Adapting the Good School Toolkit: from primary to secondary schools
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Primary School Intervention

A whole school approach for preventing VAC in primary schools

Evidence-based intervention designed for scale.

Reached more than 750 primary schools across Uganda.

INSPIRE Strategy: Education and Life Skills

Identified as Promising Practice in multiple global reviews
Adaptation Process for Secondary Schools

**Process began in 2015**
- Comparative analysis
- Advisory panel of teachers (12) and students (20)
- Literature review and development of Theory of Change
- Iterative content development
- Pilot testing in two schools
- Feasibility trial in February 2020
Key Considerations

• Differing experiences of violence
• Emerging adolescence
• Greater capacity amongst students and teachers

Yet...
• Similarities in governance, context, pedagogical approach

Key Decisions

• Same Theory of Change
• New content: peer & sexual violence, mental health, adolescence and identity exploration
• More agile and shorter process
• More leadership/participation opportunities for students
Learning Points

Responsive
- Pay attention to the differences
- Developmental maturity

Pragmatic
- Data driven: willing to give up things
- Protect things that work even if hard

Edit
Agility: resist temptation to add content
Scale: Filter till the essentials

Rigor
Time: invest the time to get it right
Iterative: build in learning loops
What’s Next?

• Completed pilot in two schools
• Feasibility trial begins February 2020
• Learning partnerships established with MoES, LSHTM and Afri-Child
• Adapted Toolkit in 300 secondary schools by Dec 2022

Recommendations

• Be ready to take time. Begin with learning and listening. Reflect deeply on the core principles.
• Adapt approaches developed for resource poor settings.
• Be open -- new contexts may allow you to go even further with your original principles.
Thank You!

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