



# **Protect Kenya Children: “Exposing the Comprehensive Sexuality Education (CSE) Agenda”**

Sharon Slater  
President, Family Watch International



FAMILY  
WATCH  
INTERNATIONAL











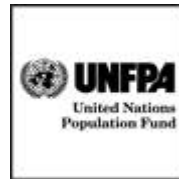
# The Family Under Attack:

## Western Governments:

Sweden, the Netherlands, Germany, etc.

## UN Agencies:

WHO, UN Women, UNESCO, UNFPA, UNAIDS,  
UNICEF, OHCHR, etc.



# Protecting Kenya's Children and Families

1. What is **Comprehensive Sexuality Education (CSE)**
2. Who is behind the **CSE** agenda in Africa
3. What Kenya can do to protect your children from **CSE**

# **1. What is Comprehensive Sexuality Education (CSE)?**





# # 1 Tool of Global Sexual Rights Agenda?

## **Comprehensive Sexuality Education & Human Rights**

7 March 2017 15:00-16:30, Palais des Nations Room XXI



**“Comprehensive Sexuality Education”**

**CSE**



## Sexuality Encompasses:

- “gender identities”
  - “attitudes”
  - “pleasure”
  - “desires”
  - “fantasies”
  - “behaviours”
  - “eroticism”
- “roles and relationships”
- “sexual orientation”

(WHO, 2006)







Learners will be able to:

- ▶ state that people show love and care for other people in different ways, including kissing, hugging, touching, and sometimes through sexual behaviours (knowledge).

**Key idea:** Children should understand what is and what is not appropriate touching.

Learners will be able to:

- ▶ describe male and female responses to sexual stimulation (knowledge);
- ▶ state that during puberty boys and girls become more aware of their responses to sexual attraction and stimulation (knowledge);

**“understand that abstinence means choosing not to have sex, or deciding when to start having sex and with whom”**

**Learning objectives (12-15 years)**

**Key idea:** The sexual response cycle is about how the body reacts physically to sexual stimulation

Learners will be able to:

- ▶ understand that sexual stimulation involves physical and psychological aspects, and people respond in different ways, at different times (knowledge);
- ▶ recognize that sexual response can be impacted by issues such as illness, stress, sexual abuse, medication, substance use and trauma (attitudinal).

**Key idea:** Every society, culture and generation

including whether to delay sex or become sexually active

Learners will be able to:

- ▶ compare and contrast advantages and disadvantages of choosing to delay sex or to become sexually active (knowledge);
- ▶ understand that abstinence means choosing not to have sex, or deciding when to start having sex and with whom, and is the safest way to prevent pregnancy and STIs, including HIV (knowledge);
- ▶ reflect on how plans for their future can be impacted by the decisions they take in relation to sex and relationships (attitudinal).



has its own myths about sexual behaviours and it's important to know the facts

Learners will be able to:

- ▶ differentiate myths from facts when it comes to information about sexual behaviour (knowledge);
- ▶ appreciate the importance of knowing the facts about sexuality (attitudinal);

**"recognize that each person's decision to be sexually active ... should be respected at all times"**

- ▶ important to their health and well-being (attitudinal);
- ▶ recognize that each person's decision to be sexually active is a personal one, which can change over time and should be respected at all times (attitudinal);
- ▶ make responsible decisions about their sexual behaviour (skill).



information on condom use as a method of dual protection against unintended pregnancy and HIV/STIs.

**Unsafe abortion:** globally, every year, some 3 million girls

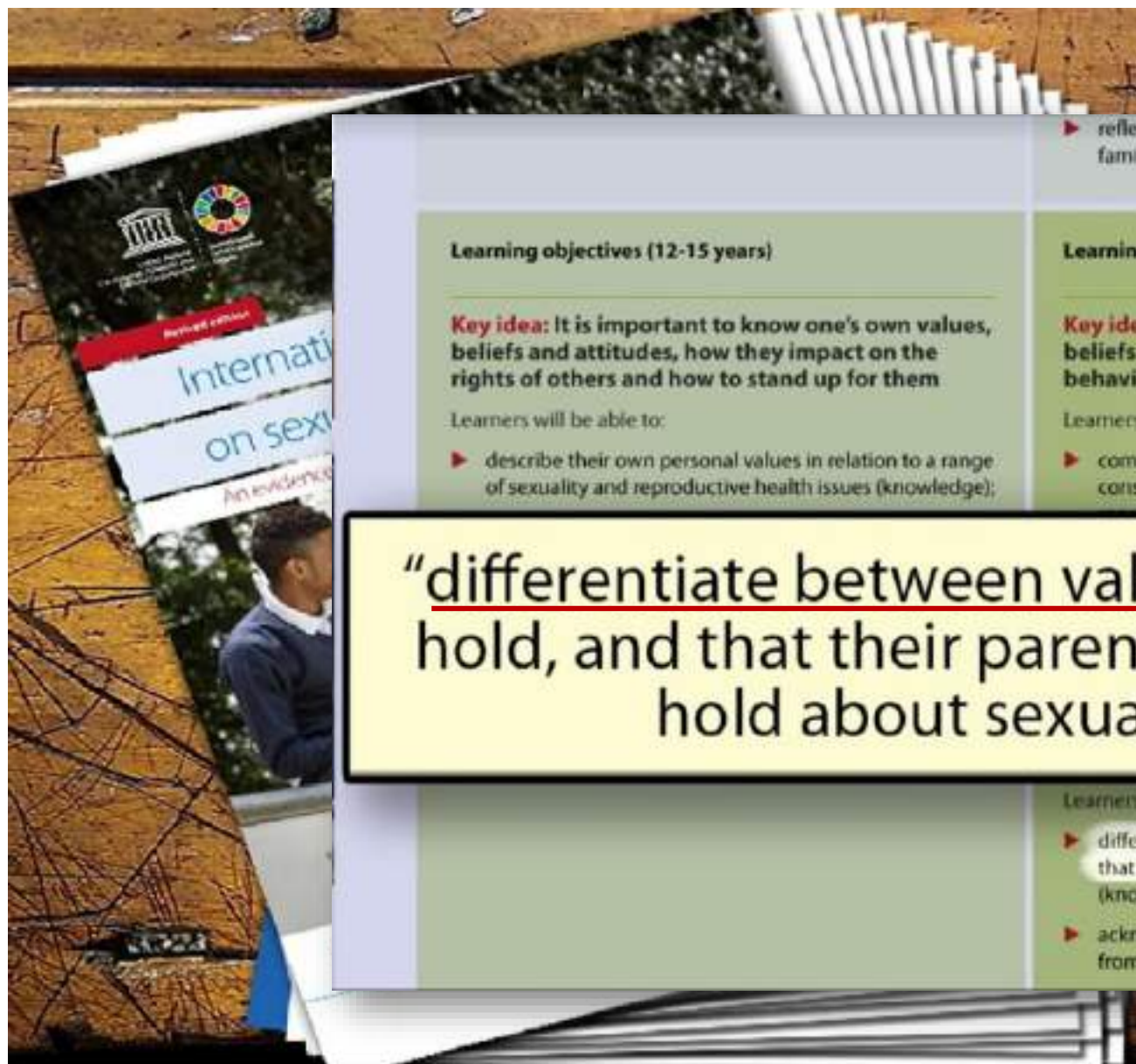
married or in union before age 15. Latin America and the Caribbean (LAC) follows sub-Saharan Africa, where 24 per cent of women between the ages of 20 and 24 were married in childhood; and the Middle East and North Africa, where (2014a).

“adolescent girls ... are generally less knowledgeable about their rights concerning abortion and post-abortion care.”

end their pregnancy consequently have abortions later in the gestational period. In some cases, because of stigma and discrimination or other factors, adolescent girls are also more likely than older women to self-induce an abortion or seek abortion services from untrained providers, and are generally less knowledgeable about their rights concerning abortion and post-abortion care (Guttmacher Institute, 2015a).

**Violence, including gender-based violence:** global estimates indicate that about 1 in 3 (35 per cent) women worldwide have experienced either physical and/or sexual intimate partner violence or non-partner violence in their lifetime. Violence is a violation of a person's rights and also puts women, girls and already vulnerable populations at

- Students who are perceived not to conform to prevailing sexual and gender norms, including those who are lesbian, gay, bisexual or transgender are more vulnerable to violence in schools. **Violence based on sexual orientation and gender identity/expression**, also referred to as homophobic and transphobic violence, is a form of school-related gender-based violence (UNESCO, 2016b).
- Early and unintended pregnancy can also be the result of sexual violence from teachers and fellow students. **Pregnancy-related GBV** in schools includes bullying and teasing, perpetrated by classmates and teachers, towards pregnant girls and adolescent mothers (UNESCO, 2017).



#### Learning objectives (12-15 years)

**Key idea:** It is important to know one's own values, beliefs and attitudes, how they impact on the rights of others and how to stand up for them

Learners will be able to:

- ▶ describe their own personal values in relation to a range of sexuality and reproductive health issues (knowledge);

- ▶ reflect on a value that they have learned from their family (skill).

#### Learning objectives (15-18+ years)

**Key idea:** It is important to know one's own values, beliefs and attitudes, in order to adopt sexual behaviours that are consistent with them

Learners will be able to:

- ▶ compare and contrast behaviours that are and are not consistent with their own values related to sexuality and reproductive health issues (knowledge);

"differentiate between values that they hold, and that their parents/guardians hold about sexuality"

Learners will be able to:

- ▶ differentiate between values that they hold, and that their parents/guardians hold about sexuality (knowledge);
- ▶ acknowledge that some of their values may be different from their parents/guardians (attitudinal);



Key concept 7: Sexuality and Sexual Behaviour

## 7.2 Sexual Behaviour and Sexual Response (contd.)

“summarize key elements of sexual pleasure and responsibility”

Learners will be able to:

- ▶ explain possible choices that people can make to minimize risks associated with sexual behaviour and support their life plans (knowledge);
- ▶ explain that condoms and other contraceptives reduce the risk of unintended consequences of sexual behaviours (e.g. HIV, STIs or pregnancy) (knowledge);
- ▶ recall that non-penetrative sexual behaviours are without risk of unintended pregnancy, offer reduced risk of STIs, including HIV, and can be pleasurable (knowledge);
- ▶ recognize that there are options for minimizing risks associated with sexual behaviour and realizing life plans (attitudinal);
- ▶ make well-informed choices about their sexual behaviour (skill).

Learners should be able to:

- ▶ summarize key elements of sexual pleasure and responsibility (knowledge);
- ▶ recall that many people have periods in their lives without sexual contact with others (knowledge);
- ▶ justify why good communication can enhance a sexual relationship (knowledge);
- ▶ reflect on how gender norms and stereotypes influence people's expectations and experience of sexual pleasure (knowledge);
- ▶ recognize that understanding their body's sexual response can help them understand their body, and can help identify when things are not functioning properly so they can seek help (knowledge);
- ▶ acknowledge that both sexual partners are responsible for preventing unintended pregnancy and STIs, including HIV (attitudinal);



Key concept 3: Understanding Gender

### 3.1 The Social Construction of Gender and Gender Norms

“define gender and biological sex and describe how they are different”

Learners will be able to:

- ▶ define gender and biological sex and describe how they are different (knowledge);
- ▶ reflect on how they feel about their biological sex and gender (skill).

**Key idea:** Families, individuals, peers and communities are sources of information about sex and gender

Learners will be able to:

- ▶ identify sources of information about sex and gender (knowledge);
- ▶ acknowledge that perceptions about sex and gender are influenced by many different sources (attitudinal).

3

Learning objectives (12-15 years)

#### gender roles

Learners will be able to:

- ▶ define gender roles (knowledge);
- ▶ identify examples of how social norms, cultural norms, and religious beliefs can influence gender roles (knowledge);
- ▶ acknowledge that many factors impact gender roles (attitudinal);
- ▶ reflect on social, cultural and religious beliefs that impact on how they view gender roles (skill).

**Key idea:** The way that individuals think of themselves, or describe themselves to others in terms of their gender, is unique to them and should be respected

Learners will be able to:

- ▶ define gender identity (knowledge);
- ▶ explain how someone's gender identity may not match

2

- ▶ acknowledge that the values and beliefs we learn from families and communities guide our understanding of ourselves, our feelings and our bodies (attitudinal);
- ▶ identify a trusted adult and demonstrate how they would ask questions they may have about their feelings and their body (skill).

#### Learning objectives (12-15 years)

**Key idea:** Social, cultural and religious factors influence what is considered acceptable and unacceptable sexual behaviour in society, and these factors evolve over time

- ▶ identify cultural, religious or social beliefs and practices related to sexuality that have changed over time (knowledge);
- ▶ acknowledge that there are diverse beliefs regarding sexuality (attitudinal);
- ▶ demonstrate respect for diverse practices related to sexuality and all people's human rights (skill).

#### Learning objectives (15-18+ years)

**Key idea:** It is important to be aware of how social and cultural norms impact sexual behaviour while developing one's own point of view

Learners will be able to:

“question social and cultural norms that impact sexual behaviour in society”

- over time (attitudinal);
- ▶ question social and cultural norms that impact sexual behaviour in society (skill).

and how these influence their personal beliefs and feelings about sexuality and sexual behaviour (skill).



- ▶ reflect on a value that they have learned from their family (skill).

#### Learning objectives (12-15 years)

**Key idea:** It is important to know one's own values, beliefs and attitudes, how they impact on the rights of others and how to stand up for them

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inherent biases affect the publication of studies.

#### 4.4 What evidence do we need in the future?

“There is a need to generate evidence to demonstrate ... the demand creation potential of CSE and the provision of youth-friendly SRHR services and commodities.”

and middle-income countries, only a very limited number of rigorous studies assessing these types of outcomes have been conducted.

- Reviews of evidence should include holistic comprehensive evaluation, including formal and participatory, quantitative and qualitative processes, to shed light on contextual and implementation factors and implications.

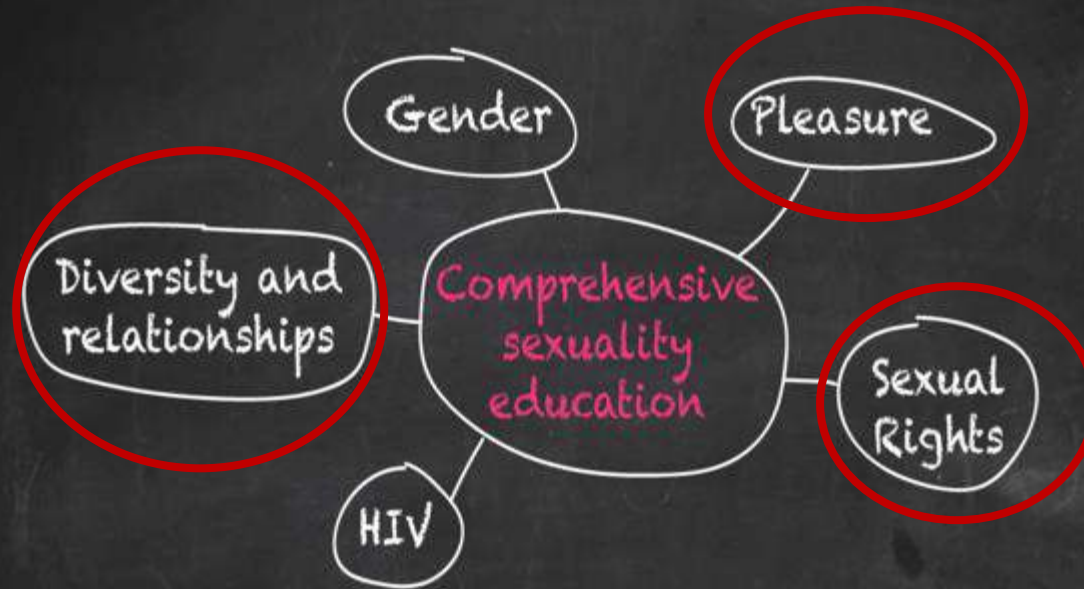
health outcomes.

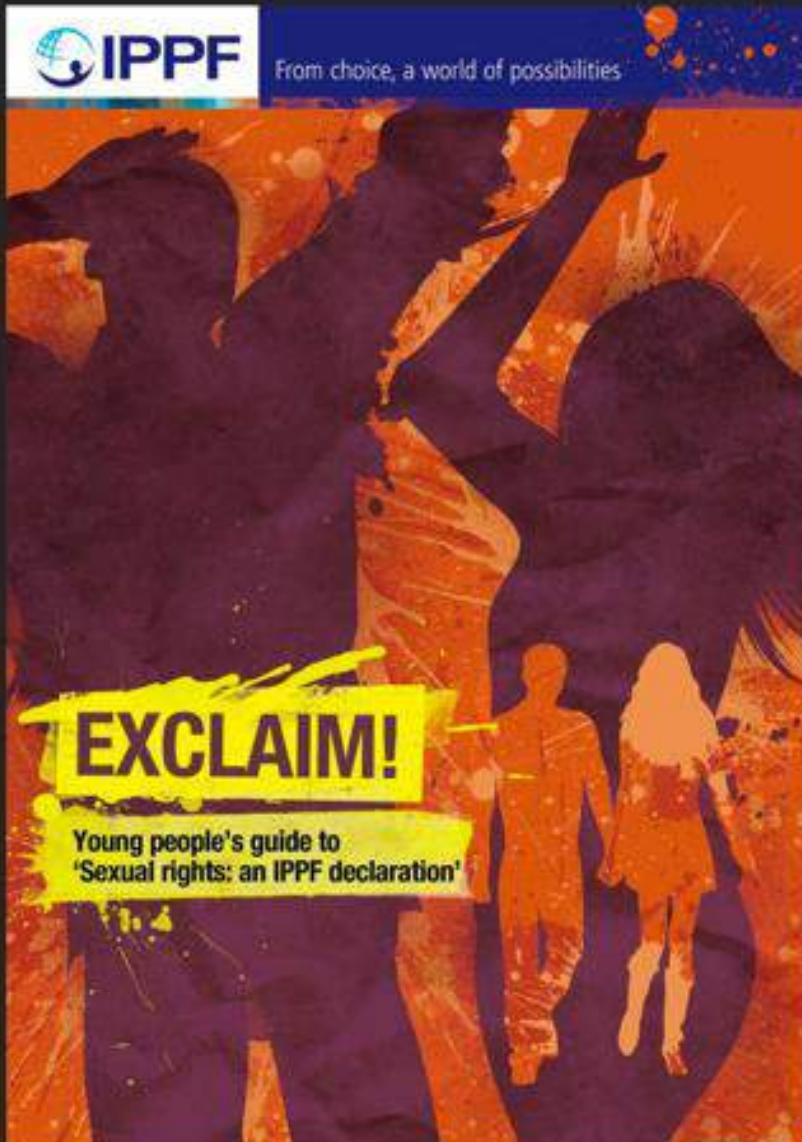
- There is need to generate evidence to demonstrate the link between the demand creation potential of CSE and the provision of youth-friendly SRHR services and commodities.











## IPPF's "Exclaim!" Distributed at the UN:

"young people . . . **are entitled to sexual pleasure** and [information on] how to experience different forms of sexual pleasure is important for their health and well-being."





**IPPF**

From choice, a world of possibilities

# PUTTING SEXUALITY BACK INTO COMPREHENSIVE SEXUALITY EDUCATION

Tips for delivering sex-positive  
workshops for young people



"The only thing I was taught about sexual and reproductive health was biological – the names of the parts and the fact that during intercourse the male's sperm enters the female's ovaries."

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**"IPPF includes 'pleasure' as an essential component of CSE, but this can be a tricky subject to address in conservative or religious settings."**

- Speaking openly about sexual issues with young people can be difficult in many settings, and you may face resistance from parents or others in the community. Make sure that from the outset you work alongside teachers, parents and others to ensure they understand the rationale for the CSE you are providing, and to reassure them that it will be safe and appropriate for the age group you are working with.

organizational policies.

- Always introduce some kind of working agreement or 'ground rules' for a session that covers issues relating to sexuality. This helps young people to understand the importance of not sharing personal information about themselves or others, and to know that there are other, confidential ways to seek support.

to share personal  
gossiping, to

distancing  
to share  
at case studies,  
characters' with

you use to speak  
understand

medical and technical words like 'heterosexual' or 'clitoris'? Perhaps they know slang alternatives. It's important to clarify the correct terms, so that should they need to, young people can understand sexual health literature, speak to health care professionals or report abusive behaviour. The IPPF Youth Messaging Checklist may be helpful for providing definitions."

or gender equality.

- IPPF includes 'pleasure' as an essential component of CSE<sup>10</sup> but this can be a tricky subject to address in conservative or religious settings. Think about 'entry points' for discussing more sensitive topics relating to sexuality – for example, discussing love and intimacy, or the potential impact of drugs and alcohol on sexual enjoyment and consent, and ensuring sessions on biology or anatomy discuss pleasure responses, not just reproductive capacity.

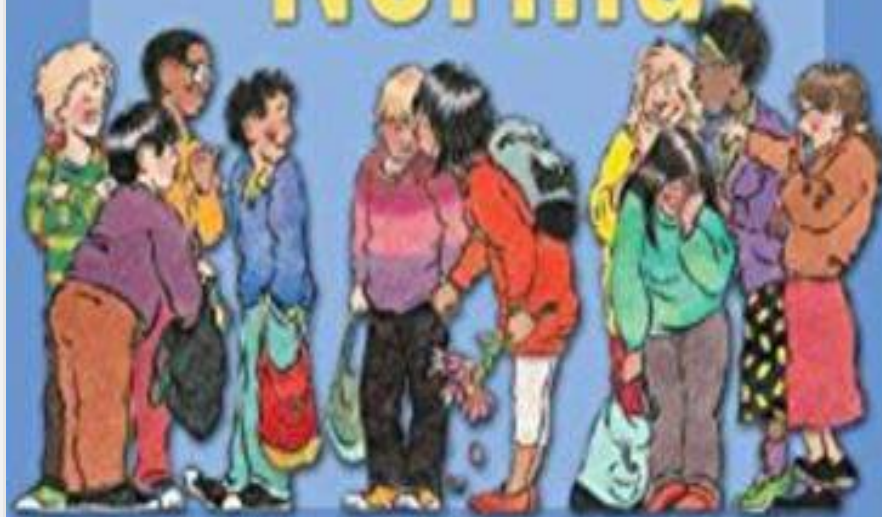


MORE THAN ONE MILLION COPIES IN PRINT!

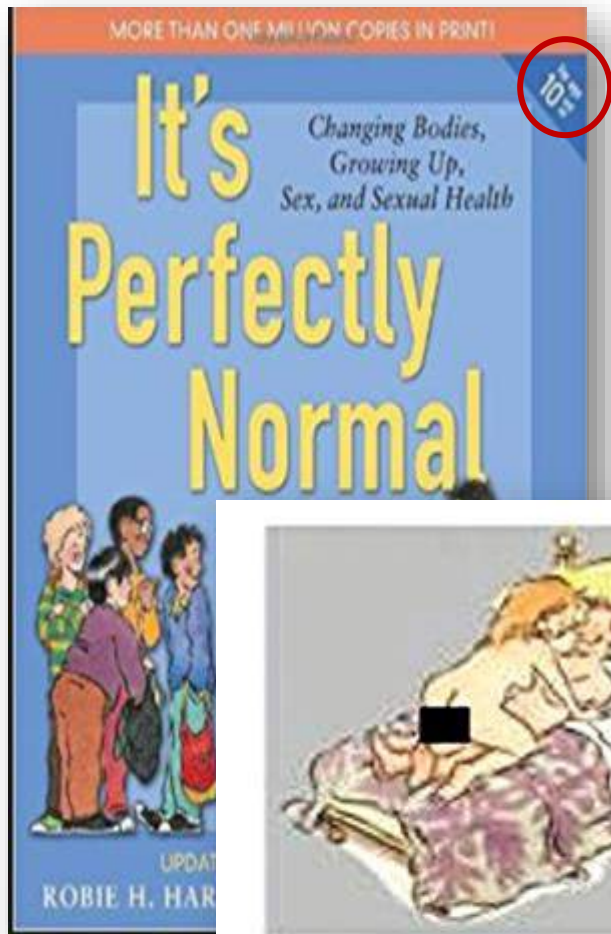
# It's Perfectly Normal

*Changing Bodies,  
Growing Up,  
Sex, and Sexual Health*

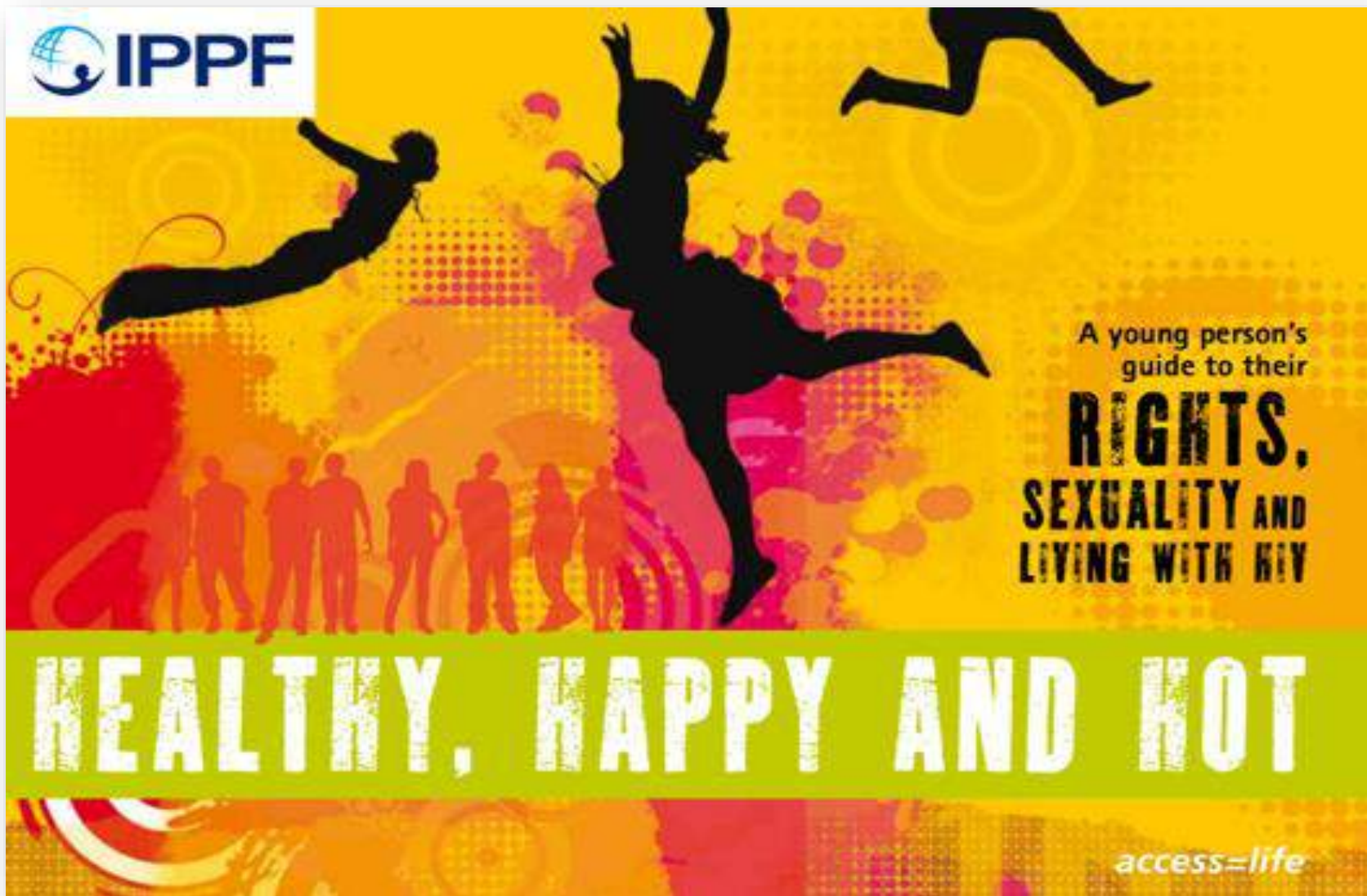
10<sup>th</sup> Edition



UPDATED FOR THE 21<sup>ST</sup> CENTURY  
ROBIE H. HARRIS with MICHAEL EMBERLEY







A young person's  
guide to their  
**RIGHTS,**  
**SEXUALITY** AND  
**LIVING WITH HIV**

**HEALTHY, HAPPY AND HOT**

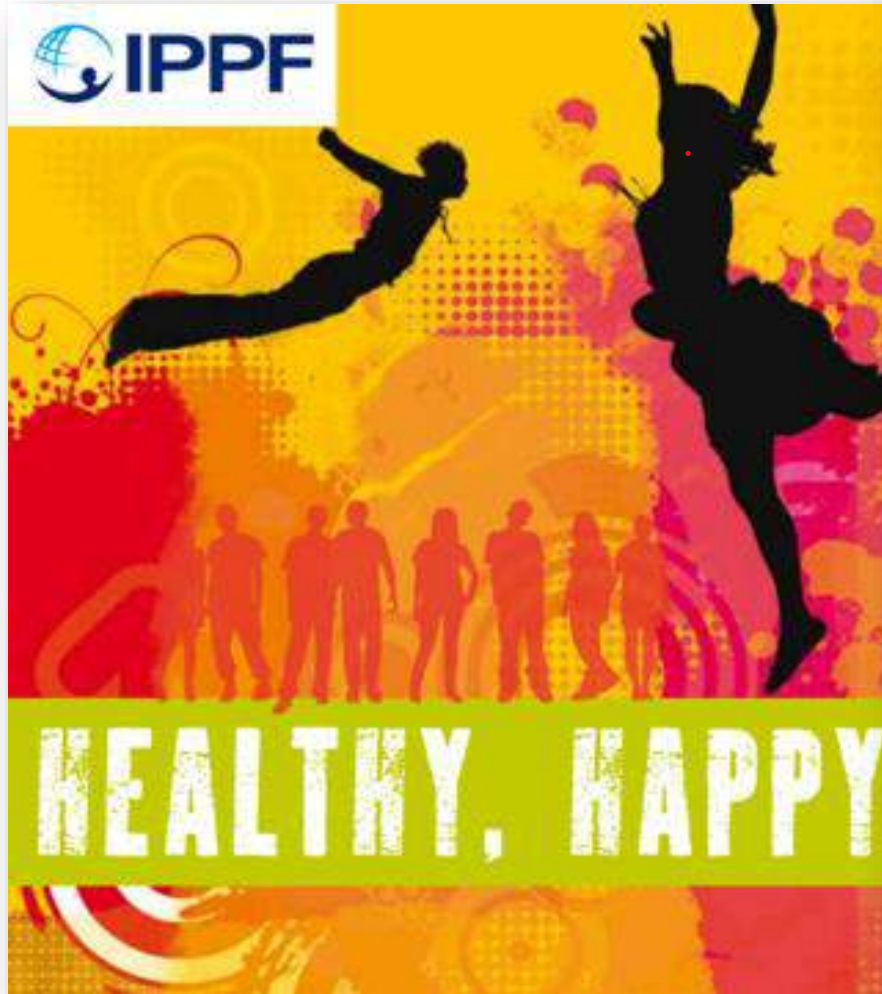
*access=life*



## Young people living with HIV have the right to sexual pleasure

Sex can feel great and can be really fun! Many people think sex is just about vaginal or anal intercourse... But, there are lots of different ways to have sex and lots of different types of sex. Sex can include kissing, touching, licking, tickling, sucking, and cuddling. Some people like to have aggressive sex, while others like to have soft and slow sex with their partners. There is no right or wrong way to have sex. Just have fun, explore and be yourself!





Some countries have laws that say people living with HIV must tell their sexual partner(s) about their status before having sex, even if they use condoms or only engage in sexual activity with a low risk of giving HIV to someone else. These laws violate the rights of people living with HIV by forcing them to disclose or face the possibility of criminal charges.





# International Planned Parenthood Federation (IPPF)

A world map is centered on the slide, with blue rays of light emanating from the center and spreading outwards across the continents. The map is dark, and the rays create a sense of global connectivity and reach.

London  
Western Hemisphere Europe network  
Arab world South Asia  
Africa Asia  
& Oceania

IPPF has 65,000  
service points in  
170 countries



DELIVER+EN  
**TOOLK**  
Scaling-up comprehensive  
sexuality education

## Sex positivity

CSE based on sex positivity acknowledges that human beings, including adolescents and young people, are autonomous sexual beings with the right to have control and agency over their bodies and the right to experience desire, pleasure and happiness in their lives, independently of whether they are sexually active. As a result, sex-positive approaches strive to achieve ideal experiences, rather than solely working to prevent negative experiences.

- Sexual activity may be part of different types of relationships, including dating, marriage or commercial sex work, among others.





**Sex positive:** A sex-positive approach in CSE recognizes that all people are sexual beings with sexual rights, regardless of their age, gender, religion, sexual orientation, HIV status or (dis)ability.







## Under 10



- At puberty, sexual and reproductive organs begin to mature and our curiosity about sex increases. Some people decide to explore their sexuality by themselves, with a friend, or with a sexual or romantic partner.





Under 10



- Touching your body can feel great; so can touching your genitals, but privacy is recommended. Nobody should touch you when you don't want them to.
- Having sex with someone is one of the ways to express a person's feelings.
- Having sex can mean many different things, including touching, kissing and caressing. Any sexual practice should be agreed to (consented to) by those involved.



## Under 10



- Sexual activity may be part of different types of relationships, including dating, marriage or commercial sex work, among others.







Vad vi gör ▾

Sex & relationer ▾

Engagera dig ▾

**“The International Planned Parenthood Federation (IPPF) was founded by RFSU and other actors, and RFSU remains IPPF's Swedish member association.”**



**“RFSU was founded in 1933 and is a pioneering Swedish organisation working in the field of sexual and reproductive health and rights (SRHR).”**



## **RFSU and Sida to contribute SEK195 million for SRHR advocacy**

The Swedish Association for Sexuality Education (RFSU) and Sweden's development agency, Sida, have announced financial support for the AmplifyChange fund, which advocates for sexual and reproductive health and rights (SRHR), including for legal and safe abortion in South Asia and sub-Saharan Africa. In addition to safe abortions, the fund works for LGBT rights, sexual education, reproductive health, and to combat gender-based violence and stigmatization. The contribution totals SEK195 million (US\$23 million).



## REGIONAL OFFICE FOR SOUTHERN AFRICA

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06.11.2017 - UNESCO Office in Harare

### UNESCO/Swedish funded "Our Rights, Our Lives, Our Future" project launched



Ms. Bokova speaking at the launch



# Swedish Association for Sexuality Education



Nonprofit organization

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The Swedish Association for Sexuality Education is a Swedish nonprofit organization that works with public opinion formation on sexual and reproductive health and rights as well as information and education about sexuality and relationships. One of RFSU's main issues is the right to free abortion. [Wikipedia](#)

RFSU'S REPORT 2018, COVERING THE 2015-17 PERIOD

# SEX IS POLITICS

– WHERE IS THE MONEY?

A tracking of financial resources  
for sexual and reproductive health and rights within  
Swedish Development Assistance.

rf

## WHAT IS SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS (SRHR)?

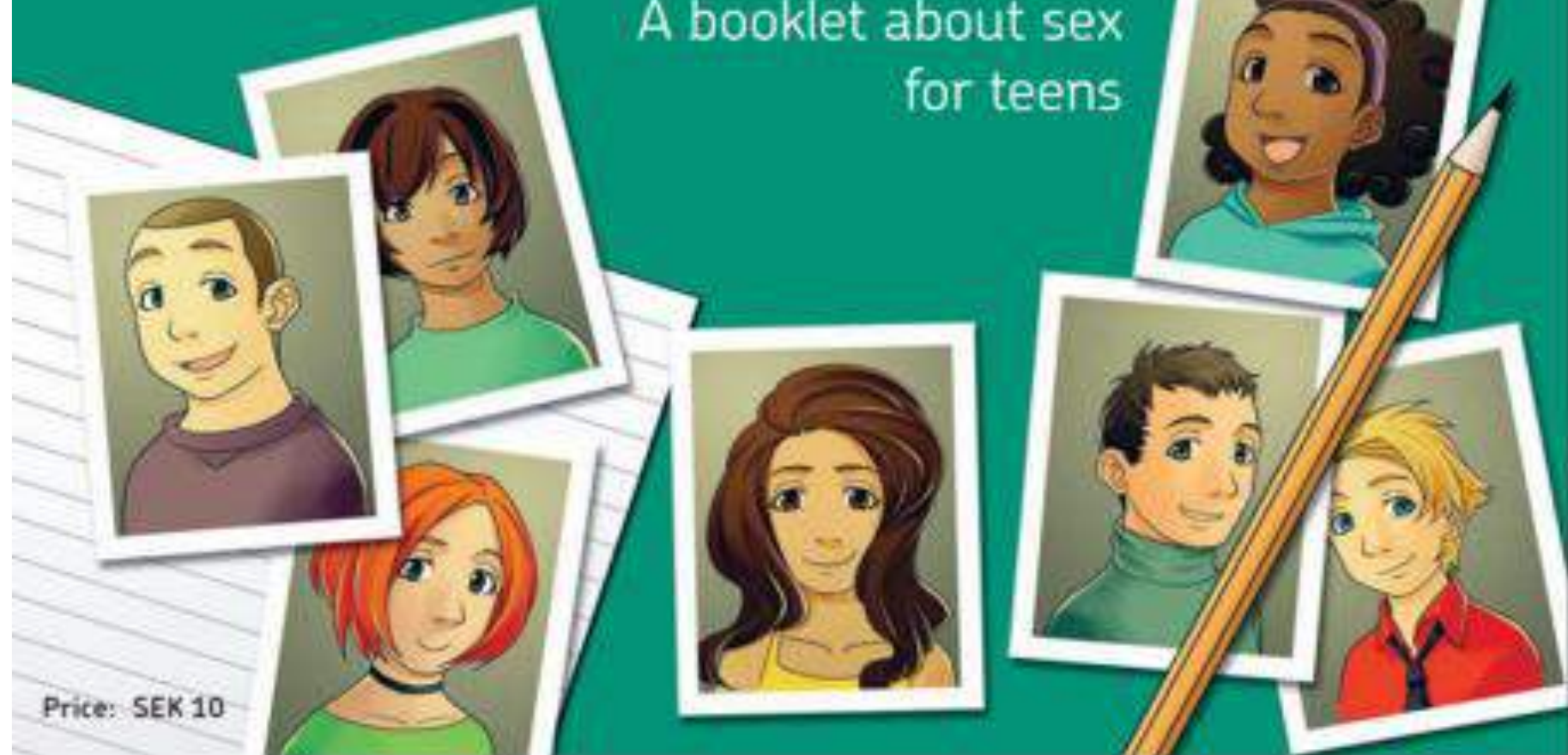
**SRHR** basically mean the right to decide over one's own body, sexuality and reproduction. It is about the rights to have and express your sexuality and decide freely with whom you want to have sex irrespective of age, gender or sexuality - as long as that decision does not infringe on any other person's rights. SRHR also include the elimination of harmful social practices and discrimination, such as child and forced marriage, sexual and gender-based violence and the social control of young peoples' and women's bodies and sexuality. Sexual and reproductive rights are based on internationally agreed human rights that countries must respect, protect and fulfill.





# SEX: YOUR OWN WAY

A booklet about sex  
for teens



Price: SEK 10





# SEX: YOUR OWN WAY

A booklet about

**SEX: ENJOYABLE THINGS YOU CAN  
DO TOGETHER**

at dusk  
on couch  
on back side  
in front of mirror  
in shower legs up  
sit on a chair against the wall  
over head



but you might reach orgasm and ejaculation. Making out often involves kissing, love play, oral and dry humping.

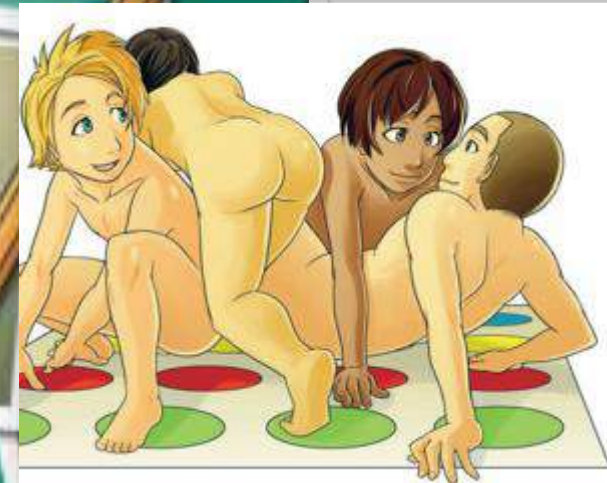
Price: SEK 10

# SEX: YOUR OWN WAY

A booklet about sex  
ens

SEX: POSITIONS

SEX: SOMETHING YOU LEARN



Price: SEK 10



# How Does Planned Parenthood Profit?

**Condoms**



**Abortions**



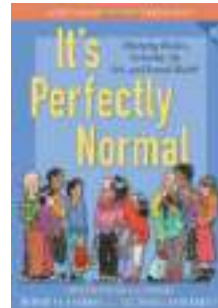
**Hormones**



**Contraceptives**



**CSE Programs**



**Sexual  
Counseling**







RFSU's funding comes from various different sources. RFSU gains some of its funds through its company RFSU Ltd, which sells condoms, lubricants, sex toys and pregnancy tests.

Masturbation – a hands-on guide

RFSU has produced a range of sex toys called Trust in lust. Along with RFSU lubricants, these are available online at [rfsu.com](http://rfsu.com).

Masturbation  
– a hands-on guide



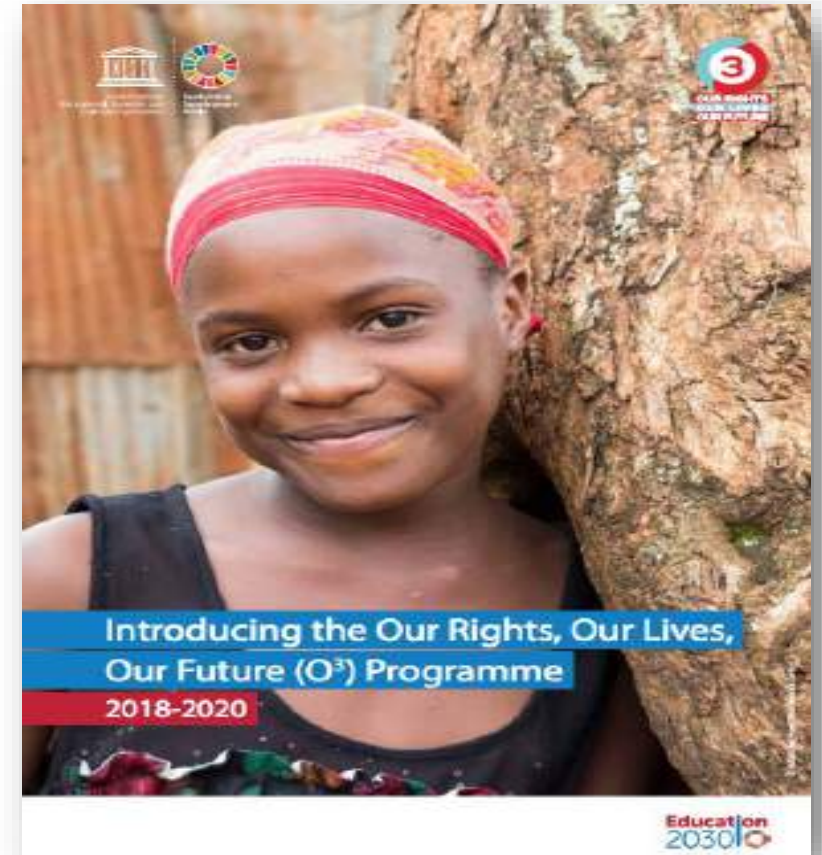
# CSE Agenda in Africa





# UNESCO: “Our Rights, Our Lives, Our Future”

“Secure and sustain strong political commitment and support for adolescents’ and young people’s access to comprehensive sexuality education and sexual and reproductive health services across sub-Saharan Africa.”





### FOCUS COUNTRIES

Cameroon, Côte d'Ivoire, Democratic Republic of the Congo, Kenya, Malawi, Mozambique, Nigeria, South Africa, United Republic of Tanzania, Uganda





## RFSU's union chairman Hans Linde receives a prize from the UN

Last night, the United Nations Population Fund UNFPA presented the award "Leadership and Commitment to Achieving Rights and Choices for All" to Hans Linde, President of RFSU. The award was presented at the United Nations Big Population Conference ICPD in Nairobi.



# Partners

## GLOBAL PARTNERS

Name: Arthur Ebbes  
UNFPAName: Hans Linde  
IPPFName: Ian Afolabi  
WHOName: Katja Iversen  
Women Deliver

Displaying 1 - 1 of 1

Leadership in SRHR: A chat w  
for Leadership and Commitme

## Hans Linde:

Recipient of UNFPA's "Award  
for Leadership and Commitment to  
Achieving Rights and Choices for All"



**Hans Olsson**

Swedish Association for Sexuality Education (RFSU)  
Sweden

RFSU has cooperated with UNESCO since 2009 when it participated, on behalf of the Swedish Development Cooperation Agency, in the development of the International Technical Guidance on Comprehensive Sexuality Education (ITGSE), and is actively engaged in the process to update the ITGSE. RFSU has also established cooperation with the Swedish National Commission for UNESCO in the form of meetings and exchanges of information in relation to comprehensive sexuality education.



## RFSU appointed by Unesco as official collaborative organization

UNESCO has decided to appoint the Swedish National Association for Sexual Information, RFSU, as the official cooperation organization. The decision was signed by UNESCO Director General Irina Bokova in Paris.



As the first whole Swedish organization to enter into cooperation at this level with UNESCO, RFSU will act as advisory to UNESCO, primarily in activities linked to sexual education and sexual education. But as a partner organization for UNESCO, RFSU will also be invited to participate both at UNESCO's general conference and at other major meetings and the conference organized by UNESCO. RFSU has already been part of the working group for UNESCO's International Teacher Guide for Sexual Education ( International Technical Guidance on Comprehensive Sexuality Education ).





*Delivering sexual and reproductive healthcare around the world, fighting for sexual rights*

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## Strategic Framework 2016-2022



## Priority objective five: Deliver rights-based services including for safe abortion and HIV

IPPF will focus on expanding access to  
and quality of comprehensive sexuality  
education around the world. At the same  
time, we will run popular campaigns to  
mobilize those who support sexual and  
reproductive health and rights.



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## About IPPF Africa Region

The International Planned Parenthood Federation Africa Region (IPPFAR) is the leading sexual and reproductive health (SRH) service delivery organization in Africa, and the leading sexual and reproductive health and rights advocacy voice in the region.

Headquartered in Nairobi, Kenya, the overarching goal of IPPFAR is to increase access to SRHR services to the most vulnerable youth, men and women in sub-Saharan Africa.



Home

## About IPPF Africa Region



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## Achieving Sexual and Reproductive Health and Rights (SRHR) is a Human Right Obligation for Africa.

10 December 2018



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## Africa First Ladies commit to advocate for women's sexual reproductive health rights

20 October 2017







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## Family Health Options Kenya



Kenya's first ever family planning clinic was set up in 1962 by Family Health Options of Kenya (FHOK) at the time of its foundation. Over the decades, the organization has seen a substantial improvement in the nation's sexual and reproductive health (SRH), but FHOK is the first to acknowledge there is still much to be done.



Partners



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**Kenya**

Displaying 1 - 3 of 3

### **IPPF funds youth-led projects to tackle abortion stigma**



Resource type: Publication

5 May 2016

As part of our work in tackling abortion stigma, IPPF awards small grants to young people to create projects that would tackle the issue of abortion stigma in their communities.





**UNFPA**

**United Nations  
Population Fund**



The Nairobi Summit on ICPD25



ABOUT

LATEST

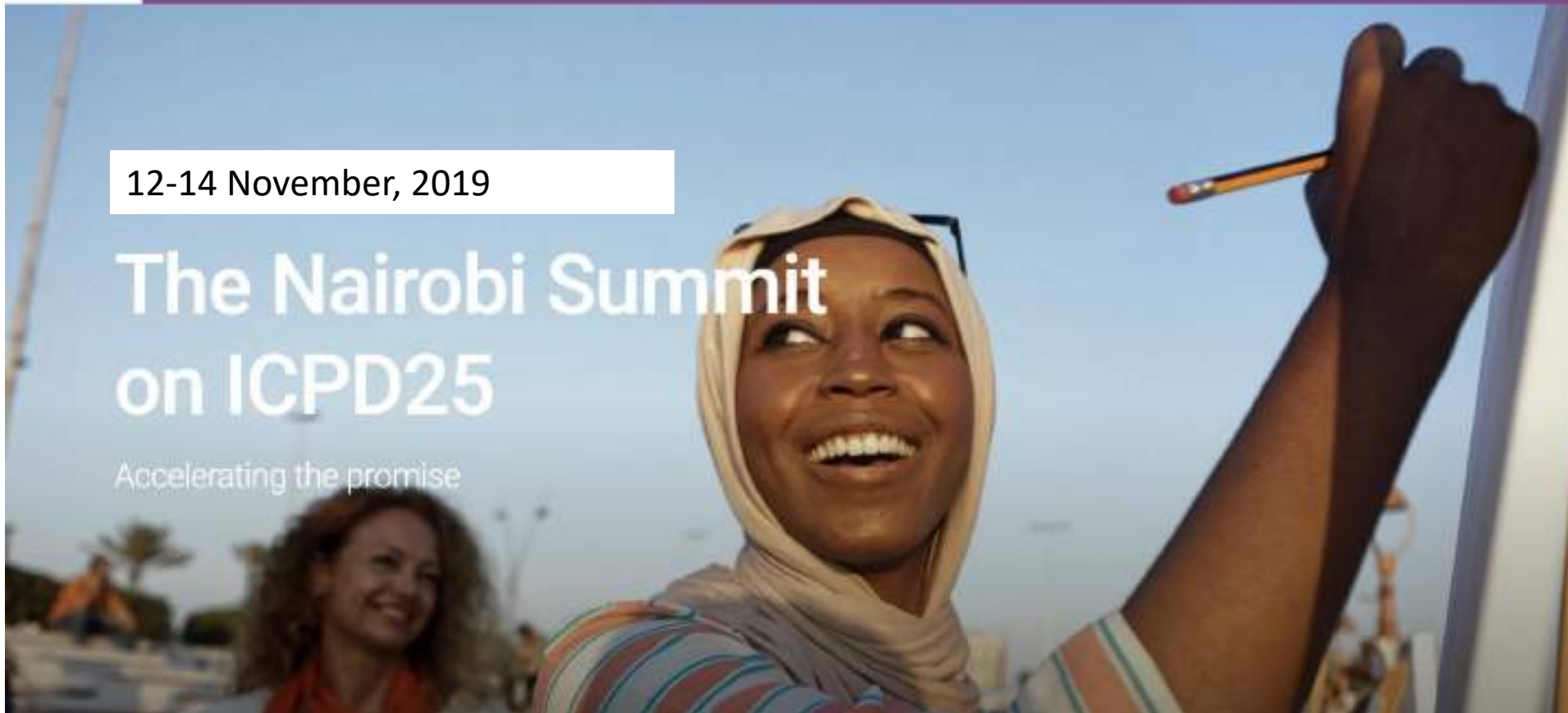
ATTENDING THE SUMMIT

COMMITMENTS

12-14 November, 2019

# The Nairobi Summit on ICPD25

Accelerating the promise





## Key facts

1. “Comprehensive sexuality education [CSE] does not lead to earlier sexual activity or riskier sexual behavior”
2. “These [CSE] programmes reduce risky behaviours”
3. “Studies of abstinence-only programmes are either inconclusive or show abstinence-only education to be ineffective”





## What is comprehensive sexuality education? A life saver.

Studies show that when young people are empowered with basic information about their own bodies and reproductive health, they make more responsible choices – such as delaying sexual activity or using protection if they are sexually active.

When delivered to international standards, these lessons can also promote gender equality and respectful relationships.

But when young people are denied this information, the results are often disastrous, even fatal.

Re-Examining the Evidence for  
Comprehensive Sex Education in Schools  
2019



A Global  
Research Review

Stan E. Weed, Ph.D.  
Irene H. Ericksen, M.S.



## New 2019 Global CSE Report

- **87 % CSE failure rate worldwide**
- **89 % CSE failure rate in Africa**
- **Many CSE programs increased sexual risks (24 % in Africa)**

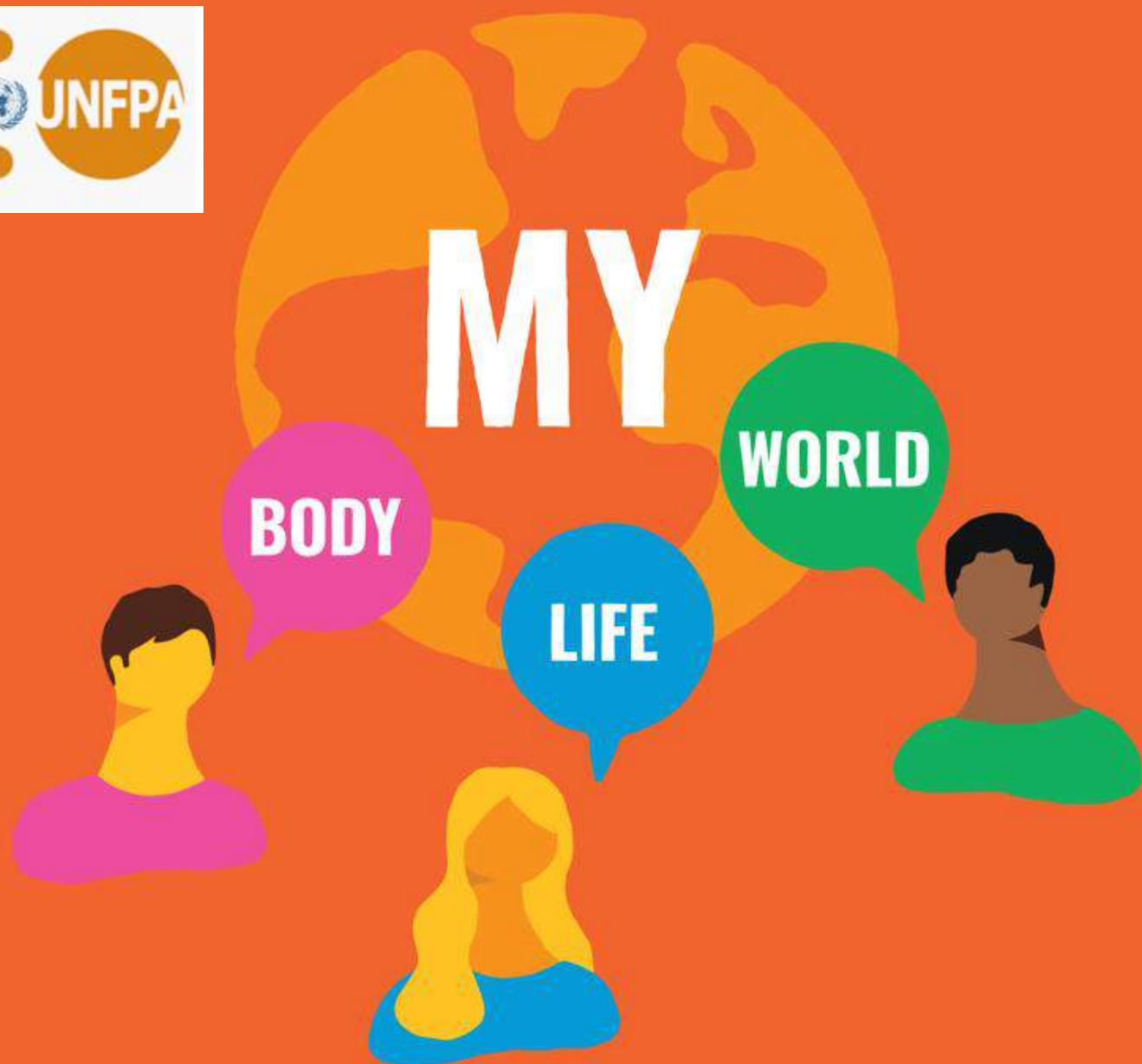


# SexEdReport.org

Using criteria from the field of prevention research:

1. No evidence that school-based CSE prevents teen pregnancy or STDS.
2. No evidence CSE increases abstinence.
3. Too many CSE programs **increased sexual risk-taking.**







MY BODY:

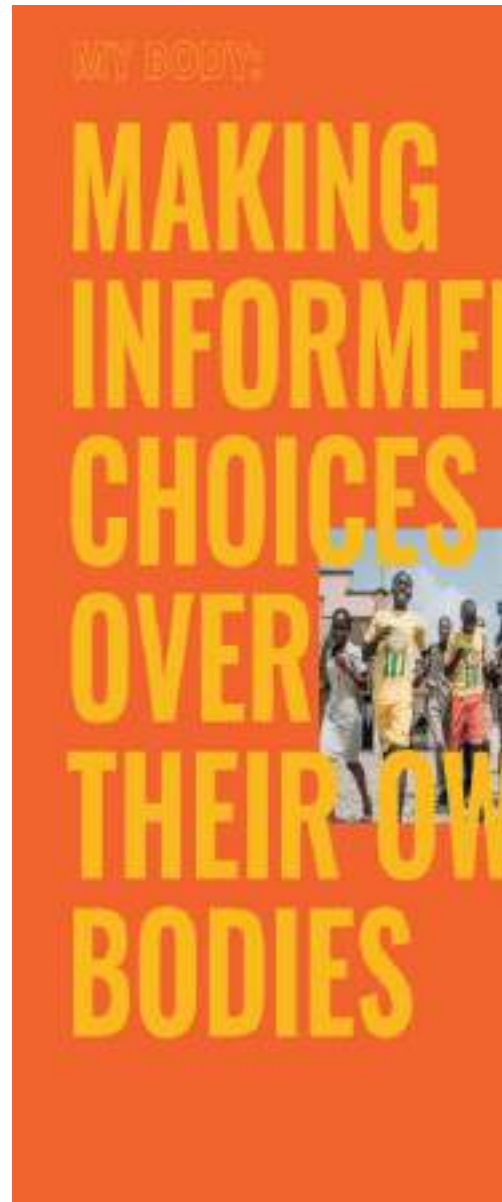
# MAKING INFORMED CHOICES OVER THEIR OWN BODIES





**UNFPA'S VISION: A WORLD WHERE EVERY YOUNG PERSON CAN MAKE THEIR CHOICES AND ENJOY THEIR RIGHTS.**





## THE RIGHTS IMPERATIVE

Every individual has the right to make informed choices about their body and life, and to participate as an active citizen. Some of the most consequential choices occur early in life. They include affirming sexual orientation and gender identity; choosing whether, when and whom to marry; determining whether and when to have children and how many; and deciding when and with whom to have sex.





INFORMED AND HEALTHY  
FOUNDATIONS



INCREASES ACCESS TO SEXUAL AND REPRODUCTIVE HEALTH  
AND RIGHTS, AND ADDRESS INEQUALITIES SO ADOLESCENTS  
AND YOUTH CAN MAKE INFORMED CHOICES ABOUT THEIR  
BODIES AND PLAN THEIR LIVES. #MYBODY, #MYLIFE

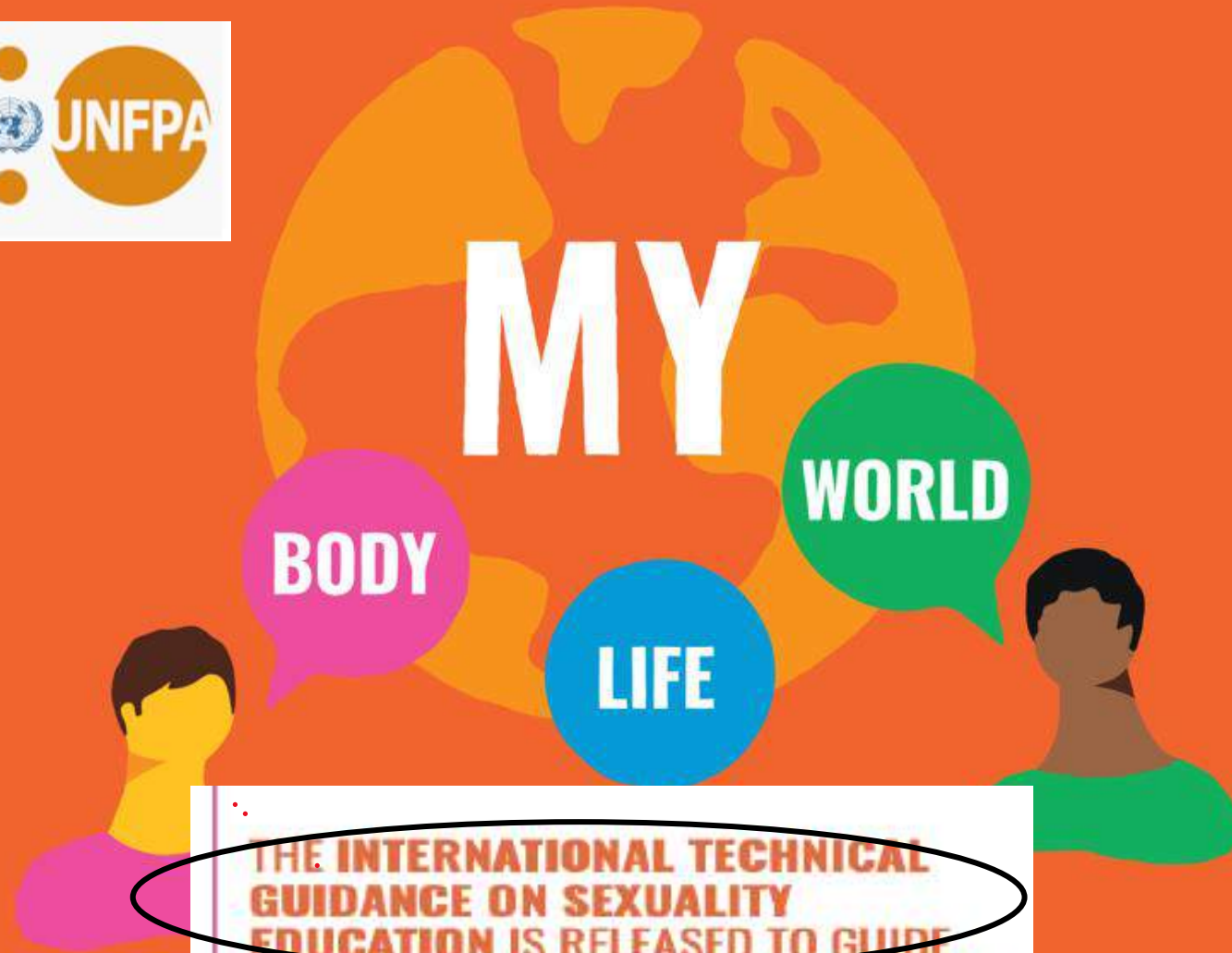
**WE  
SUPPORT**

ACCESS TO COMPREHENSIVE SEXUALITY  
EDUCATION FOR ALL CHILDREN,  
ADOLESCENTS AND YOUTH, IN AND OUT  
OF SCHOOL



**UNFPA's approach:** Access to comprehensive sexuality education, supportive families and peers, safe schools and spaces for adolescents, and the development of skills and other assets set adolescents and youth on a positive trajectory to adulthood. We emphasize respect for adolescents' agency and autonomy, partnering with them rather than serving them as passive beneficiaries.





**THE INTERNATIONAL TECHNICAL  
GUIDANCE ON SEXUALITY  
EDUCATION IS RELEASED TO GUIDE  
TEACHING AND LEARNING ABOUT THE  
COGNITIVE, EMOTIONAL, PHYSICAL  
AND SOCIAL ASPECTS OF SEXUALITY.**







## **THE SAFEGUARD YOUNG PEOPLE PROGRAMME: THREE YEARS ON**

Addressing the urgent needs of youth across  
Southern Africa







## *UNFPA Safeguard Young People (SYP) programme*



The SYP Programme aims to identify and scale up comprehensive sexual and reproductive health interventions for adolescents and young people in 8 Southern African countries. UNFPA is supporting the implementation of the programme in collaboration with regional and government partners, young people, as well as NGOs. CSE is operationalised in the SYP Programme through several inter-related strategies: it supports teacher training and in school CSE for young people, community based CSE, a music album with CSE messages, various social media platforms and a mobisite, TuneMe that links information on CSE with youth friendly services. In the past 2 years of implementation, SYP has reached over 4.39 million young people.



Country: Zambia [Change your country](#)

## HOME

**FIND A SERVICE**

Find me a clinic

**HOT TOPICS**

You heard it first!

**TRUE STORIES**

Real life stories

**YOUR BODY**

Basics on your body

**SEX**

Sex Talk 101

**RELATIONSHIPS**

All about love

**YOUR TIPS**

Share Your Advice



Country: Namibia [Change your country](#)

HOME > SEX >  
SEXUAL RIGHTS AND CHOICES >  
SEX - YOU WANNA DO IT!

Content appropriate for readers 15 and older

#### You can ask:

- I'd really like to hug / kiss / touch / ..... you. Would you like to?
- Do you like it when I do this? Do you want to do it to me?
- Is it OK if I take off your shirt / top / bra / pants?
- I really feel like having sex with you. Do you feel like it too?
- Have you ever .....? Would you like to try it with me?

#### Sex - You Wanna Do It!

How Do You Ask for Consent?





### **What is Oral Sex**

Is it Safer?

**Is It Safer?** Oral sex is when one partner uses their mouth, lips or tongue on their genitals to pleasure their partner. Many people like it, others don't.

Staying safe for girls : Use a condom to protect yourself and him from HIV and sexually transmitted infections. Use flavoured condoms if you have them.



## Masturbation Advice

Your Questions Answered

Masturbation is when you play with yourself in a sexual way to feel pleasure. You can bring yourself to orgasm or just enjoy your own body.

### Is it bad for you?

No, isn't harmful. It is natural and normal. In fact, masturbation is one way to learn about your body without the risks of having sex. There are a lot of myths and incorrect information about



Need to talk to someone now? Call  
Childline on +264 61 226 889 or visit  
their Facebook Page.

## Ending a Pregnancy

### How Does a Termination Work?

There are two types of terminations:  
medical terminations and surgical  
terminations. In a medical termination,  
you take drugs (medicine) that empty the  
contents of the uterus. In a surgical  
termination, a doctor performs an  
operation in a clinic to remove the  
contents of the uterus.





### **Think You Could be Gay?**

What You Need to Know

It is not uncommon for young people to explore their sexuality with someone of the same sex. It doesn't necessarily mean you're gay. But if you've felt attracted to the same sex very strongly for a long time, you could be bisexual or gay.



ICPD25

YOUTH ENGAGEMENT TOOLKIT



ICPD25  
International Conference on  
Population and Development



# ICPD KEY ISSUES: HOW DO THEY AFFECT YOU?

Comprehensive  
Sexuality Education

YOU can learn about safe sex in school, with your peers, in a respectful way, to allow you to decide if, when and with whom you want to have sex. #MyLife





## ICPD KEY ISSUES: HOW DO THEY AFFECT YOU?

Access to Safe  
Abortion Care

YOU have safe options other than pregnancy. #MyBody



# ICPD KEY ISSUES

## LGBTI AND HUMAN SEXUALITY

The recognition and fulfillment of the human rights of all people, regardless of sexual orientation, gender identity, gender expression, or sex characteristics, is at the core of achieving the ICPD programme of action.

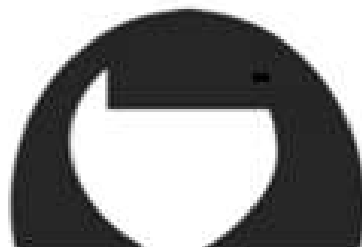
#MYLIFE



## ICPD KEY ISSUES: HOW DO THEY AFFECT YOU?

### LGBTI and Human Sexuality

YOU alone should have the right to decide what your body and sex characteristics look like, to express your authentic, (non-)gendered self, and to love who you wish to love. #MyLife







# Empowering young people to become agents of change



**6,000**

young people  
capacitated on  
leadership and  
participation

“Nothing about us, without us.” This mantra by youth is central to UNFPA’s work with them. By empowering more than 6,000 young people in sexual and reproductive health and rights, the programme has ensured that they are knowledgeable about issues related to their own SRHR, that they help their peers in their communities access critical information and services and that they have the confidence to advocate on issues that matter to them with decision makers at national, regional and global levels.

# Y-PEER KENYA

Y-PEER KENYA

HOME

ABOUT US

Y-PEERCHAT ROOM

NATIONAL ACTIVITIES

GALLERY

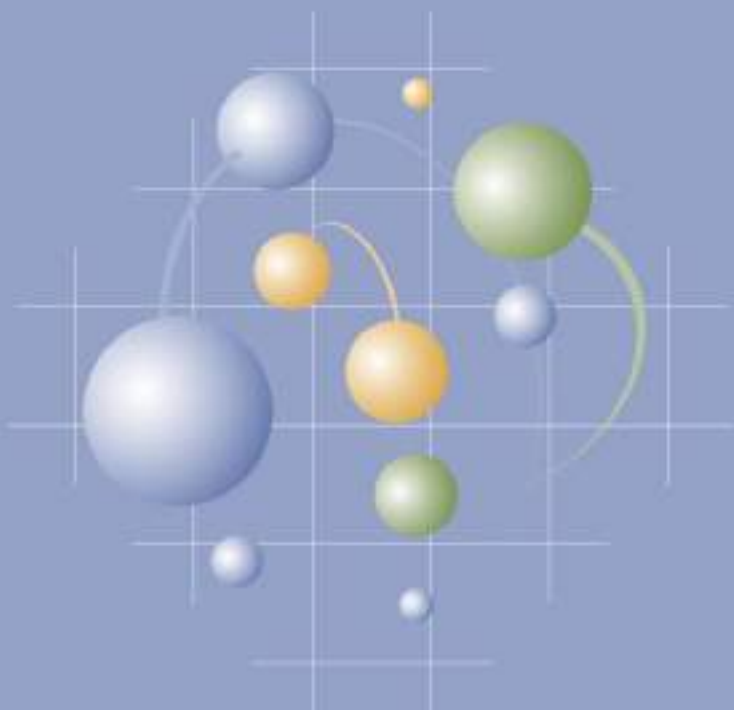


Youth Peer Education Network-Kenya



Youth Peer  
Education Toolkit

# Training of Trainers Manual



**Y•PEER**

Youth Peer Education Network



## Training of Trainers Manual



The Y-PEER Programme has worked since 2001 with country partners to build the capacity of national non-governmental organizations and governments to implement, supervise, monitor, and evaluate peer education programmes to prevent HIV/AIDS and improve reproductive health. The Y-PEER initiative has been spearheaded by UNFPA in partnership with FHI/YouthNet, the United Nations Children's Fund (UNICEF), and others. Y-PEER, launched in 27 countries of Eastern Europe and Central Asia, is now spreading to other regions of the world, including the Arab states, Africa, and Latin America.





## Suggestions for role play scenarios

- ▼ **Condom demonstration.** You are about to engage in a sexual encounter with someone who is applying a condom incorrectly. Show your partner how to do it correctly, while not 'spoiling the moment'.
- ▼ **Not ready for sex.** A group of girls are debating when the right time to have sex might be. At least one member of the group feels that the time is not right for her.

## Exercise: Do you agree?

### Objective

To explore values and attitudes related to issues such as sexuality, HIV/AIDS, and substance use

### Materials

Two sheets of flip chart paper, on one of which is written the word 'agree' and on the other, 'disagree'

### Process

Put the two pieces of paper on opposite walls of the room. Ask participants to stand together in the middle of the room.

Explain that you will read aloud some controversial statements, and participants have to take a stand on the imaginary line somewhere between 'agree' and 'disagree' according to their response to this statement.

Examples of statements include:

- All young people should remain virgins until they are married.
- Teenagers should know about condom use and have free access to condoms.
- I would accept a friend who is homosexual.
- I would accept my brother or sister if he or she were homosexual.
- Those infected with HIV have only themselves to blame.
- Prostitution should be banned to prevent the spread of HIV/AIDS.

List the following 'privacy squares' items on the flip chart.

With whom would you share:

- Your height (ht)
- Your weight (wt)
- Your dissatisfaction with some part of your body (body)
- Your method of contraception (contra)
- The extent of your sexual experience (extent)
- Your sexual fantasies (fantasies)
- Whether you enjoy erotic material (X)
- Whether you have fantasized about a homosexual relationship (gay-fan)
- Whether you have had a homosexual relationship (gay-exp)
- Your feelings about oral sex (oral)





## Exercise: Language of sex

### Objective

To become more comfortable when talking about sexuality

### Materials

Lists of words related to sexuality, flip chart paper, markers





## Exercise: Peer education password

### Objective

To learn and share information in a way that is fun and appealing

### Materials

Two rows of chairs for participants, large index cards with words related to peer education subjects written on them, one word per card. Examples of these 'peer education passwords' include mucous membranes, clitoris, penis, and other words related to sexuality, HIV/AIDS, or substance abuse.

## **2. Who is behind the CSE agenda in Africa?**

# CSE Programs in Africa





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







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



United Nations  
Educational, Scientific and  
Cultural Organization



# African Teacher's Module Featured on Advocates for Youth Website



[ABOUT](#) [ISSUES](#) [RESOURCES & TOOLS](#)

## Full Teacher Training Module:



## Teacher Training Module by Sessions:

- **Introduction:** Teacher Training on Comprehensive Sexuality Education for East and Southern Africa
- **Session 1:** Introductions and Launch of the Training
- **Session 2:** Adolescent Sexual and Reproductive Health in East and Southern Africa



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



United Nations  
Educational, Scientific and  
Cultural Organization



# Regional Module for Teacher Training on CSE for East and Southern Africa

**Harm Score of 15 out of 15  
common harmful CSE elements.**

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

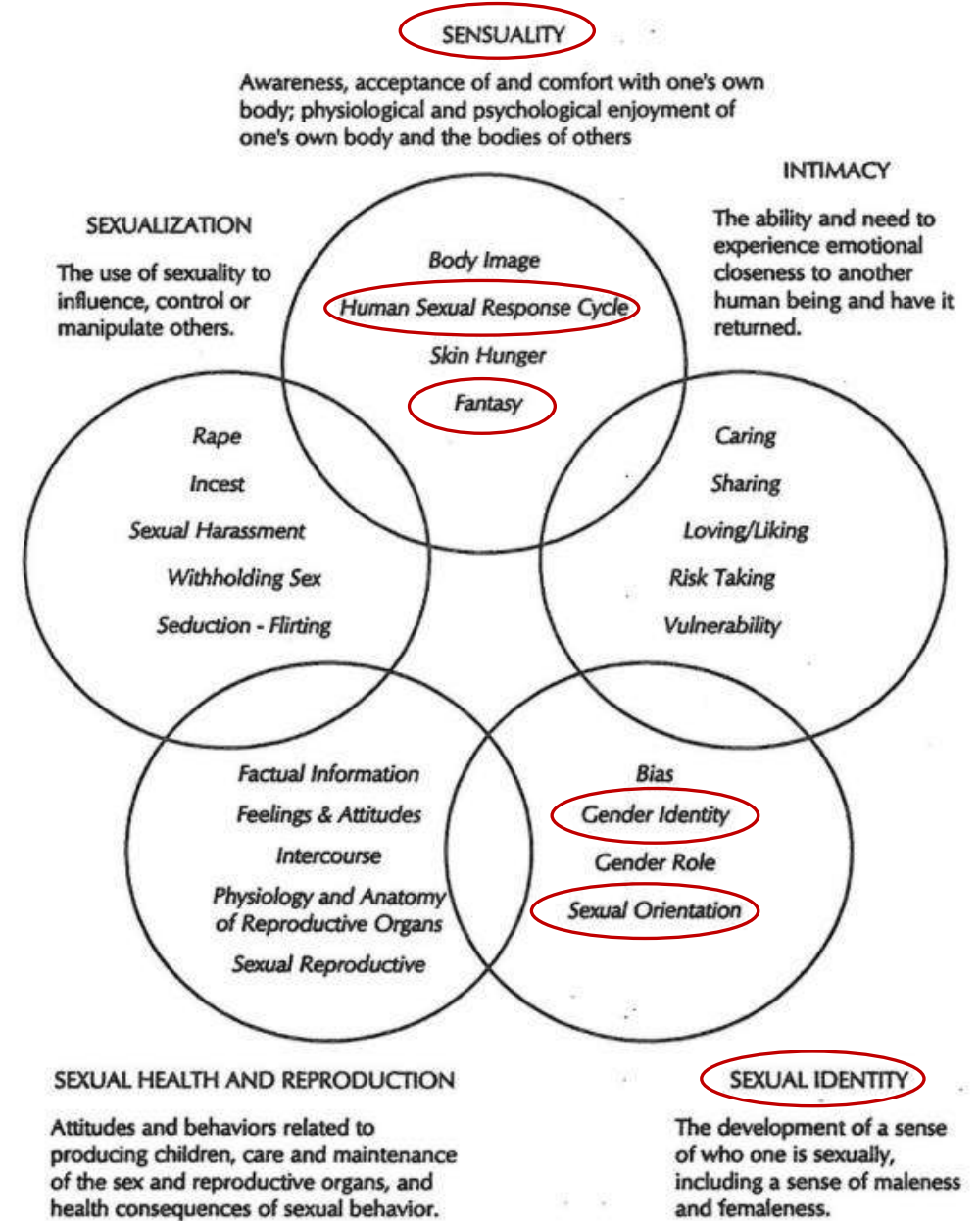


United Nations  
Educational, Scientific and  
Cultural Organization

**Advocates  
for Youth**  
Rights. Respect. Responsibility.



## Circles of Sexuality







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



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# Promotes Homosexuality

“If you are able to explore same-sex relationships, it can be a great teaching opportunity to ...normalize relationships between gay, lesbian and bisexual people.”

(p. 281)

REGIONAL MODULE FOR  
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Comprehensive Sexuality  
Education for East and  
Southern Africa



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**“Gender Identity—**  
**Knowing whether**  
**one is male, female,**  
**neither, or**  
**somewhere in**  
**between. (p. 82)**



REGIONAL MODULE FOR  
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Comprehensive Sexuality  
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# Promotes Oral Sex

“Sydney and Grace are alone at one of their houses. Feeling uninhibited, she takes the initiative and performs oral sex..”

(p. 272)

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# Undermines Traditional Values/Beliefs

“It’s also important to change social norms and harmful practices that are not in line with human rights and increase vulnerability and risk.”

(p. 57)



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



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Educational, Scientific and  
Cultural Organization



# Refers to IPPF Clinics!

**“Planned Parenthood clinics...offer confidential services.** Some services offered by these clinics include: ... **Counseling about abortion and abortion services.”**

(p. 193)

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



United Nations  
Educational, Scientific and  
Cultural Organization

 **Advocates  
for Youth**  
Rights. Respect. Responsibility.



## Am I Ready? How do I Decide? Worksheet

Directions: Please review the following advice for helping decide if and when to become sexually active. Think about what a friend and a parent or trusted adult would say. First, draw a smiley face next to the two feelings or conditions that you think the best friend would say are most important. Then, draw a check mark next to the two feelings or conditions that you think the parent or trusted adult would say are most important.

IN DECIDING WHETHER TO BECOME SEXUALLY ACTIVE, MY ADVICE TO YOU IS THAT IT WOULD BE IMPORTANT TO...	FRIEND	PARENT/ TRUSTED ADULT
Feel that you are honoring your own values and those of your partner		
Feel close to the other person		
Feel that you and the other person respect each other		
Feel that you and the other person have made the decision together and that both of you want to have sex		
Have condoms (and/or other contraceptives) and know how to use them		
Feel comfortable talking with the other person about condom use		
Know your HIV status		
Feel safe for either of you to say at any time you want to stop		
Feel sexually attracted to the other person		
Other?		





United States



International

Good reproductive health po

ABORTION

CONTRACEPTION

HIV & STIS

PREGNANCY

TEENS

APRIL 2017

REPORT

# From Paper to Practice: Sexuality Education Policies and Their Implementation in Kenya



**“Comprehensive sexuality education programs seek to teach adolescents to exercise their sexual and reproductive rights safely and responsibly by recognizing that sexual activity at their age is normative.”**





## Kenya Report

**“the fear-based orientation in the teaching and the consistent **negative light cast on adolescent sexuality are barriers** to a successful sexuality education program.”**



“A number of **barriers** to effective implementation of sexuality education in schools were identified...:

“opposition from religious and conservative groups”







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[WHO WE ARE](#)

[WHAT WE DO](#)

[PROGRAMS](#)

[INFO HUB](#)

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[CONTACT US](#)

Type and hit enter ...



## SRHR Alliance in Kenya

Working together to increase Access to Reproductive Health and Rights.

[OUR PRIORITIES](#)

[OUR WORK](#)

- “To increase demand for and access to quality Sexual and Reproductive Health (SRH) services”
- “To increase the quality and delivery of Comprehensive Sexuality Education (CSE)”
- “To increase **acceptance of sexual diversity and gender identity**”

## Comprehensive Sexuality Education programs (CSE)

“The SRHR Alliance ... implements **CSE programs targeting adolescence and young people between the ages of 10-24yrs**, in school and out of school.”

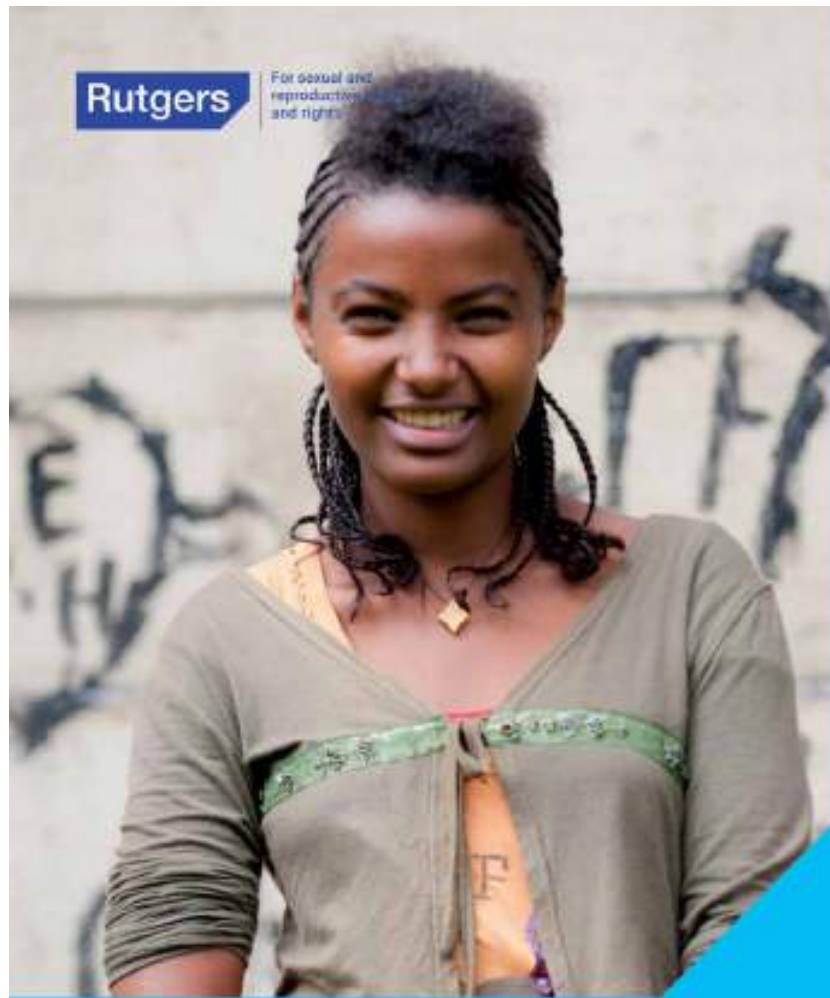
“Through these programs, young people are empowered with age appropriate, medically accurate information on a broad set of topics related to sexuality including **human development, relationships, decision making, abstinence, and contraception and disease prevention**”.

“[P]rograms used by partners in the alliance include the **World Start with Me (WSWM)**, a computer based program, the Youth for Youth (Y4Y), and dance4life program. The programs are implemented by CSA, Africa Alive, Nairobiits, AMREF health Africa, WAYAN and SAIPEH.”



Rutgers

For sexual and  
reproductive health  
and rights



The World Starts With Me (WSWM)

The World Starts With Me:  
A successful CSE programme for  
in- and out-of-school youth in  
Africa and Asia



Government of  
the Netherlands

Rutgers

For sexual and  
reproductive health  
and rights

With Me (WSWM)

Rutgers

For sexual and  
reproductive health  
and rights



Government of  
the Netherlands

[home](#) [what we do](#) [how we work](#) [facts & figures](#) [programmes](#) [our products](#) [news](#) [who we are](#)



## What we do

### > Population

#### Comprehensive sexuality education

- > An overview
- > Spring Fever

#### The World Starts With Me

- > Malawi teachers learn sex

## In Depth: The World Starts with Me

The Worlds Starts With Me (WSWM) combines sexuality education with learning IT skills. This comprehensive programme helps young people to address sensitive issues around love, sexuality and relations. The issues vary from the development of their bodies to pregnancy, contraceptives, HIV and sexual abuse. Sexuality, reproductive health and loving relationships are beautiful parts of being human and we approach these serious topics positively.



The V  
A suc  
in- and out-of-school youth in  
Africa and Asia





The World Starts With Me:  
A successful CSE programme for  
in- and out-of-school youth in  
Africa and Asia

## Sexuality is?

24

A Virgin is a person who has never had sexual intercourse,  
either vaginal or anal. He is born a Virgin.  
You can remain a Virgin for as long as you like.  
Virginity is for boys and girls.  
If you have sexual intercourse you lose your virginity.

Hands, petting and masturbating don't have to affect  
your virginity.

The choice is yours when to lose your virginity,  
and if you do make sure it is safe, consensual and caring.

The choice is yours when to lose your virginity,



BACK

NEXT







The World Starts With Me:  
A successful CSE programme for  
in- and out-of-school youth in  
Africa and Asia

## Sexuality is?

10

*petting* - touching someone's private parts

*deep kissing* - also called  
using your tongue to kiss

**French kissing,**

*sexual intercourse* - bringing the penis into vagina or anus

*dating* - making a special appointment with a boy or girl

**oral sex**

body, nipples, penis or vagina

**masturbation**

private parts

explained in the glossary

Finish your own list with other possible acts,  
before continuing to the next slide



BACK

NEXT





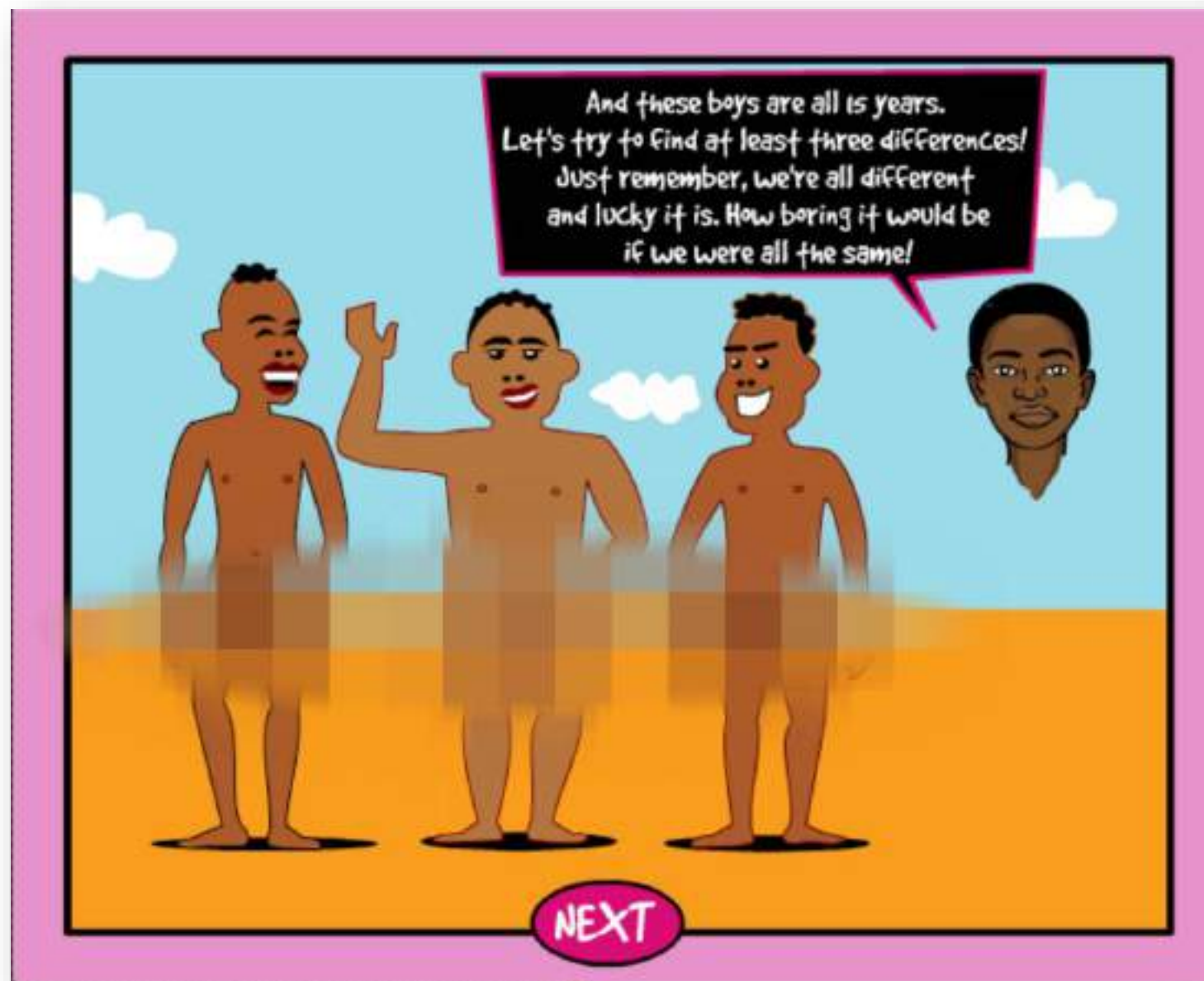
The World Starts With Me:  
A successful CSE programme for  
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Africa and Asia







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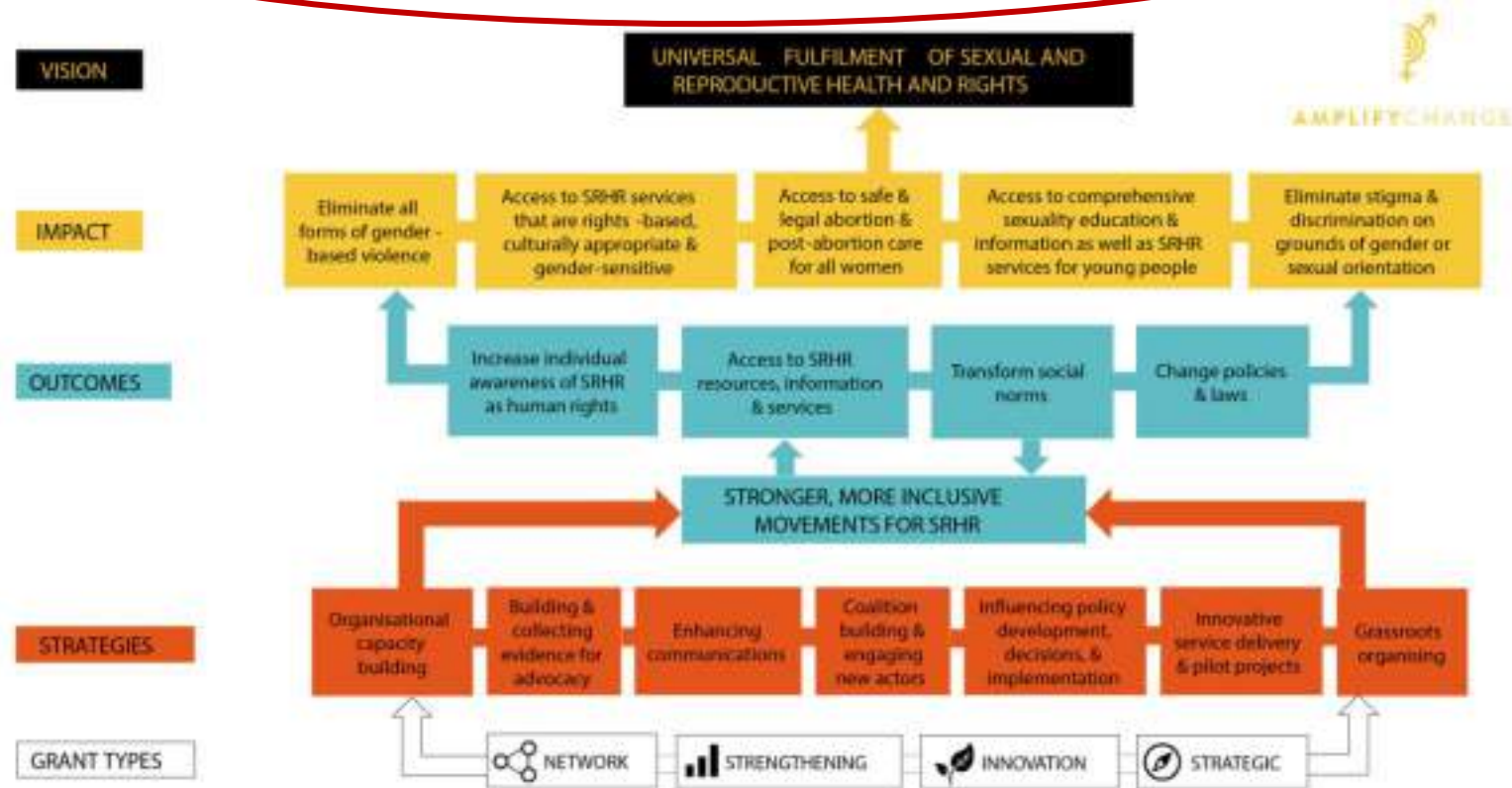


**The Centre for the Study of Adolescence is focusing its strategies and efforts towards addressing the needs of adolescents in **Kenya and the region**.**

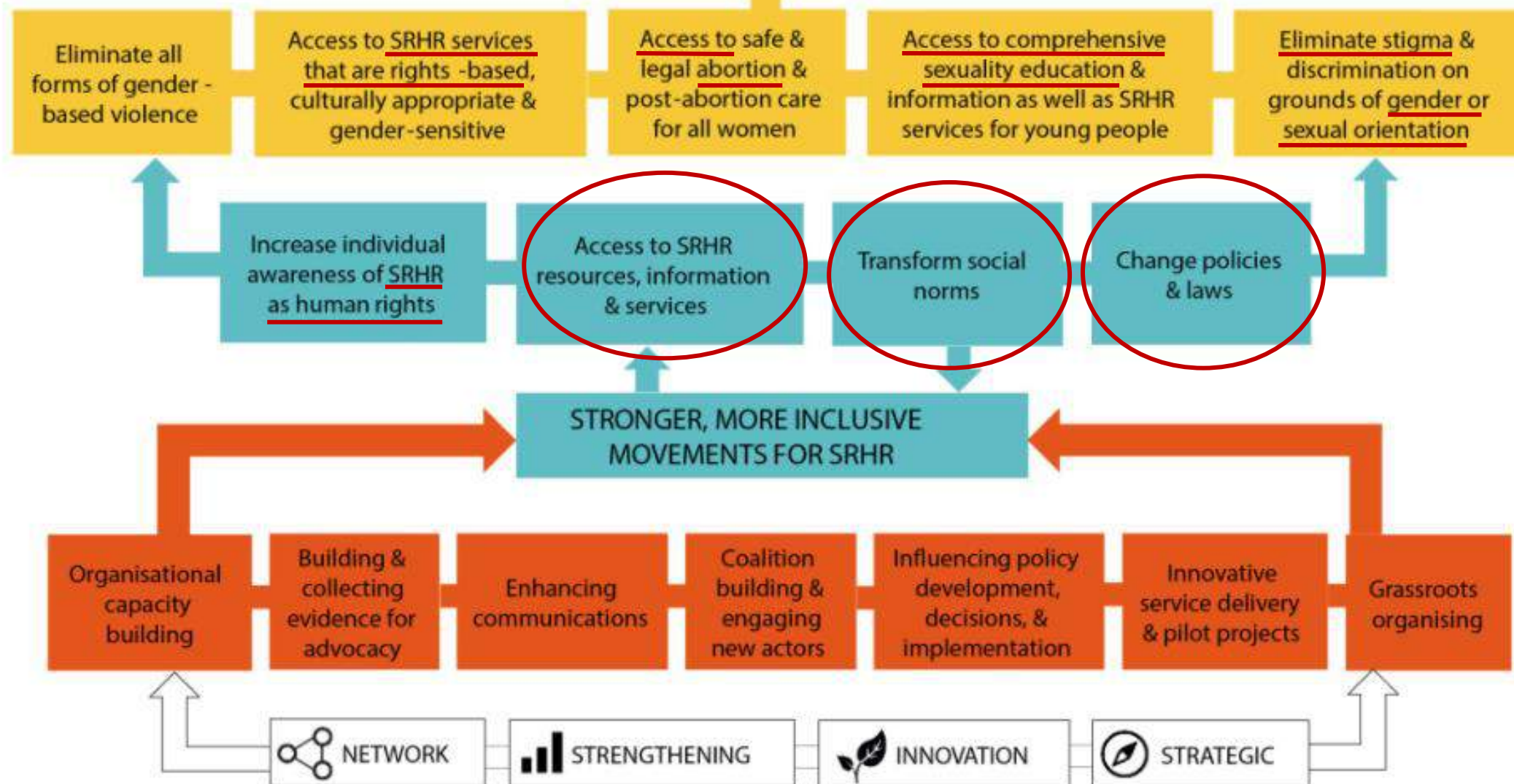
**The training was conducted by Rutgers**, a Dutch based organization that focuses on Reproductive Health Environment.

**The sensitive areas that affect young people which can boldly be handled by CSA include: **Sexual diversity, Abortion, Masturbation, Pre-Marital Sex & Pornography**.**

## The AmplifyChange Theory-Of-Change



UNIVERSAL FULFILMENT OF SEXUAL AND  
REPRODUCTIVE HEALTH AND RIGHTS







REPUBLIC OF KENYA



MINISTRY OF HEALTH

# Incidence and Complications of Unsafe Abortion in Kenya

Key Findings of a National Study

August 2013

---

# Kenya dilly-dallies on sex education as other countries reap the benefits

FRIDAY MARCH 22 2019



## **ESA MINISTERIAL COMMITMENT AFFIRMED**

### **DECEMBER 2013, CAPE TOWN**

Ministers of Health and Education from 20 countries in Eastern and Southern Africa made the commitment to better sexuality education and sexual and reproductive health for young people,



FINAL VERSION AFFIRMED 7<sup>th</sup> December



**Ministerial Commitment on comprehensive sexuality education and sexual  
and reproductive health services for adolescents and young people in  
Eastern and Southern African (ESA)**

**1.0 Preamble**

We, the Ministers of Education and Health from 20 countries in Eastern and Southern Africa<sup>1</sup>,  
gathered in Cape Town, South Africa on 7 December 2013, working towards a vision of young  
Africans who are global citizens of the future who are educated, healthy, resilient, socially  
responsible, informed decision-makers and with the capacity to contribute to their  
community, country and region, hereby:

# Eastern Southern Africa CSE Commitment Countries

- Angola
- Madagascar
- South Africa
- Botswana
- Malawi
- South Sudan
- Burundi
- Mauritius
- Swaziland
- DR Congo
- Mozambique

- Mozambique
- Tanzania
- Ethiopia
- Namibia
- Uganda
- **Kenya**
- Zimbabwe
- Rwanda
- Zambia
- Lesotho
- Seychelles



**Increase the number of all  
schools and teacher training  
institutions that provide CSE  
to 75%**

---

Joan  
UNES

Share  
16<sup>TH</sup> C





TIME TO  
ACT NOW.

[Home](#)[About](#)[ESA Commitment](#)

*Minister Fridolin speech during the O3 launch*

Evidence reveals that CSE, in or out of schools, does not increase sexual activity, sexual risk-taking behaviour, or STI/HIV infection rates. Additionally, evidence shows that abstinence-only programmes fail to prevent early sexual initiation, or reduce the frequency of sex and number of partners among young people. In fact, newly published revised Guidance from



RIGHT  
WRONG

ANDERSON 04/13







# UN African Group Blocks CSE!



# Clear Rejection of CSE at UN!

**USA Now Opposes CSE!**



**African Bloc Opposes CSE!**





### **3. What Kenya needs to do to protect your children**

# Families Around the World are Rising Up!



# CSE Protest in Kenya





















# South Africans March Against SA Government Plans to Roll Out CSE



*MEMBERS of the ACDP march to the Department of Basic Education to air their disapproval of the introduction of Comprehensive Sexuality Education to the school curriculum. Thobile Mathonsi African News Agency (ANA)*

Pretoria - The ACDP is not singing from the same hymn sheet as the Department of Basic Education about the introduction of Comprehensive Sexuality Education in schools next year.

# Ghana



PRESIDENT AKUFO-ADDO

## **SPEAKS ON CSE**

“It can never happen that I, as President of the Republic of Ghana will sit and allow inappropriate material to be introduced to our kids. I am a Christian, and you are Muslims, we all worship the same one God, I will therefore not allow this to get to our kids. So be rest assured that as long as I remain President, it will not happen. This is the assurance I bring forth to you this afternoon.”

~ President Akufo-Addo



## Proposed Comprehensive Sexuality Education Way to Introduce Homosexuality: Ghana Bishops



Re-Examining the Evidence for  
Comprehensive Sex Education in Schools  
2019



A Global  
Research Review

Stan E. Weed, Ph.D.  
Irene H. Ericksen, M.S.



## New 2019 Global CSE Report

- **87 % CSE failure rate worldwide**
- **89 % CSE failure rate in Africa**
- **Many CSE programs increased sexual risks (24 % in Africa)**

# Kenya Child Protection Plan

1. **Withdraw** Kenya from the Eastern African CSE Commitment
2. **Remove** CSE from Kenya's Schools
3. **Get UN agencies, IPPF and foreign governments out of your nation's sex education!**



# StopCSE.org

35 Minute Film | 30 Minute Film

## THE WAR ON CHILDREN



35:15

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Subtitles available in the following languages:

Arabic (30 minute film)	Belgian (30 minute film)	Chinese (35 minute film)	English (35 minute film)	English (35 minute film)	French (35 minute film)
German (30 minute film)	Hungarian (30 minute film)	Lithuanian (35 minute film)	Polish (35 minute film)	Romanian (35 minute film)	Russian (35 minute film)
Spanish (30 minute film)	Spanish (35 minute film)				

**THE FAMILY DEFENSE HANDBOOK**  
4TH EDITION WITH IMPORTANT UPDATES



**STAND**  
*for the*  
**FAMILY**

Alarming evidence and firsthand accounts  
from the front lines of the battle

**A call to responsible  
citizens everywhere**

by Sharon Slater  
President, Family Watch International

**Go to  
StopCSE.org/kenya**



### **Protect Kenya Children Petition!**

We, the undersigned parents, grandparents, teachers, doctors, counselors, business, religious, and community leaders, in association with the Protect Kenya Children Coalition, strongly oppose the proposed implementation of Comprehensive Sexuality Education (CSE)

### **Sign the Petition**



1,874 people have signed. Help us reach 10,000 signatures.

Your email counts as your signature and will be kept private.



**Together we can protect Kenya's Children!**





**Sign the petition at:**

**[StopCSE.org/Kenya](https://StopCSE.org/Kenya)**

**Watch this webinar at:**

**[familywatch.org/webinars](https://familywatch.org/webinars)**



FAMILY  
WATCH  
INTERNATIONAL