

Regional On-line Course on Comprehensive Sexuality Education for In-service Educators – Report on training activities sponsored through an educational grant from GIZ for 2017



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1.Introduction

UNESCO, UNFPA, Johns Hopkins University/HC3 contracted the Foundation for Professional Development (FPD) to design an online in-service Educator training course on Comprehensive Sexuality Education (CSE) for the Eastern and Southern Africa (ESA) Region. This initiative falls within the context of the ESA Commitment, and initiative affirmed in December 2013 by the Ministers of Education and Health from 21 ESA countries. The ESA Commitment aims to improve and scale up young people's access to sexual and reproductive health services through quality and age appropriate sexuality education; HIV prevention and youth friendly SRH services. The ESA Commitment set several targets including the following short term targets;

- A good quality CSE curriculum framework is in place and being implemented in each of the 20 countries;
- Pre-and in-service SRH and CSE training for Educators, health and social workers are in place and being implemented in all 20 countries;
- By the end of 2015, decrease by 50% the number of adolescents and young people who do not have access to youth-friendly SRH services including HIV that are equitable, accessible, acceptable, appropriate and effective.

The ESA Commitment recognizes that effective HIV and sexuality education requires highly skilled and motivated staff. The *International Technical Guidance on Sexuality Education* argues that Educators need appropriate training, skills in the use of participatory methods, and ongoing support. However, far too often, Educators are not sufficiently well equipped to address sexuality issues, and therefore, often find it challenging to talk to learner about their sexuality. In an environment where many topics related to sexuality can be culturally and religiously sensitive there are a range of challenges related to the preparation and capacity development of Educators to implement sexuality education. For many countries in the ESA region the capacity and performance levels of Educators regarding the delivery of comprehensive sexuality curricula remains a significant implementation challenge.

By better preparing Educators with the appropriate training, materials and the mandate to teach HIV and health topics, the education sector can seize the opportunity presented by Educators' existing knowledge levels and close the knowledge gap faced by students. These steps are necessary for schools to fulfill their responsibility to provide young people with the knowledge and skills necessary to protect themselves make informed choices and realize their full potential. Extensive evidence¹ shows that comprehensive sexuality education programmes consistently increase student knowledge about HIV and other health issues.

The Online Course on CSE

FPD was contracted by HC3, in collaboration with UNESCO and UNFPA to conduct following tasks develop an in-service training course on comprehensive sexuality education that draws on the *International Technical Guidance on Sexuality Education* (ITGSE) Doug Kirby's manual on *Reducing Sexual Risk Behaviour among Young People, its All One Curriculum*, and other resources available

¹ UNESCO International Technical Guidance on Sexuality Education, 2010

in the region. They were tasked to develop course content that would be available 100% online and prepare the appropriate support materials for those taking the course;

The online course has the following aims;

1. Increasing the number of Educators in the Eastern and Southern Africa Region who are qualified to teach sexuality education;
2. Strengthening the capacity of Ministries of Education to provide education and training for Educators to teach sexuality and HIV education lessons in the classrooms;
3. Improving the quality of school-based sexuality and HIV education programs – evidence informed and effective to reduce risky behaviours amongst school-going youth; and
4. Improving learner knowledge and health-seeking behaviours for sexual and reproductive health and rights achievement and related life skills.

To strengthen regional ownership, the Regional Economic Communities were invited to partner in the course delivery. They play a key role in coordinating the course which is delivered through the Ministries of Education across the ESA region. Registration costs of the first 1000 Educators have been sponsored by the UN partners through a partnership with national governments who play a key role in selection and support supervision of the participants. The delivery of the online course started in September 2015. Educators are selected through the Educator education departments in the Ministries of education, and country Course Coordinators were nominated to supervise and support the delivery of the course at country level.

Training of Country Course Coordinators during 2015

In June (1-5) 2015, UNESCO, UNFPA and FPD conducted a 5 - day training workshop for 15 course coordinators that aimed at building their knowledge and skills to support the country efforts towards the delivery of an effective life skills-based sexuality education using ICTs. Action plans were developed that resulted into the actual implementation of the online course, first, in nine countries in the ESA region.

Selection of Course Participants

Through the RECS and Ministries of Education Educators were selected to undertake the course. UNESCO and UNFPA are co-funding to meet course fees at 35 USD per participant.

Course Translation

UNESCO and UNFPA have contracted FPD to translate the course in three other languages that is French, Portuguese and Swahili. The training utilizing these translated courses commenced in 2016.

The Course Structure and Delivery

The learning environment for this course has been created through a combination of strategies for collaborative sessions with online course instructors, self-paced learning and self-directed that empowers learners to take ownership of their learning while at the workplace. The online program consists of three main learning components, namely the face to face component, the distance learning, and the mentorship and support supervision component. Technical guidance towards the implementation of the course has been developed and provided to countries to support the process. All countries begin with a face to face session after which they choose to undertake the distance learning component (**Option A**) or continue with a fully residential workshop (**Option B**) especially in areas where there are gross internet connectivity access challenges for Educators. The course duration is about 40 hours depending on the pace of the participant which is an equivalent of 4 -5

days. Participants are however not being allowed to undertake the course for more 3 months from the time they have been enrolled on the course.

2. 2017 Sexuality Education Training Results as at 6 December 2017

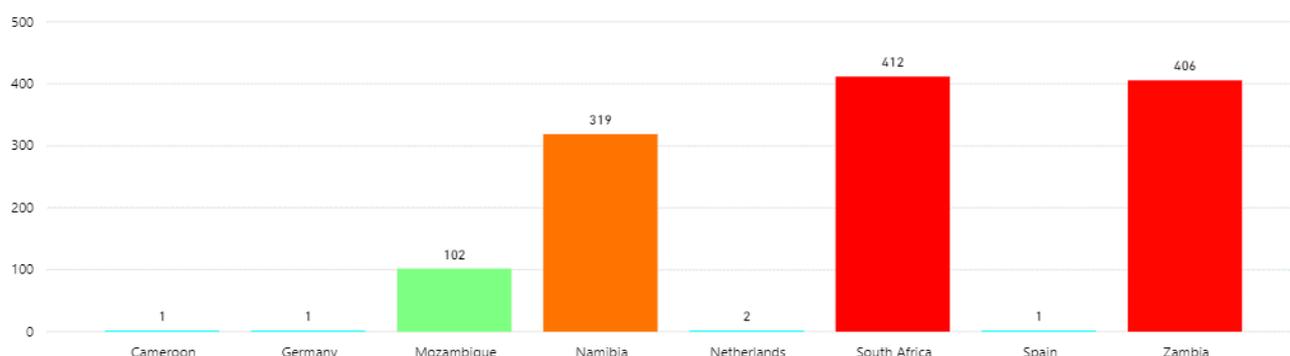
Building on the Success

A total number of **1,244** out of a possible 1273 Educators enrolled in the CSE Course during 2017, with a completion rate of **98.80%**. As at the date of this report (6 December 2017), 15 educators were still in process of completing their last modules. “TBC” is used in the reported data where an educator had not yet completed the required information for reporting purposes. These 15 Educators that had not completed the course as part of a cohort that started training during November 2017. A final reconciliation will be done on the 31st December 2017 to have a final number of Educators who have completed the programme in 2017.

The reporting date for this report was established based on a “hard cut-off” that needed to be established due to movement in data between the GIZ and UNFPA/UNESCO programmes.

2.1. Enrollment per Country:

Enrollment per Country



Analysis of enrollments per country:

The top three countries for enrollments were:

South Africa: 412

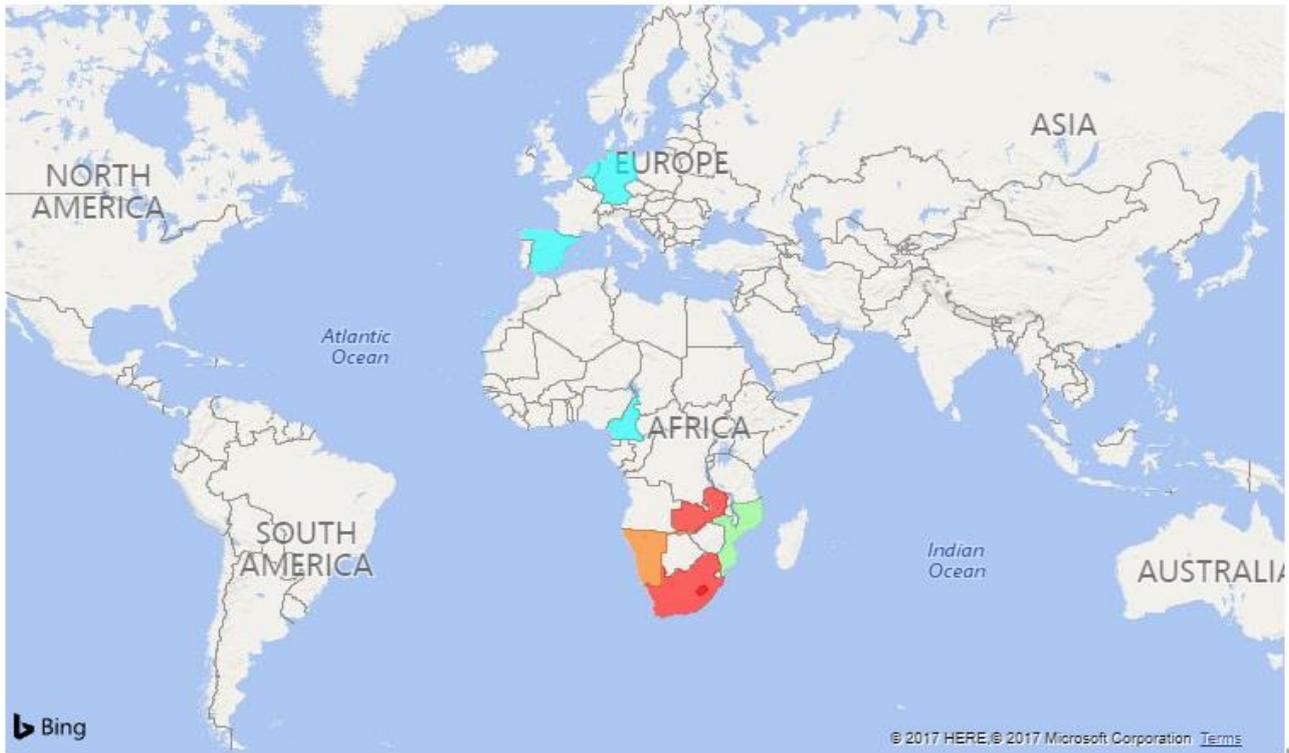
Zambia: 406

Namibia: 319

The enrolments from Germany, Cameroon, Spain and the Netherlands should be excluded from the analysis, as these represent enrollments from test users. The only mode of delivery for 2017 was the 4 days’ residential workshop, which represented “Option B”.

Heat Map of training over Southern and Eastern Africa including Enrollment Numbers per Month:

Total Country Enrollment Percentage - Heatmap

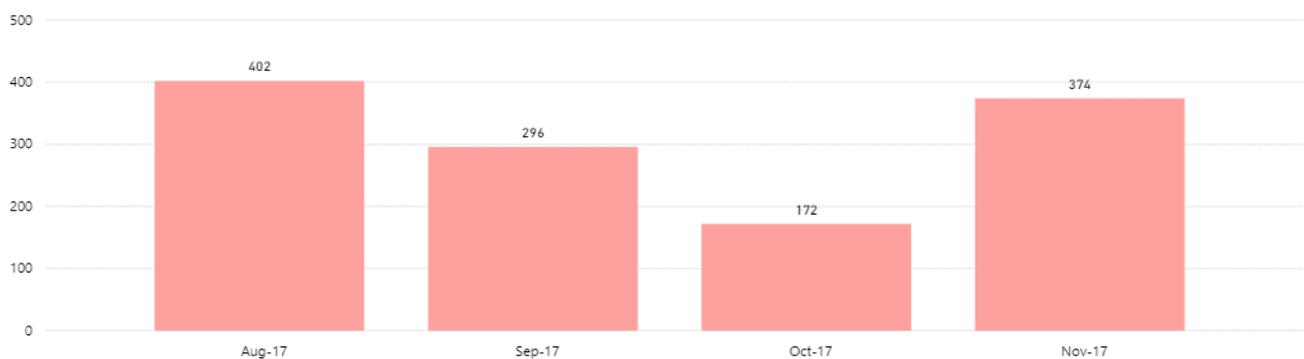


Heat Map Interpretation:

Heat Maps work on a color coding system. The lowest value (anything more than 0) starts with light blue and changes to green, yellow, orange and red as the number of enrollments increase. Color-coding per country is relative to the total number of enrollments.

2.2. Total Enrollments per Month and per Country per Month:

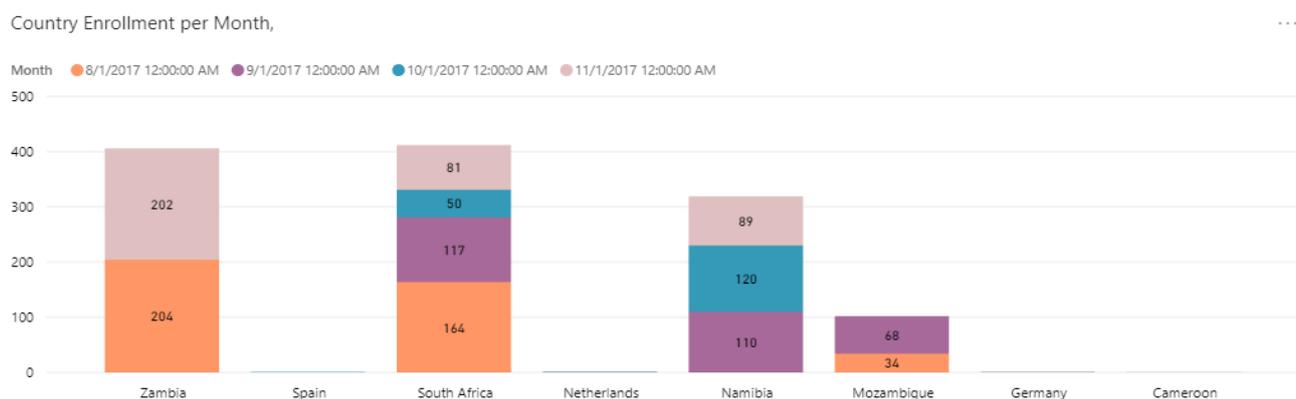
Enrollment by Month



Conclusion:

The highest number of delegates trained during a single month was 402 delegates (August 2017). This amounts to 12.96 delegates that were trained per day (Monday to Sunday) during the busiest month of 2017.

The GIZ team has reached the highest enrolments for a single month across all program teams for the 2017 period.

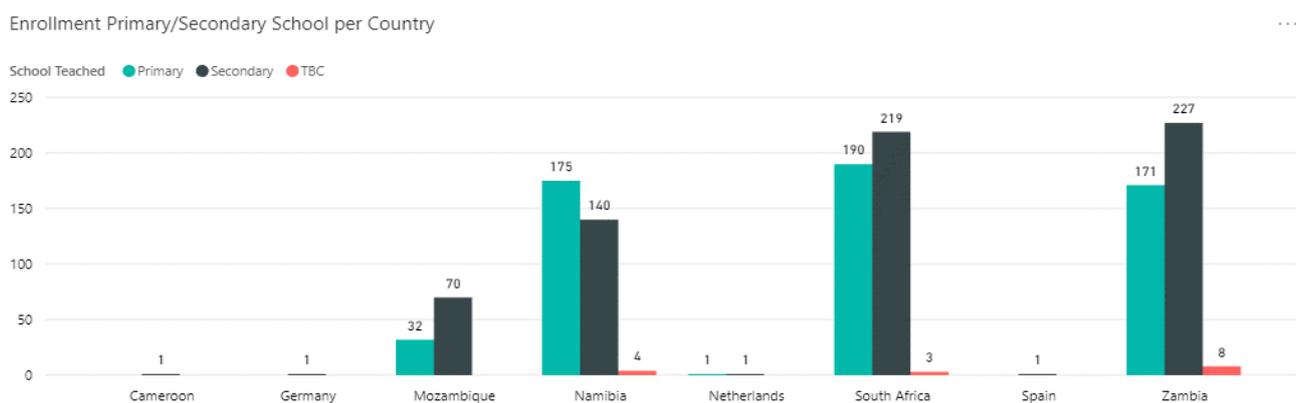


Conclusion:

Training during 2017 was conducted over several months.

2.3. Delegate Characteristics

2.3.1 Enrollment of Educators over Primary and Secondary School per Country



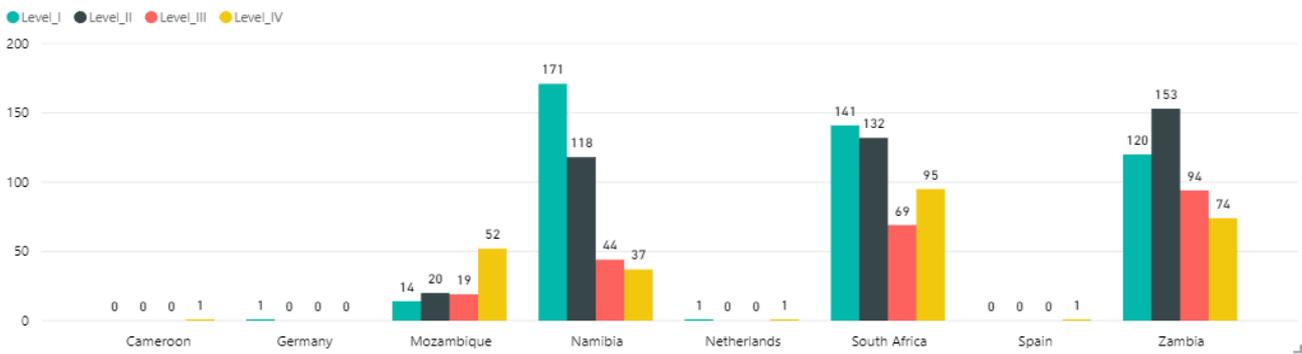
	Number of Enrollments	AVG Knowledge Increase
Primary	569	8.49%
Secondary	660	6.97%
TBC	15	3.11%
Grand Total	1244	7.62%

Results from the Sexuality Education Course:

Most enrollments were from Secondary Schools (660) vs Primary Schools (569). The average knowledge increase is assessed in multiple ways throughout this report but it is important to note that the difference in average knowledge increase between educators teaching at primary and Secondary School level is only **1.52%**. This may be indicative of educators already teaching CSE at Primary School level. Only Namibia had higher enrolments from primary schools than form secondary. For all other countries Secondary School enrolments were higher than for Primary.

2.3.2 The Age Groups of Students Taught

Age Bands of Students Taught per Country



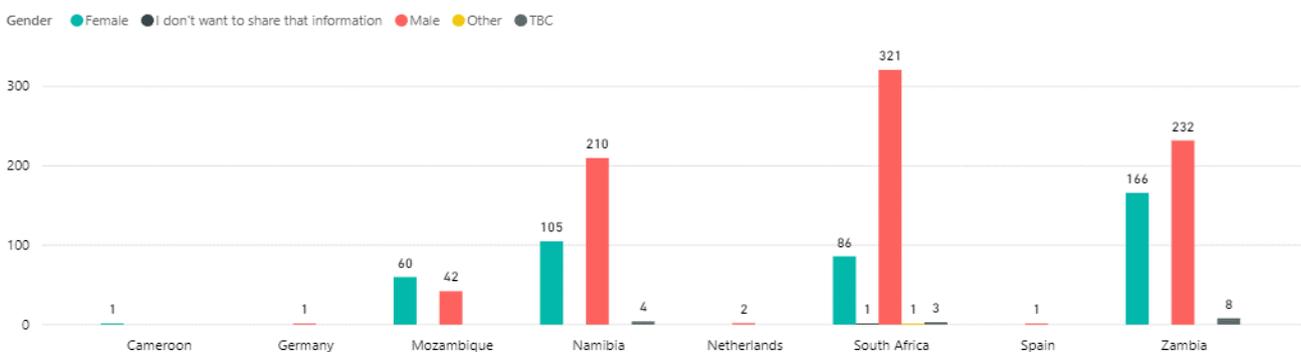
Below is an assessment of the extrapolated number of learners reached by the 1,244 educators trained during 2017. The values in the first column represent the number of students taught by the respective educator.

Number of Learners in CSE Class	Nr of Educators that selected the option	AVG	Extrapolated
< 30	154.00	15.00	2 310.00
31 to 40	412.00	35.00	5 390.00
41 to 50	271.00	45.00	6 930.00
51 to 60	168.00	55.00	8 470.00
61 to 70	102.00	65.00	10 010.00
71 to 80	46.00	75.00	11 550.00
81 to 90	21.00	85.00	13 090.00
91 to 100	27.00	95.00	14 630.00
101 to 110	28.00	105.00	16 170.00
TBC	15.00	-	-
Grand Total	1 244.00		88 550.00

Working on the average number of students taught per educator (per the selected bracket) we can extrapolate that 88,550 learners would have been supported during 2017 by the up-skilled educators. This is a ratio of 1 educator to 71.18 learners.

2.3.3 Enrollment of Educators per Gender per Country and Knowledge Increase

Enrollment Gender per Country



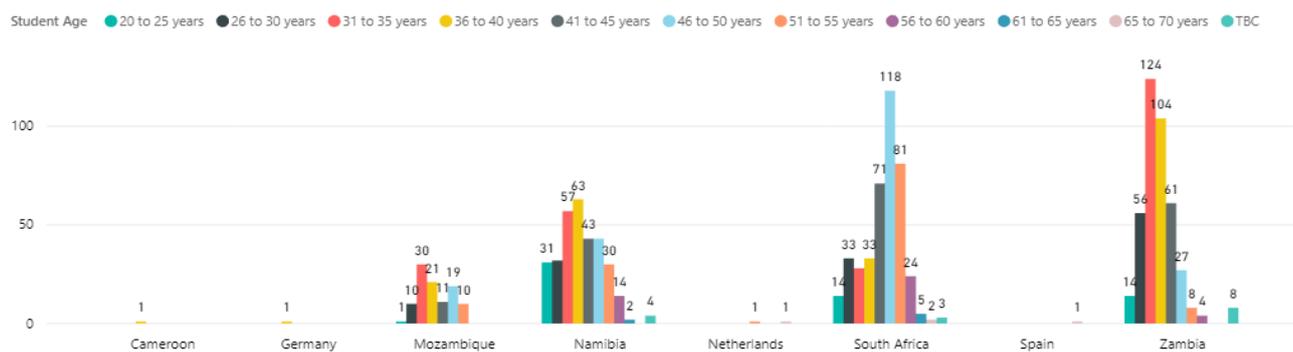
33.60% of total Educators trained were female and 65.03% male. 1 delegate did not want to share their gender. Intakes from Namibia, Zambia and South Africa focused on the enrolment of male educators during 2017. Mozambique had the highest female intake ratio.

	Number of Enrollments	% of Enrollments	AVG Knowledge Increase
Female	418	33.60%	8.03%
Male	809	65.03%	7.41%
Other	1	0.08%	26.67%
I don't want to share that information	1	0.08%	60.00%
TBC	15	1.21%	3.11%
Grand Total	1244	100.00%	7.62%

Female educators had the highest knowledge increase across the program. A lower knowledge increase from male participants could be indicative of the fact that male educators receive more learning opportunities. It should still be noted that an average knowledge increase of 7.62% was noted, which is significant when taking into consideration that the enrolled educators already teach CSE to learners.

2.3.4 Enrollment of Educators per Age Group

Age Bracket of Educator per Country



Enrollments per Gender and Age Bracket per Country

Row Labels	20 to 25 years	26 to 30 years	31 to 35 years	36 to 40 years	41 to 45 years	46 to 50 years	51 to 55 years	56 to 60 years	61 to 65 years	65 to 70 years	TBC	Grand Total
Cameroon				1								1
Female				1								1
Germany				1								1
Male				1								1
Mozambique	1	10	30	21	11	19	10					102
Female	1	5	17	15	5	12	5					60
Male		5	13	6	6	7	5					42
Namibia	31	32	57	63	43	43	30	14	2		4	319
Female	6	12	18	17	17	18	9	7	1			105
Male	25	20	39	46	26	25	21	7	1			210
TBC											4	4
Netherlands								1				2
Male								1				2
South Africa	14	33	28	33	71	118	81	24	5	2	3	412
Female	3	10	12	6	9	21	21	2	1	1		86
Male	11	23	16	26	62	97	59	22	4	1		321
Other							1					1
I don't want to share that information				1								1
TBC											3	3
Spain										1		1
Male										1		1
Zambia	14	56	124	104	61	27	8	4				406
Female	4	29	49	35	28	14	4	3				166
Male	10	27	75	69	33	13	4	1				232
TBC											8	8
Grand Total	60	131	239	223	186	207	130	42	7	4	15	1244

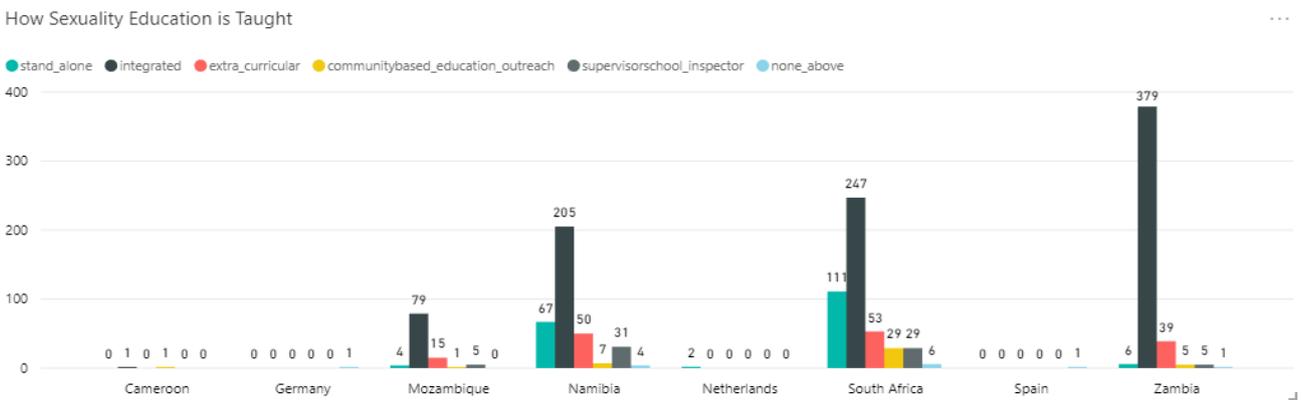
Initial Expectations:

The initial expectation was that Sexuality Education may be taught by “younger” Educators in an attempt by Ministries of Education to assist Learners to better relate to the individual providing them with guidance regarding their sexuality.

Conclusion:

52.5% of total Educators trained were under the age of 40 years and 47.5% over the age of 40, which indicates that Sexuality Education is not predominantly taught by younger educators. The age of educators does not seem to play a significant role in the allocation of sexuality education to their teaching portfolios.

2.3.5 How Sexuality Education is taught by Enrolled Educators

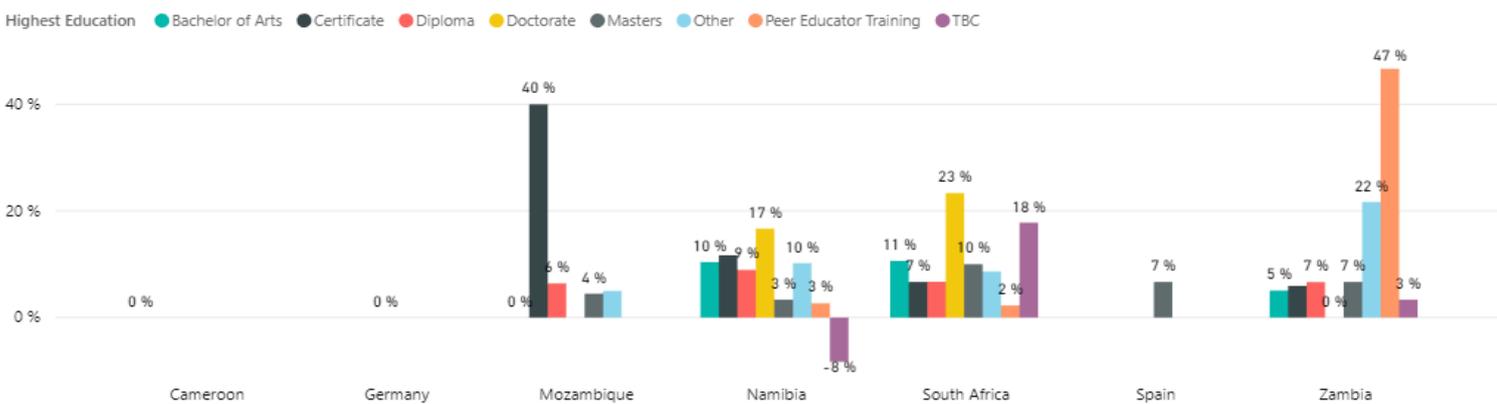


Results from the Sexuality Education Course:

In all cases sexuality education is predominantly taught as an integrated subject.

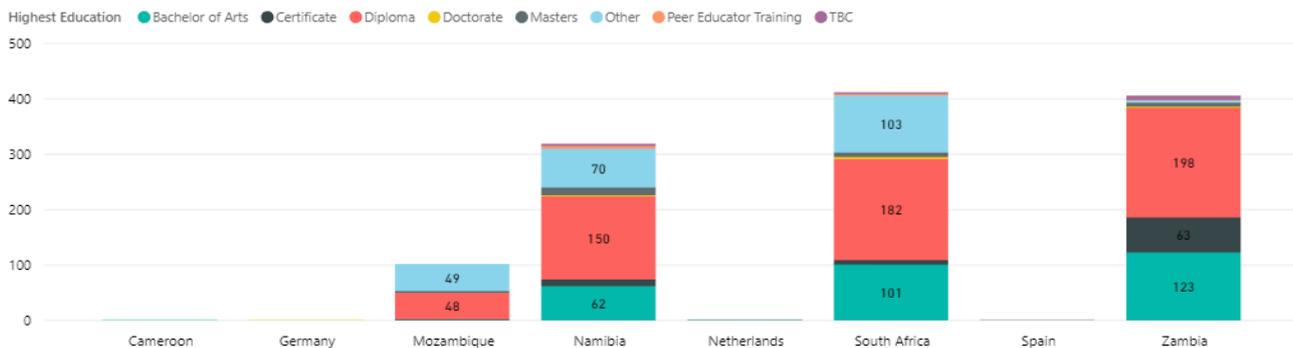
2.3.6 Average Knowledge Increase per Level of Education per Country

Average Knowledge Increase per Level of Education per Country (Derived from Pre and Post Test)



Only the delegates who are still not complete the course registered an initial knowledge decrease. This is expected to change as soon as the course is complete.

Enrollment per Level of Qualification per Country



Total Enrollment per Level of Education for the Project with Corresponding Knowledge Increase:

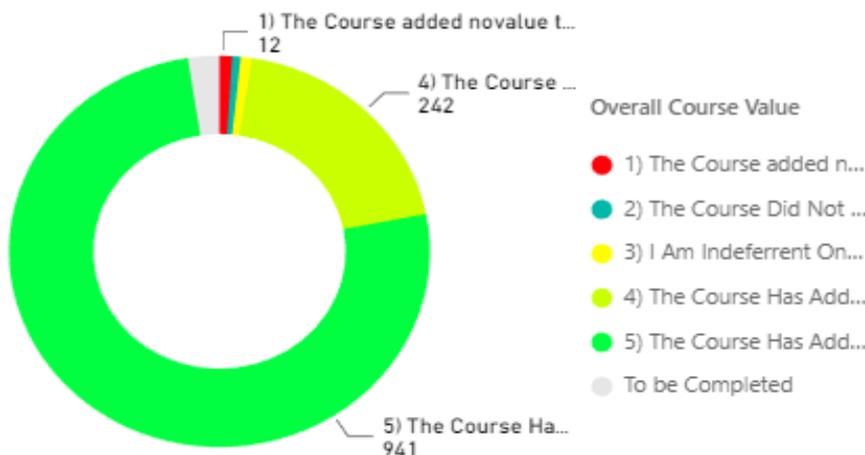
	Number of Enrollments	AVG Knowledge Increase
Bachelor of Arts	288	8.10%
Certificate	84	7.22%
Diploma	578	7.23%
Doctorate	9	11.43%
Masters	34	6.02%
Other	227	8.57%
Peer Educator Training	9	7.41%
TBC	15	3.11%
Grand Total	1244	7.62%

Results from the Sexuality Education Course:

The average knowledge increase across all educators and all levels of education amounted to 7.62%. Educators that hold a Doctorate level qualification in CSE has the highest level increase of over 11%.

2.4. Delegates’ Response to whether the Course empowered them to Teach

Overall value of this course in supporting you to teach Sexuality Educati...

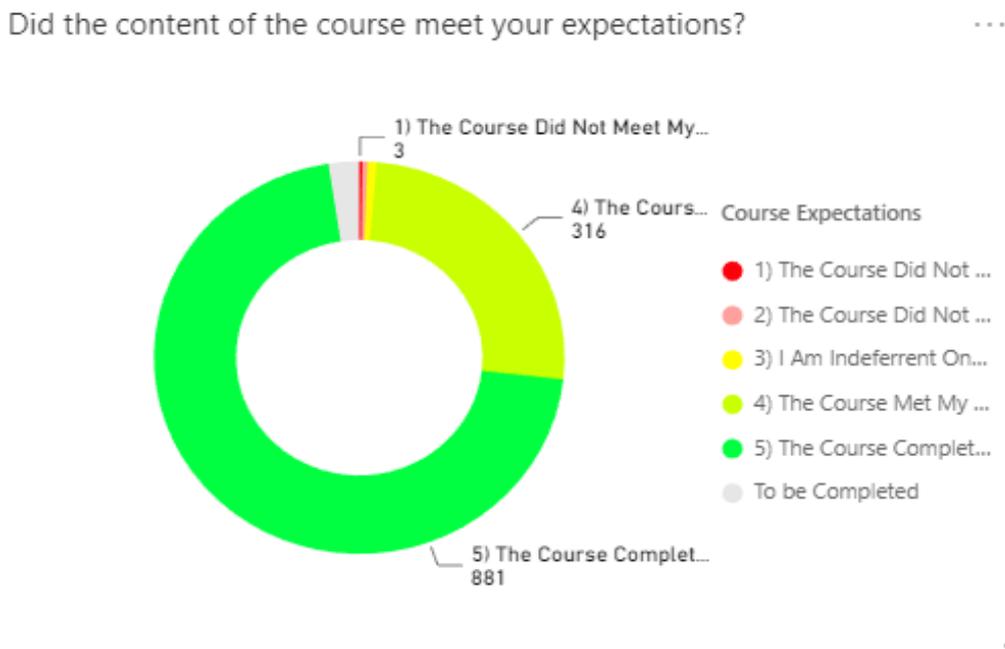


Results from the Sexuality Education Course:

Of completed post course evaluations, 75.64% of Educators rated the sexuality education 5 out of 5 by stating that “the course has added great value in their ability to teach sexuality education”. 19.45% of Educators rated the Sexuality Education 4 out of 5 by stating that “the course has added value in their ability to teach sexuality education”. **95.10%** of delegates provided a quality score of more than **80%**.

12 delegates (0.96%) rated the course as having added no value to their abilities in being able to teach sexuality education.

2.5. Delegates’ Response to the Overall Value of the Course



Results from the Sexuality Education Course:

Of completed post course evaluations 70.82% of Educators rated the Sexuality Education 5 out of 5 by stating that “the course has completely met their expectations”. 25.04% of Educators rated the Sexuality Education 4 out of 5 by stating that “the course has met their expectations”.

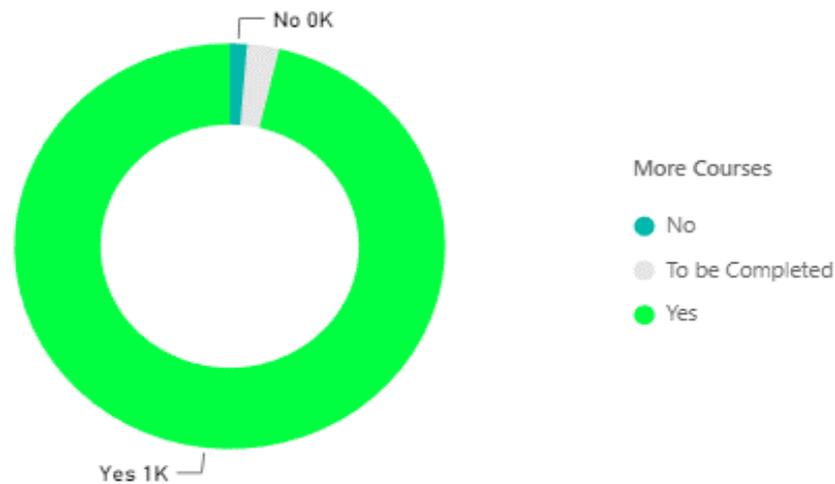
Only 3 (0.24%) of all Educators felt that the course did not meet their expectations.

Conclusion:

In total **96.22%** (94.85%, 2016) of all Educators that completed the Sexuality Education Course rated the course having hit the target on a quality scale of **80%+**. This is a clear distinction for the Sexuality Education Course.

2.6. Delegates' Response to Online Education

Would you like to see more courses like these being offered online?



Initial Expectations:

An initial concern for providing this course as an online solution was whether the delegates would have sufficient computer literacy skills to complete the training and whether the use of IT for educational purposes in Africa would act as a deterrent in the completion of the course.

Results from the Sexuality Education Course:

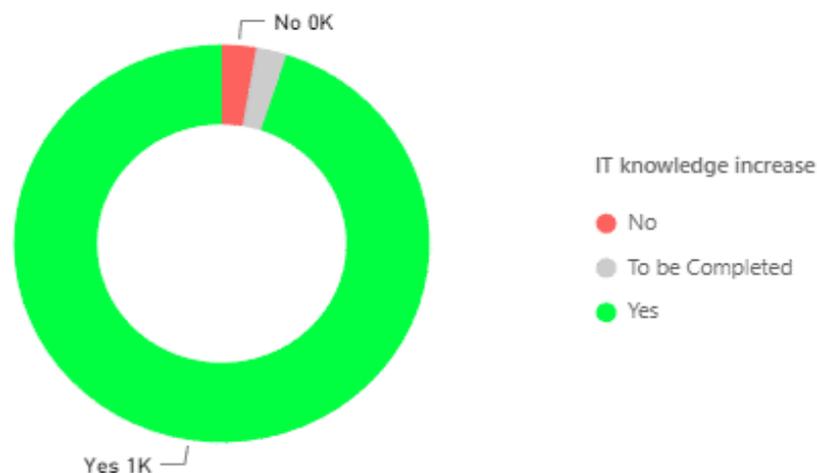
Of the completed post course evaluations, **98.89%** of Educators stated that they would like to see more courses being offered online.

Conclusion:

In total **98.89%** of all Educators that completed the CSE course, rated the TRISCOMS™ online education platform full marks and expressed interest in receiving more education through online channels. The response in favor of ICT provides significant support of the offering of online education in Africa. What is even more assuring being that even though the primary objective of this course was to increase the knowledge of educators on Sexuality Education, the course also increased the knowledge of **96.49%** of delegates on the use of information technology, as can be seen from the questionnaire response below. This course has evidently empowered educators in more ways than one.

The benefits of empowering educators on the use of information technology is unquantifiable. We hope that by having helped educators better understand and use tools like web browsers and search engines, these educators will now further use their new skills to obtain additional content for the development of lesson plans.

Has this online course bettered your knowledge of computer usage and ...



3. Key Lessons Learnt

- **Course coordination:** The involvement of the GIZ team as course coordinators and nomination of participants through the government has provided momentum and motivation for participants to complete the course as they feel accountable to their line Ministries.
- **Conducting face to face sessions:** Before the course commences it's important to conduct face to face workshops that can provide the rationale and overview for the course. This acts as a motivator for participants to undertake the course.
- **Course demand:** The demand for the course is increasing and it has attracted other educators who may not be in-class Educators but also play a critical role in curriculum supervision and implementation at country level. Among these include school inspectors, education standards officers, curriculum developers and assessment officers. Funds permitting the course will be scaled up to all other 21 countries in the ESA region.
- **Course retention rates:** For successful course retention rates, rigorous follow up and support supervision are need to support the trainees who are undertaking the course through a self-paced mode of delivery, especially for countries that have adopted the distance learning mode of delivery.
- **IT support:** Much as FPD/MPC have been providing remote support for IT and for participant enrollment on the course; onsite and timely support for IT personnel is critical to handle IT challenges that course participants are faced with.
- **IT infrastructure challenges:** Several variations in ICT infrastructure are being noted at country level. Many Educators do not have personal computers and have ended up trying to access the course using their cell phones. Strategies are being put in place hire some computers that can be used for the course or as well boost the internet bandwidth.
- **Regional support:** The involvement of the UN and GIZ Team at both regional and National Levels has played a critical role towards supporting countries to commence the course.

Way forward

- Capitalize on the growth and success of the program during 2017.

4.A Key Observation from the CSE Data

At the end of the 2015 period the wonderful results of the first-ever online UNESCO/UNFPA CSE program was challenged by one critical question that could not be answered – “did the results of the base-line CSE period exceed all expectations because we had only enrolled CSE experts nominated by Ministries of Education to test the course prior to enrollment e in-country educators?”. This answer could not be answered during 2015 but after careful assessment of the 2016 and 2017 data, we can confirm with certainty that the results obtained during 2015 were not once-off due to the existing level of expertise of educators nominated by Ministries of Education to form part of the first intake.

Similar, if not better, results were obtained during 2016 and 2017. The 1,243 Educators enrolled during 2016 and 1244 in 2017 (through GIZ educational grant) have proven that the online CSE course has made a difference in the lives of the “everyday educator” that is not a CSE expert. As at the date of this report, only 49 Educators that have started the CSE course are still in progress – amounting to an astonishing **95.82% completion rate** of the course.

5.Plans for 2018

- Starting with enrollments in quarter 1 of 2018.
- Scaling up the delivery of the course in other ESA countries.
- Follow –up, mentorship and support supervision mechanisms at country level.
- Opening the course for individual enrollments at the contracted USD 35 per educator.
- Collaboration with organizations like Google to make more educators in Africa aware of the programme and to further test the interest in the course.
- Securing additional funding to ensure sustainability of the programme.