



From choice, a world of possibilities

# IPPF Framework

for Comprehensive Sexuality Education (CSE)



## Who we are

The International Planned Parenthood Federation (IPPF) is a global service provider and a leading advocate of sexual and reproductive health and rights for all. We are a worldwide movement of national organizations working with and for communities and individuals.

IPPF works towards a world where women, men and young people everywhere have control over their own bodies, and therefore their destinies. A world where they are free to choose parenthood or not; free to decide how many children they will have and when; free to pursue healthy sexual lives without fear of unwanted pregnancies and sexually transmitted infections, including HIV. A world where gender or sexuality are no longer a source of inequality or stigma. We will not retreat from doing everything we can to safeguard these important choices and rights for current and future generations.

## Acknowledgements

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## Why a Framework?

IPPF seeks to promote a model of sexuality education that considers the various inter-related power dynamics that influence sexual choices and the resulting emotional, mental, physical and social impacts on each person's development. Our approach includes an emphasis on sexual expression, sexual fulfilment and pleasure. This represents a shift away from methodologies that focus exclusively on the reproductive aspects of adolescent sexuality.

An internal survey has shown that the majority of IPPF Member Associations are involved in sexuality education, but many feel that more guidance on Comprehensive Sexuality Education is needed. Many Member Associations have identified the need to link HIV prevention and education with sexuality education in a way that addresses the specific needs of young people, especially those living with HIV/AIDS.

There is increasing evidence to show that abstinence-only programmes are ineffective, although some governments and organizations continue to promote them. IPPF strongly discourages sexuality education programmes that focus solely on abstinence. IPPF believes that all young people have a right to be informed about their sexuality and their sexual and reproductive health and are entitled to make their own choices. Comprehensive Sexuality Education embodies these ideals and as such contributes to addressing the sexual and reproductive rights of young people.

IPPF hopes to bridge the gap between the world of safe sex and health services (which often draws on negative and condemning language) and popular perceptions and personal experience (which often uses more positive language about pleasure and enjoyment). In particular, it is necessary to reclaim some of the language used within the commercial sex industry in order to represent safe sex as fun and pleasurable.

IPPF believes that sexual taboos as a result of culture and religion are not insurmountable barriers to broadening the scope of sexuality education. Indeed, if planned and developed in a sensitive and collaborative way (following the principles outlined in this document), the most appropriate CSE programmes and guidelines can be implemented. Finally, a recent IPPF/UNFPA review highlighted the need to increase linkages between adolescent health and overall development work through the creation of rights-based, Comprehensive Sexuality Education programmes. IPPF hopes that this Framework will create opportunities to build new partnerships with like-minded external organizations and agencies.

## How to Use This Document

**This document reflects current IPPF thinking on the different important elements of CSE, identified as the following:**

1. Gender
2. Sexual and reproductive health and HIV
3. Sexual rights and sexual citizenship
4. Pleasure
5. Violence
6. Diversity
7. Relationships

This document should be used by Member Associations to complement existing CSE programmes and guidelines and will help to inform the development of new CSE policies and programmes. It can also form the basis of future curricula in the Member Associations.

# The Needs of Young People

Currently, the emotional, social and health needs of young people are not being fully met. Every year, at least 111 million new cases of curable sexually transmitted infections (STIs) and half of all new HIV infections occur among young people and up to 4.4 million girls aged 15–19 seek abortion – the majority of which are unsafe. Ten per cent of births worldwide are to adolescent mothers, who experience much higher rates of maternal mortality than older women. Rates of reported sexual abuse in 19 countries range from 7–34 per cent for girls and

3–29 per cent for boys. Every five minutes a young person commits suicide, often due to emotional and social problems related to sexual and reproductive health, such as sexual violence and the breakdown of relationships.

Young people face increasing pressures regarding sex and sexuality including conflicting messages and norms. On the one hand sex is seen as negative and associated with guilt, fear and disease, but through the media and friends it is portrayed as positive and desirable.

Such pressures may be perpetuated by a lack of accurate information, skills, and awareness of their rights and by gender expectations. Young people may feel that they lack a voice in a debate which is about them, but rarely involves them, or that the reality of their lives and the development of their sexual identities are not understood. This results in many young people being either unable or reluctant to seek help when they need it, and may prevent them from giving input within policy and decision making processes.

# The Rights of Young People

IPPF is committed to the provision and promotion of youth friendly services which are easily available to all young people irrespective of their age, sex, marital status or financial situation. IPPF recognizes the right of all young people to enjoy sex and express their sexuality in the way that they choose.

IPPF's Youth Policy states that IPPF is committed to promoting, protecting and upholding the sexual and reproductive health rights of all young people. This includes the right to information and education on sexuality, and a right to pleasure and confidence in relationships and all aspects of their sexuality. Such information and education should enhance the independence and self-esteem of young people and provide them with the knowledge and confidence to make informed choices. In addition, the Youth Policy states that:

- Information should be accessible to children and young people of all ages in accordance with their evolving capacities.
- Whether sexually active or not, and irrespective of sexual orientation, young people should be given the information to enable them to feel comfortable and confident about their bodies and their sexuality.
- CSE that helps young people acquire the skills to negotiate relationships and safer sexual practices, including whether and when to engage in sexual intercourse, should be available.
- Broad-based strategies are needed to address young people both in and out of school.
- Special attention should be paid to the most disadvantaged young people.

CSE programmes should build on Member Associations' own youth policies and relevant regional guidelines.

The UN Convention on the Rights of the Child<sup>2</sup> states that children and young people have the right to enjoy the highest attainable health, access to health facilities (Article 24), and access to information which will allow them to make decisions about their health (Article 17), including family planning (Article 24). Young people also have the right to be heard, express opinions and be involved in decision making (Article 12). They have the right to education which will help them learn, develop and reach their full potential and prepare them to be understanding and tolerant towards others (Article 29). Additionally, young people have the right not to be discriminated against (Article 2).

# The Role of IPPF and its Member Associations

IPPF is the world's foremost voluntary, non-governmental provider and advocate of sexual and reproductive health and rights, with 151 Member Associations and millions of volunteers providing information and services in over 180 countries worldwide – particularly to those who are poor, under-served or marginalized. Although IPPF is not primarily an education body, it has

a number of strengths which can be applied to promoting CSE and which complement the approaches of other international agencies. These include peer education, documenting and sharing best practices, developing collaborative partnerships between health services, NGOs, governments and education providers and undertaking advocacy for CSE and young people's rights.

A significant proportion of Member Association volunteers are young people, particularly peer educators. In many countries, IPPF Member Associations offer a variety of youth friendly services and are significant players in serving the sexual and reproductive health needs of the youth population.

# A Definition of Comprehensive Sexuality Education

A rights-based approach to Comprehensive Sexuality Education seeks to equip young people with the knowledge, skills, attitudes and values they need to determine and enjoy their sexuality – physically and emotionally, individually and in relationships. It views 'sexuality' holistically and within the context of emotional and social development. It recognizes that information alone is not enough. Young people need to be given the opportunity to acquire essential life skills and develop positive attitudes and values.

## Comprehensive Sexuality Education must help young people to:

**Acquire accurate information** On sexual and reproductive rights; information to dispel myths; references to resources and services

**Develop life skills** Such as critical thinking, communication and negotiation skills, self-development skills, decision making skills; sense of self; confidence; assertiveness; ability to take responsibility; ability to ask questions and seek help; empathy

**Nurture positive attitudes and values** Open-mindedness; respect for self and others; positive self-worth/esteem; comfort; non-judgmental attitude; sense of responsibility; positive attitude toward their sexual and reproductive health

Comprehensive Sexuality Education covers a broad range of issues relating to both the physical and biological aspects of sexuality, and the emotional and social aspects. It recognizes and accepts all people as sexual beings and is concerned with more than just the prevention of disease or pregnancy. CSE programmes should be adapted to the age and stage of development of the target group. For more information on content and curricula, please see 'Useful Resources'.

# Seven Essential Components of Comprehensive Sexuality Education

**1. Gender** – difference between gender and sex; exploring gender roles and attributes; understanding perceptions of masculinity and femininity within the family and across the life cycle; society's changing norms and values; manifestations and consequences of gender bias, stereotypes and inequality (including self-stigmatisation).

**2. Sexual and reproductive health and HIV** – sexuality and the life cycle (i.e., puberty, menopause, stigma, sexual problems); anatomy; reproductive process; how to use condoms; other forms of contraception (including emergency contraception); pregnancy options and information; legal and safe abortion; unsafe abortion; understanding sexually transmitted infections (STIs) and HIV, including transmission and symptoms; HIV and STI prevention, treatment, care, and support; HIV voluntary counselling and testing (VCT); antiretroviral therapy and living with HIV; prevention of mother to child transmission; injecting drug use and HIV; virginity; abstinence, faithfulness; sexual response; social expectations; self-esteem and empowerment, respect for the body; myths and stereotypes.

**3. Sexual rights and sexual citizenship** – knowledge of international human rights and national policies, laws and structures that relate to people's sexuality; rights-based approach to sexual and

reproductive health (SRH); social, cultural and ethical barriers to exercising SRH rights; understanding that sexuality and culture are diverse and dynamic; available services and resources and how to access them; participation; practices and norms; different sexual identities; advocacy; choice; protection; negotiation skills; consent and the right to have sex only when you are ready; the right to freely express and explore one's sexuality in a safe, healthy and pleasurable way.

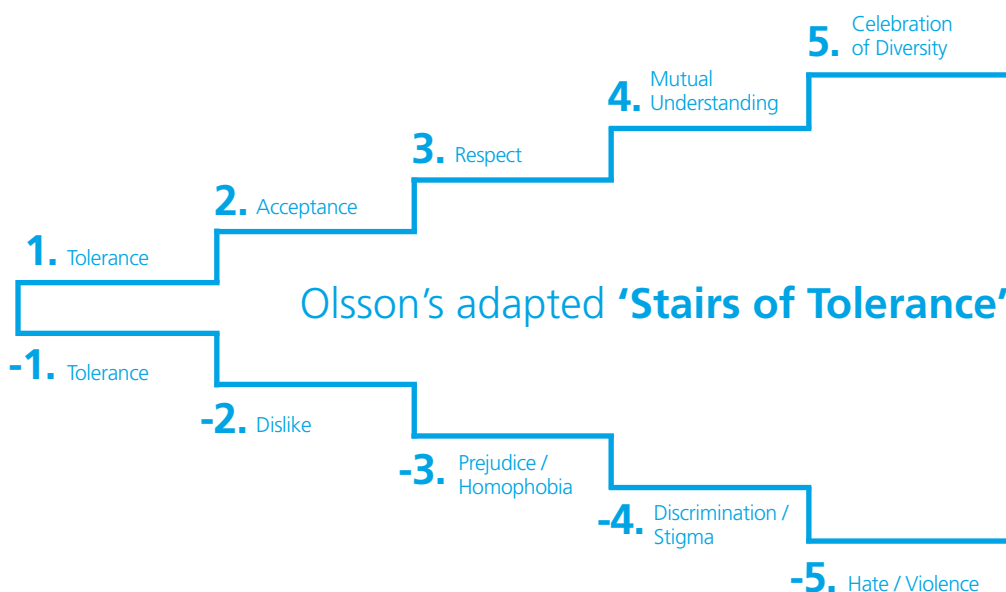
**4. Pleasure** – being positive about young people's sexuality; understanding that sex should be enjoyable and not forced; that it is much more than just sexual intercourse; sexuality as part of everybody's life; the biology and emotions behind the human sexual response; gender and pleasure; sexual wellbeing; safer sex practices and pleasure; masturbation; love, lust and relationships; interpersonal communication; the diversity of sexuality; the first sexual experience; consent; alcohol and drugs and the implications of their use; addressing stigma associated with pleasure.

**5. Violence** – exploring the various types of violence towards men and women and how they manifest, particularly gender-based violence; non-consensual sex and understanding what is unacceptable; rights and laws; support

options available and seeking help; community norms (power, gender) and myths; prevention, including personal safety plans; self-defence techniques; understanding the dynamics of victims and abusers; appropriate referral mechanisms for survivors; preventing the victim from becoming a perpetrator; men/boys as both perpetrators and allies in violence prevention.

**6. Diversity** – recognizing and understanding the range of diversity in our lives (e.g., faith, culture, ethnicity, socio-economic status, ability/disability, HIV status and sexual orientation); a positive view of diversity; recognizing discrimination, its damaging effects and being able to deal with it; developing a belief in equality; supporting young people to move beyond just tolerance (see 'Olsson's Stairs of Tolerance' below).

**7. Relationships** – different types of relationships (e.g., family, friends, sexual, romantic, etc.); that relationships are constantly changing; emotions, intimacy (emotional and physical); rights and responsibilities; power dynamics; recognizing healthy and unhealthy or coercive relationships; communication, trust and honesty in relationships; peer pressure and social norms; that love and sex are not the same.



# Providing Comprehensive Sexuality Education

CSE can complement an existing curriculum in and out of school. There are many opportunities for delivering sexuality education in addition to the formal classroom and health service settings. These include delivering sexuality education in waiting areas and youth clubs, through hairdressing salons and taxi drivers, through community drama and media events and by incorporating them into traditional rituals.

A wide range of people are likely to be involved in sexuality education, but for IPPF and its Member Associations, the key players are service providers, peer educators, parents, teachers and other educators. Regardless of who delivers CSE, ideally they should:

- have appropriate information, training, tools, skills and qualities;
- have an understanding of young people and their agenda;
- have the intention of enlightening, transforming and preparing others;

- be someone who young people trust and feel comfortable with and who creates an enabling environment;
- be someone who imparts knowledge and facilitates the development of skills;
- be accessible and non-judgmental, with no personal agenda that they want to impose

Those who deliver sexuality education, whether one-to-one or in groups, need the necessary information, skills and attitudes in order to do so effectively. Training, on-going support and supervision and access to resources and materials are essential for this.

## Principles of good practice

Evidence from practice and research suggest that Comprehensive Sexuality Education is most beneficial and meaningful to young people when it is developed in accordance with certain principles. These have been grouped under three broad headings:

- planning
- delivery
- assessment and evaluation.

Those who implement CSE programmes should be involved in all three areas.

### 1. Planning

“It is important we advocate for sexuality education in collaboration with partner agencies at international, national and local levels including religious agencies. Efforts have been made to raise awareness about problems faced by young people by involving communities to improve their quality of life for young people within the community.”  
- Consultation participant

#### i. Partnerships

Promote collaboration and develop partnership by creating a CSE working group with youth representatives, and professionals from a variety of backgrounds including education, health, faith and academic. They can act as advocates, assist the development of CSE policies and programmes, train and support educators and

share the responsibility for delivering parts of the programme.

#### ii. Participation

Ensure that young people are involved in all elements of CSE policy and programme development.

#### iii. Needs

Map out the needs of young people within the community in terms of their emotional, social and sexual health and well-being. For example, rates of STIs and unintended pregnancy, violence, media and peer pressure, average age of first sexual activity, etc.

#### iv. Challenges

Map out the challenges and opposition to CSE and develop a plan of how to work constructively to overcome these. For example, there may be concerns about the reactions of community or faith groups.

#### v. Policy statement

Update an existing policy or develop a new policy statement which includes a clear definition of CSE and what it aims to achieve. This can be developed in consultation with young people, parents and professionals from the wider community. Doing so will ensure that it addresses the needs and rights of young people, as well as their educational and health priorities. This policy and definition will then form the basis of any future programmes.

#### vi. SRH and HIV linkages

Ensure that CSE programmes, guidelines and policies effectively incorporate and highlight the links between SRH and HIV.

#### vii. Gender sensitive

Ensure that any CSE policies and programmes are gender sensitive (addressing both women's and men's specific needs) and culturally sensitive. The working group should look into the different faith and cultural perspectives that exist and be aware of cultural elements which influence gender expectations.

#### viii. Clear objectives

Develop CSE programmes with a clear aim, purpose and set of 'SMART' objectives which breaks down how you will achieve the aim.

- **Specific** - Be precise about what you are going to achieve (e.g., improving knowledge and skills on a specific topic)
- **Measurable** - Quantify your objectives (i.e., how much knowledge and what skills?)
- **Achievable** - Are you attempting too much? Are you being realistic – you can't change behaviour in one lesson.
- **Resourced** - Do you have the resources to make the objective happen (i.e., educators, money, materials, and time?)
- **Timed** - State when you will achieve the objective (e.g., by the end of the programme? Within a year?)



**ix. Clear messages**

Be clear regarding the message you are giving.

**x. Informed choices**

Promote free choice and informed consent, and make sure you do not focus on abstinence as the sole method for prevention.

**xi. Peer educators**

Work with peer educators or youth representatives and take into account their training and support needs, including tools for delivering CSE and financial assistance.

**xii. Training**

Select and train 'educators' who are committed to CSE and the needs and rights of young people. Ensure educators have adequate training and on-going support. Look to partner agencies, such as other sexual health services, local universities and voluntary groups that have expertise in certain topic areas to support training educators.

**xiii. Community participation**

Ensure that systems are in place for community participation, whether for developing policy or programmes, in delivering appropriate parts of CSE or simply in supporting CSE activities.

**xiv. Links to services**

Make links to health and advice services and establish an effective referral system to ensure that young people have easy access to further resources and services if and when they need them.

**xv. Target audience**

Have a clear idea of who this programme aims to reach and make sure that the intervention is appropriate for the age and stage of development of the population. Ensure that mechanisms to reach the most vulnerable youth are included.

**xvi. Institutional commitment and support**

Assess staff attitudes and readiness for CSE and for working with young people. The staff of the entire organization should be informed and committed to the project, and to working with young people as equal partners. CSE programmes are more effective if they are integrated into the other areas of the organisation's work.

**2. Delivery**

"Young people need a supportive and enabling environment, whereby they can ask questions about sexuality without being humiliated or 'told off'." - Consultation participant

**i. Environment**

Establish a safe learning environment in which open and non-judgmental discussions about sex, sexuality and sexual health can be held.

**ii. Group agreement**

Develop a 'group agreement' prior to starting any work to ensure acceptable boundaries for discussion that safeguard young people and educators.

**iii. Boundaries**

Ensure one-to-one work also acknowledges the need for boundaries and ensure child protection procedures are followed.

**iv. Confidentiality**

Respect the privacy and confidentiality of young people and inform them of these rights.

**v. Participatory methods**

Use methods that encourage children and young people to participate in learning such as active methods – don't talk AT them! Methods include using small group work to explore scenarios and dilemmas, drama and role play, writing songs or poems, discussions and debates.

**vi. Accessing services**

Ensure that you provide information about advice services that young people can access if they need help and make referrals if necessary. Care must also be taken to ensure that those most vulnerable can access CSE services.

**vii. Be honest**

If you don't have an answer to a question, always refer to alternative sources of information.

**viii. Choosing curricula and resources**

ensure that they are appropriate and meet the needs of your audience ensure that they are comprehensive and support the development of skills and attitudes, rather than just providing information if possible, ensure that they incorporate all seven essential CSE components check they are factually correct and up to date check that they avoid stereotyping make sure you are confident to use them

**ix. Materials and resources**

Ensure that materials used are relevant and up-to-date. For more information, see 'Useful Resources'.

**x. Management and oversight**

Establish and maintain quality expectations of programme activities and develop remedies for situations when quality standards are not being met. Ensure competency of the programme team and promote cooperation and networking.

**3. Assessment and Evaluation**

"We ensure the needs of young people are addressed by giving them the opportunity to get involved in policy development and design the programmes in partnership with adults." - Consultation participant

**i. Focus on learning and effectiveness**

Design programmes to include assessments of learning and an evaluation of programme effectiveness. There are a variety of methods that can be used to assess learning and evaluate programmes, such as quizzes, poster making, role-play, discussion, debates, presentations, interviews and questionnaires.

**ii. Pre- and post-assessment**

Conducting assessments at the beginning and end of the programme will identify the needs of individual young persons, provide them with opportunities to reflect on what they have learnt and provide evidence that the young person has developed a greater understanding of a topic. This information should inform the context of future CSE sessions.

**iii. Process and outcome evaluation**

Conducting an evaluation at the end of the programme will also establish what methods have or have not worked (process evaluation) and whether the programme has been effective in the short, medium and long-term (outcome evaluation). It is vital that SMART objectives are stated at the beginning of the programme and that milestones are set. This information should then be used to inform the design of any future programmes and shared with other partners/Member Associations.

# Useful resources

The following websites contain a whole range of resources, materials and curriculum for planning, delivering and evaluating CSE programmes.

## 1. Relevant organizations

### Sex Education Forum

[www.ncb.org.uk/sef](http://www.ncb.org.uk/sef)

The Forum is the UK's authority on sex and relationships education (SRE) with over 48 members, including religious, children's, parents', governors', health and education organizations. This site provides factsheets, briefings and publications on a wide range of issues relating to promoting, planning and delivering sex and relationships education in a variety of settings.

### SIECUS

[www.siecus.org](http://www.siecus.org)

The Sexuality Information and Education Council of the United States (SIECUS) serves as the national voice for sexuality education. Its site contains publications on developing and delivering sexuality education programmes.

### Advocates for Youth

[www.advocatesforyouth.org](http://www.advocatesforyouth.org)

Advocates for Youth champions efforts to help young people make informed and responsible decisions about their reproductive and sexual health.

### Planned Parenthood

[www.plannedparenthood.org](http://www.plannedparenthood.org)

A US-based organization dedicated to providing access to sexual and reproductive health information, with affiliated health centres providing culturally competent, high quality and affordable health care. News items, factsheets and reports are available from this site.

### Population Council

[www.populationcouncil.org](http://www.populationcouncil.org)

An international, non-profit, non-governmental organization that conducts bio-medical, social science, and public health research. A number of journals and other publications are available on its website, including 'Learning about Sexuality: A Practical Beginning' edited by Sondra Zeidenstein and Kirsten Moore. ([www.popcouncil.org/gfd/las.html](http://www.popcouncil.org/gfd/las.html)).

### The Guttmacher Institute

[www.guttmacher.org](http://www.guttmacher.org)

A non-profit organization focused on sexual and reproductive health research, policy analysis and public education. The Guttmacher Institute publishes 'Perspectives on Sexual and Reproductive Health', 'International Family Planning Perspectives', 'The Guttmacher Report

on Public Policy' and special reports on topics pertaining to sexual and reproductive health and rights.

### Eldis Health Key Issues

[www.eldis.org/health/SRHR.htm](http://www.eldis.org/health/SRHR.htm)

An online gateway to development information, with a section dedicated to reviewing current policy issues relating to sexual and reproductive health and rights.

### UNFPA

[www.unfpa.org/upload/lib\\_public\\_file/180\\_filename\\_rh\\_education.pdf](http://www.unfpa.org/upload/lib_public_file/180_filename_rh_education.pdf)

Reproductive Health Education for Young People – enabling choices ... promoting empowerment (2003) provides an overview of how UNFPA integrates education activities in all its programmes on population, reproductive health, gender and HIV/AIDS with an emphasis on the needs of young people. It also highlights successful education programmes in selected countries.

### Action Health Incorporated

[www.actionhealthinc.org](http://www.actionhealthinc.org)

A non-profit, non-governmental organization dedicated to improving the health of Nigerian adolescents. The site contains reports, guides and factsheets relating to sexuality education.

Family Health International [www.fhi.org](http://www.fhi.org)

A non-profit public health organization that works in more than 70 countries to address the health needs of the most vulnerable. It addresses persistent challenges that influence the health and the quality of health services available to youth. Country reports, as well as links and publications related to youth SRH are available.

### World Association for Sexual Health

[www.worldsexology.org](http://www.worldsexology.org)

This organization promotes sexual health for all, with a focus on sexuality education as a way of facilitating sexually healthy lives.

### EngenderHealth

<http://www.engenderhealth.org/>

EngenderHealth works to improve the lives of individuals by making reproductive health services safe, available and sustainable. It advocates a rights-based approach to reproductive health.

## 2. Curriculum resources for peer educators

### Guide to implementing TAP

(Teens for AIDS prevention)

[www.advocatesforyouth.org/publications/TAP.pdf](http://www.advocatesforyouth.org/publications/TAP.pdf)

A step-by-step guide to implementing HIV and STI prevention peer education programs in a variety of settings developed in partnership with young people.

IPPF 'Peer Education Handbook on Sexual and Reproductive Health and Rights: Teaching Vulnerable, Marginalized and Socially-Excluded Young People'

[www.ippfen.org/site.html?page=34&lang=en#3](http://www.ippfen.org/site.html?page=34&lang=en#3)

A handbook aimed specifically at developing SRH peer education programmes for vulnerable and marginalized youth.

### 'Peer Education: Training of Trainers'

[www.youthpeer.org/upload/resources/155\\_ResFile\\_Manual.pdf](http://www.youthpeer.org/upload/resources/155_ResFile_Manual.pdf)

This handbook provides a sample curriculum and an example of a training programme to be used when training future trainers in sexual and reproductive health education

### Youth Peer Education Network

<http://www.youthpeer.org/default.asp?Page=Resources>

A website created by the UNFPA that provides a wide range of resources and curricula on sexual and reproductive health.

### 'European Guidelines for Youth AIDS Peer Education'

<http://www.europeer.lu.se/index.995---1.html>

### Included Involved Inspired, A Framework for Youth Peer Education Programmes

<http://www.ippf.org/en/Resources/Guides-toolkits/Peer+Education+Framework.htm>

This IPPF framework can be used to initiate a new peer education project/ programme or to help you rethink and improve your existing activities.

## 3. Curriculum resources for teachers

'Positively Informed: Lesson Plans and Guidance for Sexuality Educators and Advocates'

[www.cedpa.org/publications/pdf/catalyst\\_adolescentmanual\\_english.pdf](http://www.cedpa.org/publications/pdf/catalyst_adolescentmanual_english.pdf)

A resource kit for Comprehensive

Sexuality Education produced by the International Women's Health Coalition.

#### Sensoa

[www.sensoa.be/downloadfiles\\_shop/concept\\_good\\_lovers.pdf](http://www.sensoa.be/downloadfiles_shop/concept_good_lovers.pdf)

Sensoa, a Belgian-Flemish organization focused on sexual health and HIV/AIDS issues, has developed a concept for Comprehensive Sexuality Education called 'good lovers' (together with a manual for sexuality educators). Only the concept is available in English.

#### Pathfinder Reproductive Health Curriculum

[www.pathfind.org/site/DocServer?docID=2481](http://www.pathfind.org/site/DocServer?docID=2481)

A participant's manual for a sexual health education programme.

#### 'Developing guidelines for Comprehensive Sexuality Education'

[www.siecus.org/pubs/guidelines/guideintl.pdf](http://www.siecus.org/pubs/guidelines/guideintl.pdf)

A how-to handbook for educators.

#### It's All One Curriculum, Guidelines and activities for a unified approach to Sexuality, Gender, HIV and Human Rights Education

<http://www.popcouncil.org/>

Resource kit for developing a unified curriculum on sexuality, gender, HIV and human rights. It enables educators and policymakers to address not only the individual determinants of young people's Sexual and reproductive health, but also the social determinants of their health and well-being.

#### UNESCO

*International Technical Guidance on Sexuality Education: An evidence-informed approach for schools, teachers and health educators*

<http://unesdoc.unesco.org/images/0018/001832/183281e.pdf>

An evidence-informed document that provides the rationale for sexuality education and outlines the basic minimum package of topics and learning objectives for sexuality education.

## 4. Curriculum resources for providers

#### 'Adolescent Sexual and Reproductive Health: A Training Manual for Program Managers' CATALYST Consortium

[www.cedpa.org/publications/pdf/catalyst\\_adolescentmanual\\_english.pdf](http://www.cedpa.org/publications/pdf/catalyst_adolescentmanual_english.pdf)

#### Family Planning Association United Kingdom (FPA UK)

[www.fpa.org.uk/about/pubs/index.htm#1](http://www.fpa.org.uk/about/pubs/index.htm#1)

A range of books, leaflets and videos

dealing with issues of sexuality education can be ordered through the website.

## 5. Curriculum resources for parents

#### 'Hey, What Do I Say? A parent-to-parent guide on how to talk with your children about sexuality'

[www.ppnyc.org/media/ParentGuide.pdf](http://www.ppnyc.org/media/ParentGuide.pdf)

This guide from Planned Parenthood of New York City discusses the main challenges that parents encounter in speaking with their children about sexuality. It addresses the main myths and the most frequently asked questions from parents and teens.

#### 'Talk with your kids... before everyone else does: Talking with kids about tough issues'

[www.talkingwithkids.org/twk-booklet-english.pdf](http://www.talkingwithkids.org/twk-booklet-english.pdf)

This booklet offers practical, concrete tips and techniques for talking easily and openly with young children aged 8 to 12 about some very tough issues: sex, HIV/AIDS, violence, drugs and alcohol.

#### No Place Like Home

[www.noplacelikehome.org/](http://www.noplacelikehome.org/)

Available in English and Spanish, these guidelines offer parents age-specific information for their children starting at three years old. It offers suggested answers for questions that might arise, tips for explaining issues surrounding sex and sexuality and how to be an 'askable' parent. It explains the role of the media as well as peers, and offers insightful examples.

#### 'Families Are Talking'

[www.familiesaretalking.org/](http://www.familiesaretalking.org/)

The Family Project, which includes the 'Families Are Talking' website and newsletter, is a SIECUS project that began in 2000 to empower parents and caregivers to communicate with their children about sexuality-related issues and to provide tools to help families communicate about these issues.

## 6. Assessment and evaluation resources

#### 'Assessment, Evaluation and Sex & Relationships Education:

A practical toolkit for education, health and community settings' Simon Blake and Stella Muttock, Spotlight Series, National Children's Bureau, 2005.

#### 'Peer to Peer: Creating Successful Peer Education Programs'

[http://www.ippfwhr.org/publications/download/monographs/PeertoPeer\\_E.pdf](http://www.ippfwhr.org/publications/download/monographs/PeertoPeer_E.pdf)

Tool developed by the IPPF WHR

planning, implementing and evaluating peer education programmes.

#### 'Skills for Health'

[www.youthpeer.org/upload/resources/316\\_ResFile\\_Skills-Based%20Health%20Education%20Including%20Lifeskills.pdf](http://www.youthpeer.org/upload/resources/316_ResFile_Skills-Based%20Health%20Education%20Including%20Lifeskills.pdf)

A WHO document on health education programmes. Chapter 6 deals extensively with evaluation.

#### 'Effective Peer Education:

Working with children and young people on sexual and reproductive health and HIV/AIDS' This toolkit developed by Save the Children looks at the role of peer education programmes, how to improve their quality, how to make them more sustainable and how they can link to other child-friendly services. To order: [orders@nbnplymbridge.com](mailto:orders@nbnplymbridge.com)

## 7. Other Useful resources

#### From Evidence to Action: Advocating for comprehensive sexuality education

<http://www.ippf.org/en/Resources/Guides-toolkits/From+evidence+to+action+advocating+for+comprehensive+sexuality+education.htm>

This IPPF resource provides service providers, programme planners, policy makers and young people with the information to advocate for rights-based, gender-sensitive and sex-positive comprehensive sexuality education at local and national levels. It includes a summary of the current evidence-base for comprehensive sexuality education, examples of strategies and messages to advocate for change in current sexuality education curricula, and how to tackle and respond to difficult questions on this topic.

#### IPPF Sexual Rights: An IPPF Declaration

<http://www.ippf.org/en/Resources/Statements/Sexual+rights+an+IPPF+declaration.htm>

This IPPF declaration grounds human rights within core international human rights instruments. Provides principles which should inform the development of programmes, services and strategies to ensure that they protect, promote and fulfil human rights.

#### IPPF EXCLAIM! IPPF's Guide to Young People's Sexual Rights [www.ippf.org](http://www.ippf.org)

This IPPF guide explores aspects of sexual rights that are specific to young people, explains how 'Sexual Rights: An IPPF Declaration' applies to young people, and seeks to increase the involvement of young people in implementation of this Declaration.



Increasing access to comprehensive, youth friendly, gender sensitive sexuality education' is a stated objective within the International Planned Parenthood Federation (IPPF)'s Strategic Framework 2005–2015. This document has been developed to support this objective, and to build upon the recommendations of an extensive, international consultation (involving IPPF staff, young people and external organizations). As well as providing an in-depth overview of Comprehensive Sexuality Education (CSE), this document aims to inspire thought and spark discussion by providing Member Associations with a basic planning framework for CSE and includes in-depth resources and sample curricula.

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