



Comprehensive Health Education

The Tunisian Experience

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Presentation Outline

1. Context

2. Partnership between the Ministry of Education and Civil Society

3. Key Milestones of this Partnership

4. Examples of Activities

5. Challenges

Sexual Health Education in the Tunisian Educational System

Main Topic Three: Reproduction and Reproductive Health

1- Sexual Maturation and
Reproductive System

2- The Menstrual Cycle in
Women

3- Fetal Development and
Pregnancy Monitoring

4- Contraception

5- Sexually Transmitted
Diseases and Prevention

Educational
Content in the 9th
Grade of the
Preparatory Stage

Population and
Urban Education

Teachers Initiatives

Health Clubs

Question

Is it necessary to discuss "sexual education" with children?

Statistical Evidence

Two Reports from the Child Protection
Delegate

2017 and 2018

Child Sexual Abuse in Tunisia: Reports from the Child Protection Delegate

The evolution of child sexual exploitation according to its form

year	Incest	Sexual harassment	Sexual intercourse with a child	Sexual exploitation through modern means of communication	Exploiting a child in paid prostitution	Exploiting a child into prostitution without compensation	Exposing the child to live sexual scenes	Other	the total
2017	12	498	341	41	5	4	33	40	974
2018	22	485	385	47	12	2	40	34	1027
Development rate	83,3%	- 2.61%	12,90%	14,63%	140,00%	- 50,00%	21,21%	- 15,00%	5,44%

Sexual exploitation by age and educational circumstances (2017)

Cases reported mainly involved:

- 22% adolescents (13-15 years old).
- 60% enrolled in primary and preparatory education levels."

Analysis of Sexual Exploitation by Gender of Victims (2017 Data)

- Reports of sexual exploitation account for 10% of all reports for girls, compared to approximately 4% for boys.
- Young girls are disproportionately affected by sexual exploitation, making up 70.7% of all reported cases.
- Girls are also more likely to be targeted for exploitation through online platforms. They account for 5.6% of such reports, compared to just 0.9% for boys.

Inspectors

**Specialized
Associations**

Expert Committee -2018

Ministries

Education
Health

Women, Family, and Childhood

**Tunisian General
Labor Union"**



Revival of the Expert Committee

Volume I
Le bien-fondé de l'éducation sexuelle



Principes directeurs internationaux sur l'éducation sexuelle

Une approche factuelle à l'intention des établissements scolaires, des enseignants et des professionnels de l'éducation à la santé



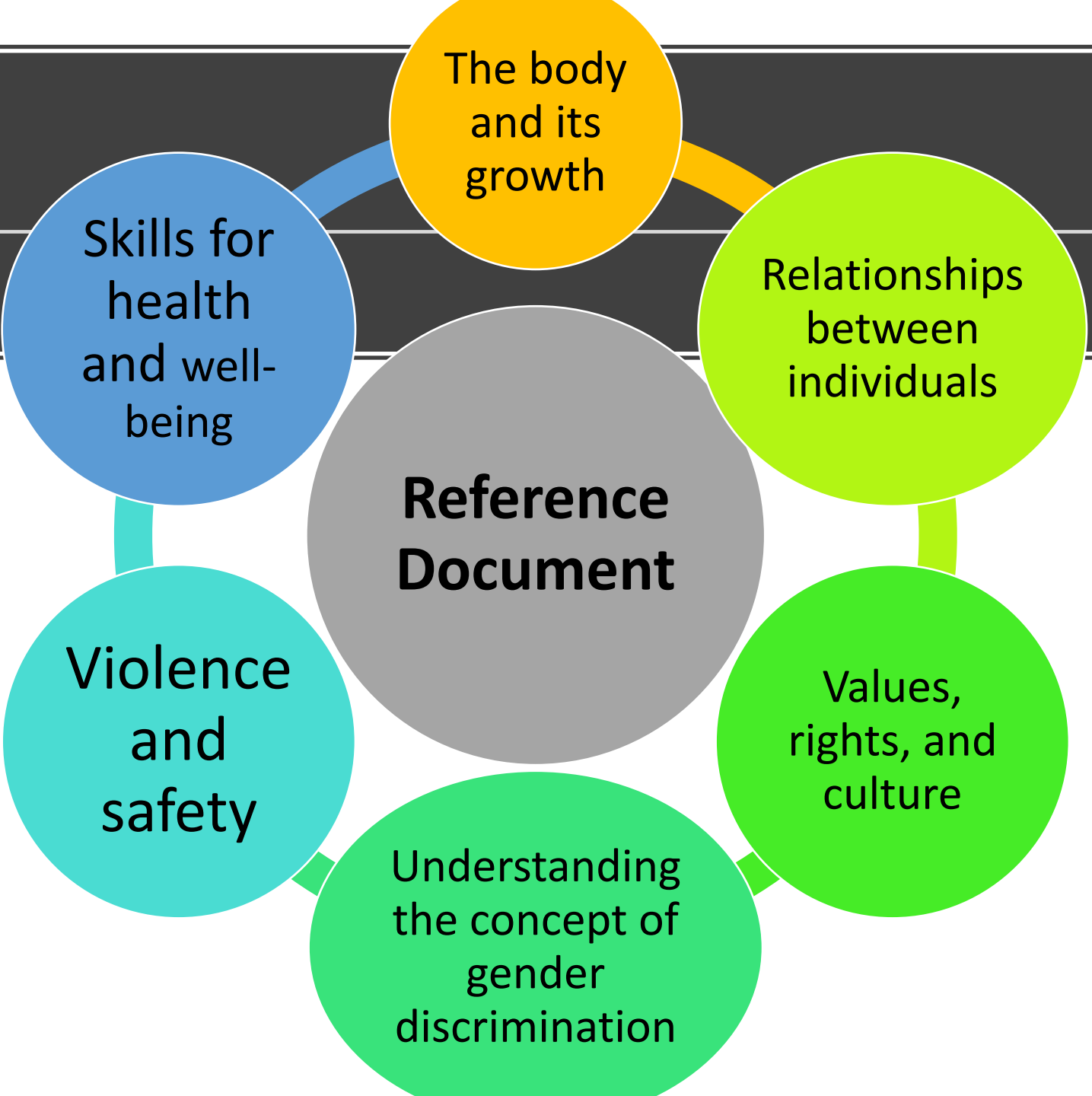
Alignment with the Tunisian context (discussion on the name)

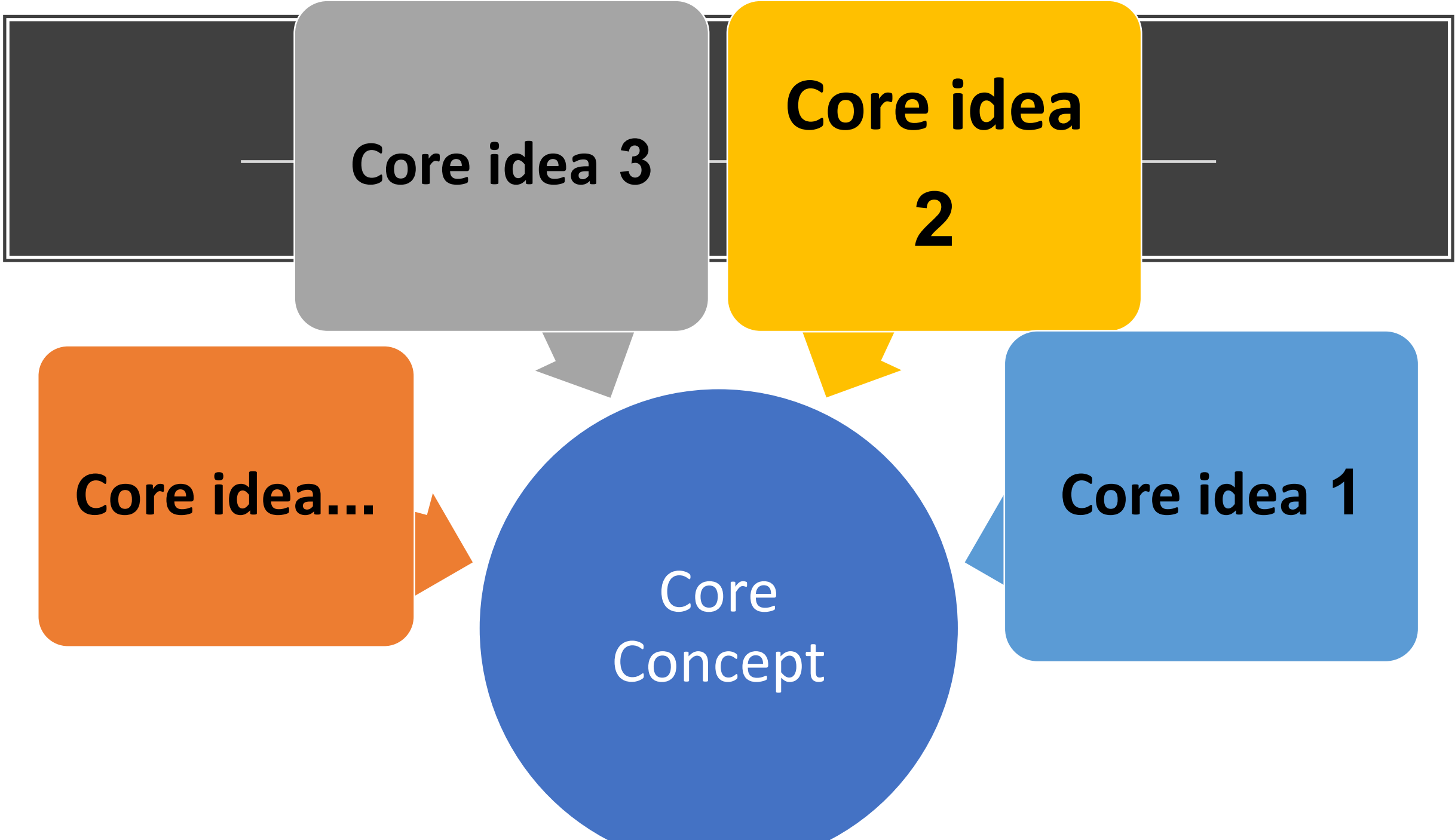
Mission of the Expert Committee

Adaptation of the reference document

Alignment of objectives with the age group

Compliance with international standards





قدرات

مواقف

معارف

الفكرة
المركزية

Child Sexual Abuse in Sfax: Child Protection Delegate Confirms Difficult Psychological State of Victims

<https://www.shemsfm.net> <print>:

[Child Protection Delegate Confirms Difficult Psychological State of Victims](https://www.shemsfm.net)

<https://www.france24.com>,20190

[Tunisia: Debate on the State's Role in Protecting Children from Sexual Assault](https://www.france24.com)

Published on 20/03/2018 - 17:43 .. Dismissal after confrontation following the child sexual abuse incident by a teacher against his students in the Tunisian city of Sfax

Report:
Tunisia - Debate Rages Over State's Role in Protecting Children from Sexual Abuse

نشرت في: 26/03/2019 - 17:43

Workshop on Strategies for Integrating Comprehensive Health Education into Educational Curricula

Health, Vocational Training, Youth and Sports, Social Affairs, Culture, Women, Children, and Seniors.

Ministry of Education
Structures

April 16-17, 2019
Workshop with the
participation of

Media

Civil Society
Representatives from various
organizations, associations,
and the Tunisian General
Labor Union

Outputs

Preparing a communication strategy

Drafting a reference document

Necessity of integrating comprehensive health education into the school curriculum (some subjects) and school life (clubs)

Training and raising awareness among various stakeholders: teaching staff, parents, media, etc.

Organizing brainstorming workshops and training courses for elementary, middle, and high school supervisors

Mapping the Pathways : Learning Tracks

Literary and Language Subjects: foster emotional and psychological development

Scientific Subjects: (Awakening to Science, Life Sciences, and Earth Sciences)

Expanding the Scope of Applicable Subjects such as History, Philosophy, Dramatic Education, Artistic/Visual Education, Music

Social Studies and Civics: To cultivate positive social behavior, promote understanding of rights and responsibilities, encourage the formation of healthy relationships, and enhance overall quality of life

Leveraging School Life to Promote Comprehensive Health Education

Utilizing Special Occasions and Events: School Health Week (November 25th), International Day for the Elimination of Violence against Women (December 1st), World AIDS Day (December 10th), International Human Rights Day (March 8th), International Women's Day (April 7th), World Health Day (May 7th)

Organizing awareness-raising activities within the scope of club activities overseen by specialists (psychologists, school doctors, nurses), culminating in workshops to produce paper or digital materials distributed in educational institutions and on social media platforms.

Awareness and Training Sessions

for a group of primary and secondary school inspectors and representatives from relevant authorities involved in the integration of the project in its experimental form.

13 regions: Béja, Kef, Nabeul, Sousse, Kairouan, Sidi Bouzid, Sfax1, Tataouine, Tozeur, Greater Tunis..

Workshop Objectives:

Develop an Integrated Lesson Plan related to the concept of comprehensive health education.

Map Central Ideas and Integration Points

Navigate and Utilize the Reference Guide and its various components

**Framework is
divided into 4
targeted age**

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graph TD; A([Framework is divided into 4 targeted age]) --> B((15 to 18 years old)); A --> C((12 to 15 years old)); A --> D((9 to 12 years old)); A --> E((5 to 8 years old));
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**15 to 18
years old**

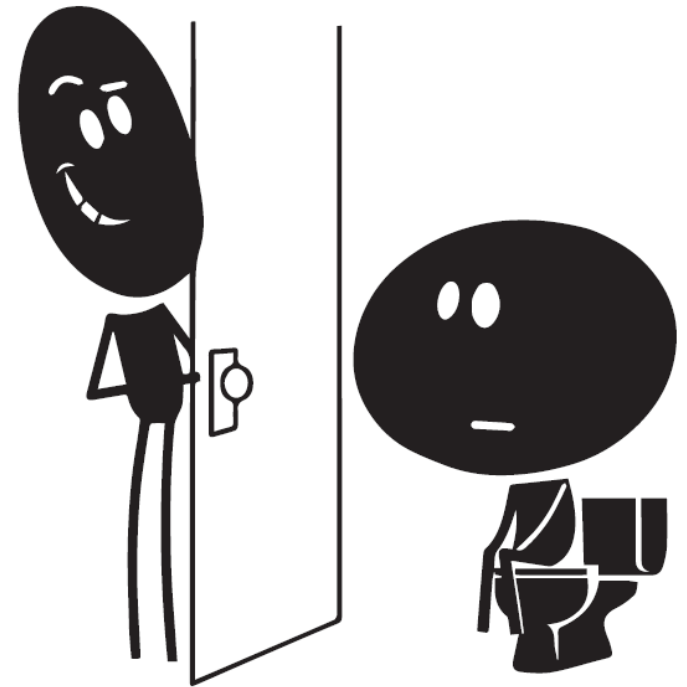
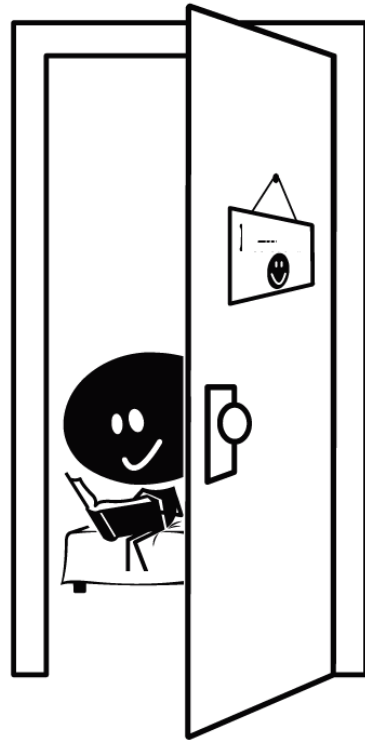
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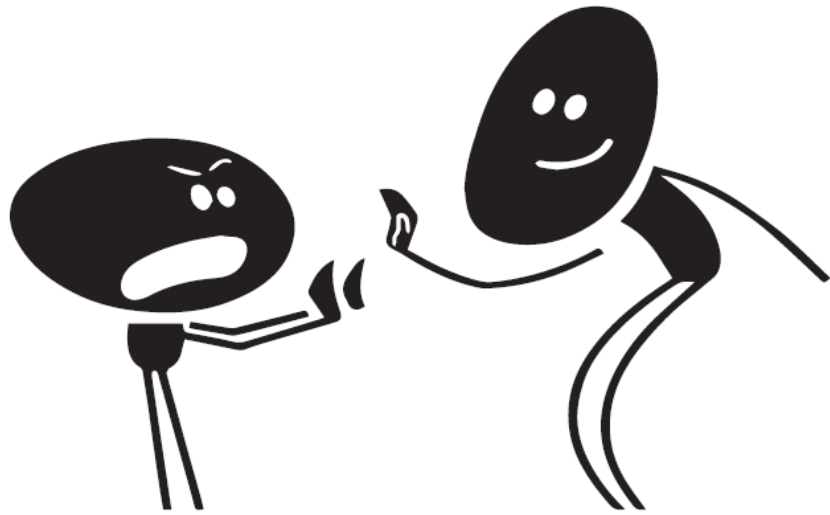
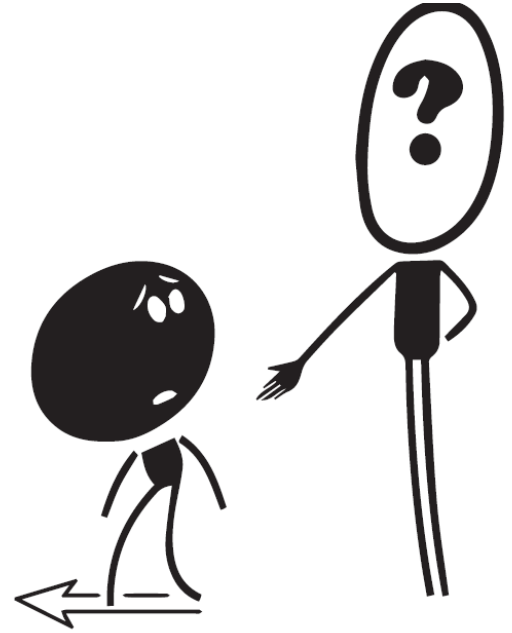
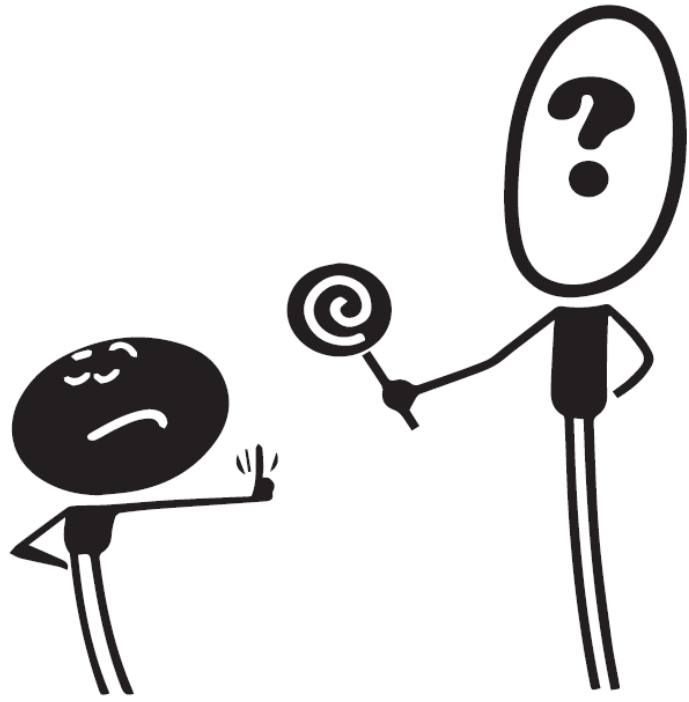
Examples of activities

Reference Guide		Educational Programs: First Year			
Key Concept	Objectives	Domain/Subject	Competencies	Activity Objectives	Activity Description
Private Life and Physical Safety	<ul style="list-style-type: none"> - Learner identifies their body and associated rights. (Knowledge) - Learner demonstrates the ability to respond to any violation against their body. (Skill) 	Islamic Education	Applying Islamic meanings and values in appropriate behavioral situations	<ul style="list-style-type: none"> - Recalls the benefits of cleanliness - Identifies cleanliness rules and applies them 	<p>Module 8: 3 Silent Scenes</p> <ul style="list-style-type: none"> - Upon exposure to cleanliness rules, refer to the student's right to their physical privacy by not revealing intimate areas of their body through Agree/Disagree game: - The teacher presents scenes sequentially: a child bathing with the door open, restroom door open, child brushing teeth with the bathroom door open: - Students interact with them - They express their position with agreement or disagreement - Healthy behavior/Unhealthy behavior Justifying it with the child's right not to reveal intimate areas of their body.



Reference Guide		Preparatory Curriculum			
Key Concept	Objectives	Activities	Competencies	Competency Component	Situation
Decision Making	<ul style="list-style-type: none"> - Learner provides examples of decisions they or others have made, with positive or negative consequences. (Knowledge) - Learner acknowledges that children often need help from trusted adults to make some decisions. (Attitude)) 	Ethical Education and Social Life Development Activities	Child establishes themselves and coexists with others in harmony	Develops self-confidence and demonstrates independence	Module 6: Set of silent scenes <ul style="list-style-type: none"> • Present scenes (digital or paper) sequentially • Interact with them spontaneously • Agree or disagree: 1-2-3 • Guide the dialogue by the teacher and accompany the students in awareness of the consequences of the decision to be made: silence / declaration • Mention other examples of a child's life
 Outdoor space can be utilized

Reference Guide		Educational Programs: First Year			
Key Concept	Objectives	Domain/Subject	Competencies	Activity Objectives	Activity Description
Decision Making	<p>- Learner provides examples of decisions they or others have made, with positive or negative consequences.</p> <p>(Knowledge) Learner describes a decision they made that they are proud of.</p> <p>(Knowledge)</p>	Structured Dialogue	Goes beyond self: Adopts a new position or new working method	Students practice making decisions by expressing or concealing situations	<p>Present two scenes (for example, scene 1 and scene 2) (in digital or paper format)</p> <p>Interact with them spontaneously</p> <p>Teacher guides the dialogue and helps students understand the consequences of the decision that needs to be made: Concealment / declaration Acceptance / rejection</p> <p>Extension: Remaining scenes and students' experiences</p>



Reference Guide		Educational Programs: Second Year			
Key Concept	Objectives	Domain/Subject	Competencies	Activity Objectives	Activity Description
Safe Use of Information and Communication Technologies	<p>- Learner lists the advantages and potential risks of the internet.</p> <p>(Knowledge)Learner values the benefits of the internet and social networks while rejecting their risks.</p> <p>(Attitude)Learner makes appropriate decisions to address annoying behavior from themselves or others while browsing the internet. (Skill)</p>	Reading	integrate information and digital technologies into teaching and learning	Engages in information culture Uses digital technology safely	<p>Module 1: Text "Journey Through the Net (1), (2)" from the reading book "My Paths"</p> <p>During the use of the two texts:Focus on the benefits of the internetIdentify potential risks: dangerous games, misleading information, unknown and potentially dangerous people, disclosure of personal and family information...Encourage students:To use protective softwareTo inform parents, teachers, siblings, or trusted adults about anything strange they see or suspicious messages they receive from strangers.Remind students of the above when reading the following texts:My Grandmother and the Internet (1) and (2) from p. 47 to 50Between TV and Computer p. 52Train Journey p. 58</p>

Challenges

Evaluation

Continuing the
pilot phase and
training

Raising awareness
through
awareness
campaigns

Production of
digital resources to
aid awareness and
learning

Generalization to
different entities
and levels

Summary

Trust in civil
society

Previous
traditions

Training of
various
stakeholders

Focus on skills

**Thank you for
your follow-up.**

