COMPREHENSIVE SEXUALITY EDUCATION
OBSERVATION AND MONITORING TOOL

PURPOSE: This form is aimed to support quality teaching and learning in CSE whether in or out of schools. It focuses on assessing the teaching and facilitating skills of a classroom based teacher, teacher in an extracurricular CSE session, or any community based CSE facilitator/peer educator. The form may be filled out by an observer of the CSE session or may be used by the teacher/facilitator as a self-assessment tool for planning or personal reflection. It is also a useful reporting and monitoring tool, particularly when collected by all facilitators for all the topics covered over time.

Time and date:			Length of session:	
Name of teacher/facilitator:				
Name of school, site or lesson location:				
If school, type of school:	Primary	Junior secondary	Senior secondary	Tertiary
Location (town and/or district):				
Type of location	Urban	Semi-urban	Rural	Remote
Description of participants/learners *(age range, gender, # of participants, out of school young people, low literacy, YPLHIV, members of young key populations or other left behind vulnerable or marginalized groups, any other descriptors):*				
Topic of the lesson:				

ASSESSMENT OF LESSON DELIVERED. Make comments on the following aspects of the lesson.

1. **Lesson Plan** (introduction of topic and learning objectives, activities & conclusion; flow of activities (organized and logical), activities used to teach key points, appropriate use of warm up/ice breaker exercises and energizers, key messages reinforced clearly at end of lesson/assessment of learning at conclusion of lesson):

2. **Content** (includes the 3 main learning domains as relevant: cognitive/knowledge, affective/values and attitudes, skills building: life skills, condom demonstration skills, etc.) age and developmentally appropriate, scientifically accurate, complete, clear, focused, important/grounded in reality, defines new terms, emphasizes key content & concepts, allows for diversity of participants and their experiences, does not impose personal values and attitudes, follows policy & curriculum, gender and rights focused, provides information and options for informed decision making):

3. **Methodologies** (learner centered, interactive methods that engage the participation of majority of learners/participants, appropriate to topic, variety of methods, use of questions, encourages critical thinking and expression, interesting and based in the realities of the participants, processing of learning activities/methods):

4. **Teacher talking time** (Lecturing and teacher talking is kept to a minimum, learners/participants are actively participating rather than only listening to the teacher/facilitator):

5. **Feedback to learners/participants** (appropriate, useful, accurate, effective, provided when needed)

6. **Interactions with learners/participants** (created safe, respectful learning environment, appropriate to content, neutral and fair, non-discriminatory, acknowledge the diversity of participants and their personal experiences, level of enthusiasm & energy, allowed laughter when appropriate, gave clear instructions for activities, rephrased or paraphrased information and questions when necessary):

7. **Reactions of learners/participants** (interest level, responsiveness, active participation, asking questions)

8. **Teacher confidence and comfort with topic:** (willing and motivated to teach CSE, handles difficult questions, comments, or reactions from participants well, can challenge harmful gender & SRHR norms and practices constructively, has command of basic information, teaches topic comfortably and effectively, is culturally sensitive, aware of separating personal values and attitudes from professional roles and responsibilities and does not impose personal values and attitudes, upholds professional codes of conduct, demonstrates zero tolerance for SGBV and discrimination and willing to protect participants from it/able to create and maintain a safe, inclusive enabling learning environment for all participants)

9. **Use of resources** (where any resources used like posters, condom demonstration models, pamphlets? Were they appropriate, relevant, clear, useful, organized, readable):

10. **Time Management**: (ample or too much time for activities, processing questions, etc. were main objectives of lesson met in the time allotted, lesson plan followed as planned or adjusted as needed)

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11. **Referrals to relevant SRHR or other services**: (was there mention as to where or from whom learners/participants may seek more information or specific health services? Were any formal referrals made and how? Were condoms or anything else distributed?)

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IMPORTANT: Take underline notes of what the teacher/facilitator is doing, saying, asking and writing on the board/flipchart and of learner/participant responses and questions. Collect any handouts or materials.

Detailed notes of observation:

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CRITERIA FOR EXCELLENCE IN SEXUALITY EDUCATION

To be considered when preparing, observing and monitoring CSE sessions[1]

1. **SETTING THE STAGE**
    - Assesses group and individual needs verbally and/or in writing
    - Establishes credibility with the group
    - Describes intentions or objectives for a particular session, relating them to the group's perceived needs
    - Outlines agenda for the sessions (verbally or in writing)
    - Establishes ground rules or reiterates them as needed, modeling and promoting protection of confidentiality, demonstrating consideration for others' feelings, and acknowledging occasions when s/he may have unintentionally broken a ground rule or offended someone.
    - Acknowledged in advance possible feeling or differences of opinion that a session may generate.
    - Arranges the physical environment in a way that meets the needs of the audience.

2. **METHODOLOGY**
    - Uses teaching methods appropriate to the objectives of the session.
    - Uses a variety of methods to address the needs of visual, auditory and kinesthetic learners (e.g. props, colors, music, storytelling, movement).
    - Uses lecture only when an increase in knowledge is the primary purpose of a segment and even then, judiciously.
    - Uses interactive methods.
    - Uses audiovisual equipment skillfully and judiciously
    - Uses the resources of the group, allowing and encouraging group members the opportunity to influence each other.
    - Enriches his or her teaching by judiciously drawing appropriate relevant examples, from personal experience (as a parent, teacher, consumer, nurse, therapist, partner, adoptee, administrator, diabetic, etc.)
    - Adapts prepackaged curricula to his or her own teaching style and the needs of a particular group of learners.
    - Incorporates new knowledge and evolving perspectives into his or her interpretation of a curriculum
    - Encourages the group to analyze his or her word choices.
    - Encourages the group to analyze his or her teaching methods.

3. **DELIVERY**
    - Is clear and unambiguous when explaining complex ideas.
    - Is concise, repeating him or herself only when audience cues indicate a need; avoids tangents.
    - Is straightforward and matter-of-face when necessary.
    - Is serious, empathetic, and even sobering, when appropriate.
    - Smiles and uses enhancing and tasteful humor when appropriate, but never at anyone's expense.
    - States instruction slowly, clearly and one at a time.
    - Demonstrates verbal skills, speaking loudly enough, with varied tones and without verbal tics ("um, ah")
    - Moves around, uses hands, and otherwise provides visual variety.
    - Maintains a balance of control and spontaneity.

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[1] From Hedgepeth et al. (1996). Evaluating educators and trainers In Hedgepeth, E. and Helmich, J. *Teaching about Sexuality and HIV: Principles and Methods for Effective Education* (pp.244-250). New York. New York University Press.

- Makes appropriate interventions and /or revises plans as necessary (e.g., asking for feedback, suggesting and unscheduled stretch).
- Begins and ends on time.
- Paces the session comfortably and avoids communicating his/her anxiety about the time.
- Presents in an organized, logical fashion, making the organization and logic clear to the group.
- Refers to previous relevant messages and to issues that will be addressed in greater detail later.
- Provides rational transitions between parts of the session and meaningful closure at the end.
- Demonstrates reasonable comfort with the subject and with his or her role as educator or trainer
- Communicates the expectation that learners are capable of performing a new skill.
- Provides useful feedback to learners.

4. CONTENT
- Provides complete, accurate information.
- Makes handouts organized, readable, useful, relevant and reproducible.
- Makes visuals (transparencies, flipcharts) organized, readable, and visually appealing.
- Provides content appropriate for the particular audience.
- Defines new, vague or technical terminology and avoids acronyms and jargon.
- Identifies slang as such (without judgment, except when a term is derogatory) and translates to standard or medical terminology.
- Distinguishes between crucial points to remember and background information, emphasizing and prioritizing key concepts.

5. PHILOSOPHY AND ATTITUDE
- Communicates respect for and enjoyment of children and adolescents
- Communicates respect for and enjoyment of adult learners
- Encourages positive working relationships and open communication among teachers, family, religious leaders, health care providers and school administrators.
- Communicates respect through language and tone, for diverse individuals and avoids generalizations about them (people of both genders and of various ages, races, ethnicities, family constellations, religious and political persuasions, sexual orientations, socioeconomic classes, and physical and mental abilities – for example, avoiding anti-religious or conservative comments).
- Uses examples from groups (listed in previous point) so that no learners is consistently rendered invisible by omission.
- Makes very clear that s/he is not making assumptions about learners' sexual history or their current behavior, values, orientations, and so on, and in fact, welcomes the probably presence of diversity within the group.
- Speaks for her or himself, from his or her own life experience (Not for all members of an identity group, e.g., women, Catholics, whites, people with disabilities) and never expects others to represent a whole group either.
- Dresses in a professional, credible, appropriate manner.
- Communicates genuine support for informed choice in all health behavior and health care decisions, including genuine support for abstinence from oral, anal and vaginal intercourse.
- Communicates reverence and appreciation of the human body and its capacities.
- Communicates reasoned confidence in the efficacy of sexuality education, without defensiveness.
- Takes obvious pleasure in teaching and facilitating.

6. ETHICS
- Provides an emotionally safe learning environment for every learner.
- Ensures that learners are exposed to a broad range of beliefs, in a fair and respectful way.

- Accurately represents his or her capabilities, education, training, and experience and the limits thereof, apologizing for mistakes and faux pas, and modeling that it is okay to say, "I don't know".
- Expresses research findings honestly and without distortion.
- Makes every effort to acknowledge the author/originator of activities, songs, materials and studies.
- Opposes the use of deception, intimidation, fear, shame, guilt or censorship in the name of "education."
- Addresses controversial issues but distinguishes unambiguously among personal opinions and values, opinions and values of an organization or government agency, and those that are generally accepted as universal as enshrined in human rights.
- Attempts to recognize and acknowledge his or her own cultural assumptions.
- Acknowledges and follows pertinent sexuality education laws and policies.