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Peer Sex Education in China's Higher Education: A Peer Educator's Perspective

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Abstract

Peer sex education (PSE), as an effective approach to deliver knowledge and skills to young people, has been adopted in Chinese higher education institutions to complement the insufficient school-based sex education in China. Most existing studies in the field focus on university-led PSE in China's higher education, while the contribution of student-led PSE has received little attention. To bridge the gap in literature, this qualitative study set out to examine PSE in China's higher education, especially student-led peer sex education, through the lens of peer educators. Using semi-structured interviews with 14 peer educators from five Chinese higher education institutions, this study investigated peer educators' ways of engagement in PSE, peer educators' motivations, and the benefits and challenges of PSE in China's higher education as perceived by peer educators.

The findings show that peer educators engage in PSE in China's higher education by covering a comprehensive list of topics, including those not addressed in university-led PSE. By adopting participatory and learner-centred pedagogy, peer educators empower students through both formal and informal activities. Organised in the form of student associations run independently by students, student-led PSE has a strong community spirit and more freedom than university-led PSE. Peer educators are responsible for accessing resources, self-training, and evaluation by themselves. Results show that intrinsic motivations stemmed from personal experience and self-identity constitute the main driving force for peer educators to participate in PSE. Specifically, peer educators are motivated by their interest in sex education and the aspiration to improve sex education in China and promote equal rights for women and LGBTQ+. In terms of the benefits of PSE, evidence shows that both students and peer educators benefit from increased knowledge and skills and the community support brought by PSE, while peer educators also enhance their transferrable skills and have a sense of achievement. By accommodating LGBTQ+ students and raising the public's awareness of equal rights, PSE also contributes to the overall sociocultural environment. Meanwhile, peer educators encounter challenges on the individual, organisational, institutional, and cultural levels. As noted by the participants, the limited capacities of peer educators and organisational issues can negatively influence the quality and sustainability of PSE, while strict control by the institution and cultural barriers largely restrict the scale and impact of PSE. The findings of this study imply that joint efforts by stakeholders in different sectors and the change in social attitudes towards sex education and relevant topics are required to ensure the effectiveness and sustainability of PSE.

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List of Abbreviations

AIDS	Acquired Immune Deficiency Syndrome
CDC	Centre for Disease Control
CSE	Comprehensive sex education
CV	Curriculum Vitae
GPA	Grade-Point Average
HEI	Higher education institution
HIV	Human immunodeficiency virus
LGBTQ+	Lesbian, Gay, Bisexual, Transgender, Queer, and related community
NGO	Non-governmental organisation
PSE	Peer sex education
SRH	Sexual and reproductive health
STI	Sexually transmitted infection
UNESCO	The United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund

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Chapter One Introduction

1.1 Background

Sex education, especially comprehensive sexuality education (CSE) encouraged by the United Nations Educational, Scientific and Cultural Organisation (UNESCO), empowers young people with knowledge and skills that enable them to “realise their health, well-being and dignity; develop respectful social and sexual relationships; consider how their choices affect their own well-being and that of others; and, understand and ensure the protection of their rights throughout their lives” (UNESCO, 2018, p. 16). In China, although school-based sex education is required by several laws and policies, such as China’s *Law on Protection of Minors* and the national educational policies (The National People’s Congress, 2020; Li & Liu, 2020), the implementation of sex education in Chinese schools remains limited (Liu & Li, 2020; Liu & Yuan, 2017). According to a recent survey, only 52.04% of students have experienced sex education, out of which 59.28% took place in higher education (China Youth Network, 2020). This survey is known as “The 2019-2020 National Survey on Sex and Reproductive Health for University Students” (henceforth “the Survey”). It was conducted by China Family Planning Association, China Youth Network, and Tsinghua University Research Centre for Public Health, and included 54580 students from 1764 higher education institutions. Another study has found that over 90% of Chinese students were unsatisfied with their sex education in school (Shu et al., 2016).

Both practical and cultural barriers exist for the delivery of sex education in China. Practical obstacles include inadequate curriculum contents, the lack of officially recognised textbooks, insufficient teacher resources and teacher training, and the absence of government-led, systematic monitoring and evaluation process on the national level (Pan, 2009; Nie & Yu, 2019; Wang & Yin, 2019; Cao & Hu, 2011; Liu & Yuan, 2017; Liu & Su, 2014; L. Li et al., 2009). Meanwhile, sex is viewed as a cultural taboo in traditional Chinese values, and stakeholders, including teachers and

parents, continue to hold conservative attitudes towards relevant topics (C. Li, 2020; UNESCO & UNFPA, 2018). As illustrated in Table 1, over 2/3 of students consider their family’s attitude towards sex as very or relatively traditional (China Youth Network, 2020). Therefore, due to the conservative values, family sex education is also rare in Chinese families. As shown in Table 2, the Survey finds that 57.4% of students have never had any conversation about sex with their parents, while only 3.42% of them have relatively frequent communication on relevant topics (China Youth Network, 2020).

Table 1
Family’s Attitude Towards Sex Perceived by Children

Sex \ Attitude	Very traditional	Relatively traditional	Neutral	Relatively open	Very open
All	36.34%	33.18%	20.35%	8.61%	1.52%
Male	33.17%	32.48%	21.27%	10.89%	2.19%
Female	39.21%	33.81%	19.51%	6.55%	0.92%

Note. Adapted from China Youth Network (2020)



Under such circumstances, peer sex education (PSE) in China's higher education emerged as an effective approach to bridge the gap of sex education (Shen & Yang, 2013; Lian et al., 2016; Liao et al., 2019). Specifically, PSE has been identified as a practical measure to educate young people with knowledge about sexually transmitted infections (STIs) and sexual and reproductive health (SRH) by many researchers in the context of China's higher education, which is used to counter the high rate of STIs and unintended pregnancy among young people in China (e.g., Jin & Jin, 2016; Zhang & Zhang, 2016; Ma & Yu, 2017; Zuo et al., 2017; Liu & Ke, 2018). Following the *Five-Year Plan for Youth Health Work (2014-2019)* by China Family Planning Association, over 600 higher education institutions (HEIs) have implemented PSE programmes by collaborating with local Family Planning Associations (China Family Planning Association, 2019). Besides official programmes led by HEIs, there are also PSE programmes or associations initiated by researchers and students, including short-term and long-term ones (Wei et al., 2014; Jin & Jin, 2016; Zuo et al., 2017; Ma & Yu, 2017).

1.2 Rationale for the research site

Past literature of PSE worldwide has studied PSE delivered in various contexts and on different levels. In respect of the educational level on which PSE takes place, a large body of studies on PSE focus on the school level in countries such as the United Kingdom (Rosenberg, 2003; Forrest et al., 2003), the United States (Layzer et al., 2017), Cambodia (Knibbs & Price, 2009), and Japan (Watanabe & Nozu, 2005). In contrast, studies in China pay more attention to the higher education level (e.g., Gao & Liu, 2017; Li & Shi, 2019; Zuo et al., 2017). One major explanation for the focus on the higher education level in China is culture. As mentioned earlier, sex and relevant topics are viewed as inappropriate for children by parents and teachers, and thus are rarely addressed in family and school (Gan & Zheng, 2009; China Youth Network, 2020). The deficiency of comprehensive sex education at the school level in China indicates the great need for sex education in the higher education setting (Lian et al., 2016). The

PSE programme promoted by China Family Planning Association also aims at students in HEIs (China Family Planning Association, 2014). Meanwhile, young people actively seek relevant information on sex education after enrolling in the HEIs and turning adults, which gives rise to the popularity of PSE in higher education in China (Lian et al., 2016). In a case study by Liao et al. (2019), 81.35% of the students think that PSE should be provided in HEIs.

Therefore, this study focuses on PSE on the higher education level and chooses five Chinese universities as the research site, which was decided based on a critical examination of literature and my personal experience. As will be further elaborated in Chapter Two, it is observed that existing literature on PSE in China's higher education mostly studies PSE programmes initiated and led by HEIs (e.g., Gao & Liu, 2017; Zuo et al., 2017; He et al., 2017). However, as a previous peer educator who worked in a student-led PSE association during my undergraduate education, I am aware that there exist PSE programmes and associations run independently by students in China's HEIs, which were rarely addressed in previous studies. Thus, based on my experience in PSE and my contact with other active peer educators in China's higher education, I identified five Chinese universities with student-led PSE as the research site for this study, and the rationale for choosing these five institutions will be further elaborated in Chapter Three.

1.3 Research aims and research questions

As mentioned above, though student-led PSE also constitutes an important part of PSE in China's higher education, it is largely ignored in previous research. Meanwhile, it is notable that most previous studies examine PSE in China's higher education from the perspectives of policymakers and school administrators (Zhang & Zhang, 2016; Li & Shi, 2018; Liu & Ke, 2018), while few studies have investigated PSE through the lens of peer educators who are also key actors in PSE. Thus, this study seeks to fill the research gap by exploring student-led PSE in China's HEIs through the eye of peer

educators. Specifically, this study attempts to gain an understanding of the way peer educators participate in PSE, the motivations of peer educators, and the benefits and challenges of PSE perceived by peer educators through the following research questions:

Research Question 1: How do peer educators in China's higher education institutions engage in peer sex education?

Research Question 2: Why do peer educators engage in peer sex education in China's higher education?

Research Question 3: How do peer educators see the benefits and challenges of peer sex education in China's higher education?

1.4 Outline of the dissertation

This dissertation is divided into six chapters. The first chapter overviews the background of this study, the rationale for choosing the research site, and the research aims and questions. Chapter Two reviews the literature on peer education and peer sex education in China's higher education; the chapter identifies gaps in the literature and offers justification for the research questions. Chapter Three presents the methodology of this study by discussing the research design, research rigour, the researcher's positionality, ethical considerations, and limitations. In Chapter Four, the findings generated from interviews are presented in accordance with the three research questions. Chapter Five discusses the findings by connecting them with previous studies and the sociocultural context of China. Lastly, Chapter Six concludes the dissertation with a summary of the main findings and implications for further research.

Chapter Two Literature Review

2.1 Introduction

This chapter defines the key concepts and identifies the major topics in peer sex education (PSE) by reviewing the existing literature in two parts. In the first part, peer education as the basic form of PSE is defined, followed by discussions of its theoretical underpinnings, forms and pedagogy, rationale, and criticisms in the context of higher education, based on previous research. The second part touches upon PSE in China's higher education. This part starts by reviewing past research on the delivery of PSE in China's HEIs, which is discussed from three aspects: content, pedagogy, and organisation. Then, this part presents the previous findings on the motivations of peer educators, including intrinsic and extrinsic motivations. Lastly, the benefits and challenges of PSE in China's higher education identified by previous studies are reviewed. Meanwhile, through a critical examination of previous studies, this chapter identifies the gaps in the literature on PSE, based on which the research questions are formulated.

2.2 Peer education in higher education

2.2.1 Defining peer education

Peer education has been widely used in different areas and settings, especially in health-related areas, such as sexual health education, drug education, tobacco and alcohol abuse prevention, and nutrition promotion (Sriranganathan et al., 2010; Ward, 1997; Perry & Sieving, 2003; Wiist & Snider, 1991; Main, 2002). As an umbrella term, peer education covers a wide range of terms, including peer-led approach, peer training, peer tutoring, peer counselling, peer facilitation, peer learning, among others (Green, 2001). Considering the variety of its application, scholars argue that there is no unified definition of peer education, as the aims and methods should be considered while defining a specific intervention (Shiner, 1999). In a broad sense, peer education can be

described as individuals in a specific self-identified group educating people with similar social backgrounds or life experiences (Sriranganathan et al., 2010).

2.2.2 Theoretical underpinnings

The theoretical underpinnings of peer education have their roots in early cognitive theories, social psychology, and theories related to personal and professional development (Falchikov, 2001). For early cognitive theories, scholars develop their theoretical frameworks and arguments based on Jean Piaget and Lev Vygotsky (Forman & Cazden, 1985; Koch, 1992; Hertz-Lazarowitz and Miller; 1992; Mann, 1994; Havness et al., 2016). According to Piagetian school's theory, critical cognitive conflicts arise in peer interaction, serve as a catalyst for change and development in cognition, and bring social and cognitive benefits to the learner (Bearison, 1986). Rings and Sheets (1991) propose the student development theory and the metacognitive theory for tutor training programmes in higher education, in which Piaget's dynamic active learning is embedded as a key underlying idea (Falchikov, 2001).

A large body of studies on peer education are also grounded in Vygotsky's theoretical heritage (Palincsar & Brown, 1984; Brown et al., 1989; Topping, 1997). From the Vygotskian perspective, peers benefit from interactions and communications with each other through exposure to new patterns of thoughts and cognitive processes (Vygotsky, 1962, 1978; Damon, 1984). Doolittle (1995) applies Vygotsky's central idea, "the zone of proximal development," to cooperative learning and provides suggestions for the use of cooperative learning (Vygotsky, 1978: 86).

Besides Piaget's and Vygotsky's ideas, there are also other theories used to explain and support the rationale of peer education, including social learning theory, social inoculation theory, role theory, differential association theory, subculture theories, and communication of innovations theory (Turner & Shepherd, 1999). As one of the most cited theories, social learning theory argues that role models are essential for individuals who adopt similar behaviours (Bandura, 1977). Useful concepts in social

learning theory concerning peer education are credibility, role modelling, enforcement, and self-efficacy, which explain the effectiveness of peer education (Bandura, 1977; Turner & Shepherd, 1999).

2.2.3 Forms and pedagogy of peer education

As mentioned previously, peer education is an umbrella term and therefore cover various forms and pedagogy. Taxonomy of specific forms and pedagogy of peer education also differs from scholar to scholar. Damon and Phelps (1989) identify peer tutoring, cooperative learning, and peer collaboration as three approaches of peer education and discuss the different quality of peer engagement fostered by each approach. Similarly, Topping (2005) identifies peer tutoring and cooperative learning as the two most frequently researched forms. While peer tutoring is characterised by the clear distinction between tutor and tutee, participants of cooperative learning work together for specific shared goals and output (Topping, 2005). With the popularity of peer education in higher education, other forms are also applied, including peer counselling, peer monitoring, and peer assessment, which are especially beneficial for university and college students (Topping, 1998). Shiner (1999) draws attention to the distinction between “peer delivery” and “peer development” (p. 564). Compare to peer delivery which refers to the delivery of content by peers who do not participate in content design, peer development indicates the central roles played by peer educators who involve in decision-making from the beginning stage (Shiner, 1999).

Falchikov (2001) creates a different way of classification by dividing peer tutoring in higher education into four main categories based on three key variables: the status of participants, the location of the activity, and the roles. Instead of basing on characteristics of peer education, Turner and Shepherd (1999) distinguish between formal and informal forms of peer education, both of which encompass different methods. Formal forms adopt methods similar to class teaching and group discussions, while informal forms take place in unstructured settings, varying from one-to-one

discussion to art forms (e.g., theatre, stalls, exhibition) (Turner & Shepherd, 1999; Sriranganathan et al., 2010).

One thing that these different taxonomies share in common is the emphasis on role difference, especially for peer educators (or tutors in some literature). Forms and pedagogical methods are selected based on the needs of specific projects or groups, and the selection can be a combination of multiple methods (Turner & Shepherd, 1999).

2.2.4 Rationale for peer education in higher education

While the history of peer education can be traced back to Aristotle, the rising popularity of peer education has also attracted research on the rationale and positive outcomes of applying peer education in higher education (Wagner, 1982; Ody & Carey, 2013). The rationale for implementing peer education is based not only on the theoretical foundations but also on its benefits and effectiveness, including the advantages of the approach itself, the benefits for students involved, and the benefits for peer educators.

One of the most salient advantages of peer education is its cost-efficiency in terms of using unpaid volunteers as peer educators (Turner & Shepherd, 1999; Li & Xu, 2010). Peer education is also effective in knowledge delivery since peers are usually considered credible sources of information (Perry, 1989; Woodcock et al., 1992; Stakic et al., 2003). Compared to authoritative figures such as teachers who are usually perceived as preaching, peers share more experience with students who are more likely to accept suggestions and information from them (DiClemente, 1993). Moreover, the flexibility, diversity of forms, and learner-centred characteristic of peer education accord with the culture of higher education, which emphasises personalised student experiences, engagement, and partnership (Ody & Carey, 2013; Ren, 2014).

Peer education also plays a positive role in facilitating student's transition to higher education, improving their collegiate experiences, and enhancing their satisfaction with university/college life, as students gain peer support and collaborative skills through

peer learning and communications (Brissette et al., 2002; Ishler & Schreiber, 2002; Cabrera et al., 2002; Coffman & Gilligan, 2002; Hu & Tu, 2018). Falchikov (2001) concludes the outcomes of peer education in higher education in four main categories: academic outcomes, metacognitive outcomes, study skills outcomes, and non-academic outcomes. Research evidence shows that peer education contributes to improving students' attitudes towards the subject, motivation, and confidence (Fraser et al., 1977; Levene and Frank, 1993; Phelps et al., 1994). As Astin (1993) put it, "The student's peer group is the single most potent source of influence on growth and development during the undergraduate years" (p. 398).

Besides those being educated, peer educators also benefit greatly from peer education. Firstly, peer educators usually learn the knowledge better and deeper through preparation and reinforcement during peer learning (Topping, 2005). Besides academic achievements, peer educators also acquire transferable skills in cooperation, communication, and leadership through experience and training (Donelan & Kay, 1998; Topping, 2005; Al-Iryani et al., 2013). Moreover, peer educators are empowered with a sense of responsibility and recognition of their communities, especially when involved in programme design and operation (National 4-H Council, 1999). The increased knowledge, skills, and self-esteem equip peer educators with a competitive edge in future job seeking and higher education applications (Harmon, 2006; Sriranganathan et al., 2010).

2.2.5 Potential weaknesses of peer education

Though the positive outcomes of peer education are widely recognised, peer education is not a perfect approach. Current debates surrounding peer education include the credibility of peer educators, the effectiveness of peer education, power issues in peer education, and factors hindering the successful implementation of peer education.

Lindsey (1997) challenges the widely accepted assumption that peer educators are the preferred source of information in the higher education setting. By citing counter-

evidence against the assumption, Lindsey (1997) argues that this may not always be the case. Instead, credibility is based mainly on perceived expertise and trustworthiness (Cline & Engel, 1991; Hoveland, 1953; Berlo, 1969). Some studies challenge another widespread assumption that peer education can lead to behaviours changes, with some research results showing that knowledge gained from peer education was inadequate to influence young peoples' practice of smoking, unsafe sex, among other habits (West & Mitchell, 1995; Campbell & MacPhail, 2002). Silva et al. (2021) argue that peer education falls short of evaluating impacts on both students and peer educators and lack clarification of its objectives. Another concern is the power issues in peer education, as the gender inequalities may be produced during the process if not adequately addressed (Campbell, 2004).

Walker and Avis (1999) summarise seven common issues that cause failure in peer education, including (1) a lack of clear aims and objectives; (2) inappropriate design of programmes; (3) insufficient investment of resources; (4) unqualified personnel; (5) inadequate training and support for peer educators; (6) unclear boundaries and control in management; (7) a lack of multi-agency support. The goals of peer education can hardly be achieved without avoiding or addressing the problems above.

2.3 Peer sex education (PSE) in China's higher education

2.3.1 Delivery of peer sex education in China's higher education

Despite the weaknesses and criticisms, peer education is a popular and effective approach applied to various areas, especially sex education (Sriranganathan et al., 2010). Peer sex education (PSE), defined as the sharing and teaching of knowledge, values, and skills among members of similar age or experience, has gained increasing popularity over the past decades (Sciacca, 1987). There exist a variety of expressions that also refer to sex education, such as sexual health education, sex and reproductive health education, sexuality education, and sexual health education (Sriranganathan et al., 2010; Ram et al., 2020; Haberland & Rogow, 2015; Schalet et al., 2014). This

section looks at the delivery of PSE in higher education in China, which has been researched from three aspects: content, pedagogy, and organisation (Li & Shi, 2019).

2.3.1.1 Content of PSE

As one type of sex education, PSE can cover topics of a wide range. *The International Technical Guidance on Sexuality Education* published by UNESCO (2018) identifies eight key concepts that comprehensive sex education (CSE) should cover, namely (1) relationships; (2) values, rights, culture, and sexuality; (3) understanding gender; (4) violence and staying safe; (5) skills for health and well-being; (6) the human body and development; (7) sexuality and sexual behaviour; and (8) sexual and reproductive health. The most frequently addressed topics in China's PSE, according to the literature, are sexually transmitted infections (STIs), reproductive health, and sexual behaviours. Some PSE programmes in China's HEIs take STIs as the central topic of their contents while also touching upon reproductive health and drug education (Tong, 2012; He et al., 2017; Jin & Jin, 2016; Ma & Yu, 2017; Li, 2013; Zhang et al., 2017). A substantial number of programmes also address relationships and sexual behaviours (Gao & Liu, 2017; Shen & Yang, 2013; Li & Shi, 2019; Wang & Yao, 2013; Wang & Guo, 2019).

Meanwhile, it is notable that among PSE programmes that initiate discussions on attitudes towards sex, some programmes advocate abstinence-only sex education, which is a much more conservative approach compared to the CSE promoted by UNESCO (2018) (Wei et al., 2014). Some programmes tackle the contents related to relationships with a corrective aim of helping students establish "scientific sex morals" and "correct values about marriage" (Dong, 2012, p.59; Li & Shi, 2019, p.238). Also, there is a deficiency of gender, sexuality, and LGBTQ-relevant content, as only a few PSE programmes studied have covered these topics (Gao & Lin, 2017; Ma & Yu, 2017). The preferences of health-related issues and emphasis on normative values and attitudes have their origin in the history of China's sex education, which stresses self-discipline and denies sexual pleasure (Aresu, 2009). However, scholars point out that

the abstinence-only approach is no longer sufficient, as many young people nowadays are sexually active, and a more comprehensive approach covering the contents of various areas is needed (Aresu, 2009; Ma & Yu, 2017).

2.3.1.2 Pedagogy of PSE

Research of PSE in China's HEIs has identified several pedagogical practices adopted by different programmes. The most popular pedagogical practices include small-group discussion, role play, and games (Jin & Jin, 2016; Li & Shi, 2019; Lian et al., 2016; Wang & Guo, 2019; Tong & Wang, 2011). The traditional teaching method of lecturing is still used, especially when delivering substantial knowledge and skills (Li et al., 2009; Zuo et al., 2017; Li, 2013). Some PSE programmes also use case studies and debates to provoke more in-depth discussions on popular topics (Tong, 2012; Shen & Yang, 2013; Li & Shi, 2019; He et al., 2017).

Besides these common pedagogical practices being widely adopted, some innovative interventions are also applied, such as drama, debating, and games. Zhang et al. (2017) introduce a PSE programme that uses flipped classrooms to encourage student participation. Students were asked to first discuss in small groups during the activity and then present their discussion in the form of posters in front of the entire class (Zhang et al., 2017). Xu (2017) and Sun et al. (2017) discuss cases in which social media were used as useful tools to implement longitudinal PSE online. Peer educators would post educational content in group chats or webpages as instructed by teachers or researchers, which turned out to be effective for knowledge growth (Sun et al., 2017). Ma and Yu (2017) also lay emphasis on the durability of PSE's impact in both formal and informal contexts of learning. Peer educators in the programmes were encouraged to bring up relevant topics during daily communication and raise awareness of the importance of pertinent knowledge (Ma & Yu, 2017). PSE programmes also aim at equipping students with essential knowledge and practical skills (Peng et al., 2014; Li et al., 2009;). For instance, some PSE programmes use bananas to teach students the use of condoms, which is fun and educational at the same time (Shen & Yang, 2013).

2.3.1.3 Organisation of PSE

The organisation of PSE touches upon several aspects, which can be classified into the structure of the organisation delivering PSE, preparation and use of resources, training of peer educators, recruitment of participants, and implementation and evaluation.

Studies have shown that there are multiple agents involved in the PSE in China's HEIs. Besides student associations which usually undertake the job of providing peer educators, relevant university departments, local Family Planning Associations, local Centres for Disease Control (CDC), community healthcare centres also play important roles in organising PSE programmes, selecting peer educators, and offering resources (Tong, 2012; Shen & Yang, 2013; He et al., 2017). Sun et al. (2018) developed a flower model to assess the level of peer participation in PSE. Based on peer's engagement in "needs assessment, design, recruitment and selection, training, supervision and monitoring, and follow-up and debriefing," peer's level of responsibility ranges from "no responsibility" to "low," "medium," and "high" (Sun et al., 2018, p. 4). The more participation of peers and less involvement of authoritative figures, the higher the level of responsibility (Sun et al., 2018).

Preparation of activities includes designing activities and interventions, making schedules, and preparing materials to be used (e.g., slides, flyers) (Tong, 2012; Gao & Liu, 2017; Shen & Yang, 2013). Manuals, guides, and data produced by non-governmental organisations (NGOs) are proved to be valuable references for preparation, such as the peer education training manual by China Youth Network, the K-A-P(Knowledge-Attitude-Practice) model by Marie Stopes International China, and data provided by local CDC (Tong, 2012; Tong & Wang, 2011; Lian et al., 2016). The training of peer educators is also an important step in the preparation of PSE, which is often conducted by authoritative figures, such as trained teachers, experts from the university hospital and local CDC, and researchers (Xu, 2017; Wang & Guo, 2019; Peng et al., 2014; Zhang et al., 2017). Besides subject knowledge, pedagogical skills

are also key components of the training acquired and practised by peer educators through trial teaching within their groups (Ma & Yu, 2017; Wang & Guo, 2019).

In terms of the promotion of PSE programmes and the recruitment of participants, Tong (2012) identifies several ways of advertising, including banners, broadcast, internet, and notice boards. In contrast, some of the programmes are carried out as randomised controlled trials, of which the participants are selected through stratified sampling or cluster sampling (Zuo et al., 2017; Xu, 2017). The frequency of implementation varies among programmes, ranging from one-time-only interventions to ten times every term (Wei et al., 2014).

According to Sriranganathan et al. (2010), the evaluation of PSE can be divided into process evaluation and outcome evaluation. Process evaluations usually examine the delivery and acceptability of PSE programmes, while outcome evaluation concerns PSE programs' impacts (Sriranganathan et al., 2010). After the implementation, some PSE programmes would hold meetings and reflect on the activities, which are usually qualitative (Shen & Yang, 2013). A more common approach is to examine the changes in knowledge level through questionnaires both before and after the interventions, especially in research with the randomised controlled trial design (Zuo et al., 2017; Jin & Jin, 2016; Lian et al., 2016).

2.3.1.4 Research gap 1

Overall, one characteristic shared by the PSE programmes investigated by previous studies is the dependence on third parties, including relevant departments of the university, university hospital, public institutions, or the researchers who conduct randomised controlled trials in their studies (e.g., Tong, 2012; Gao & Liu, 2017). Under such circumstances, although peer educators are involved during the implementation of PSE, the decisions and design of the contents, pedagogy, and organisation are carried out in a top-down way, in which peer educators only shoulder low or medium levels of responsibility. There is a research gap that the delivery of bottom-up PSE programmes run entirely or primarily by students remains underexplored. Specifically, how peer

educators engage in PSE in terms of determining contents, choosing pedagogy, and operating the student organisations is a question worth further investigation. Based on this gap, the first research question is formulated as follows:

Research Question 1: How do peer educators in China's higher education institutions engage in peer sex education?

2.3.2 Motivation of peer educators

Research on peer educators' motivation has identified both intrinsic and extrinsic motivations that drive young people to participate in peer education. The primary motivation for peer educators, as Frankham (1998) argues, is to gain more knowledge on HIV protection so that they can protect themselves. Besides knowledge growth, some peer educators want to develop communication and interpersonal skills through this process (Donelan & Kay, 1998). Another common motivation shared by peer educators was that they want to help peers who have encountered difficulties through sharing knowledge and "giv[ing] something back" (Donelan & Kay, 1998, p.294).

Meanwhile, extrinsic motivations are also identified as key driving forces. Shiner (1999) stressed the importance of material incentives as they indicate that it is worthwhile to participate in peer education. Some peer educators considered the experience of PSE as something that adds to their university application (Frankham, 1998).

2.3.2.1 Research gap 2

The motivation of peer educators who engage in PSE is an important aspect of research on PSE, as it reflects peer educators' values and perceptions of PSE. However, current research on PSE in China's HEIs provides few discussions on this question. One contributing factor is that peer educators in some Chinese PSE programmes are "selected" rather than "recruited," as the priority of the programmes is to serve the need of research experiments (Wang & Guo, 2019; Dong, 2012). Under such circumstances, peer educators' motivation is usually overlooked and underexamined, especially those

who initiate PSE and volunteer for peer educators in their institutions. Thus, to fill in this research gap, the second research question is proposed:

Research Question 2: Why do peer educators engage in peer sex education in China's higher education?

2.3.3 Benefits and challenges of peer sex education in China's higher education

Based on past literature, this section deals with the impacts of PSE, including both benefits and challenges. As a subcategory of peer education, PSE enjoys the benefits and faces the challenges of peer education in general, which are elaborated in previous sections. When the scope is narrowed down to PSE in China's higher education, there are also benefits and challenges peculiar to this context.

2.3.3.1 Benefits of PSE

Evidence from past research has shown that PSE in China's higher education has advantages in several aspects, including the cultural acceptability and efficiency of the approach, benefits for students, and benefits for peer educators.

Given that sex education touches on sensitive and private topics, PSE has its advantage in working with young people and initiating conversations (Zhang et al., 2017). The willingness to share ideas with and seek solutions from peers lay a strong foundation for PSE (Peng & Xie, 2014). In a survey of 497 Chinese university students, 81.35% of the students agreed that it is necessary to have PSE in HEIs, and 86.49% of the students who participated in PSE were satisfied with the PSE programmes (Liao et al., 2019). Meanwhile, the lower cost of peer education addresses the prevailing problem of severe teacher shortage in China's sex education in higher education (Peng & Xie, 2014). From a broader perspective, the collaboration between peer educators and university faculty members is likely to deepen people's understanding of sex education, especially those in charge of the HEIs, and to help foster a more liberal

environment for the public to discuss topics related to sex, gender, and relationship (Dong, 2012).

The benefits of PSE for students are rather straightforward, which are usually manifested through the increase of knowledge and changes of attitudes towards relevant issues. For instance, Lian et al. (2016) assessed the knowledge about AIDs and reproductive health of 515 university students before and after the intervention. Results show that students' scores rose from 6.61 (± 1.97) to 7.00 (± 1.83) with a statistical significance ($t = 10.380, p < 0.05$), and more students show a willingness to have meals with HIV carriers (Lian et al., 2106). Similar results were also observed in Liu (2011), Zuo et al. (2017), Peng et al. (2014), and Qin et al. (2017). Besides knowledge growth, Ma and Yu (2017) argue that PSE contributes to a reciprocal learning atmosphere, pays attention to students' subjectivity, boosts students' confidence, and motivates self-learning.

As active participants of PSE, peer educators also benefit from their role. As discussed in previous sections, benefits include both knowledge growth and skills development. In the case of PSE, peer educators have the opportunity to learn more about sex, relationship, reproductive health, and other relevant topics and to enhance their interpersonal skills through training and interaction with students (Jennings et al., 2014; Li et al., 2009; Wang & Guo, 2019). Also, PSE benefits peer educators in terms of mental development. Sawyer et al. (1997) measured several traits of peer educators with the Rosenberg Self-Esteem Scale (RSE), Personal Development Inventory (PDI), and Safe Sex Behaviour Questionnaire (SSBQ). They identified an increase in peer educators' self-esteem, confidence, and safer sexual behaviour after participation in PSE (Sawyer et al., 1997).

2.3.3.2 Challenges of PSE

While PSE in China's higher education has shown its advantages in delivering sex education, it also encounters several challenges, including cultural barriers, insufficient

resources and training, limited abilities of peer educators, lack of coverage and depth, and restricted impacts.

The biggest challenge faced by PSE is the traditional Chinese values that are conservative about sex, gender, and relationship, which contradict the ideas of comprehensive sexuality education (Gao & Liu, 2017). This contradiction may result in opposing attitudes held by HEI leaders, which hinders the implementation of PSE (Zuo et al., 2017). Also, as an approach that requires “culturally sensitive intervention and evaluation” (Sriranganathan et al., 2010, p.66), PSE in China entails the adaptation of Western models to fit in the cultural contexts (Li et al., 2009).

Another challenge is the deficiency of resources, especially funding and training mechanisms (Dong, 2012; Si et al., 2017). Some PSE programmes fail to provide sufficient training for peer educators, which equips them with enough knowledge, skills, and experience (Ma & Yu, 2017). This results in situations when peer educators struggle to answer the questions raised by students, apply theories into practice, or manage the class (Zuo et al., 2017; Ma & Yu, 2017). Some students also question the reliability of peer educators (Zhang et al., 2017; Li et al., 2009; Ma & Yu, 2017). Due to limited resources and time, PSE can only be delivered to a small part of the student cohort during a relatively short period (Tong & Wang, 2011; Jin & Jin, 2016). Therefore, it can hardly meet the demands generated from students’ diverse knowledge levels and interests (Gao & Liu, 2017; Xu, 2017). Meanwhile, PSE activities organised by students have been criticised for the lack of depth and coverage, as well as emphasising prevention over destigmatisation (UNESCO, 2006).

2.3.3.3 Research gap 3

Current research that discusses the benefits and challenges of PSE in China’s higher education has provided insights from various aspects. However, most opinions about benefits and challenges are based on students’ feedback and researchers’ observation (e.g., Dong, 2012; Peng & Xie, 2014). Though peer educators’ input and opinions also constitute valuable contributions to the study of PSE, few voices of peer

educators about the benefits and challenges of PSE have been presented or discussed in the literature. Therefore, the third research question of this study is formed as follows:

Research Question 3: How do peer educators see the benefits and challenges of PSE in China's higher education?

Chapter Three Methodology

3.1 Introduction

This chapter discusses the methodology of this study from the following aspects: research design, research rigour, the researcher's positionality, ethical considerations, and limitations. Specifically, the section of research design elaborates on the case study design, the researcher's philosophical stances, the recruitment of participants, strategies of data collection, and the procedure of data analysis. Then, the approaches used to ensure the research rigour are analysed, after which the researcher's role in this study and the ethical issues are discussed. The final section of this chapter reflects upon the limitations of this study.

3.2 Research design

3.2.1 Case Study

This study adopts case study as its research design. Case study is defined as an empirical design used to explore real-world phenomenon with thorough and detailed examination in the natural context (Yin, 2018; Casanave, 2015). Usually, the purpose of case study is to enhance the understanding of the research object through in-depth investigation with an emphasis on context (Casanave, 2015; Van Wynsberge & Khan, 2007). By using case study design, this study was able to explore peer educators' perceptions of peer sex education in China, which is shaped by traditional Chinese culture and values.

3.2.2 Philosophical stances

In terms of the philosophical stance adopted by the researcher, this study is underpinned by constructivist assumptions. Constructivists are interested in understanding and interpreting the meaning of lived experiences, perceiving reality and

knowledge as co-constructed and dependent on individuals' experiences (Lincoln et al., 2011; Guba & Lincoln, 2005). Therefore, in order to understand peer educators' experiences and opinions of peer sex education in China's higher education, this study was conducted through semi-structured interviews with peer educators in Chinese universities. Based on peer educators' perceptions and through their lenses, findings about peer sex education in China were co-constructed by peer educators and the researcher with thematic analysis.

3.2.3 Participants

Participants of this study were recruited from five universities in China, two of which in Beijing and three in Shanghai. All five universities ranked among the top 30 universities in China in 2020 (Shanghai Ranking, 2020). The rationale for choosing these five universities as the research sites was that, according to my own personal experience as a peer educator in China, peer sex education with the bottom-up approach is more popular and well-known in universities with higher rankings in big cities (e.g. Beijing, Shanghai). These universities are more likely to have more resources and more diverse student cohorts, which give rise to more developed forms of student-initiated peer sex education. Therefore, the selected universities provide sufficient evidence of peer sex education for in-depth investigation.

The main recruitment strategy of this study was snowball sampling. I firstly got in touch with potential participants in a WeChat (a Chinese messaging and social media app) group, which consisted of active members of peer sex education in China. Through private messages on WeChat, I sent the invitation letter (see Appendix A) to the potential participants and invited them to participate. At the first stage, one participant from each of the five universities was contacted and recruited. Then, these five participants acted as the contact who helped with further recruitment in their universities.

The selection criteria for participants were full-time students who had at least six months of experience of peer sex education or those who were the core member of the PSE associations. In total, 14 participants were recruited and interviewed. The profile of participants is shown in Table 3 (the names of participants and their institutions are pseudonyms).

3.2.4 Research instrument

An interview protocol was designed before the interviews were carried out, based on research questions, existing literature, and my own experience of peer sex education in China. There are five parts in the interview protocol, including introduction, peer

Table 3

Profile of Participants

No.	Name	Gender	Institution	Major
1	Alison	Female	A University	Economics
2	Brenna	Female	A University	Art history
3	Fynn	Male	A University	Electronic engineering
4	Mona	Female	D University	Chinese
5	Sophia	Female	D University	Law
6	Ruby	Female	D University	History
7	Tess	Non-binary female	G University	Chinese
8	Jade	Genderqueer	G University	Sociology
9	Kris	Female	G University	Sociology
10	Colin	Male	K University	Sociology
11	Hayden	Male	K University	Medicine
12	Alex	Female	N University	Finance
13	Lena	Female	N University	Social work
14	Olivia	Female	N University	Communication & Law

educators' experience and engagement, peer educators' motivations, benefits and challenges of peer sex education, and conclusion. The interview protocol was developed in English and then translated into the Chinese version, which was used during the interviews.

The interview protocol was tested in a pilot interview with my personal contact, who was also a participant in this study. As a peer educator with two years of experience, this participant was able to address the sample interview questions and provide suggestions on the questions and the overall design of the interview. Based on the feedback on the pilot interview, the sequence of questions and the phrasing of some questions were adjusted. The final versions of the interview protocol in English and Chinese are attached in the appendices of this study (see Appendix B).

3.2.5 Data collection

The data collection procedure was conducted through one-to-one, semi-structured interviews. After the pilot interview, the formal interviews for data collection were conducted online through WeChat calls in March 2021. To facilitate communication, the interviews were carried out in Chinese Mandarin, which was the participants' and my mother tongue. Each interview lasted around 30 minutes and was audio recorded.

I established rapport with the participants by starting the interview with a brief self-introduction and gratitude for their participation. The interview protocol served as the general guide of the discussion, while adjustments of the sequence and selection of questions were made accordingly in each interview. Besides the topics listed in the interview protocol, questions tailored for participants from each institution were also asked, based on the public information of the PSE organisations and the information provided by the participants during the interviews.

3.2.6 Data analysis

After the data collection procedure, the interview recordings were transcribed verbatim into Chinese and analysed in Chinese. In this study, individuals were deemed the unit of analysis, as this study focused more on the individuals' opinions rather than seeking to evaluate peer sex education associations or programmes.

Thematic analysis was used as the analytical method in this study, following the six-phase guide of thematic analysis proposed by Braun and Clarke (2006). In the first phase, I familiarised myself with the data through reading and re-reading the transcribed data, while I also started generating initial thoughts about the data. Next, I generated initial codes and connected the data to relevant codes. Based on the codes, I identified themes with a combination of the “data-driven” and “theory-driven” approach (Braun & Clarke, 2006, p.88). While past literature informed fundamental and potential themes, I also recognised inductive themes from the data collected. Then, I reviewed the themes through cross-examination in two levels; one was the coded extracts, the other was the entire data set. In the next phase, I refined and grouped the themes with reference to the three research questions. Finally, I presented the findings with selected quotes translated from Chinese into English. Meanwhile, as Braun and Clarke (2006) point out, the analysis process is not linear. Therefore, I switched between different phases during the analysis. I also sought clarification from the participants to verify expressions and meanings during the analysis procedure.

3.3 Rigour

Research rigour is closely related to the trustworthiness of research. Specifically, rigour can be examined from four aspects for research conducted within the constructionist paradigm: credibility, transferability, dependability, and confirmability (Guba, 1981).

According to Guba (1981), the credibility of research depends on the truth value of the findings and the interpretations. To ensure credibility, I used “member checking”

and “rich, thick descriptions” during the writing of this dissertation (Creswell, 2014, p. 202). After the initial stage of analysis, I took the quotes in English back to the participants and asked whether they were accurate. This step was carried out to ensure that the expression was accurate and the meaning was not distorted through the translation process. While presenting the findings, I tried to provide detailed descriptions and perspectives related to the contexts and themes.

Transferability refers to the extent to which the research findings can be transferred to another context (Guba, 1981). Given the philosophical underpinnings of the research, generalisability was not sought in this study. However, the thick descriptions provided in this study make it possible for readers to decide whether the findings are transferrable or not through examining the familiarity between the context in this study and other contexts.

While dependability looks at the consistency of measurement, more emphasis is laid on the “explainable changes” rather than “invariance” in the constructivist paradigm (Guba, 1981, p. 81). In order to ensure “the trackability required by explainable changes in instrumentation” (Guba, 1981, p. 81), I provided a detailed discussion of the methodology used in this study and included the interview protocol in Appendix B.

Confirmability deals with the neutrality of the research (Guba, 1981). As the “co-creator of knowledge”, it is impossible for researchers engaging in the constructionist paradigm to separate their personal influences completely from the research (Guba & Lincoln, 2005, p. 196). One strategy is to clarify the personal background, which may influence the interpretation of findings (Creswell, 2014). I reflected on my experience and relationship with the participants in the next section (“3.4 Researcher’s positionality”) and discussed the measures taken to counter potential negative influences. Reflections on the limitations of the study are also presented in the later section (“3.6 Limitations of this study”).

3.4 Researcher's positionality

In this study, I was both an insider and an outsider at the same time. As Cui (2015) points out, Chinese researchers who conduct research in Chinese contexts constantly negotiate their insider/outsider identity through interactions with the participants during the research. Rather than seeing the insider/outsider as dichotomous and exclusive, it is possible for researchers to occupy both positions (Dwyer & Buckle, 2009).

As a previous peer educator of peer sex education during undergraduate study, I have a relatively good understanding and experience of peer sex education in China's higher education. This enabled me to investigate the research topic from an insider's perspective and design an interview protocol that was likely to generate more in-depth data. Also, being an insider indicates the advantage in establishing relational intimacy with the participants (Bonner & Tolhurst, 2002). The shared experience facilitated the communication and weakened the power relation between the participants and me. Despite the advantages, the insider identity also comes with underlying risks, such as erroneous assumptions based on previous knowledge, unintentional and unrealised biases, and complications of the interview (Hewitt-Taylor, 2002; Kanuha, 2000). Meanwhile, given that regulations and resources for different Chinese HEIs vary, I was an outsider in terms of knowing the condition in other HEIs. However, this left room for new insights, as an outsider "looks at things with 'new' eyes" and may generate different interpretations of things that insiders take for granted (Rabe, 2003, p.157).

To address the problems mentioned above, I searched for relevant materials and information about the peer sex education associations to be studied beforehand, based on which the interview protocol was developed carefully with a balance between personal experience and past literature. Feedback from the pilot interview also helped me identify gaps in the interview design, based on which amendments were made.

3.5 Ethical considerations

Ethical considerations arise in different stages of the research, including prior to conducting the study, beginning of the study, data collection procedure, data analysis procedure, and the reporting, sharing, and storing of data (Creswell, 2014). This study has received ethical approval from the Departmental Research Ethics Committee (see Appendix C), and I strictly adhered to British Educational Research Association Ethical Guidelines for Educational Research (BERA, 2018) during all stages of the research.

Before interviews, participants were provided with the information sheet (see Appendix D), and informed consent were sought from every participant (see Appendix E for Participant Consent Form). During the data collection period, consent for audio recording was sought from the participants, and participants had the right to reject answering any question or to withdraw at any point. During the data analysis procedure, the participants' and their institutions' names were replaced with pseudonyms and the list of participant names against pseudonyms were kept in a separate password-protected USB drive. Records of consent, audio recordings and research data were stored in the researcher's laptop, which is password-protected. The research data and personal information were deleted once the research is finished, and the consent records will be deleted three years after the publication of this dissertation in Oxford University Research Archive.

3.6 Limitations of this study

As a master's dissertation, this study was restricted by the time permitted and its sample size. Due to time limits, only a limited number of peer educators from five Chinese universities were interviewed. Although generalisation was not sought in this study, it would add to the richness of data if more participants from other Chinese higher education institutions were recruited and interviewed, especially those from institutions not located in Beijing or Shanghai.

Besides, the potential biases generated from my positionality were also recognised. As reflected in the previous section, my previous experience of peer sex education in China's higher education may bring presumptions that influenced the interpretation of data in a biased way. Though attempts were made to negotiate my positionality and the subsequent influences, it is necessary to note the potential biases and recognise the impacts on the research findings.

Chapter Four Findings

4.1 Introduction

This chapter presents the findings generated from the data collected from interviews. Specifically, the findings are structured into three sections in accordance with the three research questions. The first section introduces the ways in which peer educators engage in PSE in China's higher education from three aspects: contents, pedagogy, and organisation. In terms of contents, the range of topics covered and insufficiently addressed by peer educators are presented. Then, the pedagogy adopted by the participants is elaborated, including both formal and informal forms of learning. The third aspect, namely the organisation of PSE, addresses the ways in which participants structure their association, prepare for activities, and implement and evaluate PSE. The second section of this chapter touches upon the motivations that drive peer educators to participate in PSE in China's HEIs. The two motivations emerge - the interests in sex education and the aspirations to promote sex education and destigmatise the LGBTQ+ community in China. The last section presents the benefits and challenges of PSE in China's higher education from peer educators' perspectives. This section explains the benefits for students, peer educators, and the sociocultural environment, as well as individual, organisational, institutional, and cultural challenges.

4.2 Ways of engagement in PSE in China's higher education

Peer educators in this study engaged in PSE by taking active and decisive roles in the design and delivery of PSE. This section examines how peer educators participated in PSE by discussing the contents they chose to cover in PSE, the pedagogy used to deliver PSE, and the organisation of PSE activities.

4.2.1 Contents

A wide range of concepts and topics were mentioned by participants in terms of the contents covered by their PSE associations, including gender and sexuality, values,

sexual and reproductive health (SRH), relationships, sexual behaviours, rights, and self-protection. Usually, the contents were decided by the peer educators collectively through discussions.

One major topic frequently mentioned was gender and sexuality, which also relates to the themes of LGBTQ+ and feminism. Besides introducing basic knowledge about gender identity, gender expression, and sexual orientation, peer educators in this study also touched upon gender and sexuality in the broader context, such as the future of the LGBTQ+ community, discrimination towards LGBTQ+, the legalisation of same-sex marriage, and danmei literature¹. While talking about the specific aspects covered in terms of feminism, Hayden explained that,

There are definitely many areas that we focus on. First of all, “women” is probably a very general category. We have focused on the fundamental theories and their development, some feminism-related comments on the internet, and people’s different perspectives on social events.

These questions are also closely related to values, especially attitudes and beliefs towards gender- and sexuality-related characteristics. For instance, Alison and Brenna mentioned a discussion on the shame and stigmatisation faced by male and female, as well as the cultural factors behind. Sexual harassment and the power dynamics in relationships were also popular topics raised by several peer educators, which were usually discussed with news about sexual harassment in China’s higher education institutions.

Sexual and reproductive health, especially sexually transmitted infections (STIs), is another important topic addressed in the PSE that participants took part in. Similarly, the discussion around SRH and STIs has covered both biological and social aspects. Take HIV for example, several participants noted that peer educators have introduced the testing, routes of transmission, and blocking agent of HIV in their PSE activities, as well as initiating discussion on the destigmatisation of HIV carriers and the public’s

¹ Danmei is “a genre of male-male romance created by and for women and sexual minorities” (Yang & Xu, 2017, p. 3).

perception of HIV. Tess mentioned a question for group discussion as “Would you break up with your partner if you tested positive for HIV?”. Besides STIs, surrogacy was another heatedly discussed question of SRH, which, according to Mona, was also expanded to the broader topic of reproduction.

Peer educators in this study also addressed relationships and sexual behaviours as their contents. Specifically, they have talked about intimate relationships, sexual consent, dating apps, usually based on their personal experience. These questions were also discussed from the legal aspects, such as individuals’ right and gender-based violence. Kris mentioned the discussion of “cooling-off period for divorce” in the newly revised Civil Code, and Mona mentioned the debates on the legal definition of rape. According to the new Civil Code of China, within 30 days from submitting the divorce application, either party of the couple has the right to withdraw the divorce application. Although this law was formulated to slow down the rising divorce rate, there was much debate on whether this law would worsen the situation of those who undergo domestic violence, especially women. As Kris noted, PSE also addressed this issue and looked into relevant social problems. Besides, some other social issues were also mentioned, such as the legalisation of sex industry, sex addiction, BDSM, and pickup artist (PUA), which Alex described as “topics rarely talked about in student associations”.

When being asked about what topics are missing or insufficiently covered in their activities, participants have mentioned feminism, the pleasure of sex, and SRH knowledge for males. As the contents covered in PSE in different institutions vary, the answers given by peer educators also differed. Besides giving specific topics as answers, some peer educators also reflected on the causes behind them, including the lack of enough safe space for discussion, consideration of students’ interests, limited knowledge, the structure of their organisation, and cultural barriers. More discussion on the challenges faced by peer educators will be provided in later sections.

4.2.2 Pedagogy

Peer educators in this study adopted learner-centred and participatory pedagogy with different forms of PSE activities. While there were formal forms like lectures and seminars, there were also various informal forms of learning, including workshops, art forms, peer counselling, and online postings.

Lectures and seminars were organised by peer educators who would invite scholars, activists, NGOs, or students as guest speakers. The contents ranged from scholars and students presenting their academic research on gender, sex, and sexuality to social activists in the area of gender and sexuality sharing their life experiences. The topics also varied from gender studies to interdisciplinary studies on gender and law.

As the interviewees reported, compared to lectures and forums, informal forms of activities were more prevalent for PSE in this study, with workshops being one of the most prominent forms. Some workshops were more casual and relaxed, framed as “fireside chat” or “tea party” by peer educators, in which everyone would be free to join the conversation and exchange thoughts. Besides discussions, various activities were incorporated into the workshops, such as film screening, debates, games, and demonstration of condom use. Specifically, games were used for icebreaking and initiating discussion. For example, Ruby mentioned a game called “picking sides” held on World AIDS Day. They asked people to read statements related to attitudes towards HIV carriers, such as “special schools should be set up for students with HIV”, and answer “yes” or “no” by standing in the corresponding queue. Other games, such as board games and role-playing games, were also used to facilitate the sharing of life experiences and opinions. In comparison, some workshops were more academic, taking the form of book clubs, in which everyone would read the same book and share thoughts on the contents. Most peer educators considered academic workshops as a way to deepen their understanding of relevant topics. As Ruby put it, “Maybe we engage in [sex education] out of interest, but we do not have a deep theoretical or

academic understanding of it. However, there does exist academic and theoretical research on this topic.”

Several art forms were also adopted by PSE in this study, especially for LGBTQ+-related topics. Kris described a dancing class of waacking, which is a type of dance closely related to the LGBTQ+ culture. Drama and script reading workshops, which were combined with discussions on sex, body, and gender, were also mentioned by Hayden and Jade. Tess introduced a photo collection activity, in which they collected photography works related to sex and gender and made them into a photo book.

Another important form of knowledge exchange and peer support mentioned by the participants was peer counselling. A successful example was the “question box” activity organised by Alex. After receiving 209 questions related to sexuality and gender, Alex and 82 other peer educators responded to the questions with answers that amounted to 100,000 words in total. The questions covered a wide range of topics, including self-identity, the Marriage Law, relationships, and many other topics. Olivia described the activity as “very moving”, as peer educators made every effort to answer those questions in an attentive and serious way, after which many students expressed their gratitude and praise.

Internet is another important space for peer educators to deliver PSE, as the majority of participants noted. On the one hand, online peer counselling was conducted through group chat, where students would raise their questions and ask for suggestions. On the other hand, all five PSE associations have social media accounts where peer educators would post articles introducing knowledge related to sex education, commenting on current events, and sharing personal experiences. There were also contributions from students and interview articles written by peer educators. Lena categorised the articles into three types: service and empowerment, advocacy and viewpoints, and academic discussions.

4.2.3 Organisation

This section looks at the organisation of PSE through its structure and different stages of delivery, including preparation, implementation, and evaluation. Peer sex education in this study adopted the form of student association with flexible structures, based on which peer educators prepared and implemented PSE through self-training and collaborations with other organisations. Feedback from students and self-reflection were the two main ways of evaluation.

4.2.3.1 Structure

Peer sex education in this study was organised in the form of student associations. The five PSE associations investigated in this study all had a similar structure, which was constituted by a small team of peer educators and a larger community of those who were interested or have attended PSE activities. The size of the small teams was around 40-60 people. Within the small teams, there would be 10-20 peer educators who were more active and constituted core members. The larger community, which gathered in online chat groups, amounted to 300-500 people. In terms of divisions, four of the five associations had certain degrees of divisions based on the work. However, as Alison and Lena explained, the members within the associations were not restricted by divisions and usually collaborated across divisions. Colin added that working groups would sometimes be created for a specific activity, and those who were interested in it could volunteer to join. This type of “semi-structured” division had the advantages of flexibility, equality, and interests-based characteristic, while it may also suffer from low efficiency. Therefore, participants have expressed very different opinions on whether there should be a structure with clear divisions. Specifically, Alex was an advocate for a structured organisation:

I was criticised by a senior student for turning our association from an association based purely on interests into a place with stricter management. But I always felt that if we let it develop in an unorganised and undisciplined way, it would disappear from the school’s list of associations sooner or later.

If we do not adapt to the environment, I do not think the association would be what it is now.

Meanwhile, Tess, whose association was decentralised and paid more attention to the LGBTQ+ community, recognised the complexity within the structure and the power dynamics faced by marginalised associations:

If not necessary, communities like us do not need to be structured like most mainstream-approved student associations. [...] Our community has more of a sense of connection, which cannot be sustained within power relations and hierarchal structures. [...] Also, although hierarchy is very rigid and redundant, some student associations need it to ensure their productivity. When they have to rely on a particular structure for stability, they may indeed have no choice.

Another factor influencing the structure and management of PSE associations was affiliation. Among the five PSE associations, three associations were officially registered in the university, which means more resources and more control. However, as these associations were run fully by peer educators themselves, PSE investigated in this study differed from traditional PSE run by the university, which was usually supervised by the university's Youth Volunteer Association or Red Cross Society. Alex compared student-led PSE with traditional university-led PSE as "grassroot organisations vs official organisations," describing university-led PSE as "more public, orthodox, and recognised" and "having more funding and support." Meanwhile, university-run PSE were also restricted in terms of freedom and perspectives, as Alex pointed out:

After all, they are a university-led association and represent the university. Even a rainbow flag is not allowed in their posts. But as you can see, we can talk about so many things in our posts, so there does exist a big difference in terms of freedom. [...] Also, their supervisors usually view sex education from a more popular perspective, while our association addresses it with a deeper understanding from a professional perspective. That is why we have the opportunity to post something unlikely to be approved by university-led associations.

It can be seen from this comparison that while student-led PSE associations may differ in terms of resources and control based on their registration status, they, in general, had more freedom to address topics like LGBTQ+, which were considered as “too sensitive” by the official camp.

4.2.3.2 Preparation

It emerged from the analysis that the preparation of PSE requires resources, training of peer educators, and the planning of activities. Specifically, resources include funding and external support such as supervisors and guest speakers. Peer sex education in this study only received little funding, while the sources included the university, NGOs, supervisors, and donations from students and the public. However, several participants suggested that much funding was not necessary for PSE, as guest speakers were voluntary and classrooms were free of charge. In terms of external support, while supervisors were usually required for registered student associations, the other two unregistered PSE associations in this study also had supervisors. As the senior members of student associations, supervisors were usually professors or academic staff within the institutions. Some supervisors supported peer educators and PSE by helping them invite guest speakers, book rooms, and communicate with the university. As mentioned in the previous section, guest speakers could be scholars, people from NGOs, social activists, or graduate students. Peer educators could directly invite professors from the same university, NGOs, activists, and students, while scholars were usually contacted through supervisors.

Instead of systematic training on knowledge of PSE, participants suggested that mentoring and co-learning were two more common forms for peer educators in this study. After new members joined in, peer educators would organise activities together with new members and guide them through the process, with proposals and records of past events as learning materials. The contents and skills taught through mentoring were mostly about procedures and operation, such as how to sign up for classrooms, the university’s regulations on student associations, the writing of annual reports, and

the operation of social media accounts. In terms of theoretical knowledge on sex education, peer educators often learned the knowledge by themselves or through co-learning. As Fynn said, since those who joined PSE already had some knowledge on sex education, mentoring and co-learning would be sufficient for the current situation. However, he also acknowledged that structural training would be necessary if they would like to expand PSE and recruit peer educators without much knowledge.

Peer sex education activities were usually designed collectively by peer educators through meetings, as all participants reported. Participants mentioned regular meetings at the beginning of each term, during which peer educators would schedule activities for this term and decide the theme of each activity. The decisions about contents and topics were mainly made based on students' interests, current events, and international observances, while students' interests stood out as the priority. According to Alex, while brainstorming for topics, peer educators would consider which topics had lower thresholds and could attract more students to participate. Hayden also mentioned the importance of addressing students' interests, as topics that are too academic or basic would be considered as "too theoretical" or "the same old story" and could hardly attract students. Besides, news with heated public discussions and international observations were also important references for peer educators. Some shared topics across different PSE associations mentioned by participants were surrogacy, the Marriage Law, World AIDS Day, International Day against Homophobia, Transphobia, and Biphobia, and International Transgender Day of Visibility. In this way, discussions of PSE went beyond basic concepts and touched upon concrete questions and social problems, which made the discussions more contextualised and relevant to daily life.

4.2.3.3 Implementation and Evaluation

The implementation of PSE includes three aspects: frequency, site, and collaborations. In general, PSE investigated in this study was delivered within the university while being flexible in its frequency. Besides activities run independently by the PSE association, interviewees suggested that peer educators also actively

collaborated with other associations. After each activity, peer educators would collect feedback from students who participated and self-reflected as an evaluation of the PSE activities.

With its various activities, PSE was usually delivered without a fixed schedule, as most participants noted. While plans were set at the beginning of the term, the actual implementation was based on peer educators' agenda. Most PSE activities took place within the universities where peer educators would apply for classrooms and go through the university's procedure for examination and approval. For marginalised and less acknowledged student associations like PSE associations, collaborations with other organisations were an effective approach to deliver PSE and extend their reach. According to the interviewees, partner organisations include student organisations, NGOs, and the university. Besides jointly hosting activities with other student organisations such as musical associations, law associations, and film associations, connections between PSE associations were also an important part of collaborations. For example, Tess and Lena mentioned the communications and connections among PSE associations across the country, through which peer educators support each other, offer suggestions and publicise each other's activities. Similarly, PSE associations and NGOs also collaborated on different projects. Kris recalled a three-way project about HIV jointly organised by their PSE association, an NGO, and the local Centre for Disease Control (CDC), in which peer educators assisted the collection of data which were later analysed by the NGO and CDC. The NGO and CDC also provided HIV tests strips which were distributed by peer educators to students. Meanwhile, PSE also contributed to formal sex education through collaboration with the university. According to Fynn, peer educators from his PSE association would act as the teaching assistants for the sex education course in his institution, during which they would deliver course content and join the discussions with students.

In terms of evaluation, as all participants reported, there was no systematic or formal evaluation process of PSE in this study. Instead, the evaluation of PSE was

based on peer educators' self-reflection and students' feedback. According to Brenna, peer educators would hold meetings to reflect on the activities and discuss the feedback offered by students. Although most of the feedback that peer educators received was positive, most peer educators were cautious about these positive views. Ruby suggested that this may have to do with their audience, as those who participated in PSE already had knowledge on sex education or at least held open attitudes towards relevant topics. Lena also argued that it was difficult to examine their impacts and popularity since they were situated in the "stratosphere"¹ where they were surrounded by people with similar views and interests. Meanwhile, suggestions and negative feedback also exist. Those who were unsatisfied with PSE, as Mona mentioned, had expectations of "something radical" and complained that peer educators were not "bold enough."

4.3 Peer educators' motivations

This section presents the findings related to the second research question about peer educators' motivations. Peer educators in this study were primarily driven by intrinsic motivations to participate in PSE. Specifically, participants were driven by their interests in sex education and aspirations to improve sex education in China and promote equal rights for women and LGBTQ+, which mostly generated from peer educators' sense of identity and experience.

Most participants cited their interests in sex education as the primary reason for them to become peer educators. As several participants suggested, although their interests emerged before university, the strict management and heavy workload in middle schools left no chance for them to participate in relevant extracurricular activities. While some peer educators came across PSE associations by accident or through friends' words, other peer educators, such as Brenna, actively looked for such associations in the university. Some participants even got in touch with their current PSE association before coming to the university. Jade's interests in feminism and

1 In Chinese, the use of "stratosphere" is similar to "echo chamber."

LGBTQ+-relevant topics started in high school. Inspired by a social media account posting relevant content, Jade strengthened her belief in equal rights for LGBTQ+ and women and decided to make it her lifelong career. Her interests and concerns directed her to more online sources, through which she met Tess and expressed her wish to join Tess's association after enrolling in university. Meanwhile, some peer educators' interests stemmed from their identity. Mona identified herself as a lesbian and was attracted by the PSE association as they covered topics related to gender and sexuality. Several other participants' responses also echoed with Mona, as PSE provided opportunities for them to know more people with similar identity and discuss topics deemed sensitive by the mainstream discourse.

Having witnessed the insufficiency of sex education and the subsequent social problems, some peer educators also participate in PSE with their aspirations to make changes. As described by several interviewees, the lack of proper sex education, especially comprehensive sexuality education, has troubled them, which later became a key reason for them to become peer educators and promote sex education. Fynn described his own experience of sex education as "a rough and bumpy road" since he had to access information from different sources by himself. After a long process of distinguishing true and false, Fynn found it necessary to share the scientific knowledge on sex education with his peers:

I hope that the students, especially those who may have less knowledge about sex than I did, could have more direct access to reliable knowledge through our activities, rather than reading things from unknown sources and learning something false.

Similarly, Alison also recognised the importance of sex education through her friend's experience:

Something really terrible happened to my best friend during high school, which was directly related to the lack of sex education in school and family. That also deeply influenced me and made me feel that [sex education] is necessary.

Both Fynn and Alison experienced and witnessed serious problems caused by the lack of sex education, which motivated them to bridge this gap through PSE. Some peer educators also viewed PSE as a way to raise people's awareness about gender equality and sexual minorities¹. As Hayden explained,

Maybe if I did not do it, no one would do it. After joining this association, you would find it possible to deliver the message that we want to deliver since we are actually quite influential. [...] And I think it has a positive effect on improving the public's perception of sexual minorities and women both in schools and in society. [I] just have this sense of responsibility.

Here, Hayden referred to his motivation as a “sense of responsibility,” especially when he realised the influence and power of PSE. The sense of responsibility and the wish to improve sex education were also witnessed in other peer educators. The expression “powered by passion (用爱发电)” was repeatedly used by several participants to describe the current conditions of peer educators. As a buzzword, “powered by passion” refers to the action of voluntarily engaging in something by making extra efforts without expecting and receiving any incentive. As Brenna described, unlike GPA and other social work, PSE does not provide something that may add to their CVs or help secure graduate school offers. The busy schedule in university also forces students to choose between different activities, among which PSE is challenging and “low-rewarding” compared to other options. Therefore, committing to PSE in the long term requires something beyond interests, which were passion and the sense of responsibility in this case.

4.4 Benefits and challenges of PSE in China's higher education

To address the third research question, this section presents the findings about peer educators' opinions on the benefits and challenges of PSE in their institutions. From peer educators' perspective, while PSE benefited students and peer educators and

1 “Sexual minorities” is used as the equivalent of “LGBTQ+.”

brought positive impacts on the sociocultural environment, it also faced challenges on four levels: the individual, organisational, institutional, and cultural levels.

4.4.1 Benefits

In this study, peer educators saw the benefits of PSE from three aspects: for students, for peer educators themselves, and for the sociocultural environment. While both the students and peer educators benefited from growth in knowledge and community support, peer educators also witnessed changes in their own values and obtained a sense of achievement. Meanwhile, participants argued that PSE also contributed to the sociocultural environment by raising people's awareness and destigmatising topics related to sex education.

The most direct benefit of PSE for students, as some participants noted, was increased knowledge and skills of sex education, especially some basic but fundamental knowledge. Alison recalled one workshop where they corrected one male student's misunderstanding about tampons and the confusion between sexual orientation and gender identity. Though the concepts seemed quite basic to peer educators, such experience also reminded them of the necessity of delivering basic knowledge in PSE. Interestingly, Alex went through the process of self-doubt before she realised the significance of their activities:

Before my sophomore year, [...] I actually did not feel that I was doing sex education because those things are common sense to me. [...] Therefore, I would wonder: why am I doing these things while they do not seem to make sense? Were our activities and materials really meaningful? Did they really help someone? [...] After a workshop, a student told me that she felt that she had attended a really meaningful activity, as everyone was so cool and talking about things she had never experienced. Until then, I realised that I was doing sex education and influencing people.

Here, the influences that PSE had on students included not only knowledge and skills but also support and inclusion, as Alex reflected on the question box activity:

When I was running [the question box], I wanted to make it diverse, inclusive, and open so that it could accommodate more different voices and different

people. [...] Some people might find comfort from here. Indeed, some people sent messages in the question box, saying how much they appreciated us and wanted to make it a little haven where nobody would be criticised or morally judged. There would be no discrimination or stereotypes here, just as a rest stop.

By creating a safe and inclusive space, PSE offered a place for students to express their opinions and feelings, which can hardly be uttered and accepted in public, especially for people who identified themselves as LGBTQ+. For them, as Mona said, PSE associations provided a sense of security and belonging. Tess described it as “a small association for the marginalised community in the suppressed mainstream society,” in which they could find people who would understand them better and forge emotional bonds with them.

Similarly, peer educators also benefited from increased knowledge and the support of the community. While delivering knowledge, they also further developed their own system of knowledge and became more motivated to learn. As several participants suggested, the experience of organising different activities and engaging in different types of work also enhanced peer educators’ practical skills, such as leadership, public speech, interpersonal skills, and writing skills. During this process, many peer educators met like-minded yet diverse people with whom they were able to exchange ideas and broaden their horizons through communication. The precious friendship and conversations enriched not only their university life but also their perspectives. For example, Olivia discussed how gender awareness provided her with more perspectives in her later internship as a journalist. Several peer educators also suggested that PSE eliminated some of their stereotypes as they met different people and heard different voices.

Meanwhile, engaging in PSE also brought peer educators a sense of achievement and self-fulfilment, as several interviewees suggested. As a person who likes to help others, Mona enjoyed the process of teaching her peers about how to protect themselves and others through PSE: “It feels like I am doing something good, and it gives me satisfaction.” Hayden also mentioned the sense of accomplishment he felt when he was

able to realise his ideas and build a platform for discussion. For peer educators who identified themselves as LGBTQ+, the knowledge about their community and the sense of achievement gained from PSE gave them confidence and enhanced their self-identification. The positive feedback peer educators received strengthened their belief in PSE and further motivated them to participate in PSE.

In the broader context, some participants also saw the social significance of PSE in terms of influencing the public's perception of sex and relevant topics. Although most peer educators admitted that there was no quantified data of their influences, they did believe in the positive impacts of PSE on the public's attitudes and awareness to some extent. Olivia explained that, while peer educators circulate the information of PSE within their network, it would raise people's awareness about the existence of different people in this world: "They may not know what to do, but at least they are aware of it, and that is already an improvement". Fynn believed that PSE could facilitate the destigmatisation of sex in the broader social context, which is likely to happen "if more and more PSE take place."

4.4.2 Challenges

For peer educators in this study, PSE faced challenges on the individual, organisational, institutional, and cultural levels. Peer educators were restricted by their knowledge and capacity on the individual level, while challenges on the organisational level stemmed from resources, structure, and sustainability. University's control constituted the main institutional barrier, while cultural resistance persisted and limited the impact of PSE.

On the individual level, some participants identified the limited knowledge and capacity as the main challenges for peer educators. As Mona pointed out, many people became peer educators out of interest and did not have experience of extracurricular activities before universities, which resulted in limited knowledge and skills of sex education. The busy schedule of university life further limited the time for peer

educators' self-learning. Under such circumstances, the focus and depth of the contents addressed may be negatively affected. Sophia echoed this point and added that peer educators would hesitate to write articles on unfamiliar topics, considering themselves “not professional enough.”

On the organisational level, it is suggested by several interviewees that PSE faced challenges in terms of the lack of resources, inefficient structure, and sustainability. Although the funding and materials were insufficient, participants in this study identified the lack of guest speakers as the most salient shortage of resources. Considering that topics addressed in PSE were rather sensitive and marginal in the Chinese context, it was difficult for peer educators to find and contact scholars of this area. On the one hand, peer educators had limited connections with potential speakers. On the other hand, as Olivia suggested, “some teachers were reluctant to be associated with student associations like PSE.” Besides guest speakers, findings show that the shortage of peer educators also hindered the implementation of PSE. As mentioned in the previous part, PSE offered few external incentives and required highly self-motivated and passionate peer educators. As the leader of her PSE association, Brenna found it very difficult to “persuade people to engage in PSE by giving up their free time.” Sometimes, the core members of PSE were the only ones who actively took part in PSE, which largely limited the quantity and scale of PSE activities. This problem was exacerbated by the disadvantages of the structure. As introduced earlier, most PSE associations in this study adopted a flexible structure, which allowed the participation and collaboration of peer educators across divisions. Correspondingly, several participants suggested that the flexibility also lowered the efficiency, as it became difficult to summon meetings or find the person responsible for projects. Meanwhile, with the shortage of peer educators and the less-structured way of organisation, many PSE associations faced the challenge of sustainability, as they had difficulty finding successors to take over the association. In some cases, according to Lena, some peer educators were selected as the leader in a hurry, without proper preparation or

familiarity with the association's condition, which caused further problems and stress for peer educators.

University control on the institutional level was the most common barrier raised by all participants. On the one hand, Chinese HEIs have tightened their control over student associations in recent years. PSE also faced the strict requirements to obtain approval to organise activities, as Hayden explained:

For student associations, there are many steps to go through to get approval for activities. It takes at least a week or two to prepare and apply for activities, and there is also the issue of getting approval and booking places. The administrator may not agree with us for many activities and would not allow us to organise them, including lectures and activities within our association.

On the other hand, the sensitive nature of sex education made it subject to more regulation of the university, especially in terms of LGBTQ+-related topics. Tess was cautious and concerned about the optimistic descriptions about the current condition of PSE and student associations related to gender and sexuality:

Although my current community is doing well, it is a very rare case. [...] Being suppressed, breaking down, and rising again is the common status for student associations. [...] I can feel that they are under much pressure, [...] which would require the power of bigger communities to fix the problem.

Several participants talked about their activities being obstructed by the university on 17th May every year (i.e. International Day Against Homophobia, Transphobia, and Biphobia). Tess recalled that no classrooms were allowed to be booked on 17th May in her institution since 2019, and they had to reschedule relevant activities on earlier or later dates. Even for other activities, two interviewees said that they have to be less explicit about their topics in the posters, as Fynn explained:

Sometimes we are afraid that if we publicise too much or in a way that is different from what the university would like to see, it may have a negative impact on our activities and we may not be allowed to organise those activities anymore.

Some interviewees also mentioned that they have to limit the number of participants and narrow their scope of impact to not draw the attention of university administrators who might be concerned about their impact.

On the cultural level, conservative attitudes towards sex and related topics constituted the major obstacle for PSE to scale up. Colin argued that the influences that PSE could bring largely depend on the overall sociocultural environment:

If there is a trend of liberalisation and respect for sexual minorities' rights in society, our association will certainly contribute to this trend. However, if the public's attitudes and the culture of society as a whole tend not to pay attention to the problems of these minority groups, our influence will probably be reduced accordingly.

Olivia offered a salient example of the university's conservative attitudes. In an activity on World AIDS Day, Olivia and her peers planned to distribute test strips and condoms as an approach to raise people's awareness of timely and active tests of HIV. However, condoms were considered "inappropriate" and "not allowed" by the university administrator without any explanations. It was after several rounds of negotiation that the university finally agreed with the proposal reluctantly. Meanwhile, the acceptance of PSE among students was also limited. As Ruby and Fynn suggested, conservative students were too shy to participate in PSE and may even feel uncomfortable if the posters of PSE were too explicit. Under such circumstances, the impacts of PSE were largely restricted to those who were willing to participate or holding an open attitude towards relevant topics.

4.5 Summary of findings

This chapter summarises the findings in relation to the three research questions. Specifically, peer educators' ways of engagement in PSE were examined from three aspects: content, pedagogy, and organisation. As the interview data demonstrated, PSE in this study addressed a comprehensive list of topics, accompanied by discussions on interdisciplinary matters and social problems. Using learner-centred and participatory

pedagogy, peer educators delivered PSE in both formal and informal forms of learning with a wide range of activities. Organised in the form of student association with flexible structure, PSE in this study was characterised as student-led and had more freedom than university-led PSE. As described by the interviewees, the preparation of PSE included accessing resources, training peer educators through mentoring and co-learning, and choosing the themes for activities. In collaboration with other organisations, PSE was mostly carried out in the university without fixed frequency. Peer educators then evaluated PSE based on students' feedback and their own reflection.

In terms of peer educators' motivations, results show that participants in this study were driven to engage in PSE by their intrinsic motivations. While their interests stemmed from their sense of identity and personal experience, peer educators' sense of responsibility also prompted them to address the social problems caused by insufficient sex education through PSE, regardless of the efforts required without rewards.

With the efforts of peer educators, PSE brought benefits to students, peer educators, and the sociocultural environment, as the participants suggested. Both the students and peer educators enjoyed an increase in knowledge on sex education, while PSE also created a safe and inclusive space for discussion and support. Peer educators also said that they obtained a sense of achievement which boosted their confidence and reinforced their identity. For the sociocultural environment, participants argued that PSE helped raise people's awareness of sex education and the destigmatisation of relevant topics.

Meanwhile, according to the interviewees, PSE faced challenges on the individual, organisational, institutional, and cultural levels. While the quality of PSE might be negatively impacted by peer educators' limited knowledge and capacity, peer educators also reported that the lack of resources and the flexible structure of PSE associations caused problems of efficiency and sustainability on the organisational level. Moreover, participants noted that the strict control over PSE associations by the university and the cultural resistance in the broader context further restricted the scale and impact of PSE.

Chapter Five Discussion

5.1 Introduction

This chapter discusses the research findings in relation to past literature. The discussion is divided into three parts, in accordance with the three research questions. The first part examines the similarities and differences between PSE investigated in this study and PSE studied in previous research in terms of how peer educators engaged in PSE in China's higher education. In the second part, the motivations of peer educators in this study are discussed in the broader social context with the literature. The last part analyses the findings on benefits and challenges of PSE perceived by peer educators, while implications for future development of PSE programmes and policymaking are put forward subsequently.

5.2 Ways of engagement in PSE in China's higher education

This section discusses the findings on the ways in which peer educators engage in PSE in light of the existing literature. Firstly, it is argued that PSE investigated in this study was initiated and run independently by young people who played active and responsible roles, which distinguishes it from university-led PSE programmes in literature. Meanwhile, it is recognised that peer educators in this study adopted comprehensive, informal, and empowering approaches to deliver PSE, which touched on topics overlooked in university-led PSE and encouraged in-depth discussions among young people.

5.2.1 Independent communities run by young people

A salient characteristic that distinguishes the PSE studied in this research from the PSE in literature is that it was initiated and run independently by young people. According to the categorisation of PSE based on the three levels of participation by Sun et al. (2018), peer educators in this study are identified as participating with high levels of responsibility, as they were in charge of the organisation, design, and

implementation of PSE during all stages. In comparison, in PSE programmes in previous studies, which were primarily university-led, peer educators had less autonomy and less involvement in programme development, especially in PSE programmes designed for randomised control trial studies (e.g., Tong, 2012; Gao & Liu, 2017). While most university-led PSE examined in literature only realised the “peer delivery” defined by Shiner (1999, p. 564), student-led PSE in this study included both “peer development” and “peer delivery”. One direct benefit of having autonomy in programme development for peer educators was the freedom to decide the contents and topics to cover in PSE. According to the literature, university-led PSE was usually carried out based on the contents designed by researchers or authoritative figures and institutions, in which the voices of peer educators and young people were rarely included (Tong & Wang, 2011; Tong, 2012; Lian et al., 2016). As Alex mentioned, peer educators in student-led PSE had the chance to talk about sensitive topics such as LGBTQ+, which would be strictly prohibited in university-led PSE. This autonomy means that peer educators in this study had the opportunity to cover a wider range of topics and were more likely to address the topics that meet the needs of young people. The decision-making process, as findings suggest, was based on discussions among peer educators, who were young people themselves and were more familiar with the interests and needs of students. As Story and Gorski (2013) suggested, the programmes developed by students can better empower students and fit in with cultural contexts.

Another difference of findings on engagement between literature and this study is the structure of PSE organisations. Literature suggests that most university-led PSE were initiated and organised by institutional actors, such as the university hospital, local Family Planning Associations, local Centres for Disease Control (Tong, 2012; Shen & Yang, 2013; He et al., 2017). Consequently, a strict and hierarchical structure was applied in these PSE organisations to facilitate the regulation and implementation of activities. For PSE in this study, flexible and non-hierarchical structures were adopted. On the one hand, as several participants admitted, this may lower the efficiency. On

the other hand, the equal relationship between peer educators was greatly valued by some participants. The power relationship within PSE associations recognised by Tess echoes with Silva et al. (2021), who argue that issues of power, ethics, and participation should be considered since the planning stage of PSE, as peer education can either promote emancipation or reinforce social control. Considering the principles of peer education, which encourage emancipation, democratisation, participation, and empowerment, some scholars suggest that informal, non-hierarchical organising principles would be more suitable for PSE (Silva et al., 2021; Backett-Milburn & Wilson, 2000; Frankham, 1998; Goldstein, 2020).

The recruitment of peer educators also differs between university-led PSE and student-led PSE. In most university-led PSE programmes examined by previous research, peer educators were selected based on their abilities, and they were trained by authoritative figures such as experts from local CDCs (Tong, 2012; Shen & Yang, 2013; Zhang et al., 2017; Li & Shi, 2019). Such strict and structured selection and training procedure was not observed in the PSE examined in this study, neither did the participants perceive themselves as “role models” or “opinion leaders.” While university-led PSE programmes usually aim to select high-achieving students as peer educators (Zuo et al., 2017), the present study suggests that peer educators in student-led PSE looked for someone with similar values rather than higher grades. Though some participants considered self-training and mentoring as sufficient, it was suggested by some participants that limited knowledge and capacities posed a threat to the quality of delivery. Under such circumstances, while student-led PSE were more democratised and flexible in recruitment and training, challenges of preparing peer educators also arose correspondingly. For peer educators of student-led PSE, with more freedom, there also came more responsibility, which sometimes could be quite heavy for PSE student associations with fewer resources and support than university-led programmes.

Meanwhile, findings show that PSE evaluations are not extensive. Especially rare is the quantitative measurement of the change in students’ knowledge level and

attitudes. While the absence of an evaluation of impacts and efficacy seems to accord with what Silva et al. (2021) describe as the weaknesses of peer education, it actually has to do with the nature of the PSE associations studied. A large body of PSE programmes in literature, which had systematic measurements and evaluation processes, were short-term programmes initiated for research purposes, especially for randomised control trial studies (e.g., Zuo et al., 2017; Jin & Jin, 2016; Lian et al., 2016). Since the primary purpose of these programmes was to study the effectiveness of PSE, these programmes had complete evaluation designs and procedures. Peer sex education associations investigated in this study, however, had a stronger community spirit. As participants suggested, peer educators aimed to exert long-term impacts and create inclusive space for LGBTQ+ students. Therefore, quantitative evaluation was not the most suitable for such associations of informal and community nature.

5.2.2 Comprehensive, informal, and empowering approaches

As reported by the participants, the contents covered by peer educators addressed a wide range of topics, ranging from gender and sexuality to rights and values, which covered almost all key concepts raised in *The International Technical Guidance on Sexuality Education* published by UNESCO (2018). In contrast, the PSE programmes in China's higher education investigated in previous studies only addressed some of the key concepts, focusing more on sexually transmitted infections, reproductive health, sexual behaviours, and relationships (Shen & Yang, 2013; Jin & Jin, 2016; He et al., 2017; Ma & Yu, 2017; Li & Shi, 2019; Wang & Guo, 2019). While these concepts were also included as major parts in the PSE studied in this research, findings show that many peer educators also spent much time and effort on topics related to gender and sexuality, which were poorly covered in PSE programmes in literature. An explanation for the difference is the different leadership and organisation of PSE in this study and literature, as elaborated in the previous section. Compared to university-led PSE, peer educators in student-led PSE had the chance to address more topics in a more

comprehensive and inclusive way. While some university-led PSE programmes still stuck to abstinence-only approach and tried to discipline young people with normative values (Wei et al., 2014; Dong, 2012; Li & Shi, 2019), peer educators in this study attempted to empower students with knowledge and skills. They also tried to strengthen young people's self-identity, especially LGBTQ+ youth who have been "underserved in traditional sex education spaces" (Goldstein, 2020, p. 1). As participants reported, the discussion of key concepts also went beyond basic knowledge and addressed cross-disciplinary topics by reflecting on social issues, such as different shame and stigmatisations faced by males and females, the Marriage Law, sexual harassment in China's higher education institutions. This finding negates the criticisms of PSE as "lack depth," "lack coverage," and "overly focus on prevention and rarely address stigma and discrimination" (UNESCO, 2006, p. 30).

Peer educators also empower students by adopting informal, interactive pedagogy. Similar to the PSE programmes in literature (e.g., Gao & Liu, 2017; Shen & Yang, 2013; Peng et al., 2014), PSE associations in this study also held activities like lectures, workshops, drama, debates, and games. Besides, innovative forms such as art forms and peer counselling were also used to address topics or feelings that could hardly be expressed through ordinary forms of communication. A common characteristic of the activities mentioned by participants was that they all aimed at raising students' awareness of the complex social and cultural factors behind the concepts and phenomena. Rather than simply ticking the box, the peer educators who were interviewed showed interest in stimulating reflections and communication among students. For example, workshops, which were the most commonly cited form by most participants, often incorporated various activities that facilitated discussions. What peer educators in this study tried to do was not to force certain values or opinions on students through teaching but to encourage critical thinking and the exchange of ideas, during which the peer educators also learned from the process. Since there was no clear distinction between the role of tutor and student, the form of PSE here was closer to

what Topping (2005) defined as cooperative learning during which peer educators and students work together for shared output. Meanwhile, this process was carried out in a relaxed and informal context, in which students feel less constrained by traditional power relationships (Campbell & MacPhail, 2002; Strange et al., 2002). The horizontal, democratic, and interactive context also encouraged students to voice opinions without the concern of being judged, as Alex mentioned in the case of the question box.

Another notable pattern in the findings was the use of social media by peer educators; this was another approach for informal learning. According to the findings, the used of social media could be categorised into live chat groups and posts. On the one hand, previous studies have proved the effectiveness of social media-delivered peer sex education (Xu, 2017; Sun et al., 2017). While participants have reported using similar tools as those in literature, one major difference was that peer educators in this study developed the contents and ran the online part independently without authorities such as researchers or teachers. Though some peer educators found it challenging to write on unfamiliar topics, some interviewees suggested that it was also a chance for peer educators to learn. On the other hand, cyberspace was an alternative for peer educators, while face-to-face activities often faced strict regulation and control by the university or were restricted by resources. The flexibility of social media enabled peer educators to deliver PSE in an informal way with long-term impacts.

5.3 Peer educators' motivations

Results show that peer educators in this study engaged in PSE out of intrinsic motivations, especially because of interests in sex education and aspirations to bring changes. This finding differs greatly from previous literature, which suggests that extrinsic motivations and material incentives are key to the success of PSE (Frankham, 1998; Shiner, 1999). In fact, as Brenna argued, peer educators were clear about the “low-return” nature of PSE, which could add little to their academic and professional competitiveness compared to research programmes and other more recognised social

work such as student union positions. Under such circumstances, those who participated in student-led PSE were people who were genuinely enthusiastic about sex education and relevant issues and did not seek any incentives from participation.

One common driving factor for peer educators was the personal experience or social phenomena that intrigued their interests and raised their awareness of the importance of sex education. This echoes with my experience in my previous higher education institution. The PSE association I participated in was initiated by students who wished to establish systematic sexual harassment prevention and regulation mechanism and promote sex education within the university after several reports on sexual harassment in Chinese higher education institutions. While traditional Chinese values and cultures caused difficulties for higher education institutions to set up such mechanisms and relevant courses, student initiatives as a bottom-up approach were adopted by passionate students who wanted to change the current situation. From the interviews, it was also observed that, besides promoting sex education, gender equality and equal rights for LGBTQ+ were also pursued by many peer educators, especially LGBTQ+ young people. As described in previous sections, the PSE associations investigated in this study had a strong community spirit and thus accommodated many LGBTQ+ students in seek of community. In this study, around half of the interviewees identified themselves as LGBTQ+. Many members of these PSE associations, like Hayden, wished to change the public's perception of LGBTQ+ and women and improve the social condition for the marginalised groups in Chinese society through PSE. In terms of this goal, peer sex education was not likely to bring any material rewards or benefits to peer educators. Instead, it carried great pressure and risks, considering the conservative culture and strict social regulation on LGBTQ+-relevant events in China. Therefore, peer educators in this study were motivated by their enthusiasm for sex education and the deep care about those who suffer from discrimination caused by the conservative culture and insufficient sex education.

5.4 Benefits and challenges of PSE in China's higher education

This section analyses the benefits and challenges of PSE in China's higher education by discussing the research findings with comparison to earlier studies in the broader social context. The similarities of findings on benefits and challenges are identified, after which the unique findings generated from research data are analysed by taking social and cultural factors into consideration. Based on the discussion, the suggestions for PSE programmes and policymaking are raised.

5.4.1 Benefits

Findings show that both students and peer educators experienced an increase in knowledge and learned to embrace diverse perspectives by participating in PSE. This finding verifies the theoretical idea of peer education, which argues that people benefit from ideas and cognitive processes generated from interactions and communications among peers (Vygotsky, 1962, 1978; Damon, 1984). Specifically, as several interviewees suggested, the preparation and implementation process helped them deepen their understanding of the concepts and refine their structure of knowledge. This is consistent with that of Topping (2005), who also found that peer educators strengthen their understanding and learn the knowledge better through peer learning. Besides growth in knowledge level, it was raised by many peer educators that they also acquired transferrable skills such as leadership and interpersonal skills through organising events, which accords with the results of earlier studies (Donelan & Kay, 1998; Topping, 2005; Al-Iryani et al., 2013). Moreover, the findings align with former studies, which identify the boost of confidence and sense of achievement acquired by peer educators (Sawyer et al., 1997; Harmon, 2006; Sriranganathan et al., 2010).

On the institutional level, while past literature addresses the low cost of peer education as a major advantage (Turner & Shepherd, 1999; Li & Xu, 2010; Peng & Xie, 2014), it was rarely raised by participants in this study as a benefit of PSE. A possible explanation for this difference might be the positionality of the participants. While previous studies examine PSE more from the standpoint of policymakers and

higher education institution administrators who have to consider the budget of carrying out such programmes (Zhang & Zhang, 2016; Li & Shi, 2018; Liu & Ke, 2018), participants in this study were peer educators who focused more on the detailed process of organisation and implementation. Several interviewees addressed funding as not the most necessary resource for PSE since funding was not the determining factor for the quality of PSE activities.

Another benefit of PSE cherished by the participants was the sense of community that student-led PSE associations brought, which was rarely observed in the literature. Considering that university-led PSE programmes were mostly initiated by the official, the participation of peer educators was more like being selected to undertake the tasks (Zuo et al., 2017). In comparison, as the participants indicated, young people who were interested in sex education and topics related to gender and sexuality gathered in student-led PSE associations and met people who shared similar interests or aspirations. PSE associations that focused more on topics related to LGBTQ+, such as the one in G university, also functioned in a way similar to LGBTQ+ society where the marginalised groups could be understood and support each other. In the Chinese society, the rights of LGBTQ+ are not protected by law and the LGBTQ+ community face pressure and discrimination from the public (Jeffreys, 2018). As Tess argued, the existence of such student associations and the spiritual support they provided is significant for LGBTQ+ students. Together with other organisations that supported the LGBTQ+ community, the role played by PSE associations cannot be underestimated.

Based on the evidence that emerged from the study, PSE is also access through which young people put forward initiatives to raise the public's awareness and advocate social changes. Silva et al. (2021) argue that peer education is "a very useful non-formal education strategy for social action on different issues" from a sociological perspective (p. 70). By using social media, which is a strategy rarely adopted in traditional PSE studied in the literature, peer educators in this study were able to deliver their content to a larger population and exert influences in a broader context. With three types of

online posts categorised by Lena (service and empowerment, advocacy and viewpoints, and academic discussions), peer educators addressed a wide range of topics in a way that is more accessible to young people, which is a practice worth adopting by other PSE associations and programmes that wish to exert long-term influences.

5.4.2 Challenges

Regarding the challenges faced by PSE in China's higher education, the findings in this study accord with earlier studies, while findings on challenges especially for student-led PSE in this study also emerged.

On the individual level, it was acknowledged by both the participants and previous researchers (Zuo et al., 2017; Ma & Yu, 2017) that the limited knowledge and abilities of peer educators may negatively influence the delivery of PSE. A major cause of this problem is the lack of resources and training for peer educators on the organisational level (Walker & Avis, 1999; Dong, 2012; Si et al., 2017). As mentioned in the previous section, different from university-led PSE programmes investigated in the literature, which usually have systematic training carried out by professional and authoritative figures (Zhang et al., 2017; Xu, 2017; He, 2017; He & Shi, 2019), student-led PSE adopted self-training and mentoring as the main method of training. On the organisation level, previous research suggests that the insufficiency of resources also restricted the impact of PSE (Tong & Wang, 2011; Jin & Jin, 2016), which was also verified by the findings in this study. Specifically, for student-led PSE, interviewees also discussed the structure of their associations, which could lead to low efficiency and problems of sustainability. On the macro level, both university-led PSE in literature and student-led PSE in this study encountered the cultural barrier as the biggest obstacle. The public's conservative attitudes towards sex persist and hinder the scaling up of PSE (Gao & Liu, 2017; Zuo et al., 2017).

One unique finding not addressed by previous studies is the control by the university on the institutional level. Almost all participants mentioned the regulation

and stress from the university that student-led PSE associations faced, which was rarely studied by literature that mostly looks into the cases of university-led PSE programmes. Unlike university-led PSE programmes, many student-led PSE associations were not officially recognised and supported in their institutions. On the one hand, as discussed in previous sections, this “grassroot” identity granted student-led PSE more freedom to address sensitive topics. On the other hand, the freedom also led to risks and responsibilities that peer educators had to bear by themselves. An interesting observation mentioned by Mona was that some students were disappointed with their PSE association, considering peer educators as not “bold enough.” According to the participants’ descriptions, it can be seen that peer educators often juggled the contents and regulation. As indicated by some interviewees, peer educators sometimes had to play safe to ensure the successful implementation of PSE, taking strategies such as cutting down the number of students or being less explicit about topics in posters, which at the same time limited the impacts of PSE. Even with such efforts, as Tess indicated, many student-led PSE associations and student LGBTQ+ society still struggled to survive and a large number of them had been shut down by their institutions. While talking about the control by the university and the pressure they faced, the interviewees were rather frankly about their experience. One possible reason was the positionality of the researcher, who was the similar age to the participants and shared similar experiences of being a peer educator. The insider identity was likely to add to the credibility of the researcher, which reassured the participants who were willing to share something, as described by the participants, “not suitable to be shared officially.”

Meanwhile, while the positive impacts of PSE on fostering a more liberal and open sociocultural environment were identified by both previous research (Dong, 2012) and participants in this study, the limitation of impacts also stood out. Besides limited resources and capacities of peer educators that may negatively influence the quality and scale of PSE, the influences of PSE also relied on the overall culture and the

public's perceptions, as Colin argued. The mutual influences between PSE and social culture mean that PSE cannot be the magic bullet to address the whole issue of sex education generated from systematic problems. As Brown et al. (2018) pointed out, sex education is a complex system in which "peer-led programs, community action, policies, laws, culture, health systems and new technologies will interact and influence each other" (p. 3). Thus, peer sex education can hardly "change behaviour... in the absence of appropriate partnerships" (Campbell, 2004, p. 199).

However, as evidence from the data shows, student-led PSE in China's higher education not only received little support from the university (both materially and institutionally) but also faced strict regulation and great pressure on activities of culturally sensitive topics. Though some improvements in law can be observed with the recognition of sex education in China's *Law on Protection of Minors*, supporting policies and measures are still under-developed (Liu & Yuan, 2017; Nie & Yu, 2019). The policy discourse in China often depicts sex education as a means to discipline young people and produce healthy and moral bodies, consistent with the national ideology and the political goal of modernisation (Aresu, 2009). The conservative attitude can also be observed from the naming of university-led programmes, such as the "Youth Health Work" programme initiated by China Family Planning Association (China Family Planning Association, 2014). The ideology, together with the public's conservative attitudes towards sex, makes the HEI leadership reluctant to initiate university-led PSE or support student-PSE (Zuo et al., 2017). In July 2021, the WeChat and Weibo social media accounts of over 20 PSE associations and student associations that addressed topics related to LGBTQ+ and feminism in China's HEIs were deleted without any specific explanation. According to the notice posted by the researcher's friends from these associations, this incident was extremely frustrating for peer educators and members of those institutions, whose years of efforts had been denied and deleted overnight. Meanwhile, the celebration of this incident by the conservatives was witnessed on Chinese social media platforms, while many of them still referred to

homosexuality as an illness, regardless of the fact that China has dropped homosexuality from the list of mental disorder in 2001 (Chinese Medical Association, 2001).

While the policy and measurement are discouraging on the macro-level, attempts made on the meso-level, such as collaborations between PSE associations and NGOs and local CDCs, as mentioned by some participants and previous studies (Tong, 2012; Shen & Yang, 2013; He et al., 2017), were effective strategies to support the implementation of PSE. In the long term, joint efforts made by PSE associations and other stakeholders are imperative to ensure the sustainability and effectiveness of student-led PSE, such as supporting policies, institutional backing, and nationwide collaboration among student PSE associations.

Chapter Six Conclusion

6.1 Summary of this study

As an effective approach to compensate for the insufficient sex education in China, peer sex education (PSE) has gained increasing popularity in China's higher education institutions (Shen & Yang, 2013). This study set out to gain a better understanding of PSE in China's higher education from peer educators' perspectives. This study contributes to the existing knowledge of PSE in China by providing evidence on student-led PSE associations in China's higher education institutions, which make a significant contribution to China's sex education yet were rarely addressed in the literature compared to university-led PSE. Meanwhile, this research highlights the voices of peer educators who were the main actors of student-led PSE but were usually underrepresented in previous studies. The insights gained from this study may also be of assistance to the future development of student-led PSE programmes and policymaking in relevant fields. Specifically, this study examines peer sex education in China's higher education by investigating the following research questions:

Research Question 1: How do peer educators in China's higher education institutions engage in peer sex education?

Research Question 2: Why do peer educators engage in peer sex education in China's higher education?

Research Question 3: How do peer educators see the benefits and challenges of peer sex education in China's higher education?

To address the first question, this study identifies peer educators' ways of engagement from three aspects: contents, pedagogy, and organisation. According to the description of the participants, peer educators touched upon a wide range of topics that covered almost all key concepts for comprehensive sexuality education. By adopting a learner-centred and participatory approach, peer educators empowered students with knowledge and skills through formal and informal learning, especially

through discussions on interdisciplinary and social issues. Different from university-led PSE, PSE in this study was initiated and run independently by students in the form of student associations and, as some interviewees suggested, had more freedom in choosing contents and designing activities. Given the flexible structure of student-led PSE, evidence shows that peer educators carried out training among themselves, planned activities through collective decision-making, and collaborated with other student associations and organisations. The evaluation of PSE, as reported by the participants, was based on students' feedback and peer educators' self-reflection.

In response to the second question, findings suggest that intrinsic motivations, including interests in sex education and aspirations to make changes, were the main driving forces for participants. Rather than the extrinsic motivations and incentives suggested by literature (Frankham, 1998; Shiner, 1999), participants were driven by their past experiences, self-identity, and the wish to support the LGBTQ+ community and promote sex education in China. Having realised the "low-return" nature of PSE, peer educators in this study voluntarily participated in PSE without seeking any rewards.

In terms of the benefits perceived by peer educators, findings show that students, peer educators, and the overall social environment benefited from PSE in this study. According to the participants, both the students and peer educators gained more knowledge on sex education, while peer educators also enhanced transferrable skills and a sense of achievement that encouraged them to further commit to PSE. Meanwhile, the strong community spirit of PSE associations in this study also provided the students and peer educators with a sense of community and accommodated LGBTQ+ students with an inclusive culture. In the broader context, some participants also believed that PSE contributed to the destigmatisation of the LGBTQ+ community and helped raise people's awareness of relevant issues.

Meanwhile, participants also mentioned the challenges faced by PSE on the individual, organisational, institutional, and cultural levels. Similar to PSE programmes

studied in previous research, the PSE associations that interviewees participated in were restricted by peer educators' limited knowledge and capacities on the individual level and the traditional conservative values on the cultural level. While the negative influences caused by the lack of resources were reported both in the literature and by the participants, peer educators in this study also identified the low efficiency and sustainability issue of student-led PSE on the organisational level. One salient obstacle unique to student-led PSE on the institutional level was the regulation and control by the university, which was frequently addressed by most participants. Therefore, it is suggested that collective actions be taken by different stakeholders within the complex system of sex education to ensure the sustainability of PSE and maximise its effectiveness.

6.2 Implications for further research

As this study examines student-led peer sex education in Chinese higher education specifically through the lens of peer educators, it is recommended for future studies to investigate the perspectives of other stakeholders, such as students, supervisors of PSE student associations, parents, administrators of the higher education institutions, and NGOs that collaborate with student-led PSE associations. By comparing and analysing the opinions of different stakeholders, further research could examine student-led peer sex education in China's higher education in a more comprehensive way. In terms of scope, since only peer educators from five institutions in Beijing and Shanghai were interviewed in this study, further investigation would benefit from the inclusion of voices of peer educators from institutions in other parts of China, especially those from relatively peripheral geographic areas which may generate more diverse findings.

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Appendix A Invitation Letter

English version

Dear [participant name],

My name is Zixin Xie and I'm a Master's student from Department of Education at University of Oxford. For my master's degree, I am working on my dissertation research titled "Peer Sex Education in China's higher education: A Peer Educator's Perspective". This study aims to explore the current development of peer sex education in China's higher education institutions from peer educators' perspective. I would like to invite you, as a peer educator, to participate in the study.

Specifically, the research is conducted to investigate the ways in which peer educators engage in peer sex education in China's higher education, peer educators' motivations, and the challenges and benefits they identify in China's peer sex education in higher education.

If you are happy to take part in the research, you will be invited to attend an online one-to-one interview. The time and date of the interview will be decided based on your choice. The interview should take approximately 30 minutes. With your consent, the interview will be audio-recorded and transcribed for follow-up data analysis. The data will be stored properly and your name will be pseudonymised in the final dissertation. Your participation is entirely voluntary.

As an active member of peer sex education during my undergraduate study, I have a strong personal interest in this topic. This will also be a chance for us to reflect on our own motivations and experience of peer sex education. Your experience and opinions will also contribute to the knowledge of peer sex education in China's higher education, which will benefit both the research and policymaking decisions in relevant fields.

I would very much appreciate your consideration. If you would like to learn more about me and/or the research, please do not hesitate to contact me via email: zixin.xie@education.ox.ac.uk.

Best wishes,
Zixin Xie
MSc student
Department of Education, University of Oxford

Chinese version

[参与者姓名]同学：

你好！我是谢子欣，现就读于牛津大学教育系的硕士项目。我的硕士论文研究“中国高校同伴性教育：同伴教育者的视角”旨在从同伴教育者的角度探讨中国高等教育机构中同伴性教育的发展现状，我希望能够邀请你作为一名同伴教育者参与本研究。

具体来说，本研究旨在调查同伴教育者在中国高校中参与同伴性教育的方式，同伴教育者的动机，以及在同伴教育者看来中国高等教育同伴性教育的益处与挑战。

如果你愿意参与研究，你将被邀请参加在线一对一采访。采访的时间和日期将以你方便为准，访谈时间大约为 30 分钟。在你的同意下，访谈将被录音和转录，以便进行后续数据分析。研究数据会被妥善保存，你的名字将在最后的论文中进行化名处理。参与与否是完全自愿的。

出于本科期间同伴性教育的经历，我对这个话题有着强烈的个人兴趣。这将是我们一同反思参与同伴性教育的经历与经验的机会，你的经验和意见也将为学界相关研究及相关领域的决策提供帮助。

十分感谢你的关注，如果你想了解更多关于我和或研究的信息，请通过电子邮件与我联系：zixin.xie@education.ox.ac.uk。

祝好！

谢子欣
牛津大学教育系研究生

Appendix B Interview Protocol

English version

Part One: Introduction

- Brief introduction of the research and interview process
- Self-introduction by the researcher (current location, major, year, hometown, education experience)
- Please tell me about yourself. (year, major, hometown)
- Can you describe your engagement in PSE?

Part Two: Motivations of peer educators

- When did you become a peer educator of sex education?
- What is your role in your PSE group/programme? What are your responsibilities?
- Why did you decide to become a peer educator? What are your motivations?
- Did you have similar experience before university?

Part Three: Ways of engagement

- Contents
 1. What topics and contents do you address in your activities?
 2. How do you decide on the topics and contents for peer sex education?
 3. Do you refer to any publications/literature/guidelines? If yes, what are they?
 4. Are you satisfied with the contents/topics you are covering?
 5. If not, what else do you think you need to cover?
- Pedagogy
 1. Characteristic
 - a) What are the characteristics of the PSE you delivered? (learner-centred/teacher-centred, interactive, participatory, etc.)
 - b) Why do you choose to deliver PSE in this way?
 2. Form
 - a) How do you decide on the pedagogy? -> please elaborate on one/more of them
 - b) What are the types of activities involved? (workshop, seminar, group discussion, etc.)
 - c) How often do you hold each type of activities?
 - d) When do activities usually take place?
 - e) How long does each type of activity last?
 - f) Do you think they are effective? Which one(s) is the most effective?
 - g) How has COVID influenced your activities? What adaptations have you made?
- Organisation
 1. Structure

- a) How long has your organisation/group been established?
 - b) What is the structure of your organisation/group?
 - c) Is your organisation/group affiliated to any organisation/university department?
 - d) How many people are there in your organisation/group?
 - e) What is the demographic composition of your organisation/group? (major, gender, year)
 - f) Does the structure work well? Can any improvements be made?
 - g) Are there any other similar organisations in your institutions? If yes, how are their situations? What are your main differences.
2. Resources
 - a) Where do you deliver peer sex education?
 - b) What are the main sources of your resource/funding? How do you access them?
 - c) Do you have any collaboration with other organisations/foundations/etc.?
 - d) Do you think the current resources sufficient? If not, what else do you need?
 3. Educator training
 - a) How do you train peer educators?
 - b) How do you prepare for different forms of peer education?
 - c) Do you think the current training sufficient? If not, what else do you need?
 4. Recruitment
 - a) How do you popularize your activities? (posters, social media, etc.)
 - b) How do you recruit participants of peer sex education?
 - c) Can you always recruit people of expected amount? (more or less?)
 5. Implementation & evaluation
 - a) Please describe one of the impressive events you have experienced. / Do you have any interesting experience?
 - b) How many people have been influenced by your activities?
 - c) Do you conduct any summary or evaluation after activities?
 - d) What are participants' feedback and experiences (as far as you know)?
 - e) What do you think of your impact? Are your project influential?

Part Four: Challenges and benefits

- Challenge
 1. What challenges do peer educators face when carrying out projects/activities?
 2. Have you experienced any personal difficulties/challenges when engaging with peer sex education?
 3. If yes, what were the difficulties/challenges?
 4. How did you solve the problems?
 5. If the problems could not be solved, what were the main reasons?
- Benefits

1. What are the benefits of peer sex education for the participants, if any?
2. What are the benefits of peer sex education for the general social environment, if any?
3. What are the benefits of peer sex education for yourself, if any?
4. What are your suggestions for peer sex education in China's higher education, from your own experience?

Part Five: Conclusion

- Is there anything else that you want to mention?
- Do you have any question for me?

Chinese version

第一部分：介绍

- 简要介绍研究信息及采访过程
- 研究者自我介绍（现居地，专业，年级，家乡，教育经历）
- 请你自我介绍（年级，专业，家乡）
- 请简要介绍一下你平时是如何参与同伴性教育活动的

第二部分：动机

- 你是什么时候成为同伴教育者的？
- 你在社团中扮演什么样的角色？承担哪些责任？
- 你为什么会想成为一名同伴教育者？你的动机是什么？
- 你在大学之前有过类似经验吗？

第三部分：参与方式

- 内容
 1. 你们活动一般涉及哪些内容/主题？
 2. 你们一般怎么决定活动主题/内容？
 3. 你们是否会参考任何出版物/文献/指导方针？如果有的话，是哪些？
 4. 你对目前你们所涉及的主题/内容满意吗？
 5. 如果不满意，你认为还需要涵盖哪些内容/主题？
- 教学法
 1. 特色
 - a) 你们的活动有什么特色？（学习者/教师为中心，互动式，参与式等）
 - b) 你们为什么选择这样进行活动？
 2. 形式
 - a) 你们是如何决定活动形式的？请详细描述其中一种（或几种）
 - b) 有哪些活动形式？（工作坊，研讨会，小组讨论等）
 - c) 各种活动的频率大该如何？
 - d) 活动一般什么时候举行？
 - e) 每场活动时长大概多久？
 - f) 你觉得这些形式效果如何？哪些形式效果最好？
 - g) 你们的活动受到疫情怎样的影响？做了哪些改动？
- 管理
 1. 组织结构
 - a) 你们社团成立多久了？
 - b) 你们社团的组织结构是什么样的？
 - c) 你们社团是否附属任何组织/校内部门？
 - d) 你们社团有多少人？
 - e) 你们社团的人员组成是什么样的？（专业，性别，年级）
 - f) 你觉得这个组织结构如何？有什么可以改进的吗？
 - g) 你们校内还有类似的组织吗？有的话，他们的发展如何？和你们的主要区别是什么？

2. 资源
 - a) 你们一般在哪里举办活动?
 - b) 你们活动的资源/资金一般从哪里来? 怎么获取的?
 - c) 你们有和别的机构/社团合作吗?
 - d) 你觉得现有的资源足够吗? 如果不够的话, 还需要什么?
3. 同伴教育者培训
 - a) 你们一般怎么进行同伴教育者培训?
 - b) 你们对于不同的活动形式都怎么进行准备?
 - c) 你认为目前的培训足够吗? 如果不够的话, 还需要什么?
4. 招募参与者
 - a) 你们一般怎么进行活动宣传? (海报, 社交媒体等)
 - b) 你们一般如何招募参与者?
 - c) 你们招募到的人数是否都能达到预期? (更多或更少?)
5. 实施&评估
 - a) 请描述一段你印象深刻/有趣的经历
 - b) 你们目前有多少参与者/影响人群有多大?
 - c) 你们在活动过后会复盘或评估吗?
 - d) 活动参与者对于你们的反馈如何? 体验如何? (就你所知)
 - e) 你认为你们的影响力如何? 大吗?

第四部分: 挑战与积极影响

- 挑战
 1. 同伴教育者在办活动的时候会面临什么挑战和阻碍?
 2. 你在参与活动过程中是否经历过任何个人的困难/挑战?
 3. 如果有的话, 是怎么样的?
 4. 你是怎么解决那些问题的?
 5. 如果问题没解决的话, 主要原因是什么?
- 积极影响
 1. 同伴性教育对参与者有什么积极影响 (如果有的话)?
 2. 同伴性教育对同伴教育者有什么积极影响 (如果有的话)?
 3. 同伴性教育对你有什么积极影响 (如果有的话)?
 4. 就你自己的经验而言, 你对中国高校同伴性教育有什么建议?

第五部分: 总结

- 你还有什么想提出的吗?
- 你有什么问题想问我吗?

Appendix C CUREC Approval

Subject: CUREC Approval: ED-CIA-21-108

Dear Maia and Zixin,

'Peer Sex Education in China's Higher Education: A Peer Educator's Perspective'

The above application has been considered on behalf of the Departmental Research Ethics Committee (DREC) in accordance with the procedures laid down by the University for ethical approval of all research involving human participants.

I am pleased to inform you that, on the basis of the information provided to DREC, the proposed research has been judged as meeting appropriate ethical standards, and accordingly, approval has been granted.

Please continue to follow all current guidance issued by CUREC during the pandemic, notably COVID-19: CUREC guidance on research involving human participants, <https://researchsupport.admin.ox.ac.uk/governance/ethics/coronavirus>

If relevant please also check the CUREC website for their best practice research guides, <https://researchsupport.admin.ox.ac.uk/governance/ethics/resources/bpg>

Stay safe,

Yours sincerely,

Pinar

Pinar Kolançali
Researcher in Child Development and Learning
Departmental Research Ethics Committee Member
15 Norham Gardens, Oxford OX2 6PY
Email: pinar.kolancali@education.ox.ac.uk



Appendix D Participant Information Sheet

UNIVERSITY OF OXFORD
DEPARTMENT OF EDUCATION
15 Norham Gardens, Oxford OX2 6PY
Tel: +44 (0)1865 274024
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http://www.education.ox.ac.uk/



Peer Sex Education in China's Higher Education: A Peer Educator's Perspective 中国高校同伴性教育：同伴教育者的视角

PARTICIPANT INFORMATION SHEET 参与者信息书

Central University Research Ethics Committee (CUREC) Approval Reference: ED-CIA-21-108
牛津大学中央研究伦理委员会审批编号：ED-CIA-21-108

1. *Why is this research being conducted?*

This study aims to explore the current development of peer sex education in China's higher education institutions from peer educators' perspective. The research is conducted to investigate the ways in which peer educators engage in peer sex education in China's higher education, peer educators' motivations, and the challenges and benefits they identify in China's peer sex education in higher education.

为什么要进行本项研究？

本研究旨在从同伴教育者的角度探究中国高校同伴性教育的发展现状。研究的目的是探讨中国高校同伴教育者参与同伴性教育的方式和动机，以及在同伴教育者看来中国高校同伴性教育所面临的挑战和带来的积极影响。

2. *Why have I been invited to take part?*

You have been invited because you are a full-time student enrolled in one of the five selected universities and have participated in peer sex education in the higher education setting in China. Only those who have at least 6 months of experience of peer sex education or are the core members of the student organisation they belong to are selected as participants for this study.

为什么邀请我参与本项研究？

你被邀请参与本项研究的原因是你符合以下参与者标准：五所选定高校中的全日制在读学生、参与中国高校同伴性教育活动、拥有6个月以上同伴性教育活动或是作为社团核心成员的经历。

3. *Do I have to take part?*

No. You can ask questions about the research before deciding whether or not to take part. If you do agree to take part, you may withdraw yourself from the study at any point of the study, without giving a reason, and without negative consequences, by advising the researcher of this decision.

参与是强制的吗？

不，参与不是强制的。在决定是否参加研究之前，你可以询问有关研究的问题。如果你同意参加，你可以在研究的任何时候退出，无需说明理由，也无需承担后果，只要将此决定告知研究人员即可。

4. *What will happen to me if I take part in the research?*

If you are happy to take part in the research, you will be invited to attend an online one-to-one interview. You will be asked questions related to your engagement with peer sex education in China's higher education

institutions, your motivations to become a peer educator, and your opinions on the challenges and benefits of peer sex education in China's higher education. The time and date of the interview will be decided based on your choice. The interview should take approximately 30 minutes. You can also ask to pause or stop the interview at any time. With your consent, the interview will be audio-recorded and transcribed for follow-up data analysis. After the transcription, you can review the transcript and revise the contents, if you wish to. If you are still happy to take part, you will be asked to sign a consent form or give verbal consent.

如果我参与研究，我需要做什么？

如果你愿意参与研究，你将被邀请参加在线一对一采访。你将被问及与你在中国高校参与同伴性教育的情况、成为同伴教育者的动机，以及你对中国高校同伴性教育面临的挑战和积极影响的看法。采访的时间和日期将以你方便为准，访谈时间大约为 30 分钟。你可以在任何时候要求暂停或停止采访。在你的同意下，访谈将被录音和转录，以便进行后续数据分析。录音结束后，如果你愿意，你可以查看录音记录，并对内容进行修改。如果你愿意参加，你需要签署同意书或给予口头同意。

5. *Are there any potential risks in taking part?*

There are no potential physical and emotional harms identified in this research. There is a slight risk of being identifiable, given the limited number of peer sex education student organisation in China's universities. To avoid the breach of confidentiality, the researcher will make every effort to preserve confidentiality and privacy. The personal data will be pseudonymised and will be stored properly in safe places which are password-protected and can only be accessed by the researcher.

参与该研究是否会带来任何潜在风险？

本研究暂未发现潜在的身体和情感伤害风险。鉴于中国高校同伴性教育学生组织数量有限，因此存在轻微的被识别的风险。为避免信息泄露，研究者将尽一切努力维护数据机密和个人隐私。你的个人资料将使用化名命名，妥善保存在安全的地方，由密码保护，并且只有研究者拥有查阅权限。

6. *Are there any benefits in taking part?*

The direct benefit of taking part is that you are provided with a chance to reflect on your motivations of becoming a peer educator and to see whether the experience of peer sex education has brought any benefits or changes to you. By reflecting on the development of peer sex education, you may also gain insights into future improvements for your own organisation/group. Your experience and opinions will also contribute to the knowledge of peer sex education in China's higher education, which will benefit both the research and policymaking decisions in relevant fields.

参与该研究是否能带来任何好处？

参与的直接好处是你将有机会反思自己成为同伴教育者的动机，并思考同伴性教育的经验是否给自己带来了任何积极影响或改变。反思同伴性教育的发展，也将有助于增进你对自己的社团/组织未来发展的思考。你的经验和观点也将增进该领域对中国高校中的同伴性教育实践的认识，有利于相关领域的研究和政策制定。

7. *What happens to the data provided?*

The information you provide during the study is the **research data**. Any research data from which you can be identified (e.g. your name, your demographic information, the audio recordings, and the transcript of the recordings) is known as **personal data**.

Personal data will be stored in the researcher's personal laptop and cell phone, both of which are password-protected. The audio recordings and transcript will be named with pseudonyms and kept in encrypted files. The list of participant names against pseudonyms will be kept in a separate password-protected USB drive. The personal data will be deleted after the research is finished.

Other research data (including consent forms) will be stored for three years after the dissertation's publication in Oxford University Research Archive. The research data will be stored in the researcher's personal laptop which is password-protected.

The researcher and the supervisor will have access to the research data.

I would like your permission to use direct quotes with your name replaced by a pseudonym in any research outputs.

我提供的数据将被如何处理？

你在研究期间提供的信息即为**研究数据**。任何可以识别你的研究数据（如姓名、详细信息、录音和录音记录稿）都称为**个人数据**。

个人数据将存储在研究者的个人笔记本电脑和手机中，这两台设备都由密码保护。录音文件和转录稿将用化名命名，并保存在加密文件中。参与者姓名与化名的对照表将保存在一个单独的密码保护U盘中。研究结束后，个人数据将被删除。

其他研究数据（包括知情同意书）将在论文发表在牛津大学研究档案馆后保存三年。研究资料将保存在研究者的个人笔记本电脑中，并由密码保护。

研究者和其导师将有权访问这些研究数据。

我希望你允许我在任何研究成果中以化名的形式直接引用你。

8. Will the research be published?

The University of Oxford is committed to the dissemination of its research for the benefit of society and the economy and, in support of this commitment, has established an online archive of research materials. This archive includes digital copies of student theses successfully submitted as part of a University of Oxford postgraduate degree programme. Holding the archive online gives easy access for researchers to the full text of freely available theses, thereby increasing the likely impact and use of that research.

The research will be written up as a student's thesis. On successful submission of the thesis, it may be deposited both in print and online in the University archives to facilitate its use in future research. If so, the thesis will be openly accessible.

该研究是否会发表？

牛津大学致力于传播其研究成果，以造福社会和经济，并为支持这一承诺，建立了一个在线研究资料档案馆。该档案馆包括了牛津大学研究生学位论文的在线电子存档，研究人员能够方便地免费获取论文全文，从而提高研究的影响力和使用率。

该研究将以学生论文的形式呈现。论文成功提交后，其将以印刷品或电子存档的方式存入大学档案馆，以方便今后的研究工作中使用。如果是这样，该论文将是公开的。

9. Who has reviewed this study?

This study has been reviewed by, and received ethics clearance through, the University of Oxford Central University Research Ethics Committee (Reference number: ED-CIA-21-108).

谁审查了这项研究？

本研究已通过牛津大学中央研究伦理委员会（审批编号：ED-CIA-21-108）的审查，并获得伦理学许可。

10. Who do I contact if I have a concern about the study or I wish to complain?

If you have a concern about any aspect of this study, please contact the researcher Zixin Xie (zixin.xie@education.ox.ac.uk) or her supervisor Maia Chankseliani (maia.chankseliani@education.ox.ac.uk), and we will do our best to answer your query. The researcher will acknowledge your concern within 10

working days and give you an indication of how it will be dealt with. If you remain unhappy or wish to make a formal complaint, please contact the Chair of the Research Ethics Committee at the University of Oxford who will seek to resolve the matter as soon as possible:

Chair, **Social Sciences & Humanities Inter-Divisional Research Ethics Committee**; Email: ethics@socsci.ox.ac.uk; Address: Research Services, University of Oxford, Wellington Square, Oxford OX1 2JD

如果我对研究有疑问或想投诉，我应该与谁联系？

如果你对本研究的任何方面有疑虑，请联系研究者谢子欣（zixin.xie@education.ox.ac.uk）或她的导师 Maia Chankseliani（maia.chankseliani@education.ox.ac.uk），我们将尽力解答你的疑问。研究者将在 10 个工作日内确认你的问题，并向你说明如何处理。如果你仍不满意或希望提出正式投诉，请联系牛津大学研究伦理委员会主席，他将尽快解决该问题：

Chair, Social Sciences & Humanities Inter-Divisional Research Ethics Committee;
邮箱: ethics@socsci.ox.ac.uk;
地址: Research Services, University of Oxford, Wellington Square, Oxford OX1 2JD。

11. Data Protection

The University of Oxford is the data controller with respect to your personal data, and as such will determine how your personal data is used in the study.

The University will process your personal data for the purpose of the research outlined above. Research is a task that is performed in the public interest.

Further information about your rights with respect to your personal data is available from <http://www.admin.ox.ac.uk/councilsec/compliance/gdpr/individualrights/>.

数据保护

牛津大学是你个人数据的控制者，因此将决定如何在研究中使用你的个人数据。牛津大学将为上述研究的目的处理你的个人数据。研究是为了公共利益而展开的。有关你的个人数据权利的进一步信息，请访问 <http://www.admin.ox.ac.uk/councilsec/compliance/gdpr/individualrights/>

12. Further Information and Contact Details

If you would like to discuss the research with someone beforehand (or if you have questions afterwards), please contact:

更多信息与联系方式

如果你想就研究进行更多提前讨论（或在这之后有更多问题），请联系：

Zixin Xie (MSc student)
Department of Education, University of Oxford
15 Norham Gardens, Oxford OX2 6PY
University email: zixin.xie@education.ox.ac.uk

Appendix E Participant Consent Form

UNIVERSITY OF OXFORD
DEPARTMENT OF EDUCATION
15 Norham Gardens, Oxford OX2 6PY
Tel: +44 (0)1865 274024
Email: general.enquiries@education.ox.ac.uk
http://www.education.ox.ac.uk/



PARTICIPANT CONSENT FORM

参与者知情同意书

Central University Research Ethics Committee (CUREC) Approval Reference: ED-CIA-21-108
牛津大学中央研究伦理委员会审批编号: ED-CIA-21-108

Peer Sex Education in China's Higher Education: A Peer Educator's Perspective 中国高校同伴性教育：同伴教育者的视角

Purpose of Study: This study aims to explore the current development of peer sex education in China's higher education institutions from peer educators' perspective. The research is conducted to investigate the ways in which peer educators engage in peer sex education in China's higher education, peer educators' motivations, and the challenges and benefits they identify in China's peer sex education in higher education.
研究目的: 本研究旨在从同伴教育者的角度探究中国高校同伴性教育的发展现状。研究的目的是探讨中国高校同伴教育者参与同伴性教育的方式和动机，以及在同伴教育者看来中国高校同伴性教育所面临的挑战和带来的积极影响。

Please initial each box 请在框内签下姓名缩写

- | | | |
|---|--|----------------------|
| 1 | <p>I confirm that I have read and understand the information sheet for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.</p> <p>我确认我已阅读并理解上述研究的相关信息。我已认真阅读相关资料，提出的疑问得到了满意的答复。</p> | <input type="text"/> |
| 2 | <p>I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason, and without any adverse consequences or penalty.</p> <p>我了解我的参与是自愿的，我可以随时退出，不需要给出任何理由，也不会有任何不良后果或处罚。</p> | <input type="text"/> |
| 3 | <p>I understand that research data collected during the study may be looked at by authorised people outside the research team. I give permission for these individuals to access my data.</p> <p>我了解研究期间收集的研究数据可能会被研究团队以外的授权人员查看。我允许这些人查阅我的数据。</p> | <input type="text"/> |
| 4 | <p>I understand that this project has been reviewed by, and received ethics clearance through, the University of Oxford Central University Research Ethics Committee.</p> <p>我了解本项目已通过牛津大学中央研究伦理委员会的审查，并获得伦理许可。</p> | <input type="text"/> |
| 5 | <p>I understand who will have access to personal data provided, how the data will be stored and what will happen to the data at the end of the project.</p> <p>我了解谁能访问我所提供的个人数据，数据将如何存储，以及项目结束后数据将如何处理。</p> | <input type="text"/> |

- | | | |
|-----|--|---|
| 6 | I understand how this research will be written up and published.
我了解这项研究将如何撰写和发表。 | <input style="width: 60px; height: 25px;" type="checkbox"/> |
| 7 | I understand how to raise a concern or make a complaint.
我了解如何提出问题或进行投诉。 | <input style="width: 60px; height: 25px;" type="checkbox"/> |
| 8 | I consent to being audio recorded.
我同意被录音。 | <input style="width: 60px; height: 25px;" type="checkbox"/> |
| 9 | I understand how audio recordings will be used in research outputs.
我了解录音将如何被用于研究成果。 | <input style="width: 60px; height: 25px;" type="checkbox"/> |
| 10a | I agree to the use of pseudonymised quotes in research outputs OR
我同意以化名的形式在文中被引用 或 (请在 10a 和 10b 中二选一) | <input style="width: 60px; height: 25px;" type="checkbox"/> |
| 10b | I do not wish to be directly quoted.
我不希望被直接引用。 | <input style="width: 60px; height: 25px;" type="checkbox"/> |
| 11 | I agree to take part in the study.
我同意参加本研究。 | <input style="width: 60px; height: 25px;" type="checkbox"/> |

Name of Participant 参与者姓名	dd / mm / yyyy Date 日期	Signature 签名
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Name of person taking consent 同意者姓名	dd / mm / yyyy Date 日期	Signature 签名
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