

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.

To ensure the safety and productivity in the adolescents' future life, especially with the widespread of gender-related issues in the world such as sexually transmitted diseases (e.g. HIV), unwanted pregnancies, and sex-based violence.

Question 2

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

The absence of school-based comprehensive sexuality education (CSE) programs in our school curricula are the biggest operational constraint. Without such programs, teachers will not be trained and will not be able to teach such topics. The local culture, customs, and traditions of the Omani (Islamic) community have a great impact on this aspect. (1)

Question 3

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

By seeking parental support to CSE and by preparing a high-quality CSE curriculum that is customized and respecting science and the local culture. this could be accomplished by investing in the training of school teachers and school nurses. (1)

Question 4

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

1. They understood the local context in Pakistan as a pre-requisite step for designing and developing a CSE program.
2. They included specific topics within the curricula that have been strategically selected to ensure the relevance and effectiveness of the context.
3. They integrated the CSE program within the existing system and institutes to ensure reliability, support, and sustainability of the program.

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?

- Individual (Adolescents)
- Interpersonal (Parents, peers)
- Organizational (School administrators, teachers)
- Community (Community and religious leaders)
- Societal (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?

They engaged parents, members of the community, teachers, and school administrators.

Question 5.3

In your context, which gatekeepers or influential people would need to be engaged and sensitized to deliver CSE?

Parents, school teachers, and nurses. (1)

Question 6

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

- They reached out to active, well-known, and respected journalists to stimulate public discussion and understanding.
- They used media to show positive outcomes of the students' and teachers' performance and they raised society's acceptance of the program by utilizing opportune events to emphasize the significance of their program.
- They supported writers of textbooks to draft modules for life skills-based education which results in its inclusion in provincial textbooks.

Question 7

How is CSE different from sexuality education?

Compared to sexuality education, CSE is a radically new holistic vision of the issue with new principles and components. It is not restricted to education on risks, reproduction, and diseases, rather it locates sexuality education within the framework of gender equality and human rights. It deals with spiritual aspects of sexuality by providing knowledge and exploring feelings and attitudes. In other words, sexuality education only focuses on avoiding negative sexual health impacts while CSE is a more holistic social and emotional approach within the framework of gender equality and human rights.

Question 8.1

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

1. The designed program should respect all relevant local regulations and relevant policies.
2. It must use specific educational outcomes and learning objectives that are integrated within the curricula.
3. It should respect the levels of learners and their growth.
4. It must be acceptable by the local context by involving the community and all authorities that ensure its acceptance and sustainability.

5. It should be practical by addressing relevant issues encountered by learners.
6. The effectiveness of the program should be ensured by making it interactive and based on a skill-building approach.

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?

They conducted a needs assessment study targeted adolescent to identify what they need to know and what they want to know.

Question 8.3

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

They ensure enough time and space for young people to express and discuss their feelings. These kinds of issues may not need to be indicated in the program. They focused on their “Needs and Wants”

Question 9.1

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

I am not aware of such an initiative, but I can recall that in the old curriculum of the secondary school, there was a short course called “family education” which superficially touches on some CSE aspects for females.

Question 9.2

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

- It was integrated into the curriculum.
- Teachers were trained to teach.
- It is adopted within the organization (schools and ministry of education).

Question 9.3

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

- Support from parents and community members and leaders.
- Integration of the program into systems and institutions (schools and universities).

References

1. Al Zaabi O, Heffernan M, Holroyd E, Jackson M. Islamic parents' attitudes and beliefs towards school-based sexual and reproductive health education programmes in Oman. *Sex Edu*, 2019; 19(5): 534-550. doi: 10.1080/14681811.2018.1553708