

## CSE Harmful Elements Analysis Tool

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

### Analysis of

## *Handbook for Primary School Teachers on Topics Related to Sexual and Reproductive Health and Rights*

Based on 15 Harmful Elements Commonly Included in CSE Materials

**CSE HARMFUL ELEMENTS SCORE = 13 OUT OF 15**

*The Handbook for Primary School Teachers on Topics Related to Sexual and Reproductive Health and Rights* contains **13 out of 15** of the harmful elements typically found in CSE curricula or materials. The presence of **even one of these elements indicates that the analyzed materials are inappropriate for children**. Having several of these elements should disqualify such materials for use with children.

**Program Description:** "It is not a complete curriculum and manual material for CSE, i.e., it is only an initial step that is done by supplementing the curriculum of the subject: Education for life skills issued by the Bureau for Development of Education"

The handbook covers certain aspects of the seven thematic areas that should be covered under the "Comprehensive Sex Education Framework"

1. Sexual and reproductive health, 2. Gender, 3. Civil aspects, 4. Pleasure, 5. Violence, 6. Relationships, 7. Diversity

**Target Age Group:** The manual is intended for teachers who were direct participants in the trainings for the implementation of the subject Education for life skills, organized by the Bureau for Development of Education

The target group is children from 4th to 9th grade in primary education (9-14 years).

**Planned Parenthood Connections:** HERA - Association for Health Education and Research, Skopje is a member of the International Federation for Planned Parenthood

For the complete text of *The Handbook for Primary School Teachers on Topics Related to Sexual and Reproductive Health and Rights* see <https://hera.org.mk/prirachnik-za-nastavniczi-vo-osnovnite-2/> (only macedonian version is available)

HARMFUL CSE ELEMENTS	EXCERPTED QUOTES FROM CSE MATERIAL
<b>1. SEXUALIZES CHILDREN</b>	„How did you feel while putting together the puzzles on which the <b>sexual organs</b> and

<sup>1</sup> The CSE Harmful Elements Analysis Tool was created by Family Watch International. Family Watch is not responsible for the way in which the tool is used by individuals who do independent analyses of CSE materials. Visit [www.stopcse.org](http://www.stopcse.org) for a blank template or to see analyses of various CSE materials.

<sup>2</sup> CSE programs are often labeled as comprehensive sex education, sexual education, sexuality education, anti-bullying programs, sexual and reproductive health education, Welcoming Schools programs, and even family life, life skills or abstinence plus education programs, etc. Regardless of the label, if program materials contain one or more of the 15 harmful elements identified in this analysis tools, such materials should be categorized as CSE and should be removed from use in schools.

<p><i>Normalizes child sex or desensitizes children to sexual things. May give examples of children having sex or imply many of their peers are sexually active. May glamorize sex, use graphic materials, teach explicit sexual vocabulary, or encourage discussion of sexual experiences, attractions, fantasies or desires.</i></p>	<p>reproductive organs of boys and girls appeared?” p. 12 (4-6 grade) ...</p> <p>„Mary and Luan are peers and <b>are 16 years old</b>. They have been in a relationship for six months. They love each other very much and would like <b>to start having sex</b>. So far, none of them has had such an experience. They both want to protect themselves from any possibility of getting a sexually transmitted infection or unwanted pregnancy. But they both face certain <b>challenges</b>.” - p. 30 (7-9 grade)...</p> <p>„...It is very difficult for me and I do not know how to solve my problem ... There are moments when it seems to me that it is unsolvable ... I have a boyfriend with whom we have been together for a long time. We love each other and we are fine. <b>Once we both decided to have sex. Everything was fine</b>, I even told my mother because I knew she would not object much“- p. 122 (7-9 grade)</p> <p><u>FIRST SEXUAL EXPERIENCE</u></p> <p>„The primary influence on the decision to have sex or not to have among <b>teens aged 15-17 is the fear of STIs and pregnancy</b>. Those <b>aged 12-14</b> receive are mainly influenced by the parents, teachers and religious people “ – p.132</p> <p><u>Reasons for not having sex</u></p> <p><b>Belief</b> that age is not appropriate ...</p> <p><b>A System of values and beliefs</b> that requires no sexual intercourse before marriage..</p> <p>Fear of <b>condemnation from parents</b> or the environment. – p.124 (7-9 grade)</p> <p>„<b>All people</b>, whether male or female, heterosexual or homosexual, <b>have the right to choose</b> whether to engage in sexual activity. In addition, sexual activities include <b>touching, especially the intimate parts of the body, watching materials with erotic content, caressing, etc.</b>“ ... ctp 155 (7-9 grade)</p> <p>„In the early puberty years (<b>10-12 years</b>) such relationships are formed, and adults usually see them as something transient and banal, although they can also involve very strong emotions. <b>Usually, during this period, some sexual activities take place between the partners of this type of relationship</b>, such as sexual touching, kissing and the like“ – p.164</p> <p>„Romantic relationships differ from other types of relationships, mainly in that both partners feel mutual physical attraction, and <b>often practice different types of sexual activities</b>. It is typical for teenagers to caress, kiss <b>and the like</b> “ – p.167 (4-6 grade)</p>
<p><b>2. TEACHES CHILDREN TO CONSENT TO SEX</b></p> <p><i>May teach children how to negotiate sexual encounters or how to ask for or get “consent” from other children to engage in sexual acts with them.</i></p> <p><i>Note: “Consent” is often taught under the banner of sexual abuse prevention. While this</i></p>	<p>„<b>All people</b>, whether male or female, heterosexual or homosexual, <b>have the right to choose whether to engage in sexual activity</b>. ...</p> <p>When someone <b>voluntarily, without any pressure and with awareness of all relevant circumstances</b> (eg potential risks of STIs, <b>marital status, age</b>, etc.) chooses to engage in sexual activity, it means that <b>he has given consent</b> ....</p> <p>True sexual consent cannot be given <b>under the age of 14. When the one who initiates sexual consent</b> is older or is an authority, the limit is higher. This means that any sexual activity with persons under this age is considered violent “ –p 155 (7-9 grade)</p> <p>„Many of those who say they are heterosexual sometimes in their life have had a sexual experience with a person of the same sex because they were curious, <b>experimented</b> or they liked it. <b>Everyone is allowed to try to see what he likes, as long as it is done with</b></p>

<p><i>may be appropriate for adults, children of minor age should never be encouraged to “consent” to sex.</i></p>	<p><b>the full consent of both parties” - p.174</b></p> <p>„The Declaration of Human Rights says that <b>everyone can enter into any sexual intercourse of his choice and for which he has a mutual agreement with the other person</b>“ - p.176</p>
<p><b>3. PROMOTES ANAL AND ORAL SEX</b></p> <p><i>Normalizes these high-risk sexual behaviors and may omit vital medical facts, such as the extremely high STI infection rates (i.e., HIV and HPV) and the oral and anal cancer rates of these high-risk sex acts.</i></p>	<p><i>(no such contents)</i></p>
<p><b>4. PROMOTES HOMOSEXUAL/ BISEXUAL BEHAVIOR</b></p> <p><i>Normalizes or promotes acceptance or exploration of diverse sexual orientations, sometimes in violation of state education laws. May omit vital health information and/or may provide medically inaccurate information about homosexuality or homosexual sex.</i></p>	<p>„Very often, sexual rights are equated with the advocacy of the <b>LGBTI community (lesbians, gays, bisexuals, transgender and intersex people)</b>, but they have a broader framework, ie. they apply to everyone, including the LGBTI community“ – p.70 (7-9 grade)</p> <p>„Sexual desire is a completely normal occurrence, no matter what sex it is. It is experienced as a result of various stimuli: personal preferences, life experience, cultural norms. <b>It can be aimed at one of the sexes (opposite or the same) or at both sexes</b>“ – p.125</p> <p>„<b>Bisexuality</b> is an orientation in which the person feels attracted to both sexes (some bisexuals are more attracted to men, some - women, and some - both sexes equally). Some have a bisexual orientation at first, and later discover that they are attracted only to men or only to women. But it can also be the other way around: someone thinks he / she is gay and later discovers in life that he / she is actually attracted to both sexes.</p> <p><b>Asexuality</b> is an orientation that is characteristic in that the asexual person does not feel sexual attraction to either sex and does not want to have sexual intercourse, which does not mean that he does not want to have a close and intimate relationship with someone. At the same time, it is not a disorder of sexual desire because the person is not upset about the condition and experiences it as normal“ – p.175</p> <p>„The main message There are different sexual orientations: heterosexuality, homosexuality, bisexuality, asexuality. None of these sexual orientations are considered a disease, but insecurity or discomfort about one's own sexual feelings can cause anxiety and stress, and even physical problems ... <b>Someone perceives their sexual orientation in early childhood</b>, but one can find out much later, and <b>it can change throughout life (especially during adolescence)</b>. People do not choose their sexual orientation and therefore there is no therapy to change it. Homophobia is an irrational fear, accompanied by prejudice and discrimination against people who are gay. The Declaration of Human Rights states that anyone can engage in any sexual relationship of their choice which is mutually agreed upon with the other person “ – p.176</p> <p>„On May 17, 1990, the World Health Organization removed homosexuality from its list of mental disorders, and that day was declared as International Day Against</p>

	<p><b>Homophobia and Transphobia</b> “ – p.176 (7-9 grade)</p> <p>„Some studies show that the first awareness of <b>homosexual attraction</b> occurs <b>at nine years</b> for men and <b>ten years</b> for women" -p.176</p> <p>„A person can discover his own sexual orientation <b>in his childhood</b>, but also much later, and can even change it in life by discovering that he finds himself more in someone else“ - p.178</p> <p>„<b>Homosexual</b> is a person who feels sexual or romantic attraction to people of the same sex (a man who is attracted to men, ie a woman who is attracted to women)“– p 179 (7-9 grade)</p> <p>„<b>Yes, it is normal to dream of a person of the same or different sex</b> and that does not mean that someone is definitely gay / straight or heterosexual / heterosexual. When there is both sexual and emotional attraction to the same sex, then it is homosexuality, and having only fantasies or sexual intercourse with the same sex does not mean that the person must be definitely gay“ - p 187 (7-9 grade)</p>
<p><b>5. PROMOTES SEXUAL PLEASURE</b></p> <p><i>Teaches children they are entitled to or have a “right” to sexual pleasure or encourages children to seek out sexual pleasure. Fails to present data on the multiple negative potential outcomes for sexually active children.</i></p>	<p>„<b>Sexual</b> and reproductive organs have two important functions: they can participate only in reproduction, <b>only in the experience of sexual pleasure</b>, or in both. For example, the penis is involved in both reproduction and <b>sexual pleasure</b>, the uterus in women participates in reproduction, while the clitoris participates in <b>sexual pleasure</b>. Apart from the <b>sexual</b> and reproductive organs, other organs also participate in <b>sexual pleasure</b> (skin contact causes pleasure, while the brain participates in the release of hormones that affect the feelings and the function of the <b>sexual</b> and reproductive organs)“ ...</p> <p>„Very often people avoid talking about <b>sexual</b> and reproductive organs <b>because they think it is a private matter</b>“...</p> <p>„The appearance and size of the male and female <b>sexual</b> and reproductive organs are different in humans, just as all other organs and parts of the body are different. All this has no effect on their ability to reproduce (create offspring), nor <b>on their ability to experience sexual pleasure</b>“– p. 10 (4-6 grade)...</p> <p><b>Objectives for the student:</b></p> <p><b>To build an attitude</b> towards the sexual and reproductive organs of boys and girls as natural parts of the human body. p. 11 (4-6 grade) ...</p> <p><b>To know what sexual pleasure is, how it is achieved and what factors affect it</b>– p.127 (7-9 grade)</p>
<p><b>6. PROMOTES SOLO AND/OR MUTUAL MASTURBATION</b></p> <p><i>While masturbation can be part of normal child development, encourages masturbation at young ages, which may make children more vulnerable to</i></p>	<p>„<b>Masturbation</b> means touching various parts of the body, especially the genitals, which is <b>usually</b> performed by the person himself to experience <b>sexual pleasure</b>. Touching the genitals can be seen as an <b>integral part of normal mental development</b> even in very young children (<b>3-6 years</b>) when they explore their own body and discover that the touch of certain parts.“</p> <p>„<b>Masturbation reduces stress</b> and releases endorphins, ie pleasure hormones that affect greater relaxation“– p.137</p>

<p><i>pornography use, sexual addictions or sexual exploitation. May instruct children on how to masturbate. May also encourage children to engage in mutual masturbation.</i></p>	<p>„There are various myths associated with it that are intended to intimidate, <b>but it is a healthy sexual activity</b>, which is an important part of sexual self-knowledge and sexual expression of people“ – p.138</p> <p><b>„Objectives for the student:</b></p> <p><b>To accept sexuality</b> as a natural part of human development. To accept that <b>self-pleasuring is a normal part of sexuality</b>. To know what the term "masturbation" means. To be able <b>to recognize facts and myths</b> about masturbation</p> <p>„Students continue to work in pre-formed groups. Each group receives a copy of the Student Worksheet: <b>Masturbation</b>, and its members jointly answer each of the questions by circling one of the offered answers that they consider correct.“ – p.139 (4-6 grade)</p>
<p><b>7. PROMOTES CONDOM USE IN INAPPROPRIATE WAYS</b></p> <p><i>May inappropriately eroticize condom use (e.g., emphasizing sexual pleasure or "fun" with condoms) or use sexually explicit methods (i.e., penis and vagina models, seductive role plays, etc.) to promote condom use to children. May provide medically inaccurate information on condom effectiveness and omit or deemphasize failure rates. May imply that condoms will provide complete protection against pregnancy or STIs.</i></p>	<p>„It is good to know the symptoms of STIs, but, unfortunately, many of them often do not give easily recognizable symptoms. Therefore, one should not wait for symptoms to occur, but to use protection regularly and see a doctor whenever there is behavior that increases the risk of STI transmission - <b>sexual intercourse without a condom, slipped condom, sexual intercourse under the influence of alcohol</b>“... – p.18. (8-9 grade)</p> <p>„Sexual intercourse while consuming alcohol poses a risk <b>due to the reduced ability to control condom use</b>. <b>"Having unprotected sex</b> is a behavior that increases the risk of infection“...</p> <p>Using a condom is by far <b>the most effective way to prevent STDs</b> – p.21. (7-9 grade)</p> <p>„HIV infection can be acquired through <b>unprotected</b> sexual intercourse" ... "During sexual intercourse, a condom must be used as <b>the most effective</b> means in the fight against HIV“...</p> <p>„Some of the risky situations that can lead to STDs are: <b>not using, slipping or breaking the condom during sexual intercourse</b>“ – p.21. (7-9 grade)</p> <p>„A condom is the most effective way to protect against STIs (but not all) that should be used during every sexual intercourse ... Apart from condoms, there are <b>other ways</b> to reduce the risk of STIs, such as the <b>vaccine. against HPV</b> ... The condom, in addition to helping prevent STIs, also helps prevent unwanted pregnancies. However, <b>due to the possibility that during the sexual act it may burst or slip</b>, the condom should not be used as the only method, but together with some other method of contraception, ie to use double protection“ – p.34 ((7-9 grade)</p> <p>„According to the World Health Organization (WHO), there is no medical contraindication to the use of contraception in adolescents older than 16 years. On the contrary, preventing unwanted pregnancies outweighs the risk of side effects“– p.37 (7-9 grade)</p> <p>„Sometimes unwanted pregnancy can be prevented after unprotected sexual intercourse or unsuccessful unprotected intercourse (cracked condom) by using the so-called <b>emergency contraception, a pill called "morning after."</b> It is a <b>high-dose hormonal oral contraceptive</b> that is taken in the form of two pills in the first days after unprotected sex. Emergency contraception should not be used <b>too often</b> and should only be reserved for emergencies.</p>

<p><b>8. PROMOTES PREMATURE SEXUAL AUTONOMY</b></p> <p><i>Teaches children they can choose to have sex when they feel they are ready or when they find a trusted partner. Fails to provide data about the well-documented negative consequences of early sexual debut. Fails to encourage sexually active children to return to abstinence.</i></p>	<p>„... I do not know how to react because I already feel obligated, and I know that he will be very happy if we start with "that" thing ...</p> <p>... My boyfriend and I have been together for a few months and we are fine - we have fun, we go out together, after all, like everyone my age. But the last few times we went out, he started telling me that he could not stand it anymore and that it was high time we had sex “ ...стр. 120 (7-9 отделение)</p> <p><i>(Although these examples are given in cases where girls decide to exercise abstinence, the emphasis is on the fact that they decide and consult with friends)</i></p>
<p><b>9. FAILS TO ESTABLISH ABSTINENCE AS THE EXPECTED STANDARD</b></p> <p><i>Fails to establish abstinence (or a return to abstinence) as the expected standard for all school age children. May mention abstinence only in passing.</i></p> <p><i>May teach children that all sexual activity—other than “unprotected” vaginal and oral sex—is acceptable, and even healthy. May present abstinence and “protected” sex as equally good options for children.</i></p>	<p><i>(Abstinence as an option is mentioned 2 times in the Manual as an option in case of having gonorrhea disease)</i></p> <p><i>It is not mentioned at all that not having sex 100% prevents all the risks for which regular use of condoms and other contraceptives is suggested)</i></p>
<p><b>10. PROMOTES TRANSGENDER IDEOLOGY</b></p> <p><i>Promotes affirmation of and/or exploration of diverse gender identities. May teach children they can change their gender or identify as multiple genders, or may present other unscientific and medically inaccurate theories. Fails to teach that most gender-confused children resolve their confusion by adulthood and that extreme gender confusion is a mental</i></p>	<p>„In addition, different individuals, regardless of their sex, their <b>gender identity</b> is constantly changing over the years“ p.56 (7-9 grade)</p> <p><i>(According to HERA, Gender identity refers to the personal feeling, to one's own experience as a man, a woman, neither or both)</i></p> <p>“It is very important to understand <b>the difference between sex and gender</b>. Sex characteristics are biologically determined and they are related to reproductive functions. <b>Gender characteristics are socially determined</b>, they are a kind of agreement in a given cultural environment” – p.45</p> <p>“Everyone stands in a circle. One volunteer starts, and then everyone does the same. He/she should say: "I would like to be like ... (name of a famous person) because HE ... (says some of his qualities that would make the student like him/her). <b>After everyone expresses themselves in the first round, we move on to the second, in which the sex of the person that the students would like to look like changes:</b> “I would like to be like ... (name of a famous person) because SHE. .. (it says some of her qualities because of</p>

<p><i>health disorder (gender dysphoria) that can be helped with mental health intervention.</i></p>	<p>which the student would like to be like her) – p.58 (7-9 grade)</p> <p>„Relevant institutions that provide services to young people for their sexual and reproductive health should be: gender-responsive: appropriate for both girls and boys, regardless of their sexual orientation and <b>gender identity</b> “ –p.79 (7-9 grade)</p> <p>„Very often, sexual rights are equated with the advocacy of the LGBTI community (lesbians, gays, bisexuals, <b>transgender</b> and intersex people), but they have a broader framework, ie. they apply to everyone, including the LGBTI community“ – p.70 (7-9 grade)</p> <p>„A special problem is the services for children who, for various reasons, need a special approach, such as young lesbians, gays, bisexuals, <b>transgender</b> and intersex people, who are not able to speak publicly about their sexuality for fear of violence and condemnation. . ”- p.78 (7-9 grade)</p> <p>„Eighty-three percent of non-heterosexual students reported being a victim of verbal violence at school, 74 percent of transgender students reported sexual violence, and 21 percent of all non-heterosexual youth reported experiencing physical violence at school“ – p.190 (7-9 grade)</p>
<p><b>11. PROMOTES CONTRACEPTION/ABORTION TO CHILDREN</b></p> <p><i>Presents abortion as a safe or positive option while omitting data on the many potential negative physical and mental health consequences. May teach children they have a right to abortion and refer them to abortion providers.</i></p> <p><i>May encourage the use of contraceptives, while failing to present failure rates or side effects.</i></p>	<p>(no such contents)</p>
<p><b>12. PROMOTES PEER-TO-PEER SEX ED OR SEXUAL RIGHTS ADVOCACY</b></p> <p><i>May train children to teach other children about sex or sexual pleasure, through peer-to-peer initiatives. May recruit children as spokespeople to advocate for highly controversial sexual rights (including a right to</i></p>	<p>„<b>Everyone can overcome</b> injustice and gender inequality on an individual level. For example:</p> <ul style="list-style-type: none"> <li>- Can stop using degrading words or jokes about people who are different from him/her. He <b>can also become vocal in protecting others.</b></li> <li>- Can become aware of the views of disrespect expressed in the media.</li> <li>- It can influence friends to stop joking and behaving like bullies towards some people.</li> <li>- Can accept those family members who have a different sexual orientation from the one that is socially acceptable.</li> <li>- <b>It can influence parents to overcome prejudices.</b></li> <li>- It can become more sensitive to the feelings of people of different backgrounds.</li> <li>- It can be warm and listen, what are the basic characteristics of creating a</li> </ul>

<p><i>CSE itself) or to promote abortion.</i></p>	<p>relationship with respect “. – p.92 (7-9 grade)</p> <p><b>„Everyone can unite in achieving equality and fair relations for sexuality and gender.</b> Thus, for example:</p> <ul style="list-style-type: none"> <li>- Can, within the community, include and treat people living with HIV equally.</li> <li>- They can establish centers in which victims of domestic violence will feel safe and can get help.</li> <li>- They can strive <b>for better education about sexuality and gender in schools“</b> p.93 (7-9 grade)</li> </ul> <p><b>„Everyone can join national campaigns or movements for equality and justice,</b> such as: greater funding for safe motherhood, <b>women's access to modern oral contraceptives, the application of laws protecting gender equality,</b> or the application of laws on non-discrimination, fundraising for socially disadvantaged groups of citizens, etc.” – p.93</p> <p>„Student worksheet: A letter written from the heart Dear, We are currently learning about <b>gender equality</b>, sexual and reproductive health and rights. We believe we can make a small but significant contribution to change for the better. The issue we are particularly concerned about is that _____ because it leads to _____ What we can do about it is _____ We ask for your help for _____ We hope that with this/these activities we will achieve the following “ – p. 98 (7-9 grade)</p>
<p><b>13. UNDERMINES TRADITIONAL VALUES AND BELIEFS</b></p> <p><i>May encourage children to question their parents' beliefs or their cultural or religious values regarding sex, sexual orientation or gender identity.</i></p>	<p>„Reasons for not having sex ...</p> <p>6. A system of values and beliefs that requires no sexual intercourse before marriage ....</p> <p>10. Fear of condemnation from parents or the environment“ – стр 124 (7-9 отделение)</p> <p>“... In addition, they contribute to the maintenance of patriarchal values and the great asymmetry in power between the two sexes, on which, basically, all forms of sexual violence are based” – p.158</p> <p>"Through various activities offered, each workshop is aimed at achieving several learning objectives at the same time, and they relate to the acquisition/development of <b>appropriate</b> knowledge, skills and <b>attitudes/values</b> in students “ – p.7</p>
<p><b>14. UNDERMINES PARENTS OR PARENTAL RIGHTS</b></p> <p><i>May instruct children they have rights to confidentiality and privacy from their parents. May teach children about accessing sexual commodities or services, including abortion, without parental consent. May instruct children not to tell their parents</i></p>	<p>„ ... Close people, such as parents, siblings, friends and partner, <b>can help in the first moment</b> by talking when the concern is great, <b>but can not solve the possible problem with STIs“</b> – p.21 (7-9 grade)</p> <p>„Parents often <b>feel embarrassed</b> when discussing such topics, <b>and often do not have enough information themselves, so they avoid talking and miss the opportunity to provide their child with timely information“</b> – p.27. (7-9 grade)</p> <p><b>„One of the possible ways</b> to reduce such challenges is to talk openly with your partner, your parents, your family doctor and your friends. There are also institutions, <b>such as the youth centers "I want to know" in Skopje</b> and youth centers for sexual and reproductive health in public health centers across the country, which are adapted to the needs of young people. <b>There are a number of services available that can help</b></p>



<p><i>what they are being taught about sex in school.</i></p>	<p><b>young people gain the information they need</b>, gain the skills to talk openly with their partner, have a gynecological and dermatovenerological examination, counseling, testing for STDs, including and HIV, <b>as well as get free condoms</b>. In doing so, <b>all services are confidential, privacy is respected</b> and young people are encouraged <b>to come with their partner</b>“ – p.27 (7-9 grade)</p>
<p><b>15. REFERS CHILDREN TO HARMFUL RESOURCES</b></p> <p><i>Refers children to harmful websites, materials or outside entities. May also specifically refer children to Planned Parenthood or their affiliates or partners for their lucrative services or commodities (i.e., sexual counseling, condoms, contraceptives, gender hormones, STI testing and treatment, abortions, etc.)</i></p> <p><i>Please Note: A conflict of interest exists whenever an entity that profits from sexualizing children is involved in creating or implementing sex education programs.</i></p> <p><i>(For more information on how Planned Parenthood sexualizes children for profit see <a href="http://www.WaronChildren.org">www.WaronChildren.org</a> and <a href="http://www.InvestigatePPF.org">www.InvestigatePPF.org</a>)</i></p>	<p>„HIV testing <b>is confidential</b> (code is used), <b>free of charge</b> and <b>does not require a referral or health card</b>. There are testing centers around the country. More information about the youth centers and the services offered there can be found on the following website: <a href="http://www.hera.org.mk">www.hera.org.mk</a> ...“</p> <p>„<b>Free condoms</b> can be purchased in Macedonia in the youth counseling centers for sexual and reproductive health" I want to know "in Skopje, as well as in the Centers for Public Health in the country. “.- p.26. (7-9 grade)</p>