



CONSTRUIRE UNE EUROPE POUR ET AVEC LES ENFANTS  
BUILDING A EUROPE FOR AND WITH CHILDREN

# The Pestalozzi Programme Council of Europe Training Programme for education professionals

## The Pestalozzi Programme<sup>1</sup>

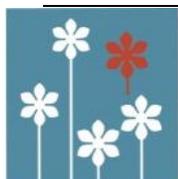
### **Sex/sexuality education – Personal development, prevention of discrimination and violence**

Trainer training module series  
2013/2014

## External report – Final report

September-2014

22 September 2014



**one in five  
un sur cinq**

*\*in cooperation with the Council of Europe Programme “Building a Europe for and with children” and in the context of the Council of Europe’s ONE in FIVE Campaign to stop sexual violence against children.*

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## Introduction

The first module of the training course on Sex- and Sexuality Education (SexEd) took place in Strasbourg at the European Youth Centre of the Council of Europe at the beginning of October 2013. 27 education professionals from over 20 countries participate in this course guided by a team of four trainers. The preparation started in spring 2013 with Skype meetings and online cooperation. At the beginning of June the preparatory meeting took place in Strasbourg where the team together with the Secretariat and the General Rapporteur developed the programme and discussed the main theme and working strategy. During the summer a document outlining the basic assumptions on which the course is based was developed and will be in further developed in cooperation with the participants throughout the module series. At the same time the team prepared, shared and discussed the plans for the individual sessions of Module A using the online cooperative working space of the Pestalozzi Programme.

The report mainly focuses on the ideas behind Module A while describing the process of training and learning throughout Module A, as well as during the online preparatory phase with the participants. Next to the content and the strategy behind the programme, the educational tools for initiating action and trust, the theoretical foundations of the chosen approach to personal and professional development are exemplified. Furthermore, the platform for collaborative work and the Community of Practice of the Pestalozzi Programme as well as the individual actions for educational changes in the field of SexEd of the participants are presented.



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## Focus of the Module Series

Sex and sexuality education (SexEd) is one of many factors that influence social, mental and physical health and well-being of individuals. Therefore SexEd is a part of human rights education, education for democratic citizenship and intercultural education. SexEd is about verbalising sex and sexuality without prejudice and stereotyping by using healthy discourse, building on understanding and respect for sexual diversity, working against taboos, violence and discrimination.

## Expected outcome of the Module series

- › To develop a clear conceptual framework regarding sex and sexual education, its orientation and scope.
- › To develop attitudes, skills and knowledge for efficient methods of developing sexual education in schools.
- › To develop tried and tested training materials and examples of practices/actions for teacher trainers
- › To create a shared view of the competences of education professionals regarding sex and sexuality education.
- › To develop appropriate methodology for successful training and teaching in sex and sexuality education.
- › To build a network of education professionals equipped to continue the training on an international, national, regional and local level.
- › To develop awareness in teachers and learners, in their families and communities of the importance of sex and sexuality education as a way to prevent discrimination and violence.
- › To develop action-taking skills to counter irresponsible behaviour and discriminative attitudes with regard to sex and sexuality.
- › To develop skills, which contribute in teaching and training practice issues, that develop healthy, non-discriminative and non-violent attitudes of learners towards sex and sexuality.

## Target group of the SexEd module series of CoE

Teacher trainers for all age groups in pre- and in-service teacher education. They need to demonstrate a strong interest in the chosen theme and have experience in or the possibility to work on educational projects in relation to sexuality education. They also need to be competent users of at least one of the working languages, English or French.

## Preparatory task

Participants were invited to the platform in June and started by introducing themselves both professionally and personally. Then they were asked in the beginning of September to do a preparatory task called WIIIFM (What is in it for me?). The activity was about their expectations and professional background. The results from the WIIIFM were used to adjust the programme to their expectations and needs. They were also used to get to know their background and evaluate what they can give the programme as well as the setup in general and, finally, to use in one of the activities during the first day of Module A.

## Description of Module A

The concept of the programme was expressed along two axes: one “vertical” in relation to a particular focus of each of the four days and one “horizontal” in relation to different key aspects dealt with throughout the four days.

“Vertical”:

1. Ground-breaking and taking position with: introduction, icebreaking, baseline of our work, reality check, working with our dream world by using the preparatory task and introducing the tea-time.
2. The architecture of our work with: why, what for, for whom and BAD, TASK, Good practices and ideas for action.
3. Bricks and mortar with: Action research (AR), Action plan (AP) in coaching groups and Pleasure hunt in the PP online community of practice (CoP)
4. Bridging for future communication and cooperation with: Training Units (TU) in coaching group, connecting, time line and looking ahead.

“Horizontal”:

- A. Practical training tools throughout the 4 days, diverse teaching methods, reality check, good practices and evaluation.
- B. Ideology, safety rules and approaches.
- C. Professional and personal reflections through TASK, Peer learning and Action research.
- D. Work on AP and TU under guidance of the facilitators.

Most of the sessions were prepared and run cooperatively by the trainers which contributed to the richness and depth of the sessions and variation within the activities.



## Diverse educational tools for action and trust



During module A, diverse educational tools for trust-building and participant involvement were used. Dealing with very sensitive issues, it was of great importance to build up relationships and an environment of safety and trust throughout the four days. These activities also modelled good practice of SexEd and gave participants a real life experience of the promoted holistic approach to sex education.

With light icebreaking activities participants got to know each other's names and had some fun while moving with music. They started to work with words regarding SexEd to support open and healthy discourse on sex and sexuality. A significant part of the first day was spent on creating a consensus on safety rules and trust as well as on reflecting together on its importance and implementation.

One of the ways of creating this safe environment was the installation of regular 'tea times' during the module. This is an activity which allows difficult questions (“All you ever wanted to know about sex but never dared to ask”), disagreements, frustrations, controversial views etc. to be discussed openly. Along with the growing of trust and feeling of safety, the intensity and depth of the tea time discussions were growing every day.



Participants were invited to explore existing beliefs and the status of sexuality in society and in social media, as well as their own beliefs (whether conscious or unconscious). An important issue was raising the awareness of the almost automatic nature of social categorisation into masculine/feminine and positive/negative connotations, gender roles and gender stereotyping, the imbalance of gender roles in advertising, the visualisation and impact of social media. Participants came up with thought-provoking statements about these issues, confronting their individual beliefs and presuppositions. This helped to create an open atmosphere and helped understanding the richness of diverse views and experiences, about the diversity in our societies and the impact this reality has on one's beliefs and behaviour.

Participants also explored the reality of today's teaching regarding sexuality at different levels (opinions, daily practice, general approach in the country, impact on pupils and parents) and the influence of a specific societal reality on the teaching and vice versa. They learned about characteristics of three general approaches to sex education: abstinence only, comprehensive approach and holistic approach. They reflected on their actual position regarding these approaches and in which direction they would like to evolve. In role plays they explored how to address objections to the 'holistic approach' which, as it turned out, was the desired direction for all of them.



Through experiential learning, participants enjoyed a mix of good examples of SexEd activities for different ages, levels, aspects and learning styles. They reflected on the value and usefulness regarding their own practice.

Short games and creative evaluation activities contributed to positive group dynamics, flow and energy.



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Through these activities participants became aware of the importance of their own sexual experiences, their emotions and feelings, and their communication skills to talk about it.

They discovered common interests, similarities and differences, and the fundamental condition of showing respect for everyone's individual beliefs, experiences, feelings and opinions regarding sex. The enthusiastic and exuberant atmosphere during the farewell party showed how trustful and deeply relations were built and how participants opened their hearts.

### **Concepts, safety rules and approaches – Sexuality as a sensitive topic and safety within the group**

Sexuality is in general for many people a very sensitive topic involving personal feelings, ideas, attitudes and personal experiences. In some cases people may have had traumatic experiences like sexual abuse or incest and are still affected by these experiences. So before talking about such a sensitive subject like sexuality it is necessary to build up a feeling of safety and trust within the group of participants.

For this reason we started at the beginning of Module A with the session 'Respect and trust building'. We asked the participants to bring forward their own feelings and ideas of what they need within the group in order to feel safe talking about and doing exercises on the topic of sexuality. We made a big poster of all of the safety rules, which was then put on the wall. We also presented a set of safety rules with the acronym PICASOLL. The acronym PICASOLL can be used as a set of safety rules or as a framework in which the participants formulate their own safety rules.

Each letter of PICASOLL refers to a rule:

- Privacy: All that is said or happened stays within the group.
- I-form: Everyone is talking from her/his personal perspective.
- Choose: Everyone chooses what she/he likes to share with the group.
- Active: Everybody is committed and active within the group.
- Sexuality: Sexuality is a broad subject with many different feelings, thoughts and experiences.
- Orientation: People can have different sexual orientations (LGBT).
- Listening: Active listening is important to understand each other.
- Laughing: Humor and having fun make the atmosphere more open and relaxed.



The group of participants decided to use their own set of safety rules in combination with PICASOLL.

### Three approaches of sexuality education

In general we can categorise the various approaches on sexuality education in three different approaches: the abstinence only approach, the comprehensive approach and the holistic approach.

The focus of the ***abstinence only approach*** is primarily or exclusively on abstaining of sexual intercourse before marriage. The idea is that it's not necessary to talk and teach about sexuality in educational settings because children and adolescents won't have sex before the get married.

The ***comprehensive approach of sexuality education*** acknowledges that adolescents have sex and intercourse before marriage. The focus of the comprehensive approach is that the sexual relationship of young people is safe in 3 ways: the prevention of sexual transmittable infections (STI's), the prevention of pregnancy and a consensual, sexual relationship and intercourse between the partners. Depending of the program that's developed and used the focus can be narrowed down to the more biological aspects of sexuality education or it can be broader including the consensuality of the relationship, critical thinking and decision making. In some of the programs there is also attention given to the Sexual and Reproductive Health and Rights of Children (SRHR).

The ***holistic approach of sexuality education*** has a very open and wide approach to sexuality. First of all is sexuality seen as being part of the personal growth and development of children and adolescents? Sexuality is in this way part of the emotional, cognitive, behavioral and social development of children and adolescents including the different developmental stages. The perspective of the holistic approach is to promote the positive sexual development of children and adolescents and to see sexuality as a source of personal enrichment. The Sexual and Reproductive Health and Rights of Children (SRHR) are an integrated part of the educational program. Some of the SRH-Rights of children are: right to equality, participation, privacy, autonomy, health, learning, safety and to choose. This approach respect sexual diversity and focuses on respect for others.

Informal sexuality education usually starts at the birth of the child for example in the way that the issue of gender is addressed and it goes on throughout childhood following the different developmental stages of the child and adults.



Formal education starts in most of the countries around the age of 5 when most of the children go to school and when it's possible to teach them about sexuality and goes on until the age of 16 or 18 when adolescents leave school. For each developmental stage it's necessary to develop specific educational materials on sexuality and to have continuity in the several programmes following the developmental stages of the children and adolescents.

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The aim of the module series is to inspire participants to develop their Training Units within the framework of the holistic approach of sexuality education.

We started the with a short several tasks they would get implications



afternoon of the first day of the Module explanation of the 3 approaches and and exercises for the participants so that a good understanding of the meaning and of the 3 approaches.

The activities understanding

the morning, we continued with activities and exercises for the participants to develop their opinion and attitude towards the 3 approaches. Each group of participants received some controversial statements about sexuality education and they were asked to address these statements from the point of view of the holistic approach on sexuality education. Examples of some of these statements are:

*“Sexuality education deprives children of their ‘innocence’ and leads to early sex.”*

*“Sexuality education is against our culture or religion.”*

*“It is the role of parents to educate our young people about sexuality.”*

*“Sexuality education is already covered in other subjects like biology or life skills.”*

In the afternoon the participants practiced by doing role play how to address objections against sexuality education from the point of view of the holistic approach on sexuality education. The idea of this exercise is that the participants feel competent to deal with objections that they may encounter in their practices when they want to develop their Training Units and implement them into their practices. We discussed what they could say to the administration, parents, colleagues or policy makers when they are opposed to the Training Units based on the holistic approach of sexuality education.

The relationship between the 3 sessions is that the participants are going through a process of internalising knowledge, integrating it with their personal attitudes, feelings and morals and externalising it in the practice of role playing. In this way it’s reflecting the idea of Pestalozzi of ‘Head, Heart and Hands’.

### **Show and tell**

In the activity ‘Show and tell’ participants had the possibility to share their own knowledge, experiences and practices on sexuality education.

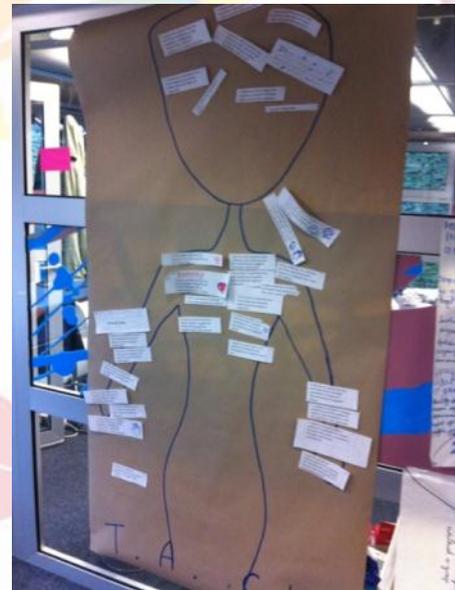
## Personal and professional development



We worked with tools and methods that aimed at empowering participants and improving their transversal attitude, skills and knowledge in the field of SexEd. For that we used a specific tool called TASK (Transversal Attitudes, Skills and Knowledge for Democracy) for professional and personal development of all learners. The tool was created with a diverse group of educators in the Community of Practice of the Pestalozzi Programme. Furthermore, we used Action Research (AR) for professional development. AR supports both lifelong

learning and institutional learning (Johnson and Christensen, 2008) through reflection and evaluation. It is an effective tool to empower practitioners (Abrams, 2012) for continuous educational reform.

We started the first day to introduce AR shortly in an activity that was used in various sessions throughout Module A. Participants wrote words that they related to AR on a trunk of a tree, then they explored a component in the TASK session via cooperative learning structure and developed more components for educators related directly to SexEd. These components will be used to develop the training units. Then participants did a SWOT analyses for their own working environment at the domestic level and started to think about their idea for action and educational changes. Participants wrote down their idea for action on a post-it that they posted on the tree and took some reading material to prepare for the next day. The reading and the conclusion from the TASK session were used as a basis for the AR feedback technique and peer-learning. In that session participants created ground rules for future cooperation and peer support that they put on the previously mentioned tree. All of this work was meant as a support for the coaching group.



We will develop the AR concept and strategy further between Module A and B and during Module B through self- and peer-evaluation in subgroups.

The aim is to create several layers of AR evaluation:

- Self-evaluation
- Peer-evaluation in sub-groups
- Piloting-evaluation – where participants in the piloting sessions will evaluate the implemented educational change of participant's practices
- Coach-evaluation – feedback from their coach

## Community of Practice (CoP)

Participants got familiar with the Stewards of the CoP via the pleasure hunt activity. They got to know the platform and its technology and how it can be used for their own professional and personal development. With the help of the stewards they learnt to appreciate the difference between the Community of Practice and the tool (platform) itself.



## Individual planning and developing in coaching groups



The last 2 days of the Module were scheduled to work on the Action Plans, to have an understanding of the development of the Training Units and the forming of the Coaching Groups.

The team of facilitators divided the group of participants into 3 equal groups with one of the facilitators being the coach of each group. The first activity was to get to know each other better and to find with whom they would like to form a peer-group. Then the participants were asked to form sub groups of 2 or 3 persons and name their coaching group.

Following this, the participants started to work on the Action Plan and Training Unit in the sub-groups (Appendix 1 shows the list of participants, the focus of their TU and the target group).

The programme was well-structured, rich and diverse. The diversity of trainers and of participants (teacher trainers for most of the school levels, in pre- and in-service teacher education) helped create an optimistic and enthusiastic atmosphere that will be extremely important for the next steps. It prepared the ground - as best as possible - for the subsequent phases of the work, in particular the development and piloting of training units in the professional context of the participants. The experiences of this phase of development and piloting, supported by online exchanges and coaching will be shared next May during Module B of the course.

## THE WORK BETWEEN MODULE A AND B

After Module A participants started to work on their Action plan (AP) and uploaded the plan onto the platform, then the trainers gave their feedback on the AP and participants got the opportunity to reframe their AP. The work on Training Units (TUs) followed in January. Participants received written feedback by trainers and peers on the TUs along with guidelines that were specially created by the trainers to for improving the TUs before the piloting period at the domestic level. After the piloting period (February-March) participants submitted their piloting reports. The TUs and the piloting reports formed the basis of the trainers' work during the preparatory meeting at the end of March in Strasbourg. The trainers then analysed both the methodological and content gaps in Strasbourg, in March, with the purpose of filling these gaps during Module B. The participants were asked, as a pre-task for a peer support, to read a TU from a new partner by using previously mentioned guidelines and constructive feedback techniques from module A. Further, in groups of four and trios participants were asked to prepare a piloting session of 60 minutes by using part of their TUs and including at least one icebreaker, one or two core activities and one evaluation activity.

## THE SEXED MODULE B IN SAN MARINO

The second module (Module B) of the Pestalozzi training course on Sex and Sexuality Education – Personal development, prevention of discrimination and violence (SexEd) took place in San Marino in mid-May 2014 with the highly appreciated support of the education authorities of San Marino. In total 22 out of the 27 initial education professionals participated in Module B.

The main focus of Module B was firstly to dive deeper into the content of SexEd and fill in the gaps from our previous work. On the first day we worked on the alibi function of discourse regarding some SexEd topics. We provided an open space on the second day which was used by participants to deepen previous discussions on topics like pornography and its impact on personal and professional life, and how to deal with it as a teacher and a trainer.

Secondly, we focused on increasing participants' competences on the pedagogy and methodology of the Pestalozzi Programme by including hands-on sessions. Participants continued working in groups of four or in trios to finalise their 60min piloting session from the pre-task. They were asked to implement part of their TUs in this pilot session and tried them out on a group of both other participants and the trainers. Through a debriefing activity after each piloting session they got oral and written feedback to improve their TUs. In addition to this participants got deeper understanding of the meaning and practice of cooperative learning through a cooperative learning activity.

Thirdly, we rewrote the Basic Assumption Document after reflecting it in the existing Training Units and our previous work (see Appendix 1). Fourthly, we worked on further dissemination through online participation by opening a discussion in the CoP on SexEd for disabled learners ([click here](#)), creating a video to show the spirit of our work in Module B for the Pestalozzi community of practice ([click here](#)), created a Tagboard from SexEd Module B for the periphery ([click here](#)), blogged about the evaluation tool created by the Hungarian participants and discussed Networks. Fifthly, participants worked in pairs or trios to improve their TUs following the guidelines and previous experience in Module B from the alibi function of discourse session, piloting at the domestic level and in Module B. During that work they got constructive feedback from their peers.

As a common thread through module B, we worked on personal and professional development of participants by introducing imagination techniques and activities like 'A good place' (for inner peace and positive self-esteem), 'A door' (to explore a theme - sexuality as a positive power anywhere), 'A symbol on the mountain' (to develop a personal quality or competency). The final evaluation activity used the same imagination techniques. Participants were invited to recall their process of personal change and professional development through the whole of this SexEd modules series. This resulted in creative and meaningful art work, expressions of significant changes and learning outcomes, and great gratitude towards all the trainers, Pestalozzi staff and other participants.

Furthermore we kept on networking and had great fun.

## THE BASIC ASSUMPTION DOCUMENT FOR SEX – AND SEXUALITY EDUCATION – PERSONAL DEVELOPMENT, PREVENTION OF DISCRIMINATION AND VIOLENCE

The following Basic Assumption Document is the outcome of the module series on SexEd and written in cooperation by the trainers and participants of the SexEd modules.

### WHAT IS SEXED?

Sex and sexuality is at the core of an individual's personal development and a natural life force. It is an act (a combination of individual and social) that offers a rewarding interaction and provides social, physical and mental well-being to individuals and groups. SexEd needs to be taught in an integrative, interdisciplinary and cross-curricular manner in order to promote positive self-esteem, self-awareness, social and emotional skills, understanding and ongoing personal development. We follow the recommendation of WHO (2010) on the holistic approach to SexEd that emphasizes positive understanding of sex and sexuality, respect for diverse relationships and prevention of discrimination. Contraception, safe-sex and sexual health and well-being are part of the approach. Sexual health fosters physical, emotional, mental and social well-being of individuals and creates pleasurable and safe sexual experience without coercion, discrimination or violence. Sexuality is a source of satisfaction and enrichment to intimate sexual relationships with oneself or (an)other(s). Therefore SexEd is part of human rights education and education for democratic citizenship. SexEd is about human dignity, diversity and respect. It is about healthy sexuality discourse and the importance of verbalising the sex itself and working against societal taboos and obstacles.

### OUR SEXED TARGET GROUPS?

The more diverse the group of educators and experts we reach, and the richer and more innovative the tools we create, the more our vision of SexEd will disseminate. We create Training Units for training the trainers to multiply the SexEd methodology and the Pestalozzi pedagogy throughout the whole system, both in formal and non-formal educational settings. We see SexEd as a cross-curricular theme. Therefore, all education professionals are our target group, across gender, subject fields and age levels. Moreover, we aim at reaching interest group representatives, parents and policy makers through training and active participation.

## WHY DO WE NEED SEXED?

Every sexual being has sexual needs, desires and dreams that they have the right to explore, experience and express in a healthy, positive, pleasurable and safe way. Therefore, they have the right to age-appropriate SexEd according to international declarations at all age levels (WHO, 2010).

However, sex and sexuality are still surrounded by taboos in our society today. Parents and educators don't talk about it. Politicians ignore it and the media are often left alone with it. So education about sex and sexuality is often left to young people to discover by themselves as they grow up. The ideas of sex and sexuality are often stereotyped when left to young, unexperienced generations. If we don't want them to develop stereotyped ideas and beliefs about sex and sexuality, these issues need to be part of education at all school levels, like any other subject area, and as an interdisciplinary theme like WHO (2010) recommends. Moreover, it is important to continue development of sex and sexuality throughout life to reduce gender-based violence and other sex and sexual discrimination.

It is well known that SexEd in many countries focuses on physical knowledge about the reproductive system, premature pregnancies and the prevention of sexually transmitted diseases while self-development, self-knowledge and human rights are left behind. This tells us that there is a real need for SexEd in a different form. Furthermore educators, learners and parents have a problem with verbalising, participating in open discourse and even to understand the sexual words that younger generations have developed. Educators' and parents' vocabulary is limited by their unfamiliarity with the accepted sex and sexuality discourse of youth. Moreover, children and other vulnerable people are not able to protect themselves and others from harmful situations.

Despite, or perhaps because of this, today's society is hyper-sexualised. A wave of messages and images related to sex and sexuality affects us every day, at all levels of society, from social media, films and adverts to communication between human beings. Porn is readily available to very young viewers though the internet, in films, videos and adverts. Although very diverse in its forms, one cannot lump a wide array of material into one category. It is an area in which human rights are in some cases ignored and individuals disrespected and, in cases of human trafficking, constrained to take part in the sexual industry. Men are often dominant and women conveyed as sexual objects. The effect of this wave of sex increases the

pressure between peers, while also affecting human discourse, images, values, norms, attitudes, skills and knowledge. Despite this overwhelming presence of sexualised content, people do not know enough about a healthy attitude to sex, sexuality nor to sexual diversity. On the contrary, it is known that youngsters and even older people become more insecure because they are supposed to know all about sex and have experience. It can be difficult for them to admit what they don't know and do, and to talk freely about their real thoughts and authentic feelings.

All educators need to be able to participate in and react in schools to learners' day-to-day discourse on sex and sexuality. Educators are necessary partners to parents, peers and the wider societal knowledge when dealing with SexEd. They spend lots of time and interact regularly with learners from an early age and most of them have the necessary authority, expertise and pedagogical competence to contribute to effective SexEd. Schools and educators can act constructively and in cooperation with parents, peers and the wider societal context. However, many educators don't address SexEd in their everyday work, mainly because of lack of skills and lack of appropriate training. This makes the real need to train them to take action even more crucial than before. But training teachers is not enough. Parents too have their responsibility to help young people to develop the necessary attitudes, skills and knowledge to approach the issue of sex and sexuality in a constructive manner within their homes.

## **POSSIBLE CHALLENGES AND THE RESISTANCE OF SEXED**

Possible challenges and resistance related to SexEd come from traditional or conservative societal norms, all levels of educational systems, curricula, policy makers and from our own heads. Therefore, we work towards awakening consciousness and emphasising the empowerment of educators, parents, children and others in order to live a fulfilling life. For some interest groups, the theme seems provocative and contrary to current values that need to be prioritised. This pertains to certain schools and their policies, groups of educators, regions and countries.

Individual privacy, public expression and confidentiality may also be challenged in SexEd. This can affect boundaries and trust while suppressing feelings among learners. Learners in these circumstances may not take risks or share their personal experiences and beliefs. This can create negative classroom interaction, fear and anxiety among both educators and

learners. Power relations within the various groups and in various contexts can also cause resistance in the classroom and produce negative effects related to relationships, abuse, peer pressure, religion and social media.

## THE PESTALOZZI PROGRAMME

The Pestalozzi Programme's training activities seek to develop transversal attitudes, skills and knowledge to maintain and develop democratic societies that develop the following competences of educators:

- critical observation from different perspectives;
- actions based on respect for human rights and dignity;
- the ability to act democratically and to co-operate;
- understanding of diversity and the ability to live in diversity;
- understanding of the past and the present, and the ability to project oneself into the future;
- the ability to communicate across all types of borders;
- critical, responsible and beneficial use of the media environment;
- the ability and readiness to continue to learn throughout one's life.

In the training units we provide trainers with guidelines for the implementation of the unit along with opportunities for reflection and integration of participant's beliefs, sharing their own practices as well as ideas for their own development. Personal development goes in hand with professional development. Therefore we use tools and methods that empower educators for their own professional development. The Pestalozzi document Transversal Attitudes, Skills and Knowledge for Democracy (TASK) is one of the tools that we use in our community for the purpose of personal and professional development.

Furthermore, we focus on Action Research to empower educators to make change in their educational practices and to base all changes and transformation on evidence. Action research is a good tool in educational change since it supports altogether lifelong learning and institutional learning (Johnson and Christensen, 2008) through reflection and evaluation. It is an effective tool for empowering practitioners (Abrams, 2012) in ongoing development.

Throughout the learning process we constantly focus on learning and reflect on it by deep debriefing. Debriefing is a semi-structured process using progressive questions that motivate learners to reflect on the activities and their practices or even on society in general. Debriefing aims to support participants by analyzing the context in more depth and linking it to challenges that they will possibly meet. This debriefing is important for professional development and in the learner's learning process.

As has been noted, we work towards primary prevention to reinforce positive personal development of individuals throughout life. As a component of our identity and everyday actions we emphasise respect for oneself and others, well-being, diverse and fulfilling sex and sexuality, positive attitudes towards sex and sexuality by following the recommendations of WHO and considering SexEd using a holistic approach. Equally important is our aim to reach a diverse audience through diverse educational actors. We use methods that will support a healthy relationship with body, mind and social aspects where the learner is at the centre of our work. Therefore, we use learner-centred approaches such as cooperative learning and cooperative principles, experimental learning, capacity to verbalise and have a healthy and open discourse about sex and sexuality to support the learners towards critical thinking as responsible consumers and active participants at all society levels. Moreover we focus on peer learning and –training and group dynamic is very important. Furthermore, we emphasize on active listening to build up competences for understanding as important competences for the social capital.

In appendix 1 you will find further information, tools and communication opportunities regarding the SexEd topics collected by participants and the members of the Pestalozzi Community of Practice for diverse purposes.

OVERVIEW OF THE SEXED TUS

Country	NAME	Title/focus of TU	Target group
Cyprus	Vasiliki LOUCAIDOU	Sex Education into practices.	Home Economics and Health Education Teachers (secondary schools)
Estonia	Karmen TRASBERG	Gender and sexuality stereotypes in textbook images	Teacher education for teachers at all school levels in all subject areas.
Germany	Ulla HIPPE	Curriculum Life Skills Development	In-service training from 5-10/10-17.
Luxembourg	Nadine VINANDY	Sexual education easily done: a tasting course for teachers Training on national level.	Teachers in primary schools (6 to 12 years). All subject areas.
Hungary	Dóra Djamila MESTER	Help teachers to manage sexuality related sensitive issues.	Teachers, nurses, school psychologists working with children in schools (age12-18).
San Marino	Silvia STEFANELLI	Holistic approach: sex, feelings and diversity respect SFR.	Teachers of teenagers (12-17 years old).
Spain	Ana Belén FIDALGO DEL CAMPO	Education on emotions and equality to prevent gender violence from Kindergarten.	In-service training: Kindergarten teacher trainers (3-6 years old children). Cross curricular
Spain	Maria Jesús VALLEJO FERNANDEZ	Help teachers about the gender equality and respect the others. Tools and examples to develop sexual education.	Teachers for Primary Education (from 6 to 11 years old).
Belarus	Liliyana Mbeve	Existence with sexual identity	Psychologists 20 and older
Croatia	Ozrenka MESTROVIC	Stereotypes in terms of gender and sex roles	Teachers, Primary school (6-15 year olds)
Greece	Argyri OIKONOMAKI	Respect between genders: How I'm going to teach boys and girls to respect themselves and each other?	Teachers, High school age 12-16
Hungary	Györgyi SÉLLEI	How do culture and our belief system influence sex?	Teachers, youth workers 12-18 years
Iceland	Hildur HEIMISDÓTTIR	Making bad word good	Teachers, Primary school/ age 10-12
Italy	Olga NAZZARO	Sexuality awareness through emotional interactive	In service training for Teachers, Secondary

		workshops	school 13-18
<b>Moldava</b>	Mandita CIOTLOS	Tolerance	Teachers, primary school age 8 – 12
<b>Romania</b>	Valentina BODRUG-LUNGU	Personal development and sexuality	Students psychology age 20 - 25
<b>Cyprus</b>	Andreou ANGELIKI	Family planning and Health Promotion, Guidelines for sex education (primary school)	Primary school teachers
<b>Czech Republic</b>	Monika SIMONOVA	Sex education in practice	Teachers (secondary schools)
<b>Hungary</b>	Atila ANDICS	A learning-by-doing go-through over a comprehensive sex-ed curriculum with teachers of 12-18 years old, including diverse themes.	Teachers, school psychologists and nurses, working with children in schools (age 12-18).
<b>Iceland</b>	Aldís YNGVADOTTIR	Sex and sexuality in modern times – how to meet the needs and expectations of 10–12 year-olds and their parents with sex education?	Teachers of 10 to 12 year olds. Class teachers and teachers of social studies, science, life skills and other subjects.
<b>Italy</b>	Daniela TRAUSI	Human rights: gender discrimination, violence based on sexual identity	Teachers of 14-18 y and students aged 15y.
<b>Malta</b>	Jenny ZAMMIT	Developing comfort with self and others regarding talking about sex with children: Strengthening the positive feelings and aspects	Teachers and parents
<b>Slovenia</b>	Tanja Bezic	Holistic and interdisciplinary approach to SexEd. In school environment – Interdisciplinary cross curricular day (or week) o primary school – “Love and sexuality”	School project teams (classroom teacher, biology teacher, and school councillor).

## **Organiser, trainers and participants**

This trainer training course is organised by the Council of Europe's Pestalozzi Programme in cooperation with the Programme "Building a Europe for and with children".

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Mr Didier FAUCHEZ, Assistant

Ms Lesley KING, Assistant

Ms Betsy LANG, Assistant

Ms Narindra RAVAHIMANANA, Assistant

Ms Jennifer REYNOLDS, Assistant

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**CROATIA**

Ms Ozrenka MESTROVIC

**CYPRUS**

Ms Angeliki ANDREOU

Ms Vasiliki LOUCAIDOU

**CZECH REPUBLIC**

**Ms Monika SIMONOVA**

**ESTONIA**

Ms Karmen TRASBERG

**GEORGIA**

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**GERMANY**

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**GREECE**

Ms Argyri OIKONOMAKI

**HUNGARY**

Mr Attila ANDICS

Ms Dóra Djamila MESTER

Ms Györgi SÉLLEI

**ICELAND**

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Ms Aldís YNGVADÓTTIR

**ITALY**

Ms Olga NAZZARO

Ms Daniela TRAUSI

**LUXEMBOURG**

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**MALTA**

Ms Jenny ZAMMIT

**MOLDOVA**

Ms Valentina BODRUG-LUNGU

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<sup>2</sup> Participants highlighted in a different colour only participated in Module A and did not complete the course

MONTENEGRO

Ms Jelena JOVANOVIĆ

POLAND

Ms Malgorzata ZAZUNSKA

ROMANIA

Ms Mandita CIOTLOS

SAN MARINO

Ms Silvia STEFANELLI

SERBIA

Ms Gordana JOSIMOV

SLOVENIA

Ms Tanja BEZIC

SPAIN

Ms Ana Belén FIDALGO DEL CAMPO

Ms Maria Jesús VALLEJO FERNANDEZ

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JONHSON (B.) and CHRISTENSEN (L.), Educational research, quantitative, qualitative and mixed approaches, 3 Ed., Thousand Oaks, CA. Sage Publications, Inc.

WHO. (2010). Standards for Sexuality Education in Europe. A framework for policy makers, educational and health authorities and specialists. Federal Centre for Health Education, BZgA

APPENDIX 1 - TOOLS AND RESOURCES COLLECTED BY PARTICIPANTS AND THE PESTALOZZI COMMUNITY OF PRACTICE WITH VARIOUS PURPOSES

**TED VIDEOS**

<https://www.upworthy.com/a-ted-talk-that-might-turn-every-man-who-watches-it-into-a-feminist-its-pretty-fantastic-7?g=6>

[http://www.ted.com/talks/colin\\_stokes\\_how\\_movies\\_teach\\_manhood.html](http://www.ted.com/talks/colin_stokes_how_movies_teach_manhood.html)

**YOU TUBE**

<http://magazine.good.is/articles/intermission-what-if-gender-roles-in-advertising-were-reversed>

<https://www.youtube.com/watch?v=Ag8A7wFlcZ8&feature=youtu.be>

<http://www.youtube.com/watch?v=qzfo4txaQJA>

<https://www.youtube.com/watch?v=1JZtRyOdcB4>

<http://www.youtube.com/watch?v=34ZtT4Th9Ys>

<https://www.youtube.com/watch?v=tC1XtnLRLPM>

[https://www.youtube.com/watch?v=hlVBg7\\_08n0](https://www.youtube.com/watch?v=hlVBg7_08n0)

<https://www.youtube.com/watch?v=dwJ-wwF9XVs#t=10>

<https://www.youtube.com/watch?v=34ZtT4Th9Ys>

<https://www.youtube.com/watch?v=8TJxnYgP6D8>

<https://www.youtube.com/watch?v=-CU040Hqbas>

<https://www.youtube.com/watch?v=iYhCn0jf46U>

**PESTALOZZI WEBPAGE**

<http://pest-prog.ning.com/profiles/blogs/resources-for-the-prevention-of-discrimination-and-violence>

<http://pest-prog.ning.com/group/professional-development/forum/topics/cooperative-structures-for-autonomous-learning-linking-theory?commentId=3105816%3AComment%3A127903&groupId=3105816%3AGroup%3A125263>

<http://pest-prog.ning.com/group/coffee-shop/forum/topics/quotes-for-sexuality-education>

<http://pest-prog.ning.com/group/professional-development/forum/topics/sexuality-education-and-the-rights-of-the-child?commentId=3105816%3AComment%3A145662&groupId=3105816%3AGroup%3A125263>

<http://pest-prog.ning.com/group/creativity/forum/topics/how-can-we-use-creativity-in-sex-sexuality-education>

**VIDEO**

[http://faduja.is/files/Fadu\\_Ja\\_576p\\_enska.mp4](http://faduja.is/files/Fadu_Ja_576p_enska.mp4)

[http://www.rtb.be/video/detail\\_zoom-sur-le-phenomene-spotted-ou-dr...](http://www.rtb.be/video/detail_zoom-sur-le-phenomene-spotted-ou-dr...)

<http://www.welcomingresources.org/>

<http://live.huffingtonpost.com/r/archive/segment/down-there-grooming-questions-answered/528bf5ec78c90a0800000902>

<http://www.upworthy.com/do-i-have-your-consent-to-show-you-this-video-about-the-part-of-sex-thats-often-overlooked?c=utf1>

<http://www.adforum.com/top5/worldwide/187/34453339>

**ARTICLES**

[http://api.ning.com/files/QCtScdq7bKZ7iuEe97YxRPTF3O\\*ANny7jOkyU3vFtIOFPAku aMMM\\*wcLtpJMmt4L2Nfy9Ku8zztj0QidULjhEvdn Ct-haI20/TheTroubleofTeenSex.pdf](http://api.ning.com/files/QCtScdq7bKZ7iuEe97YxRPTF3O*ANny7jOkyU3vFtIOFPAku aMMM*wcLtpJMmt4L2Nfy9Ku8zztj0QidULjhEvdn Ct-haI20/TheTroubleofTeenSex.pdf)

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[http://api.ning.com/files/fF4HFdlaoO6RVt\\*5KdleLhpqUS8pAZ2M-wUCzjbMMtABkLiG-\\*gNseDZXXREZiiWw132rE-wVCa6g5CwK\\*cTNioBHE9dSif/Queeringspaces.pdf](http://api.ning.com/files/fF4HFdlaoO6RVt*5KdleLhpqUS8pAZ2M-wUCzjbMMtABkLiG-*gNseDZXXREZiiWw132rE-wVCa6g5CwK*cTNioBHE9dSif/Queeringspaces.pdf)

[http://api.ning.com/files/fF4HFdlaoO6F3Xp4x4drFFODkouFOQroVV8\\*f3efF1eQVLhn7Rocnu91CRWBRB82SQCSJCNnu23z3vHmiliC0e0fIsIJKuUY/QueeringtheenvironmentJIKGK.pdf](http://api.ning.com/files/fF4HFdlaoO6F3Xp4x4drFFODkouFOQroVV8*f3efF1eQVLhn7Rocnu91CRWBRB82SQCSJCNnu23z3vHmiliC0e0fIsIJKuUY/QueeringtheenvironmentJIKGK.pdf)

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[http://api.ning.com/files/WItTFfACAjeEmQgMzdjGpUrH\\*Nj9Br8d4\\*jOESD-1zkBPvtKpuQte5z-7dow\\*oPr3uoXV7Q\\*QtN8Si223sjwMu3MFnS79Le7/Gender\\_matters\\_EN.pdf](http://api.ning.com/files/WItTFfACAjeEmQgMzdjGpUrH*Nj9Br8d4*jOESD-1zkBPvtKpuQte5z-7dow*oPr3uoXV7Q*QtN8Si223sjwMu3MFnS79Le7/Gender_matters_EN.pdf)

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**GENDER MATTERS:** <http://www.eycb.coe.int/gendermatters/>

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Unesco - Education Sector Responses to Homophobic Bullying 2012

Rutgers WPF - A different way: Young women, their sexual orientations and their sexual rights – 2011

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<http://www.cesi.hr/en/>

<http://www.npr.org/2013/05/10/182654664/what-does-sexual-coercion-say-about-a-society>

<http://dayagainsthomophobia.org/>

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<http://www.sexualityandu.ca/teachers>

<http://www.plannedparenthood.org/health-info/sexuality/>

<http://www.advocatesforyouth.org/topics-issues/sexeducation?task=view>

<http://www.siecus.org/>

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<http://www.theewc.org/statement/gender.and.human.rights.education>

<http://ippf.org>

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