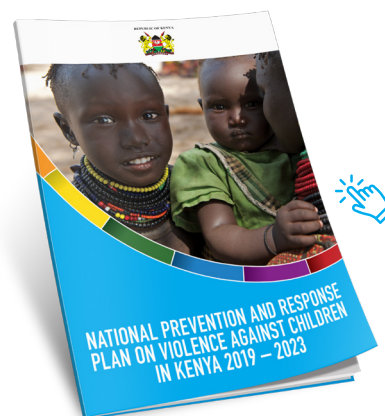


## Education Sector

This policy brief is the sixth in a series for the National Prevention and Response Plan on Violence against Children 2019 – 2023 (NPRP on VAC) and focuses on the education sector. The brief includes some of the most relevant findings from the 2019 VAC survey for education and strategic actions that the sector has committed to addressing violence against children in NPRP on VAC.



### RELEVANT FINDINGS FROM THE 2019 VAC SURVEY\*

**Violence in school settings:** Children spend most of their waking hours in pre-school and school. When exposed to violence at school, they are denied their rights to protection and education. While corporal punishment is prohibited in Kenya, it is still practiced at the detriment to the well-being of the child

- ✓ There is a high level of acceptance of corporal punishment by teachers. Almost half of youth (47.1% of females and 56.9% of males) aged 18-24 agreed that corporal punishment by teachers is necessary. Acceptance of violence can undermine reporting and service seeking among children who experience violence. Normalization of violence among children can lead to further victimization and future perpetration.
- ✓ On a positive note, nearly half of children ages 13-17 have been taught some life skills in school. For example, 43.7% of females and 41.3% of males have



Almost half of youth (47.1% of females and 56.9% of males) aged 18-24 agreed that **corporal punishment** by teachers is necessary.

been taught anger management in school. In addition, 58% of females and 59.5% of males have been taught how to avoid physical fights and violence in school. Over half of 13-17-year-olds (55.9% of females and 51.8% of males) have been taught how to avoid bullying in school.

**Violence by peers:** Children are also exposed to violence from their peers and children of the same age, not including a boyfriend/girlfriend, spouse, or romantic partner.

- ✓ For nearly one in five females (18.5%) aged 18 - 24 who experienced childhood sexual violence, the perpetrator of the first incident was a classmate or schoolmate. For a quarter of females (22.4%), the perpetrator of the first incident of pressured or physically forced sex in childhood was a classmate or schoolmate.
- ✓ Among 13-17-year-olds, 12.6% of females and 18.5% of males experienced **physical violence** by a peer in the past 12 months. Among this group, 47.3% of females and 32.3% of males suffered from an injury, indicating the severe nature of the violence.
- ✓ **Emotional violence** by peers is an area of particular concern. About one-third of females (34.3%) and males (32.2%) ages 13-17 experienced emotional violence by a peer in the past 12 months.
- ✓ Notably, among 18-24-year-old females with a social media account, 21.8% experienced emotional violence by a peer online or through technology in the past 12 months. Among 18-24-year-old males with a social media account, 12.6% experienced emotional violence by a peer online or through technology in the past 12 days.



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\* Ministry of Labour and Social Protection of Kenya, Department of Children's Services. Violence against Children in Kenya: Findings from a National Survey, 2019. Nairobi, Kenya: 2019.

## CHILDREN' VIEWS ON HOW TO PREVENT AND RESPOND TO VIOLENCE

Children have the right to be heard and have their views given due weight in line with their maturity and evolving capacities in matters affecting their lives. While the 2019 VAC Survey revealed children's experiences of violence, it was also essential to consult children themselves on what they consider the leading causes of violence against children and possible approaches to prevention and response in developing the NPRP on VAC. The Department of Children Services carried out 28 group discussions with 418 children (267 girls and 151 boys) aged 10 to 17 years in 28 counties through its County Children Coordinators. The discussions explored children's perspectives on the causes of different forms of violence (physical, sexual and emotional) in specific settings (at home, school, and other places) and possible ways to prevent and respond to violence against children.



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The below is what children shared regarding physical violence (including corporal punishment) in school.

### CAUSES OF PHYSICAL VIOLENCE AT SCHOOL

#### For teachers

- ✓ Poor stress management
- ✓ Drug and substance abuse

#### For children

- ✓ Lack of discipline
- ✓ Failure to observe school rules
- ✓ Poor academic performance
- ✓ Slow learning
- ✓ Poor handwriting
- ✓ Poor hygiene
- ✓ Bedwetting
- ✓ Lack of underwear or innerwear

### POSSIBLE PREVENTIVE MEASURES

- ✓ Foster good relationships and communication among parents, teachers, and students
- ✓ Provide teachers with skills and knowledge, including on stress management, child rights, supporting slow learners, and addressing poor academic performance without violence
- ✓ Provide students with behaviour change communication and moral guidance

### REQUIRED RESPONSE

- ✓ Support students to report or disclose violence in schools to the appropriate authorities without fear of reprisal, as well as to peers, the police, headteachers, parents, and caregivers
- ✓ Train headteachers to take appropriate action against teachers who use physical violence against children

### ACTIONS IN THE NPRP ON VAC THAT EDUCATION SECTOR LEADS

The following are strategic actions in the NPRP on VAC that the Ministry of Education, Teachers Service Commission are to lead, and its result matrix and cost estimates.

#### STRATEGIC AREA 3: EDUCATION AND LIFE SKILLS

**Objective:** Promote and strengthen a safe, secure, and enabling school environment and life-skills training in Kenya

#### Ministry of Education

- ✓ Strengthen reporting and referral mechanisms for all

forms of violence against children in schools using child-friendly means such as suggestion boxes, referral directories, and standardized referral forms.

- ✓ Disseminate child protection guidelines, policies, and national plans of action on violence against children to teachers through various education-related advocacy fora (e.g., the head teachers' association conference, the Kenya national union of teachers' conference).
- ✓ Launch, disseminate, and enforce implementation of school re-entry guidelines that address all forms of violence.

### Ministry of Education & County Governments

- ✓ Sensitize education stakeholders, including boards of management and non-teaching staff (security personnel, administrative support, matrons, cooks, etc.) on prevention, identification, and response to violence against children and alternative forms of discipline
- ✓ Establish a programme on revolving volunteer counsellors that visit multiple schools to provide counselling to learners and the entire school community.
- ✓ Create safe and inclusive spaces and amenities within schools to offer therapy, support, and a place of refuge for learners by adhering to the School Safety Standards Manual and Child-Friendly School Manual.
- ✓ Support the presentation of themes on violence against children during co-curriculum activities in early learning and basic education, e.g., drama, music festivals, sports, and clubs, to increase awareness of violence against children

- ✓ Increase children’s knowledge on investment and entrepreneurship by providing platforms for interacting with and learning from the business community for self-sufficiency
- ✓ Include prevention and response to violence in the learning and teaching of life skills.

### Teachers Service Commission

- ✓ Increase the capacities of teachers on prevention, identification, and response to violence against children. These include codes of conduct for teachers, alternative positive disciplinary practices using the positive discipline manual, child safety against violent extremism and drug abuse, case management cycles, and other relevant standard operating procedures for cases for violence against children.
- ✓ Finalize and disseminate the standard operating procedures on school-related gender-based violence to teachers and other stakeholders

## RESULT MATRIX

The table below shows outcome indicators, its baseline, and target and output indicators, and its baseline and target for actions that the education sector is to lead.

### STRATEGIC AREA 3: EDUCATION AND LIFE SKILLS

#### OBJECTIVE 3: PROMOTE AND STRENGTHEN A SAFE, SECURE AND ENABLING SCHOOL ENVIRONMENT AND LIFE-SKILLS TRAINING IN KENYA

#### OUTCOMES

OUTCOMES	OUTCOME INDICATORS	BASELINE	TARGET	MEANS OF VERIFICATION	SOURCE OF INFORMATION
3.1 Schools have safer and more enabling environments for children free from violence	Percentage of females and males who agree with the necessity of corporal punishment by teachers 13-17 year olds	60.3 % females 64.6% males	50 % females 50% males	VAC Survey Data	VAC Survey Report 2019 (Baseline) Prospective VAC Survey (Target)
	Percentage of females and males for whom the perpetrator of first incident of sexual violence in childhood was a classmate or schoolmate 18-24 year olds	18.5 % females 38.9 % unreliable estimate for male	10 % females 10 % males	VAC Survey Data	VAC Survey Report 2019 (Baseline) Prospective VAC Survey (Target)
3.2 Children have life skills that protect them from violence	Percentage of female and males who experienced emotional violence by a peer 13-17 year olds in the past 12 months	30.9 % females 31.0% males	25 % females 26% males	VAC Survey Data	VAC Survey Report 2019 (Baseline) Prospective VAC Survey (Target)
	Percentage of females and males who had a physical fight with a peer 13-17 year olds, in the past 12 months	11.1 % females 20.2 % males	6 % females 13 % males	VAC Survey Data	VAC Survey Report 2019 (Baseline) Prospective VAC Survey (Target)

## OUTPUTS

OUTPUTS	INDICATORS	BASELINE	TARGET	LEAD ACTORS	SUPPORTING ACTORS	MEANS OF VERIFICATION	SOURCE OF INFORMATION
<b>3.1.1</b> Schools have strengthened child friendly reporting and referral mechanisms for all forms of violence against children	Percentage of schools with reporting and referral mechanisms	0	10% <sup>1</sup>	MOE, County Governments	DCS, Judiciary KPS, MOH NGEK, National Police Service (NPS), ODP, Probation and Aftercare Services, SDG, TSC, KPSA, DP CSOs	School records	School based surveys
<b>3.1.2</b> Teachers and other stakeholders have strengthened capacities to prevent, identify and respond to violence against children	Number of teachers who were trained on prevention, identification and response to violence against children	1,300	8,000 (2,000 per year)	TSC	DCS, MOE NPS, SDG  County Governments  KPSA, DP, CSOs, Parents' associations	MOE and TSC County and Sub-County offices  Teacher Training Colleges (TTC)	School-based surveys  School records from MOE  TSC records on teachers vetted
<b>3.1.3</b> Children have increased opportunities to participate in peer to peer dialogue, children assemblies and other forums where children gain knowledge related to protection from violence	Number of counties that convene children assemblies that focus on prevention and response to violence	20	47	DCS	MOE TSC  County Governments  KPSA  DP  CSOs	MOE and TSC County and Sub-County offices	School-based surveys  School records from MOE

<sup>1</sup> 3,234 out of 32,344 public primary and secondary schools

## COSTING RESULTS

The NPRP on VAC was costed, and the below table indicates the cost estimate in USD for the strategic actions to be led by the Ministry of Education, Teacher's Service Commission, and County Governments under three scenarios – (i) basic, (ii) enhanced and (iii) ideal.

### STRATEGIC AREA 3: EDUCATION AND LIFE SKILLS (ALL COSTS IN USD)



#### STRATEGIC AREA 3: EDUCATION AND LIFE SKILLS

						COSTING SCENARIOS		
APPROACH	ACTIONS	LEAD ACTOR	TYPE OF ACTION	INCLUDE / EXCLUDE	NEW / EXISTING	SCENARIO 1 BASIC	SCENARIO 2 ENHANCED	SCENARIO 3 IDEAL
<b>OVERALL TOTAL</b>								
Once-off activities*						9,151,377	11,935,103	16,621,026
Ongoing activities						4,703,520	14,521,535	23,428,665
<b>1. Provide safe, secure and enabling school environments that are free from violence.</b>								
Once-off activities*						9,151,377	11,935,103	16,621,026
Ongoing activities						2,441,180	8,950,180	13,795,180
1.1	Strengthen reporting and referral mechanisms for all forms of violence against children in schools using child-friendly mechanisms such as suggestion boxes, referral directories and standardized referral forms.	Ministry of Education	Other	Include	Existing	449,980	449,980	449,980
1.2	Increase the capacities of teachers on prevention, identification and response to violence against children. These include codes of conduct for teachers, alternative positive disciplinary practices using the positive discipline manual, child safety against violent extremism and drug abuse, case management cycles and other relevant standard operating procedures for cases of violence against children.	Teachers Service Commission	Training	Include	Existing	859,400	4,091,400	8,128,900
1.3	Sensitize education stakeholders including boards of management and non-teaching staff (security personnel, administrative support, matrons, cooks, etc.) on prevention, identification and response to violence against children, and alternative forms of discipline.	Ministry of Education	Training	Include	Existing	807,500	4,037,500	4,845,000
1.4	Disseminate child protection guidelines, policies and national plans of action on violence against children to teachers through various education-related advocacy fora (e.g., the head teachers' association conference, the Kenya national union of teachers' conference).	Ministry of Education	Awareness campaigns	Exclude	Existing	-	-	-
1.5	Launch, disseminate and enforce implementation of school re-entry guidelines which addresses all forms of violence.	Ministry of Education	Training	Include	Existing	324,300	371,300	371,300

\*Once-off activities include: (i) developing policies, laws and plans and (ii) infrastructure spend

APPROACH	ACTIONS	LEAD ACTOR	TYPE OF ACTION	INCLUDE / EXCLUDE	NEW / EXISTING	COSTING SCENARIOS		
						SCENARIO 1 BASIC	SCENARIO 2 ENHANCED	SCENARIO 3 IDEAL
<b>2. Enhance the capacities of teachers and school nurses or matrons to provide psychosocial support services to children and appropriate referral.</b>								
Once-off activities*						9,151,377	11,935,103	16,621,026
Ongoing activities						903,515	4,165,530	8,227,660
2.1	Establish a programme on revolving volunteer counsellors that visit multiple schools to provide counselling to learners and the entire school community.	Ministry of Education	Developing policies, laws & plans	Include	New	1,051,737	1,585,563	3,121,626
2.2	Create safe and inclusive spaces and amenities within schools to offer therapy, support and a place of refuge for learners by adhering to the School Safety Standards Manual and Child Friendly School Manual.	Ministry of Education	Infrastructure spend	Include	New	8,099,640	10,349,540	13,499,400
2.3	Finalize and disseminate the standard operating procedures on school-related gender-based violence to teachers and other stakeholders.	Teachers Service Commission	Training	Include	New	903,515	4,165,530	8,227,660
<b>3. Enhance child participation in preventing and responding to violence against children through various platforms within and outside schools.</b>								
Once-off activities*						-	-	-
Ongoing activities						139,175	139,175	139,175
3.1	Support the presentation of themes on violence against children during co-curriculum activities in early learning and basic education e.g. drama, music festivals, sports and clubs to increase awareness on violence against children.	Ministry of Education	Awareness campaigns	Include	New	31,635	31,635	31,635
3.2	Facilitate peer to peer dialogues on violence against children through existing child clubs.	Ministry of Education	Awareness campaigns	Include	Existing	31,635	31,635	31,635
<b>4. Strengthening the provision of life skills and value-based education.</b>								
Once-off activities*						-	-	-
Ongoing activities						1,219,650	1,266,650	1,266,650
4.1	Strengthen life skills education and training in statutory and non-statutory children's institutions.	Department of Children Services	Training	Include	Existing	1,219,650	1,266,650	1,266,650
4.2	Increase children's knowledge on investment and entrepreneurship by providing platforms for interacting with and learning from the business community for self-sufficiency.	Ministry of Education	Training	Exclude	Existing	-	-	-
4.3	Include prevention and response to violence in the learning and teaching of life skills.	Ministry of Education	Training	Exclude	New	-	-	-

\*Once-off activities include: (i) developing policies, laws and plans and (ii) infrastructure spend

NOTE: The activity to 'disseminate child protection guidelines, policies and national plans of action on violence against children to teachers through various education-related advocacy fora' was omitted as the same activity was covered by Activity 2.1 under strategic area 1. The activity to 'increase children' knowledge on investment and entrepreneurship' was not included as the activity was not specific enough to cost at the time of baseline costing exercise. Finally, the activity to 'include prevention and response to violence in the learning and teaching of life skills' was not included since it was deemed as not requiring additional expenditure as teachers' training is provided for in other activities.