

Share-Net

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The Knowledge Platform on
Sexual and Reproductive Health & Rights



DELIVERY OF COMPREHENSIVE SEXUALITY EDUCATION IN NON-CONVENTIONAL SETTINGS DURING COVID-19 IN LOW- AND MIDDLE-INCOME COUNTRIES



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INTRODUCTION






The Community of Practice on Comprehensive Sexuality Education (CSE) is one of the thematic Communities of Practice of Share-Net Netherlands. Its aim is to exchange knowledge on policy, practice, and research on CSE to inform and strengthen CSE policies and programmes. The Community of Practice (CoP) on CSE organised a webinar in June 2020 to discuss the delivery of CSE during COVID-19 beyond conventional school and youth group settings. This knowledge paper is based on the webinar and follow up conversations with experts delivering CSE through innovative channels.

The aim of this knowledge paper is to collect and synthesise emerging evidence, strategies and lessons learnt from CSE delivery in non-conventional settings in low- and middle-income countries. Also, this paper contributes to the documentation of online SRHR service delivery during COVID-19. The paper concludes with key recommendations for diversified channels of CSE delivery that can complement conventional classroom-based CSE, thereby creating a more adaptive, resilient and complete package for CSE delivery, now and beyond COVID-19. Thus, this paper serves as a resource, inspiration and building block for CSE policy, programming and delivery.

During the worldwide restrictions imposed during COVID-19, such as lockdowns and the closing of schools, it was difficult to reach young people face-to-face in conventional settings. Therefore, many creative strategies, channels and media were used to keep delivering CSE and reaching young people. This paper is based on seven case studies, from Indonesia, Pakistan, Ethiopia, Ghana, Kenya, Egypt, and Malawi. In these countries, different NGOs have found creative ways to deliver CSE through, for example, radio or WhatsApp.

During the pandemic, it is important to keep delivering CSE, because the restrictions have affected the lives of young people worldwide in various ways. Experts have, for example, reported more cases of domestic violence, sexual violence, teenage pregnancies and child marriages. But also mental health issues, loneliness, dating problems and stress-related issues came up. The need for CSE is thus still evident, if not heightened, during the COVID-19 crisis.

The next chapter will summarise the cases on CSE delivery in non-conventional settings, discussing the following questions and discussion points:

-  Where and which organisation?
-  Which medium was used?
-  How was CSE delivered exactly?
-  Lessons learned, challenges and findings
-  Questions, uncertainties and issues

CASE 1 WHATSAPP: CSE IN KENYA



10 Counties in Kenya, by [Family Health Options Kenya](#).



CSE is delivered to young people age 10-14 through WhatsApp. 115 WhatsApp groups were created with max. 30 members per group. 3,120 young people (1429 girls, 1691 boys) were reached between March and June 2020. 13,105 young people reached between 2016 and 2019. This program was already introduced before COVID-19 and proved extra useful during the pandemic.



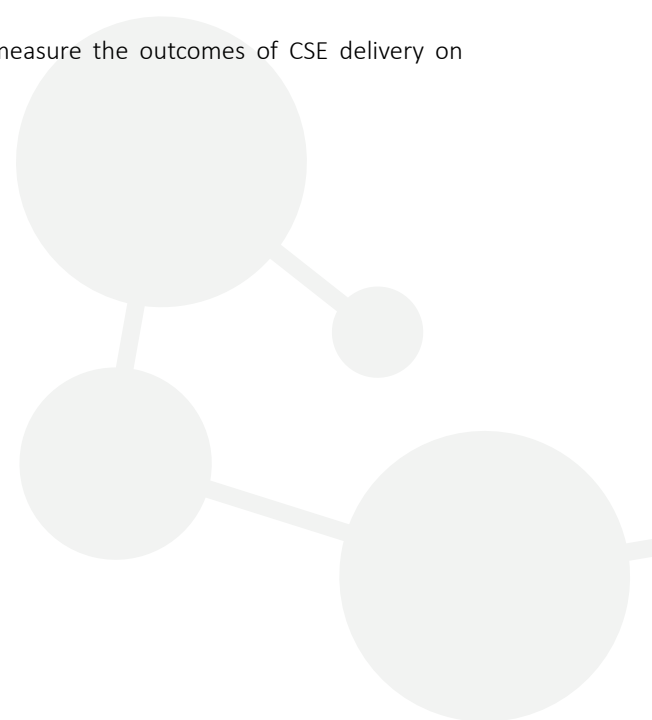
Each WhatsApp group has two peer-facilitators who are between 18-24 years old. Groups are divided into different ages (10-14, 15-19, 20-24) and meet once or twice a week online. Group activities run for three months, using the It's All one or Journey4Life curriculum. The CSE delivered through WhatsApp is organised systematically and pedagogically covers CSE topics: SRHR, HIV/AIDS, gender, violence, relationships, youth friendly services, drugs and mental health, life skills, peer education and advocacy.



WhatsApp is affordable, accessible and easy. It is important to identify CSE facilitators and to build their capacities on: CSE knowledge, dealing with group dynamics, further connections to youth SRHR services and online facilitation skills. The facilitators prepare the WhatsApp-group sessions with materials such as videos at WhatsApp, at a set time. Facilitators know young people's expectations beforehand – they collect these through WhatsApp. And: Young people ask their questions at the end of session, and they are answered in the next session.



How to evaluate and measure the outcomes of CSE delivery on WhatsApp?



CASE 2

WHATSAPP: ONLINE JOURNEY4LIFE IN PAKISTAN



Around Karachi, Pakistan by **BWA Blessings Welfare Association**



Using WhatsApp to share the online Journey4life curriculum. There were 19 groups and 20 young people participated in each group. Each group exists for 6 days, participating in 6 sessions of 2 hours per day. 2970 young people have been reached in Pakistan.



From a baseline survey done in February, Dance4Life found that WhatsApp is the most popular and accessible app for young people in Pakistan. Twenty-two students ('Champions') were trained to deliver the CSE in the WhatsApp groups, working in pairs. The online Journey4Life were especially designed for WhatsApp. Information was contextualised to the Pakistani context.



An asset of WhatsApp is that young people in private schools can also be reached. Because normally, only government schools take part in CSE programs such as Dance4Life in Pakistan, and private schools do not allow CSE programs in school. As WhatsApp is a tool outside of school, young people can now decide for themselves if they join, regardless of what school they are in. The Online Journey4Life spreads quick through WhatsApp, because young people share with their friends and family. A test circle before starting the project, which was useful to see if WhatsApp is a good medium and to see if it was working for young people. Group members can ask the group leader separately if they do not want to share in the group.



How to track the presence and attentiveness of participants online?

CASE 3

WHATSAPP: ONLINE JOURNEY4LIFE IN INDONESIA



In central Java, Bali, Papua, Jakarta and Lampung, Indonesia by [Rutgers WPF Indonesia](#).



Using WhatsApp to share the online Journey4Life. In each group, 20 young people participated. Each group exists for 8 days, participating in 8 sessions of 2 hours per day. 1804 young people were reached in Indonesia.



40 Champions used WhatsApp and Zoom to deliver Journey4Life. In every WhatsApp-group session, a specific CSE topic is discussed and explained with the help of videos and other materials.



In Indonesia, the following results were found: Increase in personal confidence on decision-making about engaging in sexual intimacy, increase in gender-equal attitudes and an increase in Social-Emotional Learning competencies, critical self-awareness and social awareness. Further, positive feedback from participants was collected: young people found it easy to access the convenient technology channels (WhatsApp and Zoom). Eight-nine per cent of young people said that the Online Journey4Life allowed them to attend sessions they would otherwise have missed, 93% would repeat this experience and 86% would recommend the Online Journey4Life to their friends.



How to ensure and safeguard 100% privacy and confidentiality when using commercial channels to reach young people? How to make online interaction easy for everyone?

CASE 4

ZOOM, GOOGLE MEET, AND WHATSAPP IN INDONESIA



Reaching the urban regions Lampung, Semarang and Denpasar, Indonesia, as part of the Explore4Action program by Rutgers WPF Indonesia.



Setara (CSE) delivered online in existing high school classes using Zoom, Google Meet and WhatsApp.



Zoom and Google Meet replaced face-to-face classroom interaction, while WhatsApp was used to tackle technical problems and share the PowerPoint presentation about CSE. Teachers were trained to deliver Setara (CSE) and continue doing this online.



It is possible to teach CSE online, with Zoom and Google Meet in existing classes, and WhatsApp is good for tackling problems with Zoom and Google Meet. Teachers sometimes feel overwhelmed by the online material, find it hard to monitor their students, and feel insecure when teaching online.



How can teachers who teach online make sure their students understood everything, that they were present and attentive?



CASE 5 RADIO: SAVSIGN TV IN GHANA



Northern regions of Ghana by Savannah signatures



A range of methods were used including radio broadcasting, digital platforms, a call centre, an online SRHR education platform, Facebook and YouTube channels – SavSign TV- and watch parties.



Through these platforms, regular CSE and SRHR information is shared. COVID-19 is used to attract attention, and SRHR and CSE information is combined with information on COVID-19. This program tries to stay close to CSE principles: encouraging participation, and being curriculum-based. Also, young people can ask questions and share their needs and problems.



Active participation is important and can be encouraged by acknowledging the presence of young people and telling them you are happy with their questions and feedback, reacting and commenting to everyone online during the Radio broadcast, and by awarding young people mobile credit as a reward for reactions. Watch party invitations were a useful means to attract young people. More languages than English should be used for inclusion. Playback sessions on Facebook and YouTube were useful, when broadcasts were missed.



How can feedback sessions be organised?

CASE 6 RADIO LISTENING CLUBS IN MALAWI



The districts of Mzimba and Mzuzu in Malawi. Foundation for Children's rights (FCR)



Radio listening clubs (RLC) through community Radio.



FCR organises listening and discussion groups. These groups gather during the radio broadcast of the community radio. Each RLC exists of 15-25 boys and girls, aged 15-25. The programme host is a trained journalist on SRHR by FCR. RLC session consists of 30 min expert discussion, 15 min participation and 5 min questions. Afterwards, the facilitator (a trained youth champion/peer) sits with the group to moderate and discuss. The radio programmes deliver curriculum-based CSE using UNESCO guidelines. Participation of members is through SMS and phone calls. Afterwards, a feedback report is sent to FCR. Based on these reports, the next session is planned. Not only the target group is reached, but also other listeners.



Radio programmes should be designed in such a way that they spark debate and encourage participation. Participation of young people can also be encouraged by giving them the opportunity to ask questions and answer them in the next sessions. Experts can be used to explain information, so the information is correct and young people can learn from them.



How can FCR share as much information as possible in a limited time slot (because FCR has to buy airtime)? How can FCR find the balance between being open about SRHR topics and risk content being censored? Facebook and WhatsApp as channels might be used in future to ask questions and give feedback for the target group (young people) and other people who are reached.

CASE 7 RADIO AND APPS: IN ETHIOPIA



Ethiopia, Development Expertise Centre (DEC) based in Addis Ababa but reaching the whole country.



Digitalisation of CSE Manual, three Radio channels, Telegram App called AmplifyChange.



The CSE program is broadcast on three government radio stations, three times a week. On the radio, trained students (age 14-19) share their views and have dialogues, hosted by radio journalists. During these hours, the Telegram channel is active, so young people can ask questions and engage. The online CSE Manual 'Meharebe' (the world starts with me) is 12 sessions, with quizzes and tests, that young people can access on their phone or through the website. It is a competition to have taken these sessions. Young people share this on their Facebook pages for example. Also, DEC field workers travel to the field to share about these three media in remote areas.



The radio program works to reach young people all over the country, without having to collect them in groups. Because young people seem less shy online, it is easier to engage vulnerable young people, for example, survivors of (sexual) violence. These three media work well. Planning to keep using these media and to add Tiktok, Instagram and Facebook, so young people have even more means to engage and ask questions.



How to best advocate for these topics at the government level using these three methods, so CSE delivery topics can be even more open?

CASE 8

SOCIAL MEDIA: LOVE MATTERS ARABIC IN EGYPT



Egypt and MENA region, [Love Matters Arabic project](#) powered by RNW Media. The initiative is based in Egypt (this is the ‘middle ground’ of the MENA region and has the biggest population), but because the channels are online and in simplified standard Arabic, it reaches countries in the whole MENA region.



Digital spaces and online platforms such as Facebook, Twitter, Instagram, YouTube, and podcasts are used. The target group is Arabic speaking young people, age 18-30. The Facebook online community consists of 1.2 million young people. This project started already in 2014 and continued during COVID-19. Young people find the channels because they google a question related to SRHR and CSE and see the links to the Love Matters channels.



The channels raise awareness and provide knowledge. Editorial content creators, working in the RNW Media team in Egypt, share CSE and SRHR information through, amongst others, videos, online interviews with experts, infographics, scientific content and surveys. The Love Matters Arabic team creates content responding to questions from users, topics where information in Arabic is lacking, and issues trending on social media. Also, there is space for discussion and questions on these channels. Every online comment or question is commented on by the team. Sometimes ‘superusers’ take over. They answer questions and assist the moderators.



In the MENA region, SRHR is a sensitive topic. There are clear red lines such as talking openly about the LGBT community. Since the Love Matters Arabic project is online, the content is visible for everyone. Therefore, the content creators have to be careful, because there is a risk of getting blocked. To balance this line, LMA works with people from the region. Content creators know how to navigate the context. Another lesson learnt is that these channels give young people a voice and a safe space, because they often ask vulnerable questions, that they would not ask ‘offline’. Another lesson is to use media expertise and storytelling to convey the message. Content creators build “Personas” or typical users whom they keep in mind when designing and publishing content. The information, formats and designs used have to be attractive for young people to read, using the channels that they already use.



How to deliver CSE gradually – follow a curriculum – online (opposed to needs-based)? How to manage who is following the online community?

HIGHLIGHTS

Alternatives to regular and conventional CSE delivery were used, not only to deliver and inform young people, but also to make them engage, share, comment and ask questions.

In some cases, it was easier to reach certain groups beyond conventional schools or youth groups, using innovative channels in non-conventional settings. In Pakistan, for example, through online WhatsApp CSE delivery, young people attending private schools could now also be reached, and not only young people attending government schools (see case 2). In other countries, some remote and rural communities could be reached, for example, in Malawi by using the Radio Listening Clubs (see case 5) and in Ethiopia (Case 6), young people everywhere in the country could be reached, including survivors of sexual abuse and young people vulnerable to sexual abuse.

In many cases, CSE experts have reported that young people found it easier to be open through online CSE delivery. Especially naturally shy young people were more comfortable asking questions, commenting, and sharing in online spaces. Therefore, it was also easier to identify what problems are faced among young people and what CSE topics they specifically want to talk about. So, online CSE delivery can help with solving face-to-face issues regarding taboo, stigma, openness and shyness. Especially when using WhatsApp (see cases 1 and 2).

Based on a base- and midline survey by the Dance4Life program in Indonesia, the online CSE WhatsApp project has proven to change the knowledge regarding SRHR, confidence and gender-equal attitudes of young people. However, in general, it was challenging to monitor and evaluate the online CSE programs accordingly. Another challenge was ethics and online safety (see further below).



RECOMMENDATIONS BASED ON LESSONS LEARNED AND CHALLENGES

The table below lists key recommendations based on the challenges encountered and lessons learned in the above cases. This is followed by a detailed explanation of each recommendation.

Recommendation	Why?	How?
a. Focus on specific priority topics	During COVID-19 certain SRHR-related problems were rising, that need prioritised attention during CSE. Gender-based violence and mental health issues were most prevalent.	<ul style="list-style-type: none"> Find out what young people are struggling with during COVID-19 Adapt your information and curricula to these topics Map possible organisations/structures in the area and refer young people in emergency situations Invite experts and service providers to your programs
b. Stay inclusive	Not all groups are reached: <ul style="list-style-type: none"> Remote and rural communities Young people with disabilities (Sexual) minorities Communities who are not open to CSE 	<ul style="list-style-type: none"> Mix different media and methods: Radio works in most areas. And explore different channels Mix online and offline methods: work with field workers and health workers Add subtitles Find gatekeepers of different communities: engage with parents, peers and religious leaders. And engage with youth-led organisations to find their peers Give young people mobile credit if they don't have a stable internet connection Group young people together with one phone Make context, group and age-specific content
d. Be aware of and mitigate online safety risks	<p>Maintaining online privacy, safety and confidentiality are needed to enable all to freely express themselves and participate. Especially online harassment is problematic for girls. This affects their well-being and forces them to go offline. See the report by PLAN.</p> <p>When this is maintained accordingly, and when participants can be completely anonymous, online CSE delivery can give them a space in which everything can be asked and shared, because no one knows who you are exactly.</p>	<ul style="list-style-type: none"> Record audio only Discuss and agree on safety with participants Move gradually to build trust Anonymise: use fake identities Share experiences on what risks are and on what works and does not work to increase online safety
e. Encourage participation	To make sure young people feel engaged and to be able to address their needs	<ul style="list-style-type: none"> React on every comment or question Tell a story: make content fun and interesting Use different media Do not overload: adapt frequency and amount of content to the target group's preferences, to prevent becoming boring and monotonous Engage boys as well as girls (sometimes a different approach is needed)

Recommendation	Why?	How?
f. Monitor and evaluate	<p>It is important to measure impact and gather evidence and data on the effectiveness</p> <p>This is especially important for advocacy purposes and sustainability of the specific project</p>	<ul style="list-style-type: none"> • Use M&E tools to gather data, for example questionnaires, online interviews and surveys (base- and end-line) • Do not only gather data to measure the effect of the change but also the demographics of the participants and their user experience. • Document and disseminate experiences and lessons learned • For example: evidence and feedback from users in • Indonesia (see case 3)
g. Build upon existing capacity and materials	Capacity for delivery (trained educators) is often already in place, as well as a lot of content and materials	<ul style="list-style-type: none"> • Build upon existing capacity and materials and modify to fit the new channel(s) of delivery • Use and/or improve existing capacity and expertise • Use and/or adapt existing curricula • Use and/or adapt existing content
h. Maintain CSE principles	Online CSE delivery has the risk of becoming problem-, risk- and question- based, focussing on the problem and negative perspective of sexuality and relationships. How to keep CSE comprehensive on these media channels?	<ul style="list-style-type: none"> • Keep all the CSE principles in mind: positive, gradual and holistic • Follow-up with young people: Share key-take-away messages with them, so they don't forget the message • If openly addressing taboo topics is not possible, referral to fact-based information sources can help <p>Note: Online CSE delivery is complementary to and not a replacement for CSE in schools. School-based CSE is still necessary</p>

a. Focus on specific topics during COVID-19

- During the pandemic and its restrictions, certain topics were on the rise. For example, sexual violence, gender-based violence, marital rape, domestic violence and violence in general. But also, social isolation, stress, mental health issues, sexual desire and child marriages were reported to increase in quantity from the seven cases discussed above. What also emerged from the cases, (see case 7) is that young people were often eager to discuss COVID-19 in relation to sexuality and relationships. Is it okay to kiss and date for example? What is hygienic and allowed during this pandemic? Therefore, it is important to give extra attention to these topics – topics related to COVID-19 and topics that are increasing due to the restrictions – and to listen to what young people are struggling with in COVID-19-time and what they need information and discussions about.
- It can happen that young people speak up about emergency situations related to these increasing problems during the pandemic. To respond to these emergency situations, it is important to map existing organisations, service providers and structures in the target area, to make sure young people can be referred.

b. Be inclusive

- Regardless of the medium used, continuous attention should be given to who is excluded, and how to minimise this exclusion. Who is reached and who is not?
- Include young people who live in remote and rural areas.
- Include minorities and the LGBT community.
- Include young people with disabilities, for example, hearing impaired.
- Include young people who are part of communities who are less open to CSE.
- Therefore, new channels and media should be explored as well as new combinations and mixed methods to deliver CSE. Because using mixed methods enables young people to engage with their preferred or accessible channel and allows you to reach more people. The radio, for example, does not depend on internet connection and can reach remote and rural areas (see case 5 and 6). Through other means, such as WhatsApp, it is easy to forward information to friends and to invite friends to join. Also, mixing online and offline channels can work to reach more people (see case 5). Some of these remote and rural communities can be reached through health workers and NGO field workers to complement the radio.
- Certain online media have integrated options for inclusivity, such as reading text options and subtitles.
- Provide mobile data credit if the Wi-Fi or internet has breakdowns, and group young people together with one working mobile phone (although this has implications for privacy).
- To find and reach all young people, the CSE facilitator has to understand who those young people are and how they live. Sometimes a gatekeeper is needed to be able to connect with those groups that are difficult to reach and not open to CSE. Engage, for example, with youth-led (religious/cultural/etc.) organisations to find those peers and gatekeepers. Also, it could therefore be useful to engage parents, peers and religious leaders in the online CSE project.
- Make the content context-, group- and age-specific so everyone feels addressed and included.

c. Balance the line – Contextualise

- When delivering CSE through media channels, it is just as important to be sensitive to the local context, as when delivering CSE in conventional (offline) settings. To avoid getting censored, it is important to work with local people who understand the cultural context, how to use this context, and how to work within the context. Young people (facilitators, champions, peers and content creators working within a CSE project) from within the country will know how to translate the content into locally accepted terminologies, and what levers can be used to introduce certain topics. Also, information and curricula should be adaptable to what comes up among young people. What is requested from within the community of young people?
- Additionally, it is important to work with different actors in young people's networks such as religious leaders, parents and peers. Once they understand your project and its aims, they might support it.
- Lastly, private WhatsApp conversations are useful to address sensitive topics.

d. Be aware of and mitigate online safety risks

- How can online safety, confidentiality, and privacy be safeguarded? This is a recurrent and urgent issue, and complex to tackle, because one can never ensure 100 per cent privacy and security in any online group or on any social medium. Online harassment is problematic, especially for girls. It affects their well-being and forces them to go offline. (see also this report)
- However, some measures can be taken. For example: If a session is recorded, only record the audio, so faces cannot be seen. Acknowledge and explicitly discuss in the groups about (un)safety and what this means for them, concerning what can and cannot be shared in the group. Asking participants to use fake identities (not to share their real pictures and names) could also work. Young people can also be encouraged to ask their questions directly to the facilitator and not to the group, making conversations and questions anonymous. Moving gradually from general to more personal topics could be another strategy, as this allows group connection and trust to grow, allowing participants to judge whether they feel safe or not (yet) to share something. More knowledge on the (online) privacy risks and how to mitigate them is needed.
- When maintained appropriately, and when the participants are completely anonymous, being online can also provide young people with a space in which they can ask anything without facing judgement.

e. Encourage participation

- CSE facilitators have to keep using participatory approaches, to make sure young people are attentive, that they understand what is going on, and that the CSE is adapted to their needs. By reacting on every question and comment, young people will stay interested. Especially online, use of language, tone, and visuals are important tools to engage young people. Go where young people are online, do not make them come to you. Be led by youth and their needs. Follow what is happening in the community of young people instead of pushing your own agenda.
- Use a blended mix of offline and different online channels (YouTube, Facebook, WhatsApp, SMS, radio) to create a larger reach and consistency in messages through the various channels as well as to provide the audience with the opportunity to select the channel of their choice, and switch between them when relevant for them. This combination is useful because it allows young people to listen to information on one channel (website/radio program) and react through another (WhatsApp/discussion board). See cases 4,5,6.

- Make sure the CSE sessions do not get monotonous, by, for instance, meeting once or twice a week and keeping the sessions short. Stimulating interactivity by triggering the audience with frequent questions that spark debate or assignments will help to keep the audience engaged and focused. Using a variety of methodologies and different audio-visual materials are other ways to prevent boredom and distraction.
- Engage both boys and girls. In some cases, girls and boys need a different approach to be involved. In Jordan, for example, it was found that parents control their daughters' access to the internet and social media more than their sons. Furthermore, girls are more vulnerable to online harassment. Therefore, make sure girls are reached as much as boys, and make sure to safeguard their safety once they join your online program.
- Follow-up with young people. Share key takeaway messages with them, so they won't forget what they have learned.

f. Build upon existing capacity and materials

- As there are a lot of educators with experience in CSE delivery and a lot of CSE materials available, CSE programmers don't have to completely re-invent their CSE delivery to be able to deliver CSE in non-conventional ways: existing curricula, teachers, facilitators, champions and peers can still be used, as long as you provide them with an online medium to reach their target groups, and the skills to use that medium effectively.
- Most of the unconventional modes of delivery presented in the cases do not require the complete development of new curricula. Curricula can be used in a flexible way, adapting them to the specificities of the new medium and adding topics that need extra attention during COVID-19, based on what comes up within your online community. Existing materials and capacitated educators and facilitators can be tweaked to fit the new mode of delivery.

g. Monitor and evaluate accordingly

- Another challenge that came from CSE experts is how to evaluate and monitor the online programs, and how to measure the efficiency and the impact of the online program delivering CSE in non-conventional settings. Tackling these questions is especially important to generate and disseminate evidence for the sustainability of the projects themselves, as well as for (future) advocacy and development or improvement of other programmes.
- It is important to gather evidence and data. Not only to measure the effect of the project and the change but also to map the demographics of the participants as well as their user experience. Dance4Life in Indonesia (case 3), for example, collected data through a baseline and end-line survey, in which data from the participants were gathered about their knowledge about SRHR topics, their confidence regarding the topics discussed, their gender equal attitudes, their socio-emotional learning competencies and their online learning experiences. So, questionnaires, online interviews and surveys could be useful M&E tools to collect evidence and feedback.

h. Maintain CSE principles: Keep addressing SRHR in a positive, gradual and holistic way

- When delivering CSE online, a common pitfall is to only respond to questions about risky situations and problems that come up from young people who are joining online. When focusing only on SRHR problems and risks, the CSE approach of sexuality can become negative. Knowing young people's problems and risks is important to be able to relate the CSE content and delivery to what is going on in their lives. However, we should not move away from approaching SRHR and sexuality in a positive, gradual and holistic way.

RECOMMENDATIONS

Recommendations for further research:

- For further research, it could be insightful to include young people's perspectives. How did they experience CSE delivery in non-conventional settings during the pandemic? This research could stimulate CSE programmers start co-creating online programmes with young people, for young people in their countries. This research could also tackle questions around user fidelity (voluntary completion) of CSE delivered through non-conventional channels. Why do young people want to join and finish the online CSE? And what factors influence this fidelity?
- Also, researching what kind of CSE learning objectives can and cannot be reached through non- face-to-face modes of delivery, can give a complete picture of the possibilities online CSE delivery.
- Furthermore, research on online safety is urgent and needs to be understood in all its complexity. What are effective mitigation strategies of confidentiality, privacy and safety risks of online modes of delivery? And what are young people's experiences regarding online safety?
- Still, not everybody is reached with CSE. Who are we still not reaching, and how to reach them? More research is needed to find out who those groups exactly are and how they live. If there is more knowledge about them, ultimately everybody can be included in CSE delivery.

ANNEXES

Annex 1. Relevant resources

- WHO 2020 - Youth-centred digital health interventions: a framework for planning, developing and implementing solutions with and for young people
- UNESCO 2020 - CSE, A foundation for life and love campaign
- UNESCO 2018 - International technical guidance on sexuality education
- UNFPA 2020 - International Technical and Programmatic Guidance on Out-of-School CSE
- UNESCO 2020 - Technical Brief Switched On: sexuality education in the digital space
- DANCE4Life 2020 - Online Innovations to Support Young People Worldwide
- PLAN International 2020 - Abuse and Harassment driving girls off Facebook, Instagram and Twitter

Annex 2. Contacts

Case 1: WhatsApp in Kenya
Family Health Options Kenya <http://fhok.org>

Case 2: Online Journey 4Life in Pakistan
Dance4Life Pakistan <https://www.facebook.com/D4L.Pakistan/>
Blessing Welfare Association Pakistan <https://www.facebook.com/bwango/>

Case 3: Online Journey 4Life in Indonesia
Dance4Life Indonesia <https://www.facebook.com/Dance4Life-Indonesia-151686074877437/>
Rutgers WPF <https://rutgers.id>

Case 4: Zoom in Indonesia Rutgers WPF <https://rutgers.id>

Case 5: Radio in Ghana
Savannah Signatures <https://savsign.org>

Case 6: Radio Listening Clubs in Malawi
Foundation for Children's rights <https://www.fcrcmalawi.com>

Case 7: Radio and Apps in Ethiopia
Development Expertise Centre <https://decethiopia.org>

Case 8: Social Media in Egypt
RNW Media <https://lmarabic.com/>

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