National Strategic Framework:

Comprehensive Sexuality Education

Ministry of Education
Royal Government of Bhutan

UNFPA

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Acknowledgement

"Parents and teachers, I want you to know that as King my passion will always be to nurture our youth, day after day, year after year – for it is their skills, their labour and commitment to the country that will build our future. There is no other path – no other tool – for Bhutan's future success. I end with the words – "Our nation's Vision can only be fulfilled if the scope of our dreams and aspirations are matched by the reality of our commitment to nurturing our future citizens."

His Majesty The Druk Gyalpo Jigme Khesar Namgyel Wangchuck

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Foreword

The present time and the world is fraught with opportunities and challenges. For, an educated and enterprising individuals, the technological advancement, booming economy, and being sensitive to changes inspire them to innovate new ways of perceiving the world. They are adept in reciprocating to the wide range of opportunities to succeed in life. On the other hand, the rapid development in the technological sphere and ever growing population pose threat and risk to the peace and harmony in the society.

The economic and digital advancement are transforming the lifestyle of people and the way how people perceive the world. Youths in particular are in the crossroad – whether to relish on what the world offers, or be mindful of what may affect their psychosocial well-being and that of others. Many reports on youths in and around confirm of the numerous emerging social issues and challenges, which include teenage pregnancy, domestic violence, child abuse, sexual harassment, gender inequity, prevalence of non-communicable diseases, sexually transmitted infections, amongst the multitude of causes affecting the serenity and well-being of people and the society. However, these issues are human creation in the domain of sexual behaviour, social dominance, gender inequality, mostly under the pernicious influence of culture and belief system. They are preventable.

It has been realised that the disturbance in emotional, social well-being and peace of people has relation to the quality and rigour of awareness, knowledge and practices of sexual and reproductive health of individuals. Therefore, since 2008, the Ministry of Education implemented the school health programmes with sexual and reproductive health as an integral component. Despite this, there is burgeoning prevalence of rising teenage pregnancy, suicide and domestic violence amongst the youths.

In this context, the National Strategic Framework on Comprehensive Sexuality Education developed in collaboration with the UNFPA, is an important step towards accelerating the concerted efforts of key stakeholders in providing age and culturally appropriate sexual and reproductive health education for our youths. We believe that owing to the subjective nature of the field, and that the preaching has limitation, it is of paramount importance that all activities inspire youths to think deep and promote their health and well-being.

We remain optimistic that this endeavour culminates to a far reaching impact in behavioural changes towards promoting the well-being of children and adolescents and happiness of all.

Jai Bir Rai
Minister
Ministry of Education

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Introduction

1. Introduction

Bhutan has made immense progress in ensuring access to education and increasing net enrolment at the primary level of education. Efforts are underway in strengthening the quality of education in schools drawing inspiration from the time-old spiritual, cultural and social values and belief systems. The Bhutanese ethos of Tha Damtshig Ley Judrey, preciousness of life and the karmic resonance of cause and effects are among the guiding principles that influence people's lives to live harmoniously and is also one of the educational philosophies of the country.

The Ministry of Education provides various programmes to nurture and empower youths with necessary values and skills to enable them to cope with emerging challenges and provide avenues for their positive growth. The implementation of programmes in schools such as the School-based Parenting Education Programme, Vocational Clubs, Career Guidance & and Counselling, Health & and Hygiene, Games & and Sports, and Scouting.

However, youths which accounts for a significant proportion of the country's population, experiencing unwanted pregnancy, sexual harassment and exploitation, drug abuse and STDs including HIV, depression are on the rise. This indicates an urgent need for effective implementation of Comprehensive Sexuality Education (CSE) in schools.

CSE in schools is critical for promoting the health and well-being of children and adolescents. For many years, countries around the world have been emphasizing in ensuring that students have access to sexuality education. CSE plays a central role in the preparation of young people for a safe, productive and fulfilling life in a world where HIV and AIDS, sexually transmitted infections, unintended pregnancies, gender-based violence and gender inequality still pose serious risk to their well-being.

A plethora of social issues that affect people, particularly youths, are related to Sexual Reproductive Health (SRH) and Rights. It encompasses dimensions of physical, emotional, mental and social well-being in relation to sexuality (WHO, 2006). A complex mix of factors make young people vulnerable with regards to their sexual and reproductive health: different perceptions of risks, sexualisation of media and society, the existence of sexual myths and prejudices, gender stereotypes and homophobia, lack of social support from the family and community, new epidemiological risks and insufficient access to timely and comprehensive information.

Healthy habits, and the understanding of how to maintain good health begin in early childhood. Adolescence is an opportune time to build healthy habits and lifestyles relating to SRH as it is a period of ongoing physical, emotional and social change, as well as the period when many individuals start exploring their sexuality and developing relationships with others. Many of the issues and consequences related to risky sexual behaviour are preventable and their impact can be reduced if timely access to sexual and reproductive health-related information is provided, as well as access to relevant services (HERA, 2010).

The CSE is an age-appropriate, culturally relevant and gender focused curriculum-based approach of teaching about sexuality and relationships by providing scientifically accurate, realistic, non-judgemental information. It aims to equip children and young people with knowledge, skills, attitude and values that will empower them to realize their health well-being and dignity; develop respectful social and sexual relationship; consider how their choices affect their own well-being and that of others; and understand and ensure the protection of their rights throughout their lives (UNESCO 2018).

Sexuality education has been a part of the school education system with Comprehensive School Health programme since 1999. In teacher training colleges, Comprehensive Sexuality Education (CSE) components are being addressed under the topic Reproductive Health in the Health and Physical Education curriculum. In 2008, the Ministry of Education adopted Life Skills Education (LSE) with the aim to help both teachers and students adapt and build positive behaviour enabling them to deal with the demands and challenges of everyday living including sexual reproductive health and rights through institutionalized support of teachers and School Health Coordinators.

The Royal Government is fully aware of the issues that adversely impact the health of adolescents in terms of adolescent pregnancy, substance abuse, and the emerging threats of rising incidences of Non-Communicable Diseases, HIV/AIDS, violence, injuries and is committed to addressing them in a holistic manner. All these issues not only negatively impact the public health indicators but also the health determinants for future health. Schools should be a safe environment for all - one that is tolerant and accepting of diversity including for persons with disabilities, those suffering from mental health issues, and those that have different gender orientation, recovering addicts, etc. (BCMD, 2020, pp 82). Understanding that youths are the wealth of the nation, they must be moulded and empowered to become fully developed persons, empowered and inspired by education and the Bhutanese value system.

Towards this, the Government has to ensure that besides attaining mastery of literacy, education has to empower learners with the necessary human values and portable skills of critical thinking, problem-solving, decision making, effective communication and collaboration in the context of Comprehensive Sexuality Education.

The overarching purpose of this document is to institutionalize CSE in schools through strategic and collaborative approaches amongst organizations and agencies. This strategy document provides the basis and the parameters on which CSE programmes and activities are conducted at the national, Dzongkhag or Thromde and school levels. It also suggests appropriate strategies and protocols for the implementation of CSE that are consistent with the planned programmes and activities at different levels. This document also guides various stakeholders in designing and implementing their own programmes where the schools are the end beneficiaries.

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Purpose of

the document

2. Purpose of the document

This document is envisaged to:

• To strengthen the in-school CSE programmes through a consultative process involving relevant institutions and stakeholders.

• Present streamlined justifications and principles, and guidelines for the design of appropriate curricula for comprehensive sexuality education.

• To explore diverse activities and programmes through diverse means, vis-à-vis national, Dzongkhag/Thromde and school levels, including communities.

• Suggest strategies and activities that could be implemented at national, Dzongkhag/ Thromde and school levels.

• Inform policy decision-makers of the importance of CSE towards envisioning policies and plans for interventions and remedial measures.

• Clarify concepts and strategies of CSE amongst teachers, students and parents, based on which meaningful and purposeful programmes and activities are extended to all youths.

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Aims and

Objectives of CSE

3. Aims and Objectives of CSE

A holistic, developmental and age appropriate, culturally and contextually relevant and scientifically accurate learning process grounded in a vision of human rights, gender equality, sex positivity and citizenship that is aimed to:

1. Ensure that young people are receiving comprehensive, life skills-based sexuality education to gain the knowledge and skills to make conscious, healthy and respectful choices about relationships and sexuality.

2. Facilitate youths develop understanding and skills on sexual and reproductive health and rights appropriate for their intellectual, social and cultural context.

3. Prepare them for a safe, productive, fulfilling life by eradicating gender-based violence, gender inequality, early and unintended pregnancies, HIV and other sexually transmitted infections (STIs) risks to their health and well-being.

4. Present sexuality with a positive approach, emphasizing values such as respect, acceptance, tolerance, non-discrimination, equality, empathy, responsibility and reciprocity.

5. Provide age-appropriate and phased education about human rights, gender equality, relationships, reproduction, sexual behaviours, risks and prevention of ill health.

6. Address misconceptions and concerns around CSE using empirical evidence and a human rights-based approach for psycho-social well-being of youths.

7. Enable children and young people to make decisions about their health and access key sexual and reproductive health services.

Effective sexuality education starts early in childhood and progresses through adolescence and adulthood, building knowledge and skills that are appropriate for each stage through a carefully phased process over time, like any other subject in the curriculum.

Guiding Principles

4. Guiding Principles

The guiding principles are the educational philosophical beliefs and values and assumptions that guide the design and systematic implementation of CSE. Hence, the CSE curricula and programmes initiated at various levels are guided by the following principles:

- **Culturally sensitive and responsive:** The sexual and reproductive health related issues and problems are generally stimulated by social stigma, which may vary across communities and localities. CSE promotes respect and responsibility within relationships and provides learners with tools to examine, understand and challenge the ways in which cultural norms and behaviours affect people's choices and relationships within a specific setting. Therefore, it is imperative that CSE programmes and activities uphold the range of cultural and social diversity to include faith, culture, ethnicity, socio-economic status, physical and mental abilities, HIV status and sexual orientation. It requires adapting language, message delivery or mechanisms to target specific groups of the population in the community and foster positive view of diversity of culture and religious practices and belief system.

- **Age and developmentally appropriate:** Children's and youth's interests, needs and capacities change with their growth and developmental stages. With the development, their needs and abilities change in terms of engagement in decision-making processes and participation in society. Therefore, CSE programmes should vary to suite their various developmental stages by adapting the content and learning experiences appropriate for the age.

- **Experiential learning:** The CSE concepts and issues are subjective as they are influenced by social stigma and belief systems of the community; exposition alone cannot transform the personal sexuality outlook. The 21st century approach of experiential learning engages youths in "inquiry for information" of issues and challenges, followed by "values judgement" to stimulate them to think inside and out of themselves. The awareness and realization stimulate transformation of youths to positive sexuality and relationship behaviour. Therefore, in order to facilitate the acquisition and development of CSE knowledge, skills and attitude, young people are engaged in diverse life related activities.

- **Life skill based:** There is a close relationship between CSE and the 10 core life skills. They are essential for adolescents to adapt and develop positive behaviours to empower them in dealing and coping with the demands and challenges of sexuality and relationships in their everyday life. The ten life skills which include self-awareness, empathy, critical thinking, creative thinking, decision making, problem solving, effective communication, interpersonal relationship, coping with stress, and coping with emotions skills are used as tools to impart CSE.

- **Alignment with Gross National Happiness (GNH):** GNH as the middle path development philosophy epitomizes the happiness of people above the gross domestic product. For peace and happiness to sustain and perpetuate through times, through its nine domains, it ascertains that spiritual, cultural, emotional, social, education, environmental and health well-being are fundamental dimensions. Therefore, the efficacy and effectiveness of CSE can be enhanced through the meticulous alignment of programmes and activities to individual's social, economic and environmental milieu.

- **Issue and concern based:** The increasing population, advancement in technology, rampant use of social media platform and misconception of plethora of information, youths of today are engulfed in arrays of social and emotional concerns and challenges. These issues may vary amongst individuals, gender, communities and needs of youths at different developmental stages. The programmes are designed based on the issues and concerns faced by youths in their communities.

- **Curriculum-based and comprehensive:** Educators are properly trained with curricula that include key teaching objectives, the development of learning objectives, the presentation of concepts, and the delivery of clear key messages in a structured way. CSE provides opportunities to acquire comprehensive, accurate, evidence-based and age-appropriate information on sexual and reproductive health. The term "comprehensive" also refers to the fact that contents are consistently delivered throughout learners' education over time and not with a single lesson or intervention.

- **Alignment with five areas of development:** The five areas of development which education is purposed in empowering youths are cerebral, social, spiritual, emotional, and physical. These will lead to holistic development of the youths who are responsible and accountable for the outcomes of their actions based on the informed decision. CSE programmes are designed to cater to the five areas of development for the learners.

- **Scientifically accurate:** The knowledge and concepts of CSE are built upon scientifically accurate, evidence-based knowledge about SRHR, sexuality and behaviours.

- **Incremental:** CSE has to be seen as a continuing educational process that starts at an early age, and where new information is built upon previous knowledge.

- **Gender equity:** CSE is based on gender equity. It explores the ways social norms can influence equity. It also empowers young people by educating them towards a culture of non-discrimination based on the creation of respectful and equitable relationships built on empathy and understanding.

- **Sex-positive:** the concept of being sex-positive involves understanding one's own sexuality and what it means for one self and one's relationship with others. It is about communicating, respecting, being curious, non-judgemental and being open.

- **Transformative:** CSE provides learners with opportunities to develop positive values and attitudes towards SRH, human rights and gender equality in order to develop a fair and compassionate society. It also promotes critical thinking and pushes young people to take responsibility for their own decisions and behaviours, also taking into consideration the ways in which these can affect others.

Source: ITGSE, UNESCO 2018

5

Key Concepts and

Competencies

5. Key Concepts and Competencies

There are eight key concepts and competencies that are equally important, mutually reinforcing and intended to be taught alongside one another.

The key concepts are further delineated into two to five topics, each with key ideas, knowledge, attitudinal, and skill-based learning objectives based on the age group. Knowledge provides a critical foundation for learners, while attitudes help young people shape their understanding of themselves, sexuality and the world. At the same time, skills such as communication, listening, refusal, decision making and negotiation; interpersonal; critical-thinking; building self-awareness; developing empathy are developed to advance CSE.

- 1. Relationships
- 2. Values, Rights, Culture and Sexuality
- 3. Understanding Gender
- 4. Violence and Staying Safe
- 5. Skills for Health and Well-being
- 6. The Human Body and Development
- 7. Sexuality and Sexual Behaviour
- 8. Sexual and Reproductive Health

Key Concept 1: Relationships

A relationship is a close connection between individuals, how they feel and behave with each other. Relationships are discussed and learned in the context of family, friendship, love and romantic relationships, tolerance, inclusion and respect as well as long term commitments and parenting.

Competency: Demonstrate the ability to establish, maintain and restore healthy and supportive relationship and to effectively navigate settings with differing social and cultural demand and opportunities among individuals and diverse groups through tolerance, inclusion and respect.

Key Concept 2: Values, Rights, Culture and Sexuality

This concept aims to teach young people about the values, beliefs and attitudes that shape sexuality and sexual behaviours, human rights that are linked to sexual and reproductive health and how culture may impact sexuality and values towards sexuality.

Competency: Reflect how personal, family, cultural and societal beliefs influence choices on sexuality and sexual behaviour of their own and others; recognize the importance to promote human rights that impact sexual and reproductive health and the right to make reasoned decision and take appropriate action free from discrimination, coercion and violence.

Key Concept 3: Understanding Gender

This concept includes understanding the social construct of gender and gender norms, gender equality and gender-based violence.

Competency: Recognize how social construct, gender norms, power dynamics, gender stereotypes and biases can influence gender inequality and gender based violence; and demonstrate ways of promoting gender equality in one's relationships at home, school, community and society at large.

Key Concept 4: Violence and Staying Safe

Includes education on sexual abuse and violence, consent and the right to privacy and bodily integrity and safe use of communication technologies.

Competency: Understand that everyone has the right to be in control of what they will and will not do sexually, and consent is critical for healthy, and consensual sexual behaviour with a partner; demonstrate an understanding of what constitutes sexual harassment, bullying (including cyberbullying) and child abuse and suggest ways to advocate for safe use of social media and creating safe environment that encourage dignified and respectful treatment of everyone.

Key concept 5: Skills for Health and Well-being

This concept aims to address norms and peer influence on sexual behaviour, decision making regarding sexual health and behaviours, communication and negotiation skills, critical thinking regarding media portrayal of sexuality and where to access help and support.

Competency: Demonstrate an understanding of multiple influences of friends, culture, gender-role stereotypes, peers and the media on decision making related to sexuality and sexual behaviours; develop effective ways to communicate wishes, needs and personal boundaries and understand that of others; seek help and support from friends, families, schools and the wider community, for the health and well-being of oneself and others.

Key concept 6: The Human Body and Development

This concept includes sexual and reproductive anatomy and physiology, especially reproduction and pregnancy, puberty as well as body image.

Competency: Understand anatomical and reproductive functions of men and women; how social and cultures have different ways of understanding gender and reproduction, and when it is appropriate to become sexually active; that puberty is a time of sexual maturation that leads to major physical, emotional, social and cognitive changes that can be exciting as well as stressful throughout adolescence; and realize that physical appearance does not determine a person's worth as a human being.

Key concept 7: Sexuality and Sexual Behaviour

Includes education about sexuality, sexual feelings and fantasies, the sexual life-cycle and sexual behaviour and responses.

Competency: Understand that sexuality is complex and includes biological, social, psychological, spiritual, ethical and cultural dimension that evolve over the life span; recognize that sexual feelings, fantasies and desires are natural and occur throughout life and demonstrate ways to make informed decision about sexual behaviour, including whether to delay sex or become sexually active, avoid or minimize risk of sexual behaviours that can impact negatively on one's health and well-being such as unintended pregnancy and STIs.

Key Concept 8: Sexual and Reproductive Health

This concept includes pregnancy and pregnancy prevention and prevention of STIs. It also teaches about HIV and stigma and the various health services available to treat and prevent STIs including HIV.

Competency: Understand key features of pregnancy and that pregnancy is a natural biological process which can be prevented or planned using modern contraceptives; recognize the negative impacts of pregnancy at early age and act responsibly; aware that there are health facilities and support services for STIs to seek services when in need; reinforce the practice safe sex and unwanted sexual pressure through effective communication, negotiation and refusal skills.

There are many entry points for the promotion of sexual health and healthy sexuality through education. These include:

i.   Provision of comprehensive sexuality education for young people in school;

ii. Training in sexuality and sexual health for health workers, teachers, social workers, youth workers and other key professionals; and

iii. A range of community-based strategies to meet the needs of young people who do not attend school and others who may be especially vulnerable.

(WHO 2010. Pp 24)

6

Strategies to

Strengthen CSE in Schools

6. Strategies to Strengthen CSE in Schools

Fundamental to the effective and meaningful implementation of CSE are planning, delivery, and assessment and evaluation (IPPF 2010). Planning includes advocacy for sexuality education in collaboration with partner agencies at all levels including religious bodies. Raise awareness and sensitize youths about social and emotional problems and issues due to inaccessibility to appropriate sexuality and relationships information and practices in their everyday life. Wide range of advocacy programmes such as consultation, audio-visual, campaign and print media can serve the purpose. Delivery entails supporting and creation of safe and inclusive environment where young people can learn about sexuality in positive manners. Adopt participatory approach whereby youths are engaged in experiential and inspiring programmes and activities in safe and secure setting. Finally, assessment and evaluation is the last step in implementation of CSE in both formal informal setting.

Assessment and evaluation are incorporated in the programme design. Depending on the epistemology and nature of the youth issues, varieties of methods can be used to assess learning and evaluate programmes, which may include means such as quizzes, poster-making, role-play, discussion, debates, presentations, interviews and questionnaires. This is to ensure that needs and challenges of youths are addressed.

The following enabling conditions are fundamental to strengthening and instituting CSE in the school education system.

i.   Ensure that education policy mandates the implementation of CSE in schools through the collaboration of relevant agencies and organisations.

ii. Integrate and implement CSE in school curricula and programmes.

iii. Promote and strengthen the technical capacities in CSE to educational leaders, school leaders, teacher trainers, teachers, and other school staff.

iv. Create enabling environment for the effective implementation of CSE through a coordinated effort of various organisations and agencies.

v.   Institute monitoring, evaluating and reporting mechanism on the implementation of CSE at the national, Dzongkhag/Thromde, and school levels.

6.1 Conceptual frame

For the effective implementation of CSE, it is recommended that both formal and informal modes are deployed to deliver the key CSE concepts through experiential learning, best approaches and methods with support of teachers, parents and communities (see Figure 1). Combination of the modes is vital in enhancing children's and young people's competencies to deal with the social and emotional issues arising from sexuality and relationships in the society for helping youths lead a happy, healthy, and fulfilling life.
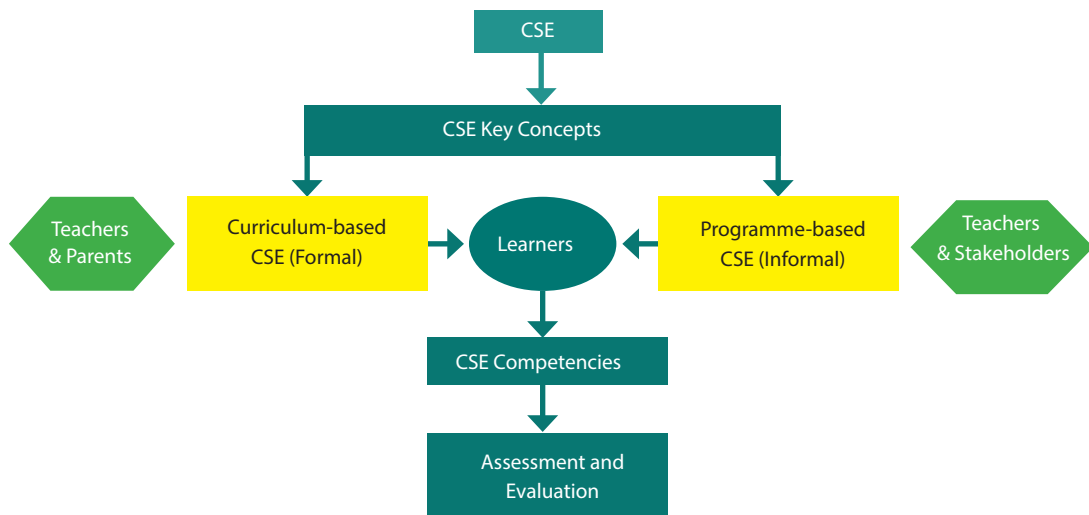
Figure 2: Procedural spectrum

In terms of formation of knowledge and development of CSE competencies, the model used by IPPF (2017 pp 10) provides a succinct epistemological perspectives on CSE, both for the curriculum-based and programme-based modes (See Figure 2). The model is approached based on four crucial pedagogical steps – content selection, how to foster learning, who needs to be involved, and where to provide CSE. Intervention examples attempt to clarify the steps and provides insights of potential ways of delivering CSE.

CSE
People have more respect for their and others' human rights and are empowered to realize their health, well-being and dignity.

Eight CSE Key Concepts

Content	How to foster learning	Who needs to be involved	Where to provide CSE	Modes of delivery
Gender equity and equality Sexuality Citizenship Interpersonal relationships Communication and decision making skills Sexual diversity Positive sexuality Bodily integrity, puberty and reproduction Contraceptives and pregnancy Abortion Infertility HIV and STIs Gender based violence Sex and sexuality in the era of digital media	Using collaborative learner-centered approaches Involving children and young people as beneficiaries and educators Developing key competences in educators Delivering content in an integrated way	Children, adolescents and young people (as beneficiaries and educators) Community influencers Parents, tutors, support networks Teachers / Educators Health providers Other influencers e.g. media	Non-formal setting: Places where adolescents and young people meet e.g. youth clubs, sports arenas, youth friendly services, after-school clubs Spaces generated by other partners Scouts & youths programmes Website/mobile apps Formal setting: Schools and universities (as part of the educational curriculum) Enrichment programmes Vocational training facilities	Face to face /online/ mobile based structured learning processes delivered through: -Peer education -Interactive Cooperative group work -Self-learning methods Place based approach Campaigns Literary activities

Figure 2: Epistemological spectrum [Adapted from IPPF 2017, pp 10]

Based on the nature of the CSE as life skill concepts and practices and the prevalence of issues and concerns related to sexuality and sexual reproductive health and rights amongst the people of all walks of life across the society, there is a general understanding to pitch the CSE processes in the context of curriculum and programmes.

6.2 Curriculum-based CSE

Curriculum, in generic term, is a discourse of what learners are to learn, how they learn and a variety of learning experiences with assessment gauging the learning outcomes in the form of competencies under the auspices of school or in the educational setting. Different subjects with their unique specific genesis, guiding principles and purposes converge in the holistic development and well-being of learners and the society (See Figure 3).
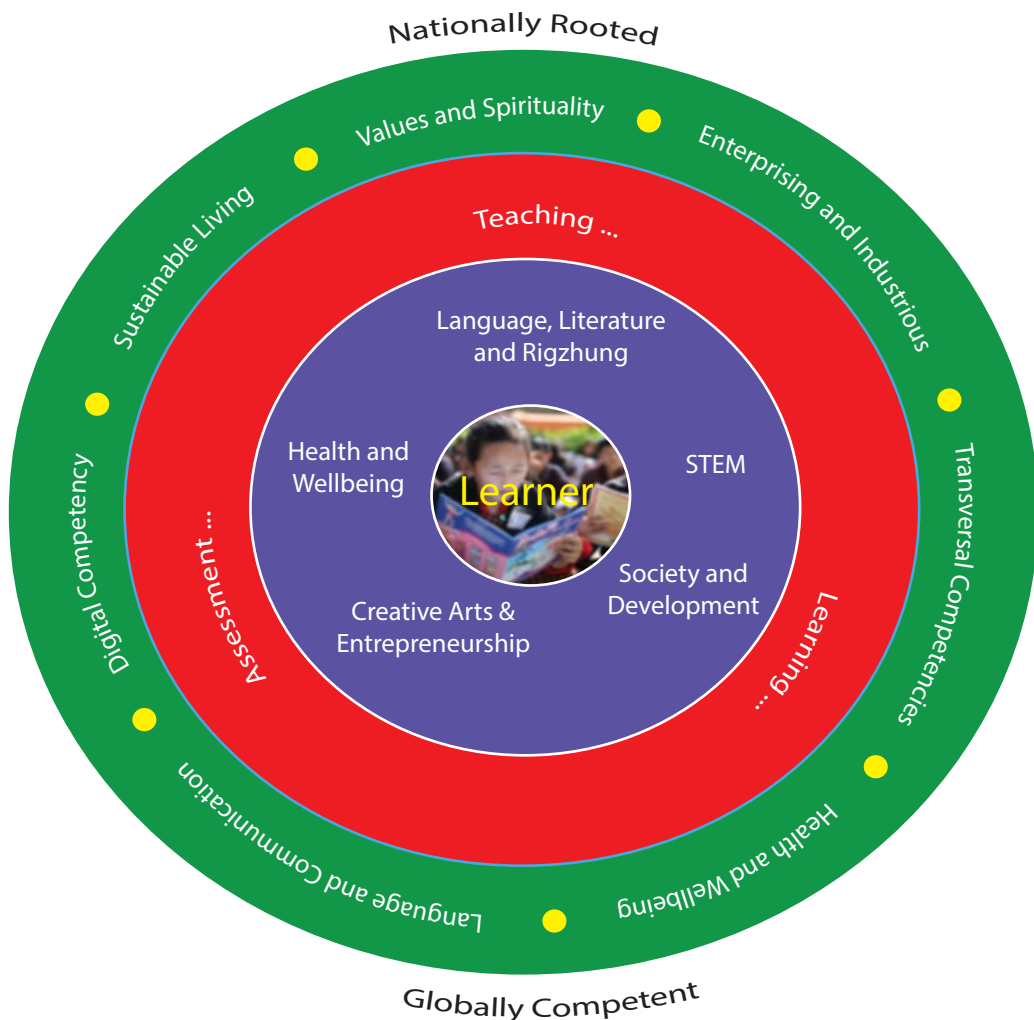

Figure 3: Purpose of School Education

In essence, all subjects have their specific roles and purpose in realizing the purpose of education which justifies the roles of many subjects in the strategic framework of CSE. The cross pollination of CSE with different subjects lends opportunities for an enriching experiential learning and stimulates learners to think deep and wide. This is fundamental in inspiring learning through real time context, and facilitate the realisation of impacts of their perceptions and actions in sexual and reproductive health for a just and harmonious society. The Figure 4, elucidates the relationships of CSE with different subjects for a cumulative outcome.
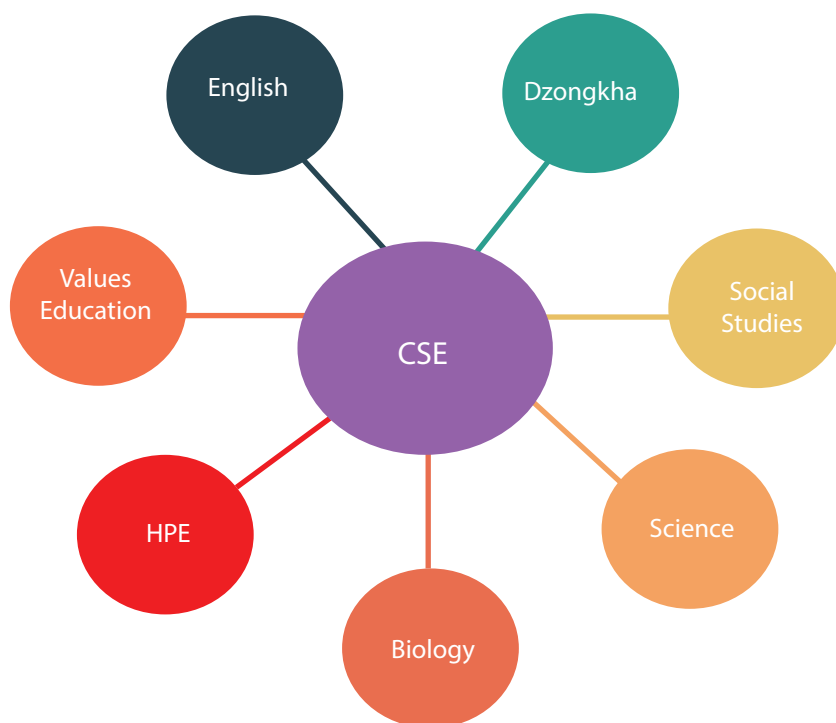
Figure 4: Integration of CSE in Subjects

In light of enriching the learning experience of learners through the concepts and skills of CSE the key concepts and process of CSE are integrated in the most relevant subjects through various means like incorporation as separate topics, learning context and through teaching and learning processes across PP to XII curriculum framework. All these CSE concepts and skills are translated into the instructional guides for teachers to ensure that these concepts are implemented as intended. Further, by embedding into the frameworks and Instructional Guides the teachers will have autonomy and flexibility in designing learning activities that are appropriate to the needs of the students and the social and cultural contexts.

6.3 Pedagogical Approaches

Recent reviews suggest that school-based programmes on sex and relationships are most successful when they are comprehensive, age-specific, and skills-based, use teaching methods that involve students, address social pressures, and when teachers are motivated and trained (UNFPA, 2003b). For young people who do not attend school, urgent action is needed to provide education in innovative and flexible ways, for example, community and distance education, and radio or television broadcasts (UNESCO 2008b; Warwick & Aggleton, 2002) (WHO 2010, pp 24).

The following are some of the suggested learning experiences to engage learners in CSE curricular activities aligned with subject matters:

Inquiry-based learning: Learners inquire on the social problems to understand the when, where and who and impacts on people. Based on the information, learners probe further to understand and justify the causes of the social problems to generate new knowledge of the SRH problems. At the end, learners are stimulated to suggest innovative ways of solving life's problems.

Seminar and debate: Learners engage in research activities to develop deeper understanding through first hand second hand information sources. They present their understanding and misconception through seminar and conference.

Case studies: Video shows and case studies can engage learners in understanding the SRH and CSE concepts and practices, and how and why the implementation of CSE vary across the societies and countries.

Campaign on CSE themes and issues: Schools and society can stimulate learners to organize and conduct campaigns related to SRH and the importance of CSE for peace and harmony within oneself and in the society.

Guest speakers: The community where learners reside and study is potential source of educating youths on the SRH and the comprehensive sexuality. For example, health workers, counsellors and well informed elder citizens can disseminate information and share their life experiences on issues and problems related to SRH. The discussion exercise that follows the presentation is pivotal in clarifying misconceptions and generation of new knowledge.

6.4 Programme-based CSE

The curriculum-based CSE is supplemented and complement by programme-based CSE. This mode is informal and more liberal, and its activities are designed and implemented as informed by situational analysis or based on needs expressed by the community. For greater outreach and effectiveness, programme based CSE is implemented at three levels: National, Dzongkhag and school.

6.4.1 National Level Strategies

At the national level, the central agencies like SHND, DCPD, YCD, SEN and SCED play a crucial role in ensuring the effective implementation of the CSE at the Dzongkhag/ Thromde and schools levels. In addition, the central agency creates enabling conditions in the implementation of the CSE programme through adoption of evidence-based interventions.

Therefore, central agencies shall:

i.   Liaise with relevant stakeholders, including CSOs, for coordination and implementation of the CSE programme.

ii.   Coordinate the implementation of CSE in Dzongkhag/Thromde and schools.

iii. Develop strategies and programmes for implementing CSE at the national level with clear budgetary support.

iv.   Provide support to schools, Dzongkhag and Thromdes in implementing the CSE programme and activities.

v.   Ensure that CSE is integrated in school curriculum and is embedded in education policy and issue directives on the implementation of CSE in schools,

vi.   Promote and strengthen technical capacities of educational leaders, school leaders, teachers, and school staff in CSE.

vii. Facilitate the creation of enabling environment for the effective implementation of CSE through a coordinated effort of various organisations and agencies.

viii. Carry out periodic monitoring, evaluation and reporting of the implementation of CSE instituted at the national, Dzongkhag, Thromde, and school levels.

ix.   Strengthen and promote CSE in colleges in collaboration with the Royal University of Bhutan.

The central agencies can design and implement the following suggestive programmes:

i. Sensitization programme on CSE for education leaders: Education and school leaders play a crucial role in ensuring the programmes and activities are implemented as required. Having a sound knowledge of the CSE is important for leaders to enable them to provide support to teachers and students while implementing programmes and activities. Various meetings and forums can be a good platform to sensitize the school leaders on CSE.

ii. Strengthen CSE through the youth programme: Schools conduct and observe different youth programmes and activities, which is an ideal platform to strengthen CSE. During such programmes, CSE related topics and issues can be discussed and form part of the programme.

iii. Share best practices and experiences on CSE programmes and activities: Sharing best practices and learning from experiences help strengthen curriculum and programme implementation. Dzongkhag/Thromde facilitates and provides a platform for schools to share their best practices and experiences with each other.

iv. Organize youth engagment programmes: In collaboration with relevant agencies – national and international, youth and scout programmes organized during term break can serve as productive platform in learning CSE through idea exchange and engagement in youth programmes.

v. Strengthen pre- and in-service teacher capacity: Organise teacher professional development programmes on CSE themes including human rights approach, gender equality, transformative skills building, and inclusiveness through participatory approach. Teachers can also be encouraged to participate in online PD on CSE hosted by national and international agencies.

vi. Build a repository of CSE materials: Develop a central repository of teaching and learning materials to support the implementation of CSE through curriculum based approach in collaboration with relevant national and international agencies.

vii. Support, monitor and evaluate: Institute a systematic support, monitoring and evaluation mechanism for effective implementation of CSE activities and programmes, preferably by including a few indicators in the national education monitoring system.

6.4.2 Dzongkhag Level Strategies

The education sector at the Dzongkhag shall:

i.   Liaise with relevant stakeholders for coordination and implementation of the CSE programme.

ii. Coordinate the implementation of CSE in Dzongkhag/Thromde and schools.

iii. Develop strategies and programmes on CSE for implementation in schools.

iv. Provide support to schools in implementing the CSE programmes and activities in the Dzongkhag.

v.   Facilitate the development and adaptations of the curriculum to different cultural contexts and use of standards for SRH education.

vi. Facilitate timely training at the school level for all teachers for effectiveness and efficiency.

vii. Facilitate the observation of significant days like International Youth Day, Menstrual Hygiene Day, Elimination of Violence Against Women Day, Mothers' Day and World AIDS Day in schools.

6.4.3 School Level Strategies

Schools at the grassroots are the drivers of change in empowering young minds with positivity for sexual and reproductive health and rights for the well-being of all. It is crucial that schools facilitate the development of necessary communication, negotiation, and critical thinking skills for healthy and equal relationships, and accelerate the academic performance of learners. School design and provide age and culturally contextualised CSE programmes and activities.

Therefore, school shall:

i.   Ensure that CSE forms an integral part of school culture and policy: To facilitate the effective implementation of CSE in schools, it forms an integral part of the school culture and policy. Provide age-appropriate, accurate and comprehensive information on sexuality; support students in meeting their emotional, social, and health needs. This ensures that the CSE programmes and activities are considered and featured in the school annual calendar.

ii. Conduct CSE programmes and activities during significant international and national days: International days such as World Health Day, International Women's Day and Menstrual Hygiene Day provide excellent platforms for organizing and conducting CSE programmes and activities. Schools design various activities on CSE key concepts and practices, and of their perceptions.

iii. Sensitization of teachers and staff on CSE: Provide timely refreshers programmes on CSE to teachers and staff to help them to keep abreast with the latest knowledge and skills.

iv. Provide support to students through counselling and referral to other social services: As a part of the whole school approach, the school counselling unit provides students with the necessary support and guidance. As such, the school counsellors play an important role in contributing to the overall strategic implementation of CSE at schools. The school facilitates counsellors and other service providers with required CSE knowledge and skills to upscale their capacity.

7

Monitoring

Evaluation and Reporting

7. Monitoring, Evaluation and Reporting

Monitoring and evaluation is essential to assess the efficacy of programmes and activities, identify challenges and recommend appropriate interventions. The CSE is implemented through common modes - curriculum based and programme based. In the curriculum mode, CSE key concepts, ideas and practices are integrated in relevant subjects and delivered through thematic, place-based experiential learning approaches in developing competencies of life skills and sexual reproductive health. These competencies are assessed as an integral part of formative assessment, and periodic class tests, and examinations at the end of each term in the formal educational setting. On the other hand, numerous programmes and activities constitute the programme based mode to inspire youths in schools. Accordingly, a periodic inventory and impact analysis are crucial in gauging the efficacy of the CSE programme and activities.

The timely monitoring facilitates the collection of information and data about the efficacy of CSE implementation and transformation of youth's behaviour to healthy and positivity to sexuality and reproductive health and relations. The reviews and analysis of data and generation of interpretation are the means of evaluating the development of CSE competencies, and attainment of targeted outcomes in the form of attitude and behavioural changes. These changes ascertain the efficacy and success of the CSE programmes and activities. Based on the identified challenges, necessary culturally and age appropriate interventions are recommended to accelerate the effective implementation of CSE both in the formal and informal settings. UNFPA (2014) also recommends that monitoring and assessment are vital to gather data on the teaching approaches being used, the fidelity to the curriculum, student perceptions of their learning experience, and the safety of the learning environment.

The systemic monitoring of the implementation of sexuality education by professionals at central, Dzongkhag and school administrators in schools is pursued to collect data on a regular basis, wherein education questions used in formal setting can contain a few key questions on sexuality education. Classroom observation, interviews with students, teachers and community, case studies wherever appropriate, class test and examinations, and survey questionnaires are potential tools of monitoring and evaluation. However, the efficacy of monitoring and evaluation rely on the use of appropriate measurable indicators based on the CSE programme goals. For example, in terms of reduced rates of HIV and AIDS, unintended pregnancy and domestic violence.

Based on the focus areas of CSE and types of programmes and activities, CSE monitors and implementers can design tools appropriate to the context and audience. However, it is recommended that the tool contains the following elements, while the specific items may vary (see table 2).

Table 1: Sample Monitoring & Evaluation Tool

Target group name / class:		School:	
Sl. No	Items	Tick "Yes" or "No"	Justification
I	CSE Implementation		
1	Has access to CSE information		
2	Has access to CSE services		
3	Experiential learning approaches deployed in CSE		
4	Conducive environment for CSE		
---	…………………..		
II	Competency / Outcomes		
1	Know what is SRH		
2	Understand the negative impacts of SRH		
3	Demonstrate ways of addressing problems of SRH		
4	Justify their actions in relation to sexual and reproductive health behaviour		
…	………………………….		
III	Challenges		
1	Teachers competencies on CSE		
2	Community support		
3	Cultural stigma		
4	…………………………….		
IV	Any other significant observations		
V	Recommendations of the Evaluator		
	Name of the Evaluator:	Date:	

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