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Situation assessment

Comprehensive sexuality education
in digital spaces – opportunities for
formal education in Thailand

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Situation assessment

Comprehensive sexuality education in digital spaces – opportunities for formal education in Thailand

This rapid situation assessment of comprehensive sexuality education across digital spaces in Thailand aims to understand the opportunities for using digital sexuality education spaces and content in formal education. The report analyses original data drawn from young people, teachers, education officials, and representatives of organizations engaged in young people's health and well-being, and consolidates these with learnings from earlier studies both locally and further afield. It offers recommendations for capacity-building and other efforts to expand access to innovative teaching and learning on sexuality education by leveraging digital spaces both in and out of the classroom.



*'Since wars begin in the minds
of men and women it is in
the minds of men and women
that the defences of peace
must be constructed'*

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Key terms and acronyms

CSE	Comprehensive sexuality education
CYCT	Children and Youth Council of Thailand
DLTV	Distance Learning Television (Distance Learning Foundation under the Royal Patronage)
DISIL	Designing for Systems Innovation and Leadership
ES	Educators and education officials’ quantitative survey (Cited as ES in the study)
FGD	Focus group discussion
HIV	Human immunodeficiency virus
ICT	Information and communication technology
KII	Qualitative online community with youth (n=18) (Cited as (KII) in the study)
OC	Key informant interviews with teachers, education officials, and Path2Health Foundation representatives (Cited as OC in the study)
LGBTI	Lesbian, gay, bisexual, transgender and intersex
MDES	Ministry of Digital Economy and Society
MOE	Ministry of Education
MOPH	Ministry of Public Health
OBEC	Office of the Basic Education Commission
PII	Personally identifiable information
SEO	Search engine optimization
SOGIE	Sexual orientation, gender identity and expression.
STI	Sexually transmitted infection
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children’s Fund
UNFPA	United Nations Population Fund
YS	Youth quantitative survey (Cited as YS in the study)

Key concepts

Blended learning approach	A combination of online learning and face-to-face classroom-based learning.
Comprehensive sexuality education	Comprehensive sexuality education (CSE) is a curriculum-based process of teaching and learning about the cognitive, emotional, physical and social aspects of sexuality, aiming to equip children and young people with knowledge, skills, attitudes and values that will empower them to: realize their health, well-being and dignity; develop respectful social and sexual relationships; consider how their choices affect their own well-being and that of others; and understand and ensure the protection of their rights throughout their lives.
Digital literacy	The ability to access, manage, understand, integrate, communicate, evaluate and create information safely and appropriately through digital technologies.
Digital spaces	A virtual space where young people seek information, spend their leisure time, generate content to share with others and learn from influencers, peers and experts.
Digital sources	Sources of information that come in digital forms.
ICT-enabled learning approach	A learning approach using information and communication technology (ICT) in integrated ways to support lesson delivery, learner engagement, and teacher-student exchange.
Informal learning	Informal learning is experiential and happens through media, offline or online discussions, etc.
Non-formal learning	Non-formal is structured learning by a trained educator or facilitator, for example, through co-curricular or out-of-school clubs or community learning centres for lifelong learning.
Sexuality education	An instruction about sexuality and relationships provided in a way that is appropriate for the learner's age and sociocultural context.
Sexuality information	Information about sexuality and relationships.
Sex positive	A positive attitude about sex and feeling comfortable with one's own sexual identity and the sexual behaviours of others.
Young People	The UN refers to 'young people' when speaking about adolescents (10–19) and youth (15–24). For this rapid assessment, young people and youth are used interchangeably when referring to youth aged between 10 and 19 years old.

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A project team at Love Frankie carried out the research for this situation assessment and prepared this report. The Love Frankie team comprised Galen Englund, Research Director & Qualitative Research Lead; Mike Wilson, Quantitative Research Lead; Parinda Khongkhachan, Research Analyst and Thidarat Thayanont, Graphic Designer. Jane Coombes provided technical and copy-editing of the final report.

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Executive summary

Comprehensive sexuality education (CSE) is critical to equip young people with the knowledge, skills and attitudes necessary to make informed decisions regarding their sexuality. There is a growing body of evidence that shows that young people are increasingly engaging with the digital world to gather information about sexuality, filling in the gaps with content that may not be featured in school, enabling them to learn anonymously about a subject that, for some, may be sensitive.

Digital spaces provide an opportunity to complement and bolster formal education and accelerate progress towards achieving CSE. Previous studies on sexuality education in digital spaces, such as those carried out by UNICEF and by Love Frankie on behalf of a collective of United Nations partners, clearly illustrate that these 'digital' opportunities have not yet been fully leveraged. This can be improved in Thailand.

This rapid situation assessment of CSE across digital spaces in Thailand aims to understand the opportunities for using digital sexuality education spaces and content in formal education. The report employs a mixed-methods approach, drawing on survey, online community and interview data from young people, teachers, education officials and representatives of organizations engaged in young people's health and well-being. By providing new primary data sources, this assessment addresses evidence gaps in young people's engagement with sexuality education and information in digital spaces in Thailand. Lastly, the report offers recommendations for capacity-building and other efforts to expand access to innovative teaching and learning on sexuality education by leveraging digital spaces. In addition to primary data collection, secondary data from reputable sources are woven throughout the study. The research findings were validated with stakeholders in the education sector, young people, United Nations organizations and partners during a consultative session to critique the findings and formulate actionable recommendations.

As attested to in numerous global studies (for example, UNESCO 2020a), younger generations increasingly rely on digital sources for sexuality information. Thailand and its youth are no different. Findings from this study indicate that young people in Thailand have an appetite for online sexuality information. More than four in five youth (80%) in this study had sought sexuality information from digital sources during the previous twelve months.

Those spaces allow them to find the information they need with a sense of anonymity and comfort. Digital sources provide youth with easy-to-digest, entertaining, detailed, and (mostly) credible information, as evidenced by qualitative data collection with youth. Offline and in-person sources may make them feel uncomfortable, especially in conservative settings where it may be difficult or taboo to discuss topics relating to sexuality.

Findings from this assessment reveal that slightly over one-third of young people surveyed (34%) feel that the sexuality education they received or are currently receiving in school is insufficient. Therefore, digital resources on sexuality and sexual health are undeniably crucial to support youth in making informed decisions by providing in-depth content that fits their interests, questions, and identities. Encouragingly, many youth (43%) feel they can find what they are looking for in digital spaces – indicating that these spaces play an important part in addressing youth's concerns regarding sexuality issues. However, while they place great importance on credible sources, young people report that many of the sources they access may not be credible, when compared with more entertaining options.

Despite providing mostly positive feedback, the youth we polled express concerns about accessing sexuality information online, namely online security threats, risks from the spread of false information, online sexual harassment, and cyberbullying. Young people are largely aware of the drawbacks of online information and agree that they must have critical thinking skills to consume sexuality information safely.

Youth not only access sexuality information online in their free time, they also acknowledge that these sources have become increasingly incorporated into their sexuality education classrooms. They feel the inclusion of digital tools in the classroom, regardless of the subject, enables them to understand lessons better through more active engagement. Seven in ten (70%) of surveyed youth report that their sexuality education teachers utilize digital resources to support teaching during sexuality education classes.

Teachers and education officials are firmly in favour of using digital sources for sexuality education in classrooms. The large array of resources available online allows teachers to expand their teaching from textbooks – with near-limitless opportunities. Over four in ten (43%) wish they have more access to digital resources when preparing for sexuality education delivery in the classroom. Teachers point out that selecting appropriate media to assist in planning and teaching sexuality education classes is crucial. They would like to be better supported in accessing those materials. Online media can enhance understanding, sustain attention and engagement in class, and help students visualize and internalize lesson content. Digital sources can lessen teachers' discomfort in teaching and talking to students about sexuality.

Numerous previous studies (e.g. McCarthy et al. 2012; Arnab et al. 2013; Aragão et al. 2018; Briñez et al. 2019) along with key informants interviewed in this assessment, recommend a combination of offline sexuality education and online sexuality education interventions. These two approaches – offline and online – ought to complement one another and ensure that young people can access accurate, adequate, and nonjudgmental sexuality education relevant to their needs.

The following select recommendations are synthesized from the rapid assessment findings and a consultation meeting with representatives from UNESCO, UNFPA, UNICEF, OBEC, CYCT, and the Dek-D website. They are formulated to address the ever-changing needs of young people by providing well-rounded comprehensive sexuality education that is accessible, engaging and accurate.

Select recommendations

This assessment identified recommendations for different audiences, including the Office of the Basic Education Commission (OBEC) of the Ministry of Education (MOE), the Ministry of Digital Economy and Society (MDES), and organizations supporting young people's health and well-being. For additional detail, please see the full list of recommendations at the end of this rapid assessment report.

For the OBEC, Ministry of Education

- Provision of sexuality education as a standalone subject – encouraging the inclusion of active and participatory teaching and learning in class
- Provision of sexual health counselling services for students – with professionals or teachers and referrals to trusted online sources
- Provision of skills and information training to teachers on the following aspects:
 - › Training to foster positive attitudes towards sexual health information and education
 - › Training for classroom management and to create a comfortable learning environment for CSE
 - › Diversity training to be inclusive of people with diverse sexual orientation, gender identity or expression (SOGIE)
 - › Training for digital literacy to address young people's concern about online security and to upskill teachers
 - › Training to incorporate digital tools into teaching, select appropriate digital media and use digital tools
 - › Training on best practice to provide sexuality education referrals and professional consultations, along with information on how to create safe spaces to discuss the topic with students
- Adjustment in sexuality education teaching and delivery modalities to better address youth demand
- Collaboration with platforms and providers of digital sexuality information to provide sexuality information in line with the OBEC sexuality education curriculum
- Consultation and collaboration with online learning platforms to improve the OBEC's future teaching materials to be more engaging and attractive for young people

- Creation of an interactive learning and counselling platform for youth to learn about sexuality education that can be accessed without an internet connection to maximize reach
- Provision of a ‘how-to’ guide on incorporating digital sources in sexuality education classes, and a comprehensive list of credible digital sources for sexuality information
- Collaboration with MDES to provide digital literacy skills training or inclusion of the skills in the curriculum.

For organizations supporting young people’s health and well-being

- Improvement in social media presence and reach while leveraging a friendly, creative, and entertaining tone to attract youth access
- Provision of confidential consultations or counselling with health experts on digital platforms that are popular among youth
- Adoption of search engine optimization and ad buying via social media to increase youth’s exposure.

Introduction

Comprehensive sexuality education (CSE) is critical to equip young people with the knowledge, skills and attitudes necessary to make informed decisions about their sexuality. There is a growing body of evidence that young people are increasingly engaged with digital spaces to gather information about sexuality, while also learning from experts, influencers, and peers.

Digital sources are an important mechanism for providing young people with sexuality information (complementing formal education) or as a source of nonformal and informal learning. A review report from UNICEF East Asia and Pacific Regional Office (EAPRO) (2019) found that sexuality education and information in digital spaces can lead to improved sexual and reproductive health knowledge, attitudes and behaviours for young people. In recent years, we have seen a surge in the number of digital sources of sexuality information in Thailand in response to the growing demand for it (UNESCO, UNFPA, UNICEF, and Love Frankie 2020).

Digital spaces for sexuality information act as an entry point, introducing youth to information they may feel uncomfortable asking for in-person, for example, from parents or teachers. These spaces also provide opportunities to complement and bolster formal education – accelerating progress towards achieving CSE by plugging gaps in existing classroom delivery. However, skepticism and concerns around the use of digital spaces for sexuality information are still pertinent. The absence of control over the accuracy of sexuality information could put young people at risk by providing potentially harmful information, as noted by UNESCO (2020b).

This rapid situation assessment of sexuality education in digital spaces in Thailand seeks to:

- 1 Address any outstanding gaps in evidence of the nature of young people's engagement with sexuality education and information in digital spaces in Thailand;
- 2 Generate new data on this theme among educators, education officials and youth;
- 3 Make recommendations for capacity-building efforts in the formal education sector and its key partners working in CSE and young peoples' sexual and reproductive health and rights in order to expand access to innovative teaching and learning on sexuality education by leveraging digital spaces.

The study employs a mixed-method data collection approach, leveraging primary data collection against the substantial volume of existing literature. Primary data collection with youth and educators, both qualitative and quantitative, was adopted to gain perspectives from both learners and teachers on sexuality education, access to sexuality information in digital spaces, and how offline and online sexuality education and information can complement each other. Quantitative data collection with youth reached 600 young people, with an equal gender split, while a qualitative youth online community engaged 18 young people in total. A total of 127 educators and education officials completed the quantitative survey, and 12 were interviewed for in-depth insights.

There is limited evidence about the effectiveness of online approaches to sexuality education. Recent publications have stated that online education – including sexuality education – cannot truly replace in-person learning, and should not be presented as a panacea to address the varied and complex shortcomings of school-based sexuality education. In the pursuit of providing the next generation with 'comprehensive' sexuality education, numerous studies (e.g. McCarthy et al. 2012; Arnab et al. 2013; Aragão et al. 2018; Briñez et al. 2019) recommend that a combination of offline sexuality education with online sexuality education interventions could ensure that young people can access accurate, adequate, and non-judgmental sexuality education relevant to their needs. Young people who engage with online sexuality information, as well as those who lack access to digital devices or media, still need to be able to access quality sexuality education through their school curriculum. Students in schools that have sub-standard sexuality education will also be able to fill in the knowledge gap by accessing the information they need online (Jolly et al. 2020).

Methodology note

For this research study, in line with the work assignment, Love Frankie proposed a mixed-methods approach utilizing a combination of desk review, quantitative mobile surveying, and qualitative surveying of online communities of adolescents, along with quantitative surveys and in-depth semi-structured interviews with educators.

Primary data collection is divided into four phases, as follows:

- **Youth quantitative survey (n=600) (Cited as (YS) in the study):** the survey targeted youth 16–19 years old in Thailand. It was hosted on an online, mobile-first survey application platform called Pollfish. The survey aimed to capture youth's perceptions of the current approach to sexuality education, the integration of digital tools and resources in formal education, and their attitudes and behaviours around using digital sources for sexuality information.
- **Educators and education officials' quantitative survey (n=127) (Cited as (ES) in the study):** the survey was disseminated through the OBEC network and hosted on a secure and encrypted survey platform called SurveyCTO. The survey's objectives were to gain insights and perspectives on current approaches to sexuality education, educators' experiences in the integration of digital tools and resources in formal education, and their attitudes and practices around using digital sources for sexuality information.
- **Key informant interviews (KIIs) with teachers, education officials, and Path2Health Foundation representatives (n=12) (Cited as (OC) in the study):** the objective of these semi-structured interviews was to gain an in-depth understanding of the study's focus areas among key stakeholders in sexuality education spaces, and to complement the quantitative data with deeper context.
- **Qualitative online community with youth (n=18) (Cited as (KII) in the study):** eighteen youth (16–19 years) were recruited through youth Facebook groups that discuss sexuality topics, and networks of Path2Health and the CYCT. The data collection was hosted on Recollective, a secure online community research platform, and aimed to discover youth's in-depth perceptions of CSE and access to related information. The recruitment process ensured an equal respondent split by geographical context and gender/sexual orientation, gender identity or expression (SOGIE).

After the data collection and preliminary analysis, representatives from UNESCO, UNFPA, UNICEF, the OBEC, the CYCT, and the Dek-D website were engaged in a consultation meeting to validate the preliminary findings and generate recommendations. These recommendations can be accessed at the end of this rapid assessment report.

For the ease of reference, the abbreviations next to each data format are used across this report to reference each data source (for example, a chart drawing on data from the youth quantitative survey would use (YS) as reference).

For further information, please see the full research methodology – Annex I: Research methodology and Annex II: Data collection instruments.

Section I:

Comprehensive sexuality education in Thailand – the current situation

The history of CSE in Thailand and the Act of 2016

The history of sexuality education in Thailand began in 1938, with the announcement of the first national policy on sexuality education in schools. However, the curriculum was not included in teaching until 1978 (ARROW 2012; the Ministry of Education (MOE), Thailand and UNICEF 2016). At that time, implementation was not mandatory, and CSE was taught only in schools ready to integrate the subject into other teachings (ARROW 2012). In 2001, educational programmes on sexuality education were launched under the name ‘Family Life Education’ (Fongkaew et al. 2011) and listed as part of health and physical education (MOE Thailand and UNICEF 2016).

In 2008, the MOE OBEC introduced sexuality education into the national curriculum (MOE Thailand and UNICEF 2016; Chaiwongroj and Buaraphan 2020). However, it faced criticism for being a ‘one-size fits all’ approach, and for failing to focus on students’ needs and age (Chaiwongroj and Buaraphan 2020).

From 2000 to 2012, Thailand’s adolescent fertility rate for ages 15–19¹ escalated substantially, from 31.1 to 53.4 births per 1,000 women (Bureau of Reproductive Health 2020). As a result, in 2016, the Royal Thai Government enacted the Act for the Prevention and Solution of the Adolescent Pregnancy Problem B.E. 2559. The Act of 2016 (as it is referred to for the rest of this report) mandates and reinforces adolescents’ rights² regarding their access to sexuality information and services as follows:

- 1 The right to make informed decisions
- 2 The right to have access to sexuality education and information
- 3 The right to receive reproductive health services
- 4 The right to receive social welfare services
- 5 The right to be treated equally and without discrimination
- 6 The right to enjoy confidentiality and privacy.

As a result, education institutions are obliged to:

- 1 Provide age-appropriate sexuality education to students
- 2 Recruit and develop teaching personnel capable of providing sexuality education and counselling on the prevention and solution of adolescent pregnancy
- 3 Establish supervision, assistance, and a protection system for pregnant students to receive suitable and continuous education, along with a referral system to appropriate reproductive health services and social welfare provision.

1 The fertility rate for 1,000 women aged 10–14 years in the same period has risen from 0.5 to 1.8 (Bureau of Reproductive Health 2020).

2 Adolescents under this Act are defined as any individuals aged above 10 but not over 20 years.

Teacher training for CSE in Thailand

Due to the Act of 2016, OBEC collaborated with the Path2Health Foundation to develop and launch an e-learning course for CSE pedagogy, intending to upskill sexuality education teachers in providing sexuality education and life skills training (TeenPath 2018; OBEC n.d.).

Before the roll-out of the OBEC e-learning course in 2018, discussions with educators revealed that training for sexuality education teaching was “too broad,” and that it did not provide teachers with adequate skills and knowledge to teach the subject. Several teachers appeared to be uncomfortable teaching and managing their sexuality education classes.

In 2016, a thorough review of CSE from the MOE Thailand and UNICEF (2016) discovered that only half of the secondary school teachers, and less than half of vocational teachers, reported ever receiving training for sexuality education teaching. This may have resulted in inadequate knowledge and opportunities to reframe their attitudes towards sexuality education teaching.

Since 2018, the OBEC e-course has attracted an overwhelming figure of more than 85,000 teachers. Based on interviews with education officials, the most significant incentive for teachers to join the e-course is to earn ‘Teacher Development Hours,’ which are essential for promotion. The course’s main objective is to improve the skills and knowledge of the teachers responsible for sexuality education (which is often included in physical and health education). However, interview data revealed that teachers who are primarily teaching other subjects, for example, mathematics or English, have also received the training and since taught the subject.

Only around 27,000 teachers, out of the 85,000+ who enrolled, have completed the course and received the certification. The large number of dropouts stems from the requirement to submit a teaching plan³ and pass the post-training evaluation test by at least 60%.

Awareness of the e-course was high among survey respondents.⁴ The educator survey revealed that five in ten (51%) had taken the OBEC e-learning course (*Figure 1*). Some 24% are familiar with the platform but have never taken the training, and 9% know of the platform but are not familiar with it.

Qualitative data collection with teachers who received the training, as well as education officials (n=12), showed that teachers who went through training seem to have more confidence in teaching the subject, integrating CSE into their teaching, and incorporating active learning activities. Individuals interviewed anecdotally stated that the training expanded their attitudes towards the subject, equipped them with the necessary knowledge and skill set for teaching, and prepared them for challenges relating to students’ sexual lives. They also reported that their students feel at ease confiding in them regarding sexuality:

**“I am able to see the key points to integrate
and how to solve issues related to sexuality education.”**

(Teacher)

³ Based on interview data, teachers who are responsible for sexuality education must submit a teaching plan that centers around the subject, while teachers who are responsible for other subjects must submit a teaching plan that integrates the content of sexuality education into the subjects they oversee.

⁴ It is important to note that the educator survey was disseminated through the OBEC teachers’ and education officials’ network, who are primarily familiar with the training by the OBEC (only 17% were unaware of the training).

Q2. Are you familiar with the e-learning platform for sexuality education, of the Ministry of Education, Office of the Basic Education Commission?

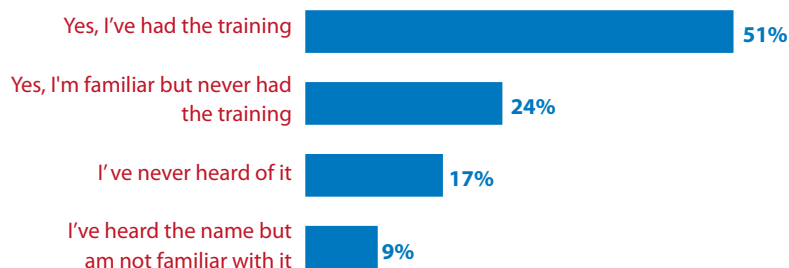


Figure 1: (ES) Awareness of the OBEC E-learning Platform (n=127)

A quantitative survey with the group consistently illustrated that, of those who have received the training, some two-thirds (65%) found it extremely helpful, and another quarter (26%) found it very helpful. An education official positively noted that:

“Teachers have changed a lot. The first couple of modules are focused on changing their perceptions... This will influence teaching and set up activities for students.”

(Education Official)

Evidence from considerable research (for example, Kaeodumkoeng et al. 2012; MOE Thailand and UNICEF 2016) shows that improving teachers’ training on CSE could result in improved delivery of sexuality education. Training on sexuality education pedagogy and skills in supporting students with challenges in their sexual lives comes in various forms and from a number of organizations – for example – ECPAT International, Path2Health Foundation, Thai Health Promotion Foundation, and provincial public health or education offices. Interviews revealed that training provides support to teachers, for example, technical support with the curriculum, information sessions from health professionals, and skills to support vulnerable and at-risk youth. Among teachers and education officials in the quantitative study, six in ten had received some form of training on sexuality education from the OBEC and others.⁵

Since the roll-out of the OBEC e-learning course in 2018, and the increase in the number of workshops and training for educators in recent years, the number of teachers ever receiving training may have increased since the MOE Thailand and UNICEF’s estimate in 2016.

Current practice

According to the Act of 2016, education institutions must provide age-appropriate sexuality education and information to young Thai citizens. Interviews with education officials revealed that sexuality education teaching in Thailand comes in five diverse forms, primarily based on the resources allocated by the school:

- Integration into physical or health education
- Integration into guidance classes
- Integration into homeroom activities

⁵ Another survey with sexuality education teachers by Srijaiwong et al. (2017), collecting data from 110 teachers, unveiled that 32.7% of teachers surveyed in their study (n=110) had never taken part in any sex education training at all.

- Weekly ad-hoc sessions
- A standalone subject.

Consistent with the literature review (for example, MOE Thailand and UNICEF 2016), qualitative data collection with both educators and young people indicated that the most successful approach is to teach CSE as a separate, standalone subject. Interviewed teachers stated anecdotally this approach allows time for active student engagement and participation, and ensures that curriculum content is delivered. Nevertheless, it is one of the least common approaches used due to the fact that limited time is allocated to the subject. Integration into physical and health education is the most widely adopted approach at present, despite criticisms that this approach omits parts of the CSE curriculum and CSE is overshadowed by the main subject.

Figures from MOE Thailand and UNICEF (2016) show that around half the teachers surveyed (48.6%; n=692) reported that CSE was combined into other subjects, such as social studies, science, Thai language, and Buddhist studies – rather than being delivered as a separate subject (23.4%). This may be due to limited teaching time and curriculum space in the traditional track of secondary schools, which deprioritizes CSE delivery. Teachers interviewed for the Srisookho et al. (2004) and Thampanichawat and Olanratmanee (2018) (n=8) study remarked that the time allocated for the subject was insufficient for quality CSE. Youth engaged in the online community reported that combining CSE into other subjects gives the impression that schools are not prioritizing the subject.

Youth and educators reported that, due to the lack of time and resources allocated, classes tend to revolve around lecturing and coursework, while discussion-based or activity-based classes are less common – despite being preferred by both groups. The MOE Thailand and UNICEF (2016) study illustrates that the primary instruction method for CSE is lecturing, with roughly 60% of students reporting it as the delivery technique. Approximately three in ten of the students surveyed by the MOE Thailand and UNICEF (2016) study had received lessons on CSE via a combination of lecturing and participatory activities.

“When we supervised classrooms and schools, we found out that teachers integrate the sexual education lessons in physical education classes the most... because the amount of classes a student has to take is quite a lot, especially for the science track of study.”

(Education Official)

Noticeably, from the online community, and consistent with findings from MOE Thailand and UNICEF (2016), teaching sexuality education as a separate subject is typical among vocational schools. As illustrated by, among others, Srijaiwong et al. (2017) and Sirirassamee et al. (2018), attending vocational schooling is among the factors that influences unsafe sexual behaviours. Data also revealed that vocational school students, regardless of gender, likely have sexual intercourse roughly twice as frequently as high school students, and are slightly less likely to use contraception than high school students (Department of Health & Ministry of Public Health 2020). This reinforces the observation that vocational students are more vulnerable to sexual risks, therefore vocational schools seem to prioritize the subject, with over eight in ten vocational schools (83.3%) teaching CSE as a separate subject (MOE Thailand and UNICEF 2016).

“My [vocational] school has sexuality education as a separate subject. It is a boys’ school, so everyone is not shy about learning about it.”

(Male youth, aged 17)

In addition to CSE in school, youth in the online community stated that youth leaders can also play a role in sexuality education, filling in the gaps left by formal schooling. Youth-led extracurricular activities, such as workshops and training, are among the initiatives established, most commonly by youth leaders or student councils. Consistent with findings from the educator survey, youth leader training provided by health organizations is prevalent and provides youth leaders with the skills and knowledge to upskill and educate fellow youth. Evidence from Fongkaew et al. (2011) and Sridachati & Yamarat (2014) demonstrates that youth or peer educators are more effective than adult educators in conveying knowledge, as well as in encouraging adolescents to feel comfortable participating in the class.

It is noteworthy that despite the subject being mandatory according to the Act of 2016, some young people who participated in the online community reported never receiving sexuality education at school – although it featured in their examinations:

“My school removed the physical education class (and sexuality education) entirely. I never had the class, but it was on the exam.”

(Female youth, aged 18)

Educators’ current skills, training and attitudes

The MOE Thailand and UNICEF (2016) revealed that teachers and school directors considered sexuality education crucial to reduce sexual risk among youth by providing accurate information to young people who currently seek information from less trustworthy sources, for example, the internet and friends.

In this study, educators were predominantly positive about sexuality education. Over 6 in 10 agreed that the subject is essential for young people to make informed decisions about sexuality (61%), and that the subject ought to be taught with care (65%). However, they were hesitant about their own skills and knowledge. Many were unsure about the training they had received and their access to digital resources for CSE. They also expressed concern over how comfortable they felt teaching, as well as a lack of awareness of young people’s needs.

Q8. Think about your perceptions and performance for CSE in formal education, please state the degree to which you agree or disagree with the following statements:

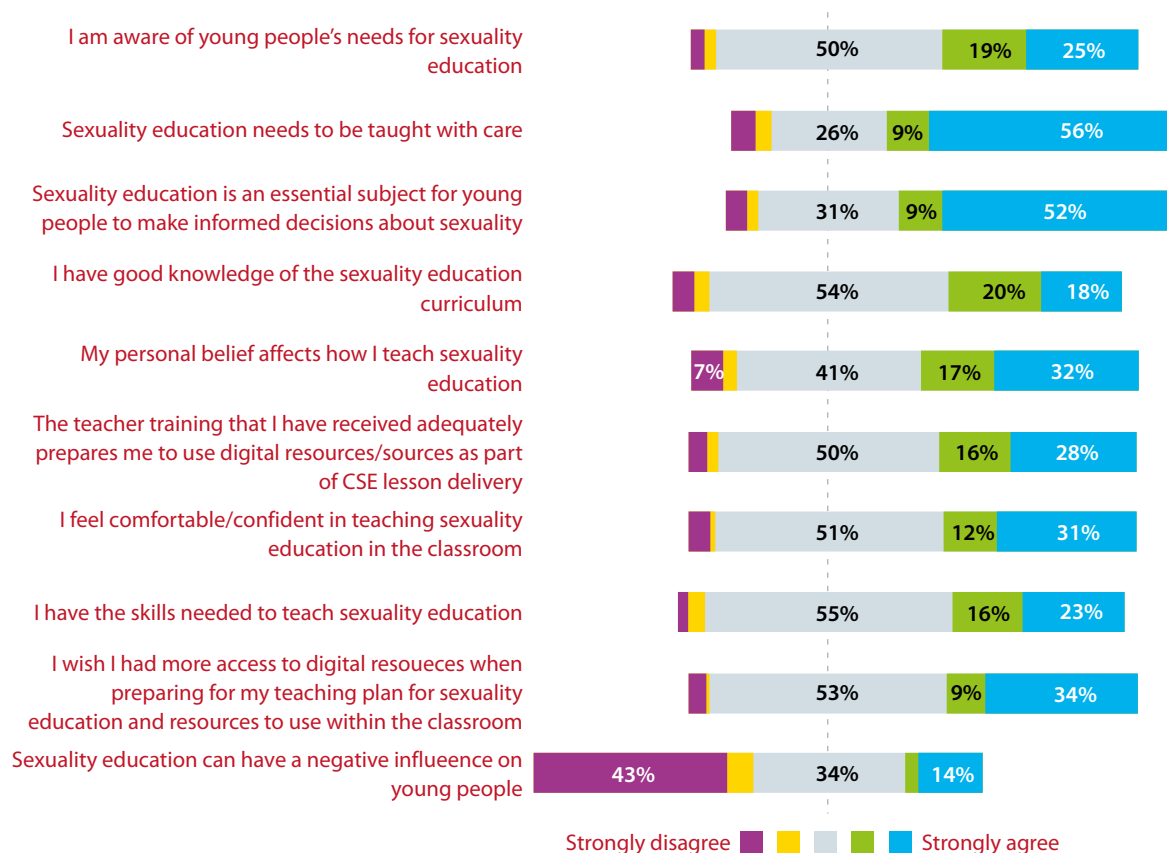


Figure 2: (ES) Perceptions and preferences for CSE in formal education (n=127)

Understanding the needs of young people is essential for sexuality education, and involving students in planning is crucial for quality CSE delivery (Chaiwongroj and Buaraphan 2020). Nonetheless, only 44% of surveyed educators reflected that they were aware of youth’s needs when it comes to sexuality education.

In terms of skill levels, slightly over three in five surveyed educators did not agree that they have the necessary skills needed to teach the subject (61%), and did not agree that they have good knowledge of the curriculum (62%). This is consistent with Kaeodumkoeng et al. (2012) and MOE Thailand and UNICEF (2016), which found that teachers thought that obstacles prevented them from delivering ‘comprehensive’ sexuality education. Teachers engaged in the MOE Thailand and UNICEF (2016) study noted that they have limited knowledge of the subject, and many have never received training.

Based on interviews with educators and education officials, discomfort in teaching sexuality is not uncommon among Thai teachers. From survey data, 43% felt confident and comfortable teaching the subject, but the rest (57%) did *not* agree with the same statement. Not only do teachers experience discomfort in their teaching, close to half (49%) of surveyed teachers also stated that their personal beliefs could affect how they teach the subjects. Interviews with teachers by Vuttanont et al. (2006) conveyed a similar story, where teachers reported being uncomfortable delivering the curriculum and, at times, they modified or overtly censored the curriculum based on their values, beliefs, knowledge of sexual health, and their own experiences.

Teachers’ attitudes remain one of the most prominent challenges to sexuality education, as we learned from educators themselves, as well as from Path2Health officers and online community participant respondents. Youth from the online community stated that teachers’ attitudes are crucial in fostering an enabling environment for students.

According to a 2018 UNICEF and Designing for Systems Innovation and Leadership (DISIL) workshop with youth leaders, there is apparent demand for CSE to employ a sex-positive approach, conveying a safe and non-judgmental space for youth to have conversations about sexuality (DISIL & UNICEF 2018). Looking at survey data from educators, *Figure 3* shows that 64% of surveyed teachers and educators did *not* agree that schools offer students non-judgmental sexuality education. Teachers were mainly unsure whether students could access sex-positive sexuality education in school, with more than half (56%) who did *not* agree with the statement. Correspondingly, 47% of educators agreed that sexuality education at school focuses on abstinence-based education.

Q8. Think about your students and sexuality education in classroom setting, please state the degree to which you agree or disagree with the following statements:

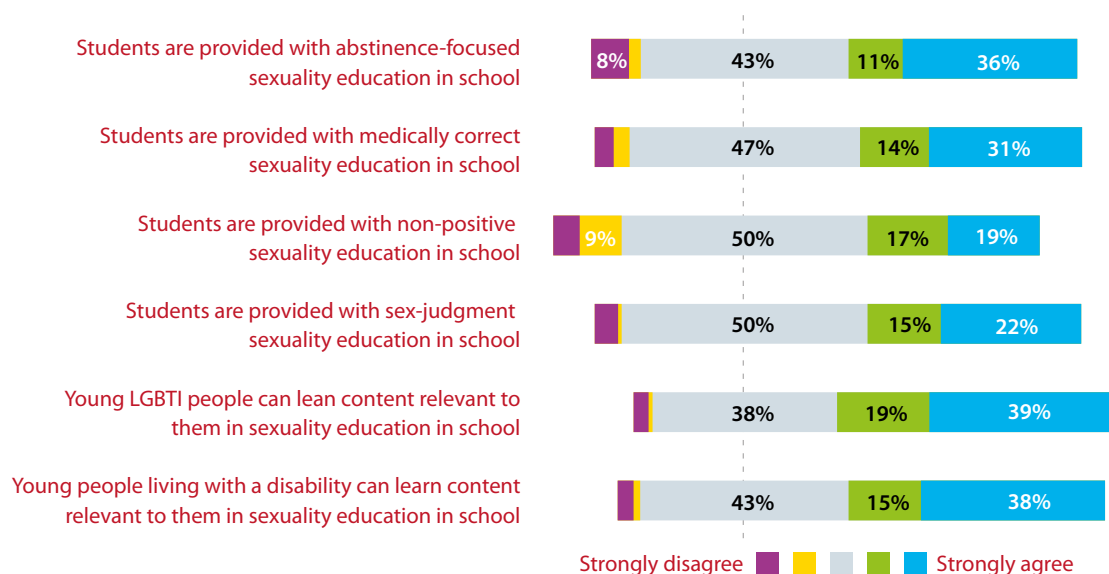


Figure 3: (ES) Sexuality education in classroom setting (n=127)

Other studies have reported that several educators see the subject as a double-edged sword that might incite sexual activities among the group (MOE Thailand and UNICEF 2016; Thampanichawat and Olanratmanee 2018). On the contrary, evidence shows that sexuality education and information lead to better sexual health outcomes among young people. A research study that investigated the outcomes of sexuality education interventions in Thailand found that interventions can reduce adolescents' sexual risks (Chokprajakchad and Phuphaibul 2018).

Close to six in ten teachers surveyed in the present study agreed that young lesbian, gay, bisexual, transgender and intersex (LGBTI) people could access sexuality education that is relevant to their identity in school (58%); 53% agreed that young people living with a disability could learn about sexuality education that is relevant to them in school.⁶ Responses from both LGBTI and non-LGBTI youth showed that discriminatory mindsets towards LGBTI youth are still rife among educators:

“Teachers didn’t really teach anything, and they were sexist against LGBTI individuals.”

(Male youth, Bangkok, aged 19)

Qualitative results from the MOE Thailand and UNICEF (2016) similarly indicated that teachers might have an inaccurate understanding of LGBTI people, or even stigmatize them. Teachers interviewed reportedly tell LGBTI students “not to express [their sexuality] too much” or stressed that LGBTI people are “weaker and deserve [pity].”

⁶ Between 9% and 29% of teachers surveyed by the MOE Thailand and UNICEF (2016) believed that sexual relations between same-sex couples are wrong.

Section II:

Youth, CSE and sexuality information

Young people’s perception of CSE in school

Overview

Youth were not particularly positive about sexuality education in formal schooling. When asked whether they agreed with the statement ‘the sexuality education I received/am receiving in school is adequate,’ 34% of surveyed youth disagreed, while only 26% agreed (Figure 4).

Q1. Please state the degree to which you agree or disagree with the following statements:

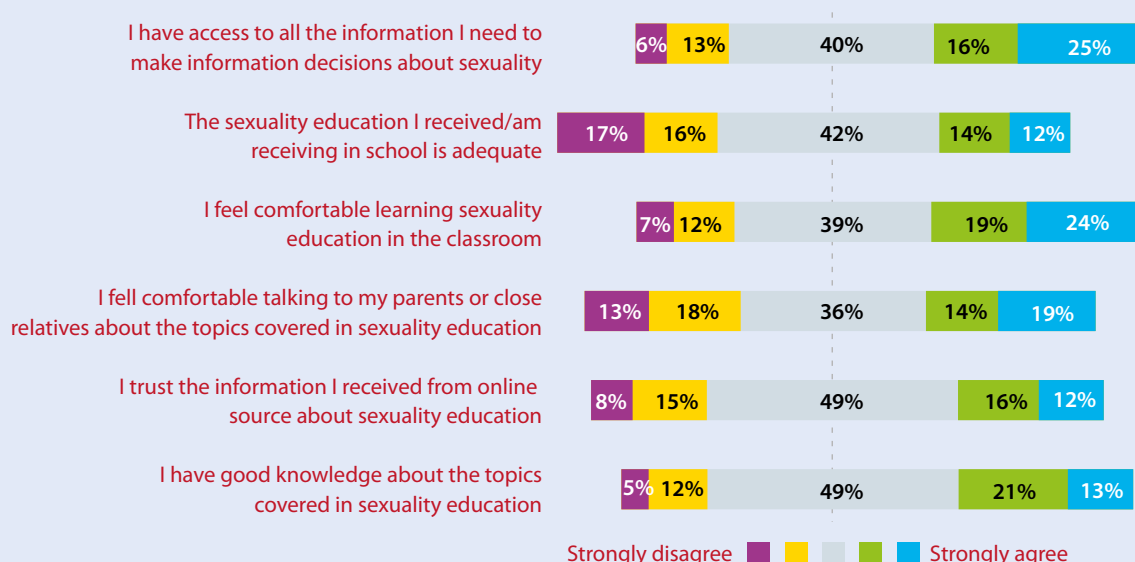


Figure 4: (YS) Youth’s perceptions of sexuality education at school (n=600)

Learners’ perceptions of the relevance of the sexuality education curriculum varied greatly. In the online community, many reported enjoying the lessons and cited that the curriculum is broadly beneficial for them, finding it sex-positive, and that it enhances their understanding of themselves and others. There was notable praise for the curriculum’s practicality (how to protect oneself from risky situations) and solid instruction on the biological aspects of sexuality. A few noted positive experiences in classrooms that were LGBTI inclusive:

“Learning about sex and sexuality is like a new world, where theory doesn’t matter. We can ask any question we may have. It has taught me how to deal with new situations comfortably.”

(Male youth, aged 17)

“The teacher stresses that diversity is not wrong, despite the teacher being quite aged. The learning environment is very relaxing and open and has never marginalized LGBTI students.”

(LGBTI youth, aged 16)

However, young males feel better served by sexuality education at school. Females (41%) and LGBTI youth (44%) are more likely to feel that lessons do not cover relevant topics and are more likely to look to digital spaces for their education.

The curriculum and teaching approaches attract a fair share of criticism from youth, much of which has been presented in previous studies. While 2 in 5 of those surveyed agreed that they feel comfortable learning sexuality education in the classroom, reactions from the remainder, together with youth in the online community, show otherwise. Youth reported cases where teachers fail to nurture a comfortable learning environment for CSE, which impacts on the benefits for students. Students reported facing harassment and bullying from teachers or classmates based on their sexual orientation, gender identity and expression (SOGIE), and also reported that teachers are too direct or lack sensitivity. Others noted a lack of space for discussion and questions during courses. As found by Tipwareerom et al. (2011), fostering an appropriate environment to discuss and learn about the topics is essential for effective CSE teaching and learning. Educators must ensure they select relatable case studies and avoid sensitivities that could make students uncomfortable.

There were noticeable gender differences in levels of comfort in learning about sexuality education among youth in the online community. Females seem to be less at ease studying the subject in classroom settings, as teachers and classmates are perceived not to take it seriously. Males are usually more comfortable and feel they can ask questions in class freely.

A few online community participants reported that their experience of the curriculum and teaching approach was optimal, however, a larger proportion of participants did not agree. The majority criticized it for its lack of attention to other aspects of sexuality; lack of depth; strongly heteronormative approach to gender roles, and a lack of sensitivity and SOGIE inclusivity. Based on the survey, young LGBTI-identifying individuals (43%) are more likely to disagree that sexuality education is adequate, compared to the overall average (33%).⁷ A female youth shared her view of her sexuality lessons and the lack of depth:

“Sexuality lessons in Thailand only touch on things on the surface. Not seriously taught, not in detail, not open, and very limited. Sometimes I believe the content that was taught is wrong as well.”

(Female youth, aged 19)

These criticisms are not surprising, and this study’s findings reiterate commentaries made by existing research. ARROW (2012) recorded criticisms of CSE programmes in Thailand, notably that are overly-focused on protecting adolescents from undesirable sexual behaviour, rather than providing a well-rounded and sex-positive curriculum. Teaching can be highly heteronormative and reinforce gender stereotypes, such as women being

⁷ Conflictingly, 58% of educators agreed that young LGBTI people could learn content relevant to them in sexuality education.

inferior to men. It is not uncommon to see lessons that reflect that women must be modest and chaste and not engage in sexual activities. Similarly, the MOE Thailand and UNICEF report (2016) revealed that the teaching of sexuality education is usually approached from a sex-negative lens, stressing the negative consequences of sex, and neglecting to cover positive aspects of sexuality. Many topics are deprioritized, including those related to: gender, sexual rights and citizenship, sexual and gender diversity, gender inequality, safe abortion, safe sex for same-sex couples, and bullying.

Which CSE topics would young people like to learn about in school?

The topics young people would like to learn about in school included: the human body, physiology changes, and human development (62%). However, youth in the online community felt differently, with only two out of eighteen wanting to learn more about these. For them, the human body, physiological changes and development are least important, as they feel schools focus enough on these already.⁸

Q2. Which topics on sexuality education would you like to learn more about in school in Thailand?

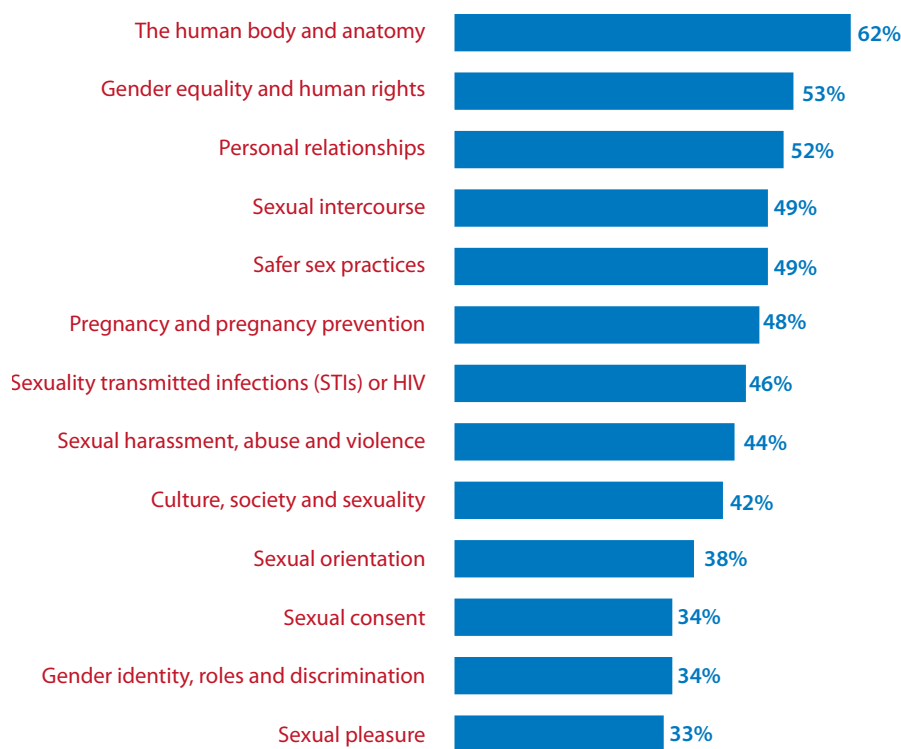


Figure 5: (YS) Topics youth would like to learn more about in school (n=600)

The MOE Thailand and UNICEF (2016) study noted that both students and teachers reported that sexual development, health and behaviour are covered in the classroom, which is similar to this study’s findings. However, due to the traditional and religious values upheld by most Thai, sensitive issues like ‘safe abortion’ and ‘safe sex between same-sex partners’ were reported to be covered less in class (ibid). Almost all the surveyed youth in this study would like to learn more about pregnancy and pregnancy prevention (48%) and safer sex practices (49%).

⁸ Notably, the youth demographic in the quantitative survey and online community are slightly different, which may account for this variation. Online community participants were recruited through Facebook groups of people who are actively interested in the topics of sexuality, while survey respondents are drawn from the general youth population and were targeted through our online polling platform. Please see the methodology note for more details.

Gender equality and human rights are also popular topics that youth would like to learn about (53%). The MOE Thailand and UNICEF (2016) report similarly revealed that students felt schools have a low emphasis on gender equality and gender-based violence, and on the responsibility to end gender inequality.⁹ The same report also documents that teachers felt that “the responsibility to end gender inequality” was among the least covered topics. Qualitative data collected from youth in this study disclosed their perception that Thai society lacks a general understanding of the topic:

**“These issues are lacking right now, and
[the lack of coverage in gender equality and human rights]
can pass on the wrong ideas about the issue.”**

(Female youth, aged 19)

Slightly more than half (52%) of surveyed youth reported wanting to study more about personal relationships. Data from UNESCO (2016) showed that ‘understanding relationships and being able to plan relationship types’ are among the topics least covered in sexuality education classes.

The survey data illustrated discernable gender and age differences in the topics youth wanted. Those aged 18–19 are more likely to want to learn about gender equality and rights (54%); safer sex practices (49%); sexually transmitted infections (STIs) and HIV (47%), and pregnancy and pregnancy prevention (48%), than those who are 16–17 years of age (36–43%).¹⁰

LGBTI individuals are more likely to want to learn about culture, society and sexuality (45%); gender equality (58%), and rights, than males (31% and 41%).¹¹ Female youth who identified as ‘straight’ are more likely to want to learn about culture, society and sexuality (46%); gender equality and rights (52%); STIs and HIV (49%); pregnancy and pregnancy prevention (58%), and sexual harassment (47%), than straight males (31–41%).¹²

Over four in ten (42.5%) female youth in the survey reported having insufficient knowledge about unwanted pregnancy; only 38.2% were aware of how to use emergency contraception. These findings reiterate those from Sirirat et al. (2015), based on their survey with female university students in Bangkok, where the group appeared to have inadequate knowledge of pregnancy prevention.

Related to the topic of sexual harassment, abuse and violence, the study by the MOE Thailand and UNICEF (2016) showed that 28–41% of students agreed with the statement that “a husband has the right to hit his wife if she is unfaithful.” This reflects the need to prioritize sexual and gender-based violence, even if less than half (44%) of young people participating in this study’s survey demanded the topic in school.

One-third of surveyed youth felt that the sexuality education they receive in school is inadequate,¹³ and the same proportion resorted to digital spaces for sexuality information because lessons in schools do not cover the topics relevant to them.¹⁴

9 Under the core topic area of gender, students reported a low emphasis on sexual diversity (75% of students stated that the issue is covered in schools), followed closely by gender inequality and gender-based violence (76.7%). Students also do not see enough content on the responsibility to end gender inequality (78.8%) (MOE Thailand and UNICEF 2016).

10 Statistically significant at 95% confidence level.

11 Statistically significant at 95% confidence level.

12 Statistically significant at 95% confidence level.

13 26% agreed the sexuality education they receive in school is adequate.

14 See Figure 8.

How do young people think schools can improve their provision of CSE?

When online community participants were asked about areas they would like schools to improve on, a few aspects stood out. More relevant lessons dominated the wish list, followed by better behaviour from classmates who often do not prioritize the subject and ‘disturb’ lesson-delivery. Mocking or bullying also occurs in classrooms. The online community participants thought that if schools dealt with these issues and improved the learning environment this could increase interest in and the benefits of the subject.

Youth see CSE as crucial for informed decision-making about sexuality (37%). Based on feedback from the online community, school curricula and its delivery should be strengthened to be inclusive, diverse, and less heteronormative. One LGBTI respondent stated that teaching still has a sex-negative lens and adheres firmly to heteronormativity:

‘Teachers showed us a video clip showing the disadvantages of premarital sex... Sometimes they have a heteronormative mindset with strong gender norms.’

(LGBTI youth, aged 16)

Youth want classes that are engaging and use attractive media and visuals. This could include interactive online assets, discussions, or role-play activities.

“Teachers usually teach in lecture style, very dragged on. I feel that it is not very engaging.”

(Female youth, aged 19)

Table 1: (OC) Areas that schools could improve on regarding sexuality education (n=18)

Response option	No. of responses
Resources used in class are inadequate or outdated	4
Resources or media used in class are not engaging	3
Teachers are uncomfortable in teaching the subject	2
The lessons are irrelevant to me and my peers	6
The way the lessons were taught is not engaging	4
Fellow classmates do not take the subject seriously	5
I think sexuality education at my school is already good	2

In line with the study from Fongkaew et al. (2011), participatory pedagogy and edutainment approaches lead to the effective delivery of CSE, especially when the lessons are tailored to the learners. One youth commented that if teaching focuses on young people’s needs, it could play a role in improving students’ outcomes and in lessening social issues like bullying, harassment, or gender discrimination.

What additional support would young people like from schools?

Apart from providing sexuality education lessons, there are other services that online community participants would like to see their schools offer. Referral to online resources was the most demanded service, echoing their importance when it comes to sexuality information. With only 28% of youth trusting information about sexuality online¹⁵ and 31% thinking that digital spaces are a reliable source for sexuality information,¹⁶ referrals to credible online resources could direct youth to accurate information.

Table 2: (OC) Support schools should provide to the students in addition to sexuality classes (n=18)

Response option	No. of responses
A private consultation session with healthcare professionals	6
A private consultation session with teachers	7
Information session with healthcare professionals	5
Pamphlets or resources for sexuality education provided at school	5
Referral to online resources	12
Referral to healthcare services	4
Other	2

Youth might feel uncomfortable talking to parents or close relatives. Private consultations with teachers or health care professionals could provide youth with privacy and comfort when seeking advice on sexuality issues.¹⁷ Among youth in the online community, 7 out of 18 stated that private consultations with teachers would be helpful. They felt that education institutions have a role in developing teaching personnel capable of providing sexuality education and counselling, based on the Act of 2016. However, there were slight concerns about confiding in teachers, and about whether teachers could maintain students’ confidentiality. Markedly, female and LGBTI youth are more likely to want private consultations than male youth:

¹⁵ See Figure 4 in this section; 29% disagreed with the statement “I feel comfortable talking to my parents or close relatives about the topics covered in sexuality education.”

¹⁶ See Figure 4 in this section.

¹⁷ See Figure 4 in this section.

“Health care professionals can give credible information to us, making us feel more confident in accessing information from them.”

(LGBTI youth, aged 19)

Youth also thought sexuality education should be taught as a standalone subject, so that the depth of the subject could be realised.

Four out of eighteen online community respondents felt that their schools should provide referrals to health care services. The Universalia and UNICEF (2020) review of Love Care Station – an online CSE initiative in Thailand – observed that referral to offline service providers is crucial in offering young people a well-rounded solution for their sexual health. The Love Care Station review pointed to the need for seamless service provision from online to offline health care service providers.

Young people’s views on different sources of sexuality information

Where do young people source sexuality information?

CSE provision is mandatory in Thailand, according to the Act of 2016, however four in ten (41%) surveyed youth agree that they have sufficient access to the information they need to make informed decisions about sexuality – and only one-fourth (26%) agreed that the sexuality education they receive in school is adequate.¹⁸ Youth have access to numerous sources to fill in the gaps in their knowledge left by inadequate sexuality information from formal schooling.

Young people most frequently consult digital spaces for sexuality education, with over six in ten (65%) using this method; and eighth in ten reported using digital spaces to access sexuality education and information in the past 12 months.

School lessons and materials are the second most referenced sources for sexuality education and information (46%). Interestingly, straight females (52%) are more likely to use school lessons/materials than straight males (40%) and LGBTI individuals (37%) – despite reporting they are less comfortable learning from sexuality education lessons in school. Straight females (37%) are also more likely to use teachers as a resource than males (19%) and LGBTI individuals (23%).

¹⁸ See Figure 4.

Q3. To date, which of the following sources do you use most for sexuality education?

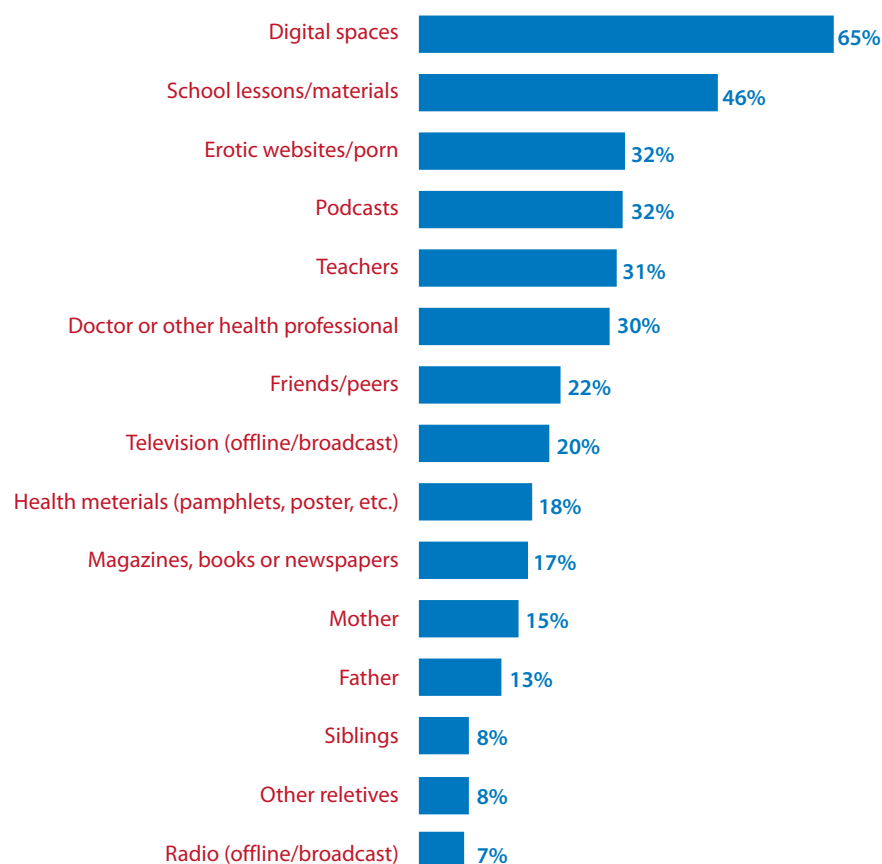


Figure 6: (YS) Sources frequently used for sexuality education/information (n=600)

Notably, erotic and pornographic sites, along with general podcasts, were the third most frequently accessed sources for sexuality information (32%). Open-ended survey questions also revealed that erotic sites are frequently cited as sources. A few online community participants also mentioned listening to podcasts that featured sexuality content regularly.¹⁹

A scoping of Bangkok students' CSE needs, carried out by Thampanichawat and Olanratmanee (2018), showed that youth seek in-person advice and information on sexuality issues from their friends (82%); their mothers (63%); siblings (39%); school seniors (32.1%); teachers (30.5%), and fathers (30.1%). This slightly contradicts the present study findings, which show that health professionals (30%) and teachers (31%) are among the most consulted in-person sources for sexuality information. Straight females surveyed (33%) are more likely to draw on doctors or other health professionals than males (20%). Parents, siblings and relatives are among the least consulted when it comes to sexuality information. In keeping with youth in much of the world – and as found by Fongkaew et al. (2012) – they keep their sexual behaviours to themselves to avoid repercussions from their parents. Older youth (18–19 years) are more likely to use digital spaces (72%); radio (8%); magazines (19%); health materials (21%), and doctors (34%), compared with those between 16 and 17 years of age (3%–56%).

¹⁹ Examples include [Echo SEXed](#) podcast, [ChorWorCast](#) podcast, and [#Doc_Please](#) podcast.

Factors influencing young people’s choice of digital sources for sexuality information

Digital spaces play a crucial part in plugging the knowledge gap in school-based sexuality information, in line with findings from Vuttanont et al. (2006). Youth state that they regularly use YouTube, Google searches, Pantip, online articles and social media platforms to find digital sources of sexuality information because they offer anonymity and accessibility. Youth can access them anytime, anywhere (in private) while offline and in-person sources may make them feel uncomfortable. Most choose digital sources because they can find in-depth content that fits their interests, answers their questions, or is appropriate to their identities. The internet offers unlimited access to information from various sources worldwide. Digital media allows young people to develop and explore their sexuality, norms, values, or identities, especially in conservative settings where sexuality issues are taboo (UNESCO 2020a; UNFPA 2020). Digital media emerges as an accessible, engaging, and interactive platform for sexuality education among youth (UNESCO 2020b).

Youth prefer digital sources that provide easy-to-digest, entertaining, detailed and credible information that suits their needs. Interactive sources that allow them to exchange opinions and get answers from experts are also favoured. Friendly and entertaining tone, direct and practical information, unbiased views, up-to-date and creative content, credible sources or personal experiences, and spaces that are open for discussion encourage youth to visit:

**“Twitter opens space for people to discuss,
and it has way more diverse users than Facebook.
I often see people debate constructively.”**

(LGBTI youth, aged 16)

Most surveyed youth frequently access sexuality information through Google keyword searches, YouTube, social media platforms (Facebook, Instagram, Twitter) and erotic sites. Young people access social media platforms and use Google searches in their everyday life due to their accessibility.²⁰ YouTube is the most popular, owing to its entertaining content and ease of browsing. Popular channels include ANO and Friends (ไหนด่าซี show) Hiwwhee Official, Thep Leela, Echo, and QuixZ. Facebook pages like Thaiconsent, Echo, and Aro/Ace-clusionist are among the pages used by online community participants.

²⁰ This question was asked of youth who reported to use digital spaces in the past 12 months (n=471).

Q5. How often, if at all, have you accessed the following digital spaces for sexuality education?

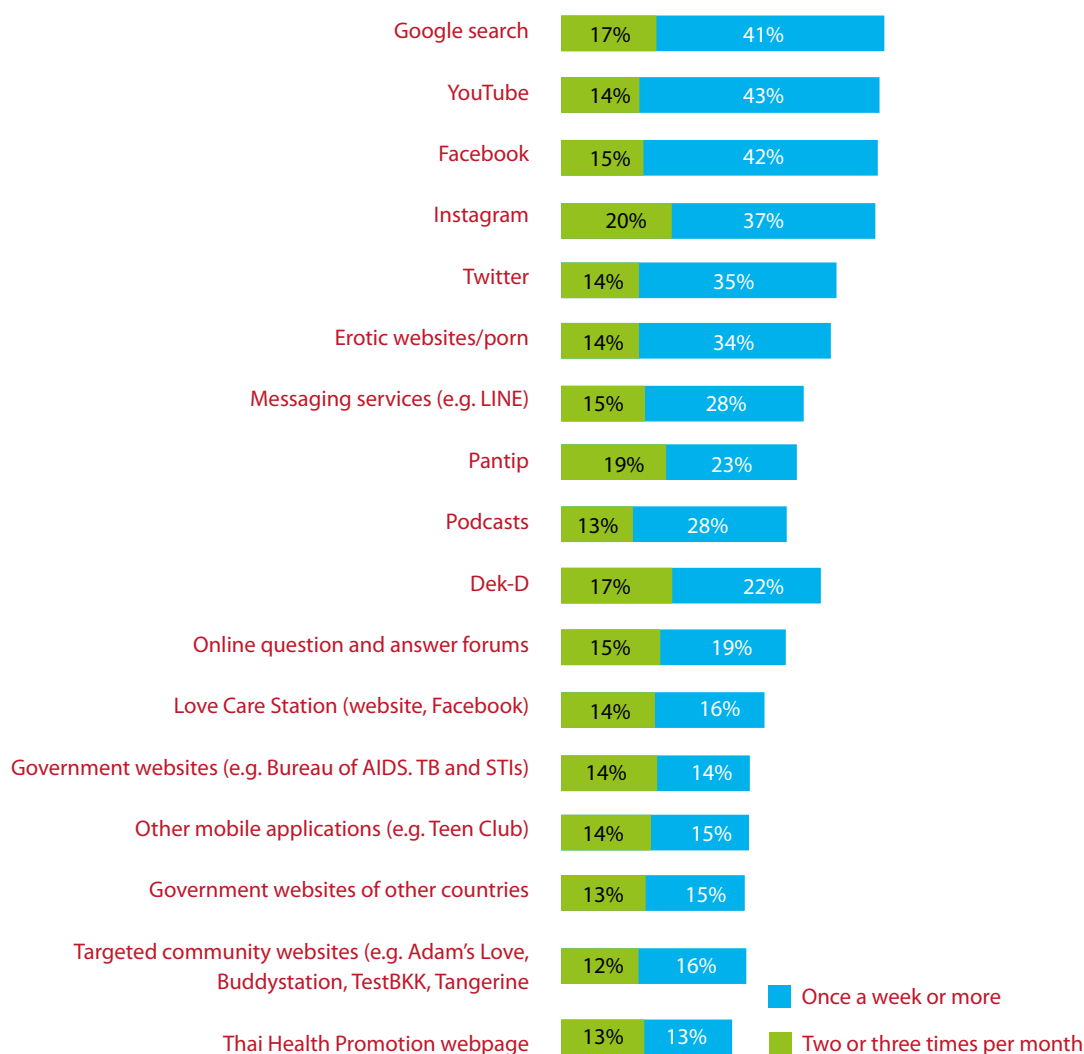


Figure 7: (YS) How often youth access the following digital spaces for sexuality education/information? (n=471)

Along with Dek-D content and threads, youth also love Pantip threads, despite the open-ended nature of those sources. As a few online community respondents noted, discussion threads like Pantip pose concerns as they are open-ended and anyone can contribute, which means discussions forums may not be medically accurate.

UNESCO (2020a) observed gendered differences relating to youth's access to sexuality information online. Those identifying as a gender other than male or female are more likely to access online information than other groups (87%). This reiterates that information for youth seen as gender non-conforming may be lacking in the classroom or offline settings. The situation is unclear from this study's survey with Thai youth, although LGBTI online community respondents reported accessing content specific to their communities online.²¹

While youth from the online community are concerned about the credibility of sources for sexuality information, Love Care Station, the Thai Health Promotion webpage, and government sites are the *least* accessed by surveyed youth. A UNICEF review of Love Care Station (2020) revealed that its low visibility may be due to the absence of online marketing strategies. Platforms should consider developing online marketing strategies, for example, Search Engine Optimization, to increase the platform's visibility. This could be the same for other trusted sources, such as government websites or the webpage of the Thai Health Promotion Foundation. As noted by online

21 Example includes, for example, [New Gen Network - Enby](#) [หน้าตักใหม่ ภาคเรียนใหม่](#) Facebook page, [Aro/Ace-clusionist: Aromantic & Asexual Exis](#) Facebook page, [Nisamane.Nutt](#) YouTube channel, and [Hiwuhwee Official](#) Youtube Channel.

community respondents, the format and content on these sites is less appealing than social media or video content, which may explain why their reach and usage are minimal.

Respondents access erotic content frequently – slightly less than Twitter – with straight males more likely to use such sources (42%) than straight females (28%). Online community respondents had particular concerns about illegal, violent, and non-consensual content on erotic sites:

**“I wouldn’t recommend erotic sources.
It’s full of fantasy and can create wrong beliefs or
values. Viewers must use judgment when consuming it.”**

(Female youth, aged 19)

There are noticeable SOGIE and geographical differences when it comes to sources used for sexuality information. Instagram is more prevalent in urban than rural areas, with 37% of urban youth more likely to use Instagram (37%) at least once a week than rural youth (22%). Urban youth have a higher tendency to use the Thai Health Promotion webpage (17%) at least once a week, compared with rural respondents (8%). LGBTI individuals are more likely to use Twitter (43%) and listen to podcasts (36%) at least once a week than straight females (28% and 21% for Twitter and podcast sources respectively). LGBTI youth are also less likely to use government websites, with 47% saying they never use those compared to straight males (32%).²²

Among surveyed youth, four in five reported using digital spaces for sexuality information over the previous twelve months. When asked about the reasons for using digital spaces, most reported they do so to learn about the subject in private (49%). Older youth (18–19 years) are more likely to learn alone (53%) and find solutions to problems related to sexuality (23%) than those aged 16–17 years (36% and 12%).

Due to the taboo nature of sexuality in Thai society, 46% of youth feel shy talking to family members. Almost one in five reported being unable to talk about the topic with their family. Fongkaew et al. (2012) remarked that youth want to avoid disappointing their parents or disrupting family harmony, and therefore do not discuss the issue.

An online community respondent explained that:

**“For this topic, I must admit that I have some discomfort
in inquiring about sex with adults or people in my family.
So, I must rely on sources of information like websites,
chat rooms, or erotic sites.”**

(Male youth, aged 18)

²² Statistically significant at 95% confidence level.

Q8. What are the reasons you use digital spaces for sexuality education?

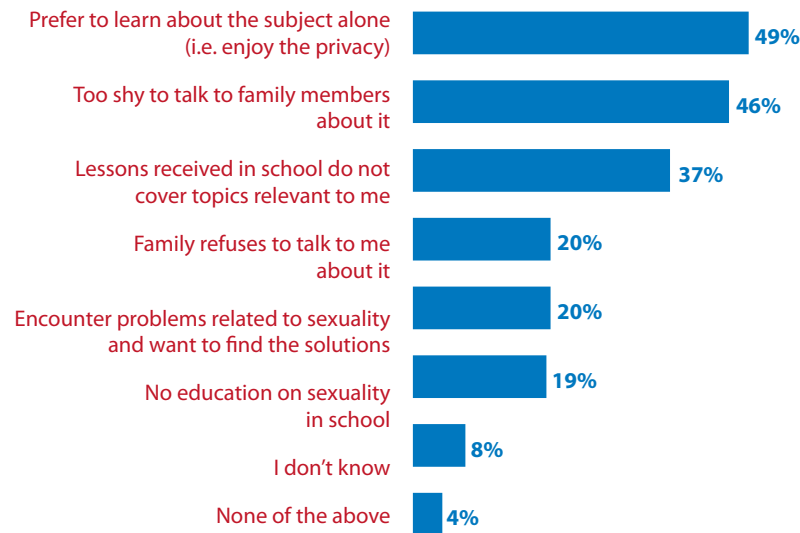


Figure 8: (YS) Reasons youth use digital spaces for sexuality education/information (n=471)

As noted earlier, data from this assessment suggest that sexuality education in school responds to young straight males' needs more than those of straight females and LGBTI youth, who are more likely to feel that schools' lessons do not cover relevant topics. Accordingly, those latter groups increasingly look to digital spaces. UNESCO (2020a) revealed differences between SOGIE regarding access to sexuality information online. Those identifying as a gender other than male or female are most likely to access online information sources than other groups (87%) (UNESCO 2020a). While the present study does not draw the same conclusions from quantitative data, online youth community participants felt that information for young people with diverse SOGIE may be lacking in the classroom or offline settings.

When it comes to accessing sexuality information online, youth consider many factors. Nearly two-thirds (61%) choose sources based on their interest. Online community participants revealed that they prefer information from someone who can share their experiences or from credible sources.

Accuracy and reliability are the second most important factors for youth (53%), and qualitative data revealed evidence-based information is favoured. Consistent with UNESCO's study in 2020, youth prefer to consume information from an organization dedicated to sexual health or youth (UNESCO 2020a).

Q13. From the following list, what are the factors that are most important when you access a digital space providing information on sexuality education?

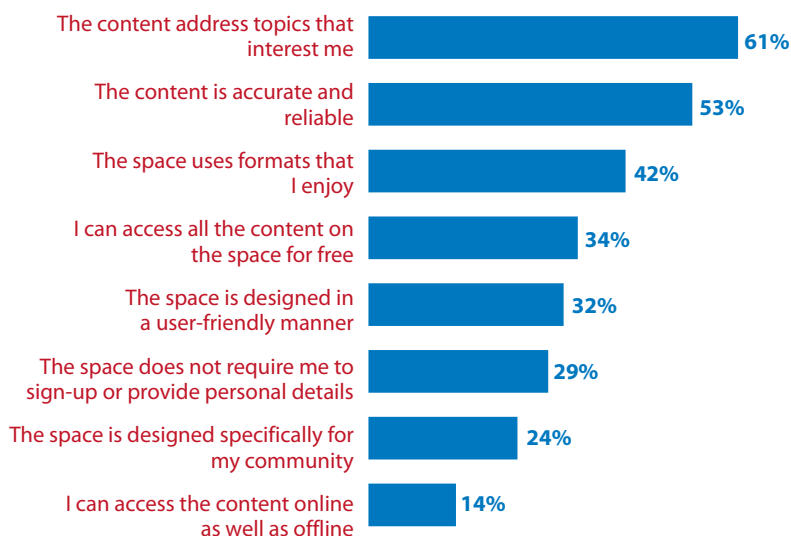


Figure 9: (YS) Most important factors when accessing a digital space for sexuality education/information (n=471)

Four in ten youth (42%) chose to consume sexuality information online based on the format they enjoy. One-third of the respondents (34%) were price sensitive, preferring free sources. A similar proportion of youth (32%) favoured digital spaces that are user-friendly.

A global survey investigating young people’s engagement in digital spaces when learning about sexuality (UNESCO 2020a) revealed that young people placed the most significant importance on confidentiality when accessing information about sex, bodies, and relationships online. It is crucial for online resources for sexuality education to allow anonymous access to the site (or the media) without requiring users to fill in their details or sign up. However, only 29% of youth surveyed highlighted this concern.

In looking at differences according to SOGIE, straight females and LGBTI individuals are more likely to prefer content which is accurate (57% for both); accessible without signing up (36% and 32% respectively), and free to access (45% and 36% respectively). All the above is less critical to males (18–43%).

Young people’s preferred digital formats²³

Four in ten youth consider the type of format when choosing digital sexuality information sources. Articles and blogs (46%), discussion threads (42%), and videos (42%) are among their most preferred formats. Articles, blogs and discussion threads are the go-to for most youth, and the format determines how youth engage in digital spaces for sexuality information. Straight females (52%) and LGBTI individuals (53%) are more likely to prefer articles and blogs than straight males (32%). In terms of how youth engage, over 6 in 10 (66%) prefer to read content about sexuality information in digital spaces, followed by watching (43%) and listening (40%). Older youth (18–19 years) are more likely to enjoy reading sexuality information than those aged 16–17 years (70% vs. 59%).²⁴

Youth place importance on credible sources that tell them what they need, and this may contribute to why they identify articles and blogs as their most preferred format – as information from trusted sources usually comes in written form, and is easy to browse online. Engaging and attractive audiovisuals are preferred (42%), along with social media posts (34%) and chat groups (28%). A general preference for vlogs and videos among the group is unsurprising, as YouTube is the second most accessed digital space for sexuality information. When asked to

23 This question was asked of youth who reported to use digital spaces in the past 12 months (n=471).

24 Statistically significant at 95% confidence level.

design an ideal source for sexuality information, online youth community participants favoured the audiovisual format as it is easy to digest and entertaining.

Table 3: (OC) Ideal format for youth's ideal source (n=18)

Response option	No. of responses
Articles	7
Chat rooms	7
Games	6
Videos	11
Online series	7
Online class	4
Talk shows	6
Interactive learning platform	2
Other, please specify	2

Despite slightly preferring text-based content (46%) – video content ranked as the second favoured digital format (42%) – if youth could design the ideal source of information for sexuality information, they would choose video content, generally provided on YouTube or Tiktok. This suggests that existing online video content may not fully respond to the needs for sexuality information, hence the reliance on written content. On the other hand, video content is often more entertaining and easier to digest for youth. Written content could provide youth with accurate and concise information, which is a huge priority for them. Articles are another popular format for online community participants. Ideally, youth are looking for the best of both worlds: content that is easy to consume, as well as accurate.

“The ideal media must be creative.

Youth like us love content that has gone viral from its creativity. It also must be easy to access and credible.”

(LGBTI youth, aged 16)

Most respondents preferred audiovisual formats (videos, online series, and talk shows) for their engaging, entertaining, and creative nature. Talk shows are particularly favoured for two-way communication styles. Online series can ease-in content that might be challenging, or discuss real life in a format that many Thai enjoy.

“Online series and talk shows can introduce youth and adults who may not get exposed to sexuality information from other platforms. Some adults might only watch TV and don’t use online media, or some youth only use social media for entertainment purposes. It could reach them well. I believe TV dramas, series, or talk shows can influence in shaping people’s ideology or belief.”

(LGBTI youth, aged 18)

Interactive formats, such as chat rooms and games, received significant interest from online youth community participants, owing to their entertaining and engaging styles. Chat rooms and games also allow users to exchange ideas and opinions, creating a space for discussions that many enjoy.

Notably, the group did not consider learning platforms (online classes and interactive learning platforms) to be an ideal platform for sexuality education. This might be due to the fact that they prefer entertainment.

Accessibility is key: YouTube/Tiktok, mobile apps and Facebook/Instagram are the most popular, as youth use them in their everyday lives. Each is easy to access and to consume information through. Interestingly, podcasts received comparatively little traction from the group, with just 3 in 18 youth selecting these, although podcasts ranked as the third most frequently accessed media for sexuality information by surveyed respondents.²⁵ As for topics, consistent with what youth indicated in the online community, they would like to have more information on gender equality in online resources.²⁶

“I want the sources to promote gender equality between male, female, and LGBTI, but not directly. Promoting this in an indirect way, like online series could help.”

(Male youth, aged 16)

Based on survey findings from UNESCO (2020a), youth do not always find sexuality information online that fits with what they need. Considering the needs of young people, and ensuring their active engagement during the design of the interventions/materials is vital to ensure user needs are met (UNICEF, 2020). Online initiatives for sexuality education can plug the gaps in offline CSE curricula, in which the particular needs of some young people may be overlooked, for example, LGBTI youth.

25 One-third (32%) of surveyed respondents reported to frequently access sexuality information from podcasts (see Figure 6, Section II). The slight difference in the demographic might account for this discrepancy.

26 Note that the topic most accessed from online sources is human body and development (69%). As raised earlier, the demographic of online community participants and surveyed youth slightly differs.

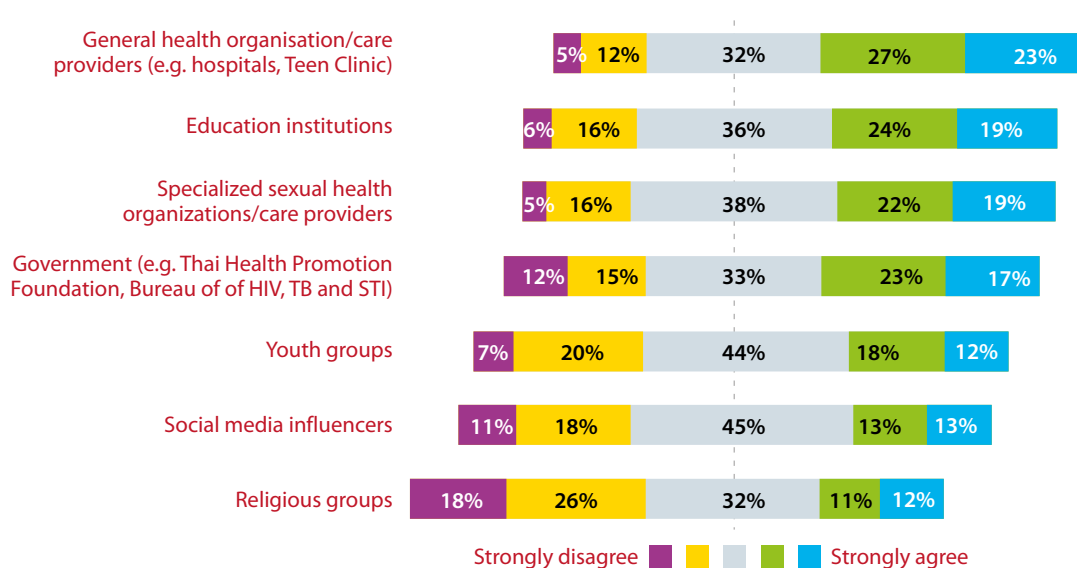
Table 4: (OC) Ideal platform for youth's ideal source (n=18)

Response option	No. of responses
Mobile app	9
Facebook/IG page	9
YouTube/Tiktok channel	12
Websites	4
Podcasts	3
E-learning course or MOOC	1
Messenger apps e.g. LINE	4
Other, please specify	3

Several papers state that youth-friendliness and innovation are the keys to digital intervention success – for example, the UNICEF (2020) review of Love Care Station, a digital platform for sexuality information from Path2Health Foundation. To ensure youth-friendliness, it is critical to engage with youth in the design and dissemination of digital initiatives (Fongkaew et al. 2011, Sridachati and Yamarat 2014, and UNICEF 2020). Young people are more likely to be comfortable discussing the topic of sexuality with someone their age who understands and can empathize with their daily endeavors.

As previously noted, youth place great importance on trusted organizations for sexuality information. General health organizations/care providers are the most preferred source (50% prefer), followed closely by education institutions (43%).

Q10. From the following list, to what extent would you prefer or not prefer to receive sexuality education?


Figure 10: (YS) To what extent would you prefer or not prefer to receive sexuality education from the following list? (n=471)

However, when looking at the actual sources young people use for sexuality education, digital spaces ranked as the most popular source (65%),²⁷ followed by school lessons/materials (44%) and erotic sites (32%). Information from doctors and health professionals are consumed slightly less at 28%.

While social media platforms are among the top five most frequently accessed digital spaces for sexuality information,²⁸ youth's preference for social media influencers as sources for sexuality information is relatively low (26%). This suggests that most place great importance on credibility and accuracy when it comes to sources, although entertainment is still a vital factor in determining youth's engagement. Health organizations could consider providing information on digital spaces, so that credible information is available with engaging formats for youth that they enjoy.

How do youth access sexuality information in digital spaces?²⁹

Predominantly, youth find digital sources for sexuality education via keyword searches (82%). Online community participants noted that they seek sources containing content they are interested in, or which can answer their questions. When looking at search results, youth choose sources that fit their needs, come from credible sources, and that are user-friendly and creative:

**"I use Google frequently because
I can browse information easily and quickly."**

(Female youth, aged 19)

Depending on what they are seeking, many prefer sources that they can individually ask or consult. Others gravitate towards sources that they can discuss with others and can read through others' experiences or discussions, like Pantip or Twitter:

**"Many accounts share their personal experience
that I relate to. They can explain in detail
and are easy to understand."**

(LGBTI youth, aged 18)

Over one-third (37%) come across sexuality information online from social media algorithms (the 'suggested for you' function on YouTube, Instagram etc.). Online community respondents stated they are also likely to view content that has gone viral on social media.

Slightly more than a quarter of youth use digital spaces for sexuality information based on a recommendation from someone they know (28%). Youth recommend sources to their friends that they think are of good quality, have accurate information, and are easy to digest.

Less than one-fifth of respondents reported finding information sources on sexuality information offline before looking it up online. Those aged 18–19 years (20%) are more likely to come across sources of sexuality information offline first than those who are 16–17 years old (12%).

²⁷ See Figure 6 in Section II.

²⁸ See Figure 7 in Section II.

²⁹ This question was asked of youth who reported to use digital spaces in the past 12 months (n=471).

Q7. How did you come to use digital spaces that provide sexuality education content or services?

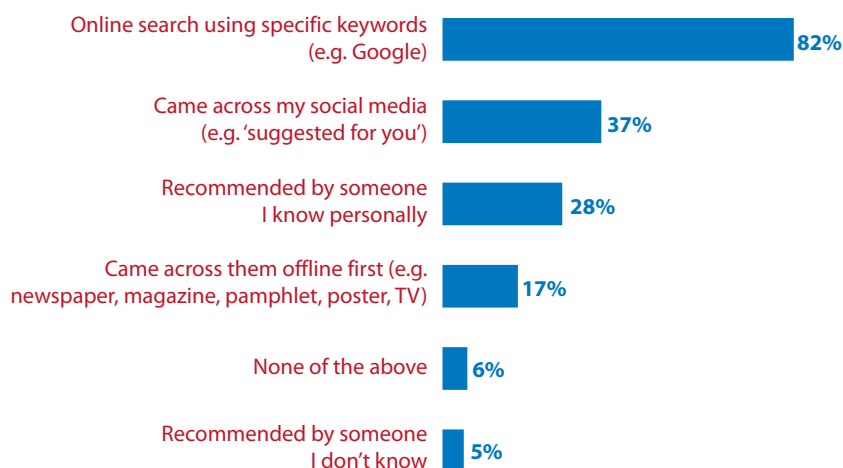


Figure 11: (YS) How did youth come to use digital spaces that provide sexuality education/information? (n=471)

Young people's concerns about digital spaces

Findings from UNESCO (2020a) focus group discussions (FGDs)³⁰ revealed that many young people prefer to obtain sexuality information from online sources rather than in-person, especially when the subject is considered taboo. This reiterates that digital media can be a more comfortable way to consume sexuality education – without human interactions. However, this study found that while 80% of youth surveyed reported turning to digital spaces for sexuality information in the past 12 months, the group's perception of the space is not entirely positive.

Many youth (43%) feel they can find what they are looking for in digital spaces. Nevertheless, just over one-third stated that they find relevant sexuality information online (38%), while a sizeable 44% are unsure whether sexuality information found online is relevant to them. Those aged 18–19 are more likely to believe they find relevant information (41%) than those aged 16–17 (31%). Slightly more youth agree that sexuality information in digital spaces has led them to change their behaviours and practices (32% agree vs. 25% disagree).

Young people have concerns about personally identifiable information when accessing information online. Consistent with an example from Gabarron et al. (2017), young digital users expressed great concern about their online identity and digital footprint. Sexuality information interventions closely tied to youth's digital footprint or social media may struggle to maximise the platform's reach and success.

Online community respondents also worry about the spread of false information online; whether online information is factual or opinion-based, and whether the content is violating anyone's rights. Similarly, Jolly et al. (2020) noted that digital sexuality education is diverse, and there is no standardization of content. In other words, digital media for sexuality education may provide both accurate and inaccurate information. The absence of control over the accuracy of sexuality information could put young people at risk by providing potentially harmful information, as noted by UNESCO (2020b).

Online community respondents expressed anxieties that accessing information could subject them to sexual harassment or cyberbullying. Around one-third of surveyed youth fretted about bullying when accessing sexuality information online.

³⁰ Twenty-five in-person FGDs were conducted with youth aged 10–24 (n=293).

Q14. Please state the degree to which you agree or disagree with the following?

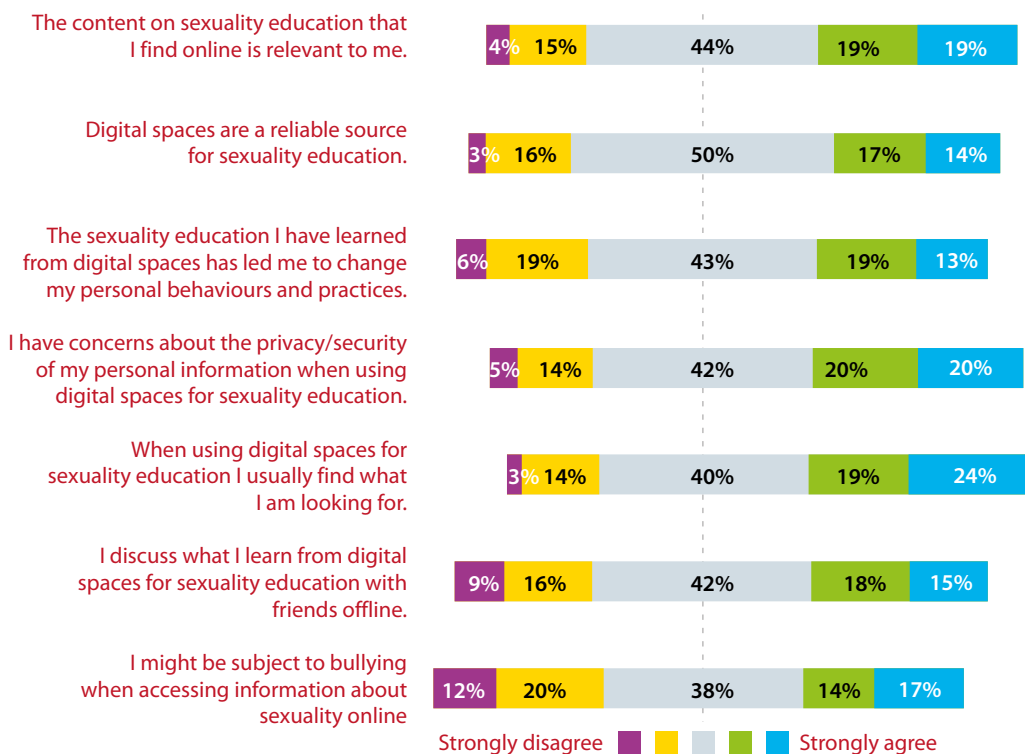


Figure 12: (YS) Youth’s perceptions of sexuality education/information in digital spaces (n=471)

Q9. From the following list, what are the digital formats that you prefer for sexuality education?

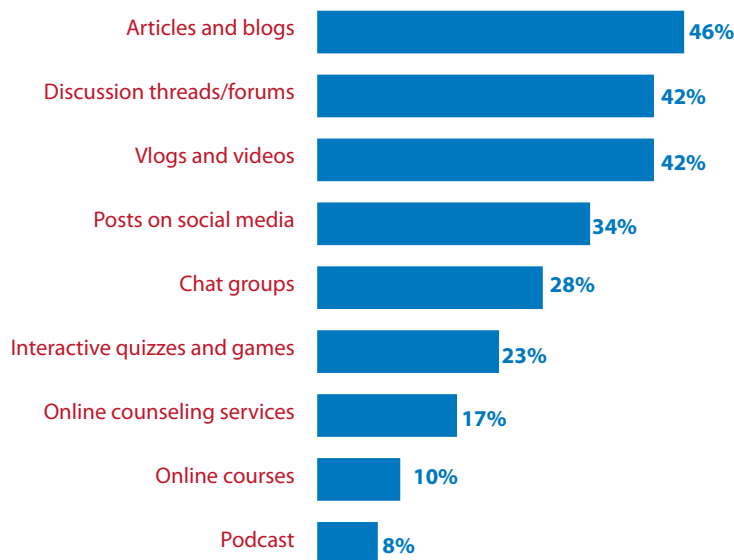


Figure 13: (YS) Preferred digital formats for sexuality education/information (n=471)

Q12. Which of the following statements describes your engagement with digital spaces for sexuality education?

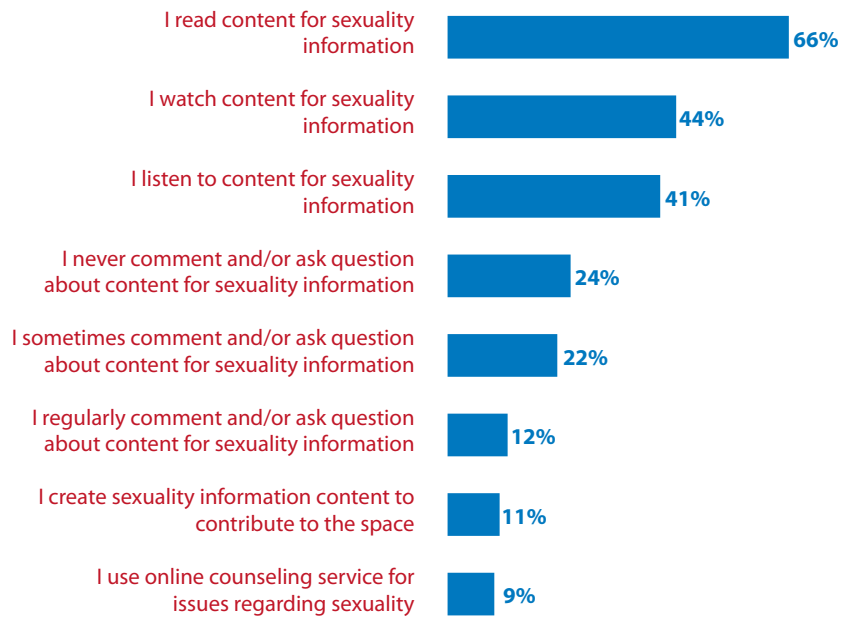


Figure 14: (YS) Youth’s engagement within digital spaces for sexuality education/information (n=471)

Which topics do youth access in digital spaces?³¹

Youth most frequently access content online about the human body and development (69%). This is also the number one topic they want to learn more about in school (62%). Straight males (74%) are more likely to have accessed information on the human body and anatomy than LGBTI individuals (60%).³²

While the topics youth access in digital spaces generally reflect their demands, they could also reflect the supply of sexuality information online. Online community respondents noted that sexuality education and information in Thailand tends to focus heavily on the biological aspect of sexuality. Unsurprisingly, some 7 in 10 (69%) surveyed youth reported accessing information on those biological aspects in digital spaces.

31 This question was asked of youth who reported to use digital spaces in the past 12 months (n=471).

32 Statistically significant at 95% confidence level.

Topics youth want to learn more about vs. those they have accessed through digital

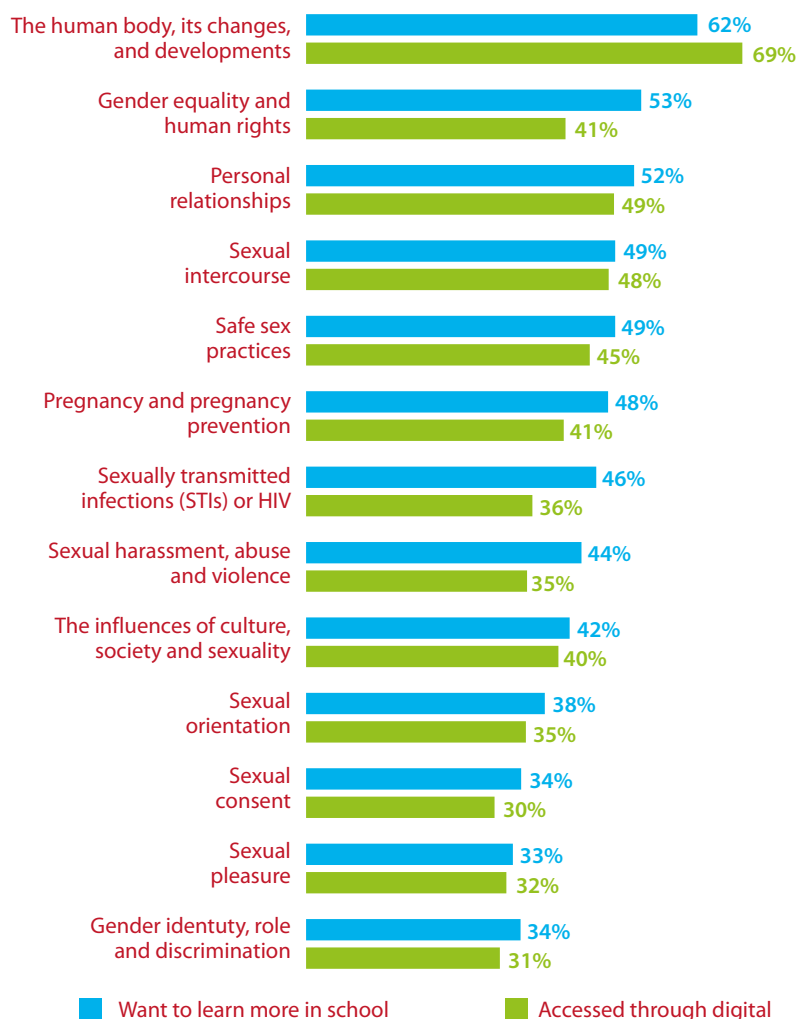


Figure 15: (YS) Topics youth want to learn more about in school (n=600) and topics youth accessed through digital spaces (n=471)

Interestingly, a vast majority of youth (90%) reached in a recent global survey (UNESCO 2020a) reported that they only sometimes find sexuality information relevant to them online. This suggests that while online content is easy to access and often informative, it may not be perceived by young people as being as directly relevant to their needs.

Gender equality and human rights are the second most popular topics youth want to learn more about in school (53%), yet searching for information on the topic online is less popular (41%). This may suggest that the information available on this topic may not be attractive, engaging, or entertaining for youth. Digital sources should provide youth with content on these themes, along with other topics like STIs or HIV violence (46% want to learn more, while just 36% accessed through digital sources) or sexual harassment, abuse and violence (44% want to learn more, but 35% accessed through digital sources).

Somewhat unsurprisingly, LGBTI individuals are more likely to have accessed information on gender equality and human rights (52%) and sexual orientation (43%) than straight males (30% and 28%), reiterating that youth browse for information that is relevant and relatable to their lives.

Personal relationships is the second most sought out topic online (49%). Straight females (51%) and LGBTI individuals (52%) are more likely to access information on personal relationships than males (38%).

The data also reveal that older youth (18–19 years) are actively browsing information about safer-sex practices, with 48% seeking out this information compared to 37% among those aged 16–17 years. Straight females are more likely to practise health-seeking behaviours when it comes to risks: they seek information on STIs/HIV (41%) and pregnancy prevention (48%) more than males (27% and 29%). We also observed that rural respondents are more likely to search for STIs/HIV-related information online (45%) than urban respondents (31%).³³

Digital spaces are not for everyone

Even though online resources offer peace-of-mind for young people as they can access content in secrecy, not all young people have access to online privacy. Those who share digital devices with family members face barriers in accessing the resources they need, and not all youth have access to stable internet connections, especially the most vulnerable (UNESCO 2020a). This rapid assessment did not capture an accurate picture of this as a barrier, because data collection with young people took place entirely online.

Not all youth trust sexuality information from online sources. Among those who frequently rely on digital sources, only 28% of youth trust the information, and 31% think digital spaces are a reliable source for sexuality information.³⁴

One in five (20%) reported that they had never used digital spaces for sexuality information in the last 12 months. The number of youth who never rely on digital spaces for sexuality information in Thailand is noticeably lower than those from a global survey by UNESCO (2020a), where 35% of surveyed youth had not accessed digital content relating to the topic in the previous 12 months – half of them citing that this is not a reliable source of information.

Due to the youth survey's online nature, this rapid assessment may not capture the perspectives of youth who have limited access to the internet and are therefore unable to share their views.

Q4.1. What are the main reasons you have never used digital spaces for sexuality education?

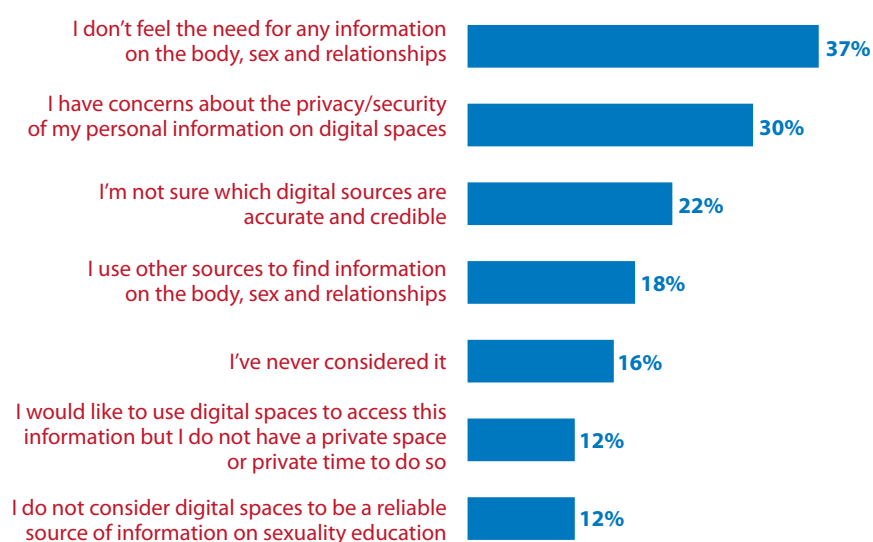


Figure 16: (YS) Main reasons youth never used digital spaces for sexuality education/information (n=129)

³³ Statistically significant at 95% confidence level.

³⁴ This question was asked of youth who reported to use digital spaces in the past 12 months (n=471).

Of those 20% who have never used digital spaces,³⁵ four in ten did not feel the need to seek out sexuality information (37%). Interestingly, straight males (65%) are more likely to feel they do *not* need more information than straight females (39%) and LGBTI individuals (28%). Perhaps there is a confidence gap, even if not grounded in fact, although the available data is not conclusive on this matter.

Rural respondents (33%) are more likely to have never considered digital sources compared to urban respondents (10%).

More than a quarter (30%) of those who have never used digital spaces expressed concerns about their privacy and security. Feedback from the online community further disclosed that youth are nervous about false information, how fast online information spreads online, malware, and the lack of regulation or law enforcement when it comes to hazardous content.

A further 22% feel unsure about the accuracy and credibility of digital sources. Straight females (36%) are more likely to be unsure which sources are accurate than straight males (2%) and LGBTI individuals (11%). Youth in the online community stated that Love Care Station, Echo Facebook page and Shifter Facebook page are sources that address their concerns.

³⁵ This question was asked of youth who reported to never use digital spaces in the past 12 months (n=129).

Section III:

Digital spaces for online sexuality information in Thailand

Current digital spaces

Online sexuality education has received some attention in recent years (Kasatpibul et al. 2014; UNICEF EAPRO 2019). Online interventions for CSE are considered cost-effective and scalable compared to offline interventions (Jolly et al. 2020). In addition, as illustrated earlier, digital spaces (65%) are the most used sources of sexuality education and information, followed by school lessons/materials (46%). A significant proportion of youth feel they have sufficient access to the sexuality information they need (41%).

An insight report on sexuality education in digital spaces in Asia (UNESCO, UNFPA, UNICEF and Love Frankie 2020) provides a snapshot of available digital CSE initiatives in Thailand. Data collection in 2018 provided a mapping of online CSE initiatives in Thailand that showed a total of 19 digital initiatives focusing on at least one of the learning domains of United Nations International Technical Guidance Learning domains on sexuality education (Love Frankie [unpublished raw data] 2018).

Since 2018, Thailand has witnessed a rise in online conversations around sexuality, most notably on social media and alternative media outlets. [The Standard](#), an emerging alternative online media platform that has significant viewership among adolescents and young adults in Thai urban areas, publishes regular sexual and reproductive health columns. The columns feature a diverse range of medically-accurate content with sex-positive approaches.

[Spectrum](#) is another social media-based news outlet in Thailand that focuses on sexuality issues and the intersection of gender and sexuality with other issues. The platform has a strong stance on supporting gender diversity and sex-positivity, reporting in a non-judgmental tone. Like Spectrum, [Echo](#) is another alternative news and lifestyle media outlet that has gained popularity among younger generations. Content on gender diversity is frequently featured on the site, normalizing the discussions around LGBTI people.

[Little Sis Care](#) is a Facebook page targeting young people who were biologically assigned female at birth. Content on the page mainly focuses on sex-positivity for young people, regardless of their gender identity. It frequently features content for women who have sex with women, which is usually not available on mainstream media or in sexuality education curricula in Thailand. These nascent platforms seek to plug the gap in the lack of sex-positive content in Thailand.

Teachers' perspectives on youth accessing digital sexuality information

While youth are generally in favour of sexuality information in digital spaces, teachers reported that access to sexuality information online can be double-edged for young people. Even while acknowledging some positives, teachers and education officials expressed concern that having access to sexuality information could lead to risky sexual decisions and adverse sexual outcomes for youth.

Generally, educators felt that sexuality education can equip youth with the necessary information to make informed decisions (61% agree).

Q17. Please state the degree to which you agree or disagree with the following statements about digital sources for sexuality education:



Figure 17: (ES) Teachers’ perceptions of youth accessing digital sexuality information (n=127)

Key informants noted that sexuality information in digital spaces could improve access to sexuality information online, enabling youth to seek answers for themselves, especially when they are afraid to ask their teachers or family members. Digital spaces can provide youth with the information that they might be lacking at schools:

“Students who don’t understand or are shy to ask can inquire about these by themselves. If the information that they get is correct, then it’s ok.”

(Education Official)

Teachers and education officials felt it is essential that young people have the ability to determine what is appropriate data from the vast amount of available information. Teachers can play a role in developing young people's critical thinking and fact-checking skills to enable them to select appropriate and beneficial media.

"I think that we cannot limit what they can or cannot access. Everything is accessible, but we can improve on the skills to screen the media and to choose to consume appropriate ones."

(Path2Health Officer)

Other teachers believed that access to sexuality information online should be limited, if not prohibited for youth. Those teachers felt that youth cannot make appropriate sexual decisions, and that learning about sex could lead to early sexual initiation and risky sexual behaviours. One key informant thought that stricter regulations on access to erotic sites and sensitive content should be in place.

"Some students might not be able to control their urges, and they have no idea how to act. They might act aggressively towards the other sex and other students."

(Teacher)

Appropriate vs. inappropriate resources: Teachers' perspectives

A clear segment of educators had strong views towards which digital resources youth should and should not access. One group of educators stated that youth should be prohibited from accessing erotic content, as they felt it could be harmful to them, age-inappropriate, and could influence them to replicate "inappropriate" sexual practices.

However, other educators believed that it is less important to limit youth's access to certain sources of information. They felt that developing critical thinking skills is more important to enable youth to act responsibly and to discern fact from fiction regarding sexuality.

When asked about what sources youth should seek out when accessing sexuality information, teachers and education officials unanimously prioritized those from trusted sources and organizations. This includes information from the Ministry of Public Health and other health organizations, the Ministry of Education, Path2Health Foundation and Love Care Station, and Thai Health Promotion Foundation (KII). In practice, uptake of these sources is rare.

**“I always tell them to browse credible websites,
such as MOE and governmental websites like MOPH,
because they are reputable.”**

(Teacher)

**“I think there’s no concern.
We should be open for youth to access everything.
The important thing is critical thinking skills.”**

(Education official)

Section IV:

Digital resources and formal education

Digital spaces for sexuality education and formal education

A study by Chen (2017, cited in Jolly et al. 2020) finds that online sexuality education can help fill the CSE gap in formal education, particularly in settings where trained teachers are not available or are unwilling to deliver the curriculum. The anonymity offered by online platforms allows young people to ask more questions (UNESCO 2020b) while bypassing an intermediary (adults), making access to the content more appealing to young people (UNICEF EAPRO 2019).

Simultaneously, relying on online interventions alone may not provide young people with sufficient and accurate knowledge. Concern remains over the accuracy of the resources, as well as the potential lower levels of trust placed in online information. As mentioned previously, vulnerable youth may face barriers in connecting to the internet and lack digital literacy (Jolly et al. 2020; UNESCO 2020a).

A combination of online and offline sexuality education interventions is suggested by many studies (e.g. McCarthy et al. 2012; Arnab et al. 2013; Aragão et al. 2018; Briñez et al. 2019) to ensure that young people can access accurate, adequate, and non-judgmental sexuality education content. In instances where young people do not have access to smartphones or digital media, they would be able to access sexuality education through their school curriculum. Students in schools with sub-standard sexuality education would be able to fill in the knowledge gap by accessing the curriculum online (Jolly et al. 2020).

Digital resources and blended learning approaches

Blended learning approaches involve combining online learning and teaching resources with face-to-face classroom-based learning. Generally, educators interviewed were in favour of the use of digital tools and resources in class. Half of the surveyed educators (50%) have used a blended approach to teaching and learning, while another 37% have had training in using this approach. Media can assist teachers in preparing teaching plans and delivering lessons with visually engaging materials.

Both students and teachers feel that these approaches can improve youth's learning experiences and outcomes. Digital media make offline classrooms more engaging and exciting, expanding learning opportunities from just textbooks to unlimited access to learning resources, for example, video clips, music, online articles and social media. Interactive tools like Kahoot can also enable student engagement and participation in class.

From both learners' and teachers' perspectives, video clips are the most used, allowing students to visualize lessons better:

“Though my school doesn’t incorporate digital tools as much, teachers can use them well. [They] make it easy to understand the lessons.”

(Female youth, aged 17)

“There are currently more information sources that can be integrated into the classroom to foster more learning and engagement.”

(Education Official)

Nonetheless, incorporating digital tools into on-site classes poses barriers – outlined in the following sections.

Digital tools and ICT-enabled education

ICT-enabled approaches entail using Information and Communication Technologies (ICT) in integrated ways to support lesson delivery, learner engagement, and teacher-student exchange. This approach can allow students to study anywhere, anytime – which is especially relevant during the current COVID-19 pandemic.

The COVID-19 pandemic has acted as an accelerant, pressuring teachers to rapidly integrate technology into their teaching. Youth and educators reported that tools like Microsoft Teams, Google Classroom, Zoom, and the DSchool Application are being increasingly adopted to assist teaching. According to educators, DLTV is used to deliver lessons in smaller schools and classes with young students. This approach allows continuity in lessons, despite the pandemic:

“Teachers must develop continuously – after COVID, over 90% of the teachers started to incorporate these tools into their teaching.”

(Education Official)

“[There is an increasing] use of Google [Classroom] to assign tasks and homework to students and submit coursework there. Ninety percent of the teachers know how to use this, and it saves time and actual paperwork materials.”

(Teacher)

The ICT-enabled approach also has some downsides, including a reduction in connection between students and teachers. As a result, social media and multiple messaging platforms play a prominent role in forming and sustaining connections between students and teachers, as reflected in data collection with educators. A male youth observed that:

“Learning online during COVID poses challenges. When students have questions and comments in Google Classroom, teachers do not always answer them, though it is great that I can learn anywhere I want.”

(Male youth, aged 17)

Incorporating digital tools in teaching: the challenges³⁶

Teachers and educators reported that the main challenge in incorporating digital tools in the classroom is the lack of resources and financial support from the school (45%); this was followed by a lack of understanding of the technology itself (38%). Youth and educators noted that most teachers can incorporate technology into their teaching, although a minority, including older teachers, are not well-versed in it.

Q15. In your opinion, what are the main challenges in incorporating technology such as digital tools within the classroom?

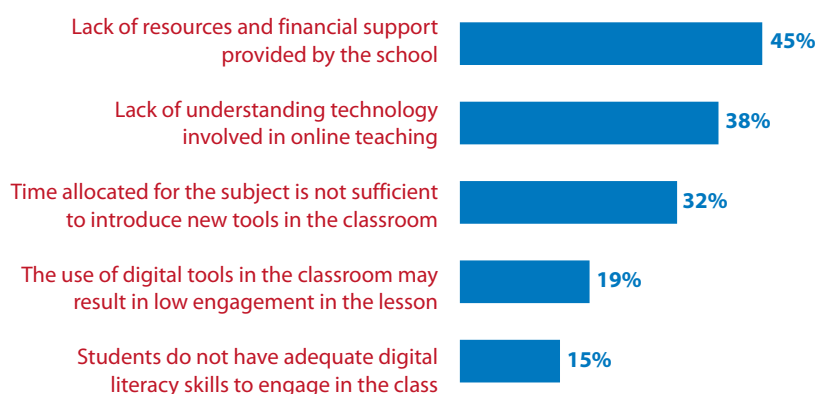


Figure 18: (ES) Challenges in incorporating technology within the classroom (n=127)

Time constraints pose another significant challenge for educators, with one-third (32%) noting that time allocated to the subject is insufficient to introduce new tools in the classroom.

Furthermore, not all schools have access to digital devices and ICT infrastructure. Small schools in remote areas face particularly acute challenges in adopting digital tools:

“There are many differences in technological access. Currently, there is a wide gap in who has the tools and who doesn’t.”

(Education Official)

³⁶ The rest of this section will focus on incorporating digital tools into formal education, for both blending learning approach and ICT-enabled education, unless stated otherwise.

When asked about blended learning, youth community participants complained about poor internet connectivity, antiquated hardware, and other technical difficulties in class. The use of age-inappropriate teaching materials (for example, cartoons) can lessen their interest. Educators noted that preparing for blended learning can be time-consuming compared with traditional teaching approaches, although scalable. Teachers’ skills and ability in using digital tools was also a concern for several youth and educators.

One of the problems with ICT-enabled learning is that students from lower socio-economic backgrounds may not have access to digital devices or stable internet connections, which inhibits their learning opportunities. Additionally, subjects that require physical interaction are omitted from ICT-enabled approaches, for example, science experiments or physical and health education. As sexuality education is frequently embedded in physical and health education, it is rarely featured when learning remotely.

Technical difficulties are inevitable, ranging from poor internet connectivity and students’ lack of access to the internet or computer hardware, to teachers’ insufficient skills in using ICT tools. Youth also felt that they are unable to ask questions as much when learning in this way. Both youth and educators remarked that the use of technology could reduce the connection between students and teachers.

Essential skills for blended learning and ICT-enabled learning

Educators’ main concern about blended and ICT-enabled learning is a lack of technological understanding (38%). Educators and education officials remarked that learning to use digital tools is one of the most critical skills for teachers when they seek to “go digital.”

A few noted that OBEC attempted to provide training on the use of digital tools during the COVID-19 pandemic, although a few interviewees noted that this training is only available for science, technology, engineering and mathematics teachers. Support from the school’s information technology (IT) teachers is seen as necessary to help teachers improve their skills in integrating technology into classrooms:

“Sometimes teachers – mainly the older teachers –struggle with new technology and need help with it.”

(Teacher)

When asked to define ‘digital literacy’, the majority of educators and education officials described it as “the ability to use technology and digital tools to assist learning”. This illustrates that teachers and education officials may not fully comprehend the scope of digital literacy and what it means. Upskilling teachers’ digital literacy could be beneficial:

“I think [digital literacy] means in corporating technology and media and using them with today’s teaching. This includes online media.”

(Teacher)



What does ‘Digital Literacy’ mean?

UNESCO (2018) defines digital literacy as “the ability to access, manage, understand, integrate, communicate, evaluate and create information safely and appropriately through digital technologies for employment, decent jobs and entrepreneurship. It includes competences that are variously referred to as computer literacy, ICT literacy, information literacy and media literacy.”

In addition to technical skills, critical thinking, problem-solving, and the ability to choose appropriate media for classes are crucial to successfully blending learning and ICT-enabled learning approaches, according to teachers and education officials.

Teachers' perception of digital tools in formal education

For the most part, teachers perceive the use of technology in education as positive. Almost half strongly agreed that digital tools can increase engagement and participation (46%)³⁷ and improve students' learning outcomes (45%).³⁸ A further 43% strongly agreed³⁹ with the statement, "the use of digital tools in the classroom setting makes teachers' jobs easier." Interview data confirmed the view that digital tools allow better visualization of lessons – students are able to quickly understand the lesson using these tools rather than relying solely on lecturing. Educators expressed that the MOE should play a role in supporting the use of digital tools (62% agree), and improvement in resourcing (58% agree) is vital to improve technology integration in class.

Q11. Thinking about the use of technology in education in general, please state the degree to which you agree or disagree with the following statements:

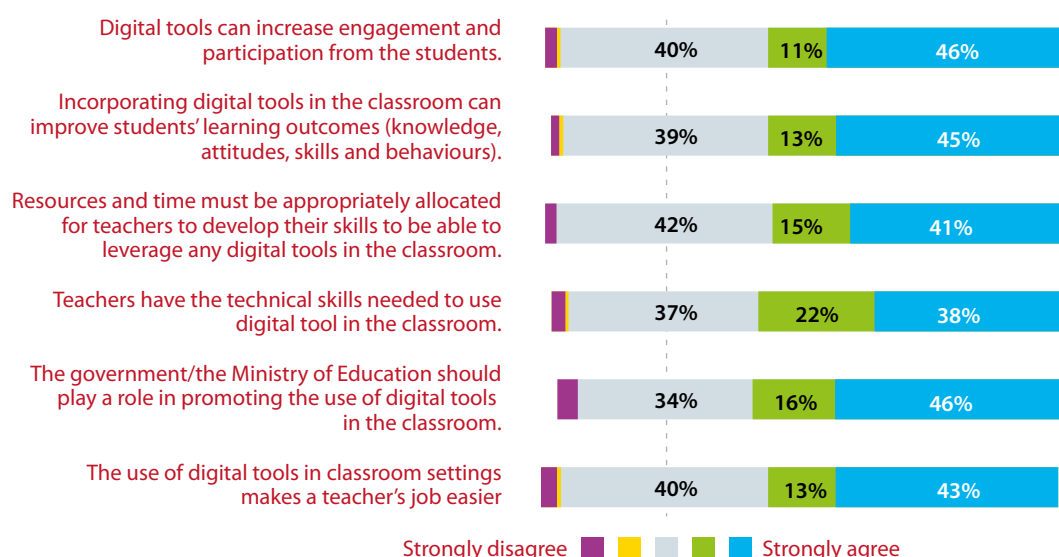


Figure 19: (ES) Teachers' perception of digital tools in formal education (n=127)

Teachers and education officials also expressed concerns about using digital devices in classrooms, as they can be distracting to students or used to access inappropriate content. Strikingly, a few thought that students should not use technology tools at school at all. The group had additional concerns about the risks to students' health posed by overusing digital tools and cyberbullying. Teachers were also concerned about relying too heavily on media while abandoning student-teacher interaction.

Despite being divided about whether or not youth should have access to sexuality information online, teachers favour using digital tools and resources to support CSE in the classroom. Over four in ten (43%) wished they had more access to digital resources when preparing for sexuality education delivery in the classroom.⁴⁰ The large pool of resources available online allows teachers to expand their teaching from textbooks with boundless opportunities.

³⁷ Total of 57% agreement with the statement.

³⁸ Total of 58% agreement with the statement.

³⁹ Total of 56% agreement with the statement.

⁴⁰ See Figure 2, Section II.

Online media can promote more understanding in class sustain attention and engagement, and help students visualize the lessons. Digital sources can lessen teachers' discomfort in teaching and talking to students about sexuality, while teachers can use media to communicate with students or refer them to the right sources. It can be used as an icebreaker or conversation starter to foster conversation:

**“For those who lack the knowledge
and those who are shy or it is hard to talk
about the topic, digital tools help.”**

(Education Official)

Crucially, teachers aspire to have the ability to select appropriate media to assist their planning and teaching. In preparing their teaching plans is necessary to ensure that media are consistent with the curriculum. Studies from Srisookho et al. (2004) and Thampanichawat and Olanratmanee (2018) reported that teachers feel that choosing appropriate tools for sexuality education, for example, case studies or relatable scenarios, is critical for quality CSE delivery. Teachers and Path2Health officers interviewed noted:

**“I think teachers have to understand these things
before presenting them to their students. Typically,
I must explore how these things are and
if it's suitable for different age groups because
their learning capabilities differ.”**

(Teacher)

**“There's a problem regarding the relevance of
the information when teachers present it to their students.
Students would tend to think that this is old-fashioned
and not relevant [to them].”**

(Path2Health Officer)

Still, there are concerns with the use of digital sources in CSE classes. For example, one educator worries that students might resort to inappropriate sexual behaviour after learning from digital sources. Other educators reflect reservations about whether teachers would choose digital sources that are not in line with the current approach to CSE. This exact point was raised by an online community respondent:

“Teachers screened video clips in the class. I’ve seen video clips about the karma of pregnancy termination. Though I generally enjoy watching videos in class, those trying to enforce an ideal picture of moralistic society like this are maddening.”

(Female youth, aged 18)

Students’ perception of digital tools in formal education

Youth are in favour of the use of digital tools in formal education. Close to three fifths (57%) wished that more classes would incorporate digital tools. Youth community participants reported that they particularly enjoy classes that incorporate digital tools as they are more engaging than traditional approaches. Almost half (47%) agreed that they learn better when teachers incorporate digital tools. Youth also felt that they can better understand the lesson and engage in class when digital tools are used (45%). Learners can visualize the lesson better and expand their learning horizons more than from textbooks.

Q15. Thinking about the use of technology in class in general, please state the degree to which you agree or disagree with the following statements:

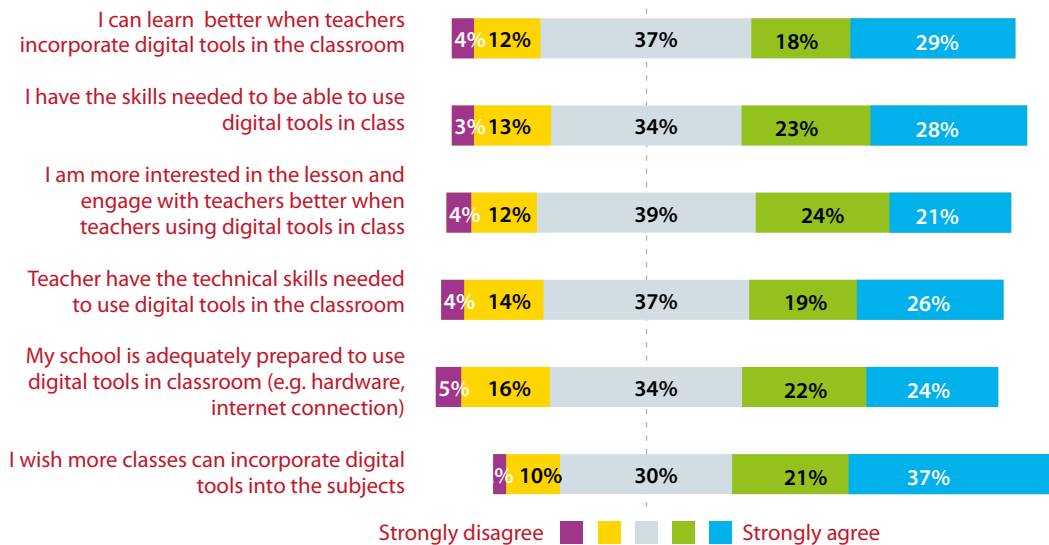


Figure 20: (YS) Youth’s perceptions of the integration of digital tools in class (n=471)

Focusing on ICT-enabled classes and learning remotely with digital tools can support youth to learn individually at their convenience. The integration of coursework and evaluation into digital platforms like Google Classroom enables youth to keep track of their learning progress in real-time – anytime and anywhere.

While 46% of youth think that schools are sufficiently prepared⁴¹ to use digital tools to assist teaching, qualitative online community insights from youth reveal that the quantity and quality of computer hardware and internet connectivity remain challenging. Additionally, while 60% agreed that teachers have sufficient skills to use digital tools, feedback from educators and youth showed that others with fewer skills may struggle. Quantitative data from youth revealed that only 45% thought teachers have adequate technical skills to use digital in class (Figure 20).

41 Those aged between 18 and 19 are more likely to disagree that schools are adequately prepared to use digital tools in the classroom (22%) than those ages 16-17 (14%).

Current use of digital resources in CSE

In general, teachers and education officials support the use of digital tools to assist teaching and learning in classes.

Most commonly, teachers use digital resources to support in-person delivery during sexuality education classes (72% reported by teachers and 70% reported by youth), followed by supporting teacher-student interaction during the delivery of sexuality lessons. The findings are consistent between the youth survey and the educator survey:

**“In my sexuality education class,
the teacher uses video as the medium of teaching.
It’s great. [It is] very easy to understand.”**

(LGBTI youth, aged 19)

**“For physical education, there needs to be
visualization so that they get to see
the actual picture of what it actually looks like.”**

(Male youth, aged 18)

The second most common way teachers reported using digital resources in the classroom is to support interaction (24% reported by teachers, and 39% reported by youth). This can be in the form of in-class activities, for example through discussion groups or role-play activities.

Q.7 (ES) In which ways do you use digital resources in your teaching of sexuality education?

Q.15 (YS) In which ways do your sexuality education teachers use digital resources in their teaching?

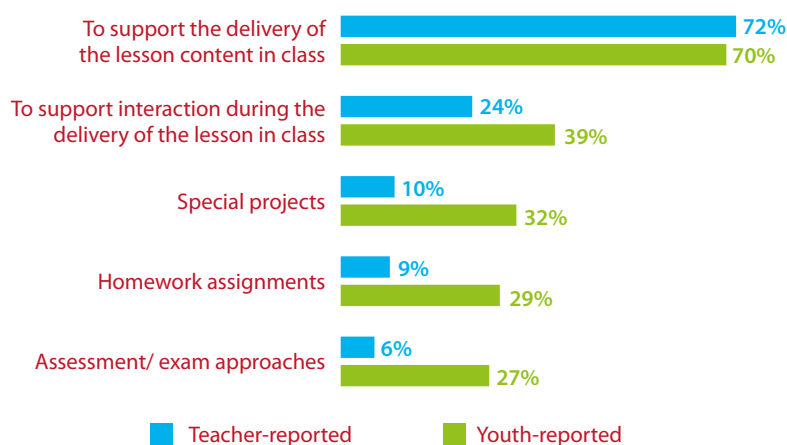


Figure 21: (ES) Digital resources used in the classroom (teacher-reported) (n=127) and (YS) digital resources used in the classroom (youth reported) (n=471)

Survey and interview data showed that teachers use an assortment of media for their teaching plan design and classroom delivery. However, as previously pointed out by educators, the ability to visualize the lessons is a comparative advantage of digital tools. Audiovisual media are used less by teachers for both designing and delivering sexuality education. Reliance on traditional media is far more common than digital media.

While 6 in 10 reported having (on average) the technical skills and interest in using digital tools in classrooms, teachers rely slightly less on digital methods. They mostly draw on text-based content like traditional school materials, health materials, magazines, books, or newspapers, along with articles or blogs (Figure 22). This might be due to the perceived credibility of these sources, the familiarity with the format, and teachers’ will to follow the CSE curriculum. It may also suggest that the digital tools available are not suitable for sexuality education teaching. Lastly, it may suggest that teachers are overestimating their level of skill when self-reporting how they incorporate digital tools into their teaching.

Q4. Which of the following sources did you use when designing or delivering your sexuality education class?

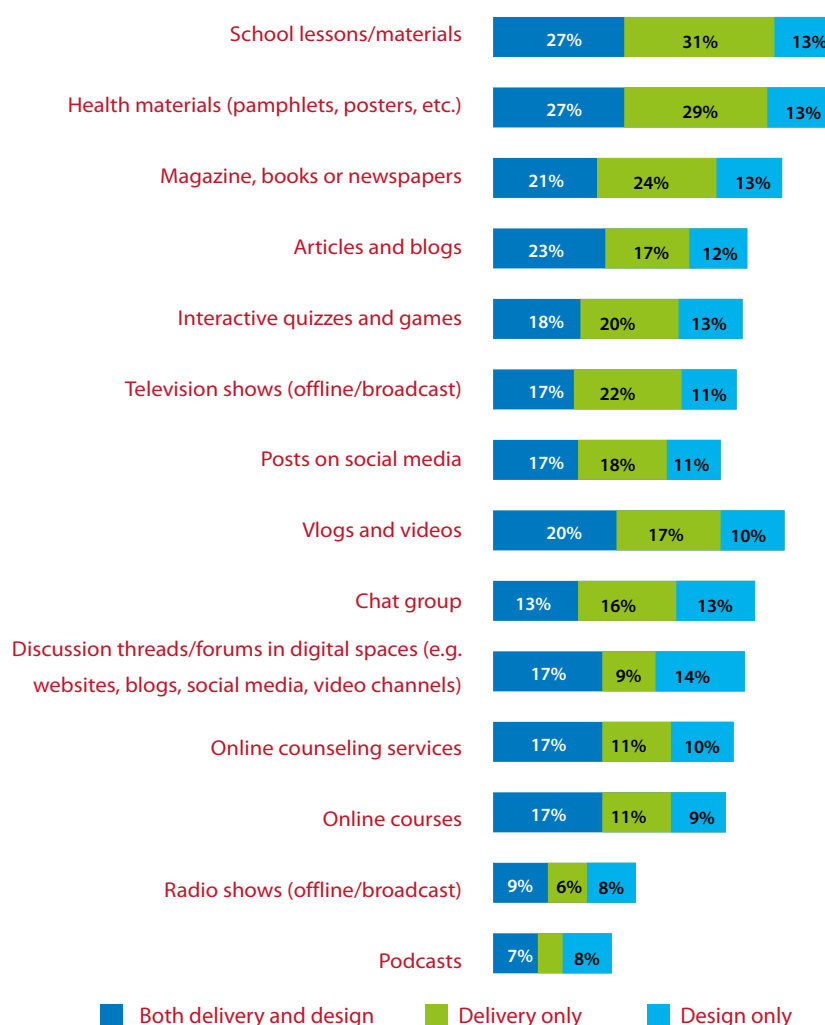


Figure 22: (ES) Sources used to design teaching plans and sexuality education lesson delivery (n=127)

Q17. Which digital formats have your sexuality education teachers use in their teaching?

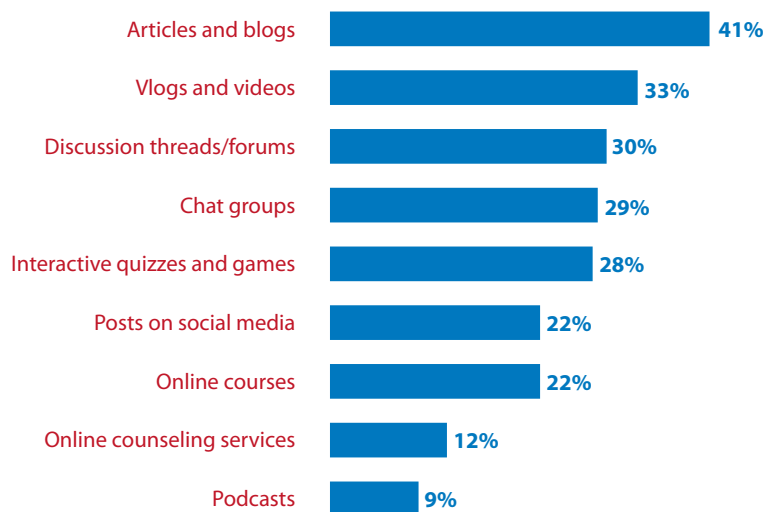


Figure 23: (YS) Digital formats used in the classroom (youth reported) (n=471)

Nonetheless, coverage, in terms of implementing digital resources for sexuality education, is not perfect. Slightly more than one in ten youth (13%) reported never receiving any sexuality classes that use digital resources.

Educators and students had a slightly different view of digital formats used by teachers in sexuality education classes. From the students' perspective, teachers mostly use text-based materials like articles and blogs (41%), followed by vlogs and videos (33%), and discussion threads/forums (30%). This is consistent with Figure 22, which shows that text-based sources are regularly consulted by teachers for the planning and delivery of CSE.

In terms of digital sources and resources (Figure 24), teachers' self-reporting indicates they rely on YouTube channels and videos the most for their planning and classroom execution. Teachers and education officials claimed that the videos could assist their teaching, making the visualization of sexuality education lessons easier to understand by the students.

The use of online discussion forums is prominent among teachers, as noted by 30% of youth and reported by teachers (24% who use discussion forums for lesson delivery online only, 15% design only, 20% both). However, there are concerns that online discussion forums might not provide medically-accurate information due to their open-ended nature:

“For forums, there are no wrap-up points, and it can be very subjective. The person consuming the information with forums needs to have critical thinking skills and have the good basic knowledge to determine and fact check.”

(Path2Health Officer)

Teachers reported using e-learning platform (e.g. OBEC's e-learning platform), for classroom design and delivery (13-22%).⁴²

42 One in five (20%) educators use the e-learning platform for both classroom design and delivery.

Trusted local sources like the Thai Health Promotion Foundation webpage or Path2Health webpages are heavily used by teachers (19-21% design and delivery), reflecting the level of trust teachers place in these sources.

Q5. For each of the following sources/resources for sexuality education, please state whether you have ever used them in 1) designing or preparing your teaching plan, 2) delivering the lesson in the classroom or 3) both.

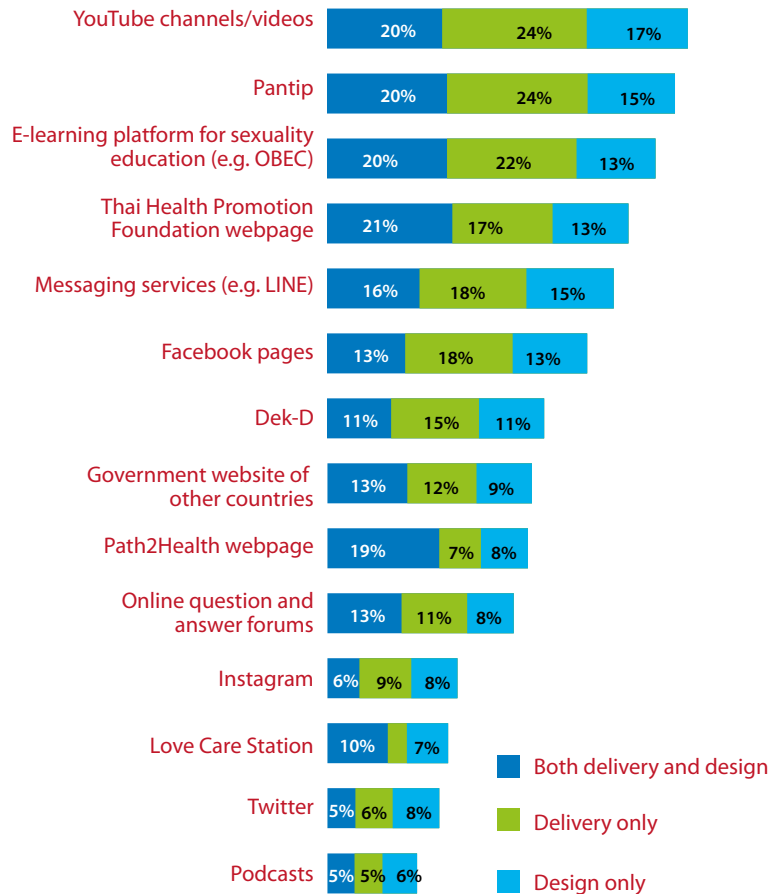


Figure 24: (ES) Sources used to design teaching plans and sexuality education lesson delivery (n=127)

Section V:

Conclusion and recommendations

One-third of youth surveyed disagreed with the statement ‘the sexuality education I received/am receiving in school is adequate’. This shows us that digital resources for sexuality information are undeniably crucial as an alternative or complementary source of information necessary for them to make informed decisions about their sexuality. The majority of youth stated that digital spaces are among the sources they engage with most when accessing sexuality education and information.

At the same time, both youth and educators were concerned about the accuracy of digital resources, as well as the potential lower levels of trust placed in online information. Depending on online interventions alone for sexuality information may not provide young people with sufficient and accurate knowledge. Hard-to-reach and vulnerable youth may face another set of obstacles in connecting to the internet and the lack of digital literacy (Jolly et al. 2020; UNESCO 2020a).

A combination of offline sexuality education with online sexuality education interventions is recommended by numerous studies (e.g. McCarthy et al. 2012; Arnab et al. 2013; Aragão et al. 2018; Briñez et al. 2019). This approach ought to ensure that young people can access accurate, adequate, and non-judgmental sexuality education that is relevant to their needs, both through formal and non-formal means.

As part of the research objective, this rapid assessment makes recommendations for capacity-building efforts in the formal education sector, and its key partners working in CSE and young peoples’ sexual and reproductive health and rights, to expand access to quality innovative teaching and learning on sexuality education by leveraging digital spaces.

This assessment identifies recommendations for different audiences, including OBEC and MOE, MDES, and organizations supporting young people’s health and well-being. The recommendations are also informed by points of view shared during the consultation meeting with representatives from UNESCO, UNFPA, UNICEF, OBEC, CYCT, and the Dek-D website. Consultation meeting members and the research team also made recommendations for future research, and these are featured at the end of this section.

Both youth and educators reflected that allocating sufficient time for teaching sexuality education could result in better outcomes for students. The **OBEC and related government bodies in the MOE should** consider mandating the provision of **sexuality education as a standalone subject**, which would increase the depth of CSE content. Students and teachers also perceived that OBEC and related government bodies in MOE should play a role in encouraging interactive teaching and learning approaches, as these approaches are preferred by both learners and educators. In addition to sexuality education lessons, youth would like to be supported in other aspects of sexuality information provision. **Consultation services with professionals or teachers, and referrals to trusted online sexuality information sources** are areas in which schools should consider providing additional support to their students. Ensuring that teachers have the **necessary skills, knowledge and attitudes to teach the subject and provide necessary support** to students is crucial, as noted by youth and educators alike.

With the reach and potential of the OBEC e-training, the OBEC and related government bodies in MOE should consider **incorporating and implementing trainings in other aspects of sexuality education teaching within the e-course** to enhance teachers’ skills for quality CSE delivery and to enable them to better support the learners. For example:

- Training to foster positive attitudes towards sexual health information and education, for example, on sex positivity and non-judgmental sexuality education

- Training for classroom management and to create a comfortable learning environment for CSE
- Diversity training to be inclusive of all people with diverse SOGIE
- Training for digital literacy to upskill teachers to address young people's concerns about online security
- Training to equip teachers with the skills to incorporate digital tools into teaching
- Sexuality education consultation skills training for teachers, including skills to create safe spaces to discuss sexuality education with students.

Furthermore, the OBEC and related government bodies should leverage these rapid assessment findings to **revisit and strengthen the sexuality education curriculum** and its teaching and delivery modality to address youth demand better. This study found that the social aspects of sexuality education and information, for example the topic of gender identity, gender roles, and discrimination and sexual consent, is less in-demand from youth. This might suggest that youth are not aware of the importance of these issues. Highlighting the importance of these aspects and designing the curriculum around youth's diverse needs could ensure that they have access to sufficient information about sexuality, not only on the biological or physiological aspects.

Digital spaces can play a complementary role in supporting school-based sexuality education. **Incorporating digital sources and interactive media** would potentially allow youth to engage better in class. Teacher **training on selecting appropriate digital media and using digital tools** is needed for learners to benefit from a wide variety of digital sexuality resources. However, access to digital resources is limited in remote areas. Reliable digital infrastructure is vital for teachers and students to leverage digital resources.

Collaboration with platforms and providers of digital sexuality information could open up opportunities for digital sources to provide sexuality information in line with the OBEC sexuality education curriculum – ensuring that the content is accurate and appealing. The OBEC could also consider **consulting and collaborating with online learning platforms**. The lessons learned from online learning platforms could improve the OBEC's future teaching materials so that they are more engaging and attractive for young people.

Creating an entirely new interactive **sexuality education learning and counselling platform** for youth, featuring credible health organizations, would also be beneficial. It would be optimal if the platform could also be accessible without an internet connection to maximize reach. However, such a platform should not replicate what might already be available on other platforms.

Providing a 'how-to guide' on incorporating digital sources in sexuality education classes could assist sexuality education teachers, together with providing a **comprehensive list of digital sources** for sexuality information that teachers could use to prepare and deliver the lessons. This would address the concern that teachers have challenges in selecting appropriate resources for the class.

Understanding the term 'digital literacy' and what it means for youth and educators to protect and empower themselves when using digital tools and devices appears to be lacking. The **OBEC and other bodies in the MOE or MDES** could consider joining forces to ensure that both youth and teachers have **digital literacy skills via training or inclusion in the curriculum**.

Organizations supporting young people's health and well-being, such as the Thai Health Promotion Foundation or Path2Health Foundation, are reputable based on their public credibility. Those organizations should consider **enhancing their social media presence** and using a friendly, creative and entertaining tone to attract youth access on Facebook, Twitter, and Tiktok.

Meanwhile, **providing confidential consultations or counselling with health experts** can provide a sense of comfort to youth. Such a service can be in the form of the Pantip or Dek-D thread reply, confidential chat rooms, or chatbots, providing youth with credible information without disclosing their identity in a scalable way. Organizations providing quality educational materials on sexuality should consider providing **search engine optimization** to increase their reach among young people. **Ad buying** via social media to promote content could also increase youth's exposure.

Limitations and suggestions for future research

Due to this assessment's rapid nature, most of the data collection phases took place entirely online, limiting the ability to capture perceptions of youth and educators who may not have access to an internet connection. Additionally, due to the survey platform's limitation and the attempt to avoid complications around obtaining parental consent, this survey only targeted youth aged between 16 and 19 years. Future research could consider extending reach to a nationally representative group of respondents to gain a complete picture of the situation.

With OBEC's assistance in disseminating the educator survey, this rapid assessment was able to gain teachers' and education officials' perspectives on sexuality education and digital spaces. However, future research could expand the sample size to include teachers from wider networks, for example, private schools, vocational schools, schools under the Bangkok Metropolitan Administration, educational opportunity extension schools, and non-formal education schools.

At the consultation meeting, one of the participants expressed the need to understand young people's ever-changing attitudes and behaviours regarding sexuality issues. Observation through social media listening tools could help teachers, education and health officials, and digital sexuality information providers to understand the needs of youth and to address them better.

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Research methodology⁴³

The Situation Assessment of Sexuality Education in Digital Spaces and Opportunities for Formal Education in Thailand employed diverse methodologies and data collection techniques. Divided into four phases of data collection and analysis. The central aims of this research are to:

- 1 Address any outstanding evidence gaps in the nature of young people's engagement with sexuality education and information in digital spaces in Thailand;
- 2 Generate new data on this theme among educators, education officials, and youth; and,
- 3 Suggest recommendations for capacity-building efforts in the formal education sector and its key partners working in CSE and young peoples' sexual and reproductive health and rights to expand access to innovative teaching and learning on sexuality education by leveraging digital spaces.

The summary of data collection phases are as follows:

- **Phase I: Preparation & Desk Review**
 - › Activity 1.1: Stakeholder Consultation & Project Launch Meeting
 - › Activity 1.2: Desk Review
- **Phase II: Quantitative Research**
 - › Activity 2.1: Online surveying (Adolescents)
 - › Activity 2.2: Online surveying (Educators)
- **Phase III: Qualitative Research**
 - › Activity 3.1: Key Informant Interviews
 - › Activity 3.2: Online qualitative community approach

- **Phase IV: Reporting, debrief presentation, and finalization of recommendations**

- › Activity 4.1: Debrief and brainstorming session with UNESCO
- › Activity 4.2: Draft report and review
- › Activity 4.3: Final situation assessment report and presentation

Phase I: Preparation and desk review

Activity 1.1: Client Consultation & Project Launch Meeting

The project commenced with a launch meeting between the research team from Love Frankie and UNESCO Bangkok team representatives. The purpose of this meeting was to confirm objectives and methodology, discuss project management, receive previous relevant research, answer any questions from UNESCO, and begin discussing the research tools.

Activity 1.2. Desk Review

Drawing on years of experience in Thailand and in the sexual health and CSE spaces, the Love Frankie research team finalized a shortlist of key documentation that would ensure we have a detailed understanding of the most pertinent findings for our research questions. This is to ensure that we build on existing knowledge and synchronize with any local research approaches that have already been validated. We anticipated drawing on our research into *Sexuality Education in Digital Spaces in Asia* (2018), carried out for UNESCO/UNFPA/UNICEF, along with key documents including ITGSE, UNICEF mapping, and other prior research highlighted by UNESCO and team.

At this stage, we also began drafting the data collection instruments, foreseen to be quantitative surveys and online community guides for adolescents, along with quantitative surveys for educators and in-depth interview guides.

43 Submitted by Love Frankie to UNESCO Bangkok in fulfillment of agreed contractual deliverables.

Phase II: Quantitative research

Activity 2.1: Rapid mobile surveying

To research Thai adolescents, we carried out an online survey with (minimum) n=600 Thai respondents across the country in our target age range. We collected demographic information to assess which audience profiles are being exposed to CSE in digital spaces, and seek to answer: Where do young people go online for CSE information; how they come to the spaces that they visit; their initial motivation and what keeps them coming back; what it is they are looking for; what they would like from those digital spaces; and, their perspectives on formal education that taps into these resources for use in both in-person and online learning modalities.

We utilized a custom online, anonymized, rapid mobile-first online survey polling platform, Pollfish, to reach youth across the country. We also introduced screening questions around SOGIE and LGBTI identifying individuals to look at an LGBTI-sensitive approach to analyzing the data. The breakdown of respondent background is as follows:

Gender assigned at birth:	Male (n=265) Female (n=335)
SOGIE	Cis male (n=262) Cis female (n=306) Transwomen (n=4) Transmen (n=2) Non-binary (n=23) Prefer to self-identify (n=3)
Age:	16-17 (n=300) 18-19 (n=300)
Region:	Bangkok (n=208) Outside of Bangkok (n=392)

Activity 2.2: Quantitative educators survey (n=127)

Given the selected target audience of “Thai educators, including teachers and/or key informants in the Ministry of Education,” we proposed to develop an online purposive survey which would be circulated with assistance from the UNESCO among the MoE, education officials, and teachers. The short-form questionnaire would include free-text answers for educators to provide additional qualitative (written) information beyond the quantitative feedback. This survey aimed to *identify and understand opportunities for teachers to leverage digital sexuality education*

content, platforms, and approaches for CSE classroom delivery, including through blended and ICT-enabled approaches.

The survey was hosted on a secure, anonymous, and encrypted online survey platform (SurveyCTO) while using links distributed through UNESCO and MoE contacts.

Phase III: Qualitative research

Activity 3.1: Key Informant Interviews (KIIs) (n=12)

We conducted 12 one-on-one interviews with notable educators, MoE officials, and Path2Health Foundation representatives as suggested by UNESCO. Interviews were scheduled the interviews flexibly to maximize availability and can be conducted face-to-face or via virtual community, depending on the respondents’ preference and COVID-19 restrictions. These interviews were conducted in Thai. The interviews were recorded for note-taking purpose with the consent of key informants. Audio files will be deleted after the end of the project.

The analysis of the transcript was done in the qualitative analysis software nVivo.

Activity 3.2: Online qualitative community approach (n=18)

Love Frankie conducted a 3-day, online qualitative community approach with adolescent members (ages 16-19 to avoid particularly young respondents) of the target audience. We asked questions about gaps in primary school to make up for lack of 12–15-year-olds in the study, while avoiding complications resulting from the added onus of parent consent needed for younger participation in the study. Respondents were recruited through youth Facebook groups discussing sexuality topics and networks of Path2Health and the Children and Youth Council of Thailand. The data collection was hosted on Recollective, an online community research platform, to discover youth’s in-depth perceptions on CSE and access to related information. The recruitment was done to ensure an equal respondent split by urbanity and gender/SOGIE. Respondent responses were moderated every-day by our Thai moderator who is highly trained with skills in discussing sensitive topics and facilitating group discussions, and utilizing the online community platform. All respondents completed consistent short tasks each day.

The platform we use, Recollective, has qualitative data stored in encrypted, user access-controlled sections of the Recollective online platform.

Phase IV: Reporting, debrief presentation and finalization of recommendations

Activity 4.1: Debrief and brainstorming session

After the finalization of data collection and preliminary analysis, representatives from UNESCO, UNFPA, UNICEF, the Office of the Basic Education Commission, the Children and Youth Council of Thailand, and Dek-D website were engaged in a consultation meeting to validate the preliminary findings and generate recommendations.

Activity 4.2: Draft report and review

Following this session, Love Frankie thoroughly interrogated our hypotheses and communication implications, triangulating with all other data sources from Phase I, II, and III in order to establish the overall CSE findings and recommendations. This draft will be shared for review with UNESCO prior to finalization.

Activity 3.3: Final situation assessment report and presentation

We will prepare a specific presentation to share the insight to the internal team and internal wider audience. This presentation can be adopted and adapted by other UNESCO teams to share the learnings.

Ethical considerations

The research team adhered to the do no harm principle across the entire research process. Per UNICEF and ESOMAR guidance, for children and underage respondents (all those under the age of 20 for this study per Thai law), we adhered to the principles of:

- Clear child protection protocols (per UNICEF Research with Children in Humanitarian Settings (2018) and IASC AAP (2011));
- Informed consent procedures as detailed below;
- Privacy and confidentiality; and,
- Absolute respect for all participants.

Informed Consent

All respondents for this study will be provided with full informed consent (IC) briefings and waivers prior to joining the study. This IC will include, pursuant to UNICEF Research Guidelines:

- The nature and purpose of the research, including contact details for further information;

- Information regarding the voluntary and negotiable nature of the process and any payment or compensation provided to participants;
- Protection of privacy in data collection and storage (see below);
- Relevant use of the data for informing programs;
- Consent for recording of online community responses and KILs, as needed;
- Approval for future anonymized use of data (UNICEF 2015).

In addition, following ESOMAR guidance on data collection with children or young adults, in the event of any data collection with individuals under the age of 16, we will “obtain the consent of the parent or responsible adult before collecting personal data from any data subject for whom a legal guardian has been appointed. When asking for consent, [we] must provide sufficient information about the nature of the research project to enable the parent or responsible adult to make an informed decision about the data subject’s participation. This includes:

- the name and contact details of the researcher/ organization conducting the research;
- the nature of the data to be collected from the data subject;
- an explanation of how the data will be protected and used;
- an explanation of the reasons the data subject has been asked to participate and the likely benefits or potential impacts;
- a description of the procedure for giving and verifying consent; and
- a request for a parent’s or responsible adult’s contact address or phone number for verification of consent. The researcher also should record the identity of the responsible adult and his or her relationship to the data subject.” (ESOMAR 2018)

Data handling

Per Love Frankie and ESOMAR research guidelines, all data used in the research will remain confidential and will only be analysed and reported on at an aggregated level. All survey data will be password protected and accessible only by cleared research team members. All interview and online community data will be stored on protected Google Drive folders without any personally identifiable information (PII) linked to the files.

Annex II:

Data collection instruments

Rapid mobile survey with youth

thank you for taking the time to complete our survey. We are conducting research to understand the habits, needs, and challenges of young people (ages between 16 to 19 years old) when it comes to learning about sexuality education in Thailand, both online and offline. All your responses will be anonymous so please answer as honestly as you can. The survey should take no more than 5 minutes and you can opt out at any time. Do you agree to participate in this study?

- Yes
- No

IF No, TERMINATE

Section 1: Sexuality Education

In this section we will ask questions around “Sexuality Education”. For the purposes of this survey, we define “sexuality education” as **any information accessed through formal (e.g. school, curriculum) or informal sources (e.g. family, friends, online) about the body, sex and relationships.**

1 Please state the degree to which you agree or disagree with the following statements:

	Disagree	Neutral	Agree
I have access to all the information I need to make informed decisions about sexuality.	1	2	3 4 5
The sexuality education I received/am receiving in school is adequate for me.	1	2	3 4 5
I feel comfortable learning sexuality education in the classroom.	1	2	3 4 5
I feel comfortable talking to my parents or close relatives about the topics covered in sexuality education.	1	2	3 4 5

	Disagree	Neutral	Agree
I trust the information I receive from online sources about sexuality education.	1	2	3 4 5
I have good knowledge about the topics covered in sexuality education	1	2	3 4 5

2 Which topics on sexuality education would you like to learn more about **in school** in Thailand? (Select all that apply)

- The human body, its changes, and development (including reproductive organs, puberty, menstrual cycles, pregnancy, etc.).
- Personal relationships (including friendships, family and romantic relationships)
- The influences of culture, society and sexuality (including cultural attitudes to sex, cultural restrictions on sexual behaviour, etc.).
- Gender identity, roles and discrimination
- Gender equality and human rights
- Sexual orientation
- Sexual consent
- Sexual intercourse
- Sexual pleasure
- Safer sex practices
- Sexually transmitted infections (STIs) or HIV
- Pregnancy and pregnancy prevention
- Sexual harassment, abuse and violence
- Others (please specify): _____

3 To date, which of the following sources do you use most for sexuality education? (Select all that apply)

- Digital spaces (e.g. websites, blogs, social media, video channels, messaging groups or chat rooms, apps, podcasts, etc.)
- Erotic websites/porn
- Radio (offline/broadcast)
- Television (offline/broadcast)
- Magazines, books or newspapers
- School lessons/materials
- Health materials (pamphlets, posters, etc.).
- Mother
- Father
- Siblings
- Friends/peers
- Other relatives
- Teachers
- Doctor or other health professional
- Others (please specify): _____

I use other sources to find information on the body, sex and relationships.

I have concerns about the privacy/security of my personal information on digital spaces.

I would like to use digital spaces to access this information but I do not have a private space or private time to do so.

I do not consider digital spaces to be a reliable source of information on sexuality education.

I've never considered it.

I'm not sure which digital sources are accurate and credible.

Other (please specify): _____

<SKIP to Section 4: Wrap-up>

5 How often, if at all, have you accessed the following digital spaces for sexuality education?

	Once a week or more	2-3 times per month	Once a month	Less than once a month	Never
Pantip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facebook pages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instagram	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Twitter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
YouTube channels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Podcasts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dek-D (website, Facebook, Twitter, mobile app, LINE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thai Health Promotion webpage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Erotic websites/porn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Government websites (e.g. Bureau of AIDS, TB, and STIs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Government websites of other countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Targeted community websites (e.g. Adam's Love, Buddystation, TestBKK, Tangerine)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 2: Digital Spaces for CSE

4 Have you recently used (in the last 12 months) digital spaces to access sexuality education?

Yes, I have used/am using digital spaces or sources to look for information on the body, sex and relationships.

No, I have never accessed information on the body, sex and relationships on any digital space.

<If Yes, ASK Q5-Q13>

<If No, ASK Q4.1>

4.1 What are the main reasons you have never used digital spaces for sexuality education? (Select all that apply)

I don't feel the need for any information on the body, sex and relationships.

	Once a week or more	2-3 times per month	Once a month	Less than once a month	Never
Google search	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Love Care station (website, Facebook)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Messaging services (e.g. LINE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other mobile applications (e.g. Teen Club)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online question and answer forums	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify _____					

<IF Facebook, Instagram, Twitter, YouTube, Podcasts OR Erotic Websites is NOT Never, ASK 5.1:>

5.1 Who are the top 3 social media influencers/ pages/podcasts/websites, etc. you follow for information on sexuality?

(Open-ended)

6 How did you come to use digital spaces that provide sexuality education content or services? (Select all that apply)

- Online search using specific keywords (e.g. Google)
- Recommended by someone I know personally
- Came across my social media (e.g. 'suggested for you')
- Recommended by someone I don't know
- Came across them offline first (e.g. newspaper, magazine, pamphlet, poster, TV)
- Others (please specify): _____
- None of the above

7 What are the reasons you use digital spaces for sexuality education? (Select all that apply)

- No education on sexuality in school
- Too shy to talk to family members about it

- Family refuses to talk to me about it
- Prefer to learn about the subject alone (i.e. enjoy the privacy)
- Encounter problems related to sexuality and want to find the solutions
- Lessons received in school do not cover topics relevant to me
- Others (please specify): _____
- None of the above
- I don't know

8 From the following list, what are the digital formats that you prefer for sexuality education? (Select all that apply)

- Articles and blogs
- Discussion threads/forums
- Chat groups
- Vlogs and videos
- Interactive quizzes and games
- Posts on social media
- Podcasts
- Online courses
- Online counselling services
- Others (please specify): _____

9 From the following list, to what extent would you prefer or not prefer to receive sexuality education? (Select all that apply)

	Not prefer			Prefer	
Social media influencers	1	2	3	4	5
Specialized sexual health organizations/care providers (e.g. Anonymous clinic, MPlus Foundation, PULSE clinic, Tangerine Clinic, Path 2 Health, Bangkok Health Hub)	1	2	3	4	5
Youth groups	1	2	3	4	5
Religious groups	1	2	3	4	5

	Not prefer			Prefer	
Government (e.g. Thai Health Promotion Foundation, Bureau of HIV, TB, and STI)	1	2	3	4	5
General health organizations/care providers (e.g. hospitals, Teen Clinic)	1	2	3	4	5
Education institutions	1	2	3	4	5
Others (please specify): _____					

10 Which topics on sexuality education do you access/ have you accessed through digital spaces? (Select all that apply)

- The human body, its changes, and development (including reproductive organs, puberty, menstrual cycles, pregnancy, etc.).
- Personal relationships (including friendships, family and romantic relationships)
- The influences of culture, society and sexuality (including cultural attitudes to sex, cultural restrictions on sexual behaviour, etc.).
- Gender identity, roles and discrimination
- Gender equality and human rights
- Sexual orientation
- Sexual consent
- Sexual intercourse
- Sexual pleasure
- Safer sex practices
- Sexually transmitted infections (STIs) or HIV
- Pregnancy and pregnancy prevention
- Sexual harassment, abuse and violence
- Others (please specify): _____

11 Which of the following statements describes your engagement with digital spaces for sexuality education? Please select all that apply to you.

- I read content for sexuality information
- I watch content for sexuality information

- I listen to content for sexuality information
- I never comment and/or ask questions about content for sexuality information
- I sometimes comment and/or ask questions about content for sexuality information
- I regularly comment and/or ask questions about content for sexuality information
- I create sexuality information content to contribute to the space (e.g. videos, new posts with facts or ideas, games)
- I use online counselling service for issues regarding sexuality

12 From the following list, what are the factors that are most important when you access a digital space providing sexuality information? (Select all that apply)

- The content addresses topics that interest me
- The content is accurate and reliable
- The space uses formats that I enjoy
- The space is designed specifically for my community (egg, my religion, gender, sexual orientation, age group etc.).
- The space is designed in a user-friendly manner
- The space does not require me to sign-up or provide personal details
- I can access all the content on the space for free
- I can access the content online as well as offline
- Others (please specify): _____

13 Please state the degree to which you agree or disagree with the following:

	Not prefer			Prefer	
The content on sexuality education that I find online is relevant to me.	1	2	3	4	5
Digital spaces are a reliable source for sexuality education.	1	2	3	4	5

	Not prefer		Prefer		
The sexuality education I have learned from digital spaces has led me to change my personal behaviours and practices.	1	2	3	4	5
I have concerns about the privacy/security of my personal information when using digital spaces for sexuality education	1	2	3	4	5
When using digital spaces for sexuality education I usually find what I am looking for.	1	2	3	4	5
I discuss what I learn from digital spaces for sexuality education with friends offline	1	2	3	4	5
I might be subject to bullying when accessing information about sexuality online (e.g. mocking in the comment section)	1	2	3	4	5

Section 3: Digital Resources and Classroom Setting

14 Teachers are increasingly using digital tools and resources in their classroom to assist with educating students. Thinking about the use of technology in class in general, please state the degree to which you agree or disagree with the following statements:

Digital resources and classroom setting	Disagree	Neutral	Agree		
I can learn better when teachers incorporate digital tools in the classroom.	1	2	3	4	5
I have the skills needed to be able to use digital tools in class.	1	2	3	4	5
I am more interested in the lesson and engage with teachers better when teachers using digital tools in class.	1	2	3	4	5

Teachers have the technical skills needed to use digital tools in the classroom.	1	2	3	4	5
My school is adequately prepared to use digital tools in classroom (e.g. hardware, internet connection).	1	2	3	4	5
I wish more classes can incorporate digital tools into the subjects.	1	2	3	4	5

15 In which ways do your sexuality education teachers use digital resources in their teaching? (Select all that apply)

- To support the delivery of the lesson content in class
- To support interaction during the delivery of the lesson in class
- Homework assignments
- Special projects (individual or group)
- Assessment/ exam approaches
- I've never had a sexuality education class that uses digital resources or tools
- Others (please specify): _____

<If Q12=Never, Section 4>

16 Which digital formats have your sexuality education teachers used in their teaching?

- Articles and blogs
- Discussion threads/forums
- Chat groups
- Vlogs and videos
- Interactive quizzes and games
- Posts on social media
- Podcasts
- Online courses
- Online counselling services
- Others (please specify): _____

17 How helpful do you find the digital resources incorporated to your sexuality education class?

- Extremely helpful
- Very helpful
- Moderately helpful
- Slightly helpful
- Not at all helpful
- I've never had a sexuality education class that uses digital resources or tools

- In a relationship (not married)
- In a relationship (married)
- Other: _____

21 Do you identify as a person living with a disability?

- Yes
- No
- Prefer not to say

Section 4: Demographics

18 How would you describe your gender?

- Male
- Female
- Transgender female
- Transgender male
- Gender non-binary (i.e. I do not identify as being either male or female)
- Prefer to self-describe: _____

22 How much time per day do you actively spend online (e.g. using social media, streaming videos, browsing websites, etc.)?

- Less than 30 mins
- 30 mins to less than 1 hour
- 1 hour to less than 3 hours
- 3 hours to less than 5 hours
- 5 hours to less than 8 hours
- 8 hours or more

19 Who are you sexually attracted to?

- The opposite sex
- The same sex
- Both sexes (e.g. I am attracted to males and females)
- I am not sexually attracted to males or females
- Prefer to self-describe: _____

23 Which grade are you currently studying?

- First year of high school
- Second year of high school
- Third year of high school
- First year of vocational school
- Second year of vocational school
- Third year of vocational school
- Not currently enrolled in school
- Other: _____

20 How would you describe your relationship status?

- Single, but have been in a romantic relationship before
- Single, and have never been in a romantic relationship
- Dating or in informal relationship(s)

Section 5: Wrap-up

That's it! Thanks again for your contribution to our project.

Quantitative Educators Survey

Thank you for taking the time to complete our survey. We are conducting research to understand the habits, needs, and challenges of young people and educators when it comes to learning about sexuality education in Thailand. All your responses will be anonymous so please answer as honestly as you can. The survey should take no more than 5 minutes and you can opt out at any time. Do you agree to participate in this study?

Yes

No

IF No, TERMINATE

Section 1: CSE pedagogy and perception of young people’s access to information

In this section we will ask questions around “Sexuality Education”. For the purposes of this survey, we define “sexuality education” as any information accessed through formal (e.g. school, curriculum) or informal sources (e.g. family, peers, online) about the body, sex and relationships.

1 Have you ever received training on how to teach sexuality education?

Yes, I have received training

No, I have never received training

Don’t know/ I am not sure

2 Are you familiar with the [e-learning platform](#) for sexuality education, of the Ministry of Education, Office of the Basic Education Commission?

Yes, I’ve had the training from this platform.

Yes, I’m familiar with it but never had the training

I’ve heard the name but am not familiar with it

No, I’ve never heard of it.

<If Q2 = C1 Yes, ASK Q3. IF NOT SKIP to Q4>

3 How helpful (or not helpful) is the platform in helping you improve your teaching skills for sexuality education?

Extremely helpful

Very helpful

Moderately helpful

Slightly helpful

Not at all helpful

4 Which of the following sources do you use when preparing for or designing your teaching plan for your sexuality education class? (Select all that apply)

	Design only	Delivery only	Both
Articles and blogs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussion threads/forums	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chat groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vlog and videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interactive quizzes and games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Posts on social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Podcasts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online counselling services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Radio shows (offline/broadcast)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Television shows (offline/broadcast)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Magazines, books or newspapers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School lessons/materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health materials (pamphlets, posters, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
None of the above	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others (please specify): _____			

5 For each of the following sources for sexuality education, please state whether you have ever used them in 1) designing or preparing your teaching plan, 2) delivering the lesson in the classroom or 3) both.

	Design only	Delivery only	Both
Pantip	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-learning platform for sexuality education (e.g. OBEC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook pages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instagram	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dek-D	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thai Health Promotion Foundation webpage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Path 2 Health webpage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Government websites of other countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Love Care station	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
YouTube channels/videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Messaging services (e.g. LINE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Podcasts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online question and answer forums	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No, I've never used any of these resources when	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others (please specify): _____			

6 How helpful do you find digital resources in assisting your sexuality education class?

Extremely helpful

Very helpful

Moderately helpful

Slightly helpful

Not at all helpful

I've never used any digital resources when teaching sexuality education

<If Q6=Never, SKIP to Q8>

7 In which ways do you use digital resources in your teaching of sexuality education? (Select all that apply)

- To support the delivery of the lesson content in class
- To support interaction during the delivery of the lesson in class
- Homework assignments
- Special projects (individual or group)
- Assessment/ exam approaches
- Others (please specify): _____

8 Thinking about your perceptions and preferences for CSE in formal education, please state the degree to which you agree or disagree with the following statements:

	Disagree		Neutral		Agree	
Sexuality education needs to be taught with care.	1	2	3	4	5	
Sexuality education can have a negative influence on young people.	1	2	3	4	5	
Sexuality education is an essential subject for young people to make informed decisions about sexuality.	1	2	3	4	5	
I feel comfortable/confident in teaching sexuality education in the classroom	1	2	3	4	5	
I have good knowledge of the sexuality education curriculum.	1	2	3	4	5	
The teacher training that I have received adequately prepares me to use digital resources/ sources as part of CSE lesson delivery	1	2	3	4	5	
I have the skills needed to teach sexuality education (e.g., how to navigate around sensitive topics; interactive approaches, classroom management).	1	2	3	4	5	
I wish I had more access to digital resources when preparing for my teaching plan for sexuality education and resources to use within the classroom.	1	2	3	4	5	

	Disagree		Neutral		Agree	
I am aware of young people's needs for sexuality education (i.e., I know what young people want to learn about).	1	2	3	4	5	
My personal belief affects how I teach sexuality education.	1	2	3	4	5	

- 9** Thinking about your students and sexuality education in classroom setting, please state the degree to which you agree or disagree with the following statements:

Perception of CSE in formal education	Disagree		Neutral		Agree	
Students are provided with medically correct sexuality education in school	1	2	3	4	5	
Students are provided with non-judgmental sexuality education in school	1	2	3	4	5	
Students are provided with sex-positive sexuality education in school	1	2	3	4	5	
Students are provided with abstinence-focused sexuality education in school.	1	2	3	4	5	
Young LGBTI people can learn content relevant to them in sexuality education in school	1	2	3	4	5	
Young people living with a disability can learn content relevant to them in sexuality education in school	1	2	3	4	5	

Section 2: Experience in a blended approach to education

- 10** What, in your own words, do you consider to be digital tools for/in education?

(open-ended response)

- 11** Teachers are increasingly using digital tools and resources in their classroom to assist with educating their students. Thinking about the use of technology in education in general, please state the degree to which you agree or disagree with the following statements:

Experience in a blended approach to education	Disagree		Neutral		Agree	
Incorporating digital tools in the classroom can improve students' learning outcomes (knowledge, attitudes, skills and behaviours).	1	2	3	4	5	
Resources and time must be appropriately allocated for teachers to develop their skills to be able to leverage any digital tools in the classroom.	1	2	3	4	5	
Digital tools can increase engagement and participation from the students.	1	2	3	4	5	
The use of digital tools in classroom settings makes a teacher's job easier.	1	2	3	4	5	
Teachers have the technical skills needed to use digital tools in the classroom.	1	2	3	4	5	
The government/the Ministry of Education should play a role in promoting the use of digital tools in the classroom.	1	2	3	4	5	

- 12** Have you used a blended approach to teaching and learning, or in incorporating technology such as digital tools within a physical classroom?

Yes, I have

No, I haven't

Don't know/ I am not sure

13 Have you ever had training in using a blended approach to teaching and learning, or in incorporating technology such as digital tools within the classroom?

Yes, I have

No, I haven't

Don't know/ I am not sure

<If Q14=No OR Don't know, SKIP to Q16>

If yes, what was the training called?

(open-ended response)

14 In your opinion, what are the main challenges in incorporating technology such as digital tools within the classroom? (Select all that apply)

Lack of understanding technology involved in online teaching

Lack of resources and financial support provided by the school (e.g. laptop, screens, internet connectivity)

Time allocated for the subject is not sufficient to introduce new tools in the classroom

Students do not have adequate digital literacy skills to engage in the class

The use of digital tools in the classroom may result in low engagement in the lesson

Others (please specify): _____

15 Are there any skills you would like to further develop to be able to use blended approaches or integrate technology into your teaching? If yes, please detail below.

(open-ended response)

Section 3: Digital Spaces for CSE

Thinking about digital sources for sexuality education that may be accessed by young people (by digital sources we mean online resources or digitized resources. This can include websites, mobile apps, podcasts, online articles, e-learning modules etc.).

16 Please state the degree to which you agree or disagree with the following statements:

	Disagree	Neutral	Agree		
Young people have access to medically correct sexuality education online.	1	2	3	4	5
Young people have access to non-judgmental sexuality education online.	1	2	3	4	5
Young people have access to sex-positive sexuality education online.	1	2	3	4	5
Young people have access to abstinence-focused sexuality education online.	1	2	3	4	5
Sexuality education accessed from online sources needs to be consumed with care.	1	2	3	4	5
Sexuality education accessed from online sources can have a negative influence on young people.	1	2	3	4	5
Sexuality information accessed from online sources can assist young people in making informed decisions about sexuality.	1	2	3	4	5
Young LGBTI people can learn sexuality education content relevant to them online.	1	2	3	4	5
Young people living with a disability can learn sexuality education content relevant to them online.	1	2	3	4	5
Young people may encounter inappropriate sexuality education online.	1	2	3	4	5
Young people should not have access to sexuality education online.	1	2	3	4	5
Sexuality education online can help young people in accessing information or skills that they might not learn in class.	1	2	3	4	5

Section 4: Demographics

17 How would you describe your gender?

- Male
- Female
- Transgender female
- Transgender male
- Gender non-binary (i.e. I do not identify as being either male or female)
- Prefer to self-describe: _____

18 How old are you?

- Under 25
- 25-35
- 36-45
- 46-55
- 56 and older

19 What type of school do you work at?

- Public general school
- Public vocational school
- Private general school
- Private vocational school
- International school
- Other: _____

20 Which grades do you currently instruct at school?
(Select all that apply)

- First year of high school/ vocational school
- Second year of high school/ vocational school
- Third year of high school/ vocational school
- First year of junior high school
- Second year of junior high school
- Third year of junior high school
- Other: _____

21 Which of the following subjects do you teach?
(Select all that apply)

- Sexuality education
- Physical education
- Science (e.g. biology, chemistry, physics, mathematics)
- Sociology (including culture and religion studies)
- Thai language
- Foreign language (e.g., English, Chinese)
- Other: _____

Section 5: Wrap-up

That's it! Thank you so much again for your contribution to our project.

Key informant interviews

WELCOME AND INTRODUCTION

Thank you very much for agreeing to participate in our interview on the Situation Assessment of Sexuality Education in Digital Spaces in Thailand.

My name is [XXXX], and I'm joined by an analyst [XXXX], and we are from Love Frankie which is a social change agency based in Bangkok. We have been contracted by UNESCO to conduct this research on their behalf.

We are conducting interviews with experts to gather information on young people's access to sexuality information, sexuality education (and sexuality information) in formal education and digital spaces, the E-learning platform for sexuality education, and blended and ICT-enabled teaching and learning approaches and sexuality education. Findings from the interview will be combined with other data captured as part of the research to produce a research report that UNESCO will be share with education partners in Thailand to strengthen the opportunities for leveraging digital spaces for sexuality education in schools.

The interview is completely confidential, and any data or quotations will be anonymized, so please feel free to speak candidly. You are not required to answer every question here, though the more you can help me to understand, the more accurately I can reflect your opinions in our research.

You will not be attributed to any quotes and are free to ask us to not include anything after you have answered. We would however, like to record the interview for our analysis purposes. Is that ok?

If you would like to stop at any time, please let me know. I will also give you a chance to ask us any questions at the end of the interview.

Do you have any questions or concerns for me before we start?

If not, shall we begin?

PART 1: INTRODUCTIONS

- 1 Can you tell us about your organization and your role?

- 2 Can you tell us about any programs involving young people and sexuality education that you work closely with?

PART 2: MEASURES TO IMPROVE SEXUALITY EDUCATION

- 3 To the best of your knowledge, what are the current approaches to sexuality education in Thailand, in general?
- 4 There are many recent measures to strengthen the quality of CSE in Thailand, can you give us some examples of those measures that you know of? This also includes measures that aim to support teachers who are responsible for CSE delivery.
- 5 Can you explain to me what those measures are and what are their objectives?
- 6 What is your opinion about those measures? How well do they think these measures are working/not (yet) working?
- 7 (For OBEC officials and Path2Health Foundation officials) What has been the reception to the e-learning platform from the educator communities?
- 8 What have been the experiences and lessons learned to date in developing and implementing the e-course for teachers to support CSE delivery?
- 9 (For educators) Have you ever heard of the e-learning course by OBEC? What is your opinion of this course for teachers of sexuality education?
- 10 Do you think the course is successful in providing teachers with the skills and knowledge needed for teaching sexuality education?

PART 3: YOUNG PEOPLE, SEXUALITY EDUCATION, AND DIGITAL WORLD

For this section, we will talk about blended learning approaches and ICT-enabled approaches to education. For our research purposes we define a blended learning approach as referring to the combination of online and face-to-face contact time between teaching staff and students, while an ICT-enabled approach is referring to using ICTs in an integrated way to support lesson delivery, learner engagement and teacher-student exchange. It includes integrating

digital tools, digital platforms and digital sources of content into the design and delivery of lessons, as well as other kinds of non-digital tools and formats, such as radio and television.

In your own words, how do you define digital literacy?

How can digital literacy contribute to the success of using digital tools in classrooms?

First, some general question on the use of digital tools, blended and ICT-enabled teaching and learning

What are the roles of Thai schools/ NGOs/ Ministry of Education in promoting digital literacy among young people and educators?

Are there any concrete actions or approaches focusing on strengthening young people's and educators' digital literacy? What are they and what are the lessons learned from these approaches?

- 12** Since the COVID-19 pandemic, education institutions in Thailand are increasingly incorporating digital tools and resources to assist with educating their students. Thinking about the use of technology in education in general.
- What do you think about the transition from traditional approaches to blended and ICT-enabled approaches? In your opinion, how are Thai schools coping with these changes?
 - Can you tell us about your own experiences in these approaches?
 - What are the lessons learned from using a blended approach to teaching and learning and incorporating digital tools in classroom for you?
 - Generally, do you think teachers are comfortable in using or incorporating digital tools in classroom settings?
 - What are the digital tools designed to build teachers' literacy and skills for using digital resources and ICT-enabled content in the classroom, if any?
- 12** In your opinion, what are the advantages/strengths and disadvantages/challenges of using blended and ICT-enabled approaches to support classroom-based learning?

- 13** From students' perspectives
- 14** From teachers' perspectives
- 15** From school administrators' perspectives
- 16** What are the solutions to plug those gaps?

Now, some questions on using blended and ICT enabled approaches (including digital tools), specifically in, and for comprehensive sexuality education (CSE)

- 17** Thinking specifically about teaching CSE, what are the advantages and disadvantages of using blended and ICT-enabled approaches? Are there any advantages/disadvantages different from the ones you have already described?
- (probe, if not already answered) What are the strengths of using these approaches to teaching CSE? How do you see it benefiting the students and educators?
- 18** (probe, if not already answered) Are there any gaps and challenges different from the ones you have already described to using blended and ICT-enabled approaches to teaching? What do you think should be done to avoid these challenges?
- 19** What, in your own words, do you consider to be digital tools and resources for/in sexuality education/information?

Let's focus now on digital tools and resources

- 20** In your opinion, in what ways can digital tools and resources (e.g. Facebook, websites, Instagram, YouTube etc.) for sexuality education and sexuality information, complement traditional CSE delivery in school? Are there any advantages?
- (probe, if not already answered in 3.9) What specific digital tools and resources can you think of that might be useful to complement traditional CSE teaching? (prompt: specific websites like Love Care Station, Pantip? Platforms like YouTube etc.).

- b *(probe, if not already answered in 3.9)* On the other hand, what do you perceive as the challenges of incorporating digital tools and resources for sexuality education in the classroom, if any?
- c *(probe, if not already answered)* What would prevent teachers from incorporating digital tools for/in CSE?

Suppose teachers are/were incorporating digital tools and resources in their CSE classes...

- 21** What are the skills needed for teachers to successfully use digital tools for delivering CSE?
- a *(probe, if not already answered)* What about the skills needed for teachers to successfully use digital tools for engaging students in learning CSE? What are they?
 - b To what extent do you think teachers are currently equipped with the skills needed to use digital tools for teaching CSE? *(probe: well-equipped? Somewhat equipped? Not equipped?)*
 - c *(probe, if not already answered)* What do you perceive as the gap, if any, in teachers' skills or knowledge for incorporating digital tools, specifically in classroom delivery of CSE?
- 22** What are the solutions to plug those gaps? Do you know of any digital tools that aim to build teachers' skills and literacy for using ICT-enabled content and approaches to teaching and learning CSE? What are they?
- 23** *(probe, if not already answered)* Apart from the e-learning course for teachers on how to teach CSE, are there any other digital tools/platforms designed to support teachers' professional learning on CSE that you know of?
- 24** *(probe, if not already answered in 3.9.c above)* Apart from teachers' skills and knowledge, do you think there are other challenges that prevent teachers from incorporating digital tools, specifically in classroom delivery of CSE, if any?

PART 4: YOUNG PEOPLE, SEXUALITY EDUCATION & INFORMATION, AND THE DIGITAL WORLD

Now, let's change the topic a little. We know from previous research that young people access information from the Internet when it comes to sexuality information.

- 25** What is your perception of young people's access to sexuality information online?
- 26** Do you agree or disagree that sexuality information online can be beneficial to young people? Why or why not?
- 27** In your opinion, what are the advantages of sexuality information online, if any?
- 28** Do you have any concerns regarding young people's access to sexuality information online? What are they?
- 29** In your opinion, what are the valid sources of sexuality information online?
- 30** On the contrary, what are the sources of sexuality information online that young people should not rely on or access?

PART 5: WRAP-UP

- 31** Any final thoughts or recommendations for our research?
- 32** Is there anyone else you could recommend who we should speak with part of this study?

Thank you for your time! Please let me know if you have any final questions today!

Online qualitative community

Welcome Page

Hi [USER NAME],

Thank you very much for offering your time to participate in our study about the life of Thai youth: learning about the body, sex, and relationships!

I'm Ploy. It's great to meet you. I will be facilitating our discussion in this study. I'm here to answer any questions you have, make sure things are clear, and to help encourage discussion among the group. I'm from an independent research agency called Love Frankie and will be writing up our discussion at the very end - so you can be assured that your comments are anonymous.

The study will last for three days, from XXX to XXX. Over the course of three days, you will have to complete a few tasks and activities daily.

A few quick things from me about our research activity:

This should be fun and interesting so do enjoy it as much as you can!

You will be set new tasks and activities each day so try and log-in every day to stay on top of everything. By logging in every day, you also get the chance to interact with the other participants about the same topics.

Please watch out for any follow-up questions I may have for you. It's not a test or anything! I just want to know more about your thoughts :). If you can log-in twice a day to check my comments that would be great! Otherwise please check for comments from the previous day before starting new tasks.

Look out for discussion topics – you can start your own discussions or contribute as much or as little as you like.

As before, if you have any concerns or would like to stop your participation, please do let me know. You can stop at any time.

Persons who have completed ALL questions and sessions during the community will receive an incentive.

Just send me a message if you're unsure about anything. But most importantly, have fun! We hope you enjoy the week.

DAY 1: Welcome (Public)

Purpose of this day for the research:

This is our opportunity to get the respondents feeling comfortable with the platform and answering questions 'in front of' strangers. The goal is to get them interacting with one another as soon as possible. Respondents will be asked about their access to sexuality education in school.

Hi everyone,

It's great to meet you all and get started! Please can you start by introducing yourself and tell us:

- Your 'pseudonym' - nick-name is fine! - and where you're from
- Which grade are you currently studying? Did you have sexuality education at school? What was it like? Is it taught as a separate subject or integrated into other subjects?

Remember, we take your privacy seriously. Please use your nickname and pseudonym here. Rest assured that your responses and whatever discussed on this platform will be kept confidential and will not be shared with anyone outside our organizations. Your personally identifiable information will not be linked to your answers in any way. So, please feel free to speak candidly about anything.

I'll go first:

Hello! My name is Ploy and I am from Bangkok.

I graduated from high school for a few years now. When I was in school, I never had a specific subject on sexuality education. It was combined with my PE classes and sometimes in biology classes. I remembered that it focused a lot on the biological side of things.

Let others know if you 'like' or agree with others' answers!

DAY 1: Classes about the body, sex, and relationships (Public once responded)

OK, now that you are more familiar with the platform, let's move on to some specific questions about your demand for information about the body, sex, and relationships, and sexuality education at your school, and your impression of it.

- What do you think about the current sexuality education in school? Please select the emoji that is most relevant to your feelings and explain why do you feel that way about current sexuality education at school?
(Emoji reaction and text response)
- On a scale from 1 to 5, how comfortable are you in learning about the body, sex, and relationships, as part of sexuality education at school? Can you explain why you feel that way?
(SCALE: 1 very uncomfortable, 3 neutral, 5 very comfortable)
(text response)
- What are the things you enjoy most about sexuality education at school, if any? What do you like about it?
(text response)
- On the other hand, what are the things you dislike about sexuality education at school, if any? What don't you like about it?
(text response)
- Thinking about how sexuality education is taught, which of the following do you think are the areas that sexuality education at your school can improve on? Please select all that apply and use the text box to tell us why you think it should be improved.
(multiple choices and text response)
 - Resources used in class are inadequate or outdated
 - Resources or media used in class are not engaging
 - Teachers are uncomfortable in teaching the subject

- The lessons are irrelevant to me and my peers
- The way the lessons were taught is not engaging
- Fellow classmates do not take the subject seriously
- I think sexuality education at my school is already good
(text response)
- Looking back when you were 12-15 years old (Prathom 6 and Mattayom 1-3), what did the sexuality education classes look like? Are they different from your current classes? In what ways?
(text response)
 - Apart from the above points, what are the things that the school can do to improve their sexuality education teaching?
(text response)
 - PROBE: What do you think should be done to improve this?
 - Looking back to when you were 12-15 years old (Prathom 6 and Mattayom 1-3), and how sexuality education was taught back then, are there ways you think this could be improved? How?
(text response)
 - What about the curriculum ('lesson' in Thai) itself? Do you think that it is beneficial for you and your peers? From a scale of 1 to 10, to what extent do you think the Thai sexuality education curriculum is beneficial and use the text box to explain why you felt that way.
(SCALE: 1 not beneficial at all, 5 neutral, 10 very beneficial)
(text response)
 - Looking back to when you were 12-15 years old (Prathom 6 and Mattayom 1-3), do you think the curriculum was beneficial for you?
(text response)
 - Thinking about your gender (identity and expression), do you think the curriculum is beneficial for you?
(test response)
- What are the topics that you want to know the most when it comes to sexuality education? What are the things that you wished were taught at school in order to make informed decisions about sex, sexuality and sexual and reproductive health? Please select the following topics and use the text box to tell us why.
 - The human body, its changes, and development (including reproductive organs, puberty, menstrual cycles, pregnancy, etc.).
 - Personal relationships (including friendships, family and romantic relationships)
 - The influences of culture, society and sexuality (including cultural attitudes to sex, cultural restrictions on sexual behaviour, etc.).
 - Gender identity, roles and discrimination
 - Gender equality and human rights
 - Sexual orientation
 - Sexual consent
 - Sexual intercourse
 - Sexual pleasure
 - Safer sex practices
 - Sexually transmitted infections (STIs) or HIV
 - Pregnancy and pregnancy prevention
 - Sexual harassment, abuse and violence
 - Others (please specify):

 - If you are interested to learn specific topics about the body, sex and relationships (or sexuality information) that you may not be learning in school, what do you do to get that information?
(text response)
- PROBE In addition to the lessons provided by the school, when you have questions related to sexuality information, or on the body, sex and relationships, where do you go to have your questions answered? Is it from friends, your family members, the internet, etc.?*

- Apart from lessons on the body, sex, and relationship, what are the things that you think schools should provide to the students in order for them to be able to make informed decisions about sexuality and sexual and reproductive health? Please select from among the following choices and use the text box to tell us why.

- Private consultation session with healthcare professionals
- Private consultation session with teachers
- Information session with healthcare professionals
- Pamphlets or resources for sexuality education provided at school
- Referral to online resources
- Referral to healthcare services
- Others (please specify):

(text response)

Thank you for these answers, that's it for today! You can look at others' responses and comment on it if you agree or disagree with them :) Look out for any follow-up questions I may have for you as well on your notifications! See you tomorrow with another set of activities.

Day 2: Sources for sexuality information

(public once responded)

Purpose of this day for the research:

The purpose of today is to discover the respondents' access to sexuality information outside their classrooms, their motivations in accessing these sources. their opinions on whether the source is good or not, and what will be the ideal source of sexuality information for them.

Hi everyone! Welcome to the second day of our study! For today, I'd like to ask you about ways that you access information about the body, sex, and relationship outside your classroom. Your answers will be available for others to see and interact with (and of course you can let others know if you like or agree with their answers too!). The same as yesterday, all of your responses will be anonymized and your personally identifiable information will not be linked to your answers in any way. Please feel free to speak your thoughts with us!

Are you ready? Let's get started!

From our previous research, we know that sexuality education provided in the classroom may not be enough for many of you and you may have other ways of obtaining the information you want on the topics that you are interested in.

- What do you look out for when accessing information about the body, sex, and relationship elsewhere? Do you have a set of criteria in mind when deciding where to access this information?
(text response)

PROBE: Why is the factor xxxx important to you when looking for this information? Is it the format? Costs? content? Whether or not it was catered to you or your sexuality?

- Where do you usually access information about the body, sex, and relationships? Please select the top 3 sources of information that you frequently access for this information.
 - Digital spaces (e.g. websites, blogs, social media, video channels, messaging groups or chat rooms, apps, podcasts, etc.)
 - Erotic websites/porn
 - Radio (offline/broadcast)
 - Television (offline/broadcast)
 - Magazines, books or newspapers
 - School lessons/materials
 - Health materials (pamphlets, posters, etc.).
 - Mother
 - Father
 - Siblings
 - Friends/peers
 - Other relatives
 - Teachers
 - Doctor or other health professional
 - Others (please specify): _____
- PROBE: Why do you access this information from these sources?
What is it about (XX source) that keeps you going back to the source?*
- We know from our previous research that online sources are the main source of information for young Thai people on the topics of the body, sex, and relationships among young Thai people. Please select the top 3 formats/platforms that you frequently access for this information.
 - Facebook
 - Instagram
 - Twitter
 - Erotic websites/porn
 - Thai Government Websites (egg Ministry of health or Education)
 - Government websites of other countries
 - Google search
 - YouTube channels
 - TikTok channels
 - Messaging services (e.g. LINE)
 - Podcasts
 - Online questions and answer forums
 - Mobile apps
 - E-learning course or MOOC (free online courses provided by universities or other organizations)
 - Now what about the sources of sexuality information, which of the following sources do you use? Please select all the apply.
 - Content on Dek-D webpage
 - Discussion thread on Dek-D forum
 - Content on Love Care Station webpage
 - Discussion thread on Love Care Station
 - Chat room on Love Care Station
 - Discussion thread on Pantip
 - Thai Health Promotion webpage
 - Path2Health webpage
 - Specific Facebook pages (please specify)
 - Specific Instagram pages (please specify)
 - Specific Twitter accounts (please specify)
 - Specific YouTube channels (please specify)
 - Other webpages or sources of content (please specify in Q5)
 - Please use this text box to tell us about any specific pages, accounts, channels, and websites that you follow for sexuality information content.

For example, you may follow page XXXXX on Facebook, website XXXXX, YouTube channel XXXXX, and Twitter account XXXX, XXXX, and XXXX for sexuality content.
(text response)

- From the sources that you have just named, above, could you give us at least three links to their content?
(text response)
 - What is it about these sources that you like? What is it about these sources that keeps you going back to it?
(text response)
 - Why do you choose to access information from these sources (in Q4 and Q5) over the others?
(text response)
 - Would you recommend your peers to use these sources (in Q4 and Q5) that you have chosen? Why or why not?
(text response)
 - Are there any sources that you prefer that we missed from the list in question 4? What are they? Can you tell us why you prefer these sources?
(text response)
 - From the list below, please select format/platforms that you wouldn't recommend to your peers. Please select all choices that apply to you and use the text box below to tell us why you wouldn't recommend it.
- Facebook
 - Instagram
 - Twitter
 - Erotic websites/content
 - Government websites of other countries
 - Google search
 - YouTube channels
 - TikTok channels
 - Messaging services (e.g. LINE)
 - Podcasts
 - Online questions and answer forums
 - Mobile apps
 - E-learning course or MOOC (free online courses provided by universities or other organizations)
 - Other, please specify _____
(text response)

- From the list below, please select sources that you wouldn't recommend to your peers. Please select all choices that apply to you and use the text box below to tell us why you wouldn't recommend it.
- Content on Dek-D webpage
 - Discussion thread on Dek-D forum
 - Content on Love Care Station webpage
 - Discussion thread on Love Care Station
 - Chat room on Love Care Station
 - Discussion thread on Pantip
 - Thai Health Promotion webpage
 - Specific Facebook pages
(please specify in the text box)
 - Specific Instagram pages
(please specify in the text box)
 - Specific Twitter accounts
(please specify in the text box)
 - Specific YouTube channels
(please specify in the text box)
 - Other, please specify _____
(text response)
 - In your opinion, what are the reasons young people (and you personally) decide to use digital spaces to access information on sexuality? What are the advantages of it?
(text response)
PROBE: How do digital sources for sexuality information plug the knowledge or skills gap you have? How does it compare to the information you have from the classroom setting?
 - Are there any drawbacks of using digital sources for sexuality education? What are they?
(text response)
PROBE: Are there any steps you take to avoid these drawbacks?
 - Do you have any concerns when accessing sexuality information online? What are they?
(text response)
PROBE: Are there any sources that address your concern well and you admired it?

- Imagine you have a magic power to create anything you want and you have a chance to design an ideal resource for sexuality information online that would offer you and your peers adequate information about the issue, how do you envision it to be?

- › Which platform should it be in? Please select the top 3 choices and use the text box to tell me why.

Mobile app

Facebook/IG page

YouTube/Tiktok channel

Websites

Podcasts

E-learning course or MOOC (free online courses provided by universities or other organizations)

Messenger apps e.g. LINE

Other, please specify

- › What kind of formats do you think would work best? Please select the top 3 choices and use the text box to tell me why.

Articles

Chat rooms

Games

Videos

Online series

Online class

Talk shows

Interactive learning platform

Other, please specify

- › What topics should be the focus of the platform? Please select all that apply and use the text box below to tell us why.

The human body, its changes, and development (including reproductive organs, puberty, menstrual cycles, pregnancy, etc.).

Personal relationships (including friendships, family and romantic relationships)

The influences of culture, society and sexuality (including cultural attitudes to sex, cultural restrictions on sexual behaviour, etc.).

Gender identity, roles and discrimination

Gender equality and human rights

Sexual orientation

Sexual consent

Sexual intercourse

Sexual pleasure

Safer sex practices

Sexually transmitted infections (STIs) or HIV

Pregnancy and pregnancy prevention

Sexual harassment, abuse and violence

Others (please specify): _____

- › What are the “must-haves” of the platform that would attract you and your peers? I.e. How can the platform be successful in attracting young people?

(text response)

Thank you for sharing your thoughts today. You can look at others’ responses and comment on it if you agree or disagree with them :) Look out for any follow-up questions I may have for you as well on your notifications. See you again tomorrow :)

Day 3: Digital VS school-based education

(public once responded)

Purpose of this day for the research:

The purpose of today is to gauge young people’s perception and experience in learning in classes that incorporate the use of technology (in general and for sexuality education classes in particular) and how it can be used to make their journey to learn about sexuality information better.

Welcome to the last day of our community! Hope you enjoyed it so far! For today, we want to change the topic a little bit to talk about how you learn at school lately, especially at the time of the COVID-19 pandemic. We have a few questions for you today. As usual, please feel free to speak candidly about these. Your answers will be completely anonymous. Feel free to let me know if you have any questions!

- Since the COVID-19 pandemic, schools have been increasingly incorporating technology and digital spaces in teaching and learning. Please select the emoji that is most relevant to your feelings and tell us about your experience learning in classes that incorporate technology and digital tools. For example, what are the technology tools the teachers use? In which subjects? How did the teachers use this tool in the classroom?
(Emoji reaction and text response)
- What about for sexuality education classes or lessons, have you ever had experience studying these classes where teachers incorporated or introduced digital tools and resources into the class or lesson? Please select the emoji that is most relevant to your feelings and tell us about your experience. For example, what are the tools the teachers use? How did the teachers use this tool in the class or lesson?
(Emoji reaction and text response)
- What are the things that you like about learning in classes that incorporate technology and digital tools, in general?
(text response)

- What about for sexuality education, do those things that you like about classes that incorporate technology and digital tools still apply? If not, what are the different things you like about it?
(text response)
- What are the things that you don’t really like about learning in classes that incorporate technology and digital tools, in general?
(text response)

PROBE: Is it because of the approach itself or from other factors?

- What about for sexuality education, do those things that you don’t like about classes that incorporate technology and digital tools still apply? If not, what are the different things you don’t like about it?
(text response)
- Have you faced any struggles learning in classes that incorporate technology and digital tools, in general? What are they? And what do you or your teachers do to overcome it?
(text response)

PROBE: How do you, your peers, or your teachers overcome challenges in class?

- What about for sexuality education. If you have faced struggles in general, are those struggles the same? If not, what are the specific struggles you have faced in learning sexuality education in classes that incorporate technology and digital tools?
(text response)
- I have a few statements below. Could you tell me whether you agree and disagree with each and use the text box below each statement to tell me why.

	Disagree		Neutral		Agree	
I can learn better when teachers incorporate digital tools in the classroom.	1	2	3	4	5	
I have the skills needed to be able to use digital tools in class.	1	2	3	4	5	
I am more interested in the lesson and engage with teachers better when teachers use digital tools in class.	1	2	3	4	5	
Teachers have the technical skills needed to use digital tools in the classroom.	1	2	3	4	5	

	Disagree		Neutral	Agree	
I wish more classes could incorporate digital tools into the subjects.	1	2	3	4	5
My school is adequately prepared to use digital tools in classroom (e.g. hardware, internet connection).	1	2	3	4	5
I can learn better when teachers incorporate digital tools in the classroom.	1	2	3	4	5

(text response below each statement)

PROBE: Why do you agree with XXXX?

That's it for our activity! Thank you so much for your contribution so far :) I have a few wrap-up questions for you. Now please go to Day 3: Wrap up!

Day 3: Wrap-up (Public)

Purpose of this for the research:

Here we allow for the respondents to reflect on their answers. They'll also have time to respond to any questions or probes we've raised about their earlier answers.

Thank you very much for all of your contributions! Your time and enthusiasm have been greatly appreciated.

A friendly reminder that you must answer all of the questions to receive your payment. ;)

We want to make sure we haven't missed anything! So before you go, please can you:

- Go through each of the previous days and make sure you have answered all of the questions, including any comments or questions others might have raised - not just me but other members of the platform
- Have a look at how other people have responded to the same questions and leave your thoughts about it e.g. if you agree with them, like what they've said, or if you have a different perspective
- Tell us what you thought of the study! Were there any questions you think we should have asked?
- How did you find the experience overall?

Thank you again for all of your time and thoughtful contributions. We hope you enjoyed it!

Annex III:

Stakeholder consultation meeting

Stakeholder consultation meeting agenda

Stakeholder Consultation on the Situation Assessment of Sexuality Education in Digital Spaces in Thailand: findings and opportunities for formal education

Location: UNESCO Bangkok
920 Sukhumvit Rd, Phra Khanong, Khlong Toei, Bangkok

Date: 18 December 2020

Time: 9:00 am – 12:30 pm (Bangkok Time)

Objectives:

- To share key findings from the research and gather perceptions from sexuality education partners and stakeholders
- To compare and contrast findings between the different data sources in the study and discuss their implications
- To highlight findings which may be surprising or controversial to wider or external audiences, such as policy-makers, wider public, media, participants in the study
- To note any analysis or conclusions that are not clear and select points for additional analysis by the research team
- To discuss specific, precise, and robust policy and/or operational recommendations to be included in the final report

Facilitators: Love Frankie
Galen Lamphere Englund, Research & Insights Director (joining remotely)
Mike Wilson, Senior Research Manager
Parinda (Ploy) Khongkhachan, Senior Research Analyst

Agenda Items

9:00 – 9:10 am	Welcome and Introduction Jenelle Babb, Regional Advisor, Education for Health and Wellbeing, UNESCO Bangkok
9:10 – 9:25 am	Overview of today’s session and the study: objectives, methodology, data sets Overview of the stakeholder consultation: purpose and approach Love Frankie
9:25 – 10:30 am	Presentations of assessment findings and discussion Love Frankie
10:30 – 10:40 am	Health break
10:40 – 11: 40 am	Presentations of assessment findings and discussion, cont’d Love Frankie
11:40am – 12:20pm	Brainstorming recommendations and future action Love Frankie
12:20 – 12:30 pm	Wrap-up and closure Jenelle Babb, Regional Advisor, Education for Health and Wellbeing, UNESCO Bangkok

Situation assessment

Comprehensive sexuality education in digital spaces – opportunities for formal education in Thailand

This rapid situation assessment of comprehensive sexuality education across digital spaces in Thailand aims to understand the opportunities for using digital sexuality education spaces and content in formal education. The report analyses original data drawn from young people, teachers, education officials, and representatives of organizations engaged in young people's health and well-being, and consolidates these with learnings from earlier studies both locally and further afield. It offers recommendations for capacity-building and other efforts to expand access to innovative teaching and learning on sexuality education by leveraging digital spaces both in and out of the classroom.

Stay in touch

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