

Qualitative guide for national level policy-makers/curriculum developers/local and regional advocates

Reproductive health education is a very important issue. We would like to understand better the realities surrounding it in Kenya. We know this concept is defined in various ways. For instance, the government documents will talk about life skills, home science, AIDS education or health education. Other organizations or people will talk about sexuality education or comprehensive sexual education. For the rest of the conversation, we will use the term reproductive health education, referring to any issue related to sexual and reproductive health taught in schools.

A. Definitions

- When discussing the issue of these topics being taught in schools, what is the name(s)/term(s) you use in Kenya? [**Probe: Sexual and reproductive health education? Health education? Life Skills? HIV/AIDS education? Agree on a term with the respondent and use this term throughout the rest of the interview.**]
- So tell me, what does (insert name/concept given) mean to you as a policymaker?
- What would you say is the importance of teaching (insert name/concept given) to young people in schools? [**Probe: Benefits/drawbacks of reproductive health education? To students and the wider community? Short/long term benefits/drawbacks?**]
- Given what you know about Kenya's policy/plan/strategy, what topics are expected to be covered as part of (insert name/concept given)? (**List them and give card after allowing the respondent time to list them first, or if respondent cannot list them**)
- In your opinion, what is missing from the topics? Why do you think these missing topics should be included? What topics should not have been included? Why? [**Probe: Should it include rights (human rights, sexual and reproductive rights, women's rights, and child rights), sexual abuse and/or violence, gender equality, information about how to use/where to get contraceptive methods?**]

B. Policy versus Program:

We have learnt that there are several policies and guidelines relating to adolescent reproductive health education in Kenya. [**Name some of them: Reproductive health bill, Adolescent sexual and reproductive health policy, Return to school policy**].

- What do you think about these policies in relation to your work? [**Probe: Do they create an enabling/inhibiting environment for the implementation of this (insert name)? Are they too few/ too many? Why? Changes to existing policies? Additional policies?**]
- Can you tell me about your experience and involvement in the development or implementation of any policy related to adolescent reproductive health education?

[Probe: The ones respondent was involved in? In what capacity? Constraints or barriers faced?]

C. Moving on to talking about the country's adolescent reproductive health education framework

- What would you say has been the influence of these policy/ies on adolescent reproductive health education on in-school curricula/activities in Kenya?
- There is currently no active national curriculum focusing on adolescent reproductive health education, why is this so? Do you think there should be one? [Only if necessary, **Probe for political good will, lack of funding, religious context**]

D. Program organization:

- The education system is centralized in Kenya. How does this impact the delivery of (insert name/concept given) in Kenya? [**Probe: negative and positive and why?**]

E. Policy/Program/activities development:

- Which arm(s) of the government is (are) involved in policy/program/activities on (insert name/concept given) in Kenya? [**If more than one probe? How has it been for them working together on these issues? What is the role of each?**]
- Can you talk a little bit about the stakeholders involved in designing the policy/curriculum/activities/ programs related to (insert name/concept given)? [**Probe: How were members of the community involved? How did each group contribute? How has your organization been involved?**]
- What different views were expressed by these stakeholders during the process of developing these curricula/activities related to (insert name/concept given)? [**Probe: how were these viewpoints ultimately reconciled? how did this affect the curriculum?**] Was there any sort of needs assessment or research conducted to determine the greatest needs for adolescents in the country? [**Probe: How were they taken into consideration in developing the curricula?**]

F. Curriculum:

- Currently, topics on adolescent reproductive health are integrated into different subjects. Why is adolescent reproductive health education taught like this, rather than as a stand-alone subject? [**Probe: What are the pros and cons of each strategy?**]
- What groups have asked for changes in this approach? [**Probe why and what these groups are pushing for.**]
- (**For curriculum developers only, ask :**) Which curriculum was used to model the current approach in teaching (insert name/concept given) in schools? [**Probe whether locally developed, modelled on existing guidelines by UNESCO or other countries.**]

How was this decided? How were topics chosen, how was it adapted to the local/ cultural context?

G. Implementation

- How is the public/community currently being involved in the implementation of (insert name/concept given) in schools in Kenya? [**Probe: how are parents or guardians involved?**]
- How do schools decide on the topics/activities related to adolescent reproductive health education to teaching/ conduct? [Also ask if they are using specific (e.g. NGO developed) curricula, and why]
- What are the key challenges schools face in implementing (insert name/concept given) [**for each issue raised probe how the challenge can be addressed. Probe if necessary for use of incentives for schools, training more teachers, incentives for teachers to teach certain co-curricular topics, make the topics examinable**]

H. Monitoring and Evaluation:

- How is the teaching of reproductive health education in schools currently monitored? [**Probe: is the monitoring continuous? What are the challenges?**]
- There are different organizations implementing adolescent reproductive health education activities in schools in Kenya. What mechanisms are in place to ensure the quality of these activities? [**Probe: What arm of the government is doing this? How well is this process adhered to?**]
- Are you aware of any national wide or comprehensive evaluation of adolescent reproductive health education in schools in Kenya? [**Probe: for details?**]
- What plans currently exists to evaluate adolescent reproductive health education in schools in Kenya? [**Probe: How? At what level [county/national]? Who will be involved?**]
- We have heard that some small scale evaluations have been conducted by several groups [**examples**]. How have these evaluations informed the government's implementation/approach of adolescent reproductive health education in schools?
- What impact (if any) do you think the teaching of topics related to reproductive health education in schools has had on students in your community? [**Probe: In your opinion, how has it changed students' knowledge, behavior, and or attitudes? Can you provide some examples?**]

I. Teacher Training:

- What would you say have been the successes of (insert name/concept) in schools?
- What trainings do teachers in Kenya undergo to enable them to specifically teach topics on adolescent reproductive health in schools? [**Probe: Pre-service training? In-service**]

training? What are the gaps or weaknesses in the training specifically related to adolescent reproductive health education? How could it be improved?]

- What are the main opposition to (insert name) in schools and why? **[Probe for reasons for opposition, the management of opposition, and outcomes of the opposition and remember to remind them about potential sources of opposition-parents, religious leaders, community leaders]**
- In what ways have you or has your organization been challenged for its work related to adolescent reproductive health education in schools? **[Probe: By who? How have you been able to address the challenge?]**

Qualitative guide for local community organizations

Reproductive health education is a very important issue. We would like to understand better the realities surrounding reproductive health education in communities. We know this concept is defined in various ways. For instance, the government documents will talk about life skills, home science, AIDS education or health education. Other organizations or people will talk about sexuality education or comprehensive sexual education. For the rest of the conversation, we will use the term reproductive health education, referring to any issue related to sexual and reproductive health taught in schools.

A. Definitions

- Before we start, can you describe the role you have in relation to reproductive health among adolescents and young people? **[Probe: in the community and in schools]**
- When discussing the issue of these topics being taught in schools, what is the name(s)/term(s) you use in Kenya? **[Probe: Sexual and reproductive health education? Health education? Life Skills? HIV/AIDS education? Agree on a term with the respondent and use this term throughout the rest of the interview.]**
- Given what you know about Kenya, what topics are the important topics that should be covered as part of (insert name/concept given)? **(List them and give card after allowing the respondent time to list them first, or if respondent cannot list them)[Probe: Is there anything missing from this list? Are there topics listed that you think should not be covered? Why?]**

B. Policy versus Program:

We have learnt that there are several policies and guidelines relating to adolescent reproductive health education in Kenya. **[Name some of them: Reproductive health bill, Adolescent sexual and reproductive health policy, Return to school policy].**

- Which policy (ies) relating to your work are you aware of?
- In what ways was organization involved in drafting the policy (ies) you mentioned that you are aware of? (for each policy mentioned seek type of involvement and outcome of involvement etc.)
- Why do you think your organization was/not involved in the development of the policies you mentioned?

B. Reproductive Health Education in Schools:

- What would you say is the importance of teaching reproductive health education in schools to young people? [**Probe: Benefits/drawbacks of reproductive health education? To students and the wider community? Short/long term benefits/drawbacks?**]

C. Community involvement:

- Can you tell us about the involvement of any community level organizations (e.g. youth clubs, church, parents) in the development and implementation of reproductive health education in schools? [**Probe: respondent's (or respondent's organization's) own involvement?**]
- How do you think the teaching of reproductive health education in the school system can be improved?
- In what ways have you tried to influence the teaching of reproductive health education in schools? [**Probe: Can you tell me more about what you did and what were the results?**]

D. Impact of Reproductive Health Education in Schools:

- What impact (if any) do you think the teaching of topics related to reproductive health education in schools has had on students in your community? [**Probe: In your opinion, has it changed students' knowledge, behavior, attitudes? Can you provide some examples?**]

E. Teaching about Reproductive Health:

- Who do you think should be responsible for educating students on issues related to reproductive health and why? [**Probe: teachers, parents, religious leaders, community groups, media, community health workers. Probe for his/her experience of the reality in this respect.**]
- What would you consider the main challenges to the teaching of (insert name/concept) in schools to young people?

F. Influences on the success of reproductive health education in schools:

- **Opposition:** Who are the people (if any) that oppose the teaching of (insert name/concept) in schools? [**Probe for all opposition – now and in the past.**]

Respondent's personal opposition, religious or cultural opposition, parental objection, student opposition, etc.]

- Why do they/you oppose it?
- What did they/you do to show this opposition?
- What have been the outcomes as a result of this opposition?
- **Program support:** What individuals, groups or organizations are supportive of (insert name/concept)? [**Probe for all supporters – now and in the past. Respondent's personal support, religious or cultural support, parental or student support, etc.]**
 - Why are they supportive
 - What do they/you do to show this support?
 - What have been the outcomes as a result of this support?
- Apart from the opposition, in what ways have you / your organization been challenged in your work with (insert name/concept)?
- What do you think we missed asking you about? Do you have anything to add?