



Federal Centre
for
Health
Education



WHO Collaborating Centre
for Sexual and Reproductive Health

Training Matters: Operational Guidance for Training Sexuality Educators



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Introduction

Comprehensive sexuality education (CSE) is an essential part of a good-quality education that helps prepare young people for a fulfilling life in a changing world. It improves sexual and reproductive health (SRH) outcomes, promotes safe and gender-equitable learning environments and improves education access and achievement (UNESCO, 2019). Despite the evidence and increased political commitment for CSE, key operational barriers still remain. These include insufficient training, guidance and support for teachers to deliver the content of CSE using the evidence-based, participatory teaching approaches that differ from methodologies used to teach other topics.

Findings from the review of the implementation of sexuality education in 25 out of 53 countries across Europe and Central Asia highlighted that comprehensive training of sexuality educators was only implemented in very few countries, with the need to train teachers and to develop educational materials to support this objective highlighted as a key recommendation (BZgA and IPPF EN, 2018).

Aims and target groups of this document

This document provides operational guidance to support the training of sexuality educators. It is aimed at professionals in the WHO European Region who are involved in designing, developing and implementing training programmes for sexuality educators. It is primarily focused on sexuality educators in school settings, although much of the content is also relevant for those providing CSE within non-formal settings. The term “sexuality educator” is used throughout to cover the diverse backgrounds of those providing CSE in both formal and non-formal settings, including (but not limited to) teachers, counsellors, youth workers, health professionals and trainers.

The operational guidance aims to encourage and support an increase in training provision, by providing a simple and clear overview of how training may be planned and implemented. It provides concrete suggestions on the core content and approaches to cover during training, while recognizing that each training course needs to be tailored to reflect the local context, the existing knowledge of sexuality educators, their level of previous education, the time available and other factors. The WHO European Region comprises diverse country contexts, and a “one size fits all” approach to delivering training to sexuality educators is neither desirable nor appropriate. As such, the document is not a comprehensive training manual, and does not provide all the activities to replicate a specific training course or detailed facilitators’ notes for trainers. However, the operational guidance provides a framework for training that can be adapted and further developed to suit different needs and contexts. Additional recommended training resources are also listed at the end of the document.

The guidance is divided into three key sections:

SECTION 1: Planning a training course for sexuality educators

This section introduces key issues to consider when planning training, including different approaches to training—for example, face to face or online; motivating sexuality educators to attend training; incorporating key principles of adult learning into the training methodology; and developing a framework for training.

SECTION 2: Training the sexuality educator

This forms the most substantive section of the document, providing guidance on important topics to consider within training for sexuality educators. It includes information on the key concepts, principles and topics of CSE, linked to established international evidence, guidance and good practice; the importance of including opportunities to discuss and clarify values and attitudes, particularly towards CSE content that educators often find more challenging to deliver; and covers topics relating to the way in which CSE is delivered—for example, using participatory, learner-centred approaches. It also covers the need to build support for CSE within the community, including working with parents and developing effective referral systems to SRH and other support services. Finally, this section also includes a checklist of suggested issues to cover during any training of sexuality educators.

SECTION 3: Evaluating training for sexuality educators and providing follow-up support

This brief final section provides guidance and examples on monitoring and evaluating a training course for sexuality educators, addressing participants’ reactions to the training, and any reported changes in their knowledge and attitudes. It also discusses ways to consolidate learning by providing ongoing follow-up and support after training—for example, through online peer group discussions.

In addition to the content described above, this guidance includes:

- sample practical activities and checklists for trainers on different topics that can be used or adapted during training;
- practical tips for sexuality educators relating to CSE in the classroom; and
- recommended resources and links to additional materials and guidance.

The content of the guidance builds on and references previously published documents by BZgA and the WHO Regional Office for Europe on CSE content/standards; implementation of CSE; training and competencies of CSE educators; and relating to the status of CSE in Europe and Central Asia. These include specifically the Standards for Sexuality Education in Europe; Policy Briefs on Sexuality Education; Training matters: A framework for core competencies of sexuality educators; Guidance for implementation; and Sexuality Education in Europe and Central Asia: State of the Art and Recent Developments (with IPPF EN). Hyperlinks to these documents can be found in the 'References' section at the end of the document.

Section 1: Planning a training course for sexuality educators

Well-trained sexuality educators are essential to the delivery of high-quality CSE. The WHO and BZgA document *Training matters* provides a comprehensive overview of the rationale for CSE training and the core competencies that educators need to effectively deliver CSE (WHO Europe and BZgA, 2017). Educators play a crucial role in children and young people’s education and socialization that goes beyond delivering on specific learning outcomes. Sexuality educators who have developed the core competencies for delivering CSE can be a trusted and valuable source of information about relationships, sexuality and sexual and reproductive health and rights (SRHR).

Providing high-quality training on sexuality education makes a real difference, allowing educators to develop their own knowledge of the content and the comfort, motivation and skills required to effectively deliver the teaching methodologies. Learners and sexuality educators themselves demand quality training of sexuality educators. Indeed, a lack of such training and further support can result in educators’ failure to adopt key content and the appropriate methods to deliver CSE, thus undermining results. The review of the implementation of sexuality education in Europe and Central Asia regarded the training of teachers on this topic as a “neglected” area, with “improvements badly needed” (BZgA and IPPF EN, 2018).

Despite the need, competing demands on educators and constraints on their time can make it challenging to motivate them to attend training, particularly in-service training. Recognizing and addressing the factors listed below that prevent educators from attending training and implementing those that facilitate/support their attendance can help ensure that educators prioritize training to deliver CSE.

Factors that motivate educators to attend training	Factors that hinder educators from attending training
<ul style="list-style-type: none"> ✓ Accreditation ✓ Mandate from school administration/Ministry of Education ✓ Reward/incentives ✓ Follow-up support 	<ul style="list-style-type: none"> ✗ Lack of time due to competing priorities ✗ Personal reservations in relation to CSE ✗ Uncertainty about how to include sensitive topics in their own teaching ✗ Lack of support from school administration and colleagues

Different approaches to training sexuality educators

Training in CSE can vary greatly in approach, content and length, depending on the capacities, previous knowledge and needs of educators. In the best case scenario, educators receive quality pre-service training on CSE, accompanied by follow-up in-service training, mentoring and support. Ensuring that sexuality educators receive at least some face-to-face training is critical so that they can engage fully with the participatory methodologies and interactive approaches that are most effective for delivering CSE, and have opportunities to explore, reflect on and clarify their individual attitudes and values towards CSE. A combination of face-to-face training and online training, to provide additional input on specific topics, seems the most effective approach to provide training to sexuality educators.

Face-to-face training

Pre-service training

This reflects the training that educators receive before entering into professional service—for example, at teacher training colleges or at universities—and may take place over many years. During this period, experiential teaching practice is provided alongside more general theories of education.

In-service training

This refers to the ongoing training that teachers/educators receive after completing their initial training at college or university, which continues throughout their careers.

In-service training may be provided by teacher training colleges, universities and non-governmental organizations and is generally much more specific—for example, to update knowledge and skills regarding content and delivery to reflect the latest good practice. One of the challenges regarding in-service training is the time that it requires, particularly for those educators who have not received any—or only minimal—pre-service training on CSE. Basic training on CSE is ideally followed up by shorter training courses or workshops that can be implemented over 1 or 2 days per week over a longer time frame. Leaving time between sessions can help people think more deeply about the topic, their values and what influences them, and can help them engage more meaningfully with the content of the training.

Detailed information on how to prepare, develop and establish both in-service and pre-service training is provided in the WHO Europe–BZgA document on the implementation of the standards (WHO Europe and BZgA, 2015), including an extended checklist for trainers of sexuality educators.

Online training

An increasing number of organizations are developing **online training** courses on CSE for both pre- and in-service training. These can be delivered to large numbers of educators at a relatively low cost and are also convenient, as it is easier for educators to access them in their own time and at their own pace. However, not all online courses are of high quality, and some lack live interaction. Although online training may be appropriate for certain topics—for example, to increase knowledge on technical SRHR issues or to learn about new evidence-based methodologies—it is less effective for training focused on in-depth self-reflection and discussion of personal values and attitudes.

Thinking through and planning which components require face-to-face training and which may be delivered online requires careful consideration. Blended learning—combining both classroom and online learning—may, therefore, be a resource-efficient approach. Online learning can be made more effective by ensuring that participants complete a formative assessment prior to online training to determine their existing knowledge; actively engage with training materials; develop independent learning skills; and are able to carry out “low-stakes” practice together with discussing their learning with other participants. Including case studies detailing actual teaching practices and advice for implementing effective pedagogy is also helpful.

Webinars are one way to introduce specific CSE content or share new teaching methodologies and research through an online group discussion with sexuality educators who are interested in a given topic. These can involve a single speaker introducing a specific topic; use an interview format where the speaker provides answers to predetermined questions; or take a more interactive approach where the speaker takes ques-

tions directly from sexuality educators (best collected in advance). A webinar can also function like a panel discussion, where several speakers discuss an agreed topic, facilitated by a moderator. As webinars can be recorded and posted through different online channels, including video platforms and social media, this gives others a chance to access the content later.

Principles of adult learning

The development of any training of sexuality educators should build on existing evidence about the ways in which adults learn, absorb and adopt new information and practice.

- **Adult learners must feel autonomous during the training and have input into the course.** Adults require a sense of autonomy when learning a new skill; otherwise, they may quickly lose interest.
- **Adult learning should draw significantly on past experiences.** Adults bring a breadth of experience—academic and social—to any training. Teaching them effectively means building on what they already know to introduce new concepts; adults may reject newly presented information if they perceive it to be at odds with their existing knowledge. In practice, this involves trainers skilfully integrating new concepts within the context of adults’ lived experiences.
- **Adult learning must be practical.** Participation in a training programme is often a choice for adult learners. Their learning, therefore, needs to be highly practical and goal oriented, with measurable learning objectives and a transparent system to monitor progress. The content should include case studies and practical examples that allow them to understand how a particular skill relates to their ability to deliver CSE. Discussing preparation of lessons and sample lesson plans is also useful.
- **Adult learning should include participatory methods.** Participatory methodologies are interactive, encourage discussion and allow learners—adults and young people alike—to critically reflect on their experiences, values and attitudes and those of others.
- **Adult learning should include opportunities to practise new methods and include meaningful repetition.**

Developing a framework for training sexuality educators

Training programmes are most effective when sexuality educators are involved in their design, and when the training builds on their existing knowledge, skills and confidence and creates opportunities to reflect on their individual attitudes and values. Although the detailed content will depend on the specific context, profile and existing knowledge of educators and the time available, a basic training framework can provide a useful foundation on which to build and develop more detailed training programmes.

Any basic training should include an introduction to and definition of CSE. It should supply evidence-informed information on the content of CSE and provide instruction, practice and support on teaching challenging and sensitive issues, including sexuality, sexual orientation, gender, gender identity and expres-

sion. Any basic training framework should also include opportunities to explore together and reflect on the difference between facts and values and how educators' own values may influence their teaching of these topics. It should also include an introduction to—and opportunities to practise—learner-centred approaches and interactive methodologies, as the most effective methods for delivering CSE, in addition to practical issues such as preparing a lesson plan. Topics such as how to work with parents, how to ensure community support for CSE and when to refer to external services are also relevant for this phase of training. If 5 or more training days are available, additional topics may be added to the curriculum. All topics mentioned above are discussed in detail in the following section, and a checklist detailing key issues to address during a basic training programme is included at the end of the document.

Establishing clarity about the outcomes and content of the training from the outset enhances the effectiveness of the training and motivates those participating. They should know from the start what to expect and whether the training effectively addresses their needs and desires to become confident CSE educators. Taking the time to build a safe and comfortable working environment so that people can express themselves freely, without fear of judgement, discrimination or harassment, and can engage in rich discussion is particularly important for this training, which, by its very nature, includes personal and sensitive topics, and will affect its success. Similarly, allowing time in the training schedule to understand what people know already, where they are located on specific topics, and what experiences have shaped their perspectives is important during discussions around attitudes and values.

The first session of any training outlines the overall goal of increasing the comfort, knowledge and skills of educators about sexuality and SRHR, to deliver high-quality CSE to children and young people, and presents a brief overview of the objectives and content of the course. Other essential elements to cover in an introductory session include:

- **Getting to know more about one another.** Including activities that encourage the group to find out more about one another is important even when participants may already know one another. Discussing sensitive, personal and complex issues can change the existing norms and relationships between participants, and the addition of a trainer/facilitator will also affect the group's dynamics.
- **Sharing expectations.** This is a chance to ensure that participants' expectations are aligned with the training objectives and to clarify from the outset whether there are any expectations that may not be possible to meet.
- **Developing and agreeing ways of working** during the training. This is often referred to as “ground rules” and usually includes concepts such as mutual respect, an understanding regarding the confidentiality of information shared, commitment to full participation, etc. This is important to create a safe space where participants feel supported and able to be open and honest, and to challenge one another's views in ways which are respectful and non-judgemental.
- **Addressing logistics.** This entails answering questions about the logistical aspects of the training and, if necessary, negotiating changes in the agenda and timetable.

Section 2: Training sexuality educators

This section suggests content to cover during any training with sexuality educators, in line with other publications by WHO and BZgA. It focuses specifically on ensuring that educators have an understanding of the key concepts, principles and topics of CSE, aligned to international guidance and good practice, and are provided with opportunities to explore their own values and attitudes towards sexuality and SRHR and to understand how these affect their ability to deliver CSE. It also covers factors relating to the delivery of CSE—the importance of participatory, learner-centred approaches and ensuring a conducive environment for teaching CSE in the classroom—and the need to build community support for CSE, by working with parents and ensuring effective referral systems to SRHR, child protection and other key services.

Key concepts and principles of CSE

Definition of CSE

The international community, including key stakeholders such as BZgA, WHO, UNFPA, UNESCO and IPPF, has moved towards a consensual definition of CSE, steering away from a primary focus on disease prevention to a more holistic and positive focus on sexual health and overall well-being.

Definition of comprehensive sexuality education (CSE)

The Standards for Sexuality Education in Europe defines CSE as follows:

Learning about the cognitive, emotional, social, interactive and physical aspects of sexuality. Sexuality education starts early in childhood and progresses through adolescence and adulthood. For children and adolescents, it aims at supporting and protecting sexual development. It gradually equips and empowers children and adolescents with information, skills and positive values to understand and enjoy their sexuality, have safe and fulfilling relationships and take responsibility for their own and other people's sexual health and well-being (WHO and BZgA, 2010).

Comprehensive sexuality education:

- plays a key role in supporting and protecting children and young people's **safe emotional, physical and sexual development** into adulthood;
- starts from very early childhood and progresses in a way that is **age- and developmentally appropriate and relevant** through childhood and adolescence into adulthood. For CSE to have an impact, it must meet the relevant needs and capacity of the target group, covering key topics for every developmental stage and ensuring that the information delivered builds on existing knowledge to promote incremental learning;
- equips and empowers learners with **knowledge, life skills and positive values** to understand and enjoy their sexuality, have safer, healthier and more fulfilling relationships and take responsibility for their own and other people's sexual health and well-being;
- helps and supports children and young people to **communicate about their emotions, worries, needs, and (sexual) health and other issues**;

- helps children and young people to **reflect, understand and challenge harmful social and gender-based norms** and the impact these have on relationships with peers, parents, teachers, other adults and their communities;
- takes a **positive approach to sexuality and sexual relationships**. Sexuality is a key part of being human and affects people throughout their lives from birth to death. A positive approach presents sexuality as a source of satisfaction and pleasure (WHO Europe and BZgA, 2014) and is fundamental to reducing the stigma surrounding sexuality and promoting sexual health and well-being, by addressing factors such as consent, privacy, communication and sexual pleasure. This is in contrast to programmes that have historically taken a risk-only approach, emphasizing negative health outcomes and the risks of unprotected sex such as sexually transmitted infections (STIs) or unintended pregnancy;
- is **evidence- and curriculum-based**. A well-prepared CSE curriculum includes clearly defined learning objectives and addresses topics in a logical order. The content reflects the most current evidence, based on the results of scientific research in the field;
- is founded on **rights-based and empowering approaches**, with the aim of strengthening learners' ability to exercise their **sexual and reproductive rights** to make conscious, satisfying and healthy choices regarding relationships, sexuality and their physical and emotional health. A rights-based approach also encourages tolerance and solidarity with those whose rights have been violated;
- is based on a **respect for gender equality and diversity** that underpins individual and community well-being;
- is **sensitive** to different cultural and religious backgrounds and inclusive of all children and young people, including those who are lesbian, gay, bisexual, trans, intersex or questioning (LGBTIQ), those with disabilities and those living with HIV; and
- covers a **comprehensive range of topics beyond biological aspects of reproduction and sexual behaviour**. See the subsection on 'International guidance on CSE' for further information.

Evidence for CSE

Providing an overview of the evidence for CSE early in any training provides an important foundation for subsequent activities and discussions. The evidence base for the effectiveness of school-based sexuality education continues to grow and strengthen. The most recent comprehensive review of evidence conducted in 2016 to inform the revision of the UNESCO *International Technical Guidance on Sexuality Education* (UNESCO, 2018) reaffirmed findings of an earlier systematic review (Kirby, 2007) that curriculum-based sexuality education programmes contribute to delayed initiation of sexual intercourse; decreased frequency of sexual intercourse; decreased number of sexual partners; reduced risk-taking; and increased use of contraception, including increased condom use (UNESCO, 2016). CSE programmes that address gender, rights and power are up to five times more effective in reducing outcomes such as unintended pregnancy and STIs (Haberland, 2015). The 2016 evidence review concludes that sexuality education has significant positive effects, including increasing knowledge about different aspects of sexuality, behaviours and risks of pregnancy or HIV and other STIs. This clearly contradicts erroneous claims by opponents that sexuality education increases either sexual activity or sexual risk-taking behaviour.

Although research has focused to date on these so-called hard outcomes of CSE, there is increasing recognition of the importance of so-called soft outcomes of CSE, including: respect, acceptance, tolerance and empathy for others; gender equality; increased confidence and self-esteem; awareness of human rights; empowerment and solidarity; citizenship; critical thinking; improved parent–child communication; sexual pleasure; and maintaining mutually respectful relationships. CSE can also give learners important information on when and where they can obtain help, and which sources to rely on when they need more information. More detailed evidence on the outcomes of CSE is available in the Policy Briefs by WHO Europe and BZgA, the *Standards for Sexuality Education in Europe* and the CSE Factsheet Series included in the references.

CSE is not a magic bullet; on its own it cannot prevent unwanted pregnancies, STIs, HIV or gender-based violence. However, it can make an important contribution to positively influencing these hard outcomes, especially when combined with access to SRHR services and accompanied by laws and policies that support adolescents' SRHR.

International guidance on CSE

Despite the evidence base, CSE is often poorly implemented and does not meet internationally agreed standards. It often remains “too little, too late”, with key topics being taught after young people have already experienced puberty or menstruation or initiated sexual activity, reducing its relevance and impact. It is often too biological, with key topics such as gender, power and consent either missing or poorly addressed. Despite significant progress being made in Europe and Central Asia, the recent review of sexuality education concluded that only 10 out of the 25 countries reviewed were implementing sexuality education regarded as “comprehensive”, based on various factors, including the breadth of topics discussed (BZgA and IPPF EN, 2018).

Two key international documents provide guidance on CSE topics to inform curriculum development and are important to introduce during any training:

- WHO Regional Office for Europe and BZgA (2010). *Standards for Sexuality Education in Europe: A framework for policy makers, educational and health authorities and specialists*.
- UNESCO (2018). *International Technical Guidance on Sexuality Education: An evidence informed approach*.

The Standards for Sexuality Education in Europe were published in 2010, following UNESCO's first *International Technical Guidance on Sexuality Education* (ITGSE) in 2009. Both the Standards and the ITGSE provide important guidance on CSE content to support the development of locally adapted curricula, structured around eight cross-cutting topics/concepts. There is close correlation between the two publications on key topics, such as the human body and development; sexuality; sexual health and well-being; values, rights, culture and sexuality; fertility and reproduction; and relationships. These topics are consistent across each of the age groupings to promote incremental learning and to build on knowledge in line with children and young people's emotional, physical and sexual development.

Both guidance documents include specific learning objectives that have been developed around the key topics, covering each of the three elements of the learning process: knowledge, skills and attitudes. The

learning objectives are logically staged, with concepts for younger learners typically including more basic information and less advanced cognitive tasks.

A key difference between the two documents is that the Standards provide guidance on sexuality education topics for the entire age range, from birth to age 18 and over, providing important information for those supporting early years interventions on the topics for pre-school children aged 0–4 years. The ITGSE focuses on schools-based CSE and, therefore, begins from age 5. In 2018, UNESCO published a revised edition of the ITGSE to reflect the latest scientific evidence and developments in practice, including broadening the previous focus on HIV/AIDS and the prevention of HIV and STIs. The revised guidance places increasing emphasis on topics relating to gender (including gender norms, gender equality and gender-based violence) and violence and staying safe, including issues around consent and staying safe online, in recognition of young people's increased use of information and communication technologies (ICT).

Adapting CSE to the local context

Impactful CSE is evidence-informed, age-appropriate and rights-based; the topics are aligned to international good practice and guidance. At the same time, the rationale for CSE may depend significantly on the context and the SRHR situation and needs of young people in a particular country or region. This means ensuring that CSE reflects the specific norms, practices, behaviours or vulnerabilities of learners in a given context—for example, this may include focusing more on harmful traditional practices such as female genital cutting/mutilation. Ensuring a culturally sensitive approach to CSE that respects the cultural and religious norms and values of the local context while also continuing to provide comprehensive and evidence-informed information demands cultural insight on the part of sexuality educators and an ability to tailor messages. Children and young people in all contexts need and have the right to access evidence-based CSE. Some issues may be sensitive in some contexts, yet this does not justify ignoring key topics. Providing an overview of SRHR in the specific context during training can help sexuality educators understand the issues impacting the lives of children and young people, their psychosexual development and factors relating to their SRHR.

Values and ethics

CSE should be accurate and evidence-informed. However, the values and ethics that underpin CSE are fundamental. Values such as human rights, gender equality, kindness, democracy, embracing diversity, respect and dignity for all genders and identities are at the heart of international guidance by WHO Europe and BZgA, UNESCO, UNFPA and IPPF. In addition, the values, attitudes and ethics of sexuality educators and learners are central to the delivery of CSE and its learning outcomes, respectively. Every individual has deeply held values that guide their decision-making and every aspect of their lives; some they may be aware of, while others less so. Understanding and respecting other people's perspectives and values is also important, for educators and learners alike.

Exploring and clarifying values of educators

An important component of any training with educators is, therefore, to build in time and opportunities to identify and explore values and attitudes around SRHR topics before looking at how these inform educators' attitudes and behaviours around certain issues. Challenging and supporting educators to reflect on

(and potentially re-form) their values and understand the perspectives of others to promote more inclusive, respectful and non-judgemental attitudes around SRHR for children and young people is critical. During training, this requires efforts to deepen their knowledge, to encourage them to listen to others' experiences, develop empathy and consider the impact of values, attitudes and behaviours in different situations. This process often takes some time; basic training provides an important grounding, and subsequent training can continue to explore these issues.

The values, attitudes, personal beliefs and ethics of sexuality educators may affect their delivery of CSE, particularly for topics on which people may hold strong views, such as premarital sex, sexual orientation, gender identity and access to safe abortion. Training encourages educators to discuss the difference between evidence-informed facts and values. It also encourages opportunities to differentiate between their own value and belief systems and their role to support the informed decisions of children and young people, and to learn how to handle any differences in a constructive and evidence-informed way. Emphasizing sexuality educators' role to provide accurate, inclusive and non-judgemental information to learners is key, and contrasts with approaches that aim to convince learners to adopt their views or deliver potentially moralistic or judgemental messages.

Developing positive values and attitudes includes the following cognitive steps. These are applicable to the exploration of values during the training of sexuality educators themselves, and also to the delivery of CSE in the classroom:

- Sexuality educators form their opinion on a topic.
- The trainer supports an analysis of the values behind these opinions.
- The trainer invites and listens to other opinions on the same topic and analyses the values behind them.
- Sexuality educators compare the different opinions and the values behind them.
- The trainer discusses the opinions of others.
- Sexuality educators (re-)form their opinions based on individual values or confirm their opinions.

During training, activities such as the one below can be helpful to encourage educators to explore their own attitudes and values towards sensitive topics:

Exploring attitudes and values towards sensitive topics

This is an example of an activity that allows participants to reflect on their attitudes and values towards sensitive topics, consider how these may have changed over their lives and reflect on whether they hold specific values that may differ from those that we want to pass on during CSE.

Steps

1. Prepare for the activity by developing a table, similar to the one below. This can be adapted, photocopied and handed to each participant to complete. The **columns** represent different viewpoints, including those of participants at different points over their lives and others who have been significant in their upbringing (e.g. parents, religious leader, teachers). The **rows** represent **different, potentially challenging topics** (e.g. homosexuality, masturbation, abortion, gender identity, sex outside marriage). The columns and rows are flexible and can be adapted to different contexts.

Topics	Attitudes/values ...			
	... of me as a child/ young person	... of my parents	... of me today	... I want to pass on in CSE
Homosexuality				
Abortion				
Sex outside marriage				
... (etc.)				

2. Give each participant a copy of the prepared table to reflect on their values regarding the topics and complete it. It may be helpful to highlight the following points:
 - Memories about our own childhood are often difficult. It may be beneficial to write down first memories, emotions, feelings, thoughts, etc.
 - Participating trainees often find it difficult to remember parents' attitudes towards certain topics. Sometimes topics may not have been explicitly discussed, and participants may simply remember body language, facial expressions or verbal comments in relation to a particular issue.
3. Ask participating trainees to share their experiences and insights from this exercise and facilitate a group discussion. Encourage them to consider:
 - any changes in personal values and attitudes over their lives;
 - the influence of cultural and social norms on attitudes and values, and how these may change over time;
 - any differences between their individual values today and those they want to pass on in their role as sexuality educators that will need to be resolved during the training; and
 - different viewpoints on controversial topics that participants feel comfortable to share (e.g. sexual orientation) that may require a separate discussion.

Values clarification of learners in the classroom

In addition to providing critical opportunities to reflect on their own attitudes and values, training also focuses on building educators' confidence and skills to facilitate a similar process within the context of CSE delivered in the classroom (and other settings). The exploration, formulation and clarification of values and attitudes is a critical component of CSE, and sexuality educators have a key role in facilitating activities and generating opportunities to support learners to develop and critically reflect on their own and others' values and consider how these are influenced by social, religious and cultural norms.

Training can emphasize sexuality educators' role in supporting learners to determine their own values, and to develop the assertiveness skills necessary to stand up for these values and live by them, while also respecting other people's values, which may differ from their own. Accepting and respecting children and young people's decisions and values, especially where they differ from their own value systems, is implicit with a sexuality educator's role. Training plays an important role in emphasizing to sexuality educators that they need not agree with or share the values of their learners, but that it is important that they respect the values and attitudes of learners or the resulting actions. Sexuality educators' role is not to impose their own

values, which would deny the individuality and autonomy of learners. The only exception is when a person is engaging in illegal or potentially harmful or dangerous behaviour.

Practical tips for sexuality educators: Values clarification in the classroom

- Be clear about the difference between evidence-informed facts and personal values. CSE teaching should be accurate and informed by scientific evidence, while also encouraging the exploration and clarification of personal attitudes and values.
- Treat differences in values respectfully and professionally. Explore different belief systems in classroom discussions in a sensitive and respectful way.
- Help learners to clarify their values by asking them to reflect on moral dilemmas; think through the consequences of the options available; and choose the action that best reflects their deepest values. This includes accepting and respecting the values of others.
- Avoid making rewarding or disapproving comments.
- Know and understand the legal aspects related to sexuality, sexual orientation, gender and gender identity and abortion before making statements about whether something is allowed or not.

Importance of language

The values and attitudes of sexuality educators are reflected in their choice and use of language in delivering CSE, which has a powerful influence on learners. Body language and simple verbal messages can stigmatize (or destigmatize) the sexuality of learners during CSE. To destigmatize sexuality and emphasize it as an important part of being human, sexuality educators need to feel comfortable and confident using the vocabulary to talk openly about sex and sexuality. This means being careful about the use of language and trying to ensure that it is neutral and non-judgemental, particularly when delivering topics that sexuality educators themselves may find challenging. For example, when delivering topics relating to sexual orientation or gender identity, sexuality educators should ensure that language is respectful and inclusive of all children and young people, and they should take care to avoid using words such as “normal”.

Training programmes should support educators to use language that is positive, inclusive and respectful of children and young people in all of their diversity, and that promotes messages supporting every individual’s right to have pleasurable sexual experiences, whether on their own or with a partner, without the risk of harm. Language also needs to be clear and accessible—avoiding very medical and complicated terminology—and taking care to avoid tricky questions and statements that highlight what learners do not know or humiliate them. This type of approach can have a negative influence on learners’ respect for and trust in their sexuality educator, preventing them from speaking openly and asking questions.

Practical tips for sexuality educators: Thinking about language

- Use inclusive language that recognizes people of all genders, and avoid the use of only binary terms such as “boys and girls”.
- Use terms that are inclusive, such as “partner”, and try to avoid heteronormative language that implies or assumes that all people are heterosexual.
- Use words such as “continuum” to recognize the fluidity of sexual orientation and gender identity and avoid a clear distinction between homosexuality and heterosexuality or binary definitions of gender.
- Recognize different forms of relationships without making value judgements about people’s sexual encounters (or lack thereof).
- Use non-judgemental language that avoids promoting or condemning having lots of sex and/or sexual partners.
- Take care to use language that recognizes and values different types of sexual activity and does not imply that “having sex” is limited to vaginal penetration or is critical of some sexual acts.
- Remember to use language that is sex positive, focusing on well-being, fulfilment and pleasure, in addition to also covering the risks associated with unprotected sex.
- Discuss risky behaviour and its consequences in a neutral, non-judgemental way, taking care not to use blaming language, including words that have religious connotations such as “sin”.
- Use the word “sexuality” in its broadest sense to describe all the different ways that we enjoy expressing ourselves as sexual beings.

Teaching sensitive topics

Sexuality educators may feel nervous, embarrassed or insecure talking openly about some of the more sensitive issues of CSE; in practice, this can mean that they avoid delivering key topics such as sexuality, sexual orientation and gender. Including opportunities to discuss and practise introducing these topics within training for sexuality educators is critical to support educators to deliver all topics within a CSE curriculum. Many learners feel relieved to have the opportunity to talk about sensitive issues that are important to them—and to have someone listen to and address their questions and concerns. The following paragraphs highlight some of these sensitive issues and give guidance on how to address them.

Sexuality

Differentiating between sex and sexuality is important to avoid delivering conflicting or harmful messages during CSE, and assuming different words are available in the local language.

- The word “sex” may have two different meanings:
 - It is used to describe the chromosomes that determine sex at conception. As the fetus develops, our sex may also be determined by genitalia and brain structure. It can be male or female or intersex

(when a person is born with reproductive and/or sexual anatomy and/or genetics which do not fit the typical definition of either male or female).

- “Sex” is often used to refer to the physical act of sexual intercourse or other intimate sexual activities, whether by oneself or between two people or more.
- **Sexuality** is a key part of being human and affects people throughout their lives from birth to death. It is about our bodies, feelings and behaviour. It includes issues related to gender, sex, sexual orientation, pleasure, relationships and reproduction. We express our sexuality in the way we walk, talk, dress, dance, and enjoy being with people of the same and opposite sex. It includes all the ways that we enjoy expressing ourselves as sexual beings. Encouraging rights-based values about sexuality through open discussion and dialogue is integral to CSE, while also presenting challenges within some contexts.

WHO definitions of sexuality and sexual rights

WHO defines “**sexuality**” as a broad concept that is *“experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. While sexuality can include all of these dimensions, not all of them are always experienced or expressed. Sexuality is influenced by the interaction of biological, psychological, social, economic, political, ethical, legal, historical, religious and spiritual factors”* (WHO, 2006).

Sexuality is strongly linked to human rights.

WHO defines **sexual rights** as *“... the application of existing human rights to sexuality and sexual health constitute sexual rights. Sexual rights protect all people’s rights to fulfil and express their sexuality and enjoy sexual health, with due regard for the rights of others and within a framework of protection against discrimination”* (WHO, 2006).

As described in the WHO definition of sexuality above, many different factors influence children and young people’s sexuality, behaviours, relationships, feelings, identities, desires and attitudes. Therefore, every child and young person’s experiences and expressions of sexuality are unique. It is important that CSE recognizes, values and celebrates the diversity of sexuality.

Gender and sexual diversity

Gender and sexual diversity are often neglected or are only superficially addressed in CSE; this may reflect their complexity or sexuality educators’ different comfort levels discussing these topics. Gender and sexual diversity may be integrated into the curriculum, taught separately or, ideally, both, to ensure sufficient focus on these topics while also recognizing their cross-cutting nature and ensuring that messages are inclusive of all children and young people:

- **Integrated** means that all lessons on CSE are inclusive and address and discuss sexual and gender diversity where applicable—for example, when discussing biological changes during puberty, including an explanation and discussion on intersex and transgender; or, when discussing falling in love, mentioning

that some people may fall in love with someone of the same sex, while others with someone of the opposite sex.

- **Separately** means planning for a distinct time to address and discuss sexual and gender diversity within CSE. This is best done when learners have previously received information and discussed issues related to sexuality and love, gender or human rights.

Gender

Gender is a social construct that defines the (socially constructed) roles, identities, attitudes, behaviours, opportunities and expression of what it means to be male, female, non-binary or something else entirely in a particular context. It is different from biological sex, which is defined by sex characteristics. Harmful social norms, gender stereotypes, power imbalances between males and females, and other inequalities have a negative impact on all children and young people. For example, ideas about masculinity often condone multiple sexual partnerships and unsafe sexual practices (e.g. sex without a condom), which increase young men's vulnerability to STIs, including HIV. Similarly, expectations for girls to abstain from sex until marriage can limit their access to SRHR information and services and increase their risks of unintended pregnancy and STIs. Social norms are like informal "rules"; they are shared beliefs about what is "typical" and appropriate behaviour in a group of people. Around the world, social norms on gender reinforce different expectations for girls and boys and shape the unequal status of women and girls in society. Girls and boys who do not conform to these social norms may face harsh social sanctions.

Girls and boys often internalize these norms very early on in life, laying the foundations for unequal sexual relations. Gender norms and attitudes generally crystallize during early adolescence; therefore, CSE presents a key opportunity to discuss and challenge harmful gender roles, expectations and norms and to promote a more equitable society that will benefit people of all genders. Focusing on issues of gender and power in CSE makes it more effective; see the subsection 'Definition of CSE' for more information.

Gender norms can also affect the way sexuality educators deliver CSE—for example, the way they address different learners and their expectations of them. During training, it can be helpful to encourage educators to reflect on the following questions:

- Do I treat learners of all genders in the same way in the classroom?
- Do I pay more attention (whether positive or negative) to a particular gender?
- Do I talk differently to learners of a particular gender?
- What messages do I give learners of a particular gender about gender, virginity, sexual relationships, safer sex?

The following exercise can be helpful to explore the issues of sex and gender with educators during training.

Differences between sex and gender

This activity encourages participants to differentiate between sex and gender and to consider the impact of gender norms on people of all genders.

Objectives

- To understand the difference between sex and gender
- To understand gender as a social construct and how this influences people's view of what it means to be "male" or "female".

Steps

1. Draw a table with three columns, with the left-hand column labelled "male" and the right-hand column "female", as below.

Male		Female

2. Ask participating trainees to brainstorm the physical and personality characteristics that they associate with being male and to write these on Post-It notes and place them in the left-hand column. For example, these could include "strong", "physical", "beard", "dominant", "Adam's apple", "muscles", "penis", etc. Do not comment on any of their suggestions that may gender-stereotype either males or females.
3. Next, ask them to brainstorm in a similar way the physical and personality characteristics that they associate with being female and to write these on Post-It notes in the right-hand column. For example, these could include "vagina", "sexy", "soft", "breasts", etc.
4. Ask participating trainees to look at the words to describe both males and females and to decide which of these refer to physical characteristics that relate to biological sex. They should leave these in the respective columns that are now called "sex".
5. All the other characteristics can move to the middle column, which is called "gender". Every characteristic in the "gender" column is learned, imposed by the culture or society as appropriate for either male or female. Gender expectations and norms differ across cultures and can change over time.
6. Discuss the implications for people who may not conform to society's expectations regarding gender.

Sexual and gender diversity and expression

While international CSE standards demand equity and equality for all people, this is frequently not the reality in many contexts, and many young people may feel uncomfortable discussing issues relating to sexual and gender diversity and expression (see definitions further below). Sexuality educators play a key role in facilitating discussions that encourage respect for diversity and promote the rights and value of all

people, including those who are LGBTIQ. They can demonstrate these values by using non-judgemental and inclusive language and by challenging any use of bigoted and homophobic language in the classroom. Sometimes learners may refer to biblical and other religious texts to support homophobic views; rather than engaging in theological discussions about different interpretations of religious texts, it is often more helpful to highlight shared values and beliefs.

Inviting representatives from an LGBTIQ or human rights organization to come and talk about sexual orientation and gender diversity can provide emotional, compelling examples of the inequalities that LGBTIQ people face and help to address stigma and discrimination. Testimonies of LGBTIQ people themselves can be very helpful in creating acceptance, as they provide direct insight into their lives and increase empathy among children and young people. These insights can also be affirming to learners who may be coming to terms with their LGBTIQ identity and encourage self-acceptance. Respecting and ensuring principles to “do no harm” should always guide sexuality educators; for example, in a homophobic context where homosexuality may be illegal it might not be appropriate to encourage LGBTIQ children and young people to articulate their sexual orientation openly if this may place them at risk of harm.

The following points and definitions may be helpful to keep in mind during any discussion on sexual orientation (SO), gender identity and expression (GIE) and sex characteristics (SC)—or SOGIESC for short:

SOGIESC definitions

Sexual orientation: Who people are emotionally and sexually attracted to. This might be individuals of a different gender, the same gender or more than one gender. Other definitions that refer to sexual orientation include **gay** (refers to men who are emotionally and sexually attracted to other men); **bisexual** (those who are emotionally and sexually attracted to individuals of more than one gender); **heterosexual** (individuals who are emotionally and sexually attracted to individuals of the opposite sex); and **lesbian** (women who are emotionally and sexually attracted to other women).

Gender identity: How people think and feel about their own gender. For example, individuals may identify as male, female or something else, and their gender identity may or may not be the same as their sex characteristics at birth. Gender identity is fluid, and individuals may identify as different genders during the course of their lives. **Cisgender** refers to individuals whose gender identity corresponds with the sex that was assigned to them at birth, while **trans** is an inclusive umbrella term to refer to people whose gender identity and/or gender expression differs from what is typically associated with the sex they were assigned at birth.

Gender expression: How individuals communicate their gender. For example, this might be through one’s name, pronouns, clothing, haircut, behaviour, voice. Society identifies these cues as being more masculine or feminine, although this varies across different cultures. As with gender identity, gender expression can be fluid, with individuals choosing to express their gender differently at different stages of their life.

Sex characteristics: Individuals’ biological sex. Sometimes people are born with physical, hormonal or genetic features that do not fit medical norms for female or male bodies; this is called intersex.

LGBTIQ is a broad category that is used to describe those who self-identify as being lesbian, gay, bisexual, trans or intersex. It also includes those who are questioning their sexual orientation and/or gender identity.

A good lead into these topics is the “SOGIESC person” exercise, adapted for Plan International from a tool called the “Genderbread Person” that is available in different languages (see www.genderbread.org).

The SOGIESC person

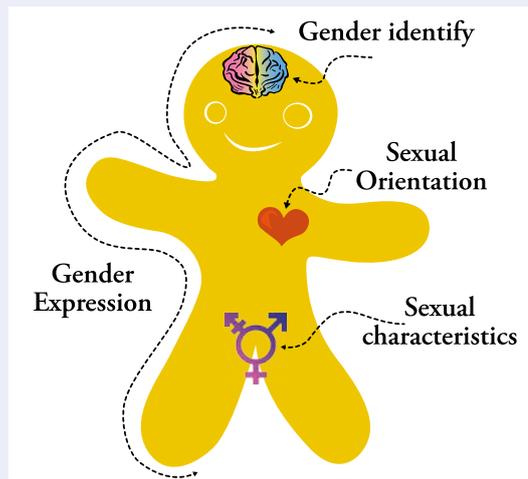
This activity aims to help people understand SOGIESC and the components of sexual orientation, gender identity, gender expression and sex characteristics that make up this term.

Objectives

- To understand different terminology relating to SOGIESC
- To understand that every individual has a SOGIESC identity
- To be able to explain key concepts such as sexual orientation, gender identity, gender expression and sex characteristics confidently and correctly.

The SOGIESC person is a tool to help us understand:

- the different meanings of the terms “sexual orientation”, “gender identity”, “gender expression” and “sex characteristics”
- how the different terms combine to make up each person’s unique identity.



Steps

1. Give each participating trainee a piece of plain paper and take them through the Plan International video to introduce the terms around SOGIESC: https://www.youtube.com/watch?v=C63Xn-i13o&feature=emb_title
2. Ask participating trainees to draw their own person and label it so they can use it to explain to someone else.
3. After presenting the video and/ or slides, ask people to sit in pairs and explain the SOGIESC person to each other. They should help each other with the right terms and explanations and clarify any misunderstandings.
4. If there is time, ask someone to demonstrate by explaining their SOGIESC person to the whole group and get feedback from others.

Source: Plan International

When the training needs to focus on ways of addressing the stigmatization and discrimination of sexual diversity, the following exercise can help to start the discussion:

The ladder of acceptance

This activity encourages participants to reflect on their attitudes towards people who are LGBTIQ and to consider the steps that they can take over time to move from a position of “tolerance” towards “celebrating diversity”.

Objectives

- To enhance understanding of the current situation of the LGBTIQ community
- To discuss ways to improve acceptance and celebrate diversity.

Steps

1. Introduce the ladder.



2. Explain to participating trainees the different steps regarding attitudes towards LGBTIQ, ranging from hate to tolerance and from tolerance to the celebration of diversity.
3. Ask participating trainees where they would place themselves and their community on this ladder, and where they would like to be. Discuss this in pairs or small groups.
4. In the plenary, explain that we are dealing here with a step-by-step approach, and discuss how to best reach the next step on the stairs. Discuss how to take small steps to climb the entire ladder.
5. After the plenary discussion, explain that tolerance of LGBTIQ is not enough; ideally, in order to fully integrate LGBTIQ into the community, we should aim for a celebration of diversity.
6. Discuss with participating trainees how they can use this exercise with their own learners. It can also be used for other minorities, including migrants, people with disabilities, etc.

Source: Hans Olsson (2005). Sweden: Riksförbundet för sexuell upplysning (RFSU)

CSE delivery

Another important element of the training includes the actual delivery of CSE. How CSE is taught is as important as its content. The most effective methodologies for teaching CSE are learner-centred, participatory approaches that promote reflection and critical thinking and empower learners to develop their own attitudes and values. These approaches contrast significantly with more traditional “top down” approaches sometimes used by teachers to deliver other subjects. Providing educators with the necessary guidance and practice on how to select the appropriate methods and create a conducive atmosphere to deliver CSE in the classroom is a key part of any training.

Creating a conducive atmosphere in the classroom

Creating a space where learners feel safe to explore sensitive issues and express themselves freely is integral to the delivery of CSE. To facilitate this, learners need:

- a sexuality educator who is consistent, reliable and trustworthy;
- a relationship with their sexuality educator that is based on trust;
- a sexuality educator who calmly and consistently models the core competencies—for example, being open, inclusive, respectful and non-judgemental; and
- a sexuality educator who ensures that expectations of behaviour are clear to all learners.

In the course of a training programme, sexuality educators can learn how to create a culture where learners feel safe, involved, listened to, and in no danger of being laughed at. This encourages integrity, open communication, empathy and understanding and helps learners to participate fully. Being open does not mean that sexuality educators and learners share their own (sexual) experiences—CSE is not counselling—but rather that learners feel able to discuss issues openly and honestly.

Sexuality educators create a safe space by discussing and making an agreement with learners that covers the actions and behaviours that can help a group to work well together. This agreement should include respect for both learners’ and educators’ privacy and cover boundaries of confidentiality, such as agreeing what people can share beyond the workshop—for example, no names or details that identify individuals. It should also address participation—encouraging active participation but making it clear to learners that they have the right not to participate in an activity if they feel uneasy doing so; respecting individual differences and valuing everyone as equal; and not tolerating sexist, racist, homophobic or transphobic statements or bullying.

Sexuality educators can foster this atmosphere through their own attitudes and behaviour, demonstrating how the environment to deliver CSE promotes democracy and respects diversity to include and respect everyone’s contribution to discussions. This kind of environment helps learners to absorb the content of CSE topics; it encourages them to share their views and to ask questions, which in turn helps them to develop critical thinking and inquiry skills.

Using learner-centred, participatory approaches

The UNESCO *International Technical Guidance on Sexuality Education* (UNESCO 2018) emphasizes learner-centred approaches as the most effective way to deliver CSE.

Definition: A learner-centred approach

A learner-centred approach denotes interactive, participatory teaching, in which learners experience their right to speak up and to contribute to their peers' learning. This approach builds on existing knowledge and experiences, and it prioritizes both learner–teacher and learner–learner interactions.

Inherent in this approach is the recognition of the learner as someone with inherent rights; it assigns agency to learners over their own learning process.

Source: Based on Klipfel KM and Brecher Cook D (2017). *Learner-Centred Pedagogy: Principles and Practice*. London: Facet Publishing (<http://www.facetpublishing.co.uk/title.php?id=302543#.WwpxJUxul2w>, accessed 20 July 2020).

Using participatory and interactive teaching methods engages young people directly in the learning process, using their existing knowledge and experiences as a starting point and helping them to critically reflect on and discuss issues and internalize information. Learner-centred approaches encourage them to share their opinions and views; this forms part of the pedagogical approach to develop the skills needed for critical thinking. Training can support sexuality educators to think about creative ways to involve learners in the facilitation process and to support a youth-friendly space for learners to share personal opinions openly. This can also help sexuality educators to understand learners' experiences and needs and tailor specific discussions within CSE accordingly.

One of the main challenges to sexuality educators implementing learner-centred approaches lies at the very heart of this methodology: the co-development of knowledge by sexuality educators and learners. Below are some practical tips and advice for sexuality educators to help implement learner-centred approaches:

Practical tips for sexuality educators: Learner-centred approaches

- Involve learners in all stages of CSE activities in an age- and developmentally appropriate manner, including the design, implementation and evaluation of these sessions.
- Encourage—but do not force—the participation of all learners, particularly those who feel alone or intimidated. Recognize that differences in social power associated with sex, social class, age or ability can affect participation.
- Answer questions honestly and openly. If you do not know the answer, refer to other experts or say that you will find out; do not be tempted to make up the answer. You do not need to be an expert on every single topic.
- Use experiences and examples that are familiar and relevant to learners and reflect their context. Ask learners to relate the content to their own lives and situations.
- Encourage learners not to be afraid to make mistakes. Sexuality educators must project their trust in learners to make their own judgements, and recognise that most young people are honestly trying to manage their sexual health and relationship choices, even if they make mistakes and are confronted with challenges along the way.

Matching content with methods

Sexuality educators are responsible for facilitating the learning process; they determine the best methods to deliver specific content, according to the knowledge, experience and needs of the learners, to meet the desired learning objectives. Sexuality educators use a range of activities to deliver CSE, because no single, universal approach suits all situations. Participatory/interactive methods that they can use include: buzz group pair discussions; case study scenarios; discussing risk or value statements; quizzes; role play; interactive demonstrations; body mapping; myth busters; problem-solving scenarios; using anonymous question boxes; and providing information through presentations and encouraging group reflection. Learners can work individually, in pairs, in small groups or in plenary.

It is crucial to choose the right kind of interactive methodologies and participatory activities to achieve the desired learning objectives in three core areas: focused on increasing knowledge; reflecting and clarifying attitudes and values; and building skills and competencies—for example, related to communication, decision-making and critical thinking. The following points may be helpful to discuss with educators to identify different methods and think through the benefits and limitations of each during training.

■ Increase knowledge and understanding (knowledge)

CSE content must be relevant to learners' lives; this means that the material is tailored to the learners' age, knowledge level, level of sexual experience and gender. It also needs to provide them with information that encourages them to reflect on their own behaviour and potentially adapt it. Being receptive to new information and ideas is the first step in the process of learning and changing. Training can emphasize the importance of learners having opportunities to demonstrate new knowledge or skills, to encourage them to apply or integrate this in their everyday lives.

Learners need to be able to describe in their own words the desired behaviour and why this is important. A one-way transfer of information—for example, through lecturing—is not enough. Instead, interactive exercises that promote group discussion and knowledge exchange between learners and allow the sexuality educator to correct any misconceptions are strongly encouraged. Methodologies can include brainstorming; small group discussion and questions; case study scenarios; video-based discussions; storytelling; myth busters; and body mapping.

■ Reflection on values, attitudes, social norms and change (attitudes)

CSE learning becomes real only when individuals choose to reflect on their values, attitudes and norms. Discussing attitudes and norms helps to clarify myths and misconceptions and to challenge and begin to change harmful social norms. Sexuality educators should avoid imposing their own attitudes and values on learners or telling them what they should think. Instead, they can implement methodologies that encourage learners to develop convincing and persuasive arguments and weigh up the positive and negative consequences of different options. For example, these could include “agree/disagree” activities using value-based statements; debates; interactive theatre; using a graffiti wall to reflect on norms and values; and case study scenarios.

■ **Ability to do something and put it into practice (skills)**

Learners must be able to put any lessons learned into practice. Sexuality educators teach the smaller concepts or skills first and then progress logically to more complex skills, breaking these down into smaller concepts or skills that can be more easily grasped. Talking about the skills that learners need is not sufficient. Learners need practical skills training that includes diverse ways for them to practise and deepen skills and receive positive feedback. Methodologies could include role play; simulation games; interactive demonstrations (for example, condom demonstrations); and videos using positive role models.

Practical tips for sexuality educators: Matching participatory methodologies to objectives

- Try out the exercise beforehand to ensure that you understand it, believe in it and feel comfortable with it. If learners are not convinced that the method is effective, it can prevent them from becoming fully involved.
- Give clear, step-by-step instructions for the activity and the expected outcomes so that learners understand them from the outset.
- Ask in-depth questions during the activity to help learners think, critically reflect and debate issues. Ask open-ended questions to encourage debate, and try to avoid asking leading questions, or closed questions that result in “yes/no” responses.
- At the end of an exercise, help learners to summarize the discussion and key learning and think about how these relate to their lives.

Managing challenging situations

Because of the personal and sensitive nature of some of the topics relating to CSE, sexuality educators may face challenging situations that their training should help them to prepare for and manage. Educators in formal settings already benefit from their existing teaching experience in managing a class, but young people may come to them with questions about sexuality, relationships, contraception and a range of other issues and may also ask personal questions of sexuality educators themselves.

During training, the following exercise may help educators to explore how to manage challenging situations during CSE lessons.

Challenging situations: Case study scenarios

This activity encourages participants to think through potentially challenging situations that may arise during CSE delivery in the classroom and identify solutions by discussing case study scenarios.

Objectives

- To enable sexuality educators to discuss challenging situations during the delivery of CSE
- To help sexuality educators to find solutions for addressing difficult situations.

Steps

1. Prepare for the activity by making a handout with the following scenarios:
 - Scenario 1: A girl of 15 tells you that she is in love with another girl. She does not know what to do. She trusts you and asks for your advice.
 - Scenario 2: During a lesson on HIV, two boys in your class remark that they think girls are sluts if they have a condom in their bag: “That’s like asking for sex.”
 - Scenario 3: During a lesson, a boy of 13 boasts that he has already had sex with four partners who are older than him.
 - Scenario 4: A learner asks you during a lesson about contraceptives what kind of contraceptive you use and whether you always practise safe sex.
2. Ask participating trainees to work in pairs or small groups and ask each to discuss one or two of the situations. For each situation, they should discuss how they would respond, using the following questions to help them:
 - What do you feel (emotional reaction)?
 - What do you think (rational reaction)?
 - What do you do (your skills)?
3. In plenary, ask for a volunteer to share their small group scenario and discussion. Emphasize the need to consider both emotional and rational reactions to the scenarios and to consider ethical and practical factors to safeguard the health and well-being of all learners. Use the following talking points to help discuss the four scenarios:

Talking points

- Scenario 1: Emphasize to trainees the importance of praising the girl for sharing her worries and seeking advice. Encourage them to think about some of the core competencies of sexuality educators such as being open and non-judgemental in their views and being inclusive of different relationships and sexual orientations. They may want to stress that adolescence can be a confusing time as young people start to explore their sexuality; some people may feel attracted to people of the same, both or the opposite sex, and all of these feelings and relationships are equally valid. Encourage them to think about how to help her to explore what issues she is most worried about and discuss those with her.
- Scenario 2: Remind trainees of the importance of developing an agreement for working together on CSE in the classroom that includes “zero tolerance” for degrading remarks of any kind. Emphasize that in situations such as this, it is useful to refer learners to the agreements made at the

beginning of the session. Encourage them to think about ways in which they can use the remark to discuss the shared responsibility to have safer sex and what this means in practice; to consider the social norms that affect what is expected of boys and girls; and to discuss how this leads to gender inequality.

- Scenario 3: Encourage trainees to discuss the reasons why the boy may be sharing his experiences in this way. Discuss different strategies to avoid reacting directly to the boy and giving him more attention than he is already getting or seeking. It can help to remind everyone that the lessons are not about sharing or boasting about individuals' personal sexual experiences. Encourage trainees to discuss different gender norms relating to sexual experiences; to remind learners that sexual experiences are not something to boast about; and to discuss issues related to age of consent and having multiple sexual partners.
- Scenario 4: Remind trainees that they are not expected to respond directly to personal questions. They can remind learners of the working agreement not to share personal details. Discuss the opportunity to talk in general terms about the different contraceptive methods available and the factors to consider when choosing the best method to suit individual needs and circumstances. These might include availability of different options; type of relationship; previous sexual history and how sexually active someone is; and protection against STIs/HIV and unwanted pregnancy.

Motivating and assessing learners

It is important to address creating and maintaining motivation among learners during training with sexuality educators; lack of learner motivation can be an obstacle to educators introducing CSE.

Young people generally want to learn about sex and sexuality, and many of them consider sexuality educators to be relevant sources of information. When learners trust their sexuality educators, they will confide in them when questions arise or situations occur in which they feel unsafe.

A number of factors may help sexuality educators promote motivation and learning in CSE. The Scotland Education Centre asked adolescents (age 13–18 years) about their best CSE lesson and identified the different factors that contributed to this:

Atmosphere: What does it feel like in the classroom?

- adolescents are mature enough to address the topics.
- everyone listens.
- no one is embarrassed.
- the teacher respects your views.
- everyone can give their opinion without being judged.
- there is no fear of asking a question or giving an opinion.

The role of the teachers:

- the teacher is confident and happy to teach CSE
- CSE is taught by a regular teacher, not a stand-in
- a teacher who listens and discusses with us
- a teacher who answers and helps to find answers to our questions
- someone to talk to when you have issues at home
- someone who knows what they are doing.

The content of CSE:

- more on relationships and how to have a relationship at our age
- learning about topics that are not covered at all or not enough elsewhere: sexual intercourse, sexual abuse, keeping yourself safe, saying no, gender equity, LGBTI, wet dreams, circumcision, pornography, self-harm
- what to do with a pregnancy if you do not want it
- talking about becoming and being a parent
- not too much repetition
- talking about feelings
- contraception/condoms

The approach to CSE: How do we go about learning together?

- use interactive methods
- confidentiality of teacher (unless you give permission to share)
- resources that are up to date
- time spent getting to know each other
- make use of real-life stories
- no bias, no nagging, no negativity; look at the positive aspects of friendship and relationships.

Source: Morrison C (2016). Young people's views on their school-based relationships, sexual health and parenthood education. Summary Report: For Healthy Respect. Edinburgh: TASC/NHS Lothian.

Assessment of learning and learners during CSE is also part of the training for sexuality educators. Any assessment of learners needs to be appropriate, and learners need to clearly understand the assessment criteria. In addition to assessing progress in increasing knowledge, assessments can also be used to track changes in attitudes and skills.

Formative assessment focuses on the **process** of learning—for example, to monitor student learning to provide ongoing feedback that can be used by educators to improve their teaching and by students to improve and take responsibility for their learning. More specifically, formative assessments help students identify their strengths and weaknesses and target areas that they need to develop. They can be implemented in written form, by observing group work or by asking questions at the beginning and end of a lesson.

Summative assessment measures **results** against the learning objectives described in the CSE curriculum at the end of the CSE course, traditionally in the form of a written or oral examination. Although grading learners in relation to the knowledge outcomes of CSE may be possible, this is less applicable to outcomes relating to attitudes and skills.

Examples of the type of questions to ask at the end of a CSE curriculum may include:

- What new information and/or skills have you learned?
- (How) Has listening to others changed your values, attitudes or beliefs?
- What helped you to confirm your belief?
- What more do you need to learn?
- Is there anyone else you need to talk about this? Who could that be?

Building support for CSE

Delivering CSE effectively requires the support of the local community. This means working together with the management and governors of institutions, involving parents and developing partnerships with local SRHR, child protection and other specialist support services to facilitate effective referrals following CSE. The management/governance can support sexuality educators by formalizing CSE in the curriculum and by investing in their professional development and support to introduce new methods and sensitive topics. When sexuality educators feel confident and supported by management, they can better address difficult situations and work on supporting children and young people to sustain their health and well-being. Sexuality educators are also more comfortable using new methods and introducing sensitive topics when they feel they have the full support of their respective school or institution.

Building community support in conservative contexts

The social norms around adolescent sexuality in conservative or restrictive contexts often do not reflect the reality of young people's lives; this may intensify their need for information and SRHR services. The following suggestions can help to contextualize CSE and find common ground with stakeholders in conservative and traditional communities:

- Introducing and delivering CSE in more conservative contexts may require adapting the language and clarifying the content—for example, emphasizing the focus on values.
- Recognize that sexuality and SRHR may be controversial and uncomfortable topics for some, but emphasize that discussing these issues openly with young people is critical to ensure that they have access to the information and skills necessary to protect themselves from STIs/HIV and unintended pregnancy, including the full range of preventative options that include condoms and safer sexual practices.
- Explore the opportunities and barriers to engage community members in dialogue to discuss how religion, culture and sexuality affect the reality of young people's lives, and emphasize the broader objectives and outcomes of CSE, such as building more equitable, tolerant societies and promoting the emotional and physical well-being of young people.
- Try to find common ground between more conservative groups and those that may be progressive—for example, by emphasizing shared values of dignity, equality, respect and compassion. Even where this may pose challenges, it is important to strengthen values about sexuality and sexual well-being from a sexual rights perspective.

The following exercise can help sexuality educators to begin to discuss the need to contextualize and build support for CSE during training.

Community norms and adolescent realities

This activity encourages participants to begin to think about ways to contextualize CSE content within more restrictive contexts to ensure that it reflects young people's realities.

Objective

- To discuss challenges and identify solutions to delivering CSE in a context of conservative norms and values related to sexuality.

Steps

1. Ask participating trainees to think about the messages/attitudes in their community on:
 - marriage, virginity and pre-marital sex
 - HIV
 - pregnancy and abortion
 - LGBTIQ.
2. Ask participants to work in small groups and to select the most relevant topic for their situation. Ask them to discuss:
 - What are the realities of young people's lives with respect to this topic?
 - What differences are there between community attitudes and young people's lives? What challenges do young people face?
 - How can sexuality educators address this challenge to bridge the gap between the messages young people receive on this topic and their realities?
3. Invite a representative of each of the groups to feed back on their discussion in plenary.
4. Discuss with participating trainees the need to discuss the impact of different religious/community/family value systems and the importance of supporting learners to reflect on their own chosen values and attitudes through CSE. Sexuality educators must look at how these expectations affect sexual relationships between young men and women. Discuss strategies to best address this with learners in the classroom.

Example: Premarital sex

Message: Most conservative and traditional communities promote marriage between a man and a woman as the ideal time to start having sex (especially for procreation) and may not condone young people having sex before marriage, or regard it as sinful.

Reality: Many young people have sexual relationships before marriage for a variety of reasons. Although they may regularly attend places of worship and come from strong, traditional families, research shows that this does not mean they are more likely to wait until marriage before having sex.

Bridging the gap: Explain to participating trainees that many young people have sex, and it is, therefore, important to provide them with the knowledge and skills they need to protect and increase their health and well-being.

Source: Voice of Hope. Guide to Inspire Dialogues on Religion, Faith, Sexuality and Adolescents. London: International Planned Parenthood Federation; 2010 (<https://www.ippf.org/resource/voices-hope>, accessed 20 July 2020).

Working with parents

Being confronted by parents is an area of uncertainty and concern for many sexuality educators. Institutions need to work closely with parents so that they understand the purpose and content of the lessons to build support for CSE and a culture that supports choices and respect for children and young people and their SRHR. Experience shows that institutions that do not inform parents about CSE risk more objections than institutions that closely involve them. Institutions can also work closely with parents to build their confidence and skills to become actively involved in supporting and delivering CSE messages at home. If sexuality educators and parents support one another in implementing a guided and structured teaching/learning process, the chances of personal growth for children and young people are also likely to be much better.

Practical tips for sexuality educators: Working with parents

- Reach out to parents—for example, via a regular school newsletter or a letter to parents—and provide opportunities for them to view CSE teaching materials and discuss curriculum topics. This can help to allay any concerns about the issues that may be covered and gain their support and trust. Allocating dedicated time in meetings with parents to answer any questions can also help to reassure them and clarify any issues.
- Set up separate meetings for mothers and fathers in contexts where they may not feel comfortable sitting together to discuss CSE topics. This can be an effective way to emphasize to fathers in particular their role in CSE and the positive effects of involved fatherhood.
- Emphasize the shared goals of institutions and parents of promoting the safety, health and emotional and physical well-being of children and young people, and illustrate how CSE contributes to this objective. Also emphasize children's rights to information on sex and sexuality, and that institutions have a mandate to teach these issues.
- Consider offering parallel programmes for parents to familiarize themselves with the content of their children's curriculum and to increase their own knowledge and skills to communicate more openly about sexuality with their children.
- Assign homework tasks that require learners to discuss selected topics with parents to increase parent-child communication about relationships and sexuality.
- Identify “champions” among parents in the community who support CSE and who can help to build further support and prevent resistance.

Developing effective referrals systems

Teaching topics related to sexuality can raise questions and requests for support by learners that sexuality educators are not trained for. For example, learners may be worried that they are pregnant or have an STI, or they may be in an abusive relationship and scared to discuss it. In this case, they may need to refer the learner to an expert—for example, a health care provider, counsellor or other professional. Linking CSE to referral systems for SRHR and other support services is critical to improving young people's sexual health and well-being outcomes. Sexuality educators have a key role in supporting children and young people to

discuss issues that are worrying them, being non-judgemental and taking their concerns seriously. They can praise learners for taking an important first step to solving their problem by looking for help, and be ready to signpost and refer them to more specialist support. Being aware of sexuality educators' specific abilities, recognizing where their limitations lie and knowing when and where to refer young people to other services is critical.

The following tips can be useful to discuss during training to encourage educators to think through how to manage these challenges in practice.

Practical tips for sexuality educators: Responding to issues and making referrals

- Let the learner know that the conversation is confidential. Emphasize that confidentially in this case means that although external professionals might need to be involved, this will never be done behind the learner's back and without the learner's express consent.
- Try to stay calm and not act too quickly, based on the desire to provide immediate support to the learner. Take some time to identify the most appropriate help and support services.
- Do not attempt to solve every problem or question for learners. Instead, motivate learners to look for their own solution and discuss which alternatives are available in their specific situation.
- Consider personal and professional capacities and limitations to respond to issues and challenges raised, and refer learners for more specialist follow-up support and services as necessary.
- Work with administrative colleagues at the institution to develop (and update) a comprehensive list of referral services that includes different health professionals and counsellors, to support referrals when sexuality educators reach their professional limits.
- Advocate for schools/institutions to have active child protection/anti-bullying policies in place, with appropriate training for staff and volunteers, so that sexuality educators can refer to them—for example, on issues relating to age of consent and children and young people disclosing sexual activity or abuse.

Section 3: Evaluating training for sexuality educators and providing follow-up support

Evaluation of training for sexuality educators

It is important to find out participants' reactions to the training—for example, how they felt about the content and facilitation. This can be done during the training and at the end. Monitoring the impact of the training on sexuality educators' learning and identifying any changes in attitude is also key. This might involve finding out what they know or think about certain topics before the workshop and measuring it again after—for example, using a pre- and post-test questionnaire. Using questionnaires is a more formal monitoring and evaluation approach; using more informal approaches such as the examples illustrated below can also provide valuable insights and embody the participatory methodologies promoted to deliver CSE.

Thinking carefully about the most important things to learn from participants helps to select activities accordingly. Some activities to consider include:

Tools/activities to monitor the progress of the training

- **Ears of the day:** This is an informal way to monitor the general “mood” of the workshop on a daily basis. Give two volunteers tags with ears. Ask them to talk to people throughout the workshop and gather feedback about the general mood or specific comments on activities, acting as the “ears of the day”. They should be given time during the training to give regular feedback so that things can be adjusted. They need to agree to present information anonymously.
- **Barometer:** The barometer approach is another way to measure the mood of the group. It can be a daily activity or carried out at the end of the training. Draw a chart with the days/sessions of the workshop and a ranking scale along the side from cold (very negative) to hot (very positive), and ask participating trainees to give anonymous feedback by applying dots to show their feelings on the content, group atmosphere and approach. Be sure to address the feedback the following day if used as a daily monitoring activity.

Tools/activities to use at the end of training to assess participants' satisfaction with the training and their learning

- **Feedback café:** This is a reflective activity to find out the reactions of participants at the end of the training. Put large pieces of paper around the room with a different question on each—for example, relating to the facilitation, best session, things that could be improved, etc. Remember to use open-ended questions to encourage people to share their thoughts and insights. Allowing plenty of time, ask people to move around and write their responses to the given question on the paper.
- **Fishbowl:** This exercise provides insightful feedback at the end of the training. Ask four to six participants to make a circle of chairs in the middle, while the others sit around the outside. The participants sitting in the inner circle are asked to discuss questions for a few minutes; when they feel they have said all they want, they leave the circle, and a participant from the outer group can take the empty seat. This

allows a rolling conversation to happen, with people moving in and out of the inner circle. Facilitators should record notes on the discussion for later use. Select questions that are most useful or use the following:

- What have you discovered in the course of the training?
- What are you planning afterwards?
- What further support do you need?
- How will you know that you were successful?

Providing follow-up support to sexuality educators

Follow-up support after a training programme helps to sustain the quality of CSE teaching by participating trainees by ensuring their fidelity to the content and methodologies. Encouraging and facilitating continued **peer exchange and support** between sexuality educators after their initial training can take place one on one or in a group and:

- increases confidence among new sexuality educators
- puts innovative ideas and CSE approaches to the test
- extends additional support to new sexuality educators and allows them to learn from one another's strengths and weaknesses
- creates a valuable "resource pool" by gathering and sharing ideas, exchanging lesson plans and "tried and tested" training materials, and working together to solve problems
- Enhances the joint mission, vision and collaborative commitment to the programme.

Group members decide as a team how best to set up a peer support group and how to link up with others that provide CSE. Online follow-up support may also include **coaching and further learning opportunities** and offers several advantages:

- Online coaching and learning reduce the need for travelling, meetings and transportation, and the associated costs. They also allow peers to catch up if they come late to any part of a session.
- It allows sexuality educators to create a personalized learning path. By connecting through digital channels, peers also experience direct support and prompt feedback, compared to the time required to schedule and complete formal coaching and/or training.
- Online platforms, including messenger apps, can create a compelling space where sexuality educators of all ages and experience levels can meet virtually to advance their knowledge base and expertise. Sessions and support can be scheduled and delivered over time, and a lead sexuality educator/coach can monitor the interaction within the outlined subject areas. Participating trainees can follow the interaction, ask questions and share their views and suggestions with both their peers and the lead sexuality educator/coach.
- Participation in online coaching schemes requires sexuality educators being registered and able to log into the selected platform on a digital device with internet access. Registration processes can request individuals to prioritize from a list of key topics they would like to discuss (e.g. relating to technical

aspects of CSE; interactive teaching skills; contraceptives and other SRH updates; adolescent sexuality, etc.), to tailor the content appropriately, in addition to providing personal and organizational details.

Online databases—compiled by different international and national organizations and associations—can also be a valuable resource following training, providing sexuality educators with access to a library containing CSE guidelines, background information, guidance literature and sample lesson plans to support their work. Two international databases may be particularly useful for sexuality educators:

- **The HIV Clearinghouse database provided by UNESCO** is a knowledge-sharing initiative with contributions from external partners. It is a comprehensive resource library to support ministries of education, development agencies, civil society organizations, researchers and other educational partners to develop effective policies, programmes and advocacy on sexuality education, HIV and AIDS, and school health within the educational sector. See <https://hivhealthclearinghouse.unesco.org/>.
- **The European Society of Contraception and Reproductive Health (ESC)** has an online library on sexuality education to support teachers, students, advocates, policy-makers and programmers/designers. It includes programmes, tools, brochures, etc. in European and other languages and addresses topics such as disability, abortion, LGBTIQ, violence and many more. See <https://escrh.eu/education/web-library-on-sexuality-education/>.

Checklist for training sexuality educators

The following checklist summarizes key content covered in this operational guidance for CSE training for sexuality educators, covering aspects relating to key concepts, principles and topics of CSE; values and ethics; CSE delivery; and building support for CSE. The duration of the training should be sufficient to address all key topics as illustrated below:

Key concepts, principles and topics of CSE

- Includes an overview of international guidance and approved criteria and topics of CSE
- Based on scientifically accurate, evidence-informed facts related to SRHR, sexuality and behaviour
- Founded on human rights-based approaches
- Addresses gender in a cross-cutting way
- Covers ways to adapt CSE to the local context and ensure that it is responsive to children and young people's capacity and needs, and sensitive to social norms.

Values and ethics

- Provides opportunities for educators to explore values and attitudes towards SRHR, particularly in relation to adolescents, human rights, inclusion and gender equality
- Considers the influence of social norms on individual attitudes and values, of both educators and learners
- Develops competence and ease in using sexuality-related language that is positive, affirming and inclusive of all children and young people

- Builds educators' understanding of their role in supporting learners to develop their own attitudes and values.

CSE delivery

- Covers ways to create a safe and conducive atmosphere for CSE in the classroom
- Discusses and practises participatory approaches and interactive methods
- Promotes learner-centred and participatory methodologies that enable participating trainees to implement CSE in their classrooms
- Covers the skills needed to address difficult questions and ensure confidentiality, respect and trust in an age- and developmentally appropriate way
- Provides practical advice on teaching materials, books, films, etc.

Building support for CSE

- Discusses ways to contextualize CSE and find common ground with stakeholders in conservative or restrictive contexts
- Discusses practical ways to reach out to parents so that they understand the purpose and content of lessons and support CSE
- Builds understanding of the need to recognize and set personal boundaries and to develop a referral network to specialist SRHR and other support services for learners
- Discusses opportunities for follow-up support and mentoring for educators after training.

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WHO Regional Office for Europe and BZgA (2017). Training matters: A framework for core competencies of sexuality educators (<https://www.bzga-whocc.de/en/>).

WHO Regional Office for Europe and BZgA (2017). Standards for Sexuality Education in Europe: Guidance for Implementation (<https://www.bzga-whocc.de/en/>).

Further resources

WHO Europe and BZgA resources

As part of their close collaboration on CSE in Europe and Central Asia, the WHO Regional Office for Europe, BZgA and the members of the European Expert Group on Sexuality Education have developed a series of documents:

Standards for Sexuality Education (2010)

The document introduces the concept of holistic sexuality education and offers a concrete overview of the topics that sexuality education in European countries should entail, ordered by age group. The Standards are based on a positive interpretation of sexuality, which is regarded as a natural part of human development and a central aspect throughout human life. Topics such as HIV/AIDS, unintended pregnancies and sexual violence are embedded in an all-embracing educational approach that focuses on the self-determination of the individual and responsibility for oneself and others. Holistic sexuality education provides children and young people with scientifically accurate and non-judgemental information on all aspects of sexuality, while also helping them to develop the skills they need to act on this information.

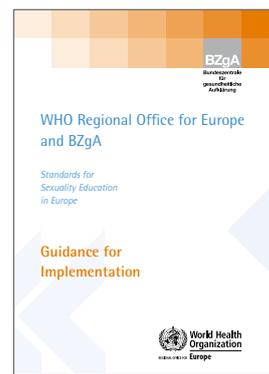


Available at <https://www.bzga-whocc.de/en/>

Standards for Sexuality Education in Europe: Guidance for Implementation (2013)

This document outlines the process for developing a national school-based sexuality education programme and provides step-by-step guidance on how to introduce new or improve existing sexuality education programmes. It is designed to build on a curriculum framework as a model that maps out the process of developing a sexuality education programme using this framework. This model should be adapted to reflect national differences in the education sector.

The publication is targeted at policy-makers in educational programmes and representatives of technical working groups tasked with translating a general CSE framework into practical documents and procedures.



The objectives of the publication are to:

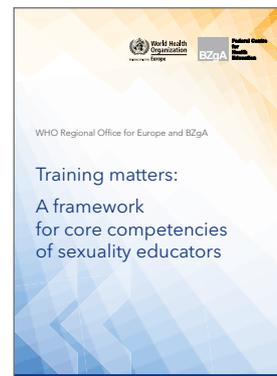
- provide guidance in the process of developing, implementing or improving sexuality education programmes
- provide advice about who should be involved at the various stages of its development
- provide suggestions for creating opportunities and for meeting challenges in the development and introduction of sexuality education programmes.

Available at <https://www.bzga-whocc.de/en/>

Training matters: A framework for core competencies of sexuality educators (2017)

The document concentrates on the training of sexuality educators and the competencies they should acquire. It serves to provide support and to facilitate the processes necessary to implement training programmes for sexuality educators or to improve existing programmes.

The framework is primarily aimed at those who conduct trainings with sexuality educators, as well as experts who develop training curricula for sexuality educators. It can also support educators themselves by providing guidance for their own professional and personal development and can be used to support advocacy efforts to highlight the importance of training for sexuality education.



Available at <https://www.bzga-whocc.de/en/>

Policy Briefs for Sexuality Education

Policy Briefs on various key topics in relation to sexuality education in Europe and Central Asia provide short, concise materials to quickly inform and support policy-makers and representatives of media and non-governmental organizations:

1. Policy Brief No. 1 (**Sexuality Education: What Is It?**) gives a general overview of sexuality education in Europe and Central Asia. It highlights particular aspects—for example: the history of sexuality education in Europe; the positive impact of sexuality education; myths and facts about sexuality education; and sexuality education based on human rights.
2. Policy Brief No. 2 (**Sexuality Education: What Is Its Impact?**) gives a more detailed overview of the scientifically proven effect that sexuality education has on the (sexual and reproductive) health and well-being of adolescents.
3. Policy Brief No. 3 (**Introducing Sexuality Education: Key Steps for Advocates in Europe and Central Asia**) provides an overview of the most important steps for introducing (or revising) national in-school sexuality education programmes and reviewing existing resources.

4. Policy Brief No. 4 (**Why Should Sexuality Education Be Delivered in School-Based Settings?**) addresses the basic principles of and necessary links to efficient, high-quality school-based sexuality education. It illustrates the conditions under which sexuality education in schools can be successfully implemented.

The Policy Briefs are available in English and Russian at <https://www.bzga-whocc.de/en/>

Comprehensive Sexuality Education Factsheet Series (2020)

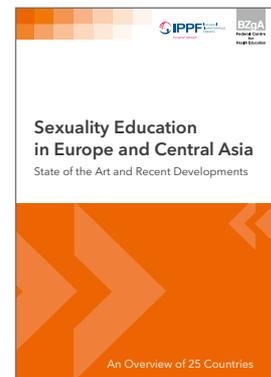
The series of six factsheets, developed in collaboration with UNFPA, synthesizes recent international evidence on the benefits of CSE in relation to various health, development and youth-focused topics. The factsheets are specifically aimed at CSE advocates and policy-makers, with a particular focus on Europe and Central Asia, but are relevant for those interested in CSE globally. Each of the factsheets presents the results of the most recent research on the benefits of CSE in relation to the specific topic and provides good practice and country examples. The six topics are:

1. The Impact of Comprehensive Sexuality Education on Young People's Sexual Behaviour
2. The Impact of Comprehensive Sexuality Education on Adolescent Pregnancy
3. The Impact of Comprehensive Sexuality Education on Sexually Transmitted Infections, Including HIV, Among Young People
4. The Impact of Comprehensive Sexuality Education on Youth Empowerment
5. The Impact of Comprehensive Sexuality Education on Addressing Gender Inequality and Gender-Based Violence
6. Promoting Parental Involvement in Comprehensive Sexuality Education

Available at <https://www.bzga-whocc.de/en/>

Sexuality Education in Europe and Central Asia: State of the Art and Recent Developments. An Overview of 25 Countries (2018) - published with IPPF EN

This document provides a comprehensive overview of the status of sexuality education in 25 countries in the WHO European Region, based on research conducted by BZgA and IPPF EN. The final section of the document comprises detailed country profiles of the status of sexuality education in each of the 25 countries. These provide a concise summary of the situation, progress and remaining challenges in each country.



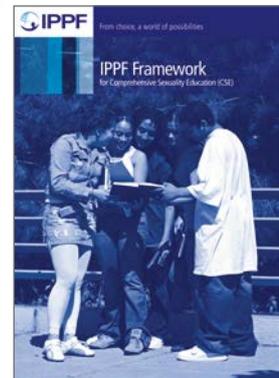
Available at <https://www.bzga-whocc.de/en/>

International guidance and frameworks on CSE

IPPF (2010). Framework for Comprehensive Sexuality Education

This document outlines IPPF's approach to CSE and is aimed primarily at IPPF's 150+ Member Associations to help inform the development of new CSE policies and programmes and form the basis for future curricula. However, it is applicable more broadly to other organizations, particularly those working globally. The framework is an accessible, 12-page overview document, outlining IPPF's essential components for CSE and principles of good practice.

Available at https://www.ippf.org/sites/default/files/ippf_framework_for_comprehensive_sexuality_education.pdf



UNESCO (2018). International Technical Guidance on Sexuality Education: An Evidence-Informed Approach

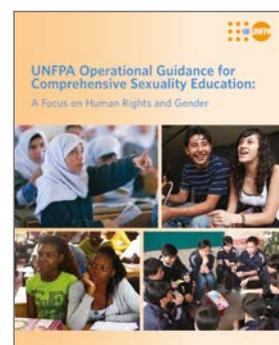
UNESCO developed the first international technical guidance on CSE in 2009, and a revised edition was published in 2018 to reflect the latest scientific evidence and developments in practice, including broadening the previous focus on HIV/AIDS and the prevention of HIV and STIs. Based on a new review of current evidence, the revised version promotes structured learning about sex and relationships in school settings within a framework of human rights and gender equality. It includes a comprehensive set of key concepts, topics and illustrative learning objectives to guide the development of locally adapted curricula from age 5 through to 18 years and beyond. The revised guidance is structured around eight key concepts, under which learning objectives are differentiated for four main age groupings: 5–8 years; 9–12 years; 12–15 years; and 15–18+ years, covering the three elements of the learning process (knowledge, attitudes and skills).

Available at <http://unesdoc.unesco.org/images/0026/002607/260770e.pdf>



UNFPA (2014). Operational Guidance: Comprehensive Sexuality Education: A Focus on Human Rights and Gender

This document sets out UNFPA's framework for CSE with the primary aim of directing its support to governments and other CSE partners that are working in and out of school. It emphasizes the need for CSE to be inclusive, and recognizes the importance of non-formal settings in providing CSE to vulnerable and excluded adolescents and young people. It provides tools for programme managers and technical advisers to strengthen the implementation of UNFPA-supported national sexuality education programmes in four key areas: 1) strengthening policies on CSE to reach young people in and out of school; 2) building technical capacity to strengthen programme quality, with a focus on CSE curricula, pedagogy and teacher training; 3) enhancing protective social



factors, beyond CSE curriculum and pedagogy; and 4) strengthening monitoring and evaluation components, with due consideration to inequality, gender norms, power in intimate relationships, and intimate partner violence. A list of useful resources for each of the four key intervention areas is provided. The guidance does not include advice on specific topics or provide detailed learning outcomes.

Available at <https://www.unfpa.org/publications/unfpa-operational-guidance-comprehensive-sexuality-education>

Training resources/toolkits to support the implementation of CSE in practice

Frontline AIDS (2019). *Sexuality and Lifeskills Toolkit*. Available at <https://frontlineaids.org/resources/sexuality-and-life-skills-toolkit/>

IPPF (2017). *Deliver+Enable Toolkit: Scaling-up Comprehensive Sexuality Education*. Available at <https://www.ippf.org/resource/deliverenable-toolkit-scaling-comprehensive-sexuality-education-cse>

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Additional resources to support CSE training and delivery

For learner-centred approach, interactive methods

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Annex 1: List of participants

International workshop: Capacity-building – fostering the development and implementation of training for sexuality educators in the WHO European Region, 18–22 February 2019, Remagen-Oberwinter, Germany

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