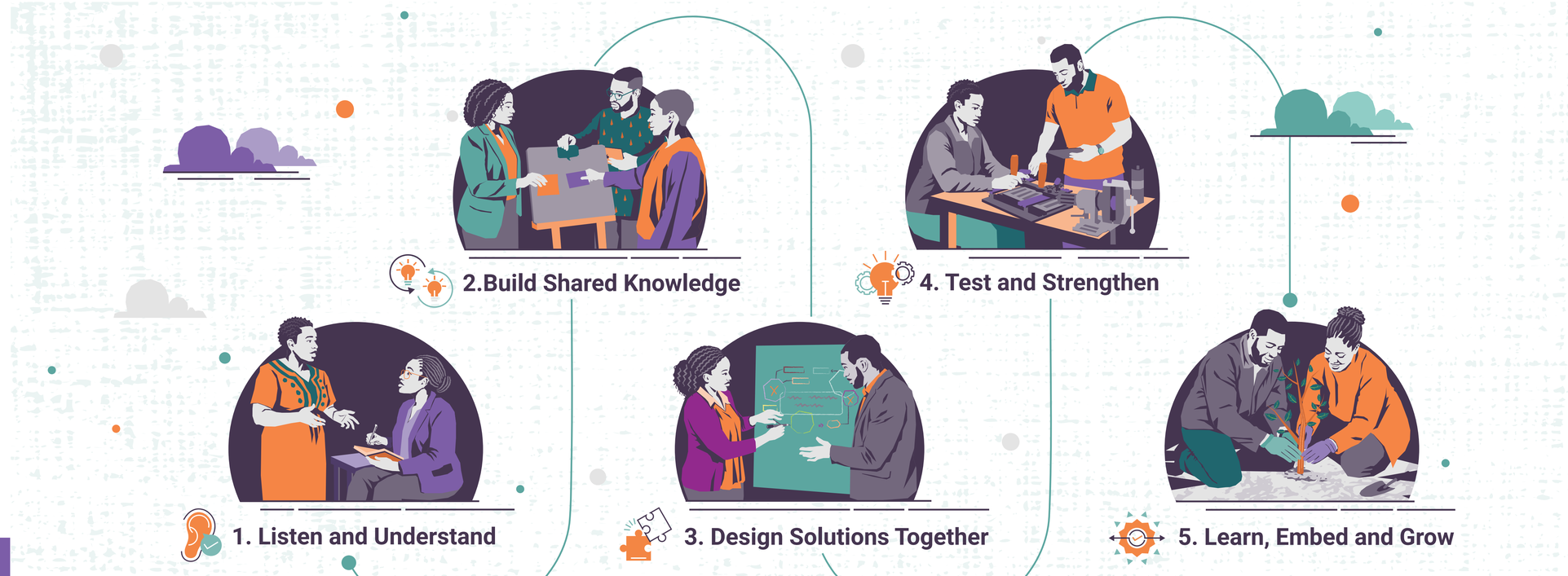
Bridging Evidence and Practice: A Co-Creation Approach to Designing Violence Prevention Programmes

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Background

- Translating research evidence into locally relevant, feasible and sustainable violence prevention programmes remains a challenge.
- Knowing what the evidence says is important. But partners still need to understand what that evidence means for their problem, their programme and their context.
- Practitioners and people with lived experience hold valuable knowledge built through implementation and experience, yet this is not always systematically used in programme design.

The challenge is helping partners make sense of these different forms of knowledge and use them to make better programme decisions.



1. Listen and understand
Listen and understand the partner, priorities, programmes and context.

2. Build shared knowledge
Bring together research evidence, practice-based knowledge and lived experience to inform decisions.

3. Design solutions together
Co-design with the people who will implement, use, and be affected by the programme.

4. Test and strengthen
Use implementation and emerging learning to test assumptions and strengthen the design.

5. Learn, embed and grow
Use learning to improve the programme and strengthen.

Our Approach in Practice

Sitawi+ Child Protection Program | Catholic Schools | Kenya | KCCB

- **Starting Point**
  A long-running school safeguarding programme seeking to strengthen its violence prevention focus.
- **Listen & Understand**
  Worked with KCCB, diocesan teams, teachers and learners to understand the Catholic school context and identify common forms of violence.
- **Bring Knowledge Together**
  Combined global prevention evidence, implementation experience and local knowledge to identify and map appropriate prevention strategies.
- **Design Decisions Changed**
  Strengthened the Theory of Change and redesigned the programme from safeguarding activities towards a multi-level violence prevention model.
- **Now**
  The strengthened model is being piloted in one county, with learning informing future scale-up across dioceses in Kenya.
- **The Shift**
  From a school safeguarding programme > to a context-informed, multi-level violence prevention model.

LEARN | Corporal Punishment Prevention Intervention | Public Primary Schools | Kenya | LVCT Health, MoE

- **Starting Point**
  Despite the national ban on corporal punishment, its use persists in schools, with **no structured intervention designed specifically to prevent it.**
- **Listen & Understand**
  Worked with **LVCT Health, teachers and learners** to understand why corporal punishment persists and the realities shaping its use in schools.
- **Bring Knowledge Together**
  Combined **research evidence, practice-based knowledge, teacher and learner experiences, and school realities** to identify what would need to change.
- **Design Solutions Together**
  Co-designed a **multi-level prevention intervention**, working closely with the **Ministry of Education** with future national adoption in mind.
- **Test & Strengthen**
  The intervention is being **piloted in 4 schools across two counties**, using lessons learned to strengthen the programme before scale-up.
- **The Shift**
  From a persistent problem without a structured prevention response > to a co-designed, multi-level intervention being tested for scale.

What We Learned

1. Shared understanding cannot be assumed
Partners may start with very different understandings of the **problem, evidence and what needs to change.**

2. Evidence can challenge what we think we know
Bringing different knowledge together can **surface assumptions and shift long-held beliefs** about the problem and its solutions.

3. Context changes design
What looks promising in the evidence may need to change when confronted with **real people, systems and implementation realities.**

4. Ownership is built through Participation
When partners help interpret evidence and make design decisions, they become **designers of the solution, not simply implementers of it.**

5. Ownership is built through Participation
Strong programmes develop through **testing, learning, questioning and adaptation**, not a single design event.

Implications For Practice

Programme designers and funders should invest as deliberately in the process of translating evidence as they do in the evidence itself. This means creating sustained, collaborative processes where different forms of knowledge can be interpreted in context, partners have a real role in making and revisiting design decisions, and programmes can evolve as learning emerges.

Explore our approach
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