



# Overview of publications

of the WHO Collaborating Centre  
for Sexual and Reproductive Health

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# Introduction



## Who we are

The Federal Centre for Health Education (BZgA) is a governmental organisation in the portfolio of the German Federal Ministry of Health. It acts as a specialist authority for all concerns related to health promotion and prevention activities on the national level. It encourages health-promoting lifestyles and the prevention of health risks as well as develops BZgA national and international standards and strategies, implementing these in the form of campaigns, programmes and projects.

Since 2003, one of the main thematic focus of the WHO Collaborating Centre (WHO CC) lies on comprehensive sexuality education (CSE) for children and young people in the WHO European Region.

The BZgA builds its international work regarding sexuality education upon long-standing national experience. As a governmental institution, BZgA has the legal mandate to implement sexuality education in Germany, in close cooperation with all German family counselling institutions and other relevant organisations in this field (e. g., Act on Conflicts During Pregnancy).

## What we do

As a WHO CC, we are strongly committed to facilitating the implementation of regional and global frameworks, strategies and action plans relevant to the field of sexual and reproductive health in the Member States of the WHO European Region, including the WHO Action Plan for Sexual and Reproductive Rights and the Sustainable Development Goals. We particularly aim at improving the access to and the quality of sexual health promotion in this region, focussing on CSE and HIV/STI prevention.

The key areas and main objectives of the WHO CC:

- health promotion/education and public health-related programmes including research, including the transfer of expertise in the WHO European Region;
- improvement of the quality of sexuality education in the WHO European Region and monitoring its impact;
- improvement of the quality of HIV/STI prevention in the WHO European Region.

The main tasks of the WHO CC:

- to develop standards and related materials to support Member States of the WHO European Region in their implementation and quality assurance of CSE programmes and HIV/STI measures;

- to foster research and good practice in CSE and general sexual health promotion;
- to organise and conduct international conferences, workshops and seminars for exchanging knowledge, fostering mutual learning, building capacity and transferring technical expertise. One of the current priorities of our work is the promotion of CSE for vulnerable groups, including children and young people with disabilities.

In order to achieve these objectives and to implement larger projects, BZgA built a strong network of experts in the field of sexual and reproductive health and sexuality education from across the WHO European Region (hereafter referred to as European Expert Group on Sexuality Education). It regularly enters collaborations with organisations at the national and international level. Larger projects in these key areas include, among others, developing and disseminating material for capacity building, developing and implementing training sessions for educators, and conducting studies on the current status of CSE in the WHO European Region.

## **International Partners**

In order to enhance mutual learning and exchange experience across borders, the BZgA developed and sustained a huge international network of experts in sexual and reproductive health and rights working for various types of institutions across the WHO European Region, including UN organisations, governmental and nongovernmental organisations, as well as research institutes.

For example, the BZgA and the WHO Regional Office for Europe joint head the work of the European Expert Group on Sexuality Education, comprised of experts from different European countries as well as intranational organisations, with various backgrounds ranging from medicine to psychology and the social sciences. All of them have extensive experience in different areas from the field of sexuality education, for instance, policy-making, research, practice or advocacy. This group was founded as an advisory and reference group for the BZgA and the WHO concerning the development of the Standards for Sexuality Education in Europe and has since become a strong and vital network and an essential element for the dissemination of the work of the BZgA as WHO CC.

The cooperation with the European Expert Group on Sexuality Education serves to advocate for and to promote the implementation of and access to CSE for children and young people, to develop documents and materials, to support countries of the WHO European Region in the implementation of sexuality education programs and the insurance of their quality, and to enhance communication between different actors from the field of sexuality education and thereby to increase overall networking and knowledge transfer.



# Publications







**Sexuality Education in  
Europe and Central Asia**





In 2016–2017, the BZgA and the European Network of the International Planned Parenthood Federation (IPPF EN) initiated an extensive survey regarding the development and current status of sexuality education in Europe and Central Asia, which included 25 selected countries of the WHO European Region. It was based on an extensive questionnaire answered by experts of both governmental and nongovernmental institutions.

The analysis dealt with aspects of sexuality education such as the most recent laws, policies and strategies related to sexuality education, how sexuality education is organized and implemented, the implementation of sexuality education outside the formal school setting, opposition to sexuality education, good practices and initiatives, youth-friendly SRH services, and survey data on the SRH of young people, including sexuality education.

The final research results were compiled in three publications: *A Comprehensive Report on Sexuality Education in Europe and Central Asia*, *Regional Overview of the Status of Sexuality Education in 25 Countries of the WHO European Region*, and *Country Factsheets of 25 Countries of the WHO European Region*.

# Comprehensive Report on Sexuality Education in Europe and Central Asia

This publication contributes to facilitating the implementation of sexuality education at the national level as well as to improving the quality of sexuality education throughout the entire WHO European Region. The goal is to increase the health and well-being of children and young people. It covers 25 countries, presenting a comparative European overview of the main results and formulating recommendations based on the core conclusions.

The report is available in English and Russian. It can either be ordered as hardcopy or downloaded from [www.bzga-whocc.de/en/](http://www.bzga-whocc.de/en/)

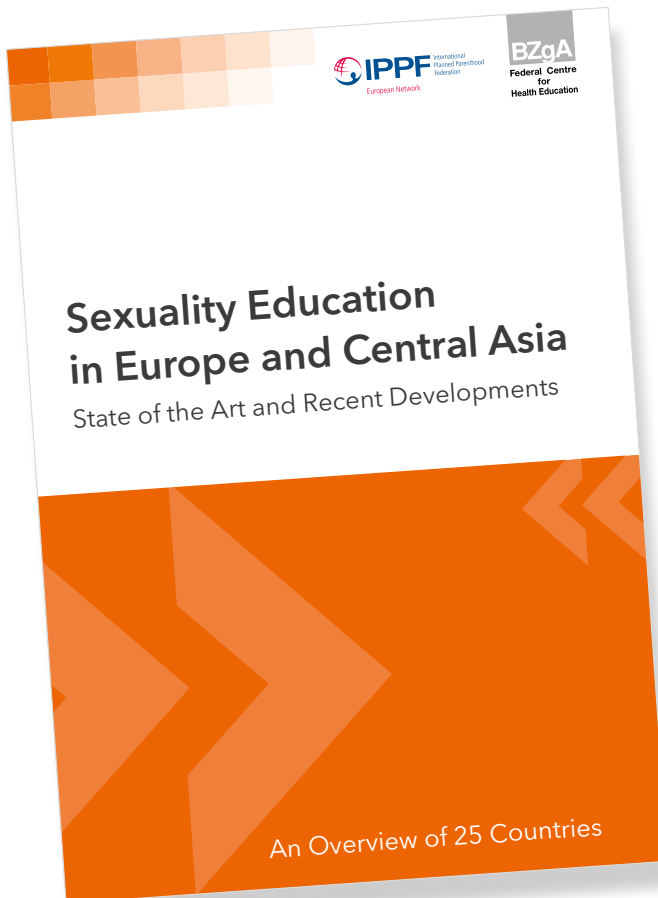
Brochure, DIN A4, Order number:



60596046  
English



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Russian



# Regional Overview of the Status of Sexuality Education in 25 Countries of the WHO European Region

This publication summarises the key findings on the status of sexuality education for all 25 countries as well as drawing main conclusions and recommendations.

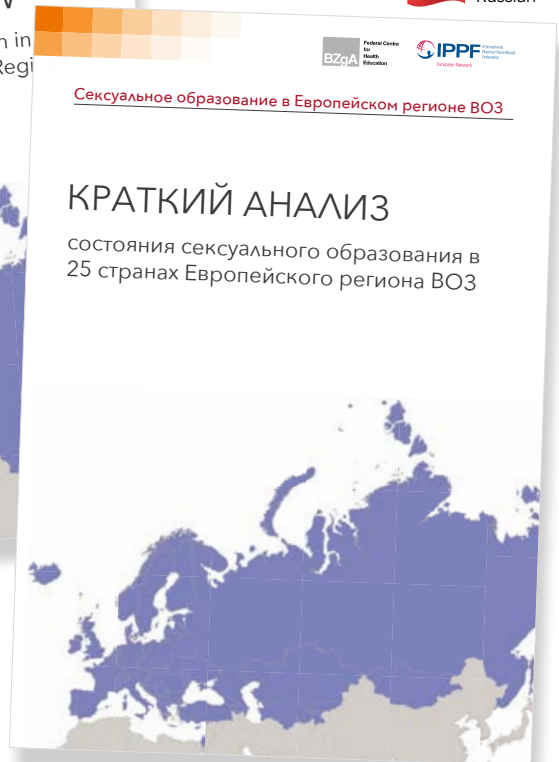
The overview is available in English and Russian. It can either be ordered as hardcopy or downloaded from [www.bzga-whocc.de/en/](http://www.bzga-whocc.de/en/)

Leaflet, DIN A4, Order number:

 60596048  
English



 60596049  
Russian



## Country Factsheets of 25 Countries of the WHO European Region

This publication presents a series of 25 factsheets containing summarized country profiles for each of the countries studied.

These factsheets are available in English. They can either be ordered as hardcopy or downloaded from [www.bzga-whoec.de/en/](http://www.bzga-whoec.de/en/)



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60596050	Albania	60596058	Finland	60596067	Russian Federation
60596051	Austria	60596059	Georgia	60596068	Serbia
60596052	Belgium (Flanders)	60596060	Germany	60596069	Spain
60596053	Bosnia and Herzegovina (Canton Sarajevo)	60596061	Ireland	60596070	Sweden
60596054	Bulgaria	60596062	Kazakhstan	60596071	Switzerland
60596055	Cyprus	60596063	Kyrgyzstan	60596072	Tajikistan
60596056	Czech Republic	60596064	Latvia	60596073	Ukraine
60596057	Estonia	60596065	Macedonia fYR	60596074	United Kingdom
		60596066	The Netherlands		



On 15–16 May 2017, the BZgA hosted the ‘International Conference on Sexuality Education: Lessons Learned and Future Developments in the WHO European Region’ in Berlin, Germany. The conference was a platform for the facilitation of the scientific and technical exchange of the latest research results and examples of good practice in the field of sexuality education, and to enable networking opportunities between international experts working in the field of sexuality education.

The conference served to promote sexuality education as an integral part of health promotion and as a crucial element supporting the healthy development of children and young people. The specific objectives of the conference were to provide an overview of trends and the current state of sexuality education in the WHO European Region, to identify current challenges related to the implementation and improvement of sexuality education, and to develop future strategies and approaches to address these challenges.



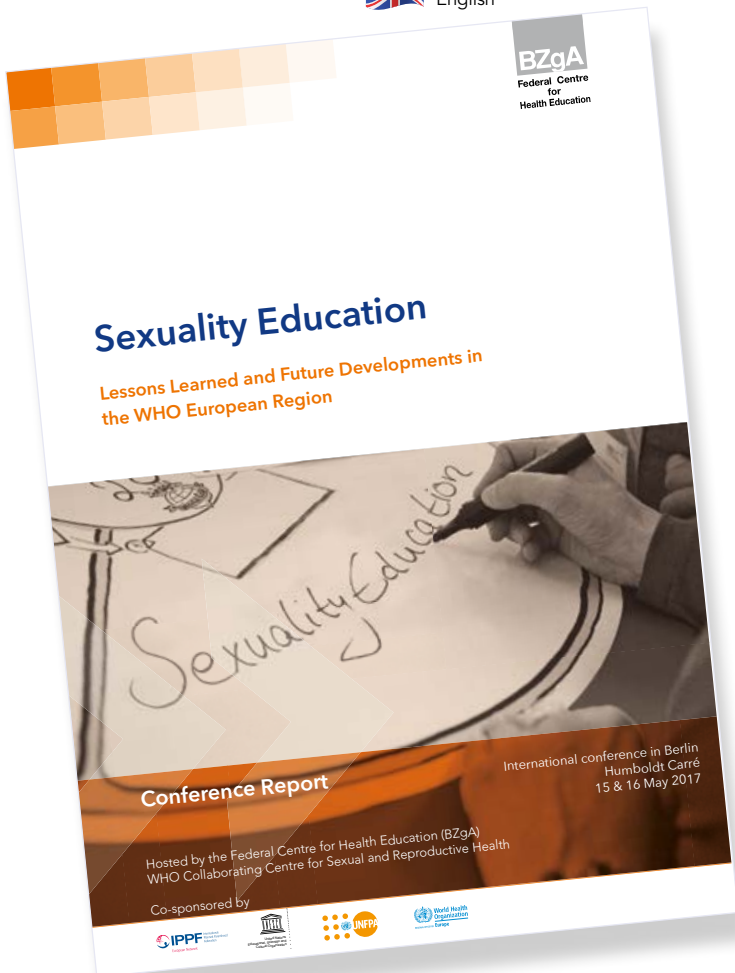
## Documentation of the International Conference (2017)

A documentation of the conference and its results is available for download on [www.bzga-whocc.de/en](http://www.bzga-whocc.de/en). The full documentation includes a video documentation, a digital documentation (pageflow) and a conference report.

The conference report is available in English. It can either be ordered as hardcopy or downloaded from [www.bzga-whocc.de/en/](http://www.bzga-whocc.de/en/)

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 60596075  
English









Publications

**Standards for  
Sexuality Education in Europe**



## Standards for Sexuality Education in Europe

This publication introduces the concept of ‘holistic\* sexuality education’ and provides a concrete overview of the topics sexuality education in European countries should entail, ordered according to age group.

The publication targets policymakers as well as educational and health authorities and other specialists working in these fields. These Standards are meant to serve as guidelines for introducing holistic sexuality education in the respective countries. They provide practical support and guidance for the elaboration of suitable curricula whilst also furnishing the arguments and rationale for the introduction of holistic sexuality education.

The Standards are available in the following languages: Croatian, Czech, Dutch, English, Estonian, Finnish, French, German, Italian, Polish, Romanian, Russian, Spanish. They can either be ordered as hardcopies or downloaded from [www.bzga-whocc.de/en/](http://www.bzga-whocc.de/en/)

Brochure, DIN A4, Order number:



60059502  
Russian



60059501  
German



60059500  
English



Please note: Only the versions in English, German and Russian were translated by the BZgA. All other language versions were provided by organisations in the respective country.

If you are considering having the Standards translated into your local language, please contact us to discuss how to proceed.

\* The Standards describe ‘holistic sexuality education’ as the third approach, in addition to abstinence-only and abstinence-plus (considered ‘comprehensive’ at that time) sexuality education. In the meantime, the concept of CSE has been further developed and now resembles the holistic approach in its most crucial aspects.

# Frequently Asked Questions on the Standards

The launch of the Standards triggered many reactions from different countries. For easy reference, we have compiled the most important questions and answers in an FAQ document. This document is available in English and German for download at [www.bzga-whocc.de/en](http://www.bzga-whocc.de/en).



## Standards für Sexuaufklärung in Europa FAQs. Fragen und Antworten

### 1. Was ist „ganzheitliche Sexuaufklärung“?

Ganzheitliche Sexuaufklärung beruht auf einem umfassenden Begriff von Sexualität, der über den bloßen Fokus auf biologische Zusammenhänge oder den Sexualakt hinausgeht.

Emotionen, das Eingehen und Pflegen von Beziehungen, Respekt gegenüber den Grenzen anderer Personen, die Fähigkeit, Wünsche zu formulieren, Nähe und Vertrauen zu empfinden usw., all dies sind wesentliche Bestandteile eines solchen umfassenden Begriffes von Sexualität, wie er den Standards zugrunde liegt. In der ganzheitlichen Sexuaufklärung werden nicht allein wissenschaftlich korrekte Informationen über biologische und medizinische Fakten, sondern auch Kenntnisse über kognitive, emotionale, soziale und interaktive Aspekte der Sexualität vermittelt. Außerdem wird die Relevanz international anerkannter Menschenrechte betont, v.a. das Recht auf Information, das für den Schutz der (auch sexuellen) Gesundheit von maßgeblicher Bedeutung ist.

### 2. Welche Inhalte sollte Sexuaufklärung umfassen?

Für eine positive und gesunde Entwicklung der Sexualität ist es wichtig, dass junge Menschen neben Wissen über die biologischen und medizinischen Fakten auch Unterstützung für eine positive Entwicklung

ihrer sexuellen Identität erhalten.

Neben physischen Fertilität etc.) gehen auf kognitive, emotionale Aspekte von Schülern und Schülern ein, um die relevanten Fakten zu kennen, die sie berechnen und eingehen und sie so weit sind

Auf der Basis sexueller Gesamtheit von Umfange ganz, ein.

## Standards for Sexuality Education in Europe: Frequently asked questions

### 1. What is “holistic” sexuality education?

From a global perspective, sexuality education programmes can basically be grouped into three categories: (1) Programmes which focus primarily or exclusively on abstaining from sexual intercourse before marriage; (2) so called “comprehensive” programmes, which include abstinence as an option, but also cover contraception and safe sex practices; (3) programmes which include the elements in category 2, but also put them into a wider perspective of personal and sexual growth and development, sexual rights and the right to education. These latter programmes are referred to as “holistic” sexuality education programmes.

Holistic sexuality education is based upon a broad understanding of sexuality which does not focus exclusively on biological aspects. Rather, it stresses that sexuality education means learning about the cognitive, emotional, social and interactive aspects of sexuality as well as the purely physical aspects. Its primary focus is on sexuality as a positive element of human potential and a source of satisfaction and pleasure. The need for the knowledge and skills required to prevent sexual ill health, although clearly recognized, comes second to this overall positive approach. It furthermore emphasizes that sexuality education should be based on internationally accepted human rights and the right to knowledge, which is required before ill health can be prevented.

### 2. Why should sexuality education programmes focus on anything other than the biological aspects of sexuality?

Sexuality education is often delivered in the context of biology classes, with an exclusive focus on the biological facts of sexuality (sexual organs, fertility, etc.). Sexuality comprises more than physical aspects, however. It also includes cognitive, emotional, social and interactional elements, which are essential in enabling children and young people to develop the skills required to negotiate safe, equal and respectful relationships with others. Starting from these considerations and from commonly used definitions of sexual health (such as the WHO working definition),<sup>1</sup> the Standards identify a whole category on emotions and the importance of love and of taking responsibility for oneself, for others and, to some extent, for the whole

<sup>1</sup> Defining sexual health. Report of a technical consultation on sexual health, 28-31 January 2002, Geneva: World Health Organization; 2006. “Sexual health is a state of physical, emotional, mental and social well-being in relation to sexuality; it is not merely the absence of disease, dysfunction or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence. For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled.”

## Guidance for Implementation

The Guidance for the Implementation of the Standards for Sexuality Education in Europe 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.

The publication is targeted at decision-makers in educational programmes working on the policy level and at technical working groups that translate general frameworks into practical documents and procedures.

The Guidance for the Implementation is available in the following languages: English, French, Italian, Romanian, Russian and Spanish. It can either be ordered as hardcopy or downloaded from [www.bzga-whocc.de/en/](http://www.bzga-whocc.de/en/)

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60059503  
English



60059506  
French



60059504  
Russian



60059505  
Spanish



Please note: Only the versions in English, French, Russian and Spanish were translated by the BZgA. All other language versions were provided by organisations in the respective country.

If you are considering having the Guidance for Implementation translated into your local language, please contact us to discuss how to proceed.



# Publications

## Policy Briefs on Sexuality Education



# Policy Briefs on Sexuality Education

Policy briefs concern various key topics in sexuality education in Europe and Central Asia. Each issue provides short, concise information to support policymakers as well as media representatives and nongovernmental organisations (NGOs).

The Policy Briefs are available in English and Russian. They can either be ordered as hardcopies or downloaded from [www.bzga-whocc.de/en](http://www.bzga-whocc.de/en)

**SEXUALITY EDUCATION**  
Policy brief No. 1

**SEXUALITY EDUCATION: WHAT IS IT?**

This policy brief provides an overview of key issues in sexuality education. It focuses primarily on sexuality education in Europe and Central Asia but is also relevant to countries outside of these regions.

Sexuality education aims to develop and strengthen the ability of children and young people to make conscious, satisfying, healthy and respectful choices regarding relationships, sexuality and emotional and physical health. Sexuality education does not encourage children and young people to have sex.

**DEFINITION**

In the 5th Session of the European Council, experts agreed that "sexuality education starts early in childhood and progresses through adolescence and adulthood. For children and young people, it aims at supporting and protecting sexual development. It gradually equips and empowers them 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."

This policy brief presents the available evidence describing the "hard" and "soft" aspects of sexuality education. At the same time, the authors recognise that the impact of "soft" aspects of sexuality education have not been sufficiently studied to date.

**HISTORY**

In Europe, sexuality education as a school curriculum subject has a history of more than half a century. It first began in Sweden in 1955, followed by many more Western European countries in the 1970s and 1980s. The introduction of school-based sexuality education continued into the 1990s and early 2000s, first in France and the United Kingdom and subsequently in Portugal, Spain, Estonia, Ukraine and Armenia. In Ireland, sexuality education became mandatory in primary and secondary schools in 2007. The focus of sexuality education has

changed in line with the educational and public health priorities of the time, but must always stayed the same. It has moved from being about sexual health to encompassing the prevention of unintended pregnancies and STIs, and the promotion of gender norms and respect for diversity.

**SEXUALITY EDUCATION**  
Policy brief No. 2

**SEXUALITY EDUCATION: WHAT IS ITS IMPACT?**

This policy brief provides an overview of the impact of good quality sexuality education on the health and well-being of children and young people. The examples in this brief are taken from Europe and Central Asia but they are also relevant to countries outside of these regions.

Sexuality education is teaching about the cognitive, emotional, social, interactive and physical aspects of sexuality. Sexuality education does not encourage children and young people to have sex. In the 5th Session of the European Council, experts agreed that "sexuality education starts early in childhood and progresses through adolescence and adulthood. For children and young people, it aims at supporting and protecting sexual development. It gradually equips and empowers them 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."

Sexuality education lays the foundation for a safe and fulfilling passage to adulthood, e.g. by encouraging understanding of emotions and feelings, teaching the principles of human reproduction, exploring family and interpersonal relationships, learning 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.

These can then be built upon gradually, in line with the age and stage of development of the child.

This policy brief presents the available evidence describing the "hard" and "soft" aspects of sexuality education. At the same time, the authors recognise that the impact of "soft" aspects of sexuality education have not been sufficiently studied to date.

**SEXUALITY EDUCATION**  
Policy Brief Number 3

**INTRODUCING SEXUALITY EDUCATION: KEY STEPS FOR ADVOCATES IN EUROPE AND CENTRAL ASIA**

This policy brief provides an overview of the key steps in advocating for the introduction of a new national or school sexuality-education programme or the review of an existing one. Though it focuses on the implementation of such programmes in a national level, it is also relevant for countries outside the region.

**ENGAGE SOCIETY THROUGH ONGOING CONSULTATIONS WITH STAKEHOLDERS**

In countries with centralized government structures, advocates should focus on national-level processes, as national governments are responsible for arranging funds for the implementation of sexuality education programmes. In countries with decentralized government structures, local commitment should be a main goal. In the absence of national curriculum frameworks and/or evidence of advocacy at the regional and local levels is critical and programme needs to be anchored in local structures.

**SEXUALITY EDUCATION**  
Policy Brief Number 4

**WHY SHOULD SEXUALITY EDUCATION BE DELIVERED IN SCHOOL-BASED SETTINGS?**

This policy brief provides the rationale for implementing formal sexuality-education programmes in school-based settings in Europe and Central Asia.

Sexuality education delivered within a safe learning environment and alongside access to youth-friendly health services has a positive and lifelong effect on the health and well-being of children and young people. It is important to stress that children and young people need both informal and formal sexuality education. The latter should not be opposed, but complement one another.

While schools are key providers of formal sexuality education, it is critical that options for non-school-based sexuality education should exist, especially to reach the most marginalized and vulnerable young people. It also acts as a complement to school-based sexuality education.

**WHAT SCHOOLS CAN OFFER**

"School settings provide an important opportunity to reach large numbers of children and young people with sexuality education before they become sexually active, as well as offering an appropriate structure for the formal curriculum within which to do so."

All young people will become aware about feelings, sexuality and relationships during their school career. As such, schools play an important role in guiding and supporting children and young people for their future social roles and responsibilities, such as forming respectful and gender-equitable relationships, becoming and being prepared, and fulfilling their roles as mothers or fathers.

Schools have the opportunity to reach large numbers of children and young people from diverse backgrounds via trained adult professionals. School leaders have a responsibility for promoting and protecting children's and young people's sexual health and well-being before the onset of sexual activity. Age-appropriate sexuality education engages children and young people in developing knowledge and skills, building self-esteem and self-government, and challenging harmful gender norms. Sexuality education also teaches about values such as equality, respect and tolerance. The demand for sexuality education comes from learners themselves and they want to be active participants in the learning process.

Schools are effective structures for the teaching and learning of tomorrow's citizens. The school curriculum is designed to address the educational and socio-emotional needs of children and young people in an age-appropriate manner. The formal curriculum is a long-term and sustainable way of

# Policy Brief 1: Sexuality Education: What Is It?

Policy Brief 1 gives a general review of sexuality education in Europe and Central Asia, and highlights particular aspects such as 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.

Leaflet, DIN A4, Order number:



**SEXUALITY EDUCATION**  
Policy brief No. 1

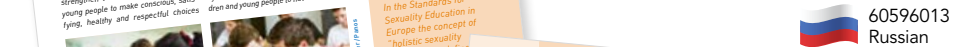
**SEXUALITY EDUCATION: WHAT IS IT?**  
This policy brief provides an overview of key issues in sexuality education. It focuses primarily on sexuality education in Europe and Central Asia but is also relevant to countries outside of these regions.

Sexuality education aims to develop and strengthen the ability of children and young people to make conscious, satisfying, healthy and respectful choices regarding relationships, sexuality and physical health. Sexuality education does not encourage children and young people to have sex.

**DEFINITION**  
In the Standards for Sexuality Education in Europe the concept of "holistic sexuality education" is defined as follows:

"Learning about the emotional, social, and physical aspects of sexuality starts early in childhood and progresses through adolescence and young adulthood. It aims at supporting people to gradually develop their powers, skills and understanding of sexuality, filling their expectations and addressing their needs."

**HISTORY**  
In Europe, sexuality education as a school curriculum subject has a history of more than half a century. It first began in Sweden in 1955, followed by other Western European countries in the 1970s and 1980s. The introduction of school-based sexuality education continued into the early 2000s, first in France and the United Kingdom and subsequently in Portugal, Spain, Estonia, Ukraine and Armenia. In Ireland, sexuality education became mandatory in primary and secondary schools in 2001. The focus of sexuality education has changed in line with the educational and public health priorities of the time, but most key elements have stayed the same. It started with the prevention of unintended pregnancy and HIV (1960s-2001), then moved on to the prevention of sexual abuse (1970s), finally embracing the prevention of sexism, homophobia and online bullying from 2000 onwards. Today, an analysis of gender norms and reflections on gender inequality are important parts of sexuality education.



**СЕКСУАЛЬНОЕ ОБРАЗОВАНИЕ**  
Краткий обзор политики и практики № 1

**СЕКСУАЛЬНОЕ ОБРАЗОВАНИЕ. ЧТО ЭТО ТАКОЕ?**  
Настоящий обзор политики и практики рассматривает ключевые аспекты сексуального образования. В центре внимания обзор – сексуальное образование в странах Европы и Центральной Азии. Документ также актуален и для других стран.

**ОПРЕДЕЛЕНИЕ**  
В Стандартах сексуального образования в Европе комплексное сексуальное образование определяется как:

"усвоение знаний о инстинктах, эмоциональных, социальных, интеллектуальных и физических аспектах сексуальности и реализации сексуальности. Сексуальное образование начинается в раннем детстве и продолжается в подростковом и зрелом возрасте. Оно направлено на развитие детей и молодых людей, дает им возможность расширять свои знания, навыки и понимание сексуальности, формирует положительные установки, дает им возможность осознать свои потребности и реализовать их, способствует формированию уважительных отношений с другими людьми, способствует формированию уважительных отношений с самим собой, другими людьми и обществом."

**ИСТОРИЯ**  
В Европе сексуальное образование включается частью школьной программы, имеет уже более чем полувековую историю. Его преподавание началось в Швеции в 1955 году, за ней последовали многие другие страны Западной Европы. Внедрение сексуального образования в школах продолжилось в 1990-е и в начале 2000-х годов, сначала во Франции и Великобритании, а затем и в Португалии, Испании, Украине и Армении. В Ирландии сексуальное образование стало обязательным в начальной и средней школе в 2001 году". Тематические собрания сексуального образования инициированы в соответствии с общими приоритетами образования и общественного здравоохранения, но большинство его элементов, вытекающих из традиционных представлений о сексуальности, остаются неизменными. Выважило на первый план сексуальное образование, направленное на профилактику нежелательной беременности и венерических заболеваний (1960-е и 1970-е годы). В последние десятилетия в Европе появились программы, направленные на расширение знаний, навыков и понимания сексуальности, формирование уважительных отношений с другими людьми, формирование уважительных отношений с самим собой, другими людьми и обществом. Сегодня анализ гендерных норм и рефлексия на тему гендерного неравенства являются важными составляющими сексуального образования.

# Policy Brief 2: Sexuality Education: What Is Its Impact?

Policy Brief 2 gives a more detailed overview of the scientifically proven effect of sexuality education on the (sexual and reproductive) health of young people and their well-being. It shows that sexuality education has a positive impact on the attitudes and values of young people, promotes behavioural changes and can contribute to greater mutual respect and tolerance.

Leaflet, DIN A4, Order number:



**SEXUALITY EDUCATION**  
Policy brief No. 2

**SEXUALITY EDUCATION: WHAT IS ITS IMPACT?**

This policy brief provides an overview of the impact of good quality sexuality education on the health and well-being of children and young people. The examples in this brief are taken from Europe and Central Asia but they are also relevant to countries outside of these regions.

Sexuality education is teaching about the cognitive, emotional, social, interactive and physical aspects of sexuality. Sexuality education does not encourage children and young people to have sex in the Standards for Sexuality Education in Europe, experts agreed that "sexuality education starts early in childhood and progresses through adolescence and adulthood. For children and young people, it aims at supporting and protecting sexual development. It gradually equips people 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."

Sexuality education lays the foundation for a safe and fulfilling passage to adulthood, e.g. by encouraging understanding of emotions and feelings, understanding of the principles of human reproduction, exploring family and interpersonal relationships, learning about safety, and developing confidence and communication skills.

These can then be built upon by, in line with the age and development of the child.

This policy brief presents the "evidence describing the soft" aspects of sexuality. At the same time, the authors note that the impact of "hard" aspects of sexuality education is not sufficiently explored to date.

**IMPACT OF GOOD QUALITY SEXUALITY EDUCATION ON THE HEALTH AND WELL-BEING OF CHILDREN AND YOUNG PEOPLE**

Sexuality education delivered within a safe and enabling learning environment and alongside access to health services has a positive and life-long effect on the health and well-being of young people.

Studies in several European countries have shown that the introduction of long-term national sexuality education programmes has led to "hard outcomes", as shown in Table 1:

- Reduction in teenage pregnancies and abortions
- Decrease in sexually transmitted infections (STI) among young people aged 15-24 years<sup>1</sup>
- Decrease in HIV infections among young people aged 15-24 years<sup>1</sup>
- Decrease in sexual abuse<sup>2</sup>
- Decrease in homophobia<sup>3</sup>

Table 1: "Hard" outcomes of good quality sexuality education



**СЕСУАЛЬНОЕ ОБРАЗОВАНИЕ**  
Краткий обзор политики и практики № 2

**СЕСУАЛЬНОЕ ОБРАЗОВАНИЕ. КАКОВО ЕГО ВЛИЯНИЕ?**

В настоящем обзоре политики и практики представлено краткое описание влияния качественного сексуального образования на состояние здоровья и благополучие детей и молодых людей. В данном обзоре приводятся примеры из стран Европы и Центральной Азии. Документ также актуален и для других стран.

Сексуальное образование пропагандирует усвоение знаний о когнитивных, эмоциональных, социальных, интерактивных и физических аспектах сексуальности и взросления. Сексуальное образование не подталкивает детей и молодых людей к раннему началу половой жизни. В Стандартах сексуального образования в Европе говорится о том, что «сексуальное образование начинается в раннем детстве и продолжается в подростковом и взрослом возрасте. Применительно к детям и молодым людям оно направлено на поддержку и защиту их сексуального развития. Сексуальное образование постепенно расширяет информативность детей и молодых людей, обеспечивая их информацией, ратывая навыки и формируя позитивные ценностные установки. Важно, чтобы они могли осознать и формулировать собственные потребности и потребности окружающих, строить сексуальности, строить безопасные и полноценные межличностные отношения и адекватно оценивать состояние своего здоровья и благополучия своих себя и других».

Сексуальное образование создает основу для безопасного и полноценного периода во взрослую жизнь, благодаря лучшему пониманию законов и чувств, знанию репродуктивной системы, изучению смежных и межличностных отношений, усвоению опыта безопасного поведения, развитию уверенности в себе и навыков коммуникации. Все эти знания и навыки формируются постепенно, в соответствии с возрастом и стадией развития ребенка.

Настоящий краткий обзор представляет следующие данные о влиянии сексуального образования на поведение в области здоровья, на межличностные отношения и социальные навыки. При этом автор отмечает, что воздействие сексуального образования на межличностные отношения и социальные навыки еще недостаточно изучено<sup>4</sup>.

**ВОЗДЕЙСТВИЕ КАЧЕСТВЕННОГО СЕСУАЛЬНОГО ОБРАЗОВАНИЯ НА СОСТОЯНИЕ ЗДОРОВЬЯ И БЛАГОПОЛУЧИЕ ДЕТЕЙ И МОЛОДЫХ ЛЮДЕЙ**

Сексуальное образование, предоставляемое в безопасной и благоприятствующей общему образовательной среде, вместе с доступом к услугам здравоохранения оказывает положительное влияние на здоровье и благополучие молодых людей. Исследования, проведенные в нескольких европейских странах, показали, что введение долгосрочных национальных программ по сексуальному образованию оказало положительное влияние на поведенческие и системные здоровые подростки, как показано в таблице 1.

- Снижение частоты беременностей и аборт среди подростков
- Снижение заболеваемости инфекциями, передаваемыми половым путем (ИППП), среди молодых людей в возрасте 15-24 лет<sup>1</sup>
- Снижение заболеваемости ВИЧ-инфекцией среди молодых людей в возрасте 15-24 лет<sup>1</sup>
- Снижение распространенности сексуального насилия<sup>2</sup>
- Снижение уровня гомофобии<sup>3</sup>

Таблица 1. Влияние качественного сексуального образования на поведение и здоровье



# Policy Brief 3: Introducing Sexuality Education: Key Steps for Advocates in Europe and Central Asia

Policy Brief 3 provides an overview of the most important steps for the introduction (or revision) of national in-school sexuality-education programmes and reviews of existing resources. It focusses on the implementation of programmes and curricula and formulates recommendations on aspects such as the identification and assessment of needs and expectations of young people, the formulation of objectives and key values for programmes and curricula, the involvement of important partners for implementation, the use of existing resources and process planning.

Leaflet, DIN A4, Order number:

 60596032  
English



**SEXUALITY EDUCATION**  
Policy Brief Number 3

**INTRODUCING SEXUALITY EDUCATION: KEY STEPS FOR ADVOCATES IN EUROPE AND CENTRAL ASIA**

**ENGAGE SOCIETY THROUGH ONGOING CONSULTATIONS WITH STAKEHOLDERS**

Many countries in Europe and Central Asia have national policies that protect the rights of children and young people to access information related to their health and well-being. In addition, some have specific policies that outline the provision of child- and youth-friendly services as well as the provision of evidence-informed, age- and developmentally appropriate sexuality education in formal schooling, Sexuality education delivered within a safe learning environment and alongside access to youth-friendly health services, has a positive and lifelong effect on the health and well-being of young people.

This policy brief provides an overview of the key steps in advocating for the introduction of a new national in-school sexuality-education programme or the revision of an existing one. Though it focuses on the implementation of such programmes at a national level in Europe and Central Asia, it is also relevant for countries outside this region.

**ENGAGE SOCIETY THROUGH ONGOING CONSULTATIONS WITH STAKEHOLDERS** in countries with centralized government structures, advocates should focus on national-level processes, as national governments are responsible for

 60596033  
Russian



**СЕКСУАЛЬНОЕ ОБРАЗОВАНИЕ**  
Краткий обзор политики и практики № 3

**ВВЕДЕНИЕ СЕКСУАЛЬНОГО ОБРАЗОВАНИЯ: КЛЮЧЕВЫЕ ШАГИ ДЛЯ СТОРОННИКОВ ПРОДВИЖЕНИЯ В ЕВРОПЕ И ЦЕНТРАЛЬНОЙ АЗИИ**

**ВОВЛЕКАТЬ ОБЩЕСТВО ПРОСРЕДСТВОМ ПРОДОЛЖАЮЩИХСЯ КОНСУЛЬТАЦИЙ С ВЛИЯТЕЛЬНЫМИ И ЗАИНТЕРЕСОВАННЫМИ СТОРОНАМИ**

Центральной Азией, он будет актуален и для стран за пределами данного региона.

Вовлекать общество посредством продолжающихся консультаций с влиятельными и заинтересованными сторонами. Программы должны фокусироваться на процессах национального уровня, так как национальные правительства несут ответственность за выделение целевых средств для реализации среднего образования и обеспечения качества и эффективности программ. В странах с децентрализованными структурами правительство должно сыграть важную роль в поддержке на местном уровне. В отсутствие национальной структуры уровень обучения и надзора в каждый момент является продолжением на региональном и школьном уровне, и программы должны тщательно согласовываться в таких как территориальное управление, так как территориальные или муниципальные департаменты образования. Независимо от структуры, выстраивание поддержки сексуального образования путем вовлечения ключевых

Во многих странах Европы и Центральной Азии существуют стратегии, которые защищают права детей и молодых людей в плане доступа к информации, связанной с их здоровьем и благополучием. В то же время, некоторые страны предоставляют особые услуги, направленные на подростков и молодежь, в том числе на осуществление программ научно обоснованного сексуального образования, соответствующего возрасту и уровню развития обучающихся. Сексуальное образование, предоставляемое в образовательной среде, обеспечивает доступ к ориентированным на молодёжь услугам здравоохранения, повышает положительное отношение к здоровью и благополучию людей. В этом кратком обзоре политики и практики описываются основные шаги по продвижению внедрения национальной внутрисекторной программы сексуального образования или пересмотр уже существующей программы. Хотя региональные реалии таковы, программы на национальном уровне в странах Европы и

# Policy Brief 4: Why Should Sexuality Education Be Delivered in School-based Settings?

Policy Brief 4 addresses the basic principles of and necessary linkages for efficient, high-quality school-based sexuality education. It illustrates the conditions under which sexuality education in schools can be successfully implemented and highlights aspects such as the relevance of sexuality education in schools and how schools can contribute to a good sexual and reproductive health in adolescents and young adults.

Leaflet, DIN A4, Order number:



60596042  
English

The image shows two overlapping leaflets. The top leaflet is the English version, titled "SEXUALITY EDUCATION Policy Brief Number 4" and "WHY SHOULD SEXUALITY EDUCATION BE DELIVERED IN SCHOOL-BASED SETTINGS?". It features logos for UNFPA, BZgA, and the Federal Centre for Health Education. The bottom leaflet is the Russian version, titled "СЕКСУАЛЬНОЕ ОБРАЗОВАНИЕ" and "ПОЧЕМУ СЕКСУАЛЬНОЕ ОБРАЗОВАНИЕ СЛЕДУЕТ РЕАЛИЗОВЫВАТЬ НА БАЗЕ ШКОЛЫ?". It also features the same logos and includes a photo of a woman reading a book. The Russian text discusses the importance of school-based sex education, its benefits for children and young people, and the role of schools in providing this education. It also mentions that schools can offer a safe learning environment and access to youth-friendly health services.



60596043  
Russian



# Publications

## Reference Kit - Factsheets on CSE



## Reference Kit – The Full Six Factsheets Series

In collaboration with UNFPA, the WHO CC produced a series of factsheets that synthesise recent international evidence on the benefits of CSE concerning various health, development and youth-focussed topics. Each of the factsheets presents the results of the most recent research on the benefits of CSE about a specific topic and provides good-practice and country examples.

The factsheets

- present evidence of the benefits of CSE to enable advocates to develop effective advocacy campaigns and evidence-based materials particularly for Europe and Central Asia;
- showcase positive developments and country examples regarding the benefits of CSE globally, and specifically in Europe and Central Asia;
- contribute to the scientific and technical exchange about recent evidence and good practices in the area of CSE.

The publication covers a series of 6 factsheets, an introduction and a glossary.

This Reference Kit is available in English. It can either be ordered as hardcopy or downloaded from [www.bzga-whooc.de/en](http://www.bzga-whooc.de/en)

Leaflet, DIN A4, Order number:



# Factsheet 1: The Impact of CSE on Young People's Sexual Behaviour

Factsheet 1 gives a short introduction to the definition of CSE, an overview of key evidence regarding CSE and young people's sexual behaviour, presents key facts on adolescents' sexual and reproductive health and behaviour, links their sexual behaviour to CSE and presents evidence in practice. It also includes a country case study from the Netherlands.

Leaflet, DIN A4, Order number:



The thumbnail shows the cover of the factsheet. At the top, it has the title 'THE IMPACT OF COMPREHENSIVE SEXUALITY EDUCATION ON YOUNG PEOPLE'S SEXUAL BEHAVIOUR'. Below the title is a magnifying glass icon and the question 'WHAT IS 'COMPREHENSIVE SEXUALITY EDUCATION'?'. The main content area contains a definition of CSE, a list of key stakeholders, and several bullet points describing the characteristics and benefits of CSE. At the bottom, there are logos for UNFPA, World Health Organization, and BZgA (Federal Centre for Health Education).

## THE IMPACT OF COMPREHENSIVE SEXUALITY EDUCATION ON YOUNG PEOPLE'S SEXUAL BEHAVIOUR

### WHAT IS 'COMPREHENSIVE SEXUALITY EDUCATION'?

The international community has moved towards a consensual definition of comprehensive sexuality education (CSE), steering away from a primary focus on disease prevention to a more positive and holistic focus on well-being.<sup>1</sup> Key stakeholders including the German Federal Centre for Health Education (BZgA),<sup>2</sup> WHO,<sup>3</sup> UNFPA,<sup>4</sup> UNESCO<sup>5</sup> and the International Planned Parenthood Federation (IPPF)<sup>6</sup> agree that CSE

- is an evidence- and curriculum-based process of teaching about the cognitive, emotional, social, interactive and physical aspects of sexuality.<sup>7</sup>
- starts from birth and progresses in a way that is developmentally appropriate through childhood and adolescence into adulthood.
- plays a key role in ensuring young people's safe emotional and physical development. It gradually equips and empowers children and young people with information, 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.<sup>8</sup>
- strengthens children's and young people's ability to exercise their sexual and reproductive rights to make conscious, satisfying and healthy choices regarding relationships, sexuality and their physical and emotional health.
- is based on a respect for human rights, gender equality and diversity that underpins individual and community well-being.
- helps young people to reflect on, 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.
- covers a comprehensive range of topics beyond biological aspects of reproduction and sexual behaviour, including (but not limited to) sexuality, gender, different forms of sexual expression and orientation; gender-based violence (GBV); feelings, intimacy and pleasure; contraception, pregnancy and childbirth; and sexually transmitted infections (STIs), including human immunodeficiency virus (HIV).

CSE is an integral part of the human right to health; in particular, the right to access appropriate health-related information, and is supported by a number of international agreements, including the 1994 International Conference on Population and Development (ICPD) Programme of Action and related resolutions. Additionally, the UN Committee on Economic, Social and Cultural Rights views a failure to ensure that up-to-date, accurate information on sexual and reproductive health (SRH) is publicly available and accessible to all, and incorporated into educational curricula, as a violation of a State's obligations.<sup>9</sup>

In countries where CSE is integrated into schools, evidence shows that young people wait until a later age to have their first sexual experiences; have lower teenage pregnancy and abortion rates; have higher rates of contraceptive use; and report less discrimination based on sexual orientation and gender differences.<sup>10,11,12</sup> This is in contrast to 'abstinence-only' approaches, which have been found to be ineffective, stigmatizing and unethical.<sup>13,14,15</sup>

UNFPA

World Health Organization  
REGIONAL OFFICE FOR EUROPE

Federal Centre for Health Education

WHO Collaborating Centre for Sexual and Reproductive Health

THE IMPACT OF COMPREHENSIVE SEXUALITY EDUCATION ON YOUNG PEOPLE'S SEXUAL BEHAVIOUR

## Factsheet 2: The Impact of CSE on Adolescent Pregnancy

Factsheet 2 includes a short introduction to the definition of CSE and an overview of key evidence regarding CSE and adolescent pregnancy, presents key facts on adolescent pregnancy, discusses causes and consequences, and links adolescent pregnancy to CSE. A country case study from the UK is included.

Leaflet, DIN A4, Order number:



60596081  
English

**THE IMPACT OF COMPREHENSIVE SEXUALITY EDUCATION ON ADOLESCENT PREGNANCY**

### WHAT IS 'COMPREHENSIVE SEXUALITY EDUCATION'?

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- is an **evidence- and curriculum-based** process of teaching about the cognitive, emotional, social, interactive and physical aspects of sexuality.<sup>7</sup>
- starts from birth and progresses in a way that is **developmentally appropriate** through childhood and adolescence into adulthood.
- plays a key role in ensuring young people's **safe emotional and physical development.** It gradually equips and empowers children and young people with **information, 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.<sup>8</sup>
- strengthens children's and young people's ability to exercise their **sexual and reproductive rights** to make conscious, satisfying and healthy choices regarding relationships, sexuality and their physical and emotional health.
- is based on a **respect for human rights, gender equality and diversity** that underpins individual and community well-being.
- helps young people to **reflect on, 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.
- covers a **comprehensive range of topics beyond biological aspects of reproduction and sexual behaviour,** including (but not limited to) sexuality, gender, different forms of sexual expression and orientation; gender-based violence (GBV); feelings, intimacy and pleasure; contraception, pregnancy and childbirth; and sexually transmitted infections (STIs), including human immunodeficiency virus (HIV).

**CSE is an integral part of the human right to health;** in particular, the right to access appropriate health-related information, and is supported by a number of international agreements, including the 1994 *International Conference on Population and Development (ICPD) Programme of Action* and related resolutions. Additionally, the UN Committee on Economic, Social and Cultural Rights views a failure to ensure that up-to-date, accurate information on sexual and reproductive health (SRH) is publicly available and accessible to all, and incorporated into educational curricula, as a violation of a State's obligations.<sup>9</sup>

**In countries where CSE is integrated into schools, evidence shows that young people wait until a later age to have their first sexual experiences; have lower teenage pregnancy and abortion rates; have higher rates of contraceptive use; and report less discrimination based on sexual orientation and gender differences.**<sup>10,11,12</sup> This is in contrast to 'abstinence-only' approaches, which have been found to be ineffective, stigmatizing and unethical.<sup>13,14,15</sup>

Federal Centre for Health Education  
WHO Collaborating Centre for Sexual and Reproductive Health

THE IMPACT OF COMPREHENSIVE SEXUALITY EDUCATION ON ADOLESCENT PREGNANCY

# Factsheet 3: The Impact of CSE on STI, Including HIV, Among Young People

Factsheet 3 gives a short introduction to the definition of CSE, an overview of key evidence regarding CSE and STI (including HIV) among young people, promotes key facts on STI and HIV among young people, discusses causes and consequences, links STI and HIV prevention to CSE, and includes a country case study from Estonia.

Leaflet, DIN A4, Order number:



60596082  
English

**THE IMPACT OF COMPREHENSIVE SEXUALITY EDUCATION ON SEXUALLY TRANSMITTED INFECTIONS, INCLUDING HIV, AMONG YOUNG PEOPLE**

**Q**

### WHAT IS 'COMPREHENSIVE SEXUALITY EDUCATION'?

The international community has moved towards a consensual definition of comprehensive sexuality education (CSE), steering away from a primary focus on disease prevention to a more positive and holistic focus on well-being.<sup>1</sup> **Key stakeholders** including the German Federal Centre for Health Education (BZgA),<sup>2</sup> WHO,<sup>3</sup> UNFPA,<sup>4</sup> UNESCO<sup>5</sup> and the International Planned Parenthood Federation (IPPF)<sup>6</sup> agree that CSE

- is an **evidence- and curriculum-based** process of teaching about the cognitive, emotional, social, interactive and physical aspects of sexuality.<sup>7</sup>
- starts from birth and progresses in a way that is **developmentally appropriate** through childhood and adolescence into adulthood.
- plays a key role in ensuring young people's **safe emotional and physical development**. It gradually equips and empowers children and young people with **information, 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.<sup>8</sup>
- strengthens children's and young people's ability to exercise their **sexual and reproductive rights** to make conscious, satisfying and healthy choices regarding relationships, sexuality and their physical and emotional health.
- is based on a **respect for human rights, gender equality and diversity** that underpins individual and community well-being.
- helps young people to **reflect on, 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.
- covers a **comprehensive range of topics** beyond **biological aspects of reproduction and sexual behaviour**, including (but not limited to) sexuality, gender, different forms of sexual expression and orientation; gender-based violence (GBV); feelings, intimacy and pleasure; contraception, pregnancy and childbirth; and sexually transmitted infections (STIs), including human immunodeficiency virus (HIV).

**CSE is an integral part of the human right to health**; in particular, the right to access appropriate health-related information, and is supported by a number of international agreements, including the *1994 International Conference on Population and Development (ICPD) Programme of Action* and related resolutions. Additionally, the UN Committee on Economic, Social and Cultural Rights views a failure to ensure that up-to-date, accurate information on sexual and reproductive health (SRH) is publicly available and accessible to all, and incorporated into educational curricula, as a violation of a State's obligations.<sup>9</sup>

In countries where CSE is integrated into schools, evidence shows that young people wait until a later age to have their first sexual experiences; have lower teenage pregnancy and abortion rates; have higher rates of contraceptive use; and report less discrimination based on sexual orientation and gender differences.<sup>10,11,12</sup> This is in contrast to 'abstinence-only' approaches, which have been found to be ineffective, stigmatizing and unethical.<sup>13,14,15</sup>

THE IMPACT OF COMPREHENSIVE SEXUALITY EDUCATION ON SEXUALLY TRANSMITTED INFECTIONS, INCLUDING HIV, AMONG YOUNG PEOPLE

# Factsheet 4: The Impact of CSE on Youth Empowerment

Factsheet 4 includes a short introduction to the definition of CSE, includes key evidence regarding CSE and youth empowerment, presents an empowerment approach to CSE and shows a country case study from North Macedonia.

Leaflet, DIN A4, Order number:



60596083  
English

**THE IMPACT OF COMPREHENSIVE SEXUALITY EDUCATION ON YOUTH EMPOWERMENT**

**WHAT IS 'COMPREHENSIVE SEXUALITY EDUCATION'?**

The international community has moved towards a consensual definition of comprehensive sexuality education (CSE), steering away from a primary focus on disease prevention to a more positive and holistic focus on well-being.<sup>1</sup> Key stakeholders including the German Federal Centre for Health Education (BZgA), WHO,<sup>2</sup> UNFPA,<sup>3</sup> UNESCO<sup>4</sup> and the International Planned Parenthood Federation (IPPF)<sup>5</sup> agree that CSE

- is an evidence- and curriculum-based process of teaching about the cognitive, emotional, social, interactive and physical aspects of sexuality.<sup>6</sup>
- starts from birth and progresses in a way that is developmentally appropriate through childhood and adolescence into adulthood.
- plays a key role in ensuring young people's safe emotional and physical development. It gradually equips and empowers children and young people with information, 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.<sup>8</sup>

- strengthens children's and young people's ability to exercise their sexual and reproductive rights to make conscious, satisfying and healthy choices regarding relationships, sexuality and their physical and emotional health.
- is based on a respect for human rights, gender equality and diversity that underpins individual and community well-being.
- helps young people to reflect on, 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.
- covers a comprehensive range of topics beyond biological aspects of reproduction and sexual behaviour, including (but not limited to) sexuality, gender, different forms of sexual expression and orientation; gender-based violence (GBV); feelings, intimacy and pleasure; contraception, pregnancy and childbirth; and sexually transmitted infections (STIs), including human immunodeficiency virus (HIV).

CSE is an integral part of the human right to health. In particular, the right to access appropriate health-related information, and is supported by a number of international agreements, including the 1994 International Conference on Population and Development (ICPD) Programme of Action and related resolutions. Additionally, the UN Committee on Economic, Social and Cultural Rights views a failure to ensure that up-to-date, accurate information on sexual and reproductive health (SRH) is publicly available and accessible to all, and incorporated into educational curricula, as a violation of a State's obligations.<sup>9</sup>

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UNFPA

World Health Organization  
EUROPE

BZgA Federal Centre for Health Education

WHO Collaborating Centre for Sexual and Reproductive Health

THE IMPACT OF COMPREHENSIVE SEXUALITY EDUCATION ON YOUTH EMPOWERMENT



# Factsheet 5: The Impact of CSE on Addressing Gender Inequality and Gender-Based Violence

Factsheet 5 gives a short introduction to the definition of CSE, includes key evidence on CSE, gender and gender-based violence, presents key facts on adolescents, gender inequality and gender-based violence, discusses causes and consequences, and includes an approach on addressing these issues through CSE. It also includes a country case study from China.

Leaflet, DIN A4, Order number:



60596084  
English

The image shows the cover of a leaflet titled "THE IMPACT OF COMPREHENSIVE SEXUALITY EDUCATION ON ADDRESSING GENDER INEQUALITY AND GENDER-BASED VIOLENCE". The cover features a blue and orange color scheme. At the top, the title is written in large, bold, blue and orange letters. Below the title, there is a small blue circle with a white letter 'Q'. The main heading is "WHAT IS 'COMPREHENSIVE SEXUALITY EDUCATION'?" in blue. The content is organized into several sections: a paragraph defining CSE, a list of bullet points, and a text block on the right. At the bottom, there are logos for UNFPA, World Health Organization, and BZgA.

## THE IMPACT OF COMPREHENSIVE SEXUALITY EDUCATION ON ADDRESSING GENDER INEQUALITY AND GENDER-BASED VIOLENCE

### WHAT IS 'COMPREHENSIVE SEXUALITY EDUCATION'?

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- strengthens children's and young people's ability to exercise their **sexual and reproductive rights** to make conscious, satisfying and healthy choices regarding relationships, sexuality and their physical and emotional health.
- is based on a **respect for human rights, gender equality and diversity** that underpins individual and community well-being.
- helps young people to **reflect on, 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.
- covers a **comprehensive range of topics beyond biological aspects of reproduction and sexual behaviour**, including (but not limited to) sexuality, gender, different forms of sexual expression and orientation; gender-based violence (GBV); feelings, intimacy and pleasure; contraception, pregnancy and childbirth; and sexually transmitted infections (STIs), including human immunodeficiency virus (HIV).

CSE is an integral part of the human right to health; in particular, the right to access appropriate health-related information, and is supported by a number of international agreements, including the 1994 *International Conference on Population and Development (ICPD) Programme of Action* and related resolutions. Additionally, the UN Committee on Economic, Social and Cultural Rights views a failure to ensure that up-to-date, accurate information on sexual and reproductive health (SRH) is publicly available and accessible to all, and incorporated into educational curricula, as a violation of a State's obligations.<sup>7</sup>

In countries where CSE is integrated into schools, evidence shows that young people wait until a later age to have their first sexual experiences; have lower teenage pregnancy and abortion rates; have higher rates of contraceptive use; and report less discrimination based on sexual orientation and gender differences.<sup>8,9,11,12</sup> This is in contrast to 'abstinence-only' approaches, which have been found to be ineffective, stigmatizing and unethical.<sup>13,14,15</sup>

UNFPA

World Health Organization  
Regional Office for Europe

Federal Centre for Health Education

WHO Collaborating Centre for Sexual and Reproductive Health

THE IMPACT OF COMPREHENSIVE SEXUALITY EDUCATION ON ADDRESSING GENDER INEQUALITY AND GENDER-BASED VIOLENCE

# Factsheet 6: Promoting Parental Involvement in CSE

Factsheet 6 includes a short introduction to the definition of CSE, summarises key evidence on parental involvement in CSE, discusses parental influence on adolescent sexual and reproductive health, promotes the engagement of parents in CSE and includes a case study on the 'Ask project'.

Leaflet, DIN A4, Order number:



60596085  
English

**PROMOTING PARENTAL INVOLVEMENT IN COMPREHENSIVE SEXUALITY EDUCATION**

### WHAT IS 'COMPREHENSIVE SEXUALITY EDUCATION'?

The international community has moved towards a consensual definition of **comprehensive sexuality education (CSE)**, steering away from a primary focus on disease prevention to a more positive and holistic focus on well-being.<sup>1</sup> **Key stakeholders** including the German Federal Centre for Health Education (BZgA), WHO,<sup>2</sup> UNFPA,<sup>3</sup> UNESCO<sup>4</sup> and the International Planned Parenthood Federation (IPPF)<sup>5</sup> agree that CSE

- is an **evidence- and curriculum-based** process of teaching about the cognitive, emotional, social, interactive and physical aspects of sexuality.<sup>6</sup>
- starts from birth and progresses in a way that is **developmentally appropriate** through childhood and adolescence into adulthood.
- plays a key role in ensuring young people's **safe emotional and physical development**. It gradually equips and empowers children and young people with **information, 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.<sup>8</sup>

- strengthens children's and young people's ability to exercise their **sexual and reproductive rights** to make conscious, satisfying and healthy choices regarding relationships, sexuality and their physical and emotional health.
- is based on a **respect for human rights, gender equality and diversity** that underpins individual and community well-being.
- helps young people to **reflect on, 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.
- covers a **comprehensive range of topics** beyond **biological aspects of reproduction and sexual behaviour**, including (but not limited to) sexuality, gender, different forms of sexual expression and orientation; gender-based violence (GBV); feelings, intimacy and pleasure; contraception, pregnancy and childbirth; and sexually transmitted infections (STIs), including human immunodeficiency virus (HIV).

**CSE is an integral part of the human right to health** – in particular, the right to access appropriate health-related information, and is supported by a number of international agreements, including the 1994 *International Conference on Population and Development (ICPD) Programme of Action* and related resolutions. Additionally, the UN Committee on Economic, Social and Cultural Rights views a failure to ensure that up-to-date, accurate information on sexual and reproductive health (SRH) is publicly available and accessible to all, and incorporated into educational curricula, as a violation of a State's obligations.<sup>9</sup>

**In countries where CSE is integrated into schools, evidence shows that young people wait until a later age to have their first sexual experiences; have lower teenage pregnancy and abortion rates; have higher rates of contraceptive use; and report less discrimination based on sexual orientation and gender differences.**<sup>10, 11, 12</sup> This is in contrast to 'abstinence-only' approaches, which have been found to be ineffective, stigmatizing and unethical.<sup>13, 14, 15</sup>

UNFPA  
World Health Organization  
BZgA  
WHO Collaborating Centre for Sexual and Reproductive Health

PROMOTING PARENTAL INVOLVEMENT IN COMPREHENSIVE SEXUALITY EDUCATION



Publications

Capacity Building



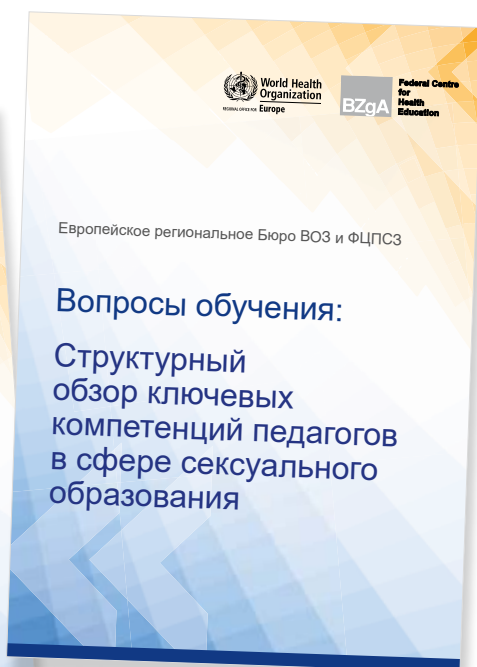
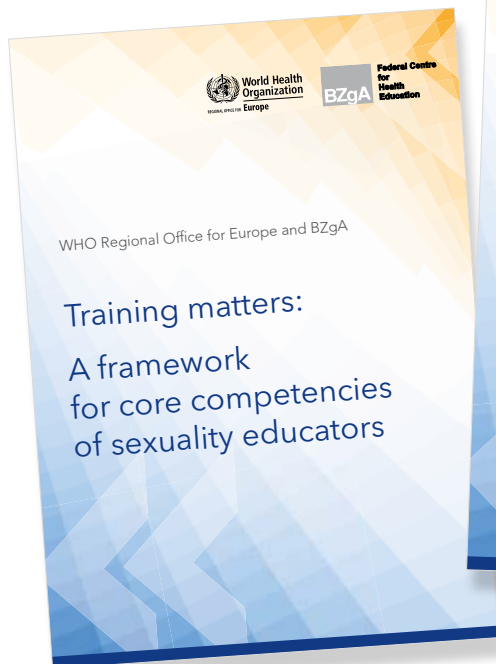
## Training Matters: A Framework for Core Competencies of Sexuality Educators

The Framework for Core Competencies of Sexuality Educators concentrates on the training of sexuality educators as well as the competencies they should acquire while providing support and facilitating the processes necessary to implementing training programmes for sexuality educators.

The publication addresses primarily those who conduct trainings with sexuality educators as well as experts who develop curricula for training sexuality educators. It can support the educators themselves by offering orientation for their own professional and personal development; it can also be used as an advocacy tool to emphasise the importance of training in this field.

The framework is available in English, French, Russian and Spanish. They can either be ordered as hardcopies or downloaded from [www.bzga-whocc.de/en](http://www.bzga-whocc.de/en)

Brochure, DIN A4, Order number:



This publication 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 focusses primarily on sexuality educators in school settings, although much of the content is also relevant to those providing CSE within nonformal settings.

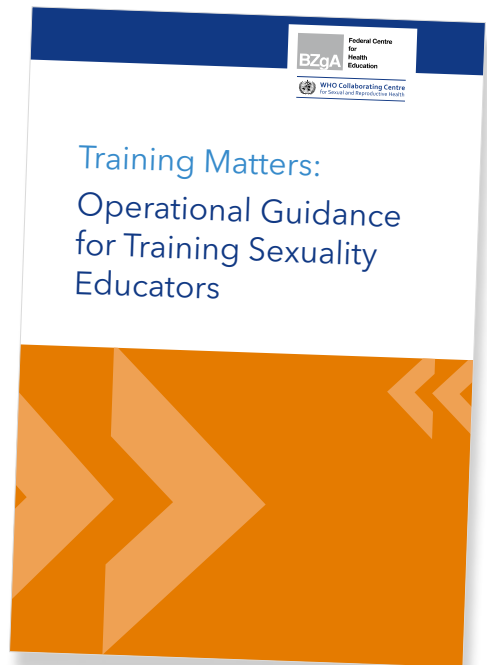
The operational guidance encourages and supports increasing training provisions by providing a simple and clear overview of how to plan and implement training. This framework for training can be adapted and further developed to suit different needs and contexts, and includes sample practical activities and checklists on different topics which can be used or adapted during training, practical tips for sexuality educators relating to CSE in the classroom as well as recommended resources and links to additional materials and guidance.

The operational guidance is available in English and can either be ordered as hardcopy or downloaded from [www.bzga-whoec.de/en](http://www.bzga-whoec.de/en)

Brochure, DIN A4, Order number:



60596086  
English





# Websites



The website provides information on the work of the BZgA as WHO Collaborating Centre for Sexual and Reproductive Health as well on various sexual and reproductive health issues and the cooperation between the Collaborating Centre and the WHO Regional Office for Europe. The website presents many of the activities of the BZgA in sexuality education and family planning.

Documents developed by the BZgA and the WHO Regional Office, with the support of the European Expert Group on Sexuality Education, are made available for download at [www.bzga-whocc.de/en](http://www.bzga-whocc.de/en)

The Federal Centre for Health Education (BZgA) has been a WHO Collaborating Centre for Sexual and Reproductive Health since 2003. The thematic focus lies on sexuality education in the WHO European region, a theme in which BZgA has many years of experience on the national as well as on the international level. As WHO Collaborating Centre it engages in the development of frameworks and materials for different target groups in the field of sexuality education, in the development of standards, in research and in the organisation of seminars and conferences for knowledge transfer and networking.

**Article on Sexuality Education in Europe and Central Asia: Recent Developments and Current Status - now available via Open Access**

This article on the main results of the latest assessment of the current state of sexuality education in the WHO European Region was written by Svett Ketting, Laura Brodtschmitt, Ilona Reuser, Lena Laydtsfeldt, and Olena Ivanova and published in spring 2018 by Nova Science Publishers, Inc. under Chapter IV of the print publication "Sex Education. Global Perspectives, Effective Programs and Socio-Cultural Challenges". The chapter is entitled "Sexuality Education in Europe and Central Asia: recent developments and current status" and is now available for download via open Access. The secure code to access this document is 289049.

**Policy briefs on sexuality education >>**

The policy briefs on various subjects of sexuality education in Europe and Central Asia provide short, concise information at first glance to support policy makers and representatives. The European Expert Group on sexuality education has contributed to the creation of the policy briefs. [\[read more\]](#)

**Standards for Sexuality Education >>**

The framework "Standards for Sexuality Education in Europe" introduces the concept of holistic sexuality education and offers a concrete overview of topics sexuality education in European countries should entail, ordered according to age groups. [\[read more\]](#)

**Zanzu: webportal >>**

The website Zanzu offers a wealth of information on sexual and reproductive health and thus enables a high level of communication on sensitive matters – not only because of its multilinguality, but also because of the many illustrations and the text-to-speech function. [\[read more\]](#)



## Website on Research Projects: Forschung Sexualaufklärung (Research in Sexuality Education)



This portal provides quick access to current and past BZgA research projects on themes from sexuality education. There is an overview, an abstract, selected results and further information for each project.

<https://english.forschung.sexualaufklaerung.de/>

## Website on STI and HIV/Aids Prevention: Liebesleben (Love Life)



LIEBESLEBEN is the name of the umbrella brand of the BZgA that deals with HIV and STI prevention. This website covers many exciting subjects and provides interesting information about love, sex and protection as well as HIV and STI prevention.

[www.liebesleben.de/en/](http://www.liebesleben.de/en/)

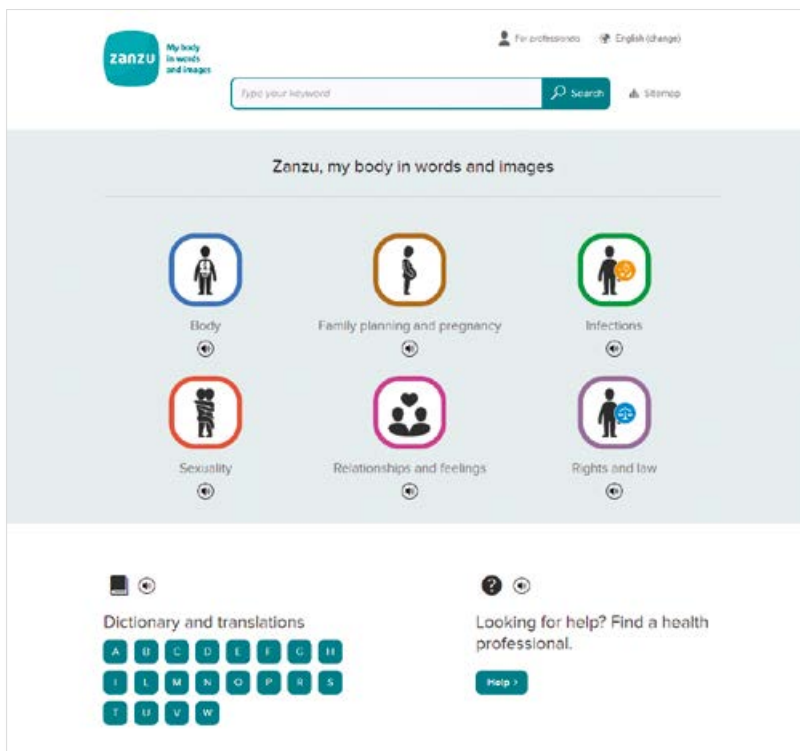
## Website for Migrants on Sexual and Reproductive Health: ZANZU

ZANZU provides simple and descriptive information about sexual and reproductive health in 13 languages, which aids in the communication of these topics, for example, within the scope of a consultation. The web portal provides discrete and direct access to knowledge in this area, especially for those who have not been living in Germany for long.

ZANZU also offers counselling centres and health professionals a specific tool for their day-to-day consulting practice.

The portal is available under [zanzu.de](http://zanzu.de), [zanzu.be](http://zanzu.be), [zanzu.nl](http://zanzu.nl) and [zanzu.no](http://zanzu.no). Each of these versions includes country-specific information.

[www.zanzu.de/en](http://www.zanzu.de/en)



Please note: If you are considering adapting ZANZU to your country's needs, please contact us to discuss how best to proceed.

## ZANZU Information Material and Give-Aways

The BZgA provides information material and giveaways for counselling centres, health professionals and people and/or organisations working with refugees, to be handed out at counselling sessions or on other occasions.

The information material and giveaways are available in several languages and can be ordered via email at [who-cc@bzga.de](mailto:who-cc@bzga.de)

### Flyer

The flyer provides information on the portal and is available in English and German.

Brochure, DIN A4, max. 100 copies, Order number:

 70930003  
English

 70930002  
German



**Business Card**  
Max. 100 copies  
Order number: 70931003

### Poster

DIN A4, max. 10 copies, Order number:

 70931008  
Arabic

 70931005  
English

 70931006  
French

 70931000  
German

 70931007  
Russian

 70931004  
Turkish



**Display Cleaner for Smartphones**  
Max. 5 pieces  
Order number: 70931009



### Condoms

Condoms are supplied only to counselling centres and professionals/intermediaries.

Max. 100 condoms, Order number: 70931001

### Pen

Max. 5 pieces  
Order number: 70931002

### Note Pad

Max. 5 pieces  
Order number: 70931010

### Cotton Bag

Max. 5 pieces  
Order number: 70931013



# Further Information







# Further Information

## Further Reading



## Position Paper on Evaluation of Holistic Sexuality Education

In this position paper, the authors provide a basis for discussing how best to evaluate holistic sexuality education. The paper is based on a thorough study of the international literature concerning the evaluation of sexuality education – in particular its applicability to holistic sexuality education – and on extensive discussions in the European Expert Group on Sexuality Education.

The position paper is available in English and can be downloaded at [www.bzga-whoec.de/en](http://www.bzga-whoec.de/en)





From time to time, the WHO CC, together with international experts, publishes scientific articles on different topics concerning CSE and sexual and reproductive health. The following list provides an overview of articles submitted and published in the past few years:

- Scientific article on the results of a first evaluation of ZANZU at the national level, published in the September 2017 issue (Volume 60, Book 9) of the publication Bundesgesundheitsblatt (Federal Health Bulletin) dedicated to 'Sexuelle Gesundheit im Wandel' (Sexual Health in a Changing World).
- 'Sexual and Contraceptive Behaviour of Young People Throughout the Decades. German Federal Centre for Health Education: Selected Survey Results on Youth Sexuality', published in German in the scientific magazine Bundesgesundheitsblatt (Federal Health Bulletin) in 2017. An English abstract is available.
- 'Sexuality Education in Europe and Central Asia: Recent Developments and Current Status', published by Nova Science Publishers, Inc. as Chapter IV of the print publication Sex Education. Global Perspectives, Effective Programs and Socio-Cultural Challenges in 2018. Open and free access to the article/chapter in an online PDF version is available.
- 'Sexuality Education – An Essential Contribution to Young People's Health and Well-Being', published in the magazine EuroHealthNet, No. 1/2018.
- 'Investigating the 'C' in CSE: Implementation and Effectiveness of Comprehensive Sexuality Education in the WHO European Region', published in Sex Education Journal in 2020.
- 'Barriers to Sexuality Education for Children and Young People with Disabilities in the WHO European Region: A Scoping Review', submitted to Sex Education Journal, published in Sex Education Journal in 2021 (if accepted by editors).

Published scientific articles are generally available in English; some of them are available at [www.bzga-whocc.de/en](http://www.bzga-whocc.de/en)

## General Concept for Sexuality Education (2016)

The General Concept for Sexuality Education was developed and adopted by the Federal State Coordination Circle. The basic assumption is the definition of sexuality as an existential, fundamental human need and a central element of an individual's identity and the development of their personality. It was updated and revised in 2016 under the participation of all federal states.

The General Concept for Sexuality Education is available in the following languages: English, German, French and Russian. It can either be ordered as hardcopy or downloaded at <https://english.forschung.sexualaufklaerung.de/>

Brochure, DIN A5, Order number:



13002200  
French



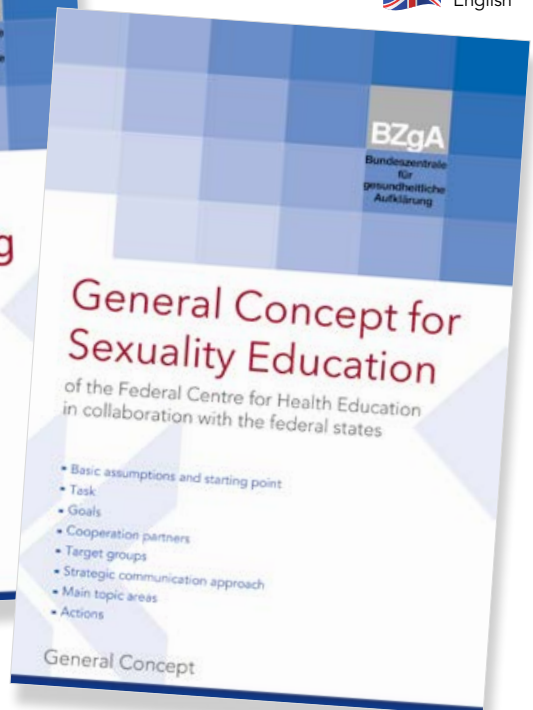
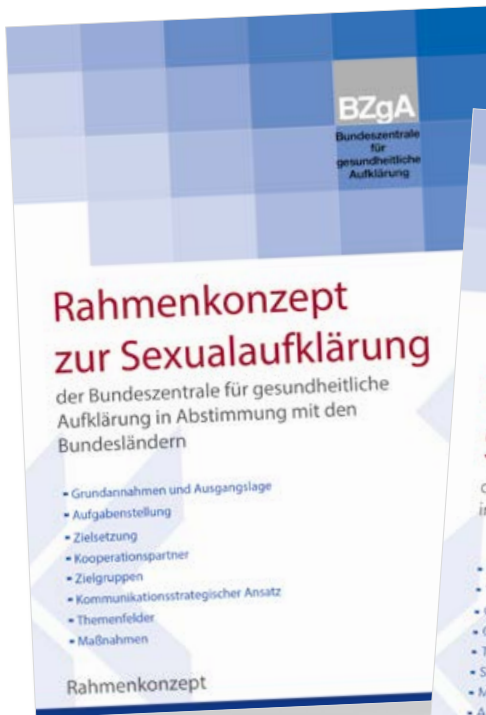
13002300  
Russian



13002000  
German



13002100  
English



## Sexuality Education for Persons with Impairments (2015)

This publication focusses on the special needs of persons with impairments to establish self-determined sexuality and family planning. It emphasises that people with impairments should not be viewed as a homogeneous group, and that disability itself should not be treated as a special theme but as a cross-sectional topic from sexuality education.

The publication is available in English and German. It can either be ordered as hardcopy or downloaded at <https://english.forschung.sexualaufklaerung.de/>

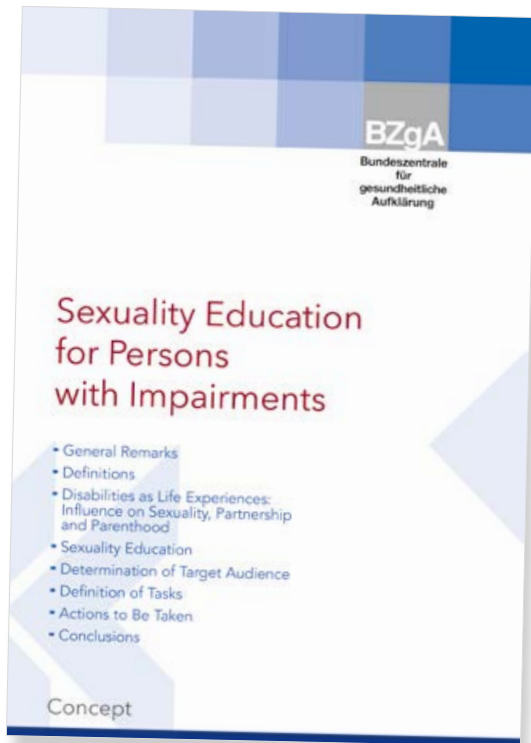
Brochure, DIN A5, Order number:



13008000  
German



13008070  
English





The information service of the BZgA, 'FORUM – Sexualaufklärung und Familienplanung' (FORUM Sexuality Education and Family Planning), is published regularly and offers an overview of new publications and projects in Germany in the field of sexuality education and family planning. It presents the results of current academic work and evaluations. Most issues are translated into English to ensure a transfer of knowledge and data and to support capacity building among the WHO Member States.

## FORUM – Sexuality Education and Family Planning: Social Media (2019)

FORUM issue 1-2019 is dedicated to the topic of social media and focuses on social media being an integral part of young people's lives. It features various articles on sexuality education and family planning in times of social media. This includes current research and ongoing projects in the sphere of social media use and its utilization for sexuality education and family planning. This also includes an article on BZgA's online-portal 'Loveline'. The issue was published in November 2019 and is available in German and English.

The FORUM issue is available in English and German. It can be downloaded at

<https://publikationen.sexualaufklaerung.de/materialien/fremdsprachige-medien/>



## FORUM – Sexuality Education and Family Planning: Prevention of Sexualized Violence (2019)

FORUM issue 2-2018 tackles the issue of what can be done to combat sexual violence against children and adolescents. It analyses the current state of research in this field and illustrates how preventive approaches can become sustainably anchored in society.

Furthermore, this issue provides detailed information on the national initiative 'Trau Dich!' (Dare To Do!), successfully launched in 2013. It also focusses on planned work of the BZgA in the field of sexualized violence.

The FORUM issue is available in German only. It can either be ordered as hardcopy or downloaded at

<https://publikationen.sexualaufklaerung.de/>



Brochure, DIN A4, Order number:



13329234  
German

FORUM issue 1/2018 covers the theme of refugee life, particularly the situation of women and children and protecting them from violence.

In January 2017, in order to better protect women and children from violence, the German Ministry for Family, Seniors, Women and Youth (BMFSFJ) and the children's relief organization UNICEF founded the nationwide initiative 'Schutz von Frauen und Kindern in Flüchtlingsunterkünften' (The Protection of Women and Children in Refugee Shelters). This issue presents nationally based creative projects surrounding the theme of displacement, particularly those with overarching relevance to the issues of sexuality education and family planning.

The FORUM issue is available in German only. It can either be ordered as hardcopy or downloaded at <https://publikationen.sexualaufklaerung.de>

Brochure, DIN A4, Order number:



13329233  
German

## FORUM – Sexuality Education and Family Planning: Sexuality and Disability (2017)

FORUM issue 1/2017 is the third issue directly addressing the topic of sexuality and disability. It asks whether or not the positive future concerning matters of sexuality hoped for in 2010 has in fact begun, and whether women with a disability can now practise their sexual self-determination unhindered. It further looks at whether empowerment has become an educational goal for all parties and institutions involved, as was originally demanded.

The FORUM issue is available in English and German. It can either be ordered as hardcopy or downloaded at <https://publikationen.sexualaufklaerung.de/materialien/fremdsprachige-medien/>

Brochure, DIN A4, Order number:



13329280  
English



13329230  
German



## FORUM – Sexuality Education and Family Planning: Sexualized Violence (2015)

FORUM issue 2/2015 is dedicated to the topic of preventing sexualized violence in children and adolescents. Experts address the professional approaches used in sexuality education and the prevention of violence. Further, it introduces to the readers the primary goals of the national initiative ‘Trau Dich!’ (Dare To Do!), namely, education, information, training and networking.

FORUM issue 2-2015 is available in English and German. It can either be ordered as hardcopy or downloaded at <https://publikationen.sexualaufklaerung.de/materialien/fremdsprachige-medien/>

Brochure, DIN A4, Order number:



13327009  
English



13329227  
German



## FORUM – Sex Education and Family Planning: Adoption (2014)

On 22 May 2014, the Bundestag passed a law permitting civil partners to apply for successive adoption. In this FORUM issue, the author Nina Dethloff explains and comments on this ruling. Other authors contributing to this issue illustrate the developments leading up to this juncture and the many psychosocial aspects, interests and problems surrounding the complex issue of adoption.

The FORUM issue 1-2014 is available in English and German. It can either be ordered as hardcopy or downloaded at <https://publikationen.sexualaufklaerung.de/materialien/fremdsprachige-medien/>

Brochure, DIN A4, Order number:



13327007  
English



13329225  
German



## FORUM – Sex Education and Family Planning: Pregnancy Advice (2013)

FORUM issue 2-2013 addresses the subjects of pregnancy advice and migration, pregnancy advice on the internet and various projects in this area.

This issue is available in English and German. It can either be ordered as hardcopy or downloaded at <https://publikationen.sexualaufklaerung.de/materialien/fremdsprachige-medien/>

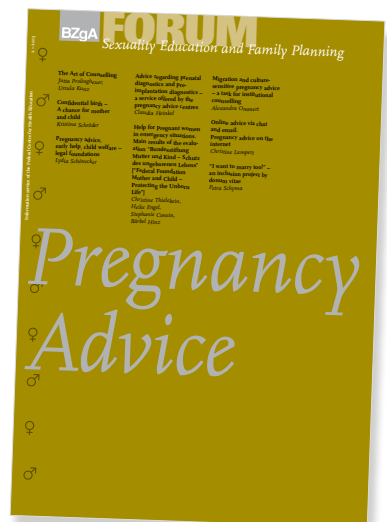
Brochure, DIN A4, Order number:



13327008  
English



13329224  
German





## FORUM – Sex Education and Family Planning: Sexuality Education International (2011)

FORUM issue 2-2011 deals with concepts of sexuality education and their implementation in European countries. Authors from Finland, Estonia, The Netherlands, the United Kingdom, Spain and Germany discuss who is developing sexuality concepts relevant to the respective country, which institutions are responsible for their implementation and how sexuality education is conducted in schools.

This issue is available in English and German. It can be downloaded at <https://publikationen.sexualaufklaerung.de/materialien/fremdsprachige-medien/>

Brochure, DIN A4, Order number:



13327006  
English



13329218  
German



## FORUM – Sex Education and Family Planning: Youth Sexuality national/international (2010)

FORUM issue 2-2010 describe international research results relating to youth sexuality from Germany, Switzerland, France and the United Kingdom.

This issue is available in English and German. It can either be ordered as hard-copy or downloaded at [www.bzga.de/infomaterialien/fachpublikationen/forum-sexualaufklaerung/](http://www.bzga.de/infomaterialien/fachpublikationen/forum-sexualaufklaerung/)

Brochure, DIN A4, Order number:



13327005  
English



German  
Available online only

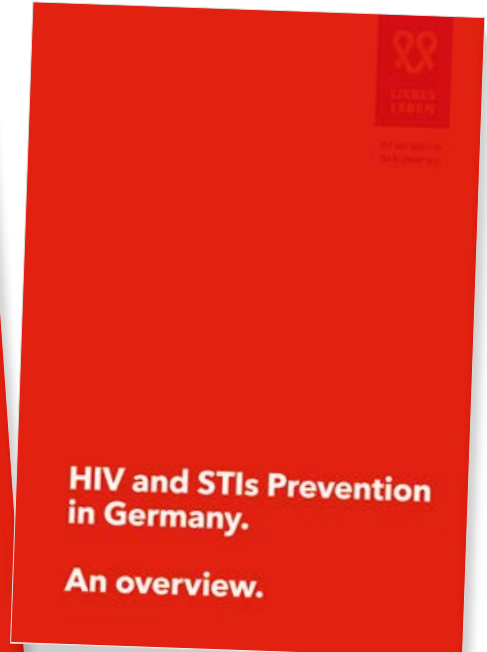
## Documentation 'HIV and STI Prevention in Germany. An Overview' (2019)

This campaign documentation presents the work the BZgA does in the area of HIV and STI prevention and embeds it in the national strategy of the Federal Ministry of Health. It presents a selection of the most important ongoing preventive measures in this area. The documentation is aimed at all those who want to engage in-depth with the subject of HIV and STI prevention, such as experts, students and the press.

The comprehensive documentation is available in German and in English.

A short factsheet on the switch from 'Gib Aids keine Chance' (Don't Give AIDS a Chance) to the new umbrella brand LIEBESLEBEN (Love Life) is available in English and can be downloaded at [www.liebesleben.de/en/hiv-and-sti-prevention-in-germany-an-overview/](http://www.liebesleben.de/en/hiv-and-sti-prevention-in-germany-an-overview/)

Brochure, DIN A5, Order number:



## HIV Transmission: HIV Facts, Myths and Means of Protection (2019)

This handy brochure features a clear overview of and useful information on HIV transmission as well as risks and means of protection. Information is provided in easily comprehensible language as well as graphs and icons. This brochure guarantees a quick overview and offers easy access to information on HIV.

The brochure is available in German, English, French, Russian, Turkish, Arabic and Farsi and can be downloaded at [www.bzga.de/infomaterialien/hivsti-praevention/](http://www.bzga.de/infomaterialien/hivsti-praevention/)

Brochure, DIN A7, Order number:


 70280070  
English

 70280080  
French

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Russian

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Turkish

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Arabic

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Farsi



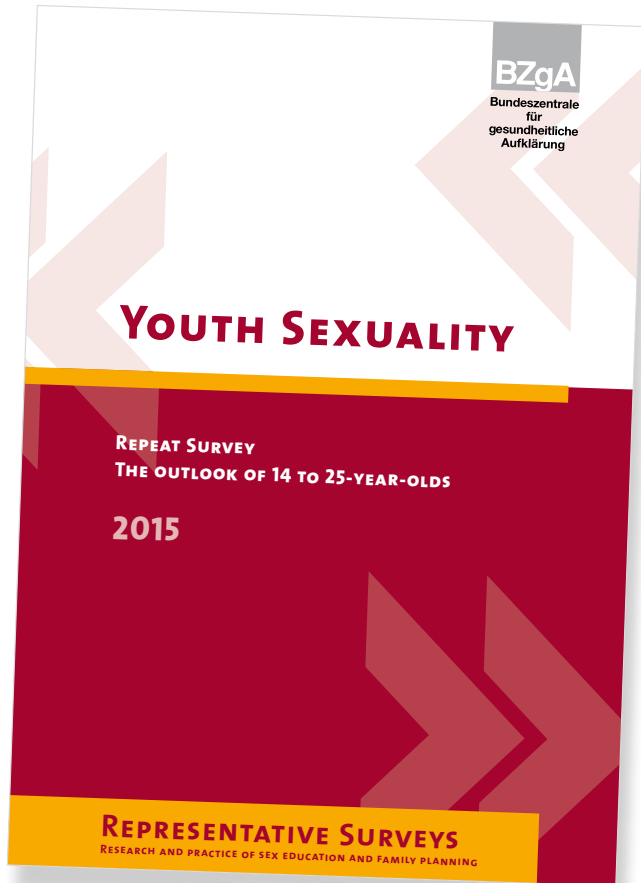




# Further Information

## Research and Studies in the Field of Sexuality Education





The Study Series Research and Practice in Sexuality Education and Family Planning documents expert opinions and studies as well as results from pilot projects of the BZgA. The individual volumes reflect the current state of research and present new developments and trends. The spectrum of subjects ranges from addressing fundamental questions to discussing selected topics and supporting practical work. Some of the results of selected studies and representative repeat surveys have been published in abridged versions. Special publications present the results from conferences and congresses.

## Survey: Youth sexuality and disability (2017)

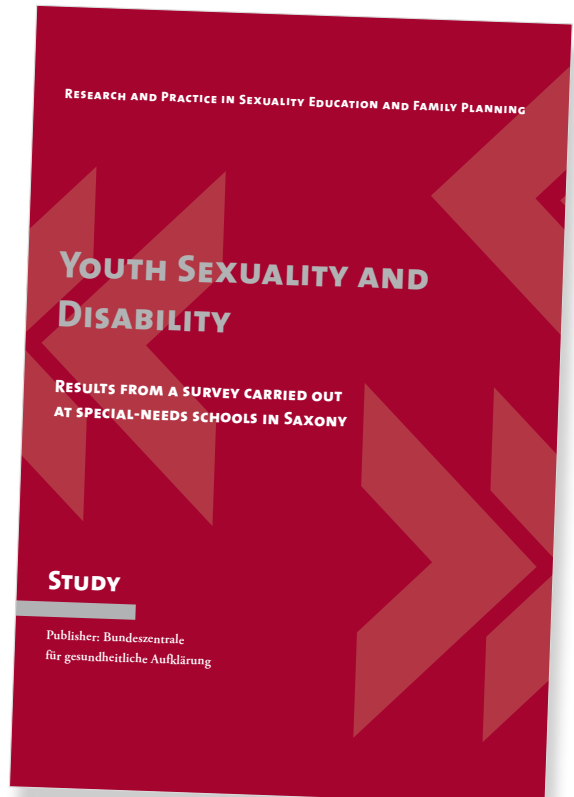
The central concern of this study is to analyse and describe the attitudes and behaviours of young people with disabilities towards sexuality education, sexuality and contraception. 169 special-needs school students between 12 and 18 years of age from the German state of Saxony with physical disabilities and hearing and visual impairments were surveyed for this pilot study between December 2010 and May 2011. Concerning the representative survey on youth sexuality of the BZgA, a similar questionnaire was developed, reflecting the criteria of disability friendliness. Using this tool, the survey determined the young people's knowledge about sexuality, their current sexual activities, the nature of the sexuality education received in the home and at school as well as the extent of their contraceptive use.

This study is available in English and German. It can either be ordered as hard-copy or downloaded at <https://publikationen.sexualaufklaerung.de/materialien/fremdsprachige-medien/>

Brochure, DIN A4, Order number:



13300036  
German



13300736  
English

## Sexuality among Students in the Internet Age (2017)

The focus of this study, conducted between August 2012 and January 2015, lies on the sexual and relationship behaviour of young, academically educated women and men. On behalf of the BZgA, the Institute for Sexual Research and Forensic Psychiatry of the University Medical Centre Hamburg-Eppendorf investigated the reproductive behaviour and the effects of the 'new media' on the sexual socialisation of young, highly educated adults.

One focus of the study is reproductive behaviour. On the one hand, students form a sexually active group, while, on the other hand, the desire to have children and family planning is often postponed because of the long training period. For this reason, safe contraception is a particularly important topic in this age group. The interviews explored how students organize contraception within and outside of relationships, what experiences they have in their desire to have children, the presence of contraceptive gaps and fears of unplanned pregnancies in this group, and what ideas and desires for reconciling work and family shape the life plans of prospective academics.

A second focus lies on sex-related internet usage, which plays a significant role in the lives of young adults of all educational backgrounds today and presents new dimensions of dealing with sexual arousal, imagination and communication both within and outside of solid relationships. The focus here is on the importance of the internet forgetting about lovers or sexual partners, the influence pornography has on student sexual behaviour and the role of new media in the organisation of sexuality and intimacy in relationships.

The study is available in English and German. The German version can be ordered as a hardcopy or downloaded from [www.bzga.de](http://www.bzga.de). The English version can be downloaded at <https://english.forschung.sexualaufklaerung.de/>

Brochure, DIN A4, Order number:



13300041  
German



English  
Available  
online only





## Youth Sexuality (2015)

The BZgA has been analysing the attitudes and behaviour of young people regarding sex education, sexuality and contraception since 1980. The goal of the Youth Sexuality Repeat Survey is to obtain empirical data, which, because of the representative nature of the samples, would allow reliable statements to be made about the attitudes and behaviours of young people in the Federal Republic of Germany.

The study is a follow-up to previous studies, with the express goal of revealing trends among young people. However, it does more than just describe further trends; it also highlights an altered sample, since for the first time young adults between the ages of 18 and 25 were included in the study. Extending the age span allows BZgA to pursue the developments as the subjects transition from minors to young adults. The previous studies provided no resilient data on this age group. The report presents the results from the survey of 14–25-year-olds and presents the data both in text form and as diagrams.

This study is available in English and German. It can either be ordered as hardcopy or downloaded at [www.bzga.de/infomaterialien/sexualaufklaerung/sexualaufklaerung/youth-sexuality-2015/](http://www.bzga.de/infomaterialien/sexualaufklaerung/sexualaufklaerung/youth-sexuality-2015/)

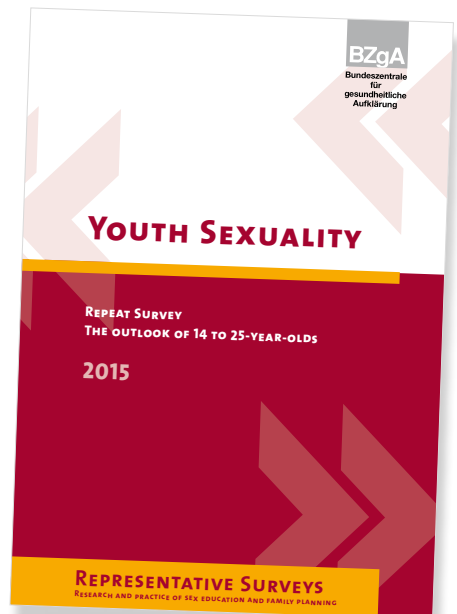
Brochure, DIN A4, Order number:



13316300  
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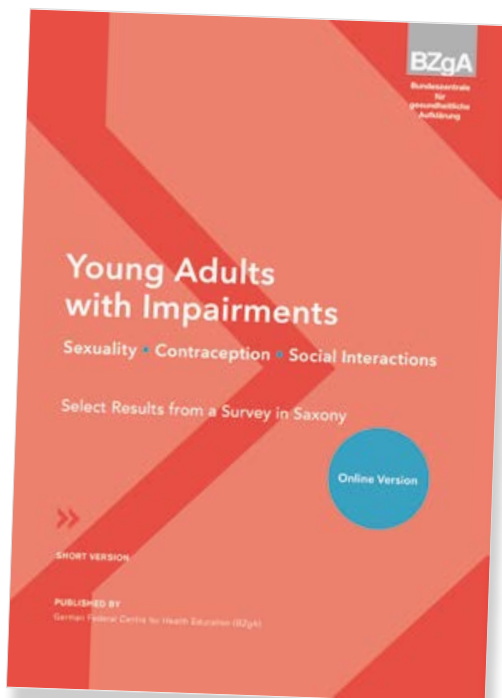
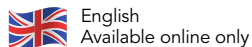
## Young Adults with Impairments: Sexuality – Contraception – Social Interactions – Selected Results from a Survey in Saxony (2015)

At the centre of attention of the study conducted from May 2013 to April 2014 in the state of Saxony were 152 young adults from 18 to 25 years of age with physical and sensory disabilities as well as chronic diseases. At the time, these young adults were participating in vocational education or were working in a facility for persons with disabilities in Saxony. Students with impairments were also queried concerning their lifestyle and family planning. With the help of a semistandardized survey, this study looks at, among other things, the opportunities, obstacles and resources at the students' disposal when entering into relationships and living out their sexuality. The influence of sexuality education in their parental home and school was also an object of the analysis.

This publication is an abridged version of the results, which reveal the various challenges facing these young adults with impairments concerning sexuality and partnership. The analysis provides numerous suggestions for professionals in the field as well as pointing out the need for further research. This study represents a contribution to the implementation of the UN Convention on the Rights of Persons with Disabilities to ensure the equal participation of persons with impairments.

The English version can be downloaded at [www.forschung.sexualaufklaerung.de/](http://www.forschung.sexualaufklaerung.de/)

Brochure, DIN A5:



## Youth Sexuality in the Internet Age (2013)

This qualitative interview study of the social and sexual relationships of young people was conducted from July 2009 to December 2011.

The new media are a regular part of the everyday life of today's young people and young adults. They use them as a communication platform, as a source of information and also as a place to get advice. Sexual media contents such as images, chats and films are available online, making them quite easily accessible. However, the extent to which this truly influences the sexual socialisation of young women and men has been the subject of very little empirical research.

The representative survey on youth sexuality by the BZgA delivers firm quantitative data about the attitudes and behaviours of young people and young adults in the matter of sexuality education, sexuality and contraception.

This study is available in English and German. It can either be ordered as hardcopy or downloaded at [www.bzga.de/infomaterialien/](http://www.bzga.de/infomaterialien/)

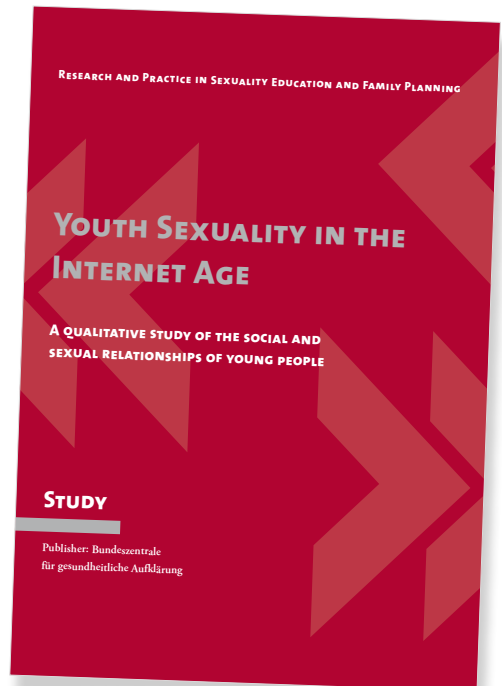
Brochure, DIN A5, Order number:



13300737  
English



13300037  
German



## Contraceptive Behaviour of Adults – Results of a Representative Survey (2011)

The BZgA commissioned a representative survey on adult contraceptive behaviour in the Federal Republic of Germany. The study inquired about the contraceptive methods and measures employed by adult women and men and investigated their information-gathering behaviour, their preferred sources of information and the respondents' level of knowledge about the subject of birth control.

The target group of the survey comprised women and men between the ages of 18 and 49 who had had sexual intercourse within the past 12 months. A total of 1,750 interviews were conducted. The survey ran from 12–31 January 2011 with the help of computer-supported telephone interviews.

At its core, the current survey is a repeat investigation of the 2003 and 2007 surveys, conducted on behalf of the BZgA, of adult contraceptive behaviour.

This study is available in English and German. It can either be ordered as hardcopy or downloaded from [www.bzga.de/infomaterialien/](http://www.bzga.de/infomaterialien/)

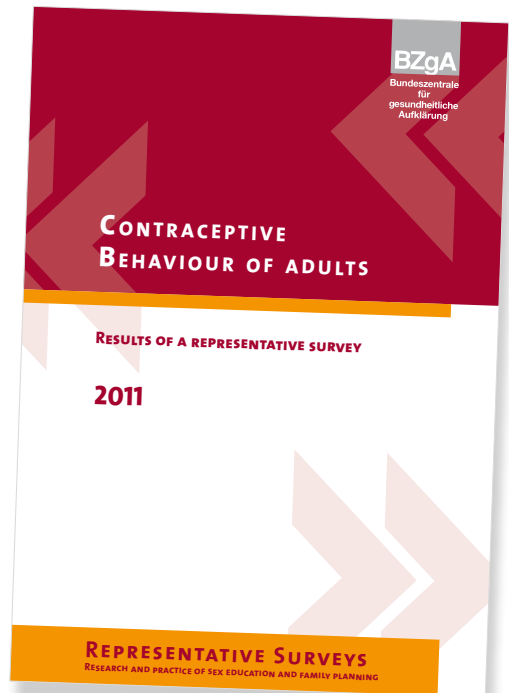
Brochure, DIN A4, Order number:



13317200  
German



13317270  
English



## Women's Lives 3 – Family Planning in Women's Lives – Unintended Pregnancies and Pregnancy Conflicts (2016)

As part of its series of studies about women's and men's family planning, the BZgA commissioned this comprehensive study of 'Women's Lives 3 – Family Planning in Women's Lives'. Its focus lies on unintended pregnancies and pregnancy conflicts. In addition to the investigation of unintended pregnancies and pregnancy terminations among minors, this study surveyed 4,002 women between the ages of 20 and 44 by way of a questionnaire; 97 women gave a qualitative interview.

This study is available in English and German. It can either be downloaded at [www.bzga.de/infomaterialien/](http://www.bzga.de/infomaterialien/)

Brochure, DIN A4, Order number:



13319406  
English



13319405  
German



## Women's Lives – Family Planning and Migration in Women's Lives (2010)

According to the 2007 microcensus, women with a migrant background make up 18% of the female population of the Federal Republic of Germany. Around 40% of these women are between the ages of 20 and 44 and thus at an age at which family planning and the process of starting a family are relevant. The BZgA has focussed increasingly on the living conditions of this heterogeneous group, which is why it commissioned the study "Women's Lives: Family Planning and Migration in Women's Lives". The goal was to obtain knowledge about the different needs for information and support regarding matters of family planning among different migrant groups. The hope is that social and cultural backgrounds can adequately be taken into account to facilitate access to the migrant groups.

This issue on women's lives is available in English and German. It can either be ordered as hardcopy or downloaded at [www.bzga.de/infomaterialien/](http://www.bzga.de/infomaterialien/)

Brochure, DIN A4, Order number:



13050570  
English



13050500  
German



## Contact and Order Information

### Order Information

If you would like to order any of the publications mentioned above, please send us an email to [who-cc@bzga.de](mailto:who-cc@bzga.de) including the title(s), the respective order numbers and the requested amount of publications.

### Contact Information

You may get in touch with the project officers of WHO CC by contacting us via [who-cc@bzga.de](mailto:who-cc@bzga.de). We are glad to discuss ways of collaboration and/or to help you with your inquiries.







# Notes

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