

Gender-Based Violence and Access to Education: An Empirical Analysis for Women in Nakuru County, Kenya

Maureen Pacho¹, Prof. Kennedy Mutundu¹

¹Department of Social and Development Studies, Mount Kenya University

P.O. BOX 342, 01000, Thika

Corresponding Author: Maureen Pacho, Email: pachomaureen@yahoo.com

Abstract

Gender based violence (GBV) consequences on women economic empowerment within Kenya are immense. Nakuru East Sub County, in particular, has reported many cases of GBV in the decade running between 2010 and 2020. The aim of this study was to examine effects of gender-based violence on the women access to education. This investigation was guided by Ecological theory and a descriptive survey design. Using questionnaires, focus group discussions (FGDs) and key informant interviews to collect data, the results are based on achieved response of a group of 40 women, 2 chiefs and 2 officers in charge of children protection unit and 3 CSOs Staff. Study findings indicate that there was notable impact of GBV on women's access to education in Nakuru East subcounty. Cases of school dropout because of teenage pregnancies, early marriage, child labour, and giving preference to boys in education were some of the outstanding findings. Empowerment of women reduces the unequal power relationship between women and men which has been identified as the root cause of GBV.

Key words: *Gender-Based Violence, Access, Education, Economic Well-Being, Women*

1. Introduction

Gender Based Violence (GBV) is more of an “umbrella” term for every destructive demonstration which is executed against an individual's will and that depends on socially attributed (sex) contrasts among male and females (Inter Agency Standing Committee (IASC), 2015). It is brutality against an individual based on sex and it envelops a wide scope of human rights infringement secured by worldwide instruments and shows. Types of GBV differ as indicated by nations and societies yet the most widely recognized structures incorporate rape, sexual brutality, sexual misuse or potentially misuse, disavowal of chances, female genital mutilation (FGM) and household violence (IASC, 2010). While a few kinds of GBV can likewise apply to men, GBV is regularly used to mean viciousness against women and young ladies given their expanded defenselessness and subordinate status in many social orders (IASC, 2015). GBV is as rising as a genuine worldwide wellbeing, human rights and improvement issue since it is a side effect of sexual orientation imbalances in the general public. As indicated by WHO (2011), it is a genuine motivation of death and damage among ladies and kids, yet it is acknowledged by traditions and blossoms with exemption.

As per Human Rights Watch (2003), in principle, GBV is “brutality that is focused on women or men on account of their sex as well as their socially developed sex roles”. It incorporates, yet is not restricted to, different types of sexual violence. GBV suggests any destructive demonstration that is sustained against an individual's will and that depends on socially attributed contrasts among male and females. Instances of GBV include sexual violence, for example, sexual exploitation, abuse and forced prostitution; aggressive behavior at home; child trafficking; forced early marriage; and destructive customary practices, for example, female genital mutilation, rituals and widow inheritance. The United Nations Development Fund for women evaluates that somewhere around the world, one of each three ladies is likely to be abused in one manner or the other in her lifetime. Notably, the abuser is an individual from her own family. It has been broadly recognized that most people affected by GBV are women; roughly one out of four ladies and young ladies from the age of 15 years’ experience sexual viciousness in their lives. The rates of sexual maltreatment going from 1% to 12% throughout a lady's lifetime in Kenya (Kenya National Bureau of Statistics (KNBS), 2009).

An investigation by the World Health Organization (2011) demonstrates that among mature ladies (15-44 years), GBV represents a larger number of deaths and disabilities than the joined impacts of malignant growth, intestinal sickness, traffic wounds and war. Furthermore, trafficking in women and young ladies for sexual abuse is mostly regular among poor women. Women who are casualties of aggressive behavior at home are multiple times bound to endeavor suicide than the individuals who do not experience such brutality. For instance, Haiti, which has had a long history of sex segregation, GBV and especially assault, after the tremor in 2010 - reports of sexual brutality fundamentally expanded (Amnesty International, 2011). Women have greater powerlessness to sexual brutality because of the demolition of their employments and encouraging groups of people, just as unreliable conditions in settlement camps and safe houses.

An investigation by the UK social pattern report shows that women are horribly unrepresented in government and basic leadership bodies. GBV is high in Africa due to adherence to retrogressive social practices that undermine the limit with regards to self-security and dependence square or lessen access to social assurance delay (Uthman et al, 2009). This has thus prompted the expansion of HIV and AIDS in Africa. Statistics show that about 60% of the people living with HIV and AIDS in Africa are women and girls of which 59.6% of them are in Sub-Saharan Africa (UNAIDS, 2009).

In consistency with Johnson, Scott, Rughita, Kisielewski and Lawry (2010), up to 40% of women in Eastern Democratic Republic of Congo have encountered sexual violence. It is alleged that most individuals with the military engaged with the contention, both nationals and neighboring government powers inclusive, have submitted demonstrations of assault and sexual brutality. Numerous assaults happen in open settings, frequently with the constrained participation of victims’ relatives. In another country report review, and consistent with Peterman, Palermo and Bredenkamp (2011), it has been demonstrated that between 1.69–1.8 million women reported having been assaulted in lifetime. These cases have higher association with the military compared to the civilians. These figures are way far from the absence of up-to-date measurements and the that numerous cases go unreported.

Being the fourth largest city in Kenya, Nakuru town has in the current years been recording extended cases on violence against women with incidence cases being, rape, defilement, FGM and denied get entry to

employment and schooling. Gender based violence in Nakuru East subcounty, is widespread as most of the settlements are informal, thus forming slums. The underlying causes of household poverty include and not limited to low income of family heads who are mostly women. Unemployment, low levels of education for family heads and other household members, family separations, and social cultural barriers make them more vulnerable to Gender based violence. There are very limited community safety nets in Nakuru East subcounty where vulnerable persons can fall back to for economic security. In these areas, the civil society is weak and un-organised, and the government services such as health and sanitation are severely lacking. The civil society representing the target areas are mainly implementing projects on national policies, which most of the time do not reach the local community. The groups also hardly respond to felt needs in the specific community.

The larger population in this area is made up of female-headed families with one estate dominated by Muslims. Most court cases on Gender based violence have collapsed due to lack of evidence as most witnesses shy away. Besides, Muslim women do not report Gender based violence as they believe it is solved at home. This has led to the increased cases of violence on women in Nakuru East Sub County. The economic empowerment of women is a social right and justice issue. When Kenyan women get freedom to reach their potential, all Kenyan families and communities will grow stronger. Women's economic empowerment is important as it is the basis of all development actions as women have greater influence on their families' choices to plan. This also reduces dependency burden and positively contribute towards social development. Violence against women is thus, a major threat to global development. It is on this basis that this study sought to analyze the extent to which Gender based violence has affected the access to education of women in Nakuru East Sub County.

2. Literature

2.1 Theoretical Framework

This investigation was guided by the Ecological hypothesis that was supported by Heise (1998). The hypothesis was utilized to see the association of non-public relationship, scenario and social cultural factors that blend to cause violence against women. The hypothesis demonstrates how nature impacts human practices and other path round which centers around the association between the two dimensions. These particular frameworks have partner impact on a person's life from earliest stages to adulthood (Bronfenbrenner, 1995). Nature comprises of the political, social, monetary and mental setting. The political condition comprises of pioneers and political exercises; the social setting is family and resources, houses of worship and clubs. The social setting is the qualities, morals and conventions of a general public: it's the system by which people live. The economic or rather the monetary condition is framed by trade and business and furthermore the rate of work; it is additionally formed by casual business. The mental/psychological condition comprises of the frames of mind that people appear towards life around them (Swanepoel and de Brew, 2006). Four dimensions of natural components are utilized to appreciate the impact of class cognizant ecological frameworks on individuals. These are the Microsystems, which alludes to a people groups quick condition; the mesosystem, which alludes to the intelligent technique

between the Microsystems; the exosystem, which influences an individual by implication, and the full-scale framework, which are the political, social, social and economic powers influencing singular working. This theory combines biological, socio-cultural and personal factors affecting an individual, which could include women experiences of violence at home as well as in the community. There is also a focus on close relationships among family, friends and peers. It explores how these relationships increase the risk of being a victim or perpetrator of violence (WHO, 2010). Ecological theory also focuses on the societal factors creating or inhibiting a climate of violence. This includes the social and cultural norms for example, those which entrench male dominance over women, gender roles as well as the acceptability of violence (Krug, Dahlberg & Zwi, 2002; WHO, 2010). Finally, the theory advocates that societal factor including health, economic, educational as well as social policies may help to maintain economic or social inequality between societal groups. The theory suited the study as it helped in understanding the effects of the Gender Based Violence on access to education among women in Nakuru East Sub County, Kenya.

2.2 Review of Empirical Literature

As indicated by the Global synthesis report (2017), marriage of children is a critical test. Young girls are significantly more without a doubt to drop out of school and complete fewer long periods of instruction than their companions who marry later. This influences the training and soundness of their youngsters, including their capacity to gain a living. For the ongoing report, in excess of 41,000 young girls - younger than 18 years old get married day by day. Putting a conclusion to the exercise would build the women's' normal scholastic achievement, and with it, their potential income. As per gauges, putting to an end child marriage could produce more than \$500 billion in advantages every year.

Violence also unfavorably impacts access to education and an ensured setting for learning. In Haiti, recent research highlights that one in three Haitian women (ages 15 to 49 years) has experienced physical and/or sexual violence, and that of women who received money for sex before turning 18 years old were 27%. They reported that the schools were the most common location for solicitation.

According to UNESCO estimates, 130 million girls between the age of 6 and 17 years are out of school and 15 million girls of primary-school age live in sub-Saharan Africa. These girls are predicted to never enter a classroom due to the existing cultural norms and the male dominance society where boys are given more privileges than girls. While these statistics communicate the disparities, it is reported that better educated women tend to be healthier, participate more in the formal labor market, earn higher income, have fewer children, marry at a later age, and provides good care to their children.

A global population conference and development held in Cairo, Egypt in September 1994, identifies education as some of the most vital means of providing information and self-confidence women need to take part absolutely and equally in improvement approaches. On maximum, basic degree, there is an urgent want to improve literacy fees for women and girls in many parts of the global. Following this, most countries basic literacy rates for young women aged fifteen and older have increased significantly over the past several decades. However, very high rates of illiteracy continue to prevail in northern parts of Africa. Statistics show that the illiteracy rate for young women in rural areas is typically two to three times higher than in urban areas. Furthermore, illiteracy rates among women over twenty-five years of age are

characteristically twice or more than those of young women aged fifteen to twenty-four (World Bank, 2017).

Significant barrier to the education of female children is attitudinal. Women and girls are routinely denied access to education out of fear of the impact of too much freedom for females, a preference for investing in sons and traditional stereotypes that continue to raise questions about the usefulness of educating girls. Nevertheless, a significant body of research shows that giving women and girls access to education is among the most effective of all means for raising the level of health, education and prosperity for the entire population.

In South Africa, some girls have left school entirely as a result of their experiences with sexual violence. Tolerance of gender-based violence in schools is a serious form of discriminatory treatment that compromises the learning environment and educational opportunities for women. Girls are disproportionately the victims of physical and sexual abuse at school (Wilson, 2006). In addition, girls are raped, sexually assaulted, abused, and sexually harassed by their male classmates and even by their teachers. Significant progress has been made in improving the situation of women and men across the world. This advancement is considered in narrowing sex holes in real social fiscal signs. The unending imbalance among women and men holds society to a decline phase of generation and, at last, to a diminishing cost of monetary increment.

Concurring Barker (2011), presence of sex-based violence in Kenya denies ladies the likelihood to go to class and effectively partake in education. The act of tyke marriage is socially and financially implanted. The most youthful girls – around the age of 12 years - marry more aged and established men who are already married, and sometimes to more than one wife. Tyke marriage denies them education, and thus denying them plausibility to build their capabilities, grow capacities, improve their employment competitiveness and increment of their future potential.

A number of UN reports have mounted the globally accepted rights of women and girls' schooling. Primary criminal binding tool was designed to comfy this right as realized in the conference on the elimination of violence against women held in 1979. UNESCO, which was established in November 1945, affirmed in its preamble that the education of humanity for justice and liberty and peace (is) dispensable and constitutes a revered duty which nations must satisfy. This, in addition, referred to as push for full and identical possibilities for education for all and entreated member states to collaborate in growing educational activities. This aimed at improvement in the equality of tutorial possibility without regard to race, sex or any distinction, economic or social.

3. Methods and Materials

The study adopted descriptive survey design. The accessible target population comprised of 235 subjects including 205 women who had suffered Gender based violence, 5 local administrators, 5 officers from the gender desk, 10 church leaders, and 10 CSOs staff with related programmes. Systematic random sampling was utilized to select a sample of 62 women who were GBV victims as reported to various civil society organizations in Nakuru East Sub- County. Primary data was collected from the women through a set questionnaire. FGDs were conducted with the local community members drawn from chief barazas. Key

informant interviews were administered to a purposive sample of 2 Sub- County chiefs, 2 gender desk officers, 3 civil society officers, and 3 church leaders. Descriptive statistics were used to analyse quantitative whereas thematic technique was used to analyse qualitative data.

4. Results

The results are based on achieved response of a group of 40 women, 2 chiefs and 2 officers in charge of children protection unit and 3 CSOs Staff. The demographics of the participating women were as shown in Table 1.

Table 1 Demographic characteristics of the Women Respondents

Marital status	Frequency	Percentage
Single	2	4.9
Married	30	73.2
Widow	1	2.4
Divorced	0	0
Separated	8	19.5
Age bracket	Frequency	Percentage
18-30	16	39
31-40	12	29.3
41-50	8	19.5
51-60	5	12.2
Education level		
Never attended at all	2	4.9
Primary	14	34.2
Secondary	19	46.3
Tertiary/University	6	14.6
Occupation	Frequency	Percentage
Peasant	12	29.2
Civil servant	4	9.8
Working with NGOs	4	9.8
Business	21	51.2

4.1 Forced school drop-out

The study sought to understand whether the respondent ever dropped out of school as a result of GBV. The findings are presented in Table 2.

Table 2 Views on whether respondents were ever forced to drop out of school

Response	Frequency	Percentage
Yes	30	74.7
No	11	26.3
Total	41	100.0

Source: Field Data (2019)

Table 2 shows that 74.7% of the women indicated that they were forced to drop out of school due to GBV, of which 34.3% dropped at primary and 44.7% at secondary level. The researcher further probed the responses through interviews to give circumstances which led to the drop out and the following realized.

1st Key informant: I was raped on the way to school and got pregnant so was forced to drop out of school.

2nd key informant: When my mom died my Dad gave me out for marriage in class eight that he had no fees to waste on girl's education so was forced to drop out of school.

3rd key informant: I did not like the teachers comment that girls were smelling in class and so the boys would laugh, given I did not have money for sanitary pads, I felt as the one smelling so could miss school some days of the month until I eventually stopped going to school and became a house help.

From the interviewed respondents, teenage pregnancy, child marriage and sexual abuse in schools were attributed to school dropout. These findings were supported by the World Bank (2017) posting that child marriage as a critical test that leaves children undecided on what to do with their lives. From the responses, the researcher was interested on the consequences of the above situation on the victim's life and some of the explanations were as follow.

1st Key informant: Now I could be working and earning income to improve on my living standard.

2nd key informant: I am not able to read and write and so a challenge for me to start a business.

3rd key informant: My dream of ever being a teacher was shuttered.

It is evident from these findings that GBV denies girls access to education and hence economic wellbeing. This in turn affects their abilities and opportunities to raise their level of health and general socioeconomic wellbeing.

4.2 Community decisions that deny girls access to education

The researcher sought to know whether there are decisions that the community makes which in turn denies girls opportunity to education. The findings are presented in figure 1.

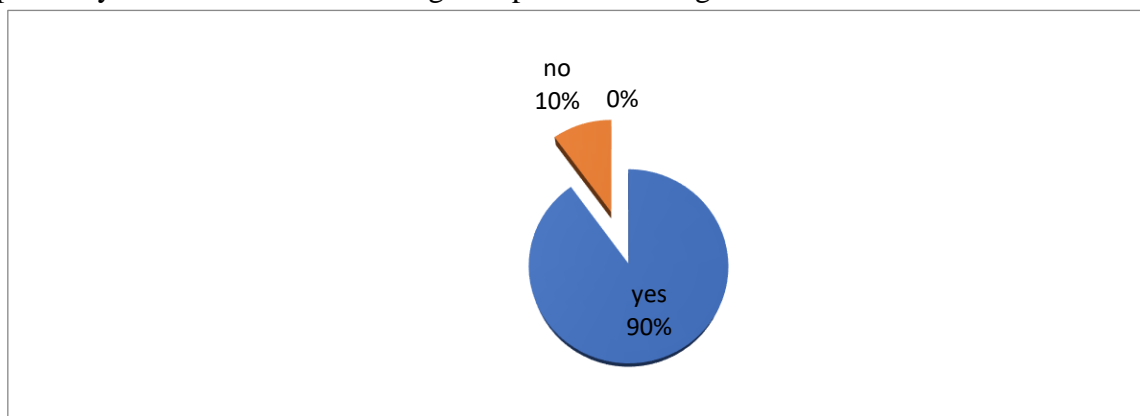


Figure 1 Community decisions denies girls education?

Figure 1 shows that 90% of the respondents accepted that there are decisions made in the community that deny girls the opportunity to go to school for a better future. From the findings the respondents associate

women denied access to education to negative cultural norm in the community. These findings are supported by Tacoli (2012) who opine that culture among communities may affect girls' rights to specific life elements. Women have less access to basic education at 16% illiteracy level compared to men at 9% illiteracy. This is to some extent because structural reasons and limitations in movement that is attributed to the traditional norms, religion and/or family everyday jobs or demands. It was also evident from the FGD held on 5th October 2019 where one participant had understanding on the negative cultural norms that hinder women progress. P5 said;

.... we women are always told that our duty in the family is to give birth, bring up the children and work for the family. For instance, my husband simply told me that it is useless to educate a girl who will be married, and this really depressed me since I have witnessed many educated women leaders so why deny our girls the opportunity...

4.3 Working in field or household work during school

The researcher sought to find out if women were subjected to household work which denied them equal opportunity to education. The study findings are presented using Table 3.

Table 3 Working in field or household work during school

Response	Frequency	Percentage
Yes	13	31.7
No	28	68.3
Total	41	100.0

Source: Field Data (2019)

Table 3 shows that 31.7% of the respondent admitted to ever remained home to take care of the siblings while others go to school, while others were forced to become house helps and support their families. The findings are supported by the ILO's most recent global estimate of the extent of child labour indicated that more than 100 million girls between 5 and 17 years old were involved in child labour denying them access to education. This was supported by the responses from the interviewees who said that child labour in Nakuru slums was notably high. According to one key informant *"the quest for family financial support in Nakuru subcounty has a role in child labour most victims being girls employed as house helps and so unable to continue with education."* (K04 interviewed on 7th October 2019)

4.4 Incidents of sexual abuse by teachers or male counterparts in school

The study findings on incidents of sexual abuse by teachers or male counterparts in school are presented using Table 4.

Table 4 Incidents of sexual abuse by teachers or male counterparts in school

Response	Frequency	Percentage
Yes	9	22
No	32	78
Total	41	100.0

Source: Field Data (2019)

The findings from Table 4 indicate that 22% of the respondents admitted having been sexually abused by the teacher or the male counterparts in school. The researcher went further to inquire on the impact of the above. The findings showed that the victims suffered psychological and physical harm, and that the extreme ones had to drop out of school. Concurring Kilonzo et al. (2009), the presence of sex-based violence in Kenya diminishes the likelihood of the girls to go to class, participate effectively, compete, and appreciate quality education.

4.5 Government initiative in support of women education

The study investigated on the role of the government in enhancing access to education through anti-GBV initiatives. The questionnaire findings (women) indicated that 11% agreed that the government had a big role in promoting girl's education. The study confirmed that government agencies like local councils, community development officers, at police stations, Education offices, and local community leaders have been vital in handling GBV cases. This was affirmed by 3 key informants interviewed on 7th October 2019 as they gave similar report on the endless effort of the government. *The government is actively involved in ensuring all our children and especially girls are given equal opportunity to go to school.* K02, K03, K05.

4.6 Discussions

Study findings indicate that there was notable impact of GBV on women access to education in Nakuru East subcounty. Cases of school dropout as a result of teenage pregnancies, early marriage, child labour, and giving preference to boys in education were stated in the findings. From the study, education increases women's employment opportunities and socio-economic status. It was seen that empowerment of women reduces the unequal power relationship between women and men which has been identified as the root cause of GBV. Schools and other educational institutions are not isolated from traditions, culture, norms, customary laws and governmental policies that exist in the country and the community, nor from individual experiences of women realized on the findings. 74.7% of the women indicated that they were forced to drop out of school due to GBV,

teenage pregnancy, child marriage and sexual abuse in schools were attributed to school dropout 90% of the respondents accepted that there are decisions made in the community that deny girls the opportunity to go to school for a better future. From the findings the respondents associate women denied access to education to negative cultural norm in the community. If not addressed properly, schools and other community decisions can implicitly legitimize and reinforce harmful gender norms. Such include not taking girls to school, employing girls as house helps affirming an early marriage that hinders the girl progress to education.

5. Conclusion and Recommendation

The study findings depict a negative effect of GBV on women access to education. Cases of school dropout as a result of teenage pregnancies, early marriage, child labour, and giving preference to boys in education

were top on the findings. Empowerment of women reduces the unequal power relationship between women and men which has been identified as the root cause of GBV. The study recommends that the government should ensure effectiveness of the laws to protect women more especially after settling all the conflicts that disrupt their family at police station or in courts. After thorough conduct of the study, women fear reporting their husbands sometimes due to fear for being threatened or harmed. Laws to ensure their maximum protection should be put in place.

6. Acknowledgement

I am grateful to Mount Kenya University particularly the department of Social and Development Studies for the support accorded throughout my study. I am additionally grateful to my husband Walter Otiende and daughter Glory for each ethical and financial support and encouragement they offered towards this success. Above all, I would like to thank the Almighty God for the gift of life, knowledge and strength He extravagantly gave me to be able to do this work in time.

References

- Amnesty International. (2011). Haiti: Sexual Violence against Women is, Increasing, Haiti-sexual-violence-against-women-increasing-2011-01-06.
- Barker, G.T. (2011). *Men and Gender Equality, Between the Urgency and the Confusion*. Paper presented, at the Helen Joseph Memorial Lecture, University of Johannesburg, Auckland Park.
- Bronfenbrenner, U. (1995). *Developmental ecology through space and time: A future perspective*.
- Centre for Rights, Education and Awareness (CREAW). (2006). *Bride Price: Is it Modern Day Slavery*, Nairobi: Centre for Rights, Education and Awareness.
- Contreras, M., Heilman, B., Barker, G., Singh, A., Verma, R. & Bloomfield, J. (2012). *Research in the Social Sciences: Only Study Guide for RSC201-H*. Pretoria: University of South Africa.
- Cooper, R. D. & Schindler, S. P. (2004). *Business, research methods* (8th ed.). New York: McGraw-Hill/Irwin
- DFID's Agenda 2010 – *The turning point, on poverty: background paper on gender*.
- Economic Survey (2011). Institute of Economic Affairs Falb, K. (2011). IRC Thailand: Gender-based Violence Program, Evaluation. New York: International Rescue Committee.
- FIDA (K) (2002). *Domestic Violence in Kenya: Report of Baseline Survey among Women in Nairobi*, Nairobi, FIDA (K).
- Gender Commission (2009). *Addressing, gender-based violence*.
- Gender Violence Recovery Centre (2017). *Gender, Violence, Recovery Centre Annual Report*.
- Inter-Agency Standing Committee. *Reference Module for the Implementation of The Humanitarian Programme Cycle*, 2015.
- Heise, L. (1998). Gender Based Abuse, the Global Epidemic. *Saude Publications*, 10, 135-145.
- Heise, L. (2008). Violence against women, an integrated, ecological framework. *Violence against Women*; 4:262 –290.

- Holmes, R. & Bhuvanendra, D. (2014). Preventing and responding to Gender-Based Violence in humanitarian contexts. Network Paper Number 77.
- Human Rights Watch, (2003). We will kill you if you cry, Sexual Violence in the Sierra Leone Conflict. New York: Human Rights Watch.
- Johnson K., Scott, J., Rughita, B., Kisielewski, M. & Lawry, L. (2010). Association of Sexual Violence and Human Rights violations with physical and mental health in territories of the Eastern Democratic Republic of the Congo, JAMA, 304(5).
- Kamau, G. N. (2010). Gender roles and status of Agikuyu Women: A Religious Cultural approach. PhD Thesis Kenyatta University
- Kenya National Bureau of Statistics. (2009). Official launch of 2008/2009 Kenya Demographic and Health Survey preliminary report.
- Kirungi, W. & Bukuluki, P. (2011). The National HIV Prevention strategy for Uganda: 2011-15, Uganda AIDS Commission, Kampala.
- Krug, E.G., Mercy, J.A., Dahlberg, L.L. & Zwi, A.B. (2002). The World report on violence and health. The Lancet, 360, 1083-1088. Division for the advancement of Women (UNDAW). Unpublished paper.
- Lang, K. (2003). The role of men and boys in achieving gender equality. The United Nations Ministry of Gender, labor and social services, (2017). National Report on Sexual and Gender-Based Violence in Uganda; Kampala – Uganda.
- Opolot, S. (2011). *A review on militarism, Sexual and gender-based violence against Women: Anecdotal evidence from Kasese District in Uganda.*
- Oyewumi, O. (2005). *African gender studies: A reader.* New York: Palgrave Macmillan.
- Peterman, A., Palermo, T., & Bredenkamp, C. (2011). Estimates and determinants of sexual violence against women in the Democratic Republic of Congo. *American journal of public health*, 101(6), 1060–1067. <https://doi.org/10.2105/AJPH.2010.300070>
- Tacoli, C (2012). Urbanization, gender and urban poverty: paid work and unpaid care work in the city: Urbanization and Emerging Population Issues Working Paper 7
- United Nations Programme on HIV/AIDS (UNAIDS). (2009). UNAIDS joins human rights community in mourning Christof Heyns, legal academic and expert.
- World Bank Group. (2017). Economic impacts of child marriage: global synthesis report (English). Economic Impacts of Child Marriage Washington, D.C.: <http://documents.worldbank.org/curated/en/530891498511398503/Economic-impacts-of-child-marriage-global-synthesis-report>
- World Health Organization. (2011). *Health care for women subjected to intimate partner violence or sexual violence: A clinical handbook.*
- World Health Organization/London School of Hygiene and Tropical Medicine. *Preventing intimate partner and sexual violence against women: taking action and generating evidence.* Geneva, World Health Organization, 2010.

Copyright Disclaimer

Copyright for this article is retained by the author(s), with first publication rights granted to the journal. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).