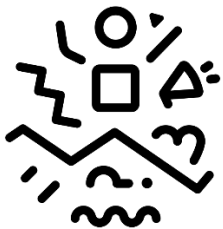


---

# Comprehensive Sexuality Education

## M&E Framework Guidebook

---



RIGHT HERE  
RIGHT NOW



---

NOVEMBER 2020

Right Here Right Now Nepal Secretariat: YUWA  
88, Khursanitar Marga, Lazimpat-2,  
Bagmati Province, Kathmandu, Nepal  
[www.yuwa.org.np](http://www.yuwa.org.np) || [info@yuwa.org.np](mailto:info@yuwa.org.np)  
(+977 1) 4418747, 4419489 || P.O. Box 8973, NPC 593

**Consultant Authors:**

Arushi Singh  
Ankit Babu Adhikari

**Coordinated and Reviewed By:**

Shreya Shrestha  
Sajja Singh

Right Here Right Now is a five-year program and global strategic partnership that is active in ten countries and the Caribbean sub region. In Nepal, it is a consortium of 15 like-minded organizations working and advocating towards sexual and reproductive health and rights of young people; focused on three thematic areas: legalization of marriage equality, access to a stigma free and youth friendly safe abortion services and inclusion of all components of comprehensive sexuality education in national curriculum and drafting of a curriculum for out of school children.

YUWA is one of the platform organizations of RHRN Nepal and also serves as the host organization for the RHRN Secretariat for Nepal. Established in 2009, YUWA is a registered not for profit, purely youth-led and youth-run organization working to promote youth participation through empowerment and advocacy. Since its formal establishment, YUWA has concentrated upon holistic youth issues and is especially working on three thematic issues- Sexual and Reproductive Health and Rights, Active Citizenship and Research Development.

Support for this project was provided on behalf of the Right Here Right Now Partnership. The partnership is funded by the Ministry of Foreign Affairs of the Netherlands.

© Copyrights Reserved

---

## **Preface**

Comprehensive Sexuality Education (CSE) is considered indispensable for the holistic development of children and adolescents in the 21<sup>st</sup> century. According to UNESCO, the main objective of CSE is to help children and adolescents make responsible choices about their sexual and social relationships through knowledge and skills. Since CSE is an effective medium for such knowledge and skills, its inclusion in the curriculum can be considered as an effective strategy. In such context, if it can be included in the Nepali curriculum, it could be a significant step for the development of children and adolescents. Reflecting on these aspects, Right Here Right Now (RHRN) has developed this monitoring framework to include CSE in the Nepali curriculum. Designed to support the work of the Government and concerned bodies in the field, this framework covers various subjects of the course, targeting students of age group 5 to 18 years.

The monitoring framework has been developed using the UNESCO's Assessment tool-Sexuality Education Review and Assessment Tool (SERAT). The monitoring framework can be used to monitor the CSE program of the entire country or at provincial level. The framework can be used as the tool by a team of people representing different background i.e. government, UN, Youth led organization and CSOs. And the comments received in the framework can be used for developing the action plan which will guide the in-curriculum revision process. Therefore, the framework can be actually used a planning tool. The framework can be used once in two years and helps to monitor the CSE program (Curricula).

## **Legal and policy context**

This section explores the availability of legal and policy backgrounds that are required to facilitate the effective implementation of CSE. Under the 'legal and policy context' section, the framework consists of several key questions —

- i) Do the national mechanisms provide data on sexual and reproductive health needs of the young people?
- ii) Are there regulations, guidelines or ministerial standards within the education sector in relation to people living with HIV, gender-based violence, discrimination, among others?,
- iii) Are there policies, strategies and/ or ministerial structures within the education sector so as to contribute to the expanded understanding of CSE?
- iv) do laws, policies, regulations and/ or legal norms/ protocols that restrict people's sexuality choices and options, and

v) Do laws, policies, regulations and/ or legal norms/ protocols exist that support people’s sexuality choices and options including harmful social practices around gender and sex?

The framework envisions use of this section for regular monitoring of the available legal and policy resources, annually, throughout the project implementation period.

Direction for use	Recommended timeframe	To be used by	Use of results
The given framework outlines several legal and policy contexts, including the relevant sources of data. The project team/ monitoring unit of the working group should refer to these sources, obtain required documents and enter the status of each of the given legal and policy frameworks.	Annual record keeping	Project team/ Monitoring Unit of the working group	Results and findings from this section of the framework help the project team to identify gaps in the legal and policy front. The gaps will provide an opportunity to design and implement strategies for lobbying for the fulfillment of missing areas in the legal and policy framework.

### Objectives and principles

The main purpose of this section of the framework is to make sure that the overall objectives and principles used to design the program are in line with the basic domains of CSE. Monitoring of the objectives using the given framework also explores if the curriculum adequately focuses on building effective skills surrounding CSE. Apart from that, this section also checks whether or not the process of curriculum development was comprehensive, involving the participation and voices of multiple related stakeholders. The framework envisions use of this section for regular monitoring of the developing program objectives, annually, throughout the project implementation period. This exercise is expected to ensure that the programme is comprehensive enough, such as to meet the national priorities in CSE.

Direction for use	Recommended timeframe	To be used by	Use of results
<p>The framework outlines the key areas that need to be taken into consideration while setting the programme objectives. The monitoring questions listed under each of the areas are to be carefully analyzed and answered by the project team in coordination with the monitoring unit of the programme.</p>	<p>Annual record keeping</p>	<p>Project team/ Monitoring Unit of the working group</p>	<p>The results from this section are supposed to help the project to ensure that all the objectives are in line with the project outcomes. If the findings showcase any discrepancy in the objectives, the project team should carefully identify the gaps and coordinate for revising the relevant areas of project intervention, such as to meet the objective criteria outlined in the framework.</p>

## Contents

The framework provides a general guideline for the development of CSE curriculum. The key domains that constitute the CSE framework are —

- i) relationships,
- ii) values, rights, culture and sexuality,
- iii) understanding gender,
- iv) violence and staying safe,
- v) skills for health and well-being,
- vi) human body and development,
- vii) sexuality and sexual behavior, and
- viii) sexual and reproductive health.

The contents under each of these domains have been customized for four age-groups, namely, 5-8 years, 9-12 years, 12-15 years and 15-18+ years. The framework outlines key contents under each of the eight CSE domains that can be applicable in the CSE curriculum for the given age-groups. A brief introduction to the domains and related contents to the respective age-groups has been given in the table below. A detailed list of contents proposed for all four age-groups, specific to the given eight documents can be accessed in the framework.

	<b>5-8 years</b>	<b>9-12 years</b>	<b>12-15 years</b>	<b>15-18+ years</b>
<b>Relationships</b>	<ul style="list-style-type: none"> <li>• Basic understanding of family relationships</li> <li>• Basic understanding regarding the need to respect diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of family relationships</li> <li>• Understanding the need for respecting diversity</li> <li>• Understanding of gender-equitable roles</li> <li>• Understanding about positive and negative influences among peers</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding about emotional values in family relationships, need for love, cooperation and mutual respect</li> <li>• Demonstration of ways to positively influence peers</li> <li>• Demonstration of ways to avoid unhealthy sexual relationships and how to have a healthy sexual relationship (Applies for the age-group 15-18+)</li> <li>• Understanding that sexual practice is not a mandatory practice in any emotional</li> </ul>	

			love affair/ relationship -
<b>Values, rights, culture and sexuality</b>	<ul style="list-style-type: none"> <li>• Basic understanding about child rights</li> <li>• Respect towards differing opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of cultural, religious values and social norms surrounding sexuality</li> <li>• Understanding of child rights and an introduction to Universal Declaration of Human Rights and the Convention on Rights of the Child</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to prioritize actions according to own personal values</li> <li>• Understanding and knowledge about local or national laws and policies impacting sexual and reproductive health rights</li> <li>• Understanding and respect towards human rights of all people</li> </ul>
<b>Understanding gender</b>	<ul style="list-style-type: none"> <li>• Basic understanding of gender roles</li> <li>• Ability to understand different forms of GBV</li> <li>• Understanding that any form of unfair treatment based on gender is a violation of human rights</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of gender-related social norms and practices</li> <li>• Recognition of different gender-identities</li> <li>• Ability to understand different forms of GBV</li> <li>• Understanding that any form of unfair treatment based on</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to analyze the impact of gender norms on romantic relationships</li> <li>• Understanding of gender-related social norms and practices</li> <li>• Understanding about intimate partner violence</li> </ul>

		gender is a violation of human rights	<ul style="list-style-type: none"> <li>Ability to critically analyze their own level of gender bias and identification of ways to avoid biases (applies for age-group 15-18+)</li> </ul>
<b>Violence and staying safe</b>	<ul style="list-style-type: none"> <li>Basic understanding regarding the forms of violence, possible perpetrators</li> <li>Understanding that any form of child-abuse, violence is illegal and subject to legal punishment</li> </ul>	<ul style="list-style-type: none"> <li>Understanding regarding the forms of violence</li> <li>Recognition of different types of potential perpetrators</li> <li>Understanding and respect for privacy</li> <li>Effective communication skills to avoid violence and stay safe</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive understanding about bullying, psychological violence, physical violence, sexual abuse, sexual assault, intimate partner violence, etc.</li> <li>Recognition of different types of potential perpetrators</li> <li>Understanding about the importance of consent</li> <li>Knowledge about referral mechanisms in place</li> </ul>

<p><b>Skills for health and well-being</b></p>	<ul style="list-style-type: none"> <li>• Basic understanding about people-handling skills, saying 'yes' or 'no'</li> <li>• Identification of healthy and unhealthy communication</li> <li>• Acknowledgement of the need to make right decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding about decision-making</li> <li>• Understanding about media influences</li> <li>• Ability to question the portrayal of men/ women in the media</li> <li>• Knowledge about referral mechanisms that the children can rely on</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding about the ways that gender and social norms affect sexual decisions and behaviors</li> <li>• Ability to make correct decisions pertaining to sexual and/ or reproductive health concerns</li> <li>• Understanding and knowledge of referral mechanisms that adolescents can approach to address any sexual or reproductive concerns</li> </ul>
<p><b>Human body and development</b></p>	<ul style="list-style-type: none"> <li>• Ability to identify different body parts of male and female body</li> <li>• Normalization of bodily changes happening during adolescence</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding about reproductive functions of a human body</li> <li>• Understanding that bodily changes and sexual attractions during adolescence are not wrong</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive understanding about puberty</li> <li>• Ability to reflect on and articulate their own perspectives on sex, gender and reproduction</li> <li>• Understanding about how one's reflection on their own body image can have impacts on self-esteem, sexual decision-making and subsequent</li> </ul>

			sexual behaviors (applies for age-group 15-18+)
<b>Sexuality and sexual behaviour</b>	<ul style="list-style-type: none"> <li>• Basic understanding about sexuality</li> <li>• Understanding of different ways different people use to express love and affection</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding about sexual pleasures</li> <li>• Understanding that sexuality is a healthy practice</li> <li>• Understanding about sexual practices such as masturbation</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive understanding about sexuality</li> <li>• Ability to question and combat the myths and taboos about sexual behaviors and practices</li> </ul>
<b>Sexual and reproductive health</b>	<ul style="list-style-type: none"> <li>• Basic understanding about personal hygiene, menstrual hygiene and cleanliness</li> <li>• Basic understanding that sexuality is related to reproductive health</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledgement of reproductive health rights, use of contraception and decision-making in reproduction</li> <li>• Understanding about sexually transmitted diseases</li> <li>• Understanding about personal, menstrual and sexual hygiene and cleanliness</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive understanding about contraception practices</li> <li>• Comprehensive understanding about the rights of PLHIV</li> <li>• Understanding about sexually transmitted diseases</li> <li>• Comprehensive understanding about safer sex and reproductive health</li> </ul>

Direction for use	Recommended timeframe	To be used by	Use of results
As with the earlier sections, the framework provides a detailed outline of the contents envisioned for different age-groups. The project team and the monitoring unit should coordinate to check if the project implementation plan/ contents developed for each of the age groups meet the criteria outlined in the framework.	Annual record keeping	Project team/ Monitoring Unit of the working group	This is a key area that provides a direction to the entire project, in terms of sexuality education contents that are to be developed, considering different age-groups. Monitoring of the contents will therefore provide with data that supports the project to identify gaps and devise possible way-outs by suggesting revisions in the contents.

### Integration in the official curriculum

This section in the framework monitors the approach for integration of the sexuality education program into the national curriculum. For instance, monitoring of integration explores if the sexuality education program is part of the national curriculum, whether sexuality education continues through first year of primary education to the final year of secondary education, and so forth. Apart from these, the framework also covers key subject areas in school, such as languages, life skills, integrated science, social sciences, arts, technology, physical education, among others, that incorporate sexuality education. Similarly, the framework also explores if there are national/ state guidance on how to integrate sexuality education into different carrier subjects, along with national or state policies that determine the approach of integration of sexuality education into the national curriculum. The framework envisions use of this section for regular monitoring of the policies and practices around integration of sexuality

education in national curriculum, annually, throughout the project implementation period.

Direction for use	Recommended timeframe	To be used by	Use of results
<p>The project team and monitoring unit of the working group should come together to check this annually, based on the pointers in the framework, which facilitate the monitoring of status of different pre-requisites and the status of integration of CSE into regular school curriculum.</p>	<p>Annual record keeping</p>	<p>Project team/ Monitoring Unit of the working group</p>	<p>The information obtained from this section will highlight the key to-dos in terms of facilitating the integration of CSE into regular school curriculum. Based on the findings, the project can design a lobby strategy to be worked out with relevant government authorities and school-stakeholders to ensure the integration of CSE into regular school curriculum.</p>

### Teaching and learning approaches

The section on teaching and learning approaches in the given M&E framework is mainly focused on exploring the principles, methods and guidance that orient the implementation of the sexuality education program. The framework provides four key domains for the monitoring of teaching and learning approaches, namely — i) pedagogical principles and methods, ii) educational materials for teachers, iii) educational materials for students, and iv) learning environment. Under pedagogical principles and methods, some of the key factors explored are the availability of learning environment based on equality, respect, and human rights, including zero tolerance for sexual and gender-based discrimination and violence, strategies in place to integrate the

principle of sexuality education into the regular teaching-learning practices, among others. Likewise, education materials for teachers incorporate lesson planning, evaluation methods, and required materials to deliver the lessons. Education materials for students include learning materials and their availability and production, sexuality education manuals for students, among others. Lastly, learning environment covers factors like privacy and confidentiality of learners, an environment where learners can share their questions and actively participate in sexuality education without feeling singled out or vulnerable, among others. The teaching and learning practices captured by the given four domains in the framework should be monitored on an annual basis, throughout the project implementation period.

Direction for use	Recommended timeframe	To be used by	Use of results
<p>As mentioned in the description above, this section outlines the key pre-requisites for an enabling learning environment, with regards to the status of suitable teaching and learning approaches in sexuality education. The questions under this section should be answered by the monitoring unit, after obtaining relevant information from the project team or the school-based stakeholders, especially teachers.</p>	<p>Annual record keeping</p>	<p>Project team/ Monitoring Unit of the working group</p>	<p>Effective implementation of CSE is beyond just the development and delivery of relevant contents. Apart from these, CSE should also focus on the availability of suitable teaching and learning practices. This section provides the project with important data showcasing whether or not the pre-requisites of suitable teaching and learning environments have been met during the course of project</p>

			<p>implementation. Based on the findings from this section, the project should design and implement interventions at the school level, in coordination with relevant government authorities.</p>
--	--	--	--

**Teacher training**

Teacher training is an important aspect of the implementation of sexuality education program. In that regard, the framework covers considerations taken into account for educator training on sexuality education. The framework monitors teacher training practices on the basis of four key domains, namely

- i) teacher training curriculum,
- ii) teaching competencies,
- iii) training on learning environment, and
- iv) Other educators.

The first domain ‘teacher training curriculum’ explores whether sexuality education is part of the pre-service training program for new teachers, availability of in-service teacher training programs, among others. Teaching competencies, likewise, explores if the MoE-recognized teacher-training program includes sessions for practical exercise around delivering sexuality education and sessions for educators to reflect on the distinction between their own values, biases and opinions, and the actual health needs of the learners, among others. Similarly, training on learning environment focuses on teachers’ skills on establishing an enabling learning environment for the delivery of sexuality education to students. The last domain ‘other educators’ explores if the national/ state level guidelines exist for training school-based peer educators on sexuality education, provision to ensure participation of health service providers in sexuality education, among others. Factors and subsequent questions pertaining to

teacher training, in the framework, should be monitored and updated on an annual basis, throughout the project implementation period.

Direction for use	Recommended timeframe	To be used by	Use of results
<p>This section builds on the previous section on teaching and learning practices. As teacher training is an important aspect of an enabling CSE learning environment, different aspects of teacher training outlined in the project should be monitored by the project team in coordination with the monitoring unit. The relevant data required for this section should be obtained from relevant stakeholders, all of which are identified and outlined in the given framework itself.</p>	<p>Annual record keeping</p>	<p>Project team/ Monitoring Unit of the working group</p>	<p>As with the previous sections, the findings from monitoring of teacher training status/ environment will identify gaps, which the project can fulfill by designing and implementing suitable interventions and lobby.</p>

---

## Monitoring framework

Monitoring framework for the CSE identifies three major outputs, namely —

- i) program content and quality,
- ii) policy and advocacy, and
- iii) Learning environment.

Content and quality are measured by indicators around teachers receiving training on CSE content, including gender and rights, participatory, learner-centered teaching methods, classroom safety, among others. Other indicators under program content and quality are framed around availability of gender-sensitive, human-rights based, evidence driven, critical thinking curriculum and supporting materials. Duration of programs and the number of young people reached are other areas measured by proposed indicators under the program content quality. Likewise, policy and advocacy measures level of support among policymakers, school administrators, media, religious leaders, among other stakeholders. Other indicators around policy and advocacy include policies for safe schools, CSE programs that involve different sectors and UN agencies, attitude of education policymakers about substantive emphasis on gender and pedagogic emphasis on critical thinking, among others. Similarly, learning environment covers content scores for gender education within curricula, Non-CSE educators' skills and comfort with critical thinking and participatory pedagogies, among others. The framework also provides the tools that can be used to answer each of the indicators. Some of the key tools proposed are school data/ training records, classroom observation, content review, SIP observation, along with qualitative consultation with a range of relevant stakeholders from government and non-government actors. The given monitoring framework should be updated with relevant data and information once a year, throughout the project implementation period.

<b>Direction for use</b>	<b>Recommended timeframe</b>	<b>To be used by</b>	<b>Use of results</b>
The monitoring unit of the working group should come together with the project authorities for a holistic monitoring of the project. For that, the	Annual record keeping	Monitoring unit of the working group	Unlike previous sections that are focused on the activity-level monitoring of different aspects of CSE implementation,

<p>framework has outlined key monitoring steps, which need to be executed on the basis of available secondary as well as primary data. The means of verification/ tools proposed in the framework should be carefully studied and designed accordingly by the monitoring unit.</p>			<p>this section focuses on the monitoring of some of the output-level indicators outlined in the framework. Findings from this section should be developed into a separate report, which should be used to see if the project is moving in the right direction in terms of achievement of periodic targets.</p>
--	--	--	---

## Evaluation framework

The evaluation framework has been formed around the key outcomes —

- i) relationships,
- ii) values, rights, culture and sexuality,
- iii) understanding gender,
- iv) violence and staying safe,
- v) skills for health and well-being,
- vi) human body and development,
- vii) sexuality and sexual behavior, and
- viii) Sexual and reproductive health.

Several intermediate outcomes under each of these eight outcomes have been identified, for each of which, a range of indicators have been provided. Envisioning that evaluation of the program will be commissioned every two years throughout the implementation period, a mixed methods approach has been proposed, involving the use of both qualitative as well as quantitative tools. Quantitative tools include survey with youths and adolescents, and secondary data. Likewise, qualitative tools proposed are Focus Group Discussion (FGD) and Key Informant Interview (KII) with key

stakeholders including youths and adolescents, local governments, school-level stakeholders, community members, among others.

Direction for use	Recommended timeframe	To be used by	Use of results
<p>The external evaluator should develop comprehensive tools after studying the indicators outlined in this section, as well as other relevant project data including the annual monitoring report. Primary data obtained from the external evaluation should be analyzed in terms of different outcomes and intermediate outcomes outlined in the framework.</p>	<p>Every two years of project implementation period</p>	<p>External evaluator</p>	<p>The external evaluator will produce a comprehensive report after evaluating project's performance against targets, on the basis of indicators proposed for each of the outcomes and intermediate outcomes outlined in the framework. The results will clearly outline project's periodic achievements and any gaps that may need to be bridged through revisions and re-designing of certain aspects of the project. The periodic evaluation reports will also inform the project about the areas of strength, which can be used by the government as a replication and scale-up model in non-project-intervention areas.</p>

