
EMERGING NEED OF REVISING THE METHODS OF TEACHING SEX EDUCATION AND REPRODUCTIVE HEALTH IN EDUCATIONAL INSTITUTIONS**Xavier Vinayaraj N. V.**

Research Scholar, Department of Social Work,
Bharathidasan University, Tiruchirappalli,
vinayarajnv@gmail.com, 8281241870

Dr. J. O. Jeryda Gnanajane Eljo

Assistant Professor Department of Social Work,
Bharathidasan University Tiruchirappalli,
jerydaanand@gmail.com, 9443922703.

Abstract

The UNFPA in Comprehensive Sex education states that every young person will one day have life-changing decisions to make about their sexual and reproductive health. The majority of adolescents lack the knowledge required to make those decisions responsibly. Which leads them vulnerable to coercion, sexually transmitted infections and unintended pregnancy. (UNFPA-2016) Education is the inevitable part of an individual's development and growth. Adolescent period is the time where major reproductive changes takes place. Where an individual starts to think about self as well as observe the drastic changes happening in his/her physique, psycho, emotional and social aspects. An individual basically educated from home, school and society. The state also plays an important role to provide minimum education for an individual. Education includes all the aspects of life. Education must start from home and teachers and school continues it to make a healthy generation along with societal participation. In this context Sex education plays a vital role in an individual's life especially in adolescent period. In this descriptive study the researcher deals with the parent's opinion on need of Sex Education in schools in the context of Reproductive Health. The study conducted among 60 parents from CBSE School in Ernakulum district, Kerala. The self-prepared questionnaire administrated using convenient sampling. The data analysed using IBM-SPSS-20. The findings shows that more than one third of the parents (38.7%) don't know the components of reproductive health syllabus the half of the respondent (54.8%) has opinion that the syllabus is not enough for real life.

Key Words: Educational Institution, Sex Education, Parenting, teacher's role.

Introduction

The vision of HRP of WHO aims for the attainment of all people with the highest possible level of sexual and reproductive health. It strives for a world where all women's and men's rights to enjoy sexual and reproductive health are promoted and protected. That also aims to get all women and men, including underserved and marginalized adolescents to have access to sexual and reproductive health information and services. (WHO). It includes all kinds of quality of sexual and reproductive health, to fulfil the needs of all sort of diverse populations, especially focus on the most vulnerable. Reproductive health means the reproductive processes, reproductive functions and reproductive system in all stages of human life. The Reproductive health, aims that people should be able to have a responsible, satisfying and safe sex life which enable them to have the capability to reproduce and the individual freedom to decide when, where and how often to do so.

Sex education in a broad term used to describe education about human sexual anatomy, sexual reproduction, sexual intercourse, and other aspects of human sexual behaviour (Science Daily). The UNFPA in Comprehensive Sex education states that every young person will one day have life-changing decisions to make about their sexual and reproductive health. The majority of adolescents lack the knowledge required to make those decisions responsibly. Which leads them vulnerable to coercion, sexually transmitted infections and unintended pregnancy. (UNFPA-2016). WHO definition of health as a state of complete physical,

mental and social well-being, and not merely the absence of disease or infirmity. Within this definition of health, the Reproductive health addresses the reproductive processes, functions and system at all stages of life. Within this Reproductive health, implies that people are able to have a responsible, satisfying and safe sex life and that they have the capability to reproduce and the freedom to decide if, when and how often to do so. (WHO, 2015).

Comprehensive sexuality education.

Comprehensive sexuality education aims to provide sexuality education with dual approaches namely rights-based and gender-focused for students in both school or out of school. Comprehensive sexuality education aims to work with young people by providing information with respect to their age and their evolving capacities.

Comprehensive sexuality education 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. Often it goes beyond information by helping young people to explore and nurture positive values regarding their sexual and reproductive health. Comprehensive Sex education includes the discussions on family life, all kinds of relationships, culture and gender roles of them, and also addresses, human rights and gender equality and threats such as discrimination and sexual abuse <https://www.unfpa.org/gender-based-violence>. It also help people to inculcate self-esteem and life skills. Which will help them in making a habit of critical thinking, clear communication, and responsible decision-making with respectful behaviour. This education often includes “life skills,” “family life,” and “HIV” education. When it is included all these topic it is called “holistic sexuality education.”

The sexual and reproductive choices of young people can have a cascading effect on their human rights. Teenage pregnancy may reason for girls to drop out of school, which deprives them of their right to education. Comprehensive sexuality education empowers young people to know and demand their rights. Comprehensive sexuality education reduces riskier sexual behaviour so to delivering high-quality comprehensive sexuality education requires suitable training <http://www.sciencedirect.com/science/article/pii/S1054139X03002441> and support from respective individuals and authoritative persons. It demands, curricula, which must be tailored to the specific context and needs of young people. For the success of it we must Engaging parents and communities as part of this education is critical.

In current curriculum in most of the institutions included reproductive and sex education topics very beautifully and elaborately. But in reality the beneficiaries, the students are not served well with relevant and adequate knowledge. Either the methodology adapted by the teacher or trainer will not be properly monitored or inadequate to provide the focused information to the students. In certain other cases the inability of teacher to make understand the students the age appropriate information regarding sex education and reproductive health information. Very often the defects in communication makes the students to get confused with many concepts on reproductive health and sex education.

Reproductive Health Education of Community Health Foundation(CHF's) Program Focuses on Five areas to impact on Adolescent Sexual Health. The first one is to provide to help youth in developing healthy attitudes and behaviours through age appropriate, evidence-based and evidence-informed comprehensive human sexual health education. Secondly provide training and resources to the parents to communicate effectively with their children to educate sex related matters. The third aims is to provide training for professionals willing to work with youth or currently working for youth. Fourth objective is to grant funding for NGOs working to improve access and availability of comprehensive reproductive health

education. And the final one is collaborative approach with community health and education providers. So that it may be helpful to advance a positive vision of youth and their capacity to make responsible decisions about their sexual health.

Benefits of Comprehensive Sex Education

The (UNESCO, 2018) International technical guidance on sexuality education an evidence-informed approach states that “Comprehensive sexuality education (CSE) plays a central role in the preparation of young people for a safe, productive, fulfilling life in a world where HIV and AIDS, sexually transmitted infections (STIs), unintended pregnancies, gender-based violence (GBV) and gender inequality still pose serious risks to their well-being. However, despite clear and compelling evidence for the benefits of high-quality, curriculum-based CSE, few children and young people receive preparation for their lives that empowers them to take control and make informed decisions about their sexuality and relationships freely and responsibly.

Method used in this study.

The study conducted among 60 parents from CBSE School in Ernakulam district, Kerala. The self-prepared questionnaire administered using convenient sampling. The data analysed using IBM-SPSS-20.

Major Findings and Discussion

Table: 1- Gender

	Frequency	Percent
MALE	21	35
FEMALE	39	65
Total	60	100.0

The above table shows that among the respondents (65 %) are female parents and One third of the participants (35%) are Male parents.

Table 2- Do you know the components of reproductive health syllabus

	Frequency	Percent
Yes I know	36	61.3
Do not know	18	28.7
Doubtful	6	10
Total	60	100.0

The study shows that majority of the respondent (61.3%) said they know the components of reproductive health syllabus. But rest of them (38.7%) don't know the components of reproductive health syllabus.

Table 3 -Do you think that is enough for their real life?

	Frequency	Percent
Yes it's enough	22	35.5
No it's not enough	33	54.8
I do not know	5	9.7
Total	60	100.0

The above table shows that half of the respondent (54.8%) has opinion that the syllabus is not enough for real life where as one third has opinion that (35.5%) it is enough for real life too and 9.7% do not know it.

Table: 4-Do you think lack of knowledge on reproductive health has influence in family life

	Frequency	Percent
Yes	48	77.4
no	7	12.9
I don't know	5	9.7
Total	60	100.0

The study shows that Majority of the respondent (77.4%) had the opinion that lack of knowledge on reproductive health has influence in family life.

The school syllabus contains most of the reproductive health topics. But very often it's not given importance as life term need. Most of the schools taken the reproductive health topics as any other subjects like mathematics, physics or chemistry. The development of technology made fast and easy availability of information in social media and internet sources through computers, and mobile but the threat is that which is right information and which one contains wrong information is confusing. Very often adolescent get information which is confusing and generate that information as misinterpretation on sex and sexuality.

Table: 5-Whom do you think is the right person for giving the

Knowledge about reproductive health for your children

	Frequency	Percent
Not answered	7	12.9
Parents	33	54.8
Teacher	7	12.9
Counsellor/doctors	13	19.4
Total	60	100.0

The above table shows that half of the respondents (54.8%) considering parents as the right person for giving the knowledge about reproductive health for their children, whereas nearly one fifth (19.4%) as either of doctor or counsellor and 12.9 % as teachers for giving RPH knowledge

Table: 6 -. Identify from which sources adolescences usually get information

	Frequency	Percent
Do not know	13	19.4
Peers	9	16.1
Parents	15	22.6
Media/magazines	9	16.1
Additional class	5	9.7
Teachers	9	16.1
Total	60	100.0

The above table shows that nearly one fourth of the parents (22.6%) only says that children get information on sex and sexuality from parents, 16.1% said the children get it from peers, 16.1% said it's from media/magazine, 16.1% said it's from teachers, 9.7% said it's from additional class and 19.4% do not have answer about it.

Its parents and teachers role to give the adolescent right source of information. Which can be a reliable sight or whom we can trust to get proper information on sex and sexuality related matter should be informed or taught by teachers in school and parents in home or combined.

Role of teachers.

ASRHR works to improve young people's sexual and reproductive. The health Research highlights that interventions improve sexual and reproductive health outcomes for young people. This shows that teachers need to update their knowledge before educate the adolescent. The role of teachers includes age appropriate knowledge and it should be communicated well so that the adolescent may get adequate knowledge on age appropriate information for better reproductive health for their life. The teachers can get or coordinate the support from parents, management and trainers to ensure quality assured, comprehensive, age appropriate and adolescent friendly information and educating.

Role of parents

The parents has responsibility to educate their children on age appropriate sex education for their healthy sexual behaviour and age appropriate reproductive health. The responsibly includes communication with the teachers of their adolescent children to ensure the healthy behaviour and comprehensive sex education. The proper communication and collaboration with school can help the teachers and trainers to provide timely intervention for the adolescents through schools.

Role of Social worker

The students are kept in dark regarding the concepts like Reproductive Health Education, Sex Education and they also explore about those concept by books, watching videos and internet and land up in lots of misconception. Social workers should have knowledge about reproductive health and Sex education as they play a vital role as counsellor, educators and health care workers in the society. Therefore it's necessary to add detailed syllabus on Reproductive health and Sex Education even in Social work syllabus (Institutions). First Social workers should be equipped with proper knowledge and skill to support society with proper method and technics. Timely revision of syllabus from institutions and updating day to day knowledge by the social workers are essential in this regards. The social worker can do three way support to the students in this need. The initial one is direct support to the children. Second one is equipping teachers with teaching role and third one is give awareness among parents on parenting role in this regards. PTA is the easiest bridge between all these three people namely children, parents and teachers.

Conclusion

Comprehensive Sex education is one of the effective method to provide age appropriate right based education model. The adolescent should get the education on sex and sexuality as any other subject they study. Comprehensive Sex education not teach abstinence only education rather it teaches the proper knowledge. So the adolescent will be able to understand them self and to prevent unwanted things or needs. It demands zero tolerance against any sort of discrimination. The adolescent will be trained to use their capacity and skill to understand what is write and what is wrong. Therefore this method demands providing skill development for the trainers and teachers and upgrading and updating of trainers knowledge. The adolescent friendly method will help to prevent unwanted adolescent behaviour, avoiding unhealthy practices, age appropriate decisions and healthy reproductive life.

References

1. *Comprehensive sexual education*, UNFPA, retrieved from <http://www.unfpa.org/comprehensive-sexuality-education?page=6>, on 19/10/2017.
2. Vision of HRP, WHO, on reproductive health, retrieved from <http://www.who.int/reproductivehealth/hrp/en/> retrieved on 08/03/2018.
3. Reproductive health, WHO, Retrieved from http://www.who.int/topics/reproductive_health/en/ retrieved on 08/03/2018.
4. Reproductive Health Education – Community Health Foundation, retrieved from <http://community-health-foundation.org/reproductive-health-education> retrieved on 12/20/2017
5. What works to improve young people’s sexual and reproductive, ASRHR, retrieved from <http://www.who.int/reproductivehealth/topics/adolescence/what-works-ASRHR/en/> retrieved on 03/08/2018.
6. International technical guidance on sexuality education an evidence-informed approach, UNESCO,2018, retrieved from <http://www.who.int/reproductivehealth/publications/technical-guidance-sexuality-education/en/> retrieved on 08/03/2018.