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**Phase 1**

*Preparation*

**Tool 1:**

Programme for a school sensitisation workshop for a Sexuality Education programme using the Whole School Approach

**What?** This programme can guide you through conducting a sensitisation meeting at a school that wants to commence the implementation of sexuality education, using the Whole School Approach. That could be The World Starts with Me, for instance, or another package.

**Why?** A sensitisation meeting will help to get everyone on board and supportive of the SE programme. It can help to give a positive view on SE and dispel worries and misconceptions. Also it prepares the ground for the different phases of the process the school will go through, and engage those people that need to be involved.

**Important issues to touch upon:**

1. **Show the need for sexuality education.**
   - What are the SRHR problems of young people in our country?
     - Present a short situation analysis and needs assessment of young people.
     - Which SRHR problems do we have in this school? Ask the group and list them, you can probe for other ideas (e.g. common problems: teenage pregnancy, sexual harassment and abuse - even by teachers, STIs, unsafe abortions/even deaths, dropouts because of pregnancy).
     - Remind them: where sexuality education is implemented, there are often problems in programme fidelity or quality of the teaching. Few students often benefit (limitations in implementation and scaling up).
     - The aim of this programme: to create ownership and motivate the people present to take responsibility for improving the lives of their students, and to start using the Whole School Approach for sexuality education.

2. **A quality SE programme (for instance The World Starts With Me), implemented through the Whole School Approach. Dive a little deeper into the programme**
   - Show the topics of the lessons and perhaps the aim of each lesson, make a link to very tangible situations within the school (the need for menstrual hygiene management, busting misconceptions about contraceptives, knowing your body, being able to be assertive in communicating your boundaries etc.).
   - **Show parts of the programme.** In the case of the WSWM, this could be the body change game and parts of the lessons on gender, sexual abuse and future dreams. If available, they could do the exercise on the computer.
   - Choose a topic that most people can relate too and is not too sensitive.
   - Explain the principles of the SE programme:
     - Based on the needs and rights of young people (see attached presentation; compose your slides).
     - Learner-centred approach.
     - Gender sensitive.
• **Show the evidence on the impact** of quality SE programmes (see attached presentation; compose your slides) and discuss, also using UNESCO’s Guidance in Sexuality Education. WSWM is one of the recommended quality SE packages here.

3. **Explain the Whole School Approach, as a method of implementing SE in a successful way, in order to be able to reach many students with quality education, in a sustainable way:**
   - Show some challenges in implementation.
   - And how the WSA can help to overcome these.
   - Show the three major phases in the project, with the school assessment, School Action Plan and the five Action Areas as core concepts.
   - Show the timeline of three years.
   - Show the main principles of the WSA (Chapter 1), including ownership of the schools, motivated teachers, a safe and healthy school.
   - Show what roles and responsibilities the Facilitating Agency takes, and which the school.

4. **Discuss what SE and the WSA mean for teachers and what they have to learn to become quality facilitators, using participatory methods (see attached presentation; compose your slides).**

5. **Discuss their Q&A and any problems they might foresee and how to solve them.**

6. **Thank everybody for having the courage to really respond to young people’s needs and rights in an open and respectful way.**
Tool 2:

PowerPoint on the principles of the WSA for SE, the roles and Action Areas

Explanation for styles and list styles

- Styles available in this presentation: First list style (1st level)
- Second list style (2nd level)
  - This is the third list style (3rd level)

This style is for a heading or subheading (4th level)

Plain text (5th level)

Text indent under first bullet (6th level)
Indented text under second bullet (7th level)
This style is an indented text under 3rd bullet (8th level)
Objective NB: Tool for schools.

To help the school decide whether or not to join the process.

**Method**

- Form a group of persons that can together well represent the various needs and interests of the school: head teacher, teachers, parents, students, etcetera.
- This can be the same group as the group participating in the sensitisation meeting.
- Fill the format below.
- Note: The discussion is as important as the result.

**The whole school approach for Sexuality Education: Go, or No Go?**

You have participated in the sensitisation meeting at your school. It has become clear that going for the Whole School Approach for Comprehensive Sexuality Education is very likely to be a rewarding journey for your school, your students and probably even the community. The process does require your commitment - time, budget and attention - over a period of at least three years (and beyond). It is advisable to make a considered decision on whether this journey is the right one at the right time for your school.

**BOX Go or No Go**

Once you have checked all the boxes below you will have a good overview on whether the YES is dominant. Be aware that any NO can cause a bottleneck during implementation, especially if related to fundamental issues, like participation of students in the process.

Other NOs can be more practical, like dedication of premises: if your school struggles with a shortage of classrooms, creative solutions need to be found, like a tent in the compound.

As we have said, this discussion is crucial to the school wholeheartedly saying YES, accepting that there will of course be challenges. These are to be solved and the facilitating agency will assist you, as much as possible.

Check the box with a YES or a NO (or, if you really cannot decide, a "Maybe") to get an overview on whether your school is prepared for it. Record any remarks, questions, observations, especially for the ‘Maybe’ option.
Is our school convinced that we need to: | Yes | No | Maybe | Remarks/Questions |
---|---|---|---|---|
1. Offer our students Comprehensive Sexuality Education. |  |  |  |  |
2. (Secondary schools) reach all students in the lowest grades to ensure that all students have passed through the programme, when leaving school. |  |  |  |  |
3. (Primary schools) reach all students in the highest grades to ensure that all students have passed through the programme at the moment of graduation. |  |  |  |  |
4. Timetable the lessons for CSE. |  |  |  |  |
5. Assign staff to be trained. |  |  |  |  |
6. Assign staff to teach sexuality education lessons. |  |  |  |  |
7. Dedicate budget. |  |  |  |  |
8. Dedicate premises (for sexuality education lessons, a youth corner). |  |  |  |  |
9. Dedicate the computer lab for sexuality education lessons. |  |  |  |  |
10. Embrace the participation of students in the process. |  |  |  |  |
11. Involve all staff and support staff at the school. |  |  |  |  |
12. Embrace the involvement of parents. |  |  |  |  |
13. Cooperate with health services for health talks, information on contraceptives and for counselling. |  |  |  |  |
14. Participate in reflection and learning workshops. |  |  |  |  |
15. Participate in a School Support Cluster. |  |  |  |  |
16. Receive regular, agreed monitoring visits of the facilitating agency to our school. |  |  |  |  |
17. Integrate sexuality education in our school monitoring system. |  |  |  |  |
18. Start a journey that demands our creativity and commitment. |  |  |  |  |
19. Plan for a period of 3 years to reach full implementation. |  |  |  |  |
Phase 2a:
 Implementation: Starting up in a school

Tool 4:
Facilitation guide to Self-assessment and Planning Workshop

Objectives of the workshop
• Conduct a self-assessment of the performance of the school, scoring in each of the five Action Areas, to indicate strengths and weaknesses.
• Enhanced understanding of the roles and responsibilities of different actors.
• Participatory planning of the School Action Plan.

Participants
For an effective workshop it is important to invite representatives of all the different stakeholder groups in the school. Who these are will have been determined during the sensitisation meeting at the school. The exchange among different stakeholders enriches the discussions and will finally lead to a consensus on the scoring. The discussion itself is as important as the final score. The school is responsible for sending out the invitations. Below is a list of stakeholders to think of. This list is not complete: each school might consider additional stakeholders to be represented. The final list is agreed between the facilitating agency and the school.

• At least two representatives of school administration: Head Teacher and Director of Studies.
• One representative of the Board of Governors.
• Two PTA representatives/active parents.
• Trained CSE teachers.
• Two peer educators.
• Two representatives of support staff (matron, school nurse, guard, other).
• At least one representative of nearby youth friendly health service.
• Two representatives of district education department.
• One representative of district health department.
• Two representatives of local community.

Preparations
• Hold a preparatory meeting with school/CSE teacher to make sure that the right people are invited, and that the SE teacher is prepared for co-facilitation.
• Invitations to be sent to participants (sent out by the school, draft can be provided by the facilitating agency).
Suggested programme:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>9.00 - 9.10</td>
<td>Opening and welcome by Head Teacher</td>
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<tr>
<td>9.10 - 9.30</td>
<td>1. Explanation of the programme &amp; introduction of self-assessment, plus Q&amp;A</td>
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<td>9.30 - 11.00</td>
<td>2. Self-assessment in groups</td>
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<tr>
<td>11.00 - 11.30</td>
<td>Tea/coffee</td>
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<tr>
<td>11.30 - 13.00</td>
<td>3. Sharing results in plenary</td>
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<tr>
<td>13.00 - 14.00</td>
<td>Lunch</td>
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<tr>
<td>14.00 - 15.00</td>
<td>4. Roles and responsibilities in addressing areas of attention</td>
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<tr>
<td>15.00 - 16.30</td>
<td>5. Action planning</td>
</tr>
<tr>
<td>16.30 - 17.00</td>
<td>6. Next steps and closing words</td>
</tr>
</tbody>
</table>

Opening and welcome by school management (15 min)

Session 1: Presentation and introduction of the self-assessment (20 min)
- Introduction: Why this workshop? What is the overall objective of the SE programme in this school (ask for input from the room + write some elements on flipchart)? Some words on the whole school approach, and how this is different from what was done before.
- Introduction of different outcome areas. Some attention will be needed for outcome area 5, what do we mean by a safe and healthy school environment? Why is it important when successfully implementing a SE programme? (e.g. improved school attendance and school performance, practise what we preach, encourage disclosing and health seeking behaviour, ensuring effective referral structure).
- Facilitator notes points that are mentioned on a flipchart.

Session 2: Conducting the self-assessment (90 min)
- The group is split into 5 sub-groups with a mix of players essential to the specific outcome/Action Area. Each group works for about one hour on one outcome area.
- They will be instructed to score each of the 5 indicators, and explain clearly why. They will also present what they see as an area of success, and an area for attention (there can also be other areas for attention).

Session 3: Presentation of results (90 min)
- Each group has 10 minutes to present the results, and there are 5-10 minutes to discuss. The facilitator has to manage the time!
- For each of the outcome/Action Areas the areas of attention are well documented on a flipchart. Consensus has to be reached on most of the issues.
Session 4: roles and responsibilities in the WSA for SE programme /action planning (60 min)
- Introduction (10 min): We are here with the different players who have a role in further strengthening the SE programme in this school. We have seen some particular areas for attention. How do you see your own role in the SE programme in general, and in addressing the areas for attention in particular?
- Group work in the same mixed groups as in session 1 (45 min). Ask each participant to first spend 10-15 minutes thinking about their role in addressing the areas for attention identified under their outcome area. Join them and support with prompting questions. Please note that people tend to mention what others should do! But let them look at their own role first. Next, within their subgroup, participants will share their findings and come to a consensus of each person's role. In this process they might see linkages between activities and each person's role in the process.
- Facilitator notes the assignment. Each of the groups will formulate.

Session 5: Further refinement of action plan (60 min)
- Introduction: The main elements of the action plan are there. They will need further refinement, which will need to be done over the coming weeks with support from the facilitating agency.
- Explain the process of refining the action plan in further steps using the following example:

Area for attention: 5.2. The school maintains a relation with the nearest youth friendly health service.
Objective: By [date], Cooperation between the school and the youth-friendly health service for health talks (including on sexual and reproductive health) and referral.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Person(s) responsible</th>
<th>When?</th>
<th>Budget needed?</th>
<th>Support needed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assign a contact person at the school.</td>
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<tr>
<td>2. Map out the nearby YFS and make a selection of one or two to check on possibilities for cooperation.</td>
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<tr>
<td>3. Establish contact with the selected YFS and get a contact person.</td>
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</tbody>
</table>

Session 6: next steps (30 min)
- Plenary discussion of next steps: In this pilot programme 4 other schools are participating that are going through the same process. There are a number of other activities that are tentatively planned that will involve all 5 schools, for example:
  1. 1st Exchange and reflection workshop
  2. 2nd Exchange and reflection workshop
  3. Agreements to finalise the work plan
Tool 5:

Prompting questions for the Self-assessment and Planning Workshop

Action Area 1
- Are the SE lessons organised within or outside school hours?
- Are the core costs like stationary, transport for exhibitions etc. covered by school budget?
- 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?

Action Area 2
- How does the school deal with sensitivity around condom demonstrations?
- What are the contacts with the nearby youth friendly health centre? Is anybody from the staff of HC invited to give health talks? Or to talk about sensitive issues?
- 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?

Action Area 3
- Are parents informed about their children receiving sexuality education at school?
- 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?
- Are there any who are supportive/advocates of the programme?
- What is the role and involvement of the PTA?
- How do students relate to their parents? Do they discuss SRHR issues with them?

Action Area 4
- Are teachers able to deal with all the questions from students? Do SRHR teachers address sensitive issues? What topics are considered sensitive?
- 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?
- 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)?

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 meeting with these external parties to check progress etc?
## Tool 6:

**School self-assessment tool**

Only available as download [www.rutgers.nl](http://www.rutgers.nl)

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<thead>
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<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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</thead>
<tbody>
<tr>
<td>Outcome area 5: Healthy and safe school environment</td>
<td>Not yet</td>
<td>Planned for but not implemented yet</td>
<td>Started to be implemented</td>
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<tr>
<td>5.1 Code of conduct in place, known, accepted and implemented by all teaching and support staff to secure respectful and non-violent interaction (verbal, non-verbal) with students and between students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5.2 School has two counselors: male and female, with whom students can discuss personal health issues.</td>
<td>1</td>
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<tr>
<td>5.3a School premises are safe and students feel free from harassment.</td>
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<td>5.3b Facilities in place, like clean lockable toilets (with water, soap and emergency sanitary towels available) with safe distance between boys and girls toilets are available together with a rising room.</td>
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<td>5.4 School has a well established referral system in place for students that (have) experienced harassment, violence or abuse.</td>
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<td>2</td>
<td>3</td>
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**Total score outcome area 5**

**Average score outcome area 5** 0
### Tool 7:

**School Action Plan Format**

<table>
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<th>Areas of focus</th>
<th>Action</th>
<th>Responsible person</th>
<th>When</th>
<th>Budget/ no budget</th>
<th>Support needed?</th>
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5.
## Tool 8:

**Format for Micro fund proposal**

Only available as download [www.rutgers.nl](http://www.rutgers.nl)

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## Tool 9: Facilitation Guide and Programme for First Reflection and exchange workshop (1 day)

### Session 1 Opening and introduction

**09:00-10:00**
Opening words by Facilitating Agency.

Getting to know each other exercise for 5 schools.

Guests briefly introduce themselves, explain their interest in joining the workshop and give a short briefing on the school (focus on sexuality education) and possibly a question they would like to share during this workshop.

### Session 2 Presentation of the results of the self-assessments of all 5 schools

**10:00-11:30**
Presentation per school on:
- The Self-assessment Flower graphics.
- The School Plans.
- Time for clarifications and questions.

**11:30-12:30**
Discussion:
- What surprises us?
- What is confirmed?
- What does this imply for our School Action Plans?

### Session 3 Planning for learning agenda

**12:30-13:30**
Lunch Break

**13:30-14:30**
Brainstorm on topics for action research: what are topics we struggle with? Where have we identified areas for attention but do not yet have clear-cut solutions?

**14:30-15:30**
Brainstorm per topic:
- What we want to know?
- How we can find out?

**15:30-16:00**
Break

**16:00-17:00**
Determine the Learning Agenda.

**17:00**
Closure.
Tool 10:

Facilitation guide to develop a Learning Agenda

- Brainstorm a list of tough issues that relate to setting up a sustainable SE programme in your school. You can then try to formulate them into 'how to questions'. In relation to an earlier example: how can we as teachers facilitate healthy friendships between boys and girls?

- From the longer list of issues try to come up with the 3-4 most urgent issues. An urgent issue is an issue that might get in the way of reaching the objectives of the SE programme in your school.

- Identify one or two topic owners per prioritized issue. A topic owner is the person most committed to 'solve the issue', for example because this issue touches him or her personally, or is most urgent in his or her school.

- A description of one or two actions that might address each of the issues, as well as the schools that will pilot those actions. Because we are dealing with tough issues, and are not sure whether the design action(s) might actually work, it is good to try it out in two or three schools.

- Agreement on how the lessons learned will be documented and shared with the others. Usually it will be the topic owner who should be willing to invest some time in checking with the contact persons in the pilot schools to hear how the actions are going.

The progress and lessons learned can be shared at a reflection and learning event. During this event the topic owner can share observations based on the exploration, and the facilitating agency can facilitate a reflection session around the topic. Together the group can document the lessons learned and discuss implications for further actions around this issue.
Phase 2b: Implementation: Linking and learning

Tool 11:

School visits format for documenting progress in the implementation of the School Action Plan

<table>
<thead>
<tr>
<th>Result Area No.</th>
<th>Work plan activity and objective of activity</th>
<th>Status of activity</th>
<th>Date of implementation</th>
<th>Number of people reached</th>
<th>Responsible person</th>
<th>Key reflections/lessons from this activity</th>
<th>Budget/source of funding</th>
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## Tool 12:

Facilitation guide and programme to the Second Reflection and Exchange Workshop

<table>
<thead>
<tr>
<th>When</th>
<th>What. Who – decide who will present or lead each session</th>
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<tbody>
<tr>
<td>08.30-09.00</td>
<td>Opening and welcome. Guests briefly introduce themselves, explain their interest in joining the workshop and give a short briefing on the school (focus on sexuality education) and possibly a question they would like to share during this workshop.</td>
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</tbody>
</table>
| 09.30-11.00| **Session 1: Presentation on the initial implementation and discussion**  
Review of the implementation. Instructions: Per Action Area, one or two schools share a story of change/story of learning: Overall: What has been done, what has been achieved, what phase are we in now? After each section, allow time for questions and answers and for other schools to add experiences. The selection is preferably done during the workshop preparation. Select the stories that are most enlightening for the other schools. Take care that each school shares at least on two Action Areas.  
Examples of topics:  
• Action Area 1: how to deal with change of management.  
• Action Area 2: health centre visit/condom demo.  
• Action Area 3: parent sensitisation/financial contribution.  
• Action Area 4: teachers train colleagues.  
• Action Area 5: safe school regulations. |
| 11.00-13.00| **Session 2: Learning Agenda**  
Refresher on the learning topics. Progress briefing from topic owners:  
• What went well/what did not go so well.  
• What was delayed/what were main reasons.  
Reflection on the findings. Implications for practice and the School Action Plans. |
| 13.00-14.00| Lunch |
| 14.00-15.30| **Session 3: Action planning**  
Refinement of School Action Plans, based on the presentations and reflections during the day. Pay specific attention to budgetary and planning consequences for the new school year; ensure these are taken on to the annual school planning sessions. |
| 15.30-16.00| Closing |

<table>
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<tr>
<th>When</th>
<th>What. Who – decide who will present or lead each session</th>
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• What was delayed/what were main reasons.  
Reflection on the findings. Implications for practice and the School Action Plans. |
| 13.00-14.00| Lunch |
| 14.00-15.30| **Session 3: Action planning**  
Refinement of School Action Plans, based on the presentations and reflections during the day. Pay specific attention to budgetary and planning consequences for the new school year; ensure these are taken on to the annual school planning sessions. |
| 15.30-16.00| Closing |
Some examples of reflection questions

Outcome area 1:

Briefly explain: Management actively supports ASRHR education in the school.
1. Time Tabling.
2. Budget allocation for operational costs.
3. Acknowledgement – Educators.
4. Involvement of Management.
5. Documentation of SHRH statistics.

With this important role of management in mind, how have the pilot schools dealt with change in management? One story of ………... about this:
- How to ensure buy in and understanding of the new management? How has this been done by the core team?
- Stress the importance of integration in the school system – time tabling, M&E, capturing statistics.

Outcome area 2: health centre visit/ condom demo

Briefly explain: Access to youth-friendly health services and evidence-based, comprehensive and rights-based ASRHR information
1. Relation with the nearest, most YFHC.
2. Information on proper use of contraceptives.
3. School facilitates access to YF Evidence-Based information via new media.
4. The school manages a youth-corner (well-furnished with information materials, well managed and maintained).

We can have a story of one of the schools about the health centre visit. Other schools can have additional input in the AR session that comes after this introduction session.

- How did the visit go? How did you prepare the health centre staff?
- Why is it important to have H/C visits like this to make sure that students have access to essential information about STIs, condoms demonstration?
- Do you have evidence that students will now more easily access the H/C when they have an SRH issue?

Outcome area 3: parent sensitisation/ financial contribution

Briefly explain: Parent/community involvement
1. At least 60% of all parents of S1 and S2 students have been informed about the content of the SRHR program and receive updates at least once a year.
2. At least 70% of the students talks with their parents about SRHR challenges.
3. Parents become advocates of and for the SE programme.
4. PTA financially supports all the running costs SE programme.

Here it would be good to ask a school to share a story about a parent sensitisation workshop:
- How to get parents on board?
- How to make use of change makers to also mobilise support of other parents?
• What has been done to mobilise financial contribution?
• Why is it important to have financial support from parents?

**Outcome area 4: teachers train colleagues**

Briefly explain: **Adequate SE teaching capacity (quantity and quality)**
1 Teachers address sensitive/conflicting ASRHR issues.
2 Teachers use computer based and non-computer based methods in teaching SE/SRH programme.
3 Teachers train colleagues and peer educators to keep the capacity at the right level.
4 Peer educators regularly counsel, give information on SRHR to their peers and assist teachers in facilitating some of the lessons.
5 Teachers use learner-centred participatory methods.

This will need some more explanation as the other areas. The story can be from a school sharing about how their capacity has been built to maintain SRH capacity in their school (train teachers and peer educators). Story can focus on their recent activities.
• How was it to train colleagues/peer educators? Do they feel confident?
• How have the Facts & Opinions and Gender Box Tools/methods helped them?

**Outcome area 5: safe school regulations**

Briefly explain: **Healthy and safe school environment.**
1 Code of conduct in place, known, accepted and implemented.
2 School has two counsellors - male and female.
3 School premises are safe and students feel free from harassment.
4 School has a well-established referral system.

The story can be about the process of developing the safe school regulation:
• Why is it important to pay attention to this?
• What is the role of students in this process?
• How have the regulations been disseminated?
• What will be done to reinforce the regulations?
Phase 2c:  
Implementation:  
Consolidation and recognition

Tool 13:  
Facilitation guide school-based final self-assessment workshop

Objectives of the workshop:
• Conducting a self-assessment of the status of the WSA for SE programme in the school.
• Enhanced understanding of the changes that have been brought about as a result of the implementation.
• Planning for sustainability.

Participants:
• At least two representatives of school administration (headmaster, DOS, etc.).
• Two PTA representatives plus two parents.
• At least three trained SRHR teachers.
• Two peer educators.
• Two representatives of support staff (matron, etc.).
• Representatives of involved youth friendly health service.

The list above can be adjusted to what is appropriate for each school.

Preparations:
• Preparations meeting with school/SE teacher to make sure that the right people are invited, and that the SE teacher is prepared for co-facilitation.
• Invitation to be sent to participants.
• Self-assessment sheets that include the assessment result of the baseline and space to enter the final self-assessment results.

Suggested programme:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>09.00-09.15</td>
<td>Opening and welcome by Head Teacher (10 minutes)</td>
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<td>09.15-09.35</td>
<td>1 Introduction and presentation, self-assessment (20 minutes)</td>
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<td>09.30-10.15</td>
<td>2 Self-assessment in groups and sharing of results (45 minutes)</td>
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<td>10.15-11.00</td>
<td>3 Presentation of results</td>
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<td>11.00-11.30</td>
<td>Morning break</td>
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<td>11.30-12.45</td>
<td>4 Reflection / planning for sustainability</td>
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<td>12.45-13.30</td>
<td>5 Sharing results</td>
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<td>13.30-13.45</td>
<td>Closing remarks</td>
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</table>
Session 1: Presentation and introduction of the self-assessment (20 min)

- Introduction (10 min): Why this workshop? Some words on the implementation process and the fact that we are now wrapping up. That we conclude as we started (self-assessment) and also would like to harvest reflections on what has changed over the past two years, and how these changes will be sustained.
- Introduction of the self-assessment. This will be done with reference to the baseline assessment results per indicator per Action Area. We can assume that the participants are familiar with the Action Areas, and since they are in mixed groups the more experienced can support the less experienced. Apart from the scores for each indicator and the description, the groups will be asked to describe per Action Area the major change achieved and the major issues remaining for attention.

Session 2: Conducting the self-assessment (45 min)

- The group is split in 5 sub-groups with a mix of players essential to the specific Action Area. Each group works for about 45 minutes on one area using the prepared scoring sheet.
- For each of the Action Areas, the areas of change and remaining areas for attention are well documented on a flipchart.

Session 3: presentation of results (45 min)

- Each group has 5 minutes to present the scores, and there are 5-10 minutes to discuss. The facilitator has to manage the time!
- Facilitator notes all remarks from the group on a flipchart so that they can later be added to the scoring sheet.
- The group has to reach consensus on the score given. If the group scores differently from the sub group the facilitator has to document this well.

Session 4: reflection/planning for sustainability (75 min)

- Brief introduction: we are here with different players who all have a role in further strengthening the WSA for SE and sustaining the results achieved. We have identified major changes as well as particular areas of attention. Please reflect on this in your small groups: Can you briefly describe how the activities and changes have affected your own attitudes, beliefs and behaviour? How do you see your own role in ensuring sustainability of the WSA for SE in the school?
- Note for facilitator: suggested subgroups: 1) management, 2) SRHR teachers, 3) school matron/health centre staff, 4) peer educators, 5) parents/PTA.

Session 5: Sharing of results (45 minutes)

- The groups give a short feedback on what was discussed with a focus on sustainability.
- Head teacher/management is asked to give an overall reflection on what has been presented and relate this to the future of WSA for SE in the school.

Closing

Facilitator briefly summarises what has been discussed. Mentions the date of the final workshop and gives a word of thanks to all participants.
# Tool 14:

Facilitation Guide and Programme Final Reflection and Exchange Workshop

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<th>When</th>
<th>What.</th>
<th>Preparations</th>
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<tr>
<td>08.30-09.00</td>
<td><strong>Opening and welcome</strong></td>
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<tr>
<td>09.00-10.30</td>
<td><strong>Session 1: review of the results per school</strong></td>
<td>Self-assessment results from the workshops that were held.</td>
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<td>Each of the schools have conducted the final self-assessment workshops.</td>
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<td>They go into school groups and review the results:</td>
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<td>• What are they particularly proud of?</td>
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<td>• What were they surprised about and why?</td>
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<td>• Are there any issues that need follow up? How?</td>
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<td>Sharing with the group.</td>
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<td>10.30-11.00</td>
<td><strong>Tea break</strong></td>
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<td>11.00-13.30</td>
<td><strong>Session 2: review of the results of the implementation pilot</strong></td>
<td>Print out of the questions that need to be answered per outcome area.</td>
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<td>Presentation on a number of overall outcomes:</td>
<td>Incorporate lessons learned on the learning agenda!</td>
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<td>• In which areas all schools have made a lot of progress?</td>
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<td>• Overall, what are elements of the piloted approach to CSE that seem to have contributed most?</td>
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<td>• What are areas that lack behind? Why?</td>
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<td>Per outcome area:</td>
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<td>• What are intervention strategies that have contributed most?</td>
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<td>• What are critical/ tough issues that need continued attention?</td>
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<td>• Present a number of remaining questions and explain.</td>
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<td>Five groups work on five outcome areas.</td>
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<td>13.30-14.30</td>
<td><strong>Lunch</strong></td>
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<td>14.30-15.30</td>
<td><strong>Session 3: Way forward Community of Practice</strong></td>
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<td>Presentation on Community of Practice.</td>
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<td>Discussion:</td>
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<td>• How can we ensure that all of what we have learned can be shared with</td>
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others?
• How can we ensure that we will continue to apply our own learnings, and document new learnings?
• How can we use our lessons learned to inspire other schools? What can we do as schools? The facilitating organization? The district education department?

| 15.30 | Closing |
Tool 15:

Facilitation Guide Establishment of a Youth Corner

**What:** This facilitation guide helps to prepare a meeting for the establishment of a youth corner and how to plan your activities and budget.

**Why:** The establishment of a youth corner is one of the most successful actions that our SE schools took up. They are generally appreciated by the students, as well as the teachers and management.

**Objective**

The meeting should:
- Explain that a youth corner is a safe space within a school where young people can access and share SRHR information, services and skills which empower them and enable them to make informed choices.
- Establish that the youth corner is better managed by the young people, with clear responsibilities and some support and guidance (when needed) from a dedicated teacher. Young people can be allowed to make the place their own, decorating the walls with drawings, posters, poems and the like and play a role in monitoring.
- Recognise there is a need to acquire and fund SRHR materials for the youth corner, so young people can further read and exchange ideas and questions with each other.
- Commit to securing funds from school budgets or external sources to start and maintain the youth corner and make concrete plans.

**Planning the youth corner:**

There are several decisions to be taken on the establishment of a youth corner.

**Location:**

Can the school provide a classroom or other space exclusively for the youth corner? This is greatly preferred by students. If not, there are various options, e.g. a movable notice board at a static place (like a corner in the library), or put in other strategic places in the school on different days. An easily accessed, permanent home is preferable.

“You find students actively participating in positive discussion, mostly in break time and during lunch time” said the Director of Studies.

**Benefits**

What does the school hope to achieve with its youth corner? Here are the objectives formulated by one of our secondary schools:
- To increase access to SRHR information.
- To promote income generating ideas among the young people.
- To increase involvement of the young people in the WSWM programme.
- To promote life skills among learners like poem writing, dialogue writing, short stories and writing newsletters.

**Activities:**

What are appropriate activities and what will they cost? For example, will income-generating activities be a part of it, like soap making, jewellery making and the like? And pad making, as an effective activity
to fight absenteeism of girls during menstruation?

**Responsibilities:**
Who will run the youth corner? What role can the students take up? Running a youth corner is an excellent activity for youth involvement. How is the youth corner going to be monitored?

**Budget allocation:**
Has the school planned the necessary budget for materials and activities?

“We shall not fail to contribute some money to facilitate some activities like materials for making pads and liquid soap in case we are contacted to do so by the program teachers,” said the board’s chairperson.

*In the Learning and Exchange meeting in December 2014 it was mentioned that in our ‘dream school’ a youth corner would be:*

- Student led.
- Demand driven.
- Attractive with simplified English.
- Accessible without interference from the teachers or administration.

**Micro fund for start-up investments**
Even when the school can provide the premises for the youth corner, its budget may not allow it to make all the investments for starting it up: furniture, painting the walls, reading materials, stationery and so on. If the facilitating agency has a micro budget available to its schools, they should be encouraged to take up the possibility of support for establishing a youth corner. Ask schools to draft a concept note for the youth corner, detailing the following.
### Action Plan Template for the Youth Corner

<table>
<thead>
<tr>
<th>Objective:</th>
<th>Activity</th>
<th>When</th>
<th>Responsible person?*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Q1</td>
<td>Q2</td>
</tr>
</tbody>
</table>
Example of an activity plan for a student-led youth corner in a secondary school.

**Increase access to SRHR information:**
Information provision: Correct information on SRHR will be provided through the youth corner, including activities like showing audio/visual information on SRHR issues and other important sources, like skits and drama produced by students, and newsletters. Teachers will help out learners especially in producing the vital information in poems, skits and drama on SRHR.

**Promote income-generating ideas among the young people**
Skills Development: Income-generating activities, like craft making which involves making baskets, bags and so on. This activity will help learners to make a living to support them through school, so they will be able to resist peer pressure and risky behaviours, such as transactional sex or prostitution, drug abuse and dropping out. Other activities, like carpentry and cake baking, can help learners to acquire useful skills and confidence.

**Increase involvement of the young people in the WSWM [or other SE lesson]**
**Student Participation:** As the youth corner is student led, more learners will be more involved in setting up other programmes for the WSWM club. The interest of some learners will in the long run increase the interest for other learners. As learners continue to carry out activities in the youth corner like income generating activities, more learners hoping to acquire the skills will join. Students will be responsible for the information and the activities that appear in the youth corner.

**Promote life skills among learners, like writing poems, dialogue/drama, short stories and newsletters**
**Resource Creation:** Learners will write poems, skits, drama and newsletters on the different SRHR issues. This will be done in consultation with the English teacher. These will be put up on the youth corner notice board both in the library and on the mobile notice board. This will also help learners to excel in their classroom work. Newsletters can also be read out during assembly time.
### A sample format for a Youth Corner budget:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>QNT</th>
<th>UNIT</th>
<th>UNIT Cost</th>
<th>Cost €</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Information provision</td>
<td>Purchase of SRH information [e.g. books, games, magazines]</td>
<td>1</td>
<td>1</td>
<td></td>
<td>100.-</td>
</tr>
<tr>
<td></td>
<td>Mobile notice board:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plywood</td>
<td>1</td>
<td>1</td>
<td></td>
<td>20.-</td>
</tr>
<tr>
<td></td>
<td>Stands</td>
<td>1</td>
<td>1</td>
<td></td>
<td>18.-</td>
</tr>
<tr>
<td></td>
<td>Labour</td>
<td>1</td>
<td>1</td>
<td></td>
<td>7.-</td>
</tr>
<tr>
<td>2 Resource creation-Students’ materials</td>
<td>Continuous production of SHR information:</td>
<td>1</td>
<td>1</td>
<td></td>
<td>100.-</td>
</tr>
<tr>
<td>3 Skills development</td>
<td>Materials for income-generating activities such as beads, wood, thread:</td>
<td>1</td>
<td></td>
<td></td>
<td>170.-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>425.-</td>
</tr>
</tbody>
</table>
A sample monitoring sheet to guide the establishment and running of a youth corner

<table>
<thead>
<tr>
<th>Monitoring indicator</th>
<th>Comments</th>
<th>Score 1-5</th>
</tr>
</thead>
</table>
| 1                     | - How suitable is the location?  
                        - Does it provide a safe place?  
                        - Accessibility? (e.g. do you have to pass a classroom?)  
                        - Enough space available?  
                        - Exclusive for the youth corner? |          |
| 2                     | Does the youth corner have access to a  
                        - Television?  
                        - Computer?  
                        - Internet?  
                        - Projector? |          |
| 3                     | Are students allowed to make it their place  
                        - By decorating the walls with drawings, posters, poems?  
                        - By having discussions led by peer educators?  
                        - By being responsible for supervision during opening hours? |          |
| 4                     | Does the youth corner provide appropriate materials?  
                        - Is there diversity of reading materials like cartoons, booklets, folders, magazines?  
                        - What is the quality of the materials, according to CSE standards? |          |
| 5                     | Does the youth corner organise activities in (income generation) skills?  
                        - How many?  
                        - How are materials secured?  
                        - Is pad making one of these activities? |          |
| 6                     | Are the activities budgeted for  
                        - From the school budget?  
                        - With additional contributions? |          |
| 7                     | Are the responsible staff positive and youth friendly in guiding the students?  
                        - Are they SE/WSWM staff?  
                        - How do students view the responsible staff?  
                        - Any suggestions for improvements? |          |
Phase 3:
Follow Up: Scaling up and systemic change

Tool 16:

Hand Out on Community of Practice

What is a Community of Practice? A group of people, who strengthen and deepen their knowledge and expertise on a shared field of interest by means of regular interaction and reflection on their implementation experiences and their emerging questions.

What are its potential benefits?
- Develop innovations, policies, strategies.
- Solve problems, overcome bottlenecks.
- Share best practices.
- Foster professional competencies.
- Create commitment of talented, innovative people.

What are its main characteristics?

<table>
<thead>
<tr>
<th>Key concepts Community of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community</td>
</tr>
<tr>
<td>Domain</td>
</tr>
<tr>
<td>Practice</td>
</tr>
<tr>
<td>Interaction</td>
</tr>
<tr>
<td>Learning</td>
</tr>
<tr>
<td>Knowledge, both explicit knowledge as tacit knowledge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community</th>
<th>Group of people.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain</td>
<td>Specific, defined field/topic of interest, e.g. SE.</td>
</tr>
<tr>
<td>Practice</td>
<td>Learning on the job, implementation, action.</td>
</tr>
</tbody>
</table>
| Interaction | • Online.  
|            | • Offline (face-to-face). 
|            | • A combination works best. |
| Learning  | As a social participation process |
| Knowledge, both explicit knowledge as tacit knowledge | • Explicit knowledge consists of figures, facts, scientific reports, concrete and documented information. 
|                                                      | • Tacit knowledge consists of: Intuition, built up experiences, learned lessons, available with practitioners. |

In order for a community of practice to work, participants need to feel some sense of ‘belonging’, being part of this community. These are the conditions to build such a community:
<table>
<thead>
<tr>
<th>Technical architecture</th>
<th>The technology, the creation of the software platform supports (and does not complicate things for) the community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social architecture</td>
<td>Enlivens the community roles, refers to relation building, knowledge sharing, action.</td>
</tr>
<tr>
<td>Set a rhythm</td>
<td>Predictability on how and when to participate facilitates the belonging and participation.</td>
</tr>
<tr>
<td>Combination of live and face-to-face events and the web environment</td>
<td>Continued virtual facilitation and regular encounters works best.</td>
</tr>
<tr>
<td>Mutual respect and trust</td>
<td>Members have a willingness to share ideas, expose their &quot;ignorance&quot;, ask difficult questions and listen carefully. This implies that power relations can distort the process of sharing and exposing.</td>
</tr>
<tr>
<td>Combination of sharing ready products and deeper learning</td>
<td>Practical products like Tools (readily available products), as well as new joint learning experiences.</td>
</tr>
<tr>
<td>New joint initiatives</td>
<td>Through joint initiatives, case studies, effective practices, joint lessons learned, models and data the learning is most effective.</td>
</tr>
</tbody>
</table>
Training 1:
Training of teachers on SE

Training of teacher on SE (please contact Rutgers or WSA for SE partners)
Training 2:  
*Dealing with Sensitive Issues*

Training Tool 2A:  
*Gender Box – short version*

**Warming up: Do the walk (10 min)**

**Materials**  
None.

**Aim**  
Students act out and begin to reflect on gender roles.

**Teacher tips**  
Students may show exaggerated gender behaviour when walking like someone of the opposite sex. It can be hilarious or embarrassing to show how challenging it is to take the role of the opposite sex. Reflecting on gender roles can make students aware of how unrealistic, limiting and unfair they can be. Explain that gender expectations don’t consider variety amongst individuals from the same sex. They prescribe behaviour in a limited way without respect for diversity.

**How**  
- All students are to choose a spot in the room. At a signal everyone starts walking through the room at the same time.  
- Ask all students to walk like “a real woman”.  
- Use the reflection questions below to explore gender expectations and roles for women.  
- After this reflection, continue by asking all students to walk like “a real man”. Use the same reflection questions to explore the gender roles for men.  
- Reflection questions:  
  - What does a “real” woman/real man show when they are walking? (Probe for gender characteristics/roles).  
  - Do all women/men walk according to these characteristics?  
  - Discuss what we think when we see a man walking in a feminine way and a woman in a macho way? Where does that come from? Does everyone have the right to walk the way they want to?  
  - Finish by asking all students to walk with their chin up high, shoulders wide and chest out. Does this way of walking give you a particular feeling? Does this feeling differ between boys and girls and why is that?

**Wrap up**  
The way we think a woman or a man should behave or act is mainly determined by the society we live in and the cultural norms we share. These expected roles of men and women are called gender roles. Gender roles mean that we do not consider men and women as individuals, each having unique characteristics. Many societies look at men as superior and women as inferior. You might see this reflected in the way
women move around and the way men walk. Often men walk with much more self-confidence than women, who are often shy and avoid eye contact.

**Activity: Being a woman / Being a man (40 min)**

**Materials**
- Two sheets of paper per group.
- Pens, pencils or coloured markers.
- Optional: one hand out per student - ‘Reproductive Health Related Laws and Issues in Our Country’.

**Aim**
- Students learn to distinguish between biological sex and gender and explore which characteristics society and culture attribute to males and females.
- Students can identify which characteristics are biologically determined and which are socially determined.
- Students reflect on how gender roles can limit people, ignore individual differences and not guide people in using their talents the best way.
- Students become aware that – just as cultural norms - gender roles are changeable, and they reflect on how these could be redefined to benefit both boys and girls, and society as a whole.

**How**
- Ask the students to come up with differences between men and women. Think of body characteristics, how they are expected to behave and the way they express their emotions etc.
- Make a list for ‘Men’ and a list of ‘Women’ and write them down.
- Add some examples given in the table below to ensure the topics ‘household/work’ and ‘sexual behaviour’ are also presented.
- For each word in the list, have the group decide whether this is in born (something that is biologically determined) or culturally decided (something we have agreed on as a society or community, expectations we have of men and women). Mark the word with a ‘B’ when biological and with a ‘C’ when culturally decided.
- For instance: A woman may be seen as ‘quiet and passive’, is this biological? Answer: ‘No, women are not born quiet and passive but learn to be this way as they grow up. It can be a characteristic that is expected of them by the people around them.’
- As you go through the list, ask the group what the difference is between biology and culture and write these differences down so they become clear and add other differences that come up as you go through the list.

<table>
<thead>
<tr>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breastfeeding B</td>
<td>Father B</td>
</tr>
<tr>
<td>Menstruating B</td>
<td>Financial provider C</td>
</tr>
<tr>
<td>Caring C</td>
<td>Brave C</td>
</tr>
<tr>
<td>Vagina B</td>
<td>Penis B</td>
</tr>
<tr>
<td>Not sexually active C</td>
<td>Sexually active C</td>
</tr>
<tr>
<td>Passive C</td>
<td>Power C</td>
</tr>
<tr>
<td>Domestic worker C</td>
<td>Gardener C</td>
</tr>
<tr>
<td>Emotional – cry easily C</td>
<td>Don’t C</td>
</tr>
</tbody>
</table>
• Conclude with: Characteristics that are biological can’t be changed easily as this is how we are born. However, the characteristics that are culturally determined are changeable, as they are not decided by our biology! For this reason these characteristics could be applicable to both men and women. For instance, being caring is not biologically determined to women and being courageous is not determined to men, but could apply to both. Remember that this way of thinking is a big step for many people!
• Explain that gender roles are the roles that we as people give to men and women. These roles are influenced by our cultural norms and can be changed when someone does not agree with them. Emphasise that no one should accept a gender role that limits their quality of life or does not respect their rights. Not for yourself and not for someone else.
• Reflect on the exercise by asking the following questions:
  • What is the difference between sex and gender?
  • Answer: sex is composed of biological and physical characteristics that define men and women. Gender on the other hand means the expected roles, personal traits and behaviours considered appropriate for a man or a woman, who may differ from culture to culture.
  • The following questions don’t have a ‘wrong’ or ‘right’ answer, but are triggers for discussion:
    • How do some of these gender roles that are changeable limit people’s lives?
    • Which expectations that your family has of you because of your gender would you like to change?
    • Are women or girls offered the same chances as boys and men? Why is this so? Is this fair?
    • What are the benefits when we change some of these expectations that limit boys and girls’ lives? And what are the challenges? Can you give examples for a boy and for a girl?
    • What do you think gender equality means? Does gender equality exist in your community?
  • If time allows, use the following questions for further discussions:
    • What could boys/men (including yourself) contribute to changing the gender roles that exist for girls?
    • What could girls/ women (including yourself) contribute to changing the gender roles that exist for boys?

Teacher tips
Gender equality means equal treatment of women and men in law, policies and behaviour, and equal access of women and men to resources and services within families, relationships, education, health services, communities and society at large.

Wrap up
How we are expected to behave as boys and girls is not only biologically determined, but is influenced by the cultural norms and the society we live in. In many societies men are privileged: male values are considered more important than female values. Therefore, men often are given more power than women in the public arena and at home. This is what we call a patriarchal society.

These patriarchal norms and values are reflected in institutions and laws. Men more easily get respected jobs such as policy maker, director, manager or police officer and often get paid more for the same job than women are paid.

Based on these values some people can be discriminated against, such as women who do not have children, men who “do women’s work” like cleaning or looking after the children, unmarried people or homosexual people.
Culture can limit individuals by the way it defines gender roles. Some cultural practices are unfair or can even be harmful for girls and also for boys. But, as culture is never static and continuously changes, expectations in gender roles can also change. This way men and women can gradually get more freedom and equality.

As members of our society we can influence these cultural norms and become active agents of change to create fair and equal gender relations that benefit both boys and girls, men and women, sons and daughters and so on, but also our whole culture and society.

This widely adapted exercise is a good starting point for conversations on gender socialisation and violence. Through this exercise you can open up discussions about gender roles and how they are enforced, about masculinity and its connection to violence etc. The exercise can be adapted for different groups – young men, young women, mixed youth groups or adults. It can also be used to discuss other issues, such as sexual and reproductive health.
Training 2b: 
The Gender Box – longer version

Introduction
This widely adapted exercise is a good starting point for conversations on gender socialisation and violence. Through this exercise you can open up discussions about gender roles and how they are enforced, about masculinity and its connection to violence. The exercise can be adapted for different groups – young men, young women, mixed youth groups or adults. It can also be used to discuss other issues, such as sexual and reproductive health.

Objectives
• To identify and examine traditionally masculine and feminine traits.
• To connect traditional masculinity and power with violence.
• To open a discussion about gender roles and how they are enforced.
• To discuss the benefits and drawbacks of conforming to traditional gender roles from both the male and female perspective.
• To explore the benefits and consequences for men and women who embrace traits that are “outside the gender box”.
• To explore how you can support each other when you step out of the box.

Man in the Box/Woman in the Box, guidelines
1 Divide the mixed group into a male and a female group. Ask the respective groups to brainstorm a list of words that come to mind when they hear the phrase “act like a man”, or “act like a woman”. Explain that this is not a list of things they think are true, but the messages boys and girls are given about what they must do ‘to act like boy/man’ or ‘to act like a girl/woman’.

2 Write the words on flipchart paper as they are spoken.

3 Keep repeating the phrase “Act like a Man!” and ‘Act like a woman’ with different expressions in your voice to encourage participants to think of more words.

4 Continue to write these messages on a flipchart or chalkboard.

5 If there is time, you can
• Discuss where these messages come from (Who is the messenger?).
• Discuss the earliest influences in boys’ and girls’ lives and how socialisation occurs. (When do we first receive these messages?)
• Draw a box around the list, and say “This is the man box”, and “This is the woman box”. Optional points for discussion –
  • Ask: “Does this seem familiar? Do you ever visit this box?”.
  • Ask participants to share experiences and feelings related to the messages.

6 Ask: “What are the advantages to following these rules and fitting into the box?” Write the responses to this question on flipchart paper under the heading “Advantages of staying in the box”.

7 Ask, “Are there any disadvantages to staying in the box?” Write the responses on flipchart paper
under the heading "Disadvantages to staying in the box".

8 Ask, “What happens to a man, or to a woman, who does not fit into this box, or chooses to step out of the box?” Write the responses to this question around the outside of the box.

9 Ask, “Are there any benefits to stepping out of the box?” Write the responses on flipchart paper under the heading “Benefits to stepping out of the box”.

10 Finally, ask, “Are there any costs to stepping out of the box?” Write the responses on flipchart paper under the heading “Costs to stepping out of the box”.

11 Conclude with a comment about how this activity demonstrates how men and how women are trained to fit into a box by rewarding certain kinds of behaviour and punishing other kinds of behaviour.

**Conclusion**
The roles of men and women are changing in today’s society. However, it still remains extremely difficult for men and women to live beyond the expectations of society. Conforming to traditional roles, social norms and expectations remains a challenge for those men and women wanting to step outside the box. Through this exercise, counsellors should recognise how difficult society makes it to be either male or female, and also how difficult it is for the individual to challenge their own set of cultural beliefs and practices without the necessary skills, knowledge and support.
Training 2c:  
Facts and Opinions Tool  

A Workshop-Tool for teachers on facts and opinions and dealing with sensitive SRHR issues.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Name activity/Tool</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Facts and opinions - Part 1- Characteristics</td>
<td>45 minutes</td>
</tr>
<tr>
<td>2</td>
<td>Facts and opinions - Part 2- Application</td>
<td>60 minutes</td>
</tr>
<tr>
<td>3</td>
<td>Talking facts about controversial SRHR issues – Part 3</td>
<td>120 minutes</td>
</tr>
</tbody>
</table>

Facts & Opinions (Part 1- characteristics)  
Time: 45 minutes

Objectives  
• Know the difference between facts and opinions.  
• Know that comprehensive sexuality education (CSE) is always based on facts.

Facilitator's note  
Look at Handouts 1 and 2 for examples to be used during the activity or to hand out to participants if appropriate to the level of the participants.

Introduction  
‘When we teach or train young people it is important to give them as much information as they need. But this information has to be factually correct. When discussing or teaching sensitive topics like the topic of ‘sexuality’ or ‘sexual health’ some people tend to use their opinions as if they are facts. But facts are different from opinions.

‘To help and guide young people to develop their own opinions and to support them in developing the skills to make responsible decisions related to their sexual and reproductive health, we, as educators and adults, have the responsibility to give them the correct information. They can use these facts to build their own opinions. Opinions which are based on true and correct facts are stronger and more powerful. If we as adults can differentiate between facts and opinions, we can use this to teach young people.

‘If young people are able to distinguish between facts and opinions, they are able to become critical citizens. Becoming a critical citizen is the foundation of an independent future, for them personally and for their society.

‘What exactly is the difference between facts and opinions? Let’s talk about that now...’
Instructions
1 On flipchart paper mark 2 columns headed FACT and OPINION

2 Ask the participants to mention some characteristics of facts and write them down on the paper.
   At least the following characteristics must be mentioned:
   • Based on evidence.
   • Proved to be true and can be supported by evidence.
   • The evidence must be reliable and repeatable (with the same outcomes).
   • Cannot be discussed.
   • Maybe you do not like it, though it remains a fact.

3 Now ask the participants what are the characteristics of an opinion? Write them down in the second column. At least the following characteristics must be mentioned:
   • Opinion is a personal view or belief.
   • Is subjective.
   • Sometimes based on (true) evidence, but not always.
   • Sometimes based on morals, norms or a religion.
   • Opinion can be discussed.
   • People do not have to agree with an opinion, and they do not have to accept it, but let’s respect other opinions (as long as they do not violate human rights): agree to disagree.

4 See the 2 handouts about the difference between facts and opinions

5 Give some examples:
   • The world is flat. Is this a fact or an opinion?
   • Biologically men and women are different. Is this a fact or opinion?
   • Men are better creatures in this society. Is this a fact or opinion?
   • Other examples of your own.

6 Conclude with emphasising the importance of giving correct facts to young people, especially when the information is related to SRH.

Wrap up
'The difference between fact and opinion is important to remember when we start talking about sensitive issues, for when we talk about these issues we will often get confused between our opinion and the facts.'
Handout 1

Handy Handouts

Handy Handouts®
Free, educational handouts for teachers and parents*
Number 326

Helping Students Understand and Distinguish Fact vs. Opinion
by Becky L. Spivey, M.Ed.

Children learn and are able to tell the difference between fact and opinion in school as early as kindergarten. Distinguishing fact from opinion may be especially difficult for children whose syndromes or learning disabilities affect their critical-thinking or reasoning skills.

Today’s TV, radio, and printed media ads bombard our children constantly with messages filled with testimonies and personal statements as well as newscasts filled with one-sided stories and personal issues, and the list goes on. How, then, do we teach children to distinguish what is factual and what is personal opinion? First children need to know the definition of a fact and an opinion.

A fact states something that:
- Happens. (e.g., “A lunar eclipse happens when the moon aligns exactly with the earth and sun.”)
- Has happened or is certain to be true. (e.g., “Thomas Jefferson wrote the Declaration of Independence.”)
- Is real or exists. (e.g., “The sun is a star.”)

An opinion states something:
- Believed to have occurred. (e.g., “The teacher gave us a pop quiz because she got mad at the class.”)
- Believed to exist. (e.g., “The bus stop close to my house was built so I wouldn’t miss the bus again.”)
- Believed to be true. (e.g., “Grandma and Grandpa love me the most.”)
Next we must teach children to recognize the language of verbalizing or writing opinions. A statement using adjectives and/or adverbs with words such as always, never, should, all, none, most, least, greatest, good, better, best, beautiful, pretty, ugly, nice, mean, bad, worse, worst, tasty, tastier, and tastiest is most likely an opinion because it represents someone’s personal feelings or attitudes instead of presenting a fact that can be verified.

Because statements of fact can be confirmed, they are almost void of descriptive adjectives and adverbs like the words in bold listed on the previous page. Newspaper articles, TV, and radio reports are factual and answer the questions of how, when, where, and to or with whom something occurred. Journalists and reporters must write news reports without bias and save their opinions for editorials and other columns that allow and encourage expressing their feelings of approval or disapproval of an event or occurrence.

Advertisers write advertisements using a mixture of fact and opinion. For example, “Dent-White Toothpaste costs less than many other brands of toothpastes, and children love the flavor!” The first half of the statement “Dent-White costs less than many other brands of toothpastes,” can be proved, but “children love the flavor” is strictly an opinion. Not every child will love the taste. It is not always easy for children to spot a biased advertisement when a mixture of fact and opinion appear in the same statement. Remind children of the definitions of fact and opinion and also that opinions can be argued; facts cannot.

For more Handy Handouts®, go to www.handyhandouts.com.

Helpful Products

The list of Super Duper® products below may be helpful when working with children who have special needs. Visit www.superduperinc.com and type in the item name or number in our search engine. Click the links below to see the product descriptions.

- Fact or Opinion? Fun Deck®
  Item #FD-57

- Cause and Effect Fun Deck®
  Item #FD-11

- Understanding Inferences Fun Deck®
  Item #FD-51

- Tell Me How! Tell Me Why! Fun Deck®
  Item #FD-44

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Handout 2

Facts and Opinions (part 1)

Generally speaking, a fact is something that has actually happened or that is empirically true and can be supported by evidence. An opinion is a belief; it is normally subjective, meaning that it can vary based on a person’s perspective, emotions, or individual understanding of something. For example, biological differences between males and females are a fact, while a preference for seeing one gender over the other in a particular role or behaviour is opinion.

Subjective and Objective

According to most definitions, something is a fact if it matches objective reality. For something to be objective, it must be outside of the mind and not be based on feelings or biases. This is the opposite of an opinion, which is what an individual thinks or feels about a subject. Although the differences between facts and opinions usually rest on whether they are objective or subjective, a true statement can in some cases be subjective. If a person says he is feeling sad, for example, that is a subjective fact about his emotional state — it is subjective because it is only that person’s individual experience. On the other hand, if the first person assumes that the second person feels sad, their statement is an opinion or guess, regardless of whether it is true.

Fact vs. Theory

In scientific reasoning, something can only be called a fact when it can be observed as it occurs or as a state of being, or when it can be proven through experimentation. Experiments must be repeatable, and return the same result no matter who the observer is. Things that were once thought of as facts, however, have been shown to be incorrect. For example, the world was once thought to be flat by many people. This is now known to be incorrect, as objective evidence was introduced showing that it is actually a flattened sphere.

Many things that people think of as science facts are, technically, theories. Gravity, for example, is a fact; the explanation of how gravity works, on the other hand, is a theory — and there are several different theories on how it actually does work. This does not mean that a theory is only speculation. Scientific theories are thoroughly tested and applied to known facts, observations, and hypotheses, and to survive, a theory must explain a wide range of observations that would be otherwise unconnected.

Opinion and Persuasion

Sometimes, statements are used to mislead a person, whether deliberate or not. A person might use opinionated language to persuade others to his point of view; for example, an advertisement might proclaim that one brand is “the best in the world,” despite the lack of concrete evidence to support this claim. When considering whether a statement might be true or not, a person should consider the source of the information as well as the evidence supporting it.

Legal Terminology

In the law, a fact is an actual thing or event that took place. During a trial, each side presents evidence to support or disprove their interpretation of the facts of the case. The judge or jury — also called the “trier of fact” or the “fact finder” — then decides what really happened, and whether or not the facts of the case have been proven.

A legal opinion is an explanation by a judge for why a particular ruling was made, or an explanation of
why a judge disagrees with a ruling, in the case of a dissenting opinion. This type of opinion includes the facts of a case, its history, and the relevant principles of law to give context to the legal decision. When several judges decide a case together, they may produce concurring and dissenting opinions to explain why they voted with or against a particular ruling.

**Philosophy**
Determining what truth is and what belief is, can be difficult, and the boundaries between them are a subject of philosophical debate. This branch of philosophy is called epistemology, which is the study of the nature of knowledge, as well as the limits of what human beings can know. If it is accepted that there are objective facts — which not all philosophers agree on — then it can be argued that knowledge is an attempt to match beliefs with reality to develop “true beliefs.” If there is no truth, there can be no knowledge.

(from: Sanderijn van der Doef – MWML Ethiopia Training)
Facts and Opinions (Part 2- application)

Time: 60 minutes

Objective
Participants demonstrate that they understand the distinction between a fact and an opinion, before applying this to the sensitive SRHR topics, the ultimate goal of these series of exercises.

NB: This Part 2 exercise is not obligatory, but recommended before proceeding to the ‘sensitive topics’ exercise, as those can elicit a lot of personal and emotional responses, and making it difficult to clearly see the distinction.

Method
Group work.

Materials
Big pieces of paper and markers

Introduction
Through group work, participants brainstorm and discuss the distinctions between fact and opinion on everyday topics.

Instruction
• Make small groups (not more than five participants per group).
• Ask the participants to choose one general topic (not necessarily related to SRH). Topics could be: health, food, the economy, politics, the weather, etc. Ask the groups to discuss:
  • Three facts about this general topic.
  • Three opinions about this topic (this does not have to be their own opinions).
• Each group will present their facts and opinions.
• There will be much discussion and sometimes it is difficult to clearly make a decision as to whether something is a fact or an opinion. That means that you as a facilitator have an important task here!

Conclusion
Conclude by confirming with participants that the distinction between facts and opinions is clear. The group will be using these principles in the next activity to explain sensitive SRH issues.

Talking facts about controversial SRHR issues (Part 3)

Time: 120 minutes

Objective
Participants learn to clarify sensitive SRHR issues without giving opinions, but sticking to facts

Introduction
Tell participants: ‘After considering the explanation of Facts and Opinions, let’s apply this to some sensitive SRHR issues. Because, especially with these sensitive issues, people tend to use more opinions than facts and to use their opinions as if they are facts.’

Instructions
1 Together with the participants, make a list of sensitive SRHR issues that are truly controversial. Write them on a flipchart. Ask them: what issues concerning sexuality are sensitive in your culture or religion?
2 Be aware that sometimes participants will mention issues like ‘sexual violence’. This may be a sensitive issue but is certainly not controversial in this group (or should not be). We assume all participants have the same view or opinion about this issue.
3 The following issues must be mentioned at least:
  • Pre-marital sex.
• Homosexuality.
• Masturbation.
• Virginity.
• Extra-marital sex.
• Pornography.
• Prostitution.

4 You as facilitator make a choice for up to 4 or 5 of the issues.
5 Divide the participants into 4 or 5 groups. Each group will discuss one of the sensitive issues
6 Tell the groups to discuss their topic in the following way (making three columns):
   • Discuss your personal opinions and write them down (don’t write down whose opinion it is).
   • List as many facts as you know about this particular issue and write them on flipchart paper,
     below the list of opinions.
7 When all the groups are ready, they will present their papers. Starting with the first group.
8 When the first group present their list of opinions, don’t give any comment. Just notice the
   opinions. They cannot be discussed because they are opinions or cultural norms. Sometimes
   participants give extremely negative personal opinions which are completely contradictory to what
   they say in the facts. This can be discussed with the participants.
9 When the first group present the facts, look at whether these are facts or not, and if they are stated
   correctly.
10 Encourage them to give more facts. If nobody knows, the facilitator gives them a guideline of what
    kind of facts. A fact can be about:
       • Definition: What is it?
       • Demographic data: it exists (percentages).
       • Reasons: why do people do it?
       • (dis)advantages (try to keep a balance between the advantages and disadvantages in order to
         present the fact as something neutral).
       • Legal aspects: what does the law say in this country?
       • Consequences for health.
       • Relation with human rights.
11 Continue, by asking the participants to think of more facts according to these guidelines.

Facilitators’ note!
• Be aware that this exercise, when done comprehensively, can take up to half a day. In this
  exercise the facilitator has to know or have access to many correct facts and information. In this
  activity, the participants learn a great deal, including many new facts.
• The facilitator must be aware that some participants can come with ‘evidence’ which is opposite
  to the truth. Be careful with this and do not immediately refute this kind of information. But offer
  the participants the chance to have a look at it and come back on it.
**Training 3:**  
*Good School Training*

**Training tool 3A: Facilitation guide for a one-day multi stakeholder training: the safe and healthy school environment**

(The content of this workshop is inspired by the Raising Voices Manual ‘The Good School’)

**Aim**
To learn what could be undertaken in your school to create a safe and conducive environment for learning and social interaction.

**Objectives of the workshop**
- To reflect on what a safe and healthy school entails and how this contributes to an environment conducive to learning.
- To reflect on what entails a good teacher and how this contributes to this conducive school environment and supports the SE lessons.
- To understand the magnitude of violence (sexual bullying, corporal punishment) in schools and to reflect on the situation in their own school.
- To understand what positive discipline entails, brainstorm on alternatives to corporal punishment and how these contribute to an environment conducive to learning.
- To identify areas requiring attention in their own school and how to bridge the gap with regards to creating a safe and healthy school environment.
- To identify what steps are needed in their school to work towards creating a safe school environment.
- To reflect on deeply-embedded safe school rules as an important step in creating this safe school environment.

**Participants**
One team per School to form school pilot project committee’s e.g.
- BoG representatives.
- School administrators.
- Peer Educators.
- Non SRH Teachers.
- PTA Representative.
- School nurse, counsellor, matron.
Session 1: What is a good school (90 min)

Participants
• Reflect on their past life.
• Identify positive and negative experiences from their schooldays.
• Identify what the ideal situation should be in their school today.
• Brainstorm about what it takes to get there.

Materials
• A flipchart and marker.
• A flip chart page, divided into three equal sections labelled 1, 2 (bridge the gap) and 3, respectively.

Instructions
Part 1 – What was your school like as a child? (50 minutes)

Explain to the participants that they are going to exercise their imagination by going to the past. Remind them that for this exercise to work, they have to actively engage their imaginations, based on their own experiences, in the way you will guide them to do. Acknowledge that it may be difficult for some to keep their eyes closed during the exercise, but that the key is to invest energy in seeing in their minds what your words prompt them to see.

Ask participants to close their eyes and relax. Ask them to take a few deep breaths in and out, and when they breathe out, to sink back further into their chairs. With each breath, ask the participants to relax and prepare themselves to go on a journey.

Read the following text slowly and clearly, in an even, calm voice:

‘Imagine yourself when you were young and at school. Imagine that you are walking to school early in the morning. What is going on around you? Notice the people around you. Who are they and what are they doing? (pause for a few seconds)

Now turn your attention to yourself. Remember, you are a child. How are you feeling? Are you feeling good or bad? Explore whatever the feeling is. Think of words to describe what you are feeling as you get nearer to school. (pause for a few seconds)

You are now in the classroom sitting at a desk. What is the classroom like? What do the walls of your classroom look like? How do they make you feel? (pause for a few seconds)

Imagine your teacher coming in. How does that make you feel? Are you looking forward to class? What happens when you don’t know an answer? What happens when you misbehave? (pause for a few seconds)

Walk outside of the classroom. Picture the school grounds. What do they look like? What is the toilet like? Do you have access to safe water? How does this make you feel? (pause for a few seconds)

How do you feel at school? Are you happy to be there? Do you have a way to voice your problems, or do you keep them to yourself? Do other children bully you? Do you feel safe at school? (pause for a few seconds)’
When you feel participants have had enough time, ask them to return to the room by breathing deeply three times and then opening their eyes.

After people open their eyes, ask them to share their stories of how they felt at school when they were children. Try to guide the responses in the same order that you asked the questions, starting with when they were walking to school, then being inside the classroom, the teacher walking in, and then the broader reflection on how they felt as they were walking around the school and noticing the environment at their school.

As people are sharing, record one or two words that summarise key feelings or experiences from their stories. For example, people might say they felt hungry or anxious as they were walking to school; they felt fear when the teacher walked in and shame when they were beaten or humiliated. Record all these bad feelings or negative experiences under the area labelled ‘1’ or section one on the flip chart.

Explore by asking open questions so that people connect with underlying feelings. Some may say they felt good or excited when going to school because they were looking forward to their lessons. When it is a good feeling, write it on the other side of the chart under section three. For now, leave the middle, section two, blank.

After participants have shared, you will have two sets of words on the chart. Section one will be filled with negative words, section three with positive words. Ask everyone to look at the sections and reflect on them for a few moments in silence.

Ask the participants to reflect and share on the following questions
• What kind of experience did most of us have at school?
• What did that mean for our learning experience?
• Would participants be at different places in their lives if their experience of school had been characterized by section three instead of section one?

Part 2 – Building the Bridge to a Good School (20 minutes)

Explain to the participants that we all want to create schools that promote experiences described in section three on the chart. But how do we create the bridge from what our school may be right now to a safe and healthy school?

Brainstorm with the participants what would be needed to build such a bridge.

List their ideas under section two ‘Bridge the Gap’. For example they may say we need good teachers, a conducive learning environment, alternatives to corporal punishment, etc.

Summarise their ideas by pointing out that the creation of a Good School requires four main components
• An imaginative view of what a Good School is.
• Good teachers.
• A conducive physical and psychological environment.
• Accountable school governance.

Task participants to work in sub groups of their respective Schools. Each school group identifies school-specific negative (like in Column 1) and positive (like in Column 3) and then reflect and list acti-
ons they intend to carry out to bridge the gap (as in Column 2) after the workshop.

Part 3 – Whose responsibility is it? (20 minutes)
Ask participants, whose responsibility it is to ensure our school is a safe and healthy school? The list might include teachers, parents, administrators, the community, and students. This list is written on the flipchart and participants reflect on the contribution that each stakeholder can make.

Sum up the session with a review of the discussion you have had. Explain to the participants how the list created links to the whole school approach and encourage participants to keep reflecting on these actions for bridging the gap and to keep adding to their ideas as they learn more.
Session 2: Creating a Conducive, Respectful and Supportive Learning Environment (60 Minutes)

Objectives
• To explore how the school environment affects learning.
• To identify ways in which your school can improve its learning environment.

Preparations
• Read the booklet, “What Is A Healthy Learning Environment?”
• Read pages 21 to 29 in What is a Good School?

Instructions

Part 1 – How Efficiently Can You Learn?
Explain to the participants that they are going to play a game called “I Went to the Market”.
Ask the participants to stand in a circle. Tell them the aim of the game is to go around the circle, listen to everyone, and remember what they say. Ask one participant to begin by saying, “When I went to the market, I bought a mango.” Then the participant next to them says, “I went to the market and bought a mango and a ____”. As you go around the circle, each participant adds their own purchase and repeats the purchases of the previous participants. It gets harder as they go around since there are more purchases to remember.

If a participant forgets any of the items purchased by previous participants or gets the order wrong, they have to sit down. Play the game all the way around the circle and see how many people had to sit down.

For the first time around, the aim is to be helpful, so give clues and help participants who may be struggling to remember some of the items (without giving the answer). Make it a cooperative activity.

Part 2 – Changing the School Environment (20 minutes)
Explain to the participants that they are going to play the same game again, but that there will be an added challenge. There are two dangers in the room. Ask for two volunteers who will help you during the game. One of the volunteers is a snake that can bite participants if they are not careful. The other is a stick that can ‘beat’ them.

The only way participants can protect themselves against the snake is by clapping their hands if the snake looks like it is coming to attack them. If the participant fails to clap before the snake touches them, they are eliminated from the game.

The only way they can protect themselves against the stick is if they do as they are told by the stick. For example the stick can come and whisper in their ear, “Start dancing” or “Sit on the floor” or “Start singing” or “Start shaking your head”. It can be anything. If the participant doesn’t do as they are told, they are eliminated.

Play the game and encourage the participants to be fast. This time, do not encourage cooperation but make it competitive. Do not offer help or clues.

Continue playing until you have been around the group or most participants are eliminated.
Part 3 – Small Group Discussion (50 minutes)
Participants reflect on the game and make a list of observations relating to how the learning environment and interaction changed between the first time around the circle and the second.

How does this game resemble the learning environment at your school? Is it more like the first go around the circle or the second? If it is like the second, how do you think it affects children’s ability to learn? How does it affect the way boys and girls, teachers and students relate to each other, feel supported and at ease? How does it affect open and respectful communication?

Wrap up the session with a review
- The physical and psychological environment of a school affects children's ability to learn, the way they relate to teachers and each other, the way they learn to communicate and feel at ease among each other.
- School communities can take specific steps to improve the school environment.

Task the participants to thinks about what school-specific actions can be taken to improve the psychological and physical environment of your school. Each school reflects on these actions and adds them to Column 2 of the table, bridging the gap.
Session 3: What is a Good Teacher? (30 minutes)

Objectives
• To explore participants’ beliefs about good teachers.
• To discuss how participants’ ideas about good teachers were influenced by their own teachers.

Preparations
• Read the “What is a Good Teacher?” booklet.
• Read pages 13 to 19 from What is a Good School?

Instructions

Part 1 – What is a Good Teacher?
Invite students to discuss and make a list of what they believe a good teacher should be. This list is kept for reflection at the workshop. Participants explore what they believe a good teacher should be.

Part 2 – Exploring what it means to be a teacher
Create three areas or corners in the room and label them ‘agree’, ‘disagree’ and ‘not sure’ with pieces of paper or flipchart so that everyone is clear what each area represents.

Tell the participants that you are going to read out some statements. If they agree with the statement they should move to the area designated ‘agree’. If they disagree or are not sure, they should move to the ‘disagree’ or ‘not sure’ area, respectively.

Make statements regarding teachers and invite participants to move to the labelled area/ corners of their choice. Examples of statements may be: A teacher should be feared; A good teacher encourages students to ask questions; A teacher empowers students to make healthy sexual choices; A teacher facilitates sessions rather than lectures; Teachers always know what is best for their students; Teachers need support just as much as students; Teachers who are soft (friendly) towards students are not good teachers; A stick is a necessary Tool for a teacher.

Encourage a discussion between groups. People who chose one area can try to persuade others to move to their area. People can change their minds, but if they do so, they have to explain to the group why they are moving.
Participants reflect and probe the feedback from the different corners.

Part 3 – Who Was Your Favourite Teacher?
Invite the participants back to their seats and ask for two or three volunteers to share who their favourite teacher was and why.

Wrap up the session by summarising key ideas that the group came up with regarding what makes a good teacher. Add some of the ideas from the ‘What is a Good Teacher’? Booklet accompanying the Toolkit if they are not mentioned.

Ask the participants to think about the points of agreement on a good teacher and then ask each school to add to their charts how they intend to bridge the gap from the negative to positive situation in their schools.

http://raisingvoices.org/activism/media-communications/goodschoolbooklets/
Session 4: Understanding Violence in Schools (Sexual Violence and Corporal Punishment)

Sexual Violence in School (30 minutes)

Objectives

- To build trust among participants to allow for safe sharing about sexual violence.
- To remind ourselves what sexual violence is.
- To recognise the signs and consequences of a child experiencing sexual violence.

Preparations

Video playing equipment: Raising Voices film “Not my body”, a short film on sexual abuse by George Sengendo.

Steps

Part 1 – Trust Circle

- Split up into groups so that there are no more than eight people per group. Have each group stand in a circle, very close together, so that their shoulders are touching.
- Have one person stand in the middle of the circle. Ask that person to close their eyes and cross their hands over their chest. The person should also stay very stiff and should not bend their knees.
- All of the members of the circle should hold their hands up, palms facing outwards. Check to be sure everyone is ready. When everyone is ready, the person in the middle will allow themselves to fall backwards. Participants in the circle will gently catch the person and very gently pass the person around the circle.
- Change places and allow each person in the group to experience being the person in the middle.
- After everyone has had a turn, lead a discussion. How did it feel to be the person in the middle? Did you trust that the circle would catch you and keep you safe? How did it feel to be in the circle? How did it feel to support the person in the middle?
- Explain that trust is a very important value. Explain that in this session we are going to talk about sexual violence.
- When talking about sexual violence, trust is important for many reasons, including: the group should be able to share without fear or shame; group members should trust that others will treat them with respect and keep their stories confidential; and it is vital that children trust their teachers and the administration so that they can come forward when they experience sexual violence.

Part 2 - What is Sexual Violence?

After the game participants watch a video clip that is later used to trigger discussion around Sexual Violence.

- What is Sexual Violence?
- What are some of the examples of sexual violence in our schools?
- Why would a child keep quiet about the sexual violence they are experiencing?
- What are some of the physical, emotional and behavioural signs that a child might exhibit if they are experiencing sexual violence?
- What are some of the consequences for a child who is experiencing sexual violence?
- How can we respond when a child comes to us who has experienced sexual violence?

Wrap up the discussion around sexual violence by asking the respective schools to buzz actions that they wish to add to their table on bridging the gap.
What is Corporal Punishment?

Objectives
- To explore our beliefs about corporal punishment.
- To develop a common understanding of corporal punishment.
- To identify ways in which corporal punishment is harmful to children.

Preparations
Video Playing equipment: Raising Voices video “Will you be my mother? by Cyril Ducottet on Violence against Children.

Steps

Part 1 – What Do You Think?
- Facilitator tells a story of corporal punishment to introduce the topic of corporal punishment of young people and how it can have a lifelong impact on someone’s life even once they are an adult.
- Participants watch two videos that trigger discussion on what violence against children/youth means, forms of violence and exploring intention of punishment.
- Put up three signs around the room: ‘agree’, ‘disagree’ and ‘not sure’. Explain that you will read out a statement. Participants then decide if they agree with it, disagree with it or are not sure.
- After you read the statement, participants stand at the sign that describes how they feel.
- For each statement you read the, allow participants to share their reason for their choice. From these explanations, a participant may choose to change their choice. Allow them to share why they decide to move.

Repeat the exercise with many statements. The statements can include:
- It is okay to use corporal punishment as a last resort.
- Corporal punishment is a part of our culture.
- Corporal punishment is violence against children.
- Spare the rod, spoil the child!
- If I cane a student, s/he will respect me.
- It is okay to use corporal punishment a little bit.
- I was beaten as a child and I learned how to behave better.
- If you don’t cane a child when they do something wrong, they will never learn from their mistakes.
- Sometimes, shouting at or humiliating a child is a better way of disciplining them.
- Corporal punishment does more harm than good.

Part 2 – Definition of Corporal Punishment
Ask the group what they understand by the words corporal punishment.

Write down all the ideas that participants have on the blackboard. Use these to create a common understanding of corporal punishment.

Explain that the following definition of corporal punishment by the Committee on the Rights of the Child is the most widely agreed upon understanding of what we mean by corporal punishment:
“...any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Most involves hitting (smacking, slapping, spanking) children with the hand or with an implement - whip, stick, belt, shoe, wooden spoon, etc. But it can also involve, for example, kicking, shaking or throwing children, scratching, pinching, burning, scalding, or forced ingestion (for example, washing children's mouths out with soap or forcing them to swallow hot spices). In addition, there are other non-physical forms of punishment which are also cruel and degrading and thus incompatible with the Convention. These include, for example, punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child.”

Part 3 – Consequences of Corporal Punishment

Participants brainstorm consequences of Corporal punishment.

Participants buzz in their school sub-groups, agree and add to the bridging the gap table in column two the actions that they wish to take on to make their school good and to have a safe environment.
Session 5: Creating Positive Discipline at Your School (60 Minutes)

Objectives
• To develop a deeper understanding of positive discipline.
• To analyse our current approach to discipline.
• To identify ways to help young people take responsibility for their actions in a constructive and respectful way.
• To identify and understand the differences between punishment and measures for discipline.
• To identify goals in disciplining children.
• To identify four categories of response.

Preparations
• Read pages 44 to 45 of Positive Discipline: Alternatives to Corporal Punishment.
• Read the booklet What is Positive Discipline?
• Read Positive Discipline: Alternatives to Corporal Punishment.
• Make copies of Positive Discipline Responses handout and poster.
• Charts and Cartoon booklets on Corporal punishment.

Steps

Part 1 – Exploring the Difference
• Ask participants to share brief experiences of how they were punished or corrected at school, either physically or verbally. As they are sharing, write anything that is a violent response to the child’s behaviour (caning, slapping, pinching, carrying heavy loads, standing in the sun, being forced to do humiliating things, etc.) on one side of the board and write non-violent punishments or responses (extra work around the home or school, detention, losing privileges, etc.) on the other side.
• If the list of non-violent responses is small, try to provoke participants to come up with examples of discipline in which they were not beaten or humiliated (see the booklet "Positive Discipline").
• Ask participants if they can identify the differences between the two lists. Point out that one is a list of punishments and the other includes attempts at developing discipline. How are punishment and discipline different from each other? Do we use these words interchangeably? In what ways?
• Give an exposition on the difference between Discipline and Punishment.
• Lead a discussion on the two lists. Is there a clear difference? Which is more effective? Which form do you usually use at your school? Is it difficult to focus on discipline rather than punishments? Why?

Part 2 – The Four Categories
• Invite participants to share ideas on alternatives to corporal punishment.
• Acknowledge all of the good work the group has done in trying to come up with alternatives. Recognise that it is difficult to think of other things to do when you are in the classroom and faced with poor behaviour. Emphasise that everything we talked about helps us to put our goals for disciplining children into four categories, based on what we want the child to do.
• Pass out copies of the “Positive Discipline Responses” handout. If you have a copy of the Positive Discipline poster put it up where everyone can see it.
• Refer to the handout or the poster and ask a volunteer to read out the categories and the different types of responses in each category. Discuss them and add any others that the participants may come up with.
Then discuss the layers of response as written on the handout. Note how teachers are the first line in responding to poor behaviour, but they are not alone. There are many other people to turn to for help. Reinforce that every time we choose to discipline a child, we should think about the ultimate purpose of our actions.


**Use the following checklist to help in making appropriate decisions:**

- Have I tried to find out why the child is misbehaving?
- Is discipline really necessary, or are there other actions I should be taking?
- What is my goal in disciplining this child?
- Is the child learning from their mistake with this form of discipline?
- Do they know why what they did was wrong?
- Is the discipline logical? Can the child understand it?
- Is it humiliating to the child?
- Is it proportional to the offence?
- Am I acting as a role model?

Ask for one participant to sum up the session. What was the point? Example: To identify our goals when disciplining children and to learn about different responses other than corporal punishment.

Ask participants to reflect on their bridging the gap tables and add any other idea they might have following this discussion.
Session 6: Implementation Plan

- Each School designs its implementation plan for when they return to their schools on how they intend ultimately to design safe school regulations while involving more stakeholders from their school.
- Timelines for support monitoring are shared.

Training tool 3B: Documentation of the Participatory review of the Code of Conduct in a secondary school in Eastern Uganda

Introduction to this report
Adopting safe school rules and regulations is one of the next steps following the workshop on alternative punishments or positive discipline. Members from Raising Voices were contracted to take the five pilot schools through a one-day training on this which was attended by SE teachers, administrators, students and parent representatives. At the end of the workshop, two schools chose to go to the next step of formulating safe school rules. The training was to help the pilot schools in attaining results in Action Area 5, for a safe school environment free from violence, and to enable students to participate in the formulation of their code of conduct. This way, students would own the code and its rules, different from the traditional school rules and regulations which are just imposed on learners, with punishments like caning at their apex. The traditional approach makes learners try to behave in a certain way just to escape punishment, rather than behaving in such a way because they know the benefit or importance of behaving like that. Safe school rules therefore help us to bring up responsible citizens.

Step 1. Review of existing school rules to appreciate their purpose
A team of professionals together with SE teachers and members of administration helped the students to understand the reasons for the traditional school rules and regulations as follows:

Rule 1
All students must be at school by 8:00am and leave at 5:00pm. No student shall leave school without permission from the relevant authority.
Reason
It was agreed that this rule must have been aimed at avoiding school dropout and to enhance academic performance to maintain positive results.

Rule 2
The official language spoken while at school is English. Vernacular speaking is highly prohibited.
Reason
It was agreed that this was to promote performance and easy communication in the school.

Rule 3
All classes, assemblies, parades, preps and co-curricular activities are compulsory and must be promptly attended by all students.
Reasons
To ensure responsibility by students, obedience, teamwork and also enhance academic performance

Rule 4
Unauthorised noise making and moving out of class without permission is prohibited and punishable.
Reason
To ensure order in class and within the school so as to enhance learning and performance.

**Rule 5**
Every student must appear decently dressed in full school uniform, have short hair and trimmed finger nails while at school and on outings.
No ornamentation such as lipstick or earrings are to be added.
*Reason*
To improve smartness, enable learners to appear like students, for easy identification and enable concentration on academics

**Rule 6**
The school administration teachers, non-teaching staff, prefects, councillors and class captains must be recognised respected and obeyed.
*Reason*
To promote unity at school and the virtue of obedience.

**Rule 7**
Hooliganism, fighting, quarrelling, bullying, teasing, theft or vandalism within the school, its vicinity and during outings is a serious offence
*Reason*
To promote respect and enable students to feel safe at school.

**Rule 8**
Any student in possession of intoxicants like alcohol, opium and cigarettes shall be punished.
*Reason*
To avoid drug abuse and to ensure good health of the students for good academic performance.

**Rule 9**
Correspondence to other schools and any other correspondence for official functions must go through the school administration.
*Reason*
For security reasons, to enable sharing of knowledge, promote friendship and to promote peace and unity but in away guided by the administration.

**Rule 10**
Each student must acquire school identity card during registration or admission and must produce it any time it is required.
*Reason*
For easy identification and for security reasons.

**Rule 11**
Radios, mobile phones, and riding of bicycles on the school compound is strictly prohibited.
*Reason*
To protect lives from accidents, to enable order at school and concentration on academic work.

**Rule 12**
Staff quarters, kitchen, staff room and any other office is out of bounds to any student without authority
Rule 14
Boy-Girl relationships associated with immorality is punishable.
All female students must undergo regular medical check-ups.
Reason
To avoid unwanted pregnancy, school dropouts, STIs, and to increase concentration on academics.

It was understood that the spirit in which the school rules were formulated was for the good of the students. However the way of handling those who break the school rules or the offenders was limited, for example it is stated that:

• Depending on the gravity, magnitude and category of the offence committed, the following modes of punishment shall be applied by the relevant authorities:
  1. Caning.
  3. Suspension.
  4. Expulsion.

Upon completion of a special punishment, the offender shall write a formal apology letter to be filed by the disciplinary committee.”

The following observations were made:
• The students need to be involved in making of their code of conduct.
• There is need for alternative ways of handling discipline other than the traditional canning.
• There is need to categorise offences according gravity or magnitude as stated in the school rules of the school.

Step 2. Students categorise offences into four groups and define actions in line with positive discipline (formation of code of conduct)
Students were taken through the meaning of positive discipline as an alternative to corporal punishment as a means to create a safe school environment. Alternative discipline involves:

1. Reflection
• For minor day-to-day problems: A student is asked to reflect on his/her misbehaviour so as to learn from their mistakes when they understand why what they did was wrong and when they are given an opportunity to think about the consequence of their behaviour. The types of disciplinary measures in this category include:
  • Verbal warning. Talk to the student and tell her or him what they did was wrong.
  • Imposing timeout. Ask a student to either leave the class for 10minutes or sit in a quiet place and think about their behaviour. To be able to return to class, the student must be able to say what they did wrong and how they will avoid repeating the mistake. This should be done firmly without humiliating the child.
- Letter writing. Ask the student to write a letter or an essay on why they behaved in a certain way and what they will do to avoid repeating the mistake. If appropriate it should include an apology.
- Oral apology. This involves apologising to the wronged person and asking for forgiveness.
- Name slip. This involves writing the child's name and offence down on a slip of paper. If the child does not stop the behaviour, at the end of the class, the paper will be given to the peer committee to take further disciplinary measures.
- Discipline box. Write the name of the child on a piece of paper and place it in the box in the classroom. The box is checked on a weekly basis and if a child's name appears in the box more than a given number of times, a certain penalty will be imposed.

2. Penalty

For offences that are persistent and detrimental for all concerned, children may need to experience a penalty to understand that their actions have consequences. However you must help the child to reflect on these consequences once the penalty has been imposed.

The types of disciplinary measures in this category include:
- Withdrawal of privileges. This involves taking away an activity that the student enjoys. However, students should not receive a penalty that will be detrimental to their health or safety.
- Light work that improves the school environment. This involves such things like slashing an appropriate sized area of grass, cleaning a small part of the school compound, mopping the floors, etc. Care must be taken that the penalty is appropriate and related to the offence and that it is not excessive or humiliating to the child.
- Detention. The student must remain for extra time after school to reflect on what they did wrong.
- Signing of discipline or behaviour contract. This involves writing a one-page contract between the student and teacher that spells out the misconduct and the steps that must be taken to correct it.
- Disciplinary talk with the learner. This involves setting a time to meet with the student to discuss their behaviour and to set a course for correcting it.
- Demerits. This involves marking the student's file or the disciplinary book to record the child's offence in an official manner.
- Community service. This involves having the student do light work that benefits the community in some way. Any community service work requires counselling to explain the purpose of the work and guidance and/or supervision to ensure it is done safely.

3. Reparations

- For offences that cause damage to a third party. The student must undertake public reparation. This involves acknowledging the misbehaviour in front of others and taking responsibility for his or her actions. The types of disciplinary measures in this category include:
  - Public apology. The student must apologise for the misbehaviour in the assembly to the entire school or to the group of people he/she offended.
  - Replace or Repair. If the offence is accidental, the student must contribute towards replacing or repairing the damage he/she has caused, such as erecting a new fence, chopping wood or repairing a wall.
  - Financial restitution. If the offence was intentional, the student must replace or repair the damage and also pay for materials needed to fix it. If the financial restitution is impossible, the school may require the student to do meaningful labour within the school to compensate the damage.
  - Official reprimand. The student must accept a written notice to their disciplinary record and must sign a letter committing to reform. The letter spells out repercussions for failing to reform.
  - Involving parents. The school will involve parents to contribute towards replacing, repairing, or
apologising for the damage caused by the student.

4. Last resort
For persistent and serious offences, severe action must sometimes be taken as last resort. The types of disciplinary measures in this category include:

• Parent meeting. Summoning and discussing with parents the possible next steps as a warning to the child and the parents.
• Referral. This involves referring a student to a professional who can assist him/her.
• Suspension. A time-limited suspension, e.g one week, with a written warning and referral to a counsellor or probation officer.
• Expulsion. As a very last resort. Expulsion from school with the involvement of the probation officer and recommendation of an action plan for next step to help the child.

The students were divided into four groups and given a task to identify the offences which fall in the respective groups and spell out the consequence or penalty, and give their reasons.
Group 1 reflection
This group looked at behaviour or mistakes thought to fall under category one of minor day-to-day infringements that deserve reflection. The group consisted of nine people (combining management and students):
<table>
<thead>
<tr>
<th>Offence</th>
<th>Consequence</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dodging lessons</td>
<td>Verbal warning and letter writing</td>
<td>To ensure academic performance</td>
</tr>
<tr>
<td>Vernacular speaking</td>
<td>Name slip</td>
<td>To improve communication skills or for easy communication</td>
</tr>
<tr>
<td>Trace passing, e.g. creating unnecessary paths, Boys going to latrines of girls and vice versa</td>
<td>Verbal warning, Oral apology, Name slip, Discipline box</td>
<td>To create order and respect of each other, e.g. the right to privacy</td>
</tr>
<tr>
<td>Not combing hair, keeping long and shabby hair, dirty or uncut finger nails</td>
<td>Verbal warning, Letter writing</td>
<td>To promote smartness and responsibility</td>
</tr>
<tr>
<td>Noise making</td>
<td>Verbal warning, Name slip, Discipline box</td>
<td>To ensure order and concentration on academic study</td>
</tr>
<tr>
<td>Escaping from school</td>
<td>Verbal warning, Letter writing</td>
<td>To promote academic excellence and safety of students</td>
</tr>
<tr>
<td>Loitering outside class and unnecessary movements in and out of class</td>
<td>Imposing timeout</td>
<td>To ensure concentration on academic work and create order</td>
</tr>
<tr>
<td>Coming into school or class late</td>
<td>Verbal warning, Letter writing, Name slip</td>
<td>To promote time management and improve academic performance</td>
</tr>
<tr>
<td>Putting on non-uniform, hanging shirts and blouses not tucked in</td>
<td>Oral apology, Letter writing, Name slip</td>
<td>To ensure smartness</td>
</tr>
<tr>
<td>Eating in class or while walking</td>
<td>Verbal warning</td>
<td>To ensure order and self respect</td>
</tr>
<tr>
<td>Riding bicycles within the school compound</td>
<td>Verbal warning</td>
<td>To ensure order and avoid accidents</td>
</tr>
<tr>
<td>Not responding to school bell or programme, e.g. assembly</td>
<td>Verbal warning, Oral apology</td>
<td>To promote order and responsibility</td>
</tr>
<tr>
<td>Possession of phones or radios at school</td>
<td>Verbal warning, Imposing timeout, Letter writing</td>
<td>To ensure order and concentration on academic study</td>
</tr>
</tbody>
</table>
Group 2 penalty

This handled offences thought to fall in category two, that is offences that are persistent and detrimental. The group membership included eight students. The group defined the following offences as those that call for penalty and spelt out the consequences and reasons:
<table>
<thead>
<tr>
<th>Offence</th>
<th>Consequence</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abusing, quarrelling or fighting a fellow student</td>
<td>Demerit or marking the students file&lt;br&gt;Light work that improves school environment&lt;br&gt;Disciplinary talk with the learner</td>
<td>To promote respect for one another, peace, unity and order at school</td>
</tr>
<tr>
<td>Stealing one another's property</td>
<td>Signing of a discipline or behaviour contract&lt;br&gt;Light work that improves school environment</td>
<td>To promote respect for each other’s property</td>
</tr>
<tr>
<td>Disrespect of a teacher or any other staff member, Prefects, Councillors and any other leader</td>
<td>Demerit or marking the students file&lt;br&gt;Withdrawal of privileges&lt;br&gt;Light work that improves school environment&lt;br&gt;Disciplinary talk with the student</td>
<td>To ensure respect of authority, peace and unity in the school</td>
</tr>
<tr>
<td>Dodging lessons</td>
<td>Detention&lt;br&gt;Disciplinary talk&lt;br&gt;Light work</td>
<td>To ensure academic excellence</td>
</tr>
<tr>
<td>Escaping from school</td>
<td>Detention&lt;br&gt;Disciplinary talk&lt;br&gt;Light work</td>
<td>To ensure academic excellence</td>
</tr>
<tr>
<td>Late coming</td>
<td>Light work that improves school environment&lt;br&gt;Disciplinary talk with the student</td>
<td>To ensure time management and improve academic performance</td>
</tr>
<tr>
<td>Persistent absenteeism</td>
<td>Community work&lt;br&gt;Disciplinary talk with the student</td>
<td>To ensure attainment of future dreams by all students</td>
</tr>
<tr>
<td>Boy-girl relationships involving immoral or sexual acts*</td>
<td>Disciplinary talk with the students&lt;br&gt;Signing of discipline or behaviour contract&lt;br&gt;Light work that improves school environment</td>
<td>To avoid unwanted pregnancy, school drop-out and ensure concentration on academics</td>
</tr>
</tbody>
</table>

* Note: What “immoral or sexual acts” implies needs some further definition. Friendships among boys and girls and teaching in mixed groups, fostering positive communication among boys and girls is promoted in the WSA for SE.
**Group 3 reparations**

This group discussed offences that fall in category three that is offences that cause damage to the third party and hence deserve reparations. There were five people in this group. They identified the following offences and spelt out consequences and reasons:

<table>
<thead>
<tr>
<th>Offence</th>
<th>Consequence</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theft of school property</td>
<td>Replacement</td>
<td>To ensure respect of school property</td>
</tr>
<tr>
<td></td>
<td>Public apology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Involvement of parents</td>
<td></td>
</tr>
<tr>
<td>Disrespect of teachers, other members of staff, prefects and other leaders in the school</td>
<td>Public apology</td>
<td>To ensure respect for authority, peace and unity.</td>
</tr>
<tr>
<td></td>
<td>Official reprimand</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Involving parents</td>
<td></td>
</tr>
<tr>
<td>Vandalizing school property, e.g. breaking windows. Doors, furniture etc.</td>
<td>Replace or repair</td>
<td>To promote respect of school or public property, development of the school, peace and unity</td>
</tr>
<tr>
<td></td>
<td>Financial restitution</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Official reprimand</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Involving parents</td>
<td></td>
</tr>
<tr>
<td>Misuse or diversion of funds meant for school fee into personal needs or use</td>
<td>Official reprimand</td>
<td>To ensure trustworthiness, school development and harmony between parents, their children and administration</td>
</tr>
<tr>
<td></td>
<td>Involving parents</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Financial restitution</td>
<td></td>
</tr>
<tr>
<td>Putting on non-school uniform</td>
<td>Public apology</td>
<td>To ensure smartness and easy identification of students</td>
</tr>
<tr>
<td></td>
<td>Official reprimand</td>
<td></td>
</tr>
</tbody>
</table>
**Group 4 last resort**

This group discussed offences thought to fall under category four of persistent and serious offences that deserve actions of last resort. The group members included 15 people. The group identified offences under this category, spelt out the consequences and reasons:

<table>
<thead>
<tr>
<th>Offence</th>
<th>Consequence</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theft of school property</td>
<td>Expulsion</td>
<td>To ensure safety of school property and to act as a lesson to other students</td>
</tr>
<tr>
<td>Organising or participating in a strike</td>
<td>Parents’ meeting</td>
<td>To ensure order at school</td>
</tr>
<tr>
<td>Disrespecting a teacher, any other member of staff, prefects, e.g.</td>
<td>Suspension</td>
<td>To act as a lesson to the culprit and other students for behaviour change</td>
</tr>
<tr>
<td>Fighting, abusing</td>
<td>Referral</td>
<td></td>
</tr>
<tr>
<td>Vandalising school property, e.g. breaking windows, doors, furniture</td>
<td>Parents’ meeting</td>
<td>To ensure respect of school property and change of behaviour</td>
</tr>
<tr>
<td>Bullying and teasing</td>
<td>Suspension</td>
<td>To ensure respect for one another</td>
</tr>
</tbody>
</table>

Each group handled its task and had representatives to present their views.
Layers of response
Managing discipline in a school is done through collective effort. The following are stakeholders or layers of response:

• Teacher: The first person to handle any disciplinary case is the teacher. However, if the student continues to misbehave, the case can be referred to the next layer.
• Peer discipline committee: Each class can elect students to serve as a Peer Discipline Committee. The responsibility of this committee is to meet on a regular basis and to handle all cases of indiscipline referred to them by the teacher.
• School discipline committee: If the student continues the misbehaviour after the case is referred to and handled by the Peer Discipline Committee, the case can be referred to the School Discipline Committee which may take actions deemed appropriate according to the code of conduct.
• Head teacher: If the offending student continues with his or her misbehaviour, the case can be referred to the head teacher who may take actions deemed appropriate according to the code of conduct.
• Parents: If the student still continues with the misbehaviour, the head teacher may call upon the parents to become involved and a joint decision can be reached as to the appropriate disciplinary action to take.
• Outside referral: Further still, if the student’s misbehaviour becomes uncontrollable or dangerous to others, an outside referral may be made to counsellors, police, or another relevant agency.
Training 4: 
Training of SE trainers (Master trainers)

Training of teacher on SE (please contact Rutgers or WSA for SE partners)

WSA in SE - Professionals building a community of practice

Let's link so we can learn

How to involve teachers?

How to involve youth?

How to sensitise schools?
Training 5:
Training of Peer Educators

Training of Peer Educators on SE (please contact Rutgers or WSA for SE partners)

Core principal of the WSA: Youth participation
WE ALL BENEFIT