

## CSE Harmful Elements Analysis Tool

The CSE Harmful Elements Analysis Tool<sup>1</sup> was created to help parents, school administrators, educators, and other concerned citizens assess, evaluate, and expose harmful elements within comprehensive sexuality education (CSE)<sup>2</sup> curricula and materials. For more information, visit [www.stopcse.org](http://www.stopcse.org).

### Analysis of

### ***Guidance and Counselling Life Skills Education***

### ***Teacher's Handbook, Level 5 (Eswatini)***

**Based on 15 Harmful Elements Commonly Included in CSE Materials**

#### **CSE HARMFUL ELEMENTS SCORE = 4 OUT OF 15**

***Guidance and Counselling Life Skills Education Teacher's Handbook, Level 5* contains 4 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:** "The programme enables learners to gain comprehensive knowledge, information and life skills to curb the HIV and AIDS pandemic. It also seeks to help learners acquire skills and values on behaviour change for HIV prevention, treatment, care and support. In addition, they acquire knowledge and skills to deal with issues of puberty, reproductive health, human sexuality, health and hygiene, nutrition, environmental cleanliness, sexual and substance abuse, gender, and common infections." (p. vii)

**Note:** A number of sections listed in the table of contents were not in our copy of the text, including "Responsible Sexual Behavior" and "Exploring Issues of Sexual Orientation." These missing sections would likely increase the Harmful Elements Score.

**Target Age Group:** Secondary School Children

**International Connections:** National Curriculum Centre, COSISA, UNICEF, UNESCO, UNFPA, Schweizerische Eidgenossenschaft, Bantwana Initiative (World Education), Media and Education Trust (MIET)

HARMFUL CSE ELEMENTS	EXCERPTED QUOTES FROM CSE MATERIAL
<b>1. SEXUALIZES CHILDREN</b> <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</i>	"At 16, I was not ready to lose my virginity and didn't have a steady boyfriend. <b>All my friends were having sex.</b> They acted as if losing virginity was no big deal. It is! Trust me! I had no idea what I was getting myself into until I realised I had lost my virginity to the WRONG guy! He was a sleaze, cared nothing for me or my feelings and I was just another girl to him,' Fikile said to Sibongile." (p. 35)

<sup>1</sup> 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](http://www.stopcse.org) for a blank template or to see analyses of various CSE materials.

<sup>2</sup> 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.

<p><i>active. May glamorize sex, use graphic materials, teach explicit sexual vocabulary, or encourage discussion of sexual experiences, attractions, fantasies or desires.</i></p>	
<p><b>2. TEACHES CHILDREN TO CONSENT TO SEX</b></p> <p><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></p> <p><i>Note: “Consent” is often taught under the banner of sexual abuse prevention.</i></p>	<p><b>No evidence found.</b></p>
<p><b>3. PROMOTES ANAL AND ORAL SEX</b></p> <p><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></p>	<p><b>No evidence found.</b></p>
<p><b>4. PROMOTES HOMOSEXUAL/BISEXUAL BEHAVIOR</b></p> <p><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</i></p>	<p><b>No evidence found.</b></p>

sex.	
<b>5. PROMOTES SEXUAL PLEASURE</b> <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.
<b>6. PROMOTES SOLO AND/OR MUTUAL MASTURBATION</b> <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 exploitation. May instruct children on how to masturbate. May also encourage children to engage in mutual masturbation.</i>	No evidence found.
<b>7. PROMOTES CONDOM USE IN INAPPROPRIATE WAYS</b> <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>	No evidence found.

<p><b>8. PROMOTES PREMATURE SEXUAL AUTONOMY</b></p> <p><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></p>	<p><b>No evidence found.</b></p>
<p><b>9. FAILS TO ESTABLISH ABSTINENCE AS THE EXPECTED STANDARD</b></p> <p><i>Fails to establish abstinence (or a return to abstinence) as the expected standard for all school age children. May mention abstinence only in passing.</i></p> <p><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></p>	<p>“Knowing one’s partners [sic] HIV status is also important because it gives one the opportunity to:</p> <ul style="list-style-type: none"> <li>• Refer one’s partner to appropriate institutions for counselling, care and support</li> <li>• Prevent transmission of HIV among partners</li> <li>• Manage the relationship</li> <li>• Support each other</li> <li>• <b>Enhance the decision to practice safer sex.</b>” (p. 27)</li> </ul> <p>“By the end of the session, learners will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss the importance of knowing one’s HIV status</li> <li>• Discuss the importance of <b>knowing one’s partner’s</b> HIV status.” (p. 28)</li> </ul> <p>“HIV Testing and Counselling promotes <b>responsible sexual behaviour.</b>” (p. 28)</p> <p>“The abuse of drugs and substances can have a negative effect on their future and may lead to addiction and risky behaviour, such as <b>engaging in unprotected sex</b> thereby contracting sexually transmitted infections including HIV. Furthermore, it can lead to serious health, social, and financial problems.” (p. 30)</p> <p>“When peers negatively pressure one, one may end up indulging in alcohol or drugs, which may lead to <b>unplanned and unprotected sex.</b>” (p. 32)</p> <p>“Alcohol and/or drug consumption can play a role in diminished judgement and lead to <b>irresponsible sexual behaviour.</b>” (p. 33)</p> <p>Conditions conducive to the transmission of HIV:</p> <ul style="list-style-type: none"> <li>• <b>“Unprotected sex</b></li> <li>• Sexual encounter with an infected person.” (p. 37)</li> </ul> <p>“Communicable disease can be <b>reduced by safer sex</b>, improving personal and environmental hygiene.” (p. 39)</p>

<p><b>10. PROMOTES TRANSGENDER IDEOLOGY</b></p> <p><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></p>	<p><b>No evidence found.</b></p>
<p><b>11. PROMOTES CONTRACEPTION/ABORTION TO CHILDREN</b></p> <p><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></p> <p><i>May encourage the use of contraceptives, while failing to present failure rates or side effects.</i></p>	<p><b>No evidence found.</b></p>
<p><b>12. PROMOTES PEER-TO-PEER SEX ED OR SEXUAL RIGHTS ADVOCACY</b></p> <p><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</i></p>	<p>“HIV Testing among young people can be promoted through:</p> <ul style="list-style-type: none"> <li>• Eliminating the silence, stigma and shame associated with HIV and AIDS</li> <li>• Providing knowledge and information using schools and anti AIDs clubs</li> <li>• Equipping learners with life skills</li> <li>• Improving access to VCT</li> <li>• Engaging young people who are living with HIV and AIDS</li> <li>• Strengthening partnerships and mentoring programmes</li> <li>• Providing <b>youth friendly health education</b> (emphasis on learner centred approaches)” (p. 27)</li> </ul>

<p><i>sexual rights (including a right to CSE itself) or to promote abortion.</i></p>	
<p><b>13. UNDERMINES TRADITIONAL VALUES AND BELIEFS</b></p> <p><i>May encourage children to question their parents' beliefs or their cultural or religious values regarding sex, sexual orientation or gender identity.</i></p>	<p><b>No evidence found.</b></p>
<p><b>14. UNDERMINES PARENTS OR PARENTAL RIGHTS</b></p> <p><i>May instruct children they have 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></p>	<p><b>No evidence found.</b></p>
<p><b>15. REFERS CHILDREN TO HARMFUL RESOURCES</b></p> <p><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></p> <p><i>Please Note: A conflict of interest exists whenever an entity that profits from sexualizing children is involved in</i></p>	<p>"If you have access to the internet, <b>look at videos from <a href="http://www.avert.org">www.avert.org</a></b> media library. For photos and videos related to a wide range of HIV and AIDS-related topics go to <a href="http://www.avert.org/media-gallery.htm">http://www.avert.org/media-gallery.htm</a>" (p. 33)</p> <p><b>Note:</b> This website is no longer active, but <a href="http://www.avert.org">www.avert.org</a> reroutes to <a href="http://www.beintheknow.org">www.beintheknow.org</a>, a source of explicit information on all sexual topics.</p>

*creating or implementing sex education programs.*

*(For more information on how Planned Parenthood sexualizes children for profit see*

*[www.WaronChildren.org](http://www.WaronChildren.org) and [www.InvestigatePPF.org](http://www.InvestigatePPF.org))*

For the complete text of *Guidance and Counselling Life Skills Education Teacher's Handbook, Level 5* see:

[https://drive.google.com/file/d/1Bik9q6P6gZqCVD\\_OH4XrdJ6uz-1U8aav/view?usp=drive link](https://drive.google.com/file/d/1Bik9q6P6gZqCVD_OH4XrdJ6uz-1U8aav/view?usp=drive_link)