

Training course in adolescent sexual and reproductive  
health 2021

Comprehensive sexuality education provision

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### **Question 1**

**Why do adolescents need comprehensive sexuality education (CSE)? – identify one reason.**

Adolescence need comprehensive sexuality education (CSE) to enable them to access to sexual and reproductive health information and acquire the skills they have right to obtain. As sexual and reproductive health (ASRH) has become a major components of the global burden of ill health. So adolescents need knowledge & skills to make well-informed choices about their lives, learn how to avoid & deal with problems, & know where to seek help if necessary. CSE also empowers adolescents to take control of their behavior and in turn, treat others with respect, acceptance, tolerance and empathy.

### **Question 2**

**What according to you is the biggest operational constraint in the provision of CSE in your country, and why?**

Social and cultural taboos are the main constrain to provision of CSE in my country as many people still holding erroneous beliefs about effects of teaching adolescences about sex and relation. I was not passed through any paper regarding constrain in provision CSE in Yemen but from my experience I realized that fear and concern that teaching sexual education could lead to sexual activity and CSE goes against our culture and religious . Although repeated evaluations have demonstrated that such education dose not foster earlier sexual debut or unsafe activity. In contrast, program that teach abstinence have not proved to be effective <sup>(1)</sup>. Although repeated evaluations have demonstrated that such education dose not foster earlier sexual debut or unsafe activity. In contrast, programmes that teach abstinence have not proved to be effective.<sup>(1)</sup>

### **Question 3**

**In what way could CSE be integrated into your country's educational curriculum?**

There is previous efforts before war 2015 to integrate CSE into curriculum of public school as subjects incorporate in an addition biology curriculum as section such as anatomy and physiology of genital organs and basic information about HIV/AIDS. CSE could be integrated school-based CSE program education labeled as Family life skill.

### **Regional case study 1**

[Chandra-Mouli V, Plesons M, Hadi S, Baig Q, Lang I. Building Support for Adolescent Sexuality and Reproductive Health Education and Responding to Resistance in Conservative Contexts: Cases From Pakistan. Glob Health Sci Pract. 2018 Mar 30;6\(1\):128-136.](#)

Program in Pakistan will be more related to our situation in Yemen regarding comprehensive education about SRH issues with the conservative operating environment. The program of SRH

introduced in Pakistan by **Rutgers & Aahung**, was addressed through a multiplicity of media and advocacy activities in the community.

#### **Question 4**

**Identify three strategies that Aahung and Rutgers used to build community support for CSE in Pakistan?**

**1. Understanding the local context as the foundation for program design and development:**

To understand the community which you like to serve. Aahung conducted community- based research a context evaluation with specific attention to access to SRH information and services to identify critical influencers, health and social problems and gap in adolescent SRH knowledge, and myths and misconception that contribute to inequitable gender norms this served as the foundation of the program content. At same time identify decision makers in the lives of the adolescents in addition to series of communication at all levels

**2. Designing and Framing the curricula With Careful and specific Consideration of Context and sensitive Topics**

They recognized that the stigma associated with term of “Sexuality education” they labelled their program as Life skills –based education (LBSE).

**3. Institutionalization the programs within existing system to draw credibility and support.**

#### **Question 5.1**

**Within the ecological framework, what are the levels of influences that need to be understood when planning to deliver sexuality education to adolescents?**

Levels of influences that need to be understood when planning to deliver sexuality education within the ecological framework is:

- Individual level (Adolescents)
- Interpersonal level (Parents, peers)
- Organizational level (School administrators, teacher)
- Community level (Community and religious leaders)
- Societal level (Policies, political and religious leaders).

#### **Question 5.2**

**In the case of Aahung and Rutgers, who were the gatekeepers or influential people in the lives of adolescents that were engaged and sensitized?**

The gatekeepers or influential people in the lives of adolescents that were engaged and sensitized with interpersonal level were parents and community.

In my context, the gatekeeper or influential people would need to be engaged and sensitized to deliver CSE were religious, community leaders, parents and teachers.

I was not passed with any journal article regarding influential people need to be engaged and sensitized to deliver CSE.

### **Question 6**

#### **What strategies did Rutgers and Aahung use to overcome resistance to CSE in Pakistan?**

Strategies to overcome resistance: The project faced resistance ranging from religious disapproval and media due to misconception from school and communities about intension and content so the strategies adopted to overcome these resistance was strengthened the media presence to build up positive public perception and discredit false misunderstanding by:

1. Reach small group respected and well known journalists from print, television to facilitate dialogue with mass media personnel in affected provinces (Punjab and Sindh).
2. Organized school visit for journalist who produced a number of positive stories
3. Sensitization and value clarification workshop with school and mass media
4. Specific meeting to discuss LSBE program to provide support to teachers and school administrators when opposition arose by parents and community.
5. Took advantage of key moments of positive momentum.

### **Question 7**

#### **How is CSE different from sexuality education?**

A Definition of Comprehensive Sexuality Education. A rights-based approach to comprehensive sexuality education (CSE) seeks to equip young people with the knowledge, skills, attitudes and values they need to determine and enjoy their sexuality—physically and emotionally, individually and in relationship. It goes beyond education reproduction, risk and disease. It reaffirms the position of sexuality education within framework of human rights and gender equality and deals with spiritual dimension of sexuality by providing information; exploring value, and attitude as well as feelings. It is focuses on the recreational in addition to plays an important role in preventing negative sexual and reproductive health outcomes while sexuality education focused on avoid negative sexual outcome and promote safe sexual behavior. SE address reproduction, risks and disease. SE started with preventing unintended pregnancy and pregnancy at early age ,it includes scientifically accurate information about human development, anatomy and reproductive health, as well as information about contraception, childbirth and sexually transmitted infections (STIs), including HIV. CSE provides opportunities to acquire comprehensive, accurate, evidence-based and age appropriate information in sexuality. It address sexual and reproductive anatomy, physiology; puberty and menstruation; reproduction; modern contraceptive, pregnancy; child birth and sexually transmitted infections (STIs), including HIV

Finally CSE cover full of topics that are important to know including those that may be challenging in some social and culture context.

## **Regional case study 2**

[Wahba MM \(2020\). Sexuality Education; Needed but Disputable?. In eLS, John Wiley & Sons, Ltd \(Ed.\).](#)

### **Question 8.1**

**What are the considerations that the International Technical Guidance suggests when designing a school-based CSE program?**

The considerations that the international Technical Guideline suggests when designing a school-based CSE program is: The program has to follow and coincide with all relevant national policies, guideline, regulations and laws.

### **Question 8.2**

**What did the Egyptian Family Health Society (EFHS) do to understand the needs of adolescents related to sexuality education before initiating their school-based SE program?**

To adopt clear goals, concepts and learning objectives.

1. It should follow the life –cycle approach and developed in an incremental way providing information in a manner appropriate to age and development.
2. Acceptable for implementation and culturally and religiously appropriate.
3. Practically that address what adolescent need to know and what they want to know.
4. Need to be effective.
5. Based on human rights approach.
6. Based on gender equality.

The Egyptian Family Health Society (EFHS) do to understand needs of adolescents related to sexuality education before initiating their school –based program is after observing the large gap in knowledge among university students across the whole country EFHS initiated project titled reproductive Health education and conduct what it called a ‘learn by educating’ needs assessment exercise. Where well trained physician providing seminars used to discuss the selected lessons and answered questions received from students while referring sensitive question to youth hotline operated by society. With coordination of teachers in school

The students’ questions provide valuable source of information and EFHS published a book with all questions to help in promoting SRH in Egypt.

Based on needs assessment exercise EFHS WAS ABLE TO DESIGN THE NEEDED CURRICULUM FOR ITS SCHOOL-BASED REPRODUCTIVE HEALTH EDUCATION.

### **Question 8.3**

**What were the protocols used to respond to sensitive questions asked during the EFHS' seminars?**

Protocol used to response to sensitive questions asked during EFHS through Youth Health Hot line operated by the society.

### **Question 9.1**

**Describe a CSE initiative in your country that you believe has affectively promoted CSE for adolescents in or out of school.**

In 2005, the ministry of public health & population with support of YG-RHP conducted survey on what do youth really want to know? Frequent asked question on Reproductive Health by Yemeni youth. This survey identify the gap in information regarding sexual and reproductive health by analysis finding from this study and ministry of health published small books with information youth needs in reproductive and sexual health. The books covered topics:

- Growing up ( Puberty)
- STI/HIV/AIDS
- Marriage and being a family
- Pregnancy and delivery
- Family planning

### **Question 9.2**

**Identify one factor that has contributed to the effectiveness of this initiative.**

Factor contribute to effectiveness of above of initiation partnership with ministry of education and youth is advocacy of books and distribution of books in and out of schools.

### **Question 9.3**

**Identify 2 factors that you believe are critical for strengthening implementation of CSE in your country?**

Factors I believed are critical for strengthening implementation in my country is:

1. Strengthening polices and advocate for CSE and reach young people both in and out of school. Building support for CSE targeting multisectoral collaboration and advocate for stakeholders involvement at all level.
2. Building Technical Capacity to strengthen program quality and teacher training (institutionalization).

In summary as Comprehensive Sexual education (CSE) is a matter of reproductive health rights The scale-up of a comprehensive sexuality education program that targets young people in a conservative Muslim country is possible when there is careful curriculum design and materials and approaches are developed in close collaboration with key stakeholders and well trained and equipped provider since even from religious point of view as a Muslim nobody will agree to cause harm either to adolescent or any human being.

## **References**

1. United Nation Educational, Scientific and cultural Organization. International technical guidance on sexuality education: an evidence-informed approach for schools, teachers and health educators - Volume 1: the rationale for sexuality education. Paris: UNESCO; 2009 Dec 2009. pp.15-17. Available from: [www.unesco.org/new/en/hiv-and-aids/our-priorities-in-hiv/sexuality-education/international-technical-guidance-on-sexuality-education](http://www.unesco.org/new/en/hiv-and-aids/our-priorities-in-hiv/sexuality-education/international-technical-guidance-on-sexuality-education)