



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>

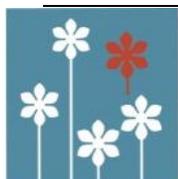
### **Sex/sexuality education – Personal development, prevention of discrimination and violence**

Trainer training module series  
2013/2014

## External report - Evaluation on Module A

August 6-2013

09 December 2013



**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 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.

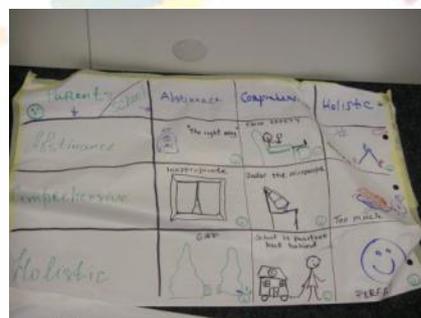
“Vertical”:

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.

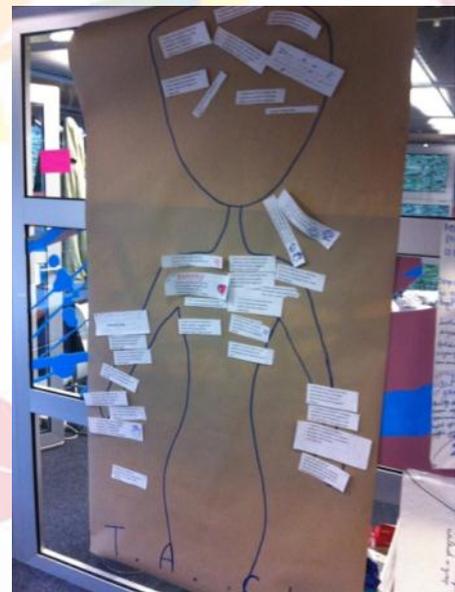
## Personal and professional development



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.

## Appendix 1

### Organizer, trainers and participants

This trainer training course is organized by the Council of Europe Pestalozzi Program (PP) in cooperation with the Programme “Building a Europe for and with children”.

#### *COUNCIL OF EUROPE*

#### **Pestalozzi Programme**

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#### **Team of facilitators**

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#### **General rapporteur**

Pascale Mompoint-Gaillard, France



## List of participants

	FIRST NAME	SURNAME	Title/focus of TU	Target group
Belarus	Liliyana	MBEVE	Equality, stereotypes and sexual diversity - Living with your own sexual identity with self-acceptance.	Psychologists and Students or adolescent
Croatia	Ozrenka	MESTROVIC	Stereotypes, gender and sex roles	Biology teachers in high school
Cyprus	Andreou	ANGELIKI	Family planning and Health Promotion, Guidelines for sex education (primary school)	Primary school teachers
Cyprus	Vasiliki	LOUCAIDOU	<b>Sex Education into practices.</b>	Home Economics and Health Education Teachers (secondary schools)
Czech Republic	Monika	SIMONOVA	Sex education in practice	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
Georgia	Khatuna	GOGALADZE	Sex education in practice	Teachers
Germany	Ulla	HIPPE	Curriculum Life Skills Development	In-service training from 5-10/10-17.
Greece	Argyri	OIKONOMAKI	Respect between genders	In service training teachers high school
Hungary	Györgyi	SÉLLEI	Sexuality education, values, behaviour and culture	Teachers, youth workers and educators working with adolescents
Hungary	Attila	ANDICS	A learning-by-doing go-through over a comprehensive sex-ed curriculum with teachers of 12-18y, including diverse themes	Teachers, school-psychologists and nurses working with children in schools (age12-18).
Iceland	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.
Iceland	Hildur	HEIMISDÓTTIR	Equality, gender stereotypes and sexual diversity	Teachers of 10 -11 years old kids
Italy	Daniela	TRAUSI	Human rights : gender discrimination, violence	Teachers of 14-18 y and students aged 15y.

			based on sexual identity	
Italy	Olga	NAZZARO	How to face up to sexuality education in school	Teachers in secondary school
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 subjects areas.
Malta	Jenny	ZAMMIT	Developing comfort with self and others regarding talking about sex with children: Strengthening the positive feelings and aspects.	Teachers and parents
Moldova	Valentina	BODRUG-LUNGU		
Montenegro	Jelena	JOVANOVIC	Dealing with stereotypes, freedom of choice, gender equality, prohibition of discrimination on grounds of sexual orientation	Secondary school teachers(pupils 14 to 18 years)
Hungary	Dóra Djamila	MESTER	Help teachers to manage sexuality related sensitive issues	Teachers, nurses, school-psychologists working with children in schools (age12-18).
Poland	Malgorzata	ZAZUNSKA	Life skills development to promote gender equality and diversity.	Teachers participating in a training course for young teachers.
Romania	Mandita	CIOTLOS	Sexuality education in high school	Teachers in secondary school
San Marino	Silvia	STEFANELLI	Holistic approach: sex, feelings and diversity respect SFR	Teachers of teenagers (12-17 years old)
Serbia	Gordana	JOSIMOV	Gender equality Acceptance of Human rights / democratic citizenship Stereotypes Prevention of discrimination/violence Diversity as a positive value	Teachers from Primary schools who work with children from 7 to 11 years.
Slovenia	Tanja	BEZIC	Holistic and interdisciplinary approach to Sex Ed. In school environment - Interdisciplinary cross-curricular day (or week) of primary school - "Love and sexuality".	School project teams (classroom teacher, biology teacher, school counselor).

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Spain	Ana Belén	FIDALGO DEL CAMPO	Education on emotions and equality to prevent gender violence from Kindergarten	Teachers of 3-6 year-old-children.
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).