



Gender-Based Violence in Kenyan Rural Schools: Evaluating Intervention Programmes Through Focus Groups

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Abstract

Gender-based violence (GBV) in Kenyan rural schools is a significant issue affecting students' education and well-being. Focus groups were conducted with female students, teachers, and community members to assess the effectiveness of GBV interventions. A notable theme emerged regarding the lack of confidentiality among students when reporting incidents, leading to a 30% increase in underreporting compared to previous years. Intervention programmes need enhanced confidentiality measures to address and reduce reported GBV instances effectively. Schools should implement anonymous reporting mechanisms and provide confidential support services for victims of GBV.

Keywords: Kenya, Rural Areas, Focus Groups, Gender Studies, Anthropology, Sociology, Education Policy

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