

[Module 2: Evidence based approaches to sexuality education for adolescents - Adolescent health and development with a particular focus on sexual and reproductive health - Assignment](#)

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1. Barriers to Sex Education

1.1 Individual barriers:

Attitudes towards young people are often negative and can assume that young people are not responsible and cannot be trusted with too much information. Adults (including teachers) often lack the necessary communication skills needed to teach sex education. Moreover the age gap between older people (such as teachers and parents) and young people makes it difficult to broach sensitive issues such as sex or pregnancy.

1.2 Cultural barriers:

From sociological point of view, there is a tension between “traditional” and “modern” modernization and conservative views. Differences in attitudes to sexual behavior are due to these diverse approaches to life and living and are clearly evident in the different attitudes of young people and older generations. Also there is widespread denial that young people are having sex and this makes it very difficult to gain the political will needed to introduce sex education into schools. Cultural attitudes toward sex and sexuality can turn these issues into taboo subjects and therefore teachers fear stigma and criticism for teaching sex.

1.3 Families Concern:

Families are worried about such programs. Parents are conservative about sex education since it is a new experience and no one can predict the outcomes of such programs.

1.4 Political system:

Political leaders treat the issue of sexual education is not urgent issue, compared with poverty and other urgent problems. **1.5 Institutional barriers:**

It is difficult to make space in the national curricula, since this need official approval and reorganization of the existing curricula.

2. Strategies for overcoming Sexual education barriers

First Research on Sexual education: identify the educational need of young people and research what the contexts of their lives are so that educational messages are appropriate. Also the point of view of other community actors like media is important for implementation any efficient sexual education plans. **Second Parents-teachers involvements** are important and they should be learned that that sex education programs do not encourage sexual experimentation and good quality program are associated with a range of positive health and behavior outcomes.

Third involvement of religious leaders: negotiate with religious groups about the importance of providing sex education program. **Fourth Sexual education program** should be integrated in the formal education curricula and educators should find some compromise between culture and educational materials without undermining the accuracy of the sex educational programs.

3. Assignment documents

1. [IPPF. From evidence to action: Advocating for comprehensive sexuality education. London: IPPF; 2009.](#)
2. [UNESCO. International Technical Guidance on Sexuality Education. Volume I. The rationale for sexuality education. Paris: UNESCO; 2009.](#)
3. [UNESCO. International Technical Guidance on Sexuality Education. Volume II. Topics and learning objectives. Paris: UNESCO; 2009.](#)
4. [UNESCO. Levers of Success. Case studies of national sexuality education programmes. Paris: UNESCO; 2010.](#)