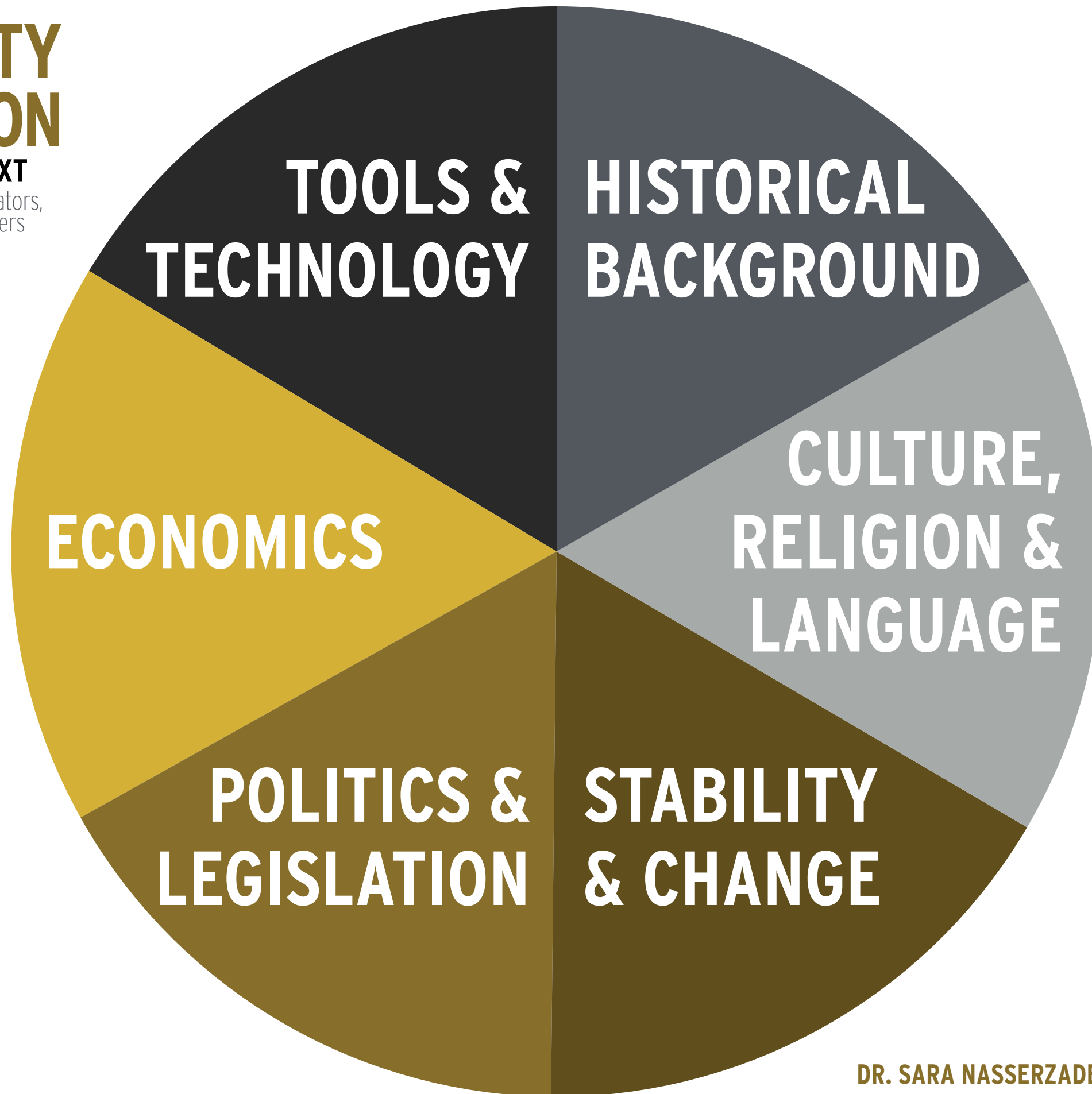


# SEXUALITY EDUCATION

## WHEEL OF CONTEXT

A Guide for Sexuality Educators,  
Advocates and Researchers



## HISTORICAL BACKGROUND

- What are the stories told around sexuality in that community?
- What are some of the positive/negative views that the community holds about sexuality education?
- Is currently a sexuality education program in the community?
- Does the community have any previous experience with sexuality education?
- If yes, how was it perceived? By whom? Was there a divide?

## CULTURE, RELIGION AND LANGUAGE

- Is sexuality seen as an integral part of overall health and well-being or is it linked to a certain stage of life of the individual (puberty, marriage, etc.)?
- When, if ever, is sexuality education presented? To what extent?
- Who was/is responsible for providing sexuality education?
- What is it called? (Family education, reproductive health, personal care, etc.)
- Are you taking into account how language and vocabulary in the program contribute to its acceptance and success?
- Is there a strong religious tradition within the community? If so, how does this impact daily life, gender relations, and inform values around sexuality?

## SOCIAL STABILITY VS. CHANGE

- Are there competing needs within the community due to large-scale changes to be addressed or that could threaten the stability of sexuality education programs?
- Are there programs of different scale that impact the program we are implementing?
- Is collaboration among different organizations and/or branches of government helpful or a hindrance in delivering a sexuality education program?
- How sustainable is our funding with changes in government departments?
- How do we track policy changes?

## POLITICS AND LEGISLATION

- How do we measure progress? In what context?
- What is the current state of the government?
- Who are the decision makers supporting sexuality education?
- Are there different stakeholder groups to work with?
- Is the government centralized or decentralized?

## ECONOMICS

- Where does the funding come from for the sexuality education program?
- How sustainable is the funding source?
- Are the educators from the local community? If so, how will this work impact their income and role within the community?
- What will the impact be on the community if supplies such as contraceptives are offered for free or at reduced rates?
- If your program has a definite end date, will sexuality education and sexual health services continue to be accessible at all?
- Is the government centralized or decentralized?

## TOOLS AND TECHNOLOGY

- What level of access to technology do people have in a given community? How is it being used?
- How does use of computers, smartphones, etc. change across age, gender, and/or socioeconomic class?
- Does social media play a role in your preparation to work within a community?
- In communities with unfettered access to the Internet and the tools of technology, how does this help and/or hinder our fieldwork?
- In our professional culture, what are some key issues that technology brings to light?