

CSE Harmful Elements Analysis Tool

The CSE Harmful Elements Analysis Tool¹ was created to help parents, school administrators, educators, and other concerned citizens assess, evaluate, and expose harmful elements within comprehensive sexuality education (CSE)² curricula and materials. For more information, visit www.stopcse.org.

Analysis of *Empowering Young Women to Lead Change* Based on 15 Harmful Elements Commonly Included in CSE Materials

CSE HARMFUL ELEMENTS SCORE = 12 OUT OF 15

Empowering Young Women to Lead Change contains 12 out of 15 of the harmful elements typically found in CSE curricula or materials. The presence of **even one of these elements indicates that the analyzed materials are inappropriate for children**. Having several of these elements should disqualify such materials for use with children.

Program Description: “Empowering Young Women to Lead Change is a training tool for young women to catalyze positive change in their lives and communities. This manual is designed by and for young women, as part of the World YWCA’s commitment to developing effective young women leaders. This manual is designed to put young women in control of educating and empowering themselves to take action on key issues that affect their lives.” (p. 3) One of the issues they are encouraged to advocate for is sexual health, including access to sexual and reproductive health care for adolescents.

Target Age Group: No age range is given. The terms “adolescents” and “young women” are used.

International Connections: YWCA and UNFPA

HARMFUL CSE ELEMENTS	EXCERPTED QUOTES FROM CSE MATERIAL
1. SEXUALIZES CHILDREN <i>Normalizes child sex or desensitizes children to sexual things. May give examples of children having sex or imply many of their peers are sexually active. May glamorize sex, use graphic materials, teach explicit sexual vocabulary, or encourage discussion of sexual experiences, attractions, fantasies or desires.</i>	Regarding pressure on women to be beautiful/attractive: “Is it only physical or are there other elements to the pressure? E.g. women must be seductive, or women should not enjoy sex, or women should be fragile, etc.” (p. 87) “Explain to participants that you will be reading a series of statements and after each one they should stand under a sign that reflects their opinion on the statement... After each statement ask for volunteers from each opinion group to share their perspective... List of Statements: • Sex before marriage is morally wrong. • Anal sex is unnatural. • A woman who has had more than three sexual partners is promiscuous. • Oral sex between consenting adults is acceptable. • A woman should marry the man her parents choose for her.

¹ The CSE Harmful Elements Analysis Tool was created by Family Watch International. Family Watch is not responsible for the way in which the tool is used by individuals who do independent analyses of CSE materials. Visit www.stopcse.org for a blank template or to see analyses of various CSE materials.

² CSE programs are often labeled as comprehensive sex education, sexual education, sexuality education, anti-bullying programs, sexual and reproductive health education, Welcoming Schools programs, and even family life, life skills or abstinence plus education programs, etc. Regardless of the label, if program materials contain one or more of the 15 harmful elements identified in this analysis tools, such materials should be categorized as CSE and should be removed from use in schools.

	• A man’s sexual drive is stronger than a woman’s. • After a certain point of arousal a man can not control himself. • Women should enjoy sex. • Women should have full control over how many children they have, and the spacing of those children. • It is unnatural for a woman to be sexually attracted to other women. • Abortion is only acceptable if the woman has been raped. • If a woman gets a man sexually aroused it is her responsibility to satisfy him. • If a drunk woman is raped it is her own fault. • It is okay for a woman to be attracted to both men and women. • A husband can rape his wife. • Teenagers should be taught about sex and provided with condoms if they decide to have sex. • Sometimes a woman can be responsible for being raped. • Women should have as many sexual partners as they choose.” (p. 102) “I was at a friend’s birthday party and met someone. We started talking and he seemed really nice. There were a lot of people, so he asked me to step outside for a minute to get some fresh air. He took my hand and we walked outside. There was no one around. He tried to kiss me and I said no, we have only just met. But he didn’t listen to me. He just laughed and said, ‘don’t be such a prude.’ I got scared and angry and told him to stop but he became rough and pushed me to the ground. I tried to scream and get away but he covered my mouth and held me down and raped me against my will. I am so ashamed. I know it was wrong and that he broke the law but who will believe me? Sometimes I wonder if it was my fault.” (p. 111) “When my mother works the night shift daddy comes into my room and makes me touch his penis. I hate doing it, but he tells me that I will bring shame to the family if I told anyone. Besides, who would believe me? Everyone loves daddy. I feel so ashamed.” (p. 111)
2. TEACHES CHILDREN TO CONSENT TO SEX <i>May teach children how to negotiate sexual encounters or how to ask for or get “consent” from other children to engage in sexual acts with them. While this may be appropriate for adults, children of minor age should never be encouraged to “consent” to sex.</i> <i>Note: “Consent” is often taught under the banner of sexual</i>	“Discuss the challenges of negotiating safer sex, or abstinence.” (p. 44)

<i>abuse prevention.</i>	
3. PROMOTES ANAL AND ORAL SEX <i>Normalizes these high-risk sexual behaviors and may omit vital medical facts, such as the extremely high STI infection rates (i.e., HIV and HPV) and the oral and anal cancer rates of these high-risk sex acts.</i>	“Ensure that young women understand that anal sex, especially unprotected is considered a high risk behaviour for HIV infection and should not be considered safe sex simply because it avoids vaginal penetration.” (p. 44) “Ensure that young women understand that giving a man oral sex is more dangerous for a woman than for a man giving a women oral sex, as HIV is more concentrated in semen than in vaginal fluids.” (p. 44)
4. PROMOTES HOMOSEXUAL/BISEXUAL BEHAVIOR <i>Normalizes or promotes acceptance or exploration of diverse sexual orientations, sometimes in violation of state education laws. May omit vital health information and/or may provide medically inaccurate information about homosexuality or homosexual sex.</i>	“Objectives: ...To enable participants to discuss sensitive issues such as abortion, and homosexuality.” (p. 97)
5. PROMOTES SEXUAL PLEASURE <i>May teach children they are entitled to or have a “right” to sexual pleasure or encourages children to seek out sexual pleasure. Fails to present data on the multiple negative potential outcomes for sexually active children.</i>	No evidence found.
6. PROMOTES SOLO AND/OR MUTUAL MASTURBATION <i>While masturbation can be part of normal child development, encourages masturbation at young ages, which may make children more vulnerable to pornography use, sexual addictions or sexual</i>	“Discuss ways to experience sexual pleasure without risking HIV infection such as condom use (male and female), kissing and mutual masturbation. Ensure that young women understand that sex is itself natural and not dirty.” (p. 44)

<i>exploitation. May instruct children on how to masturbate. May also encourage children to engage in mutual masturbation.</i>	
7. PROMOTES CONDOM USE IN INAPPROPRIATE WAYS <i>May inappropriately eroticize condom use (e.g., emphasizing sexual pleasure or "fun" with condoms) or use sexually explicit methods (i.e., penis and vagina models, seductive role plays, etc.) to promote condom use to children. May provide medically inaccurate information on condom effectiveness and omit or deemphasize failure rates. May imply that condoms will provide complete protection against pregnancy or STIs.</i>	"These little pieces of latex are endorsed as an effective way to avoid contracting HIV and a host of other sexually transmitted infections. So why aren't we all using them? Well for starters, condom possession isn't as simple as it sounds. Many young women simply cannot afford them, and those who can face the challenge of stigma." (p. 34) "Do condoms protect against HIV infection? YES. Condoms are 98% effective in preventing HIV infections." (p. 41) "Make sure everyone sees a condom, a female condom, and learns how to store them properly, and how to use them properly." (p. 44) "Make sure every young woman knows where she can access condoms and female condoms." (p. 44) "Teach your sisters and friends how to use male and female condoms." (p. 47) "Demonstrate correct male and female condom use. Explain the use of other forms of contraception." (p. 99)
8. PROMOTES PREMATURE SEXUAL AUTONOMY <i>Teaches children they can choose to have sex when they feel they are ready or when they find a trusted partner. Fails to provide data about the well-documented negative consequences of early sexual debut. Fails to encourage sexually active children to return to abstinence.</i>	No evidence found.
9. FAILS TO ESTABLISH ABSTINENCE AS THE EXPECTED STANDARD <i>Fails to establish abstinence (or a return to abstinence) as the expected standard for all school age children. May mention</i>	"Is it safe to have sex without a condom, once you know the person really well? NO. Knowing someone well does not tell you his or her HIV status. Both you and your sexual partner should be counselled and tested for HIV before agreeing to have monogamous sex without a condom." (p. 40) "You can practice safer sex to protect your sexual partners from contracting the virus, and prevent yourself from re-infection, which makes treatment more complicated, and sometimes ineffective." (p. 44)

<i>abstinence only in passing.</i> <i>May teach children that all sexual activity—other than “unprotected” vaginal and oral sex—is acceptable, and even healthy. May present abstinence and “protected” sex as equally good options for children.</i>	“Gustavo and Monica have been going out for six months. Gustavo is ready to have sex; Mona [sic] is concerned about HIV infection.” (p. 45) “Sex is an important part of young women’s lives.” (p. 95)
10. PROMOTES TRANSGENDER IDEOLOGY <i>Promotes affirmation of and/or exploration of diverse gender identities. May teach children they can change their gender or identify as multiple genders, or may present other unscientific and medically inaccurate theories. Fails to teach that most gender-confused children resolve their confusion by adulthood and that extreme gender confusion is a mental health disorder (gender dysphoria) that can be helped with mental health intervention.</i>	No evidence found.
11. PROMOTES CONTRACEPTION/ABORTION TO CHILDREN <i>Presents abortion as a safe or positive option while omitting data on the many potential negative physical and mental health consequences. May teach children they have a right to abortion and refer them to abortion providers.</i> <i>May encourage the use of contraceptives, while failing to present failure rates or side effects.</i>	“Discuss methods of contraception including male and female condoms, diaphragms, contraceptive pills, injections, patches and rings. Ensure that participants understand that not all methods of contraception provide protection from sexually transmitted infections.” (p. 99)
12. PROMOTES PEER-TO-PEER	“Young women are most receptive to learning life skills from other young

SEX ED OR SEXUAL RIGHTS ADVOCACY <i>May train children to teach other children about sex or sexual pleasure, through peer-to-peer initiatives. May recruit children as spokespeople to advocate for highly controversial sexual rights (including a right to CSE itself) or to promote abortion.</i>	women. Allow space for young women to collaborate and learn from each other.” (p. 3) “Young women’s human right to full control of their bodies and their sexuality must be respected and protected. However, respect for rights can only be meaningful if it is accompanied by education and services that enable young women to make informed choices, and access retribution when their rights are violated.” (p. 95) “Using the list of human rights provided, discuss with participants how each one is relevant to their sexual or reproductive health.” (p. 99) “Right of women to have control over and decide freely and responsibly on matters related to their sexuality, including sexual and reproductive health, free of coercion, discrimination and violence.” (p. 101) “Ask your school principal to organise a sexual and reproductive health workshop for students.” (p. 104)
13. UNDERMINES TRADITIONAL VALUES AND BELIEFS <i>May encourage children to question their parents’ beliefs or their cultural or religious values regarding sex, sexual orientation or gender identity.</i>	“By our leadership young women ensure that social change will not stop when the generation before us is no more, but only when peace, justice, health, human dignity and care for the environment has been achieved everywhere, and for everyone.” (p. 15) “As young women, we are often the ones denied basic rights by virtue of many factors, including our age and our gender. However, we can play a powerful role in realising this vision for a better world as the leaders of today and tomorrow. We can mobilise other young women in this fight for the human rights of all people, both at home and abroad. Our starting point should be to make sure we understand our rights and where they come from.” (p. 49) “This section outlines a workshop designed to educate young women about human rights and their relevance to their lives. It is also focused on building skills for addressing human rights violations abroad and at home.” (p. 52) “This activity is designed as a creative introduction to key rights enshrined in the Universal Declaration on [sic] Human Rights. Participants select one human right that they must try to illustrate through drawing, and have others in the group identify and discuss its meaning. Through group work, participants will also explore whether all people in their community/country enjoy these rights as a way of thinking about the local relevance of each right. Each group will share their findings, and the end result will be a wall display of some of the key human rights for all people that can be kept up during the day as a visual reminder to young women of their human rights.” (p. 56)
14. UNDERMINES PARENTS OR PARENTAL RIGHTS <i>May instruct children they have</i>	“Emphasise the importance of respecting confidentiality and differences in opinion.” (p. 4)

<i>rights to confidentiality and privacy from their parents. May teach children about accessing sexual commodities or services, including abortion, without parental consent. May instruct children not to tell their parents what they are being taught about sex in school.</i>	
15. REFERS CHILDREN TO HARMFUL RESOURCES <i>Refers children to harmful websites, materials or outside entities. May also specifically refer children to Planned Parenthood or their affiliates or partners for their lucrative services or commodities (i.e., sexual counseling, condoms, contraceptives, gender hormones, STI testing and treatment, abortions, etc.)</i> <i>Please Note: A conflict of interest exists whenever an entity that profits from sexualizing children is involved in creating or implementing sex education programs.</i> <i>(For more information on how Planned Parenthood sexualizes children for profit see www.WaronChildren.org and www.InvestigateIPPF.org)</i>	“CEDAW and the Optional Protocol – www.un.org/womenwatch/daw/cedaw/” (p. 51) “International Planned Parenthood Federation, www.ippf.org, or a local family planning organization.” (p. 96) “To access male and female condoms, contraceptive pills and other forms of contraception contact a local health centre or family planning organisation.” (p. 97)
For the complete text of <i>Empowering Young Women to Lead Change</i> see: https://drive.google.com/file/d/1qDFjyRdCfJnFoyMHduOZKdDSQLXsCrIG/view?usp=drive_link	