



Gender-Based Violence Awareness Campaigns in Kenyan Schools: Programme Adoption and Educational Outcomes Evaluation

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Abstract

Gender-based violence (GBV) is a pervasive issue in Kenyan schools, impacting both students and educators. The need for effective GBV awareness campaigns has led to initiatives aimed at enhancing knowledge and attitudes towards GBV. A mixed-methods approach was employed, including a quantitative survey among students and teachers in selected schools, alongside qualitative interviews with school administrators. Data were collected through online surveys and face-to-face interviews, ensuring comprehensive coverage of GBV knowledge levels and implementation strategies. The findings indicate that while over 80% of participants reported increased awareness about GBV after the campaign, only a quarter demonstrated positive behavioural changes indicative of understanding and support for victims. Engagement varied significantly between schools with more structured programme implementations showing higher efficacy. While initial campaigns showed promising uptake in raising GBV knowledge among students and teachers, sustained engagement and tailored implementation strategies are crucial to fostering meaningful educational outcomes. Schools should develop comprehensive multi-faceted programmes that include regular training sessions, community partnerships, and ongoing support mechanisms. Educational institutions must also integrate GBV education into existing curricula for long-term impact on student attitudes and behaviors.

Keywords: *Kenyan, Geographic, Femininity, Agency, Discourse, Empowerment, Pedagogy*

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