

COMPREHENSIVE SEXUALITY EDUCATION (CSE)

FOR OUT OF SCHOOL
YOUNG PEOPLE IN MALAWI

FACILITATOR'S MANUAL



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ACKNOWLEDGEMENTS

The Comprehensive Sexuality Education (CSE) Manual for Out of School Youth in Malawi is the result of Government of Malawi and UNFPA's commitment to young people and interest in developing a comprehensive resource for teaching out of school youth about sexuality, reproductive health, gender, rights, services and related life skills aligned to international standards. The contents of this manual and corresponding Participant's Workbook complement and extend the content young people receive through the formal education sector and make referrals to sexual and reproductive health services.

This resource manual is based on a Life Skills Education Curriculum for youth written by PATH that was adapted from several other training manuals and regional teaching and learning materials, including *Advocates for Youth's Life Planning Education*. It has been updated to include current best practices in sexuality education and new scientific information.

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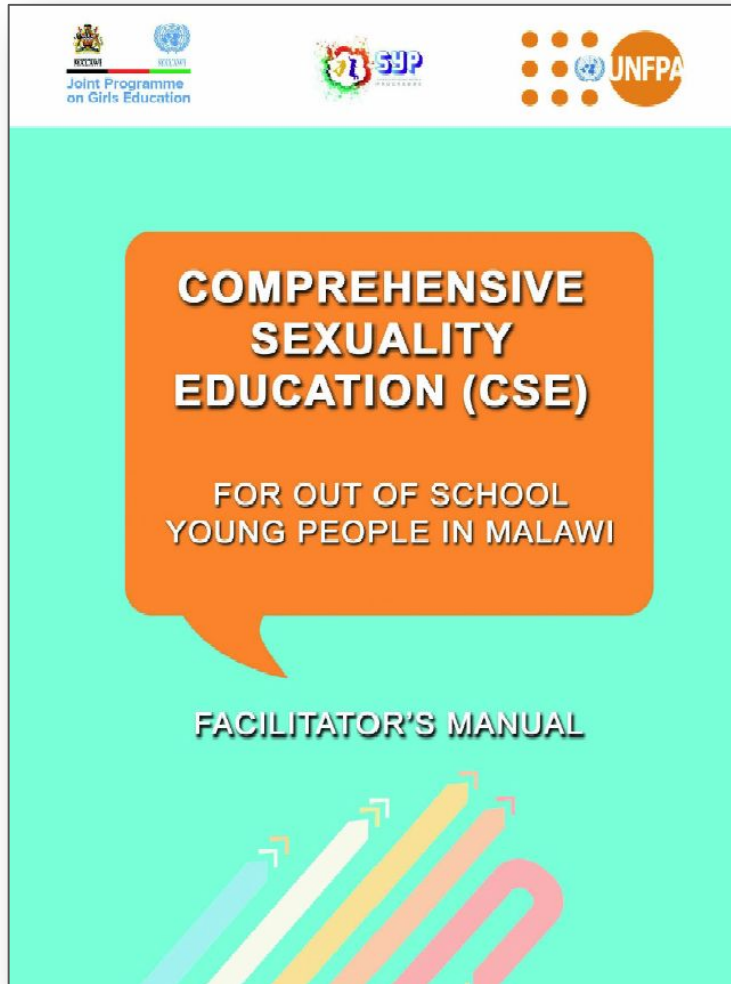
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PRINCIPAL SECRETARY

Ministry of Labour, Youth, Sports and Manpower Development

Ministry of Labour,
Youth, Sports and
Manpower
Development-Malawi

Malawi Ministry of
Education



This curriculum is designed to help youth in Malawi face the challenges of growing up, developing positive relationships, **protecting their sexual and reproductive health**, and working to improve the situation of young people in their own communities.

Note to facilitator: **This session is most appropriate for preteens and younger adolescents, 10-14 years of age.**

Ask participants to summarize what they learned from this activity. Add any of the following points that are not mentioned.

Masturbation can be helpful to learn about one's body and to solve sexual problems.

A girl may or may not bleed the first time she has sex.

Most women need to have their clitoris touched to reach orgasm.

To know how to please your partner, talk to them.

Most men will at sometime lose their erections during sexual experiences.

A person's decision to have sex depends on a number of factors including young people's relationship, values, goals, feelings, legal age of consent and associated risks at one's stage of development.

If you aren't sure about something you heard about sex or sexuality, check it with a reliable source before you believe it.

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If someone has a sexual experience with someone of the same sex experience, it does not mean that they are gay. (True. People, including adolescents, may have a sexual experience with someone of the same sex (ranging from kissing to masturbating together to intercourse) for a variety of reasons. These include curiosity, opportunity, experimentation, and no access to opposite sex partners (like in prison). However, they are only gay if their dominant feelings of romantic and sexual attraction are to people of the same sex.)

During adolescence, teenagers may experience feelings of attraction to members of the same sex, and some may have intimate physical or sexual contact with friends of the same sex. This does not always mean that the person is gay. It may just be a phase of exploration and experimentation. **Young people who are gay are often made to suffer a great deal by society.** Their rights are frequently violated. We should seek to understand those who are different from us, to show tolerance, and to respect their human rights.

Purpose: To start to **learn about what it is like to grow up gay in Africa** and to understand the difficulties that gay and lesbian young people face; to correct misinformation about sexual orientation; and to reinforce that everyone has the human right to dignity, respect, equality and nondiscrimination, and that we need to respect these human rights.

Note to facilitator: This activity is not designed to explore whether homosexuality is right or wrong. The key objective is to humanize gay and lesbian people and to increase understanding of their experiences and feelings. It also aims to correct some myths about gay people and to convey that everyone's human rights should be respected, regardless of their characteristics.

Preparation:

Examine your attitudes towards homosexuality carefully. It is essential that **the facilitator have a good understanding of sexual orientation and a neutral, accepting attitude towards homosexuality**. The facilitator is expected to show strong support for the need to respect everyone's human rights and not to come across as judgmental or disapproving as there are likely to be gay youth in the group. If you cannot do this, identify a co-facilitator or another person who can lead this activity without bias.

Before conducting this activity, find out where a young person who is struggling with their sexual identity can get help in your community or country.

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- People become gay because someone makes them gay. (False. **People cannot change their sexual orientation.** Therefore, just as a gay person cannot become straight, a straight person cannot become gay. There is nothing that another person can do to make someone gay. However, **sexuality is fluid.** In the course of a lifetime, **some people may experiment with their sexual orientation.**)

- Homosexuals are confused about their gender: gay men want to be women and lesbians want to be men. (False. **Homosexuals are people who are romantically and sexually attracted to people of the same sex. Feeling like you should be a woman when you have a male body or a man when you have a female body has to do with your gender identity, not your sexual orientation. It is called being transgender.**)
- Homosexuality is not a disease. (True. There is no scientific evidence that homosexuality is an illness of any kind, either mental or physical. The World Health Organization (WHO) removed it from their list of disorders in 1990. Since it is not an illness, it cannot be 'cured'.)
- **If a gay person just tries to be straight, they can change their orientation. (False. People have tried without success to change their own and others' sexual orientation.** In John's story, he says that he desperately wanted to be heterosexual, but he couldn't change.)

Some groups in the region that **young people may be able to contact for support with their sexual orientation are:** Out Well-being Community, South Africa, website: <http://www.out.org.za/>. OUT provides health services to the lesbian, gay, bisexual and transgender (LGBT) community including HIV testing, counselling, treatment and general lifestyle advice and support. OUT is dedicated to building healthy and empowered LGBT communities in South Africa and internationally, while reducing discrimination against LGBT people.

I Am Gay, website: <http://iamgay.co.za/>. The I Am Gay network provides free support and resources to the LGBT community and to parents, family members and friends of gay people, and anyone who is interested in learning more.



WORKSHEET: JOHN'S STORY

My name is John and I was born in Uganda. There wasn't a moment when I realized I was gay. Somehow I always knew, but I could never express what it was until I learned the right words. As I grew older, I started being attracted to men. I heard stories on the radio of gay couples being beaten and killed by police. If I could have changed myself, I would have. I desperately wanted to be 'normal', to fit in and to make my family proud.

At my university, I met and fell in love with a man called Adam. We were always very careful when we were together in public. When I first took Adam home to visit my family, I introduced him as my best friend. My relatives and neighbours in Kampala would ask me why I never had a girlfriend. I used lots of excuses. I told them I'm not yet ready or I have a girlfriend who doesn't live around here. It was difficult because I could not be open about who I really was. I had to keep my distance. When you feel you're not yourself, it makes things really hard.

We used to hang out in this pub in Kampala. It's not a gay pub, but we knew as a gay group that we can hang up' there. One day the police raided this place and they arrested the gay men. They beat them and forced them to give the names of other gay people they knew. The police went to my house. They went to my mum's house. My name was on the news, on the radios. So I was thinking, if I move from Uganda, I'll start a new life where I'll be safe. I used the money I had saved up and went to the UK

OutRight Action International, website:

<https://www.outrightinternational.org/region/africa>. The African office of this international NGO is based in Johannesburg, South Africa.

They support LGBTIQ, which stands for Lesbian gay, bisexual, transgender, intersex and queer, organizations in sub-Saharan Africa and work with mainstream human rights organizations to promote dignity and influence positive changes in laws, policies, attitudes and beliefs that discriminate against LGBTIQ people on the continent.

They aim to achieve human rights for ALL and ensuring that LGBTIQ Africans enjoy their basic human rights without fear of violence, imprisonment, harassment, rape, and torture. They support LGBTIQ Africans to access and protect their human and development rights.

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Hear Us Out!, website: <http://www.hearusout.org/>. Hear Us Out is a safe, inclusive and respectful online space dedicated to LGBTIQ youth in Africa. Hear Us Out! brings together resources and information, and provides a community for LGBTIQ youth.

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Gender identity is the gender that a person feels themselves to be, regardless of their body. Most of the time, a person's biological sex and their gender identify are the same. In other words, a person with a female body feels and identifies herself as a woman. However, some people feel that they are in the wrong body. They are transgender. **Some say that they have a female brain trapped in a male body, or the other way around.** Some identify with neither genders; some identify with both genders; while others feel they cannot relate to the idea of gender at all. **Some transgendered people change their sex by taking hormones and having surgery.**

Pick four of the groups below that you think your participants will be able to relate to. Put four flipcharts on the walls, each with a different heading, starting with 'Things people say about young people who...':

drink alcohol or use drugs

get pregnant

have HIV

live on the street

drop out of school

are gay, lesbian or transgender

Generate a discussion by asking the participants the following questions:

If Kondwani starts feeling sexually excited when he is with Betty, what will happen to his body?

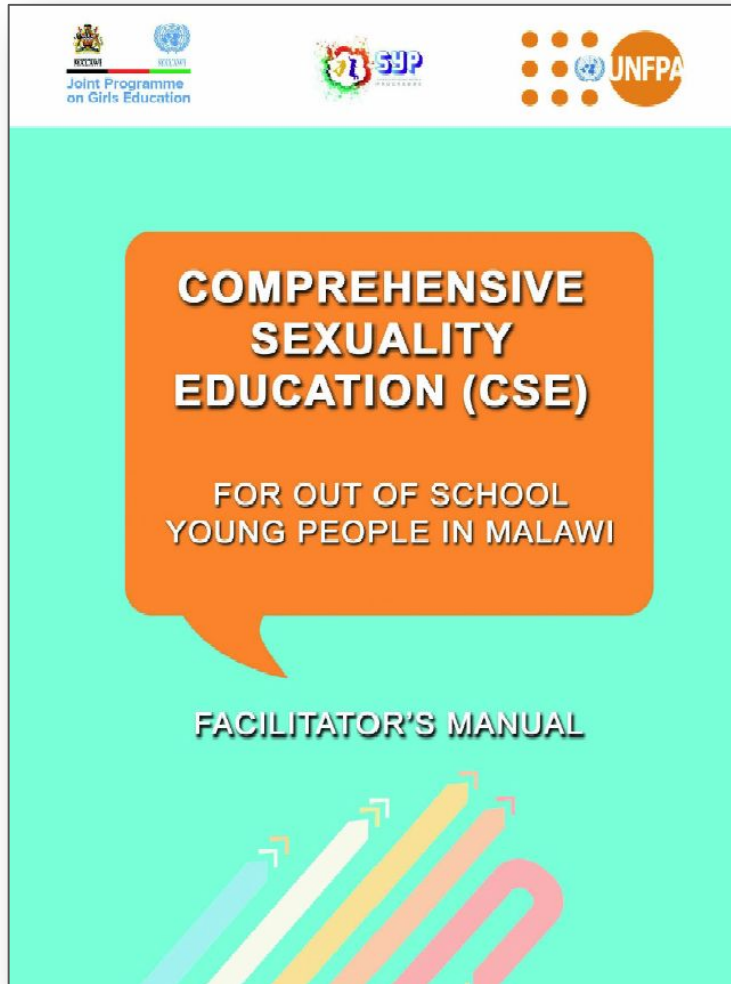
(Answer: He will get an erection, his heart may start beating faster.)

What about Betty – what will happen to her body?

(Answer: Her vagina may get wet, her clitoris may get hard, her heart may start beating faster.)

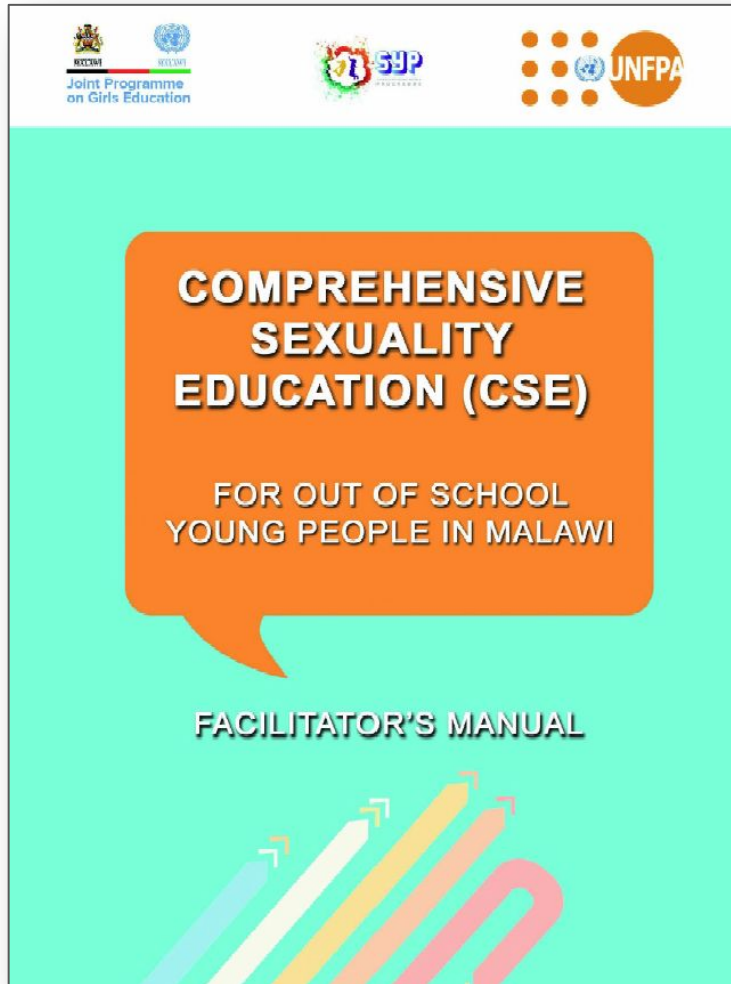
If they get sexually aroused, do they have to have sex?

(Answer: No.)

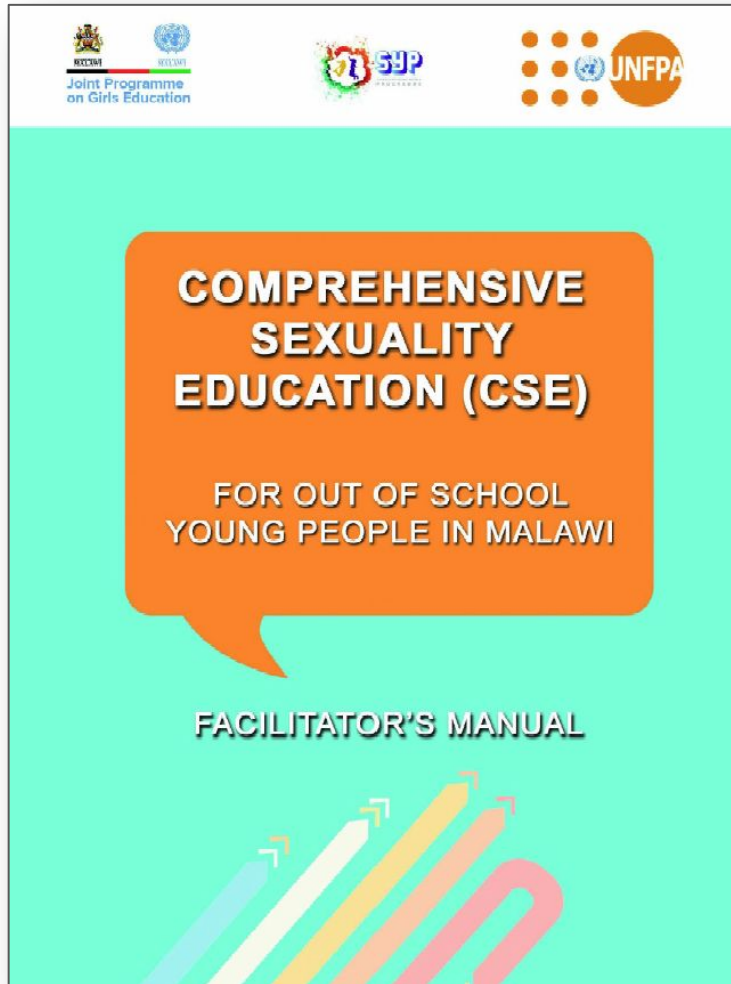


This curriculum is designed to help youth in Malawi face the challenges of growing up, developing positive relationships, **protecting their sexual and reproductive health**, and working to improve the situation of young people in their own communities.

Note to facilitator: **This session is most appropriate for preteens and younger adolescents, 10-14 years of age.**



The Comprehensive Sexuality Education (CSE) Curriculum focuses on four important issues young people face: Recognizing the importance of adhering to their own values; learning more about how their bodies function and **dealing with sexual and reproductive changes, feelings and behaviours**; and thinking about and planning for their future.



Comprehensive Sexuality Education provides many activities that facilitators can use to **help young people to: gain information about themselves and their sexuality**; how to prevent pregnancy and avoid sexually transmitted infections and HIV, and to learn more about preparing for the world of work; look at their attitudes and feelings about growing up, gender roles, risk taking, **sexual behaviour** and relationships; and practise making decisions, setting goals, communicating clearly, negotiating to protect their own health, and resisting negative peer pressure.

Probing questions:

If you are heterosexual, could you decide to be gay right now? (If necessary, you can note also John's comment that he desperately wanted to be 'normal', so he would have changed if he could have.) How should we treat people who are different from us, no matter what the difference is?

Probing questions:

Is it okay to call people names or to bully them? Does everyone have the same human rights regardless of their personal characteristics? So if we respect human rights, how should we treat everyone? What does it mean to treat someone with respect?

These behaviours are stereotypical and young people should be encouraged to know themselves and what is right for them rather than to follow gender stereotypes.

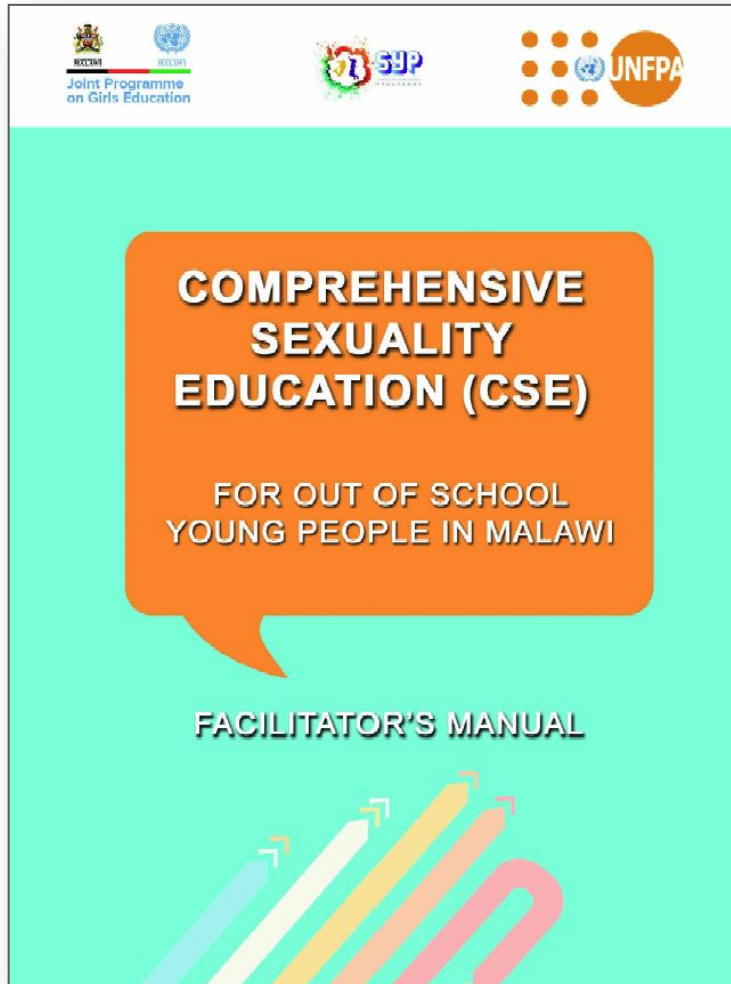
Sexual orientation is about the sex that a person is romantically and physically attracted to— **it can be the opposite sex (heterosexual), the same sex (homosexual) or both sexes (bisexual).**

- **Because of culture, religious beliefs and attitudes, sex has been a difficult or taboo subject to talk about.**
- We need to learn to talk about sex more openly.
- Talking more openly can help us **take care of sexual health and to enjoy our sexual relationships more.**

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Clitoris is the small organ, shaped like a flower bud, at the top of the inner lips, above the urethral opening. It is made of spongy tissue and is covered with a protective hood. **The tip of the clitoris is called the glans. It is very sensitive to touch. It fills with blood and becomes erect when a woman is sexually excited. It is the body part in females whose only function is to give sexual pleasure. Touching it and the surrounding area helps a woman to get sexually excited and have an orgasm.**



The purpose of this unit is to introduce and **define the concept of values and rights** and **help young people identify their own values**. The unit assists participants to talk about and explain their personal values, to identify how the values of their family, culture, religion and friends have influenced them and to examine the relationship between values and behaviour.

The purpose of this unit is to:

- ☐ Explain what values are;
- ☐ Identify their personal values;
- ☐ Compare their personal values to the values they learned from their family, culture, religion and friends;
- ☐ Explain what is most important to them in life and why;
- ☐ Describe how their personal values affect their behaviour;
- ☐ Communicate their values to others;
- ☐ Explain their human rights and responsibilities related to health, sexuality and gender.

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Adolescence is:

1. The period between childhood and adulthood.
2. A period of physical, emotional and social change.
3. **A period of sexual development.**
4. **A time for finding out who you are and what is important to you.**
5. A time to think about and plan for your future.

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In addition to allowing humans to have babies, **the genitals are a source of sexual pleasure**. We need to know how our genitals look and feel when they are normal, so that we will realize if something is wrong. Understanding the menstrual cycle can also help us to avoid unintended pregnancies and to get pregnant when we want to.

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Ask participants to summarize what they learned during the activity. Add any of the following points that are not mentioned.

The woman's sexual and reproductive organs are located inside and outside her body.

The uterus is where a fertilized egg grows into a baby.

The clitoris is the only organ in women whose only function is sexual pleasure.

- **Physical touch and mental stimulation or fantasy can make the body respond sexually.** This is called the Human Sexual Response Cycle.
- **The parts of the sexual response cycle, whether alone or with a partner, are: desire, excitement, orgasm, and resolution.**
- **Knowing how your body responds to sexual stimulation can help you to feel more in control of your body, to give and receive pleasure and to improve your relationships.**

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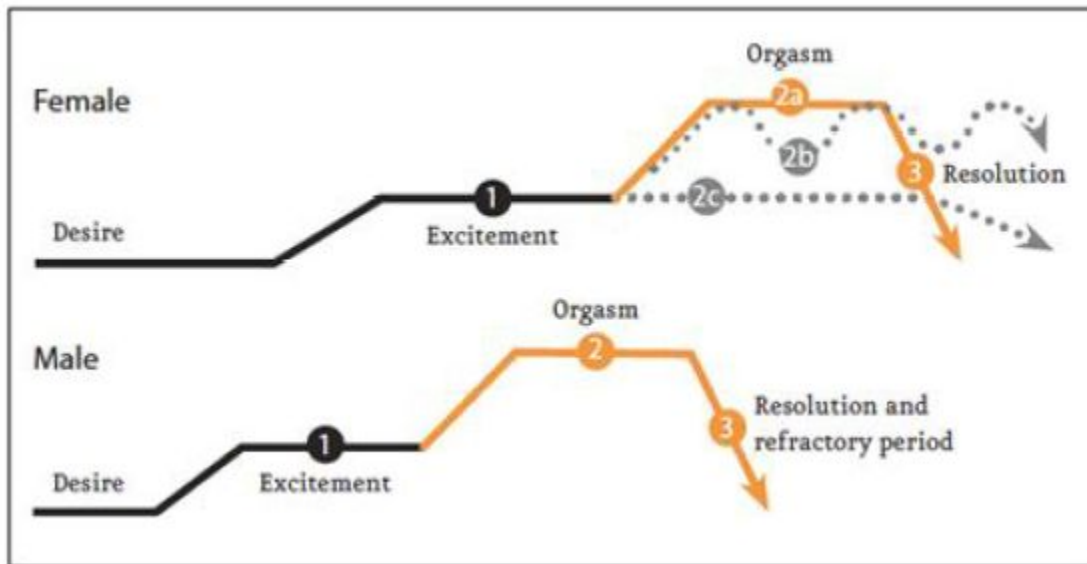
Inner lips (also called labia minora) are the hairless folds of skin between the outer lips. **They are sensitive to the touch. They swell and become darker during sexual excitement.**

Draw the following graph on a piece of flipchart paper without any words (not even male and female) on them and without the dotted lines. Make sure the female diagram is longer than the male diagram.

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Is the response cycle different when you masturbate from when you have sexual intercourse? (Answer: No, but **many people have orgasms more easily and more quickly from masturbation.**)

FACILITATOR RESOURCE: VALUES STATEMENTS

Men need more sex than women.

It is better to raise a child on your own than to marry a man you don't love just because he will help with the baby.

Having a job you love is more important than making a lot of money.

People living with HIV don't need to tell their sexual partners they have the virus.

A wife should not refuse to have sex with her husband for any reason.

A man who cries is like a woman.

You should have sex only with those you truly love.

It is okay for men to have more than one sexual relationship at a time.

Girls should stay at home so men cannot rape them.

Abortion should be legalized to make it safe.

A family with many children is better than a family with fewer children.

Men should always have the last word when it comes to making family decisions.

Getting contraception is the girl's responsibility because she is the one who gets pregnant.

Having a son is better than having a daughter.

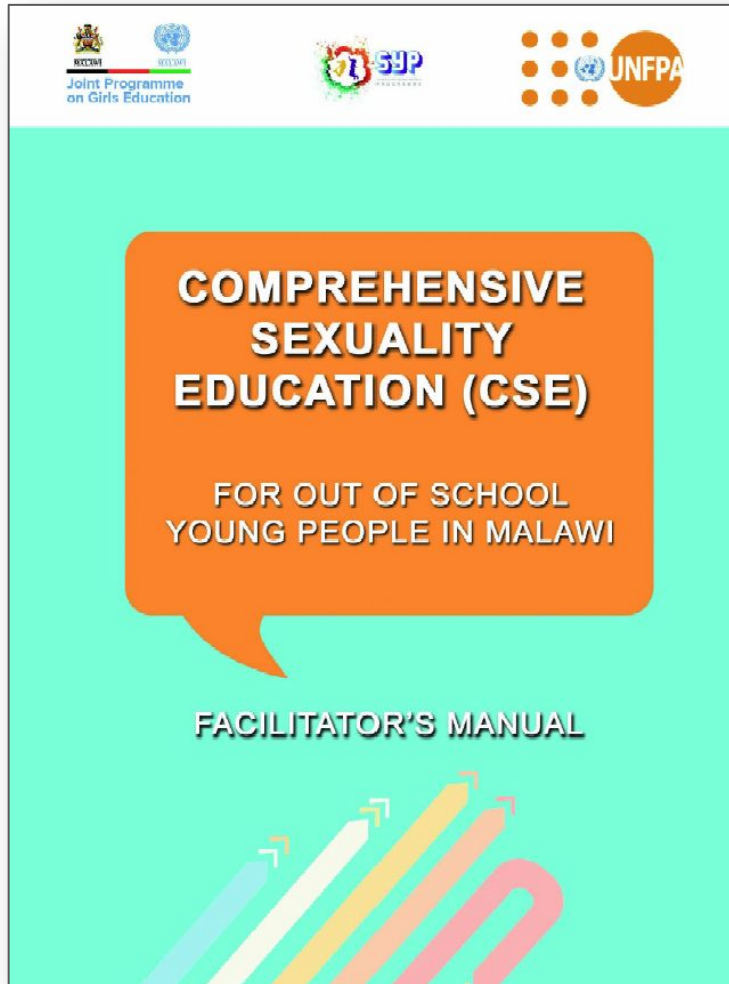
It is as acceptable for girls to have sex before marriage as it is for boys.

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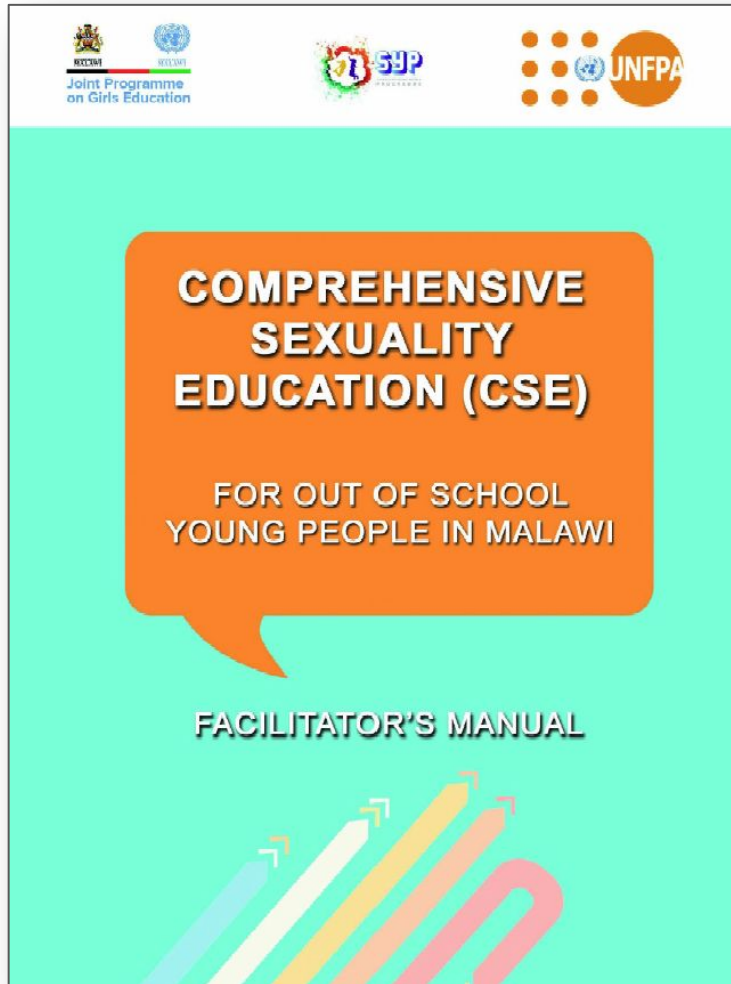
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When a teenage girl has an unintended pregnancy, she has several options to choose from, including becoming a single parent, getting married and parenting, putting the baby up for adoption, fostering the baby, and **abortion**.



Some reasons women choose abortion include:

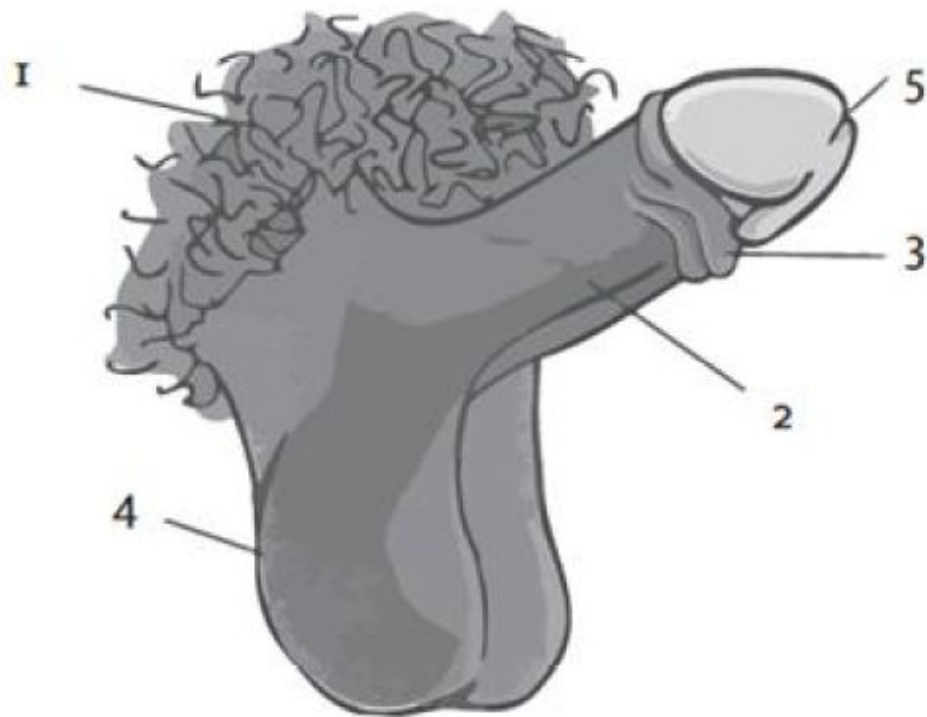
- To finish education;
- To save the family name;
- To keep the pregnancy a secret;
- To please the man who caused the pregnancy;
- To pursue other goals;
- To avoid raising a child in poverty or as a single parent;
- To protect their own health;
- In cases of rape, sexual abuse or incest.



Using emergency contraception is not the same as having an abortion

because emergency contraceptive pills work before pregnancy begins.

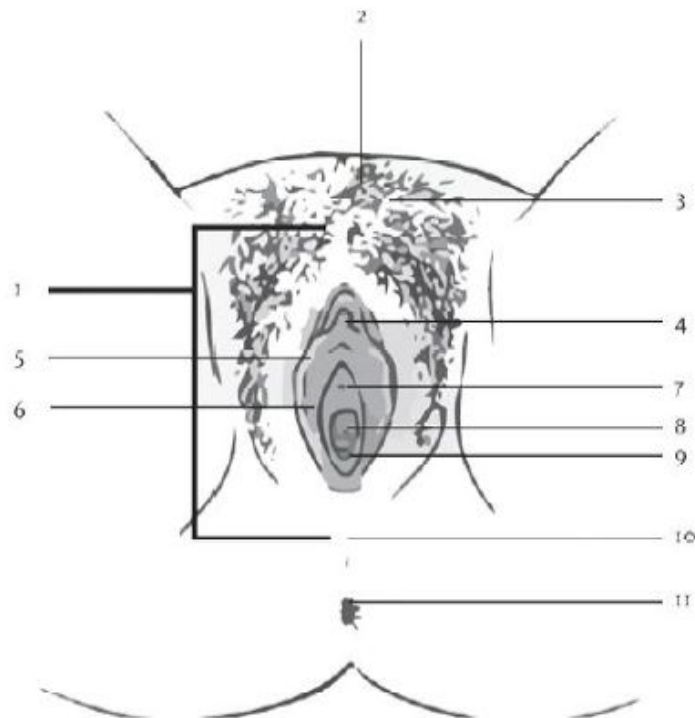
According to medical authorities, pregnancy begins when the fertilized egg implants in the lining of a woman's uterus, five to seven days after the egg is fertilised and the process is completed several days later. Emergency contraception will not work if a woman is already pregnant.



Answer Key:

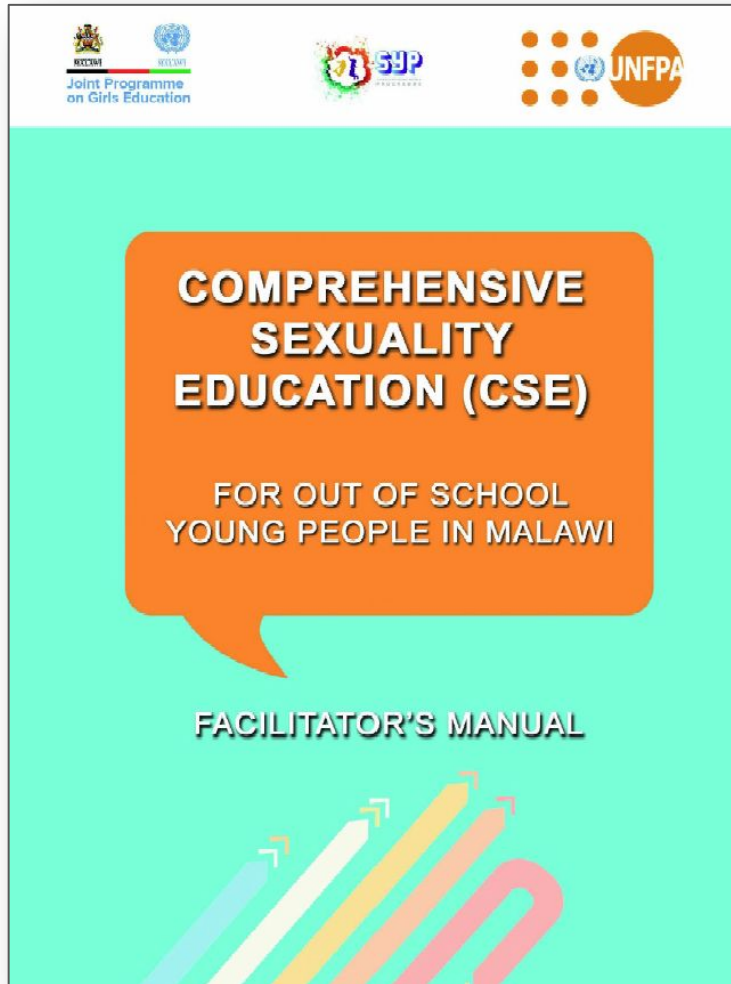
- 1. Pubic Hair
- 2. Penis
- 3. Foreskin

- 4. Scrotum
- 5. Urethral opening



Answer Key:

- | | |
|-----------------------------|------------------------------------|
| 1. Vulva | 7. Urethral opening |
| 2. Pubic Hair | 8. Vaginal opening |
| 3. Mons pubis (pubic mound) | 9. Hymen (not visible to the eyes) |
| 4. Clitoris | 10. Perineum |
| 5. Outer lips or labia | 11. Anus |
| 6. Inner lips or labia | |



Sexuality is much more than sex it is an important part of who a person is and of life. Sexuality is shaped by the messages and values that a person learns from their family, from society and by other influences. Being attracted to someone is part of building friendships and relationships, but attraction does not have to lead to sexual intercourse. **Young people, both males and females, need to be comfortable talking about sexuality and learn to be honest with each other about how they feel and what they want in a relationship.**

- **When a teenage girl has an unintended pregnancy, she has several options to choose from, including becoming a single parent, getting married and parenting, putting the baby up for adoption, fostering the baby, and abortion.**
- The pregnant woman may involve the man or boy who is responsible in the decision, but she will make the final decision.
- Before making a big decision, you need to think of all the consequences of your options, especially the negative consequences.
- Making decisions with another person, for example, when you are in a relationship, often requires that both people compromise.

Purpose and Objectives

This unit **introduces the concept of responsible sexuality** and provides an opportunity for young people to identify sources of information and messages they have received about sexuality. **The unit discusses sexual attraction and how to handle it.** It also gives participants the opportunity to ask questions they have about sexuality, provides correct **information on human sexual response and sexual behaviour.**

By the end of this unit, participants should be able to:

- ☐ Define sexuality;
- ☐ List different sources of information about sexuality;
- ☐ Identify reliable sources of information about sexuality;
- ☐ Explain how values about sexuality affect behaviour;
- ☐ Become more comfortable talking and asking questions about sexuality;
- ☐ **Describe human sexual response.**

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1. Write the words 'Sex' and 'Sexuality' on flipchart paper. Ask participants what they understand the words to mean.
 2. Write the responses on flipchart paper under the respective word.
 3. Then use their responses to come up with definitions similar to the following:
 - Sex is the biology of being male or female.
 - A person's sex is determined by their chromosomes, hormones and genitals.
 - A person's sex is usually assigned at birth based on their genitals.
 - The term 'sex' is also short for sexual intercourse.
 - **Sex is an important part of one's sexuality.**
 - **Sexuality is an important part of who we are as people and includes all the feelings, thoughts, and behaviours of being male or female.**
 - **Sexuality is much more than sexual intercourse.**
- 

Ask participants to summarize what they learned during the activity. Add the following point if it is not mentioned:

- Sex is the biology of being male or female. It also refers to sexual intercourse.
- Sexuality is much broader than sex. It includes sexual behaviour, but also includes the feelings, thoughts, and behaviours of being male or female.
- **We learn about sexuality from many different people, places and things, including our own experiences.**
- We need to make sure the source is reliable before we believe what we hear about sexuality and sexual health.



- **What is the age in Malawi at which a young person can legally agree to have sex?**
- **Do you think Kondwani and Betty are ready to have sex? Why or why not?**
- **What other things can they do instead of having sex?**
- **What does our society expect Kondwani to do as a boy when it comes to sex?**

Probing questions:

- What do people say about guys and sex? How are boys supposed to behave when it comes to sex?
- What does our society expect Betty to do as a girl when it comes to sex?

Society's different messages to boys and girls about their sexuality influence how they experience and handle their feelings of sexual attraction and arousal. Most girls are taught that they should keep their virginity and that having sex is shameful; if they are sexually experienced, they may be seen as loose or worse.

On the other hand, although boys and men also need intimacy, in most societies they are encouraged to become sexually experienced. They may feel that being a virgin is shameful, so they may want to move into a sexual relationship before the couple really knows each other well.

These behaviours are stereotypical and young people should be encouraged to know themselves and what is right for them rather than to follow gender stereotypes.

Tell participants that they will now practise using the model. Divide participants into groups of four and ask them to turn to page 77 in their workbooks. Have a volunteer read the situation. Then do the first two steps as a whole group. Ask them:
What is the problem?

What are the possible choices that Stella has? (Answer: Single parenting, marriage and parenting, adoption, abortion, and fostering.)