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THE STATUS OF COMPREHENSIVE SEXUALITY
EDUCATION IN ASIA-PACIFIC: A SUMMARY REVIEW 2020

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This factsheet is based on findings from a joint UNFPA, UNESCO and IPPF regional review on the status of comprehensive sexuality education in the Asia and Pacific region conducted in 2019, which includes Ministry of Education (MoE) questionnaires, expert questionnaires, and an online youth survey.

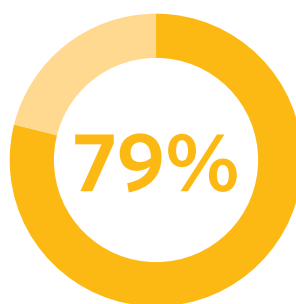
To access the background research report [click here](#)

WHY IS TEACHER TRAINING FOR SEXUALITY EDUCATION IMPORTANT?

- Teacher training is essential to ensure accurate and quality education is delivered in a safe environment. Teachers should feel adequately prepared and supported to teach sexuality education and have access to materials and resources.¹

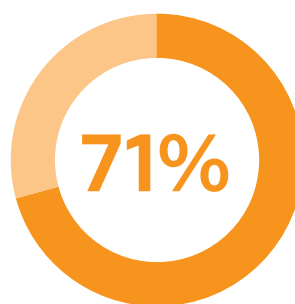
HOW WELL ARE TEACHERS PREPARED TO TEACH SEXUALITY EDUCATION IN ASIA AND THE PACIFIC?

While two-thirds of the countries are providing sexuality education pre- and/or in-service training to teachers, the quality and content are not known.



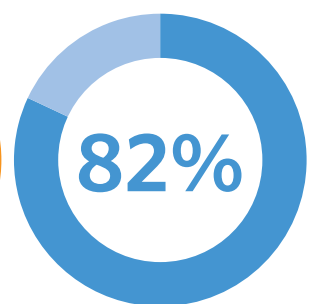
(22 out of 28 countries)

Teachers' are required to have training in sexuality education before teaching the subject in school.



(20 out of 28 countries)

Teachers' training programme / curriculum exist for sexuality education.



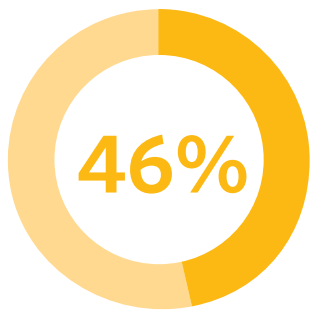
(23 out of 28 countries)

Teachers have access to education materials and teaching guidelines to assist them with delivering sexuality education.

Source: MoE questionnaire

¹ Keogh, S. C. et al. (2018) 'Challenges to implementing national comprehensive sexuality education curricula in low- and middle-income countries: Case studies of Ghana, Kenya, Peru and Guatemala'. doi: 10.1371/journal.pone.0200513

OF 1390 ONLINE YOUTH SURVEY RESPONDENTS



Felt that their teachers were very or somewhat comfortable teaching sexuality topics.

Source: Online youth survey data

Online youth survey respondents who received sexuality education with a participatory teaching method or peer education were more likely to be satisfied with their school sexuality education.

Proportion of young people 'very' and 'somewhat satisfied' with the sexuality education they have received by teaching methods



30%
Lecture



44%
Participatory teaching and peer education

Source: Online youth survey data



...often these teachers do not deliver the LSE [Life Skills Education] component, due to constraints including lack of training on how to deliver LSE and social taboos to discuss some of the more sensitive issues.

(MoE questionnaire, South Asian country)





[Teachers] deliver [sexuality education] in a lecture-based approach just like other subjects and it [is] very brief.

(MoE questionnaire, Kiribati)

Though my teachers were frank and supportive, they would avoid questions related to SRH [sexual and reproductive health] saying you would know yourself in future.

(Young woman, Nepal)

Teacher usually skipped the chapter. Even [when] we complained to the principal, no action was taken. He would tell us to study the chapter on SRH [sexual and reproductive health] ourselves, so I never got proper sexuality education in school.

(Young woman, Nepal)



TAKE ACTION

- Develop with teachers a country-specific teacher training curriculum to support teachers in the effective delivery of sexuality education. This should ideally be included as part of pre-service training for teachers. Training curricula should be aligned to the delivery modality of the school comprehensive sexuality education curricula (eg. stand-alone or integrated; face-to face and/or online).
- Develop and integrate specific competencies on teaching social and emotional learning curricula and gender transformative curricula.
- Provide pre-service training, as well as regular in-service and refresher training for teachers to maintain knowledge and confidence and ensure they have evidence-based information regarding sexuality education.
- Provide relevant 'attitude and values'-training for teachers to enhance comfort in teaching sexuality education topics.
- Teaching material and resources should be readily available and accessible for all teachers.
- Enhance supportive supervision mechanisms for practising comprehensive sexuality education teachers, alongside a community of practice to enable peer exchange and learning.