

REGIONAL CONSULTATION ON SEXUALITY EDUCATION AND GENDER



WITH A FOCUS ON REACHING ADOLESCENT
GIRLS

MEETING REPORT

18-21 July 2011, Bangkok

Table of Contents

Acronyms.....	3
Background and Introduction	4
Meeting Content Overview.....	4
Participants.....	4
Day 1.....	5
1.1 Setting the Stage	5
1.2 Exploring the Evidence & Making the Case for Sexuality Education.....	6
1.3 Sexuality Education: Research and Programming in Asia	7
1.4 Exploring some Key components of Comprehensive Sexuality Education	9
1.5 Working towards a common goal: What are our strengths and barriers?.....	11
Day 2.....	12
2.1 A Discussion on How to Best Provide Sexuality Education?.....	12
2.2 Exploring topics in depth.....	13
2.3. Reflections on Gender.....	16
Day 3.....	16
3.1 Why Adolescent Girls?	16
3.2 Research and Evidence for Investing in Adolescent Girls.....	16
3.3 Adolescent girls in Asia	17
3.4 Reaching Adolescent Girls: Learning from experiences in the region and beyond	19
3.5 Participants Present in Market Place Sessions.....	21
3.6 Empowering Girls: Interactive Session	21
Day 4.....	21
4.1 Innovative approaches to reaching adolescent females and males	21
4.2 Exploring themes and topics in depth.....	22
4.3 Future directions	23
4.4 Official closing	24

Acronyms

AGI	Adolescent Girls Initiative
AIDS	Acquired Immune Deficiency Syndrome
APRO	Asia-Pacific Regional Office
ARROW	Asian-Pacific Resource and Research Centre for Women
ASRH	Adolescent Sexual and Reproductive Health
CCIHP	Center for Creative Initiatives in Health and Population
CSE	Comprehensive Sex Education
EFA	Education for All
HIV	Human Immunodeficiency Virus
IPPF	International Planned Parenthood Federation
MDG	Millennium Development Goal
PNG	Papua New Guinea
RH	Reproductive health
SHN	School Health and Nutrition
SRH	Sexual and reproductive health
STI	Sexually transmitted infection
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNAGTF	UN Adolescent Girls Task Force
UNGEI	UN Girls' Education Initiative
UNICEF	United Nations Children's Fund
VWU	Viet Nam Women's Union
WHO	World Health Organization
WHRAP	Women's Health and Rights Advocacy Partnership in South-East Asia

Background and Introduction

The number of young people in the developing world is the highest it has ever been (1.8 billion young people between the ages 10 to 24 years-old). In the least developed countries, some 60 per cent of the population is under 25 years of age. Without access to sexuality education and sexual and reproductive health services, adolescents and youth, especially girls, face daunting reproductive and sexual health problems: unintended pregnancy, unsafe abortion, maternal mortality and morbidity, violence, sexually transmitted infections (STIs) including HIV, exploitation, and discrimination on the basis of gender or sexual orientation.

Evidence shows that sexuality education programs have a positive effect on initiation of sex, frequency of sex, number of sexual partners, condom use and other sexual behaviours that can prevent negative sexual and reproductive health outcomes. Sexuality education also provides an important platform to discuss gender issues in order to promote mutually-respectful and nonviolent relationships.

Adolescent girls in the region face additional barriers to gaining their full potential. Particularly poor adolescent girls are more likely to drop out of school and marry early. There are many successful interventions to increase the retention of girls in school and delay marriage, which countries in this region need to scale up. In the shorter term, out-of-school adolescents and young married adolescents need to be reached by out of school sexuality education programmes, with special attention given to the different needs of boys and girls.

In July 2011, UNFPA, UNESCO and UNICEF jointly organised the Asia Pacific Regional Consultation on Sexuality Education and Gender, with a Special Focus on Adolescent Girls. The meeting offered a platform for countries to share their evidence and experience and gain information and tools on how to effectively invest resources in sexuality education programs and policies. There was a special focus on how to reach adolescent girls – both in terms of sexuality education but also in wider development priorities.

Meeting Content Overview

The meeting covered a broad range of topics including: international guidance on sexuality education; implementation of sexuality education programmes in and out of school; criteria for assessing quality and costs; attention to gender issues; and inclusion of adolescent girls in programmes. Good and promising practices were presented and discussed and smaller group sessions allowed participants the opportunity to share more specific tools, experiences, and local adaptations to global guidance. The meeting agenda is provided in Annex 1.

Participants

Over 100 people attended the Regional Consultation. Participants came from 18 countries in the region and included UN staff, government officials from Ministries of Education, Health, Youth and Women Affairs, and representatives from NGOs and regional networks. Resource persons from a variety of backgrounds and countries contributed to the strength of the meeting. The list of participants and resource persons is provided in Annex 2.



Day 1

1.1 Setting the Stage

Official Opening - Dr. Giri Giridhar (UNFPA APRO)

The meeting was officially opened by Dr. Giri Giridhar, Deputy Regional Director of the Asia Pacific Regional Office of UNFPA, on behalf of the regional offices of UNFPA, UNESCO and UNICEF. He welcomed participants and appreciated the participation of representatives from many different countries across the region. He encouraged participants make the most of this consultation as a strategic opportunity to share information, network with colleagues working in similar areas, and move the agenda forward in this important, yet challenging and sensitive area: sexuality education.

As the population hits 7 billion later this year, we are faced with the largest cohort of adolescents in history. This opens a window of opportunity but also highlights a pressing need to programme effectively for and with these young people. Accessible and comprehensive sexuality education, although increasingly recognized as critical for young people to make healthy decisions, can come up against strong cultural and other barriers.

There is a need for strategic advocacy, education of leaders, and continued reform at policy and grass-roots levels. Governments and development partners are encouraged to work together to make progress in this important area.

Introducing the meeting objectives – Dr. Josephine Sauvarin (UNFPA APRO)

Dr. Sauvarin, Technical Advisor on HIV and Adolescent Sexual and Reproductive Health (ASRH) for UNFPA APRO, commented on the increasing attention being given to the areas of sexuality education and gender. Global sexuality education guidelines have been developed by UNESCO, several comprehensive resources have been produced and are being made widely available, including the Its All One Curriculum developed by Population Council and partners. There is increasing recognition of the need to change norms surrounding sexuality and gender.

The UN has made adolescent girls a priority area, emphasizing the need to focus efforts on enabling adolescent girls to claim their full rights. In 2010, the UN released a joint statement on the issue of accelerating efforts to advance the rights of adolescent girls, with a focus on education, health, protection from violence, leadership, and data collection. In this context, a focus on gender as a cross-cutting area in sexuality education is critical.

Dr. Sauvarin highlighted the joint UNFPA/UNICEF/UNESO meeting as a strategic opportunity to look at 'where we are at' in the region – Where are our strengths? – What are our challenges? – Where do we need to focus our efforts to make progress? The following objectives of the meeting were outlined:

1. Share the evidence of successful sexuality education programs, in and out of school.
2. Develop strategies for overcoming barriers to implementing sexuality education programs and reaching adolescent girls.
3. Develop national and regional action plans to improve national sexuality education programs reaching adolescent girls, including the identification of research and capacity development gaps.



1.2 Exploring the Evidence & Making the Case for Sexuality Education

What is sexuality education and why invest in sexuality education program effectiveness: Beyond behaviour to health outcomes – Dr. Helen Cahill (Youth Research Centre, University of Melbourne)

Dr. Cahill opened her presentation by highlighting that not all sexuality education is the same. A large diversity of methods and approaches continue to be used across programmes. There is need to look at the evidence and acknowledge that not all sexuality education programmes are effective. For sexual and reproductive health (SRH) programmes to achieve their goals, they have to be able to influence attitudes, build capacity and motivation, create a sense of possibility, and provide social support to assist people to assert their choices. It is not enough to just provide information.

One of the key challenges to providing good sexuality education is programme fidelity. It is one thing to design a comprehensive curriculum but another to ensure that it is implemented properly and in its entirety. In many cases teachers or trainers leave out components that address sensitive or 'embarrassing' issues, defeating intention of the curriculum.

Successful education programmes have a number of features in common which form the evidence base that we can use when developing or modifying our programmes. Research into effective SRH programmes identifies that they work best when they:

- ✓ Employ highly interactive and participatory pedagogies;
- ✓ Include accurate and relevant information that is presented in an accessible way;
- ✓ Engage participants in problem-solving and critical thinking;
- ✓ Assist participants to relate their learning to real life situations;
- ✓ Incorporate messages which support development of healthy societal norms;
- ✓ Are delivered in a longitudinal fashion, in a logical sequence;
- ✓ Are age-appropriate and culturally attuned;
- ✓ Provide additional booster activities as young people face increasingly complex issues;
- ✓ Are designed to enhance protective factors by building resilience and the capacity to cope with challenge; and
- ✓ Are located within a positive, safe, inclusive and participatory environment.

Sexuality Education: Why focus on gender? - Nicole Haberland (Population Council)

Ongoing research into the area of sexual and reproductive health education highlights the need to continue advancing this area to strengthen effectiveness. A preliminary finding in an on-going meta-analysis of 31 studies of sexuality education programmes shows positive results in 35% of programmes. This is a good start; however it is not good enough. The study highlights a significant difference in reaching health outcomes when comparing sexuality education programmes that address gender and power with those that ignore gender and power.

Research shows that sexuality education programmes will unlikely be effective if they fail to acknowledge gender and power issues. Gender has a strong influence on the reason young people become sexually active – both at a societal (e.g. early marriage) and at an individual level (e.g. curiosity or seeking approval). Gender and power matter because they affect SRH outcomes:

- Traditional gender attitudes are associated with low rates of condom and other contraceptives use and multiple sexual partners;
- Unequal power in intimate heterosexual relationships is associated with less consistent condom use, pregnancy, and HIV infection; and
- Gender based violence is associated with low rates of condom and other contraceptives use, STIs, unintended pregnancy, and HIV infection.

To improve sexuality education programmes, we need to look both at *what* we teach and *how* we teach it.

1.3 Sexuality Education: Research and Programming in Asia

Review of Policies, Strategies and Implementation of Sexuality Education across the Asia Pacific - Justine Sass (UNESCO) & April Popescu (UNFPA APRO)

Ms. Popescu introduced the regional overview by providing a brief situational overview of sexuality education in selected Asia-Pacific countries based on a short survey conducted prior to the meeting. The survey found that countries employed a range of different terminology to encompass sexuality education, with many countries choosing to leave the word 'sex' out due to sensitivities. For example, respondents from Brunei Darussalam, Iran and Viet Nam, reported using the term 'Reproductive Health Education' while India reported using the term 'Adolescence Education'.

Five countries reported having sexuality education in primary school, with two reporting having *compulsory* sexuality education. The majority (13 countries) reported having sexuality education in secondary school, with nine reporting that it was compulsory. The main barriers to sexuality education as reported in the survey were: lack of political support (53%), lack of teachers capable of delivering sexual education (47%) and overcrowded curriculum (41%).

Ms. Sass presented on a separate review undertaken by UNESCO of the policies and strategic frameworks for sexuality education in 28 countries across the Asia Pacific region. The review aimed to: to assess the status of policy and strategic frameworks for sexuality education; document the relevant content of policy and strategic frameworks from the region; and identify gaps and opportunities.

National policies and strategic frameworks are critical to guiding and implementing sexuality education. The review found that plans were more common than laws and policies with 90% of countries having a national HIV strategy and/or plan. The review further found that 12 out of the 18 countries with HIV policies include sexuality education *content* in their policy but most failed to mention *levels of education or target groups*, and few discriminated between formal and non-formal delivery methods.

The small number of countries with comprehensive policies - targeting all levels of education, and highlighting both knowledge and behaviours - included: Bangladesh, Cambodia, India, Papua New Guinea (PNG) and Sri Lanka. Rights, stigma, and discrimination are clearly identified as priorities in the laws and policies of Bangladesh, India and PNG.

Figure 1: Map of countries included in the sexuality education review in Asia and the Pacific



Six countries refer in detail to sexuality education in national education policies (Cambodia, China, Indonesia, Nepal, PNG and Viet Nam). Most of them focus on: knowledge (and to lesser extent behaviour), curricula and formal & non-formal education, level and age for sexuality education, teacher-training and capacity building priorities, stigma, discrimination and rights. Most countries have focused their sexuality education efforts at secondary levels only. Gender, access to counselling and services, and monitoring and evaluation are notably absent from the policies.

Areas of emerging need included:

- Advocacy and technical support given the continued gaps in laws and policies;
- Support to ensure that education strategies include sexuality education;
- More efforts to share experience and promote age-appropriate curricula from primary level;
- Greater emphasis, support and guidance for pre- and in-service training and support of teachers;
- More attention to systematic monitoring and research and tracking of outcomes.

Panel presentations sharing examples of advocacy for sexuality education and overcoming opposition – Dr. Anna Whelan (IPPF ESEAOR), Anjali Sen (IPPF SAR), and Prof. Saroj Bala Yadav (Adolescence Education Program, India)

One of the challenges that is repeatedly reported in countries is the social and cultural resistance to talking openly and honestly about sex and sexuality. This is not only an issue at an individual level but also at a societal and institutional level, creating strong barriers to the provision of comprehensive sexuality education.

The following are two quotes from young people who participated in a comprehensive sexuality education programme in Nepal:

“I thought kissing is oral sex, so I did not let my boyfriend kiss me”

“I thought contraceptives are for boys only”

Panel speakers commented on strategies and experiences of overcoming opposition to sexuality education, highlighting examples from India and Nepal. The following key points were made:

- Integration of sexuality education into policy is a major challenge;
- It is important to monitor how policy changes over the time;
- It is important to understand how the budget works and to hold governments accountable for budget allocation;
- For advocacy to be successful it is essential to work with a large variety of stakeholders and build broader coalitions (including in government, civil society, religious institutions, etc);
- Young people’s involvement is a key to success;
- It is important to address equity issues when dealing with sexuality education, including young people with disabilities as well as gender-diverse groups;
- IPPF highlighted a *gender-sensitive* and *sex-positive* approach;
- Schools and communities should work together to provide services;
- Girls and boys are not homogeneous themselves, so programmes needs to be tailored for different groups;
- Universally accessible comprehensive sexuality education is especially challenging in heavily populated countries such as India;
- Teacher training needs to be strengthened. India’s goal under the Adolescence Education Program is to have one trained teacher for every 150 students.



1.4 Exploring some Key components of Comprehensive Sexuality Education

Four parallel breakout sessions are briefly described below.

1.4a Advocating for sexuality education and overcoming opposition - Anna Whelan and Anjali Sen (IPPF)

A video provided context to how sexuality education is delivered in Islamic environments, in particular Bangladesh. The educators were often teachers of religion or preachers. Muslim boys and girls were given the opportunity to explain in detail their experiences of puberty. Other sessions

involved a lively debate between young women and men to openly speak about current culturally expected gender roles versus what Islam actually teaches. One girl spoke out strongly in defence of her right to education and work based on teachings of the Prophet Mohammad.



Participants from different countries in Asia and the Pacific shared information about their national sexuality education programmes and recent progress. Most of the countries benefited from support from international development partners in initiating their sexuality education projects and programmes. There was an overall positive sentiment from participants that comprehensive sexuality education is increasingly receiving political support and programmes are establishing their foundations for long term impact, even in countries with previous setbacks and negative backlash. These recent steps towards comprehensive sexuality education in countries are helping to create the fertile ground for future recommendations for country specific sexuality education laws, which most countries are currently lacking.

The facilitators closed the session highlighting the relevance of the growing number of advocacy material that is available (including “From Evidence to Action” by IPPF) and the importance of the timing of interventions and advocacy in relation to national events or news issues.

1.4b Developing and mandating policy on sexuality education - Margaret Sheehan (UNICEF)



While many countries show innovative examples of sexuality education on a small scale, ensuring sexuality education across the board requires high level endorsement and commitment which can be established through the development of policy. This activity looked at the development of policies for youth and for sexuality education in various countries focusing on some of the challenges, but also extrapolating the key ingredients of youth and sexuality education policies. It drew on content from policies analysed in the UNESCO policy and strategy review, as well as a forthcoming publication by UNICEF looking at the development of youth policy in the Asia-Pacific region.

1.4c Comprehensive curriculum: what does it look like? - Justine Sass (UNESCO)

The International Technical Guidance on Sexuality Education was produced by UNESCO in collaboration with other UN partners (UNICEF, UNFPA, WHO and UNAIDS) to guide age-appropriate sexuality education. It provides a minimum package of topics and learning objectives, delineated by four age levels: 5-8, 9-12, 12-15, and 15-18+ years. Learning objectives and topics are provided for each age group under six key concepts: relationships; values, attitudes and skills; culture, society and human rights; human development; sexual behaviour; and sexual and reproductive health. Each key concept contains several topics, and for each topic learning objectives are specified and grouped according to the four age levels.



In the words of participants...

“Young people are part of the problem they should be part of the solution”

“Getting outcomes with parents is just as important as getting outcomes from adolescents”

“In places where sexuality education has been rolled out for a long time, no one would even dare to ask – “should we continue investing in sexuality education?”

“We need to give teachers skills to do the job well, support them, supervise them...”

“As part of civil society, we can contribute to creating an enabling and supportive environment so that governments can ensure CSE. We can push the boundaries where sometimes governments can’t”

In this session, groups were tasked to match ‘learning objectives’ from the Guidance with the appropriate age-group. The activity enabled participants to think critically about what information is appropriate for different age groups and how knowledge, skills and attitudes can be built upon through different development stages.

1.4d Teacher professional development – Pawana Wienarawee, PATH

A video presented the Madrasah Project in Bangladesh which provides sexuality education for students who study in religious schools (*madrasahs*) through religious leaders. This was followed by sharing of experiences and challenges by participants.

Challenges mentioned included:

- Policy and strategies to support sexuality education are not available, or not implemented.
- Lack of standardization leads to low coverage, lack of sustainability, and lack of quality assurance.
- Overcrowded curriculum and/or sexuality education is side-lined by school academic subjects which are examinable.
- Teachers are not comfortable to teach sexuality education. Teacher quality needs to be improved.
- Lack of clarity whom to target with advocacy: Ministries of Health are often more familiar and comfortable with sexuality education than Ministries of Education. In some cases, it is difficult to identify which government authority will take responsibility for sexuality education.
- Religion and culture barriers.



1.5 Working towards a common goal: What are our strengths and barriers?

To conclude the first day of the consultation, participants gathered to reflect on shared goals in the area of sexuality education. A participatory activity was conducted in which groups were asked to brainstorm desirable outcomes, strengths helping to move towards these outcomes and barriers creating resistance to reaching these outcomes.

A 'fish' metaphor is used in this activity. The strengths create the fins of the fish and the barriers are located on the waves that the fish must swim against to reach the desired outcomes. Each fin and each wave represents a specific topic, corresponding with a set of goals in that area. Topics included: policy and advocacy, curriculum development, and teacher-training. What is created is a visual map of the context that we must work in to reach our desired outcomes.



Day 2

2.1 A Discussion on How to Best Provide Sexuality Education?

The morning opened with a panel discussion, staged as a television talk show '*On the Couch with the UN*'. The host Margaret Sheehan, UNICEF's Adolescent Advisor for the Asia Pacific Region, interviewed a panel consisting of: Mario Balibago from Y-PEER in the Philippines, Anjali Sen, Director of IPPF South Asia Region, Dhinaraj Chetty from UNESCO Headquarters in Paris, and Jane Ferguson from WHO in Geneva.



The lively discussion addressed a diversity of questions such as:

- Why don't teachers want to talk about sex?
- What is the role of doctors and other health workers in sexuality education?
- Why should young people be involved in sexuality education? Are young people better educators than old people?
- How important is parent education?
- Why do bilateral donors invest in sexuality education programmes when evidence suggests that only about 35% of existing programmes actually improve health outcomes?
- Should we be critical of NGOs who provide sexuality education as they are taking over the role of the government?



2.2 Exploring topics in depth

Four parallel breakout sessions are briefly described below.

2.2a *It's all One Curriculum* - Nicole Haberland (Population Council)

This session provided an interactive overview and exploration of *It's All One Curriculum*. A quick overview of the content and features of *It's All One Curriculum* was provided after which the group sampled three shortened versions of participatory activities addressing gender norms and condom use. Many challenges that were highlighted in earlier sessions reappeared in this session including in relation to the quality (and interest) of school teachers, overcrowded existing school curriculum; and conservative social norms.

Some participants shared their experience using *It's All One Curriculum* in their contexts, for example, with migrant youth in China, with indigenous girls in Guatemala, and with street youth in Indonesia. Participants expressed different ideas for further use of the curriculum – including utilization in national school-based curricula, for pre-service teacher training, for out-of-school youth, and for very young adolescents.



2.2b *Youth Participation: Young People Driving Sexuality Education* – Angarika Guha (YP Foundation)

This session provided an overview of participatory sexuality education activities for young people in India. Youth are involved in analysis, design, development, implementation, and evaluation of these activities which include a peer education program, a national training of trainers programme; and a 'Know Your Body, Know Your Rights' National campaign for comprehensive sexuality education.

Participants sampled a body-mapping activity which led to the joint identification of strengths, weaknesses, opportunities, and threats to sexuality education for young people. The group then discussed the challenges and solutions that they have experienced in their own country contexts.

	Challenges:	Solutions:
1) Political Factors	Governments not prioritizing sexuality education; Frequent changes in government; Youth not included as stakeholders; Ethnic or ideological differences	Promote dialogues with key stakeholders; Engage all political parties in decisions
2) Religion & Culture	Cultures where adults are resistant to listening to young people; Religious organizations may usurp schools as the primary provider of sexuality education, which may affect information given.	Follow appropriate channels of communication for advocacy and sexuality education promotion; engage and train the community leaders on how to help young people receive sexuality education.
3) Finance & Resource Allocation	Other financial priorities (also within education sector); Dependence on donors and subject to donor biases	Create management package to allocate funds; Research/collect data to promote importance of sexuality education; Involve young people in advocating for sexuality education
4) Actors in the Process (Teachers/ Parents)	Lack of coordination between teachers, parents and students; Poor guidance from teachers and parents; Perceived lack of time to provide support to youths	Sensitize parents and teachers to sexuality topics; Create awareness of sexuality education; Promote child rights among adults

2.2c The implications of scaling up sexuality education in Asia-Pacific - Dhinaraj Chetty (UNESCO HQ) & Justine Sass (UNESCO Regional Office)

This session explored the issues involved in scaling up sexuality education programmes. There is need to clarify the concept of “scaling-up” as it is often understood in different ways. Participants discussed their understanding and identified the main challenges to scaling up in the following key areas:

1. Policy/Management

Many policies are in place (e.g. Education policy, HIV and AIDS policy, Youth Policy, SRH policy) which have been entry points for comprehensive sexuality education but there is limited reference to sexuality education in these policies.

2. Materials

There is an overdose of available materials. How to select which materials to work with and adapt? Some countries drop key areas such as sexuality and sexual behaviour from their curriculum hence not comprehensive enough to produce the expected results in terms of health outcomes.

3. Resources [Human/Financial]

Most of the CSE programmes are still funded by donors and/or development partners with limited inputs from government

4. Data

In certain countries, data is available but need to be analysed and feed back into planning
In other countries there is no systematic way of collecting data for monitoring purposes

Participants looked at the current situation, the future 'ideal', and then brainstormed steps towards moving from the present to the future. It was highlighted that it is important to know your objectives when scaling up in terms of:

1. Quality
2. Programme fidelity
3. Cost
4. Ownership
5. Sustainability
6. Monitoring and Evaluation



2.2d Sexuality Education for Adolescent Boys - Pham Thi Mai (Save the Children)

This session presented a promising sexuality education programme for boys in Viet Nam. The programme was designed for male students in several Technical and Vocational Education and Training Centres across Vietnam. The project objectives are as follows:

- Improvement on awareness that leads to changes of behaviours;
- Encourage change of gender based perceptions;
- Ensure access to reliable information on HIV in Vietnam (while the internet is exploding with information, it is difficult to find correct or reliable information).

Save the Children used existing materials from a successful programme in Brazil, Program H. This program positively influences safer sexual behaviours through a focus on gender-equitable norms and behaviours. This was identified as appropriate also in the cultural context of Viet Nam where men are expected to drink alcohol and demonstrate sexual prowess and have a range of sexual partners. A video on adolescent boys was also shown which is used by the project to introduce the boys to the concept of gender roles and socialization process.

Evaluation of the programme with a random sample of 800 male students found an increase in knowledge about HIV and gender-equitable attitudes, increased confidence to resist risky behaviour and increased condom use. Students who had been shy about talking about sexual health-related issues felt more confident talking to their peers and partners about HIV and other sexual health issues.



2.3. Reflections on Gender

To wrap up day two, participants were invited to think about the way in which women and girls are commonly treated in our community. Groups were tasked to create a 'freeze-frame' or still picture to illustrate the position of the adolescent girl set in a country of their choice. After designing and practicing their freeze frame, each was presented and critically discussed in the plenary. The following pictures were created:

Aspects of the adolescent girl that were presented include lack of freedom and power, coercion, adolescent pregnancy, abortion, opposition from parents and teachers, male dominance, lack of voice, and facing barriers to information, but also curiosity and agency.

The session reinforced the continued existence of gender roles which have a profound impact on young girls (and boys) across the region. This presents challenges in many areas including sexuality education. The influence of gender needs to be incorporated into all programming.

Day 3

3.1 Why Adolescent Girls?

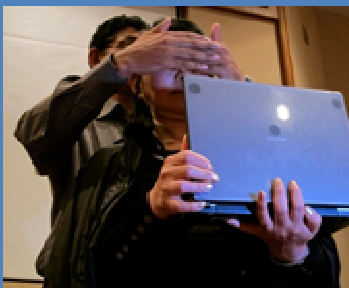
The day commenced with a viewing of the Girl Effect Video –The Girl Effect is a movement driven by girl champions around the globe. Their role is to advocate for girls and women through the creation of mainly visual multimedia tools. The Girl Effect was created by The Nike Foundation with financial and intellectual contributions by the NoVo Foundation and Nike Inc. and in collaboration with key partners such as the United Nations Foundation and the Coalition for Adolescent Girls. The video shown presents some key data on the global situation for adolescent girls which provide a background for strong advocacy messages for investing in adolescent girls.

A pre-recorded message by Ms. Mary Robinson, former Commissioner for Human Rights and President of Ireland, was shown in which she reiterated the need to pay specific attention to adolescent girls in our programming efforts.

3.2 Research and Evidence for Investing in Adolescent Girls

***The Research and Evidence for Investing in Adolescent Girls –
Dr. Jane Ferguson (WHO)***

Dr. Ferguson presented on the importance of evidence and on some of the challenges of collecting valid, reliable data in the area of sexual and reproductive health. The strength of evidence needed to recommend widespread implementation of an intervention will vary depending on:



feasibility (including cost); potential for adverse outcomes; acceptability; potential size of the effects; and other health or social benefits.

She presented on the status of the evidence-base in the five areas identified as priorities in the UN Joint Statement on Accelerating Efforts to Advance the Rights of Adolescent Girls (girls' education, health, protection from violence, girl leadership and counting adolescent girls) and emphasized that additional research in this area and disaggregated data are critical to informing effective programming.

Major shifts required for improved adolescent girls programming - Nicole Haberland (Population Council)

Ms. Haberland emphasized the economic benefits in programming for adolescent girls and reiterated the message that one-size programming *does not fit all*. It is important to know *which* girls are most vulnerable and to invest in them: think of out of school girls, married girls, girls living away from their parents, and migrant girls. The transformation that is needed is to reach enough girls in specific risk categories, with enough resources, early enough to make a difference.

Several innovative programming examples from around the world have shown positive results, especially programmes that provide cash to girls who continue to go to school seem to be successful in different countries. One example is the Zomba Cash Transfer Program in Malawi which increased school enrolment, and delayed marriage, childbearing and onset of sexual activity. In India, a project to reach the youngest First Time Mothers provides a safe space for married girls to meet, learn, access services, and make friends. This has resulted in increased SRH knowledge and delayed first birth, post-partum service utilization, immediate breastfeeding, and spousal communication (including expressing own opinions when disagreeing with husband).

Putting Girls First: The UN Adolescent Girls Task Force (UNAGTF) - Sylvia Wong (UNFPA)

Ms. Wong introduced the UN Adolescent Girls Task Force (UNAGTF) and reiterated the importance of investing in girls because it:

- Is smart and just: healthier, educated, and skilled girls and women have a positive catalytic effect on their families, communities, and nations.
- Promotes social justice, gender equality and achievement of the Millennium Development Goals (MDGs) and beyond.
- Helps close the gender gap and enables girls' safe transition to adulthood.

The UNAGTF promotes interagency collaboration to fulfil the rights of the hardest to reach girls in developing countries; advocates to prioritize adolescent girls on the development agenda; works with governments/partners to reorient existing policies and programmes to reach vulnerable adolescent girls; and works with governments/partners to strengthen delivery systems, policy and legal environments to be more responsive to adolescent girls.

3.3 Adolescent girls in Asia

Adolescent girls in Asia Pacific- Dr. Josephine Sauvarin (UNFPA)

With the world population reaching 7 billion this year, there are 370 million adolescent girls aged 10-19 in the Asia Pacific region. This is the largest number of adolescent girls in history. In this context, we need to take stock of the context of these girls' lives – their access to education, employment, and the issues they face including child marriage, violence, and lack of access to sexual and reproductive health. Some core regional data per key area is presented below.

Education: Significant progress has been made in increasing the enrolment figures of children in primary school the last decade. However, there continues to be a high drop-out rate after primary school. Drop-out is positively correlated with sex (being female) and poverty.

Child Labour: Formal labour participation data does not include young boys and girls involved in child labour. Many adolescent girls face long hours working in agriculture, factories or in domestic service; others are involved in hazardous work which affects their health. Of those under 18 who are already working, almost 75% are involved in hazardous work.

Child marriage: Child marriage continues to exist in many countries in the region. Large numbers of girls are married by the age of 15 in Nepal, Bangladesh and some states of India. Child marriage is higher in poorer families.

Adolescent fertility: Every year, approximately 6 million adolescent girls in Asia-Pacific become mothers, predominantly within marriage. Adolescent fertility varies markedly across the region, and as with child marriage, the national figures hide the large disparities within countries.

Violence: Particularly concerning is the amount of physical and sexual violence experienced by young women in relationships. There are strong links between child marriage and gender based violence in young women.



Good Initiatives for Adolescent Girls in the Region:

- [UNGEI: Educational Improvements for Girls in Asia](#) - *Maki Hayashikawa (UNGEI)*

UNGEI, the UN Girls' Education Initiative, is a global partnership of organizations committed to narrowing the gender gap in primary and secondary education. UNGEI's work is driven by MDG 2 (Achieve universal primary education with the target to ensure that by 2015 all boys and girls complete a full course of primary schooling) and MDG 3 (Promote gender equality and empower women with the target to eliminate gender disparity in primary and secondary education and at all levels by 2015).

The goal of the Asia-Pacific regional group of UNGEI is to ensure the availability of quality education for all girls across the region. It aims to strengthen existing programmes for girls' education by ensuring that the national Education for All (EFA) plans will be gender-responsive and that the implementation of the plans and monitoring systems put in place pay due attention to gender issues.

- [Adolescent Girls Initiative](#) – *Venkatesh Sundararaman (World Bank)*

Evidence shows that investing in adolescent girls' economic opportunities has a large development impact on their families and their future children, with long term benefits for poverty reduction and potentially for growth. The World Bank is leading the Adolescent Girls Initiative (AGI) which

promotes the transition of adolescent girls from school to productive employment. The initiative is currently being implemented in Afghanistan, Jordan, Lao PDR, Liberia, Nepal, Rwanda, and South Sudan.

Cross-country learning is promoted to ensure lessons learnt are not repeated. Rigorous impact evaluation is an important part of the initiative, which will help build the case for replication and scale up based on rates of success.

- Exploring cultural norms in Viet Nam through web based and new technology initiatives for girls
– TuAnh Hoang (Center for Creative Initiatives in Health and Population)

In Viet Nam, the Center for Creative Initiatives in Health and Population (CCIHP) runs two innovative web based initiatives providing sexuality education/information: 1) an online counselling site on sexuality, reproductive health, and HIV for teenagers which has been up and running since 2002, and 2) a newly launched Facebook campaign to prevent teenage pregnancy and unsafe abortion.

The internet-based tools are relevant for sexuality education for young people, especially girls. The Internet allows information sharing, maintains confidentiality/ anonymity, can promote participation and empowerment, and is low-cost.

- Girl leadership addressing cultural norms – Rachel Arinii (ARROW)

Ms Arinii discussed the relation between the women's movement and youth movement, highlighting that in many ways the women's movement has been a facilitator for the youth movement and that young women and girls' issues are a priority for the women's movement. Since 2010, ARROW, the Asian-Pacific Resource and Research Centre for Women, has prioritised sexuality education and young people, especially young women and girls, within its Women's Health and Rights Advocacy Partnership in South-East Asia (WHRAP).

WHRAP partner organisation Likhaan, in the Philippines has built young women and girls' capacity at the community level and conducted a participatory study about sexuality education needs. Girls consider sexuality education important and desire sexuality education both in and out of school. They would prefer to have lessons separate from boys. Likhaan hosts the Reproductive Health Advocacy Network which has been advocating for the Reproductive Health Bill (RH Bill) in the Philippine for the past 16 years. Compulsory sexuality education is included in this bill. Now a youth consortium for the RH bill has been added.

3.4 Reaching Adolescent Girls: Learning from experiences in the region and beyond

- Addressing early marriage in Bangladesh – K.M. Syeduz Zaman (UNFPA Bangladesh)

BRAC in Bangladesh started reaching out to adolescent girls and boys in the early 1990s through 'Reading Centres' later renamed "Kishori Club". Many sports teams and interactive theatre groups were established at these clubs. The clubs provide life skills based education and livelihood training. Sensitive issues such as early marriage and early pregnancy, eve teasing, and gender discrimination, are addressed in the various activities conducted at the clubs. Over 600,000 adolescents (67% girls) have been reached through these clubs.

Several other partners in Bangladesh, including some initiatives by the government, are actively reaching out to adolescents through youth centres and youth friendly services in one form or another.

- Coverage Exercise: Identifying who is being reached by existing programmes – Emily Kamwendo (UNFPA Malawi)

Malawi implemented a rapid assessment tool (coverage exercise) to develop a profile of which services are actually being providing for which youth, and who uses the services. The tool is intended to help service providers and donors focus their activities and funding to reach youth with the greatest needs. It also helped to generate evidence for investing in marginalized groups.

The data presented showed percentages of service users by age/sex, marital status and schooling, Further analysis would be required to show whether services were reaching the young people in need proportionate to their representation in the overall population, and whether the services reached young people proportionate to their needs.

Analysis of the current findings led to the conclusion that more attention needs to go to asset building services for young people, and that specific interventions are needed to reach more girls (especially married girls).

- Strategies to End Child Marriage for the Most Marginalized Girls – YidenkachewTilahun (UNFPA Ethiopia)

The Berhane Hewan program aims to promote education and delay marriage in rural Ethiopia. On average across the country, 25% of all girls in Ethiopia are married by age 15. By keeping girls in school longer, the programme thus aims to delay marriage. The interventions focus on training and supporting local (female) mentors – considered the corner stone of the success of this intervention – providing 'safe spaces' for married girls, social mobilization and house-to-house visits, and non-formal education opportunities and support to attend school.

The programme has reportedly succeeded in keeping three times more girls in school as compared to the control site, and no girl was married below the age of 15 in the programme sites in the last year compared to 1.3% of girls in the baseline. Utilisation of injectable family planning methods increased in the project sites (though lower use of Pills and condoms). A major challenge was the limited capacity of the implementing partner for the programme and resistance from religious leaders but through continued dialogue this was overcome.

- Creating Opportunities and Safe Spaces for Indigenous Girls – Ale Colom (Population Council Guatemala)

Abriendo Oportunidades (literally: opening opportunities) is a programme targeting indigenous girls, one of the most excluded populations in Guatemala. The programme started with research (coverage exercise) to identify the most vulnerable groups and their needs. A pilot project was then implemented and – with adaptations - later scaled up. The programme aims to build the girls' social, health, and economic assets by creating safe public space for the girls in their communities, strengthening peer networks, providing learning opportunities, and promoting girls' education, health, and well-being. Participation is a key strategy used throughout the programme. No evaluation of the program was included in the presentation.

Main challenges include establishing proper measures for success and expanding the network for job opportunities and scholarships.

Concluding words by session facilitator – Mima Perivisic (UNICEF)

The case studies presented highlight the importance of:

1. Data disaggregation, baselines and identification of issues and local levels;
2. Evidence based advocacy;

3. Establishing paradigms in building social assets such as peer approaches and safe spaces for girls;
4. Understanding discrimination in its multiple forms: not only based on gender but also on ethnicity, religion, disability, poverty, etc.

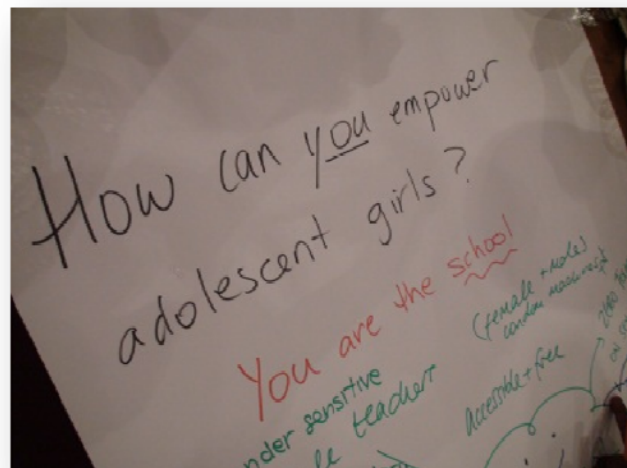
3.5 Participants Present in Market Place Sessions¹

Short and small group sessions provided the opportunity to share new initiatives, tools, methodologies, curricula, and publications with interested participants. Short-talks were followed by questions and discussion sessions. The sessions were lively and participatory and covered the following topics:

- RH training modules with Islamic perspectives (Malaysia)
- Training for informal and non-formal settings (Cambodia)
- How to adapt curriculum for most-at-risk-young-people
- Love@1st Click – A multimedia life skills edutainment tool (Thailand)
- Sexuality education for migrant children in primary schools (China)
- Women's organisations' perspective on comprehensive sexuality education (regional)
- Y-PEER: What you need to know about peer education
- Curriculum development and teacher training in the Pacific (Pacific Island Countries)
- The sex museum: raising awareness through a healthy sexuality exhibition (Thailand)
- Distance sexuality education for teachers via satellite (Thailand)
- Youth-adult partnership approach to sexuality education (Thailand)
- HIV prevention and sexuality education for out of school young people (PNG)

3.6 Empowering Girls: Interactive Session

Groups were allocated different 'players' and asked to brainstorm their role in empowering adolescent girls. 'Players' included: the school, the UN, the Ministry of Education, the Ministry of Health and the local clinic. The brainstorm led to constructive discussions that provided opportunities for participants to reflect on the day's learnings, their own experience or context, and how they would like things to be. The summary of these discussions are included in Annex 3



Day 4

4.1 Innovative approaches to reaching adolescent females and males

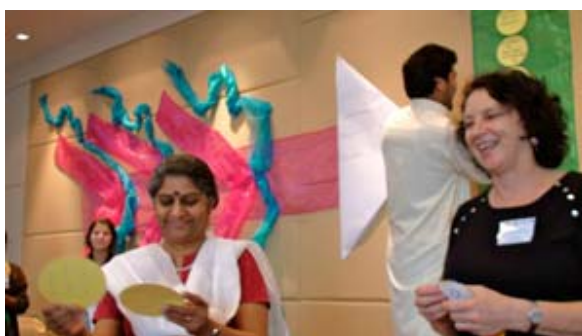
¹ As seen in the agenda, on day 3 afternoon and day 4 morning, participants from Nepal and Pakistan joined a side meeting on preliminary planning with the UNAGTF for a proposal submission as a "Champion country"

Think inside the box: Reaching adolescent girls through soap opera - Anji Loman-Field (InDevelopment Productions)

Ms. Loman-Field discussed the power of media to reach adolescents, and indeed a wider audience, with messages. InDevelopment's work aims to use that power to convey responsible messages in culturally appropriate, appealing formats so that audiences will be subtly influenced to "buy in" to the new behaviours and attitudes. Example were shown of soap operas and music videos that have been aired and are currently being developed in Cambodia.

Mongolia campaign video – Dr. Chuluundorj Oyuntsetseg (UNFPA Mongolia)

Dr. Oyuntsetseg briefly introduced a music video developed as part of a larger SRH campaign to promote safe sex messages with young people. The music video included popular Mongolian singers who would appeal to a young audience.



4.2 Exploring themes and topics in depth

Three parallel breakout sessions took place.

4.2a Successful peer education - Mario Balibago (Y-PEER)

Mr. Balibago introduced Y-PEER, a network of young people and youth organisations who promote peer education, meaningful youth participation, universal access to reproductive health and comprehensive sexuality education. Y-PEER is a global network that has started its expansion into Asia and the Pacific only recently. Y-PEER has developed its own training modules that have been tested, on peer education but also on management aspects of peer education programmes like monitoring and evaluation.

Participants had the opportunity to sample some of the interactive activities that are used by Y-PEER peer educators in the Philippines and around the world.

4.2b Reaching extremely vulnerable girls, including street children and girls involved in paid sex – Scott McGill & Pham Thi Mai (Save the Children), and Emma Brathwaite (Nossal Institute for Global Health)

Ms. Brathwaite presented a project that is carried out by the University of Melbourne in the Indonesian province of Aceh. The programme focuses on enhancing protective factors and reducing risk factors for key affected young people. Developing a programme for young people from key affected populations in this province is extremely challenging in a highly religious and conservative context. The process has been made even more challenging since the 2005 tsunami which led to increased movement of people and high level of school drop-out due to young people having to care for their families. There also continues to be stigma around HIV and risk behaviours.

Key components of the programme include: the development of youth friendly health services, a 'drop in center', peer education programmes and life-skills education in schools. Providing a safe, supervised environment key affected young people to have fun is central to the programme. Careful monitoring is essential, along with high level government support and program flexibility with donors.

Mr. McGill and Ms. Mai shared programming experience with young women and girls selling sex in Viet Nam. In Viet Nam, like in many other countries around the region, HIV prevalence is relatively low but the vast majority of infections occur in people identified as 'at risk groups'. These groups are often the most difficult to reach in programming efforts. This programme uses innovative methods of reaching the target group such as internet chat sites which are commonly used by female sex workers. One challenge of working in this area is defining the "identity" of the target group. Although they do engage in transactional sex, many do not identify as 'sex workers' and therefore there is a need for particular sensitivities in this work.

4.2c Reaching multiple audiences to change social norms around adolescent girls: The Connections Programme Viet Nam and beyond – Helen Cahill (Youth Research Centre)

Connections is an adolescent and parent programme that helps girls and mothers to become more confident and comfortable to talk about gender, relationships and sex. The *Connections* curriculum has been developed to help women and adolescent girls to create their own conversations about this personal part of life. The programme is conducted in a participatory format in order to build social support between the participants and to enable them to engage together with the social and cultural challenges they face in their local worlds.

The *Connections* curriculum has evolved from *Creating Connections*, a social change initiative intended to improve adolescent girls' health and wellbeing that originated from work of the Viet Nam Women's Union (VWU). Following promising evaluation results and with endorsement from VWU, the regional offices of UNICEF, UNFPA and UNESCO have invested in the revision, and refinement of materials and expansion of *Connections* into several countries, including Bangladesh, Cambodia, Laos, Myanmar and Nepal.

Participants had the opportunity to sample some of the participatory activities that are in the curriculum.



4.3 Future directions

Participants worked in country groups to discuss what they are already doing that is working towards provision of comprehensive sexuality education and improving the situation of adolescent girls. From this current situation, they discussed what else is needed to work

towards these goals, with identification of personal short term and longer term objectives, and the steps required to reach these objectives. The summaries of the country discussions are included in Annex 4.

4.4 Official closing

Participants were invited to share some of their priority plans following up from this meeting once they get back home, after which the organisers from UNESCO, UNICEF and UNFPA emphasized their role as regional/global advisors to provide support to their counterparts at national level as relevant. A video of highlights of the day was shown, illustrating how much had been shared and achieved during the four day meeting. Participants and organizers were thanked for their active participation and contributions.

**ANNEX I: AGENDA: REGIONAL CONSULTATION ON SEXUALITY EDUCATION AND GENDER,
WITH A FOCUS ON ADOLESCENT GIRLS**

Day 1: Sexuality Education – what, why, and how		Monday, 18 July 2011	
8:30	At 6 th floor Banglampu Room	Arrive and registration	
9:00-9:30	Session 1 (Banglampu)	Opening remarks on behalf of UNFPA/UNESCO/UNICEF (5 min) <ul style="list-style-type: none"> Giri Giridhar (UNFPA) Welcome and Introduction on behalf of UNFPA/UNESCO/UNICEF (10 min) <ul style="list-style-type: none"> Jo Sauvarin (UNFPA) Meet and Greet Activity (15 min) <ul style="list-style-type: none"> Margaret Sheehan (UNICEF) including ground rules 	Facilitator: Rachel Arinii Rapporteur: Dr Madeline Salva
9:30-10:30	Session 2 (Banglampu)	Exploring the Evidence and Making the Case for Sexuality Education (1 hour) Presentations: <ul style="list-style-type: none"> What is sexuality education and why invest in Sexuality Education Program effectiveness: beyond behavior to health outcomes. (15 min) - Helen Cahill (Youth Research Centre) Sexuality Education: Why focus on gender? (15 min) - Nicole Haberland (Population Council) Questions & Discussion (30 min)	
10:30-11:00	MORNING BREAK		
11:00-12:30	Session 3 (Banglampu)	Sexuality Education: Research and Programming in Asia (1.5 hours) Joint overview presentation: (20 min) Review of Policies, Strategies and Implementation of Sexuality Education across the Asia Pacific <ul style="list-style-type: none"> April Popescu (UNFPA) Justine Sass (UNESCO) Panel presentations sharing examples of advocacy for sexuality education and overcoming opposition: (10-15 min each) <ul style="list-style-type: none"> Anne Whelan (IPPF ESEAOR) & Anjali Sen (IPPF SAR) Adolescence Education Program in India, by Saroj Bala Yadav (National Council of Educational Research and Training) Questions and Discussion	Facilitator: Angarika Guha Rapporteur: Li Hongyan
12:30-1:30	LUNCH		
1:30-3:30	Session 4 <u>4 breakout rooms:</u> A. Banglampu B. Bangkoknoi	Exploring some Key components of Comprehensive Sexuality Education <i>There will be 4 interactive group sessions (A-D) at the same time, which will all be delivered twice. Everyone selects 2 sessions to participate in.</i> Group sessions (1 hour each):	Facilitator: Nadia van der Linde Group sessions are facilitated by resource people Rapporteur (short description)

	C. C7 D. Bangsue	<p>A. Advocating for sexuality education and overcoming opposition (Facilitated by Anna Whelan and Anjali Sen, IPPF)</p> <p>B. Developing and Mandating Policy on Sexuality Education (Facilitated by Margaret Sheehan, UNICEF)</p> <p>C. Comprehensive curriculum: what does it look like? – activity on age appropriate information (Facilitated by Justine Sass, UNESCO)</p> <p>D. Teacher professional development – practicing participatory teaching approaches (tbc) (Facilitated by Pawana Wienarawee, PATH)</p> <p>Group sessions (1 hour each) repeated.</p>	A.Ahmed Afzal B. Paula C.Miriam Lovai D.Kuek Yen Sim
3:30-4:00		AFTERNOON BREAK	
4:00-5:00	Session 5 NOTE: different room for last session: 7C	Sharing best practices from group work -where are our strengths and what are priorities to work on? Day closing	Facilitator: Helen Cahill Rapporteur: Aradhana Gurung Shresta

Day 2: Sexuality Education: Exploring Themes and Topics in Depth		Tuesday, 19 July 2011	
9:00-10:30	Session 1 (Banglambu)	<p>How to best provide sexuality education? (1.5 hours)</p> <p>Panel discussion addressing the following questions:</p> <ul style="list-style-type: none"> • Is sexuality education best provided in-school, out of school, or both? • Is sexuality education best provided by teachers, health service providers, peers, or others? <p>Panelists:</p> <ul style="list-style-type: none"> - Mario Balibago (Y-PEER), - Dhinaraj Chetty (UNESCO) - Anjali Sen (IPPF) - Jane Ferguson (WHO) <p>Questions and discussion from the floor are encouraged.</p>	Chair: Margaret Sheehan Rapporteur: Geeta Narayan
10.30-11.00		MORNING BREAK	
11.00-12:30	Session 2 <u>4 breakout rooms:</u> A. Banglambu B. Bangkoknoi C. C7 D. Bangsue	<p>Exploring topics in depth</p> <p><i>There will be 4 interactive group sessions (A=D) at the same time, which will all be delivered twice. Everyone selects 2 sessions to participate in. A brief summary of main points and discussions will close the day.</i></p> <p>Morning Parallel Sessions (1.5 hours)</p> <ul style="list-style-type: none"> A. It's all One Curriculum (Facilitated by Nicole Haberland, Population Council) B. Youth Participation: Young People Driving Sexuality Education (Facilitated by Angarika Guha, YP Foundation) C. Sexuality Education for Adolescent Boys (including video by PATH/ Promundo) (Facilitated by Pham Thi Mai, Save the Children) D. The implications of scaling up sexuality education in Asia-Pacific (Facilitated by Dhinaraj Chetty and Justine Sass, UNESCO) 	Facilitator: Nadia van der Linde Rapporteur (short description) A. Aung Tun B. Rebecca UNESCO C. Pragya Shah Karki D. Isikeli Vulavu
12:30-1:30		LUNCH	
1:30 -3:30	Session 3 <u>Breakout rooms:</u> A. Banglambu B. Bangkoknoi C. C7 D. Bangsue	<p>Afternoon Parallel Sessions (2 hours)</p> <ul style="list-style-type: none"> • Same 4 sessions repeated but participants go to a different group. 	Facilitator: Nadia van der Linde
3:030 – 4:00		AFTERNOON BREAK	
4:00-5:00	Session 4 (Banglambu)	<p>Group Photo!</p> <p>Highlights of the interactive sessions</p> <p>Day closing</p>	Facilitator: Helen Cahill Rapporteur: Jo Sauvarin

Day 3: Adolescent Girls		Wednesday, 20 July 2011	
9:00-10:30	Session 1 (Banglambu)	<p>Why Adolescent Girls?</p> <ul style="list-style-type: none"> • Girl Effect video • Dignity and rights of adolescent Girls - prerecorded message by Mary Robinson (Former Commissioner for Human Rights and President of Ireland) (5 min) <p>Research and Evidence for Investing in Adolescent Girls</p> <ul style="list-style-type: none"> • The Research and Evidence for Investing in Adolescent Girls (20 min) - Jane Ferguson (WHO on behalf of the UNAGTF) • Major shifts required for improved adolescent girls programming (15 min) -Nicole Haberland (Population Council) • Putting Girls First: The UN Adolescent Girls Task Force (UNAGTF) - Sylvia Wong (UNFPA on behalf of UNAGTF) (10 minutes) • Brazilian Video (8min) <p>Questions & Discussion (20 min)</p>	Facilitator: Anne Harmer Rapporteur: Dhinraj Chetty
10:30-11:00		BREAK	
11:00 – 12:30	Session 2 (Banglambu)	<p>Adolescent girls in Asia</p> <p>Adolescent girls in Asia : who are they and what are their challenges?(15 min.) - Jo Sauvarin (UNFPA)</p> <p>Panel presentations of good initiatives for adolescent girls in the region:</p> <ul style="list-style-type: none"> • UNGEI Educational Improvements for Girls in Asia (incl. video) (25 min) - Maki Hayashikawa and (UNICEF on behalf of UNGEI) • Adolescent Girls Initiative (15 min) - Venkatesh Sundararaman (World Bank) • Exploring cultural norms in Viet Nam through web based and new technology initiatives for girls (Dr Tu Anh Hoang, Center for Creative Initiatives in Health and Population) (10 min) • Girl leadership addressing cultural norms (Rachel Arinii, ARROW) (10 min) <p>Questions and discussion (15 min)</p>	Facilitator: Jane Wilson Rapporteur: Dr Oyuntsetseg
12:30-1:30		LUNCH	
1:30- 2:30	Session 3 Banglambu	<p>Early marriage – UNFPA Bangladesh team 10 mins</p> <p>Reaching Adolescent Girls: Learning from experiences beyond the region</p>	Facilitator: Mima Perisic Rapporteur : Pilar Gonzalez Rams

		<ul style="list-style-type: none"> Coverage Exercise: Identifying who is being reached by existing programmes (Emily Kamwendo, UNFPA Malawi) 10 mins Strategies to End Child Marriage for the Most Marginalized Girls (Yidenkachew Tilahun, UNFPA Ethiopia) 10 mins Creating Opportunities and Safe Space Platforms for Indigenous Girls (Ale Colom, Population Council Guatemala) 10 mins <p>Questions and discussion (20 mins)</p>		
<p>The meeting will break into 2 'streams' for the afternoon sessions. Stream 1 will continue with the Regional Consultation on Sexuality Education and Gender with a focus on Adolescent Girls. Stream 2 is for Nepal and Pakistan, identified "Champion countries of the UN Adolescent Girls Task Force Initiative"</p>				
	Stream 1: Adolescent Girls continued		Stream 2: Adolescent Girls: Meeting with "Champion Countries" <i>Participants: "Champion Countries" Nepal and Pakistan</i>	
2.30 – 3.30	<p>Session 4</p> <p>Breakout rooms: - Banglambu -Bangkoknoi</p>	<p>Market Place Sessions (2 hours total with break in the middle)</p> <p>Sharing of experiences, tools, and practices on sexuality education and adolescent girls by participants</p> <p>Coordinator: Nadia van der Linde</p> <p>Group size: 6-15 persons Each session has just 15 minutes</p> <p><i>Short and small group sessions that provide the opportunity to share new initiatives, tools, methodologies, curricula, publications, etc. No powerpoints, just informal presentations/ talks followed by questions/discussion and additional sharing.</i></p>	2:30 – 3:30 Room 7C	<p>Starting up country level joint initiatives on adolescent girls</p> <p>Stream 2 facilitator: Sylvia Wong Rapporteur - Sadia Mehmood</p> <p>Programming for Adolescent Girls-Panel discussion:</p> <ul style="list-style-type: none"> What joint mechanisms have they put in place and how they have involved government, civil society and the private sector in adolescent girls programming. How have adolescent girls related work been incorporated into national priorities /UNDAF (Ethiopia, Malawi, Guatemala), advocacy activities Explain how developed a baseline to inform their programme models (sharing about tools, mapping, etc.) Focus on integrated /comprehensive programmes (key interventions) Achievements and Challenges of integrated/comprehensive programming: examples from Ethiopia, Malawi and Guatemala of their implementation experiences in relation to strategic areas
3:30-4:00	AFTERNOON BREAK			
		Stream 1	Stream 2 (Champion Countries)	
4:00-5:00	<p>Session 4 cont.</p> <p>Breakout rooms: - Banglambu -Bangkoknoi</p>	<p>Continue market place</p>	4:00 – 5:30 Room 7C	<p>Programming for Adolescent Girls-Panel discussion -continued.</p>
5.00-5.30	<p>Session 5 (Banglambu)</p>	<p>Empowering Girls: interactive session Helen Cahill, Youth Research Centre</p> <p>Day closing</p>		
Day 4: Reaching Adolescent Girls			Thursday, 21 July 2011	

The meeting will break into 2 'streams' for the morning and part of the afternoon sessions. Stream 1 will continue with the Regional Consultation on Sexuality Education and Gender with a focus on Adolescent Girls. Stream 2 is for Nepal and Pakistan, identified "Champion countries of the UN Adolescent Girls Task Force Initiative..				
		Stream 1	Stream 2 (Champion Countries Nepal and Pakistan)	
9:00 – 10:30	Session 1 (Banglambu)	Innovative approaches to reaching adolescent females and males Facilitator: Justine Sass Rapporteur: Ahmed Afzal Presentations and demonstrations of practical examples <ul style="list-style-type: none"> • Think outside the box: Reaching adolescent girls through soap opera, TV s multimedia and new technologies Anji Loman-Field • Mongolia campaign video Questions and discussion	9:00-10:30 Room 7C	Stream 2 facilitator: Mima Perisic Rapporteurs: Emmily Kamwendo Getting Started with the Situation Analysis Using Data to SEE the most marginalized adolescent girls: <ul style="list-style-type: none"> • In-depth Situation Analysis by Guatemala, Juan, UNICEF • Snapshot on Adolescent Girls from the "New Champion Countries" in Asia (Nepal, Pakistan) Joint Programming Framework – Marginalized Adolescent Girls – working groups and discussion
10:30-11		MORNING BREAK		
		Stream 1	Stream 2	
11:00-12:30	Session 2 Breakout rooms: A. Banglambu B. Bangkoknoi C. Bangsue	Exploring themes and topics in depth (1.5 hrs) Facilitator : Nadia van der Linde <i>Participants choose one of the following 3 sessions:</i> A. Successful peer education (Facilitated by Mario Balibago, Y-PEER) Rapporteur : Jo Sauvarin B. Reaching extremely vulnerable girls, including street children and girls involved in paid sex (Facilitated by Scott McGill and Pham Thi Mai, Save the Children) Rapporteur: April Popescu C. Reaching multiple audiences to change social norms around adolescent girls: The Connections Programme Viet Nam and beyond. (Helen Cahill, Youth Research Centre) Rapporteur: Margaret Sheehan	11:00-12:30 Room 7C	Discussion on Joint Programming Framework continued (30 min) Brainstorming: Technical Support Needs by Countries (1 hr) Objective: to identify main technical support needs from country offices; how to ensure, quality/standards of the program, documenting lessons learned, setting up knowledge sharing mechanisms, advocacy, communications, fundraising (Sylvia, Mima, champion countries, regional advisers when available)
12:30-1:30		LUNCH BREAK		
		Stream 1	Stream 2	
1:30-2:30	Session 3 (Banglambu)	Country group discussions (1 hour) <i>Facilitator Nadia Van der Linde</i> Country groups identify their country priorities and next steps in sexuality education and adolescent girls	1:30-2:30 Room 7C	Matching Needs with Support: Roles of Regional offices and HQ supporting country offices –Sylvia, Mima, champion countries and regional advisers when available

		<i>(Regional advisers and resource people to provide support to country groups)</i>		
2:30 – 3:00	EARLY AFTERNOON BREAK			
3:00 – 4:00	Session 3 (Banglambu)	Sharing of highlights, 3 minute snapshots from all countries (45 min) Meeting evaluation and Official closing	Facilitator: Helen Cahill Rapporteur: Sally Beadle	



Regional Consultation on Sexuality Education and Gender, with a Focus on Reaching Adolescent Girls Bangkok, Thailand, 18-21 July

ANNEX 2 Participant list

No.	Country	Title	Name	Last name	Position	Organizations	Email
1.	Afghanistan	Mr.	Gul	Mohammad	Senior District Teacher Training Manager	Teacher Education Directorate Ministry of Education	gm_gulzai@yahoo.com
2.	Bangladesh	Dr.	Md. Sirazul	Hoque	Director (Planning & Development)	Directorate of Secondary & higher Education (DSHE) Ministry of Education	prof_dr_sirazul@yahoo.com
3.	Bangladesh	Ms.	Mahmuda Farzana	Akhter	Project Officer (Gender)	UNFPA, Bangladesh	akhter@unfpa.org
4.	Bangladesh	Mr.	K. M. Syeduz	Zaman	Associate Project Officer	UNFPA, Bangladesh	syszaman@unfpa.org
5.	Bhutan	Ms.	Dechen	Chime	National Programme Officer	UNFPA, Bhutan	dechen.chime@undp.org, chime@unfpa.org
6.	Bhutan	Mr.	Kaylzang	Tshering	Director	Samtse College of Education	kaylzang_tshering@yahoo.com
7.	Bhutan	Mr.	Thubten	Gyatsho	Director	Paro College of Education	director@pce.edu.bt
8.	Bhutan	Mr.	Chencho	Dorji	Director	Department of Youth and Sports	c-dorji@druknet.bt, dys@education.gov.bt
9.	Cambodia	Ms.	Hou	Nirmita	Director	Woman and Health Department, Ministry of Women's Affairs	hnirmita@yahoo.com
10.	Cambodia	Ms.	Keth Sam	Ath	Director	Promoting for Gender Equity Programme Ministry of Women's Affairs	kethsamath@yahoo.com
11.	Cambodia	Mr.	Polin	Ung	HIV National Programme Officer	UNESCO Phnom Penh	p.ung@unesco.org
12.	China	Mr.	Fang	Qiang	Programme Assistant	UNFPA China	fang@unfpa.org
13.	China	Ms.	Li	Hongyan	National Programme Officer	UNSECO Beijing Office	h.li@unesco.org
14.	China	Ms.	Hu	Yukun	Associate Professor	The Institute of Population Research of Beijing University	huyukun@pku.edu.cn
15.	China	Ms.	Liu	Wenli	Associate Professor	Beijing Normal University	liuwenli200555@yahoo.com.cn
16.	India	Mr.	Shankar	Chowdury		UNESCO New Delhi	s.chowdhury@unesco.org
17.	India	Mr.	P. Michael Vetha	Siromony	Director and Vice Chancellor	Rajiv Gandhi National Institute of Youth Development	Siromony@hotmail.com
18.	India	Ms.	Geeta	Narayan	National Programme Officer	UNFPA, India	narayan@unfpa.org
19.	India	Prof (Ms)	Saroj Bala	Yadav	Coordinator of the Adolescence Education programme	India, National Council of Educational Research and Training	saroj.npep@gmail.com
20.	Indonesia	Mr.	Ahmed	Afzal	National Professional Officer HIV	UNESCO Jakarta Office	a.afzal@unesco.org
21.	Indonesia	Ms.	Nanik	Suwaryani	Head of Curriculum Textbooks Development Div.	Center for Curriculum and Textbooks Development	Suwaryani@yahoo.com
22.	Indonesia	Ms.	Syafirah	Hardani	Gender Coordinator	National AIDS Commission of Republic of Indonesia	syafirah.hardani@aidsindonesia.or.id
23.	Malaysia	Ms.	Yen Sim	Kuek	Senior Programme Officer	Federation of Reproductive Health Associations, Malaysia (FRHAM)	yensim@frham.org.my
24.	Malaysia	Ms.	Azimah	Ahmad	Medical Officer	National Population&Family Development Board	azimah@lppkn.gov.my
25.	Malaysia	Ms.	Ng Kim	Foong	Nurse	National Population&Family Development Board	ngkf@lppkn.gov.my

No.	Country	Title	Name	Last name	Position	Organizations	Email
26.	Mongolia	Mr.	Gombo	Bayarmaa	Specialist of Health Education	Institute of Education	gombobayarmaa@yahoo.com
27.	Mongolia	Dr.	Chuluundorj	Oyuntsetseg	Assistant Representative	UNFPA, Mongolia	oyuntsetseg@unfpa.org
28.	Myanmar	Dr.	Ne	Win	Assistant Representative	UNFPA, Myanmar	nwin@unfpa.org
29.	Myanmar	Ms.	Khin Sabai	Khine	Project Officer	Francois Xavier Bagnoud	ksabaikhine@gmail.com
30.	Myanmar	Dr.	Aung	Tun	Deputy Director (School Health)	Department of Health Ministry of Health	aungtunmm@gmail.com
31.	Nepal	Ms.	Pragya Shah	Karki	Programme Officer	UNICEF, Nepal	pkarki@unicef.org
32.	Nepal	Ms.	Shanta	Bhattarai	Under Secretary	Department of Women and Children, Ministry of Women, Children and Social Welfare	shantabt@gmail.com
33.	Nepal	Ms.	Aradhana	Gurung	Youth Program Officer	UNFPA, Nepal	agurung@unfpa.org
34.	Pakistan	Ms.	Sadia Atta	Mehmood	National Programme Officer	UNFPA, Pakistan	mehmood@unfpa.org
35.	Pakistan	Mr.	Shoaib Ahmad	Siddiqui	Secretary	Youth Affairs Department	secy.syad@yahoo.com
36.	Pakistan	Ms.	Pilar Gonzalez	Rams	Child Protection Specialist	UNICEF, Pakistan	pgonzalez@unicef.org
37.	PIC (Fiji)	Mr.	Vijayeta	Goundar	Teacher	Ministry of Education	gvijayeta@yahoo.com
38.	PIC (Fiji)	Mr.	Penisoni	Naupoto	Project Officer-Family Life Education	Secretariat of the Pacific Community (SPC)	penisonin@spc.int
39.	PIC (Fiji)	Mr.	Isikeli	Vulavou	Programme Associate	UNFPA, PSRO	vulavou@unfpa.org
40.	PNG	Ms.	Fredah	Joses	Coordinator, Peer Education	University of Papua New Guinea	pngpeereducators@gmail.com naiamsolop@yahoo.com.au
41.	PNG	Ms.	Janette	Mevi	Peer Educator	YWCA	ashar123@gmail.com
42.	PNG	Ms.	Mary	Taiya	Reproductive Health & Adolescent Youth Coordinator	National Department of Health	Mary_taiya@health.gov.pg
43.	PNG	Ms.	Miriam	Lovai	HIV Prevention Project Officer	UNFPA, Papua New Guinea	Miriam.Lovai@undp.org
44.	PNG	Ms.	Helan Sarufa	Haro	National Training Coordinator	National HIV & AIDS Training Unit (NHATU)- International Education Agency of PNG (IEA)	hharo@iea.ac.pg, hharo123@gmail.com
45.	Sri Lanka	Ms.	Ayesha	Lokubalasooriya	Consultant Community Physician, Programme manager, School and Adolescent Health	Family Health Bureau, Ministry of Health	ravi.ceb@gmail.com
46.	Thailand	Dr.	Warunee	Fongkaew	Associate Professor	Faculty of Nursing, Chiang Mai University	nsmdi001@chiangmai.ac.th
47.	Thailand	Ms.	Srisuman	Sartsara	Programme Associate	UNFPA, Thailand	sartsara@unfpa.org
48.	Thailand	Ms.	Sujitra	Prongsang	Superintendent	Office of Vocational Education Commission	boonchamnan@hotmail.com
49.	Thailand	Ms.	Barbara	Eagles	Planning Officer	The Population and Community Development Association (PDA)	bleagles@gmail.com barbara@pda.or.th
50.	Timor Leste	Ms.	Cesaltina	Da Conceicao Isac	National Staff of Gender Unit	Ministry of Education	
51.	Timor Leste	Ms.	Odilia	Das Dores Ung Martins	Chief of Department Liaison and Coordinator	Secretary of State for Promotion and Equality	ladhy_ung@yahoo.com

No.	Country	Title	Name	Last name	Position	Organizations	Email
52.	Regional	Ms.	Rose	Koenders	Executive Director	Asia Pacific Alliance for Sexual and Reproductive Health and Rights (APA)	rose@asiapacificalliance.org
53.	Regional	Ms.	Alexa	Johns	Communication Officer	Asia Pacific Alliance for Sexual and Reproductive Health and Rights (APA)	alexandra@asiapacificalliance.org
54.	Regional	Ms.	Pham Thi Tuyet	Mai	Project Officer	Save the Children, Viet Nam	maiptt@savethechildren.org.vn
55.	Regional	Mr.	Scott	McGill	Asia Regional Advisor (HIV&AIDS)	Save the Children, Viet Nam	SMcGill@savechildren.org
56.	Regional	Dr.	Hoang Tu	Anh	Director	Vietnam, Center for Creative Initiatives in Health and Population	tuanh@ccihp.org
57.	Regional	Mr.	David J.	Clarke	Consultant	Independent	clarkedvd@hotmail.co.uk
58.	Regional	Ms.	Emma	Brathwaite	Senior Technical Advisor Adolescent Health (ASRH & HIV)	University of Melbourne, Nossal Institute for Global Health	emmacb@unimelb.edu.au
59.	Regional/Other	Ms.	Alejandra	Colom	Programme Coordinator	Population Council Guatemala	acolom@popcouncil.org
60.	Resource Person	Ms.	Anji	Loman-field	International Independent Consultant	In Development Production	info@indevelopmentproductions.com
61.	Resource Person	Dr.	Anna Klinken	Whelan	Regional Director	International Planned Parenthood Federation (IPPF), East & South East Asia and Oceania Region	awhelan@ippfeseaor.org
62.	Resource Person	Ms.	Anjali	Sen	Regional Director	International Planned Parenthood Federation (IPPF), South Asia Region	asen@ippfsar.org
63.	Resource Person	Ms.	Nicole	Haberland	Program Associate	Population Council	nhaberland@popcouncil.org
64.	Resource Person	Ms	Pawana	Wienrawee	Country Team Leader	Program for Appropriate Technology in Health (PATH)	pawana@path.org
65.	Resource Person	Ms.	Rachel Arinii	Judhistari	Programme Officer	The Asia Pacific Research and Resource Centre for Women (ARROW), Global Youth Coalition on HIV/AIDS	rachel@arrow.org.my
66.	Resource Person	Mr.	Mario	Balibago	International Coordinator and Focal Point In-Charge	The Youth Peer Education Network (Y-PEER)	mariob.balibago@yahoo.com
67.	Resource Person	Ms.	Angarika	Guha	Programme Coordinator	The YP Foundation	silhouette@theypfoundation.org
68.	Resource Person	Dr.	Helen	Cahill	Deputy Director, Senior Researcher	University of Melbourne, Youth Research center	h.cahill@unimelb.edu.au
69.	Resource Person	Mr.	Venkatesh	Sundararaman	Senior Economist	World Bank, South Asia Human Development	vsundararaman@worldbank.org
70.	Regional/ Global UN	Dr.	Paula	Bulancea	HIV and AIDS Specialist (PMTCT/Pediatric)	UNICEF Asia Pacific Shared Services Centre	pbulancea@unicef.org
71.	Regional/ Global UN	Dr.	Wilibald	Zeck	MNH Specialist	UNICEF Regional Office for South Asia	wzeck@unicef.org
72.	Regional/ Global UN	Mr.	Rapeepun	Jommaroeng	Regional MSM Focal Point	UNESCO	r.jommaroeng@unesco.org

No.	Country	Title	Name	Last name	Position	Organizations	Email
73.	Regional/ Global UN	Mr.	Anwar	Alsaid		UNESCO	
74.	Regional/ Global UN	Ms.	Rebecca	Crawford	Intern	UNESCO	r.crawfor@unesco.org
75.	Regional/ Global UN	Mr.	John	Williams	UNICEF Communications	UNICEF EAPRO	jowilliams@unicef.org
76.	Regional/ Global UN	Mr.	Cliff	Meyers	Regional Education Adviser	UNICEF EAPRO	cmeyers@unicef.org
77.	Regional/ Global UN	Dr.	Willibald	Zeck	Regional Mother& Newborn Health Specialist	UNICEF ROSA	wzeck@unicef.org
78.	Regional/ Global UN	Ms	Jane	Wilson	Regional Advisor	UNAIDS	wilsonj@unaids.org
79.	Regional/ Global UN	Mr.	Dhinaraj	Chetty	Team Leader, Programme and Technical Development	UNESCO, Paris	d.chetty@unesco.org
80.	Regional/ Global UN	Ms.	Anne	Harmer	Socio Cultural Technical Advisor	UNFPA APRO	harmer@unfpa.org
81.	Regional/ Global UN	Mr.	Yidnekachew	Tilahun	National Programme Officer- Regional Coordinator	UNFPA, Ethiopia	ytilahun@unfpa.org
82.	Regional/ Global UN	Ms.	Emmily	Kamwendo	Youth Programme Officer	UNFPA, Malawi	kamwendo@unfpa.org
83.	Regional/ Global UN	Ms.	Sylvia	Wong	Technical Specialist	UNFPA, New York	wong@unfpa.org
84.	Regional/ Global UN	Ms	Maki	Hayashikawa	UNGEI Manager	UNICEF EAPRO	mhayashikawa@unicef.org
85.	Regional/ Global UN	Mr.	Juan Enrique	Quiñónez	Adolescent Development and Youth Specialist	UNICEF, Guatemala	jequinonez@unicef.org
86.	Regional/ Global UN	Ms.	Miroslava Mima	Perisic	Technical Specialist, Adolescent Development	UNICEF, USA	mperisic@unicef.org
87.	Regional/ Global UN	Ms.	Jane	Ferguson	Scientist	World Health Organization (WHO)	fergusonj@who.int
88.	Regional/ Global UN	Dr.	Madeline S.	Salva	Technical Officer, HIV, AIDS, and STI	World Health Organization (WHO), the Western Pacific Regional Office	salvam@wpro.who.int
89.	UNGEI (Present for Day3)	Ms.	Fuchsia	Hepworth	Policy Officer, UNGEI Member	SEAMEO RIHED (Regional Centre for Higher Education and Development)	fuchsia.hepworth@gmail.com
90.	UNGEI (Present for Day 3)	Ms.	Elinor	Tan	UNGEI Member	UNESCO APPEAL	
91.	UNGEI (Present for Day 3)	Mr.	Adrien	Boucher	Programme Assistant, UNGEI Member	UNESCO APPEAL	aa.boucher@unesco.org
92.	UNGEI (Present for Day 3)	Ms.	Jori	Jorgensen	UNGEI Member	Social Development Division, United Nations ESCAP	jorgensen2@un.org

No.	Country	Title	Name	Last name	Position	Organizations	Email
93.	UNGEI (Present for Day 3)	Ms.	Mika	Mansukhani	Associate Social Affairs Officer, UNGEI Member	Social Development Division, United Nations ESCAP	mansukhani@un.org
94.	UNGEI (Present for Day 3)	Ms.	Goy	Phumtim	UNGEI Member	UNGEI	goy.phumtim@gmail.com
95.	UNGEI (Present for Day 3)	Ms.	Idit	Shamir	Programme Specialist (gender and Basic Education), UNGEI Member	UNESCO APPEAL	i.shamir@unesco.org
96.	UNGEI (Present for Day 3)	Ms.	Sunan	Samrianrum	Acting Programme Director UNGEI Member	Plan International (Thailand)	Sunan.Samrianrum@plan- international.org

Organizer

No.	Title	Name	Last name	Position	Organizations	Email
1.	Dr.	Jo	Sauvarin	Regional Technical Advisor	UNFPA APRO	sauvarion@unfpa.org
2.	Ms.	Margaret	Sheehan	Regional Youth and Adolescence Development Specialist	UNICEF APSSC	msheehan@unicef.org
3.	Ms	Justine	Sass	Regional HIV/AIDS Advisor	UNESCO	j.sass@unesco.org
4.	Ms.	Nadia T.	van der Linde	Consultant	UNFPA APRO	nlinde@hotmail.com
5.	Ms.	Supaporn	Chatwanichkul	Programme Assistant	UNFPA	chatwanichkul@unfpa.org
6.	Ms.	Sally	Beadles	Project Officer, Adolescent Development and Participation	UNICEF APSSC	sbeadle@unicef.org
7.	Ms	April	Popsecu	Intern	UNFPA APRO	popsecu@unfpa.org
8.	Ms.	Wassana	Kulpisitthicharoen	Programme Assistant	UNICEF APSSC	wkulpisitthicharoen@unicef.org
9.	Ms.	Thanida	Voraurai	Programme Assistant	UNFPA	voraurai@unfpa.org

ANNEX 3

What can you do to empower adolescent girls?

Educator Minister	UN Agency	Clinic/Health care centre	Local Businessman/women	Health Minister	Country's Youth Policy	School
<ol style="list-style-type: none"> 1. Policy change to include CSE in education system (in/out) school 2. Train teachers-women teachers 3. Develop curriculum-gender equality 4. Develop Gender-balanced textbooks. 	<ol style="list-style-type: none"> 1. Collaborate with GO/NGOs on capacity building. 2. Allocate funds for adolescent girls programs 3. Facilitate sharing of best practice 4. Provide technical assistance 5. Involve adolescent girls in entire programming process 6. Data collection/analysis/research 	<ol style="list-style-type: none"> 1. Make the clinic to be youth friendly -training health care workers -ensuring confidentiality Etc. 2. Establishing the outreach workers/peer/educators/mobile services 3. Promote the service through local media and internet 4. Set up the linkage with schools, especially girls 5. Data collection and analysis 6. Ensure participation of adolescent girl representative at health centre committee 7. Counseling session in schools 	<ol style="list-style-type: none"> 1. Awareness about existing opportunities/schemes 2. Goal/economically empowerment adolescent girls 3. Identify local NGOs focused on adolescent development and provide funds 4. Provide scholarship and subsidies for poor adolescent girls 5. Support or set up at life-skill (vocational) training centre) 6. Set up a foundation 7. Lobby & advocate for girls' rights on education, health, participation 8. Act as a role model 	<ol style="list-style-type: none"> 1. Priority AGENDA adolescent girls 2. Policy (supportive and that enable to put resource) 3. Data collection (disaggregated) and utilization to plan/influence program (M&E) 4. Link with other line agencies & ministries to look holistically at the girls needs 5. Capacity building of health providers 6. Integrate curriculum for adolescents in medical/para-medical professions 7. Listen to young people through forums, technical working groups. 8. Ensure access to commodities real implantation 	<ol style="list-style-type: none"> 1 Advocate to different and relevant Gov. sector to better understand the issue specially about adolescent girls empowerment 2 Youth adviser/stake holder group with representation for at least 50% girls 3 Inclusion of multi-stakeholders 9law&order committee, Justice, health, educator, etc) 4 Mapping & review of existing policies to ensure harmony 5 Identify key element to be included in the policy (health education) 6 Youth issues included in legislative agenda 7 Support the participation of YPeer 	<ol style="list-style-type: none"> 1 Participation methods 2 Mentoring system 3 Youth council with power 4 Leadership opportunity 5 Youth friendly counseling 6 Non discrimination policy & curricular 7 Focus on culture and arts 8 Scholarship 9 Sexuality education 10 Accessible and free 11 Female and male condom machines 12 Gender sensitive (female teacher) 13 Zero tolerance on sexual harassment 14 Peer educator 15 Encouraging free expression

Annex 4 Sexuality Education Country Discussions

	What we are already doing that is working towards provision of comprehensive sexuality education and improving the situation of adolescent girls	What else we need to be doing to work towards this
AFGHANISTAN	<p>Present situation There is CSE in the schools Curriculum for teacher educator developed and need approval by the ministry of education of Afghanistan</p> <ul style="list-style-type: none"> • After 30 years of foreign intervention and civil war is experiencing institution building. After 2011, Afghanistan with the help of international community assistance have succeeded to enroll 7.1 million boy and girls in primary and secondary education and girls constitute 35% of 7.1 million • Curriculum about basic sexuality education has been developed in Ministry of Education and the teacher education department have the lead to implement the curriculum with its 34 teacher training colleges and 80 branches national setting 55000 (41% fund) educators • Establishment of curriculum development working group in MOE for incorporating sexuality education in national curriculum 	<ul style="list-style-type: none"> • The TED/UNESCO developed curriculum must be implemented and closely monitored its outcome for renewal. • The national curriculum development must incorporate sexuality education. • Civil society, media and religious clique should also be involved in the process to wider segment of the society • Visual and print IEC material need also to be developed to use them in out-of-school and illiterate adolescent • Strong advocacy needed to involve politician and parliamentarians for support <p>Short term objective Sharing the findings of the workshop with MOE /TED leadership Presenting reports including ideas to be included in the TED/MOE curriculum development</p> <p>Longer –term objective</p> <ul style="list-style-type: none"> • The curriculum for TED to be implemented in teacher training college at short term teaching training
BANGLADESH	<ul style="list-style-type: none"> • Life skill based upon health education • Community mobilization • Peer education • Edutainment programme • HIV, AIDS, Slogan against DOWN • National curriculum • Debate completion • Stipend programme for enhancing female education • Policy dialogue • Personal safety • ARH strategy • Provide technical assistance • Nutrition • Adolescent awareness • UNFPA, UNICEF, NGO • MOE, Health, Women affairs • Training – Peer educators/ teachers 	<ul style="list-style-type: none"> • Developing adolescent gender based national curriculum • Developing video film for IEC material • Expansion of programme country wide • Wide scope of training for teachers • Ensuring wide participation of student, teachers. Guardians, local entities, social workers etc. • Increase involvement of multi-sectoral agency to look holistically at the need of adolescent, especially the girls. • Revision of existing curriculum with emphasis on sexuality education and gender • Peer education model as a role model
BHUTAN	<ul style="list-style-type: none"> • Pre-service teacher training through CSE based education • In- service TT • Youth group networking “DAISEN” • Youth information centers • Media • Non-formal education • Youth/Health/Education policy • CSE provided by various players 	<ul style="list-style-type: none"> • National Youth action plan • Review existing curriculum to explore possibilities of CSE into relevant curriculum • Out-of-schools coverage (YOIS, NFES, Parenting programme) • Look at possibilities integrating in ECCD • Initiate community society • Strengthen parenting education <p>Short term objective Stakeholders meeting on drafting national youth action plan</p> <p>Longer term objective CSE available in pre-service teacher training curriculum and all teachers knowledgeable on CSE</p>

CAMBODIA	<p><u>Sexuality education</u></p> <ul style="list-style-type: none"> • Some relevant policies/ strategies to support Life-skills education is in place • Commitment from the senior level and stakeholder <p><u>Adolescent girls</u></p> <ul style="list-style-type: none"> • There are national policies and strategies that address the issues of adolescent, especially girls ex: strategy of HOWA • SRH and HIC preventive education programme exist. Adolescent girls are included in the target groups, especially those are most at risk • Youth friendly services have been established by MOH • Starting the process of creation connection program (translation of training materials, regional TOT and Follow up meeting have been done • Some adolescent girls programme are integrated into existing programme 	<p><u>Sexuality education</u></p> <ul style="list-style-type: none"> • Advocate for comprehensive Sexuality education (compulsory in schools) • Strengthen coordination / partnership to address the issue of adolescent girl and comprehensive sexuality education • Include comprehensive sexuality education in the curriculum of tertiary education • Resource mobilization to support the comprehensive sexuality education • Teacher training <p><u>Adolescent girls</u></p> <ul style="list-style-type: none"> • Disseminate the policy which is newly endorsed (national youth policy) • Strengthen the coordination • Develop TOR for Coordination Committee for adolescent girls • Provide local TOT to implement the creation connection programme • Integrate the connection programme into the existing programme • Mapping on programme for adolescent girls
CHINA	<p><u>Sexuality education</u></p> <p>Present situation</p> <p>Lack of awareness on policy support to address in China</p> <ul style="list-style-type: none"> • MOE Policy • 4 Year pilot primary school teaching and learning materials for grade 1-4 developed. Developing grade 5-6 materials • SE integrated into other subjects • Life-skills / adolescent education – say “no” to unsafe sex. Provincial education guidelines • Gender rights • (10-24) young people education • Provincial / local EB • INGOs e.g. MSI, SCF • Local NGOs • UN Agencies (UNICEF, UNFPA, UNESCO) <p><u>Adolescent girls</u></p> <ul style="list-style-type: none"> • Migrant, left-behind/poor/ethnic minority adolescent girls • Training for migrant workers. Vocational skills. Life skills • Domestic violence • Trafficking in women & girls 	<p><u>Sexuality education</u></p> <ul style="list-style-type: none"> • Continue primary 5-6 , promoting the programme • Experiment with prefecture level TTs to train primary teachers • Borrow the connection course to strengthen the UBW proper teacher education curriculum and delivery • Gather evidence of programme effectiveness as a basis for policy advocacy • Establish a multi-sectoral platform for awareness raising • Use distance education, develop lesson videos • Online forum letterbox <p>Short-term objective</p> <p>Establish at provincial level a multi-sectored collaboration mechanism to promote SRH for adolescent</p> <p>Long term objective</p> <p>Comprehensive sexuality education policy with operational plan and M&E issued and implemented by national government</p> <p><u>Adolescent girls</u></p> <ul style="list-style-type: none"> • Multisectoral cooperation • Focused programme • Awareness for SRH • Provision of free services for SRH • Care for the girls – innovative advocacy campaign
FIJI	<p>Present situation</p> <p>Fiji leads the smaller pacific islands and nations in SRHE and to continue exploring newer inclusions and issues to raise the programme to CSE</p> <p>Sexuality Education is something that has being in our curriculum but not specifically directed towards girls.</p> <ul style="list-style-type: none"> • Policy: (Family Life Education) Underway for final endorsement from cabinet • Curriculum framework 	<ul style="list-style-type: none"> • Policy <p>Advocacy at senior management and ministerial level of ministry of Education and teacher Training colleges to institutionalize GLE</p> <ul style="list-style-type: none"> • Curriculum Framework <p>Review to include specific gender issues related to adolescent girls</p> <ul style="list-style-type: none"> • Implementation <p>Ensure at least 80% coverage of all schools and students forum primary to secondary</p> <ul style="list-style-type: none"> • Teacher training and capacity building

	<p>Existing curriculum scope on sexuality education Development of syllabuses for year 9-13</p> <ul style="list-style-type: none"> • Implementation <p>Compulsory implementation in years 9 and 10 Trialed at national level in years 11 and 12</p> <ul style="list-style-type: none"> • Teacher training and capacity building <p>Ongoing since 2009 in all education divisions in the country</p> <ul style="list-style-type: none"> • Resource development <p>Draft interactive tools to support deliveries of sexuality education</p>	<p>To include more innovative pedagogy and gender sensitive life skill approaches</p> <ul style="list-style-type: none"> • Resource Development <p>Finalize and distribute support effective delivery of sexuality education</p> <p>Short term objective To strengthen existing efforts in activities in schools, any national sexuality education programmes (out of school) Re-evaluate the existing Peer education and forum groups that target specific groups of young people</p> <p>Longer term objective To offer CSE to all students in schools from primary to secondary education</p>
INDIA	<p><u>Sexuality education</u></p> <ul style="list-style-type: none"> • Curriculum; Adolescent education programme • Life-skill education models • NACO-outreach policy on HIV /AIDS/Education • Increasing rate of CSO's + NGO's – Youth leadership, sexuality education HIV, etc. • Training of teacher programmes • Advocacy at state level with various stakeholders • Youth policy <p><u>Adolescent girls</u></p> <ul style="list-style-type: none"> • ASHA and workers schemes for out of school context • RTE 2009 passed • 6 programs under the government for women and child • Cycle distribution scheme – for schoolgirls, mid day meals scheme • Community radio projects 	<p><u>Sexuality education</u></p> <ul style="list-style-type: none"> • Out-of-school context; standardized curriculums, training for community leaders + peer educations • Expanding outreach to more schools • Making the course compulsory at schools (practical) • Explicitly stating Sex education in youth policy • AEP is still banned in 5 states, implemented under different names • Specific funding/budgets for CESE programmes • Districts to have specific demonstrate youth models <p>M&E system</p> <p><u>Adolescent girls</u> Adolescent policy</p> <ul style="list-style-type: none"> • Dialogue with religious organizations on Child marriage, trafficking, school drop out, dowry, honour killings • Public awareness programmes, not working in isolations but as collectives • Larger inclusion of media bodies, youth channels • At a government level, collective working group: education, women and child, social welfare, tribal, UN, CSOs, NGOs, home ministry
INDONESIA	<ul style="list-style-type: none"> • No provision of comprehensive sexuality education • Sexuality Education are taught in different subjects in local content. Or extra curriculum activity. • Papua Barat Province, where HIV prevalence is very high, made sexuality Education as mandatory for secondary school students. Some other provinces are exploring it. • One of school self evaluation instrument is related to HIV' AIDS prevention, distributed to 650 thousand primary and junior secondary school management attending school financial accountability training • Act no. 9/2009 – There should be one health counselling and referral unit for the youth in every sub district 	<ul style="list-style-type: none"> • Situation and response analysis on the adolescent and reproductive health education • Collaboration with stakeholders, including young people, to develop recommendations and programmes on sexuality education • Conduct a comprehensive study in different setting with similar context i.e. at the modules developed by Malaysia on reproductive health education from Islamic perspectives.
Malaysia	<ul style="list-style-type: none"> • Ministry of education approved CSE in Schools • 2011- implemented at primary I (6Years) school • LPPKN provided SE in for national service trainees 2011 through minimum packages • NPFDB – introduce CSE in the national service in June 	<ul style="list-style-type: none"> • Training of the trainers, teachers, sensitivities of parents • Teachers curriculum • Advocate to relevant government (religious leader) FBO to support • M&E data collection (system to access)

	<p>2011, concern approval 100,000 trainers “Healthy Living modules”</p> <ul style="list-style-type: none"> • Providing CSE education (NGO complementary) • MOE also agreed CSE as co curriculum in school for school children in primary 6 (12) secondary grade 3 (15) • NGOs complement the work of government by providing CSE using their developed manual • Reproductive & social health policy 	<ul style="list-style-type: none"> • Funding from government <p>Short term</p> <ul style="list-style-type: none"> • TOT for teachers • Sensitization for parents • Advocate supports from government agencies and NGOs including FBOs for CSE <p>Medium term</p> <ul style="list-style-type: none"> • Funding the national budget plan <p>Long term</p> <ul style="list-style-type: none"> • Teacher training curriculum • Include condom & contraceptive into curriculum, comprehensive • Data collection and monitoring/evaluation
Myanmar	<ul style="list-style-type: none"> • Life skill based education in schools exist but not comprehensive enough, efficiency in questionable and low coverage • Currently using limited mass media channels in dissemination of message related to sexuality education on adolescents 	<ul style="list-style-type: none"> • To make the existing life –skill education curriculum in schools to be comprehensive , efficient and high coverage • Utilize mass media to raise awareness and reduce sensitivity using creative and innovative ways with participation of young people and adolescents
The PIC's (excluding Fiji)	<p>Present situation Different levels of development and implementation of SE in the PIC's</p> <ol style="list-style-type: none"> 1.High resistance countries 2.Low-none resistance countries towards SE <ul style="list-style-type: none"> • Curriculum development Using the lesson learned with Fiji's FLS programme and cascading into other islands in the region • Policy Strengthen aspects of the national curriculum frameworks to recognize SRHE as a compulsory subject • Delivery and implementation of FSRHE Building teacher capacity through pre-service and in-service training for delivery 7 SRHE in the curriculum • Advocacy and awareness Reaching out to high resistance countries with success stories and best practice from Fiji and other countries / regions 	<ul style="list-style-type: none"> • Curriculum Refer to regional /international guidelines on SE to qualify national programme towards CSE • Policy Highlight the agenda of gender and adolescent girls to be integrated into policy/education act or curriculum framework • Delivery and implementation Strengthen collaboration at the regional level to produce a regional training guideline • Advocacy and Awareness Sharing and mobilization resources and information among line ministries and NGO's working in the area of SRHE/HIV <p>Short term objective To identify components/ aspects of SE existing across the curriculum and support the delivery with more emphasis and inclusion</p> <p>Longer term objective To establish SE as a subject (or perspective) within the curriculum / education system in PIC</p>
PNG	<ul style="list-style-type: none"> • CSE curriculum for in and out of school young people • In school- PE and PD lessons in primary and secondary • Out-of school – YP training package • Policy documents & institutions established to achieve the policy (youth commission/ CEDAW/CRC) • Youth and adolescent friendly centers • Radio/print media of CSE in local media (CWA/ Health department) 	<ul style="list-style-type: none"> • Government to give priority in term of resource – finding support • Strengthen the partnership between funding and implementing partners • Proper sharing and coordination of data • Youth and adolescent friendly centers to be established and supported • Make innovative tools to be developed for young people
Philippines	<ul style="list-style-type: none"> • Pilot – testing already happened; under the name “LIFE SKILLS TRAINING” but stopped by religious groups • Now shall be in mainstreaming and evaluation phase for evidence • In Olongapo city, it has been mainstreamed with the great aid of ordinance passed in the city (assisted by UNFPA) • Alternative education and livelihood training programme are also the entry points. 	<ul style="list-style-type: none"> • Partnership with DOH to advocate with the new secretary of Department to continue the implementation in national level (including national youth commission, and other UN agencies to support • Support Development implementing rules and regulation and ensure proper operationalization of the policy • Popularize the issue with the help of the media

Sri Lanka	<ul style="list-style-type: none"> • Education and Health Ministry has developed the curriculum on SRH and being taught from 6-10 grade • In-service training to school teacher and given by national institution of education with the help of Health ministry • ADB together with two ministries carry out a SRH education together with health programme to children in upper classes as a co-curriculum activity. • Life skill is a subject for year 6-10 year. Implementation in not satisfactory. • We have done 2 national studies on adolescent health. Both showed mental health problem (20%), Stress (40%) Bullying (38%). Life time sexual abuse is 10%. So we have developed psychosocial health promotion booklet to parents, teachers and adolescents • We have done district level training on adolescent health (OP manual, WHO) and life skill to prevent risk behaviours. We will be scaling up it next few years. We have 72 AFHS centers • Vulnerable groups for HIV are handled by national STI and HIV prevention campaign and NGOs 	<ul style="list-style-type: none"> • SRH Education policy to be developed • Youth policy has developed but not presented for approval • Getting all Un agencies and other government and NGO's for common objective of improving adolescent girls and do common planning implementation and monitoring • Strengthening the government , non government , NGOs linkages • Scale up life skill and adolescent training to periphery • Identify children who are not going to school and give SRH education life skill education • Strengthen the non formal education on SRH (done by education Ministry) to non school going children
Thailand	<ul style="list-style-type: none"> • National policy on SE was announced in 1938 and was implemented in 1978 • Different manuals of CSE have been developed based on GOs and NGOs collaboration with supported from various funding agencies • There have been some teacher training for CSE at national level but success is questionable. • Initiate came out that target both in and out of school but this is limited. • Youth participation has been implemented in various youth groups 	<ul style="list-style-type: none"> • Strong leadership and concrete commitment from the political sector and related ministries and institutions is needed for mandatory CSE in schools with a right-based approach • Practical agenda for national implementation of CSE both in and out of schools • More work needs to be done in addressing gender inequality • Collaboration and reproduction of standard curriculum and shared lessons learned among stakeholders • Involvement of parent in CSE • Programmes targeting adolescent girls and vulnerable youth groups need to be developed multi-sectoral collaboration
Viet Nam	<p><u>Sexuality education</u></p> <ul style="list-style-type: none"> • We have worked many years for preparing, implementing and advocating for RH education for young people. Save the children has successfully advocated MOLISA to implement Save's RH Curriculum in their vocational school setting, Save also supported the MOE to integrate RH session in their formal curriculum in secondary schools • Vietnam has not yet comprehensive sexuality education but there has been quite a lot of movement recently eg RH sessions in schools integrated in subjects as moral education, biology, literature, • MOLISA provided guidance on implementing SAVE's curriculum on HIV &SRH for vocational school students • RH was recognized and emphasis in action Plan of MOET <p><u>Adolescent girls</u></p> <ul style="list-style-type: none"> • Regional TOT "Creation Connection Programme" • Women Union: very strong association having programme on RH for young girls • Many situation related to young girls have brought to attention of government and being addressed in school (extra-curriculum) such as sexual abuse, gender inequality 	<p><u>Sexuality education</u></p> <ul style="list-style-type: none"> • Having youth involved in discussion on their issues related to sexuality and their ideas on sexuality curriculum • Mapping study the current curriculum, situation of young adolescent • Consultation meeting on how to make a comprehensive sexuality curriculum (UN, governments, NGOs, Youth, etc.), how to adapt All in One Curriculum into VN context <p><u>Adolescent girls</u></p> <ul style="list-style-type: none"> • Empower adolescent girls so that they learn about their right to search for sexuality information and services – Four Front Groups • (Youth forum, youth discussion, media) • Create supportive environment for adolescent to practice their right of sexuality, media: awareness campaign, discussion between politician , youth , parents, UN, NGOs, health (Break the silence) • Programme for most vulnerable young girls, street young girls, girls in rural areas, girls with disabilities • Especially street children, who are very lack of access to education and health services.

