Implementing Sexuality Education

A quick guide to the Rutgers’ Whole School Approach for sustainable Sexuality Education
Colophon

Author Rutgers
Design RROOK
Pictures Jeroen van Loon
Marieke van der Velden

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Rutgers would like to register all users of the manual and ask them to provide feedback for further improvement of the manual. Please contact wsa@rutgers.nl.
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Colophon
The Whole School Approach; a practical framework

Young people have a need and the right to receive information about their sexual and reproductive development. Access to information on life skills, emotional and physical changes during puberty and (sexual) relationships, will help boys and girls to make conscious, healthy and respectful choices.

Our Whole School Approach (WSA) helps schools to implement sexuality education in a sustainable and scalable way, involving teachers and staff at schools, but also reaching out to parents, health workers and community leaders.

It is a way of embedding sexuality education into the school structure.

This inclusive approach improves the implementation of Sexuality Education at schools, so all departments can advance their performance, which allows them to pro-actively establishing trust with their pupils. In turn, students find themselves in a safe environment where they are encouraged to ask questions and will get the information they are looking for. In the end, management is rewarded by fewer students dropping out, parents learn to become more supportive of their children, and attendance of girls will increase as they are encouraged to participate in education. It is important to note that the Whole School Approach for Sexuality Education is not an intervention or a set of lessons; it is a way of embedding sexuality education into the school structure.

By implementing the Whole School Approach for your school:

• More young people will receive age-appropriate sexuality education
• Accuracy and quality of sexuality education will improve
• Schools will strengthen their relationships and coach each other
• More schools will implement quality sexuality education
• Safe, enabling environments are created to educate and empower students

Rutgers, the Dutch NGO working on sexuality, developed the framework manual ‘We all benefit. An introduction to the Whole School Approach for Sexuality Education’ in 2016, together with the Centre for the Study of Adolescence in Kenya, Straight Talk Foundation in Uganda, and the SRHR Alliance based in the Netherlands. This compact introduction will familiarise you with the full Whole School Approach, summarising the key principles and the framework.

For more in-depth information, explore the full Whole School Approach manual and our Toolkit (with implementation and training tools) available at:

https://www.rutgers.international/wholeschoolapproach
Main principles

The Whole School Approach for Sexuality Education builds upon the following principles:

- **Ownership by the school**
  Schools know best what works for them. In order to implement sustainable sexuality education, schools need to be motivated, competent, independent and confident. Reliance on the school’s own resources (staff, budget and other resources) and full integration into the school system and policies is crucial. Teachers need quality training to become confident and competent sexuality education teachers.

- **Involvement of all actors at schools**
  Everyone has a role to play: the principal, the director of studies, (sexuality education) teachers, counsellors, matrons/patrons, support staff, peer educators, parents, community leaders, etc.

- **Participation and equity of all**
  Youth participation starts at school and schools should actively involve the students.

- **A healthy, safe school environment**
  Effective sexuality education goes beyond classroom teaching.

- **Cooperation between the education sector and the health sector**
  Healthy students perform better at school and educated students make healthy choices.

- **Contextualisation and embedding**
  Alignment with existing policies and cooperation with decision makers will help in scaling up sexuality education in schools and communities.
Your role in the Whole School Approach
We have developed this approach primarily for two groups of actors who will work with the framework. Schools are responsible for the day to day implementation of sexuality education, but they will be supported by NGOs working on SRHR. These NGOs will introduce sexuality education topics to the schools and assist them to turn the sexuality education curriculum into practice through the Whole School Approach, in a way that fits the specific needs of the school context.

1. Schools taking the lead: Sexuality education as part of the curriculum
Schools are the main implementers of sexuality education. Therefore, they should be in the driver’s seat. The Whole School Approach process needs to be customised according to their needs and practices. In this process, they will be coached by NGOs working on SRHR. Schools need to be aware that using the Whole School Approach requires a commitment in terms of resources such as staff, budget and time. The key indicator of success will be reached once schools independently are able to successfully implement sustainable sexuality education in line with the needs of their students. While all schools aim for the same goal of creating a solid sexuality education curriculum, it is crucial that each school creates its own path in line with its capacity and needs. A crucial element in the Whole School Approach is the emergence of school support clusters, where peers from different schools link and learn from each other by exchanging information and experiences. This self-regulating support network will help schools to find solutions and stay motivated to continue implementation of sexuality education.

The school is a community where all members have a role to play: together they make the school a good place to learn, live and work. When bringing multiple actors together, schools can help setting new norms in the community. In this case, it concerns the need for good sexuality education for young people, school attendance for girls, the ability to continue school during pregnancy and return to school after having given birth, and a safe school environment. Sexuality education in classrooms, therefore needs to be supported by a safe, healthy and enabling school environment and requires the support of a wide variety of actors: management, teachers, support staff, peer educators, parents and other community members. In the following overview, an example is given of various actors in and around the school, who all are crucial in creating an enabling environment for students.
2. *NGOs working on SRHR: technical assistance for schools*

NGOs who work with schools on the implementation of sexuality education have multiple roles to play:

A. **Process of guidance and organisational strengthening:** Guide and coach the schools in the implementation process of the Whole School Approach for Sexuality Education.

B. **Support scaling up and systemic change:** Strengthen school support clusters, facilitate a community of practice, work and cooperate on advocacy and research for scaling up the Whole School Approach for Sexuality Education.

C. **Training and technical advice:** Develop and provide sexuality education materials, facilitate training for teachers on sexuality education and/or a specific sexuality education lesson package and provide logistical sexuality education support.

3. *Rutgers: streamlining the Whole School Approach implementation*

Rutgers leads further development and scaling up of the Whole School Approach for Sexuality Education by supporting partner NGOs, as well as researching the effectiveness of the Whole School Approach. Rutgers can coach other NGOs in the implementation process and will set up a cross-country Community of Practice.

“Sometimes sensitive issues come up. It can be questions from pupils that I cannot answer, or that I fear to talk about. But these are challenges a pupil is facing and I want to be able to help in an appropriate way. In such cases, I refer students to a fellow teacher or our health worker who can better handle that situation.” - Male Primary School Teacher, Uganda
How all stakeholders benefit from the Whole School Approach
Implementing sexuality education in schools can be quite a challenge. The Whole School Approach assists schools in using their resources – such as budget and staffing – to create a fostering and enabling environment that meets young people’s needs. It wants to create an environment that grows and builds upon the importance of sustainable sexuality education, rather than relying on short-lived programmes. This approach offers plenty of opportunities to improve a conducive learning environment, and the quality and satisfaction of all stakeholders involved. Below, we give an overview of the opportunities that the Whole School Approach offers.

Benefits for the school
- **Professional growth**: Schools gain in ownership and expertise. Their capacity for self-reflection and problem solving improves, and is also applicable to other settings in school.
- **A more conducive learning environment**: Within a safe and healthy school environment teachers and students will feel more ownership and motivation. Sexuality education also improves the communication skills of both, thus supporting a positive and engaging learning environment.
- **Positive school image**: Parents are more likely to (continue to) send their children to a safe and healthy school.
- **Reduction drop-outs**: Drop outs of students will reduce when they know how to prevent unwanted pregnancies, HIV infections and other STIs. Secondly, when girls can take care of their menstrual hygiene in school, they can continue coming to school during their menstrual periods.
- **Better school results**: School results are likely to improve within a positive and engaging learning environment, as students will be better guided by teachers and better able to focus on their education.

Benefits for the teacher
- **Personal development**: Teachers will acquire new skills, like learner centred teaching methods, ICT skills, better communication skills and counselling skills.
- **Positive connection with students**: This approach and sexuality education are known to improve the relationship with students, creating a more positive, safe and conducive teacher-student interaction.
- **Respected community member**: Quality teachers are often respected community members.
- **Team player and networker**: Teachers can learn and cooperate with teachers from other schools.
- **More effective**: Time-tableing sexuality will help to better plan and execute the lessons.
- **Positive relationships**: By including parents and other teachers in the process, sexuality education teachers will face less opposition. Instead, they will work together.
Benefits for the Students

• **More empowered**: Students will be more knowledgeable, confident and well-prepared to prevent unplanned pregnancies, STI’s and sexual abuse. Therefore, their sexual and reproductive health will improve. They will also gain communication and other general skills. Gender relationships will improve, which will result in more equal opportunities for all.

• **Right information at the right time**: Students will get the right information on sexual reproductive health and rights at the right age. This will help them to be prepared for body- and emotional changes. It also helps them to build positive and healthy friendships and relationships.

• **Everyone is included**: All students will receive sexuality education, not just a few of them.

• **Safe school**: Students will face less (sexual) abuse between students and between students and teachers and they do not need to fear corporal punishment measures anymore.

• **Supportive environment**: Students will feel more supported as teachers will be able to counsel and guide them in a respectful way. Also, they have peer educators to rely on.

• **Conducive learning environment**: Students are taken seriously. They will be better able to communicate with teachers, parents and among each other.

Benefits for Parents/Caregivers

• **Better informed and involved**: Parents are informed on the importance and content of sexuality education. This will make them more aware of important sexual and reproductive health and rights issues and gives them the opportunity to be more actively involved in the lives of their children.

• **Open communication**: Parents can more effectively and positively communicate with their children about important topics like puberty, emotional ups and downs and sensitive issues.

• **Supportive home environment**: Informed and involved parents are more likely to support their children in their needs and build a positive relationship with them.

“In the youth corner, we talk about sexual topics without any shame. This helped me learn a lot to talk about these things.” - Female Student, Uganda
Identifying and improving action areas for sustainable impact

The roles and involvement of the different actors involved with the Whole School Approach relate to different focus areas at schools. These include policies, curriculum development, and long-term relations with partners and allies – but also internal practicalities such as (consistent) teaching capacity and (sustained) quality of education. Under these headings, we have determined the following five action areas to foster a safe, healthy environment for Sexuality Education at school for all parties involved.

**Action Area 1: School management support**
The active support of the school management (budgeting, time scheduling of sexuality education, and record keeping). Sexuality education teachers should be supported at all times by the school management and be encouraged to take initiative in finding effective ways to implement sexuality education.

**Action Area 2: A safe and healthy school environment**
Both the social and physical environment at school should be accommodating when establishing sexuality education. This means positive and respectful ways of communicating, but also having an environment free of violence. In a more practical sense, good hygiene should be practised, which also includes proper restrooms that can be locked, a water supply that can be accessed, and a clean, safe compound around the building.
Action Area 3: Parents’ involvement
Parents are important allies, as they should support both the teachers and their children. This means that parents not only have to approve sexuality education lessons, but ideally can also comprehend the motivation and need of sexuality education for their children. Mothers, fathers and guardians can also take on the role of a sexuality education advocate to engage with other parents in their school, other schools in their district, or even towards community members and their church.

Action Area 4: Access to youth-friendly health services and reliable SRHR information
Classroom teaching is important, but not sufficient without further support. Teachers are often bound by limitations on the topics they may discuss within the context of schools. For example, contraceptives can be determined or perceived to be off limits. That’s why cooperation with health providers is crucial, as they will be able to pick up a topic where teachers fail to do so in their classes. By creating strong connections with local health clinics, schools can easily refer students to health services. Additionally, a youth corner at school could provide further (reading) materials for young people with questions.

Action Area 5: Quantity and quality of teaching capacity
Quality training, monitoring and peer exchange are crucial to help sexuality education teachers receive quality sexuality education training, the real work starts when they begin to practise how they will share their knowledge with students. Mentoring and peer exchange are crucial to help teachers strengthen their skills and become more confident in sexuality education. Additional training on how to deal with sensitive issues has proven to be very useful, as this is one of the more challenging parts of sexuality education. It is important that schools can rely on a steady number of sexuality education teachers, so when sexuality education teachers leave the school new teachers should be trained to be able to continue the sexuality education lessons.

“The sexuality education teacher explained to 200 parents in a training how sexuality education made a difference at school. He also showed an instructional video on making menstruation pads. That helped parents understand the challenges their children go through and why they need to get parental support.” - Principal of Secondary School, Kenya
Approximately three years are needed to implement the Whole School Approach at a school. At first sight, this might seem as an intensive and costly trajectory for NGOs working on SRHR and schools. However, the focus on sustainability and consistent quality is worth the initial investment.

**Year One**

NGOs working on SRHR will start year one with ‘preparing the ground’: they select and sensitize the participating schools. Schools and NGOs conduct self-assessments workshops and make school action plans based on the results of these assessment. The necessary trainings and workshops (for example Sexual Reproductive Health and Right (SRHR) trainings, sexuality education teacher trainings, Good School trainings etc.) will be given to the members of the school staff.

**Year Two**

In year two, the school will be mainly responsible for the full implementation of the school action plan and improvements of the five action areas. They collect data of the implementation process and they adjust workplans where necessary. NGOs coach and guide schools in this process. The school will conduct a final self-assessment at the end of the year to indicate the progress made and to see what indicators need more attention.

**Year Three**

Schools continue implementing sexuality education independently. They can take a more leading role in their school clusters. NGOs are responsible for further linking and learning. When schools need more training or coaching they can reach out to them as well.

“I personally could not enter the classroom without a stick in my hand. Most students feared me. After the program was introduced, I realised I was unfair to my students. I started to apply positive measures.” - Male Secondary School Teacher, Uganda
3.1 Whole School Approach implementation in three phases

The following overview outlines the separate phases, activities and working relationships between schools and the NGOs that support them in the Whole School Approach. The process can be divided into three main phases. For each phase we will explain what should happen in this phase, how this is best executed, to what result it should lead and what the best timeframe is to execute the phase.

In chapter one we explained the different roles and responsibilities of both schools and NGOs. The execution of the steps and activities in each phase (the how) is organised according to the three different roles of NGOs: 1. process guidance, 2. scaling up support and 3. training and technical advice on sexuality education. The NGO will be the driving force to start up the Whole School Approach in schools. We want to emphasize that the school should be fully committed to the Whole School Approach and should take their own responsibility in the process. In general, the school will be responsible for organizing the activities, while the NGO will guide them in doing this and will (co-) facilitate workshops and trainings. It is stated in the overview who will be the leading actor for each of the steps and activities. This overview is meant as a guidance in executing the Whole School Approach for Sexuality Education, and should be customised according to the needs and practices of different schools.
### General Planning of Total Process

<table>
<thead>
<tr>
<th>WHAT</th>
<th>Phase 1: Preparation Programme design phase</th>
<th>Phase 2a: Implementation Starting up in a school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection of working area and schools, in coordination with the government.</td>
<td>Schools will be guided to get the WSA for SE on track and develop a school action plan.</td>
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</tbody>
</table>

### How

#### 1. Process Guidance

<table>
<thead>
<tr>
<th>Step</th>
<th>Process</th>
<th>Stakeholder</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Selection of the working area.</td>
<td>NGO</td>
</tr>
<tr>
<td>2</td>
<td>School selection and school sensitization.</td>
<td>NGO</td>
</tr>
<tr>
<td>3</td>
<td>School based self-assessment workshop.</td>
<td>NGO</td>
</tr>
<tr>
<td>4</td>
<td>Planning workshop to develop a school action plan, based on the five action area’s.</td>
<td>NGO</td>
</tr>
<tr>
<td>5</td>
<td>Establish a SE coordinating committee.</td>
<td>SCHOOL</td>
</tr>
<tr>
<td>6</td>
<td>Develop a project proposal for the micro fund (if available).</td>
<td>SCHOOL</td>
</tr>
<tr>
<td>7</td>
<td>First reflection workshop and developing a Learning agenda with the School Support Cluster.</td>
<td>SCHOOL &amp; NGO</td>
</tr>
</tbody>
</table>

#### 2. Scaling Up Support

<table>
<thead>
<tr>
<th>Step</th>
<th>Process</th>
<th>Stakeholder</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Forming school support clusters for linking &amp; learning and scaling up.</td>
<td>NGO</td>
</tr>
</tbody>
</table>

#### 3. Training and Technical Advice

<table>
<thead>
<tr>
<th>Step</th>
<th>Process</th>
<th>Stakeholder</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Selected teachers and staff will be trained in SE and how to use the SE lesson package.</td>
<td>NGO</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SE teacher training.</td>
</tr>
<tr>
<td>2</td>
<td>Dealing with sensitive issues.</td>
</tr>
<tr>
<td>3</td>
<td>Good school training.</td>
</tr>
<tr>
<td>4</td>
<td>Training of SE Master trainers.</td>
</tr>
<tr>
<td>5</td>
<td>Training for peer educators.</td>
</tr>
</tbody>
</table>

### Result

<table>
<thead>
<tr>
<th>Description</th>
<th>Stakeholder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demarcated area and organisational mapping. List of motivated schools to start with the WSA for SE.</td>
<td></td>
</tr>
<tr>
<td>Stakeholders aware of the school performance and motivated to improve the five action areas. Linking among schools in the support clusters started.</td>
<td></td>
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### Scheduling

<table>
<thead>
<tr>
<th>Description</th>
<th>Stakeholder</th>
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<tbody>
<tr>
<td>Preferably completed before the school year starts.</td>
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</tr>
<tr>
<td>The first three months of the school year.</td>
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</tbody>
</table>
### Phase 2A: Implementation

- **Starting up in a school**
  - Selection of working area and schools, in coordination with the government.
  - Schools will be guided to get the WSA for SE on track and develop a school action plan.

### Process Guidance

1. **Selection of the working area.**
2. **School selection and school sensitization.**
3. **School based self-assessment workshop.**
4. **Planning workshop to develop a school action plan.**
5. **Establish a SE coordinating committee.**
6. **Develop a project proposal for the micro fund.**
7. **Establish a SE and develop a Learning agenda with the School Support Cluster.**

### Scaling up Support

- **Forming school support clusters for linking and learning.**

### Training and Technical Advice

- **Training 1**
  - Selected teachers and staff will be trained in SE and how to use the SE lesson package.

### Result

- Demarcated area and organisational mapping.
- List of motivated schools to start with the WSA for SE.
- Stakeholders aware of the school performance and motivated to take action.
- Linking among schools in the support clusters started.

### Scheduling

- Preferably completed before the school year starts.
- 8LIƼVsXXLVIIQoRXLs of the school year.

### Phase 2B: Implementation, linking & learning

- Schools will implement the school action plan with the necessary guidance of NGO’s.

### Phase 2C: Consolidation and Recognition

- The steps of phase 2B will be continued.

- **Additional steps:**
  - **Step 1 Certificates for SE teachers.**
  - **Step 2 Final self-assessment workshop at school.**
  - **Step 3 Final reflection and Exchange workshop with School Support Cluster.**
  - **Step 4 Recognition for schools.**

### Phase 3: Follow up and scaling up

- Schools continue SE. NGO’s still provide support when initiated by the school and they support new schools.

### Step 1

- Schools visits for guidance on the implementation of the school action plan and its challenges. **NGO**

### Step 2

- **On the job coaching for SE teachers.**

### Step 3

- **Reflection workshops with School support cluster.** **SCHOOL & NGO**

### Activity 1

- Continued support for school support clusters. **NGO**

### Activity 2

- Community of practice for WSA for SE professionals. **NGO**

### Activity 3

- Advocacy. **NGO & SCHOOL**

### Activity 4

- Research. **NGO & SCHOOL**

### Activity 5

- Develop and share quality SE materials. **NGO & SCHOOL**

### Activity 6

- Promoting helplines and websites. **NGO**

### Training

- **Training 1** SE teacher training. **NGO**
- **Training 2** Dealing with sensitive issues. **NGO**
- **Training 3** Good school training. **NGO**
- **Training 4** Training of SE Master trainers. **NGO**
- **Training 5** Training for peer educators. **NGO**

### Schools gained competence & confidence in implementing the action plan and are able to include new challenges. Schools are active participants in the school support cluster.

- The WSA for SE has become full part of the school systems and practices. The school recognises (new) challenges and takes action.

- Conducive environment to continue quality SE at schools. Schools continue to improve their learning capacity. Schools benefit of a critical mass of SE schools & the school support cluster.

### First school year.

### Second up to third school year.

### Up to five years.
3.2 Tracking progress with key indicators

Generally, schools start working with the Whole School Approach after they’ve connected with NGOs working on SRHR issues. Schools are selected based on different criteria, considering factors as their specific SRHR related challenges, but also on how motivated a school is to work on the key areas.

The self-assessment workshop at schools are essential kick-starts where all participants meet each other for the first time as part of the Whole School Approach. It fosters ownership of the schools but also creates a collective understanding of school performance. Therefore, the self-assessment works as a motivation tool, stimulating schools to work together on improving their curriculum. It generates common knowledge, mutual understanding and broad acceptance of the situation in each school.

The two spider diagrams below show an example of the possible progress of a school, outlining the progress in the five key action areas, with data from the base- and end-line self-assessments.

Each key action area will get scored on a scale of 1 to 5 by participants in the working group. These joined indicators create a spider diagram, providing more insight into the situation of a school. In the final self-assessment, at the end of the two-year implementation period, this process will be repeated to display how much progress has been made for each action area.

Micro-funds and other financial sources
Working on the key areas does not have to cost a lot of money, if schools are creative. For example, involving parents can be combined with already existing parent activities. However, schools may require additional funding to improve their prioritized key action areas. That’s why during the implementation process, they will be able to explore possibilities for micro-funding by their supporting NGO, possibilities for incoming generating activities, possibilities for parent support and other acquisition possibilities. Sometimes, the NGO can provide them with a small amount of money, at other times additional resources should be explored. Schools will be guided to prepare funding proposals, clearly outlining their plans and the specific expenses that will require additional funds.
1. Cooperation between education and health sectors
Our Whole School Approach for Sexuality Education is based on the 'Whole School Approach for Health', originating from the World Health Organization. The Whole School Approach describes a Health Promoting School as ‘...a school constantly strengthening its capacity as a healthy setting for living, learning and working’, where children are in good health (or can achieve this) while receiving proper education1. WHO (supported by UNICEF, UNFPA and UNESCO) encourages education and the health sector to work together on improving the health of all children. The Whole School Approach considers school to be a community where all members play a role in making it a good place to learn, live and work. The school is in an excellent position to connect several stakeholders, including those outside the school, such as health providers, community leaders and religious leaders.

2. Sexuality Education
Research has shown that sexuality education equips young people with the knowledge and skills to plan their sexual activities, to make active choices, and to protect themselves. There is a growing body of evidence that demonstrates young people postpone their sexual debut, foster respectful gender relations, and decrease their number of sexual partners due to proper sexuality education2. Sexuality education teaches them how to perceive and experience sexuality in a safe and positive way, focused on consent. This results in fewer unwanted pregnancies, a reduced number of STIs and HIV infections, and fewer cases of sexual harassment and violence3. Rutgers strives for all young people to receive quality sexuality education that is not only evidence based, but also learner centred, age appropriate, non-judgemental and contextualised.

3. Ownership
Every student is different – and therefore every school is different, too. Our focus on ownership in the Whole School Approach is rooted in the belief that the implementing agency (the school) is always right when they consider the specific needs in their classrooms. That's why contextualisation in ownership matters a great deal, as school districts do not always have a need to improve the same key action areas. By creating a local dialogue about sexuality education for young people, we also appeal to the ownership of communities in supporting quality education in their districts.

4. Scaling up
As the Whole School Approach is focused on sustainable implementation of sexuality education at school level, it also aligns with the principles of scaling up. This approach is intentional, as our ambition to scale up the Whole School Approach is embedded in our programme design. We want to increase the coverage of beneficiaries, which includes not only young people but also educators and staff at schools.

Scaling up improves the cost efficiency per beneficiary and helps to achieve systematic change on a large scale.
We want to reach more young people with sexuality education. Scaling up allows us to decrease the costs per student, as we work towards systemic change for young people’s sexual health and rights. We strive to create a critical mass of schools in a geographical area to ensure systematic sustainability of sexuality education, which helps to contest societal norms on issues such as child marriage, sexual and gender-based violence, and friendship among boys and girls4.
Get started today with the Whole School Approach!

We are excited about your interest in our Whole School Approach and we would love to hear more about your school or NGO. This quick guide is a summary of the main elements of the manual ‘We All Benefit. An introduction to the Whole School Approach for Sexuality Education’. This manual offers deeper insight in the reasoning behind the Whole School Approach, how to execute it, the results of our own pilot in Uganda and Kenya and it shares the best practices and lessons learned. To receive the complete manual and toolkit, please reach out to us at wsa@rutgers.nl. We will be in touch with you promptly and will provide you with further information on implementing the Whole School Approach framework in your school or community.

www.rutgers.international/wholeschoolapproach
WSA@rutgers.nl

Resources