



Comprehensive Sexuality Education - Program Annual Report

This is the Annual Impact Report written for the Comprehensive Sexuality Education Program, written by Lisa Schulte (AMSA-Austria) on the 26th June 2018 submitted for the 67th IFMSA General Assembly August Meeting 2018.

Summary of the report

This report summarizes the work done and outreach achieved by the activities that enrolled and reported under the IFMSA's Comprehensive Sexuality Education Program during the Term 2017/18. It represents the impact of 19 activities from all five regions. All together they were able to conduct 7788 CSE sessions and reached almost 400.000 people.

To assume this encompasses the entire scope of the work done by IFMSA's National Member Organization would be wrong though, as there are still many activities active in this area, that have not been registered in this Program yet. In order to be able to represent the entire Federation's impact, we need to continue to work on the Program structure to adapt it to our members' needs and keep up a high standard of quality work in supporting the activities that are already a part of this network.

Message from the Program Coordinator

When CSE is done right, it can have an incredibly positive effect on a young person's life. It does not simply throw information about contraception and reproductive organs at them, but makes the participants think about their rights and needs, how to negotiate in healthy relationships and start to respect and appreciate themselves and others just as they are.

My path in the IFMSA started five years ago as a newcomer of the local CSE project in Vienna. Since then the people working on and around this topic have never ceased to amaze, inspire and impress me - be it on a local, national, regional or global level. From the moment I entered this wonderful world of learning, discovery and reflection, I started to grow personally and professionally and to this day am certain that joining that project was one of the best decisions of my life. On the one hand because I truly believe to have positively impacted my immediate environment, but also because it has led me to an improved version of myself, that is much more aware of the beauty of diversity.

This year I was privileged to discover and support many different CSE activities in their various forms all over the world in my position as Program Coordinator. I learned about *Menstrual Health and Hygiene* classes in Pakistan from Ayesha, where myths about period are still keeping people from openly talking about this natural process of our body. I was impressed by the efforts of IFMSA-Brazil, where Estêvão and the team of *Wants to know?* bring sex workers and medical students together in order to reduce stigma and increase mutual understanding and respect. Or when all medical students went on a three months strike in Tunisia due to a medical education reform, which cost them 11 planned CSE sessions and they still managed to reach about 400 students through their activity *SCORA Generation*. I want to take this as an opportunity to thank all Activity Coordinators who shared their wonderful projects with me and the Federation in a combined effort to realize sexual and reproductive health and rights for all.

Introduction to the Program

As I mentioned earlier - CSE is so much more than just a regular sex education class. In most of IFMSA's CSE activities we rely on peer or post-peer teaching, which enables the facilitators to relate to the participants on a very different level than teachers or parents are usually able to. The atmosphere in



these workshops is much more comfortable and instead of being dominated by authority, it is characterized by open communication and engaging participants at eye level.

While some parts of CSE workshops are conveyed through presentations, the facilitators are also trained to use interactive and engaging methods that allow the participants to challenge their own knowledge and beliefs, discuss amongst each other and see that their opinion and points of view are not always shared but still respected.

CSE presents evidence-based information in an age-appropriate, culturally-sensitive way. It teaches participants the skills they need to have healthy relationships and hopefully allows them to obtain a state of well-being that includes their sexual and reproductive health and rights.

Annual Working Plan of the Program

During this term promotion of Programs was still an ongoing focus. With support from the International Teams, especially the SCORA IT, many new activities learned about programs and the way they can benefit from the structure through Sessions at Regional Meetings and General Assemblies as well as Online Meetings and individual contact.

Many of the enrolled activities received resources or advice on specific topics like sex-positive CSE and evaluation methods. Together with the SCORA Regional Assistants for Europe we will establish a methods database by the end of the term. Activities from the CSE Program were represented in IFMSA's publications like the Program Newsletter and the Medical Student International. For the first time during the preEuropean Regional Meeting in Graz, a group of experienced peer educators were trained in a new workshop format called TACSE (Training on Advanced Comprehensive Sexuality Education).

Impact of the Program

The Impact of this Program was assessed through the answers that the enrolled activities shared in their Enrolment and Report Forms. Data collected through this term's Report Form between 1st October 2017 and 15th June 2018 was used as the main source of information. As most enrolled activities are ongoing, additional data was extracted from the relevant entries in the Enrolment Forms of the terms 2014/15, 2016/17 and 2017/18.

Questions that needed to be answered:

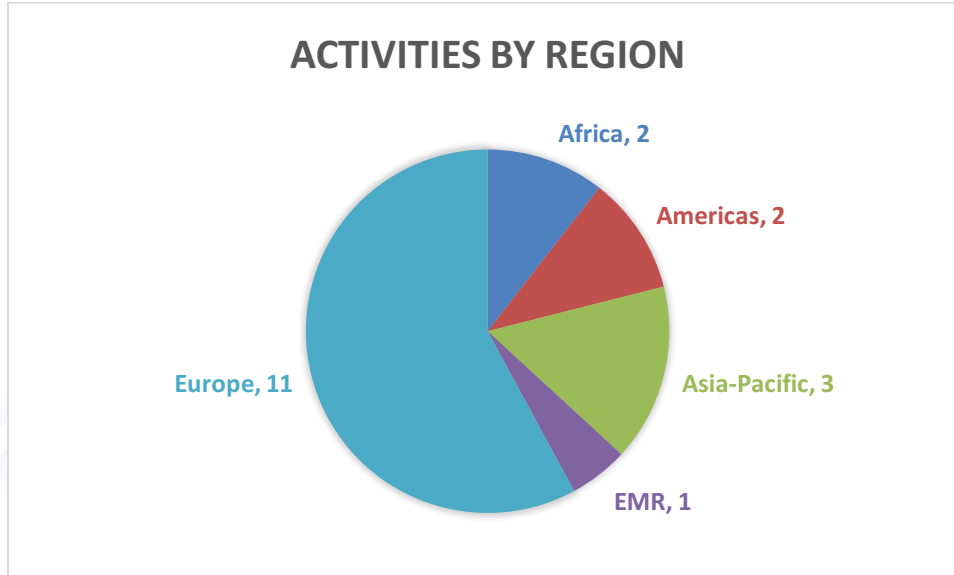
- How many session/trainings have you conducted?
- What target group(s) did you reach?
- What method(s) did you use to evaluate your activity/ activities?
- Other statistical data
- Objectives and indicators of success
- Is there anything else about the activity and its evaluation that you would like to mention?

Between 1st October 2017 and 15th June 2018 there was a total of 16 submissions to the Enrolment Form. Out of these, 13 were first time enrolments that were accepted, one was rejected (someone obviously only tested the form), one withdrew and postponed their enrolment to further work on their guidelines and one was a re-enrolment of an ongoing activity, that wanted to update their data and consent to their information being shared in the Activities Database. There were 8 previously enrolled ongoing activities.

In the same time-frame there were 20 entries to the Report Form. One activity submitted the form twice, their entries were combined into one for the impact assessment. One enrolled activity did not submit the CSE Program Report Form, which leaves the Impact Analysis with 19 enrolled and reported CSE activities.

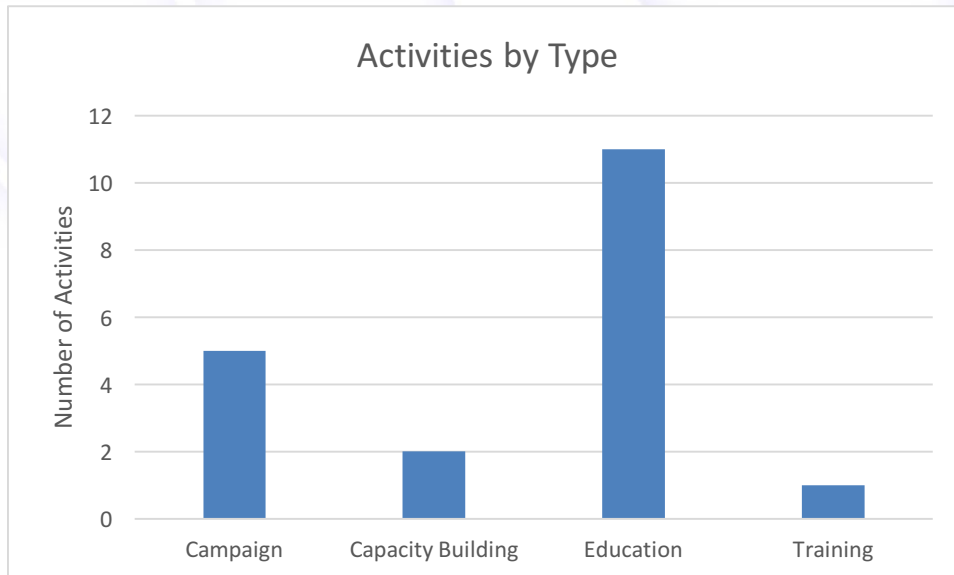


Basic Statistics



Gr. CSE-1 [Activities by Region]

While activities from Europe still represent a majority (58%) of the Program’s registrations, all regions are currently represented. Most of these activities are classified as *ongoing*.

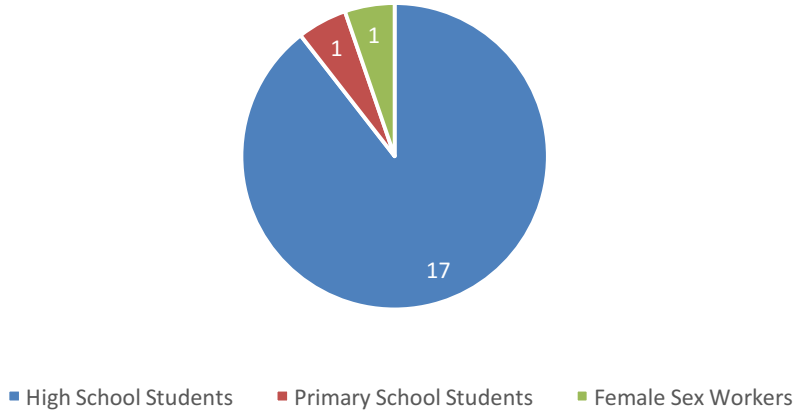


Gr. CSE-2 [Activities by Type]

The different activities classify themselves differently. While some consider themselves to be a campaign (5), others feel their activity is best described by the term Capacity Building (2) or Education (11). The type “Training” stems from an old classification from a previous term.



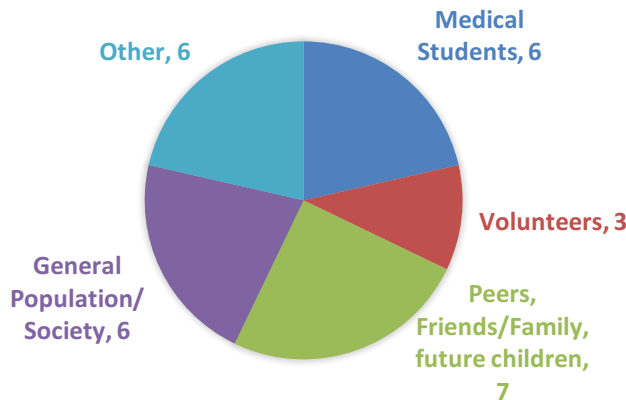
Primary Target Groups



Gr. CSE-3 [Primary Target Groups]

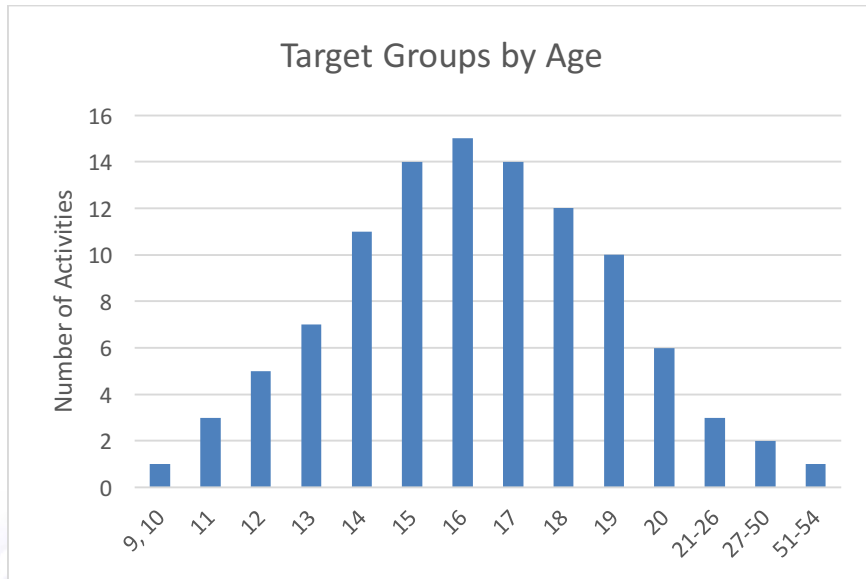
Looking at the activities' primary target group clearly shows, that peer to peer teaching is one of the cornerstones of CSE. Most activities focus on teaching high school students or teenagers (17). Only one of the enrolled activities targets younger students at primary school. One other activity considers female sex workers their primary target group.

**SECONDARY TARGET GROUP/
BENEFICIARIES**



Gr. CSE-4 [Secondary Target Group/ Beneficiaries]

As shown in Gr. CSE-4, many activities also mention medical students (6) or their volunteers (3) respectively as a target group or at least beneficiaries. The general population is mentioned as a beneficiary by six activities. The category "Other" includes Minorities (1), university students (1), teachers/ youth club staff (1), Education Ministry (1), NGOs (1) and clients of sex workers (1).



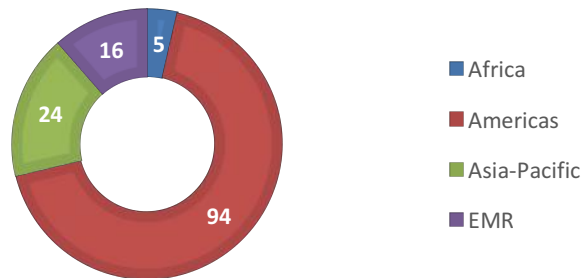
Gr. CSE-5 [Target Groups by Age]

As mentioned earlier, most activities chose to target high school students. This can be verified by Gr. CSE-5 as well, which showcases the targeted age groups.



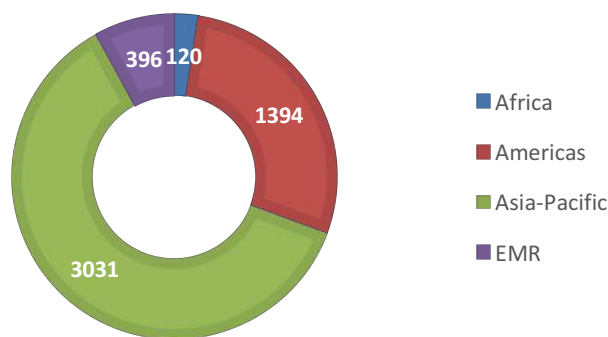
Impact Statistics

NUMBER OF CSE SESSIONS



Gr. CSE-6 [Number of CSE Sessions excl. Europe]

NUMBER OF PARTICIPANTS



Gr. CSE-7 [Number of Participants in CSE Sessions excl. Europe]

In Gr. CSE-6 and CSE-7 we see, that the majority of CSE sessions outside of Europe is conducted in the Americas (94,68%), while the majority of participants is educated in Asia-Pacific (61%). This is due to the big differences in participants per session. It ranges from 9 participants per session on average in Lithuania to 165 participants per session on average in India. The average of participants through all regions (incl. Europe) is 41 with a median of 28.

This term 7.649 CSE sessions were conducted by the 11 enrolled NMO's activities with a total of 387.554 people that were reached.

Most activities reported between activities in two to seven cities/ Local Committees. Bvmd-Germany reported 38 active Local Committees.



Discussion and recommendations

For the continuing growth and success of this Program I believe it is imperative to connect CSE activities within as well as across Regions. Initiatives like NECSE and SECSE need to be evaluated, expanded and built upon. It is also necessary to keep up the high-quality training that most CSE educators receive but also develop further opportunities for experienced trainers like the TACSE. There is so much resourcefulness within these CSE activities that could be streamlined better if we connect them more efficiently through the network this Program is starting to represent.

The alignment with the SGI Program is a necessary step to adapt the Program Structure to the reality of NMO's work, because many activities work on topics represented by the focus areas of both these Programs and the overlap has been apparent several times throughout my term when both me and the PC for SGI received enrolments that fit under both of our descriptions.

The evaluation of the Program Structure Framework is another important step in this process, as it will allow us to properly assess the Program impact and adapt it to the Federation's benefit when necessary.