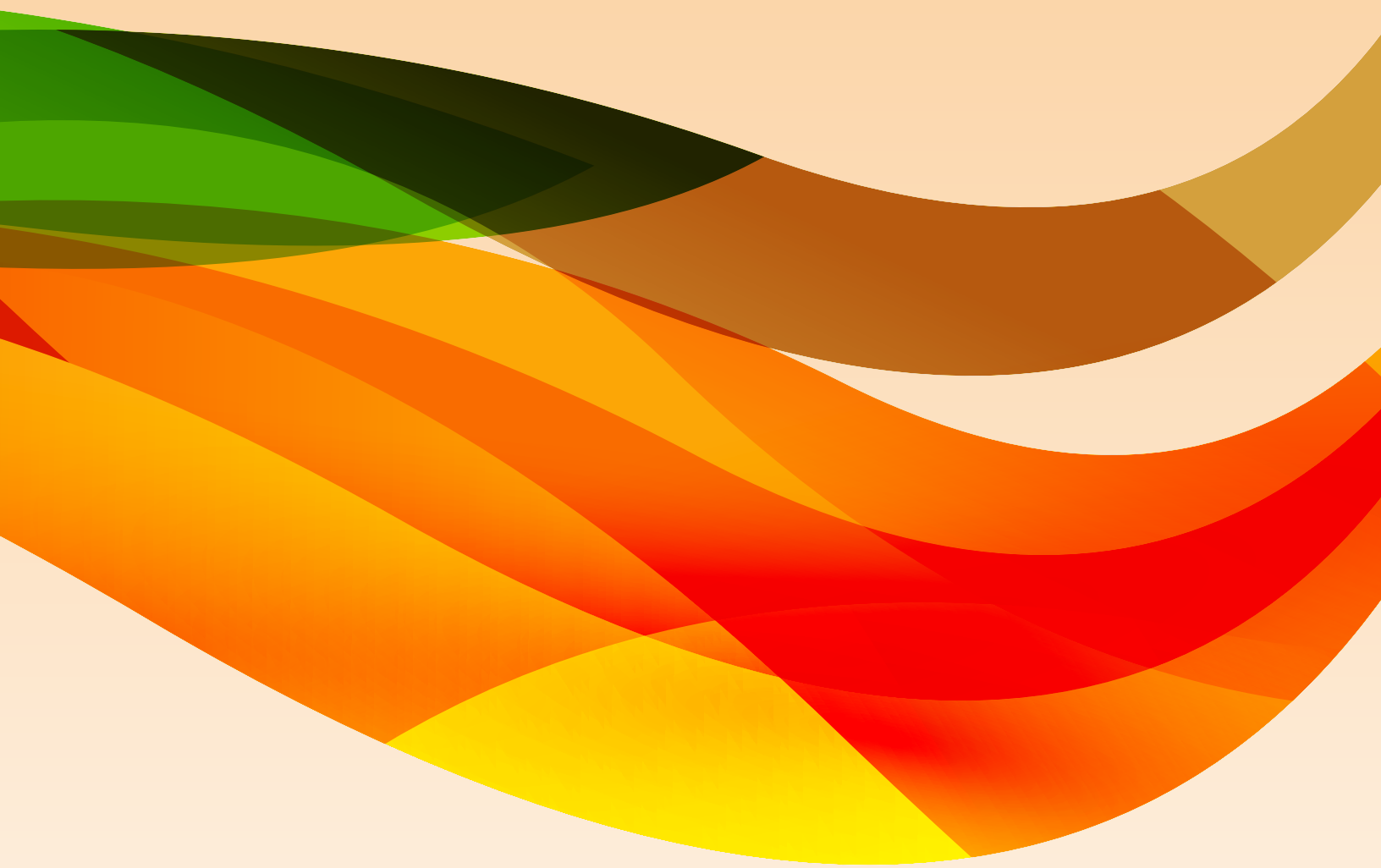


The Evaluation of Comprehensive Sexuality Education Programmes:

A Focus on the Gender and Empowerment Outcomes



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Foreword

I am pleased to share with you this publication on **The Evaluation of Comprehensive Sexuality Education Programmes: A Focus on the Gender and Empowerment Outcomes** that represents an important milestone in our understanding of new advances in the field of CSE evaluation. It offers an extensive review and analysis of a wide range of evaluation studies of different CSE programmes at different stages of development and from different contexts across the globe. It enriches our knowledge of new methodologies, available questionnaires and instruments that can be applied to future assessments and evaluations, most particularly to measure the gender empowerment outcome of CSE programmes. Most importantly, it addresses the adaptation of the methodology to various settings and age-specific groups of young people and children.

This publication is the outcome of an expert group meeting convened by UNFPA, UNESCO, WHO and IPPF in October 2014, an inspiring gathering of practitioners, programme evaluators and researchers from around the world. Our thanks go to everyone who participated in the meeting and shared generously their knowledge and experience. This meeting and its report has been developed under the direction and technical guidance of Mona Kaidbey, Deputy Director of the Technical Division. Great appreciation is extended to those experts that provided a wealth of information about advances in evaluating CSE programmes and measuring in particular their empowerment factor and contributed to the several rounds of reviews of the final report of the meeting:

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Eva Roca, Population Council
Jo Sauvarin, UNFPA
Sanderijn van der Doef, Rutgers
Grace Wilentz, YouAct

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I trust that this report will be a valuable asset to all who are working to advance our knowledge on what contributes to the effectiveness of CSE programmes.

Benoit Kalasa, Director
Technical Division

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Executive Summary

This report is the outcome of The Comprehensive Sexuality Education (CSE) Evaluation Expert Meeting that brought together partners, practitioners, researchers and advocates from around the world to discuss the state of the art of monitoring and evaluation for CSE programmes. Held in October 2014 at UNFPA's headquarters in New York, the meeting aimed to build consensus on a framework for evaluation that identifies the indicators and variables of an “empowerment” approach to CSE, considering the overarching questions:

- In the context of programme evaluation, both in and out of school, how do evaluation designs address the concepts of gender and human rights?
- How are concepts such as “empowerment” and “rights” operationalized and measured in research and evaluation efforts?

In the presentation summaries, the meeting report offers examples of prominent approaches to the evaluation of CSE programmes at various stages of design and implementation. Throughout the meeting, CSE evaluation design, methodologies and indicators to measure programme effectiveness in developing gender-equitable relationships, promoting and protecting human rights, and generating values of tolerance, non-discrimination and civic engagement were the overarching focus of knowledge-sharing and discussion.

Presentations: From operational definitions to global monitoring indicators

On the topic of operational definitions for CSE, and their implications for monitoring and evaluation, section 1 introduces the UNFPA Operational Guidance for CSE¹ and the European Expert Group on Sexuality Education standards. Additional summaries cover specific types of research and the use of a logic model, elucidated by a Population Council representative, and examples of engaging young people in research from the International Planned Parenthood Federation (IPPF) and YouAct.

Focusing on the measurement of gender norms and self-efficacy, section 2 begins with Save the Children's experience in developing scales on discrimination, gender roles, gender inequality and gender-equitable behaviour, in order to analyse quantitative data on the Choices programme for very young adolescents. The International Center for Research on Women's evaluation of gender attitudes and self-efficacy among participants in the Keep It Real project in Uganda is also discussed, along with the Global Early Adolescent Study that is assessing gender socialization among children aged 10-14 over the course of five years, and a review of instruments for measuring gender-based violence collated by a research expert from the Global Women's Institute, George Washington University.

¹ United Nations Population Fund, *UNFPA Operational Guidance for Comprehensive Sexuality Education: A Focus on Human Rights and Gender*, UNFPA, New York, 2014; available at www.unfpa.org/publications/unfpa-operational-guidance-comprehensive-sexuality-education.

On situation analysis and programme assessment, section 3 covers UNFPA's and UNESCO's multi-country assessment of curricula in Eastern and Southern Africa (ESA), and the broad-based situation analysis of the status of CSE programmes in Latin America and the Caribbean, as well as UNESCO's multi-partner study of the status of teacher training in the ESA region.

Section 4 proceeds with an in-depth look at tools used to identify the factors that challenge, or facilitate, the effective delivery of CSE, and includes an introduction to the Sexuality Education Review and Assessment Tool (SERAT) developed by UNESCO, and Inside & Out, the IPPF's adaptation of SERAT for monitoring both in-school and out-of-school programmes. It also discusses the Guttmacher Institute's ongoing comparative process assessment in sub-Saharan Africa and Latin America; UNFPA, UNESCO, UNICEF and Population Council's assessment of CSE implementation in schools in Asia and the Pacific; Save the Children's midterm review of the Pan-African CSE project; the work of Beijing Normal University on engaging the parents of migrant school children in China; and a representative's view from the Centre for Sexual Health Research, University of Southampton, on the importance of acknowledging – and engaging – the wider context for CSE programmes, including families.

Outcome evaluation is the focus of section 5, which includes Rutgers' studies on programmes for children aged 4-12, in the Netherlands and Indonesia, highlighting the success and challenges of evaluation work with very young children; instruments and methods used to evaluate gender outcomes in India's Adolescent Education Programme; and the external evaluation of PESCC, Colombia's national programme for CSE and citizenship building by Universidad de los Andes and Universidad del Rosario.

The topics for impact evaluation, in section 6, were reflections on the time series analyses of Estonia's national programme, which was based on surveys and national registries to identify trends from 2001-2009; and the BALIKA randomized controlled trial that is expected to reach more than 10,000 adolescent girls in Bangladesh.

Section 7 taps UNESCO's expertise in the development of a global set of indicators for monitoring education sector responses to HIV, including sexuality education, and their use in the field at the regional/national level. The collaborative international effort to define a framework that includes 15 indicators for monitoring school-based interventions is described, with key lessons from the success of this initiative including the importance of building on existing partnerships, rigorous field-testing, and extensive consultation at all levels to ensure ownership and participation of stakeholders throughout the process. In subsequent

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