

LEARN

Learning Environments that Advance Rights and Non-Violence



REGION

Kenya – Kiambu and Homa Bay counties

FUNDING PARTNERS

Wellspring Philanthropic Fund;
Together for Girls

YEAR

2023–26

PARTNERS

LVCT Health, Evidence & BEYOND, Ministry of Education, TSC

PROJECT OVERVIEW

Corporal punishment continues to affect children’s safety, wellbeing, participation and learning. Although prohibited in Kenya, schools often lack practical, evidence-informed alternatives that support positive discipline and prevent violence.

Led by LVCT Health, **LEARN** brings together research, policy, practice and the experiences of school communities to develop and evaluate a whole-school intervention. As a technical partner, Evidence & BEYOND contributes expertise in violence prevention, evidence synthesis, participatory intervention design, theory of change development and the design of practical resources.

PROGRAMME GOAL

Build whole-school ownership of violence prevention: stronger teacher practice, learner knowledge and skills, positive caregiving, and school systems and coordination.

Make safety, respect and positive discipline part of everyday school relationships and routines.

4

connected intervention components

2

counties: Kiambu and Homa Bay

2023–26

multi-year development and evaluation

How It Was Developed



Exploratory Needs Assessment and Evidence Synthesis

Examined experiences of violence, disciplinary practices, school climate, reporting barriers and existing protection mechanisms, and mapped risk and protective factors across individual, relationship, school, community and system levels.



Child-Centred Participatory Research

Used age-appropriate methods and learner-led prioritisation so children's experiences and concerns informed intervention decisions.



Stakeholder Engagement and Co-Design

Worked with learners, teachers, caregivers, school leaders, government representatives and child protection actors to interpret evidence and shape the intervention.



Theory of Change Development

Defined how the connected intervention components are expected to reduce corporal punishment and improve safety, wellbeing and relationships.



Intervention Development and Refinement

Translated evidence and stakeholder priorities into practical materials, then pretested and refined them for relevance, feasibility, usability, age appropriateness and safeguarding sensitivity.

THE WHOLE-SCHOOL INTERVENTION

- Learners: rights, wellbeing, safety and help-seeking
- Teachers: positive discipline and non-violent classroom management
- Caregivers: positive, supportive and non-violent discipline
- School leadership: safeguarding, reporting and accountability
- Whole-school ownership of violence prevention
- Consistent messages across school and home
- Evidence-informed, pretested practical materials

CONTRIBUTION TO POLICY, PRACTICE AND LEARNING

LEARN is generating evidence on how a contextually relevant whole-school intervention can be developed, implemented and evaluated. The intervention has also produced practical resources for learners, teachers, caregivers and school leaders. Learning from the project will inform programme refinement, future adaptation and potential scale-up in Kenya and comparable settings.

WHAT THIS DEMONSTRATES

Lasting change in schools starts with evidence grounded in children's own experiences.

We support organisations to design, strengthen and evaluate violence prevention, child protection and safeguarding programmes and translate **evidence into practical resources that fit real school communities.**