



Protect Kenya Children

“Exposing the Comprehensive Sexuality Education (CSE) Agenda”

Sharon Slater
President, Family Watch International



FAMILY
WATCH
INTERNATIONAL







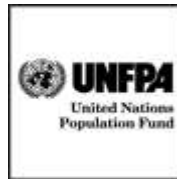
The Family Under Attack:

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 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)





Revised edition

International technical guidance



Education
2030

- ▶ 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

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

Choosing 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.”

and 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 (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);

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).

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

Learning objectives (12-15 years)

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”

- ▶ 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).

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.



Revised edition

International technical guidance

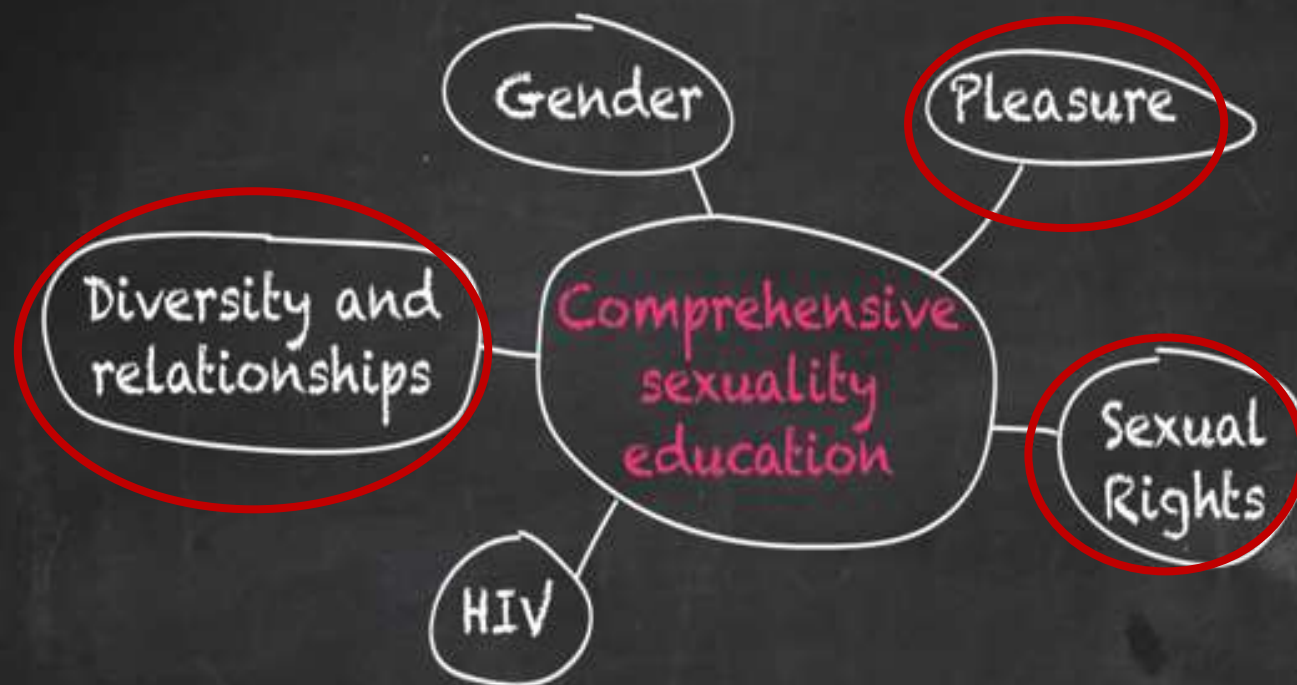


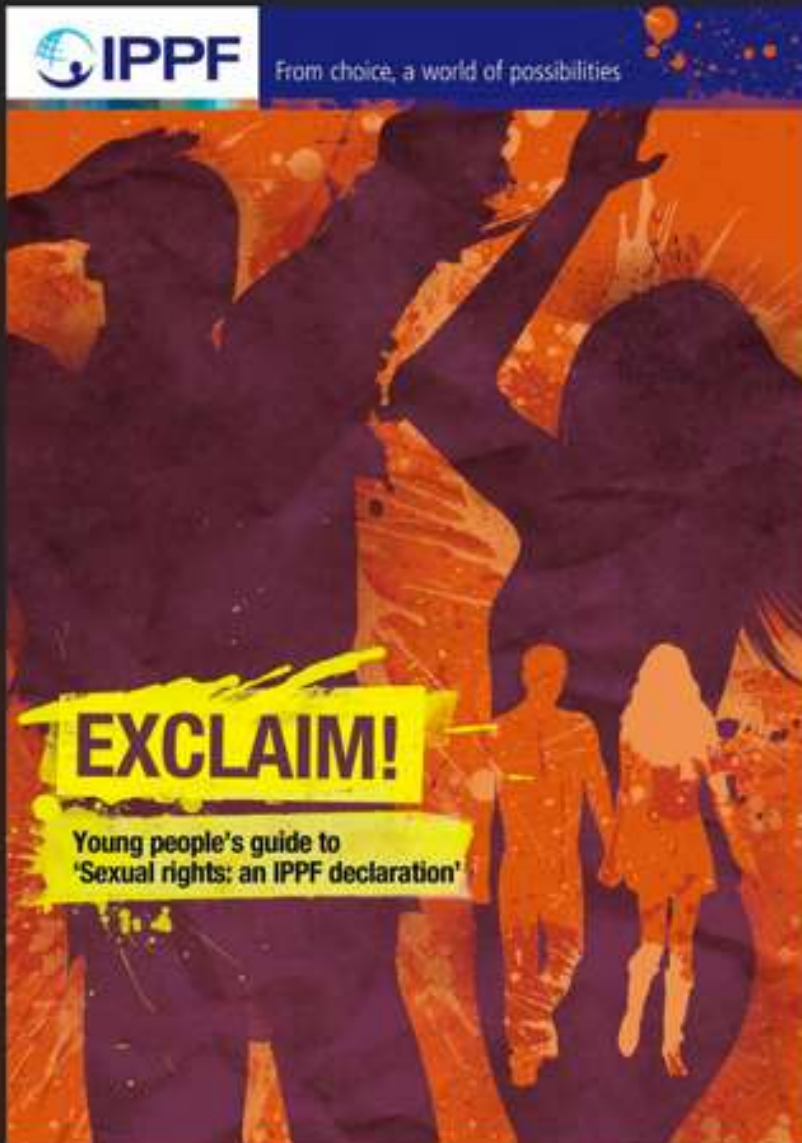
Education
2030



IPPF

International
Planned Parenthood
Federation





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."



From choice, a world of possibilities

PUTTING SEXUALITY BACK INTO COMPREHENSIVE SEXUALITY EDUCATION

Tips for delivering sex-positive
workshops for young people



From choice, a world of possibilities

“IPPF includes ‘pleasure’ as an essential component of CSE, but this can be a tricky subject to address in conservative or religious settings.”

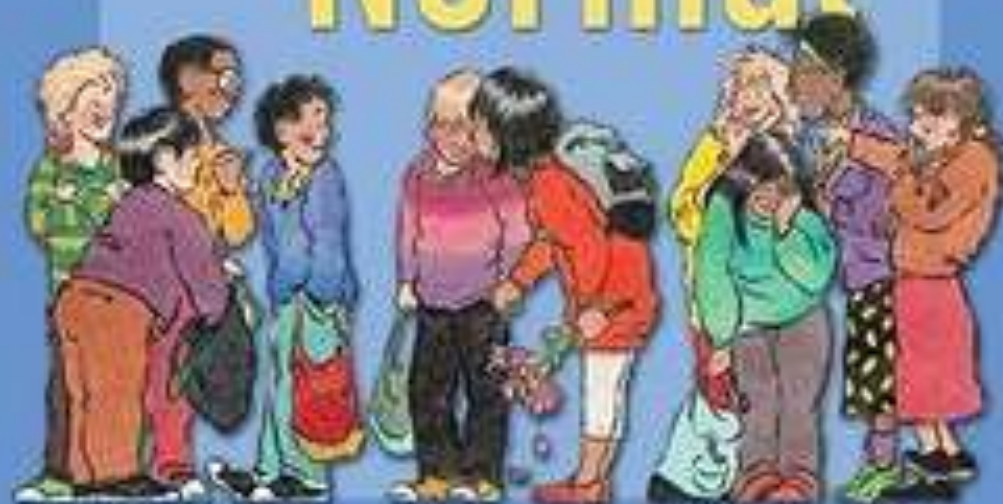
Tips for delivering sex-positive workshops for young people

MORE THAN ONE MILLION COPIES IN PRINT!



It's Perfectly Normal

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



UPDATED FOR THE 21ST CENTURY
ROBIE H. HARRIS and MICHAEL EMBERLEY

MORE THAN ONE MILLION COPIES IN PRINT!

10

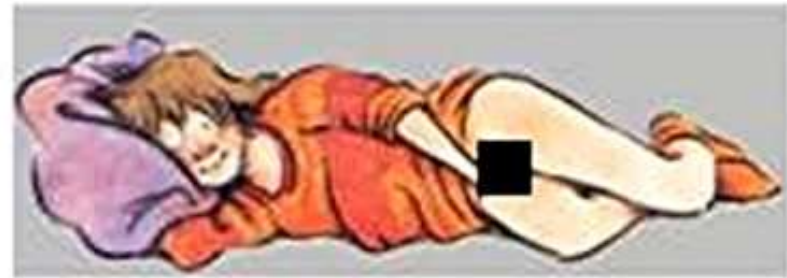
It's Perfect Now

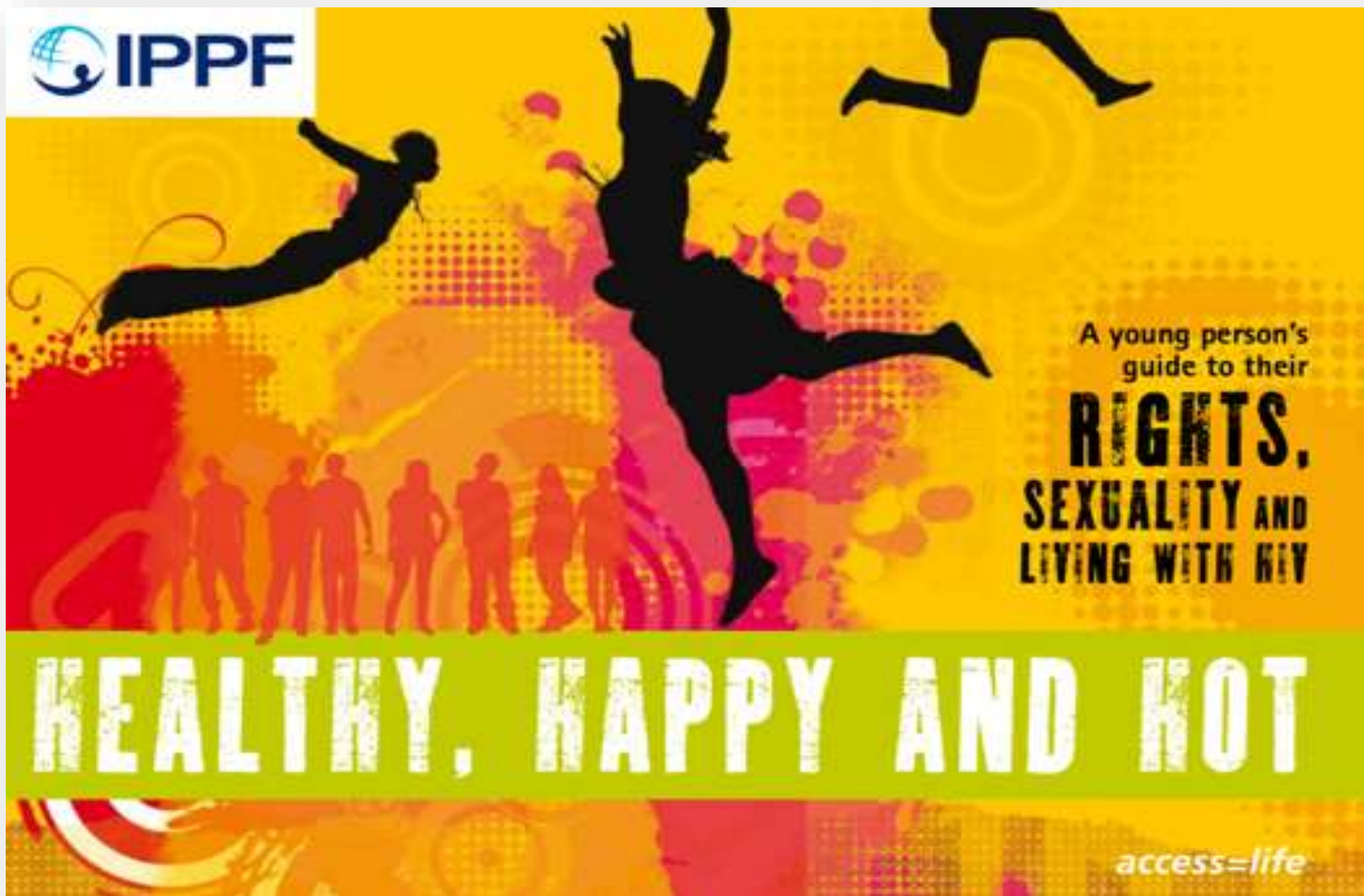
Changing Bodies,
Growing Up,
Sex



UPDATED FOR THE 21st CENTURY

ROBIE H. HARRIS and MICHAEL EMBERLEY





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

HEALTHY, HAPPY AND HOT

access=life



SEXUAL PLEASURE

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!

Remember

It's your body. You choose what you do, when you do it, how and with whom. Only do what you feel comfortable with doing, and tell your partner straight away if you feel uncomfortable.

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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 with a blue and black color scheme, showing the outlines of continents. The map is centered on the Atlantic Ocean. Several regions are labeled with white text: 'Europe network' and 'London' are in the upper right; 'Western Hemisphere' is on the left; 'Arab world' is in the center; 'Africa' is below the Arab world; 'South Asia' is to the right of Africa; and 'Asia & Oceania' is at the bottom right.

Europe network
London
Western Hemisphere
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.





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sex

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



DELIV
TO
Scaling
sexualit

- 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



DELIVER+ENA
TOOLKIT
Scaling-up comprehensive
sexuality education (CSE)

- 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



DELIVER
TO
Scaling-
sexualit

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



“ 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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08.11.2017 - 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

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.



RFSU – FIGHTING FOR BODY RIGHTS SINCE 1933

RFSU'S REPORT 2018, C

SEX IS

– WHERE IS

A tracking of f
for sexual and reproduc
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WHAT IS SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS (SRHR)?

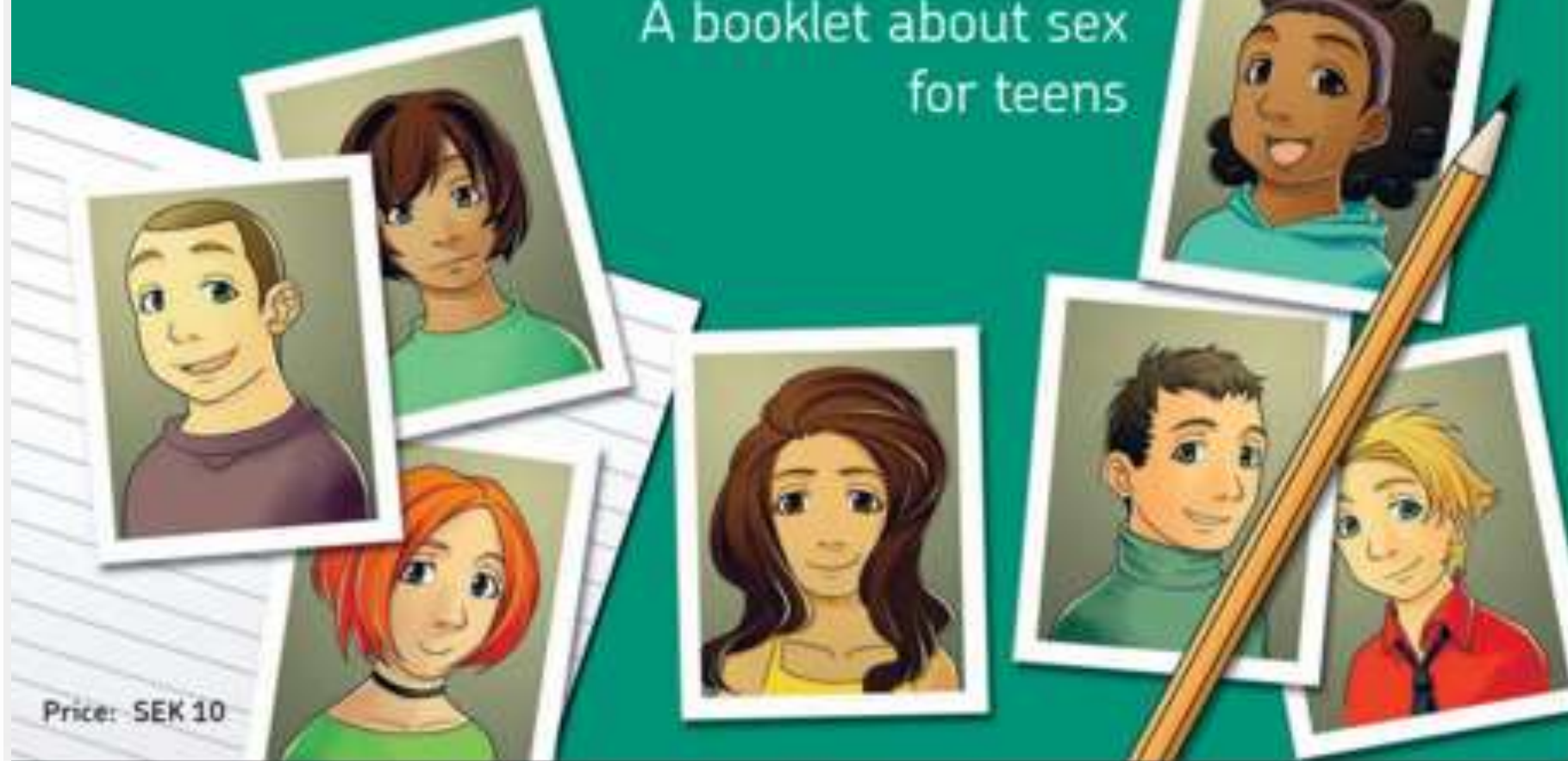
SRHR basically mean the right to decide over one's own body, sexuality and reproduction. It is about the rights to have and express your sexuality and decide freely with whom you want to have sex irrespective of age, gender or sexuality - as long as that decision does not infringe on any other person's 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

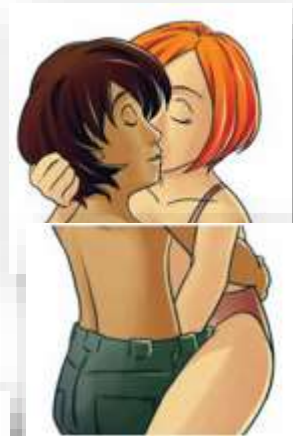







Price: SEK 10

SEX: ENJOYABLE THINGS YOU CAN DO TOGETHER



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





SEX: YOUR OWN WAY

A booklet about sex
for teens

Price: SEK 10



SEX: POSITIONS

SEX: SOMETHING YOU LEARN



How Does Planned Parenthood Profit?

Condoms



Abortions



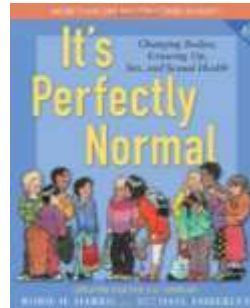
Hormones



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.

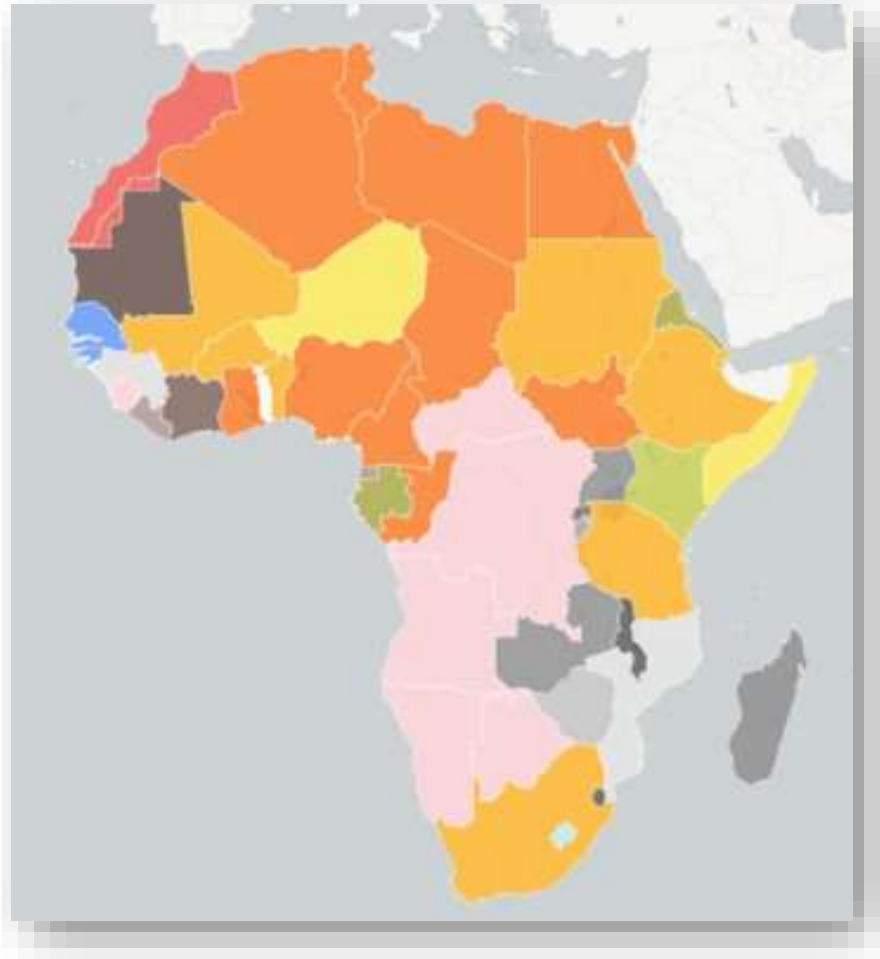
Masturbation – a hands-on guide

RFSU has produced a range of sex toys called Trust in lust. Along with RFSU lubricants, these are available online at rfsu.com.

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.”







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 Erken
EFPAName: Hans Linde
IPPFName: Ian Askew
WHOName: Katja Iversen
Women Deliver

Hans Linde:

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



Revised edition

International technical guidance on sexuality education

An evidence-informed approach

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.



Education
2030

April 18, 2017

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.



“UNESCO has decided to appoint the Swedish National Association for Sexual Information, RFSU, as the official cooperation organization ...

RFSU will act as advisory to UNESCO, primarily in activities linked to sexual education ...

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**).”

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



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 ▾

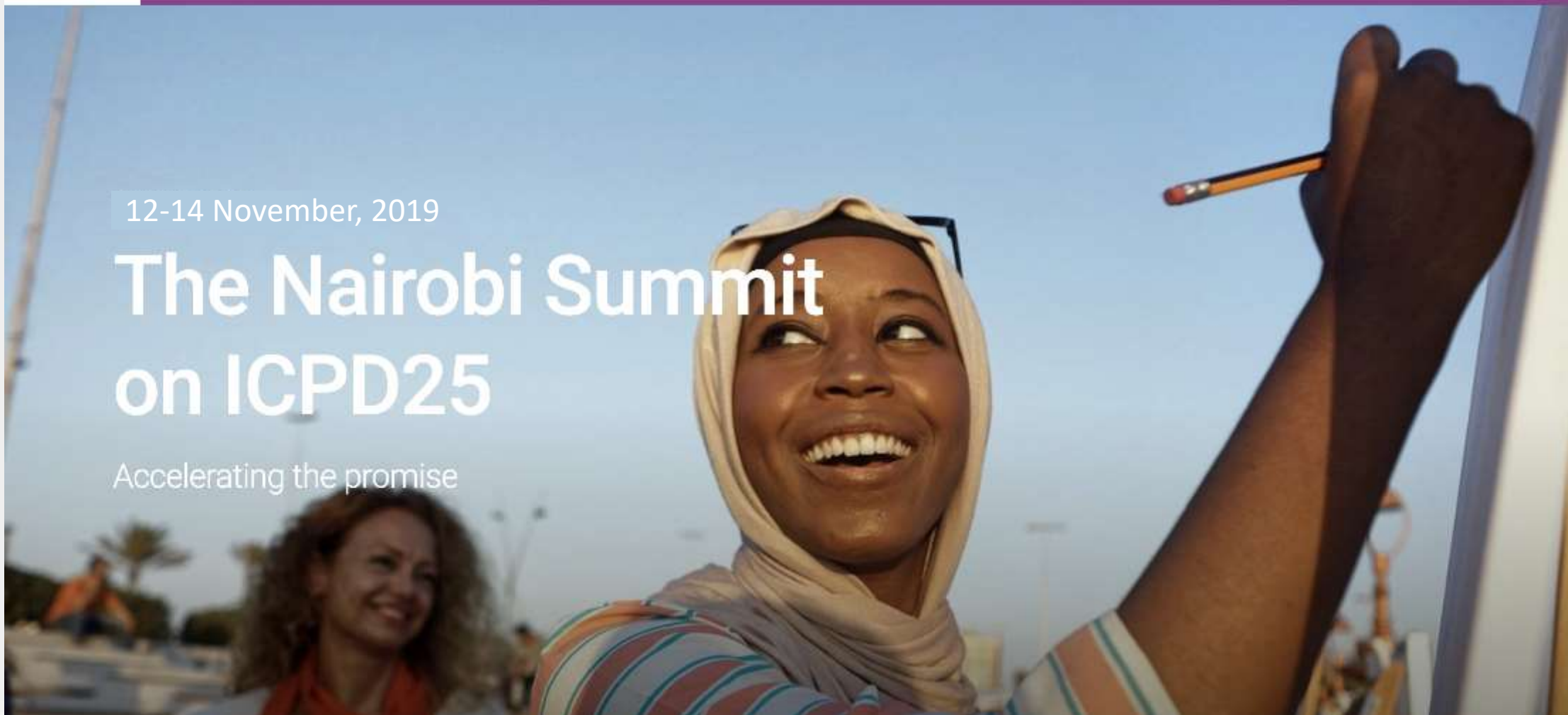
ATTENDING THE SUMMIT ▾

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.



THE INSTITUTE FOR
RESEARCH & EVALUATION

New 2019 Global CSE Report

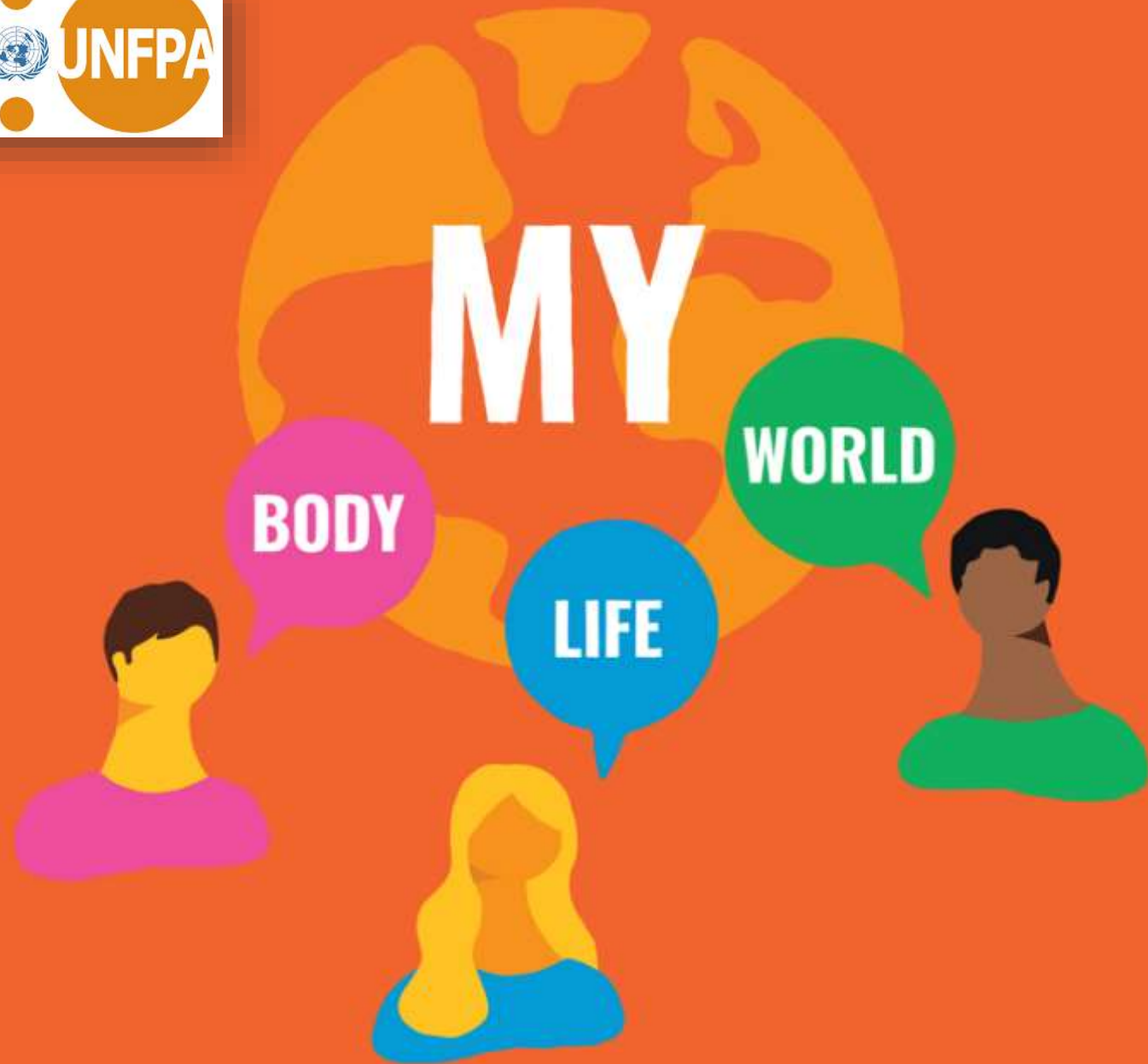
- 87% CSE failure rate worldwide
- 89% CSE failure rate in Africa
- Many CSE programs increased sexual risks (24% in Africa)



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.



MY

MIN
COT
B

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



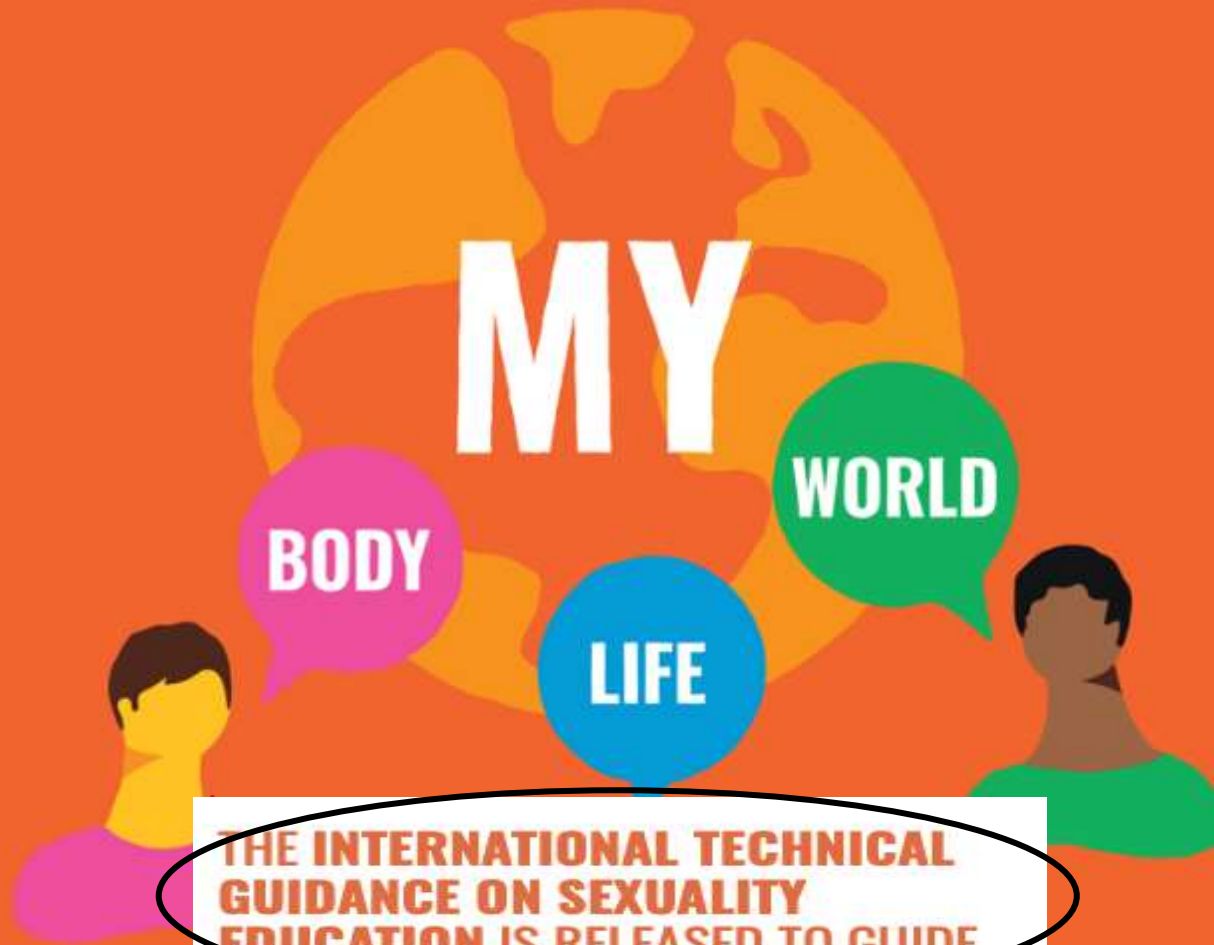
INCREASES ACCESS TO SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS, AND ADDRESS INEQUALITIES SO ADOLESCENTS AND YOUTH CAN MAKE INFORMED CHOICES ABOUT THEIR BODIES AND PLAN THEIR LIVES. #MYBODY, #MYLIFE

**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 masturbation. It does not cause physical or emotional problems or affect your ability to have satisfying sexual relationships in the future.

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?

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](#)

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

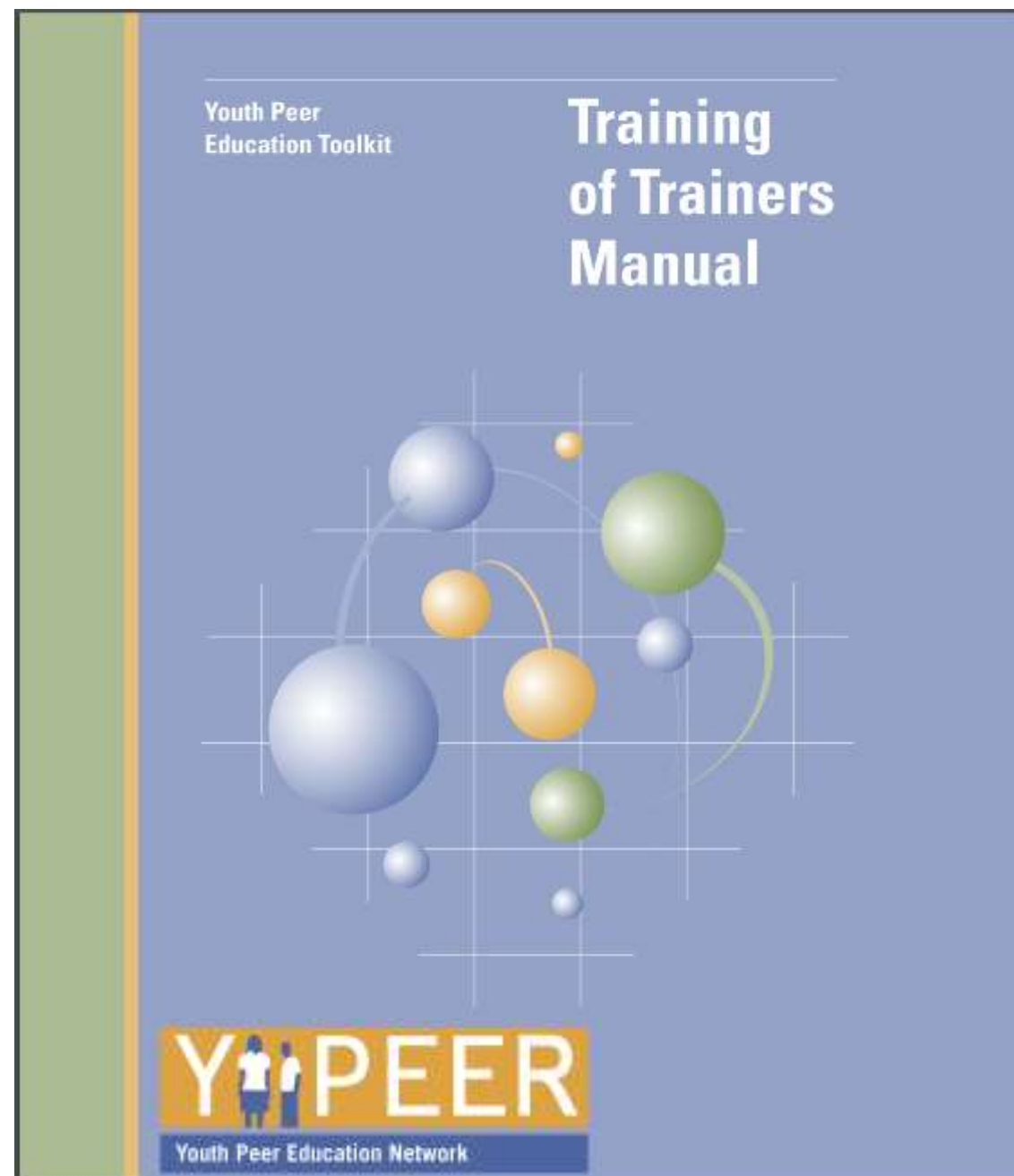
NATIONAL ACTIVITIES

GALLERY



Youth Peer Education Network-Kenya





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.

Training of Trainers Manual



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

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)



Training of Trainers Manual



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.

1. 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

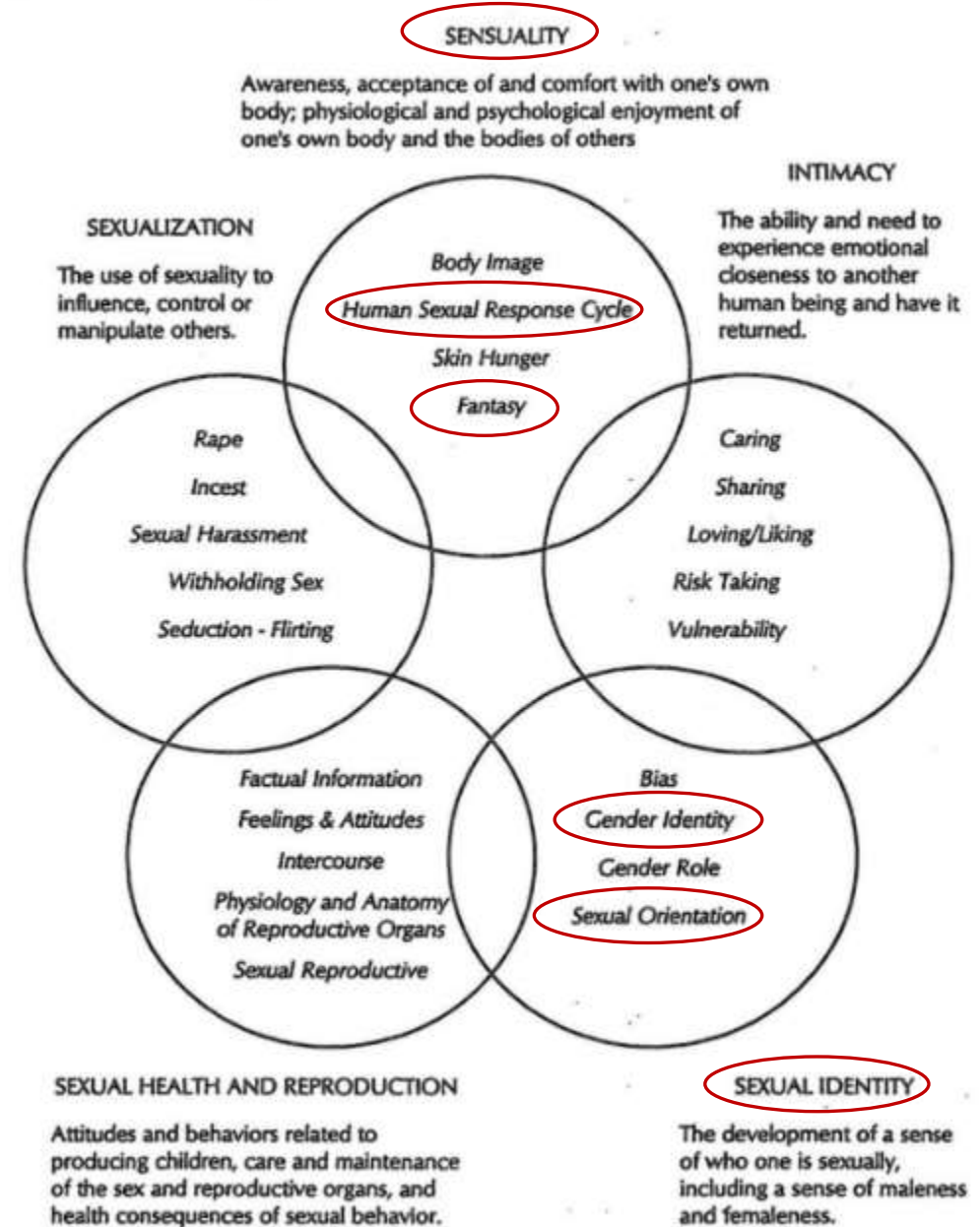


United Nations
Educational, Scientific and
Cultural Organization

 **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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Educational, Scientific and
Cultural Organization



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
Teacher Training on
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
Education for East and
Southern Africa



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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)

REGIONAL MODULE FOR
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Comprehensive Sexuality
Education for East and
Southern Africa



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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



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?		
Other?		

LEGEND:

J = FRIEND

ü = PARENT OR TRUSTED ADULT



APRIL 2017

REPORT

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



United States

International

Good reproductive health policy starts with credible research

ABORTION

CONTRACEPTION

HIV & STIS

PREGNANCY

TEENS

“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.**”**



United States

International

Good reproductive health policy starts with credible research

ABORTION

CONTRACEPTION

HIV & STIS

PREGNANCY

TEENS

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.”**



 United States

 International

Good reproductive health policy starts with credible research

ABORTION

CONTRACEPTION

HIV & STIS

PREGNANCY

TEENS

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

“opposition from religious and conservative groups”

SR
HR
Alliance

KENYA

**Sexual Reproductive
Health and Rights Alliance**

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 [sic] and young people between the ages of 10-24 yrs**, 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.**”

“Programs used by partners in the alliance include the **World Starts with Me (WSWM)**, a computer based program, the Youth for Youth (Y4Y), and dance4life program. The programs are implemented by CSA, Africa Alive, Nairobis, 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

Me (WSWM)

Rutgers

For sexual and
reproductive health
and rights



Government of
the Netherlands

Rutgers

For sexual and
reproductive health
and rights

[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 education

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
A s
in-
Africa and Asia

Sexuality is?

24

A virgin is a person who has never had sexual intercourse,
e vaginal or anal. yone is born a virgin.
y 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



Government of
the Netherlands

Sexuality is?

10

petting - touching someones 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

ate parts

explained in the glossary

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



BACK

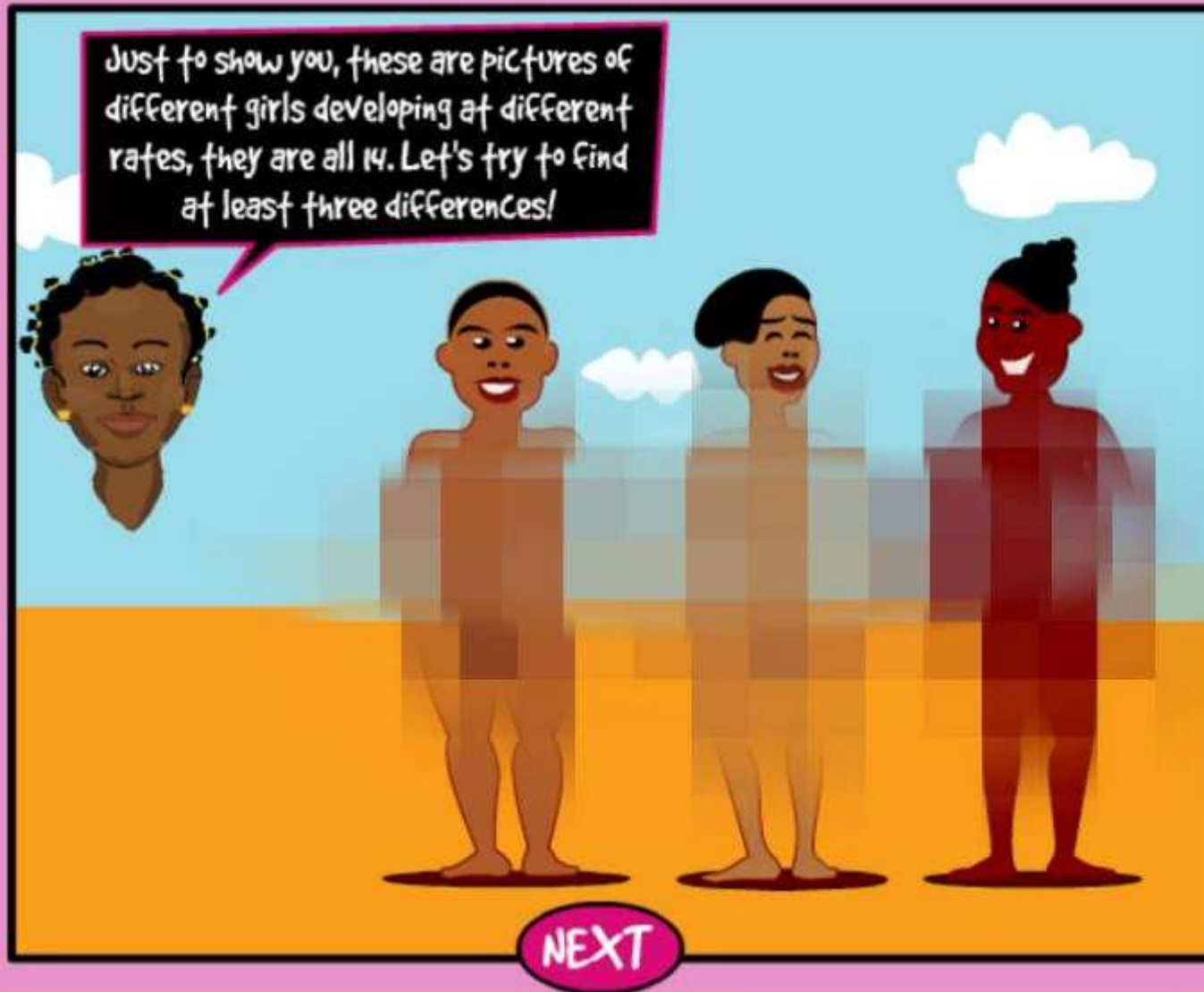
NEXT



Government of
the Netherlands

The World
A success
in- and ou
Africa and

Rutgers

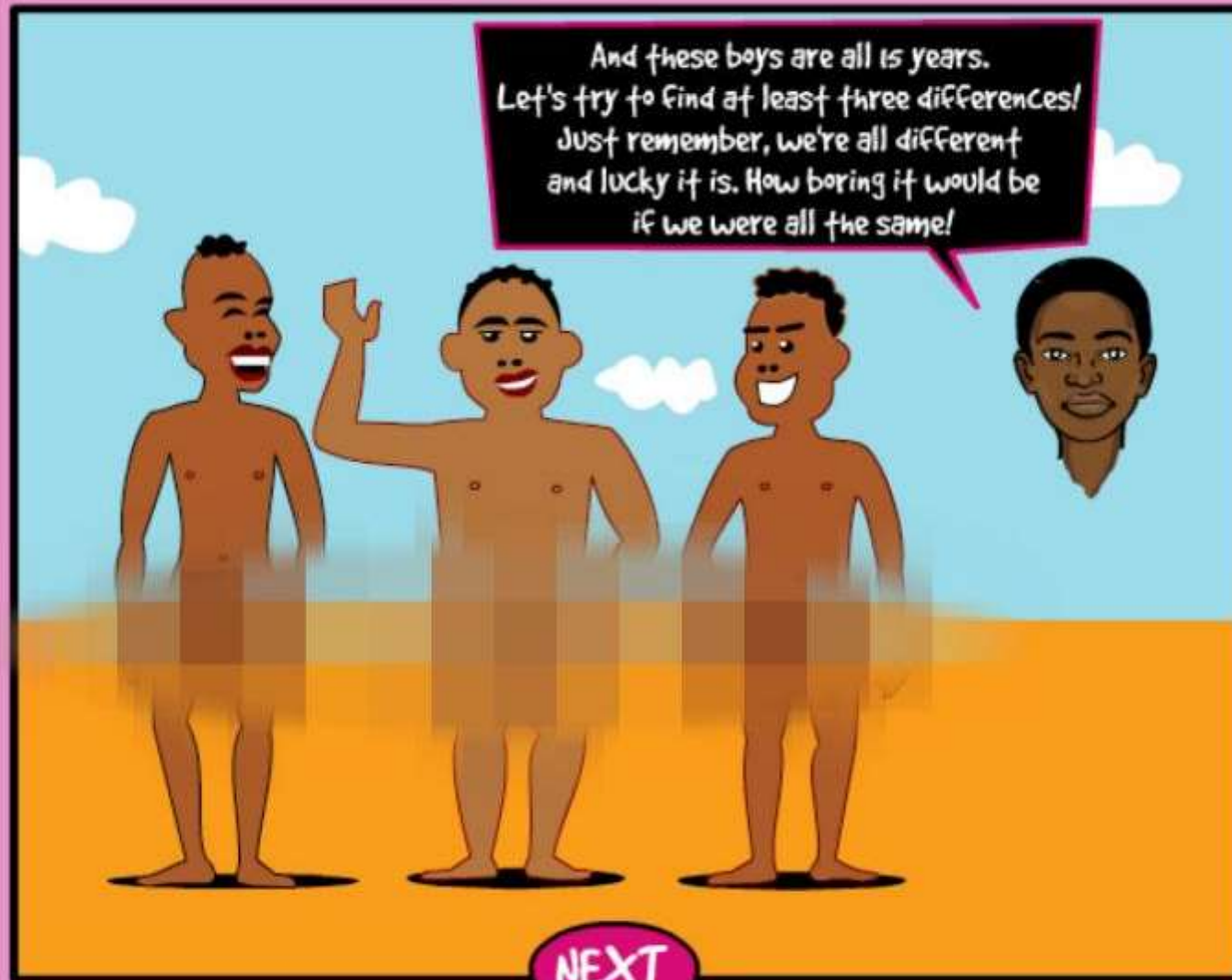


The World
A success
in- and out
Africa and



Government of
the Netherlands

Rutgers



Government of
the Netherlands

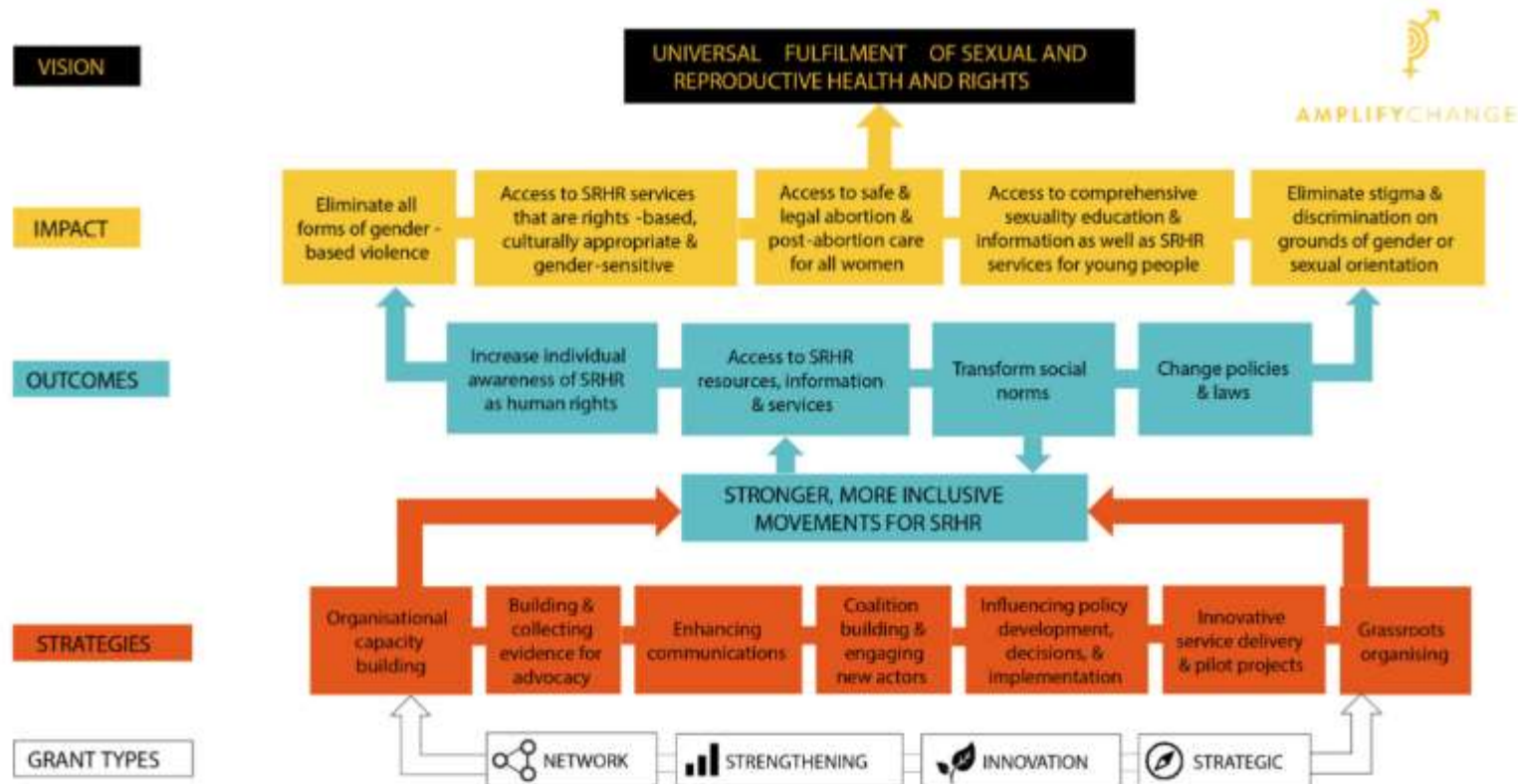
The World
A success
in- and ou
Africa and

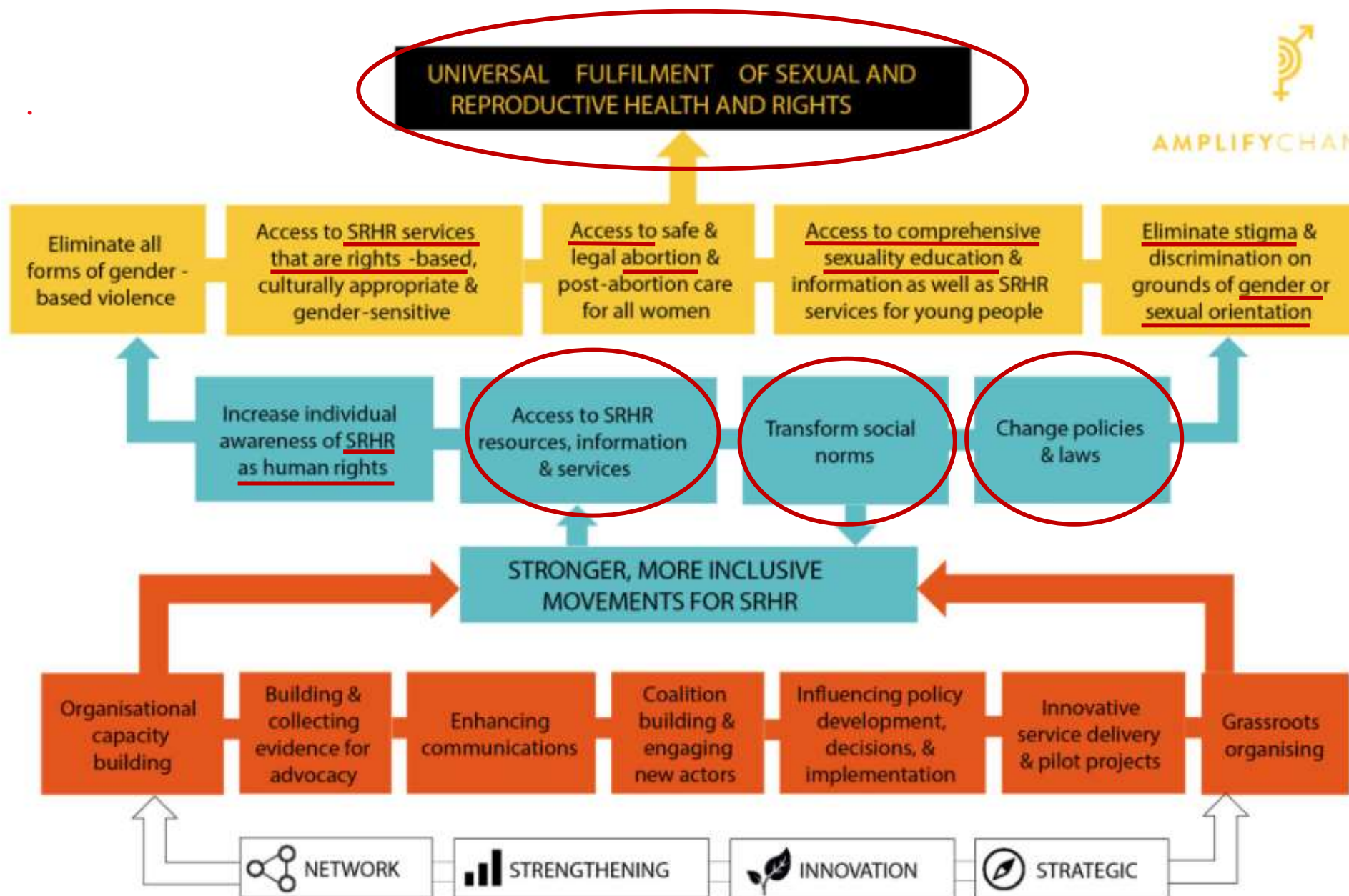
The Centre for the Study of Adolescence is focusing its strategies and efforts towards addressing the needs of adolescents in **Kenya and the region.**

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





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,



**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 Africa¹,
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%**



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

EXCLUSIVE

GOOD NEWS!

T



UN African Group Blocks CSE!



Clear Rejection of CSE at UN!

USA Now Opposes CSE!



African Bloc Opposes CSE!



3. What Kenya can do to protect children from CSE.

Families Around the World are Rising Up!



CSE Protest in Kenya



Say No to CSE! Say No to CSE!









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

[Home](#) » [Headlines](#) » [Africa](#)

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.



THE INSTITUTE FOR
RESEARCH & EVALUATION

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 | 10-Minute Film

THE WAR ON CHILDREN



35:19

SHARE

DOWNLOAD

LICENSE

Subtitles available in the following languages:

Arabic (10 minute film)	Bulgarian (10 minute film)	Chinese (10 minute film)	English (10 minute film)	English (35 minute film)	French (10 minute film)
German (10 minute film)	Hungarian (10 minute film)	Lithuanian (35 minute film)	Polish (35 minute film)	Romanian (35 minute film)	Russian (10 minute film)
Spanish (10 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

Watch this webinar at:

familywatch.org/webinars



FAMILY
WATCH
INTERNATIONAL