



Theoretical Foundations for Evaluating School-Linked Health Programmes and Their Impact on Child Wellbeing in Kenyan Primary Schools

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Abstract

School-linked health programmes in Kenyan primary schools aim to improve child wellbeing through preventive healthcare services. Not applicable (no empirical data will be used). A robust theoretical model for assessing the impact of school-linked health programmes is proposed, highlighting the importance of targeted interventions and community engagement. Developers should prioritise comprehensive nutrition education modules and engage parents as partners to enhance programme effectiveness.

Keywords: *African geography, health education, qualitative inquiry, community engagement, socio-economic factors, empowerment theory, intervention evaluation*

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