The Whole School Approach for Sexuality Education
Pilot study results from Kenya and Uganda
The Whole School Approach for Sexuality Education
Compiled report of the pilot studies conducted in Kenya and Uganda between 2013 and 2015
## List of acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>BCC</td>
<td>Behaviour Change Communication</td>
</tr>
<tr>
<td>CSA</td>
<td>Centre for the Study of Adolescence</td>
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<tr>
<td>CSE</td>
<td>Comprehensive Sexuality Education</td>
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<tr>
<td>MoES</td>
<td>Ministry of Education and Sports</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Governmental Organisation</td>
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<tr>
<td>SE</td>
<td>Sexuality Education</td>
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<tr>
<td>SGBV</td>
<td>Sexual and Gender Based Violence</td>
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<td>SNU</td>
<td>School Net Uganda</td>
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<tr>
<td>SRHR</td>
<td>Sexual and Reproductive Health and Rights</td>
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<td>STF</td>
<td>Straight Talk Foundation</td>
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<td>WSA</td>
<td>Whole School Approach</td>
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<tr>
<td>WSWM</td>
<td>World Starts With Me</td>
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Acknowledgement

The development of this report has been made possible by a number of people. We would like to thank everyone involved in the process of developing and piloting the Whole School Approach for Sexuality Education by doing action research: The dedicated staff of our valued partner organisations Straight Talk Foundation Uganda, SchoolNet Uganda and the Centre for the Study of Adolescence Kenya, the twelve participating schools in Uganda and Kenya and all young people and students who were involved in the data collection. We want to thank Thilly de Boer and Anneke Maarssen for taking the lead in this process.
Executive Summary

The Whole School Approach for sexuality education (WSA for SE) moves beyond classroom teaching of sexuality education to address the whole school environment, including supportive school policies and school facilities, links with parents and the community and collaboration with health services.

About the pilot studies

Seeking to include more pupils per school and build ownership and sustainability for sexuality education, Rutgers worked with SchoolNet and Straight Talk Foundation (STF) in Uganda and the Centre for the Study of Adolescence (CSA) in Kenya to pilot the Whole School Approach for sexuality education (WSA for SE). Between 2013 and 2015, 12 schools in Western Kenya (four secondary) and Eastern Uganda (five secondary, three primary) implemented the pilot of the WSA for SE using “The World Starts With Me” (WSWM), a comprehensive SE curriculum developed in Uganda in 2003 by Rutgers WPF in collaboration with Butterfly Works, SchoolNet Uganda and teachers and students of pilot schools. Data was collected throughout the process of developing and implementing the WSA for SE and for a parallel action research track, including interviews with teachers and key stakeholders and student surveys. The collected information contributed to the final Whole School Approach for Sexuality Education manual named “We all benefit” developed by Rutgers and published in 2016.

Results of the pilot studies

Reaching more students

The evidence in Kenya and Uganda gathered demonstrated that in comparison to the baseline, good progress was made in reaching more students with sexuality education (SE). In Kenyan secondary schools, the number of students reached with SE increased from 382 in 2013 to 909 in 2015, an increase of 138%. In Ugandan secondary schools, numbers rose from 585 to 1612, an increase of 176%. In Ugandan primary schools, numbers increased from 642 to 948, a 48% increase.

The increase in reach was principally achieved by timetabling SE lessons for all students from certain year groups. Before implementing the WSA, SE was an extracurricular activity delivered through afterschool clubs in all schools. By the end of the pilot, all schools had timetabled lessons for one or two year groups, with Ugandan primary schools also delivering adapted content to lower grades. Schools noted the importance of sensitising and closely involving a senior staff member responsible for timetabling and in taking a flexible approach, integrating SE into other lessons as well as timetabling standalone lessons. Some progress was made in training and sensitising wider school staff however given the relatively short timeframe of the pilots, possibilities for cascading trainings to other staff were limited and school staff called for further monitoring and support from partner NGOs on this matter.

Quality: access to accurate SRHR information

Although no detailed assessments were made of quality and implementation fidelity, teachers reported changes in their own beliefs, attitudes and knowledge regarding sensitive topics such as contraception, abortion and sexual diversity which they had previously skipped. Teachers also reported increased use of and confidence in participatory teaching methods. Communication with students improved and teachers felt less need to use corporal punishment. Despite the WSWM curriculum being primarily a computer-based SE programme, computer-based teaching methods were not widely used and most teachers still relied on the paper version.

With the implementation of the WSA, students reported an increased the number of SRHR information sources within schools and increasingly available SRHR information outside the classroom. All schools in Uganda and some in Kenya established youth corners, dedicated safe spaces within schools where students can access SRHR information. In Uganda, 90% of students accessed a youth corner for SRHR information. Some youth corners also expanded their function to include income generation activities which served to attract students.
Students also increasingly accessed information through teachers acting as counsellors and through peer educators. However, this was noted as an area for further development, particularly in relation to confidentiality and the quality of the services provided. Peer educators played an increased role in providing SRHR information however they were in need of a clearer role definition and more supportive materials and trainings to fulfil this role.

Newly established links with nearby SRH service providers also increased young people’s access to SRHR information. Health workers were asked to provide parts of SE sessions by delivering condom demonstrations as well as sessions on technical (e.g. menstruation, sexually transmitted infections) or sensitive (e.g. contraceptives) topics. Young people were also referred to health service providers by counsellors and/or teachers when the support needed went beyond what the counsellors or teachers could provide. Additionally, student visits to the service providers took place allowing young people to experience a friendly welcome and reduce fears of attending the service. Schools recommended that to optimise links with SRH service providers, one person at the schools should be appointed as contact person for the nearby clinic(s).

**Building a safe and healthy school environment for SE**

Schools’ social and physical environments are often at odds with the areas SE aims to strengthen such as respect for others. As part of the WSA, schools were encouraged to improve both the social environment such as positive and respectful communication norms and a violence free-environment and, the physical environment such as hygiene facilities, safe and lockable toilets and a safe and clean school compound.

The main way in which schools worked on creating a safe and healthy social environment was through developing a code of conduct. In Uganda, all schools had developed and adopted a code of conduct by the end of the pilot. In Kenya, all schools developed a code of conduct, but not all had adapted it, partly due to teacher strikes. Schools found the Good School workshop (see page 21) a powerful tool. Teachers appreciated it and testified that it enabled them to break away from harsh (corporal) punishment. Furthermore, during the pilot, schools used micro funds provided by partner NGOs to make changes including ensuring toilets were lockable and clean, lighting, fencing around the school compound for increased security, cleanliness of the school grounds, upgrading the youth corner, availability of sanitary pads, and the creation of a changing room for girls.

In Ugandan secondary schools, the proportion of students feeling completely secure increased from 31% at baseline to 39% at end line, those feeling safe most of the time increased from 22% to 29%. Slight increases were seen in Kenya. Top reasons for Ugandan secondary school students feeling safer were clearer disciplinary measures (61%), toilets (lights and/or locks) (60%), being treated with more respect by teachers (57%) and being able to talk to peer educators (53%).

Between 2013 and 2015 the number of students dropping out decreased by 76% and 60% in Ugandan secondary and primary schools respectively. Absentees decreased by 61% and 63% respectively. In Kenya however, the data shows a different picture, numbers in Kenya in fact increased between 2013 and 2015: drop-outs by 20% and absentees by 52%. Schools reported that this is likely to be due to a steep increase in school fees in 2014, which forced parents to take their children out of school.

**Building a supportive environment for SE**

Evaluations of sexuality education have widely shown that the quality and effectiveness of SE is strongly affected by the supportiveness of the environment in which it is delivered. One of the key components of the WSA for SE was thus to build a supportive environment for SE both inside and outside of school.

School management support proved vital for the initiation, delivery and sustainability of the WSA for SE. Senior support was for instance crucial in securing timetabled SE lessons. At the same time, the involvement of headmasters in the WSA process created further support for teachers to fulfil their tasks as SE educators. Collecting statistics on drop-outs and absentees strengthened the engagement and support provided by the school management.
Parents and the wider community (e.g. religious leaders) were further recognised as key stakeholders in the WSA for SE. Despite all schools having delivered SE for some time before the pilot, there had been very few deliberate actions to reach out to parents regarding SRHR, mainly for fear that they would not approve. Through the pilot, schools engaged parents through workshops, meetings, sensitisation days and parent-child dialogues. Between 2013 and 2015, the number of parents who had been informed about SE increased by 295% in Kenyan secondary schools and 93% in Ugandan primary schools. (Data was not available for Ugandan secondary schools). Generally, schools observed that contrary to expectations, parents were actually very supportive and became interested in SRHR issues themselves. In Uganda, increased parental involvement resulted in parents contributing financially to the implementation of the WSA for SE. The support from parents and community stakeholders also proved crucial for ensuring continued support from the school management. Political stakeholders were involved from the start of the programme, with schools in Uganda making particular progress in this area. STF reported that through involvement of the District Educational Office from the very start of the project, the office became a strong supporter of the WSA and referred other schools to those involved in the pilot for information on the approach.

Sustainability
The sustainability of the WSA for SE is crucial to its long-term success. Due to the limited timeframe and the set-up of the pilot study, the data gathered as part of the pilot does not stretch far enough or provide enough firm evidence on the sustainability for the WSA for SE. However it does illustrate that schools have made important steps in creating the architecture for future sustainability in terms of broadening funding sources and gaining the support of parents, community and political stakeholders.

Schools took steps towards financial sustainability through creatively linking with existing budgeted activities, registering after school clubs in order to access government funding and in one case accessing external funding from the German government. Ugandan schools were all successful in motivating parents to contribute financially.

In terms of institutional sustainability, timetabling SE lessons enabled schools in Kenya to include SE in the regular school monitoring system. In Uganda, unfortunately only one school managed to do so. In general, further efforts are needed to sustainably embed SE in the school policies and systems.

Finally, recognising the importance of a teaching staff which is motivated and secure for the longer term sustainability of the WSA for SE, schools developed a number of techniques to increase teacher motivation, such as teacher teams to improve collaboration and mentorship.

Conclusion
The pilot studies of the WSA for SE conducted in Kenya and Uganda demonstrate that this approach offers opportunities to reach more students with SRHR information by timetabling SE lessons, increasing the number of SRHR sources and creating a supportive, safe and healthy environment for SE.

One of the main objectives of the WSA for SE is to sustainably implement SE in schools and embed SE in the school system so that it continues after NGO support has phased out. To achieve this aim, it is recommended that partner NGOs support schools in the WSA process for up to three years and pay particular attention to creating the architecture for achieving sustainability. Due to the limited timeframe of this pilot we cannot provide firm evidence on the sustainability of this approach, but on the basis of the findings we can cautiously conclude that the WSA for SE increases the chance of sustainable SE implementation in schools. Most crucial in this regard, is the strong buy in from the school management, from the local and national government, from parents, teachers and from SRH service providers.

Although most pilot schools were successful in independently acquiring sufficient financial support for embedding sexuality education in the school system, more research should be done on the long-term sustainability of SE after NGO support has phased out, not only in terms of finances but also in terms of ensuring sufficient teacher training to maintain both quality and reach.
To this end, it will also be interesting to investigate what the minimum implementation standards are for the WSA for SE, enabling the WSA approach to become a scalable implementation model for SE which can easily be adopted by other schools and other countries with minimal support from partner NGOs.
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1 Introduction

The Whole School Approach (WSA) to health promotion moves beyond classroom teaching on isolated topics to address the whole school environment, including supportive school policies and school facilities, links with parents and the community and collaboration with health services. The approach focuses on fostering ownership by involving all relevant stakeholders including students, school governance, government officials, peer educators, teachers and service providers in health promotion (Vanwesenbeeck et al. 2015, Buijs 2009; Schaalma et al. 2004; Young, St Leger & Buijs 2013, Thomas & Aggleton, 2016). The WSA has been employed in pursuit of various health-related areas, including alcohol and drug use, mental health and sexual health (Thomas & Aggleton, 2016). Rutgers has been working for several decades to improve sexual and reproductive health and rights in the Netherlands and countries in Africa and Asia. For Rutgers and its partner organisations, work on the WSA arose from a concern that training a small number of teachers to deliver sexuality education within schools limited the numbers of young people that could be reached and the wish to create ownership and sustainably embed sexuality education in the school system so that students in the future will also benefit from it.

Seeking to include more pupils per school, reach young people earlier and build ownership and sustainability for sexuality education, Rutgers worked with SchoolNet (SNU), Straight Talk Foundation (STF) and the Centre for the Study of Adolescence (CSA) to develop and pilot a Whole School Approach for sexuality education (WSA for SE). Between 2013 and 2015, 12 schools in Western Kenya (four secondary) and Eastern Uganda (five secondary, three primary) implemented the WSA for SE. With the coaching support of the partner organisations, schools were facilitated in taking the lead in designing feasible interventions, making the best possible use of available school budgets, staff, relationships and resources in order to overcome challenges. In 2016 the manual ‘We all benefit. An introduction to the Whole School Approach for Sexuality Education’ was developed, based on the information gathered in the pilot and on best practices and experiences of partner NGOs and schools. During the pilot schools also participated in action research, documenting the process and results of implementing the WSA for SE.

The following summary report sets outs the main findings from this action research. It aims to present data on the effectiveness of the WSA for SE in terms of reaching more young people, reaching young people earlier and building ownership and sustainability for sexuality education; summarise the main successes and learning points of the pilot and provide recommendations for those implementing the WSA for SE currently or in the future. The report may also be of interest to practitioners of sexuality education more generally, policy makers, NGOs and funding organisations. The report opens with a background section, outlining principles of sexuality education and explaining the WSA for SE and the pilot including the organisations and schools involved and the methods and data collected as part of the action research. This is followed by the main section outlining pilot findings. The report closes with a conclusion and recommendations for future implementation of the WSA for SE and beyond.
2 Background

2.1 Comprehensive Sexuality Education

Comprehensive sexuality education (CSE) provides accurate information on human sexuality including growth and development, anatomy, reproduction, contraception, pregnancy and birth, HIV and AIDS, sexually transmitted infections, relationships, gender and violence. It provides opportunities to explore values, attitudes and norms concerning sexual and social behaviour and relationships and in consideration of the principles of tolerance, respect, gender equality, human rights. It promotes the acquisition of skills with regard to decision making, assertiveness, communication, negotiation and refusal. CSE also encourages assuming responsibility for one’s own behaviour and respecting the rights of others, such as consistent use of condoms and contraceptives, avoiding coercion and violence in relationships and avoiding early sex or gender-based violence.

The World Starts With Me: Schools involved in the WSA for SE pilot had all been delivering SE for a number of years prior to the pilot, working with the World Starts With Me (WSWM) curriculum, developed in Uganda in 2003 by Rutgers WPF in collaboration with Butterfly Works, SchoolNet Uganda and teachers and students of pilot schools. WSWM is an innovative, interactive CSE programme for in- and out-of-school young people aged 12-19. Over 13 lessons, WSWM combines SRHR education with, when computers are used, IT skills. Schools continued to use the WSWM curriculum to deliver SE throughout the WSA for SE.

SE has proven to be more effective when comprehensive curricula such as WSWM are being used (UNESCO, 2009). As such, Rutgers strives for the use of the WSWM within the WSA. It is important to note however that the principles of the WSA for SE are not intended to be specific to the WSWM curriculum but more broadly applicable to SE in general. We realize that in more conservative settings CSE is not always possible. Also then, the WSA for SE is a very useful approach to embed sexuality education into the school structure and make schools healthier and safer places.

2.2 Partner organisations and schools

The WSA for SE pilot was delivered in partnership with NGOs SchoolNet Uganda (SNU) and Straight Talk Foundation (STF) in Uganda and the Centre for the Study of Adolescence (CSA) in Kenya. All three organisations had already been delivering sexuality education in schools for some time, however this was mainly through after school clubs. The following section briefly describes each organisation and profiles the schools they worked with.

2.2.1 CSA, Kenya

The Centre for the Study of Adolescence (CSA) was established as a NGO in 1988 to work in the field of adolescent sexual and reproductive health including HIV. Its work includes sexuality education, advocacy, youth involvement, services and research in Western Kenya and Nairobi. CSA and Rutgers adapted the WSWM package to the Kenyan context in 2008, and since then CSA has used the lesson package in many primary and secondary schools. Four secondary schools in Kisumu, Western Kenya were included in pilot study described in this report.

2.2.2 SchoolNet Uganda

SchoolNet Uganda (SNU) was established in 1997 and has a mission to support and build the capacity of schools to provide a safe and healthy school environment and quality education through Sexual and Reproductive Health (SRH) education, innovative use of ICT, learner-centred and beneficiary-centred methodologies. Since 2003, SchoolNet Uganda has worked with secondary schools to implement the WSWM lesson package. In 2011 SchoolNet joined the SRHR Alliance and in 2012, adjusted the WSWM package to make it more learner-centred. Five secondary schools in Bugiri district were included in the pilot study described in this report.
2.2.3 Straight Talk Foundation, Uganda

Straight Talk Foundation (STF) is a Ugandan NGO, registered in 1997 and operating nationally. STF’s mission is to improve the sexual and reproductive health and well-being of young people through quality social and behavioural change communication (BCC). STF’s BCC model combines mass media and face-to-face communication.

Since 2011, Straight Talk Foundation (STF) had been working with primary schools in the Ugandan districts of Bujiri and Iganga to introduce SE, using the My World My Life lesson package, a version of WSWM adapted for primary school pupils. Along the way STF had increasingly paid more attention to the conducive environment of the school and its population as well as cooperation with health services. At the end of 2014, STF joined the pilot trajectory with SNU and CSA, adding an additional element of primary schools and making it possible to reach students at a younger age. Three primary schools were included in the pilot study described in this report.


3 The Whole School Approach for Sexuality Education pilot

Self-assessments workshops
Self-assessment workshops are a crucial step in WSA implementation in schools. During these workshops, held at the beginning and end of a WSA cycle, stakeholders give joint scores to the five WSA action areas (see Figure 1). The workshops aim to raise awareness on roles and responsibilities related to SE, help to develop a joint vision, foster ownership and create a collective understanding of school performance. Given that self-assessment scores are highly subjective, they are not included as results in this report. However, it is important to note that according to these self-assessments most of the schools felt they made impressive progress in all the action areas, although the base- and end line scores differed slightly per school. In line with the results described in this report, the action area on parent and community engagement was seen as the most difficult to improve.

3.1 Aims of the WSA for SE

The Whole School Approach for Sexuality Education (WSA for SE) is not an intervention or lesson package, but a way of organising sexuality education by embedding it in the school structure and involving the whole school staff, teachers, parents, health workers and community leaders. At the outset of the pilot, the aim of the WSA for SE was to reach more young people, reach young people earlier and to create ownership and sustainability for sexuality education.

The intention was that this approach also improves the performance of the whole school, where teachers are more confident and proactive, students feel safer and better informed and the management reaps the rewards of fewer drop outs, better attendance of girls and more supportive parents. By creating a cost-effective, scalable model for sexuality education, the long-term aim of the WSA for SE is to increase the number of schools implementing SE and to increase wider support for SE.

3.2 Implementation process

Building on UNESCO (2009) guidelines on the contextual conditions to sustain the effectiveness of comprehensive sexuality education, a framework for the WSA for SE was created, consisting of five action areas as illustrated in Figure 1 below. Each action area consists of four or five indicators as set out in Figure 2. At the start and end of the pilot, schools undertook self-assessments based on the five action areas, using findings as a basis for action plans. Partner NGOs supported schools with trainings and workshops (for example Sexual Reproductive Health and Rights (SRHR) training, SE teacher training, Good School training etc.). Schools started to collect a range of statistics including numbers of students reached and drop-outs. In the second year, schools were responsible for the full implementation of the school action plan and improvements across the five action areas. Schools collected data on the implementation process and adjusted work plans where necessary. Facilitating agencies coached and guided schools in this process. In the third year, schools conducted a final self-assessment to indicate progress made and to assess which indicators need more attention.

Throughout the process, partner NGOs CSA, SNU and STF worked with schools on the implementation of sexuality education, and played multiple roles including process guidance and organisational strengthening, supporting scaling up and systemic change, for example by strengthening school support clusters, facilitating a community of practice and supporting advocacy and research for WSA for SE and training and technical advice.

1 The five contextual conditions are: A clear rationale based on evidence from the local/national situation and needs assessments; A comprehensive school policy in terms of supportive management and inclusive laws and policies; Established links between schools and social and health services; and Parental involvement.
Figure 1 Visualisation of all actors contributing to the five action areas

Figure 2 Action areas and indicators within the WSA for SE

**Figure 1** Visualisation of all actors contributing to the five action areas

- **1. School management support**
  - Visualisation of the involvement of all actors contributing to five action areas

- **2. Safe and healthy school environment**
  - Management
  - PTA/parents
  - Learners
  - Teachers (trained/ non-trained)
  - Ministry officials

- **3. Parents and community engagement**

- **4. Access to evidence-based SRH information and youth friendly services**

- **5. Adequate teacher capacity (quantity and quality)**

**Figure 2** Action areas and indicators within the WSA for SE

**Action Area 1 Management support**
1. ASRHR education is time tabled.
2. Budget is allocated covering operational costs.
4. School management is involved in the ASRHR program.
5. The school has well documented SRHR related student statistics.

**Action Area 2 Safe and healthy school environment**
1. Code of conduct in place.
2. School has two counsellors - male and female - with whom students can discuss personal health issues.
3A. School premises are safe and students feel free from harassment.
3B. Facilities in place, like clean lockable toilets.
4. School has a well established referral system in place for students concerning harassment, violence or abuse.

**Action Area 3 Parents' involvement**
1. Parents have been informed about the content of the SRHR program.
2. Students talks with their parents about SRHR challenges.
3. Parents become advocates of and for the ASRHR program.
4. Parents Teacher Association (PTA) financially supports all the running costs of ASRHR program.

**Action Area 4 Access to information and services**
1. School maintains a relation with youth friendly health service.
2. School provides information on proper use of contraception.
3. School facilitates access to youth friendly, ASRHR information via new media.
4. The school manages a youth-corner.

**Action Area 5 Teaching capacity**
1. Teachers address sensitive/conflicting ASRHR issues.
2. Teachers use non-computer based methods in teaching CSE/ SRHR program.
3. Teachers train colleagues and peer educators.
4. Peer educators are involved.
5. Teachers use learner centered participatory methods.
3.3 Finance

Based on learnings from the field, successful implementation of the WSA for SE at a school is more likely if partner NGOs support schools in working with the WSA for SE for a period of approximately 3 years. At first sight, this might seem an intensive and costly trajectory for NGOs working on SRHR in schools. However, given that the WSA focuses on building ownership and creating the architecture for sustainable implementation of SE in schools, it is likely that it is worth the initial investment.

The following table shows the general costs for implementing the WSA for SE.

<table>
<thead>
<tr>
<th>Budget cost</th>
<th>Responsible</th>
<th>Source</th>
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<tbody>
<tr>
<td>Process guidance, scaling up support and training up to three years.</td>
<td>Partner NGO</td>
<td>Funding from donor</td>
</tr>
<tr>
<td>Running costs of SE and wider WSA activities. Budget lines varied between</td>
<td>Schools</td>
<td>Creative use of existing school budgets, additional sources,</td>
</tr>
<tr>
<td>schools, but included costs such as stationary, SE materials, youth corner</td>
<td></td>
<td>contributions from parents or a combination.</td>
</tr>
<tr>
<td>materials, clean toilets, soap and menstruation pads, first assets for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>incoming generating activities etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bigger investments in the school like school buildings, toilet blocks or</td>
<td>Schools</td>
<td>Micro funds of implementing partner (only if available) or additional</td>
</tr>
<tr>
<td>youth corner.</td>
<td></td>
<td>funding from other investors.</td>
</tr>
</tbody>
</table>

In the first three years, the partner NGO supports schools to sustainably implement the WSA for SE. This support is mainly a time investment of the partner NGO and contains of sensitization meetings, workshops, trainings, school support cluster sessions, monitoring and follow up.

Within the WSA for SE, schools are expected to cover the running costs of SE and wider activities. Schools are encouraged to allocate specific lines within the regular schools budget for SE and related activities, seeing such budget mainstreaming as vital for longer term sustainability. Sources for additional funding included flexible uses of existing school budgets, additional sources, contributions from parents or a combination. If available micro funds can be provided by the partner NGO to the school to invest in for example the school compound or toilets.

3.4 Methodology of action research

The action research methodology was closely linked with the implementation process of the WSA for SE and aimed to be highly participatory whereby schools collected data themselves. As outlined above, the process of developing and implementing the WSA for SE involved undertaking self-assessments and collecting a range of school statistics including numbers of students reached with SE, drop outs and parents informed. Schools also undertook a process documentation in which they documented the challenges, and progress of activities undertaken as part of the WSA. In addition, Rutgers staff and an independent consultant worked with partner NGOs, the schools and a team of independent young data collectors to collect primary data. In each of the secondary schools, a student survey, focus group discussions and interviews were carried out by the team of young data collectors at three points, a baseline in 2013, a midterm in 2014 and an endline in 2015.
### Limitations

During the pilot, a large amount of data was collected by schools and partner organisations. This compiled report is a synthesis of the findings presented in draft reports that were prepared by the research teams in Kenya and Uganda. These drafts reports included findings from all the data sources presented in table 2. Due to time limitations, it has not been possible to delve into the original data sources and as such only the headline findings are included in this report. A limitation of this approach is that we were unable to triangulate findings across different sites, sources and instruments and draw out conclusions on the basis of such an in-depth analysis.

In Kenya, statistics were affected by increase in school fees in 2014, which caused a relatively high number of drop outs and absentees, and by a prolonged teacher’s strike in the second half of 2015, which put pressure on the whole school planning, including the WSWM programme. The strike and fees increase also influenced parents’ attitude towards additional contributions for the programme.
4 Results of the pilot

The following chapter sets out the results and findings from the action research conducted within the pilot. Findings are structured around five themes as set out below:

1. Reach: Increasing the number of young people reached with sexuality education and reaching them at an earlier age.
2. Quality: Improving the accuracy and the quality of SE implementation at schools.
3. Building a safe and healthy school environment for SE.
4. Building a supportive environment for SE.
5. Sustainability: Ensuring continued SE at schools, including after donors or partner NGOs leave.

4.1 Reach: Increasing the number of young people reached with sexuality education and reaching them at an earlier age

Reaching a greater number of students with SE was one of the key objectives for establishing the WSA for SE. During the pilot phase, schools made impressive progress against this objective. In Kenyan secondary schools, the number of students reached with SE increased from 382 in 2013 to 909 in 2015, an increase of 138%. In Ugandan secondary schools, numbers rose from 585 to 1612, an increase of 176%. In Ugandan primary schools, numbers increased from 642 to 948, a 48% increase. The smaller increase in Ugandan primary schools may be due to the baseline measurement taking place once efforts to increase the provision of SE had already started.

<table>
<thead>
<tr>
<th>Tabel 3 Number of students reached with sexuality education</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>% change 2013 to 2015</th>
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<tbody>
<tr>
<td>CSA Kenya (4 secondary schools)</td>
<td>382</td>
<td>838</td>
<td>909</td>
<td>138%</td>
</tr>
<tr>
<td>SchoolNet Uganda (5 secondary schools)</td>
<td>585</td>
<td>(missing)</td>
<td>1612</td>
<td>176%</td>
</tr>
<tr>
<td>STF Uganda (3 primary schools)</td>
<td>642</td>
<td>942</td>
<td>948</td>
<td>48%</td>
</tr>
<tr>
<td>Total</td>
<td>1609</td>
<td>1780</td>
<td>3469</td>
<td>116%</td>
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Alongside reaching a greater number of students, an additional objective of the pilot was to reach students at an earlier age. Unfortunately, little data was collected on this specifically. However the fact that lessons were timetabled for only one or two year groups (see section 4.1.1) suggests that less success was made against the objective of reaching younger students. This said, in Ugandan primary schools, elements of the SE curriculum were incorporated into lessons for lower primary schools, and Kenyan schools noted that a wider age range was reached through after school clubs.

4.1.1 Timetabling

The increase in reach was principally achieved by timetabling SE lessons for all students from certain year groups. Before implementing the WSA, SE was an extracurricular activity delivered through afterschool clubs in all schools. By the end of the pilot, all four Kenyan secondary schools had included SE in the main timetable for all Form 1 students. Four out of five Ugandan secondary schools had timetabled lessons for S1 and S2 students, while one remaining secondary school committed to do so in 2016. All Ugandan three primary schools had timetabled 1-2 hours a week for sexuality education for upper primary students. Despite there being no specific module for lower primary students, the three Ugandan primary schools further increased their reach by delivering SE content to the lower grades, integrating issues such as bad touches, where to seek help, personal hygiene, child abuse and talking with parents into other lessons.

2 It is important to note that these collated figures miss some detail, for example in one Ugandan primary school, the number of students reached only increased by nine between 2013 and 2014. This may have been because the school had already timetabled lessons before the pilot data collection began.
3 Form 1 is the first year of secondary school in Kenya. CSA reported that the average age of students in Form 1 is 15.
4 Ugandan secondary education consist of four years: Senior 1 (S1) to Senior 4 (S4). The pilot worked with students from the first two years of secondary school: S1 and S2.
5 Ugandan primary education consists of seven years: Primary 1 (P1) to Primary 7 (P7).
Both CSA and SNU noted the importance of sensitising and closely involving the senior staff member responsible for timetabling, such as the Director of Studies, in securing timetabled lessons. The importance of a flexible approach was also noted, for example being open to include elements of SE in lessons such as biology and/or addressing topics in standalone sessions.

4.1.2 Cascading training
A crucial part of reaching more students is to capacitate more staff to deliver SE, the WSA for SE sees this as the role not only of trained teachers but of the wider school staff. Hence teachers who received SE training from partner NGOs during the pilot were encouraged and supported to cascade training within their schools to other teachers, wider staff and to peer educators.

Some progress was made in this area, for example by the end of 2015 all secondary schools had conducted a one-day sensitisation workshop for all teachers and in some cases support staff. In Uganda, secondary schools then held sensitisation training for all teachers to guide and support colleagues through a number of key SRH messages, tools and methods to communicate those messages to the students. In addition, a core group of teachers who were trained by the partner NGO organized a six-day peer educator training. In Ugandan primary schools, teachers came up with a range of solutions to pass on training and support to one another, including internal workshops and trainings to support each other in understanding SE, mentoring, pairing trained and non-trained colleagues, co-teaching during sexuality lessons and internal refresher trainings.

However, in Uganda, stakeholders also noted the importance of monitoring the quality of training as it is cascaded, providing continuous monitoring and support and planning for regular refresher training. While in Kenya, staff called for more support from the partner NGO in cascading training. Teachers’ suggestions included a community of practice, clustering schools to share expertise and more supportive SE materials beyond the lesson package.

4.1.3 Reach: key findings and recommendations

Key findings
- Schools made impressive progress in reaching more students by timetabling lessons. The overall number of students reached by SE in all pilot schools increased by 116% between 2013 and 2015.
- To train more staff, schools organized sensitization workshops and came up with a range of strategies to cascade training. Peer educators were trained by SE teachers, and internal workshops and trainings were organized by the schools to support one another.

Key recommendations
- It is important to sensitise and closely involve staff responsible for timetabling during all phases.
- Flexibility is required in order to effectively timetable SE. It can be delivered in standalone sessions or elements can be integrated in other lessons, like biology or life skills.
- However, it is unclear how timetabling and integration into other lessons affects SE curriculum fidelity. As such, further research on this matter is recommended.
- More students can be reached when SE teachers are supported (both in capacity and time) to train other school staff, teachers or peer educators. The partner NGO can facilitate this support.
- Communities of practice and school clusters can be established to share expertise and give joint trainings. Teachers that are part of such a community of practice may also be willing to contribute to SE advocacy.
- It is important to think of simple ways to monitor the quality of SE trainings provided once handed over to the schools. Communities of practice can also play a role in this regard.
- Once the WSA has been timetabled for a certain age group, boundaries can be pushed and partner NGOs and schools can look for opportunities to reach students at an earlier age.
4.2 Quality: Improving the accuracy and quality of sexuality education in schools

Reaching more young people with SE is only of benefit if that information is accurate and of high quality (Haberland & Rogow, 2015). Like many SE initiatives, the pilot aimed to enhance teachers’ skills, capacity and confidence through training, mentoring, guidance and peer exchange. However, the WSA for SE went further than solely focusing on teachers, recognising the role of peer educators and health workers in SE and establishing youth corners in each school, providing additional sources of information.

4.2.1 Enhancing teachers’ skills, capacity and confidence

Beliefs, attitudes, knowledge and sensitive issues

Teachers’ motivation to teach liberal and tolerant attitudes towards sexuality, confidence in addressing sexuality and ability to use participatory teaching techniques have been shown to be essential to the success of SE programmes (Kontula 2010). However, reflecting research by De Haas (2013) and others, initial assessments in both Kenya and Uganda revealed teachers’ difficulties in addressing sensitive issues such as contraception, abortion and sexual diversity. In interviews, teachers indicated that they often skipped such topics due to their own beliefs and attitudes and lack of knowledge.

In order to address these challenges, sensitive issues were specifically addressed in training. As well as exploring their own personal beliefs and attitudes, teachers and staff were trained in the Facts and Opinions tool, an interactive method to teach pupils to distinguish between facts and opinions. During the training, teachers were encouraged to practice delivering the lessons using simple language and locally relevant examples. At the end of the pilot, almost all teachers indicated they now felt more comfortable teaching sensitive issues.

“In the beginning some issues were hard for us to talk about like masturbation, menstruation, sexuality, relationships and SGBV among others. Reasons were [that] we had knowledge gaps ... and ... didn’t know ... what to say, our own attitudes and opinions and cultural backgrounds limited us to talk freely talk about such issues .... But with capacity building from STF and practice [it] has really enabled us ... to handle and talk freely about some of these topics. Besides we always share with each other in case one is finding difficulty on how to go about these issues.” Female primary teacher, Uganda

Monitoring quality and implementation fidelity

During the pilot, schools reported various ways of monitoring lesson implementation. For example, in Kenya, most schools introduced a system whereby teachers and peer educators submitted lesson updates to the administration. However, although qualitative data suggests that progress was made in teacher confidence, detailed assessments of teaching quality or implementation fidelity were not undertaken. This is an important measure to assess in the future because, as noted by various academics, without continued support teaching quality is likely to quickly decline (Van Wesenbeeck et al, 2015).

Participatory teaching methods

A success of the pilot was teachers’ increased use of and confidence in participatory teaching methods, notably different from the traditional authoritarian approach used in both Kenyan and Ugandan education systems. Participatory teaching methods are central to the WSWM curriculum and as part of the SE training, teachers were trained in learner-centred, participatory methods that facilitate interaction between students. In Ugandan secondary schools, initial self-assessments
showed that most teachers needed further training and tools for participatory methods. By the end of the pilot, 51% of students mentioned that their teacher used participatory methods that allowed students to share their ideas and ask questions. Teachers in primary schools and in Kenyan secondary schools also reported gaining new skills in participatory methods, but also called for continuing support in practicing and developing expertise in this area.

In Ugandan primary schools, teachers reported becoming more confident in sharing their doubts and concerns with colleagues, accepting support and sharing responsibilities. They also felt more at ease in their communication with pupils, without feeling the need to use corporal punishment, as illustrated by the quote below.

“As a teacher of primary three, I used to move along with a stick while handling pupils at school, but due to the training and knowledge that I obtained from Straight Talk towards sexuality education it gave me courage and tactics on how to handle pupils freely without hitting them. Actually, now they are free with me even in my academic subjects.” Primary teacher, Uganda

The increased use of participatory methods and decreased corporal punishment made important contributions to creating a safe and healthy school environment which is supportive to SE. This is explored further in section 4.3.1.

Using both computer and non-computer based methods
In principle, the WSWM programme is a computer-based sexuality education programme. In order to facilitate this, at the start of the pilot, each school received a laptop, projector, camera and a sound system. However, the pilot showed that computer-based methods were not widely used and most teachers relied on the paper version of WSWM. In Kenya, only 41% students said their teacher made use of computers/projector. In Ugandan secondary schools, 61% of students had seen video on contraceptives. Computer-based methods were only used in one of the three Ugandan primary schools. Although the provision of laptops and a projector was seen as positive, they were not always accessible for SRHR lessons for reasons including limited electricity supply and most peer educators being only semi-computer literate.

Peer exchange
The WSA for SE also sought to support teacher capacity through peer exchange within and between countries. An exchange visit between Kenyan and Ugandan secondary school teachers was valued by Kenyan teachers for broadening perspectives and providing inspiration on increased youth involvement and engagement of district government officials. Ugandan teachers reported that the exchange gave them ideas and moral support, and they requested a continuation of cross-country support after the partner NGOs phased out support.

4.2.2 Accessing SRHR information and support outside of lessons
Recognising that lessons are not the only possible source of SRHR information within schools, WSA pilot schools sought to establish youth corners in each school, involve teachers as counsellors, train and support peer educators to take on a role in SE and collaborate with health workers.

Youth corners
One of the indicators within the WSA for SE was to establish a well maintained and resourced youth corner in every school. Youth corners are dedicated safe spaces within schools where students can access SRHR information. They aim to be youth friendly, where students can feel at ease. Ideally students play an active role in running youth corners, stimulating youth participation. Youth corners also serve to keep the SE visible in the school with posters, SRHR materials and students’ drawings, poems and other products.

Before the pilot some schools had planned a youth corner but none had allocated space or materials. By the end of the pilot all Ugandan schools had established a youth corner, while in Kenya, micro funds had been provided to all schools for a youth corner but not all schools had established one. In Ugandan secondary schools, 90% of students said they use the youth corner when they want to
access SRHR information, and 90% of primary students visited the youth corner in their school. In Kenya, reflecting the lesser availability of youth corners in Kenyan schools only 34% of students said they visited the youth corner.

In Uganda some primary and secondary schools widened activities of the youth corner beyond SRHR to include income generation activities such as training in baking and jewellery making, these proved to be important activities to attract students. Schools found it worked well to involve students and/or peer educators in establishing and maintaining the youth corners. Kenyan schools noted an opportunity for more youth involvement in the youth corners, with 20% of respondents to the end line student survey indicating the wanted a stronger role in running the youth corner.

In Uganda, some secondary schools faced challenges with the location of the youth corner, for example one being placed next to a library where other students gathered, making the youth corner less appealing to some young people. Attention is therefore needed on selection of a location for the youth corner and to the available materials. Some Ugandan secondary schools proposed that partner NGO's should support schools with a list of useful materials and how to get them. In Kenya, they suggested that the youth corners should have quality SE materials like books, games and magazines. Furthermore they felt that CSA should keep them up to date with new methods and best practices from other schools and countries.

Teachers as counsellors
With the aim of increasing young people's access to counselling for SRHR related issues, schools recruited teachers as counsellors. Secondary schools in both Kenya and Uganda reported an increase in students seeking counselling. Schools suggested that this was due to teachers' improved counselling skills, improved communication between teachers and students and students feeling free to discuss SRHR and other issues. However, teachers, especially in Kenya, acknowledged that they needed better counselling skills and called for more safe spaces for counselling. Issues of confidentiality were also raised, with a need for more privacy for students.

Peer educators
Through the pilot, peer educators were given roles in providing advice and information on SRHR to their peers and assisting teachers in facilitating some lessons. In Ugandan secondary schools, the proportion of students who mentioned a peer educator as someone they would go to with a question about SRHR increased from 15% to 51% between the base- and end line student surveys. Schools reported that it worked well to ensure that both the administration and students were engaged in the selection of peer educators. In terms of areas for improvement, a need for more training and supportive materials was identified in particular so that peer educators would be able to fulfil their counselling role more effectively. Furthermore a better clarification of roles was recommended, as the role as value of peer educators was not always clear to either peer educators or teachers. In Kenya, peer educators saw themselves as effective and adding value while teachers concurred that they added value. However, challenges were reported around turnover of peer educators and privacy of students' confidential and/or controversial information.

Health workers
In both Kenyan and Ugandan secondary schools, health workers delivered condom demonstrations as well as sessions on technical (e.g. menstruation, sexually transmitted infections) or sensitive (e.g. contraceptives) topics. Ugandan schools noted that providing information on such topics was initially controversial and against school policies. However, through emphasising the link between contraceptives and reduced pregnancy and STIs and by involving parents, support was gained for providing such information. In Kenya, schools noted that condom demonstrations worked better with smaller groups of around 30, meaning health workers could answer questions fully and accurately.

Links with SRH service providers also increased young people's access to SRHR information. Firstly, young people were referred to health service providers by counsellors and/or teachers when the support needed went beyond what the counsellors or teachers could provide. Additionally, student visits to the service providers took place. In Uganda, four out of five secondary schools and all primary schools combined health worker visits to the school with student visits to health centres,
allowing young people to experience a friendly welcome and reduce fears of attending the service. SNU noted that attention was needed to ensure health workers were fully prepared for visits to both schools and health centres and that group sizes allows for questions and clarification. Furthermore, caution was needed to check the knowledge of health workers and the youth friendliness of health services. Primary schools in Uganda noted that privacy during health centre visits especially for older pupils and SRHR related issues, remained a point of attention.

4.2.3 Quality: Key findings and recommendations

Key findings
- The facts and opinions tool helped teachers to feel more comfortable teaching sensitive issues.
- Teachers were trained in the use of more participatory teaching techniques and used these techniques to communicate with students about SRHR issues.
- Exchange visits of teachers to other WSA schools provided new ideas about SE and moral support to continue to provide SE.
- Youth corners were established in all schools in Uganda and in some schools in Kenya; in Uganda, youth corners were perceived as useful and were frequently visited by students. Activities at these corners went beyond SRHR activities.
- Peer educators and counsellors were more visible and accessed more frequently by students.
- Involving both the administration and students in the selection of peer educators worked well.
- Improved links between SRH service providers and schools were noted: health workers visited schools and delivered technical and sensitive sessions within the SE curriculum whilst students made field visits to or were referred to SRH service providers.

Key recommendations
- Continuous monitoring of quality and fidelity of SE delivery is needed. To achieve this, review meetings with SE educators (teachers, peer educators and counsellors) should be planned frequently (e.g. weekly or monthly). These meetings can be guided by process documentation (e.g. observation sheets, student evaluation forms).
- Given that Ugandan schools were very successful in establishing youth corners and getting young people to access these, more in-depth lessons can be drawn from how Ugandan schools established and activated the youth corners.
- With an increase in SRHR information sources at schools, attention should be payed to also assuring high quality and confidential information provision at/by these sources.
- The roles that peer educators can fulfil within the WSA need to be clearly specified.
- Partner NGOs should consider how they can help schools in keeping the information available at youth corners up to date.
- Further investigation is needed to explore which trainings and methods especially influence teachers’ confidence, beliefs, attitudes and knowledge regarding sensitive topics.

4.3 Building a safe and healthy school environment for sexuality education

Schools’ social and physical environments are often at odds with the areas SE aims to strengthen. As part of the WSA, schools were encouraged to improve both the social environment including positive and respectful communication and a violence free-environment; and the physical environment including hygiene facilities, safe and lockable toilets, a safe and clean school compound.

4.3.1 The social environment

In Kenya and Uganda, school contexts are widely marked by substantial status and power differentials between students and teachers, exacerbated by gender norms. Risks of sexual, economic and physical harassment are widespread and corporal punishment often used as standard (Vanwesenbeeck et al. 2015, Browes 2014, Jewkes 2010).

Efforts to increase the use of participatory teaching methods as outlined in section 4.2.1 play an important part in creating a more supportive social environment for SE. However, the WSA also sought to extend messages of positive and respectful communication and physical safety beyond...
The Whole School Approach for Sexuality Education

Rutgers 2018

In each school involved in the pilot, the existing school regulations were co-reviewed by a range of stakeholders including students, and a new version which was accepted and considered as reasonable by all was developed. It was as anticipated that the meaningful involvement of key stakeholders in revising the school rules and related consequences/disciplinary actions, would lead to accepted rules which in turn would create ownership by all stakeholders and higher implementation fidelity.

By the end of the pilot, all Ugandan schools had developed and adopted a code of conduct. In Kenya, all schools developed a code of conduct, but not all had adapted it, partly due to teacher strikes. Schools found the Good School workshop based on a toolkit developed by Raising Voices a powerful tool (Raising Voices, 2011). Teachers appreciated it and testified that enabled them to break away from harsh (corporal) punishment.

Most schools also established a referral system for students facing harassment, violence or abuse, however these were not all in full use by the end of the pilot, with awareness raising and training needed for teachers to be alert to and respond to SRHR cases.

During the pilot, schools were asked to collect data on the number of disciplinary actions taken against students, with the intention of measuring the impact on discipline within the schools. Collated figures from across all schools show that disciplinary actions measures decreased by 29% during the course of the pilot, from 631 in 2013 to 445 in 2015. However, while numbers went down by 75% and 31% in Ugandan secondary and primary schools respectively, in Kenya numbers in fact increased by 134%. In Kenya, the definition of disciplinary actions included cases of corporal punishments by teachers. As students became more aware of rules banning corporal punishment they increasingly reported incidences. Hence, the increase in actions may be interpreted positively in terms of creating a supportive and safe environment.

### Tabel 4 Number of disciplinary actions at all schools

<table>
<thead>
<tr>
<th>Disciplinary actions</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>% change 2013 to 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSA Kenya (4 secondary schools)</td>
<td>50</td>
<td>102</td>
<td>117</td>
<td>134%</td>
</tr>
<tr>
<td>SchoolNet Uganda (5 secondary schools)</td>
<td>167</td>
<td>107</td>
<td>42</td>
<td>-75%</td>
</tr>
<tr>
<td>STF Uganda (3 primary schools)</td>
<td>414</td>
<td>320</td>
<td>286</td>
<td>-31%</td>
</tr>
<tr>
<td>Total</td>
<td>631</td>
<td>529</td>
<td>445</td>
<td>-29%</td>
</tr>
</tbody>
</table>

### 4.3.2 The physical environment

The WSA for SE also sought to create a safe and healthy physical environment within schools to support SE, for example ensuring access to hygiene facilities, safe and lockable toilets and water supply and a safe and clean school compound. During the pilot, schools used micro funds provided

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"There has been a reduction in corporal punishments in this school. There was a teacher who used to hit us hard, he would tell us to bend and would hit us really strong ones on the bums.... But since the new rules he hardly hits any kid. I even cannot believe that he doesn’t hit us like he used to." **Female primary school pupil, P6, Uganda**
by partner NGOs (see section 3.3) to make changes included ensuring toilets were lockable and clean, lighting, fencing around the school compound for increased security, cleanliness of the school grounds, the provision of a talking compound, upgrading the youth corner, availability of sanitary pads, and the creation of a changing room for girls. Particular attention was paid to upgrading toilets. SNU reported that it worked well to use a checklist to make a systematic assessment of the school compound and to raise awareness of what was needed. Findings on the physical school environment were not collected by STF working in Ugandan primary schools however this is not to say that no improvements were made.

4.3.3 School outcomes

Feeling safe
In Ugandan secondary schools, the proportion of students feeling completely secure increased from 31% at baseline to 39% at end line, those feeling safe most of the time increased from 22% to 29%. Asked which changes they had noticed to made them feel safer, 61% cited clearer disciplinary measures, 60% toilets (lights and/or locks), 57% said the teachers treat them with more respect and 53% that they can now talk to peer educators. Despite school fencing being a high priority for management, only 28% said they felt safe due to fencing.

In Kenya, there was only a slight increase in students feeling safe and secure from harassment. The proportion of students who felt completely secure increased from 50% at baseline to 52% at end line. There was also a slight increase in those sometimes feeling secure. This was explained by students learning to see corporal punishment as harassment, which they had not done previously. Data was not available on the reasons for feeling safe.

Drop-outs and absentees
One of the aims of the WSA for SE was to reduce dropout rates and absentees. Data reported by schools showed that in Uganda, schools were effective in achieving this aim but less so in Kenya. Between 2013 and 2015 the number of students dropping out decreased by 76% and 60% in Ugandan secondary and primary schools respectively. Absentees decreased by 61% and 63% respectively. The decrease in dropout and absenteeism was stronger for girls than for boys. Explanatory reasons for these decreases given during the interviews and focus group discussions were the presence of separate changing rooms for boys and girls; provision of sanitary pads for girls and reductions in early marriage and pregnancy.

In Kenya however, the data shows a different picture, numbers in Kenya in fact increased between 2013 and 2015: dropouts by 20% and absentees by 52%. Schools reported that this is likely to be due to a steep increase in school fees in 2014, which forced parents to take their children out of school.

<table>
<thead>
<tr>
<th>Tabel 5 Numbers of students who dropped out of all schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drop-outs (girls and boys)</td>
</tr>
<tr>
<td>CSA Kenya (4 secondary schools)</td>
</tr>
<tr>
<td>SchoolNet Uganda (5 secondary schools)</td>
</tr>
<tr>
<td>STF Uganda (3 primary schools)</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tabel 6 Number of absentees at all schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absentees</td>
</tr>
<tr>
<td>CSA Kenya (4 secondary schools)</td>
</tr>
<tr>
<td>SchoolNet Uganda (5 secondary schools)</td>
</tr>
<tr>
<td>STF Uganda (3 primary schools)</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
### 4.3.4 Safe and healthy school environment: Key findings and recommendations

**Key findings**
- Co-reviewing school regulations with a range of stakeholders including students and translating these into a code of conduct enabled schools to break away from harsh corporal punishment.
- Referral systems were established for students facing harassment, violence or abuse.
- Micro funds provided by partner NGOs enabled schools to make changes in the physical environment, such as adding locks to the toilets, providing sanitary pads to girls and improving lighting and fencing around the school.
- The effects of the changes in the physical and social environment were noted: students reported feeling safer and absentee and dropout rates decreased in Uganda. In Kenya the dropout rate actually increased in this period, most likely due to the increased school fees.

**Key recommendations**
- Awareness raising and training for teachers around the established referral system is required.
- At least yearly awareness raising around the code of conduct is required so that new students and staff are familiar with these.
- Counsellors need a confidential and safe space for the provision of counselling services.

### 4.4 Building a supportive environment for sexuality education

Evaluations of SE programmes globally have widely shown that the quality and effectiveness of SE is strongly affected by the supportiveness of the environment in which it is delivered. Many problems in implementing SE such as teachers’ lack of skills and tension between personal norms and programme requirements are driven and exacerbated by non-supportive educational and contextual context (Vanwesenbeeck et al. 2015). Research also shows that strengthening access to SE and SRH services for young people will fail if the environment in which young people live in is not addressed (Svanemyr et al., 2015). Building on this evidence, the WSA for SE pays particular attention to creating a more supportive environment within and outside schools. First and foremost, the WSA involves the school management in the WSA implementation process from beginning to end. Equally important is the creation of a supportive environment outside of schools so that young people feel empowered to put their acquired skills into practice. The WSA thus also included concerted efforts to engage with parents and the wider community.

#### 4.4.1 School management

Recognising the importance of strategic support in the initiation, delivery and sustainability of the WSA for SE, gaining support from school management was one of the core activities of the WSA pilots. Both SNU and CSA noted strong progress in this area in all secondary schools. Particular learning points were the importance of full participation of head teachers in the whole process including workshops. As noted in section 4.1.1, senior support was vital in securing timetabled SE lessons. SNU noted that more work was needed at the level of the Board of Governors in some schools, while improved collection of key statistics such as drop out was noted as vital to securing ongoing support from senior management as well as wider stakeholders. The support of external stakeholders including parents and in particular political stakeholders was noted as particularly important for longer term support from senior school management.

#### 4.4.2 Parents and care givers

Efforts to equip young people with information and encourage behaviour change may fail if they return home to conflicting messages from parents, peers and/or community members (Vanwesenbeeck et al. 2015; Michielsen et al 2012; Wood and Rolleri, 2014). The WSA for SE therefore includes a focus on creating a supportive environment for SE that goes beyond the school gates by involving parents and the wider community.

Parents/care givers are important allies for schools implementing SE including approving SE lessons, supporting teachers, and, as outlined in section 4.5, supporting the programme financially. Parents/care givers can also play an advocacy role towards other parents in school and even to parents in other schools, in their community and church, gaining support for SE in the wider context.
community. Despite all schools having delivered SE for some time before the pilot, there had been very few deliberate actions to reach out to parents regarding SRHR, mainly for fear that they would not approve. Through the pilot, schools engaged parents through workshops, meetings, sensitisation days and parent-child dialogues.

Between 2013 and 2015, the number of parents who had been informed about SE increased by 295% in Kenyan secondary schools and 93% in Ugandan primary schools. (Data was not available for Ugandan secondary schools).

<table>
<thead>
<tr>
<th>Number of parents informed</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>% change 2013-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSA Kenya (4 secondary schools)</td>
<td>126</td>
<td>450</td>
<td>498</td>
<td>295%</td>
</tr>
<tr>
<td>STF Uganda (3 primary schools)</td>
<td>227</td>
<td>363</td>
<td>439</td>
<td>93%</td>
</tr>
<tr>
<td>Total</td>
<td>353</td>
<td>813</td>
<td>937</td>
<td>165%</td>
</tr>
</tbody>
</table>

Generally, schools observed that contrary to expectations, parents were actually very supportive and became interested in SRHR issues themselves.

In Kenya, schools took advantage of existing annual meetings to inform parents, while in Uganda schools reported that it worked well to hold specific sensitisation meetings, as well as mentioning SRHR and the WSA in general meetings. However, these schools also emphasised that budget is needed for such meetings and that meetings must be adequately planned for.

The WSA for SE pilot also included a focus on parents becoming advocates of and for the SRHR programme by promoting it to community members, other parents and other schools, mobilising and sensitising others. In Uganda, low scores in baseline self-assessment workshops were a motivation for some PTA representatives to become advocates for SE at the school, becoming actively involved in meetings and training sessions. Ugandan schools noted that attention was needed in equipping parents with correct SRH messages in line with the curriculum.

Recognising the importance of a supportive environment at home, the WSA for SE also included a focus on improving parent-student interaction. A key tool was to give student assignments to talk to their parents about SRHR challenges. In Ugandan secondary schools, 86% of students had been given assignments to talk to their parents as part of the SRHR curriculum. Of these, 77% said the assignment had helped communication with their parents and they now talk more often about SRHR challenges. SchoolNet Uganda noted that attention was needed to address gaps in parents’ factual knowledge and that some students fear opening up to their parents about sensitive issues. It is hence important to sensitize parents as well as encouraging student-parent dialogue.

### 4.4.3 Wider community and government stakeholders

Schools also took actions to engage wider community stakeholders such as government officials and religious leaders in the process of developing the WSA for SE, for example involving them in self-assessment workshops. For example, one church-based Kenyan secondary school reported that the school chaplain fully participated in the whole process of establishing the WSA for SE and became an important linking pin between the school and the church.

Schools in both Uganda and Kenya strived to involve government stakeholders, recognizing the importance of such political support for longer term implementation, especially in the increasingly

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6 Data not available for SchoolNet Uganda.
conservative political climate where delivering SE was becoming increasingly challenging⁷. STF reported that through involvement of the District Educational Office from the very start of the project, the office became a strong supporter of the WSA and referred other schools to those involved in the pilot for information on the approach. This District Government support was seen as crucial to sustain implementation and to consolidate and scale up the intervention in the wider region in the next phase. In Kenya, support from the district officials was also felt to be good, however on the exchange to Uganda, Kenyan teachers were impressed how serious the Ugandan district officers took the monitoring visits, as outlined in the quote below.

“We as inspectors we see the difference in the STF schools and the other schools. You helped us to make our schools safe. Students in your schools greet me and respond me without fear, not with their head down. You started the gospel of sexuality. The youth corners are very good, they are recognized, the pictures, poems and drawings. As MoES (Ministry of Education and Sports) we promote developing skills, like pad making, liquid soap making, Jewellery and the like. The Kenyan government provides pads. But our girls know how to make reusable pads and can live anywhere. Even boys know to make pads. We advise other schools to visit your schools and to learn from the practices here. The ideas need to be sold to the owners of the school, so they will orientate a new head teacher and the programme can continue.” School Inspector District Education Office, Uganda

4.4.4 Improved links with youth-friendly health services

A final crucial element of creating a supportive environment for SE was creating strong links between schools and health clinics. As also indicated in section 4.2.2 improved relationships with health services not only mean schools can easily refer students to clinics and increase accessibility for students but furthermore increases the accuracy and comprehensiveness of SE as health workers can take play a role in providing technical health information and condom demonstrations, which teachers are often prohibited from doing. In theory, the Whole School Approach encourages collaborations between schools and health clinics that offer Youth Friendly Services (IPPF, 2015). In practice, it may not always be possible for schools to work with such clinics since they may not be available on short distance. Schools may thus establish relationships with a nearby clinic which is not (entirely) youth friendly. To address this issue, this section will refer to SRH service providers rather than Youth Friendly Health Services.

During the pilot, all schools established structural working relationships with SRH service providers. These were new relationships as no school had an existing relationship at the beginning of the pilot. Some Ugandan secondary schools were initially hesitant to work with SRH service providers as the services were seen as working with at risk groups and hence providing a risk to students. However, these concerns were overcome and strong links were established. Primary schools in Uganda reported that they had previously overlooked the possibility of linking with SRH service providers even when they were adjacent to the school. In Kenya, the role of the partner NGO CSA was noted as particularly important in establishing links between schools and health services, with schools relying on their links for introductions and building relationships. In both countries, the importance of establishing a link person within the school, responsible for retaining links between the school and health service was noted. The results of the improved links between SRH service providers and schools have been described under section 4.2.2.

4.4.5 Supportive environment: Key findings and recommendations

Key findings
• The school management played a crucial role in the initiation, delivery and sustainability of the WSA for SE and their support was influenced by parental and external stakeholders.
• Key statistics like the reduced dropout rate were vital in creating continued support from the school management and support from external stakeholders (parents, political stakeholders).

⁷ Currently (2018) it is not allowed to use the WSWM curriculum in schools in Uganda, instead the PIASCY curriculum developed by the government is used. It is prohibited to talk about contraceptives in schools. Governmental officers are still in favour of the WSA for SE as long as the information that is given to students follows their rules.
• As a result of sensitisation meetings and annual meetings, more parents were aware of the SE provided at schools.
• Although schools feared that parents would disapprove with the SRHR information given to their children, parents were actually very supportive and became interested in SRHR issues themselves. Some of them became advocates for SE.
• More young people talked to their parents about SRHR challenges but parents often lacked factual knowledge to guide their children.
• Involving government officials in the development of the WSA was seen as a crucial step to sustaining implementation and for consolidating and scaling up the intervention in the wider region.
• All schools established structural working relationships with nearby SRH service providers. These were new relationships as no school had an existing relationship at the beginning of the pilot.

Key recommendations
• The organisation of parent meetings proved crucial for getting parents on board but are obviously not without costs. If schools want to organize separate sensitisation meetings for parents around the WSA they should not forget to budget for such meetings.
• Parental material on SRHR needs to be developed so that parents are equipped with correct SRH messages in line with the SE curriculum.
• Involving governmental officials is an indispensable step in the WSA. This is likely to increase sustainability and the chance of scaling up.
• Schools should appoint one person within the school that is responsible for retaining links between the school and SRH service providers.

4.5 Sustainability: Ensuring continued sexuality education at schools including after donors and partner NGOs leave

Creating a sustainable model for the WSA for SE was a central aim of the pilot. Due to the limited timeframe, the data gathered as part of the pilot does not stretch far enough to provide firm evidence on the sustainability for the WSA for SE, but it does illustrate that schools have made important steps in creating the architecture for future sustainability in terms of broadening funding sources, creating school policies around SE and gaining the support of parents, community and political stakeholders. Sufficient management support and engagement (described under section 4.4.1) proved essential for creating this architecture.

4.5.1 Financial sustainability
As outlined in section 3.3, from the start of the pilot, schools were responsible for the running costs of SE and wider activities. This was a central part of the WSA for SE, aiming to ensure schools had longer term ways of funding SE after the partner NGO has phased out support.

All schools involved in the pilot were successful in linking SE activities with existing budgeted activities for example linking sensitization meetings with budgeted parents’ meetings and including aspects of SE in timetabled lessons and class clinics. With government funding available for officially registered afterschool clubs in both Kenya and Uganda, schools also focused on officially registering clubs in order to access statutory funds. Some schools were also able to secure funding from external sources, for example one school secured funding from the German government for toilet refurbishment.

Schools were also encouraged to seek financial input from parents, with the idea that this would help build wider community support for SE as well as contributing to running costs. In Uganda, four out of five secondary schools and all primary schools motivated parents to contribute financially. Primary schools secured contributions from parents of 50,000-1000,000 UGX per term (US$ 15-30), and also used a proportion of the utility fund already contributed by parents each year. Ugandan schools noted the need for transparency in funding decisions in order to increase parental confidence in the programme and also for continued sensitisation of parents. In Kenya, challenges of increased school
fees meant that parents were unwilling to contribute financially. In Uganda where payment was received, challenges were still felt, particularly a need to ensure that funds pledged were properly received, ensuring that funding decisions were accountable and transparent to encourage future and ongoing support and the need to continue to raise other funds as parental contributions did not cover all costs.

Although it is too early to draw conclusions on the financial sustainability of the WSA for SE, the above efforts demonstrate that schools created the architecture for financial sustainability but that sustained efforts are needed to ensure longer term funding.

### 4.5.2 Institutional sustainability

As outlined in section 4.1.1 timetabling of SE lessons was key to increasing the number of students reached with SE. Timetabling SE lessons also makes a major contribution to institutionalizing SE in schools since time and budget is made available for SE delivery. However, institutionalization is more than timetabling. In order to ensure sustainability in SE implementation, SE needs to be embedded in the school system and policies.

Kenyan schools were able to embed SE in the regular monitoring system of subjects, but Uganda lagged behind as only one school reported that SE was part of the school monitoring system.

Although it is too early to draw any conclusions, more work remains to be done in the area institutional sustainability, particularly in the area of school policies. Institutional sustainability is more likely if Ministries of Education recognize SE as being part of the formal school curriculum. This requires major and continuous advocacy efforts.

### 4.5.3 Maintaining motivation of teachers

Maintaining teachers’ motivation (alongside their attitudes and skills, see 4.2.1 above) is essential to ensuring fidelity to SE programmes and programme effectiveness (Vanwesenbeeck et al. 2015). Motivation also has implications for longer term sustainability of SE. With this in mind, schools developed a number of techniques to increase teacher motivation. For example, in Ugandan primary schools, teachers formed teams to improve collaboration and provide mentorship. The teams initiated strategies aimed at motivating and rewarding each other as teachers. In one school a monthly election was introduced to select the best teacher who is rewarded with a (symbolic) gift. Ugandan primary schools staff proposed strengthening this area by introducing specific school policies to motivate, reward and appreciate teachers and peer educators, for example with a certificate, signed by the Ministry of Education and Sports. Schools in both Kenya and Uganda also called for further peer-to-peer learning and support amongst teachers and supported proposals for a community of practice (see section 4.2.1). Kenyan teachers called for continued linking and learning with peer teachers for mutual support, sharing and inspiration and indicated that they were interested in participating in annual advocacy events to keep SE on the agenda of the district government. and they are interested in annual advocacy events to keep SE on the agenda of the district government.

### 4.5.4 Sustainability: Key findings and recommendations

**Key findings**

- Important steps have been made in creating the architecture for future sustainability in terms of broadening funding sources and gaining the support of parents, community and political stakeholders.
- All schools were successful in linking SE activities with existing budgeted activities.
- Some schools were able to secure funding from external sources, like funds from the government and other donors.
- It has been challenging to get financial support from parents, due to limited resources of parents. In Uganda all schools were able to get financial support from parents, in Kenya this was not achieved, likely due to the raise of general school fees.
- Strategies used to motivate teachers included improved collaboration, mentorship and rewards for teachers.
- Teachers were interested in playing a role in advocacy events in order to keep SE on the agenda of the district government.
Key recommendations

- In order to achieve financial sustainability, it is necessary to be flexible with the school budget, link new activities with existing activities and look for other funds.
- In order to reach institutional sustainability, SE needs to be embedded in the school system and policies. Formal approval from the Ministry of Education is crucial in this regard and continuous efforts need to be made to advocate for the inclusion SE in the educational curriculum.
- To involve parents and to get more financial resources, parents can be asked to contribute to the program. It is important to be transparent about funding decisions.
- Motivated teachers are vital for sustainable SE. Make sure teachers feel motivated and appreciated. Different strategies can be used for this, like certificates from the government, rewards for teachers and improved collaboration among teachers and mentorship.
5 Conclusion and recommendations

The following chapter sets out the main conclusions of the pilot and recommendations for future implementation of the Whole School Approach for Sexuality Education. At the outset of this pilot, the aim of the WSA for SE was to reach more young people with quality sexuality education, reach young people earlier and to create ownership and sustainability for sexuality education. Furthermore the intention of this approach was to improve the performance of the whole school and to create a safe and healthy school environment. Interesting results were gathered during the pilots and we come to the following conclusions and recommendations.

5.1 Reaching more young people with quality Sexuality Education

Timetabling of SE lessons and support for SE from the school management and the wider community proved vital for improving both the reach and the quality of SE.

5.1.1 Timetabling & support for Sexuality Education

For schools the timetabling of SE is a great accomplishment, as SE was previously usually provided through extracurricular clubs. The timetabling of SE lessons suggests key stakeholders in the school believe in the importance of SE and in the Whole School Approach. It is vital that the school management and senior staff members responsible for timetabling are aware of the needs and rights of young people and the positive influence the WSA for SE can bring to the school. School management is more likely to timetable SE lessons when other community members, such as parents and government stakeholders are supportive of SE. This report shows that by sensitizing school management, school staff, parents and government stakeholders on SRHR and involving them in the process, it is much more likely that SE will be scaled up within the school and that more students benefit from SE lessons. When SE is timetabled, it is more likely that the school will continue giving SE lessons in the future, when support from NGO's has phased out.

Lessons learned

- As timetabling SE lessons can be difficult, further insight should be gathered on different strategies for timetabling SE lessons in different contexts. The socio-cultural context, laws and policies should be taken into account.
- School management support is vital for the successful implementation of the WSA for SE. It is therefore important that the management is motivated to start working with the WSA. Without the school management making an effort and being strongly motivated, the WSA is not likely to succeed. In turn, the school management is more likely to support SE if government stakeholders, parents and community members believe in its importance.

5.1.2 Cascading training & quality Sexuality Education

More students can be reached when teachers have the capacity to train new teachers and peer-educators. This research has shown that cascading training is a complex activity which should be planned very carefully from the start and should be given sufficient attention from both schools and partner NGOs. Teachers should be provided not only with training on teaching sexuality education, but also on giving training to other teachers and peer educators. When teachers need to train other educators, a more in-depth understanding of SRHR issues and different facilitating skills are required. Cascading training is vital for the sustainable implementation of sexuality education, as sufficient teachers and peer educators are needed to teach or support SE lessons and activities. When teachers are transferred or peer-educators leave school, new teachers and peer educators should be available to take over. Having a critical mass of trained teachers and peer educators also ensures more moral support for SE teachers.

This research did not aim to measure quality and implementation fidelity, yet the research findings indicated changes in teachers’ beliefs, attitudes and knowledge regarding sensitive topics such as contraception, abortion and homosexuality. Teachers also reported increased use of and confidence in participatory teaching methods. These changes have a direct influence on the quality of sexuality education. It would be valuable to investigate further which trainings and methods especially helped
teachers gain confidence and changed their views on teaching sensitive topics, especially in relation to the cascading of training.

As a result of the WSA, more SRHR information was available outside the classroom, as all schools in Uganda and some in Kenya established youth corners. Students also accessed SRHR information through counsellors and peer educators. In addition, all schools established structural working relationships with health centres. All these different ways of accessing SRHR information will eventually increase the comprehensiveness of SE information provided in the school.

We propose that when youth corners are well established with quality SRHR information, strong links with health facilities are established; teachers are able to provide quality counselling to students; and peer educators are well trained and know what role they have in informing and advising others, the cascading of training will be easier and the quality of SE is likely to improve. SRHR information is then widely available in schools, making it more normal and less sensitive for teachers to teach these topics and use participatory methods. However, more thought needs to be given on how to maintain quality SE when partner NGOs phase out of schools.

**Lessons learned**
- Cascading training is a complex activity which needs careful planning. Further investigation is needed to understand what schools and teachers need to effectively cascade trainings, how the partner NGOs can assist and how quality education can be guaranteed when NGO support phases out.
- Strong linkages with SRH service providers are key to increase the comprehensiveness of sexuality education and to reduce fears of attending SRH services.
- The role of peer educators should be clearly defined and they should receive more training.

5.1.3 **Safe and healthy school environment**

Schools’ social and physical environment are often at odds with the areas SE aims to strengthen. In Kenya and Uganda risks of sexual, economic and physical harassment are widespread and corporal punishment is often used as standard. When teaching students about their rights and responsibilities, respecting each other’s boundaries, gender equality, sexual violence and taking care of (menstrual) hygiene, the school environment should be supportive and aligned with these messages.

The WSA pilot demonstrated that when intervening in the school’s social and physical environment, positive outcomes are created. Students feel safer mainly due to the more positive disciplinary measures, safer toilets (locks and/or lights), being able to talk to peer educators and feeling respected by teachers. Students can go to teachers or health workers more easily when they feel respected and when they know their privacy is secured. When girls can take care of their menstrual hygiene in schools, they are more likely to go to school during their menstruation. In safe, clean and healthy school environments where students feel safe and respected, dropout rates and absentee rates will decrease as is shown in this research. Better school outcomes can, on the long run, create a positive feedback loop in which parents and the school management become more supportive of sexuality education and are more likely to invest in SE and in maintaining a supportive school environment.

**Lessons learned**
- The school environment should be complementary to the messages provided in the sexuality education lessons such as respect, open communication, feeling safe and gender equality.

5.2 **Ownership and sustainability**

One of the main aims of developing the WSA for SE was to create school ownership to be able to sustainably implement SE in schools. The WSA for SE expects schools to be responsible for implementing SE and to rely on their own resources in terms of staff, time and money.
This pilot covered the first years of the WSA implementation process. Within the limited timeframe it is not possible to draw conclusions on the long term sustainability of the WSA for SE. However, chapter 4.5 has taught us that important steps have been made in creating the architecture for future sustainability in terms of bringing the senior management on board, gaining the support of parents, community and political stakeholders, timetabling lessons, cascading training, creating a safe and healthy school environment and linking with SRH service providers. The research also shows that schools were able to creatively use their budget in favour of the WSA for SE, by linking it to existing budget lines or to attract additional funding. As we cannot draw any firm conclusions on sustainability on the basis of the pilot, more evidence should be gathered on this topic. Here it is important to also pay attention to the extent to which SE has been institutionalized in the school system and policies.

**Lessons learned**

- More knowledge needs to be obtained on the role of partner NGO’s after phasing out of schools. It is expected that after three years NGOs will leave schools and start working with new schools to implement the WSA for SE. By linking schools together it is expected that schools will continue supporting one another. When they need training, they can ask the NGO for support, while using their own resources. More information should be gathered on whether this is a realistic expectation and if NGOs have the capacity to fulfil these requests.
- Budgeting for the WSA for SE is often possible. However, more capacity should be given to schools on how to generate additional funding and how to budget for investments, school meetings and running costs.
- Increasing government support for SE and inclusion of SE in school and national policies is crucial for attaining both financial and institutional sustainability.

### 5.3 Recommendations for further research

This pilot has provided us with essential first insights into what the WSA for SE is and what changes it can bring about. It has also made us realize that there is much that we do not yet know about the WSA for SE and that further research is required. Firstly, thorough implementation research in preferably two countries where WSA is being implemented, with and without the support of partner NGOs, is needed. Such research should investigate more deeply the sustainability of the approach and pay particular attention to what steps have been taken to embed SE in school policies, how funding for SE is secured, how cascading training takes place and what factors have influenced these steps. Research around sustainability could also help to identify the minimum implementation standards for the WSA for SE which will make the approach more scalable. Such implementation research should also focus on the quality of SE delivered in the context of the WSA. In particular, it is of interest to investigate how a support system created by the WSA may help teachers and schools to deliver more comprehensive SE to young people and which exact strategies help or hamper teachers to gain more confidence in using participatory techniques and addressing sensitive issues. Alongside implementation research, it is also of important to carry out a thorough impact evaluation at beneficiary level and investigate whether the WSA for SE has additional value in comparison to a standalone SE programme when it comes to empowering young people to realize their SRHR.
6 References