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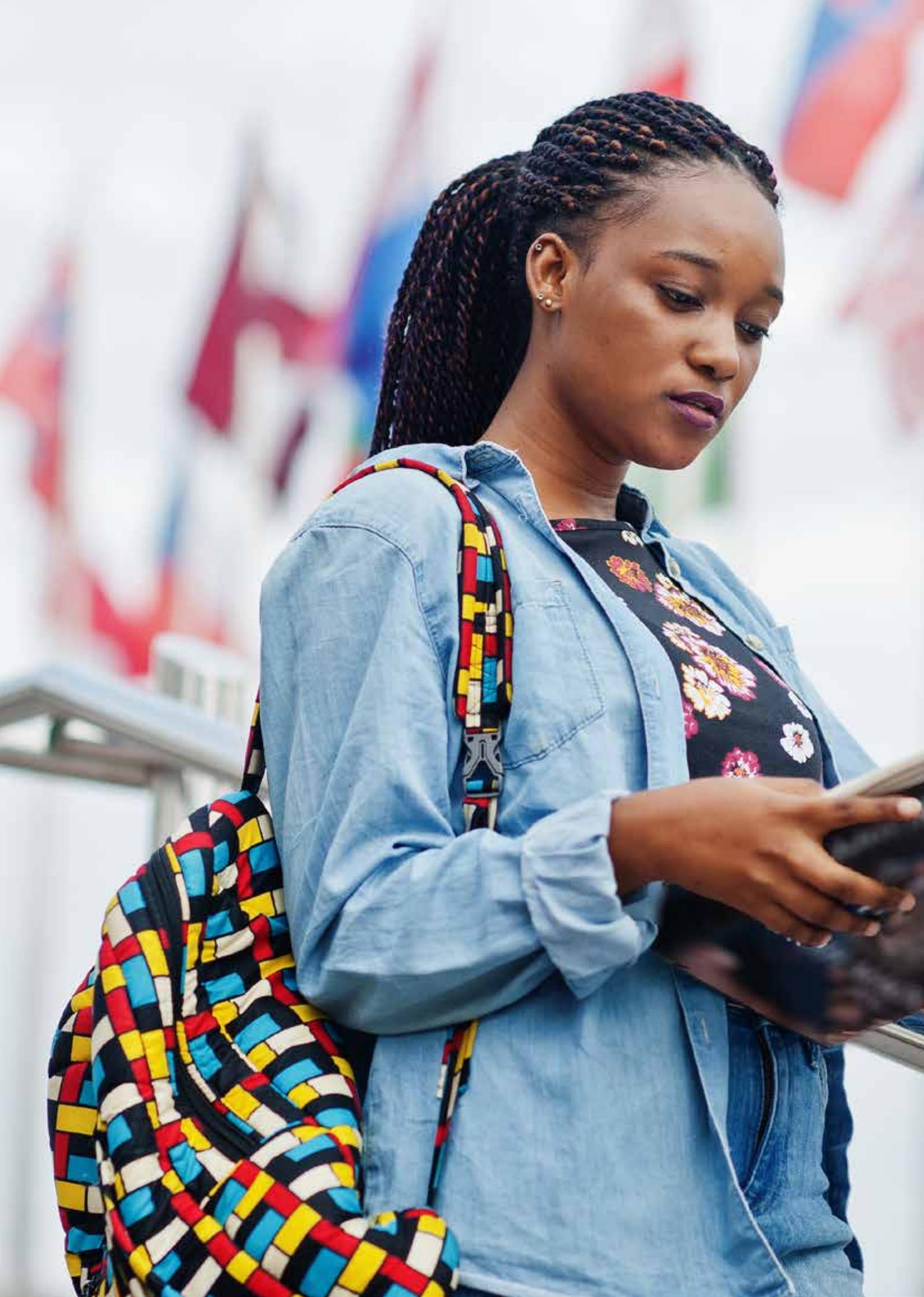
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Needs assessment for sexuality education curriculum implementation in Eastern and Southern and West and Central Africa

September 2019



A hand holding a book in front of a window with blinds and flags. The background is slightly blurred, showing a window with horizontal blinds and several flags hanging from the top. The lighting is bright, suggesting a sunny day.

Acknowledgements

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DISCLAIMER

The ideas and opinions expressed in this publication are those of the authors; they are not necessarily those of UNESCO and do not commit the organization.

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Acronyms

| | |
|----------------------|--|
| CSE | Comprehensive sexuality education |
| DRC | Democratic Republic of the Congo |
| ESA | Eastern and Southern Africa |
| EUP | Early and unintended pregnancy |
| GBV | Gender-based violence |
| ICF | ICF International, Inc. |
| ITGSE | International Technical Guidance on Sexuality Education |
| NPO | National programme officers |
| O³ | Our Rights, Our Lives, Our Future |
| SRGBV | School-related gender-based violence |
| SRH | Sexual and reproductive health |
| STI | Sexually transmitted infection |
| WCA | West and Central Africa |
| UN | United Nations |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |

Executive summary

Over the past decade, the field of sexuality education has been evolving along with other development areas, as evidenced by the adoption of the new 2030 Sustainable Development Agenda in 2015.

Regional commitments, such as the 2013 Ministerial Commitment on Comprehensive Sexuality Education and Sexual and Reproductive Health Services for Adolescents and Young People in Eastern and Southern Africa (now known as the ESA Commitment), illustrate that countries increasingly recognize its importance for young people's health and well-being. In early 2018, the updated International Technical Guidance on Sexuality Education (ITGSE) was released by United Nations Educational, Scientific and Cultural Organization (UNESCO) and other United Nations (UN) agencies. This revised edition provides a review of the current evidence, grounds sexuality education within a framework of human rights and gender equality, and provides a set of expanded key concepts and illustrative learning objectives to guide the development of locally-adapted curricula. Also initiated in 2018, UNESCO is currently supporting Ministries of Education to implement the Our Rights, Our Lives, Our Future (O³) Programme. The O³ Programme supports delivery of CSE that empowers adolescents and young people by building agency and the skills, knowledge, attitudes, and competencies needed to help prevent HIV, reduce early and unintended pregnancies (EUPs), and end gender-based violence (GBV).

Now is a critical time to assess existing and emerging needs in the comprehensive sexuality education (CSE) field among curriculum developers, teachers, teacher educators, and young people for CSE curriculum implementation. The purpose of this assessment, undertaken by Advocates for Youth, a non-profit organization and advocacy group, was to identify these needs and use the results to help prioritize areas of technical support, as well as develop tailored training and technical assistance activities for strengthening CSE curricula and implementation in the Eastern and Southern Africa (ESA) and West and Central Africa (WCA) regions.

The assessment methodology consisted of a desk review of resources focused primarily on the ESA and WCA regions in order to inform the development of an assessment questionnaire; the pre-testing and translation of the questionnaire into Portuguese and French; and analysis and documentation of consolidated responses to the questionnaires at the country level based on CSE consultation meetings hosted by UNESCO national programme officers (NPOs) in ESA, including Eswatini, Kenya, Lesotho, Mozambique, Namibia, South Africa, Uganda, Zambia, and Zimbabwe, and WCA, including Cameroon, Côte d'Ivoire, Ghana, Democratic Republic of the Congo (DRC), and Nigeria.

A range of publications and documentation was reviewed to inform key themes and specific questions for the questionnaire development. These were primarily made up of a shortlist of materials provided by the UNESCO ESA and WCA regional offices, as well as additional materials published since 2016 that were identified through online searches. Based on the desk review and with inputs from UNESCO, four core topic areas were identified for the questionnaire to assess technical support needs for CSE curriculum development and implementation. These topics were: 1) curriculum development (primary, secondary, and tertiary); 2) teacher training curriculum development (pre-service, in-service, and teacher training college or university); 3) teacher training more generally (pre-service, in-service and teacher training college or university); and 4) teaching and learning material (primary, secondary and teacher training). Under each topic, questions addressing particular areas drawn from the desk review findings were included.

Once the questionnaire was finalized, the NPOs each convened a consultation meeting with curriculum developers, teachers, teacher educators, and young people from their respective countries in order to discuss and provide consolidated inputs to the questionnaire. The questionnaire results were then analysed and documented to inform future technical support to be provided in the ESA and WCA regions.

While countries are at various stages of CSE implementation, many identified high levels of need for curriculum development, teacher training, and teaching and learning materials. Countries also ranked particular aspects of these areas, providing insight into where technical support could be most useful.

Curriculum development

About half of the countries indicated curriculum development as a high priority at primary and secondary school levels, including Eswatini, Mozambique, Uganda, Zimbabwe, Ghana, and Nigeria. On the other hand, most countries indicated this as a high priority at the tertiary school level, including Eswatini, Lesotho, Namibia, South Africa, Zimbabwe, Cameroon, Côte d'Ivoire, the DRC, and Ghana.

The most commonly identified top priority area within curriculum development was training curriculum developers, with other top priorities being developing a national CSE curriculum framework (mostly at the tertiary school level), developing the CSE curriculum, and including diverse and participatory teaching methods within curriculum.

Second to these top priorities, numerous aspects of curriculum development emerged as important for countries, including aligning the CSE curriculum to the revised ITGSE, conducting a CSE curriculum review, providing comprehensive, accurate, age-appropriate and sequenced curriculum content, and addressing gender norms, learner pregnancy, and school-related gender-based violence (SRGBV).

Teacher training curriculum

The majority of countries indicated the teacher training curriculum as a high priority across the different types of teacher training, with the exception of Kenya, Lesotho, Mozambique, Zambia, Cameroon, and Nigeria for pre-service curriculum; Uganda, Zambia, and Cameroon for in-service curriculum; and Kenya, Zambia, and Nigeria for teacher training college or university.

Development of a teacher training curriculum was the most commonly identified top priority, followed by alignment of the curriculum to teacher training standards, building knowledge of CSE content and skills in participatory learning methodologies, addressing professional ethics and relevant laws, and outreach to parents.

Second to these top priorities, numerous aspects of teacher curriculum development emerged as important for countries, particularly the need to address attitudinal barriers among teachers to delivering CSE. Other important areas of need noted by countries included grounding curriculum in a gender equality framework, addressing linkages to services, outreach to community and religious leaders, and CSE advocacy.

Teacher training

Most countries also indicated teacher training as a high priority across the different types of teacher training, with the exception of Kenya, Mozambique, Zambia, and Ghana for pre-service teacher training; South Africa, Uganda, and Zambia for in-service teacher training; and Kenya, Zambia, and Ghana for teacher training college or university.

The most commonly identified top priority area within teacher training was development of a standard package of CSE teacher training, particularly for in-service teacher training, followed by the development and institutionalization of a standard course on CSE for pre-service teacher training. Supporting teachers in addressing gender norms, pregnancy, and SRGBV were also noted as top priorities by several countries.

Second to these top priorities, numerous aspects of teacher training emerged as important for countries, particularly addressing attitudinal barriers among teachers to CSE delivery, providing mentorship and support for trained teachers, and monitoring and supervision of CSE delivery.

Teaching and learning materials

The majority of countries indicated teaching and learning materials as a high priority across primary and secondary school and teacher training, with the exception of Eswatini, Mozambique, and Zambia for primary schools; Mozambique, South Africa, and Zambia for secondary schools; and Kenya, Mozambique, Uganda, and Zambia for teacher training.

The two most identified top priorities for teaching and learning materials included developing learners' books and developing materials for young people with disabilities, followed by developing teachers' books. Developing audio-visual materials, adapting lesson plans for particular needs related to the classroom and schedule, and developing or adapting lesson plans for integrated or infused CSE were also noted as top priorities by several countries. Second to these top priorities, other teaching and learning material support needs included production and dissemination of materials and grounding content of materials in gender equality.

Limitations of the assessment

Limitations of the methodology included variations in the degree to which a diversity of stakeholders could be engaged for the CSE consultation meetings, as well as how the consultations were carried out, which depended on resources, capacity, and availability of UNESCO staff and stakeholders at the country level. In addition, while the questionnaire sought to impose prioritization of needs through rating and ranking of areas within main topics, in some cases countries included all areas within rankings, rather than selecting the top three only, resulting in more extensive but less prioritized results for some countries as compared with others.

Conclusion

In line with the results of the assessment, areas of need for CSE implementation at the country and regional levels should be taken into consideration in planning future technical support and training that it is targeted and tailored to current needs in ESA and WCA countries. More detailed results from the assessment and resulting recommendations are provided in the full report. Responding to these needs comes at an important time, given the sexual and reproductive health challenges facing young people in ESA and WCA, ongoing efforts to advance CSE, and high-level commitments to ensure that children and adolescents have the information, attitudes, skills, and environment they need to lead healthy lives.



Introduction

Over the past decade, the field of sexuality education has been evolving along with other development areas, as evidenced by the adoption of the new 2030 Sustainable Development Agenda in 2015. There is increasing recognition around the world that quality education, good health and well-being, gender equality, and human rights are intrinsically intertwined. Sexuality education is an essential component of quality education, and regional commitments, such as the 2013 Ministerial Commitment on Comprehensive Sexuality Education and Sexual and Reproductive Health Services for Adolescents and Young People in Eastern and Southern Africa (now known as the ESA Commitment), illustrate that countries acknowledge its importance to young people's health and well-being.

However, despite this progress and increased political commitment for sexuality education, many young people in Eastern and Southern Africa (ESA) and West and Central Africa (WCA) still struggle to obtain even the most basic information about their bodies, sexuality, and sexual and reproductive health (SRH) services. In schools, curricula often lack complete or accurate information about sexuality as well as participatory methodologies needed to best address sexuality-related topics, facilitate exploration of values, and build skills.

Background

In early 2018, the updated International Technical Guidance on Sexuality Education (ITGSE) was released by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and other United Nations (UN) agencies. This revised edition provides a review of the current evidence and grounds sexuality education within a framework of human rights and gender equality. Further, the ITGSE outlines the essential components of effective sexuality education programmes that can be used by curriculum developers and others to design comprehensive sexuality education (CSE) curricula that will have a positive impact on young people's health and well-being. The ITGSE provides a set of expanded key concepts and illustrative learning objectives to guide the development of locally adapted curricula.

Also initiated in 2018, UNESCO is currently supporting Ministries of Education to implement the Our Rights, Our Lives, Our Future (O³) Programme. The O³ Programme supports delivery of CSE that empowers adolescents and young people by building agency and the skills, knowledge, attitudes, and competencies needed to help prevent HIV, reduce early and unintended pregnancies (EUPs), and end gender-based violence (GBV).

The main objectives of the O³ Programme are as follows:

1. Sustained political commitment and support for adolescents and young people's access to CSE and SRH services.
2. Access for young people to CSE programmes that provide knowledge, attitudes, and skills essential for safe behaviours, reduced adolescent pregnancy, and gender equality.
3. Safe, healthy, and more inclusive schools and community environments for young people.
4. Strengthened evidence base on CSE and safer school environments.

In light of the 2030 Sustainable Development Agenda, the O³ Programme, and updated ITGSE, now is a critical time to assess existing and emerging needs in the CSE field among curriculum developers, teachers, teacher educators, and young people for CSE curriculum implementation. The purpose of this assessment was to identify these needs, as well as gaps, in order to inform future efforts to support CSE in the ESA and WCA regions, and use the results to prioritize areas of technical support, as well as develop tailored and contextualized training and technical assistance activities for strengthening CSE curricula and implementation.

Methodology

The assessment methodology consisted of a desk review of resources focused primarily on the ESA and WCA regions in order to inform the development of an assessment questionnaire; the pre-testing and translation of the questionnaire into Portuguese and French; and analysis and documentation of consolidated responses to the questionnaires at the country level based on CSE consultation meetings hosted by UNESCO national programme officers (NPOs) in ESA, including Eswatini, Kenya, Lesotho, Mozambique, Namibia, South Africa, Uganda, Zambia, and Zimbabwe, and WCA, including Cameroon, Côte d'Ivoire, Ghana, Democratic Republic of the Congo (DRC), and Nigeria.

A range of publications and documentation was reviewed to inform key themes and specific questions for the questionnaire development. These were primarily made up of a shortlist of materials provided by the UNESCO ESA and WCA regional offices, as well as additional materials published since 2016 that were identified through online searches (see Appendix A for a list of the materials). A total of 27 materials were reviewed, including reports, reviews, and curriculum materials, addressing CSE implementation, primarily in the ESA and WCA regions.

Key search terms used to identify resources included the regions and specific countries; and CSE and other terms for sexuality education (including sexuality education, sex education, life skills education, health and family life education, SRH education, life planning education, and HIV education). Search terms also included those related to delivery and implementation of CSE, with a focus on teacher training, curriculum development, implementation, and evaluation.

Based on the desk review and with inputs from UNESCO, four core topic areas were identified for the questionnaire to assess technical support needs for CSE curriculum development and implementation (see Appendix B for questionnaire). These topics were: 1) curriculum development (primary, secondary, and tertiary); 2) teacher training curriculum development (pre-service, in-service, and teacher training college or university); 3) teacher training more generally (pre-service, in-service and teacher training college or university); and 4) teaching and learning material (primary, secondary and teacher training).

Under each topic, questions addressing particular areas drawn from the desk review findings were included. The questionnaire included a total of 14 questions. Each core topic area included a mix of rating level of priority, identification and ranking of potential areas of need, along with sections for providing further explanation or additional factors not already included for ranking. A final open-ended question was included at the end of the questionnaire for any additional inputs.

A draft questionnaire was then shared with UNESCO for feedback and revised once prior to pre-testing. The purpose of the pre-test was to make sure that the content addressed in the questionnaire was comprehensive and that questions were logically organized, well worded, and conducive to providing relevant information. The draft questionnaire was then translated into Portuguese and French and distributed to nine of the participating countries' NPOs. The questionnaire was pretested in five countries (Mozambique, Namibia, Nigeria and Zambia and Cameroon), and subsequently amended based on feedback. Changes included consolidating and reducing the number of questions and improving the Portuguese translation.

Once finalized, the NPOs each convened a consultation meeting at national level with curriculum developers, teachers, teacher educators, and young people with curriculum developers, teachers, teacher educators, and young people from their respective countries in order to discuss and provide consolidated inputs to the questionnaire. A total of 14 questionnaires were received in English, French, and Portuguese. The questionnaire results were then analysed and documented to inform future technical support to be provided in the ESA and WCA regions. As recruitment of NPOs for Botswana and Malawi was still in progress at the time the data was being collected, these countries were not able to submit questionnaires.

Limitations of the methodology included variations in the degree to which a diversity of stakeholders could be engaged for the National CSE Consultation Meetings as well as how the consultations were carried out, which depended on resources, capacity, and availability of UNESCO staff and stakeholders at the country level. Given the decentralized nature of how the consultations were held, it is important to note that responses to the questionnaire do not necessarily reflect the same process undertaken at national level. In addition, while the questionnaire sought to impose prioritization of needs through rating and ranking of areas within main topics, in some cases countries included all areas within rankings, rather than selecting the top three only, resulting in more extensive but less prioritized results for some countries as compared with others.

Desk review results

The desk review provided valuable background, context, and information on CSE implementation progress, lessons, and challenges across the ESA and WCA regions, which informed content for the questionnaire. Emerging challenges from the review are summarized across the following three categories: CSE curriculum development; teacher training; and teaching and learning materials.

CSE curriculum development

While there have been significant strides in implementing CSE in the ESA and WCA regions, many countries still face challenges with regard to developing or updating their CSE frameworks and curricula. Findings from a baseline study conducted for ESA and WCA countries by ICF International, Inc. (ICF) together with UNESCO suggest that there is a need to address different scenarios of CSE implementation, whether standalone or integrated into carrier subjects.¹ Furthermore, although many countries are implementing some level of CSE in schools, such as in the ESA region, where CSE is taught in at least 40% of primary and secondary schools, there are gaps in curriculum content. These gaps include lack of content for young children as well as key content for 12-15-year-olds, such as information on human sexuality, sexual behaviour, the right to privacy and to not be harmed, and confidence in discussing and using protection and contraception, among others.^{2,3}

Training of curriculum developers in CSE emerged as another challenging aspect of curriculum development. Even though several countries in the ESA region have reached over 100 curriculum developers with training on how to design effective curricula for reducing risk behaviours among young people, including Botswana, Kenya, Mozambique, and Uganda, other countries in the region report lower numbers. Most countries in WCA are yet to train curriculum developers, apart from Côte d'Ivoire, and a number of countries report a need to enhance the training of curriculum developers in both ESA and WCA.⁴ Specifically, curriculum developers should be knowledgeable about gender, human rights, and health-related issues, as well as how to address these across domains of learning, including knowledge, attitudes, and skills, through participatory methodologies.⁵

Review and pilot testing of CSE curriculum are other challenges that were identified with regard to curriculum development. To date, six countries in ESA (Eswatini, Lesotho, Madagascar, Malawi, Mozambique and Zambia) and two countries in WCA (Ghana and Nigeria) report having approved and adopted revised curricula for primary and secondary school levels and teacher training. Support for curriculum review is clearly needed, including timelines for reviewing curricula and guidance for ways to approach the progression of curriculum updates across education levels.⁶

Additional challenging aspects of curriculum development noted in the literature include aligning the CSE curriculum to the revised ITGSE; grounding the curriculum in gender equality; providing comprehensive, accurate, age-appropriate, and sequenced curriculum content; addressing issues such as gender norms, learner pregnancy, and school-related gender-based violence (SRGBV); including diverse and participatory methodologies; integrating skills development; and fostering youth empowerment.^{7,8,9,10}

Teacher training

As with CSE curriculum development, there has been significant progress in providing more teachers with training on CSE in ESA and WCA over the past several years. For example, in some countries, such as in Zambia and Nigeria, teacher training has been scaled-up over time to reach thousands of teachers,¹¹ and more than 8,000 teachers in ESA and WCA focus countries have received pre-service teacher training in CSE,¹² while at least 42,000 teachers reported to have received in-service training on CSE in ESA.¹³

¹ ICF International. 2018. *Baseline study - Our Rights, Our lives, Our future: Making positive sexual and reproductive health and education outcomes a reality for adolescents and young people in sub-Saharan Africa.*

² UNESCO. 2017. *CSE scale-up in practice. Case studies from Eastern and Southern Africa.*

³ UNESCO, UNFPA, and UNAIDS. 2016. *Fulfilling our promise to young people today: 2013 - 2015 Progress review.*

⁴ UNESCO. 2017. *CSE scale-up in practice. Case studies from Eastern and Southern Africa.*

⁵ UNESCO. 2018. *International Technical Guidance on Sexuality Education: An evidence-informed approach.*

⁶ ICF International. 2018. *Baseline study - Our Rights, Our lives, Our future: Making positive sexual and reproductive health and education outcomes a reality for adolescents and young people in sub-Saharan Africa.*

⁷ Ibid.

⁸ UNESCO. 2017. *CSE scale-up in practice. Case studies from Eastern and Southern Africa.*

⁹ Hospital and Kallon. 2016. *Strengthening education in West and Central Africa by improving leaners' sexual and reproductive health.*

¹⁰ UNESCO. 2015. *Comprehensive sexuality education in teacher training in Eastern and Southern Africa.*

¹¹ UNESCO. 2016. *Strengthening comprehensive sexuality education for young people in school settings in Zambia: A review and documentation of the scale-up process.*

¹² ICF International. 2018. *Baseline study - Our Rights, Our lives, Our future: Making positive sexual and reproductive health and education outcomes a reality for adolescents and young people in sub-Saharan Africa.*

¹³ UNESCO. 2016. *Strengthening comprehensive sexuality education for young people in school settings in Zambia: A review and documentation of the scale-up process.*

Countries nonetheless continue to face significant challenges preparing teachers to deliver CSE. A UNESCO review notes that in seven countries within the WCA region, some of the aspects of CSE that teachers were not trained on included how to face embarrassment when discussing sexuality, how to avoid bias from personal beliefs, and how to avoid pressuring learners to discuss sensitive topics.¹⁴ In a study conducted in Ghana, teachers who had received any training expressed the need for more training in teaching methods and more CSE content, such as on contraception.¹⁵ In ESA, despite large numbers of teachers being trained, one review found that teachers often focused on knowledge rather than skills, and relied on didactic rather than participatory learning methodologies. In a study conducted in Kenya, nearly half of teachers said that they felt unprepared or discomfort answering students' questions and that they needed more information and training on CSE content, especially violence prevention, contraceptive use, and positive living with HIV.¹⁶

Indeed, in both ESA and WCA, there are persistent challenges for teacher preparedness to deliver CSE, including:

- Lack of teacher confidence;
- Insufficient knowledge of CSE content, linkages to services, local laws and policies, and how to foster youth empowerment;
- Difficulties adapting CSE content for delivery within time constraints or for a large class size;
- Personal attitudes and beliefs, which can interfere with delivery of CSE;
- Difficulties with learning assessment;
- Limited or no monitoring of CSE delivery;
- Lack of supervision of CSE teachers for both integrated and stand-alone CSE;^{17, 18, 19, 20, 21}
- Lack of mentorship of teachers and support from master-trainers.^{22, 23, 24}

Another important challenge facing teachers is how to reach out and engage communities, religious leaders, and parents so as to minimize backlash to what is being taught in the classroom and support learners' ability to communicate with parents about sexuality issues. Although countries do report on parent-child communication programmes, often these do not necessarily focus on CSE specifically.²⁵ Parents can feel uncomfortable discussing sexuality with their children, which then becomes a barrier to teachers having the support they need to teach CSE.^{26, 27} In line with more countries working to assess whether schools have an orientation process for parents or guardians on life skills-based HIV and sexuality education, engaging parents is therefore viewed as an increasing priority.

Lastly, how best to provide teacher training is an important question facing countries trying to work within resource limitations and availability of teachers' time to offer online and/or in-person teacher training. Whether online training is sufficient for training on participatory methodologies that address all learning domains is another question raised in the literature.^{28, 29}

¹⁴ UNESCO. 2015b. *Emerging evidence, lessons and practice in comprehensive sexuality education*.
¹⁵ University of Cape Coast and Guttmacher Institute. 2017. *Sexuality education in Ghana: New evidence from three regions*.
¹⁶ African Population and Health Research Center and Guttmacher Institute. 2017. *Sexuality education in Kenya: New evidence from three countries*.
¹⁷ ICF International. 2018. *Baseline study - Our Rights, Our lives, Our future: Making positive sexual and reproductive health and education outcomes a reality for adolescents and young people in sub-Saharan Africa*.
¹⁸ UNESCO. 2017. *CSE scale-up in practice. Case studies from Eastern and Southern Africa*.
¹⁹ UNESCO. 2015. *Comprehensive sexuality education in teacher training in Eastern and Southern Africa*.
²⁰ Restless Development. 2016. *Strengthening access to quality comprehensive sexuality education*.
²¹ UNFPA ESARO. 2016. *How effective is comprehensive sexuality education in preventing HIV?*
²² ICF International. 2018. *Baseline study - Our Rights, Our lives, Our future: Making positive sexual and reproductive health and education outcomes a reality for adolescents and young people in sub-Saharan Africa*.
²³ UNESCO. 2015. *Comprehensive sexuality education in teacher training in Eastern and Southern Africa*.
²⁴ UNESCO, UNFPA, and UNAIDS. 2016. *Fulfilling our promise to young people today: 2013 - 2015 Progress review*.
²⁵ ICF International. 2018. *Baseline study - Our Rights, Our lives, Our future: Making positive sexual and reproductive health and education outcomes a reality for adolescents and young people in sub-Saharan Africa*.
²⁶ UNESCO. 2017. *CSE scale-up in practice. Case studies from Eastern and Southern Africa*.
²⁷ UNFPA ESARO. 2016. *How effective is comprehensive sexuality education in preventing HIV?*
²⁸ ICF International. 2018. *Baseline study - Our Rights, Our lives, Our future: Making positive sexual and reproductive health and education outcomes a reality for adolescents and young people in sub-Saharan Africa*.
²⁹ UNESCO. 2017. *CSE scale-up in practice. Case studies from Eastern and Southern Africa*.



Teaching and learning materials

While some countries have developed teaching and learning materials as part of their efforts to support CSE implementation, many in both ESA and WCA face challenges in developing and/or updating teaching materials. In a study in Kenya, for example, lack of teaching materials was one of three main barriers that teachers identified to implementing CSE,³⁰ while in Ghana, teachers reported that the main barrier to teaching CSE was lack of resources or teaching materials.³¹

Developing materials that are age-appropriate, comprehensive in content, grounded in gender equality, and produced in enough quantity and disseminated to the teachers that need them is another challenge that has been identified. There is also increased interest in producing teaching and learning materials specifically for young people with disabilities.³² In Zambia, for instance, challenges regarding teaching and learning materials include an overall lack of teaching aids, such as charts and posters as well as lesson plans, in addition to materials specifically for learners with special needs. Furthermore, support for planning and development of materials is an important need, including development of materials with local ownership that are grounded in gender equality, that address the full breadth of CSE, and that provide sufficient depth of content for teachers so that they are better equipped to respond to learners' difficult queries.³³

³⁰ African Population and Health Research Center and Guttmacher Institute. 2017. *Sexuality education in Kenya: New evidence from three countries*.

³¹ University of Cape Coast and Guttmacher Institute. 2017. *Sexuality education in Ghana: New evidence from three regions*.

³² UNESCO. 2017. *CSE scale-up in practice. Case studies from Eastern and Southern Africa*.

³³ UNESCO. 2016. *Strengthening comprehensive sexuality education for young people in school settings in Zambia: A review and documentation of the scale-up process*.

Questionnaire results

Countries within ESA and WCA are at varying points in the process of CSE implementation, reflecting a diversity of needs to support CSE implementation, although there are also some cross-cutting themes evident in multiple countries. This section presents the questionnaire results for the technical support needs across four core topic areas: curriculum development; teacher training curriculum development; teacher training more generally; and teaching and learning material. Recommendations for each area are also proposed to inform and guide future development and implementation efforts, with a focus on countries that indicated a high level of need for support, taking into consideration the most commonly identified, top-ranked priorities.

Curriculum development

About half of the countries indicated curriculum development as a high priority at primary and secondary school levels, including Eswatini, Mozambique, Uganda, Zimbabwe, Ghana, and Nigeria. On the other hand, most countries indicated this as a high priority at the tertiary school level, including Eswatini, Lesotho, Namibia, South Africa, Zimbabwe, Cameroon, Côte d'Ivoire, DRC, and Ghana.

The most commonly identified top priority area within curriculum development was training curriculum developers, with other top priorities being developing a national CSE curriculum framework (mostly at the tertiary school level), developing the CSE curriculum, and including diverse and participatory teaching methods within curriculum.

Second to these top priorities, numerous aspects of curriculum development emerged as important for countries, including aligning the CSE curriculum to the revised ITGSE, conducting a CSE curriculum review, providing comprehensive, accurate, age-appropriate and sequenced curriculum content, and addressing gender norms, learner pregnancy, and SRGBV.

Recommendations for curriculum development

Support curriculum development at the primary, secondary and tertiary school levels. Specifically, prioritize technical support for:

- Training of curriculum developers, particularly in Mozambique, Uganda, Zimbabwe, Ghana, and Nigeria for the primary school level; Mozambique, Côte d'Ivoire, Ghana, and Nigeria for the secondary school level; and Lesotho, Namibia, South Africa, Cameroon, and Côte d'Ivoire for the tertiary school level.
- Development of a national CSE curriculum framework in Eswatini at the secondary school level and in Lesotho, South Africa, Cameroon, and DRC at the tertiary school level.

- Development of a CSE curriculum in Uganda and Zimbabwe at the primary and secondary school levels, and in Lesotho, South Africa, Zimbabwe, Cameroon, Côte d'Ivoire, and DRC at the tertiary school level.
- Conducting a CSE curriculum review in Zimbabwe at the primary and secondary school levels, and in Namibia and Côte d'Ivoire at the tertiary school level.
- Pilot testing of a CSE curriculum at the primary school level in Nigeria; at the secondary school level in and Uganda, Ghana, and Nigeria; and at the tertiary school level in Lesotho, Zimbabwe, and Côte d'Ivoire.

In addition, ensure that technical support on curriculum development addresses the following:

- Aligning the CSE curriculum to the revised ITGSE;
- Including diverse and participatory teaching methods within the curriculum;
- Providing comprehensive, accurate, age-appropriate and sequenced curriculum content;
- Addressing gender norms, learner pregnancy, and SRGBV.

Teacher training curriculum

The majority of countries indicated the teacher training curriculum as a high priority across the different types of teacher training, with the exception of Kenya, Lesotho, Mozambique, Zambia, Cameroon, and Nigeria for pre-service curriculum; Uganda, Zambia, and Cameroon for in-service curriculum; and Kenya, Zambia, and Nigeria for teacher training college or university.

Development of a teacher training curriculum was the most commonly identified top priority, followed by alignment of the curriculum to teacher training standards, building knowledge of CSE content and skills in participatory learning methodologies, addressing professional ethics and relevant laws, and outreach to parents.

Second to these top priorities, numerous aspects of teacher curriculum development emerged as important for countries, particularly the need to address attitudinal barriers among teachers to delivering CSE. Other important areas of need noted by countries included grounding curriculum in a gender equality framework, addressing linkages to services, outreach to community and religious leaders, and CSE advocacy.

Table 1: Level of need for technical support for curriculum development by countries for primary, secondary, and tertiary school levels

| CURRICULUM DEVELOPMENT | | |
|-------------------------------------|---------------|---------------|
| Level of need for technical support | | Countries |
| PRIMARY | High | Eswatini |
| | | Mozambique |
| | | Uganda |
| | | Zimbabwe |
| | | Ghana |
| | | Nigeria |
| | Moderate | Lesotho |
| | | Namibia |
| | | South Africa |
| | | Cameroon |
| | Low | Kenya |
| | | Zambia |
| Côte d'Ivoire | | |
| DRC | | |
| SECONDARY | High | Eswatini |
| | | Mozambique |
| | | Uganda |
| | | Zimbabwe |
| | | Ghana |
| | | Nigeria |
| | Moderate | Kenya |
| | | Lesotho |
| | | Namibia |
| | | Cameroon |
| | Côte d'Ivoire | |
| | Low | South Africa |
| Zambia | | |
| DRC | | |
| TERTIARY | High | Eswatini |
| | | Lesotho |
| | | Namibia |
| | | South Africa |
| | | Zimbabwe |
| | | Cameroon |
| | | Côte d'Ivoire |
| | | DRC |
| | | Ghana |
| | Moderate | Mozambique |
| | | Uganda |
| | | Nigeria |
| Low | Zambia | |

Table 2: Recommendations for technical support on curriculum development for levels of schooling by country

| COUNTRY | LEVEL | Training curriculum developers | Development of a national CSE curriculum framework | Development of a CSE curriculum | Conducting a CSE curriculum review | Pilot testing of CSE curriculum |
|---------------|-----------|--------------------------------|--|---------------------------------|------------------------------------|---------------------------------|
| Eswatini | Primary | | | | | |
| | Secondary | | X | | | |
| | Tertiary | | | | | |
| Kenya | Primary | | | | | |
| | Secondary | | | | | |
| | Tertiary | | | | | |
| Lesotho | Primary | | | | | |
| | Secondary | | | | | |
| | Tertiary | X | X | X | | X |
| Mozambique | Primary | X | | | | |
| | Secondary | X | | | | |
| | Tertiary | | | | | |
| Namibia | Primary | | | | | |
| | Secondary | | | | | |
| | Tertiary | X | | | X | |
| South Africa | Primary | | | | | |
| | Secondary | | | | | |
| | Tertiary | X | X | X | | |
| Uganda | Primary | X | | X | | |
| | Secondary | | | X | | X |
| | Tertiary | | | | | |
| Zambia | Primary | | | | | |
| | Secondary | | | | | |
| | Tertiary | | | | | |
| Zimbabwe | Primary | X | | X | X | |
| | Secondary | | | X | X | |
| | Tertiary | | | X | | X |
| Cameroon | Primary | | | | | |
| | Secondary | | | | | |
| | Tertiary | X | | X | | |
| Cote d'Ivoire | Primary | | | | | |
| | Secondary | | | | | |
| | Tertiary | X | | X | X | X |
| DRC | Primary | | | | | |
| | Secondary | | | | | |
| | Tertiary | | X | X | | |
| Ghana | Primary | | | | | |
| | Secondary | X | | | | X |
| | Tertiary | X | | | | |
| Nigeria | Primary | X | | | | X |
| | Secondary | X | | | | X |
| | Tertiary | | | | | |

Table 3: Level of need for technical support for teacher training curriculum development by countries for pre-service, in-service, and teacher training college or university

| TEACHER TRAINING CURRICULUM | | |
|--|----------|---------------|
| Level of need for technical support | | Countries |
| PRE-SERVICE | High | Eswatini |
| | | Lesotho |
| | | Namibia |
| | | South Africa |
| | | Uganda |
| | | Zimbabwe |
| | | Côte d'Ivoire |
| | | DRC |
| | Moderate | Ghana |
| | | Kenya |
| | | Lesotho |
| | | Mozambique |
| Low | Nigeria | |
| | Zambia | |
| | Cameroon | |
| | | |
| IN-SERVICE | High | Eswatini |
| | | Kenya |
| | | Lesotho |
| | | Mozambique |
| | | Namibia |
| | | South Africa |
| | | Zimbabwe |
| | | Côte d'Ivoire |
| | | DRC |
| | | Ghana |
| | | Nigeria |
| | Moderate | Uganda |
| | | Zambia |
| | | Cameroon |
| | Low | - |
| | | |
| | | |
| | | |
| TEACHER TRAINING COLLEGE OR UNIVERSITY | High | Eswatini |
| | | Mozambique |
| | | Namibia |
| | | South Africa |
| | | Uganda |
| | | Zimbabwe |
| | | Cameroon |
| | | Côte d'Ivoire |
| | | DRC |
| | | Ghana |
| | | Moderate |
| | Zambia | |
| | Nigeria | |
| | Low | - |
| | | |

Recommendations for teacher training curriculum development

Support countries around teacher training curriculum development. Specifically, prioritize technical support for:

- Development of a pre-service teacher training curriculum in Lesotho, South Africa, Uganda, Zimbabwe, and Côte d'Ivoire.
- Development of an in-service teacher training curriculum in Lesotho, Mozambique, South Africa, Côte d'Ivoire, and Nigeria, and a teacher training college or university curriculum in Mozambique, South Africa, Uganda, Zimbabwe, Cameroon, Côte d'Ivoire, and Ghana.
- Aligning the pre-service curriculum to teacher training standards in Lesotho, Namibia, South Africa, Uganda, and Côte d'Ivoire; the in-service curriculum to teacher training standards in Mozambique, Namibia, South Africa, and Côte d'Ivoire; and the teacher training college or university curriculum to teacher training standards in Mozambique, Namibia, South Africa, Uganda, Cameroon, Côte d'Ivoire, and Ghana.
- Ensuring that participatory learning methodologies are addressed within the curriculum.
- Ensuring that CSE content is fully-covered within the curriculum.
- Addressing professional ethics and relevant laws and policies impacting students, including learner pregnancy and readmission, reporting of violence/sexual abuse, and age of consent for access to services.

In addition, ensure that technical support on teacher training curriculum development addresses the following:

- Attitudinal barriers to CSE delivery among teachers;
- Outreach to parents;
- Outreach to community and religious leaders;
- Assessment of learning and skills;
- Grounding in a gender equality framework;
- Linkages to services.

Teacher training

Most countries also indicated teacher training as a high priority across the different types of teacher training, with the exception of Kenya, Ghana, Mozambique and Zambia for pre-service teacher training; South Africa, Zambia, and Uganda for in-service teacher training; and Kenya, Zambia, and Ghana for teacher training college or university.

The most commonly identified top priority area within teacher training was development of a standard package of CSE teacher training, particularly for in-service teacher training, followed by the development and institutionalization of a standard course on CSE for pre-service teacher training. Supporting teachers in addressing gender norms, pregnancy, and SRGBV were also noted as top priorities by several countries.

Second to these top priorities, numerous aspects of teacher training emerged as important for countries, particularly addressing attitudinal barriers among teachers to CSE delivery, providing mentorship and support for trained teachers, and monitoring and supervision of CSE delivery.

Lastly, in terms of preferences with regard to in-person or online teacher training, about an equal number of countries noting recommendations for pre-service teacher training identified in-person or a mix of in-person and online training as their preference, with two countries recommending online training. For in-service teacher training, most countries expressed a preference for in-person training for a number of reasons, such as ability to receive immediate feedback, practice teaching, and contextualize CSE within the local setting. Some countries also noted barriers to online training, including limited access to the internet and insufficient computer literacy among teachers. Meanwhile, four countries noted a preference for a mix of both in-person and online training.

Recommendations for teacher training

Support countries with pre-service teacher training, in-service teacher training, and teacher training college or university teacher training. Specifically, prioritize technical support for:

- Development and institutionalization of a standard course on CSE for teacher training (pre-service) in Eswatini, Lesotho, South Africa, Uganda, Zimbabwe, Cameroon, and Côte d'Ivoire.
- Development of a standard package for in-service CSE teacher training in Kenya, Lesotho, Mozambique, Cameroon, Côte d'Ivoire, Ghana, and Nigeria.
- Development of teacher training standards for both pre- and in-service teacher training in Eswatini and Côte d'Ivoire; for pre-service teacher training in Uganda; and for teacher training colleges or universities in Eswatini, Uganda, Cameroon, and Côte d'Ivoire.

In addition, ensure that technical support on teacher training addresses the following:

- Gender norms, learner pregnancy, and SRGBV;
- CSE pedagogy (participatory teaching methods);
- Mentorship and support to trained teachers;
- Attitudinal barriers to delivering CSE among teachers;
- Monitoring and supervision of CSE delivery.

Table 4: Recommendations for technical support on teacher training curriculum development for types of teacher training by country

| COUNTRY | LEVEL | Development of teacher training curriculum | Aligning curriculum to teacher training standards |
|---------------|--|--|---|
| Eswatini | Pre-service | | |
| | In-service | | |
| | Teacher training college or university | | |
| Kenya | Pre-service | | |
| | In-service | | |
| | Teacher training college or university | | |
| Lesotho | Pre-service | X | X |
| | In-service | X | |
| | Teacher training college or university | | |
| Mozambique | Pre-service | | |
| | In-service | X | |
| | Teacher training college or university | X | |
| Namibia | Pre-service | | X |
| | In-service | | X |
| | Teacher training college or university | | X |
| South Africa | Pre-service | X | X |
| | In-service | X | X |
| | Teacher training college or university | X | |
| Uganda | Pre-service | X | X |
| | In-service | | |
| | Teacher training college or university | X | X |
| Zambia | Pre-service | | |
| | In-service | | |
| | Teacher training college or university | | |
| Zimbabwe | Pre-service | X | |
| | In-service | | |
| | Teacher training college or university | X | |
| Cameroon | Pre-service | | |
| | In-service | | |
| | Teacher training college or university | X | X |
| Cote d'Ivoire | Pre-service | X | X |
| | In-service | X | X |
| | Teacher training college or university | X | X |
| DRC | Pre-service | | |
| | In-service | | |
| | Teacher training college or university | | |
| Ghana | Pre-service | | |
| | In-service | | |
| | Teacher training college or university | X | X |
| Nigeria | Pre-service | | |
| | In-service | X | |
| | Teacher training college or university | | |

Table 5: Level of need for technical support for teacher training by countries for pre-service, in-service, and teacher training colleges or university

| TEACHER TRAINING | | |
|--|---------------|---------------|
| Level of need for technical support | | Countries |
| PRE-SERVICE | High | Eswatini |
| | | Lesotho |
| | | Namibia |
| | Moderate | Uganda |
| | | South Africa |
| | | Zimbabwe |
| | | Cameroon |
| | | Côte d'Ivoire |
| | | DRC |
| | | Low |
| Mozambique | | |
| Ghana | | |
| IN-SERVICE | High | Zambia |
| | | Eswatini |
| | | Kenya |
| | | Lesotho |
| | | Mozambique |
| | | Namibia |
| | | Zimbabwe |
| | | Cameroon |
| | | DRC |
| | | Ghana |
| Nigeria | | |
| Moderate | Uganda | |
| | South Africa | |
| | Zambia | |
| Low | - | |
| TEACHER TRAINING COLLEGE OR UNIVERSITY | High | Eswatini |
| | | Mozambique |
| | | Namibia |
| | | Uganda |
| | | South Africa |
| | | Zimbabwe |
| | | Cameroon |
| | Côte d'Ivoire | |
| | DRC | |
| | Moderate | Kenya |
| | | Zambia |
| | | Ghana |
| | Low | - |

Table 6: Recommendations for technical support on teacher training more generally for types of teacher training by country

| COUNTRY | LEVEL | Development and institutionalization of a standard course on CSE for pre-service teacher training | Development of a standard package for CSE teacher training in-service | Development of teacher training standards |
|---------------|--|---|---|---|
| Eswatini | Pre-service | X | | X |
| | In-service | | | X |
| | Teacher training college or university | | | X |
| Kenya | Pre-service | | | |
| | In-service | | X | |
| | Teacher training college or university | | | |
| Lesotho | Pre-service | X | | |
| | In-service | | X | |
| | Teacher training college or university | | | |
| Mozambique | Pre-service | | | |
| | In-service | | X | |
| | Teacher training college or university | | | |
| Namibia | Pre-service | | | |
| | In-service | | | |
| | Teacher training college or university | | | |
| South Africa | Pre-service | X | | |
| | In-service | | | |
| | Teacher training college or university | | | |
| Uganda | Pre-service | | | |
| | In-service | | | |
| | Teacher training college or university | | | |
| Zambia | Pre-service | | | |
| | In-service | | | |
| | Teacher training college or university | | | |
| Zimbabwe | Pre-service | | | |
| | In-service | | | |
| | Teacher training college or university | | | |
| Cameroon | Pre-service | X | | |
| | In-service | | X | |
| | Teacher training college or university | | | X |
| Cote d'Ivoire | Pre-service | X | | X |
| | In-service | | X | X |
| | Teacher training college or university | | | X |
| DRC | Pre-service | | | |
| | In-service | | | |
| | Teacher training college or university | | | |
| Ghana | Pre-service | | | |
| | In-service | | X | |
| | Teacher training college or university | | | |
| Nigeria | Pre-service | | | |
| | In-service | | X | |
| | Teacher training college or university | | | |

Teaching and learning materials

The majority of countries indicated teaching and learning materials as a high priority across primary and secondary school and teacher training, with the exception of Eswatini, Mozambique and Zambia for primary schools; Mozambique, South Africa and Zambia for secondary schools; and Kenya, Mozambique, Uganda and Zambia for teacher training.

The two most identified top priorities for teaching and learning materials included developing learners' books and developing materials for young people with disabilities, followed by developing teachers' books. Developing audio-visual materials, adapting lesson plans for particular needs related to the classroom and schedule, and developing or adapting lesson plans for integrated or infused CSE were also noted as top priorities by several countries. Second to these top priorities, other teaching and learning material support needs included production and dissemination of materials and grounding content of materials in gender equality.

Recommendations for teaching and learning materials

Support teaching and learning materials development for primary school, secondary school, and teacher training. Specifically, prioritize technical support for:

- Development of materials for learners with disabilities for primary school in Kenya, Lesotho, Namibia, South Africa, Uganda, Zimbabwe, Côte d'Ivoire, and Ghana; for secondary school in Kenya, Lesotho, Namibia, Uganda, Zimbabwe, Côte d'Ivoire, and Ghana; and for teacher training in Lesotho, Namibia, South Africa, Zimbabwe, Côte d'Ivoire, and Ghana.
- Development of learners' books for primary school in Uganda, Zimbabwe, Côte d'Ivoire, and Nigeria; for secondary school in Uganda, Zimbabwe, Côte d'Ivoire, and DRC; and for teacher training in South Africa, Côte d'Ivoire, and DRC.
- Development of teachers' books for primary school in Uganda, Zimbabwe, and Nigeria; for secondary school in Uganda, Zimbabwe, Cameroon, and Côte d'Ivoire; and teacher training in South Africa and Côte d'Ivoire.

In addition, ensure that technical support on teaching and learning materials addresses the following:

- Development of audio-visual materials;
- Adapting lesson plans for particular needs related to the classroom schedule, such as large classroom size, time available, or physical space;
- Developing or adapting lesson plans for integrated or infused CSE;
- Grounding content of materials in gender equality.



Table 7: Level of need for technical support for teaching and learning materials by countries for primary and secondary school levels and teacher training

| TEACHING AND LEARNING MATERIALS | | |
|-------------------------------------|------------|---------------|
| Level of need for technical support | | Countries |
| PRIMARY | High | Eswatini |
| | | Kenya |
| | | Lesotho |
| | | Namibia |
| | | Uganda |
| | | South Africa |
| | | Zimbabwe |
| | | Cameroon |
| | | Côte d'Ivoire |
| | | DRC |
| | Ghana | |
| | Nigeria | |
| Moderate | Eswatini | |
| | Mozambique | |
| | Zambia | |
| Low | - | |
| SECONDARY | High | Kenya |
| | | Lesotho |
| | | Namibia |
| | | Uganda |
| | | Cameroon |
| | | Côte d'Ivoire |
| | | DRC |
| | | Ghana |
| | Moderate | Mozambique |
| | | Zambia |
| | | Zimbabwe |
| | Low | South Africa |
| TEACHER TRAINING | High | Lesotho |
| | | Namibia |
| | | South Africa |
| | | Zimbabwe |
| | | Cameroon |
| | | Côte d'Ivoire |
| | | DRC |
| | | Ghana |
| | Moderate | Kenya |
| | | Mozambique |
| | | Uganda |
| | | Zambia |
| Low | - | |

Table 8: Recommendations for technical support on teaching and learning materials for levels/types of schooling by country

| COUNTRY | LEVEL | Development of materials for learners with disabilities | Development of learners' books | Development of teachers' books |
|---------------|------------------|---|--------------------------------|--------------------------------|
| Eswatini | Primary | | | |
| | Secondary | | | |
| | Teacher training | | | |
| Kenya | Primary | X | | |
| | Secondary | X | | |
| | Teacher training | X | | |
| Lesotho | Primary | X | | |
| | Secondary | X | | |
| | Teacher training | X | | |
| Mozambique | Primary | | | |
| | Secondary | | | |
| | Teacher training | | | |
| Namibia | Primary | X | | |
| | Secondary | X | | |
| | Teacher training | X | | |
| South Africa | Primary | X | | |
| | Secondary | | | |
| | Teacher training | X | X | X |
| Uganda | Primary | X | X | X |
| | Secondary | X | X | X |
| | Teacher training | | | |
| Zambia | Primary | | | |
| | Secondary | | | |
| | Teacher training | | | |
| Zimbabwe | Primary | X | X | |
| | Secondary | X | X | |
| | Teacher training | X | | |
| Cameroon | Primary | X | | X |
| | Secondary | | | X |
| | Teacher training | | | |
| Cote d'Ivoire | Primary | X | X | X |
| | Secondary | X | X | X |
| | Teacher training | X | X | X |
| DRC | Primary | X | | |
| | Secondary | | | X |
| | Teacher training | | | X |
| Ghana | Primary | X | | |
| | Secondary | X | | |
| | Teacher training | X | | |
| Nigeria | Primary | X | X | X |
| | Secondary | | | |
| | Teacher training | | | |

Country results

This section summarizes the consolidated questionnaire results covering the four core topic areas by country.

Eastern and Southern Africa

Eswatini

A total of 12 stakeholders, including policy-makers, teacher educators, CSO representatives, school inspectors, secondary and tertiary school teachers, curriculum developers, and teacher trainers participated in the Eswatini CSE consultation through telephone interviews, online exchanges, and in-person interviews.

Curriculum development

Respondents ranked the need for technical support for curriculum development as high at all levels (primary, secondary, and tertiary). Developing a national CSE framework was noted as the top priority for the secondary school curriculum, followed by including diverse teaching methods in the curriculum and providing comprehensive, accurate, age-appropriate and sequenced curriculum content at all levels.

Teacher training curriculum development

Again, respondents ranked the level of need for technical support as high for all types of teacher training curriculum development. With regard to specific areas of technical support needs for the pre-service, in-service, and teacher training college or university curricula, knowledge of CSE content was rated as most important, followed by skills in participatory learning methodologies, professional ethics and relevant laws and policies, and outreach to parents.

Teacher training

Likewise, respondents ranked the level of need for technical support as high for all areas of teacher training. Development of teacher training standards was ranked as the most important area, followed by development and institutionalization of a standard course on CSE and values clarification within teacher training. CSE pedagogy that includes participatory learning methodologies for pre-service and teacher training college or university was also noted as important, as was in-person training for both in- and pre-service teacher training, while continuing to strengthen online in-service teacher training as well.

Teaching and learning materials

In terms of teaching and learning materials, respondents noted the level of need for technical support as moderate for primary school, identifying developing or adapting lesson plans for integrated or infused CSE as the main priority, followed by grounding content of materials in gender equality and providing content that is age-appropriate, the latter of which was also noted as important at the secondary school level.

Kenya

A total of 15 stakeholders, including policy-makers, teacher educators, civil society representatives, school inspectors, primary school teachers, curriculum developers, and teacher trainers, among others, participated in the CSE consultation in Kenya through an in-person meeting as well as individual responses that were integrated into a consolidated response.

Curriculum development

Respondents identified the need for technical support on curriculum development as moderate at the primary and secondary school levels. When ranking areas of technical support needs for both primary and secondary school, developing the curriculum, and particularly support with integration of CSE, was noted as the most important priority, followed by conducting a review of the curriculum and training curriculum developers and implementers.

Teacher training curriculum development

The level of need for technical support for the teacher training curriculum development was ranked as moderate for pre-service, but high for in-service. Respondents noted that the latter needs to complement the ongoing competency-based curriculum training, which has reached teachers through Grade 4 as part of the curriculum reform process that is currently underway. With regard to specific areas of technical support needs for teacher training curriculum development, linkages to services was noted as the top priority, followed by addressing attitudinal barriers among teachers and advocacy for in-service, pre-service and teacher training college or university.

Teacher training

In terms of teacher training more generally, respondents ranked the level of need for technical support as high for in-service teacher training and moderate for pre-service and teacher training college or university. Development of a standard package for in-service teacher training was ranked as the most important area of technical support, followed by monitoring and supervision for in-service and teacher training college and university. Understanding of legal and professional ethics for in-service teacher training was also noted as important. Online training was recommended for pre-service, while online or a mixed approach of online and in-person training was recommended for pre-service teacher training.

Teaching and learning materials

Respondents ranked the level of need for technical support as high for primary and secondary school materials, but moderate for teacher training materials. The opportunity to develop supplementary materials given the ongoing reform process was noted, as well as that such materials are important for comprehension and retention at the primary and secondary school levels. Developing audio-visual materials was ranked as most important, followed by developing materials for young people with disabilities, and charts and other teaching and learning aids for primary and secondary school and teacher training.

Lesotho

A total of eight stakeholders, including curriculum developers, civil society representatives, school inspectors, and UN agency staff participated in the CSE consultation in Lesotho through an in-person meeting.

Curriculum development

Respondents ranked the need for technical support for curriculum development as high at the tertiary level, but moderate for primary and secondary levels. At the tertiary level, training of curriculum developers was ranked most important, followed by developing a national CSE curriculum framework, developing a curriculum with comprehensive, accurate, age-appropriate and sequenced curriculum content, and pilot testing of the CSE curriculum. At the primary school level, assessment of learning was ranked as the most important need for technical support, followed by CSE curriculum review and providing comprehensive, accurate age-appropriate and sequenced content. At the secondary school level, learning assessment was noted as the most important need for technical support in addition to CSE curriculum development grounded in gender equality for Grades 11 and 12, followed by providing comprehensive, accurate age-appropriate and sequenced content and training of curriculum developers.

Teacher training curriculum development

The level of need for technical support for teacher training curriculum development was ranked as high for in-service in particular, noting that there is no standardized training curriculum. The level of need for pre-service teacher training curriculum was ranked as both moderate and high, noting that such curriculum is developed and being implemented. With regard to specific areas of need, development of a curriculum was noted as most important, followed by knowledge of CSE content, skills in participatory methodologies, professional ethics and relevant laws and policies. Addressing attitudinal barriers, assessment of learning, outreach to community and religious leaders, and CSE advocacy were also areas of priority. For pre-service training curriculum development, development of a curriculum and alignment of curriculum to teacher training standards were ranked as most important, followed by knowledge of CSE content, skills in participatory methodologies, professional ethics and relevant laws and policies, addressing attitudinal barriers, and assessment of learning and skills.

Teacher training

Respondents ranked the level of need for technical support as high for both pre- and in-service teacher training. Ranking areas of technical support needs for pre-service teacher training, CSE pedagogy, including participatory methods, and addressing attitudinal barriers were most important, followed by assessment of learning and development and institutionalization of a standard course on CSE. For in-service teacher training, development of a standard package for CSE teacher training was ranked as most important, followed by mentorship and support for trained teachers and monitoring and supervision of CSE delivery.

CSE pedagogy and addressing attitudinal barriers were also top priorities. Lastly, in-person training was recommended for both in-service and pre-service teacher training, given the limited computer literacy among teachers and extra costs related to providing computer training, in addition to securing a venue and renting computers.

Teaching and learning materials

Respondents ranked the need for technical support for teaching and learning materials as high at all levels (primary, secondary, and teacher training). Developing materials for young people with disabilities was ranked as most important at all levels as well. Developing or adapting lesson plans for integrated or infused CSE was the top priority at the secondary school level, followed by developing lesson plans and updating learners' books. Likewise, developing or adapting lesson plans for integrated or infused CSE was ranked second most important for primary school, followed by updating learners' books.

Mozambique

A total of 16 stakeholders, including policy-makers, teacher educators, civil society representatives, secondary school teachers, curriculum developers, and UN agency staff participated in the CSE consultation in Mozambique through an in-person meeting.

Curriculum development

At primary and secondary levels, the need for technical support on curriculum development was ranked as high, but as moderate at the tertiary level. Respondents noted that CSE indicators at the national level are not very strong and that at primary and secondary school levels, there is low technical knowledge of CSE among curriculum developers, with a need for greater attention to socio-cultural diversity in curriculum development. Updating the CSE curriculum was noted as the top priority area of technical support for both primary and secondary school, followed by alignment of the CSE curriculum to the updated ITGSE and training of curriculum developers.

Teacher training curriculum development

Respondents ranked the level of need for technical support as moderate for pre-service teacher training curriculum and high for both in-service and teacher training college or university curricula. Respondents noted that there is no specific manual for in-service teacher training and that most teacher training colleges and university training does not include CSE. Development of a teacher training curriculum was identified as the top priority for teacher training college or university as well as pre-service, followed by addressing attitudinal barriers among teachers for CSE delivery across all training curriculum development. Addressing how to outreach to community and religious leaders was also noted as important.

Teacher training

In terms of teacher training more generally, respondents also ranked the level of need for technical support as moderate for pre-service teacher training and high for both in-service and teacher training college or university. Respondents noted that most in-service teachers have not received CSE training, nor have students in teacher training colleges or university. Development and institutionalization of a standard course on CSE was ranked as the most important area of technical support for pre-service and teacher training colleges or university, followed by addressing attitudinal barriers among teachers for all types of teacher training, and development of a standard package for in-service CSE teacher training. Lastly, in-person training was recommended for pre-service teacher training, while online training was recommended for in-service given teachers' schedules and availability.

Teaching and learning materials

The level of need for technical support for teaching and learning materials was ranked as moderate for primary and secondary school as well as teacher training, but a need for strengthening of skills for development of CSE materials was noted. Updating learners' books was ranked as most important, followed by development of materials for young people with disabilities, and development of teachers' books for primary and secondary schools and teacher training.

Namibia

A total of 23 stakeholders, including teacher educators, primary and secondary school teachers, curriculum developers, teacher trainers, and learners participated in the CSE consultation in Namibia through an in-person meeting.

Curriculum development

Respondents ranked the need for technical support on curriculum development as high at the tertiary school level and moderate for primary and secondary school levels. They noted the need to train curriculum developers for tertiary school curriculum development and for the next review of the curriculum at the primary and secondary school levels. The need to support school-based monitoring and support for CSE delivery at both primary and secondary school levels was also noted. Training curriculum developers was noted as the top priority areas of technical support for all levels, followed by conducting a CSE curriculum review and grounding the curriculum in gender equality.

Teacher training curriculum development

The level of need for technical support was ranked as high for all types of teacher training curriculum as well, including pre-service, in-service, and teacher training college or university. Respondents noted the importance of teacher training and the challenge of teacher mobility as most life skills teachers are contracted and find themselves without opportunity for professional growth, resulting in a constant need for in-service teacher training. Outreach to parents and community and religious leaders was noted as the most important priority, followed by alignment of the curriculum to teacher training standards, professional ethics and laws, and addressing attitudinal barriers to CSE delivery.

Teacher training

The level of need for technical support was likewise ranked as high for all types of teacher training. Priority areas noted were supporting teachers to address gender norms, learner pregnancy, and SRGBV, along with mentorship and support for pre-service and in-service teachers, and the development and institutionalization of a standard course on CSE for teacher training college or university. Outreach to parents was again identified as important for all types of teacher training. Lastly, a combination of in-person and online training was recommended for both pre-service and in-service teacher training, whereby online training complements the in-person training, which was noted as important to build trust, share experiences, and connect participants with each other.

Teaching and learning materials

In terms of teaching and learning materials, respondents noted the level of need for technical support as high for all levels, including primary and secondary school and teacher training. The need to obtain available textbooks as well as other teaching and learning materials at the primary and secondary school levels was highlighted, as was the need for support to develop educator and student teachers' books. Developing audio-visual materials was ranked as most important, followed by development of materials for young people with disabilities and charts and other teaching and learning aids for primary and secondary school and teacher training.

South Africa

A total of 10 stakeholders, including policy-makers, curriculum developers, teacher trainers, and chief education specialists participated in the CSE consultation in South Africa through an in-person meeting.

Curriculum development

The need for technical support for curriculum development was ranked as high for tertiary school, moderate for primary school, and low for secondary school. Respondents noted that there are already lesson plans for secondary school and some for primary school, except Grade R to Grade 3, and that there is no current CSE curriculum at the tertiary school level. Ranking areas of technical support needs at the tertiary school level, developing a national CSE curriculum framework and curriculum along with use of diverse and participatory teaching methodologies were noted as top priorities. Addressing gender norms, learner pregnancy, and SRGBV, as well as training curriculum developers were ranked second most important, followed by fostering youth empowerment through the curriculum.

Teacher training curriculum development

Respondents ranked the level of need for technical support as high for pre-service and in-service teacher training curricula as well as for the training college or university curriculum. They noted that there is no pre-service CSE training curriculum, and that there is only training on scripted lesson plans and the UNESCO online training, but nothing country specific or accredited for in-service. There is no CSE curriculum in teacher training colleges or university either. Development of a teacher training curriculum, knowledge of CSE content, and skills in participatory learning methodologies were noted as priorities for all types of teacher training curriculum.

In addition, linkages to services, addressing attitudinal barriers among teachers, and assessment of learning and skills among learners were also noted as top priorities for both in- and pre-service teacher training curricula. Applying a gender equality framework was ranked as a second priority across all types of teacher training curricula, while addressing outreach to parents, community, and religious leaders were ranked second in importance, along with CSE advocacy. Lastly, alignment of the curriculum to teacher training standards and addressing professional ethics and relevant laws and policies were ranked third in importance for support across all types of teacher training curriculum.

Teacher training

In terms of teacher training more generally, respondents ranked the level of need for technical support as high for pre-service teacher training and teacher training college or university, and moderate for in-service teacher training. Respondents noted that there is no training on CSE at pre-service or teacher training college or university level, although there is in-service teacher training. This, however, requires some updating and scaling-up. Development and institutionalization of a standard course on CSE for pre-service and a standard package for CSE teacher training for in-service and teacher training college and university were ranked as most important areas for technical support, followed by monitoring and supervision of CSE delivery for all types of teacher training, and mentorship and support to trained teachers for pre-service and in-service. Addressing attitudinal barriers among teachers was ranked as third most important across all types of teacher training as well as CSE advocacy support for teachers for both pre- and in-service teacher training.

Teaching and learning materials

In terms of teaching and learning materials, the level of need for technical support was ranked as low for secondary school, where scripted lesson plans are already developed, and high for primary school and teacher training. Respondents noted a need for materials for Grade R to Grade 3 at the primary school level, and that there are no materials for teacher training. Developing materials for young people with disabilities was ranked as most important for primary and secondary school and teacher training, as was developing learners' books and teachers' books for teacher training. Developing and updating audio-visual materials, adapting lesson plans for local needs, and planning for materials dissemination were ranked as second most important across all areas, as well as developing charts and other teaching and learning aids at the primary and secondary school levels. Lastly, support on developing and producing materials was ranked as the third most important area of need for primary and secondary school and teacher training.

Uganda

A total of 20 stakeholders, including policy-makers, teacher educators, civil society representatives, primary school teachers, curriculum developers, teacher trainers, and learners participated in the CSE consultation in Uganda through an in-person meeting.

Curriculum development

Respondents ranked the need for technical support for curriculum development as high at primary and secondary school levels, and moderate at the tertiary school level. They noted that at the primary school level, there is no systematic CSE content, with some aspects being taught, but inconsistently. However, the lower secondary school curriculum is being reformed. At the primary school level, developing the CSE curriculum, addressing gender norms, learner pregnancy, and SRGBV, and the inclusion of diverse and participatory teaching methods were ranked as most important. Second to these priorities were providing comprehensive, accurate, age-appropriate and sequenced curriculum content and assessment of knowledge, skills and attitudes, followed by training of curriculum developers. At the secondary school level, pilot testing the CSE curriculum, fostering youth empowerment, and assessment of knowledge, attitudes and skills were ranked as most important. Developing the CSE curriculum, addressing gender norms, learner pregnancy, and SRGBV together with the inclusion of diverse and participatory teaching methods were ranked as second most important, followed by aligning the CSE curriculum to the revised ITGSE and providing comprehensive, accurate, age-appropriate and sequenced curriculum content.

Teacher training curriculum development

In terms of teacher training curriculum development, the level of need for technical support was ranked as high for pre-service and teacher training college or university and moderate for in-service teacher training. Respondents noted how integration of CSE in pre-service and teacher training college or university curriculum is most feasible and critical to ensuring that teachers have the necessary competencies, while in-service teacher training can be challenging as teachers are less likely to embrace new content and are often less available. For pre-service teacher training level, alignment of the curriculum to teacher training standards, professional ethics and relevant laws and policies, and assessment of learning and skills were noted as the most important aspects. Adolescent development and human sexuality, a gender equality framework, skills in participatory learning methodologies, linkages to services, addressing attitudinal barriers of teachers, outreach to community and religious leaders, and CSE advocacy were noted as second most important. Lastly, development of a teacher training curriculum, knowledge of CSE content, and outreach to parents were noted as the third most important areas of need. For teacher colleges or university level, alignment of curriculum to teacher training standards, a gender equality framework, professional ethics and laws, and linkages to services were ranked as most important. Skills in participatory learning methodologies, addressing attitudinal barriers for teachers, and assessment of learning and skills were noted as second most important. Lastly, development of teacher training curriculum and outreach to parents, community, and religious leaders were noted as the third most important areas of need.

Teacher training

In terms of teacher training more generally, respondents ranked the level of need for technical support as high for pre-service and teacher training college or university, and moderate for in-service teacher training. Respondents again noted the facility to integrate new content and pedagogies at the pre-service and teacher training college or university levels versus in-service, for which there is usually no standard training.



For pre-service teacher training, CSE pedagogy, values clarification, grounding teacher training in gender equality, supporting teachers to address gender norms, learner pregnancy, and SRGBV as well as assessment of learning, outreach to parents, and CSE advocacy support for teachers were all noted as most important. Development of teacher training standards, development and institutionalization of a standard course on CSE, development of a standard package for teacher training, mentorship and support to trained teachers, ensuring understanding of legal and professional ethics, addressing attitudinal barriers, and monitoring and supervision of CSE delivery were all noted as second most important. For teacher colleges or university training, development of teacher training standards, development and institutionalization of a standard course on CSE, mentorship and support to trained teachers, and ensuring understanding of legal and professional ethics were noted as most important. CSE pedagogy and grounding teacher training and support in gender equality were noted as second most important. Lastly, development of a standard package for CSE teacher training, addressing attitudinal barriers, supporting teachers to address gender norms, learner pregnancy, and SRGBV, and CSE advocacy support for teachers were noted as the third most important areas of need. Lastly, for both in-service and pre-service teacher training, in-person training was recommended because of limited internet access and computer literacy, as well as limited availability (in the case of in-service teachers except during holidays).

Teaching and learning materials

The level of need for technical support with regard to teaching and learning materials was ranked as high for primary and secondary school, and moderate for teacher training. Respondents noted that learners need concrete objects to enhance learning at the primary school level, and materials to reinforce learning at the secondary school level. For primary school, developing and updating audio-visual materials, grounding content in gender equality, and providing age-appropriate content were noted as most important. The following areas of need were ranked as second most important: developing charts and other teaching and learning aids, developing and updating learners' and teachers' books and materials for young people with disabilities, developing and updating lesson plans, adapting lesson plans for particular needs, developing or adapting lesson plans for integrated or infused CSE, planning and producing materials, and providing comprehensive content. Planning of materials dissemination was noted as the third most important area of need. For secondary school, the following were noted as most important: developing charts and other teaching and learning aids, developing and updating learners' and teachers' books and materials for young people with disabilities, developing and updating lesson plans, adapting lesson plans for particular needs, developing or adapting lesson plans for integrated or infused CSE, planning and producing materials, and providing comprehensive content. The following areas of need were ranked as second most important: developing and updating audio-visual materials, planning of materials dissemination, grounding materials in gender equality, and providing comprehensive content. Respondents also underscored an overarching and urgent need to develop a common understanding of sexuality education, which is owned and valued by stakeholders, such that it is not perceived as education about sex.

Zambia

A total of 50 stakeholders, including policy-makers, teacher educators, civil society representatives, government representatives, school inspectors, head teachers, primary and secondary school teachers of natural sciences, religious education, and social sciences, curriculum developers, youth, and representatives from cooperating partner agencies participated in the CSE consultation in Zambia through an in-person meeting.

Curriculum development

The need for technical support on curriculum development was noted as low at the primary, secondary, and tertiary school levels as a curriculum is already in place.

Teacher training curriculum development

Likewise, the level of need for technical support for pre-service teacher training curriculum development was ranked as low, as there is already a curriculum in place, and moderate for in-service teacher training curriculum, noting a need to improve the quality of the training for the latter. Respondents also ranked the level of need for teacher training college or university curriculum as moderate, noting that some universities need support in the development of the CSE curriculum. Areas of technical support needs were ranked for in-service teacher training curriculum development, where skills in participatory learning methodologies, linkages to services, and using a values clarification approach were noted as most important, in that order. Areas ranked as secondary priorities included inclusion of adolescent development and human sexuality, professional ethics and relevant laws and policies, assessment of learning and skills, and outreach to parents and community and religious leaders. Addressing attitudinal barriers among teachers was ranked as third most important.

Teacher training

In terms of teacher training more generally, again the need for technical support was ranked as low for pre-service teacher training and moderate for in-service teacher training, noting a need to revise the CSE training package for the latter, with an emphasis on participatory methodologies, developing scripted lesson plans, and applying a values clarification approach. Respondents also ranked the level of need for teacher training at colleges or universities as moderate, noting that while CSE is integrated into all public teacher training colleges and some public universities, there are others that still need support for integrating CSE. Areas of technical support needs were ranked for in-service teacher training, where the development of a standard package for CSE teacher training was noted as most important, followed by mentorship and support to trained teachers, values clarification, and person-oriented approaches to CSE. Lastly, in-person teacher training was highly recommended for both pre- and in-service teacher training because of the opportunity for teachers to receive quick feedback, engage in values clarification, and opportunities to practice sessions, allowing for better contextualization of CSE to the local setting.

Teaching and learning materials

The level of need for technical support with regard to teaching and learning materials was ranked as moderate for all levels (primary, secondary, and teacher training), noting a need to develop posters, charts and other information and education and communication materials for primary and secondary school, and information, communication, and technology related materials for teachers. For primary and secondary school, developing charts and other teaching and learning aids for primary and secondary school were noted as most important. Adapting lesson plans for particular needs of the classroom and schedule, followed by developing materials for young people with disabilities, were ranked as second and third most important for primary and secondary school materials as well as for teacher training materials.

Zimbabwe

A total of six stakeholders, including policy-makers, civil society representatives, and teacher trainers participated in the CSE consultation in Zimbabwe through an in-person meeting.

Curriculum development

The level of need for technical support for curriculum development was ranked as high at all levels, noting that there are CSE syllabi for primary and secondary school levels awaiting validation and that a national curriculum for CSE is being developed at the tertiary school level. At the primary and secondary school levels, developing the CSE curriculum was noted as most important, followed by conducting a CSE curriculum review and including diverse teaching methods and participatory methodologies. At the tertiary school level, developing the CSE curriculum was also noted as most important, followed by pilot-testing it and including diverse and participatory teaching methodologies.

Teacher training curriculum development

Likewise, the level of need for technical support for teacher training curriculum development was also high for all types of teacher training, including pre-service, in-service, and teacher training college or university curriculum, noting that in the case of Zimbabwe, pre-service and teacher training college or university is the same thing. Respondents also identified the need to align the pre-service curriculum with the requirements of the new Competency Based Curriculum being implemented at the school level. The Ministry of Higher and Tertiary Education, Science and Technology Development is spearheading the development of a Harmonized Sexuality, Gender, HIV and Human Rights Curriculum to cover all the tertiary institutions, including polytechnics, vocational training centres, teacher education colleges, and universities, among others. For in-service/college and university curriculum development, development of the teacher training curriculum and addressing professional ethics and relevant laws and policies impacting students were ranked as top priorities. Addressing linkages to SRH, GBV, mental health, and other services was ranked second most important, followed by including CSE content. Addressing professional ethics and relevant laws and policies was ranked as a top priority for in-service teacher training, followed by linkages to services.

Teacher training

Similarly, respondents ranked the level of need for technical support as high for all types of teacher training, including pre-service/teacher training college and university and in-service teacher training. For in-service teacher training, mentorship and support to trained teachers was ranked as the top priority, followed by supporting teachers to address gender norms, learner pregnancy, and SRGBV. For pre-service/teacher training college and university, development and institutionalization of a standard course on CSE for teacher training was ranked as the top priority. Lastly, a combination of in-person and online teacher training was recommended for both pre-service/teacher training college and university and in-service teacher training.

Teaching and learning materials

In line with the other core areas, respondents ranked the level of need for technical support for teaching and learning materials as high at all levels, including for primary and secondary school and for teacher training. For primary and secondary school levels, respondents noted that once the syllabi are endorsed, there will be a need to develop materials for both teachers and learners. In terms of materials development, developing learners' books was noted as the top priority, followed by developing teachers' books and developing materials for young people with disabilities. For teacher training materials, developing relevant teaching and learning materials, charts, and other teaching and learning aids was noted as the top priority, followed by developing audio-visual materials. Respondents also noted the need to embed indigenous knowledge systems into CSE, such as within images and examples within curricula and materials.

West and Central Africa

Cameroon

A total of 55 stakeholders, including policy-makers, civil society representatives, secondary and tertiary school teachers, curriculum developers, and teacher trainers, among others, participated in the CSE consultation in Cameroon through an in-person meeting.

Curriculum development

Respondents ranked the level of need for technical support as high for tertiary school curriculum development, but moderate for both primary and secondary school curriculum development. At the tertiary school level, the need for developing specialized tracks and reinforcing existing ones was noted as an overarching issue. When ranking areas of technical support needs for tertiary level curriculum development, developing a national CSE curriculum framework was noted as most important, followed by training curriculum developers and developing the CSE curriculum.

Teacher training curriculum development

Likewise, respondents ranked the level of need for teacher training curriculum development technical support as high for teacher training college or university curriculum and moderate for pre-service and in-service teacher training curriculum. For teacher training college or university curriculum, the lack of CSE tracks was noted due to specialization of teachers. Upon ranking areas of technical support needs for teacher training college or university curriculum development, knowledge of CSE content was noted as most important, followed by alignment of curriculum to teacher training standards and development of teacher training curriculum.

Teacher training

Again, respondents ranked the level of need for technical support as high for all areas of teacher training, noting that not all pre-service teacher training includes CSE and if included, information is incomplete, while in-service training generally does not include CSE and teacher training colleges lack specialized tracks on CSE. For teacher training, development of a standard package of CSE teacher training was noted as most important for both in- and pre-service teacher training, while development of teacher training standards was noted as most important for teacher training colleges. The second most important area across all teacher training was CSE pedagogy, including participatory learning methodologies. The areas ranked third in importance for pre- and in-service teacher training were assessment of learning and skills, particularly values, attitudes and skills among learners, and for teacher training colleges, values clarification and a person-oriented approach to CSE.

Teaching and learning materials

As with the other areas, teaching and learning materials technical support was ranked as high at all levels, including primary, secondary, and for teacher training. With regard to materials development at the primary and secondary school levels, developing teachers' books was noted as the most urgent priority, followed by developing learners' books and developing charts and other teaching aids. For teacher training materials, adapting lesson plans for particular needs related to the classroom and schedule was the most urgent priority, followed by planning of materials dissemination and developing charts and other teaching and learning aids.

Côte d'Ivoire

A total of 12 stakeholders, including teacher educators, school inspectors, and curriculum developers participated in the in-person CSE consultation in the Côte d'Ivoire.

Curriculum development

While the level of need for technical support for curriculum development was ranked as high for tertiary school, it was ranked low for primary and moderate for secondary school, where CSE is already integrated. Respondents noted particular challenges facing students, such as SRGBV, at all levels, in addition to EUPs and sexually transmitted infections (STIs), including HIV, at the primary and secondary school levels, and unique vulnerabilities and lack of resources at the tertiary school level. At the tertiary school level, pilot testing the CSE curriculum, including diverse teaching methods, and training curriculum developers were noted as most important.

Developing the CSE curriculum, conducting a CSE curriculum review, aligning the CSE curriculum to the updated ITGSE, updating the CSE curriculum, grounding the curriculum in gender equality, providing comprehensive, accurate, age-appropriate and sequenced content, addressing gender norms, learner pregnancy, and SRGBV, and addressing a mix of knowledge, attitudes and skills in the curriculum were noted as second in priority needs. Lastly, fostering youth empowerment through the curriculum was noted as a third priority.

Teacher training curriculum development

In terms of teacher training curriculum development, respondents ranked the level of need for technical support as high for all, including in-service, pre-service and teacher training college or university curriculum. Adolescent and human sexuality, a grounding in gender equality, knowledge on CSE content, skills in participatory learning, professional ethics and relevant laws and policies, and assessment of knowledge and skills were ranked as most important for both pre-service and in-service teacher training curricula. Development of a teacher training curriculum, alignment with teacher training standards, and addressing attitudinal barriers among teachers were also noted as top priorities for in-service teacher training curriculum. Links to health services was noted as a second priority across all teacher training curricula, while development of a teacher training curriculum, alignment with teacher training standards, addressing attitudinal barriers among teachers, outreach to parents, community and religious leaders, and CSE advocacy were noted as second priorities for the pre-service teacher training curriculum. Lastly, adolescent and human sexuality, a grounding in gender equality, knowledge on CSE content, skills in participatory learning, professional ethics and relevant laws and policies, and outreach to community and religious leaders were ranked as second priorities for teacher training college and university curriculum, followed by development of a teacher training curriculum, alignment to teacher training standards, addressing attitudinal barriers, assessment of learning and skills, and CSE advocacy.

Teacher training

The level of need for technical support was also ranked as high for all areas of teacher training, with development and institutionalization of a standard course on CSE for teacher training noted as the most important priority. The following were ranked second in priority, also for all teacher training: development of teacher training standards, development of a standard package for CSE teacher training, CSE pedagogy, values clarification, mentorship and support for trained teachers, addressing attitudinal barriers, grounding training in gender equality, and addressing gender norms, learner pregnancy, and SRGBV. Monitoring and supervision of CSE delivery, assessment of learning, values, attitudes and skills, and outreach to parents were also ranked as second in priority for pre-service and in-service teacher training, while ensuring understanding of legal and professional ethics was ranked third in importance across all.

Teaching and learning materials

Similarly, respondents ranked the level of need for technical support for teaching and learning materials as high at all levels, including primary, secondary, and teacher training. The following were ranked as most important for primary, secondary and teacher training materials: developing learners' books, developing and updating teachers' books, developing and updating materials for young people with disabilities, adapting lesson plans for particular needs related to the classroom and schedule, planning of materials dissemination, and providing age-appropriate content. The following were ranked as second in priority: development and updating of audio-visual material, developing or adapting lesson plans for integrated or infused CSE, planning and producing materials, grounding materials in gender equality, and contextualizing content to local realities. Developing lesson plans was ranked third in priority.

Democratic Republic of the Congo

A total of 51 stakeholders, including policy-makers, teacher educators, civil society representatives, school inspectors, secondary school teachers, curriculum developers, teacher trainers, and learners participated in the CSE consultation in the DRC through an in-person meeting.

Curriculum development

Although technical support for curriculum development was ranked as high for tertiary school curriculum, for both primary and secondary school curriculum it was low, since these are already developed and were recently assessed. At the tertiary school level, the need for developing a national CSE curriculum framework and developing the CSE curriculum were noted as priorities. For secondary and primary level curriculum development, conducting a CSE curriculum review was noted as most important, followed by aligning the CSE curriculum to the revised ITGSE and training curriculum developers.

Teacher training curriculum development

Conversely, the need for technical support was ranked as high for all types of teacher training curriculum. Professional ethics and relevant laws and policies were noted as most important, followed by addressing attitudinal barriers and outreach to parents, community, and religious leaders.

Teacher training

Here again, the level of need for technical support was ranked as high for all areas of teacher training, noting that CSE pre-service training is not yet integrated, in-service teacher training is very limited, and that there is no teacher training programme at teacher training colleges or universities. Supporting teachers to address gender norms, learner pregnancy, and SRGBV were noted as most important, followed by addressing attitudinal barriers among teachers. Assessment of learning and skills for all levels was also identified as important.

Teaching and learning materials

Likewise, respondents ranked the level of need for teaching and learning materials technical support as high at all levels, noting that such materials have not yet been developed. Ranking areas of technical support needs for materials development for each of these, developing learners' books was noted as the most urgent priority, followed by planning for materials dissemination and development of audio-visual materials.

Ghana

A total of 15 stakeholders, including policy-makers, representatives from civil society, curriculum developers, teacher trainers, and learners, among others, participated in the CSE consultation in Ghana through an in-person meeting.

Curriculum development

In terms of curriculum development, respondents ranked the level of need for technical support as high at all levels, including primary, secondary, and tertiary. At the primary school level, respondents noted that there are national CSE guidelines that have been used to ensure inclusion of CSE content within the curriculum. The need for braille and audio-visual materials for people with disabilities was noted as an overarching challenge, while training of curriculum developers was noted as most important, followed by inclusion of diverse teaching methods, including participatory methodologies. At the secondary school level, addressing curriculum overload and the need for consistent review of the curriculum to ensure that CSE is not left out, given integration of other cross-cutting subjects such as climate change and drugs, was noted as an overarching issue. Training of curriculum developers was also noted as most important, followed by updating the CSE curriculum and pilot testing the CSE curriculum. At the tertiary school level, an inconsistency in teaching CSE among institutions was noted, where some include mandatory or optional courses on CSE while others do not. This inconsistency is noted as stemming from CSE not being prioritized within the national programme accreditation framework. Ranking areas of technical support needs for curriculum development, training of curriculum developers was again noted as most important, followed by updating and pilot-testing the CSE curriculum.

Teacher training curriculum development

The level of need for technical support was ranked as high for all types of teacher training curriculum development. For pre-service training, the opportunity for integrating CSE into teacher training was noted, given ongoing reforms in teacher education to align the teacher education curriculum with the Basic School Curriculum. Ranking areas of technical support needs for teacher training curriculum development, skills in participatory methodologies was noted as most important, followed by attitudinal barriers and assessment of learning and skills among learners. For in-service training curriculum development, addressing teachers' discomfort, personal values, and lack of teaching materials and resources were noted. Knowledge of CSE content was noted as the most important priority, followed by attitudinal barriers and assessment of learning and skills among learners.

For teacher training or college/university curriculum development, ensuring that CSE is in all newly developed curricula (not limited to the curriculum for teachers being trained for basic schools through the reform process) and building capacity of teacher trainers were noted as important. Alignment to teacher training standards, having a gender equality framework, and addressing professional ethics and laws and policies were noted as most important, followed by knowledge of CSE content and assessment of learning and skills among learners.

Teacher training

The level of need for technical support was ranked as high for in-service teacher training and moderate for pre-service and teacher training college or university. For in-service teacher training, values clarification and a person-centred approach to CSE were noted as the most important technical support needs, followed by attitudinal barriers and development of a standard package for CSE teacher training. For both in- and pre-service teacher training, a mix of both online and in-person was recommended, as well as provision of offline modules given internet connectivity challenges in the rural areas.

Teaching and learning materials

At all levels, the need for technical support for teaching and learning materials was ranked as high, with inclusion of braille and audio-visuals for people with disabilities noted as an overarching issue. In addition to developing materials for young people with disabilities, developing audio-visual materials, charts, and other teaching and learning aids were noted as first, second, and third in level of priority, respectively.

Nigeria

A total of 20 stakeholders, including policy-makers, teacher educators, civil society representatives, school inspectors, secondary school teachers, curriculum developers, and teacher trainers participated in the CSE consultation in Nigeria through an in-person meeting.

Curriculum development

The level of need for technical support for both primary and secondary school curriculum development was ranked as high, although more so for the primary school level. At both levels, weak CSE content was noted as an overarching issue, while training of curriculum developers was noted as the top priority, followed by updating and pilot-testing the CSE curriculum.

Teacher training curriculum development

For in-service teacher training curriculum development, respondents ranked the level of need for technical support as high, but as moderate for pre-service and teacher training college or university curriculum. The need to integrate CSE into the curriculum was noted for in-service training in order to serve as a refresher for teachers. For pre-service, while CSE is integrated into the curriculum, there will be a need for a review, and CSE is not part of the university level curriculum. Ranking areas of technical support needs for in-service teacher training curriculum development, development of teacher training curriculum was noted as most important, followed by strengthening knowledge of CSE content and addressing attitudinal barriers.

Teacher training

The level of need for technical support was ranked as high for all areas of teacher training, but highest for in-service teacher training, noting a need for refresher training on CSE for teachers already trained in pre-service or a training for those who may not have received CSE in their pre-service training. For in-service teacher training, development of a standard package of CSE teacher training was noted as most important, followed by CSE pedagogy, including participatory teaching methodology, and assessment of learning, particularly values, attitudes and skills.

Teaching and learning materials

In terms of teaching and learning materials, respondents ranked the level of need for technical support as high at all levels, noting the greatest need at the primary level, followed by secondary level and then teacher training. At the primary level in particular, a dearth of resource materials was noted for teaching CSE. Other urgent priorities noted at this level were developing learners' books, followed by developing teachers' books and developing lesson plans.



Conclusion

Since the 2013 ESA Commitment and 2015 call for action to promote CSE in WCA, many countries across these two regions have been working to develop, implement, strengthen, and scale up CSE. Despite the unique political and contextual factors that can impact CSE implementation, there are significant and persistent challenges shared by many countries at different points in their respective journeys to provide students with age-appropriate, comprehensive, culturally-sensitive sexuality education that is grounded in gender equality and human rights.

The purpose of this assessment was to identify some of these existing as well as emerging challenges at the country level in order to help prioritize areas for technical support and training for advancing CSE implementation. As a result of the desk review conducted to develop a questionnaire, which was administered through national CSE consultations across 14 countries in both regions, four core areas of technical support were identified, including curriculum development, teacher training curriculum development, teacher training more generally, and teaching and learning materials.

While countries are at various stages of CSE implementation, the majority noted these areas as high priorities for technical support. Countries also ranked particular aspects of the four core areas by greatest need of support, such as development or review of curricula for students and teachers; training of curriculum developers and teachers; and development of learners' and teachers' books and materials for young people with disabilities.

At the same time, particular aspects of these broader areas emerged as priorities. For teachers, these included the need for training, mentorship and support, and to address:

- Attitudinal barriers to CSE delivery;
- Gender norms, learner pregnancy, and SRGBV;
- Professional ethics and relevant laws and policies impacting students, including learner pregnancy and readmission, reporting of violence/sexual abuse, and age of consent for access to services;
- Outreach to parents;
- Outreach to community and religious leaders;
- Adapting lesson plans for particular needs related to the classroom schedule, such as large classroom size, time available, or physical space;
- Developing or adapting lesson plans for integrated or infused CSE;
- Linkages to services; and
- Assessment of learning across all domains.

Particular areas of need identified for curriculum development and teaching and learning materials included:

- Providing comprehensive, accurate, age-appropriate, and sequenced content;
- Aligning the curriculum to the updated ITGSE;
- Grounding curriculum, training, and teaching and learning materials in gender equality; and
- Including diverse and participatory teaching methods within curriculum and teacher training.

In line with the results of the assessment, areas of need for CSE implementation at the country and regional levels should be taken into consideration in planning future technical support and training that it is targeted and tailored to current needs in ESA and WCA countries. Responding to these needs comes at an important time, given the SRH challenges facing young people in ESA and WCA, ongoing efforts to advance CSE, and high-level commitments to ensure that children and adolescents have the information, attitudes, skills, and environment they need to lead healthy lives.

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Annex 1

Questionnaire for assessing technical support needs for comprehensive sexuality education curriculum development and implementation in Eastern and Southern Africa and West and Central Africa

Date: _____

Country: _____

Contact information for any follow-up or requests

Name: _____

Title: _____

Organization: _____

Telephone: _____

Email: _____

Skype: _____

Date of the CSE curriculum consultation meeting: _____

Total number of participants in the CSE consultation meeting: _____

Gender breakdown of participants: _____ M _____ F _____ Other

Number of participants by area of work:

_____ policy-makers _____ curriculum developers

_____ teacher educators _____ teacher trainers

_____ CSO representatives _____ learner/pupils

_____ school inspectors _____ other

_____ primary school teachers (please note their subjects):

_____ secondary school teachers (please note their subjects):

_____ tertiary school teachers (please note their subjects):

Background:

Over the past decade, the field of sexuality education has been evolving along with other development areas, as evidenced by the adoption of the new 2030 Sustainable Development Agenda in 2015. Regional commitments, such as the 2013 Ministerial Commitment on Comprehensive Sexuality Education and Sexual and Reproductive Health Services for Adolescents and Young People in Eastern and Southern Africa (now known as the ESA Commitment), illustrate that countries increasingly recognize its importance for young people's health and well-being. In early 2018, the updated International Technical Guidance on Sexuality Education (ITGSE) was released by United Nations Educational, Scientific and Cultural Organization (UNESCO) and other United Nations (UN) agencies. This revised edition provides a review of the current evidence, grounds sexuality education within a framework of human rights and gender equality, and provides a set of expanded key concepts and illustrative learning objectives to guide the development of locally-adapted curricula. Also initiated in 2018, UNESCO is currently supporting Ministries of Education to implement the Our Rights, Our Lives, Our Future (O³) Programme. The O³ Programme supports delivery of CSE that empowers adolescents and young people by building agency and the skills, knowledge, attitudes, and competencies needed to help prevent HIV, reduce early and unintended pregnancies (EUPs), and end gender-based violence (GBV).

Now is a critical time to assess existing and emerging needs in the comprehensive sexuality education (CSE) field among curriculum developers, teachers, teacher educators, and young people for CSE curriculum implementation. The purpose of this questionnaire is to identify these needs and use the results to help prioritize areas of technical support, as well as develop tailored training and technical assistance activities focused on the most urgent priorities. Countries included in the assessment are Eswatini, Kenya, Lesotho, Mozambique, Namibia, South Africa, Uganda, Zambia and Zimbabwe in the Eastern and Southern Africa (ESA), and Cameroon, Côte d'Ivoire, Ghana, Democratic Republic of the Congo (DRC) and Nigeria in West and Central Africa (WCA) regions.

Concrete and meaningful feedback at national level is critical for informing the way forward and we greatly appreciate your support in consolidating this feedback in order to respond to this questionnaire.

A. Curriculum development

1. Please indicate (circle, bold or highlight) the **level of need for technical support** for CSE curriculum development in your country and explain **why this level was selected**.

| Curriculum | Level of need for technical support for curriculum development | | | Explanation |
|---------------------------|--|----------|------|-------------|
| Primary school curriculum | Low | Moderate | High | |

| Curriculum | Level of need for technical support for curriculum development | | | Explanation |
|-----------------------------|--|----------|------|-------------|
| | Low | Moderate | High | |
| Secondary school curriculum | Low | Moderate | High | |
| Tertiary school curriculum | Low | Moderate | High | |

2. Please mark with an 'X' the areas of curriculum development support for the different levels of schooling that are most needed.

| Areas of technical support that are needed for curriculum development | Primary school curriculum | Secondary school curriculum | Tertiary school curriculum |
|--|---------------------------|-----------------------------|----------------------------|
| Developing a National CSE curriculum framework | | | |
| Developing the CSE curriculum | | | |
| Conducting a CSE curriculum review (to identify strengths, weaknesses and/or gaps) | | | |
| Pilot testing of CSE curriculum | | | |
| Aligning the CSE curriculum to the revised International Technical Guidance on Sexuality Education | | | |
| Updating the CSE curriculum | | | |
| Grounding the curriculum in gender equality | | | |
| Providing comprehensive, accurate, age-appropriate, and sequenced curriculum content | | | |
| Addressing gender norms, learner pregnancy, and school-related gender-based violence | | | |
| Including diverse teaching methods in curriculum, including participatory methodologies | | | |
| Fostering youth empowerment through the curriculum | | | |
| Addressing mix of knowledge, attitudes and skills building in curriculum | | | |
| Training curriculum developers | | | |
| Other | | | |
| If other, please describe: | | | |

3. If areas of technical support were marked with an 'X' above, please rank the top three priority areas of technical support needed in each column by colouring or highlighting the corresponding 'X' marks in red to indicate the top priority, blue for the second priority, and black for the third priority, as applicable.

B. Teacher training and support

4. Please indicate (circle, bold or highlight) the **level of need for technical support for teacher training curriculum development** in your country and explain **why this level was selected**.

| Type of teacher training | Level of need for technical support for teacher training curriculum development | | | Explanation |
|---|---|----------|------|-------------|
| | Low | Moderate | High | |
| Pre-service curriculum | Low | Moderate | High | |
| In-service curriculum | Low | Moderate | High | |
| Teacher training college or university curriculum | Low | Moderate | High | |

5. In terms of teacher training curriculum, please mark with an 'X' the areas of curriculum support for teacher training that are most needed.

| Areas of technical support needed for teacher training curriculum | Pre-service | In-service | Teacher training college or university |
|---|-------------|------------|--|
| Development of teacher training curriculum | | | |
| Alignment of curriculum to teacher training standards | | | |
| Adolescent development and human sexuality | | | |
| Gender equality framework | | | |
| Knowledge of CSE content | | | |
| Skills in participatory learning methodologies | | | |
| Professional ethics and relevant laws and policies impacting students, including learner pregnancy and readmission, | | | |

| Areas of technical support needed for teacher training curriculum | Pre-service | In-service | Teacher training college or university |
|---|-------------|------------|--|
| reporting of violence/sexual abuse, and age of consent for access to services. | | | |
| Linkages to sexual and reproductive health and rights, gender-based violence, mental health, and other services | | | |
| Attitudinal barriers among teachers to CSE delivery | | | |
| Assessment of learning and skills among learners | | | |
| Outreach to parents | | | |
| Outreach to community and religious leaders | | | |
| CSE advocacy | | | |
| Other | | | |
| If other, please describe: | | | |

6. If areas of technical support for teacher training curriculum were marked with an 'X' above, please rank the top three priority areas of technical support for teacher training curriculum needed in each column by colouring or highlighting the corresponding 'X' marks in red to indicate the top priority, blue for the second priority, and black for the third priority, as applicable.

7. Please indicate (circle, bold or highlight) the **level of need for technical support for teacher training more generally**, by type of teacher training in your country and explain why this level was selected.

| Type of teacher training | Level of need for technical support for teacher training | | | Explanation |
|--|--|----------|------|-------------|
| | Low | Moderate | High | |
| Pre-service | Low | Moderate | High | |
| In-service | Low | Moderate | High | |
| Teacher training college or university | Low | Moderate | High | |

8. Please mark with an 'X' the areas of **teacher training and support** that are most needed.

| Areas of technical support for teacher training and support that are needed | Pre-service | In-service | Teacher training college or university |
|--|-------------|------------|--|
| Development of teacher training standards | | | |
| Development and institutionalization of a standard course on CSE for teacher training (pre-service) | | | |
| Development of a standard package for CSE teacher training (in-service) | | | |
| CSE pedagogy, including participatory teaching methodology | | | |
| Values clarification and person-oriented approach to CSE | | | |
| Mentorship and support to trained teachers | | | |
| Ensuring understanding of legal and professional ethics | | | |
| Addressing attitudinal barriers among teachers to CSE delivery | | | |
| Grounding teacher training and support in gender equality | | | |
| Supporting teachers to address gender norms, learner pregnancy, and school-related gender-based violence | | | |
| Monitoring and supervision of CSE delivery | | | |
| Assessment of learning, particularly values, attitudes, and skills among learners | | | |
| Outreach to parents | | | |
| CSE advocacy support for teachers | | | |
| Other | | | |
| If other, please describe: | | | |

9. If areas of teacher training and support were marked with an "x" above, please rank the top three priority areas of teacher training and support needed in each column by coloring or highlighting the corresponding 'X' marks in red to indicate the top priority, blue for the second priority, and black for the third priority, as applicable.

10. In terms of the mechanism for delivery of pre-service and in-service teacher training, such as on-line or in-person, what do you recommend for each and please describe why.

A. In-service:

B. Pre-service:

C. Development of teaching and learning material (primary, secondary, teacher training)

11. Please indicate (circle, bold or highlight) the **level of need for technical support** for the development of teaching and learning materials in your country and explain **why this level was selected**.

| | Level of need for technical support for development of teaching and learning materials | | | Explanation |
|-----------------------------------|--|----------|------|-------------|
| Primary school materials | Low | Moderate | High | |
| Secondary school materials | Low | Moderate | High | |
| Teacher training materials | Low | Moderate | High | |

12. Please mark with an 'X' the areas of technical support for teaching and learning materials that are most needed.

| Areas of technical support that is needed | Primary school materials | Secondary school materials | Teacher training materials |
|--|---------------------------------|-----------------------------------|-----------------------------------|
| Developing charts and other teaching and learning aids | | | |
| Developing learners' books | | | |
| Updating learners' books | | | |
| Developing teachers' books | | | |
| Updating teachers' books | | | |
| Developing audio visual materials | | | |
| Updating audio visual materials | | | |
| Developing materials for young people with disabilities | | | |
| Updating materials for young people with disabilities | | | |
| Developing lesson plans | | | |
| Updating lesson plans | | | |
| Adapting lesson plans for particular needs related to the classroom and schedule, such as large classroom size, time available, or physical space. | | | |

| Areas of technical support that is needed | Primary school materials | Secondary school materials | Teacher training materials |
|---|---------------------------------|-----------------------------------|-----------------------------------|
| Developing or adapting lesson plans for integrated or infused CSE | | | |
| Planning and producing materials (ownership, peer review, production targets) | | | |
| Planning of materials dissemination | | | |
| Grounding content of materials in gender equality | | | |
| Providing comprehensive content | | | |
| Providing age-appropriate content | | | |
| Other | | | |
| If other, please describe: | | | |

13. If areas of technical support were marked with an 'X' above, please rank the top three priority areas for teaching and learning materials support in each column by colouring or highlighting the corresponding 'X' marks in red to indicate the top priority, blue for the second priority, and black for the third priority, as applicable.

14. If you would like to provide additional feedback or recommendations on technical support needs for CSE implementation in your country, please describe here.

Thank you for your participation and valuable contributions!

Annex 2

List of national programme officers leading CSE consultation meetings by country

Eswatini: Edwin Simelane

Kenya: Jane Kamau

Lesotho: Lethola Mafisa

Mozambique: Angelina Tivane

Mozambique: Manuel Dala Conceicao

Namibia: Aina Heita

South Africa: Buyiswa Mpini

Uganda: Charles Draecabo

Zambia: Alice Saili

Zimbabwe: Lucas Halimani

Cameroon: Bruno Tavim Dzounesse

Cote d'Ivoire: Coulibaly Tené N. épse Haidara

DRC: Jean-Mathieu Ndaiko

Ghana: Carl Ampha

Nigeria: Ngozi Amanze Onyedikachi







Education
Sector



About UNESCO

UNESCO is a United Nations' specialized agency for education. It provides global and regional leadership in education, strengthens national education systems, and responds to contemporary global challenges through education, with a special focus on Africa and gender equality.

UNESCO's mission in the area of health education

- Promoting healthy lifestyles among girls, boys, young women, and young men through skills-based education in formal educational settings, non-formal educational activities, and informal education.
- Ensuring that all children benefit from good quality comprehensive sexuality education that includes information on HIV prevention.
- Ensuring that all children and young people have access to safe, inclusive, health-promoting learning environments.

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