Tool 5 Prompting questions for the Self-assessment and Planning Workshop

**Action Area 1**

1.1 Time tabling
- Are the SE lessons organised within or outside school hours? Who is included in the SE lessons (age/gender)?
- What would be necessary to timetable the SE lessons to all form 1 students?

1.2 Operational costs
- Are the core costs like stationary, transport for exhibitions etc. covered by school budget?

1.3 Management support
- Does school management know about SRHR issues in school and are actions taken?
- How does the Board (if relevant) support SE education at school? How is that demonstrated?
- What importance does the management attach to SRHR? How is that demonstrated?

1.4 and 1.5 Statistics
- What kind of statistics are monitored and evaluated? What would be helpful statistics for the SRHR program?
- What is the role of the school management in this?

1.6 Decision making
- How many men and women are working at the school and what is their position?
- What are the decision making systems at the school? Are both male and females included in this process?

**Action Area 2**

2.1 Relation Health facility
- What are the contacts with the nearby youth friendly health centre? Is staff of HC invited to give health talks? Or to talk about sensitive issues?
- How do they communicate with young people? Is it easy for young people to go there?

2.2 Condom use and contraceptive information
- How does the school deal with sensitivity around condom demonstrations?
- Is information on contraceptives given to the students? In what way?

2.3 SRHR information
- Does the SRHR teacher know of web sites/Facebook pages that provide comprehensive, evidence-based SRHR information?
- If students want to access brochures, booklets, books etc. about SRHR at school, is that possible? What is available? How do students use it?

2.4 Youth corner
- What is the role of young people in setting up the youth corner?

2.5 Gender sensitivity
- Is the SRHR information provided targeting and including both boys and girls? (for example regarding pregnancy)

**Action Area 3**

3.1 Informed parents
- Are parents informed about their children receiving sexuality education at school? In what way?
- How does the school make sure that all parents know about the SRHR education in school?
- How is the attitude of parents towards the fact that their kids receive sexuality education in school?

3.2 Communication student – parent
- How do students relate to their parents? Do they discuss SRHR issues with them?

3.3 Supportive parents
- Are there any parents who are very supportive of the programme? Do they also reach out to others about the program? What is necessary to make them enthusiastic and and reach out to others?

3.4 PTA
- What is the role and involvement of the PTA?

3.5 Gender equity
- What is the attitude of the PTA towards gender equity in the school?
**Action Area 4**

**4.1 Sensitive and technical SRHR issues**
- Are teachers able to deal with all the questions from students?
- Do SRHR teachers address sensitive issues? What topics are considered sensitive?
- Can teachers explain technical issues so that students understand?

**4.2 (non-)Computer based methods**
- What facilities are available in the school for SRHR education? Are books available? Is it an option to use computers?
- Are the teachers able to provide the content of the 15 WSWM lessons to the students without making use of computers? How do they do that? Or what would they need to do so?

**4.3 Training**
- Are there sufficient SRHR teachers and peer educators? How many would be needed for timetabled lessons to the lower two forms (secondary) / upper two forms (primary)?
- Do teachers have the capacity to train others? In what forms could this be done?

**4.4 Peer educators**
- What is the role of peer educators? What is expected of them? What do they need to do this?

**4.5 learner centred participatory methods**
- What kind of teaching methods are used in the school?
- How many students are on average in a class?
- What is necessary to apply learner centred participatory methods?

**4.6 Gender**
- Are teachers able to let students discuss and reflect upon gender roles and provide them with different perspectives?
- Are teachers able to let students discuss and reflect upon sexual norms for boys and girls and provide them with different perspectives?

**Action Area 5**

**5.1 Code of Conduct**
- Who is involved in the development/review of the CoC (students, teachers, cleaning staff, school nurses etc)?
- Does content of CoC reflect differences in behaviour between boys and girls on the grounds of socialisation?
- What actions are taken when the CoC is not respected?
- How can a school make sure that students and staff feel equipped to communicate in a respectful and non-violent way among each other? Is any skills training required?

**5.2 Two counsellors**
- What does their job description entail?
- Are there referral and complaint protocols in place that guide these counsellors in supporting and guiding students?

**5.3 Safety on school premises**
- Are there cases of students and/or teachers being harassed on the school compound? Or on their way to school? Is it the same for boys and girls (men and women)?
- What actions have been taken so far to stop harassment on the school compound? What worked, what didn't work? What actions can be taken now to stop harassment on the school compound?
- What actions have already been taken to improve the safety and security on the school compound? What worked, what didn't work? What can be done now?
- Probe for:
  - School fence maintenance.
  - Banning corporal punishment.
- What could be improved to make the toilets better equipped and safer (water, soap, locks, resting room, lighting, safe distance, availability of sanitary pads)? Should toilets for boys and girls be in the same locations within the compound? Probe for explanations of the responses.

**5.4 Well established referral system**
- Do you have well maintained working relationships with external professionals to support and guide students when needed (e.g. police, child protection officer, nurse, psychologist/counsellor)?
- Are these professionals gender sensitive? Are they sensitive to different issues and approaches for boys and girls?
• Are there regular follow-up meetings with these external parties to check progress etc.?

5.5 Equitable benefits

• Are there any activities in school only boys or girls are included in or benefit from?
• Do both boys and girls benefit from investments in the school environment and in what way?