in school (50 %). These results are

reflected in the following verbatim comments;

"Taking part in awareness creation by having posters addressing the issue, talking to other stakeholders on the same among others, inviting institutions addressing the same to our school, and forwarding reported cases" (*Respondent 99*).

"Posters addressing the issue, forwarding reported cases to the relevant authorities, talking about this issue even with parents, and having the topic being addresses in clubs like the debate club" (*Respondent 116*).

"Forwarding reported cases to the relevant authorities, allowing institutions or organization addressing this issue into our school, continuing to teach the children about child trafficking and urging them to take the necessary precautions, talking to their parents during parents' meetings so that they too can take care of their children" (*Respondent 122*).

"Allowing organizations fighting this vice to create awareness in our school, working in partnership with these organizations in order to address this issue, and reporting and following up cases forwarded to us by the children" (*Respondent 137*).

"Taking part in advocating against this vice during school events, allowing and inviting organizations addressing child trafficking to teach our children on the topic, reporting cases, rescuing children susceptible of being victims, and doing follow ups with the children to ensure that each is comfortable at home" (*Respondent 178*).
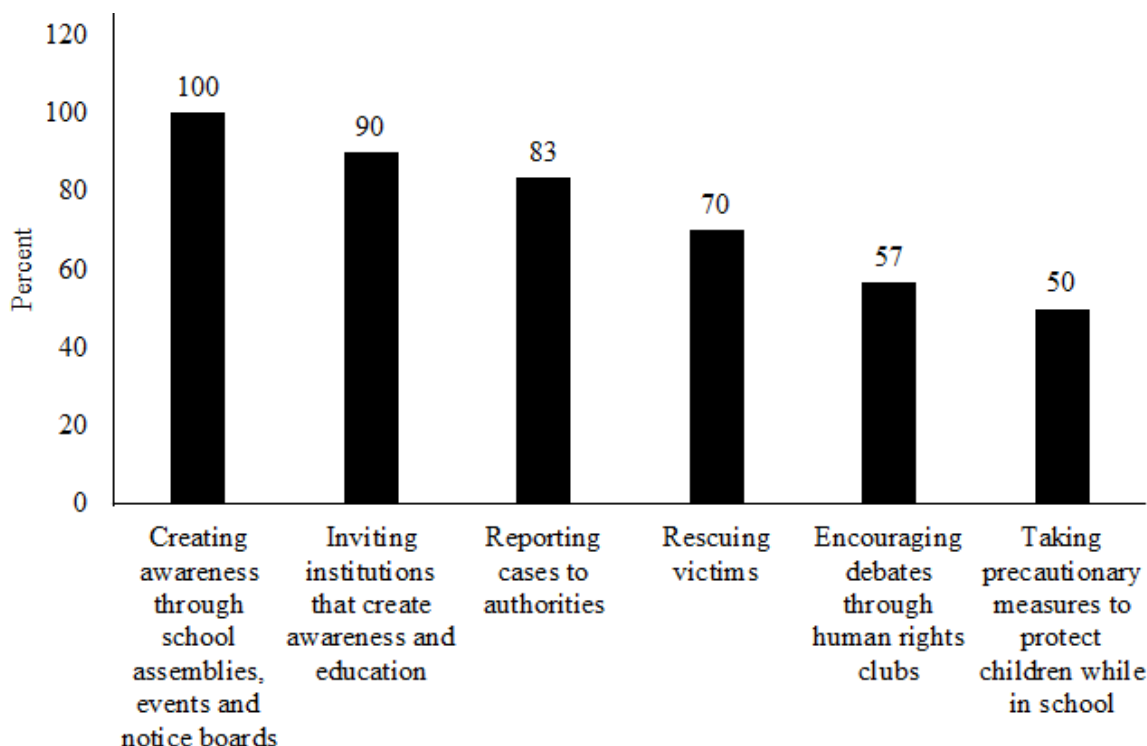
Figure 4. 14: How respondents' Institution Addresses the Issue of Child Trafficking

From the prior findings, it can be inferred that most of the schools in Mathare Constituency took part in advocacy communication programmes specifically addressing child trafficking, implying that they embraced the advocacy work geared towards countering child trafficking.

Communication Challenges faced by Facilitators in the Process of Advocating against Child Trafficking

The third objective of the study was to explain communication challenges faced by facilitators in the process of advocating against child trafficking among the children in primary schools in Mathare constituency, Nairobi, Kenya. This section presents the views of respondents in relation to child trafficking and the fight against it.

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Challenges of Advocacy against Child Trafficking

The opinion of facilitators was sought concerning whether they faced communication challenges in the process of advocating against child trafficking in schools in the study area. Figure 4.15 below presents the distribution of opinions.

The finding in Figure 4.15 below shows that 93.7 % of the respondents agreed that there were challenges that facilitators advocating against child trafficking faced in the study area while 6.3 % of the respondents disagreed. This finding implies that despite the successes realized, advocacy communication against child trafficking was not without its challenges.
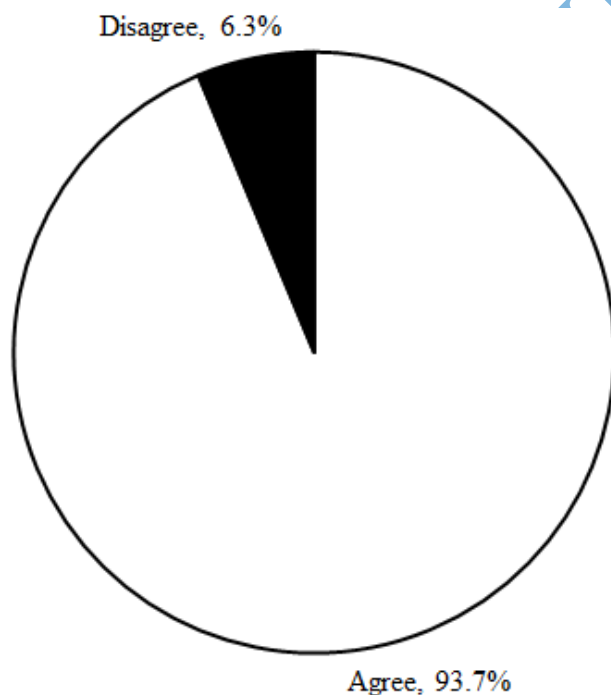

Figure 4. 15: Advocacy Communication against Child Trafficking faced by Challenges

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Most Common Challenges of Advocacy Communication against Child Trafficking

Facilitators were asked to identify the most common challenge they have encountered when conducting a training on child trafficking. Figure 4.16 ranks the challenges identified from the most frequently mentioned to the least mentioned.

Figure 4.16 below shows that there were three most common challenges. The findings indicate that time constraint was the greatest challenge encountered by facilitators when conducting training on child trafficking, with 75 % of the respondents mentioning it. From the verbatim comments, it can be inferred that the trainings were conducted within schools which have their own programs and potentially finds it hard to accommodate any other program into their daily learning schedules. This can be deduced from the following verbatim examples;

> "Some schools have a tight schedule thus limit time allocated for the training to take place" (*Respondent 1*).

> "Given limited time to conduct the training. To most people child trafficking is not a really a big deal and so they feel that even giving you permission to access the children in their school is just but a favour" (*Respondent 6*).

> "Sometimes the school insists that the 2 hours are not possible and therefore time ends up being limited. Not enough to cover the whole intended content" (*Respondent 11*).

> "Sometimes the time allocated for the training is not enough to cover the intended content" (*respondent 15*).

As per Figure 4.16, lack of support from school administration was the second most common challenge faced in the use of advocacy communication in the combat against child trafficking, as identified by 62.5 % of the respondents. As can be seen from the verbatim examples below, advocacy communication against child trafficking

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faced resistance from school administrators potentially because of the perception that

organizers were strangers and because of time constraints.

> "Getting permission from the school administration is sometimes difficult. They do not believe child trafficking is a problem hence do not find it necessary for the advocacy activities to take place" (*Respondent 3*).

> "Lack of cooperation from teachers and school administration. Sometimes the school does not want to give us permission to conduct advocacy activities saying they are busy or are not sure if they want to welcome strangers in their school" (*Respondent 7*).

> "Lack of cooperation from schools. Some schools are a bit hesitant to give permission for the trainings to be conducted" (*Respondent 10*).

> "Permission- some schools never give permission for awareness workshops to be conducted in their school" (*Respondent 13)*.

Figure 4.16 also shows that 50 % of the facilitators cited short attention span

of the children as a barrier to advocacy training against child trafficking. The

following were some of the comments;

> "Attention span of children is very minimal. Trying to make them focus on the training can be tedious sometime" (*Respondent 2*).

> "Sometimes ensuring the children have settled so that they can listen to the training can be quite a challenge especially in cases where the teacher has stepped out" (*Respondent 8*).

> "Attention span for children is usually very little thus sometimes it becomes a challenge to have all of them settle and be attentive" (*Respondent 11*).

> "Getting children to settle and be attentive for the whole session can be very difficult sometimes thus the need of incorporating teaching aids that will help break the monotony" (*Respondent 16*).

As per the results in Figure 4.16, security threats were also a relatively common challenge as mentioned by 37.5 % of the respondents. Respondents expressed that the subject of child trafficking was sensitive and was met with hostility by some perpetrators of the vice. This was implied in the following verbatim comments;

> "Threats- The topic is too sensitive and advocating against it is interfering with someone's booming business" (*Respondent 4*).

> "Hostility from environment and community members" (*Respondent 7*).

> "Law enforcers who are also perpetrators to child trafficking. They give threats, do not follow up on cases and frustrate efforts to combat trafficking" (*Respondent 12*).

> "Threats given the issue is sensitive" (*Respondent 14*).

Figure 4.16 further shows that some 25% of the facilitators cited lack of resources as a challenge facing advocacy communication against child trafficking while 18.8 % of the facilitators experienced language barrier and illiteracy. The most prominent resource highlighted by the respondents as lacking was a projector to facilitate teaching using motion pictures as implied in the following sample verbatim comments;

> "Lack of resources that will make the training possible e.g. projectors to show video clips" (*Respondent 5*).

> Limited resources that can make effective teaching impossible to achieve (*Respondent 9*).

> In some schools there are no resources necessarily needed in making it possible to show video clips (*Respondent 14*).

> "Illiteracy- some schools have children who are a bit behind in the learning process. Thus communicating to them the

intended information becomes a bit of a challenge"
(*Respondent 13*).
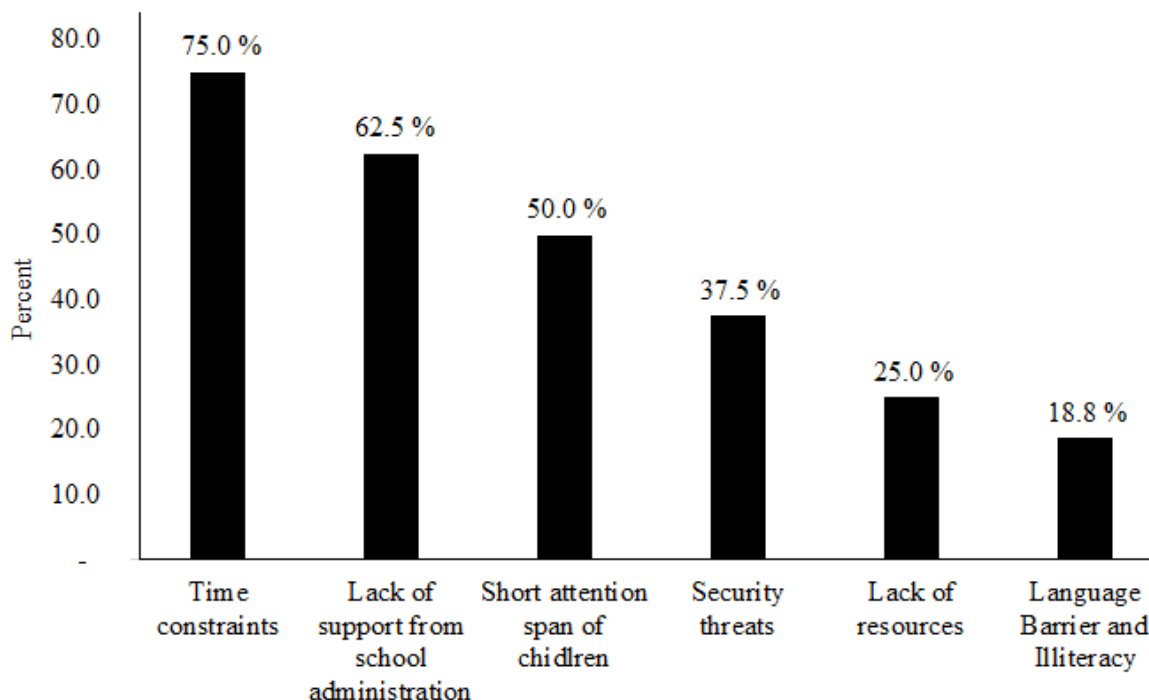
Figure 4. 16: Challenges of Advocacy Communication Against Child Trafficking

Summary of Key Findings

Forms of advocacy communication against child trafficking in primary schools in
Mathare constituency

All (100 %) of the responding facilitators agreed that they did integrate
teaching with examples and teaching aid to facilitate understanding of concepts.
Videos and pictorials were the most popular advocacy methods used, with 100 % of
the respondents mentioning the same. These were followed by use of games (75 %),
booklets and fliers (69 %, each), charts (56 %) and manuals (50 %).

Efficacy of the Various Advocacy Communication Methods Used in Countering
Child Trafficking

The study established that all (100 %) of the facilitators agreed that the
stakeholders directly involved with children did contribute to the fight against child

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trafficking. All (100 %) of the facilitators agreed that the school community were grateful for the advocacy communications and recommended even more awareness creation. The study also established that 99.5 % of the respondents agreed that it was necessary to educate children on issues related to child trafficking and 99 % of the respondents agreed that facilitators were able to communicate with the children. Further, 98 % of the respondents believed that humanitarian organizations were making a difference in the fight against child trafficking. Awareness creation was practiced by all (100 %) of the institutions.

Communication Challenges Faced by Facilitators in the Process of Advocating Against Child Trafficking

The findings showed that 93.7 % of the respondents agreed that there were challenges that persons advocating against child trafficking faced in the study area. Time constraint was the greatest challenge encountered by facilitators when conducting training on child trafficking, with 75 % of the respondents mentioning it. Lack of support from school administration was the second most common challenge faced in the use of advocacy communication in the war against child trafficking. The study also established that 50 % of the facilitators cited short attention span of the children as a barrier to advocacy training against child trafficking.

Chapter Summary

This chapter has presented and interpreted the research findings. The themes from each objective has been used to organize the chapter. This has entailed a triangulation of quantitative analysis with qualitative techniques. A summary of the major results is presented at the end of the chapter. The next chapter will discuss the findings, draw conclusions and make recommendations.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter begins by discussing the study findings for each specific objective. Conclusions are then drawn based on the discussions. Subsequently, a range of recommendations is proposed for the advancement of theory and practice. This includes identification of the limitations of the current study and making suggestions for further research.

Discussion of Key Findings

Objective 1: To identify the forms of advocacy communication methods used in countering against child trafficking in primary schools in Mathare constituency.

The study established that all of facilitators who participated in this study agreed that they did integrate teaching with examples and teaching aid to facilitate understanding of concepts. This suggests that facilitators did leverage the tools of communication at their disposal to advance the countering of child trafficking in the study area. This is in keeping with best practices on advocacy communication which was implied in a study by Thainiyom (2011) who vouched for the deployment and integration of more than one tool or method of communication when it comes to combating the vice of child trafficking. This was potentially practiced because teaching and learning by example is rooted in pedagogy as a form of learning.

The study found that videos and pictorials were the most popular advocacy methods used, with 100 % of the respondents mentioning the same. This implies that facilitators applied audiovisual approaches to appeal to the learners' sense of sight and hearing, potentially because vision facilitate memory of things and helps form a

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mental model and stimulates interest of learners. This is in line with the viewpoints of Dainton and Zelley (2005) who assert that learners, especially children, need to be motivated enough, hence requiring the use of advocacy communication methods such as videos, pictorials and animations that are interesting and eye catching enough to captivate them. This is in line with Petty and Cacioppo's (1986) theory which argues that a receiver of a message can only receive and comprehend it when he or she has both the motivation and ability to think and process that particular message.

The study also established that most (75%) of respondents identified the use of games for advocacy communication as common. This may be explained by the fact that the children potentially found games not only as fun and engaging but also presented a simplified way of breaking down information relating to child trafficking. This finding reinforces Dainton and Zelley's (2005) view that children need to be able to comprehend the message being delivered to them cognitively, something that can only be made possible by ensuring that the channels used to deliver the intended messages are simplified to suit a child's level of understanding.

Further findings revealed that majority of the respondents also observed that booklets and fliers, charts and manuals were also commonly used as methods of advocacy communication against child trafficking. This implies that most facilitators integrated many of the tools and methods they had at their disposal towards the campaign against child trafficking in the study area. This agrees with the recommendation by Coherence in Information for Agricultural Research and Development (2014) which maintain that in order to undertake advocacy activities, one can use various advocacy methods that will help communicate the target message to the target audience. This potentially means that combining multiple approaches and

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tools in the combat against child trafficking yield higher results and using each in isolation.

Objective 2: To establish the efficacy of the various advocacy communication methods used in countering child trafficking in primary schools in Mathare constituency, Nairobi, Kenya.

The study established that all (100%) of the facilitators agreed that the stakeholders directly involved with children did contribute to the fight against child trafficking. This agrees with the observation made by Quarry and Ramirez (2009) that advocacy usually give voice to the marginalized population thus promoting an active participation in certain issues that affect their lives. The implication of this finding is that the children get more aware and knowledgeable on matters to do with child trafficking, which forearms them with the information about how to respond when under threat. This was further reflected in the subsequent finding which showed that 99.5 % of the responding teachers agreed that it was necessary to educate children on issues related to child trafficking, which means that they recognized the important role that the children themselves would play in combating child trafficking in society.

It was also found that nearly all (99%) of the respondents agreed that facilitators were able to communicate with the children, which means that their advocacy communication techniques were effective. In the same vein, the results showed that majority (98.5%) of the responding teachers agreed that the children have the ability to understand the message on child trafficking, implying that they were able to make sense of advocacy communication messages relayed by the facilitators. This is line with ILO (2009) who see advocacy as a means of helping individuals and

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groups know what they need to do exactly in order to contribute much effectively to the anti-trafficking efforts.

Nearly all (98.5%) of the teachers agreed that they were usually present when the different humanitarian organizations conduct trainings addressing child trafficking in their school. This is an indication of high stakeholder participation and ownership of the move geared towards addressing child trafficking which is a measure of effective advocacy communication against child trafficking. This is potentially because they embraced the advocacy communication campaign against child trafficking as a societal responsibility. This is resonant to the argument put forth by Feshbach and Feshbach (1978) that advocacy communication should involve the community for it to be effective as this will create a forum for community dialogue in an open and freer atmosphere. In this study, the notion of community participation was reflected in the results which showed that awareness creation was practiced by all (100%) of the institutions, invitation of facilitators and organizations involved in advocacy against child trafficking was practiced by 90%. Further evidence of high community participation was reflected in the findings which showed that 83% of the institutions reported cases to authorities, 70% rescued victims, 57% encouraging debates through human rights clubs and 50% took precautionary measures to protect children while in school.

Related findings revealed that all the responding facilitators agreed that the school community appreciated the work being done by organizations that create awareness against child trafficking and even recommend more of awareness initiatives to be conducted. This means that advocacy communication programs implemented earned dividends in terms of community buy in, which is arguably a very important aspect of winning the war against child trafficking. This was reflected

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in the children's increased ability to voice their rights, detect and report cases of child trafficking, engage in discussions about child trafficking, being more inquisitive about child trafficking so as to have an in-depth understanding and take precautions to protect themselves against falling victims. These explain why almost all (98%) of the respondents believed that there was a positive difference that humanitarian organizations undertaking advocacy communication against child trafficking in Mathare Constituency.

These findings concur with Petty and Cacioppo (1986) who advocate the importance of understanding one's audience when choosing communication methods and elaborated messages and how the audience members are likely to react to arrangement of arguments being presented. This will determine the efficacy of the methods put in place as they will have been selected carefully and deliberately.

Objective 3: To establish communication challenges faced by facilitators in the process of advocating against child trafficking among the children in primary schools in Mathare constituency, Nairobi, Kenya.

The study found that majority (93.7%) of the respondents agreed that there were challenges that advocates combating child trafficking faced in the study area; with time constraint identified by most of respondents as the greatest challenge encountered by facilitators when conducting training on child trafficking. This could be explained by the fact that the advocacy training sessions were being facilitated in schools which have their own programmes running and thus, could only allow minimal interruptions. The implication of this limitation on the allocation of time, is that facilitators have to condense their advocacy communication to fit the time slot availed by the school administration, thereby leaving out some aspects of advocacy

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communication that may be important to realize the desired results in terms of curbing the menace of child trafficking in the study area.

The study also found that lack of support from some school administrators was another striking challenge as identified by majority (62.5 %) of the respondents, mainly attributable to the identification of facilitators as strangers. This raises the question of strategy in rapport creation which should ideally precede any requests to conduct advocacy training within the school's premises. It also points to the importance of wider consultation and earning the goodwill of allied government institutions prior to any attempts to secure permission from the school administrators since they are also under authority of the state. This underscores Feshbach and Feshbach's (1978) perspective that community involvement in advocacy communication planning and execution is fundamental to winning the countering of child trafficking.

Further results revealed that half (50 %) of the respondents lamented the short attention span of the children being a barrier to advocacy training against child trafficking, while the other half were not of the same view. A possible reason for this may be that the language used may be technical for the children to comprehend, given their low level of understanding. This is consistent with Petty and Cacioppo's (1986) Elaboration Likelihood Model which is a theory of persuasion that takes cognizance of the ideas and content of the message being portrayed where the recipient of the message must have both the motivation and ability to think about the message. In line with this theory, it may be that such children have a hard time comprehending the advocacy communication message. This may be explained by the fact that facilitators of advocacy communication programs were not necessarily trained teachers with the skills needed to keep the children engaged and attentive throughout the training. The

other half (50 %), who did not share the same view mostly felt that it is not that children have a short attention span but rather, most of them are usually mischievous and do not follow the instructions given.

The study also established that a significant proportion of respondents identified security threat to facilitators as another common challenge according to 37.5 % of the respondents. This may be explained by the highly sensitive nature of the subject, thus earning hostile reception especially by perpetrators who benefit from the vice. This is in line with a research undertaken by UNICEF (2003) which observed that in sub-Saharan Africa, child trafficking is one of the most profitable criminal activities. Given the finding which showed that poverty was the main underlying factor causing the high prevalence of child trafficking in the study area according to 58.5 % of the respondents, child trafficking may be perceived by the perpetrators as their source of living and any advocacy against the practice may be met with hostility because it threatens their source of livelihood. This agrees with the observation by Hapa Kenya (2017) that child abuse is widely accepted by society, characterized by underage children given out by their families to work for their relatives in exchange for school fees.

Conclusions

Forms of Advocacy Communication Against Child Trafficking in Primary Schools in Mathare Constituency

Integrated communication was adopted by facilitators involved in advocacy against child trafficking. This was characterized by the use of a combination of audiovisual and textual forms of messaging as well as activity-based learning to achieve results. This included the use of videos, pictorials, games, booklets and fliers,

charts and manuals. This potentially stimulated the most important senses which facilitate learning such as sight and hearing.

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Efficacy of the Various Advocacy Communication Methods used in Countering Child Trafficking

The advocacy communication methods used in countering child trafficking were effective. This was indicated by a high level of community ownership, involvement and participation. As a result, members of the school community contributed to the combating of child trafficking in various ways. They embraced the advocacy campaigns, participated in awareness creation and recommended even more. They also reported cases of child trafficking to the authorities, encouraged debates through human rights clubs and took precautionary measures to protect children under their care. However, the prevalence of child trafficking in the constituency remained high in the study area, meaning that there was still room for improvement in advocacy communication strategies to win the combat against child trafficking.

Communication challenges faced by facilitators in the process of advocating against child trafficking

Despite the success of advocacy communication in the countering of child trafficking, facilitators were confronted with a multiplicity of challenges. The leading challenge that they faced was time constraint, mainly since advocacy communication was carried out in schools which have their own programs to run. Lack of cooperation from some school administrators was also a significant challenge to advocacy communication, potentially leading to either delay of program implementation or even cancellation of plans. In addition, short attention span of the children also manifested as a challenge to the efficacy of the advocacy communication program against child trafficking. In spite of the observed challenges, the role of advocacy communication in countering child trafficking, cannot be underrated. Additionally, the finding showed that, it is possible to have an advocacy initiative that is very effective but at the same time faced with several communication challenges. This however does not mean that

such an initiative should be undermined because how these challenges are addressed is what provides solutions and filling in of the identified gaps.

Recommendations

Humanitarian organizations involved in advocacy communication against child trafficking should involve key stakeholders such as school administrators and security agencies right from the planning stage instead of getting them to only participate at the implementation stage. This way, they will be able to develop campaigns that takes into cognizance the internal and external realities unique to each school. In addition, this will help lower the level of resistance that facilitators meet in getting some school administrators and the police to cooperate.

In order to address the problem of short attention span of the children, advocacy communication training programs should be designed with different time spans commensurately targeting different age groups instead of having a standardized time span for all children. For example, facilitators could come up with a training program that is progressively shorter for children in pre-primary and lower primary school as compared to children in upper primary. This requires experimenting with different time spans and measuring their effectiveness before settling on the ideal time span.

Facilitators should consider scheduling their advocacy communication training programs at a time and date most convenient to the schools rather than at their own convenience. For instance, they could negotiate to run trainings during games time and make the training as a game's activity. The benefit of this approach to advocacy communication is multifold. Firstly, it would help enhance the children's attention span because they are likely to perceive outdoor games as more fun than sitting in a

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classroom. Secondly, it will help eliminate the challenge of time constraint since the training program will fit into the school's daily schedule. By extension, this should reduce the reluctance of some school administrators to allow such a campaign.

Advocacy communication should not be an intervention that is undertaken in isolation since the problem of child trafficking is a complex one, with many stakeholders with divergent interests at stake. Instead, humanitarian organizations involved in the campaign against the vice should go beyond educating the society to contribute in addressing the underlying problems of poverty, illiteracy and insecurity. This means working with the community and other stakeholders to develop economic empowerment programs in order to provide alternative sources of livelihoods for the locals.

Designers of the advocacy communication programs should include in their budgets, video display equipment and devices in order to make facilitation more effective. In case of financial constraints, low cost alternatives such as games, drama and plays can be explored in place of use of videos.

Areas for Further Studies

In retrospect, these study findings and the recommendations herein are based on the perspectives of teachers and facilitators only, thus do not provide an all-rounded view of the problem of child trafficking and the impact of advocacy communication on the vice. Therefore, it is recommended that a future study should expand the sample to include the viewpoints of the children themselves as well as the parents, the local administration and other community leaders.

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The current study can also be replicated in other constituencies in order to compare the variables and their silence and establish whether the efficacy of advocacy communication campaigns against child trafficking varied from region to region.

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APPENDICES

Appendix 1: Consent Form for Teachers

My name is Cyndi Wanjiku Kinuthia, a Masters student at Daystar University.

This is to kindly request for your consent to conduct a study whose objective is to research on the role that advocacy communication plays in countering child trafficking among primary schools in Mathare constituency. I assure you that the findings of this study will be used strictly for academic purposes and I guarantee you paramount confidentiality of your institution and responses thereof. It will hopefully be useful to all advocating initiatives aimed at bringing about social justice by addressing social injustices such as child trafficking and parents of children who are vulnerable to the vice since they need to understand the phenomenon so as to take necessary precautions meant to protect their children. Such knowledge will also enable teachers to identify a problem should a child be facing one, as they interact with them every day at school. Other researchers who address social injustices plaguing the Kenyan system as well as human rights advocates as they seek to understand the roles that advocacy plays in countering child trafficking will also benefit.

I thank you very much in advance for your anticipated responses which I believe will make significant contribution to this study. The findings will be shared with your institution and be assured that there will be no risks involved whatsoever during this exercise.

.

Kindly fill in below:

Head teacher's Signature   …………………………………………..

Teacher's signature……………………………………………………..

Appendix 2: Consent Form for Facilitators

My name is Cyndi Wanjiku Kinuthia, a Masters student at Daystar University. This is to kindly request for your consent to conduct a study whose objective is to research on the role that advocacy communication plays in countering child trafficking among primary schools in Mathare constituency. I assure you that the findings of this study will be used strictly for academic purposes and I guarantee you paramount confidentiality of your institution and responses thereof. It will hopefully be useful to all advocating initiatives aimed at bringing about social justice by addressing social injustices such as child trafficking and parents of children who are vulnerable to the vice since they need to understand the phenomenon so as to take necessary precautions meant to protect their children. Such knowledge will also enable teachers to identify a problem should a child be facing one, as they interact with them every day at school. Other researchers who address social injustices plaguing the Kenyan system as well as human rights advocates as they seek to understand the roles that advocacy plays in countering child trafficking will also benefit.

I thank you very much in advance for your anticipated responses which I believe will make significant contribution to this study. The findings will be shared with your institution and be assured that there will be no risks involved whatsoever during this exercise.

Kindly fill in below:

Project manager's signature…………………………………………..

Facilitator's signature………………………………………………..

Appendix 3: Questionnaire for Teachers.

Please provide the following information and answer each question as clearly as possible. Kindly tick (√) only one answer from choices given or by writing your responses appropriately in the spaces provided.

SECTION 1: BACKGROUND INFORMATION

1. Please tick [√] the appropriate box and indicate as requested.

   Male ❑   Female ❑

2. How long have you been a teacher in this school?

   0-2 years ❑   3-5 years ❑   5- 10 years ❑   More than 10 years ❑

SECTION 2: PREVALENCE OF CHILD TRAFFICKING IN MATHARE CONSTITUENCY

3. I know of cases where children have been brought to Mathare from upcountry and instead of attending school they are made to work

   Strongly agree   ❑

   Agree   ❑

   Not sure   ❑

   Disagree   ❑

   Strongly disagree   ❑

4. What is your opinion about child trafficking in Mathare and if any, what do you think is the cause?

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SECTION 3: FORMS OF ADVOCACY COMMUNICATION METHODS USED IN
COUNTERING CHILD TRAFFICKING

5.   Kindly list ways in which your institution has addressed the issue of child
     trafficking.

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SECTION 4: EFFICACY OF THE VARIOUS ADVOCACY COMMUNICATION METHODS

In your own assessment, please rate your own perception of effectiveness of the methods used when there is creation of awareness against child trafficking in your school by facilitators from different humanitarian organizations working towards curbing the vice. Please use a tick [√] to indicate your answer where Strongly Agree (SA)= 5, Agree(A)= 4, Not Sure (NS)= 3, Disgaree (D)= 2 and Strongly Disagree (SD)= 1.

	Statement	SA	A	NS	D	SD
		5	4	3	2	1
6.	The children understand the message on child trafficking					
7.	The facilitators are able to communicate with the children					
8.	I am usually present when the different humanitarian organizations conduct trainings addressing child trafficking in our school.					
9.	The school community appreciates the work being done by organizations that create awareness against child trafficking.					

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10. Do you think facilitators from different humanitarian organizations addressing child trafficking in schools in Mathare are making a difference in the children's understanding of the concept? If yes, how?

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11. How are you able to tell that children have understood the message of child trafficking whenever explained to them?

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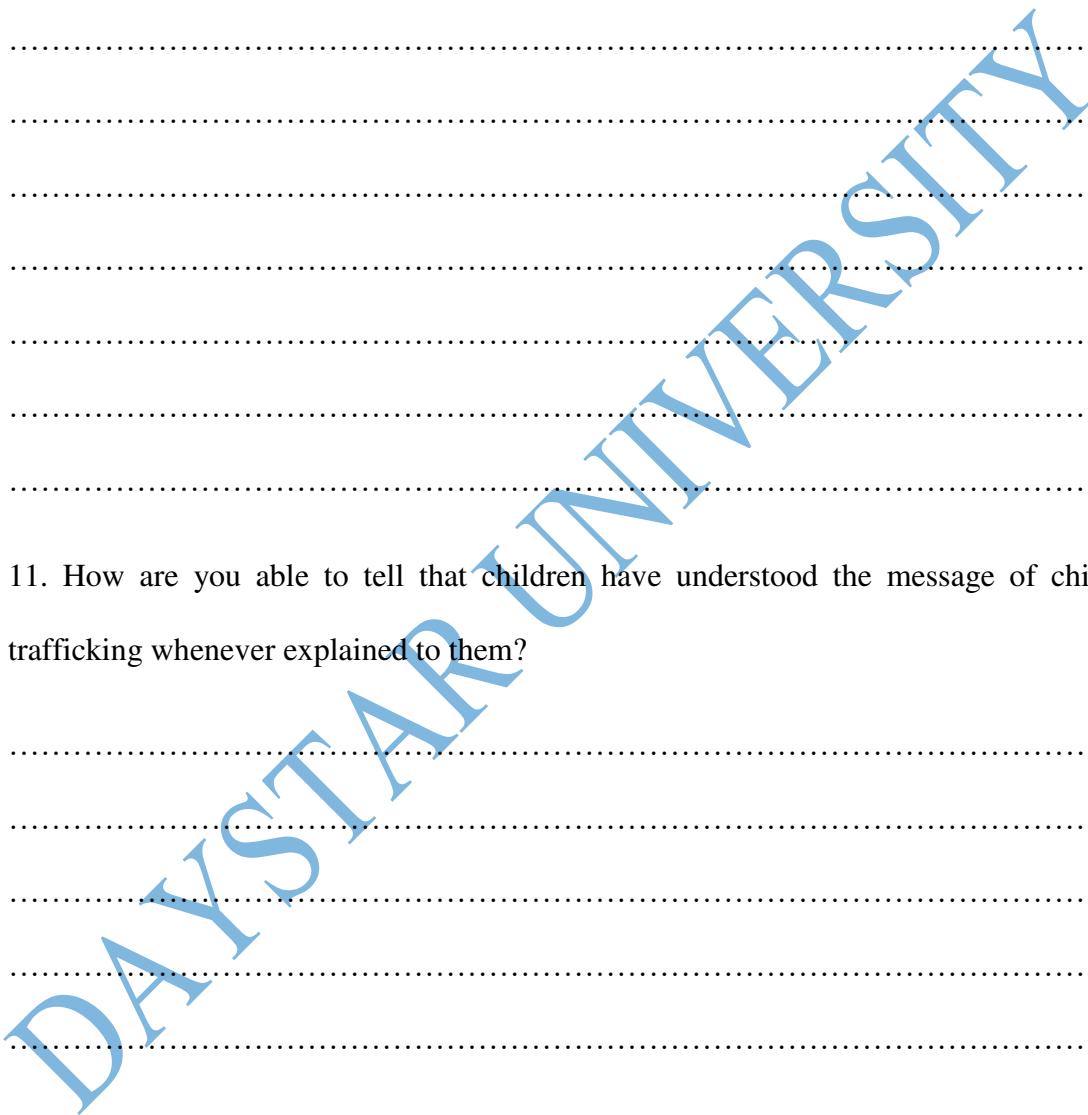
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Appendix 4: Questionnaire for Facilitators.

Please provide the following information and answer each question as clearly as possible. Kindly tick (√) only one answer from choices given or by writing your responses appropriately in the spaces provided

SECTION 1: BACKGROUND INFORMATION

1. Please tick [√] the appropriate box and indicate as requested.

   Male ❑   Female ❑

2. How long have you been involved in child trafficking advocacy initiatives in primary schools in Mathare?

   0-2 years ❑   3-5 years ❑   5- 10 years ❑

   More than 10 years ❑

SECTION 2: PREVALENCE OF CHILD TRAFFICKING IN MATHARE CONSTITUENCY

3. In your view, would you say that child trafficking is a problem in Mathare?

   Yes, I strongly agree   ❑

   Yes, I agree   ❑

   Not sure   ❑

   No, I disagree   ❑

   No, I strongly disagree   ❑

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4. Kindly explain how child trafficking takes place in Mathare either from the researches done by your organization or what you have personally come across during training.

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SECTION 3: FORMS OF ADVOCACY COMMUNICATION METHODS USED IN COUNTERING CHILD TRAFFICKING

5. Facilitators usually (as much as possible) integrate teaching with examples and teaching aids that will help children understand topics covered on child trafficking.

Strongly agree   ❑

Agree   ❑

Not sure   ❑

Disagree   ❑

Strongly disagree   ❑

6. Please arrange the advocacy communication methods you usually use in your training in order of most effective to the least effective.

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SECTION 4: EFFICACY OF THE VARIOUS ADVOCACY COMMUNICATION

METHODS

In this section, please indicate whether you agree or disagree with the statements. Please use a tick [√] to indicate your answer where Strongly Agree (SA)= 5, Agree(A)= 4, Not Sure (NS)= 3, Disgaree (D)= 2 and Strongly Disagree (SD)= 1.

	Statement	SA	A	NS	D	SD
		5	4	3	2	1
7.	Stakeholders directly involved with children contribute to the fight against child trafficking.					
8.	The school community appreciates the work being done by organizations that create awareness against child trafficking and even recommend more of awareness initiatives to be conducted.					

SECTION 5: COMMUNICATION CHALLENGES FACED BY FACILITATORS

9. Facilitators face a number of communication challenges in the process of

   advocating against child trafficking in schools in Mathare schools.

   Strongly agree   ❑

   Agree   ❑

   Not sure   ❑

   Disagree   ❑

   Strongly disagree   ❑

10. Arrange in the order of the most common challenge you have ever encountered

when conducting a training on child trafficking.

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Appendix 5: School Letter

TO WHOM IT MAY CONCERN

2nd September, 2019

Dear Sir/Madam

RE: CYNDI KINUTHIA, STUDENT NO. 17-0339

Cyndi is a fully registered student in the School of Communication at Daystar University. She has completed her course work towards a Masters of Arts in Communication. She is now working on the research for her thesis.
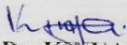
Cyndi's thesis topic is:

"The Role of Advocacy Communication in Countering Child Trafficking Among Selected Primary Schools in Mathare Constituency, Nairobi County."

The purpose of my writing is to request that you give Cyndi any necessary assistance to enable her to complete this important academic exercise

We assure you that any information collected will be used strictly for academic purposes and will remain absolutely confidential. Upon completion of the research, her thesis will be available at our library.

We appreciate your support for our student towards the successful completion of her thesis research.

Yours Sincerely,

Dr. KINYA MWITHIA
HOD, STRATEGIC & ORGANISATIONAL COMMUNICATION

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Appendix 6: Research Authorization Letter- Nairobi County

NAIROBI CITY COUNTY

TELEGRAM "SCHOOLING"
TELEPHONE: 2221166/224281
EXT: 2426 /2590

CITY HALL ANNEXE:
P. O. BOX 30298 GPO- 00100,
NAIROBI, KENYA

EDUCATION, YOUTH AFFAIRS & SOCIAL SERVICES SECTOR
EDUCATION DEPARTMENT

Ref. No. GL/NC/141/VOL VI/321

30th September, 2019

Cyndi kinuthia
Daystar University
P.O. Box 44400 - 00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application to carry out Research and Subsequent approval by National Commission for Science, Technology and Innovation vide letter Ref: NACOSTI/P/19/1446 dated 19th September, 2019;

I am pleased to inform you that authority has been granted to you to carry out research on "Role of Advocacy Communication in Countering Child Trafficking among selected primary schools in Mathare Constituency, Nairobi, Kenya for a period of 1 year.
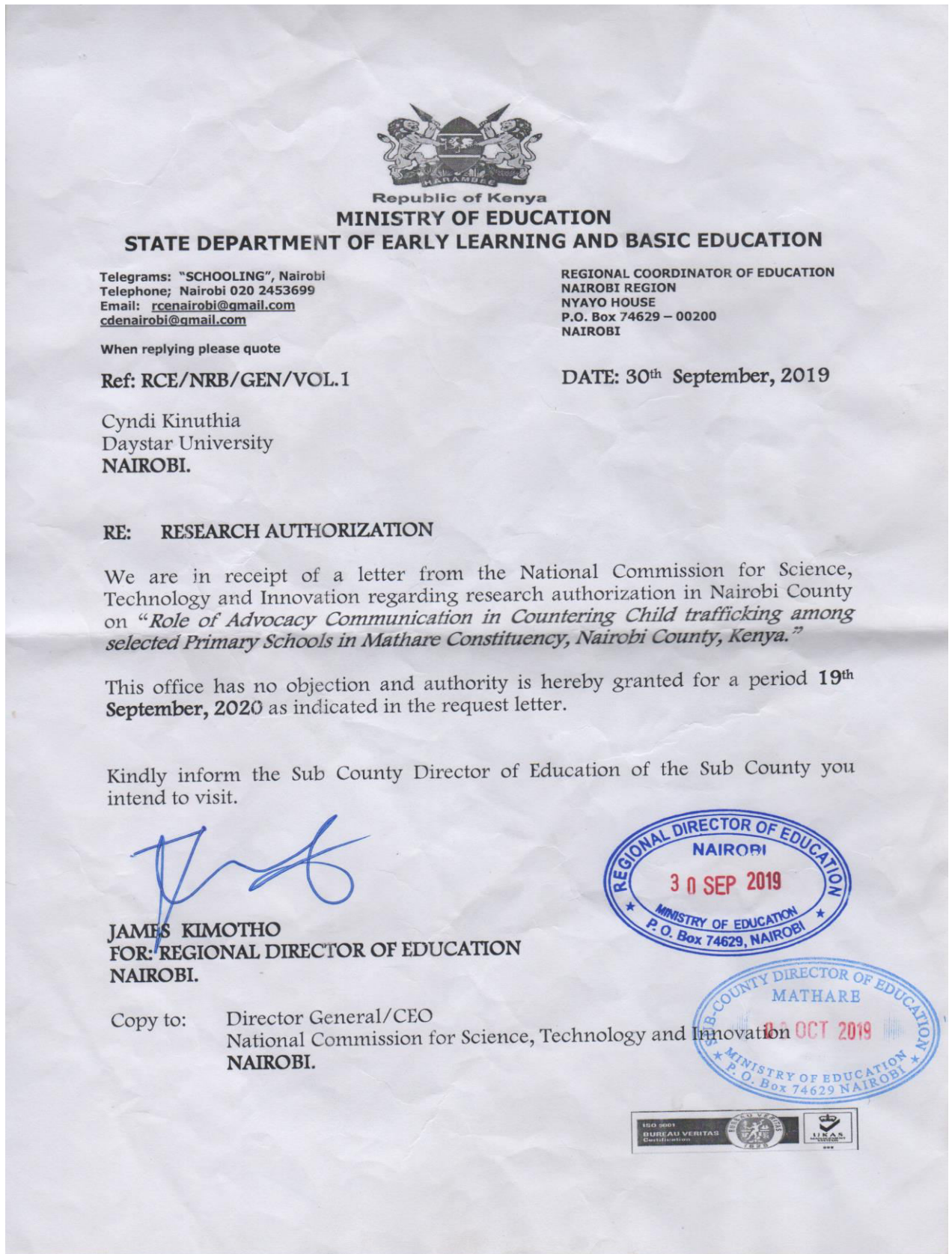
On conclusion of the study, you are expected to submit a copy of the research findings to the undersigned:

GEORGE P. LETEMA
AG. DEPUTY DIRECTOR
QUALITY ASSURANCE AND STANDARDS

Copy to: Chief Officer – Education, Social Services & Gender
            Director City Education

Appendix 7: Research Authorization Letter- Ministry of Education

Republic of Kenya

MINISTRY OF EDUCATION

STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegrams: "SCHOOLING", Nairobi
Telephone; Nairobi 020 2453699
Email: rcenairobi@gmail.com
cdenairobi@gmail.com

REGIONAL COORDINATOR OF EDUCATION
NAIROBI REGION
NYAYO HOUSE
P.O. Box 74629 – 00200
NAIROBI

When replying please quote

Ref: RCE/NRB/GEN/VOL.1

DATE: 30th September, 2019

Cyndi Kinuthia
Daystar University
NAIROBI.

RE: **RESEARCH AUTHORIZATION**

We are in receipt of a letter from the National Commission for Science, Technology and Innovation regarding research authorization in Nairobi County on *"Role of Advocacy Communication in Countering Child trafficking among selected Primary Schools in Mathare Constituency, Nairobi County, Kenya."*

This office has no objection and authority is hereby granted for a period **19th September, 2020** as indicated in the request letter.

Kindly inform the Sub County Director of Education of the Sub County you intend to visit.

JAMES KIMOTHO
FOR: REGIONAL DIRECTOR OF EDUCATION
NAIROBI.

Copy to: Director General/CEO
National Commission for Science, Technology and Innovation
NAIROBI.

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Appendix 8: Research Permit

Appendix 9: Ethical Clearance

DAYSTAR UNIVERSITY

Daystar University Ethics Review Board

Our Ref. DU-ERB/27/08/ 2019 /00316

Date: 27-08-2019

Cyndi Kinuthia

Dear Cyndi,

THE ROLE OF ADVOCACY COMMUNICATION IN COUNTERING CHILD TRAFFICKING AMONG SELECTED PRIMARY SCHOOLS IN MATHARE CONSTITUENCY, NAIROBI COUNTY

Reference is made to your request dated 08-08-2019 for ethical approval of your proposal by Daystar University Ethics Review Board.

We are pleased to inform you that ethical review has been done and approval granted. In line with the research projects policy, you will be required to submit a copy of the final research findings to the Board for records.

This approval is valid for a year from 27-08-2019

This approval does not exempt you from obtaining a research permit from the National Commission for Science, Technology and Innovation (NACOSTI).

Yours sincerely,

Mrs. Purity Kiambi,
Secretary, Daystar University Ethics Review Board

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Appendix 10: Originality Report

ROLE OF ADVOCACY COMMUNICATION IN COUNTERING
CHILD TRAFFICKING AMONG SELECTED PRIMARY
SCHOOLS IN MATHARE CONSTITUENCY, NAIROBI COUNTY,
KENYA

ORIGINALITY REPORT

18%	**10**%	**3**%	**15**%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	**Submitted to Daystar University** Student Paper	1%
2	**Submitted to Murray State University** Student Paper	1%
3	**www.sagepub.com** Internet Source	1%
4	**Submitted to Colorado Technical University Online** Student Paper	1%
5	**www.sightsavers.net** Internet Source	<1%
6	**www.unicef.org** Internet Source	<1%
7	**Submitted to Kenyatta University** Student Paper	<1%

www.gjcpp.org

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