

Indicator name
Extent to which comprehensive sexuality education is integrated in public education curricula
Thematic area of engagement
Ensuring freedom from all forms of gender-based violence
Aggregable indicator
No
Indicator type (quantitative/qualitative)
Qualitative
Related objective in the Gender Action Plan III
Overall thematic objective: Women, men, girls and boys are free from all forms of gender-based violence in the public and private spheres, in the work place and online. Specific thematic objective 4: The rights of every individual to have full control over, and decide freely and responsibly on matters related to their sexuality and sexual and reproductive health and rights, free from discrimination, coercion and violence, is promoted and better protected.
Technical Definition
This indicator intends to measure to what extent comprehensive sexuality education is part of the public education curricula in partner countries. The following definitions apply: - <u>Comprehensive sexuality education (CSE)</u> refers to a “rights-based and gender-focused approach to sexuality education, whether in school or out of school”. By embracing a holistic vision of sexuality and sexual behaviour, not only focusing on prevention of pregnancy and sexually transmitted infections (STIs), CSE can enable children and young people to¹: • Acquire accurate information about sexuality, sexual and reproductive health and human rights. • Explore and nurture positive values and attitudes towards their sexual and reproductive health, and develop self-esteem, respect for human rights and gender equality. • Develop life skills that encourage critical thinking, communication and negotiation, decision-making and assertiveness. - <u>Education curricula</u> refer to the inventory of activities implemented to design, organise and plan an education action, including definition of learning objectives, content, methods (including assessment) and material, as well as arrangements for training teachers and trainers.²

¹ UNESCO, UNICEF, UNWOMEN, UNAIDS UNFPA and WHO (2018): [International technical guidance on sexuality education: An evidence-informed approach](#).

² UNESCO (2013): [IBE Glossary of Curriculum Terminology](#)

Rationale
Comprehensive sexuality education³ should ideally be integrated into school curricula and in policies on different levels of education. Quite often, young people lack knowledge and information about how to engage in safe and respectful sexual behaviours, about menstrual hygiene management, protecting themselves from pregnancy, sexually transmitted infections, etc. CSE ensures that individuals, particularly adolescents, gain a better knowledge about their rights and become better able to make informed choices about sexuality and sexual relationships. CSE should take a rights-based approach that includes prevention of sexual harassment, gender-based violence and discrimination including with regard to intersecting grounds of discrimination such as against LGBTIQ⁴ people, people with disability and people living with HIV and AIDS.⁵
Data source and calculation
Reporting covers cooperation and development initiatives, humanitarian (if applicable) and investment frameworks funded by the EC (INTPA, NEAR, FPI, ECHO) and EEAS. EUMS may provide information related to their interventions through their contributions to GAP III reports or through the EUDs, e.g., in cases of joint dialogue (i.e., as part of joint programming or TEI). <u>Data sources:</u> The intervention's monitoring and reporting systems, e.g., inception, interim and final reports from implementing organisations (including governments, international organisations, national and international civil society organisations, etc.), ROM reviews and evaluations. Surveys/interviews conducted and budgeted by the intervention can also be relevant data sources. Baseline and endline studies conducted and budgeted within the EU intervention. These studies can be conducted as part of the gender country profile and / or gender sector analysis, or be based on existing official reports and published data. Baseline and endline studies should be conducted using the same methodology. <u>Calculation:</u> - CSE in public education curricula availability (number of curricula that adopted CSE and their effectiveness), accessibility (non-discrimination, physically and economically accessible, information accessibility), acceptability (culturally acceptable, sensitivity to marginalised/vulnerable groups) and quality (safe, technically approved and sustainable). - Change in knowledge, attitudes and behaviours about sexuality and sexual rights of individuals in the public education system, disaggregated.
Worked examples
<u>In country A</u>, in the framework of its support to the education sector, the EU advocated for the integration of comprehensive sexuality education into school curricula and engaged in dialogue with the relevant Ministries. A pilot curriculum was developed and rolled out in ten schools in one province, in partnership with the local government and CSOs. The curriculum was integrated into the schools' textbooks and in-service and pre-service teacher training was carried out. The baseline study conducted, reported that prior to this intervention there had

³ The [European Consensus on Development](#) stresses the need for universal access to quality and affordable comprehensive sexual and reproductive health information, education, including comprehensive sexuality education, and health-care services.

⁴ Lesbian, gay, bigender, transgender, intersex and queer.

⁵ SIDA (2016): [Brief Comprehensive Sexuality Education](#)

been no public initiatives of this kind supported by the Government. <u>In country B</u>, the national education policy mandates sexuality education programmes in school curricula for students aged 15-18. The EU intervention collected qualitative data on the implementation of sexuality education programmes through school surveys and research on student perspectives from a number of schools. The survey involved over 1,400 students from over 20 schools in the country's 5 provinces. Only 12% believed that the school taught them about sexuality very or somewhat well. The survey also revealed that boys and girls with disabilities and LGBTI students were less satisfied with their sexuality education.
Baseline
Data from official counterparts (including data from statistical offices, ministry of education, gender equality observatories and women's national machineries, among others). Data from international and national organisations or other independent non state actors. If the above data are lacking, a mapping can be done at the start of the intervention using surveys/ interviews conducted and budgeted by the intervention. The baseline can be 0 when the indicator is achieved with the EU funded intervention.
Disaggregation
N/A
Availability and Timeliness
Information should become available annually, depending on the duration of the intervention.
Related DAC Code/CRS
111 - Education, Level Unspecified / 11110 - Education policy and administrative management 151 - Government & Civil Society-general / 15180 - Ending violence against women and girls 130 - Population Policies/Programmes & Reproductive Health / 13030 – Family planning and 13040 - STD control including HIV/AIDS
Associated SDGs
SDG 5. Achieve gender equality and empower all women and girls. Target 5.2: Indicators 5.2.1 (see Metadata) and 5.2.2 (see Metadata) Target 5.6: Indicator 5.6.1 (see Metadata)
Other issues
As the word 'sexuality' has different meanings in different languages and in different cultural contexts, it is necessary to take into account different variables and the diversity of meanings in different languages.⁶ The gender country profile and / or gender sector analysis can be relevant sources of information for establishing baselines. If there is no gender analysis available at the EUD, it is recommended to look at the analysis undertaken by EU Member States or other trusted partners (UN, World Bank, human rights national and regional mechanisms, etc.) as well as the national-level reviews carried out in 2019 by UN Women and the partner countries to assess progress made and challenges encountered in the implementation of the Beijing Declaration and Platform for Action. Special attention should be paid to following up on partner country institutions reached with EU support and in particular to any measures/changes promoted by the EU, to see whether they were adopted or not.

⁶ To know more about the different aspects of sexuality in the context of CSE check "Box 1. Conceptual framework for sexuality in the context of CSE" in UNESCO, UNICEF, UNWOMEN, UNAIDS UNFPA and WHO (2018): [International technical guidance on sexuality education: An evidence-informed approach](#) (p. 17)