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THE STATUS OF COMPREHENSIVE SEXUALITY
EDUCATION IN ASIA-PACIFIC: A SUMMARY REVIEW 2020

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This factsheet is based on findings from a joint UNFPA, UNESCO and IPPF regional review on the status of comprehensive sexuality education in the Asia and Pacific region conducted in 2019, which includes Ministry of Education (MoE) questionnaires, expert questionnaires, and an online youth survey.

To access the background research report [click here](#)

WHY IS IT IMPORTANT TO...

Pilot sexuality education?

- To ensure content is adjusted and to take into consideration feedback from participants before large-scale implementation.¹

Have monitoring and evaluation for sexuality education?

- To assess the quality of delivery and student outcomes, as well as maintaining the quality of the curriculum.

Have sexuality education as an examinable / assessable subject?

- To observe learning outcomes. Students and teachers may also take the content more seriously.²



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¹ UNESCO et al. (2018) *International technical guidance on sexuality education*. 2nd edn.

² UNESCO. (2015) *Emerging evidence, lessons and practice in comprehensive sexuality education*.



IS SEXUALITY EDUCATION MONITORED AND ASSESSED IN ASIA AND THE PACIFIC?

Most countries in Asia and the Pacific do not have a clear monitoring or assessment system for sexuality education.

Countries that piloted sexuality education curricula before implementation

Asia



65%
At primary level

(13 out of 20 countries)



65%
At secondary level

(13 out of 20 countries)

The Pacific

75%
At primary level

(6 out of 8 countries)

63%
At secondary level

(5 out of 8 countries)

Source: MoE questionnaire

Countries that have evaluated sexuality education curricula

Asia



50%
At primary level

(10 out of 20 countries)



60%
At secondary level

(12 out of 20 countries)

The Pacific

50%
At primary level

(4 out of 8 countries)

50%
At secondary level

(4 out of 8 countries)

Source: MoE questionnaire

Countries where sexuality education is monitored in Education Management Information Systems (EMIS)



Asia

15%
At primary level
(3 out of 20 countries)



25%
At secondary level
(5 out of 20 countries)

The Pacific

38%
At primary level
(3 out of 8 countries)

50%
At secondary level
(4 out of 8 countries)

Source: MoE questionnaire

TAKE ACTION

- Pilot adapted sexuality education curriculum prior to implementation and adapt content or methods, if needed.
- Ensure that the curriculum is being reviewed and assessed as required to ensure it is meeting its objectives.
- Integrate the monitoring and assessment of school-based comprehensive sexuality education into Education Management Information Systems (EMIS) or other national measures of education quality.
- Have sexuality education as an examinable subject, not just assessable.



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