



Share-Net
Jordan
The Knowledge Platform on
Sexual and Reproductive Health
and Reproductive Rights



A Proposed Conceptual Framework for Integrating Sexual and Reproductive Health Concepts into Preparatory and Secondary School Curricula

2024



**Share-Net
Jordan**
The Knowledge Platform on
Sexual and Reproductive Health
and Reproductive Rights



A Proposed Conceptual Framework for Integrating Sexual and Reproductive Health Concepts into Preparatory and Secondary School Curricula

Submitted to

**Share-Net Jordan – Sexual and Reproductive Health
and Reproductive Rights Platform**

Presented to:

**Regional Conference on Comprehensive Sex Education and the Extent
of Integrating Sexual and Reproductive Health Concepts into Curricula
and Textbooks**

Research Team

Team Leader

Dr. Akram Hasan Mohammed

Working Team

Dr. Jibril Anwar Hamida

Dr. Hanan Abu Al-Abbas

Ms. Enas Muhammad Al-Sabagh

Technical Team of the Higher Population Council and Share-Net Jordan:

- Prof. Dr. Issa Al-Masarwah - Secretary General
- Ali Al-Mutlaq - Director of Studies and Policies Unit, and Coordinator of Share-Net Jordan
- Ghaleb Al-Azzeh – Senior Researcher
- Rania Al-Abbadi - Assistant of the Secretary General
- Woroud Albtoush: Researcher.
- Razan Al-Azzeh: Researcher.
- Fayhaa Awwad: Public Relation and Communcation Coordinator

Content

1 What is Sexuality Education	2
1.1 The Importance of Reproductive Education	2
1.2 Sexuality Education in Educational Institutions	3
1.3 Sexuality Education in Nurseries and Kindergartens	3
1.4 Sexuality Education in Elementary School	4
2 Sexuality Education and Reproductive Health from Kindergarten to 3rd Grade and Curricula	4
3 Study of the Problem Related to Awareness of Sexuality Education and Reproductive Health	5
3.1 Collecting Information and Data About the Problem and Issue	6
3.1.1 Problems Faced by Egypt and Other Countries Related to Sexuality Education and Reproductive Health	7
3.1.2 Relationship Between Education, Curricula, and the Problem	8
3.1.3 Community Rejection	8
3.1.4 Community Concerns About the Inappropriateness of Information for Students' Age	8
3.1.5 Scarcity of Opportunities for Providing Knowledge to Youth and Adolescents	9
3.1.6 Teachers Not Receiving Proper Training on the Subject	9
3.2 A Study of Educational Systems Regarding the Issue	9
3.2.1 Jordan	9
3.2.2 Morocco	10
3.2.3 Tunisia	10
3.2.4 Lebanon	10
3.2.5 Iran	10
3.2.6 Finland	10
3.2.7 Canada	11
3.3 Efforts Required for Implementation	11
3.3.1. At the State Policy Level	12
3.3.2. At the Ministry of Education Level and Partnerships with Relevant Entities	13
3.3.3. At the teacher Level	14
3.3.4. At the Students' Level	14
3.3.5. At the Parent Leve	15
3.3.6. At the Community Level	15
3.4 Proposed Product Framework	16
3.5 Proposed Mechanisms for Integrating Concepts into Suitable Topics for Preparatory and Secondary School Curricula	17
3.5.1. Curricula	17
3.5.1.1. Direct treatment	18
3.5.1.2. Indirect treatment	18
3.5.1.3. Axes included in the reproductive health curricula in the primary stage	18
3.5.1.3.1. Physical Development and Growth	18

3.5.1.3.2. Reproductive Health	18
3.5.1.3.3. Healthy Behaviors and Relationships	18
3.5.1.3.4. Ethical and Legal Dimensions	19
3.5.2. Extracurricular Activities	19
3.6 Identifying the Needs of the Target Group and Awareness of the Issue	19
3.6.1. Teacher Training	19
3.6.2. Parents' Awareness	22
3.6.3. Students' Awareness	23
3.6.3.1. Psychological and Developmental Characteristics of Students in the Preparatory and Secondary Stages	24
3.6.3.1.1. Sexual Health	24
3.6.3.1.2. Mental Health	25
3.6.3.1.3. Reproductive Health	25
3.6.3.1.4. Connection Between Sexual and Mental Health	25
3.6.3.1.5. Factors Affecting Sexual and Mental Health	25
3.6.3.2. Challenges between the importance of student awareness and opposing cultural heritage	26
3.6.3.2.1. Cultural and Social Conservative Backgrounds	26
3.6.3.2.2. Cultural and Religious Sensitivities	26
3.6.3.2.3. Objections to Sexuality Education Content	26
3.6.3.2.4. Focus on Prevention Only	26
3.6.3.2.5. Influence of Cultural Heritage on Learner Awareness	26
3.6.4 Important Considerations for Teaching and Developing Skills in Sexual and Reproductive Health	27
3.7 Explanation of Concepts Related to the Nature of Each Stage According to Needs and Age Requirements	29
3.7.1. Concepts of Sexuality Education Included in the Curriculum for Middle and Secondary Stages	29
3.7.2. Key Concepts	30
3.7.3. Concept Matrix for the Three Grades of Middle School	35
3.7.4. Concept Progression Matrix for the Three Grades of Secondary School	36
3.7.5 The Field of Sexuality Education and Reproductive Health for Middle and Secondary School Levels	37
3.7. 5.1 Matrix of criteria and indicator	38
3.8 Proposed Activity Models for Each Stage According to the Age Characteristics of Middle and High School Students	39
3.8.1. Proposed Activity Models for Middle School	40
3.8.2. Proposed Activity Models for Secondary School	48
Current Effort of the Proposed Conceptual Framework vs. Previous Framework on Population and Reproductive Health	59
Methodology of the Framework	60
Summary of the Framework's Contributions and Presentation	60
References	62

Introduction

The process of proper upbringing and education of students is a national responsibility that rests on all civil society institutions. The goal is to prepare students healthily so that they can adapt to each other and their society. Sexual health is one of the most important topics that should be focused on, as it is highly sensitive for students. When information is not addressed systematically and purposefully, students resort to inappropriate sources to obtain information, leading to the formation of negative sexual cultures that can negatively impact their upbringing and behavior.

Curricula play a significant role in guiding young people and providing them with the knowledge, skills, and values related to sexual awareness. Curricula need to provide guidance and counseling to students regarding sexual and health education in light of advancements in communication technology and the prevalence of satellite media. This is to protect them from acquiring negative behaviors they may observe through various platforms. Therefore, paying attention to sexual health and education in curricula has become necessary to prevent students from seeking out other sources to satisfy their needs, which can hurt their lives.

When discussing topics related to Sexuality Education and reproductive health, an educational approach is considered that aims to align an individual's sexual behavior with the cognitive, emotional, and social aspects involved in this process. It is a psychological process that aims to correct misconceptions and inherited ideas that hinder awareness and the formation of a healthy society. It also works to refine minds and adapt them to society by instilling healthy sexual behaviors through a preventive and therapeutic approach. Through this approach, students' behavior can be refined, and misconceptions can be corrected by providing them with knowledge that includes facts, concepts, generalizations, values, and attitudes related to proper Sexuality Education, while adhering to religions, societal values, culture, and customs. This should be done in a teaching style that suits the students' age and cognitive levels, helping them to face dangers.

Within the framework of exchanging experiences among countries in the region on integrating sexual and reproductive health concepts into curricula, and following our participation in the regional conference on comprehensive sexuality education and the extent of integrating sexual and reproductive health concepts into curricula and textbooks, organized by ShareNet Jordan between April 22-23, 2024, this report was prepared with a grant provided by ShareNet Jordan to present a proposed conceptual framework for including sexual and reproductive health concepts in the middle and high school curricula."

Comprehensive Sexuality Education (CSE) is a curriculum-based process for teaching and learning about the cognitive, emotional, physical, and social aspects of sexuality. It empowers young people to protect their health, well-being, and dignity by providing them with the necessary knowledge, attitudes, and skills. CSE offers age-appropriate, culturally relevant, and accurate information on human development, reproduction, and healthy relationships, enabling young people to make informed decisions about their sexual and reproductive health and rights.

CSE is grounded in human rights, gender equality, and youth empowerment. It promotes a comprehensive understanding of these subjects, which is essential for improving health outcomes and gender equality. Research shows that many young people transition from childhood to adulthood without receiving any information, or they receive inaccurate or incomplete information about sexual and reproductive health. The United Nations Population Fund (UNFPA) collaborates with governments to implement CSE for young individuals, both in and outside of schools, through training and community outreach. UNFPA also supports policies and investments in Sexuality Education programs that meet internationally agreed-upon standards.

CSE can be taught in schools as part of the curriculum or integrated into school activities, either through specific subjects or extracurricular activities. It is most effective when taught over multiple years, integrating age-appropriate information for learners at different stages, whether in childhood or youth. This includes scientifically accurate information about developmental stages, requirements, and changes—both physical and emotional—that impact reproductive health. Additionally, CSE provides education and awareness about early marriage, family formation, childbirth, and sexually transmitted infections (STIs).

CSE helps young people explore and develop positive values related to their sexual and reproductive health and rights. It includes discussions on family life, healthy relationships within the context of cultural traditions, gender roles, human rights, gender equality, bodily autonomy, and threats such as violence and discrimination. This kind of education fosters self-confidence, critical thinking, communication skills, responsible decision-making, and respectful, empathetic behavior (UNFPA).

1. What is Comprehensive Sexuality Education?

Comprehensive sexuality education provides young people with accurate, age-appropriate information about sexual behavior and their sexual and reproductive health, which is crucial for their health and well-being. Topics covered in comprehensive sexuality education, also known as life skills education, family life education, and topics related to family formation and positive social relationships, include respect, independence, anatomy, puberty, menstruation, pregnancy, and sexually transmitted infections. (World Health Organization)

1.1 The Importance of Sexuality Education

Many parents underestimate the importance of Sexuality Education and the need to educate their children during a phase when they are learning about themselves and their bodies. Parents often mistakenly believe that teaching children about these matters is synonymous with encouraging sexual activity. This misconception leads parents to neglect educating their children. However, Sexuality Education promotes open dialogue and trust between parents and children. Children are more likely to turn to their parents for accurate information or when facing difficult situations. Therefore, Sexuality Education should be a shared responsibility of both parents to protect and nurture their children.

1.2 Sexuality Education in Educational Institutions

Sexuality education is an integral part of general education. It is impossible to achieve desired educational outcomes without a comprehensive understanding of academic, psychological, moral, and cultural principles. It is time to introduce Sexuality Education programs into academic institutions, especially schools. Some recommendations include:

- School administrations should support Sexuality Education programs in consultation with parent-teacher associations and experts, considering social and cultural contexts.
- Training specialized teachers in this field.
- Respecting students' religious, moral, and social values.
- Teachers should be aware of the impact of their behavior and treatment on students, as this significantly influences students' behavior and their receptiveness to teacher guidance.

Sexuality Education should be considered a vital part of the entire educational process, not a separate, isolated topic. It should be integrated into all subjects and taught in a way that is appropriate for students at all levels.

1.3 Sexuality Education in Nurseries and Kindergartens:

Children can be introduced to basic concepts and ideas about reproduction at this stage through activities, stories, and observations of animals like birds. This is suitable for children aged 3-6 years. Teachers or parents can explain the concept of reproduction and clarify that its purpose is procreation to prevent extinction. This can be simplified for children by explaining that through reproduction, humans have babies, birds lay eggs, and cats and dogs have kittens and puppies. This concept helps children understand the natural cycles of life, death, birth, and reproduction.

At this age, children often ask questions about where babies come from. Providing clear, simple, and scientific answers without hesitation or dismissing their questions is essential. Activities like storytelling, using models, and playing with blocks can be used to introduce these concepts.

For children aged 6-9 years, activities can be introduced to explain the reproduction of plants and flowers, followed by activities about animal and human reproduction. It's important to gradually introduce sexual concepts to children at this age, using the surrounding environment. For example, stories and pictures of animals with their young can be used.

1.4 Sexuality Education in Elementary School:

Elementary school students are typically calm and focused on their studies and social interactions, especially with adults. While they may not show a strong interest in sexuality, they often ask related questions. Experts recommend focusing on the following points at this stage:

1.4.1 Encouraging cooperation and respect among peers of the same gender.

1.4.2 Developing respect and appreciation for the opposite gender.

1.4.3 Showing educational films about flowers, fertilization, and fruit formation that are appropriate for the age group.

1.4.4 Allocating time for questions and discussions, encouraging student participation, and providing answers to their inquiries.

2. Sexuality Education and Reproductive Health in Kindergarten and the First Three Grades of Elementary School and Curricula:

Certainly, this stage, with its characteristics and requirements, allows the individual to learn about everything around them and discover themselves and their body—the similarities and differences between themselves and others, boys and girls. It also enables them to learn how to take care of themselves, their hygiene, and health by following proper behaviors to maintain their health and ensure the safety of others. This is done through engaging in simple activities alongside learning some skills related to individual and public health topics, to be raised in a healthy manner by understanding concepts of cleanliness, personal hygiene, and the health of their body and organs. They also learn about disease prevention by following healthy practices, such as (hand hygiene, body cleanliness, brushing teeth), and understanding the importance of washing vegetables before eating them, eating clean food, healthy food, and different types of healthy meals.

In addition, they develop good habits by learning their importance, avoiding harmful or contaminated behaviors, and protecting their body from pollutants, microbes, and germs to maintain their health. This also includes maintaining the cleanliness of the environment, which contributes to public health. Through this, the child develops general attitudes by making healthy choices and avoiding unhealthy ones, helping to build and maintain their body, protect it from diseases, and prevent infections.

The individual learns how to protect themselves from diseases, which marks the beginning of their health education by adopting healthy behaviors that eventually become part of their personality and daily practices. This promotes early health awareness, enabling the individual to help themselves and others.

The kindergarten and primary school stages focus on a set of concepts related to reproductive health that can be incorporated in line with the age group and within the context of the curriculum topics, including the following:

- Maintaining general health.
- Personal hygiene.
- Healthy eating habits.
- Family care for young children.
- Family relationships.
- Stages of growth in living organisms.

- Gender identity.
- Similarities and differences between boys and girls.
- Awareness of common diseases, especially infectious ones.

3. Addressing the Issue of Awareness Related to Sexuality Education and Reproductive Health:

Reproductive health and Sexuality Education are among the most important topics to focus on because they are particularly sensitive for students. Science books are often the medium through which these topics are merged to fit the nature of their content. Sexual health is considered a sensitive subject in our Arab culture, making it difficult to openly think about and discuss. It is often seen as shameful to address these topics publicly, and there is a general reluctance to engage with them. The problem lies in the fact that if we do not provide students with accurate information systematically and purposefully, they will seek out the information they want from other sources, such as social media, where they may be exposed to negative Sexuality Education that can affect their upbringing and behavior.

Sexual health is a topic that is unfamiliar in our Arab societies because it is considered sensitive. When students raise questions about it, it often causes confusion and embarrassment for teachers, who may lack the ability to handle these issues due to insufficient or inaccurate information, or because discussing such topics is considered embarrassing by societal norms. Here, the responsibility falls on curricula and textbooks to guide young people and provide them with the knowledge, values, and skills related to proper Sexuality Education that they need in their daily lives.

Students and young people face a lack of awareness regarding various issues in their lives, including reproductive and sexual health. This issue is linked to the community's understanding of their needs and requirements. There is a need to focus on sexual and reproductive education because it is a vital topic for students. A lack of knowledge in this area pushes them to seek other sources to fulfill their needs, which may negatively impact their lives. Without proper awareness, students may feel anxiety and fear. Attention to students' sexual and reproductive health is essential for their growth, development, and well-being, encompassing the physical, mental, social, and spiritual aspects of an individual's life.

Thus, it is worth examining the effectiveness of a proposed framework to present appropriate concepts and topics to students according to their age stages, orientations, and needs. This framework would also regulate the development and practice of various purposeful skills and activities within appropriate teaching methods and mechanisms for presenting the topics to learners at each stage, whether preparatory or secondary.

The following question can be raised:

How effective is the proposed framework for integrating reproductive and sexual health concepts into the curricula of the preparatory and secondary stages?

To answer this question, several actions are proposed, including:

- 3.1 Collecting information and data about the issue.
- 3.2 Studying some educational systems regarding how they address the issue.
- 3.3 Determining the efforts required for implementation.
- 3.4 Proposing a suitable product to ensure awareness of the issue.
- 3.5 Suggesting mechanisms for integrating the concepts into the appropriate topics for the preparatory and secondary curricula.
- 3.6 Identifying the needs of the target groups and raising awareness about the issue.
- 3.7 Clarifying specific concepts and standards related to each stage based on the age group's needs and requirements.
- 3.8 Proposing activity models for each stage according to the age characteristics of the students in the preparatory and secondary stages.

3.1 Collecting information and data about the problem:

The significance of promoting awareness of sexual health lies in providing individuals with the necessary information about gender, relationships, and personal well-being. This knowledge empowers individuals to build healthy relationships, establish strong family lives, and develop responsible behaviors.

Collecting the most recent data on reproductive and sexual health and educating the public about the importance of population and health issues supports the use of this information to promote progress and well-being for current and future generations. This also helps policymakers understand that supporting reproductive and sexual health will contribute to social justice and the overall health, social, and economic development of society. Moreover, it is intrinsically linked to individual human rights.

Reproductive and sexual health are deeply rooted in human rights principles, as they:

- Encompass a range of methods, technologies, and services to improve reproductive health and well-being.
- Include sexual health, providing counseling and support to protect individuals' lives and relationships.
- Guarantee men's and women's right to access safe, effective, affordable, and acceptable family planning methods of their choice.
- Ensure women's right to access healthcare services that enable them to have safe pregnancies and childbirth, and provide couples with the best chances of having a healthy child.

The relationship between development plans and awareness of reproductive and sexual health is a strong one. The 1994 International Conference on Population and Development in Cairo underscored this link, emphasizing the connection between reproductive and sexual health, women's empowerment, and socioeconomic development.

The conference's Program of Action, also known as the Cairo Consensus, provided a comprehensive framework for addressing population growth and improving people's lives. This framework has been reinforced by the United Nations Millennium Declaration of 2000 and the International Conference on Population and Development's 2004 International Strategy for Reproductive Health.

Education is a crucial factor influencing the age at marriage and first childbirth in the MENA region. Women in the region tend to marry and have children at a younger age. For instance, Egyptian women aged 25-29 typically have their first child at 20. However, those with a high school or university education marry later at an average age of 23 and have their first child at 25. More educated women tend to make more informed choices about family planning, where they married at appropriate age, started having children later, and followed family planning to have the desired number of children.

3.1.1 Challenges Facing Egypt and Other Countries Related to Reproductive and Sexual Health:

The significant improvements in health and lifespan during the second half of the 20th century led to a notable increase in population growth in the MENA region and other developing countries. Advances in medicine, including antibiotics, vaccinations, and improved healthcare facilities, reduced mortality rates after 1950. In the MENA region, fertility rates remained relatively high, leading to a substantial increase in births compared to deaths. As a result, the population grew from 103 million in 1950 to 376 million in 2000. The economic growth following the oil boom in the 1970s attracted millions of migrant workers to countries like Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, and the United Arab Emirates.

Young people aged 15-24 constitute about one-fifth of the region's population. Despite the expectation that this generation will have fewer children than their parents, their large numbers will continue to drive population growth. The future population of the region will largely depend on the reproductive choices of today's youth. The United Nations estimates that by 2050, the MENA region will have an additional 300 million people, reaching a total of 682 million. This population growth will put immense pressure on the region's already scarce natural resources. The Middle East is one of the world's largest desert regions, and population growth has exacerbated the strain on limited water resources. With less than 1,000 cubic meters of renewable water per person per year, many countries in the region are facing water scarcity.

3.1.2 The Role of Education and Curriculum in Addressing the Issue:

Preserving individual health and life is a fundamental goal of governments worldwide, as it is a cornerstone of progress and development. Given the evolving nature of societies, health and population issues have become increasingly important. Investing in education and integrating health-related content into curricula is essential for achieving these goals. By incorporating comprehensive health education into curricula, we can make a significant investment in the health and well-being of current and future generations, fostering a more informed and rights-respecting society.

Integrating reproductive and sexual health concepts into school curricula is crucial. We must promote awareness of these topics, addressing them openly and honestly. These health aspects contribute to the improvement of individual and family lives.

When curricula adopt a scientific and pedagogical approach to presenting and discussing these sensitive topics, coupled with access to technology, it can help young people overcome misconceptions and make informed decisions about their health and sexual lives. By fostering healthy and safe relationships and reducing violence and discrimination, we can create a positive and supportive learning environment.

The implementation and integration of sexual and reproductive health concepts and topics into the school curriculum face some fundamental challenges that hinder achieving the goals of awareness and discussion on the subject. One of the primary concerns facing its application within the educational system includes:

3.1.3 Community Rejection:

This is the greatest fear for many teachers, as they may face criticism for bringing these concepts and topics to students' attention. A suitable solution to this issue could be the provision of a clear, educational, and scientific curriculum that parents are aware of and understand its objectives. The curriculum can include, as part of its implementation, raising parents' awareness about the psychological changes their children experience during different stages, especially during puberty and adolescence, and how to deal with them. This approach can help build trust and promote effective participation.

3.1.4 Community Concerns About the Inappropriateness of Information for Students' Age:

This is a common concern among parents. However, contrary to these fears, providing age-appropriate content and concepts on reproductive and sexual health in school curricula is a suitable approach. This curriculum is designed to gradually introduce topics according to the age, developmental stage, and specific questions of each group. Parents should understand that without this structured curriculum, children and adolescents will seek answers from unregulated sources like the internet, social media, or older peers. This can be risky, as they may encounter unreliable or inaccurate information. Therefore, protecting them with scientifically grounded educational content in a structured framework is crucial for addressing their needs and cultural values.

3.1.5 Scarcity of Opportunities for Providing Knowledge to Youth and Adolescents:

The majority of young people in the Middle East and North Africa (MENA) region attend school, making the educational system the best framework for delivering Sexuality Education programs. However, such programs are rare in MENA schools, and even when available, sexual and reproductive health components are seldom taught because teachers either lack proper training or feel embarrassed to teach these topics.

3.1.6 Teachers Not Receiving Proper Training on the Subject:

A real concern for teachers is the lack of sufficient information and methods for teaching sexual health education

effectively. Without adequate training, teachers may feel unsure about how to communicate the material effectively, making them less confident in discussing these topics. This can be resolved by offering targeted training programs that use educational methodologies to equip teachers with the skills to convey concepts and facilitate discussions on specific topics related to reproductive health. Such training empowers teachers to engage students in discussions, builds trust, and involves parents in the learning process. This shifts the teacher's role toward guiding students in sharing their questions and concerns without fear or embarrassment.

Designing Reproductive and Sexual Health Curricula in Schools Requires Adhering to Certain Guidelines and Steps:

- The curriculum should be progressive, starting from elementary school through secondary school, with content tailored to each age group.
- It should rely on activities and discussions that align with societal norms and promote critical thinking among students.
- The curriculum should teach life skills alongside accurate information and provide resources for seeking advice or help when needed.
- It should raise awareness about the appropriate individuals (teacher, counselor, parent) to discuss such topics with students.
- The curriculum should be taught responsibly in a serious, safe, and non-mocking environment, requiring the collaboration of school administrators, teachers, and parents.

3.2 A Study of Educational Systems Regarding the Issue:

The experiences of Arab and foreign countries in teaching sex education vary significantly, influenced by cultural, social, and religious factors. Some countries have experimented with limited sex education separate from medical sciences, while others have not addressed it formally in curricula.

Some Arab countries have taken steps towards teaching reproductive and sexual health and giving attention to it. Among these countries are:

Jordan: The Jordanian government has placed increasing importance on sexual and reproductive education as part of efforts to enhance the level of reproductive and sexual health among citizens. This is reflected in the study of integrating concepts of sexual and reproductive health into Jordanian curricula. The country has adopted a gradual and phased integration strategy for teaching these subjects according to the student's age. The curriculum covers main topics such as physical and psychological changes during puberty, prevention of sexually transmitted diseases, and reproductive rights.

This interest was highlighted by Jordan's hosting of the regional conference on comprehensive Sexuality Education and the integration of sexual and reproductive health concepts into curricula and textbooks. The event was

organized by the Higher Population Council and Share-Net Jordan from April 22 to 23, 2024, with the participation of educational experts from Egypt, Morocco, Tunisia, Lebanon, Jordan, and representatives from national stakeholders in Jordan. Share-Net Jordan committed to expanding efforts on both national and regional levels to exchange information and experiences among Arab countries in this field.

3.2.1 Morocco: Morocco has incorporated some topics related to sexual health into the health education curriculum at higher education levels, teaching subjects such as reproduction, sexuality, the prevention of sexually transmitted diseases, and family planning.

3.2.2 Tunisia: Tunisia implemented the program "Towards Responsible Sexual and Reproductive Health" in its schools. The program aims to provide accurate and reliable information about sexual health, family planning, and the prevention of sexually transmitted diseases. It also includes training for teachers and student counselors to effectively implement the program.

3.2.3 Lebanon: Lebanon has a program called "The Sexual and Reproductive Health Program," which is implemented in some schools. The program aims to raise awareness about sexual health, enhance emotional and social skills among youth, and includes lectures, workshops, and educational materials addressing topics such as reproduction, sexuality, and family planning. These examples are limited and are implemented in a small number of schools in these countries. However, they have been evaluated positively, showing an increase in knowledge and improvements in healthy behaviors among participants. These models can serve as a starting point for developing effective reproductive and sexual health programs in schools in other Arab countries.

3.2.4 Iran: Iran has taken pioneering steps to reach out to youth and adolescents, meeting their needs through open discussions on reproductive and sexual health. Such discussions are rare in other countries in the region. In Iran, the media plays a major role in educating youth and adolescents about reproductive and sexual health, breaking barriers of silence, and correcting misconceptions. In many countries, youth and adolescents benefit from modern communication technology, such as the internet and social networks via mobile phones, to access information. An innovative method used in some countries is a hotline, which has successfully provided information on HIV/AIDS to those seeking it anonymously, as seen in Egypt and Oman.

3.2.5 Finland: In Finland, health and sexual knowledge is integrated into school textbooks, using an educational approach to present Sexuality Education topics and concepts. This knowledge is built on a solid foundation and presented in various ways and from multiple perspectives. It was found that the most common approach in these curricula is the preventive method.

3.2.6 Canada: In Canada, teachers are trained, and Sexuality Education topics are covered in curricula, with freedom of expression regarding sexual matters. However, it was found that teachers were not adequately trained in how to teach Sexuality Education topics, as they had not received pre-service or in-service training. Additionally, the topics included in the curricula did not meet the students' needs and desires, as the curricula were outdated

and did not keep up with developments. There was also a lack of awareness among teachers regarding Sexuality Education topics.

Young people must be provided with knowledge about their sexual behavior, reproductive and sexual health, both in formal education and at home. Ideally, consistent and sound education on these topics should be made available from multiple sources. These sources include parents and family members, as well as teachers who can help ensure that scientific and accurate information is accessible to young people and support them in building essential skills. Additionally, Sexuality Education can be offered outside of schools by trained social workers and counselors working with youth.

Reproductive and sexual health is defined as a state of physical, emotional, psychological, and social well-being, not merely the absence of disease or infirmity. It encompasses physical, mental, and social well-being in all matters related to sexuality and reproduction, as well as the enjoyment of rights free from discrimination and violence. Achieving and maintaining reproductive and sexual health requires respecting, protecting, and fulfilling the sexual rights of all individuals.

Sexual and reproductive health includes satisfaction with one's gender, pride in being male or female, explaining the changes accompanying puberty for each gender, and highlighting the body's changes according to one's sex. It's essential to develop students' abilities to discern and raise awareness of staying away from disorders and risks resulting from deviating from the correct paths, and to inform them about diseases, particularly sexually transmitted diseases, including their causes, symptoms, risks, and prevention.

The importance of raising awareness about sexual health lies in providing necessary information about sexual identity and the characteristics of the opposite sex. It also enables individuals to build relationships with others, establish healthy family life, and foster responsible behaviors among youth. Sexuality Education covers topics such as family and relationships, respect, consent, bodily autonomy, anatomy, puberty, menstruation, pregnancy, contraception, and sexually transmitted diseases (STDs), including HIV. The aim is to teach life skills, raise awareness, and prepare individuals for family life.

3.3 Efforts Required for Implementation:

To achieve this, work must be done on multiple levels, targeting various groups to address issues related to population and health, including reproductive health, which contribute to raising awareness. This must be done at the political level, with the state and policies focusing on the importance of these issues in protecting and improving individuals' lives, enhancing child and women's health, securing youth's future, and achieving the desired national development.

3.3.1 At the State Policy Level:

The health policy in Egypt is clearly outlined, starting with the 2014 constitution, which approaches health comprehensively, going beyond just the health sector. It includes roles for various sectors outside the health system in

enhancing population health. The constitution emphasizes the need to address health issues using a multi-sectoral approach, which plays a key role in shaping health policies in Egypt. All efforts, policies, and entities collaborate to care for individuals' health, including enacting laws, offering protection, and providing services.

Egypt's health policy focuses on:

- Coordinating policies between health sector institutions and other sectors that care for citizens.
- Supporting and providing basic healthcare services in underserved areas to meet the essential needs of all community groups, especially mothers and children.
- Expanding participation in covering the increasing costs of medical care.
- Encouraging local production to meet the citizens' needs for medicine, vaccines, family planning methods, and medical and laboratory supplies.
- Developing information systems to support decision-making, planning, and following up on health programs and resource allocation according to provinces' needs.
- Developing human resources in the health sector in terms of both quantity and quality, ensuring proper use, and distributing them fairly to keep pace with scientific and technological advancements and ensure quality performance.

Egypt's health strategies rely on key pillars, including:

- Affirming every Egyptian citizen's right to health and social care, as guaranteed by the constitution.
- Adhering to national and international conventions in a cooperative framework to serve children, women, families, and society.
- Positively contributing to achieving the state's social and economic development plan.
- Highlighting the concept that health expenditure is a high-yield investment by all measures, and increasing the health sector's share in the state's general budget is necessary to meet the essential health needs of Egyptian citizens.
- Ensuring equitable access to specialized healthcare services across the country and providing basic healthcare services to underserved areas.

The right to sexual and reproductive health includes the essential components of sexual and reproductive health, such as access to safe and uncontaminated drinking water, adequate sanitation, sufficient food and nutrition, proper housing, a safe and healthy working environment, education and information related to health, and effective protection from all forms of violence that negatively impact individuals' rights and their right to sexual and reproductive health. It also considers the social conditions that may diminish individuals' rights concerning their sexual and reproductive health. Therefore, respecting individuals' rights and their sexual and reproductive health requires addressing social problems and practices that prevent individuals from enjoying their rights, such as various forms of discrimination, gender-based violence, harassment, torture, inequality, or other human rights violations.

In connection with other human rights, the right to sexual and reproductive health is linked to several other rights, such as the right to education (Articles 13 and 14) and the right to non-discrimination and equality between men and women (Articles 2 and 3). Additionally, the right to sexual and reproductive health is related to the right to work (Article 6) in terms of providing fair and appropriate working conditions (Article 7). The right to non-discrimination and gender equality also requires the state to provide employment opportunities that protect the rights of individuals, whether men or women.

3.3.2. The Role of the Ministry of Education and Technical Education and Partnership with Relevant Entities:

The Ministry of Education aims to build citizens and develop their personalities intellectually and healthily. Regarding the integration of population and health issues as important topics that affect all segments of society, the ministry addresses these issues with a new sustainable approach. This can be translated by integrating societal concepts and issues into curricula. Since the Ministry of Education addresses a wide segment of society, reaching 25%, and today's children are the cornerstone of tomorrow's society, preserving their health is one of the essential foundations for the future of our country.

Believing in this, the Ministry of Education views investment in learners' health as one of the foundations of educational development and a primary goal of curriculum development plans. This requires formulating educational, training, and health policies aimed at improving the population's health and economic characteristics so that they become a driving force for the desired economic development.

To achieve this, the ministry, in collaboration with partnerships and relevant institutions like the Ministry of Health and Population and specialized councils concerned with women, children, families, and other institutions, works together to safeguard the health and lives of individuals as true assets for achieving development and the advancement of communities. One of the essential measures to achieve this goal is the (integration of population and reproductive health concepts into curricula and educational activities and establishing a framework for population and reproductive health concepts to be included in the curricula and educational activities for middle and secondary school levels) to raise awareness among youth about the importance of this issue and its impact on their lives and future.

In this context, it was proposed to address reproductive and sexual health issues within the curricula in the form of scientific concepts and topics with an educational approach. This would support and facilitate the development of students' skills and increase their awareness of these concepts and the overall issue in a systematic and organized manner, taking into account the sensitivities and conditions surrounding the topic, ensuring that it is appropriate for students' needs, the school environment, and the community's circumstances and requirements.

3.3.3 Teacher Level:

One of the key characteristics that make teachers' roles crucial in teaching and raising students' awareness about

this issue and others is their daily and constant interaction with students. The teacher's relationship with their students is more clear-cut, and these circumstances provide teachers with greater opportunities to present and discuss information. Therefore, teachers should be prepared to foster a positive, safe educational environment. They also bear the responsibility of identifying students' problems and needs, as well as the challenges that hinder awareness of adolescent sexual health. Observing students, paying attention to them, and noticing their behavior and relationships are critical skills that teachers should use to identify students' needs, interests, and problems during this sensitive stage of their lives. This should take place in an atmosphere of comfort and reassurance so that students feel confident in their teachers.

When presenting topics, teachers must consider the gradual progression in delivering reproductive and sexual health content according to the students' developmental stages, ensuring that concepts are presented in a simple and appropriate manner. It is also essential to emphasize that these details are part of an educational process aimed at developing students' personalities healthily. These concepts can be presented within various subjects, aligning with the nature of the content and the lessons, ensuring that they are relevant to topics concerning the body, its components, and the functioning of its systems in relation to human health.

3.3.4 Student Level:

Students and adolescents need to understand the importance of reproductive and sexual health in their lives. They should be educated through reproductive health programs tailored to their educational stages as part of a balanced and comprehensive development effort. This approach is considered the optimal way to improve the quality of human life, meet their needs, and fulfill their aspirations. The topic of reproductive health has garnered significant attention from countries and international organizations concerned with population issues, as it represents a new entry point to address population challenges.

Educational treatment of these topics in curricula should be gradual, with sexual health topics introduced according to the characteristics of each age group, addressing the developmental and physiological traits of both their current stage and the next one. It is also crucial to educate students about their bodies, the functions of reproductive organs, the physiology of reproduction, hormones, genetics, and their roles in reproduction and sexual differences. This knowledge should be tied to an individual's role in life and society, fostering personal and social responsibility. Educational programs should also aim to inform adolescents and adults about the meaning and limits of freedom, protecting them from destructive ideas. This can be achieved by providing accurate information on the male and female reproductive systems, marriage, reproduction, family formation, and related responsibilities. Moreover, students should be educated on preserving the human species, taking pride in being male or female, and learning about sexually transmitted diseases, their causes, prevention methods, and treatment options.

Additionally, students need open, conscious discussions free from insinuations, with consideration for their age, gender, psychological characteristics, mental development, and social circumstances when addressing sexual health concepts. Students should also be guided in how to interact appropriately with the opposite gender,

as defined by religion, society, and morals, ensuring that respect is upheld in friendships at school, collegiality at work, and other life contexts. They should also be protected and educated about healthy relationships, avoiding forbidden behaviors, and understanding the boundaries of friendships, whether among males, females, or between males and females. Furthermore, young people should be prepared for dealing with the opposite gender when planning to build a healthy family, with information on sexual and reproductive health framed within the context of correcting misinformation and misconceptions.

3.3.5 Parent Level:

Since the school is the second home for students, and parents trust that their children are in a safe educational environment, it is important to acknowledge that students do not just study, but they also experience varying emotions and events in their lives. They acquire diverse experiences and skills through interaction, learning, and participating in activities in an atmosphere of warmth between themselves, their teachers, and their peers. A continuous partnership exists between the school and parents, ensuring that teachers are consistently updated about their child's activities and interactions, whether inside the school or during extracurricular activities. This collaboration aims to enhance their knowledge, skills, and personal development.

The issue of sexual and reproductive health is closely related to the lives of young people (both male and female), and the school and parents must work together to support and educate children on this issue without fear or hesitation. The school is the educational institution responsible for supporting students' educational, personal, and life experiences.

3.3.6 The community Level:

The community plays a significant and vital role in addressing and discussing pressing issues, particularly reproductive and sexual health, as one of the sensitive topics when it comes to treatment and handling, which directly affects individuals' lives. Continuous communication between the school and community members through regular meetings with local community representatives to discuss challenges and suitable solutions, as well as benefiting from the experiences and guidance of leaders in collaboration with decision-makers, has a significant impact on supporting and raising awareness about this issue. There are certain ways that conservative communities can follow to implement strategies that balance awareness of sexual and reproductive education and effectively link it to ethical values and societal norms in schools:

- Developing balanced and consistent educational curricula with societal values, involving experts in Sexuality Education, religious, and community leaders in the development process while ensuring that the information provided aligns with the community's ethical and cultural standards.
- Training teachers and educational specialists and providing comprehensive training programs for teachers on how to deliver sexual and reproductive education in a culturally sensitive way, equipping them with the necessary skills to handle sensitive topics professionally and constructively.

- Engaging families in the education process by organizing meetings and seminars to discuss the educational curricula with parents, encouraging open dialogue between the school and the family on these topics.
- Developing a supportive and safe school environment that respects diversity in values and beliefs, and providing psychological and social resources and services for students to address issues related to sexual and reproductive health.

3.4 Proposed Product Framework:

The proposed final product is suggested to take the form of a general conceptual framework for integrating reproductive and sexual health concepts and standards into middle and high school curricula.

Experts emphasize the importance of starting Sexuality Education at early ages while considering the appropriate style and content for each age group. By starting Sexuality Education early, children are better prepared to handle the physical and psychological changes of puberty and build correct knowledge and understanding about their bodies and developmental changes, avoiding misinformation from unreliable sources. This approach also helps children develop communication skills and interpersonal relationships, contributing to the prevention of health and behavioral issues related to this aspect.

Within the efforts made by the Egyptian Ministry of Education, reproductive and sexual health concepts have already been integrated into the "Discover" multi-disciplinary book for kindergarten stages and the first three grades of primary school. This is done through concepts, topics, and activities that cover various stages of growth, the importance of following appropriate health habits for healthy growth, and other topics and activities that encourage students to maintain their personal safe spaces and protect their bodies, to avoid problems.

This approach was further expanded in grades four through six, where more detailed and in-depth topics were introduced in each subject according to its nature.

As we are currently working on developing the middle and high school curricula, it has been suggested to include reproductive and sexual health concepts and standards in these curricula, ensuring alignment with the requirements of reproductive and sexual health and the nature of the subject. This will benefit specialized curriculum frameworks during the design and development process, ensuring that the curricula are enriched with reproductive and sexual health concepts suitable for the learners' age group, aiming to raise awareness on this issue.

The recommendation is that this be done in collaboration between the Ministry of Health and the Ministry of Education and Technical Education, represented by the Central Department for Curriculum Development.

This proposed framework includes clarification of the target groups, the framework's purpose, the concepts suggested for inclusion in the two stages, the mechanisms for its implementation, a matrix outlining the standards proposed for inclusion in the two stages according to appropriate topics, and finally, examples of proposed activities for both stages.

The framework aims to achieve several objectives that the Ministry of Education and Technical Education is keen to activate, including:

- Activating and addressing health, sexual, and reproductive health issues by integrating their related concepts as one of the most pressing topics in modern times within curricula and activities that students engage in.
- Including the main areas and sub-indicators that each major field of (health and reproductive health) addresses, to ensure their integration into the middle and high school curricula across all subjects, following appropriate topics and the context in which they are covered.

Focusing on Individual and Community Health and Its Subsequent Impacts on Sexual and Reproductive Health, Including Subtopics Such as Adolescent Health, Family Planning, Female Genital Mutilation, Early Marriage, and Its Effects on Maternal and Child Health, and Others.

Target Groups

The direct beneficiaries of discussing sex education and reproductive health are:

- Those involved in curriculum development and preparation.
- Teachers at the primary and secondary levels in educational administrations.
- Male and female students in both preparatory and secondary stages in all schools.
- Psychologists and social workers in educational administrations.
- Parents of male and female students.

5. Proposed Mechanisms for Integrating Concepts within Appropriate Topics in the Curricula of the Preparatory and Secondary Stages

These mechanisms include appropriate ways to integrate concepts of sexual health into curricula, textbooks, extra-curricular activities, and teacher development programs; as well as raising awareness among parents and those responsible for educating and raising students, and interacting with them, with the aim of achieving and implementing the integration of concepts and awareness of the issue.

3.5.1 Curricula:

The state, represented by the Ministry of Education, believes that investing in the health of our students is one of the foundations of developing pre-university education, and is a primary goal of plans for developing curricula and educational materials in the Arab Republic of Egypt. Therefore, it was necessary to focus on the role of the school as a center of educational radiation that can be utilized to raise awareness of the concepts and goals of health and reproductive health, through the integration of the concepts related to them in curricula and educational activities practiced by the learner and achieving their goals. Based on the utmost importance of the issue of health and population in society, and what many organizations concerned with health and economic fields have emphasized at the global level, and starting from the fact that today's children are the backbone of tomorrow's society, this issue is addressed with more attention.

- The issue of sexual health has been included in the general framework of curricula as one of the essential health issues and one of the challenges that should be focused on in various subjects, linking it to life skills and target values, where the general concept under which sexual and reproductive health falls is health and population as mentioned in the issues plan in the general framework of the curricula.
- The qualitative frameworks of the curricula also included the issue of health and population in every main axis on which the curricular content of the subjects in the new system is built, according to the nature of the subject and the age stage of the learner. It was not limited to a specific subject or a specific grade, but rather this issue was integrated in various forms and images, and it was not limited to merely raising the learner's awareness of the concepts related to sexual health, but rather focused on a number of skills that help him deal with these issues, such as problem-solving, decision-making, creativity, accountability, and productivity, in addition to instilling a set of core values such as participation, cooperation, respect for the rights of others, and respect for laws and regulations.
- The methods of addressing the issue of sexual health varied between direct and indirect, according to the nature of the learner, his/her educational stage, and the nature of the subject, as follows:

3.5.1.1 Direct treatment: This is through presenting concepts of sexual health and family planning through explanation, analysis, clarification, and the importance of family planning and the impact of population growth on the individual and society.

3.5.1.2 Indirect treatment: This refers to the inclusion of concepts related to sexual health and family planning in an indirect manner in all curricula, such as focusing on skills and values related to this issue, such as cleanliness, self-preservation, critical thinking, problem-solving, and others.

In continuation of the development system that we started with the primary stage and are now completing in the preparatory stage, and soon the development of the secondary stage, where the curricula include concepts of sexual and reproductive health, several important axes:

3.5.1.3 Axes included in the reproductive health curricula in the primary stage:

3.5.1.3.1 Physical growth and development:

- Explaining the physiological and hormonal changes that occur during puberty and maturity.
- Focusing on individual differences in the pace of growth and the need to respect these differences.

3.5.1.3.2 Reproductive health:

- Identifying body parts and the physiological functions of each.
- Explaining the menstrual cycle and ovulation and how pregnancy occurs.
- Introducing students to family planning methods and protection against sexually transmitted diseases.

3.5.1.3.3 Healthy Behaviors and Relationships:

- Reinforcing concepts of consent, respect, and equality in personal relationships.
- Addressing issues such as harassment, violence, and sexual exploitation and how to deal with them.
- Focusing on the social and psychological aspects of sexual and reproductive health.

□ **Ethical and Legal Dimensions:**

- Discussing ethical standards and societal values related to sexual behavior.
- Clarifying laws and regulations related to sexual and reproductive health.

Including these topics in the curriculum in a culturally appropriate manner and consistent with societal values contributes to developing students' awareness and empowering them to make responsible decisions regarding their sexual and reproductive health. Given the utmost importance of this issue, we have paid great attention to it in the new education system at several levels (curricula at all educational stages, extracurricular activities, teacher awareness, and parent awareness), and this is done through cooperation with relevant authorities and partnerships such as the (Ministry of Health and Population and specialized national councils).

3.5.2 Extracurricular Activities:

Since the curriculum may not have enough space to include some concepts of sexual and reproductive health and adhere to the time allocation for teaching during the academic year, it is proposed to address some of these concepts through extracurricular activities as follows:

A proposal to implement a guide for health activities (sexual and reproductive health):

- Through this guide, some health issues are addressed through extracurricular activities targeting the preparatory and secondary stages of education. Activities are implemented in a gradual manner to suit the target age group, and some activities focus on the positive aspects of health, sexual health, and family planning, and emphasize the impact of this on the well-being of the family and society. It also aims to create a positive interaction between educational institutions and the surrounding environment, including environmental, health, and social problems.
- The guide serves as a systematic and non-traditional work aimed at enhancing activity-based learning, away from the traditional methods that educators call for breaking their molds and freeing themselves from their constraints. It includes educational fields for health education, as well as related standards, contributing to translating each standard into a set of diverse educational activities that contribute to achieving the standard, taking into account gradation to suit the target educational stage.
- The guide includes the correct mechanisms for health education for the school community in a way that achieves a comprehensive and suitable environment for a purposeful learning process, and translating ideas into clear procedures for activating activities, with the participation of teachers and learners and with community support to enrich the educational process.

3.6 Identifying the Needs of the Target Group and Awareness of the Issue:

3.6.1. Teacher Training:

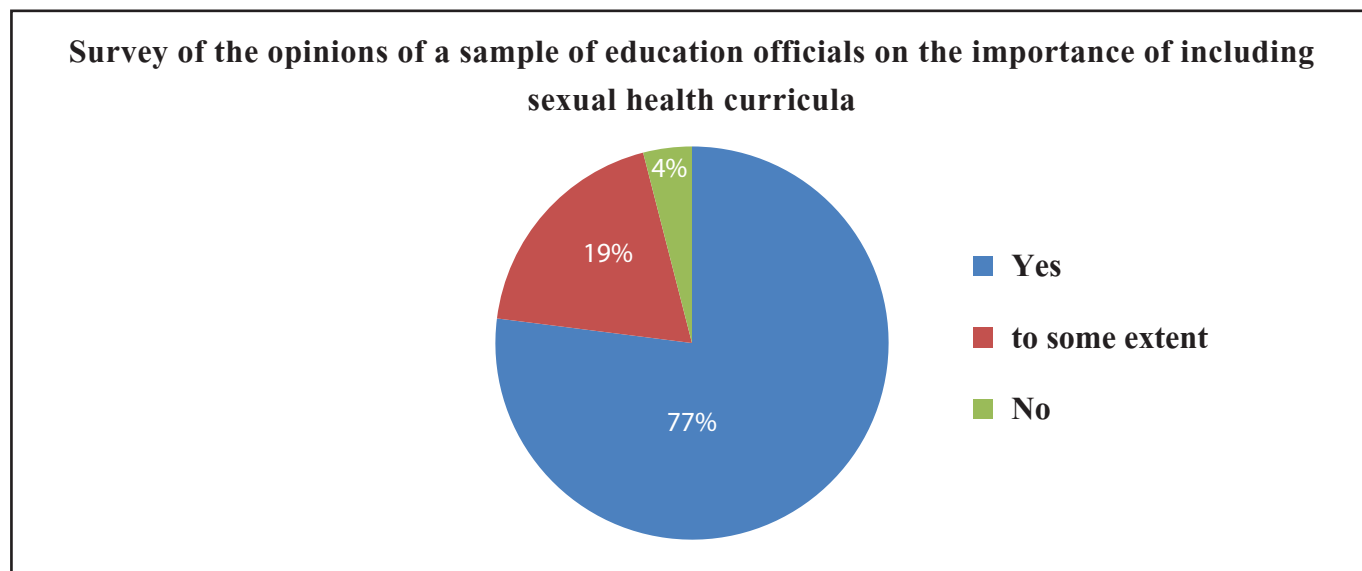
It is proposed to provide a training program for teachers on educational products and how to activate them within the content of curricula, so that the product includes concepts, standards, indicators, and suggestions for activation mechanisms through providing a trainer's guide and a trainee's guide and training teachers on them within the

framework of affirming the importance of sexual health and the need to activate it and raise community and learners' awareness of its importance.

Those responsible for education are concerned with taking care of the affairs of students and learners and achieving the goals of the educational process and developing the learners' personality as a primary goal when developing curriculum plans, which necessitates the formulation of educational, training, and health policies aimed at improving the health characteristics of the population to become a driving force for the required economic development.

Therefore, the ministry, in cooperation with partnerships and other institutions, aims to cooperate and work together to preserve the health and life of the individual as a real wealth and to achieve development and the advancement of societies. To achieve this goal, it is concerned with one of the most important procedures, which is (integrating the concepts of population and reproductive health into curricula and educational activities, and setting a framework for the concepts of population and reproductive health to be included in the curricula and educational activities of the preparatory and secondary stages), to raise awareness among young people of the importance of the issue and its impact on their lives and future.

And by surveying a sample of the responsible parties in education about the importance of including curricula on sexual health, the results, as shown in the following graph, indicate and clarify the desire of a large number of officials, whether in directorates, administrations, or schools, and their keenness on the importance of activating and including this information related to the issue in curricula to support learning, and one of the pillars of this is training teachers on these curricula and methods of raising student awareness of them and the appropriate strategies for discussing them.



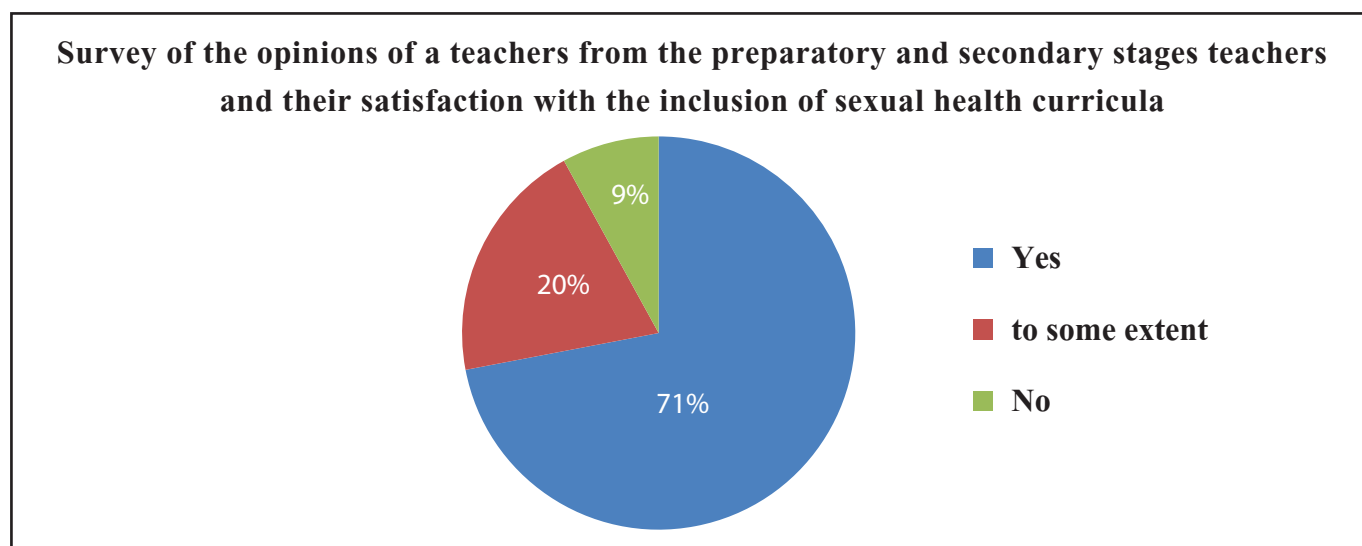
Teachers should also be trained on how to teach students the correct concepts in a correct educational manner due to the sensitivity of these topics in society. Awareness programs can also be implemented in which a comprehensive team participates (a health visitor who is concerned with providing accurate information about the body's organs and functions from a biological perspective, a psychologist who is concerned with providing sex

education in an educational and effective manner and also provides psychological support and guidance, as well as correcting misconceptions and misleading information that children and adolescents may acquire, and a social worker who will be concerned with providing information on how to deal with others and establish healthy social relationships with them based on respect, and a religious education teacher who will explain with religious evidence the importance of adhering to proper behavior and avoiding sexual and physical violence.

Providing continuous support to teachers while adapting successful models for training teachers on sexual and reproductive culture to suit the different cultural contexts in the Arab countries and taking into account some key considerations in this regard, such as:

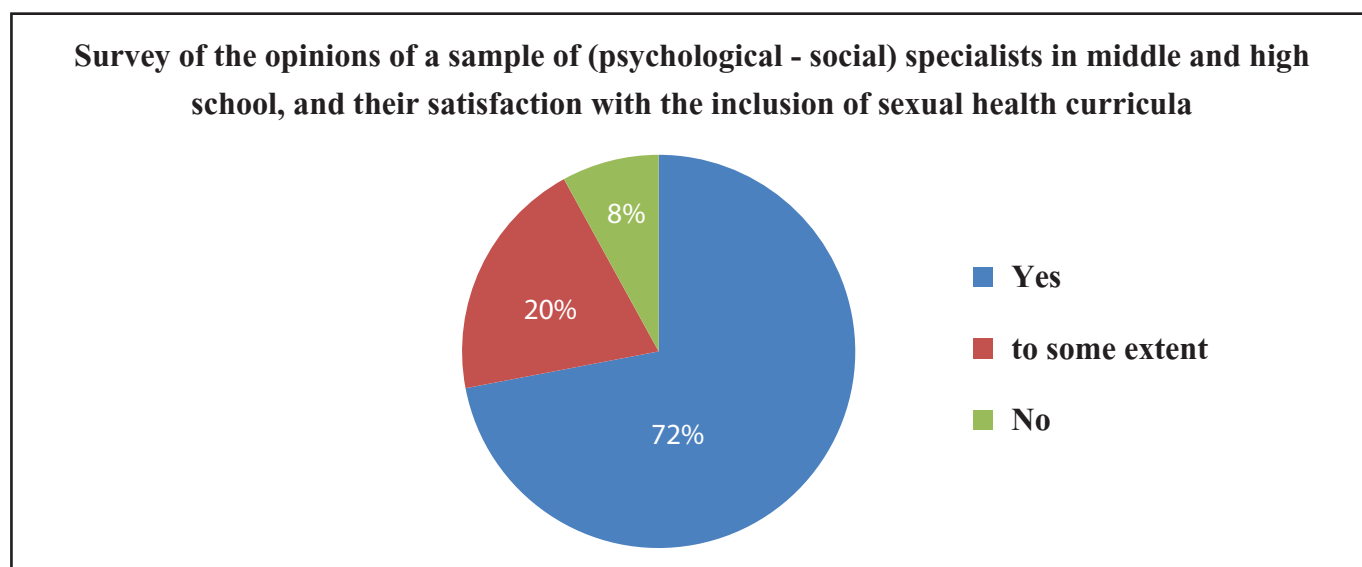
- Taking into account social, religious, and cultural values, as the content and training approach must take into account the prevailing cultural beliefs and practices. Topics of sexual and reproductive culture can be included in the context of family and moral values consistent with the local context.
- The need to cooperate with relevant authorities to ensure the acceptance and endorsement of initiatives, and the need to involve parents and civil society in designing and implementing teacher training programs.
- Focusing on applicable programs by developing training materials and curricula that can be adapted to the available conditions and resources, while taking advantage of culturally and technically appropriate educational technologies and tools.
- Ensuring continuity and continuous development by integrating sexual and reproductive culture into the formal educational curricula for teachers and providing sufficient support to ensure the continuity of training programs.
- With these considerations, successful models for training teachers on sexual and reproductive culture can be adapted to suit the different cultural contexts in Arab countries, contributing to the development of a comprehensive and sustainable approach in this sensitive area.

In this context, a sample of teachers from the preparatory and secondary stages was surveyed to assess their interest in the issue and their desire to raise awareness among students, and the results indicated a high percentage of desire and satisfaction with including curricula that address the issue of reproductive and sexual health at about 71%, as shown in the following graph:



In the context of affirming the ministry's interest in sexual and reproductive health and the need to activate it and raise community and learners' awareness of its importance, it is proposed to prepare a complete package that includes concepts, standards, indicators, and suggestions for activation mechanisms through providing a trainer's guide and a trainee's guide, and teachers are trained on it.

It is also proposed to support specialists from psychologists (psychological and social) to participate in disseminating this issue and raising awareness of it due to its psychological and social nature and its connection to the individual's life. Their opinions were surveyed about the importance of including topics on reproductive and sexual health in the curricula and discussing them with students within school activities, and the percentages indicated their satisfaction at 72%, as shown in the survey results in the following graph. The percentages were 20% to some extent due to the circumstances surrounding the school environment and the degree of student compatibility, in addition to the concerns related to students' parents and the community and the extent of their acceptance of the idea of discussing this issue.



3.6.2. Parents' Awareness:

Enhancing trust between parents and children makes children feel confident in their parents so that they can ask any questions or concerns they have. The home should be a safe and open environment to talk about sexual and reproductive health topics without judgment or criticism. The school should be an effective partner with parents in educating students about sexual and reproductive health and discussing topics related to sexual development and potential problems, as well as exchanging information and resources.

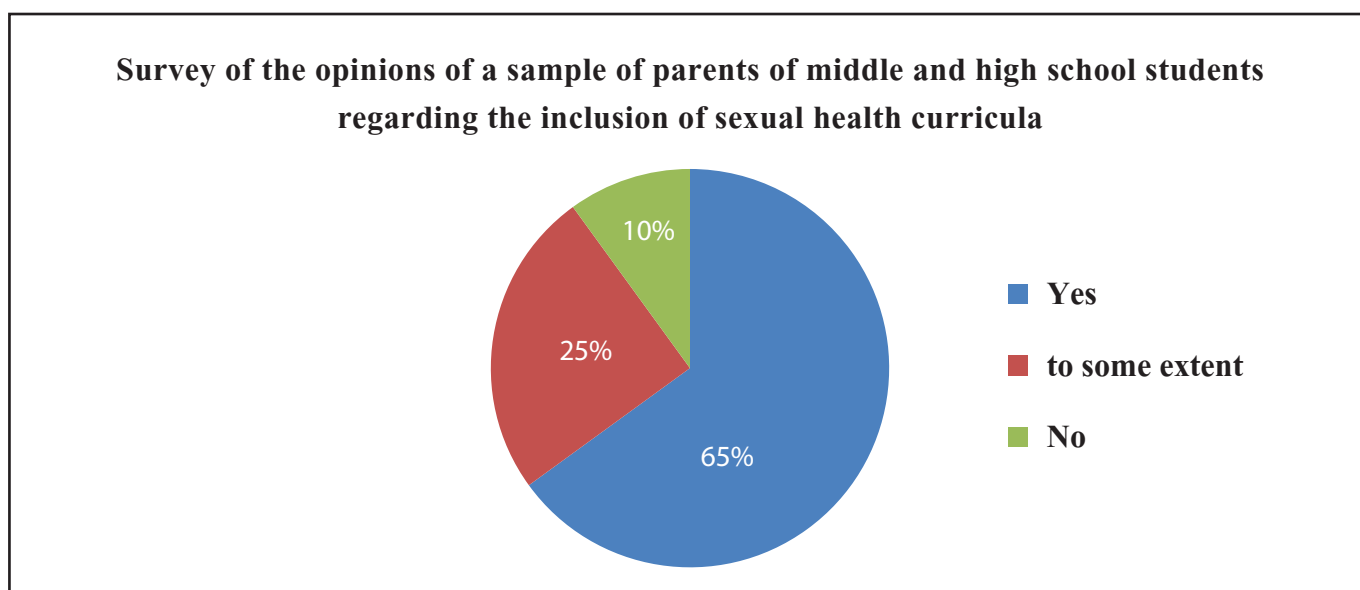
It is suggested that the guide include real-life situations and practical activities to educate parents about sexual and reproductive health issues, as parents are key partners in supporting students' understanding of the correct concepts related to sex education and reproductive health. There is a need to educate them about the nature of the changes that children go through; this helps children, especially adolescents and youth, to understand these changes and overcome problems that may arise from a lack of understanding of the nature of the age stage.

It is also suggested that the guide be directed to the parents of students, specifically adolescents, as targeting this group aims to prevent adolescents from harmful behaviors that may lead to risks that threaten their current and future health and to raise their awareness so that they can take responsibility for their health and the families they will form.

The parents' guide should also rely on the approach of life skills-based health education, which enables parents to engage in positive behavior that makes them able to keep up with changes, cope with pressures, and make appropriate decisions in emergencies.

The guide addresses awareness of issues related to sexual and reproductive health in three main axes: general health and its relationship to reproductive health, marriage and family formation, adolescent health, and the role of different organizations in supporting reproductive health, so that the dimensions of the issue become clear, and allows for a deeper understanding of the subject matter.

In this context, and as a step to support community and parent awareness, a sample of parents of students in the preparatory and secondary stages was surveyed, and the results showed that 65% of parents agreed and approved of the items that indicated adding and including content that addresses and discusses reproductive and sexual health in the curricula that their children study, which contributes to raising their awareness through the school as a systematic institution that supports their children's knowledge, develops their skills and values, and the following graph shows the results of the survey of students' parents.

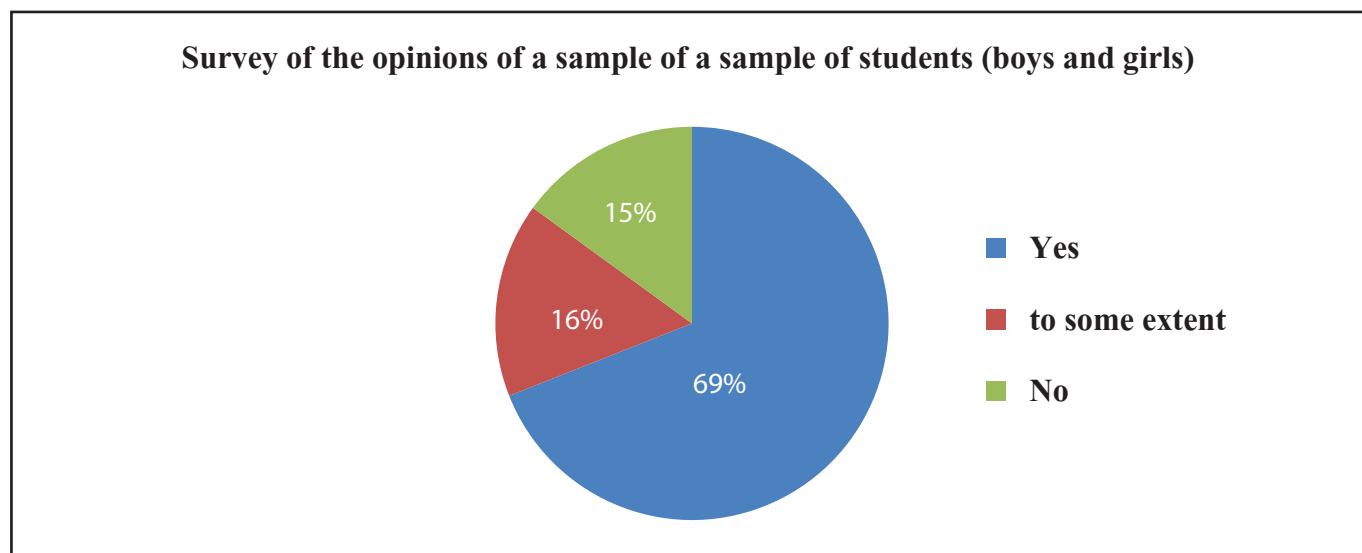


3.6.3. Students' Awareness:

Efforts are shared and combined regarding students and youth, as the Ministry of Education and Technical Education seeks to support building learners' capacities based on the awareness and adaptation of individuals (administrators, teachers, specialists...) and providing assistance within the context and framework of the priorities of individual and community development to achieve the broader sustainable development goals through organizing awareness meetings for teachers and social workers on issues of sexual and reproductive health, in addition to

cooperating with the ministry in integrating some topics of sexual and reproductive health into the curricula, and holding various events for learners to raise awareness of the issue, and looking forward to creating a supportive environment that helps empower young men and women to make informed decisions about their reproductive health by enhancing their knowledge and cultural capacities, especially girls, to make decisions, and to empower them to make informed choices and achieve their potential by achieving the goals that empower adolescent girls through building their social, health, and economic skills, and linking maternal health to sexual and reproductive health, family planning, gender-based violence against women and girls, and harmful practices, and awareness of ways and means of support.

A survey of a sample of students (boys and girls) showed that 69% were satisfied with the inclusion of curricula that contribute to raising their awareness about the issue, indicating a desire among these young people to obtain information and equip themselves with knowledge within the school environment. The results indicating "to some extent" (16%) and "no" (15%) were due to the fears felt by generations and youth about discussing the issue and shyness about discussing the topic



It is also important to emphasize increasing the participation of civil society organizations by expanding the participation of religious and community institutions, the media, the private sector, and service providers, and involving young people and girls in raising awareness of all forms of gender-based violence against women, and employing interactive methods of participation, and expanding pre-marriage counseling programs, expanding campaigns aimed at changing harmful gender-related behaviors, and raising community awareness of this.

Strengthening the capacities of systems and institutions, including local institutions, to provide comprehensive and high-quality information and services in the field of sexual and reproductive health, improving human capacities, and relying on learning management systems and digitizing educational materials, and enhancing and expanding youth-friendly health services for adolescents and improving local and specialized response services to gender-based violence against women and girls through improved coordination, monitoring and evaluation systems, and digital transformation, in addition to providing the necessary real and accurate statistics and figures to support and

address harmful practices such as domestic violence and early marriage, and increasing community awareness of the services available to support individuals.

3.6.3.1 Psychological and Developmental Characteristics of Students in the Preparatory and Secondary Stages

The psychological and sexual challenges faced by students at this stage of life can significantly impact their well-being and development. Providing guidance, psychological therapy, and sex education programs, as well as supporting families, plays a crucial role in fostering strong family and social bonds and safe, supportive environments. Generally, addressing these issues requires a comprehensive and long-term approach involving various sectors and levels of society. It is essential that we work together to ensure the psychological and sexual health of learners.

(Psychological Concepts of Sexual Health):

3.6.3.1.1 Sexual health:

- Includes education and awareness about personal boundaries
- General health care
- The ability to build healthy relationships.

3.6.3.1.2 Psychological health:

- Encompasses feelings of psychological and emotional well-being
- The ability to manage emotions and cope with challenges and stress
- Self-esteem
- The ability to form positive relationships with others.

3.6.3.1.3 Reproductive health

- Covers physical development and functions
- Maternal and child health
- Family planning.

3.6.3.1.4 The link between sexual and psychological health

- Sexual and psychological health are closely interconnected.
- Problems in one area can affect the other.
- Healthy growth in both areas plays an important role in overall well-being.

3.6.3.1.5 Factors Affecting Sex Education and Reproductive Health:

- Biological, psychological, social, cultural, and political factors.
- Personal experiences and the surrounding environment.
- Access to appropriate information and healthcare.

This clarity of fundamental concepts aids in developing a comprehensive approach to caring for the sexual, psychological, and reproductive health of individuals and communities. Believing in the importance of this issue and the role of schools in providing a supportive and reliable learning environment for students regarding sexual and reproductive health, with a focus on related psychological and emotional concepts, by promoting sexual and reproductive health awareness and culture and providing the necessary support, students can be empowered to make healthy and responsible decisions regarding their sexual and reproductive health.

3.6.3.2 Challenges between the importance of student awareness and opposing cultural heritage:

There are existing challenges that hinder efforts to raise awareness among students, including cultural heritage that may oppose awareness initiatives on this issue. Sexual and reproductive health topics are considered sensitive in Arab societies due to cultural heritage and prevailing traditions. This is clearly reflected in the level of sexual awareness among students, creating significant challenges in providing appropriate education and health services for them. It is important to consider that implementing Sexuality Education in schools faces several significant cultural challenges, such as:

3.6.3.2.1 Cultural and Social Conservative Backgrounds:

- Discussions about sexual and reproductive health are viewed as taboo and only suitable for adults, which may make addressing them in schools uncomfortable. Efforts must be made to change these negative attitudes through education and community dialogue.
- Such discussions are often perceived as encouraging early or inappropriate sexual behavior.

3.6.3.2.2 Cultural and Religious Sensitivities:

- Talking about these topics may be seen as violating privacy and moral sanctity.
- These topics are considered inappropriate for public discussion.
- It is necessary to respect cultural boundaries, especially with girls, and work within socially acceptable frameworks.

3.6.3.2.3 Objections to Sexuality Education Content:

- There may be objections to the type of information and the way it is presented to learners.
- Some believe that religious and moral teachings should suffice.

3.6.3.2.4 Focus on Prevention Only:

- In some cases, the focus is solely on preventing diseases without addressing other aspects such as sexual relationships and reproductive health. The scope of sexual and reproductive education should be broadened to include more comprehensive topics.

3.6.3.2.5 Influence of Cultural Heritage on Learner Awareness:

- Learners may feel embarrassed or shy when discussing issues of sex and reproduction.
- Learners may rely on unreliable sources for sexual information, such as the internet and friends.
- Learners may hesitate to seek health services related to sexual and reproductive matters.

Despite these challenges, there is strong evidence supporting the importance of providing documented sexual and reproductive education to protect and empower learners. Addressing these challenges within the context of cultural heritage, traditions, and norms requires integrated efforts at the curriculum level, health services, and community awareness. This would enable learners to make informed decisions regarding their sexual and reproductive health, while finding ways to address these cultural sensitivities in a manner that respects societal values. Addressing these cultural challenges with sensitivity and an understanding of the specificities of each society is essential to ensuring the success of sexual and reproductive education programs in schools. This requires clarifying concepts related to each developmental stage according to age-specific needs and requirements. A matrix has been developed for both middle and high school stages, specifying the concepts to be taught at each level, taking into account the following considerations:

3.6.4 Important Considerations for Teaching and Developing Skills in Sexual and Reproductive Health:

- Adherence to high moral values and principles by adolescents protects them from harmful behaviors.
- Attention to personal hygiene reduces the risk of many diseases.
- Health care during adolescence is essential for promoting sexual health.
- Poor maternal nutrition affects pregnancy and the physical and mental development of the child.
- Engaging in sports and maintaining a healthy diet is important for the health of individuals and adolescents.
- Adolescents' understanding of physical and psychological changes contributes to safely navigating the phase.
- Certain practices, such as (harmful dietary habits, smoking, etc.), negatively impact health.
- Female genital mutilation (FGM) is a crime punishable by law (Law No. 10 of 2021).
- Early marriage is one of the beliefs and cultural practices that must be confronted, as it causes harm to both the mother and the fetus.
- To achieve a successful marriage, it is necessary to provide health education to those intending to marry and inform them of the available health services.
- Mother and child care centers help provide services that contribute to maintaining the health of the mother and child, as well as early detection of genetic diseases.

- Pre-marital medical tests reduce potential problems that couples may face.
- A healthy lifestyle prevents the risks of pregnancy complications and helps maintain the health of both the mother and the child.
- It is essential for individuals to reach full physical and mental maturity to avoid the risks associated with pregnancy and childbirth.
- Family planning methods are numerous, and most are highly effective, but medical advice should be sought to choose the method most suitable for the individual's health conditions.
- Breastfeeding supports the health of both the mother and the child.
- Specialist consultation is necessary in cases of infertility.
- Individuals with disabilities have the right to marry and have children, according to their abilities and pre-marital medical tests.

Female Genital Mutilation (FGM) (which the World Health Organization defines as the mutilation of female external genital organs) includes the partial or complete removal (cutting) of parts of the female external genitalia. It is a non-medical procedure and has no benefit or advantage for girls or women. It was declared forbidden by the Al-Azhar fatwa in 2006-2007 and is criminalized by Egyptian law. This practice is widespread in Egyptian society, especially in rural areas, due to incorrect cultural beliefs and social traditions. Medical studies have proven that this practice causes many physical and psychological harms and complications, and it negatively affects marital life in the future. The National Program to Combat FGM, which is under the supervision of the National Council for Women and the National Council for Childhood and Motherhood, works to eliminate FGM by raising community awareness to stop this harmful practice. This is done through a national plan supported by the Egyptian state and with the attention of political leadership. Egyptian law imposes severe penalties on anyone who performs FGM, including imprisonment, as well as on the guardian who requests FGM for his daughter, whether it is the father or anyone who takes the girl to the person performing the procedure (doctor, nurse, or any other person).

3.7 Explanation of Concepts Related to the Nature of Each Stage According to Needs and Age Requirements

3.7.1 Concepts of Sexuality Education Included in the Curriculum for Middle and Secondary Stages

Stage	Middle School Level	Secondary Level
Sexual Health Concepts	<ul style="list-style-type: none"> ▪ Maintaining general health. ▪ Personal care/hygiene. ▪ Healthy nutrition (healthy food). ▪ Health awareness. ▪ Food contamination prevention. ▪ Male reproductive system. ▪ Female reproductive system. ▪ Sexual reproduction. ▪ Gametes. ▪ Physical changes. ▪ Proper behaviors towards the body. ▪ Female genital mutilation (FGM). ▪ Puberty. ▪ Male puberty. ▪ Female puberty. ▪ Hormonal changes accompanying puberty. ▪ Adolescence. ▪ Violence. ▪ Physiological changes. ▪ Hormones. ▪ Hormonal regulation. ▪ Preventive health. ▪ Reproductive diseases. ▪ Postpartum fever. ▪ Syphilis. ▪ Prevention of reproductive diseases. ▪ Early marriage. ▪ Birth defects. ▪ Offspring. ▪ Pollination. ▪ Fertilization. ▪ Chromosomes. ▪ Genes. ▪ Genetics. ▪ Inherited traits. ▪ Human genome. 	<ul style="list-style-type: none"> ▪ Taking care of general health. ▪ Personal hygiene. ▪ Nutritional elements. ▪ Health awareness. ▪ Energy production. ▪ Immunity. ▪ Endocrine glands. ▪ Hormones. ▪ Male hormones. ▪ Female hormones. ▪ Health of body systems. ▪ Male reproductive system. ▪ Female reproductive system. ▪ Ovaries. ▪ Testicles. ▪ Sperm. ▪ Testosterone. ▪ Estrogen. ▪ Uterus. ▪ Vagina. ▪ Fallopian tubes. ▪ Reproduction and its types. ▪ Menstrual cycle. ▪ Monthly period. ▪ Fertilization. ▪ Stages of pregnancy. ▪ Childbirth. ▪ Sexually transmitted diseases. ▪ Blood type inheritance. ▪ Genetic disorders. ▪ Pre-marital medical examination. ▪ Gender. ▪ Genetic diseases. ▪ Sexually transmitted infections (STIs). ▪ Gender determination. ▪ Injections. ▪ Contraceptive methods. ▪ In vitro fertilization (IVF). ▪ Nuclear transfer and gamete banks.

Importance of Clarifying and Presenting Concepts:

Concepts are interconnected and build upon each other, meaning that learning one concept leads to learning a new or additional concept. Concepts are hierarchical in nature, which makes presenting educational material logically structured. This allows learning at all educational levels, as the connection and sequence in presenting concepts make the material organized and easy to learn.

Learning concepts leads to understanding and comprehension. When understanding and comprehension occur, this knowledge can be applied in new situations, making learning meaningful. When learning has meaning, students are more motivated and engaged.

These concepts are an essential part of health education programs at these educational stages and are certainly aligned with the health needs of learners and appropriate to their age and mental capabilities at this stage. Below is a presentation of these concepts.

3.7.2. Key Concepts

- Health:

The World Health Organization defines health as a state of well-being and complete physical, mental, and social wellness, not merely the absence of disease or infirmity.

- Health Awareness:

The individual's awareness of information and experiences that affect their tendencies and knowledge, leading to the adoption of specific health behaviors or interactions with society concerning all aspects of health, including social, psychological, nutritional, environmental, etc.

- Sexual Reproduction:

A reproductive process occurring in most living organisms, including plants and animals, ensuring genetic diversity in offspring. It involves the union of a male gamete (sperm in mammals) with a female gamete (egg) to form a zygote (fertilized egg) that develops into a new individual.

- Diseases and Prevention:

Awareness of diseases, their transmission, prevention or reduction of their spread, and identification of infectious and non-infectious diseases.

- Sexually Transmitted Infections (STIs), Also Known as Genital Diseases:

A group of infectious diseases caused by various bacteria, viruses, and parasites, totaling up to 30 types. Some of these diseases do not show noticeable symptoms, leading to severe complications due to a lack of timely treatment. They can cause significant complications such as infertility in both males and females, chronic pelvic pain, cervical cancer, and HIV/AIDS, which can lead to death.

Male Reproductive System: The system responsible for reproduction in males, including the production of sperm and male sex hormones.

Female Reproductive System: A system playing a crucial role in puberty and reproduction, consisting of a group of internal and external organs.

Vagina: A canal connecting the cervix (the lower part of the uterus) to the outside of the body. It is also known as the birth canal.

Uterus: A hollow, pear-shaped organ that houses the developing fetus. It has two parts: the cervix, which is the lower part opening into the vagina and allows sperm to enter and menstrual blood to exit, and the body of the uterus, a muscular, elastic organ that can stretch to accommodate the growing fetus and helps push the baby out during childbirth.

Ovaries: The female reproductive organs on either side of the uterus that produce eggs and hormones. An egg is the female reproductive cell or gamete.

Fallopian Tubes: Two narrow tubes attached to the upper part of the uterus that transport eggs from the ovaries to the uterus. Fertilization typically occurs in the fallopian tubes, after which the fertilized egg moves to the uterus to implant in the uterine lining.

Menstruation: A process occurring in most females approximately once a month from puberty until menopause, except during pregnancy.

Menstrual Cycle: The monthly hormonal cycle that the female body undergoes to prepare for potential pregnancy.

Testes: The primary male reproductive organs. They are also known as "male gonads" and are oval-shaped, producing sperm and male sex hormones.

Sperm: The male reproductive cells or gametes.

Testosterone: A sex hormone primarily produced by the testes, stimulating the growth of reproductive organs and the development of secondary sexual characteristics in males.

Estrogen: A hormone important for the development of the reproductive system's organs and stimulating various physical changes during puberty.

Fertilization: The process where a sperm from the male merges with an egg from the female to produce a zygote.

Chromosome: A long molecule of DNA located in the cell nucleus.

Gene: A segment of DNA that contains the necessary information for producing a functional unit, such as a protein. A gene represents the functional unit of inheritance responsible for traits like hair or eye color.

Genome: The complete set of genetic material in any living organism.

Adolescence: Adolescence is the transitional period between puberty and adulthood, commonly defined as the age range of 10-19 years. It is characterized by significant emotional and physical changes that coincide with puberty and involve rapid changes in physical and psychological aspects, including changes in brain chemistry, influenced by factors such as age, genetics, and sex (male or female).

Puberty: A series of physical changes during growth where an individual's body matures to become an adult. It includes the development of physical traits and the ability to reproduce sexually. This process begins with hormonal signals from the brain to the gonads (testes in males and ovaries in females).

Hormones: Hormones are chemical substances produced by endocrine glands that regulate most major bodily functions, such as hunger, reproduction, and emotions.

Pregnancy: The process through which a woman becomes pregnant with a fetus, including fertilization or the implantation of the embryo in the uterus.

Family Planning: A conscious effort by couples to control the number and spacing of children using artificial and natural methods to prevent pregnancy. Family planning involves preventing conception to avoid pregnancy and abortion, but also includes efforts by couples to achieve pregnancy.

Violence: Physical, verbal, or behavioral force directed from one party towards another, causing psychological, physical, and possibly sexual harm.

Contraceptive Methods: Medical methods used to temporarily prevent pregnancy until family conditions and the mother's health are suitable for pregnancy and childbirth. The wife obtains these methods from the pharmacy or health unit after medical consultation with a doctor.

Puerperal Fever: A fever affecting women after childbirth due to a bacterial infection causing inflammation of the uterine lining.

Syphilis: An infectious disease caused by bacterial infection transmitted through close contact and physical relations with an infected person or from a pregnant woman to the fetus.

Abortion: The termination of pregnancy (i.e., expulsion of the fetus) before 22 weeks of gestation or when the fetus weighs less than 500 grams. Abortion may occur spontaneously or with intervention.

Female Genital Mutilation (FGM): Also known as female genital mutilation, it involves the partial or total removal of external female genitalia.

Early Marriage: Also called child marriage, this refers to a marriage where one or both parties are under the age of 18 or have not reached the age of majority as defined by the country.

In Vitro Fertilization (IVF): A fertilization process occurring outside the woman's body, where the ovaries are stimulated with medications to produce more eggs. These eggs are then surgically retrieved at a specific time when they are fully mature.

Sexually Transmitted Infections (STIs): Infections transmitted through sexual contact, such as chlamydia, HIV, or syphilis.

Healthy Body Behaviors: Include maintaining, respecting, and protecting the body from harm or health risks and increasing awareness to protect against dangers from others, such as harassment and abuse.

Physiological Changes: Physical changes that occur in boys and girls accompanying puberty.

Anemia: A condition resulting from insufficient healthy red blood cells or hemoglobin to carry oxygen to the body's tissues. Hemoglobin is a protein in red blood cells that delivers oxygen from the lungs to the rest of the body.

Sex Determination: Determined by sex chromosomes, where sex chromosomes are those that help determine an individual's sex, and can be either X or Y.

Gender Roles: Roles defined by society for males and females, unrelated to biological sex, but based on responsibilities. These roles change over time and vary widely within a single culture.

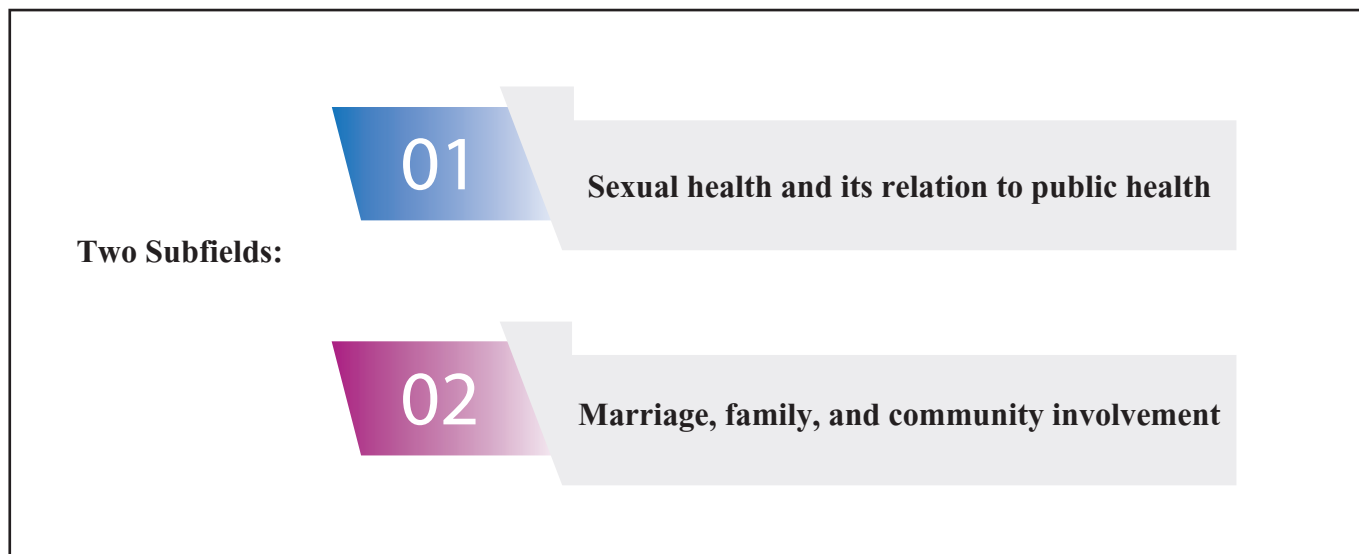
3.7.3. Concept Matrix for the Three Grades of Middle School

Stage	Middle School Stage		
	First Year of Middle School	Second Year of Middle School	Third Year of Middle School
Concepts Progression by Grad	<ul style="list-style-type: none"> ▪ Maintaining general health, ▪ personal hygiene, ▪ health awareness, ▪ nutrition, ▪ food safety, ▪ preventive health, ▪ chromosome, ▪ gene, ▪ genetics, inherited traits, ▪ human genome, ▪ adolescence, ▪ physiological changes 	<ul style="list-style-type: none"> ▪ Maintaining general health ▪ Personal hygiene ▪ Nutrition ▪ Health awareness ▪ Healthy eating habits ▪ Sexual reproduction ▪ Asexual reproduction ▪ Fertilization ▪ Genetic inheritance ▪ Offspring 	<ul style="list-style-type: none"> ▪ Maintaining general health ▪ Personal hygiene ▪ Nutrition ▪ Health awareness ▪ Male reproductive system ▪ Female reproductive system ▪ Reproduction ▪ Types of reproduction ▪ Gametes ▪ Physical changes ▪ Healthy body behaviors ▪ Female genital mutilation ▪ Puberty ▪ Male puberty ▪ Female puberty ▪ Hormonal changes ▪ Adolescence ▪ Gender ▪ Physical changes ▪ Mental changes ▪ Psychological changes ▪ Hormones ▪ Hormonal regulation ▪ Preventive health ▪ Sexually transmitted diseases ▪ Postpartum fever ▪ Syphilis ▪ Prevention of sexually transmitted diseases ▪ Early marriage ▪ Birth defects ▪ Offspring ▪ Fertilization ▪ Chromosome ▪ Gene ▪ Human genome

3.7.4. Concept Progression Matrix for the Three Grades of Secondary School

Stage	Secondary School Stage		
	First Year of Middle School	Second Year of Middle School	Third Year of Middle School
Concepts Progression by Grad	<ul style="list-style-type: none"> ■ Public health care ■ Personal hygiene ■ Nutritional elements ■ Health awareness ■ Energy production 	<ul style="list-style-type: none"> ■ Health awareness ■ Health of body systems ■ Energy production 	<ul style="list-style-type: none"> ■ Public health care ■ Personal hygiene ■ Health awareness ■ Immunity ■ Endocrine glands ■ Hormones ■ Male hormones ■ Female hormones ■ -Health of body systems ■ Male reproductive system ■ Female reproductive system ■ Ovaries ■ Testicles ■ Sperm ■ Testosterone ■ Estrogen ■ Uterus ■ Vagina ■ Fallopian tube ■ Reproduction and its types ■ Menstrual cycle ■ Menstruation ■ Fertilization ■ Stages of pregnancy ■ Childbirth ■ Sexually transmitted diseases ■ Blood type inheritance ■ Genetic disorders ■ Pre-marital medical examination ■ Consanguineous marriage ■ Genetic diseases ■ Gender determination ■ Injections ■ Contraceptive methods ■ In vitro fertilization (IVF) ■ Nuclear transfer and gamete banks ■ Anemia ■ Vitamins ■ Minerals

3.7.5 The Field of Sexuality Education and Reproductive Health for Middle and Secondary School Levels:



First Subfield: Sexual Health and Its Relation to Public Health

This field focuses on public health (mental, psychological, social, and physical) as well as sexual and reproductive health. It covers concepts such as personal hygiene, growth, changes accompanying developmental stages, and others, along with the role of the family in promoting and maintaining healthy habits..

Second Subfield: Marriage, Family, and Community Involvement

This field focuses on the family, its formation, and the care of children, addressing topics such as marriage, early marriage, mother and child care, and the importance of appropriate medical tests and counseling. It also covers awareness for individuals planning to marry, consanguineous marriage, and the state's efforts in family awareness and care. Additionally, it highlights the efforts of local and international organizations and digital communication mechanisms with various entities in family care to achieve family well-being.

3.7. 5.1 Matrix of criteria and indicator

Subfield	Standard	Indicators
<p>First Subfield: Sexual Health and Its Relation to Public Health</p>	<p>1. Understanding the requirements related to sexual health.</p>	<ul style="list-style-type: none"> - Understands the concept of sexual and reproductive health. - Identifies personal hygiene methods. - Explains appropriate healthy nutrition for different stages of growth. - Identifies healthy habits and daily routines such as: (hygiene, balanced diet, exercise). - Differentiates between growth stages and the factors that influence them. - Identifies some malnutrition diseases (anemia, thinness, obesity) and their relation to health.
	<p>2. Inferring the changes and problems accompanying puberty and being aware of them.</p>	<ul style="list-style-type: none"> - Identifies the biological changes that occur during male puberty. - Identifies the biological changes that occur during female puberty. - Distinguishes between the changes associated with both males and females and how to manage and navigate the stage safely. - Conducts research and collects reliable digital data and information related to puberty. - Infers the negative impact of some behaviors on future health. - Uses some reliable sources to obtain information related to puberty (scientific books, mother, father, specialized institutions). - Distinguishes between ethical and unethical content available on websites.
	<p>3. Identifying the basic principles for maintaining sexual health and preventing diseases.</p>	<ul style="list-style-type: none"> - Makes appropriate decisions in situations that protect the body (safe space) from potential assault. - Respects others and values the role of each individual in society. - Infers individual rights related to sexual and reproductive health, such as (rights to good parental care, provision of healthy food, body privacy, health system, healthy environment, etc.). - Identifies diseases that affect the reproductive system. - Identifies appropriate behaviors to prevent infectious and sexually transmitted diseases. - Learns early detection procedures for serious diseases affecting the reproductive system. - Presents research based on scientific data and information related to sexually transmitted diseases and their impact on sexual health. - Infers the importance of visiting a doctor when necessary. - Provides various awareness methods on the harms of smoking on the health of the mother and fetus. - Offers information and facts about the harmful effects of addiction on individual health in general and on pregnant women in particular. - Identifies the psychological, physical, and social harms of female genital mutilation (FGM). - Identifies behaviors indicative of sexual harassment (for healthy individuals and disabled children) and how to address them. - Identifies signs of domestic violence and the behaviors that indicate it, as well as its negative impact on health, sexual health, and reproductive health. - Consciously searches for organizations that can help in cases of exposure to any form of violence. - Participates in various ways to raise awareness of the proper actions to take when exposed to any form of violence.
<p>Second Subfield: Marriage, Family, and Community Participation</p>	<p>1. Identifying the methods and procedures for marriage preparation and the community's awareness of them.</p>	<ul style="list-style-type: none"> - Participates in raising awareness of the health risks of early marriage. - Infers the appropriate age for marriage and childbirth. - Identifies the impact of Egypt's cultural heritage on sexual and reproductive health. - Explains the role of various media types in raising awareness about reproductive health and related issues. - Deduces the role of certain institutions, such as (hospitals and health units), in providing medical counseling before marriage. - Identifies the importance of medical check-ups before marriage. - Utilizes various methods to raise awareness about the appropriate age for marriage and the dangers of early marriage.

		<ul style="list-style-type: none"> - Discovers the relationship between the impact of education and health on sexual health. - Explains the importance of both men's and women's roles in social and marital life. - Deduces the risks caused by ignorance of sexual and reproductive health. - Learns about modern medical methods for treating delayed pregnancy or infertility in couples. - Infers the right of individuals with disabilities to marry and have children (in light of their abilities and pre-marital examinations).
	2. Identifying the stages of pregnancy and childbirth and their impact on individual health	<ul style="list-style-type: none"> - Understands the stages of pregnancy. - Explains the factors that may pose risks during pregnancy. - Links the effect of proper nutrition for pregnant women to the health of the fetus. - Explains the role of medical follow-ups for pregnant women in maintaining the health of both mother and fetus. - Identifies some methods used for family planning and their importance. - Suggests various means to raise awareness of the importance of family planning and its benefits (for the mother, child, family, and society in general). - Explains the role of certain institutions in assisting couples and providing guidance.
	3. Understanding the requirements of motherhood and child care.	<ul style="list-style-type: none"> - Explains the importance of adhering to vaccinations for both mother and child. - Clarifies the importance of immediate postnatal care for the mother and newborn. - Understands the importance of breastfeeding for the health of both mother and child. - Infers the risks of taking medications and drugs for both mother and child. - Participates in raising awareness through various means about the dangers of proper nutrition for women during pregnancy and breastfeeding, or taking medications or drugs. - Learns about the services provided by maternal and child care centers to citizens. - Explains the role of organizations concerned with women (such as the National Council for Women and the National Council for Motherhood and Childhood) in providing counseling and assistance. - Describes the role of certain institutions in helping couples with family planning. - Understands the role of international organizations in caring for mothers, children, and families. - Suggests methods and techniques for raising awareness of the importance of individual health in society.

3.8 Proposed Activity Models for Each Stage According to the Age Characteristics of Middle and High School Students:

Sexual and reproductive health should be viewed as a lifelong approach that affects every individual from childhood to old age. It includes challenges and impacts people face at different stages of life, such as family planning, preventive services, early diagnosis, and treatment of sexual and reproductive health issues. Therefore, the Ministry of Health works to enhance the necessary services, such as healthcare and educational services.

To achieve better sexual and reproductive health, these concepts must be introduced to young people at an early age. Sexual and reproductive health is no longer synonymous with family planning alone, but rather a broader concept, which is the responsibility of everyone at all age stages, contributing to both individual development and laying the groundwork for societal progress.

In the context of awareness and learning, a variety of activities can be introduced for learners to gain more information and skills related to this topic, contributing to awareness and achieving the objectives related to the subject.

3.8.1. Proposed Activity Models for Middle School

Activity (1): Problems in Our Lives	
Stage: Middle School.	Activity Objectives Students should be able to: <ol style="list-style-type: none"> 1. Explain the concept of sexual health. 2. Identify the target groups for care and attention at different age stages. 3. Actively participate in group work.
Activity Duration: 30 minutes.	
Materials and Tools: Cards with descriptions of target groups for sexual health, Smaller blank cards for recording reasons, Pens, Colors, Flipchart papers for recording, Adhesive.	
Strategies: Collaborative work - Brainstorming.	

Preparation:

- Introduce the concept of sexual health to the students.
- Present a government initiative supporting sexual health.
- Discuss the importance of such initiatives in providing suitable solutions to individual or family problems and reducing their severity.

Activity Execution:

- Divide the students into two groups.
- Explain the challenges people face at different life stages, such as disease, early diagnosis, and treatment of sexual health issues. Emphasize that the Ministry of Health works on enhancing necessary services, including health and educational services.
- Discuss with the students:
 - The importance of personal hygiene as a key method for preventing infectious diseases.
 - The significance of adolescents understanding physical and psychological changes to navigate puberty safely.
 - How maintaining values and principles protects youth from harmful behaviors.
 - Prevention of infectious diseases.
 - The negative impact of certain behaviors (e.g., poor dietary habits, smoking) on maternal and fetal health.
- Explain that the information discussed will help them in completing their activity ideas and procedures.
- Assign each group to be responsible for:
 - Recording on a card the reasons for targeting individuals in each life stage concerning sexual health (e.g., husband, wife, son, daughter) and methods of protection based on issues and risks faced by each individual.

- Allow 20 minutes for the students to select an individual and target group, explaining their interest and focus in the sexual health system.
- Ask each group leader to present their group's ideas and results.
- Have each group review the other group's work.
- Discuss the findings of both groups and ensure that each target group is correctly identified for each age stage. Choose relevant topics from the following to help in linking ideas and selecting a topic for discussion:
- Ask them to think about the importance of sexual and reproductive health education and awareness.
- Give the groups time for brainstorming and discussions on this topic.
- Discuss the results with the students and groups.
- Compare the students' findings with the basic and available information.

Evaluation:

Each student writes down one new piece of information they learned during the activity. They should first write it individually and then exchange it with a peer.

At the end of the activity, provide information on government efforts in sexual and reproductive health, such as:

Presidential Initiatives for Women's Health:

- The 100 Million Health Initiative for Supporting Egyptian Women's Health: Launched in July 2019, this initiative aims to support Egyptian women, a crucial demographic needing health awareness and care. It targeted the examination of 28 million Egyptian women over 18 years old to detect early diseases, tumors, non-communicable diseases (e.g., diabetes, hypertension), and other health issues. The initiative included family planning services and was executed in three phases.

Review with Students the Concept of Sexual and Reproductive Health:

Sexual and reproductive health is defined as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity, related to the reproductive system and to its functions and processes. It implies a positive and respectful approach to sexuality and sexual relationships, as well as the ability to have pleasurable and safe sexual experiences, free of coercion, discrimination and violence. For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled.

The importance and necessity of educating individuals about sexual health lies in providing the necessary information about this topic, which includes information about an individual's sexuality and the characteristics of the opposite sex. It also empowers individuals to build relationships with others and establish a healthy family life, as well as developing conscious youth behaviors.

Sexual health includes satisfaction and contentment with one's gender, pride in being male or female, and understanding the changes that accompany puberty for each gender, as well as changes in body measurements according to the individual's gender. It is also essential to develop students' abilities to distinguish between right and wrong, and to educate them about the dangers and risks resulting from deviating from the right path, the resulting harm, its causes, and ways to prevent it. It involves defining and educating learners about diseases in general and sexually transmitted diseases in terms of their causes, symptoms, severity, and prevention methods.

Benefits of Sexuality Education for Youth

- Provides young people with health information, contributing to the maintenance of sound values and attitudes that lead to sound choices.
- Encourages dialogue with young people to build stronger families.

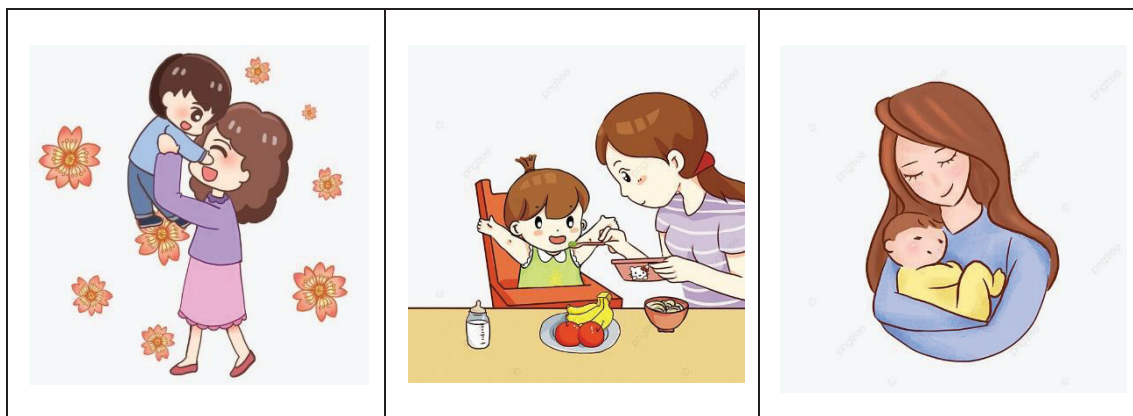
Sexual and Reproductive Rights

1. The right to the highest attainable standard of sexual and reproductive health.
2. The right to have access to all information needed to make responsible decisions about their sexual and reproductive health.
3. The basic right of all couples and individuals to decide freely and responsibly on the number, spacing and timing of their children, and to have the information and means to do so, and the right to access safe and effective methods of family planning.
4. The right to make decisions concerning reproduction free of discrimination, coercion or violence.

Activity (2): Problems in Our Lives	
Stage: Middle School.	Activity Objectives Students should be able to: This activity aims to help students 1. Understand the concept of safe motherhood. 2. Explore information about maternal and child health. 3. Work collaboratively.
Activity Duration: 45 minutes.	
Materials and Tools: Prepare cards or papers with information on maternal and child health, numbered cards, adhesive, and a T-chart.	
Strategies: Brainstorming – Discussion and Dialogue – Cooperative Learning.	

Preparation:

- Present a set of images to the students.
- Ask them what they think about when they see these images and what they represent.
- Document the students' comments on a piece of paper or the whiteboard.



Activity Implementation:

- Use the cards with information and attach them to the whiteboard or designated explanation area (with the information facing down so students cannot read it currently).
- Distribute small papers with random numbers to the students.
- Randomly select a number from the numbers.
- The student with the chosen number picks one of the attached cards, reads its content, and then expresses their understanding of it.
- Repeat this with several students to cover as much information as possible.
- Discuss some of the information students read on the cards and clarify the following:
 - Caring for maternal and child health is crucial for reproductive health. Good nutrition during pregnancy is important for both the mother and the fetus, with the quality of food being more important than its quantity. It is advised to choose healthy foods with high nutritional value and avoid unhealthy foods.
 - Key nutritional advice for the mother and child includes obtaining necessary nutrients for bone and blood cell development to prevent diseases, anemia, or infections, and to boost immunity.
 - Emphasize the importance of both nutrition and physical activity in promoting good health for the mother and consequently the fetus, as observed through the card presentation and information reviewed.
- The teacher should confirm the correct information mentioned by the student, correct any misunderstandings, and add any additional points if necessary.

- The teacher should repeat the above steps until all the cards have been presented.
- Assign students to divide into two groups to record the information on the whiteboard in a T-shaped chart: Group (1) will cover information about (maternal and child health care), and Group (2) will cover information about (the importance of nutrition for the mother and child). Students should record the information according to what was noted on the cards.

Evaluation:

- Think of a way to communicate what you have learned and understood from this activity to the surrounding community for awareness and benefit.

Activity (3): Research, Write, and Present (Research on Adolescence)

Stage: Middle School.	Activity Objectives Students should be able to: <ol style="list-style-type: none"> 1. Identify the physical, psychological, and mental changes that occur during adolescence. 2. Recognize the key messages related to the changes experienced during adolescence. 3. Collaborate with peers in researching and gathering information on the topic.
Activity Duration: 45 minutes.	
Materials and Tools: Books , Magazines , Various research tools available to students.	
Strategies: Cooperative Learning Discussion and Dialogue Research and Inquiry.	

Preparation:

- Ask students questions about the importance of good healthcare for mothers and children.
- Discuss whether early marriage has harmful effects.

Execution of the Activity:

- Start by explaining the characteristics of the adolescence stage to the students. Emphasize that each stage of development has unique features that differentiate it from the previous or subsequent stages. Adolescence is particularly significant due to the numerous psychological, physical, and social changes that occur, presenting various opportunities and challenges that shape the individual's role in society.
- Explain that adolescence is divided into three stages:
 - Early Adolescence: Ages 11-13 , Middle Adolescence: Ages 14-16 , Late Adolescence: Ages 17-19 Highlight that each stage comes with its own characteristics.
- Provide a summary of the role of family and peers in the adolescent's life.
- Divide the students into two groups, assigning one group to research the characteristics of adolescence.
- Assist students by providing available resources (books, magazines, documents, online sources for research and

information gathering).

- Ask students to present their research and discuss it, highlighting the new information they have learned.

Evaluation:

Request that students explain the key messages they learned during their study of the topic.

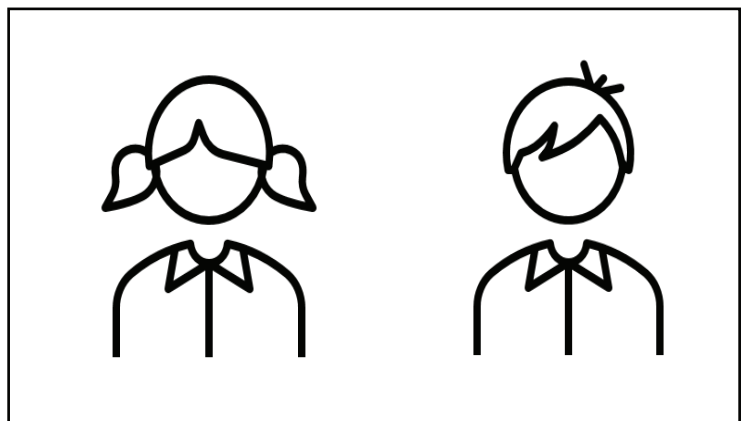
Activity (4): Know Yourself	
Stage: Middle School.	Activity Objectives Students should be able to: <ol style="list-style-type: none">1. Identify the key messages related to the changes occurring during adolescence.2. Explore the positive aspects of their personality and the stage they are going through.3. Understand the physical, psychological, and mental changes experienced during adolescence.
Activity Duration: 45 minutes.	
Materials and Tools: Prepare two pictures, one of a girl and one of a boy, corresponding to the number of students by gender. Optional: A sound source for background music. Lined paper for writing a short story about their adolescent stage.	
Strategies: Brainstorming, Discussion , Research and Inquiry.	

Preparation:

- Explain the information and messages related to the adolescent phase.

Activity Execution:

- Present the activity rules as follows:
- Instruct each student to write down on paper everything they feel at their current age.
- Distribute the pictures to the students and explain to them not to look at the picture until the activity rules have been fully explained.
- Ask them to write from their perspective what distinguishes them as mature individuals in terms of social, physical, psychological, and mental aspects.
- Write a short story about adolescence and maturity, expressing themselves through this story.



Evaluation:

- The teacher asks the students to summarize what they have learned through online research, in addition to the information collected during the activity.

Activity (5): Discuss and Give Advice

Stage: Middle School.	Activity Objectives Students should be able to: 1. Identify good ideas that contribute to solving reproductive health issues. 2. Discuss the impact of certain factors (such as environment and education) on reproductive health. 3. Conclude the importance of education and awareness about reproductive health. 4. Share ideas and collaborate within a team.
Activity Duration: 40 minutes.	
Materials and Tools: Paper sheets for recording Colored markers - Adhesive tape.	
Strategies: Cooperative work Brainstorming - Discussion and dialogue.	

Preparation:

- Present two case studies to the students (one about a family with a very large number of members, and the other about a family with only 4 members).
- Ask the students to explain the differences between the two families in terms of access to education, healthy growth, good health, proper nutrition, suitable environment, and other conditions.
- Ask them about the opportunities for accessing appropriate sexual and reproductive health services and the impact on individuals and society.

Activity Execution:

- Explain to the students that the concept of sexual and reproductive health and its various dimensions is influenced by the prevailing customs and traditions in society in general, or by specific cultures in certain environments, which affects awareness of sexual and reproductive health and its impact on individuals and society. When individuals make decisions about starting a family, they can make informed choices about their reproductive health. Factors such as environment, access to education, the number of children in the family, and others contribute to raising awareness and participation in the development of individuals and society. Families with fewer children have a better chance of fulfilling all life requirements.
- Explain to the students that the Sustainable Development Goals (SDGs) cannot be achieved without providing quality education to individuals and communities, as education is the foundation for improving the lives of individuals.
- Write the following statement on the board:
Environment, education, and the number of children are factors influencing sexual and reproductive health. Discuss this from your perspective and its impact on individuals and society
- Ask the students to discuss the ideas and the topic presented.
- Divide the students into two teams and ask each team to complete the discussion within 20 minutes and record their opinions and ideas.

- Ask the students to come up with as many ideas as possible and write them down.
- Give each group 10 minutes to present their team's work.
- Discuss the students' ideas and record the conclusions on a large board.

Evaluation:

- Think: If you were asked to deliver messages to the community about sexual and reproductive health awareness, what medium would you use and what ideas would you try to convey?

During the discussion, try to clarify the following to the students:

Maternal and Child Health:

Sexual and reproductive health factors include ensuring the health of both the mother and child. Sexual and reproductive health is everyone's responsibility at all life stages. The Ministry of Health focuses on individual health through many health services provided for maternal and child care in health centers. These services are provided through hospitals, medical centers, doctors, and nurses to offer medical care, counseling, and services to all citizens. Counseling and advice for families and mothers are also provided through specialized institutions and centers.

The Importance of Good Nutrition for Mother and Child:

- Building the bones and blood cells of the fetus.
- Boosting immunity to prevent infectious diseases.
- Preventing iron deficiency anemia for both the mother and child.
- Enhancing milk production for breastfeeding.

Recommended Foods:

- Proteins: Obtain from lean meats (such as chicken, fish, and legumes) daily.
- Carbohydrates: (such as bread, grains, potatoes, rice, and pasta).
- Fats: Preferably from plant sources (such as olive oil), and avoid animal-based saturated fats (such as butter).
- Pasteurized dairy products: (such as yogurt, milk, and cheese).
- Vitamins and minerals.
- Increase fiber intake.

Foods to Avoid:

- Caffeine: A natural substance found in drinks (such as tea, coffee, chocolate), some soft drinks, and some pain relievers.

3.8.2. Proposed Activity Models for Secondary School

Activity (1): Choose and Think	
<p>Stage: Secondary.</p>	<p>Activity Objectives</p> <p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Identify the basic concepts of sexual and reproductive health. 2. Recognize the principles of sexual and reproductive health. 3. Deduce reproductive health rights as a fundamental aspect of public health. 4. Participate in teamwork and collaborative efforts.
<p>Activity Duration: 40 minutes.</p>	
<p>Materials and Tools: A large circle with numbers from 1 to 5 written on it. Behind each number, there is a hidden topic to be discussed by the students.</p> <p>The titles are hidden behind the numbers and cannot be seen by the students. Topics include:</p> <ul style="list-style-type: none"> - The concept of sexual and reproductive health. - Principles of sexual and reproductive health. - Sexual and reproductive health rights. <p>A sealed envelope with a number assigned to each group - Writing boards for recording notes - Colored markers - Adhesive.</p>	
<p>Strategies: Collaborative work Brainstorming Discussion and dialogue.</p>	

Preparation:

- Start by asking the students a question: "Is there a relationship between public health and sexual and reproductive health?"
- Explain to the students that sexual health should be viewed as a cultural aspect that individuals acquire and that influences them from childhood to adulthood. Sexual and reproductive health have a profound impact on a person's well-being later in life. Also, personal hygiene practices help reduce the risk of many infectious diseases, enhancing an individual's overall health. Emphasize the importance of a healthy diet and regular exercise in maintaining one's health.
- Ask the students: "Does the term sexual and reproductive health relate to a specific age group or only to certain stages of life?"
- Engage them in a discussion about the principles related to sexual health, such as (protecting one's body [personal space], preventing abuse, respecting others, avoiding all forms of violence, especially physical violence, etc.).
- Discuss their rights in relation to sexual and reproductive health, such as (the right to proper parental care, access to healthy food, a healthy system, a clean environment, etc.).
- Gather students' expectations and record them, letting them know that these expectations will be revisited later—after the activity.

Activity Execution:

- Divide the students into five groups, and give each group writing boards to record their ideas.
- Ask each group to choose an envelope, find the number inside, and the corresponding topic. Their task is to think, gather information, and explain this topic within the group.

Examples of topics:

1. The concept of sexual and reproductive health.
 2. The principles of sexual and reproductive health.
 3. The rights of sexual and reproductive health.
- Provide students with some pamphlets or articles from magazines or simple available sources that can enrich their information.
 - Allow the students enough time to think, discuss within their groups, and record their thoughts on the boards.
 - Instruct them to think about all the ideas and information they have about the assigned topic.
 - Ask each group to compare what they found with the information behind the number on the circle.
 - Each group will take turns (or based on the teacher's arrangement) comparing their ideas with what is written on the circle.
 - Have them compare their findings with the expectations they set during the preparation phase.
 - Discuss with the students the importance of discussing topics like sexual and reproductive health, as they affect a person's health throughout different stages of life, not just at one specific time.
 - Explain the role of the Ministry of Health in promoting essential services provided to individuals, such as health-care and educational services to address the challenges people face at different points in life, such as family planning, prevention services, early diagnosis, and treatment of reproductive health issues.
 - Make it clear that to achieve a better level of reproductive health, these concepts need to be introduced to young people early on, as reproductive health is no longer synonymous with family planning only. It is a broader concept, and it is everyone's responsibility at all stages of life to promote individual and community development.

Present some considerations related to sexual and reproductive health:

- Adolescents adhering to noble values and principles protects them from harmful behaviors.
- Attention to personal hygiene rules reduces the risk of many diseases.
- Health care during adolescence is essential for promoting sexual health.
- Poor nutrition in mothers affects pregnancy and the physical and mental development of the child.
- Regular exercise and healthy eating are crucial for maintaining the health of individuals, including adolescents.
- Adolescents' knowledge of physical and psychological changes helps them navigate this stage safely.

- Certain behaviors (such as harmful eating habits or smoking) negatively impact health.
- Ask the learners to think of initiatives that could support the sexual and reproductive health of individuals and the community in light of these messages.
- Encourage them to complete a diagram outlining the benefits of sexual and reproductive health for both individuals and society.



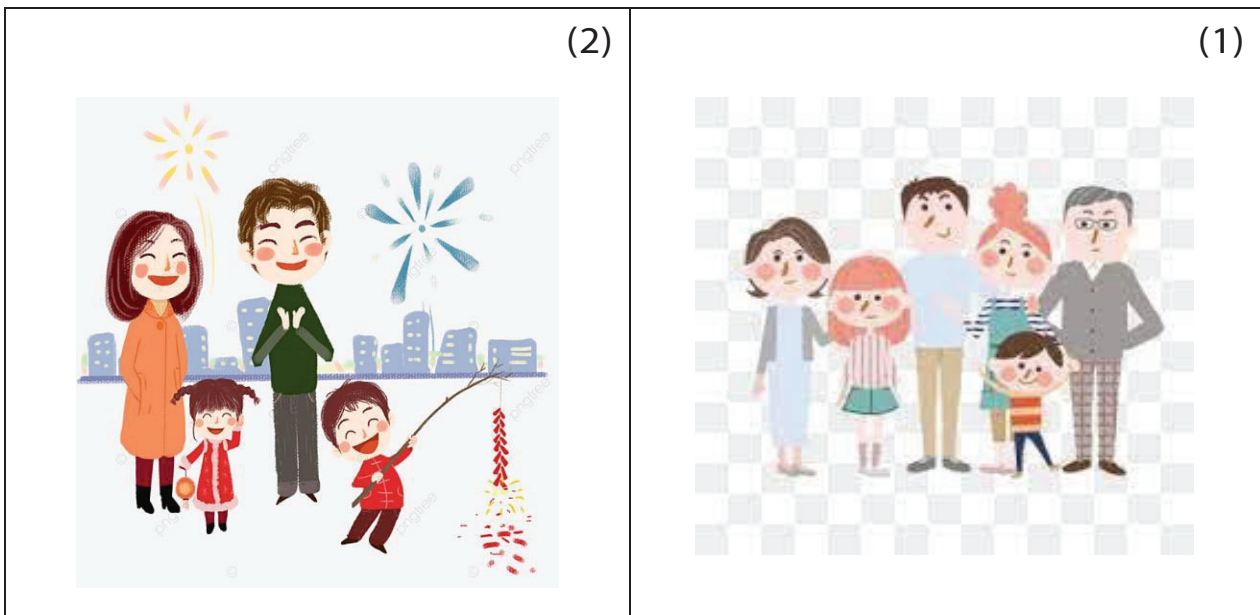
Evaluation:

Ask the students to write down any ideas regarding the importance of education and awareness about reproductive health and its impact on individuals and society.

Activity (2): Choose and Think	
Stage: Secondary.	Activity Objectives Students should be able to: <ol style="list-style-type: none"> 1. Identify good ideas that contribute to solving reproductive health issues 2. Discuss the impact of certain factors (such as environment and education) on reproductive health. 3. Understand the importance of education and awareness in reproductive health. 4. Share ideas and work collaboratively within a team.
Activity Duration: 40 minutes.	
Materials and Tools: - Paper boards for recording - Colored pens Adhesive.	
Strategies: Brainstorming Discussion and dialogue.	

Preparation:

- Present two pictures to the students.
- Ask students to describe and explain the differences between the two families based on what they see in the pictures.
- Pose the question, "What impact might these differences have on the reproductive health of individuals and the community?"



Execution:

- Explain to the Students The concept of sexual and reproductive health and its various dimensions is related to the impact of prevailing customs and traditions in society in general—or specific cultures in certain environments. This affects awareness of reproductive health and its various dimensions on individuals and the community. When making decisions about starting a family, individuals can make informed choices about their reproductive health. Factors such as the environment, access to education, and the number of children in a family can contribute to raising cultural awareness and involvement in the development of both individuals and the community. For instance, a family with fewer children is more likely to have better access to all life necessities.
- Explain to the Students: Sustainable development goals cannot be achieved without good education for individuals and the community, which is fundamental for improving individuals' lives.
- Write on the Board: "The environment, education, and the number of children are factors affecting sexual and reproductive health. Discuss this from your perspective and its impact on individuals and the community."
- Ask Students: To connect the images shown at the beginning with the topic presented for discussion.
- Divide Students into Two Teams: Ask each team to discuss the topic from two different perspectives: one supporting Image (1) and the other supporting Image (2).
- Request Each Team to Complete Discussion: Within 20 minutes, and record their opinions.
- Ask Students: To gather and record as many ideas as possible.
- Allow Each Group 10 Minutes: To present their team's work.
- Discuss with the Students: The ideas and record what has been achieved on a large board.

Evaluation:

Think: If you were to direct a set of messages to the community related to sexual and reproductive health to raise awareness about its importance, what messages would you identify, and how would you convey them to the community?

Try to Clarify to the Students During the Discussion:

• **Child and Maternal Health:** Sexual and reproductive health factors include ensuring the health of the mother and child, as reproductive health impacts individuals from childhood to old age. To achieve better reproductive health, these concepts must be introduced at an early age. Sexual and reproductive health is a responsibility for everyone at all life stages. Therefore, the Ministry of Health focuses on individuals' health through various health services provided for maternal and child care at health centers. Health services are provided by hospitals, medical centers, doctors, and nurses to deliver medical care and advice to all citizens. Counseling and advice for families and mothers are also offered through specialized institutions and centers.

• **Maternal and Child Care:** It involves health and social care for mothers and children, aimed at reducing maternal and neonatal mortality rates. It is essential to provide care and attention to the health of the mother and fetus and assist mothers by:

- Ensuring the mother receives the required vaccinations.
- Ensuring the mother takes vitamins, nutritional supplements, folic acid, and iron as per doctors' guidance.
- Avoiding smoking or secondhand smoke, which can cause severe health issues for the mother and fetus.
- Performing necessary tests to ensure the health of the mother and fetus and providing medical care to monitor their conditions.
- Conducting regular check-ups for women to detect early diseases affecting the health of the mother and child, reducing the disease burden on the mother, child, and family.
- Providing required vaccinations to all children according to the mandatory vaccination schedule.
- Comprehensive periodic check-ups for children to monitor physical growth, cognitive, language, and social development, and early detection and treatment of diseases by specialists.
- Educating mothers about child nutrition, care methods, and safety, and encouraging continued breastfeeding, which reduces jaundice in infants. Breast milk is a complete food for the first six months of the child's life and is rich in antibodies that protect the child from infectious diseases.
- Early detection of conditions needing care for examination, follow-up, and prevention.

- **Family Planning Services:** These aim to provide counseling to women about available and suitable family planning methods for each group and monitor them, discussing any concerns mothers may have regarding their health and the health of their child.

- **Pre-Marital Screening Services:** The goal is to reduce the prevalence of common genetic disorders in future generations, detect and treat infectious diseases, and provide necessary advice. Vaccinations and treatment are provided to both parties, and referrals to medical care are made when needed. Counseling services are offered to those preparing for marriage through social workers at health centers and institutions providing family counseling.

- **Maternal and Child Nutrition:** Good nutrition during pregnancy is vital for the health of the mother and fetus, where the quality of food is more important than the quantity. Therefore, choosing nutritious foods with high nutritional value and avoiding unhealthy foods is advised for pregnant women.

- **Importance of Good Nutrition for Mother and Child:**

- Building the fetus's bones and blood cells.
- Enhancing immunity to prevent infectious diseases.
- Preventing iron deficiency anemia in both mother and child.
- Supporting milk production for breastfeeding.

- **Recommended Foods:**

- Proteins: Obtain from lean meats (e.g., chicken, fish, legumes) daily.
- Carbohydrates: (e.g., bread, grains, potatoes, rice, and pasta).
- Fats: Obtain from plant sources (e.g., olive oil) and avoid saturated fats from animal sources (e.g., butter).
- Pasteurized Dairy Products: (e.g., yogurt, milk, and cheese).
- Vitamins and Minerals.
- Fiber-rich Foods.

- **Foods to Avoid:**

- Caffeine: Found naturally in beverages (e.g., tea, coffee, chocolate), some soft drinks, energy drinks, or certain painkillers.
- Unpasteurized Milk and Its Products.

Activity (3): Research and Present

Stage: Secondary.	Activity Objectives Students should be able to: <ol style="list-style-type: none"> 1. Infer the relationship between maternal and child health and reproductive health for individuals and the community. 2. Understand the concept of safe motherhood. 3. Research information linking reproductive health with the health status of mothers and children.
Activity Duration: 45minutes.	
Materials and Tools: - Some books. - Magazines. - Various research tools available to students.	
Strategies: Research and investigation Discussion.	

Preparation:

- Ask the students: "Have you heard about safe motherhood before? What does this term mean?"

Activity Execution:

- Divide the students into three groups and assign them the task of researching via the internet on the topics of safe motherhood, maternal and child health, and breastfeeding. Their goal is to prepare segments for a school broadcast on these topics.
- Ask the students to create broadcast segments about maternal and child health.
- Explain to them that the presentation should include information in sentences that clearly outline each idea.

Evaluation:

- Instruct them to gather this information and create a leaflet or poster that includes the most important information and ideas, which will be valuable for their future lives and serve as awareness messages for others.

Activity (4): New Life

Stage: Secondary.	Activity Objectives Students should be able to: <ol style="list-style-type: none"> 1. Identify the importance of seeking advice from specialized family counseling services. 2. Present tips in an engaging way to explain good nutrition for both mother and child. 3. Collaborate with their team in research, inquiry, and discussions.
Activity Duration: 45minutes.	
Materials and Tools: - Dialogue prepared between Character (1) – the counselor - Character (2) – the girl about to get married. - The dialogue includes information about maternal and child health, to be displayed on a screen for the student to read from.	
Strategies: Role-playing Brainstorming Cooperative learning.	

Preparation:

- Ask the students questions about the importance of good healthcare for mothers and children.
- Discuss with them whether early marriage has drawbacks.

Activity Execution:

- Select some students to perform role-playing.
- Assign roles to the students and ensure each knows their role.
- Give the students a signal to begin their role-playing.
- Thank the students who performed the role-play, then start asking questions to all students.
- Afterward, clarify the information and messages related to maternal and child health to the students and discuss it with them.

Role-play Example: Prepared by the teacher on the available topic, the dialogue will show the importance of counseling from specialized institutions.

- **Character (1) – Counselor:** "Welcome to the counseling center. Please tell us how we can assist you?"
- **Character (2) – (A girl of marriageable age):** "I'm about to get married and would like to know more about how to take care of my health and the child's health afterwards."
- **Character (1):** "Here, we can explain everything about these stages, and we can also follow up with you."

Evaluation:

- Ask students to think of a model for awareness that highlights the importance of good nutrition and healthcare for mothers and children, and identify the main institutions to approach for advice or counseling.

Share the following ideas about the characteristics of adolescence:

Ideas:

- Definition of adolescence.
- Physiological, psychological, and mental changes associated with this stage.
- How to deal with adolescents.
- The importance of nutrition, exercise, and peers and their impact on adolescents.

Each stage of life has characteristics that distinguish it from the one before or after it. Undoubtedly, adolescence is one of the most important of these stages, as it involves numerous psychological, physical, and social changes. During this period, individuals need many opportunities and face various challenges that shape their personality in society for the rest of their lives.

Adolescence is a critical stage between childhood and adulthood, characterized by rapid psychological, physical, and social changes. This stage often involves significant challenges that shape an individual's personality and social identity for the rest of their life. Adolescence is the middle stage between childhood and youth, marked by a sense of maturity, self-awareness, and external influences from family and society. The World Health Organization defines adolescence as starting at age 10 and ending at age 19.

Adolescence is divided into three stages:

- **Stage One:** Ages 11-13
- **Stage Two:** Ages 14-16
- **Stage Three:** Ages 17-19

During each of these stages, changes occur. For example:

In the First Stage: This stage is characterized by rapid hormonal changes. Physical changes include the growth of facial hair, deeper voice, muscle development, and increased height in males. In females, voice becomes softer, fat accumulates in certain areas of the body, and menstruation begins.

In the Second Stage: Physical changes associated with puberty continue for both males and females. It is known that puberty in girls occurs slightly earlier than in boys. These changes vary from individual to individual based on genetic, environmental, nutritional, and health factors. In addition to these physical changes, psychological changes such as a tendency towards isolation, shyness, and fluctuating self-esteem may occur. Adolescents might also experience feelings of frustration due to the rapid changes they are undergoing and their concerns about societal perceptions.

In the Third Stage: Mental and psychological changes extend into the final stage of adolescence, with increased intellectual maturity and cognitive abilities.

The family plays a crucial role in managing adolescents during this critical phase. Here's how friends and the environment contribute to shaping and developing the adolescent's personality:

Firstly: The family bears the brunt of responsibilities towards the adolescent. Parents and other family members should understand the changes the adolescent is experiencing and address them wisely, avoiding direct confrontations or attempts to impose opinions. Instead, they should foster companionship, open avenues for discussion, and monitor from a distance without interference, allowing the adolescent freedom in decision-making. Engaging with the adolescent's friends without conflict and leading by example through encouragement and motivation, rather than punishment or intimidation, is essential.

Secondly: Peers play a central and fundamental role during adolescence as they provide the ideal outlet for the

freedom the adolescent seeks away from family. Given the adolescent's innate inclination towards experimentation and exploration, certain behaviors such as smoking or poor friend choices may emerge. Here, the family's role is to monitor these behaviors from a distance and offer guidance.

Thirdly: Sports also play a significant and vital role in shaping adolescent behavior. They offer a broad, fertile area for proper development and the correction of various issues and behaviors related to the adolescent's life, such as building a healthy body, self-regulation, fair competition, respect for others, clear goal-setting, and ambition. Therefore, families should encourage their children to engage in sports continuously and effectively.

Before concluding, it is important to note that adolescents are more susceptible to health issues compared to other age groups, such as malnutrition-related diseases like anemia or obesity, which may have future health consequences. Key advice for ensuring adolescents receive adequate nutrition includes:

Key Recommendations for Adolescent Nutrition:

- Make sure adolescents eat breakfast every morning and do not skip this important meal for any reason.
- Engage in regular physical exercise to burn excess calories and strengthen muscles.
- Provide essential foods for building body and muscle mass during this stage, such as various types of meats, dairy products, fish, eggs, and legumes. Additionally, it is advisable to consume a source rich in Vitamin C, such as lemon and dark green leafy vegetables, with legumes to enhance nutrient absorption.
- Eat fresh vegetables, particularly dark green leafy ones, and fresh fruits.
- Include whole-grain bread, legumes, and wheat in the diet.
- Consume low-fat dairy products daily.

Avoid Harmful Dietary Habits:

- Limit intake of fast food high in fats, sugars, and salts.
- Avoid excessive consumption of sugary drinks and sweets.
- Do not neglect essential home-cooked meals, especially breakfast.

Finally, the community has a responsibility to provide an environment and atmosphere conducive to proper growth, exercise, and freedom. Families also play a crucial role in guiding and discussing important matters with their children to help them grow into productive and beneficial members of society, forming the foundation of a workforce that contributes to community development.

The Egyptian Ministry of Health, represented by the General Secretariat for Mental Health, declared 2021/2022 as the Year of Adolescent Mental Health to support adolescents in facing their challenges.

Activity (5): Information Box

Stage: Secondary.	Activity Objectives Students should be able to: <ol style="list-style-type: none"> 1. Explain the key messages related to the changes occurring during adolescence. 2. Explore the different stages associated with adolescence. 3. Describe the impact of proper nutrition and maintaining a healthy lifestyle. 4. Collaborate with their team to create an awareness project for their peers in the same stage.
Activity Duration: 45minutes.	
Materials and Tools: <ul style="list-style-type: none"> - A box containing a set of cards. - Cards with information about adolescence. 	
Strategies: Mind mapping <ul style="list-style-type: none"> - Discussion and dialogue. - Cooperative learning. 	

Preparation:

- Ask the students questions about the stage they are currently experiencing in their life.
- Inquire about the characteristics they believe define their age group.
- Gather their responses, discuss them, and explain that today’s activity will help them understand more about the characteristics and traits of this stage through a simple exercise.

Activity Execution:

- Divide the students into two or three groups based on their number.
- Explain that they will be working as a team.
- Describe the activity steps: each group will receive a box with several cards containing information about adolescence, and they will draw cards from the box.
- Clarify that each group member will draw a card randomly from the box, and this will continue until all cards are drawn by the group.
- Explain that each student will read the information on their card to the group and then pass it on to the next student to read another piece of information. The group will then classify the information into a table under various headings related to adolescence, such as (Definition – Key Messages – Characteristics of Each Stage – Role of Family, Peers, and Sports in Supporting Adolescents – Proper Nutrition or Harmful Health Habits).
- Monitor the groups as they work on the classification and provide guidance.
- Discuss the results presented by each group and help them consolidate all the different pieces of information about the topic.

Evaluation:

- Ask the students to summarize the most important things they learned from the topic and how this knowledge will help them and others in building their future.
- Assign them the task of thinking about and researching ways to compile all the information they learned about adolescence and its key characteristics to create an awareness project for their peers. They should implement this with their classmates.

4. Current Effort of the Proposed Conceptual Framework vs. Previous Framework on Population and Reproductive Health:

The current framework differs from the previous population and reproductive health conceptual framework in that it offers a more in-depth theoretical content focusing on concepts of sex education, reproductive health, and clarifies the relationship between Sexuality Education and human rights. It explains the meaning, concept, and importance of sex education, the educational objectives behind its attention and awareness in educational institutions, and how to support sexuality education and reproductive health programs in collaboration with parents, starting from the kindergarten stage. It addresses basic concepts and their inclusion in the curriculum and activities up to the secondary stage, aiming to enhance understanding of these topics and achieve comprehensive sexual development. It also emphasizes educating youth and individuals, focusing on the study of targeted and benefiting groups, and the importance of investing in these programs to meet internationally agreed-upon standards. This promotes awareness among youth and adolescents by focusing on the role of schools as educational and social institutions, describing the function of the curriculum and both classroom and extracurricular activities. It aims to integrate accurate scientific information and concepts effectively into the development and practice of skills related to the topic at different educational stages according to age and cognitive development, in alignment with the characteristics and requirements of each stage. The framework presents and explains these psychological and developmental characteristics of students and their relevance to the development of these concepts in middle and secondary education, integrating them into a progressive matrix of concepts for each stage, which helped in building a proposed matrix of standards and indicators for the main area of Sexuality Education and reproductive health for both stages. This matrix can be used to integrate and include concepts into the proposed topics, with the main area branching into two sub-areas: Sub-Area (1) Sexual Health and its relation to general health, and Sub-Area (2) Marriage, Family, and Community Involvement. It also includes suggestions and mechanisms for integration, focusing on studying targeted and benefiting groups when addressing the issue. The current guide follows a descriptive research methodology in its presentation and concludes with proposed activity models for both stages not covered in the previous population and reproductive health conceptual framework.

The previous framework focused on the issues of population and reproductive health in the current era, given the attention to community and development issues. It was part of curriculum and educational material development plans in Egypt, aiming for better reproductive health at all age levels. Thus, it emphasized the role of schools as educational centers that can use this role to raise awareness of population and reproductive health issues among community members. Since children and youth, both male and female, are integral to this community, the approach was to integrate population and reproductive health concepts into curricula and educational activities. The Ministry of Education and Technical Education, through the Central Administration for Curriculum Development in collaboration with the United Nations Population Fund, developed a framework for population and reproductive health concepts to include in the middle and secondary school curricula and activities. This framework

includes messages pertinent to both population and reproductive health fields. Standards were formulated within the main areas, translated into sub-standards with various indicators, which can be used later to incorporate them into the middle and secondary curricula based on the nature of each subject.

5. Methodology of the Framework:

- The framework is based on various national and international documents and studies revealing the importance of sex education and reproductive health in learners' lives. It identifies the need for this type of education and awareness of contemporary issues impacting their lives and society. It also determines gaps between these needs and implementation requirements at all levels, including policies, implementing bodies like schools, teachers, specialists, and beneficiaries such as students and parents.
- The descriptive research methodology involved identifying the research problem, gathering extensive data and information, formulating hypotheses or questions as steps for research and organization, presenting explanations, conducting interviews, surveying experts, and performing statistical analyses based on available data. This led to results indicating the need for measures, decisions, and a supportive environment for organizing the integration of reproductive health and sex education concepts. This was to ensure the importance and usefulness of the proposed framework.

6. Summary of the Framework's Presentation:

The framework addressed the topics of sex education and reproductive health. It discussed a primary goal: the importance of adopting an educational approach that aims to align individual sexual behavior with a comprehensive understanding of sexuality. This process, psychological in nature, seeks to modify misconceptions and outdated beliefs that hinder awareness and the formation of a healthy society. It aims to refine individuals' values and adapt them to society by instilling healthy sexual behaviors through preventive and therapeutic methods. This involves educating students, correcting misconceptions, and providing them with knowledge, facts, generalizations, values, and attitudes related to Sexuality Education in a healthy manner and within a religious framework. The framework considered societal values, culture, and customs, adopting approaches and strategies that utilize the school environment, curricula, and teaching methods to suit the students' age and cognitive levels and help them face challenges. The framework provided suggestions and studies on how to utilize available resources and conditions to promote Sexuality Education and maintain sexual and reproductive health for individuals and young people. It also explored how to utilize concepts taught within the curriculum and how to integrate them into awareness campaigns through appropriate curricular content, aiming to develop the values that the curriculum intends to instill.

Emphasis on Fundamental Rights and Principles: The framework highlighted the objectives of sexual and reproductive health education and its connection to individual rights, such as the right to make informed decisions about sex and reproduction, gender equality, and the right to physical and sexual respect.

Focus on Challenges and Issues: The presentation emphasized the importance of raising awareness about sexual and reproductive health and development, addressing both health and psychosocial aspects, and considering social and cultural dimensions.

Providing Education and Support: The framework explained how to utilize educational opportunities to promote awareness, foster gender equality, and engage stakeholders. It emphasized the importance of developing supportive policies and laws.

Strengthening Healthy Social Relationships: The framework discussed the importance of healthy relationships with family and friends, emphasizing the need for open and honest communication.

Clarifying the Role of Open Dialogue with Students and Youth: Numerous studies and international experiences have shown that open and constructive dialogue about these issues equips children, adolescents, and youth with the correct information and skills to protect themselves from unhealthy or harmful behaviors. Balancing sexual and reproductive culture with moral values requires a balanced and culturally sensitive approach that respects societal traditions while providing necessary protection and empowerment for students. The implementation of a comprehensive set of strategies helps build an effective partnership between schools and the local community, ensuring the provision of safe and effective sexual and reproductive culture within the framework of the community's moral and cultural values.

The collection of information and data helped to arrive at facts, concepts, and studies on the topic. Additionally, surveying experts and stakeholders added credibility and objectivity to the proposed ideas and solutions.

Utilizing a Conceptual Approach: The framework analyzed the concepts taught at these stages and how to maximize their benefit in developing and teaching Sexuality Education and reproductive health. It also built a variety of activities that contribute to the development of several skills required at these stages, related to communication and respect for others, and aligned with the topics of Sexuality Education and its importance. The framework presented some concepts that should be taught within the proposed content, which achieves the learning objectives related to sexual and reproductive education at the preparatory and secondary levels, with a proposal for standards and indicators as a basic requirement at this stage, according to a set of considerations taken into account in this field, and in light of which, examples of activities were suggested that can be used as a guide when teaching these concepts and topics and contribute to the development of learners' skills and awareness.

References

1. United Nations, Transforming our world: the 2030 Agenda for Sustainable Development adopted by the General Assembly in September 2015. Goal 3 of the 2030 Agenda: "Ensure healthy lives and promote well-being for all at all ages," and Goal 5: "Achieve gender equality and empower all women and girls."
2. The 22nd General Report (2016) on the Right to Sexual and Reproductive Health (Article 12 of the International Covenant on Economic, Social and Cultural Rights), United Nations, May 2, 2016.
3. Report of the International Conference on Population and Development, Cairo, 5-13 September 1994. (United Nations publication, Sales No. A.95.XIII.18), Chapter I, Decision 1.
4. Sexual and Reproductive Health in the Middle East and North Africa (Media Guide) (2008). Farzana Rudi Fehmi - Lori Ashford, translated by Dr. Ahmed Raja Abdel Hamid Rajab.
5. World Health Organization, WHO reforms for a healthier future (2011). Report of the Executive Board (Special Session on WHO Reform) – 15 October.
6. World Health Organization Regional Office for the Eastern Mediterranean (2019). Sexual Health, and its link to Reproductive Health, a practical guide / World Health Organization, Regional Office for the Eastern Mediterranean.
7. World Health Organization, Safe abortion: technical and policy guidance for health systems, second edition (2012).
8. World Health Assembly, fifty-seventh session, Reproductive health: report by the Secretariat, 15 April 2004.
9. International Conference on Population and Development (ICPD) (2023). Challenges and Prospects, 13-14 September – Beirut.
10. Framework of concepts on population and reproductive health at the preparatory and secondary stages (2021). Ministry of Education and Technical Education in cooperation with the United Nations Population Fund.
11. World Health Organization (WHO). Reproductive health strategy to accelerate progress towards the attainment of international development goals and targets. Global strategy adopted by the 33rd World Health Assembly. Geneva: World Health Organization; 2011. Available from: http://www.who.int/reproductivehealth/publications/general/RHR_11_3/. Accessed 1 June 2013.
12. World Health Organization (WHO). Defining sexual health: Report of a technical consultation on sexual health. Geneva: World Health Organization; 2002, January 28–31. Available from: http://www.who.int/reproductivehealth/topics/gender_rights/defining_sexual_health.pdf Accessed 11 June 2013.
13. World Health Organization. Regional Office for the Eastern Mediterranean. World report on violence and health: summary. 2013. Available from: <https://iris.who.int/handle/10665/11933>.

Share-Net Jordan

The Knowledge Platform on
Sexual and Reproductive Health
and Reproductive Rights




<https://share-net-jordan.org.jo/>

 <https://www.facebook.com/shareNetJordan>

 <https://twitter.com/sharenjto>


 https://www.instagram.com/share_net_jo/

 <https://www.linkedin.com/in/share-net-jordan-9703a41a1/>



Amman - Madena Monawara Street
Faeg Haddaden Street, Building No. 13
Tel: 00962 6 5560748
Fax: 00962 6 5519210
P.O.Box 5118 Amman 11183 Jordan
www.hpc.org.jo

 [Facebook.com/hpcjo](https://www.facebook.com/hpcjo)

 [Twitter@HPC_jordan](https://twitter.com/HPC_jordan)

 [Youtube.com/hpcpromise](https://www.youtube.com/hpcpromise)

 [linkedin.com/in/hpcjo](https://www.linkedin.com/in/hpcjo)

 <https://www.instagram.com/Hpcjo>