

Handbook

Tools to Analyze Comprehensive
Sexuality Education (CSE)
Teaching Competencies

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International Alliance
for Sexual and Reproductive
Health, Rights, and Justice

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Image by Amy Maitland | @amymait

Acronyms

CSE	Comprehensive Sexuality Education
WHO	World Health Organization
ITSGE	International Technical Guidance on Sexuality Education
UNESCO	UN Educational, Scientific, and Cultural Organization
UNAIDS	Joint UN Program on HIV/AIDS
UNFPA	UN Development Program
UNICEF	UN Children's Fund
UN Women	UN agency for gender equality and women's empowerment

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I. Introduction¹

I. Objectives of the tools

1. Describe the main competencies that educators must have to successfully provide CSE based on a gender, rights-based, and intercultural approach.
2. Disaggregate competencies into observable practices that enable their analysis and verification.
3. Identify improvement areas in terms of educator performance that contribute to equality, inclusion, and critical thinking.
4. Provide those teaching CSE with the opportunity to learn and practice the necessary competencies so that they can implement them effectively in community and school contexts, whether in person or through digital tools.
5. Provide a tool that promotes reflection among educators and that helps them perform their job with joy, commitment, and a strong sense of personal satisfaction.

I.2 A few words regarding competencies

Competencies bring together knowledge, skills, and attitudes expressed in a comprehensive way.

Although we may indicate the most important criteria and indicators of each competency, there is an additional “special element” that allows everything to fall into place and at the right time. Willingness and flexibility are, therefore, two crucial attitudes that educators must have, regardless of the competency addressed.

This endeavor adopts the following definition of competency:

“The ability to respond to complex demands and properly carry out tasks. It requires a combination of practical skills, knowledge, motivation, ethical values, attitudes, emotions, and other social and behavioral factors that mobilize jointly to achieve an action efficiently. (...) The differential traits of competencies: they constitute a complex and non-adaptive know how that is implemented not in a mechanic but reflexive way. It is adaptable and integrative in nature. It includes knowledge, know how, and a willingness to do in specific contexts and situations according to desired purposes.”

(OECD, DeSeCo, 2002).²

¹ In this document, teaching competencies refer to the educational practice of various agents who act both in school contexts and outside of school. In this sense, the use of “educator” includes teachers, facilitators, and peer educators. Therefore, to ensure easier reading, these terms are used interchangeably. We do, however, wish to clarify that the only terms that do not fit our liberating vision of education are those that are part of the framework of “instruction”.

² From: Morán, S. et al. (2008). Hacia un enfoque de la educación en competencias. Principality of Asturias: Council of Education and Science. In: <https://redined.mecd.gob.es/xmlui/bitstream/handle/11162/2576/01720082000075.pdf?sequence=1>

Based on this approach, a competency has three related dimensions:

- Knowledge
- Know how
- Desire to do

Knowledge

This refers to all the topics or facts that the educator knows or must know to do their job. This dimension relates to the cognitive aspect.

In colloquial terms, this pertains to knowing.

Know how

This refers to the actions the educator is in the capacity to do. This dimension relates to the practical aspect.

In colloquial terms, this pertains to skills.

Desire to do

is refers to the attitudes and values that the educator needs to do their job effectively. This dimension relates to commitment and the will to act.

In colloquial terms, this pertains to feeling.

To think about:

When you think about your own educational work in the area of CSE, what elements do you associate with knowledge, know how, and the desire to do?

Ask yourself:

An educator working in the field of CSE

What should they know?

An educator working in the field of CSE

What should they be able to do?

An educator working in the field of CSE

What attitudes and values should they have?

As a CSE educator

What makes your work successful?

I.3 Who does this guide target?

People in charge of facilitating—whether individually or in a group—structured Comprehensive Sexuality Education processes. This means they have prior knowledge of CSE topics; experience working with groups; and ideally, they should be part of an institution-backed initiative, whether a public, private, and/or civil society institution.

Those assuming the role of educator and/or facilitator must have training in all aspects of the curriculum and its teaching. In addition, they should have a series of interpersonal qualities, such as empathy with adolescents and youth; commitment to CSE; an affectionate and bias-free attitude; and an inclusive attitude that actively questions gender, race, age, and other biases that affect their teaching work. Likewise, they should be willing to learn about CSE content and how to teach it efficiently. Under no circumstances should it be assumed that there are groups that can avoid training in the area of facilitation.

The responsibility of teaching CSE can be assumed by trained and sensitized adults; youth; peers; and health, education, or community staff. They should contribute to creating a sense of safety and trust among participating groups.

I.4 For what types of CSE programs?

This competency analysis tool targets CSE interventions in informal and formal education contexts. Regardless of the context where the CSE program takes place (in school or out of school), it is important to conduct an analysis of the performance of those executing the plans and coordinating the educational and group encounters.

In this perspective, it targets the improvement of informal education processes led by groups or institutions that assess and address the specific needs of groups outside of the education system. It also targets formal school programs that integrate CSE as part of the formal curriculum.

Whatever the type of program, we cannot dismiss the use of technology and digital tools to teach CSE. As part of a structured plan, a virtual approach can help resolve some of the challenges of access to the educational centers; expand coverage; and include interactive content that is more appealing than other teaching methods to efficiently and safely reach specific groups of children, adolescents, and youth with relevant and objective information.

The potential of new technologies requires a prior assessment of needs. Furthermore, its use does not exempt programs from the need to have a curricular basis that requires users to cover specific elements and complete them in a particular order. If users can choose which components to use and which to ignore, the learning experience and the reach of content they access will most likely not be comprehensive.³

In any case, programs require methodical planning based on the International Technical Guidance on Sexuality Education, an evidence-informed approach, henceforth ITSGE (UNESCO, 2018).⁴

³ UNFPA (2020). International Technical and Programmatic Guidance on Out-of-School Comprehensive Sexuality Education. An evidence-informed approach for non-formal, out-of-school programmes. NY. In: https://www.unfpa.org/sites/default/files/pub-pdf/Out_of_School_CSE_Guidance_with_References_for_Web.pdf

⁴ UNESCO, UNICEF, UNFPA, UN Women, UNAIDS, and WHO (2018). International technical guidance on sexuality education: an evidence-informed approach. Paris. In: <https://doi.org/10.54675/UQR6395>

In this sense, every CSE program should:

Be comprehensive. This means that in addition to providing accurate, complete, and non-judgmental information, it analyzes the context and influence of social norms on prevailing ideas of pleasure, gender roles, sexual orientation, sexual rights, contraception, and others. Sexuality should be addressed looking at positive experiences such as pleasure, instead of centering on negative ones such as risks and fear.⁵

- Align with the ITSGE, adapt to the specific context, and respond to any contingency in the environment.
- Develop age-appropriate content and be gradual and flexible.
- Have a professional training plan for people in charge of developing and implementing CSE programs. The goal of this is to guarantee that they provide up to date and relevant content.
- Include continuous review, monitoring, and evaluation processes.
- Establish linkages with other related services: social, health, protection, technical and work training, continuous education, and legal assistance. This guarantees that, if necessary, educators can link children, adolescents, youth, and families to services that address and prevent gender-based violence.

This set of competencies adjust to both the formal school context and the out-of-school spheres. They are performance guidelines according to the principles of CSE learning and active methodologies addressing the need to:⁶

- Center the people participating in the learning process.
- Promote values and practices based on human rights, gender equity, and equality.
- Favor active participation.
- Foster ownership and empowerment.
- Address the content and methodology.
- Guarantee correspondence between educational proposals and the needs of the groups.
- Contextualize educational processes.

1.5 How should we approach the competency model?

Bearing in mind the previous principles, this set of competencies must be considered as a framework that can be adapted to various situations, strategies, and training contexts, and as a source of support to guide various implementation decisions.

Initially, it can support the training of potential educators in the field of CSE. At the same time, it allows people already conducting CSE work to review their performance in light of the proposed competencies. Finally, it contributes to moving toward achieving greater alignment in program management, the development of facilitation resources, the quality of their performance, and the analysis and evaluation processes.

⁵ PLAN International (2020). Putting the C in CSE. Standards for Content, Delivery, and Environment of Comprehensive Sexuality Education. In: https://plan-international.org/uploads/2021/12/glo-putting_the_c_in_cse-eng-eo-nov2020_digital_1-1.pdf

⁶ See: H. Otten, H. Fennes (2008). Quality in non-formal education and training in the field of European youth work. Salto Training & Cooperation Resource Centre. Cited in Studies on quality and on trainer competences in non-formal education and training. Salto-Youth.

It is important to keep in mind that this model must not be seen as an exhaustive list of competencies or as a closed process, but rather as a dynamic and evolving proposal.

Due to the variety of backgrounds and cultures of the groups facilitating the educational processes, and to ensure a flexible approach and use of the document, all references to theoretical approaches, educational models, and concepts have been written in a general way.

Educators and facilitators that this competency model targets must use the approaches and standards of CSE and the technical guidance related to the internationally agreed upon methodologies and content.^{7,8}

1.6 Building on existing science-based standards

The CSE competencies proposed in this document are framed in the ITSGE: an evidence-based approach (UNESCO, UNICEF, UNFPA, UN Women, UNAIDS, and WHO, 2018).⁹

Based on a mapping of different pedagogical competencies, categories were formed to gather the basic and indispensable elements for a quality performance, limiting it to a group learning situation mediated by an educator.

This framework responds to the need to focus on the implementation of a CSE program, on the learning environment, on the interaction the educator establishes with the group, and the willingness to deliver an educational process that places participants in the center. These are necessary to effectively implement quality CSE.

The set of competencies included in this work is not exhaustive. Nevertheless, it helps people facilitating educational processes to recognize the possible positive impact of quality CSE on children, adolescents, and youth; to examine their personal values and bias and the impact these may have on their ability to effectively teach this subject; to identify strategies to foster a safe and respectful learning environment for the group of participants; and to demonstrate competent knowledge and skills related to the subject.

It is important to mention that this document does not address CSE topics, and we refer readers to the ITSGE. Furthermore, the document includes a self-assessment tool to help identify the professional development needs of people implementing CSE programs (Annex 1).

1.7 Quality in CSE training processes

In the framework of this profile of competencies, it is important to understand that quality encompasses dimensions such as ethics and coherence, adherence to defined objectives, change, and transformation.

⁷ UNESCO, UNICEF, UNFPA, UN Women, UNAIDS, and WHO (2018). International technical guidance on sexuality education: an evidence-informed approach. Paris. In: <https://doi.org/10.54675/UQRM6395>

⁸ UNFPA (2020). International Technical and Programmatic Guidance on Out-of-School Comprehensive Sexuality Education. An evidence-informed approach for non-formal, out-of-school programmes. NY. In: https://www.unfpa.org/sites/default/files/pub-pdf/Out_of_School_CSE_Guidance_with_References_for_Web.pdf

⁹ UNESCO, UNICEF, UNFPA, UN Women, UNAIDS, and WHO (2018). Op. Cit.

Criteria related to CSE training may include the following:

- Training is based on CSE values and principles.
- Training responds to the needs of participants and leaves space for both expected and unexpected results.
- Training is carefully planned and executed in terms of its educational impact and practical organization.
- Sufficient resources are available in advance, and they are used in a clearly results-oriented manner.
- Training is assessed based on previously agreed upon criteria.
- Results are recognized and visible.

However, quality goes beyond the educational activity and the competencies of educators.¹⁰

II. Competencies in context

II.1 Enabling conditions

The concept of competencies we adopted, together with the complexity of educator-learner interaction and the demands of CSE, led us to avoid fragmented taxonomies and to connect the identified competencies with some enabling conditions for their development and expression. Underlying the educational endeavor, summarized in seemingly simple questions of what, how, and what for, are some pedagogical principles that imprint the intentionality, meaning and transformative action of CSE. Enabling conditions include the following:

The educational approach

The student at the center. This means placing participants and their learning at the center of the educational process. This requires education to be centered on people participating in the learning process, considering their characteristics and needs.

Meaningful learning experiences. This means making learning a valuable and transformative experience for people's lives and realities. And this play on words is not by chance. The opportunity to be part of educational experiences where educational practices are inclusive and promote respect for differences, reflection, and active participation has an added value, especially for the group. It challenges them to build on what they know and have lived, transforming their experience. Likewise, the educator adopts a facilitation role and guides activities toward reflection and the exchange of ideas in an environment of respect, solidarity, and adherence to human rights.

The context

Social. This means fostering situated learning. The goal is for each group to learn in circumstances that bring them closer to their own reality through various forms of learning based on daily life, and the specific values and norms of the context in which they are immersed. In this sense, the development of critical thinking enables participants to identify opportunities and act in their own environment, encouraging respect for the dignity and equality of all people, without pretending to equalize their realities.

¹⁰ See: European Training Strategy (2018). A competence model for trainers working at international level. Tools to get started. Bonn. In: <https://www.salto-youth.net/rc/training-and-cooperation/>

Institutional. Implementing CSE within a clear set of school or institutional policies or guidelines has numerous advantages, such as providing an institutional basis for developing CSE programs; anticipating and addressing sensitive topics regarding the delivery of CSE programs; establishing standards of confidentiality; establishing standards of appropriate behaviors; protecting and supporting the educators responsible for delivering CSE; and, if appropriate, defending or elevating their position within the school and community. This helps to see that the implementation of CSE is a matter of institutional policy, not personal choice. On the other hand, educational staff are central to this task and need to have the confidence and resources to teach the more complex topics of sexuality and SRH. To implement a CSE curriculum effectively, they should be supported by a legal framework, school, or institutional leadership and/or local authorities, have access to training and resources, and be involved in decisions that fall within their responsibility.

Curricular. This means there is a written document to guide the efforts of educators to “equip children and young people with knowledge, skills, attitudes and values that will empower them to: realize their health, well-being and dignity; develop respectful social and sexual relationships; 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).¹¹

CSE training

Approaches. It is essential for the educator to be trained in CSE and have a thorough understanding of the approaches proposed. They must have a critical attitude and differentiate CSE from other sexual education approaches and their reductionist repercussions. A comprehensive approach of CSE involves, first and foremost, three fundamental approaches:

Human rights. CSE develops and promotes the understanding of universal human rights—including the rights of children and youth—and the rights of every person to health, education, access to information, and non-discrimination.

“Using a human rights-based approach within CSE also involves raising awareness among young people, encouraging them to recognize their own rights, acknowledge and respect the rights of others, and advocate for those whose rights are violated. Providing young people with equal access to CSE respects their right to the highest attainable standard of health, including safe, responsible and respectful sexual choices free of coercion and violence, as well as their right to access the information that young people need for effective self-care.”

(UNESCO, 2018:16)¹²

Gender transformative. CSE addresses the different ways in which gender norms may influence inequality and how these inequalities can affect the general health and well-being of children, adolescents, and youth, while also impacting efforts to prevent issues such as HIV, STIs, early and unplanned pregnancy, and gender-based violence.

“CSE contributes to gender equality by building awareness of the centrality and diversity of gender in people’s lives; examining gender norms shaped by cultural, social, and biological differences and similarities; and by encouraging the creation of respectful and equitable relationships based on empathy and understanding. The integration of a gender perspective throughout CSE curricula is an essential part of the effectiveness of CSE programs.”

(UNESCO, 2018:17)¹³

¹¹ UNESCO, UNICEF, UNFPA, UN Women, UNAIDS, and WHO (2018). Op. Cit.

¹² Idem

¹³ Idem.

On the other hand, CSE with a gender transformative approach helps guide participants “to undertake gender analyses for every topic so that they understand and learn to think critically about how gender issues permeate their lives. But adopting different emphases in the approach to girls and boys can have important benefits, including empowering girls and enabling boys to see the benefits and value of sharing power with girls and women (...). Education on gender-based violence may also take different approaches based on gender, because girls and gender non-conforming individuals are the primary victims and survivors of violence, whereas boys’ and men’s gender socialization shapes them as primary perpetrators, although they too may be victims of sexual and other forms of abuse.” (UNFPA, 2020:20)¹⁴

Interculturality. We understand this as the framework in which people, groups, and institutions—with diverse cultural characteristics—recognize each other on the basis of dignity and relate to each other to generate coexistence. It questions the model of society by recognizing that there are groups of people who have been historically excluded and that it is not enough just to name them in order to manage difference and their specific situations. This means every person is recognized as a subject of rights—regardless of their cultural, political, and social characteristics—valuing diversity as an opportunity for social justice.¹⁵

In places with multiple ethnic and cultural groups, curricula must represent all cultures, not just the dominant culture. Content should be relevant to a culture, but it should not ignore or dismiss violations of rights resulting from that culture or its harmful traditional practices (UNFPA, 2020:14).¹⁶

Principles. Comprehensive sexuality education has many names. In some countries, it is known as “comprehensive sexuality education”, while others use “comprehensive education for sexuality”. Despite these differences, there is agreement regarding a set of basic principles that should always be present in the various proposals that seek to address sexuality education with a comprehensive approach. These principles were defined in an expert consultation in Bogotá (UNUNFPA, 2010)¹⁷ and more recently, they have been expanded in other publications (UNFPA, 2015 y 2016).^{18,19}

These principles are:

- Respect for human rights and diversity, with sexuality education affirmed as a right.
- Critical thinking skills, promotion of young people’s participation in decision-making, and strengthening of their capacities for citizenship.
- Fostering of norms and attitudes that promote gender equality.
- Overcoming vulnerabilities and exclusion.
- Local ownership of CSE and cultural relevance.
- A positive life course approach to sexuality.

¹⁴ UNFPA (2020). International Technical and Programmatic Guidance on Out-of-School Comprehensive Sexuality Education. An evidence-informed approach for non-formal, out-of-school programmes. NY. In: https://www.unfpa.org/sites/default/files/pub-pdf/Out_of_School_CSE_Guidance_with_References_for_Web.pdf

¹⁵ Farmamundi (2019). Diálogos interculturales sobre el derecho a la salud global. Valencia.

¹⁶ Idem.

¹⁷ UNFPA (2010). Comprehensive Sexuality Education: Advancing Human Rights, Gender Equality and Improved Sexual and Reproductive Health. Bogotá.

¹⁸ UNFPA (2015). UNFPA Operational Guidance for Comprehensive Sexuality Education: A Focus on Human Rights and Gender. In: <https://www.unfpa.org/sites/default/files/pub-pdf/UNFPA%20Operational%20Guidance%20for%20CSE%20-Final%20WEB%20Version.pdf>

¹⁹ UNFPA/LACRO (2016). Estrategia Regional en Educación Integral de la Sexualidad 2014–2017. Ciudad de Panamá.

Topics. CSE is an interdisciplinary field open to new evidence that strengthens its theoretical and methodological framework. This dynamic nature enables the development of increasingly broad and inclusive proposals that make the educational task more complex and require that those who design and facilitate CSE processes be up to date with new developments in the field. This willingness to learn enables self-critical analysis and decision-making in new or familiar situations.

II.2 Exploring the “why”

Pedagogical competencies as such refer to the “how” and are expressed in educational practices, in the products, and in the decisions that take place before, during, and after these processes.

All of these elements are articulated in a “why” in an educator’s predisposition to work in CSE. Although this predisposition permeates the educational work, it is not tangible; conventional measuring instruments do not capture it. However, this does not mean it ceases to be a crucial factor.

II.3 Willingness to work

The person in charge of facilitation understands that CSE is fundamental to the comprehensive education of children and youth and adopts the decision to carry it out. The predisposition to CSE is the attitude that the educator has to approach teaching-learning processes in this field, to help groups of learners in this process, and to implement a plan/curriculum on the subject. This predisposition implies a commitment to respond to the needs of diverse groups; to frame topics objectively; and to avoid bias and personal judgments that hinder the development of critical reflections by the participations without avoiding necessary topics (requested by the group or established in the curriculum).

Commitment to CSE has a direct impact on the quality of educational processes. The facilitators working in this field must, first and foremost, appreciate the value of CSE and be convinced of its importance in the different stages of life.

Finding out “the why” consists of discovering what it means to educate on sexuality using a comprehensive approach and why it is important for each educator and for the groups under their responsibility.

Another way to see this issue is to think about the following questions:

- Why is CSE an important area?
- What is important for me as an educator?
- What difference do I want to make?

An educator with the necessary competencies addresses these questions, knows that CSE is a right and is concerned about the needs of children and youth. The personal disposition is focused on making the right to CSE a reality.

The educator who finds out “the why” ensures that their intention connects with the group who will be part of their intervention. It may be a school group or an out-of-school group. In either case, they avoid making assumptions or pretending to know the group’s needs and interests. Instead, they look for a way to approach the specific reality of each group in order to situate their work:

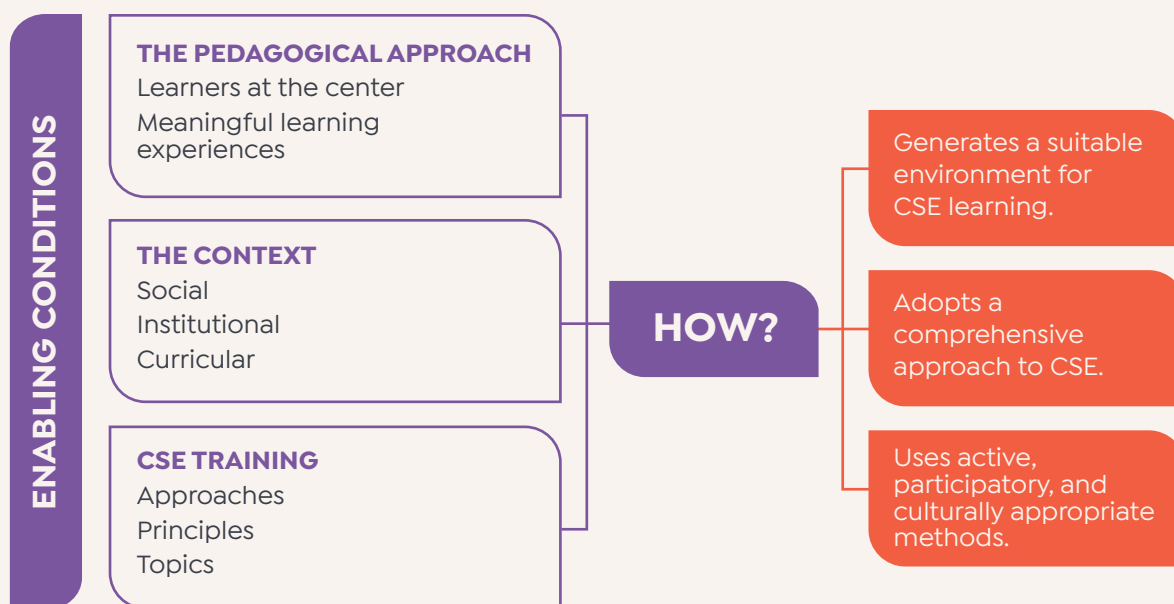
- Who am I going to serve?
- What are their needs, problems, and aspirations?
- How do they deal with them currently?

They then reflect on what they learned about the group, if they should make a change to their work plan, and how they intend to do so.

During the intervention, as long as they are clear about why they are doing what they are doing, a change in the plan will not overshadow the why. At the same time, this clear vision helps them look ahead and imagine what they wish to see when they reach the goal.

As such, this aspect is not considered a competency. Rather, it is a requirement to ensure a good quality of the educational process and its relevance.

TEACHING COMPETENCIES FOR COMPREHENSIVE SEXUALITY EDUCATION



Within the framework of these enabling conditions, the competencies identified interact with the environment, meet the needs perceived by the participants, and contribute to CSE the possibility of training people with reasoning capacity and skills that allow them to assume their sexuality and their lives, to know that they are subjects of rights, to gain autonomy and empowerment, and to develop critical thinking to be able to read their reality, to understand that sexuality, gender and inequalities in this aspect are social constructions. From this perspective, CSE enables the exercise of citizenship and forms critical, informed and capable people to make responsible decisions.

Competencies to facilitate CSE processes were grouped around the following question: How?

The answers integrate three areas of competency, each with its own criteria plus one or more indicators.

The criteria are the principles or norms through which we can analyze the efficiency and potential success of the competencies in question. Each criterion is described in relation to three areas: knowledge, skills, and attitudes.

The indicators are evident elements that demonstrate that criteria have been met. They describe actions and reactions expressed in terms of:

- ways of thinking and focusing (applying knowledge);
- ways of doing (expressing skills);
- ways of feeling (expressing emotions or attitudes).

III. AREAS OF COMPETENCE IN THE SPHERE OF IMPLEMENTATION, CRITERIA AND INDICATORS

III.1 Considerations

Educators have an accurate knowledge of the biological, emotional, and social aspects of human sexuality, of the laws related to sexuality, childhood, and adolescence in the territory, and of the sexual health resources available to participants in their community.

Sufficient and up-to-date knowledge is essential for the success of CSE. CSE educators should, at the very least, be familiar with all thematic areas described in the ITSGE²⁰, or in the Un solo Currículo.²¹

Furthermore, they are aware of the importance of creating a group exchange that fosters open, honest, and respectful communication among all involved. From the beginning they establish, together with the group, some basic rules for interventions and coexistence.

They must also be aware of and know how to use a variety of efficient strategies to develop CSE topics. In implementing activities, they must be able to deal with any unforeseen events that make it difficult to do so and have the flexibility to introduce changes without detracting from the objectives.

III.2 Considerations

The educator with the necessary competencies in this field:

1. Generates a suitable environment for CSE learning.
2. Adopts a comprehensive approach to CSE.
3. Uses an active, participatory, and culturally appropriate methodology.

²⁰ The ITSGE indicates eight equally important topics that are mutually reinforcing and that are designed to be taught together. The topics are repeated following a process of growing complexity. The topics are: relationships; values, rights, culture, and sexuality; understanding gender; violence and staying safe; skills for health and well-being; the human body and development; sexuality and sexual behavior; and sexual and reproductive health.

²¹ Grupo Internacional de Currículo en Sexualidad y VIH (2011). Un solo currículo. Libros 1 y 2. New York. In: www.unsolocurriculo.org

1. GENERATES A SUITABLE ENVIRONMENT FOR CSE LEARNING

Criteria	Indicators
<p>Knows the characteristics and context of the group of participants and knows how to generate a positive learning environment.</p> <p>Values the need for a safe, inclusive, and participatory learning environment.</p> <p>Provides participants with a learning environment that aligns with the CSE principles of respect, expression, reflection, and participation.</p>	<ul style="list-style-type: none"> ○ Has a plan for the session, with objectives, activities, and outcomes, which is framed in a work plan/ training curriculum according to the context and the characteristics of the group. ○ Is flexible in introducing the necessary adjustments in the session depending on the situations or needs emerging in the group. ○ Proactively seeks spaces to explicitly or implicitly address the principles of equity, respect for human rights, and gender. ○ Uses inclusive, non-discriminatory, and gender-neutral language, and recognizes the diversity of people and experiences (social, cultural, etc.). ○ Presents the objectives and plan for the session and inquires about the group's interest in the topic. ○ Promotes and demonstrates respect and equality in their treatment of participants and does not issue value judgments of their opinions, knowledge, and beliefs. ○ Encourages participation, has an open attitude to dialogue, listening, and going back to the group's opinions and doubts, and generates an environment of trust.

2. ADOPTS A COMPREHENSIVE APPROACH TO CSE AND SEXUALITY AS A SOURCE OF PLEASURE AND WELL-BEING

Criteria	Indicators
<p>Knows the different dimensions and approaches of CSE (gender, rights, and interculturality).</p> <p>Values the principles of equality, non-violence, and non-discrimination.</p> <p>Has a respectful attitude towards rights, diversities (in terms of culture and gender) and conveys a positive and pleasurable idea of sexuality.</p>	<ul style="list-style-type: none"> ○ Addresses CSE topics from its different dimensions (physical, emotional, social, and cultural) and in an appropriate manner based on participants' age and development. ○ Includes messages on sexuality as a source of pleasure and well-being and underscores the importance of achieving consensual and gratifying sexual experiences. ○ Implements the rights-based, gender, and interculturality approaches. ○ Fosters the expression of various points of view of the issues and establishes inclusive dialogues. ○ Provides clear, scientifically accurate, precise, and culturally appropriate information. ○ Encourages the problematization of sexual, racist, cultural, adultist, heterosexist, and other stereotypes. ○ Promotes the development of psychosocial competencies (expression of emotions and feelings, decision-making, conflict resolution, assertive communication, etc.) associated with the CSE topics it addresses. ○ Proposes linking the CSE issues with families and other community institutions (social and health services). ○ Receives and formulates questions in a respectful, honest, and constructive manner.

3. USES AN ACTIVE, PARTICIPATORY, AND CULTURALLY APPROPRIATE METHODOLOGY

Criteria	Indicators
<p>Knows the importance of involving participants in their own learning process, starting from the previous constructs each person has.</p> <p>Promotes educational proposals based on participation and respect for the group's culture.</p> <p>Demonstrates ability to exercise the role of facilitator and ensures consistency in the educational process.</p>	<ul style="list-style-type: none"> ○ Uses participatory methodologies that place people at the center. ○ Looks for a balance among the explanatory aspects, group reflection, and conclusions. ○ Enables participation in all parts of the educational process. ○ Requests that participants lead specific tasks as a way to strengthen their sense of belonging in the process. ○ Ensures the application of the content to concrete, everyday situations. ○ Promotes critical analysis and the development of different life skills (decision-making, conflict resolution, assertive communication, etc.). ○ Encourages the group to participate in their own learning process praising their contributions, providing feedback, and helping them to recognize and use their own resources. ○ Explains CSE-related topics clearly, fluidly, and without bias. ○ Communicates in a clear, assertive, and culturally appropriate way. ○ Shows interest and comfort with the content and activities of the program they developed. ○ Responds to the group's questions without avoiding them and admits when they do not know something. ○ Remains as neutral as possible and avoids imposing their ideas. ○ Questions approaches based on bias and/or stereotypes that go against CSE principles. ○ Closes each learning cycle with conclusions reflections. ○ Verifies learning through questions or group activities that express key messages of the covered topic.

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