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Republic of the Philippines

Department of Education

REGION VIII - EASTERN VISAYAS

May 13, 2022

REGIONAL MEMORANDUM

No. **4 5 1**   s. 2022

To: Schools Division Superintendents
          Divisions of Leyte, Samar and Tacloban City
          All Others Concerned

OFFICIAL PARTICIPANTS TO THE COMPREHENSIVE SEXUALITY EDUCATION (CSE) COMMUNICATION AND VISIBILITY STRATEGY AND PLAN AND 2023 ACTIVITIES

1.   In consonance with DepEd Memorandum, DM-CI-2022-165, dated May 6, 2022, re: **Comprehensive Sexuality Education (CSE) Communication and Visibility Strategy and Plan 2023 Activities**, this Office, through the Curriculum and Learning Management Division (CLMD), requires the identified participants in the herein attached list to attend the first mentoring and coaching session on "Targeting and Engaging Audiences" as part of the said virtual activity on May 19, 2022 at 8:00am to 12:00nn via Zoom platform.

2.   For details and additional information, contact Dr. Rosalie B. Masilang at 8632-7746/8687/2948 or through email at rosalie.masilang@deped.gov.ph.

3.   Immediate dissemination of and compliance with this Memorandum are desired.

EVELYN R. FETALVERO, CESO IV
Regional Director

DEPARTMENT OF EDUCATION
RECORDS SECTION, REGIONAL OFFICE NO. VIII

RELEASED

4 5 1

By: _____ Date: 5/14/22

Enclosures: As stated
References: DM –CI-2022-165
To be indicated in the <u>Perpetual Index</u> under the following subjects:

COACHING   MENTORING   PLAN

STRATEGY

CLMD-NPJ

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PROJECT
LEAD

Enclosure to the No. 1 to the RM No. _45_ , s. 2022

OFFICIAL PARTICIPANTS TO THE COMPREHENSIVE SEXUALITY EDUCATION (CSE) COMMUNICATION AND VISIBILITY STRATEGY AND PLAN AND 2023 ACTIVITIES
(Mentoring and Coaching Session on "Targeting and Engaging Audiences")
May 19, 2022

NAME	DIVISION	DESIGNATION
1. Dr. Eloisa R. Zartiga	Samar	Education Program Supervisor/Division CSE Focal
2. Dr. Jessica M. Abril	Tacloban City	Education Program Supervisor/Division CSE Focal
3. Mr. Juan Mitra	Leyte	Education Program Supervisor/Division CSE Focal

ANNEX 1: Comprehensive Sexuality Education (CSE) Communication and Visibility Strategy and Plan

Integration of Comprehensive Sexuality Education in the Philippine
K-to-12 Basic Education Curriculum
COMMUNICATION & VISIBILITY STRATEGY

I. Executive Summary

The Philippine government's commitment in ensuring its population's sexual and reproductive health is evident in the signing of international treaties and enacting local policies that aim to address gender inequalities by shaping gender roles and family relations, fulfilling citizens' reproductive health rights, empowering women, protecting children, reducing maternal mortality, and combating HIV and AIDS.

The implementation of a Comprehensive Sexuality Education (CSE) is an integral part of this commitment and a proud inclusion in the country's reports to the international community of its efforts towards the fulfillment of each Filipino's right to health and wellbeing, especially of women and children.

After contending with delays in the implementation of Responsible Parenthood and Reproductive Health (RPRH) law mainly due to the religious and moralistic biases of policy decision-makers, the Department of Education (DepEd) was able to begin the process of consultations with concerned stakeholders for the development of CSE standards, training programs for teachers, and other policies to support RPRH law implementation. Nine (9) years after the law mandated schools to implement a CSE program, the DepEd finally piloted the program in 2021, in Regions I, VII, and XI, where adolescent health issues were observed to be most prevalent.

Contrary to initial fears of implementers, the pilot CSE implementation did not receive active resistance and was generally accepted by teachers, parents, and students even as it was delivered via remote and blended learning platforms. Following this, national and regional orientations were conducted with school heads, teachers, guidance counselors, General Parents-Teachers Association officers, clinic staff, and student leaders in preparation for the program's full implementation in 2022.

Yet, despite national policies supporting the program, efforts to implement it and general acceptance of stakeholders, CSE still faces a number of challenges namely: lack of knowledge of implementers, teacher and school readiness, cultural constraints, parental participation and readiness, misconceptions, and an anticipated lack of support from non-pilot regions.

With these challenges, we recommend that Advocacy Communication be adapted as a communication strategy for CSE. This is a more concerted approach where all stakeholders become personal advocates of the program, ensuring wider reach and deep-rooted commitment. All stakeholders are targeted at the same time, with different messaging. Communication is divided into different phases, beginning with facilitating learning of necessary information as well as unlearning misconceptions and ending with stakeholders promoting adolescent sexual and reproductive health (ASRH) programs, all on their own.

II. Introduction

CSE is defined as an age-appropriate, culturally relevant approach to teaching about sexuality and relationships by providing scientifically accurate, realistic, non-judgmental information (UNESCO 2009). The primary goal of CSE is to equip children and young people with the knowledge, attitudes, values and skills necessary for making healthy informed choices about their sexual and reproductive lives and relationships (UNFPA, 2014). It seeks to increase learners' knowledge and understanding; clarify values and attitudes and enhance self-esteem; and develop or strengthen life skills and critical thinking to reduce risks related to poor health outcomes (DepEd, 2021).

Studies show that effective comprehensive sexuality education programs can reduce misinformation; increase correct knowledge; clarify and strengthen positive values and attitudes; increase skills to make informed decisions and act upon them; improve perceptions about peer groups and social norms; increase communication with parents or other trusted adults. Research also shows that CSE can help to abstain from or delay the debut of sexual relations; reduce the instances of unprotected sex, sex for material gain, unwanted pregnancies, and harmful practices including GBV and HTPs; and increase the use of protection against unintended pregnancy and STIs during sexual intercourse (DepEd, 2021).

Guiding Principles

While CSE can be delivered in formal and non-formal settings, schools can still serve as a venue to reach large numbers of young people with CSE before they become sexually active. The school setting also provides a structured opportunity within which to do so. Having well-trained, supported and confident teachers who will deliver good quality CSE is critical to leverage such opportunity. With this, stronger professional development and support is not enough. Equipping teachers with the knowledge, skills and comfort level, guided by a set of relevant principles will help ensure that learners receive accurate and age–appropriate information that will enable them to make healthy, informed choices about their sexual and reproductive health and overall well–being and help them achieve their full potential (DepEd, 2021).

The delivery of CSE is guided by the following principles which are aligned with national policies related to adolescent reproductive and sexual health, the Department of Education's policy issuances, and other international guidelines such as the UNESCO's International Technical Guidance on Sexuality Education and the UNFPA's Operational Guidance for CSE:

Scientific accuracy
"CSE is based on facts and evidence related to SRH, sexuality and behavior" (UNESCO, 2018)

Appropriateness to age and development level
"The content of CSE is responsive to the changing needs and capabilities of the child and the young person as they grow. Based on the age and development of learners, CSE addresses developmentally relevant topics when it is most timely for their health and well-being. It accommodates developmental diversity; adapts content when cognitive and emotional development is delayed; and is presented when the internalization of SRH and relationship-related messages is most likely" (UNESCO, 2018).

Human rights-based
"CSE builds on and promotes an understanding of universal human rights – including the rights of children and young people – and the rights of all persons to health, education, information equality and non-discrimination. Using a human rights-based approach within CSE also involves raising awareness among young people, encouraging them to recognize their own rights, acknowledge and respect the rights of others, and advocate for those whose rights are violated. Providing young people with equal access to CSE respects their right to the highest attainable standard of health, including safe, responsible and respectful sexual choices free of coercion and violence, as well as their right to access the information that young people need for effective self-care" (UNESCO, 2018).

Gender equality-based
"CSE addresses the different ways that gender norms can influence inequality, and how these inequalities can affect the overall health and well-being of children and young people, while also impacting efforts to prevent issues such as HIV, STIs, early and unintended pregnancies, and gender-based violence. CSE contributes to gender equality by building awareness of the centrality and diversity of gender in people's lives; examining gender norms shaped by cultural, social, and biological differences and similarities; and by encouraging the creation of respectful and equitable relationships based on empathy and understanding. The integration of a gender perspective throughout CSE curricula is integral to the effectiveness of CSE programs" (UNESCO, 2018).

Cultural relevance and appropriateness to context
"CSE fosters respect and responsibility within relationships, supporting learners as they examine, understand and challenge the ways in which cultural structures, norms and behaviors affect people's choices and relationships within a specific setting." (UNESCO, 2018)

Legal Bases for CSE
CSE is a program that is backed not only by sound research and a clear set of guiding principles but also by international legal frameworks for the fulfillment of rights and development of peoples agreed upon by several countries and signed by the Philippine government. As part of the Philippines' obligations to its citizens and to the international community, CSE is also backed by a robust national policy on gender equality, child protection, and sexual and reproductive health.

International Legal Frameworks
The Philippines has signed various international commitments that obligate the government to enact policies and implement programs in line with the intent of these international conventions.

The 1981 Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) "provides the basis for realizing equality between women and men" (UN 2009) and is "the only human rights treaty which affirms the reproductive rights of women and targets culture and tradition as influential forces shaping gender roles and family relations" (UN, 2009). The CSE program is one significant government measure in putting the provisions of this convention into practice.

The International Conference on Population and Development (ICPD) in Cairo Egypt in 1994 gave birth to a global consensus that, among others, sexual and reproductive health, and gender equality should be considered as central aspects of sustainable development (UNFPA, 2021). CSE opens avenues for giving "prominence to reproductive health and the empowerment of women" (UNFPA, 2021)

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The Philippines was also party to the 1990 Convention on the Rights of the Children (CRC) which provided an international legal framework to protect and fulfill the human rights of every child (UNICEF, n.d.). The CSE is a national program that would ensure that children would "be fully prepared to live an individual life in society, and brought up in the spirit of...peace, dignity, tolerance, freedom, equality and solidarity" (OHCHR, 2021).

CSE is also in line with the country's commitment to the 2030 Agenda for Sustainable Development Goals (SDGs). "It is vital to advancing health outcomes and gender equality. It gives young people the tools they need to have healthy lives and relationships. It helps them navigate life-changing decisions about their sexual and reproductive health" (Kanem, 2017).

National Policy
Still in line with state obligations to realize the provisions of international treaties, the Philippines has enacted its own national policies pertaining to the fulfillment and protection of its population's sexual and reproductive health rights.

Republic Act 10354 or the Responsible Parenthood and Reproductive Health Law of 2012 provides for state-provided age- and development-appropriate reproductive health education. "to adolescents and school-age children which shall be taught by adequately trained teachers and educators in formal and non-formal educational system and integrated in relevant subjects such as, but not limited to, values formation; knowledge and skills in self-protection against discrimination; sexual abuse and violence against women and children and other forms of gender based violence and teen pregnancy; physical, social and emotional changes in adolescents; women's rights and children's rights; responsible teenage behavior; gender sensitivity and development; population and development; responsible parenthood; and other reproductive health concepts..." (RPRH Law, 2012)

On January 9, 2017, an executive order (E.O. No. 12, s. 2017) for "attaining and sustaining 'Zero Unmet Need for Modern Family Planning' through the strict implementation of the responsible parenthood and reproductive health act" was signed emphasizing the government's prioritization of the matter.

In further compliance with international and local policy and in response to the observed rising need for safeguarding adolescent sexual and reproductive health and rights in the Philippines, Executive Order No. 141, s. 2021 "adopting as a national priority the implementation of measures to address the root causes of the rising number of teenage pregnancies and mobilizing government agencies for the purpose" was signed on June 25, 2021.

The commitment of the Philippine government in ensuring its population's sexual and reproductive health is evident in the country's signing of international treaties, and enacting local policies, which include provisions on funding and training human resources. CSE implementation is an integral part of this commitment and a proud inclusion in the country's reports to the international community of its efforts towards the fulfillment of each citizen's right to health and well-being.

CSE Implementation in the Philippines
The Philippines is one of only two countries in the Asia and Pacific region to have mandated CSE by law as of 2019; Thailand is the other one. Implementation and monitoring of CSE is mandatory in the country at both primary and secondary levels and starts at kindergarten (IPPF

ESEAOR, 2019).

The passage of the law, however, was not without struggle. It took more than a decade since the first RH bill was filed to even get the legislature close to a vote. In 2011, a Social Weather Stations (SWS) survey revealed that Filipino women's "clamor for information and services on family planning and how to become more responsible parents" (PCW, n.d.). Arguments against the bill were not coming from the public but mainly came from lawmakers who saw fit to cite religious beliefs as justification to violate the sexual and reproductive health rights of Filipino citizens including the right to correct information, access to services, bodily integrity, gender equality, and protection from sexual violence. When the bill passed into law, the same arguments were then applied to the fulfillment of its provisions including the provision of CSE to K to 12 students.

Despite this, the Philippines report discussing the topics of puberty, pregnancy and birth, contraception, HIV, AIDS and STIs, love and relationships, marriage, SOGIE, gender and gender norms, online media and technology, sexual abuse and violence, and SRH services "extensively" in classrooms while the topic of access to safe abortions were reported to have been "discussed briefly". (IPPF ESEAOR, 2019) This is in significant difference to the scale of which the same topics have been discussed in other countries in the region.

Yet despite such strides made in adolescent sexual and reproductive health education, the Philippines continues to have a higher-than-average incidence of adolescent birth rates worldwide (IPPF ESEAOR, 2019), and an increasing number of HIV cases among youth aged 15-24, among other reproductive health issues. In 2018 alone, there were 130,000 teenage pregnancies "fathered" by adult men (POPCOM, n.d). In January 2021, 25% of newly diagnosed cases of HIV were among youth with 99% infected through unsafe sexual contact (HARP, 2021).

Adolescent health, including sexual and reproductive wellness, has remained in peril as young people increasingly face violations of their rights to access information and education, bodily integrity, and protection from violence, among others.

The situation was not helped by the delays in RPRH Law passage and subsequent implementation. Before the law was passed the "emphasis from the highest level of government to really implement CSE" was missing. Within a bureaucracy, the absence of this driver was something that kept the ball from rolling (Geronimo, 2016). When the law was passed, implementation was delayed due to the legal questions raised by its critics before the Supreme Court which took two (2) years to resolve.

By 2015, the DepEd had already issued policies on family planning, comprehensive water, sanitation, and hygiene in schools, and committed to develop the CSE standards on adolescent health and development from K-12 (DOH, 2015). At the time, the department had already included CSE in its curriculum but was still in the process of adopting the "CSE standards developed by a panel of experts in consultation with teachers, parents, RH providers, and the adolescents themselves" (DOH, 2015). Teachers, the frontline implementers of CSE, also needed to be trained on how to deliver age-appropriate sex education and to integrate its elements into their own lesson plans.

In 2021, nine (9) years after the RPRH law mandated schools to implement a comprehensive sexuality education program, the Department of Education had finally piloted the implementation of CSE in three regions (1, 7, and 11) where adolescent health issues have been observed to

be most prevalent. Contrary to initial fears of implementers, the pilot CSE implementation did not receive active resistance and was generally accepted by teachers, parents, and students even as it was delivered via remote and blended learning platforms. Following this, national and regional orientations were conducted with school heads, teachers, guidance counselors, General Parents-Teachers Association officers, clinic staff, and student leaders in preparation for the program's full implementation in the coming year.

III. The Challenges

Despite national policies supporting the CSE program, it still faces a number of challenges from different forefronts that prevents it from fully realizing its potential to help address gender inequalities, child protection issues, and reproductive and sexual health concerns including gender-based violence.

a. Lack of knowledge—breadth, depth, and how.

While the issues CSE is addressing are nothing new, they are not topics that are addressed and talked about openly, much less taught in schools. Thus, for most of our stakeholders, if not all, it is a novelty, both in its messaging and the method.

Across the board—from policymakers to teachers to parents—there is still lack of information, not just in the principles and concepts that the program aims to teach but also its (1) importance, value, and impact to stakeholders, (2) its scope and reach, and (3) how this can be approached effectively.

b. Teacher and school readiness

Philippines is one of only two countries in Asia and the Pacific—with Thailand being the other—to have mandated the implementation of a CSE program.

Being a new program in our curriculum—it's just barely two years since it has been signed off in 2019, local schools and teachers have no prior experience or context to draw from. Everything is conducted for the first time. Those who have piloted the program in the country certainly rose up to the challenge but without previous experience or a baseline to compare their performance to, they remain unsure. They lack confidence and conviction that only previous experience can give (Technical Report: Capacities in Teaching Comprehensive Sexuality Education: A Baseline Assessment of Philippine Public School Teachers from Regions 1, 7, and 11, CHSI, 2020).

Plus, unlike other subjects where fact-based teaching can be done, CSE requires more practical, situation-based lessons that are harder to develop, let alone implement, without exposure, expertise, and experience.

c. Cultural constraints

To complicate matters even further, topics covered in CSE such as sexuality, gender identity, sexual and reproductive health, are considered sensitive and private. They are not topics that are discussed in groups, in casual conversation. They are not even discussed openly in family settings. Most of the time, these topics are shared only to close family members or friends and often in hushed whispers and sworn secrecies. In some sectors of the population, the subjects are even considered taboo and open discussion is frowned upon.

These cultural constraints and other religious socio-cultural norms pose a huge challenge for the program implementation, not just from the perspective of delivering the message but also from the aspect of ensuring that program content and messages are both socially and culturally acceptable.

d. Parental participation and readiness

Parents plays a key role in this program. With the subject being sensitive and private and the lessons requiring a more practical approach, parents contribute largely to how learners perceive and accept the program. Their influence and participation is also crucial in (1) making sure that the information is given the right context, (2) reinforcing the lessons by providing actual examples and scenarios, and (3) encouraging openness and acceptance.

But like our teachers, parents also lack exposure, expertise, and experience that will allow them to teach and advocate for CSE. At best, they are currently in "wait-and-see" mode, where they are continually evaluating the program.

e. Perception and misconception

With no previous context to base upon, it is easy to develop premature assumptions and opinions about the program. Its topics, being already controversial, do not help belay misconceptions either. Neither is the fact that it is being taught to young children.
All these can derail CSE's progress especially when the misconceptions and misinformation are allowed to foster and pester. Being new, the program relies heavily on initial buy-in and trust, which can so easily be broken.

All of these can be addressed by a communication plan that focuses on not just giving out the facts and relaying the plans but in reaching out to every stakeholder from the grassroots and ensuring that they understand, identify with, have faith in, and are empowered by the program. Only with the full cooperation of every stakeholder and unity to the program's goals can we possibly change the prevailing perception and societal norms and correct misconceptions that will derail a successful implementation. Without concerted effort—where the government, teachers, parents, and community become pillars themselves—we cannot build a strong foundation for CSE as we integrate it into the school system. Every stakeholder is a pillar that will establish its roots and every person—every advocate—are bricks that will build the program from the ground up.

IV. Multi-level, Multisectoral Approach: Creating core and internal advocates

The cooperation and support of parents, families and other community stakeholders should be sought from the onset and be maintained as they greatly influence the values, social norms and conditions of the youth. It is important to emphasize the shared primary concern of schools and parents with promoting the safety and well-being of children and young people. If teachers, parents, and the community support each other in implementing a guided and structured teaching/learning process, the chances of personal growth for children and young people are likely to be much better (UNESCO, 2009).

With the challenges CSE program faces and the number of different stakeholders we need to communicate to, a simple top-down approach in communication will not suffice. CSE requires a more concerted approach where all stakeholders are targeted at the same time and

communication is divided into different phases. Each phase has a core theme but with differentiated messaging depending on the target audience.

In the same way, this approach also aims to create core and external advocates who can help influence opinions, position CSE as an essential and relevant tool for people, and encourage support and participation, either in its implementation or in furthering its objectives. Internal advocates will come from the internal stakeholders, composed of the decision-makers, implementers, learning advocates, and learners/students. External advocates are formed from partnerships with communities and other organizations, media and PR campaigns, influencers, and public in general. As shown in Figure 1, this creates a self-reinforcing scenario where external advocates help internal stakeholders get buy-in from their target audience and wholehearted support and renewed confidence in the program from the core leads to positive feedback and impressions.

Figure 1: Core and External Advocates and Their Interactions
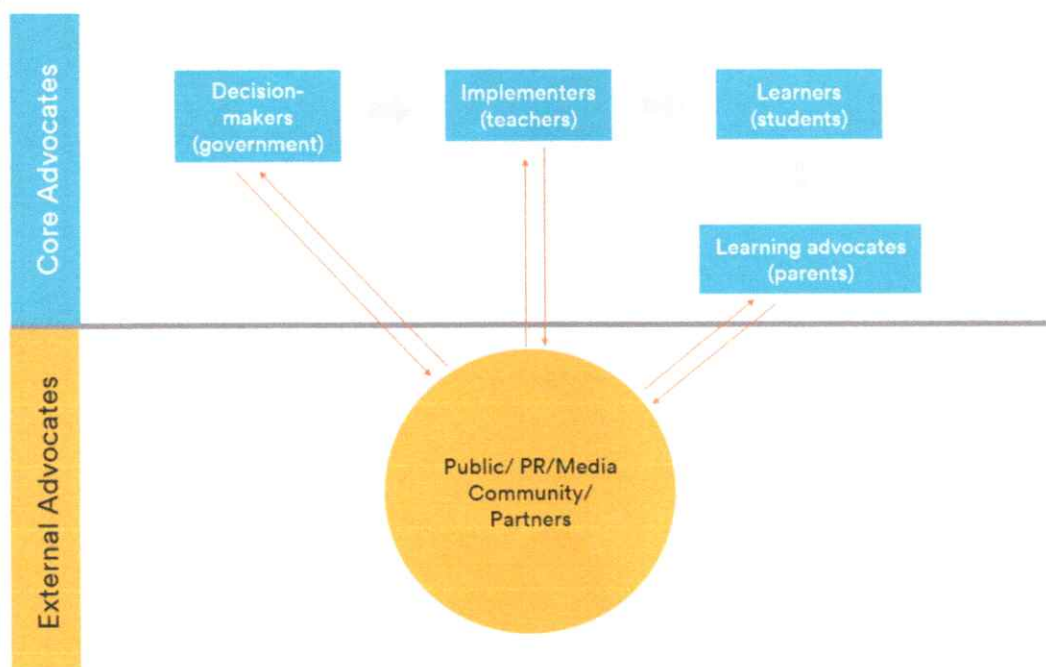
With this approach, we can leverage on the knowledge, expertise, reach, and resources of each sector, thus benefiting from their combined and varied strengths and resources. This is especially true for programs that have connections or overlaps with other efforts that have the same goals. Programs like CSE—which has an umbrella of topics and goals that extend to other areas of development—benefit from this arrangement because only a holistic approach can effectively address the interrelated social, environmental, and economic factors. This is also ideal for continuing programs and those whose challenges are endemic to the culture and norms. Communication should be constant, sustainable, and graduated, with the flexibility to be adapted and scaled up when needed.

In fact, in Executive Order 141, s. 2021, the national government called for a multisectoral approach where both national and local agencies are tasked to address the issue of teenage pregnancy. Among those mentioned are the Department of Education (DepEd), Department of Health (DOH), National Youth Commission (NYC), Sanguniang Kabataan (SK), Department of Interior and Local Government (DILG), Technical Education and Skills Development Authority (TESDA), National Economic and Development Authority (NEDA), Philippine Commission on Women, and the Commission on Population and Development (POPCOM).

Multilevel, multisectoral approach is seen as effective in "raising awareness and in achieving broader accountability and responsibility" in programs related to health and wellbeing. It also builds "strong coherence" among different sectors as well as budget efficiency, where partnerships and collaborations with other sector can mean shared resources for implementation (Multisectoral and Intersectoral Action for Improved Health and Well-Being for All: Mapping of the WHO European Region, 2018).

To institute a multilevel and multisectoral approach, we should be able to:
- Recognize and acknowledge the value, stake, and potential contribution of each sector and leverage on their strength and influence
- Engage every stakeholder with tailored messages and activities
- Communicate shared benefits and shared goals

Doing this, we can engage and create advocates among stakeholders and make them our partners. And by leveraging the strengths and varied approaches of partners, effective multisectoral coordination can eliminate policy implementation barriers, facilitate scale-up, and increase the impact that one sector or partner might have had alone (Health Policy Project: Resource Guide, Multisectoral Coordination, USAID, 2014).

Thus, for CSE implementation, it is essential to reach out, collaborate, and make every stakeholder a personal advocate and partner of the program. Only with shared efforts and united goals can we make this program a success.

V. Communication Strategy: Advocacy Communication

Given the challenges previously outlined, an ordinary communication strategy where information is just given and shared will not be enough. Communicating the CSE program, its components, and its value, benefit, and impact, requires a mindset change that will not be addressed by just an awareness campaign. Changing mindsets and rounding up support entails an engagement strategy that touches on the mental and emotional aspects as well as the behavioral.

Because of this, communication plan for CSE should go beyond information sharing. It should aim to encourage target stakeholders to support and participate. It should also be adapted to the needs and level of understanding of different stakeholders. (Integration of Comprehensive Sexuality Education in the Philippine K-to-12 Basic Education Curriculum: Costed Implementation Plan 2020-2024, Department of Education, 2020)

This strategy also takes into account the number of different stakeholders that this program needs to reach—each requiring different messaging—and the multilevel, multisectoral approach to communication we are using to address it. Buy-in and commitment from all parties working

together is needed if we want a successful multisectoral collaboration (Health Policy Project: Resource Guide, Multisectoral Coordination, USAID, 2014).

Advocacy communication fits well in this framework as it addresses the need for a change in mindset, touches on the emotional-behavioral aspects of the program, and uses multilevel, multisectoral approach via advocates that is effective in reaching multiple stakeholders, at the same time.

Why advocacy communication fits

1. Several target audiences
To push for the CSE agenda, we have to communicate to different sectors, at different levels, at the same time. This is not easy and not sustainable in the long run, especially if the message is coming from a single, central unit.

Creating advocates and champions for CSE in every sector, at every level ensures that we have a continuing voice that will gather support for us and communicate our agenda.

2. Misinformation and misconception
With a program that depends heavily on stakeholder support, misconceptions and misinformation should not be allowed to fester. To combat these, we have to be present at all levels, be quick in responding, and have wider reach.

This is not possible with just a central unit sending out the communications. We need advocates on the grounds who will help correct misconceptions immediately and rally support.

3. Word of mouth
Advocacy communication leverages on word of mouth, which is more effective in changing perceptions, at a large-scale, in a shorter amount of time.

People tend to trust word-of-mouth as well since it's coming from people they know who, unlike program proponents and internal stakeholders, have no personal agenda in furthering the cause.

4. Trust in the messenger
Communicating CSE is more conceptual and perceptual than factual. This means laying down the facts and figures will not help rally support. Individual biases and initial perception on the program can persist despite being shown otherwise.

What will help in this scenario is to leverage on existing relationships and trust. People will more likely support the program if the communication comes from advocates who they trust and have personal relationships with than someone from a position of authority.

5.1. Establishing external and core advocates

But while advocacy communication is the most effective for this program, it is not the easiest to implement. Unlike simple, top-down informational and awareness campaigns, this approach does not only focus on getting the message across but also aim to change mindset and bring about a certain behavior. But how do we do that?

In tandem with the informational campaign, it is important to integrate into your communication strategy and messaging mental-emotional and behavioral aspects. In Figure 2, we show the things we need to establish and aim for in the communication in both aspects.

Figure 2: Mental-Emotional and Behavioral Aspects of Advocacy
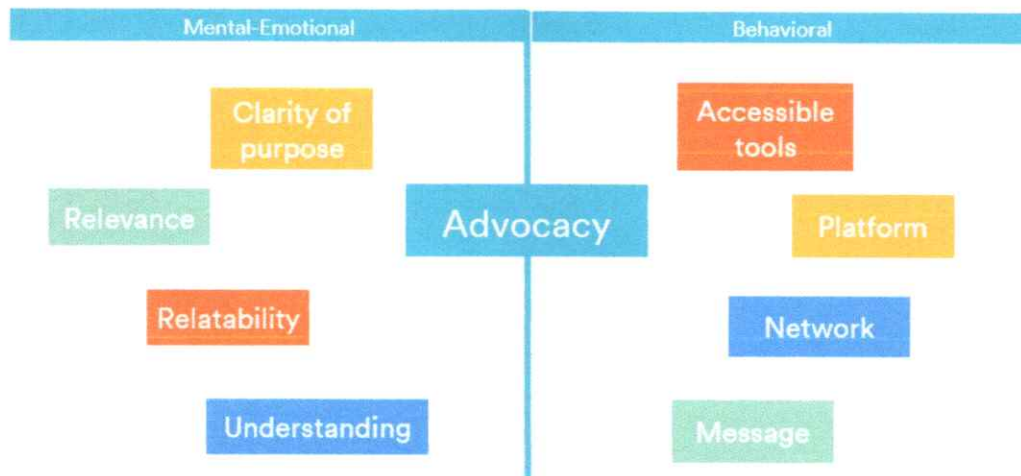
Getting them to support: Tapping the Mental-Emotional Aspect

When it comes to changing mindsets, we first need to get their buy-in. To do that, there should be clear clarity of purpose. Communication should be able to outline the goals, what needs to be achieved. As the same time, the program itself should be outlined well, explained in full, with clear call to action. Because how can they advocate for something that they cannot understand?

This can be done by establishing the benefits of the advocacy. Answer the question: 'What's in it for me?" This means communication and messaging should revolve around relevance, benefits, and impact. Cite scenarios that are relatable to the target audience so it'll be easy to get their support.

Inciting Them to Action: Tapping the Behavioral

Part of creating advocates is ensuring that they also have opportunities to advocate for your program. We should make it easy for them by giving them accessible tools and complete information. Provide them with avenues to network and platforms where they advocate for the program. Lastly, the messaging should be clear. They should have access to materials that will help them communicate the program better.

5.2. 4-Stage Communication Framework

With that approach and strategy in mind, we came up with a 4-stage communication framework that we can use as base in creating our communication plans and campaigns. It is divided into four phases, each phase with clear goals and messaging structure. See Figure 3.

Inform – this is the first stage of the framework where we will basically inform people about the program. This is the awareness stage where basic information about the program should be discussed and misconceptions addressed and harmful perceptions are unlearned.

Engage – this is the stage where we attract potential advocates by establishing connection, relevance, and relatability.

Empower – this stage is all about empowering would-be advocates to help promote the program. We should provide them with tools that will help them advocate for CSE.

Advocate – This is the last stage of the framework where we recognize champions for the program, whose voices we can leverage on to further the CSE agenda.

Figure 3: Stages of CSE Communications

Action	**INFORM**	**ENGAGE**	**EMPOWER**	**ADVOCATE**
Goal	Awareness Clarity of purpose Appreciation	Connection/Relatability Relevance Trust/Support	Action/Role Contribution Tools	Champion Recruit/Influence Change percept
Questions we need to answer	What is CSE? What does it aim to do? Why is it important?	Why should you care? What's in it for you? How does it impact you?	What do I need to do? How do I contribute? What tools do I use?	How do I influence others to become advocates? Partner orgs to approach?
Topics to discuss	Objectives Implementation Plan Misconceptions Next steps	Benefits Individual, macro and long-term impact	Tools Plans and Activities Training sessions	Messaging and content Platform Network

With (1) multiple target audience, (2) prevalent misperception and misconception, and (3) a long-term, continuing program that'll be integrated into our educational system, CSE does not just need awareness and practice but a change in mindset and perspective; not just acceptance but advocacy.

Thus, it is imperative to create a communications and visibility plan that can provide targeted communications to the right audience, at the right time. A phased implementation will ensure that we are covering all our bases and our communications are working to move them from stage to stage. This also allows us to monitor results and gives us the flexibility to make agile adjustments where needed to ensure that we are achieving our goals.

VI. Communication & Visibility Plan

6.1. General Objectives

1. Create awareness and understanding of comprehensive sexuality education (CSE) as integrated in the K-to-12 Curriculum and its linkage to Youth Friendly Services
2. Correct common misconceptions and wrong impressions.

3. Communicate the importance and benefits of CSE to different sectors and stakeholders.
4. Encourage participation, whether in its implementation or in furthering its objectives
5. Get buy-in, build support and produce real advocates who will promote the program.
6. Establish relevance and position CSE as an essential tool to improve lives.

6.2. Guiding Principles

The CSE Communication and Visibility Strategy is guided by several principles based on the values and philosophies in the RPRH Law (RA 10354), RA 11166, EO 141, and the International Technical Guidance on Sexuality Education; and policy issuances of the Department of Education—the DepEd Order No. 31, s. 2018 or the Policy Guidelines on the Implementation of Comprehensive Sexuality Education; DepEd Order No. 28, s. 2018 or the Policy and Guidelines on *Oplan Kalusugan* sa Department of Education; and the DepEd Order No. 32, s. 2017 or the Updated DepEd Gender-Responsive Basic Education Policy. The guiding principles include:

Evidence-based decision-making
The Strategy will include evidence-based communication activities and promotion efforts derived from research and examples of good practice. These would apply to identifying the combination of approaches and strategies to shape materials and products and to select the technologies and channels that deliver them to the target audience.

Effective collaboration, coordination and partnership
Comprehensive sexuality education is most effective when an integrated and harmonized approached is embraced—both taking place in-and out-of-schools. The Strategy will provide the mechanism to ensure all key stakeholders are consulted and will be able to work together, especially in harmonizing messages on CSE; and in defining their roles and responsibilities in building knowledge on CSE and in providing sexual and reproductive health services.

Gender equality and social inclusion
The Strategy will be grounded on human rights—including the empowerment of children and young people and the promotion of gender equality and equitable social norms. It will ensure that communication efforts will be based on sound gender analysis taking into account gender differences, needs, and experiences, giving voice to the perspectives of marginalized genders on ASRH while taking note of dominant views. And using these as inputs in correcting harmful gender norms that lead to ASRH issues, and empowering youth, girls, women, and gender non-conforming people to be promoted as change agents themselves and equal partners. Also, communication methods and approaches to be implemented will take into account the needs of the people in hard to reach and under-served areas as well as the poor and most vulnerable groups.

Engaging and resonating with audiences
The Strategy will engage local technical expertise and the community when designing core messages, strategies, and approaches to ensure that communications methods are appropriate within the perspective of their communities. Conscious efforts will be made to ensure that CSE content and messages are applicable to specific situations faced by children and young people in the community and are appropriate. This would provide more opportunities to engage and work the wider community who can contribute to the various aspects of sexuality education depending on their relationship, role, and expertise in relation to young people.

Cost-effective
The Strategy will seek low-cost/high-value approaches for its communication and visibility activities. It will focus on creative and impactful ways of reaching its audience, including with social and traditional media.

6.3. Approaches

The CSE programme will adopt a communications and visibility strategy that includes:

1. Key message development relevant to targeted audiences
Core messages will be developed for targeted audiences to communicate the importance, impact, and benefit of the program; as well as to create awareness around the program and establish its relevance to be able to create CSE advocates. These messages will be coordinated between the Department of Education, Center for Health Solutions and Innovations Philippines, Inc., project partners, and government institutions, where possible.

2. Understanding communications fundamentals and adherence to Communications and Visibility Plan
Communication activities will be finalized during the consultation and preparatory phase to ensure all activities and events adhere to the Communication and Visibility Plan that will be developed. Implementation of the communication strategy will also consider the restrictions brought by the Covid-19 pandemic, utilizing a mix of media platforms to reach wider audiences.

3. Monitoring progress and measuring impact
All communication initiatives will be assessed within the developed monitoring and evaluation framework to determine reach and impact and lessons learned to improve future results.

6.4. Identifying Key Audiences and Communication Mechanisms

Audience/Target	Audience needs	Approach to audience needs	Communication Mechanisms and Channels
		Primary	

A. Main messenger/Program Implementer
 	
Teachers
  i. Public
  ii. Private
  iii. Sectarian
  iv. Non-sectarian
	Teachers (critical stakeholder) need to:
	
	1. know what CSE is and its scope is
	2. be confident and comfortable in delivering/conveying the content to learners;
	3. understand the urgency and effectivity of CSE; that it's more than just lessons on sexuality
	4. learn different approaches in effectively teaching CSE
	5. learn to engage and advocate for CSE, especially to parents and students
	6. learn gender analysis and gender transformative approaches and unlearn harmful dominant gender norms and misconceptions about CSE
		1. Official communication from authority figures regarding ASRH and CSE, its objectives and benefits
		2. Outline implementation and integration plan of CSE to lessons.
		3. Capacity building, especially in teaching, communicating and advocating for CSE
		4. Build support and advocacy for the program, especially among sectarian schools.
		5. Cultivate open dialogue and sharing of experiences among teachers and implementers of the program.
		6. Identify champions who will advocate for
			• **Trainings and workshops on GAD, CSE**
			Capacity-building (Different aspects of CSE, Teaching CSE with confidence, handling online classes); Learning from experts series (OBGYN, psychologist, medical doctor, experts on population, gender, economy, marriage
			• **Internal communication**
			Official Memorandum, DepEd produced IECs; Call for CSE champions
			• **Traditional and social media**
			Messages endorsed by school officials, religious organizations, NGAs;
			• **Materials**
			Instructional materials, sample lessons, Reference, Handbook/Manual
			• **Guides and References**
			Self-paced learning modules on CSE; Best practices handbook (gather all programs done by different schools)
			• **Informational material**
			CSE Handbook for teachers; Introduction to CSE;
			• **Event/Programs**
			CSE Cascade (cascade and talks from experts on what CSE is); Quarterly workshops; Quarterly sharing of best practices among teachers

Audience/Target	Audience needs	Approach to audience needs	Communication Mechanisms and Channels
B. Learners a. **Students**	**Learners** (primary) need: 1. awareness of the CSE program, what it is and why 2. to be comfortable and supportive of it; 3. to understand its importance and value in their lives; 4. to unlearn harmful dominant gender norms and misconceptions about CSE; 5. to be empowered as change agents and equal partners of CSE	the program in their communities. 1. Communicate CSE in a format that is suitable for their age, understanding of the subject, current needs, and environment. 2. Make CSE tangible, relatable, and useful to students thru content and activities. 3. Instill positive and empowering impression on students. 4. Get the support and utilize existing student organizations to communicate and create awareness around the program.	• **Classroom learning:** DepEd- and school-produced IECs; discussion on gender equality and unlearning harmful norms; use of activities and practical learning method to teach CSE • **Extra-curricular:** Student-led activities, traditional and social media campaign (CSE testimonials, share campaign); partnerships with organizations (school newspaper, integration in org activities, etc.) • **Materials** Activity sheets, presentations, visual aids, videos, illustrations, infographic • **Integrations/Policies** Inclusion to Homeroom, Creation of CSE Day; School org requirement (require school orgs to include in their annual activities • **School activities/Programs** Film-showing; Field trips (medical facility, etc.); Drama/Stage play; Talks; **Nationwide/Interschool contests** Comic strip/artwork/video-making/essay writing, etc.

Secondary

Audience/Target	Audience needs	Approach to audience needs	Communication Mechanisms and Channels
C. Learning advocates a. **Parents**	**Parents** (critical stakeholder) need to,	1. Communicate the importance, impact	• **PTA/SSG meetings:** DepEd- and school-produced IECs, Student-led activities,

Stakeholder	Needs / Objectives	Activities / Programs
b. School-related organizations i. Student orgs	1. see qualitative and quantitative data that will address and alleviate concerns; 2. understand the urgency and effectiveness of CSE; that it's more than just lessons on sexuality 3. realize the value of CSE to their children and to them as parents 4. unlearn harmful dominant gender norms and misconceptions about CSE **Parent Associations, Student Governments** (critical stakeholders) need to 1. be engaged and be convinced to advocate ASRH, including the CSE program; and 2. unlearn harmful dominant gender norms and misconceptions about CSE	and benefit of the program. 2. Clarify and correct misconceptions about the program. 3. Get the support, buy-in, and participation of parents in the program. 4. Build a partnership with parents and make them "educators". 5. Utilize parent organizations to promote and advocate for the program. 6. Establish open dialogues between parents and children on sensitive "sexuality" topics.	Parent-led activities; discussion on gender equality and unlearning harmful norms • **Traditional and social media campaign:** Messages endorsed by school officials, youth, and religious organizations, NGAs; Parent testimonials; Share campaign – information on CSE • **Events/Programs** Research workshops, Parent-student sessions (How CSE can help you become a parent) • **Reference/Guides** CSE Handbook for parents (intro, teaching CSE at home) • **School-led Projects/Activity** Parent-student project/activity for CSE • **Materials** Pamphlets, Brochures, Handbook, Manual

D. Public/Community Advocates/Influencers
  a. PR/Traditional and Digital Media
    i. Health
    ii. Family and Parenting
    iii. Education
    iv. Government
  b. Public/Community
  c. Social media influencers
 	
Community and Media, need to:
1. understand the urgency and effectiveness of CSE; that it's more than just lessons on sexuality
2. need to understand the current situation of ASRH in the Philippines;
3. inputs from advocacy groups, youth orgs, etc. on messaging regarding ASRH and CSE;
4. realize the value of CSE to children, parents,
	1. Create public awareness on CSE, its importance, benefits, and impact not just to certain sectors but to the country as a whole.
	2. Create media and PR coverage on the program by utilizing both traditional and digital media as well as influencers.
		• **Community assembly and info campaign**
		DepEd- and school-produced IECs; discussion on gender equality and unlearning harmful norms; Community/LGU caravans, informational campaign
		• **Traditional and social media campaign:** Messages endorsed by school officials, youth, and religious organizations; social media campaign for awareness/engagement; informational campaign in socials
		• **Influencer campaign**

	community and country as a whole and advocate it to others; and 5. unlearn harmful dominant gender norms and misconceptions about CSE	3. Discuss macro and long-term impact of the program 4. Build support and tap influencers who will become the faces of the program. 5. Produce educational content on CSE and post on various platforms. 6. Forge partnerships with LGU and barangay for community caravans and info drive	Campaign around celebrity spokesperson and influencers who support CSE; Awareness/share campaign on socials ● **Media coverage** Student-led activities, Parent-led activities, Community-led activities ● **PR Campaign** Monthly pitched topics to traditional and digital media and bloggers on CSE, specific ● **Trainings and workshops** on gender-transformative campaigns and communication ● **Materials** Video, social media posts, explainers, activities, flyers, pamphlets
E. **Advocacy Partners** a. **Civil society organizations** i. (medical societies, women empowerment groups, PLHIV groups, youth groups, NGOs, etc.)	**Civil Society Organizations, Development Partners, need to:** 1. be engaged and be convinced to advocate ASRH, including the CSE program; 2. realize the value of CSE to children, parents, community and country as a whole and advocate it to others; 3. understand the urgency and effectivity of CSE; that it's more than just lessons on sexuality 4. unlearn harmful dominant gender norms and misconceptions about CSE	1. Identify communication themes that can be leveraged on for potential partnership. 2. Communicate what the CSE program is, its benefits, and potential impact to their advocacies. 3. Partnerships with orgs via their annual conventions, events, activities	● **Trainings/workshops/Informational Campaign on GAD, CSE** Talk during assembly, annual meetings, etc. ● **Dialogues with DepEd:** discussion on CSE, gender equality and unlearning harmful norms ● **Traditional and social media campaign:** Post endorsements/info campaign by different organizations, NGOs, youth groups, etc. ● **Partnerships** Joint efforts on pushing for themes relevant to the org; awareness drive and activities; utilize org spokesperson for CSE

Audience/Target	Audience needs	Approach to audience needs	Communication Mechanisms and Channels
		Tertiary	

F. Policymakers/Decision Makers
a. National Government Agencies
  i. DepEd
  ii. DOH
  iii. POPCOM
  iv. DILG
  v. DSWD
b. LGUs/Barangay
  i. provincial/city/barangay officials
  ii. health officer
  iii. population officer
c. Education Officials (provincial/local/district/city)
d. Principal/School board/School officials
  i. Public
  ii. Private
  iii. Sectarian
  iv. Non-sectarian
	Policymakers/Decision Makers need to:
	1. understand the current situation of ASRH in the Philippines; that it's more than just lessons on sexuality
	2. get inputs from advocacy groups, youth orgs on policy initiatives, enhancement, needs, etc.;
	3. realize the value of CSE to children, parents, community and country as a whole and advocate it to others; and
	4. unlearn harmful dominant gender norms and misconceptions about CSE
	5. Integrate efforts and build partnerships that will consolidate programs for greater reach
		1. Inform, educate, and get the support of all stakeholders on what CSE is and its benefits
		2. Outline communications and action plan for the integration of CSE in the curriculum.
		3. Activate crisis communications plan should the need arise during its implementation
		4. Build support and advocacy for the program.
		5. Create CSE Day that will help consolidate efforts on info drive and awareness campaign
			Inter-agency dialogues: Information dissemination, planning, M&E; Partners Day (brainstorming, discussion with partners like PopCom, DILG, DSWD, DOH)
			National forum: Qualitative and quantitative data on the situation re: ASRH, policy recommendations;
			• **CSO/community engagement:** Qualitative and quantitative data on the situation re: ASRH, policy recommendations; discussion on gender equality and unlearning harmful norms
			• **Trainings and workshops on GAD, CSE**
			• **Recognition/Awards** Recognize schools/teachers/divisions that have implemented good and effective CSE programs
			• **Events/Programs** CSE Showcase (collection and presentation best CSE lesson and programs implemented across the country);
			• **Integrations/Policies** Creation of CSE Day

G. Development Partners **a. Development organizations**	**Development Partners** Need to determine effective strategies that they can invest further on, scale up, among others.	1. Communicate the CSE implementation in PH, its benefits, and impact	• **CSO/community engagement:** Qualitative and quantitative data on the situation re: ASRH, policy recommendations; discussion

to society and to the country. 2. Showcase best CSE programs and projects in PH 3. Identify areas that require/need support	on gender equality and unlearning harmful norms • **Inter-agency dialogues:** Information dissemination, planning, M&E • **National forum:** Qualitative and quantitative data on the situation re: ASRH, policy recommendations • **Presentations/Case Study Showcase** Present CSE Showcase, collection of best programs implemented across the country

6.5. Proposed Core Messages

Core messages and positioning/angles for each target audience will help communicate the essence of CSE and how the program is relevant and beneficial to their lives. This will streamline communication efforts and, hopefully, reach our audience at a level that they feel they can personally advocate for the program.

Core messages proposed here are based on the data gathered during the two-day collaborative communications and messaging workshop with all our stakeholders. These data were processed from the initial survey, the brainstorming sessions and the activities conducted.

The core messages proposed are what can be highlighted to garner support and advocacy for the CSE Program in the face of the identified barriers and challenges. With the current climate and goal, these are the messaging that will help us push for the CSE agenda. Positioning/Angles are additional messaging prompts that we can use as support message, depending on the needs of the persons we are speaking to.

Note that the core messages and the positions/angles are not meant to be static. It can be changed, updated, or added to, based on the current societal climate and need. What's important is we always listen to the pulse of our audience and validate our messages.

PHASES	Phase 1: INFORM *Goal: Establish a guide*	Phase 2: ENGAGE *Goal: Establish impact*	Phase 3: EMPOWER *Goal: Establish role*	Phase 4: ADVOCATE *Goal: Establish influence*
TARGET AUDIENCE		**CORE MESSAGES**		

A. Main messenger /Program Implementer
a. Teachers
  i. Public
  ii. Private
  iii. Sectarian
  iv. Non-sectarian
 	
b. Teacher orgs
	What is CSE?
	What do I need to do?
	What is it for?
	What's the mandate?
	What are my objectives?
	What is expected of me?
	What are my tools?
	What are the topics I need to discuss?
	What's the scope?
	How will I teach this to my students?
	How do I determine which is age-appropriate?
	What are the teaching approaches I can take?
	What are the rules?
		What's in it for me? For my students?
		What topics within the CSE framework I can most identify with?
		How will this benefit me? My students? Their families?
		Example of programs in other countries?
		What is the impact of this project to my life, my students' lives?
		In what way can this help us?
		What are the experiences of other teachers I can learn from?
		Macro, long-term impact
			Success stories of teachers in implementing the program
			How significant is my role as a teacher?
			How am I changing the lives of my students and their families?
			Which of the lessons I've done impacted my students? Their parents?
			What has this project done to improve lives in my community?
			How can I involve my student's family into the program?
				Who outside the school setting will be impacted by CSE?
				What can I do to spread the word?
				How can I spread the word? Who can I reach out to, to spread the word?
				How can I help other teachers with their lessons?
				How can I help convince parents who are reticent?
				What can I say to people that will make them understand the program?
				Where can I find resources to promote this program?

	Core Message: **The Value of CSE** There is more to CSE than teenage pregnancy, STDs and sexuality education. It teaches life skills they'll need to deal with challenges, inside and outside school, at present and in the future. CSE develops students' soft skills, gives them confidence, improves their emotional quotient, keeps them safe, and gives them the right mix of ingredients to be happy, healthy and successful and productive citizens of the country. **All-out Support** DepEd, along with the national and local government, is fully committed to help teachers implement CSE in schools to help students gain the necessary life skills. DepEd will unveil a 3-year plan designed to help teachers engage both students and parents and advocate for this worthy cause.			
	Positioning/Angles 1. Teaches students life skills 2. Contribution to the improvement of the lives and future of students 3. Keeps children safe from violence and abuse			

4. Teaching not just students, but also parents
5. Role in nation-building; improvement of PH
6. Contributes to total development - CSE is more than just about sexuality education. It cuts across all aspects of life.
7. Opportunity to forge partnerships with other groups
8. Continuous support and training

PHASES	Phase 1: INFORM *Goal: Establish a guide*	Phase 2: ENGAGE *Goal: Establish impact*	Phase 3: EMPOWER *Goal: Establish role*	Phase 4: ADVOCATE *Goal: Establish influence*
TARGET AUDIENCE	CORE MESSAGES			
B. Learners a. Students b. Student orgs	What is CSE? What is it for? What is expected of me? What do I need to do? What do I need to learn? What have I learned so far?	What's in it for me? What topics within the CSE framework I can most identify with? How will this benefit me? My family? In what way can this help us? What is its impact in my life? Which topics can I most identify with?	Now that I've learned it, what do I do with it? What can I do to apply what I learned in real-life situations? What practical applications can I do?	What can I do to help my classmates? What can I do show my own experiences? What activity in my org can I organize to amplify? What topic can I leverage on?

Core Message:
Life Skills
CSE teaches you important life skills you'll need to cope with the challenges of life as you develop to become mature, confident, and successful members of society.

Positioning/Angles:

1. Self-development (self-understanding, self-worth and self-esteem, confidence, maturity, emotional stability)
2. Bullying (self-acceptance, equality, respect for others)
3. Development changes and how to cope (physical, mental, emotional changes, sexuality)
4. Self-care (physical and emotional health, reproductive health, caring for their health, putting their health and wellbeing first)
5. Relationships (communication, relationships and dealing with the opposite sex, informed choices)
6. Contribution in awareness campaign (advocacy for student orgs)

PHASES	Phase 1: INFORM *Goal: Establish a guide*	Phase 2: ENGAGE *Goal: Establish impact*	Phase 3: EMPOWER *Goal: Establish role*	Phase 4: ADVOCATE *Goal: Establish influence*
TARGET AUDIENCE		**CORE MESSAGES**		
C. Learning Partner 1. Parents 2. Parent Orgs	What is CSE? What is it for? Why is it important? What is expected of me? What do I need to do? What do I need to learn? What is the scope of this program? How can I teach it to my child? What activities do I use	What's in it for me? What topics within the CSE framework I can most identify with? How will this benefit me as a parent? As an org? In what way can this help us? What is its impact in my life? Which topics can I most identify with?	Success stories of parents implementing the program How significant is my role as a parent? How am I changing the lives of my children? How can I involve myself in my child's learning?	What can I do to help fellow parents? What technique I found effective that I can share to others? How can I show my own experiences?

Core Message:

Become Better Parents

CSE helps you become better parents and teaches you to raise healthy, well-adjusted kids who know themselves, respect others, and become productive citizens by making good, informed choices in life.

Positioning/Angles

1. Improves parenting skills (quality time; better communication with kids; support kids in their physical and emotional development; handling difficult questions; more knowledge on what kids go thru and how to deal;)
2. Protect kids from abuse, violence and STDs (sexual predators, abuse (physical, emotional and sexual), HIV and STDs)
3. Improves kids' health and wellbeing (general health care and nutrition, prevention of STDs, take care of reproductive health, emotional stability, confidence, self-worth)
4. Improves your kids' self-worth and self-acceptance (grow confident, learn to value themselves;)
5. Prevents bullying (Helps prevent or stop kids from being bullied or being bullies themselves; anti-discrimination, equality)
6. Puberty changes (understanding the changes they undergo and how to deal; proper guidance and freedom)
7. Equality and gender themes
8. Improves kids' social and emotional quotient (teaches them socially-acceptable behavior, less insecurities, more confidence and well-adjusted)

PHASES	Phase 1: INFORM *Goal: Establish a guide*	Phase 2: ENGAGE *Goal: Establish impact*	Phase 3: EMPOWER *Goal: Establish role*	Phase 4: ADVOCATE *Goal: Establish influence*
TARGET AUDIENCE		CORE MESSAGES		

D. Public/Community Advocates/Influencers
 	
1. PR/Traditional and Digital Media
  i. Health
  ii. Family and Parenting
  iii. Education
  iv. Government
2. Public/Community
3. Social media influencers
	What is CSE?
	What is it for?
	Why is it important?
	What is the scope of this program?
	What's the mandate?
		What is its impact to the country in general? Long-term effect, macro-level
		How does this impact me?
		What topics do I mostly identify with?
		How can this make my life better?
		What's in it for me? What's in it for the public/followers?
		How will it impact people, the country?
		How can it raise my profile as an influencer?
			How does this affect me?
			What can I contribute?
			What topic in CSE I can take on as my advocacy?
			In what way can we collaborate, partner, or promote CSE and its subjects?
				How can I share this to my network?
				What can I do to communicate my support?
				How do I reach more audience?

	Core Message: **The Value and Role of CSE** CSE improves the lives of students and families by raising better parents and happy, healthy and well-adjusted kids who know themselves, respect others, and become productive citizens of the country. It plays a role in establishing equality and respect; decreases teenage pregnancy and school dropouts; and prevents violence, abuse and health concerns like HIV and STDs.			
	Positioning/Angles: 1. Value and role to parents 2. Value and tole to students 3. Impact to PH and its national concerns (teenage pregnancy, HIV, STDs, population) 4. Successful implementation (new kind of teaching method, etc.) 5. The crucial role that community plays			

PHASES	Phase 1: INFORM _Goal: Establish a guide_	Phase 2: ENGAGE _Goal: Establish impact_	Phase 3: EMPOWER _Goal: Establish role_	Phase 4: ADVOCATE _Goal: Establish influence_
TARGET AUDIENCE		CORE MESSAGES		
E. Advocacy Partners a. Civil society organizations i. (medical societies, women empowerment groups, PLHIV groups, youth groups, NGOs, etc.)	What is CSE? What's the scope? What do I need to do? What is it for? Why is it important? What's the mandate?	What topic in CSE is closely tied with my org? How will this impact my own advocacy? What similarities do we have? How will it benefit my organization?	In what way can we collaborate, partner, or promote CSE and its subjects?	How can we connect with other agencies? How do we partner for campaigns? What projects can we align together? What campaigns we can partner with to share resources?
	Core Message: **Value and role as experts and advocates** Your knowledge, experience, expertise, and support are crucial in communicating CSE-related topics effectively and successfully implementing the program in a manner that's relatable, relevant, and easily understood.			
	Positioning/Angles: 1. Partnership (experts and speakers, partnered events) 2. Shared advocacy (teenage pregnancy, HIV and STDs, population, dropouts, poverty, gender equality, adolescent issues, etc.) 3. Combined or exchange of resources and values (maximizes budget and costs, increases reach) 4. Expertise			

PHASES	Phase 1: INFORM *Goal: Establish a guide*	Phase 2: ENGAGE *Goal: Establish impact*	Phase 3: EMPOWER *Goal: Establish role*	Phase 4: ADVOCATE *Goal: Establish influence*
TARGET AUDIENCE		**CORE MESSAGES**		
F. Policymakers/Decision Makers	What is CSE? What's the mandate? What are the legal and policy bases? What's the scope? What is it for? Why is it important? What do I need to do? What's expected of me?	How will it impact my own function/organization/office? What's the connection? How will it benefit me and my organization?	What topic under CSE can we leverage on? What can I do to push and promote this among my colleagues? In what way can we collaborate, partner, fund, or promote CSE and its subjects?	What projects can we align together? What campaigns we can partner with to share resources? How do we partner for campaigns?
1. National Government Agencies i. DepEd ii. DOH iii. POPCOM iv. DILG v. DSWD	Core Message: **Benefits of a partnership** Partnering in the implementation of CSE allows us to: 1. Share and maximize our resources 2. Expand our reach and create more awareness for our advocacies and mandates 3. Speedily and effectively address shared issues and targets 4. Take a preventive stance by addressing the issue thru effective information and education drive			
	Positioning/Angles: 1. Individual programs mandated to implement (cross-connections) 2. Partnership (experts and speakers, partnered events) 3. Shared goals and advocacy (address national concerns) 4. Combined or exchange of resources and values (maximizes budget and costs, increases reach) 5. Expertise and contribution to the advocacy 6. Urgency to address national concerns related to CSE (teenage pregnancy, HIV and STDs, population, dropouts, poverty, gender equality, etc.) 7. Combined or exchange of resources and values (maximizes budget and costs, increases reach) 8. Take a prevention stance by addressing the issues before they begin			
2. LGUs/Barangay i. provincial/city/ barangay officials ii. health officer	Core Message: **Benefits of a partnership** Partnering in the implementation of CSE allows you to: 1. Expand your reach and create more awareness for your advocacies			

iii. population officer	2. Speedily and effectively address shared issues and targets 3. Take a preventive stance by addressing the issue thru effective information and education drive 4. Build stronger and productive families and community 5. Maximize your resources and allot budget to other projects
	Positioning/Angles: 1. Shared goals and advocacy (address national concerns) 2. Benefit to LGU (economic progress, controlled population, resource allotment, productive members of community) 3. Expertise and contribution to the advocacy 4. Partnership (experts and speakers, partnered events) 5. Building stronger and productive families and community 6. Urgency to address national concerns related to CSE (teenage pregnancy, HIV and STDs, population, dropouts, poverty, gender equality, etc.)
3. Education Officials (provincial/local/ district/city) d. Principal/School board/School officials i. Public ii. Private iii. Sectarian iv. Non-sectarian	**Core Message:** **The Value of Effective Implementation of CSE** Implementing CSE effectively do not just help your school address endemic issues like dropouts, teenage pregnancy, bullying, discrimination, gender inequality, etc. but it also ensures that your school produces mature, healthy, and well-adjusted graduates who can someday bring honor to their alma mater. This is also an opportunity to train teachers in more practical and non-traditional approach to teaching and to showcase the teaching talent that you have in your school.
	Positioning/Angles: 1. Addresses school concerns (dropouts, teenage pregnancy, bullying, discrimination, gender inequality, etc.) 2. Develops both hard and soft skills 3. Equips students with the right skills that will help them become successful and give honor to their school 4. Showcases student talent (School-wide and inter-school activities) 5. Showcases teachers (present best practices in CSE) 6. Continuous support and training from DepEd 7. Opportunity to forge partnerships with other groups 8. Opportunity for your teachers to learn practical and non-traditional methods of teaching

PHASES	Phase 1: INFORM Goal: Establish a guide	Phase 2: ENGAGE Goal: Establish impact	Phase 3: EMPOWER Goal: Establish role	Phase 4: ADVOCATE Goal: Establish influence
TARGET AUDIENCE		CORE MESSAGES		
G. Development Partners 1. Development organizations	What is CSE? What's the mandate? What are the legal and policy bases? What's the scope? What is it for? Why is it important? What has been done so far? What's the result of the programs?	What's the potential of the project to create big changes? What impact will it provide to the country and the world in general What campaigns, and executions can be replicated in other countries?	In what way can we collaborate, partner, promote and fund CSE and its subjects?	How can we connect to development partners and development organizations?
	Core Message: **Urgency and Relevance** With the alarming rates of teenage pregnancy, school dropouts, HIV and STDs, poverty and gender inequality, Philippines has implemented CSE in schools nationwide to address the issues from its root cause—lack of information and education on its cause and consequence.			
	Positioning/Angles: 1. Successful implementation of CSE, Case study 2. Concrete plan to achieve targets and address issues 3. Urgency and need to address issues related to CSE 4. Take a preventive stance by addressing the issue thru effective information and education drive			

These core messages will be executed offline and online and through different methods to make it authentic and credible to the target audience. The following are sample executions according to implementation phase

PHASES	Phase 1: INFORM *Goal: Establish a guide*	Phase 2: ENGAGE *Goal: Establish impact*	Phase 3: EMPOWER *Goal: Establish role*	Phase 4: ADVOCATE *Goal: Establish influence*
EXECUTIONS				
Main Messengers	Teacher's toolkit Training modules Training sessions Video tutorial Sample lesson plan per age level Dos and Don'ts Playbook/Guide	Sharing of personal experience sessions Dialogue with other teachers Collaboration sessions Film viewing, story sharing Impact survey and results Seminar, macro-level	Success stories Sharing sessions Dialogue with parents and students Personal impact survey and results	Networking opportunities Content for posting
Public/Community Advocates/Influencers	Media toolkit FAQs Cheat sheet Informational campaign	PR coverage/PR drive Engagement campaign Content on benefits and impact	Partnership and collab with influencers/endorsers Partnership with bloggers/orgs	
Advocacy Partners	Guidebook/playbook	Partnership proposals/discussions	Proposal letters	Networking opportunities, Partner for a public campaign, PSA type

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6.6. Monitoring and evaluation indicators

The CSE Communication and Visibility strategy implementation will be monitored through the monitoring and reporting system of the Department of Education Basic Education Strategy that is currently being developed; and alongside and as aligned to the CSE Programme monitoring, evaluation and learning (MEL) plan, i.e. the Strategy will focus its results evaluation efforts to assess whether the target audience increase their knowledge and skills as envisioned, and the subsequent use of this knowledge to change relationships, behaviors and practices in line with the intended outcomes. The Strategy will endeavor to undertake communication and visibility activities that are specific, measurable, achievable, result-oriented, and time-specific (SMART). In support, it will aim to evaluate the reach and impact of proposed communication measures through specific indicators that will be agreed to and finalized during the consultation and preparatory phase. General M&E activities such as review meetings and operational and formative research will be conducted periodically to further inform the direction and outcomes of the communication interventions.

Below are some indicators that will be applied when monitoring and evaluating this communication strategy. Actual metrics for each will depend on the budget and breadth of campaign:
- Awareness (surveys; social media metrics (reach, views, and impressions))
- Engagement (participation, reactions, social media metrics (reactions, comments, shares, clicks))
- Sentiments (internal and external)
- Understanding (no misconceptions, biases, etc.)
- Buy-in (parents, teachers, officials)
- PR/Media/Online coverage and PR value
- Partnership value

VII. Coordination and Collaboration

The Strategy will use the whole-of-government and whole-of-society approach to strengthen the collaboration and coordination of key stakeholders—policymakers and decisionmakers, main messengers or program implementors, learners, learning advocates, and the wider community—for providing a continuum of care for children and young people. The roles and responsibilities of stakeholders and the corresponding engagement strategies to gain their support shall be defined according to their involvement on CSE issues.

It will utilize existing structures and mechanism, both vertically and horizontally, to ensure a streamlined implementation of the Strategy and to avoid redundancy and overlaps. The Strategy will use both the DepEd DO No. 31, s. 2018 *Policy Guidelines on the Implementation of Comprehensive Sexuality Education* and the DepEd Joint Memo No. 003, s. 2021 *Joint Memorandum on the Comprehensive Sexuality Education-Adolescent Reproductive Health Convergence Pilot Implementation* as guide for identifying roles and responsibilities at different governance levels. Implementation arrangements to determine where CSE communications will be lodged will be agreed upon during the during the preparatory/consultation phase of the communication and visibility plan finalization.

Overall, the Department of Education will provide both policy and strategic direction in implementing the strategy at all levels. Other departments identified in the EO 141 and their

corresponding regional offices or local counterparts will be engaged throughout the implementation process and will have the opportunity to utilize the identified activities and key messages.

<u>National Level</u>
At the national level, the designated CSE focal at the Department of Education will lead and provide oversight in creating the CSE communications working group. Said group will be headed by the Public Affairs Office, with team members from the External Partnership Services, the Bureau of Curriculum Development and the Bureau of Learner Support Services.

<u>Regional Level</u>
At the regional level, the existing Adolescent Health Technical Working Group (TWG) will be activated to coordinate or facilitate key activities. The adolescent and reproductive health (ARH) and CSE focals in the region will be included as members of the team that will be created for the implementation of various communication efforts.

<u>Division and School Level</u>
ARH and CSE focals at the division and school levels will assign or form a communication team to facilitate the implementation of the CSE Communication and Visibility Plan. As the strategy would require working with multiple stakeholders to build support for CSE and youth friendly service provision, a "Consultation, Participation, and Communications" plan that is context-specific and appropriate will be prepared to ensure meaningful participation of all stakeholders in project implementation and monitoring. Said plan shall be anchored on the CSE Communication and Visibility Strategy. [include a sample template]

<u>Partnerships with Key Stakeholders</u>
Donor organizations, development agencies and other implementing partners may use this strategy and its key activities/messaging to inform future programming as regards comprehensive sexuality education and adolescent sexual and reproductive health.

Other stakeholders in the community such as civil society organizations, traditional and faith-based leaders, youth organizations and clubs, peer educators, and community motivators will be involved in mobilizing communities, facilitating communication activities and providing on-going support throughout the implementation of the Strategy.

VIII. Indicative action plan for implementing the Strategy

The costing indicated in this plan has been based on DepEd's CSE Costed Implementation Plan 2020-2024. Similar to the timing of the programme's pilot implementation, the CSE Communication & Visibility Strategy will also use a phased approach to implementation considering available budget and resources.

Activities	Cost			
	Year 1 2022	Year 2 2023	Year 3 2024	TOTAL
Hire an expert to lead/guide the refinement and finalization of the communication and advocacy plan for CSE integration	300,000	-	-	300,000.00
Conduct messaging and materials workshop*	250,000	-	-	250,000.00
Develop the communication and advocacy plan/materials for CSE integrations*	500,000	-	-	500,000.00
*Implement communication and advocacy plan	10,000,000	10,000,000	10,000,000	30,000,000.00
Hire communication officer (SG 15) to manage the communication and advocacy plan for CSE in DepEd BCD	366,372	366,372	366,372	1,465,488.00
				PHP 32,515,488.00

Item in the CSE CIP that have been covered in the DepEd Budget proposal for FY 2023-2025.

Below is the breakdown of activities in the next two years. The activities included here are based on the data we gathered from the initial survey we asked stakeholders to answer as well as the activities and surveys we conducted during the two-day collaborative communications and messaging workshop. Based on the results, our main stakeholders—teachers, students, and parents—need more information about CSE beyond the initial impression of the program being centered on educating our youngsters about sexuality. There is a need to expand its reach and change the current perception. This can be addressed thru workshops, engagement activities, content, and events that will make our target audience see how CSE is relevant to them.

Audience	Activity	Indicator	Target	Budget	Timeline			Officer Responsible
					2022	2023	2024	
Stakeholders	Communications and Messaging workshop KPI: Get insights from stakeholders on the messaging	# of participants	Insights from stakeholders		150,000			
	Workshop 1: Targeting and Engaging Audiences - Knowing your topic - Knowing your target audience (Creating target profiles and personas) - Finding the right platform	# of participants	Target personas and profiles		150,000			
	Workshop 2: Content Production Training - Creating content for website - Creating content for social media - Creating brochure/primer - Creating posters	# of participants	Content for different platforms		150,000			

Workshop 3:
Social media training
- FB, IG, YT, Twitter, Tiktok, Viber/Messenger
- Content planning
- Community management
- Engagement activities (social posts, contests and games)
- Event coverage
- Group engagement
   - FB group
   - Hashtag campaign
   - Viber group
   -
Livestreams/Webinar
	# of participants	Social media content calendar		150,000	

Workshop 4: Advocacy PR and Media Training - Advocacy PR and its benefits - Pitching your topic to the media - War room preps - Dos and Donts for media event - Creating the program	# of participants	Story angles to promote CSE, War room questions		150,000	
Workshop 5: Advocacy campaign handling and monitoring	# of participants				

	- Creating and planning a campaign - Executing a campaign - Monitoring and evaluating your campaign Output: Campaign Plan			150,000			
	Workshop 6: Communication Handbook - Planning the contents (should include best practices from different regions) - Putting it all together	# of participants	Plan for CSE Communication Playbook	150,000			
Teachers	Capacity-building workshops: Introduction to CSE; How to teach CSE; Teaching CSE with Confidence; Engaging Learning Activities Quarterly Workshop	Honorarium for speakers Digital Event cost	300 Participants X 4 digital event		200,000/event x 4 = 800,000	800,000	800,000
	Capacity-building Workshops: Learning from Experts series	Honorarium for speakers Digital Event cost	300 participants X 4 digital workshops		200K x 4 events = 800,000	800,000	800,000

Category	Activity	Cost type	Quantity			
	Handbook/Manual Creation - digital	Production cost	1 handbook	300,000	300,000	
	Self-paced Learning Modules – video	Production cost	5 videos	400,000	400,000	
	Nationwide Best Practices Program	Event Cost	1 digital event	200,000	200,000	200,000
Students	School Activity Film-showing; Field trips (medical facility, etc.)	Cost for activity	2 school activities	—	X	X
	Nationwide/Interschool contests Comic strip/artwork/video-making/essay writing, etc.	Cost for prizes	1 event	400,000	300,000	300,000
	CSE Day Celebration	Activity Cost	1 event 5 activities	—	X	X
	Social media campaign	Campaign cost	1 campaign Social media posts	300,000	300,000	300,000
	Informational and Explainer Videos	Production cost	5 videos	400,000	400,000	
	Student Video Testimonial	Production cost	10 per school	—	X	X

Category	Item	Cost Type	Details			
Parents	CSE Handbook for parents (intro, teaching CSE at home) – pamphlet	Production cost Printing cost	1 handbook/pamphlet	500,000		500,000
	Informational and Explainer Videos	Production cost	5 videos	400,00		400,000
	Parent-student sessions (How CSE can help you become a parent)	Event Cost + Video Material	200,000/session 4 sessions/yr 150,000	800,000 + 150,000	950,000	950,000
	Research Workshops	Event Cost	1 event	200,000	200,000	200,000
	Parent Testimonials	Production cost	10 per school	—	X	X
Public	Social Media Informational Campaign	Campaign cost		2,000,000		2,000,000
	Informational and Explainer Videos	Production cost	5 videos	500,000		500,000
	Influencer Campaign	Campaign cost		3,000,000		3,000,000
	PR Campaign	Campaign cost		1,500,000		1,500,000
	Media Campaign (trad and digital)	Campaign cost		1,500,000		1,500,000

	Community/LGU caravans	Campaign cost		—				X
	Flyers/Pamphlets - 5 subjects	Production cost Printing cost		200,000/ Pamphlet X 5 = 1,000,000				1,000,000
Partners	Partners Day (Planning Session/Dialogues with Government partners like PopCom, DILG, DSWD, DOH)	Digital event cost	2x / year	—			X	X
	Partners Planning Session/Dialogues (NGOs, private institutions, orgs, etc.)	Digital event cost	2x / year	200,000 x 2 = 200K			200,000	200,000
Policymakers /Decisionmak ers	CSE Showcase Event/Recognition	Digital event cost	1 event Prizes	300,000			X	X
	Quarterly Review and Planning Session	Digital event cost	4x a year event	—			X	X
Development Partners	CSE Showcase Compendium / CSE Report	Production cost	1 compendium	200,000			200,000	200,000

- collection of best programs implemented across the country					
TOTAL		1,050,000	5,800,000		13,450,000

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ANNEX 2: Coaching and Mentoring Session 1: Targeting and Engaging Audiences

Activity	CSE Communication Workshop Series **Coaching and Mentoring Session 1: Targeting and Engaging Audiences**
Date/s and Time	May 19, 2022, 8:30AM – 12NN
Platform/s	Online via Zoom
Description	**About this Workshop** As we continue with the CSE Communication Workshop Series, we now focus on the single most important element in communication—your audience. As we have learned from our first workshop. Our audience is not just the "receiver" of our message. The messaging, strategy, and even the words and tone we use all depend on who we are talking to. In this workshop, we will delve into the audience and teach our participants how to target, profile, and create topics, angles, and messaging that will resonate to their audience as well as platforms where they can be engaged with. **Objectives** • Reinforce the importance of the audience in the communication process • Introduce the concept of targeting and segmentation. • Show what a persona profile is and how to create one • Teach how to create topics and angles that can be used for message creation • Explore platforms and how they can be used.

Participants	1. DepEd officials, Bureau directors and technical staff and program implementers
	   - Bureau of Curriculum Development
	   - Bureau of Learners Support Services
	   - Planning Office
	   - Strategic Management office
	   - Public Affairs Office
	   - Communications Division
	2. CSE Regional Focals (17 regions) + select regional staff/personnel handling communications
	3. POPCOM, DOH
	4. CHSI, UNFPA

Facilitators Resource Persons	CHSI
Guests	N/A
Methodology	Plenary Presentation and Discussion, Breakout session/Group work
Resource Requirements	Resource Person/s, Facilitators, Zoom Large Meeting, Ice breakers Materials: Workshop templates, Master slides (template), Event Invitation/Announcement Art Card, Attendance sheets, Exit slip/Evaluation Form
Proposed Program	**Tentative Program Flow (4 hours)** I. Ice Breaker (Individual differences, audience profile, differences among people)

	II. Review: Building blocks of a message - Discussion (15 mins) - Mentimeter – Knowledge Check - Discuss quickly the "4 Building Blocks of a Message" which was introduced in the last workshop—PAPA (purpose, audience, profile, and action) III. Importance of the audience - Discussion (15 mins) - Emphasize the value of the audience and their importance in the communication process, especially messaging that is adapted to their interests, level of understanding, attitudes, and beliefs. IV. Targeting and Segmentation: Asking the who, what, and why - Discussion (20 mins) - Mentimeter activity (10 mins) - Show participants the importance of targeting audiences and teach them to create segments based on type—psychographic, behavioral, demographic, and geographic V. Persona Profiling (Connected/aligned to the "Understanding the Individual" activity) - Hands-on activity (90 minutes) - Get participants to create their own persona profiles using segmentation and targeting principles. (Individual work + Group activity) VI. Creating topics and angles - Instructions (Plenary) - Hands-on activity (30 mins) - Get participants to brainstorm and create topics and angles based on audience segments and targets VII. Platforms - Discussion (20 mins) - Mentimeter (activity)/Actual examples (effective or not effective) - Discussion on various platforms and how to analyze each so they will fit our target audience. Examples: **Platforms:** Email, SMS, Social Media (IG, FB, YT, Tiktok), Blog, Flyer, Pamphlets, Ads, News, **Format:** Video, Static, Article, Illustration, Comic strip - Outputs: Persona profile; Topics and angles VIII. Exit Slip (Mentimeter) (5 mins)
Person in charge of Documentation	CHSI, BCD
ANNEX	ANNEX 1: DEPED MEMO ANNEX 2: FACILITATORS' GUIDE, TEMPLATES, WORKSHEETS ANNEX 3: EVALUATION FORM 1

Republic of the Philippines

Department of Education

OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND INSTRUCTION

BCD-CSDD-O-2022-3046

MEMORANDUM
DM-CI-2022-165

TO	:	**MINISTER, MBHTE-BARMM**
		REGIONAL DIRECTORS
		SCHOOLS DIVISION SUPERINTENDENTS
		ALL CI PERSONNEL CONCERNED
		OTHER CONCERNED DEPED PERSONNEL
FROM	:	**DIOSDADO M. SAN ANTONIO**
		Undersecretary
SUBJECT	:	**COMPREHENSIVE SEXUALITY EDUCATION (CSE)**
		COMMUNICATION AND VISIBILITY STRATEGY AND PLAN AND
		2023 ACTIVITIES
DATE	:	**MAY 06, 2022**

The Bureau of Curriculum of Development is pleased to share with you the first **Comprehensive Sexuality Education (CSE) Communication and Visibility Strategy and Plan April 2022 ("CSE Communication Plan")** (see Annex 1) that has been co-created based on your valuable insights and feedback during our CSE Messaging Workshop. The **CSE Communication Plan** is anchored on advocacy communication as a strategy that also takes into account the different stakeholders that the CSE program needs to reach—each requiring different messaging—and the multilevel and multisectoral approach to communication needed to address such need. The **strategies, core messages per target audience, and complementary activities contained therein have also been developed cognizant of the directives under EO 141** for the Department for Education to prioritize interventions that can be included in the "Comprehensive Action Plan Towards the Prevention of Adolescent Pregnancies" to be submitted to Human Development and Poverty Reduction (HDPR) Cabinet Cluster.

Similar to the timing of the CSE programme's pilot implementation, the CSE Communication Plan will also use a phased approach to implementation considering available budget and resources. For the FY 2022, the plan has outlined key activities to build the awareness, appreciation and skills of program implementers, parents, community leaders, organizations and other stakeholders of CSE. Part of this is a six-part Communication Workshop Program (see Annex 2) to capacitate CSE focals at the central and regional offices to implement and use the plan to advocate for CSE to

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various target audience. Complementing this program is a series of <u>Monitoring and Capacity Building Activities</u> that are scheduled from May to September 2022.

The first **mentoring and coaching session on "Targeting and Engaging Audiences" is scheduled on May 19, 8:30am – 12nn**. We enjoin all the target participants to attend the activity via Zoom platform. As prework, all attendees will be provided information, advance reading assignments/materials, and activity sheets.

Enclosed are the following for your reference:

1. Comprehensive Sexuality Education (CSE) Communication and Visibility Strategy and Plan (Annex 1)
2. CSE Communication Workshop (Series) 2: Targeting and Engaging Audiences (Annex 2)

For more information, please contact:

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Immediate dissemination of this memorandum is requested.