

Repackaging Delivery and Management of Comprehensive Sexuality Education: Enhancing Girls' Dignity for Sustainable Development in Kenya

George Areba Ngwacho¹, Billiah Gisore², Josephine Oranga³ & Evelyn Njurai⁴

¹ Department of Educational Administration, Planning & Economics, Kisii University
Email: gareba@kisiiversity.ac.ke

² Department of Educational Psychology, Kisii University
Email: bgisore@kisiiversity.ac.ke

³ Department of Special Needs Education, Kisii University
Email: josephineoranga@kisiiversity.ac.ke

⁴ Department of Curriculum Instruction and Media, Kisii University
Email: evelynnjurai@kisiiversity.ac.ke

Abstract

Girls' sexual and reproductive health is linked to numerous human rights such as the right to education, dignity, information, life, health, privacy, right against torture and discrimination as declared in the Universal Declaration of Human Rights, the International Covenants on Human Rights and the Kenyan Constitution (Republic of Kenya, 2010). Despite these legal linkages, reproductive health challenges such as unexpected pregnancies, HIV Aids, and risky abortion among teenagers still persist and are connected to inadequate information about sexuality and reproduction. Comprehensive Sexuality Education (CSE) is acknowledged as a critical component in any curriculum. Despite this assertion, little attention has been given on how to enhance sex education to enhance girls' dignity which is at stake. The study largely utilized secondary data, current methodical and meta-analysis of literature assessments were utilized for cross-validating the reviewed outcomes. Objectively, in this review, standard CSE facets are explicated, and fundamentals integral to this mode of education like curriculum designing, implementation, monitoring, evaluation in addition to theoretical viewpoints concerning CSE are delineated. The study established that Comprehensive Sexuality Education (CSE) which is stage fitting, life skills grounded, scientifically correct, gender and culture-sensitive offers youths' information and skills for the purpose of making knowledgeable choices in regard to their sexual relations. Conclusively, CSE is a noble commitment to improving the well-being of teens and youths. It is also a quest towards transformative learning that offers students vital skills and knowledge that will assist them in circumnavigating their associations and their wider lives collectively. It is recommended that a robust framework to guide operative CSE as a panacea to youth sexuality challenges and a general agreement to deliver CSE from a unified educational standpoint, public health, and rights dimension be initiated. This review will significantly serve as a basis for more research in the area of CSE and policy enhancement.

Key words: *Comprehensive Sexuality Education, Sexuality, Girls' Dignity, Sustainable Development*

Email of Corresponding Author:

gareba@kisiiversity.ac.ke

<https://journals.mu.ac.ke/index.php/edj/>

1.0 Introduction

Girls' sexual and reproductive health is linked to numerous human rights such as the right to education, information, life, health, privacy, right against torture and discrimination as declared in the Universal Declaration of Human Rights, the International Covenants on Human Rights and the Kenyan Constitution (Republic of Kenya, 2010). Despite these legal linkages, reproductive health challenges such as unexpected pregnancies, HIV Aids, and risky abortion among teenagers still persist and are connected to inadequate information about sexuality and reproduction. There is proof to show that Comprehensive Sexuality Education (CSE) which is stage fitting, life skills grounded, scientifically correct, gender and culture-sensitive offers young persons with information and skills for the purpose of making knowledgeable choices in regard to their sexual relations (UNFPA, 2014).

CSE is a curriculum-integrated approach to learning and teaching the social, physical, emotional, and cognitive facets of sexuality. It is purposed to arm youngsters with values, attitudes, skills, and knowledge that will endow them to understand their dignity and well-being; cultivate courteous social and sexual relations; reflect on how their choices; impact their personal health and that of others; further understanding and ensuring the safeguarding of their rights for their posterity (UNFPA, 2014). Quite often, more youngsters have come together to claim their right to sex education, and to appeal to leadership to fulfill their political pledges for present and their forthcoming peers. During the twenty-twelve International Conference Global Youth session on Population and Development, youngsters specially made an appeal to their various states to provide conducive environments and policies to guarantee them entree to CSE both formally and non-formally, by means of minimizing obstacles and apportioning sufficient funds (UNESCO, 2013).

Youngsters have not been left alone in this struggle – their efforts have been fused by civil societies, churches, communities, parents, and stakeholders in education who have persistently advocated for sex education as a crucial constituent of the education system that is age-suitable, life skills-oriented and comprehensive; and that endows youngsters with potentially to cultivate the ethical values, attitudes, skills, and knowledge they require to make sensible, healthy and reverential decisions on relations, reproduction, and sex (UNESCO, 2013). It is for this reason that the current study seeks to establish the Standard CSE facets and fundamentals integral in effective CSE like curriculum designing, implementation, monitoring, and evaluation.

1.1 Study objectives

The study was based on the following objectives

- i. To examine the facets of effective Comprehensive Sexuality Education (CSE) curriculum
- ii. To establish effective strategies of designing and implementing Comprehensive Sexuality Education (CSE)

- iii. To suggest effective monitoring and evaluation strategies for Comprehensive Sexuality Education (CSE)

1.2 Statement of the problem

During this era of sexual freedom, parents, schools, churches, government, and other stakeholders still find it worthwhile to suppress sexual information which is significant in guiding the young generation in making knowledgeable choices to survive in an erratic environment of sex culture. Despite this volatile sexual environment, too many youths still make the change from infancy to maturity getting imprecise, inadequate, or judgment-laden information touching on their emotional, social, and physical growth. This insufficient preparation aggravates the susceptibility of youngsters especially girls to manipulation and other risky after-effects as highlighted in the study background. Population & Development National Council laid blame on wanting parenting and the country's system of education that has not embraced CSE fully. Despite the invaluable role of CSE, its implementation in Kenyan schools is still a challenge owing to speculated teacher challenges, especially in delivery approaches. It is on this pretext that the current study seeks to examine the delivery intricacies of CSE in Kenyan education institutions ranging from designing, implementation, monitoring, and evaluation.

1.3 Significance of the study

This current study seeks to examine effective CSE delivery in Kenyan learning institutions in view of suggesting possible interventions to mitigate any inept aspects to facilitate successful CSE delivery to enable learners to make informed choices. The research will further contribute to the knowledge base for appropriate age sexuality policies and programs.

1.4 Theoretical framework

The theory of reasoned action guided this study. The theory was advanced by Fishbein Martin and Ajzen Icek in 1975 (Fishbein and Ajzen, 1975) as cited by LaCaille, (2020). The Reasoned Action model has four key tenets: Subjective Norms, Intention, Attitude, and Belief as illustrated in Figure 1.1.

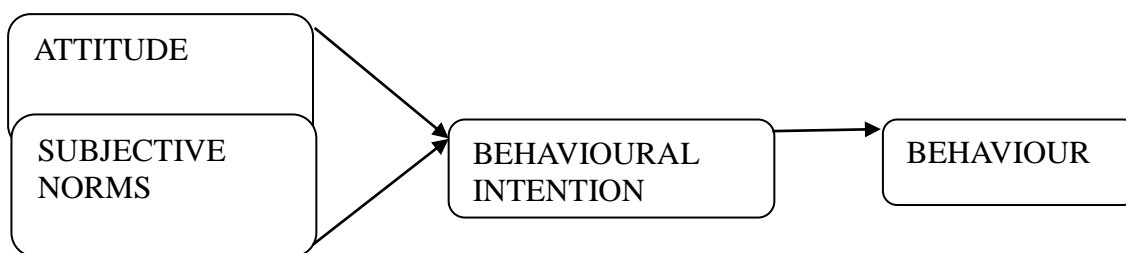


Figure 1.1: The Reasoned Action Model

Ajzen and Fishbein (1975) describe attitude as the tendency to respond positively or negatively to some mental-related stuff. For instance, school students who perceive that pre-marital sex is a wicked practice to their well-being may hold an attitude towards pre-marital sex. Behavioral

intention on the other hand is the enthusiasm to engage in some intended behavior. This informs how often somebody thinks they are to engage in a particular behavior. Subjective norms are the entirety of all of the significant persons in somebody's lifetime and if they think those persons would wish them to engage in such behavior. For instance, students could reflect on their teachers, parents, or guardians' desires that they indulge in pre-marital sex. All in all, intentions are a product of subjective norms and attitudes.

Remarkably, Reasoned Action theory has been utilized to help in forecasting and elucidating numerous well-being and human behaviors in specific contexts (LaCaille, 2020). The reasoned action theory concedes that there are aspects that may inhibit the effect of attitude on behavior. This is the basis for anchoring the theory in this study. The study postulates that apt designing, implementation, monitoring, and evaluation of the CSE curriculum will influence positively youths' behavior and their dignity. Fishbein and Ajzen supposed that subjective norms, attitude, and alleged behavior control all constitute intent, which leads to some level of behavior. The control beliefs, behavioral and normative causing these are predisposed by exterior variables like personality and demographics. The intention of education stakeholders and CSE curriculum developers is to enhance youths' morality and dignity as the end product of decorous behavior.

2.0 Literature review

Kenya Data and Health Survey (2014) revealed that one in every five girls aged between 15-19 years is either expectant or already delivered. As of 2019 figures from Global Childhood, Kenya has the third-highest teenage pregnancy rates with eighty-two births per one thousand deliveries. As per the United Nations Population Fund Report, Kenya has documented 378, 397 teen-age and adolescent pregnancies for girls aged ten to nineteen ages between July 2016 and June 2017, specifically, 28, 932 girls aged ten to fourteen and 349,465 girls aged fifteen and nineteen conceived. The Nairobi city with a population of around four million folks, was leading with the majority of immature sex ruin of about two thousand four hundred and thirty-two girls of age below fourteen years getting pregnant. It was trailed by Nakuru with one thousand seven hundred and forty-eight, Kajiado with one thousand five hundred and twenty-three, Kericho with one thousand and six, Homa Bay with nine hundred and fifty-seven, and Garissa with nine hundred and one. Kisii and Nyamira counties had twenty-eight percent of these total cases respectively. The Population & Development National Council cited wanting parenting and the country's system of education that has not embraced CSE fully. Alongside, over thirteen thousand adolescent girls give up on schooling yearly owing to unwanted pregnancies. (Kenya Data and Health Survey, 2014). This is extremely dangerous to the girls' health, education, and life openings.

In the year two thousand, HIV & AIDS programs were initiated into Kenya's institutions' curriculum. It was complemented by the launching of an education policy on HIV in two thousand and four which facilitated a conducive setting for HIV care, treatment, and deterrence for all students and personnel, in addition to minimizing discrimination and stigma. Thus, AIDS

education was incorporated into the school curriculum in addition to the provision of training resources for pre and in-service educators. By year two thousand and thirteen, an amendment to the policy was executed to accommodate evolving concerns like decreasing the sex consenting age, wishes of students infected with the virus, and delivery of stage-fitting CSE. This was made possible through the National Education Sector Plan of two thousand and fourteen to two thousand and eighteen integrated stage-suitable CSE reinforced by instructor preparation resources in the curriculum (RoK, 2013).

As the CSE curriculum in Kenya was scrutinized in relation to the 2009 International Technical Guidance on Sexuality Education by UNESCO revised in 2018, content on contraception and condoms was exclusively lacking whereas numerous other areas were inadequately covered. Conspicuously, the sole content on the deterrence of teen pregnancies included was self-restraint. Very little content if any about sexuality was imparted in schools, a signal that educators were shoddily prepared to deliver CSE. This scenario is an indicator to a higher likelihood of many vulnerable youths especially girls becoming victims of unplanned pregnancies, risky abortions, untreated Sexually Transmitted Diseases (STDs), school dropouts, and all its related socioeconomic challenges. It is imperative to note that if we don't take cognizance of stakeholders' and youngsters' pleas for refined quality CSE the country may not realize the Sustainable Development Goals (SDGs) set for year two thousand and thirty, and the assurance pledged of not leaving anyone behind. It is for this reason that the current study seeks to establish the Standard CSE facets and fundamentals integral in effective CSE like curriculum designing, implementation, monitoring, and evaluation.

3.0 Materials and methods

This theoretical review largely utilized secondary data. The secondary data involved accessing of policies, CSE academic programs, e-materials on CSE programs, and any other relevant information from various secondary sources such as journals, policies, and other publications. The reviewed studies were recognized by the use of keywords in electronically referenced databases like Web of Science, Scopus, ProQuest, Google Scholar, and Full-text Search. Current methodical and meta-analysis of literature assessments were incorporated also for the purpose of cross-validating the reviewed outcomes.

4.0 Results and discussion

4.1 Facets of comprehensive sexuality education (CSE) curriculum

A comprehensive CSE curriculum should encompass the following:

Assessment of the social-cultural needs and behaviors of learners

Evaluation of the social-cultural needs and behaviors of learners planned for the program, on the basis of their evolving capabilities is significant. The program preparation process ought to take into consideration evidence-based data on learners' sexual desires and behaviors, including the

prevailing barriers that motivate undesirable, inadvertent, and unprotected erotic activities. Moreover, the procedure of designing CSE syllabi out to take into consideration the developing abilities of learners, as well as their divergent wants based on their specific situations, locations, and cultural ideals among others. Similarly, it is vital to ascertain that the procedure builds on learners' prevailing information, optimistic attitudes, and competencies (UNESCO & UNFPA, 2020).

Emphasizing clarity of aims, key learnings, and outcomes

While developing curriculum content emphasizing clarity of aims, key learnings, and outcomes is vital in making decisions on content, methodology, and learning resources of CSE. An operative curriculum has clarity of health-associated aims and behavioral outcomes which are unswervingly connected to these aims. Further to behavioral outcomes, the curriculum ought to aim at molding attitudes and competencies that lead to healthy, safe, and constructive relations in addition to desired values, diversity, reverence for human rights, and equality in gender (UNFPA, 2014).

Involvement of key stakeholders

The involvement of key stakeholders and direct recipients like learners, teachers, parents, guardians, and all other concerned stakeholders is essential. The worth of sex education is improved by organized learners' involvement. Students are not meant to be inactive receivers of sexuality education but take a participatory role in establishing, piloting, executing, and enhancing the education content on sexuality. This guarantees that SE is needs-focused and anchored in the modern veracities within which youths circumnavigate their sexuality, as opposed to just becoming dogmatic to SE content determined prior by instructors (WHO Europe & BZgA, 2010). Youths' contribution may assist in making decisions about how the program will be utilized by diverse categories of instructors and the manner of adapting tasks to diverse settings, both official and non-official contexts. Parental and societal leadership similarly play a significant part in SE. Involvements with advanced echelons of parental/guardian participation and societal sensitization in areas such as homework tasks and after-class sittings has shown the utmost influence in enhancing the sexuality health concerns of their kids (Wight & Fullerton, 2013 in UNESCO, 2016a).

Designing context-oriented activities that enhance thinking that is critical

Students usually originate from various socio-economic upbringings and differ in age, gender, and orientation in terms of sex, gender distinctiveness, religion, household and community ideals, and other features. It is imperative to execute a curriculum that takes cognizance of the learners' setting, and that encourages critical thinking and comprehension of prevailing individual and communal values and household attitudes, peers' orientation on sexuality and relations (UNESCO & UNFPA, 2020).

Analysis of available resources

Evaluate the resources that are funds, time, and personnel accessible to advance and execute the curriculum. This is a vital phase in all programs. Though this might look not like a serious

concern, there are many instances of prospectuses that were not entirely realized or were impulsively ended for reasons that they were not corresponding with the resources obtainable like personnel competencies, time, space facility, and materials (UNESCO, 2018).

Envision life skills and consent in curriculum development

For the purpose of promoting decent sexual discourse, safeguarding potentially susceptible learners from injury, and developing reverential and healthy relations as a matter of necessity, education on consensual associations is crucial. Schooling youths to have reverence and recognize their peers' individual limits may assist in modeling a society where nobody feels embarrassed to willfully seek consent in sexual matters, or reject it in totality at any time and level (IPPF, 2015). Repackaged Quality consensual CSE will endeavor to assist youths in evaluating threats and shielding themselves from circumstances that can result to undesirable sexual tendencies, and ought to assist them build confidence and knowledge to consequently develop positive relations with their peers. Negotiation and risk evaluation capabilities being life skills are important for learners and youths. Risk evaluation skills assist students detect their vulnerability to undesirable or inadvertent sexual consequences and comprehend the ramifications of STIs and unplanned pregnancies, among other complications (UNESCO, 2018).

Engagement of a wide range of professional

There is a need to engage professionals on behavior change, sexuality, and interrelated theoretical pedagogy aspects. More less as arts and other areas, human sexuality is a recognized segment founded on a wide-ranging scientific study. Authorities conversant with this scientific study and information ought to be participants in selecting, developing, and acclimatizing curricula. Moreover, CSE program designers ought to be well-informed on matters like health, gender, and human rights (UNESCO, 2000).

Coverage of strands and sub-strands in logical order

Operative curriculum ought to begin by focusing on solidifying and inspiring students and youths to explore norms, values, and attitudes pertaining to sexuality, prior to planning to tackle the explicit competencies, knowledge, and attitudes needed to enhance healthy, harmless, and constructive lifestyles; avert STIs and inadvertent pregnancies; and guard students' rights as well as the rights of their peers and adults (UNESCO, 2000).

Inclusion of scientifically accurate information on pre-marital sex risks and protection methods in the curriculum

Content in the curricular ought to be presented with facts; with scientific accuracy and well-balanced; It should not be exaggerated nor understated in terms of the risks or efficacy of contraceptives (old-style and contemporary). Several CSE programs fail to offer suitable insights on contemporary contraceptives – principally, but not limited to, emergency contraceptives among others. Abstinence approach-only programs are being taught in several states despite the available scientific evidence that this method is unproductive (UNFPA, 2014).

Provision of guidance on specific risk and safeguarding facets that affect specific sexual behaviors
The provision of vibrant information on perilous and safeguarding behaviors seems to be the lead crucial feature of operative programs. Many of the operative CSE programs frequently emphasize clarity and consistency of information on protective behaviors in a diversity of strategies. Such encompass information on averting the following:

Firstly, are *sexually transmitted infections*: Youths should avoid premature sexual engagements or use protective contraceptives, embrace monogamy, avoid simultaneous sexual partners, pursue screening services, treatment and health education as a preventive intervention. Secondly is *pregnancy*: The youths ought to refrain from any sexual engagements /or utilize up-to-date contraceptives every moment they engage sexually. Moreover, youths ought to be informed where to get Sexual and Reproductive Health services (SRH). Thirdly is *gender-instigated prejudice and violence*: CSE programs ought to contain distinct messages on best approaches to transform behaviors that strengthen equality at homesteads, institutions, and at the communal level and the essence of transforming injurious tendencies against womenfolk (UNESCO, 2018).

Curriculum anchored on peer penchants and discrete attitudes on all ranges of preventives
Different distinct peer penchants and attitudes have an effect on the utilization of contraceptives. Operative CSE curricula strive to encompass clarity on current preventive approaches, together with precise rubrics on their efficacy. Such programs similarly support learners to reconsider their various attitudes to current preventives and assist in detecting alleged challenges to usage in addition to offering prospects to deliberate strategies to address these challenges in instances such as finding it embarrassing to request one's companion to use preventives like condoms (UNFPA, 2014).

Curriculum offering access to information on the kind of services accessible to mitigate the health challenges of learners, mainly SRH
Operative CSE curricula encompass content on concrete modalities of accessing teen-friendly health services. This incorporates guidance on sexual practices and relations; Sexually transmitted infections (STI) and HIV deterrence; legal abortion options available; guidance, testing, and treatment; information on current contraceptives; vaccination against Human Papillomavirus; Voluntary medical male circumcision; and Female genital mutilation or cutting deterrence and management of aftermaths. Tasks involved in the curriculum ought to motivate youths to comprehend how to play a key part in making decisions in regards to their care, for instance, reflection on the significance of confidentiality; informed consent, and understanding on how present legal setup assist or hamper their capability to decide what to do with their health (IPPF, 2017).

Curriculum guiding on how gender, biological, and cultural orientations influence learners' sexuality

To efficiently encourage mutual relations and lessen unsafe sexual behaviors, curricula ought to disparagingly scrutinize the gender disparities, and stereotypes based on culture and different biological orientations. All these influences the manner in which teens and youths conceptualize their Sexual and Reproductive Health issues. Menses, for example, is a critical biological practice for most girls. Nevertheless, in specific resource-scarce regions, girls encounter exceptional challenges associated to menses that perpetuate gender disparities (SecorTurner et al., 2016). Sexual stereotypes wrongly imparted to youths by older men might make them yield to pressure to fulfill such ill intended sexual stereotypes ranging from violent behaviors to physical strength resulting in engagement in destructive sexual behaviors. Effective SE Programs should strive to outline precise situations confronting the youths and offer operative competencies and skills for circumventing undesired or insecure sexual activities (Kirby, Obasi and Laris, 2006).

Curriculum ingrained on strategies geared towards mitigation of overt circumstances leading to indecent sexual and reproductive health behaviors

Through the involvement of youths, identification of overt circumstances subjecting youths to run risks of being coaxed into undesirable sexual behaviors is extremely significant. In the same breath, they should be counseled to practice tactics for negotiating or circumventing them. It is similarly important for all youths to comprehend consent and be coached on how to deter coaxing behavior towards what is considered the 'weak sex' into undesirable actions (UNFPA, 2014).

4.2 Designing and implementing Comprehensive Sexuality Education (CSE) programs

When designing and implementing successful CSE programs, the following salient aspects should be considered:

Engagement of hands-on instructional approaches that dynamically incorporate learners

Research reports indicate that operative class-based approaches are collaborative and offer a diversity of tasks (UNESCO 2016b) hence supplementing theory-based teaching with hands-on skills, and a chance to meditate on attitudes and ethics. This validates the assertion that facilitators ought to utilize a varied range of collaborative, hands-on, and learner-centered techniques that aid learning in all the main spheres of learning that is attitudes, knowledge, and skills. Approaches ought to be harmonized to particular learning outcomes, for instance, interactive lectures, integration of information technology utilization in assignments, role-playing, unspecified query cartons, and cluster team reflections (Fonner et al., 2014; Tolli, 2012).

Choose skilled and self-driven instructors to execute the curricular in all set-ups

Programs based on sex education are better taught by instructors, health experts, or peer mentors (Fonner et al., 2014). The consideration of youths on the features of effective sex education instructors include: should be well-informed; should have proficiency in sex education; exhibit professionalism; exude confidence, unashamed, forthright, sociable, uses ordinary language; confidential; knowledgeable on how to work with youths; have reverential attitude to teens and

uphold their independence; perceive youths as equals and should not judge others (Pound et al., 2016).

Making a choice to utilize an integrated or stand-alone sexual education program

There are various approaches to teaching sex education. It can be approached as a stand-alone subject or combined with an already existing core subject like biological sciences, health education, or life skills (UNESCO, 2015). The appropriate approach choice will be determined by available facilities, prevailing education policies, the institution's curriculum priorities, learners' needs, timetabling aspects, and communal backing for CSE program. A logical approach ought to recognize the fact that while it is in the best interest of learners to initiate sex education as a distinct subject or combine sex education content with an existing subject such as health education; it might require an approach that builds upon and supplements what educators are already training, and to combine sex education into already available subjects like biological sciences, social sciences or counseling subjects. Other significant reflections on the part of curricular experts if sex education content will be structured as a compulsory strand in delivery approaches and if the sex education-related content will be evaluated or not. Participants in any course quite often tend to be serious whenever assessment rubrics are part of content coverage (Kirby, Obasi and Laris, 2006).

Pilot testing of the curricula

The curriculum in its entirety needs to be piloted, and timely feedback from partakers received, particularly on which aspects of the curricular partakers believed functioned better and those which did not, similarly suggest strategies to turn weak aspects into strengths, give it more relevancy and make it efficient. Piloting the curriculum further consents for changes to be incorporated into any of its areas. As indicated program designers have a chance to perfect the content and bring to the fore vital variations that require to be affected (Kirby et al., 2006). Apart from piloting, the efficacy of any program can be attributed to several aspects such as the quality and level of training offered; the worthiness of the program itself; delivery approaches of the program as initially envisioned; and the broader social school setting (UNESCO, 2016c).

Curricula that guarantee privacy and safety of the environment for learners

It is imperative that all learners and youths are assured of privacy and environmental safety to facilitate the sharing of their concerns and facilitate learning and participation devoid of any feelings of being left out. This is due to the fact that sex education is a matter that may provoke robust sentiments, feelings of apprehension, and reactions in either way, discomfiture and susceptibility in equal measure (Pound et al., 2016). The concept of safety may be realized by ascertaining that educators are thoroughly trained to tackle challenging testimonies and queries by encouraging reduced class sizes or small groupings to deliberate on CSE matters.

Engage multi-component approaches

Research postulates that much effect is evident when institution-based programs are supplemented with community components, induction of health professionals to offer learner and teen-friendly

programs, and involvement of educators and parents (Chandra-Mouli et al., 2015; Fonner et al., 2014; UNESCO, 2015a). By so doing sex reproductive health education is given a multicomponent pedagogical approach.

Curricula that accord educators with pre-, on-the-job, and constant professional development openings

Teaching sex education regularly encompasses novel ideas, innovative instructional approaches, and ethics elucidation hence all levels of training openings are vital for educators. The training opportunities would empower instructors with hands-on learning techniques; guide them on how to strike a balance between content and skills; offer openings to reflect on major components in the curriculum; enable them to have clarity of goals and outcomes; and enable productive feedback to every educator on how best they can deliver the content. Moreover, continuous professional training will assist instructors in differentiating between their individual ideals and the health concerns of students; upsurge the self-esteem and competencies of the instructors; inspire instructors to teach the curriculum in its entirety and not what they desire to teach (Kirby, Obasi and Laris, 2006).

Evaluate the aptness of utilizing a virtual platform as an instructional strategy

Current research reveals that sex education content interacted through virtual platform create change in teens and youths such as deferred commencement of sexual activities in addition to changes in attitudes, skills, and knowledge for instance on self-restraint and self-efficacy, especially as concerns with pregnancy for girls and sexually transmitted infections (UNESCO 2016c). Virtual-based interaction in sex education seems to bring forth rich experiences, particularly due to its ability to adapt virtual involvements to particular demands of consumers. This encompasses a section of youths who might not be effectively handled in inert, curriculum-based content that is offered in ordinarily set up (UNESCO, 2016c).

Entrench multiple, age and time-specific chronological CSE sessions

Several topics focusing on sex education are necessary to be covered in an age-suitable approach over a programmed period of time for the purpose of maximizing learning experiences through a spiral curriculum technique. These techniques need time; research from Africa reveals a bigger effect amongst learners who were recipients of the multiple techniques perspective (Michielsen et al., 2010 in UNESCO, 2016c). Given that the length and complexity of CSE content is a vital aspect in determining the efficacy of the program and the content to be handled in the class timetable in addition to enhancements by different tasks it should be dealt with carefully (Pound et al., 2017). Productive outcomes have been realized with programs that engage productively at least twelve sessions, with every session taking roughly fifty minutes. Owing to this premise, planning of lessons in schools termly, biannually, and annually, ought to prudently apportion sufficient time and space to sex education curricula to upsurge its efficacy (UNESCO, 2009).

4.3 Monitoring and evaluation of Comprehensive Sexuality Education (CSE) programs

The following are critical for successful implementation of CSE program

Assessment the impact and outputs of the program

This particular phase evaluates unsafe and safe aspects of Sexual and Reproductive Health such as change of behavior and attitude, number of youths reached, and other short-range pointers of change. Particularly known research techniques can be utilized to gather some evidence on success indicators. For instance, interviewing targeted respondents and scrutiny of the program may be utilized to evaluate the youths' participation in CSE. Peer-review techniques focused on informal interviews with other program recipients can give chance to the assessors to gain an understanding of the perspectives of recipients concerning the program (IPPF, 2013). On the other hand, authenticated scales and surveys may be utilized to give data on changes in behavior, practices, skills, and attitudes (UNFPA, 2014).

Integration of main pointers in national education monitoring systems to guarantee methodical assessment of sex education delivery

Organized monitoring of the enactment of sex education can be undertaken through national systems where unvarying data gathering on a variety of education queries can comprise of some core questions on sex education. This proposal was advanced by UNESCO and the Inter-Agency Task Team on Education in their quest to evaluate the quality, inclusiveness, and handling of life skills-based HIV and sex education as part of the broader monitoring strategies (UNESCO, 2013).

Evaluation of the program for continuous feedback from all stakeholders on how the program is realizing its outputs

A range of monitoring and assessment instruments have been designed in the recent past which can be utilized in diverse situations like the Sex Education Review and Assessment Instrument. UNESCO (2011) offers an outline for assessing content, pedagogy, and scope of sex education in school and outside school. Consistent monitoring and evaluation of the program ought to encompass regular analyses of data, for instance, the number of program partakers, background information of students, and foreseeable challenges among others (UNFPA, 2014).

5.0 Conclusions and recommendations

Conclusively, it is imperative to acknowledge that CSE is a noble commitment to improving the well-being of teens and youths. Further, it is a quest toward transformative learning that offers students vital skills and knowledge that will assist them in circumnavigating their associations and their wider lives collectively. Based on this analysis, there is a robust framework to guide operative CSE as a panacea to youth sexuality challenges and a general agreement to deliver CSE from a unified educational standpoint, public health, and rights dimension (Chandra-Mouli, Lane & Wong, 2015). As far as the policies and laws are concerned, there is proof that several nations have some policies authorizing the teaching of sex education, regularly mirroring global and regional pacts that they have recommended. Whereas this is a noble initiative, laws, and policies

differ on the basis of their strength to address CSE challenges point a gap between policy and rhetoric insinuations, CSE curriculum reforms, and execution. Only when states support their policy with apt CSE curriculum plans and a devoted domestic budget will CSE be wholly mounted and sustained. CSE must undoubtedly be directed in policies and legal frameworks (Kirby, Obasi and Laris, 2006).

Concerning curricula, several nations have common synchronized curriculum and are currently addressing the issue of scope in content across diverse age sets (completeness) and compulsory teaching. However, in given instances, curricula are criticized as not being comprehensive in covering a range of topics. Significant gaps remain in curriculum planning and delivery, with a great concern raised on some vital subject matters still inadequately combined. Sustained synergies are required to ascertain that the curriculum covers wide-ranging CSE fundamentals in harmony with international standards and that this is synchronized with strategies to enhance educators, competencies to execute the curriculum effectively (UNESCO, 2013). Instructors' readiness has been invigorated, and pre-training is intensifying similarly to professional enhancement. Further encouraged strategies of hands-on teaching techniques exist sparingly in varied modes across nations. Nevertheless, given studies' reports that delivery of CSE is not robust due to issues related to confidence, there is need to set aside resources for continuous training and assist educators to enhance the quality of teaching CSE (Kirby, Obasi and Laris, 2006).

Implementation of CSE in a favorable atmosphere can be more impactful. In several states, there is an indication of robust political willingness in addition to readiness to mobilize variety of stakeholders encompassing religious leaders to support CSE. This guarantees that CSE is appropriately received, eases misapprehensions that brings about baseless disagreements, and facilitates CSE to be synchronized to specific contextualized cultures (Chandra-Mouli, Lane, and Wong, 2015). Whereas there are many diverse international pointers and instruments that can be utilized in monitoring the progression of CSE programs, not every country is reporting using acceptable standards and tools, and presently, no sole, harmonized, mechanisms available to monitor CSE. In its place, a widespread collection of dissimilar pointers largely purposed for different aims offers a fused view, but with disadvantages and restrictions. With mutually approved global pointers that are homogeneously reported, development geared towards the execution of operative CSE can be methodically measured and evaluated prolifically (UNESCO, 2013).

It is important to offer leadership to assist various willing states to transform their various policies into action and keep on acclimatizing sex education to the ever-shifting demands and significances that will unavoidably face future teenagers. It will be critical to keep on monitoring the implementation, assisting governments and asking them to reaffirm their commitment, and finally guaranteeing that students in all classes are getting truly comprehensive sex education (UNFPA, 2014).

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Email of Corresponding Author:

gareba@kisiiversity.ac.ke

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Conflict of Interest

The authors declare no conflict of interest with regard to the publication of this paper

About the author

Dr. Areba George is a Ph.D holder in Educational Management and Leadership from Kabarak University, MED in Educational Administration from Kenyatta University & BED (Arts) from Egerton University. He has served as the Dean and Postgraduate Coordinator of the School of Education & Human Resource Development (SEDHURED), Kisii University. He is currently a senior lecturer at the Department of Education Foundations, Educational Administration, Planning and Economics (EDFO/EAPE). He is an accomplished researcher, writer, supervisor, examiner, and reviewer in higher learning education. His research interests include policies in education and emerging issues in education.

Dr. Billiah Gisore holds a doctorate degree from the Catholic University of Eastern Africa, Master of Education from University of Nairobi and B.Ed from Kenyatta University. She is a lecturer in the school of education at Kisii University, Kenya. She is the coordinator, Teacher Education. She is an instructor, researcher, and both internal and external examiner. Her professional background is in educational research and evaluation. Her research interests are in education administration, teacher education, classroom assessments, equity, sustainability education, and climate change education.

Dr. Josephine Oranga is a lecturer at Kisii University, she teaches Special Needs Education. Oranga holds a doctorate degree in Special Needs Education from Southwest University, China, PR, and M.Ed and B.Ed degrees from Kenyatta University and the University of Nairobi, respectively. She has participated in various international and national research projects concerned with the education of both regular and learners with special educational needs and has written many scholarly articles in various refereed journals.

Dr. Evelyn Wanjiru Njurai B.Ed. Sci (Hons), MSc (Pure Maths), PhD (Mathematics Education) is currently a lecturer of Curriculum Studies and Mathematics Education at Kisii University. She has wide experience in qualitative research. She is an accomplished author. Her research interests include mathematics education, the use of technology for mathematics instruction, and STEM.

Email of Corresponding Author:

gareba@kisiiversity.ac.ke

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