INTEGRATING COMPREHENSIVE SEXUALITY EDUCATION IN THE CLASSROOM: FROM THE VIEWS OF THE TEACHERS

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ABSTRACT

The study explored the views of teachers in integrating comprehensive sexuality education (CSE) in the classroom. Specifically, six junior high school teachers were selected as participants of the study using in-depth interview. The findings of the study revealed that the lived experiences of the teachers in integrating CSE in the classroom were requiring careful planning, tough yet rewarding, supported by the administration, playing a crucial role, complex and sensitive, and CSE competencies were integrated to other subject competencies. It was also revealed that the aspects in CSE that were difficult to adopt were sexual orientation and gender identity, cultural and religious sensitivities, sensitive topics, and lifestyles. Also, the strategies applied by teachers in integrating CSE were utilizing different tactics, inquiry-based strategies, interactive activities, and group discussion. Based on the findings, the specific strategies that were found effective in integrating CSE in the classroom were interactive teaching methods, inquiry-based strategies, and group learners according to gender. Aside from that, the challenges encountered by the teachers in CSE integration in the classroom were cultural sensitivities, insufficient learners' materials, and learners hiding their identity. The coping mechanisms employed by the teachers in confronting the challenges in integrating CSE were by showing empathy and compassion, using culturally sensitive resources, setting clear expectations, having the right attitude, being open-minded, and more information dissemination. The effectiveness of the coping mechanisms employed vary on several factors, sometimes highly effective, and effective in some cases. Moreover, the insights gained by the teachers in integrating CSE in the classroom were: emphasize the value of advocacy, highlight the value of family involvement, it can be challenging, understand more the meaning of life, have open communication with parents, and learners should focus on their studies. These insights helped the teachers in navigating challenges effectively, overcoming challenges, helping create support systems, creating an avenue for learning, and addressing the challenges effectively.

Keywords: *Integrating Comprehensive Sexuality Education, Lived Experiences, Junior　　High School Teachers, Phenomenological Study*

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1. INTRODUCTION

The integration of comprehensive sexuality education is believed to be an effective approach for addressing new issues related to sexual activities (Agustin et al., 2017). It is crucial to high-quality education because it can support these vulnerable groups in realizing their sexual and reproductive health and rights and helping them reach their full potential (Keogh et al., 2018). Despite abundant and persuasive evidence of the benefits of curriculum-based comprehensive sexuality education, few children and young people receive life preparation that enables them to freely and responsibly control and make informed decisions about their sexuality and relationships (Sell et. al., 2021).

However, in global setting, in Kenya, many teachers deliver CSE teaching in the classroom utilizing the conventional approach and justifications that call for inquiry (Goldfarb & Lieberman, 2021). It indicates that a large portion of classroom activities fall short of expectations in which lecture approach is the most often utilized technique for imparting sex education (Nyaroncha et al., 2014). Teachers control most class discussions and allow students very little opportunity to contribute. Thus, students are not engaged much to gain a comprehensive understanding. Through student participation, it is necessary to give students the ability to make decisions (Kemigisha et. al., 2019).

In the national setting, particularly in selected public schools in Cebu City, due to a lack of competent teachers and an inadequate amount of sex education knowledge, teachers fail to allocate enough time to integrate comprehensive sexuality education in the classroom (La Bella, 2014; Chaiwongroj et al., 2015). The Department of Education issued the Policy Guidelines on the Implementation of Comprehensive Sexuality Education (CSE) to curb the rising rate of teenage pregnancy, sexual assault, and other issues (Comprehensive Sexuality Education Country Profiles, 2023). Schools alone cannot provide sufficient guidance on their own to change teenage sexual behavior (Chaiwongroj, 2014). It appeared that teachers placed most pressure and bore the greatest responsibility for assisting the students in developing into young, responsible adults capable of making sound choices when it comes to sex education.

In Siocon National High School, numerous challenges were encountered with regards to sexuality education. Based on the report from the Guidance Office, 4.6% of the total female population during post-pandemic is involved in teenage pregnancy. As mandated in the DepEd Order No. 031, s. 2018 or The Policy Guidelines on the Implementation of the Comprehensive Sexuality Education, it directs on the use of reflective and integrative pedagogical approaches that sets the requirements for the effective teaching of the subject. Despite the lack of suitable materials and resources in school, as well as proper training for teachers on how to integrate sexuality education, the administration still adheres to the integration of CSE into the curriculum.

In this regard, the researcher embarks on this study to find out the knowledge and perspectives of junior high school students in Siocon National High School with regards to comprehensive sexuality education. Upon dwelling on this research, relevant interventions were formulated to address the issues and concerns encountered that is somehow to be addressed by intensifying CSE in school.

1.1 Statement of the Problem/Research Questions

To explore the views of the teachers in integrating comprehensive sexuality education in the classroom, the following research questions were asked:

1. What are the lived experiences encountered by teachers in integrating comprehensive sexuality education in the classroom
2. What are the strategies applied by teachers in integrating comprehensive sexuality education in the classroom?
3. What are the challenges encountered by the teachers in dealing with the programs and policies of comprehensive sexuality education?
4. What are the coping mechanisms employed by teachers in confronting the challenges encountered in implementing comprehensive sexuality education in the classroom?
5. What are the insights gained by teachers in the challenges encountered in integrating comprehensive sexuality education in the classroom?

2. LITERATURE REVIEW

This section includes subjects and literature pertaining to the current idea under investigation to provide readers with a thorough understanding of the teacher's professional development and practices in remote schools. The findings from other literature were presented to enable us to better appreciate and visualize the essential features of this type of research. A number of books, journals, websites, and manuals were examined, and a great many mottos were culled.

Comprehensive Sexuality Education. According to Tenkorang et al., (2021) Sexuality education plays a critical role in improving the health outcomes and overall wellbeing of young people in the country, including, but not limited to, delaying sexual debut; reducing unintended pregnancies, gender-based violence (GBV), sexually transmitted infections (STIs), and HIV/AIDS (Amo-Adjei, 2021); amplifying the use of SRH services (Aninanya et al., 2015); and increasing the likelihood of contraceptive use (Seidu et al., 2022).

Moreover, comprehensive Sexuality Education (CSE) in schools has grown in popularity globally in recent years. CSE is crucial for educating youth about their rights and sexual health, improving public health outcomes, and promoting sustainable development (Kanem, 2017; United Nations Educational, Scientific, and Cultural Organization, 2018). The definition of a "comprehensive" program or policy varies widely. For instance, in 2009, UNESCO issued technical guidance on CSE, created in collaboration with other UN partners, defines itself as an age-appropriate, culturally relevant approach to teaching about sexuality and relationships by providing scientifically accurate, realistic, and nonjudgmental information (UNESCO, 2015).

Additionally, in recent years, Comprehensive Sexuality Education (CSE) is gaining popularity globally. It is a valuable tool for educating young people about their rights and sexual health, improving public health outcomes, and promoting sustainable development (Kanem, 2017; United Nations Educational, Scientific and Cultural Organization, 2018). To advance the scientific comprehension of teenage sexual development, sex education programs generally address biological traits (UNESCO, 2018) and topics such sexual anatomy, reproduction, birth control, and illness prevention (Bonjour & van der Vlugt, 2018).

Similarly, according to Gacoin (2017), sexuality education is a political project, both in terms of content and delivery methods. Yankah and Aggleton's (2017) description of the development of UNESCO's first CSE technical guidance and the political maneuvering required to achieve shared guidance supports Gacoin's observation. Our analysis of the concept of 'comprehensive' highlights the politics of knowledge production in CSE and identifies who is advancing political claims and who may be marginalized in these processes. We aim to provide an 'ethical engagement with epistemologies', highlighting underrepresented knowledge and experiences (McCormack, 2014; Miedema and Oduro, 2016).

Furthermore, in 2006, 1,284 parents in California participated in a digital survey that was randomly selected. Like survey results from New York, it demonstrated broad support for sex education in the classroom. According to Constantine et al. (2016), 89% of parents favored comprehensive sexuality education, compared to only 11% who backed absence-only instruction. Four categories of preferences surfaced: those centered on the ramifications of behavior, the significance of giving full disclosure, the certainty of teenage sex engagement, and worries about morality based on religion or purity. Advocates of comprehensive sex education cited one of the first three types, compared to 64% of abstinence-only advocates who cited the last kind (Constantine et al., 2016).

With this, relevant issues like sex education are rarely given adequate attention particularly in New York. Though sex education is strongly supported in some secondary schools, its perceived stigma and a lack of sex education can have major effects for teenagers. Few interventions addressed gender-based violence, access to legal institutions, sexual harassment, adolescent pregnancies, or early pregnancies (Browes, 2015).

Moreso, CSE seeks to enhance young people's knowledge, attitudes, and life skills to protect their sexual and reproductive health and rights (Berglas et al., 2014; Haberland & Rogow, 2015). Most of the standards and guidelines reviewed emphasize the importance of a rights-based approach to CSE, with UNESCO (2018) stating that its guidance document 'affirms the position of sexuality education within a framework of human rights and gender equality'.

Additionally, CSE emphasizes choice and self-determination, regardless of the specific focus or content area. That is, CSE acknowledges that every young person has the right to be informed. According to Berglas et al. (2014) and Vanwesenbeeck et al. (2016), individuals have the right to make their own decisions regarding their sexuality and reproductive health, while also acknowledging their responsibility to respect the rights of others.

Consequently, the United Nations Population Fund (UNFPA, 2014) defines CSE as a rights-based and gender-focused approach to sexuality education' for youth. Not only do conceptions differ among different groups of actors, but time and 'lessons learned' (UNESCO, 2018) also cause changes. CSE is a curriculum-based process that aims to provide children and young people with knowledge, skills, attitudes, and values that will enable them to: realize their health, well-being, and dignity; develop respectful social and sexual relationships; consider how their choices affect their own and others' well-being; and understand and protect their rights throughout their life (UNESCO. 2018).

However, based on data from the Philippine Statistics Authority (PSA), there were 2,113 pregnancies among preadolescent girls in 2020. According to the Department of Health (DOH), this figure elevated to 2,354 in 2021,

before falling slightly to 2,299 early pregnancy cases the following year. Plan International Philippines, a non-governmental organization that promotes the well-being of children, is advocating for the correct execution of comprehensive sexuality education (CSE) in order to help young men and women establish an awareness of moral obligation when involving in physical intimacy. According to government data, the percentage of females aged 15 to 19 who became pregnant in the previous five years decreased from 8.6% in 2017 to 5.4% in 2022.

On the other hand, adolescents' discomfort and uncertainty while expressing their sexuality has led to false information, a deficiency of expertise, and unfavorable views toward sex. This has thus led to risky behaviors. According to WHO (2014) estimates, over one million people worldwide contract a STI every day, with over 60% of cases occurring in those under the age of 24. Furthermore, sub-Saharan Africa (SSA) is the largest victim of the global HIV epidemic, which has been exacerbated by these risky practices. According to a 2012 UNAIDS report, 69% of global infections are thought to be caused by SSA, with young women being disproportionately affected.

Lived Experiences in Integrating Comprehensive Sexuality Education in the Classroom. According to annual reports on the Responsible Parenthood and Reproductive Health Act of 2012, there is a lack of data to fully connect CSE to teen pregnancy, as well as specific projects designed for priority areas. Youth deserve a solid foundation of developmentally appropriate information about gender and sexuality, as well as how these topics affect their bodies, communities, cultures, societies, mental health, and relationships with family, peers, and romantic partners.

Also, decades of data show that comprehensive sex education programs are effective in lowering the risk of STIs and unplanned pregnancy. These benefits are critical for public health. Comprehensive sex education, on the other hand, goes above and beyond by providing youth with a diverse set of knowledge and skills that have been shown to support social-emotional learning, positive communication skills, and the development of healthy relationships.

Furthermore, quantitative studies conducted previously have not yet identified the common cultural and religious factors affecting school-based sexuality education implementation. In Ghana, Amo-Adjei (2022) revealed that the inception of formal sexuality education in Ghana can be traced to the 1950s and has evolved considerably in terms of content, methods, and policy. Young people in the West African nation face immense challenges meeting their sexual health needs. One in five people are aged between 10 and 19 years, and many encounter acute SRH issues such as unintended pregnancy, early marriage, unsafe abortions, gendered violence, and STIs, Young people in the West African nation face immense challenges meeting their sexual health needs. One in five people are aged between 10 and 19 years, and many encounter acute SRH issues such as unintended pregnancy, early marriage, unsafe abortions, gendered violence, and STI.

Moreover, aaccording to Amo-Adjei and Tenkorang, (2022) political and religious leaders criticized the revised sexuality education guidelines after they were leaked just before the start of the academic year. One major objection was that the guidelines would distort Ghanaian accepted sexual norms and invite students to embrace LGBTQIA+ (lesbian, gay, bisexual, transgender, questioning, intersex, asexual, or other sexually and gender diverse identities—also known as rainbow or LGBTQ) identities and values which are largely stigmatized in the nation (Amo-Adjei & Tenkorang, 2022).

On the other hand, faith-based and Anti-LGBTQIA+ groups perceived the promotion of CSE Guidelines as a Western agenda, part of the colonization endeavor, and a threat to Ghanaian cultural norms and practices on human sexuality (Martínez et al., 2021). These groups utilized the World Congress of Families (WCF) 2019 summit which convened in Accra, Ghana's capital, as an avenue to come together and spread their argument against the CSE curriculum and LGBTQIA+rights more generally (Martínez et al., 2021).

Consequently, guided by strong anti-LGBTQIA+ sentiments, the WCF summit concentrated on four main areas to oppose CSE (Martínez et al., 2021): (1) the notion that homo-normative sexual orientations and gender identities are disorders, (2) the idea that Western colonizers have forced an LGBTQIA+ agenda on the country as a plan to depopulate Africa and create havoc in the country, (3) the belief that CSE is an immoral war on children that undermines the (heterosexual, patriarchal) family and challenges God's Law, and (4) the belief that Ghana is at the centre of plans to spread homosexuality within the continent. Voices of oppression spread beyond the summit to social and traditional media. Platforms such as WhatsApp, Facebook, and YouTube were used to generate a misinformation campaign, circulating false claims and inaccurate information, fake news, videos, and links (Martínez et al., 2021).

With this, the efforts in health promotion are associated not only with increasing knowledge of healthy attitudes and behaviors but also with a slight reduction in active sexual behavior and mental health issues among

adolescents (Xu et al. 2020). As cited by Opollo (2019) and Wangamati, (2020), when CSE is appropriately implemented, it can instill better decision-making involving sex and relationships and educate young people about GBV, empowering them to challenge cultural narratives normalizing violence.

In this regard, a systematic review focused on Muslim women's sexual and reproductive health as cited by Alomair et al. (2019) indicated that religious beliefs, tradition, and culture contribute to difficulty in applying contraceptive methods and accessing information. Unfortunately, previous studies relevant to CSE were mostly conducted in the context of predominantly Christian regions (Goldfarb et al. 2021, & Leung et al., 2019) and there is a paucity of studies focusing on the context of other religions.

Moreover, Goldfarb et al. (2021) pointed out that, cultural and religious factors influence the implementation of CSE. Teachers' confidence in CSE implementation is shaken by the cultural and religious backgrounds of their communities and by fears of negative effects, such as encouraging students to engage in unhealthy sexual behaviour. Sexual topics are related to the traditional culture and local situation; thus, consideration of these factors is crucial for the promotion of CSE.

Meanwhile, according to the Kenya National Bureau of Statistics (2015), Kenya's population is predominantly young, with approximately 10.5 million adolescents aged 10–19, constituting a quarter of the country's total population. Over one-third of Kenyans in the age group of 15–19, regardless of marital status, have engaged in sexual intercourse. Despite this, only 37% of unmarried sexually active adolescent girls use modern contraceptive methods. Consequently, Kenya's adolescent fertility rate stands at 82 live births per 1,000 women aged 15–19, which is relatively high compared to the global fertility rate of 44.6 per 1,000 women in the same age group, as reported by the World Bank.

Strategies in Integrating CSE. Since the availability and utilization of educational materials are necessary for a quality education, the Ministry of Education should provide sufficient funding for the efficient operation of educational institutions. These institutions should also devote a significant portion of their financial resources to the procurement of instructional materials (Kurevakwesu, 2023). It should be noted that secondary schools lack the facilities and resources necessary for effective teaching and learning, so the majority of instruction is done theoretically, even for practical and science subjects. This is especially true of recently renovated secondary schools, which are devoid of science labs and equipment in addition to teaching and learning materials.

Moreover, the other strategy to improve comprehensive education about sexuality is the application of various instructional strategies and tactics to meet a variety of learning demands while taking into consider the resources that are available locally. Teachers' ought to do everything in their power to employ techniques that encourage students to actively participate in class discussions and in additionally, they must employ techniques that inspire students to consider, act, and reflect rather than it is therefore advisable to employ the learner-centered approach in the teaching and learning process rather than replicate from rote learning (Smith et al., 2020).

Similarly, administrators in secondary schools in Zambia should make sure that subjects are taught for students' learning, not just to pass exams. Instead, teachers should incorporate both fundamental information and the students' capacity to apply that knowledge to various situations while teaching comprehensive sexuality education. Academic institutions must consciously incorporate co-curricular activities into their curricula for every student, since these serve as a primary avenue for the development of life skills and the establishment of constructive attitudes and behavioral patterns (Leung et al., 2019).

In addition, another strategy that can improve teaching of comprehensive sexuality education to secondary school girls is monitoring and evaluation, since these processes also serve to improve instructional methods. Following up with follow-ups and ongoing monitoring and assessment, educational institutions should assess, evaluate, and analyze the success of their programs and teaching and learning techniques (Zulu et al., 2019).

Thus, research has indicated that although educators possess the necessary expertise to instruct students in sexual education, they frequently exhibit reluctance to question established socio-cultural norms. Although teacher training plays a significant role in mitigating these obstacles, certain studies indicate that these concerns still arise after training. Furthermore, given that the focus of this study is teacher-student interaction, a teacher's perspective on students and how it may influence their teaching methods are very pertinent. Thus, the nature and content of instruction will depend on how much teachers respect their students' agency (Waling et al., 2021).

Challenges in Integrating CSE. It is considered that the guidance of sexuality education is strongly related not only to educational institutions but also to policies and traditional values of society (Leung et al. 2019). Both

religion and culture can be associated with these difficulties in Islamic societies, where certain social behaviour are prohibited or are unacceptable, such as extramarital sexual relations (Shariati et. al., 2018).

Hence, sex education is still a sensitive topic in Islamic societies, and an appropriate program and teaching method should be provided to teach sexual content based on religious beliefs. According to the study conducted by Shariati et al. (2018) and Askari et al. (2019), sex education in Islamic areas is associated with challenges with respect to the lack of a specific strategy and community-based educational programs provided by national and regional governments (e.g., unmarried women may not accept information about contraceptive methods or may avoid accessing information on contraception due to religious beliefs.

However, issues and their causes go beyond this; to be properly comprehended, they must be situated within a sociocultural context. Persistently harmful gender norms and power inequalities have a negative impact on women's health and rights globally, making it more difficult for women to negotiate safe sex or refuse sex. The key to accomplishing this is education. According to studies, there are a wide range of advantages to receiving thorough, effective sexuality education (Bhana & Aggleton, 2019).

In addition, the study of Keogh et al. (2018) emphasized that the countries agreed to initiate and scale-up CSE during primary school education, train and support teachers, and also incorporate CSE Program in their curriculum. However, Kenya, as well as many other LMIC, still struggle to implement CSE in national school curricula, often due to limited political support, religious impediments, lack of coordination between the central government and local authorities and insufficient funding. It is also showed that CSE was not prioritized as a standalone school subject in Kenya. Furthermore, education sector policies largely promote an abstinence-only approach.

However, the biological element of sex is the focus of education in Malaysia, with less attention paid to other important factors including consent, emotional stability, and contraception. The insufficient importance placed on sex education when combined with other courses is one of the issues associated with the execution of the curriculum, due to a lack of stakeholder input in curriculum creation and a lack of adequate curriculum adaptation to local contexts (Keogh et al., 2018).

On other hand, in Indonesia, Safitri (2017) stressed that the Indonesian National Child Protection Commission (Komisi Perlindungan Anak Indonesia: KPAI) is one of the parties that have recommended government implementation of sex education at schools. The KPAI proposed the inclusion of sex education in the school curriculum in 1999, but it was reported that in 2017 the government still had not responded to the proposal, and at the time of writing, this is still the case.

However, Indonesia still has no national program, and the implementation of sex education has depended on teachers' experience and perceptions based on existing subjects. Unfortunately, most Ghanaian adolescents still lack access to comprehensive SRH education covering abortion and GBV—pertinent issues not taught. In most educational settings (Awusabo-Asare et al., 2017; Boateng, 2017; Gbagbo, 2020).

Furthermore, the study also indicated that CSE is not included in the curriculum and teachers were not trained. Guttmacher Institute (2017) showed even in schools where CSE is said to be included in their curriculum, students claim that they receive learning with emphasis on reproductive physiology and HIV/STI prevention only and abstinence is the highly covered topic. For adolescents, educators should provide life skills education, including education on sexual reproductive health and rights, in cooperation with parents and the community (World Health Organization, 2017).

Nonetheless, Susanto et al. (2016) reported that like many other countries, Indonesia still did not have a national curriculum related to sex education and that formal school-based sex education programs were still commonly considered taboo or controversial. In contrast, some parties have supported and strongly urged the government to include sex education as a part of the school curriculum.

Therefore, teachers do not function alone in this selective social milieu or as the only participants participating in program implementation. Even if a teacher can break free from social norms and teach subjects like sexual health that are taboo in society, the students they instruct will still be conditioned by these frameworks. Despite this, teachers have frequently been singled out as the most significant change agent, to the exclusion of other participants, as noted by Bhana (2015) in both study and policy.

Coping Mechanisms. Comprehensive Sexuality Education is critical in preparing young people for a safe, productive, and meaningful life in a society where sexually transmitted diseases, unwanted pregnancies, gender-based violence, and gender inequity continue to pose substantial risks to their well-being (World Health Organization, 2020). When young people are denied access to comprehensive sex education, they miss out on the information and skill-

building necessary for healthy sexual development. As a result, they face unnecessary challenges in understanding their gender and sexuality, developing positive interpersonal relationships, and making informed decisions about their sexual behavior and health.

Additionally, Kenya's abortion law, ratified in 2010, permits abortion only under limited circumstances, such as when the mother's life is endangered. Unfortunately, unsafe abortion remains a significant cause of death among adolescent girls (Keats et al. 2017). Teenage pregnancy often leads to educational disruptions, perpetuating poverty and increasing vulnerability (Neal et al. 2015). Sex Education focuses on sexual topics, such as HIV/AIDS prevention, genital development, and menstruation education. Furthermore, a lack of access to comprehensive sex education can exacerbate pre-existing health disparities, disproportionately affecting certain youth populations. They are especially affected by unequal access to comprehensive sex education, as a lack of education can have an impact on their health, safety, and sense of self.

Also, comprehensive education on HIV/AIDS and other sexual health issues can help CSE prevent risky sexual behavior and reproductive health issues in adolescents. Transmitted illnesses and avoiding undesired gestation. One benefit of CSE is that it may be able to stop child abuse, early pregnancy, and STDs infections and further advances the comprehension of gender and the development of positive connections

Consequently, based on the study of United Nations Educational, Scientific and Cultural Organization (UNESCO), Comprehensive sexuality education (CSE) aims to help adolescents make responsible, developmental choices. Appropriate sexual behavior and acquisition of appropriate scientific knowledge and life cycle and culture-based skills (UNESCO, 2015; UNESCO, 2018). CSE includes scientific information about human development and reproductive health, as well as information about contraception, childbirth, and sexually transmitted diseases, including HIV. Therefore, promoting CSE requires collaboration with the entire school community because it includes not only sex education but also human rights and gender equality. CSE can provide better health and decision-making skills that are applicable to adolescents throughout their lives and can facilitate the achievement of gender equality and human rights based on the appropriate developmental stage (Scull et al. 2014; Berglas et al. 2014).

Thus, according to the studies of Fonner et al. (2014); Oringanje et al. (2016); United Nations Educational, Scientific & Cultural Organization (2018), there is clear evidence that comprehensive sexuality education (CSE) positively impacts adolescent sexual and reproductive health, including delayed initiation of sexual intercourse, reduced risk taking and increased use of condoms and other contraceptives, thus preventing unintended adolescent pregnancies. Teachers lack time, resources and knowledge of SRHR topics, and the communicated messages to students have been reported as fear inducing and judgmental. With the integration of Comprehensive sex education, it addresses these issues by promoting healthy self-identity, challenging harmful stereotypes, and developing the skills needed for respectful, equitable relationships.

Similarly, a study on implementation of CSE in Kisumu indicated that teachers had low awareness on CSE topics like HIV/STIs, condom use, benefits of abstinence and contraception (Ogolla & Ondia, 2019). The aims of this study were to explore desired ways to deliver CSE and topics, among secondary school students in a low resource setting in Western Kenya. For decades, misinformation and stigma about the content of sex education curriculum have served as the primary barrier to equitable access to comprehensive sex education in schools. Some youth lack access to comprehensive sex education because society believes they are asexual, require protection, or do not need to learn about sex. This barrier disproportionately affects youth with disabilities or special health-care needs.

Also, given that many international CSE guidelines were developed in the Global North, it is argued that international development actors must exercise greater epistemic modesty and be more willing to investigate the flaws of secular, liberal conceptions of sexual rights, consensus, and emancipation. Crucially, there is a need for a broader recognition that all sexuality education involves moralizing, that all forms of moralizing work exclude the 'other', and that conflict and difference are unavoidable (Mouffe, 2013). Such acknowledgement is crucial for what Roodsaz (2018) refers to as a true conversation. between relevant actors, including youth, regarding the goals, core components, and methods of comprehensive sexuality education.

Thus, given that values and interpersonal skills are among the fundamental subjects taught to students in sex education, these aim to provide a more holistic evolution of sexuality (Tomol & Nacionales, 2018). Other research has highlighted the importance of integrating sex education to promote holistic development, even though study participants did not completely disclose their preference for providing sex education at a certain grade level.

In addition, Mustacisa et al. (2017) highlighted the significance of academia in lowering the rates of teenage pregnancy through values reformation and cited early marriage, a lack of education, and poor family planning as some of the contributing causes to population growth. According to Adogu and Nwafulume's (2015) research, educators

believe that comprehensive sexuality education is crucial for addressing youth's ignorance on sex and in handling the challenges of putting sex education into practice.

Moreover, lesbian, gay, bisexual, questioning, and transgender people, as well as those with sexual development abnormalities (e.g., primary ovarian insufficiency, Müller anomalies), should not be excluded from comprehensive sexuality education. Curriculum that emphasizes empowerment and gender equality tends to engage learners in questioning established norms through critical thinking and help teenagers to embrace more egalitarian attitudes and interactions, resulting in improved sexual and health outcomes (Haberland & Rogow, 2015).

Insights Gained. In the phenomenological investigation about comprehensive sexuality education, Unis and Sallstrom (2020) discovered that adolescents internalize various aspects of relationships and sex when they are spread out over the course of the school year, matching their own degree of development. Teachers' views and perspectives on the inclusion of sex education in the curriculum were positive since they saw it as a tool to help youth make decisions about their sexuality. Students are capable of learning and during this curriculum, they will learn to appreciate one another.

Also, teachers believed that comprehensive sexuality education would help students become more mature individuals in all spheres of life. Sexuality education should be provided to youth to reduce the number of teenage pregnancies and early or premature parenthood experiences (Too, 2020). It is highlighted that educators could be adequate in their instruction if they employ, create, and use precise instructional techniques for instructing sex education to evaluate understanding of the range of student's cognitive levels.

Inasmuch, integrating CSE in the classroom, teachers found the issues involving sex education to be difficult because they demanded maturity and a thorough understanding of the relevant material. They said they were uneasy instructing sex education since they do not have the required skills and instruction. Another aspect is the age difference between students and teachers. However, comprehensive sexuality education is not limited to advantages to consider. Teachers highlighted several shortcomings in the integration that may result in social issues. Among them was the students' growing levels of curiosity because of the newly obtained information. Certain students may create compelling reasons to engage in sexual activity since they were prompted to do so by the topic (Alfeche & Corales, 2018).

Furthermore, according to Adogu and Nwafulume (2015), educators under the age of forty had greater expertise in the field of sex education and were therefore more open to including it into their lessons on comprehensive sexuality education. Teachers have a positive view of comprehensive sexuality education (Achora et al., 2018). They are dedicated to obtaining high-quality knowledge about sex education and are prepared to participate in training sessions and seminars. They can accurately and consistently teach sex education to the students in this way.

3. METHODOLOGY

3.1 Research Participants

This study focused on the views of teachers integrating comprehensive sexuality education in the classroom. The participants of this study were the selected teachers from Siocon National High School, Maparat National High School, and San Miguel National High School. There were two teachers per school. All in all, the data collection was conducted to 6 selected teachers using purposive sampling for the S.Y. 2024-2025 who represented the population. This study did not cover other problems that were not considered as part of the research. Each of the participants underwent in-depth interview. Lived experiences, strategies, challenges, coping mechanisms, and insights of the participants in integrating comprehensive sexuality education in the classroom were solicited. The main source of data was the interview guide, which was prepared by the researcher and was validated by the experts.

3.2 Research Locale

In this research study, Siocon National High School, Maparat National High School, and San Miguel National High School, public secondary schools of Compostela West District located in Davao de Oro, were chosen as the sites of interest.

Compostela is known as a first-class municipality. Aurora, Bagongon, Mapaca, Mangayon, Lagab, Maparat, New Alegria, Ngan, Osmeńa, Panansalan, San Jose, San Miguel, Gabi, Siocon, and Poblacion are the 16 barangays that make up the municipality. It has a population of 87,474 people, according to the 2015 census. On the broad plains of Davao de Oro, Compostela is one of several towns. It flourished before World War II, when the location remained forested and the only folks residing there were native Mandayas who resided nearby Agusan River. Compostela municipality is divided into two districts: East and West, respectively. The three selected secondary schools are in the West District of Compostela, Davao de Oro.

3.3 Research Participants

In this study, the research participants were selected junior high school teachers of Siocon National High School, Maparat National High School, and San Miguel National High School. For the inclusion criteria, a limited number of participants were considered, particularly those who are regular and permanent teachers at the said schools. There were six participants in this study who were selected through purposive sampling technique. Participants of this study were determined through criterion sampling method which is one of the non-probability sampling methods (Creswell, 2013). For those who were not a regular teacher at the school were excluded in the study. The teachers who were chosen were ensured to meet the inclusion criteria and exclusion criteria set in this research work.

3.4 Instruments of the Study

This study employed qualitative-phenomenological research of which in-depth interview (IDI) was used in gathering the data. Qualitative research started with an assumption and the use of a theoretical framework. It is mentioned that the product of this type of research includes the voices of the participants and involves paying more attention to the interpretive nature of inquiry (Creswell, 2013).

The study utilized phenomenological approach to study a particular phenomenon concerning the knowledge and perspectives of junior high school students with regards to comprehensive sexuality education. Since perspectives in a certain matter are vital in this study, phenomenology was suitable. As a qualitative approach, phenomenological research concentrates on understanding the essence of the experience by describing the lived phenomenon (Creswell, 2019). This research design played a significant role in investigating the challenges, difficulties, strategies, coping mechanisms, and insights of the teachers with regards to the implementation of comprehensive sexuality in the classroom.

3.5 Procedure

The This study followed a set of steps in collecting data. The data was collected through in-depth interviews. An in-depth interview, a data collection method, was primarily employed to 6 research participants eliciting their lived experiences, strategies, challenges, coping mechanisms, and insights gained in integrating comprehensive sexuality education in the classroom.

The research questionnaires underwent instrument validation to ensure reliability and validity. Before conducting the interview, an endorsement letter from the Office of the Graduate School was secured first. Then, a letter of permission to conduct the study was be given to the Office of the Division Research Planning, Office of the District Supervisor and Office of the School Head to formally start the data collection process. Also, the paper underwent ethics review to ensure validity and reliability.

After this, IDI was done ensuring the informed consent form was given to the participants. The in-depth interview was used to provide a more profound understanding of specific viewpoints. The said interview utilized the interview guide prepared by the researcher. A free-flowing discussion with the participants as well as non-threatening environment was assured during the interview. The research participants were informed personally ahead of time about the discussion, so they were not taken by surprise. Upon the conduct of the interview, it was ensured that the safety of the participants and the researcher was observed.

After the data collection, transcribing, analyzing through thematic analysis, coding and interpreting the findings were done. It was ensured that the data collected from the respondents were processed with utmost

confidentiality and privacy using discrete coding. Individual identification from the research study emphasized identities were not utilized in any presentations, demonstrations, or publications. In any case, all research data and information were kept in a secure file (for material copies) or password-protected folders (for electronic copies). Only the researcher has access to the files.

3.6 Ethical Consideration

The 1979 Belmont Report's guiding principles served as the foundation for the steps taken to ensure ethical considerations in this investigation. Respect for people, beneficence, and fairness were recognized as basic ethical considerations that the researcher followed (National Commission for the Protection of Human Subjects in Biomedical and Behavioral Research, 1979).

The researcher guaranteed that the research participants were duly chosen, as specified. Therefore, the participants were given the study's results to assure fairness and no harm.

4. RESULTS AND DISCUSSION

This chapter presents the discussions, conclusions and recommendations of the study that sought understanding the lived experiences of the teachers with the integration of Comprehensive Sexuality Education in the Classroom. This study was conducted in Siocon National High School, San Miguel National High School, and Maparat National High School in Compostela West District.

There was a total of six (6) teachers who served as key informants to be part of this study. In-depth interview was used to elicit responses from the research participants. They voluntarily shared their experiences and insights which became vital for crafting a comprehensive and useful study research study. They were the sources of pieces of information and data for the phenomenon of this study.

The researchers employed a qualitative phenomenological research design in this study, which means that researchers sought to gather all the data under the ethical principles of this approach to provide a quality and excellent output. This approach supported the researchers in exploring the lived experiences of participants extensively, making sure that findings were underpinned by what and how participants themselves had articulated. By sticking to the ethical principles of qualitative research, they have demonstrated very high integrity and respect for what each participant has offered, drawing its contribution into an overall degree of dependability.

Discussions

The general concept of the participants' responses was derived using both structured themes and emerging themes. Each theme was connected to relevant literature and studies, leading to extensive discussion to determine their correlation with the theme.

Qualitative Phase

4.1 Experiences in Integrating Comprehensive Sexual Education in the Classroom.

The emerging themes in this structured theme were requiring careful planning, tough yet rewarding, supported by the administration, playing a crucial role, complex and sensitive and CSE competencies integrated to other subject competencies. These were the instances encountered by the teachers as they integrate comprehensive sexual education in their respective classrooms. The finding revealed that the integration of comprehensive sexual education in the classroom is one of the most challenging tasks for the teacher. These experiences greatly affect their way of integrating it, yet they managed all of it with the help of the government in providing quality education for the students.

Thus, the studies have shown that even if teachers have the expertise to teach students about comprehensive sexuality, they often encounter challenging tasks and show hesitation when it comes to challenging long-standing social and cultural conventions. Studies suggest that these issues persist even after teacher training, despite the fact that it significantly reduces these barriers. Furthermore, a teacher's opinion on students and how it could affect their

teaching methods is particularly relevant, considering that the study's focus is teacher-student interaction. As a result, how much teachers respect their students' agency will determine the type and substance of instruction (Waling et al., 2021).

4.2 Particular Aspect in Comprehensive Sexuality Education Difficult to Adopt.

The emerging themes in this structured theme were sexual orientation and gender identity, cultural and religious sensitivities, sensitive topics, lifestyles. The finding revealed that teachers considered these themes as crucial concerns as part of teaching comprehensive sexuality education. These social aspects covered a big part of the student's lives which made it hard for them to tackle the CSE since the misconceptions had already influenced some of them. One of the key informants mentioned that teaching about sexual orientation and gender identity is challenging due to deeply rooted societal norms and personal biases, which pose significant obstacles to accepting one's feelings towards same-sex individuals, especially within the LBTQA+ community.

Sensitivities to culture and religion can also be problematic, although these issues frequently coexist with the stigma associated with gender identity and sexual orientation. Once an inclusive and diverse community is developed, it is typically simpler to confront sensitive themes and lifestyles. But problems and their causes are not limited to this; in order to be fully understood, teaching comprehensive sexuality education in the classroom needs to be placed in a sociocultural framework (Bhana & Aggleton, 2019).

4.3 Strategies Applied by Teachers in integrating Comprehensive Sexuality Education in the Classroom.

The emerging themes in this structured theme were utilizing different tactics, incorporate age-appropriate resources, inquiry-based strategy, interactive activities, and group discussion. The results showed that diverse interactive activities provide a large amount of assistance in integrating CSE in the classroom which enables the teachers to meet their goals and their learning outcomes.

The incorporation of age-appropriate resources is essential in discussing CSE to all students, particularly high school students, as they were in a stage of puberty and is influenced by society and technology.

As stipulated by Smith et al. (2020), incorporating age-appropriate information is crucial when discussing CSE with students, especially high school learners who are going through puberty and are impacted by technology and society. By putting these strategies into practice, teachers may foster a supportive learning atmosphere where students are at ease discussing sexuality-related subjects and acquire the information and abilities necessary to make moral decisions. Instructors should design a dynamic and captivating CSE curriculum that accommodates a range of age groups and learning preferences. Students will take an active role in discovering significant subjects, honing their critical thinking abilities, and creating a secure environment for forthright discussion.

4.4 Specific Strategy Fun Effective in Integrating Comprehensive Sexuality Education in the Classroom.

The emerging themes were interactive teaching methods, inquiry-based strategy and group learners according to their gender. Teachers must be more creative in engaging the students in comprehensive sexuality education to help them enlightened with this kind of matter. At a young age, they will be armored with the facts that they learned in the class without thinking maliciously and having fun at the same time.

An engaging and dynamic learning environment is produced by the game approach. This strategy promotes critical thinking, effective communication, and teamwork while integrating CSE in a fun and interesting way. Teachers are encouraged to modify the questions and degree of difficulty to fit the age and learning requirements of the students (Zulu et al., 2020). Additionally, group discussions also give students a safe space to discuss issues that are sensitive. To help students become educated about this kind of topic, teachers need to be innovative in how they engage the students in comprehensive sexuality education lessons.

4.5 Challenges Encountered in Integrating Comprehensive Sexuality Education in the Classroom.

The emerging themes were cultural sensitivities, lack of teachers, insufficient learners' materials and learners hiding their true personality. The findings revealed that teachers were surrounded by obstacles as they teach CSE in the class. The theme cultural sensitivities require wide understanding and being able to respect all beliefs and traditions

set by the community which honed the perceptions of the students towards CSE. Teachers must be able to teach CSE mindfully to help students learn without showing irreverence towards their culture.

According to Leung et al. (2019), there is a substantial correlation between the direction of sexuality education and policies, traditional values, and educational institutions. These challenges can be linked to both religion and culture, where specific social behaviors are either restricted or deemed inappropriate.

4.6 Classroom Activities Challenged Oneself the Most with Regards of Integrating Comprehensive Sexuality Education.

The emerging themes were role playing, cultural and religious sensitivities, naming body parts and peer facilitators to conduct information drive. Students in this generation are very much exposed to social media which influenced their perceptions toward sexuality. Hence, teachers are striving hard to change their attitude towards sexuality by being motivated and flexible in utilizing their resources effectively.

Students are frequently inundated with unfiltered and perhaps false information on sexuality through social media. Confusion, irrational expectations, and negative attitudes may result from this. The inclusion of media literacy skills in the CSE curriculum teaches students how to detect prejudice, critically analyze material they obtain online, and distinguish false representations.

A range of tools, such as websites, films, and interactive exercises, can be used to engage students and accommodate their differing learning styles. Recognizing the impact of social media, educators might modify their methods to enhance their efficacy. Students can be given the tools they need to make educated decisions about their sexuality by including media literacy, encouraging candid conversations, and making use of a range of resources (Salter & Hanson, 2021).

4.7 Coping Mechanism Employed in Confronting the Challenges Encountered in the Implementation of Comprehensive Sexuality Education in the Classroom.

The emerging themes were showing empathy and compassion, using culturally sensitive resources, setting clear expectations, having the right attitude, being open-minded and more information dissemination. The findings showed that teachers were capable enough of resolving the shortcomings they went through as they integrate CSE in the class. When they show the students their empathy and compassion in dealing with the challenges, students will allow them to influence them with the knowledge they have for this kind of topic. Students will eventually grasp the vitality of it and replace their misconceptions with the right one.

This is supported by Susanto et al. (2016) who stressed that teachers should address CSE with compassion and empathy foster a safe environment where kids feel comfortable asking questions and discussing delicate subjects in public. Students become more trusting and open to learning as a result. Teachers can assist students in replacing misconceptions about sexual health and relationships with accurate facts by providing comprehensive clarifications, having interesting discussions, and assigning tasks. In general, children can be empowered to overcome fallacies and understand the significance of CSE using effective instruction strategies, teacher resilience, and compassion. With this understanding, they can deal with life's challenges in a responsible and healthy manner.

4.8 Effectiveness of Coping Mechanisms with Difficulties Encountered.

The emerging themes were varying depending on several factors, highly effective, and effective. The findings showed that the coping mechanisms employed by the teachers in dealing the challenges faced by them are effective. By foreseeing the benefits of it, they will be able to conquer all the trials that existed in teaching CSE in the class.

One of the participants stated that the cases of teenage pregnancy in their school got lesser until it gets to none since they introduced CSE in the class. It depicted that the continuous teaching of CSE helps the students understand the essence of self-love and being responsible citizens of the country.

Although useful coping strategies are beneficial, they ought not to be the only course of action. In an ideal world, communities and schools are supposed to establish a collaborative environment in order to reduce the difficulties that teachers initially encounter in integrating CSE in the classroom (Berglas et al., 2014). It is important to effectively establish cooperative relationships with parents and creating clear communication techniques to handle issues and create a network of support. The effectiveness of coping strategies varies based on the teacher in question

and the difficulties they encounter. It is critical to keep an eye on teachers' wellbeing and modify support structures as necessary (Scull et al., 2014).

4.9 Insights Gained from the Challenges Encountered in Integrating Comprehensive Sexuality Education.

The emerging themes were emphasizing the value of advocacy, highlighting the value of family involvement, it can be challenging, understand more the meaning of life, open communications with parents and learners should focus on their studies. Students are the most vulnerable to deception and undesirable outcomes. Thus, strong family ties were one of the most essential things to have as it brings a domino effect to the community.

The most susceptible group to deception and unfavorable consequences are students. Because they have a downstream influence on the community, having strong family relationships was also crucial. Thus, conversations between parents and students should be handled responsibly and with an open mind to hear each other out. Through the establishment of a secure and healthy atmosphere that fosters open discussion about outside academic pursuits, students can safely and healthily explore their values, aspirations, and quest for significance (Shariati et. al., 2018).

4.10 Ways Insights Helped in Confronting the Challenges Encountered in the Integration of Comprehensive Sexuality Education in the Classroom.

The emerging themes were navigating challenges effectively, overcame challenges, help create a support system, create an avenue for learning and effectively address the challenges. The findings revealed that teachers were devoted to their profession as they seek ways on how to address the challenges that they encountered in providing a comprehensive education in sexuality. It really helped them understand the context of CSE through implementing programs as solutions.

Integrating CSE in the classroom as curriculum-based approach helps teachers to teach about the social, emotional, physical, and cognitive facets of sexuality among junior high school students. Its goals are to provide youth with the information, abilities, attitudes, and values that will enable them to realize their own health, well-being, and dignity; cultivate polite social and sexual relationships; consider the effects of their decisions on their own and other people's well-being; and comprehend and guarantee the protection of their rights throughout their lives (UNESCO, 2018, p. 16). Teachers were committed to their work, searching for solutions to the challenges that they encountered in delivering comprehensive instruction on sexuality.

4.11 Implications for Practice.

Based on the findings, the following implications for practice are offered.

On Experiences in Integrating Comprehensive Sexual Education in the Classroom. The study's findings indicate that requiring careful planning, tough yet rewarding, supported by the administration, playing a crucial role, complex and sensitive and CSE competencies integrated to other subject competencies were the experiences of teacher integrating comprehensive sexual education. The teachers play a pivotal role in delivering the CSE to the students, ensuring that the students will grasp the essence of it in their lives. Thus, teachers should receive continuous support not just from the government but as well as the community itself where students socialize and collaborate with each other.

On Particular Aspect in Comprehensive Sexuality Education Difficult to Adopt. Based on the study findings, sexual orientation and gender identity, cultural and religious sensitivities, sensitive topics, lifestyles were the aspects in comprehensive sexuality education difficult to adopt. The sexual orientation and gender identity was of the challenging one. Students are having a hard time recognizing and accepting the added genders specifically the LGBTQA+ which is the same as their own gender.

On Strategies Applied by Teachers in integrating Comprehensive Sexuality Education in the Classroom. The teachers used diverse strategies in integrating comprehensive sexuality education namely utilizing different tactics, incorporate age-appropriate resources, inquiry-based strategy, interactive activities, and group discussion. This will help in managing the challenges as they integrate CSE in the class. It is better for them to choose the best strategies and implement it randomly in the class to achieve a collaborative and active participation in the class.

On Specific Strategy Fun Effective in Integrating Comprehensive Sexuality Education in the Classroom. As teachers tried different strategies there were few who were found effective in integrating comprehensive sexuality

education. These were interactive teaching methods, inquiry-based strategy and group learners according to their gender. With these strategies, the students will be able to learn effectively while having fun in the class. Teachers should continuously apply this as it is proven to be working and improve the learners' view regarding the CSE.

On Challenges Encountered in Integrating Comprehensive Sexuality Education in the Classroom. As mentioned, the challenges encountered in integrating comprehensive sexuality education were cultural sensitivities, lack of teacher, insufficient learners' materials and learners hiding their true personality. Facing these challenges could hinder the students' interest to learn, hence they must get to know their students' culture and contextualize the topic in a way that they could relate or picture out the situations. Creating positive relationships with the students and make them feel loved and appreciated will make it easy for the teachers to start the class the way he/she planned.

On Classroom Activities Challenged Oneself the Most with Regards of Integrating Comprehensive Sexuality Education. Role playing, cultural and religious sensitivities, naming body parts and peer facilitators to conduct information drive were the activities that the teachers found the most challenging in integrating comprehensive sexuality education. Among all these, the cultural and religious sensitivities is a crucial component to further focus on. They should emphasize equality in comprehensive sexuality education, empowering each of them with the right that they have. Embracing one's culture and religion while injecting knowledge about sexuality will help open their minds to and make right and just decisions for the betterment of themselves.

On Coping Mechanism Employed in Confronting the Challenges Encountered in the Implementation of Comprehensive Sexuality Education in the Classroom. The challenges experienced by the teachers in integrating comprehensive sexuality education could not be resolved with having a coping mechanism. Showing empathy and compassion, using culturally sensitive resources, setting clear expectations, having the right attitude, being open-minded and more information dissemination were the mechanism they had done. Teachers should be equipped with CSE related professional development programs or training to help them understand the importance of sexuality education with everyone, particularly to the students.

On Effectiveness of Coping Mechanisms with Difficulties Encountered. Based on the results, the coping mechanisms used in dealing with the difficulties encountered were proven to be effective. The teachers should focus on the helpful ways and improve it. They should be able to learn from the difficulties encountered and continue the love and support they have when supplying the learnings that the students need.

On Insights Gained from the Challenges Encountered in Integrating Comprehensive Sexuality Education. Value of advocacy, highlight the value of family involvement, it can be challenging, understand more the meaning of life, open communications with parents and learners should focus on their studies were the insights gained as they faced the challenges in integrating comprehensive sexuality education in the class. There is a need to develop the student's relationship towards the internal and external linkages knowing that the foundation of a responsible learner starts from a healthy relationship with the one's' responsibility and maturity.

On Ways Insights Helped in Confronting the Challenges Encountered in the Integration of Comprehensive Sexuality Education in the Classroom. It can be reviewed that navigate challenges effectively, overcame challenges, help create a support system, create an avenue for learning and effectively address the challenges were the ways insights helped the teachers in the integration of comprehensive sexuality education. This shows a good sign of supporting the implementation of CSE in this generation. It must be able to touch more students as well as the community itself where the students explore new things.

4.12 Implications for Future Research.

In as much as the study was limited to the responses of the students in, the following implications for future research are considered:

First, future research may be conducted by choosing mixed method study to further delve into a more detailed information about the teachers experiences in integrating comprehensive sexuality education in the classroom. Second, another research of the same focus may be conducted to a province wide range to investigate the same phenomenon.

Finally, a re-interview of the same research participants and informants may be conducted to see whether their experiences have improved with regards to integrating comprehensive sexuality education in the class over a period of time.

5. CONCLUSION

Teaching Comprehensive Sexuality Education requires a massive amount of effort and time, as this is not just a walk in a park process but a lifelong learning. As students grow older, their mind starts to open to new information and their body is gradually changing. They are starting to discover new feelings and relationships as they get exposure to society. Influenced by the environment, teachers encountered different challenges while teaching them the right things to learn with regards to sexuality. Consequently, teachers are not the only individuals involved in program implementation or in this exclusive social environment. The students that teachers educate will still be shaped by these frameworks even if they manage to defy social conventions and teach taboo topics like sexual health. However, as Bhana (2015) points out in both research and policy, teachers have often been singled out as the most important change agent, to the exclusion of other participants.

Moreover, teachers employed strategies to overcome the challenges they encountered and offered new ways for the students to grasp the concept of comprehensive sexuality education. They are dedicated to instilling into the young minds of today the essence of protecting their sexuality and crafting right and practical decisions that would be beneficial for everybody. Standing against discrimination and misconceptions will lead them to a better way of living. They are always considered as the living heroes as they play a big part in changing the world through educating students with regards to comprehensive education sexuality. By bringing students closer to a better way of life and empowering sexual inclusivity, the teachers showed compassion with teaching CSE.

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