



Concept Note
Consultation and Review Workshop on the OBEC CSE e-course:
Inputs for Further Strengthening Teacher Capacity for CSE delivery

Introduction

UNESCO Bangkok has a long-term commitment to collaborating with countries in Asia and the Pacific to realize young people's right to education, health, and well-being and to achieve an inclusive and gender-equal society. Working in close partnership with Ministries of Education, UNESCO Bangkok strives to increase access by all learners to good quality, comprehensive sexuality education (CSE), that is informed by the best available evidence and technical guidance, such as the 2018 revised UN International Technical Guidance on Sexuality Education (ITGSE)¹.

CSE curriculum review, development of teaching and learning materials and teacher training support are all approaches to achieving good quality CSE that UNESCO supports, applying tested tools and frameworks that it has developed, including with engagement of other UN and civil society partners working in education and young people's wellbeing. One such tool is the Sexuality Education Review and Assessment Tool (SERAT)², that helps countries collect data on school-based CSE to generate reflection and discussion about strengths and areas of improvement of programmes. The SERAT is designed for data collection in several focus areas, including CSE curriculum content, integration in the official curricula, teacher training, teaching & learning approaches, and environment, among others. The current version (version 3.0) of SERAT is an update of the original 2012 version³.

As competent and confident teachers are the backbone of a successful CSE programme, adequate preparation of teachers is essential to ensure that they can engage appropriately with students about sexuality, and that they feel comfortable and have correct knowledge to deliver key CSE topics. Evidence shows that teachers are more likely to focus their classroom teaching on the content in which they themselves have received training and for which they have been provided teaching resources such as text books and teaching plans. In contexts where there is no stand-alone CSE subject, where teachers

¹ The ITGSE aims to assist education, health, and other relevant authorities in developing and implementing Comprehensive Sexuality Education (CSE) programmes and materials in formal and non-formal education. It provides a comprehensive set of key concepts, topics, and specific learning objectives based on major age groups to guide the development of locally adapted curricula. The first edition of the ITGSE was published in 2009 and a Thai language version of the revised edition released in 2019.

² Excel-based Sexuality Education Review and Assessment Tool (SERAT) 3.0 is available at <https://hivhealthclearinghouse.unesco.org/library/documents/sexuality-education-review-and-assessment-tool-serat-0>

³ Concerning UNESCO Bangkok's work, an early version of SERAT was introduced to/used in a 2017 Manila-based regional workshop "From Insult To Inclusion" where the workshop participants (MOE, individual experts, and NGOs) from eight Asia-Pacific countries, including Thailand, engaged to reflect and discuss on education sector responses to violence and exclusion on the basis of sexual orientation, identity and expression (SOGIE).

are expected to infuse or integrate CSE content into other carrier subjects and may not have been specifically prepared in such approaches, strengthening their capacity through well-designed professional learning programmes becomes that much more important⁴.

The government of Thailand has actively been supporting sexuality education in the country through various initiatives. The Ministry of Education (MOE) of Thailand provided inputs to the update of the ITGSE through its participation in a global Stakeholder Consultation and Advisory Group Meeting convened by UNESCO in 2016, and also participated through senior level representation at the 2019 launch of the Thai language version of the ITGSE organized by UNESCO Bangkok.

Per the Act for Prevention and Solution Adolescent Pregnancy Problem B.E 2559 enacted by the Royal Thai Government in 2016, MOE has issued the 2018 Ministerial Regulation⁵ supporting the mandatory inclusion of CSE in the national curriculum. Other recent MOE initiatives include the review and revision of school textbooks to strengthen sexual reproductive health and gender content⁶ and the development, by the Office of Basic Education Commission (OBEC) and Path2Health Foundation, of a CSE e-learning course for teachers assigned to teach CSE and other educational personnel. The OBEC CSE e-course is a 22-hour course⁷ comprised of eight learning modules. Of the eight modules, the first six focus on the content of CSE and its classroom delivery. The remaining two are on how schools can effectively support students' wellbeing and systemic approaches to creating an enabling environment for CSE delivery⁸. Teachers who enroll in the course are expected to pass both pre- and post-training tests by at least 60% and complete the eight learning units. Those teachers assigned to teach CSE will then need to submit their annual teaching plan for verification by their relevant Education Service Area Office (ESAO). Submitting a teaching plan is not required for those teachers who are not assigned to teach CSE. Teachers who receive the course completion certificate will be able to register the 22 hours as part of their professional development and career promotion.

At present, OBEC's Department of Academic and Communication/Supervision Department is evaluating the progress of the first year of implementation of the e-course to provide further support to schools and teachers and ESAO officers responsible for verification of CSE teaching plans.

OBEC-UNESCO Consultation Workshop for Review of the OBEC CSE e-course: Inputs for Further Strengthening Teacher Capacity

In 2020, UNESCO Bangkok collaborated with OBEC and other partners to carry out a rapid situation assessment of sexuality education in digital spaces in Thailand and explore opportunities for formal education. The study collected qualitative and quantitative primary data from 618 youth, 137 Thai teachers and education officials, and two Path2Health representatives to gain learners' and teachers' perspectives on sexuality education and engagement with sexuality information in digital spaces.

⁴ UNESCO and the Guttmacher Institute. 2019. From Ideas to action: Addressing barriers to comprehensive sexuality education. <https://unesdoc.unesco.org/ark:/48223/pf0000371091/PDF/371091eng.pdf.multi>

⁵ <http://www.ops.moe.go.th/ops2017/upload/300862/1.Min-Reg-Pres-Types-of-Edu-Inst-Preg-2018-FINAL.pdf>

⁶ UNFPA, UNESCO, IPPF. 2021. Learn. Protect. Respect. Empower. The Status of Comprehensive Sexuality Education In Asia-Pacific: A Summary Review 2020. <https://bangkok.unesco.org/content/learn-protect-respect-empower-status-comprehensive-sexuality-education-asia-pacific-summary>

⁷ OBEC CSE e-course for teachers (<http://cse-elearning.obec.go.th;>)

⁸ See Annex I for brief information on the course's expected outcomes by module.

The study findings revealed that of the 85,000 teachers registered for the OBEC CSE teacher e-course at that time, only about 27,000 teachers were able to complete it⁹, and that most teachers who teach CSE are Physical and Health Education teachers^{10 11}. Educator respondents in the quantitative survey mostly considered that the OBEC e-course was very helpful, reportedly offering more diverse coverage of content focusing on active learning activities than other courses/training to which they have previously been exposed. One conclusion of the study is that although the e-course registration may reflect teachers' overall willingness and interests in the CSE course, the low proportion of registered teachers (31%) able to complete the course may reflect potential challenges faced by teachers in taking the course. Among the study's recommendations is the call to further enhance teachers' skills for quality CSE delivery and better support to learners via the existing e-course, including the review of the e-course's current content and potential integration of additional content.

To complement OBEC's efforts to scale-up the reach of the CSE e-course to more teachers, and to empower teachers to continuously upskill their teaching approaches to, and knowledge of CSE, UNESCO, working in partnership with OBEC, will support a 3-day consultation and e-course review workshop with key stakeholders supporting school-based CSE implementation.

Workshop objectives:

The workshop aims to:

- i) facilitate discussions and exchange among OBEC officials, CSE classroom practitioners and stakeholders on their experiences, perceptions and expectations of implementing the OBEC e-course;
- ii) review the content and engagement strategies of the CSE e-course using participatory activities aimed at reaching consensus on the strengths and areas for improvement of the e-course; and,
- iii) brainstorm and propose recommendations on further inputs and approaches to CSE teacher training and support in Thailand, including through discussion guided by the UNESCO Sexuality Education Review and Assessment Tool (SERAT).

The workshop will also be informed by a recent UNESCO-Love Frankie rapid survey among teachers and Educational Service Area Office (ESAO) officers reflecting insights into their experiences of using the e-course and their perceptions on opportunities to strengthen the course.

Workshop format: Three day, in-person workshop from 29 April – 1 May 2022 at the Sukosol Hotel (venue to be confirmed), Bangkok.

All COVID-19 public health protocols will be observed in the management of the meeting.

⁹ UNESCO. 2021. Comprehensive sexuality education in digital spaces – opportunities for formal education in Thailand: situation assessment. <https://healtheducationresources.unesco.org/library/documents/comprehensive-sexuality-education-digital-spaces-opportunities-formal-education>

¹⁰ *ibid*

¹¹ Ministry of Education Thailand and UNICEF. 2016. Review of Comprehensive Sexuality Education in Thailand. <https://www.unicef.org/thailand/reports/review-comprehensive-sexuality-education-thailand>

Language: Thai and English

Target Participants (by invitation only):

- School teachers with a CSE role
- OBEC ESAO officers
- OBEC officials (Academic Affairs and Educational Standards Bureau, Child Protection Center)
- NGOs and other partners working on school-based CSE
- UN agency partners working on CSE

(60 participants maximum)

Expected outcomes:

- Collective inputs from the workshop participants on CSE teachers' promising classroom practices for further support by the e-course;
- Proposed enhancements to the e-course that will help teachers in their classroom delivery of CSE and ESAO officers in the supportive supervision that they provide;
- Suggested strategies for enhancing teachers' enrolment in, and completion of the e-course; and,
- SERAT report on CSE teacher training and support and considerations for their further strengthening, both through, and in complement to the OBEC e-course.

ANNEX I

Table: OBEC Teacher CSE E-course Modules and Expected Outcomes

Module Title	Expected Outcomes
Module 1: Comprehensive Sexuality Education	<i>Teachers will be able to:</i> 1. Explain the meaning of "Sexuality" and describe the scope of the content of "Sexuality Education"; 2. Analyze the different concepts of CSE learning management and their impacts; 3. Set goals for CSE learning that take into account the importance and benefits of the learners.
Module 2: Sexuality Education All Around	1. Analyze learning - get to know your own story 2. Distinguish facts, beliefs and myths about your sex. 3. Analyze the impact of faith. And prejudice on sex (Safe sex, Sexual violence, Sexual pleasure)
Module 3: Society, Culture and Sexuality Education	1. Describe the social, cultural influence, parenting process. And the expectations that affects femininity, masculinity; 2. Compare the positive values of sex in Thai society and negative aspects of sexual behavior and sexual health; 3. Identify approaches for creating learning on values, characteristics, attitudes that affect the sexual health of individuals and society and being together equally.
Module 4: Teachers and communication about sex	1. Review your own perspective that creates a feeling not comfortable communicating about sex; 2. Choose words and expressions to communicate consistently with the principles of sexuality education (both in the classroom and in other contexts).
Module 5: Learning Management and Behavioral Changes	1. Describe the experiential learning management style; 2. Analyze the model of experience management for sexuality education; 3. Identify the attitudes and skills required for managers to learn from experience. 4. Design learning arrangements that take into account learners' needs and lead to behavior changes
Module 6: The Sexuality Education classroom with student participation	1. Describe how to create a feeling of security; 2. Tell how to engage and use questions and feedback; 3. Identify the characteristics of questions you use most often hear, and unfamiliar questions.
Module 7: Student support system or individual support	1. Analyze the worries of adolescents facing problems when they need to go through the rescue; 2. Describe the principles and basic skills of individual assistance including data sources, additional tools; 3. Be able to connect to individual assistance in cases of sexuality and school-age pregnancy and the construction of a support system in school to assist students individually.
Module 8: Effective school for Sexuality Education learning process	1. Make a systematic plan for sexuality education work in educational institutions; 2. Identify the roles of stakeholders to support gender movement in educational institutions; 3. (Do) analysis and planning of CSE learning management under the context of their own schools, in all 6 dimensions of CSE; 4. (Find) Guidelines for taking care of students who suffer from sexual problems that are suitable for the individual conditions. Taking into account the educational rights and rights of the learners; 5. (Find) ways to build partnerships with parents and communities in sexuality education work.