



United Nations  
Educational, Scientific and  
Cultural Organization

# REGIONAL MODULE FOR Teacher Training on Comprehensive Sexuality Education for East and Southern Africa



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# **Regional Module for Teacher Training on Comprehensive Sexuality Education for East and Southern Africa**

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## **ABBREVIATIONS**

<b>AIDS</b>	<i>Acquired Immune Deficiency Syndrome</i>
<b>CSE</b>	<i>Comprehensive Sexuality Education</i>
<b>HIV</b>	<i>Human Immunodeficiency Virus</i>
<b>UNAIDS</b>	<i>United Nations Joint Programme on HIV/AIDS</i>
<b>UNESCO</b>	<i>United Nations Educational, Scientific and Cultural Organization</i>
<b>UNFPA</b>	<i>United Nations Population Fund</i>
<b>WHO</b>	<i>World Health Organization</i>



## BACKGROUND

Sexuality education is defined as an age-appropriate, culturally relevant approach to teaching about sex and relationships by providing scientifically accurate, realistic, non-judgmental information. Sexuality education provides opportunities to explore one's own values and attitudes and to build decision-making, communication and risk reduction skills about many aspects of sexuality.

*Source: UNESCO. International Technical Guidance on Sexuality Education. An evidence-informed approach for schools, teachers and health educators. Paris: UNESCO, 2009.*

The primary goal of sexuality education is to equip children and young people with the knowledge and skills to make responsible choices about their sexual and reproductive health—an urgent responsibility within the region where HIV prevalence among young people remains very high and where ignorance and misinformation can be life-threatening.

Sexuality education seeks to:

- Increase knowledge and understanding
- Explain and clarify feelings, values and attitudes
- Develop or strengthen skills; and
- Promote and sustain risk-reduction behavior

Studies show that effective sexuality education programs can:

- Reduce misinformation
- Increase correct knowledge
- Clarify and strengthen positive values and attitudes
- Increase skills to make informed decisions and act upon them
- Improve perceptions about peer groups and social norms
- Increase communication with parents or other trusted adults

In addition, research shows that sexuality education programs can help to:

- Abstain from or delay the debut of sexual relations

- Reduce the frequency of unprotected sexual activity
- Reduce the number of sexual partners
- Increase the use of protection against unintended pregnancy and STIs during sexual intercourse.

School settings provide an important opportunity to reach large numbers of young people with sexuality education before they become sexually active, as well as offering an appropriate structure within which to do so. Equipping teachers with the knowledge, skills and comfort level for effectively delivering sexuality education is critical to leverage such opportunity. Preparing teachers to deliver sexuality education will help ensure that learners receive accurate and age-appropriate information that will help guide them through adolescence and enable them to make responsible decisions that impact their current and future sexual and reproductive health and overall well-being.

## ASSUMPTIONS, PURPOSE, AND OVERVIEW OF THE MODULE

In line with the International Technical Guidance on Sexuality Education developed by UNESCO, UNFPA, WHO and UNAIDS, this document is based upon the following assumptions:

- Sexuality is a fundamental aspect of human life: it has physical, psychological, spiritual, social, economic, political, and cultural dimensions.
- Sexuality cannot be understood without reference to gender.
- Diversity is a fundamental characteristic of sexuality.
- The rules that govern sexual behavior differ widely across and within cultures. Certain behaviors are seen as acceptable and desirable while others are considered unacceptable. This does not mean that these behaviors do not occur, or that they should be excluded from discussion within the context of sexuality education.

The module was developed as a resource to support pre-service training of teachers for the delivery of school-based sexuality education in East and Southern Africa. Designed for trainers who are delivering pre-service training on sexuality education in the region, the material provides a core set of lesson plans to equip teachers with the basic knowledge and skills necessary to deliver effective sexuality education in the classroom. While the material is focused on training teachers for school-based sexuality education, the material can be adapted to out-of-school environments. Further, given the importance of local realities within which sexuality education is being delivered, trainers are encouraged to further adapt the lessons to their particular country contexts where possible. Examples of such opportunities for adaptation are noted within the material.

The module includes nine core sessions lasting approximately 38 hours, requiring a total of 42 hours in its totality, inclusive of “stepping out” time described further below. Trainers can use the module to tailor trainings according to the number of days/hours available for training teachers. A 5-day sample training agenda is included in Appendix I.

The nine core sessions in the module are as follows:

1. Introductions and Launch of the Training
2. Adolescent Sexual and Reproductive Health in East and Southern Africa
3. Talking About Sexuality Education
4. Getting Ready to Teach Sexuality Education
5. Effective Teaching Methodologies for Sexuality Education
6. Knowing Your Content
7. Classroom Management
8. Application, Practice and Resources
9. Understanding Human Rights Agreements, Legal, and Professional ethics

Each session includes activities that specify learning objectives, total time required, materials and resources needed, and instructions.

The core sessions are significantly informed by the *National Teacher Preparation Standards for Sexuality Education* developed by FoSE in the United States. These standards were developed to identify areas of competency necessary for teachers to effectively teach sexuality education, listed below:

## National Teacher Preparation Standards for Sexuality Education by FoSE

### **Standard 1: Professional Disposition**

Teachers demonstrate comfort with, commitment to, and self-efficacy in teaching sexuality education.

### **Standard 2: Diversity and Equity**

Teachers show respect for individual, family, and cultural characteristics and experiences that may influence student learning about sexuality.

### **Standard 3: Content Knowledge**

Teachers have accurate and current knowledge of the biological, emotional, social, and legal aspects of human sexuality.

### **Standard 4: Legal and Professional Ethics**

Teachers make decisions based on applicable laws, regulations and policies, as well as professional ethics.

### **Standard 5: Planning**

Teachers plan age- and developmentally-appropriate sexuality education that is aligned with standards, policies, and laws and reflects the diversity of the community.

### **Standard 6: Implementation**

Teachers use a variety of effective strategies to teach sexuality education.

### **Standard 7: Assessment**

Teachers implement effective strategies to assess student knowledge, attitudes, and skills in order to improve sexuality education instruction.

## NOTES ON THE TRAINING STRATEGY

The training module is highly participatory and relies on modeling activities, integration of critical assessment of activities throughout the training, called “Stepping Out,” and ultimately application and practice (Teach Backs).

### Modeling

Throughout the training, activities are “modeled” so that while teachers are participants in the training, in so doing, they are experiencing good practice for delivering sexuality education. The session “Knowing Your Content” is especially important for modeling good practice as trainers are delivering sexuality education to teachers while using activities that can be applied in the classroom. In addition, lesson plans provided for the “Teach Backs,” allow teachers to practice their skills and apply what they have observed through modeling and assessment of activities until that point. Further, these lesson plans focus on core sexuality education content, thereby also serving to educate teachers on key topics peer-to-peer.

### Stepping Out

To facilitate reflection by teachers on activities used throughout the training, teachers will “step out of” and analyze after experiencing these in the training. As part of this pre-service training, not only will teachers be learning content that is important for them to master in order to deliver sexuality education in the classroom, but as they learn content, they will also be learning skills and techniques for delivering such content in the classroom by observing the trainers.

For each activity delivered during the training, teachers will be asked to literally “step out” of that activity to analyze the trainer’s process in facilitating that activity so that they can analyze it and apply what they have observed in their own classrooms. The questions that teachers will be asked to answer include the following and are located in the handout “Stepping Out” to be distributed on the first day of the training.

