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للصحة الجنسية والإنجابية والحقوق الإنجابية



**Narrative Review Report: Comprehensive Sexuality Education and the
Integration of Sexual and Reproductive Health Concepts in Jordanian
Curricula**

Presented to:

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

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Introduction

This report addresses the status of sexual education and reproductive health in Jordan, examining the efforts made by stakeholders. It focuses on curricula and textbooks, and the extent to which they integrate various concepts of sexual education, skills, attitudes, issues, legal situations, challenges, and difficulties they face.

This narrative report, along with four similar reports from Egypt, Lebanon, Morocco, and Tunisia, will form the basis of an analytical study of the status of sexual education in these countries.

This study will be discussed at the Regional Conference on Shared Intellectual Production in the Field of Comprehensive Sexual Education, focusing on the integration of reproductive health concepts in school textbooks. The conference will be held in Amman from April 22nd to 23rd, 2024, as part of the commitment of "ShareNet" Jordan to expand its efforts to work nationally and locally to exchange information and experiences in this field.

The objectives of the upcoming conference are as follows:

1. Developing knowledge-based guidelines for sexual education and awareness.
2. Identifying gaps and challenges facing sexual education issues.
3. Developing communication means to interact with the public.
4. Exchanging experiences on various reproductive health issues.
5. Developing regional communication processes.
6. Enhancing practical practices in reproductive health issues.

Executive Summary

This report examines the current state of sexuality education (SE) and reproductive health (RH) in Jordan. It highlights the collaborative efforts of the Higher Population Council, government institutions, civil society organizations, and international institutions. The report's primary focus is to analyze the integration of SE and RH concepts within Jordanian curricula and textbooks.

To achieve this, the report explores relevant legislation (Education Law No. 3 of 1994, Jordanian Child Rights Law of 2022) and the overall framework of Jordanian curricula, including subject-specific frameworks. This legislative and curricular foundation protects those involved in SE implementation, such as teachers, textbook authors, and counselors.

The report then delves into an analysis of newly issued textbooks (post-2020) across various subjects: Islamic education, science, social studies, and Arabic language (grades 1, 4, 7, and 10). Textbooks for other grades are not yet available. Additionally, the report draws upon existing academic studies that analyzed SE concepts in textbooks published before 2019.

For evaluation purposes, the report utilizes UNESCO's 2018 guidelines on sexual education concepts. The analysis reveals a positive trend in the new textbooks, demonstrating a wider range of SE and RH concepts being covered. This reflects a growing awareness of the importance of equipping students with the knowledge and skills necessary for mental and sexual health.

However, the study also identifies a key gap: the lack of a comprehensive framework for horizontally and vertically integrating the concept matrix within the curriculum. This refers to the seamless integration of knowledge with relevant skills across different subject areas.

The report concludes by outlining the cultural, social, and human challenges that hinder effective SE implementation in Jordan. Conversely, it highlights the potential benefits of successful SE programs, including improved cognitive skills and performance competencies. These findings serve as a guide for textbook authors and trainers involved in SE initiatives.

Finally, the report offers practical recommendations in several areas.

Sexual Education and Reproductive Health in Jordan

Various entities are concerned with sexual health, including:

- Higher Population Council (HPC)
- Ministry of Health
- National Council for Family Affairs
- Ministry of Education
- Ministry of Youth
- Ministry of Social Development
- Civil and international associations such as:
 - Family Protection and Regulation Association
 - Gage Organization
 - Jordanian National Committee for Women's Affairs
 - United Nations Population Fund (UNFPA)
 - Family Health Care Institute
 - Universities

Below is a brief overview of the most prominent efforts:

1. Higher Population Council (HPC):

In line with the National Strategy for Reproductive Health 2020-2030, the council collaborates with the ShareNet platform to study demographic realities, conduct population studies on the attention given to sexual education and reproductive health, and coordinate various national efforts in this regard. The council issues specific guides on sexual education, such as the Parental Guide to Adolescent Sexual and Reproductive Health, and statistical studies on divorced women.

The council focuses its efforts with relevant ministries, especially the Ministry of Education, to ensure the integration of sexual education curricula into their programs and activities. The

launch of the National Strategy for Reproductive Health 2020-2040 is among the council's leading initiatives.

2. Ministry of Health:

The Ministry of Health has prepared a guide to educate healthcare providers on topics related to sexuality education and reproductive health. The Ministry's efforts have resulted in reducing maternal mortality rates and providing healthcare services to mothers in various hospitals. The Ministry undertakes preventive and therapeutic efforts to improve reproductive health services.

The Ministry has opened 520 centers for maternal and child healthcare, family planning, vaccinations, family education, early cancer detection, vaccination, and domestic violence.

3. Ministry of Education and National Center for Curricula:

The National Center for Curricula addresses health and hygiene issues. The general curriculum framework includes health awareness as a cross-cutting concept, but this objective is limitedly reflected in textbooks. However, biology textbooks contain various information on reproductive organs, sexual issues, and fertilization. Islamic education textbooks discuss various marriage issues and spousal rights, serving as a reliable source of information. However, other textbooks do not address these issues or their societal dimensions, neglecting reproductive health issues and honor crimes.

One of the important steps taken by the Ministry of Education was the preparation of a scientific guide for the various stages of growth and development, in addition to the efforts of educational counselors who are spread throughout the schools.

4. Ministry of Youth:

The Ministry of Youth is primarily concerned with youth affairs. Its extensive resources, including numerous youth centers, camps, facilities, and youth cities, facilitate communication with youth in various areas. The ministry launched a National Youth Strategy for the years

2019/2025, aiming to develop youth intellectually, skillfully, and morally. The strategy includes a health awareness axis (youth, health, and physical activity) and a curriculum for building youth addressing hygiene, health culture, and awareness.

5. Ministry of Social Development:

The ministry's efforts focus on social education, disease prevention, especially among adolescents and persons with disabilities, and ensuring a healthy life for them, especially as they are most vulnerable to physical violations. The ministry oversees several relevant associations, including the Jordanian Association for Family Organization and Protection, closely related to sexual education issues.

6. Local Associations and International Bodies:

- **Jordanian Family Planning & Protection Association:**

Established in 1971, this association provides services in the following areas:

- Women's and maternal health
- Providing family planning services and methods
- Community awareness and early cancer detection.

The association has a number of branches.

7. Gage Global Program on Adolescent Girls' Empowerment:

This program conducts longitudinal research and studies on reproductive health issues and issues related to adolescents' mental, social, and reproductive health. It issues regular reports on these studies, which have had a clear impact on identifying problems and challenges in proposing policies related to adolescents' mental, social, and reproductive health. These studies have also contributed to identifying the challenges facing sex education issues.

8. Jordanian National Committee for Women's Affairs:

This committee offers its services through the National Women's Strategy (2020-2025). This strategy identified the status of Jordanian women, their priorities, and the environments influencing them, such as legislation and social contexts. It addressed issues of health, protection, empowerment, and sexual violence.

The strategy has four key objectives:

- Creating a society free from gender-based discrimination.
- Protecting women from all forms of sexual violence.
- Promoting gender equality.
- Implementing continuous policies to support justice and equality.

The plan's implementation is carried out through effective partnerships with formal and informal institutions.

9. Royal Health Awareness Association:

This association has made significant contributions to reproductive health by preparing growth standards guides and implementing them through a series of workshops in many government schools.

10. United Nations Population Fund (UNFPA):

This fund supports population activities, especially those related to sexual and reproductive health, to achieve desired pregnancies and support men's, women's, and children's right to a happy life. The fund has funded various activities in this field and provided numerous educational efforts on human rights and gender equality.

Overview:

From the preceding, it can be concluded that a network of institutions exists that addresses sexual education and reproductive health. These institutions function regularly, each fulfilling its specific roles and responsibilities. Consequently, it can be observed that diverse efforts are directed towards a common goal. Therefore, the following steps are necessary:

- Integration of these efforts to avoid conflict or contradiction.
- Development of a comprehensive plan to encompass these efforts, reaching broader segments of society.
- Establishment of a unified guide for all stakeholders to regulate successful communication processes.
- Continuation of efforts to address challenges and difficulties.

Practical Studies on Sexual Education in Jordan:

Sexual education has been the subject of numerous studies conducted by organizations or researchers. Some prominent studies include:

1. Studies by the Higher Population Council:

The council conducted a study in 2012 that examined the impact of social, and economic factors, and gender-based violence on the sexual health of women and girls in Jerash Governorate. A 2017 study focused on the impact of the COVID-19 pandemic on access to family planning services. The results indicated that social factors, influenced by educational levels, weakened reproductive health indicators. The studies recommended applying the findings to programs that enhance sexual education and reproductive health, especially considering the lack of information and services related to sexual education among citizens and youth. "Policy Paper, September 2023."

2. Studies and Reports by gage:

A September 2023 policy brief by gage indicated limited information about puberty, often reaching individuals too late. Parental involvement in this field was also found to be limited. Adolescents resort to pornography websites to obtain information, highlighting the discomfort of parents in talking to their children. Moreover, gage emphasized the increasing number of adolescents lacking access to relevant information and services. The official authority considers societal values, leaving adolescent girls uninformed about menstruation and the relationship

between marriage and childbirth. gage's reports highlighted emotional distress, anxiety, depression, and family honor issues faced by adolescents, who lack emotional support at home.

3. University Studies:

Various university studies have focused on sexual education topics, including:

- An analysis of science curricula to propose a model for distributing sexual education concepts across grades. The study recommended teacher training and precise teaching of these concepts.(Obaidat 2016)
- Al-Khalidi (2011) analyzed Islamic education textbooks to assess their integration of sex education concepts. The results indicated the inclusion of 153 relevant passages, addressing topics such as family problems and consequences of sexual deviance. The study recommended expanding the coverage of these concepts and linking them to science education.
- Al-Hajaia (2019) examined the extent to which Arabic language textbooks incorporate sex education concepts. The study's recommendations emphasized the need to expand the inclusion of relevant concepts.
- Al-Tarawneh (2018) explored teachers' attitudes toward adolescents with disabilities. The findings revealed positive attitudes among teachers, and the study advocated for increased attention to the needs of students with disabilities

4. University of Jordan:

The University of Jordan announced a new master's program on women's health on December 30, 2024. This program aims to graduate public health practitioners focusing on women's health, including reproductive and mental health.

Gender and Sexuality in School Textbooks

The various curriculum frameworks included specific themes related to women, such as:

- Women in literature

- Women in art
- Women in sports
- Women in history

They also included simple topics and references about gender. When these frameworks were translated into textbooks, the authors attempted to elaborate on these topics, and it should be clear from the outset as follows:

None of the curricula reviewed in this study explicitly include objectives related to sex education. Instead, scattered concepts related to health, hygiene, personal care, relationships, respect for others, and rejection of violence may be found within various subjects.

These themes are evident in various textbooks. However, Islamic education textbooks included different topics related to family and marriage.

It is important to note that the National Curriculum Center has completed:

- Science and mathematics curricula and their textbooks
- Islamic education curricula and their textbooks
- Arabic language textbooks for grades 1, 4, 7, and 10
- Social studies textbooks for grades 1, 4, 7, and 10

Therefore, the analysis will be limited to these textbooks, while the concepts presented in the remaining textbooks were based on university studies and research.

I. Sex Education in Islamic School Books

While Islamic education books cover a wide range of concepts, a clear focus on building attitudes towards sex education is often absent. Analysis reveals the following key themes:

1. Hygiene:

- Handwashing
- General cleanliness

- Bathroom Hygiene
- Ablution and cleanliness
- Washing the body and private areas

2. Healthy Eating:

- Breastfeeding
- Healthy eating habits
- Importance of physical health

3. Self-Preservation and Prevention:

- Avoiding shared personal items
- Awareness of disease transmission

4. Needs of Living Beings:

- Nutrition
- Clean environment
- Family Formation
- Proper upbringing

5. Ethics and Morality:

- Moral values and good character
- Respect for others
- Maintaining modesty (covering awrah)
- Promoting good and discouraging evil
- Respecting neighbors
- Avoiding harm to others

6. Right to Life:

- Environmental well-being
- Physical health
- Importance of family
- Enjoyment of life within Islamic guidelines

7. Family Life:

- Marriage
- Child rearing
- Family size and planning

- Maintaining healthy weight within family

8. Respecting Women:

- Women's rights and protection from violence
- Shared responsibility in managing family affairs
- Balancing work and family life
- Importance of caring for spouse and children

9. Human Kindness and Compassion:

- Importance of fulfilling legitimate needs
- Respecting children's rights
- Protecting the disabled

10. Preventing Sexual Misconduct:

- Importance of legitimate marital relations
- Prohibited sexual relations
- Avoiding adultery

11. Rejecting Violence:

- Opposing bullying and aggression (verbal and physical)
- False accusations against women
- Opposing domestic violence and violence against children.

12. Islamic Dress Code:

- Importance of modest clothing and decent appearance
- Avoiding clothing that imitates the opposite sex
- Guidelines for dressing on special occasions

13. Building Strong Marriages:

- Choosing a spouse based on Islamic principles
- Considering pre-marital medical examinations
- Preventing genetic diseases through responsible choices
- Importance of breastfeeding
- Marrying outside the faith (limitations and guidelines)
- Divorce rulings and regulations
- Polygamy (restrictions and considerations)

II. Sex Education Concepts in Science Books

Science textbooks cover a wide range of concepts related to sex education, including:

1. Human Health:

- Healthy eating habits
- Healthy habits and unhealthy habits
- Proper sitting posture
- Hygiene, bathing, and handwashing

2. Similarities and Differences:

- Similarities in physical appearance and organs
- Differences between sexes
- Differences in skin color
- Diversity of living organisms

3. Needs of Living Beings:

- Food, water, and oxygen
- Health
- Clean environment

4. Body Parts of Humans and Animals:

- Reproduction
- Pollen grains
- Animal behavior
- Human reproductive organs

5. Mental and Physical Health:

- Safety of organs

- Proper functioning of organs
- Integration of physical, emotional, and mental activities
- Human relationships

6. Reproduction and Heredity:

- Reproductive organs
- Reproduction in plants
- Names of plant reproductive organs
- Pollination, egg, and fusion of sperm and egg

7. Sexual Organs:

- Names of testes and semen
- Ovaries, fallopian tubes, and ovum
- Fusion of sperm and egg
- Reproduction by males and females
- Chromosomes
- Genetic diseases

8. Diversity of Living Organisms:

- Diversity of senses and their functions
- Sensory health
- The human brain

III. Concepts of Sex Education in Social Studies Books

The issued books represent the first part of the curriculum for grades one, four, seventh, and tenth. Analysis revealed concepts such as:

- Life skills
- Body language
- Respecting others' privacy

- Not allowing body touching by strangers

IV. Concepts of Sex Education in Arabic Language Books

These books also include the first part of the curriculum for grades one, four, seventh, and tenth. Analysis revealed concepts including:

- The role of the sister in caring for her sick brother
- Signs of love and unhealthy love (consider "deadly love" a more literal translation)
- The agony of separation
- Respectful relationships
- Speaking manners and time respect
- Living in kindness
- Tolerance with the aggressor

It's important to note that these are individual references scattered throughout sentences or poetry verses, and don't fall under a dedicated scope of physical education.

V. Concepts of Sex Education in Mathematics Books

Analysis did not reveal any intentional effort to introduce sex education concepts, even though mathematical problems can be rich with opportunities.

Notes:

Textbooks, particularly in Science and Islamic Education, contain diverse concepts. However:

- The concepts are presented within a cognitive and informational framework.
- The books do not require students to engage in activities related to sex education.
- There's a lack of explicit objectives related to sex education.
- General concepts related to public health, hygiene, and family are implicitly mentioned across various textbooks from kindergarten to secondary school.
- It's important to remember that the National Center for Curriculum's books are still in the experimental stage, allowing for enrichment with various relevant concepts. Many

developed books haven't been issued yet, especially in Arabic Language and Social Studies curricula.

- Some subjects, like English Language, vocational education, and perhaps physical education and art education, haven't had any books released yet.

Concepts Distribution by Age Groups

This section presents an overview of the distribution of concepts according to age groups and grade levels

From Grades 1 to 4:

From Grades 5 to 8:

From Grades 9 to 12:

Islamic Education Concepts

Concept	Age Groups		
	1-4 (Early Childhood)	5-8 (Middle Childhood)	9-12 (Adolescence)
Reproduction and Health	Food, healthy habits, cleanliness, diseases, my health, existence of others, benefits of prayer.	Human right to life, others' feelings, interaction, avoiding harm, child rights, caring for the disabled, cleanliness, washing polluted body parts. Sibling role, Family, Innocent recreation, Sports.	Family destruction, infectious diseases, prevention and treatment, prohibited foods, intoxicants. Lies and hypocrisy, Marital conflicts, Violence, Women in Islam, Not hitting women, Family protection, Awrah (concealment of body parts), Factors of spouse selection, Medical examination, Forbidden marriage.

Observations from the Table:

1. Age-Specific Concepts
2. Lack of Concept Progression

3. Information-Centric Approach

This is the distribution of scientific concepts

Age Groups			
1-4 (Early Childhood)	5-8 (Middle Childhood)		9-12 (Adolescence)
Human and Health, Healthy Food, Healthy Habits, Unhealthy Habits, Animal Body Parts, Animal, Reproduction, Pollen Grains, Names of Plant Reproductive Organs , Reproduction by Birth , Reproduction by Eggs	Human Body, Caring for the Senses, Biodiversity Plant Reproduction, Extinction	Pollination, Ovum Reproductive System Anatomy of Organs Fallopian Tube Sperm Fertilization	Gender determination, Chromosomes, Genetic fingerprint, Color blindness, Factors influencing gender determination.

Observations from the previous table:

- Concepts are assigned to each age group, but they do not extend or deepen with advancing grades and ages.
- The table includes a variety of concepts.
- The concepts are limited to information.

Evaluation:

Did the textbooks achieve what was expected of them in the field of sex education and reproductive health?

The answer to this question will be related to educational objectives and curriculum frameworks. The evaluation will also be done by comparing it with the sex education concepts document and its objectives as stated in the UNESCO paper 2009.

First: What is the relationship between the concepts of sex education as presented in the textbooks and the objectives of the Education Law No. 3 of 1994?

The Education Law focused on the following:

- Understanding health rules and practicing related habits.

- The student's awareness of the importance of physical fitness and health.
- Understanding the information related to balanced growth.

A review of what is included in our textbooks - with the reservation that we are talking about Islamic education and science - indicates that these textbooks did not talk in detail about the various health rules and balanced growth. What is included in the available textbooks is just scattered information.

Second: Did the textbooks meet what was included in the general curriculum framework?

- That the student master's life skills, etiquette, responsibility, gender issues, and understanding diversity and responsibility.

The general framework spoke about the values of community responsibility, solutions that satisfy both parties, skills in dealing with others, building skills, and health awareness and gender issues. The general framework also stated:

That the student masters life skills, etiquette, responsibility, gender issues, and understanding diversity and responsibility.

This objective was not found to have any direction towards achieving it. What is included in the textbooks does not help the student to master life skills, knowing that reproductive and sexual health skills are part of them.

The author of this report noticed that the textbooks adhered accurately to gender issues in terms of quantity. The names of males and females were equal, but there remained a discrepancy in the roles assigned to each gender.

Third: Did the textbooks include all the concepts of sex education as stated in the UNESCO paper?

A quick comparison between the UNESCO matrix and the matrix of our textbooks indicates that:

- There are clear and numerous objectives in the UNESCO document.
- There is a growth in the concept according to the age stages.
- The UNESCO document includes a ... comprehensive and wide range of sex education concepts, skills, and attitudes.

Fourth: Recommendations

Therefore, the following is hoped for:

- It is important to pay attention to the books that have not yet been published, which are the values of Arabic language books, social studies, arts, physical education, and activities. And to redevelop what is included in the books: science and mathematics, and Islamic education; to include the desired concepts, skills, and attitudes.

Implementation Dimensions: Preventive Education and Therapeutic Education

Any program in the field of sex education can deal with two dimensions, namely:

- Preventive education.
- Therapeutic education.

Preventive Education

Preventive education is concerned with protecting children and healthy young people from the dangers represented by their interaction with non-scientific sources, or their interaction with bad colleagues, or social networks. Therefore, there are specific guidelines for parents or any related institution. Among these guidelines are:

- Provide your children and young people with the information they ask you about. And answer their questions.
- Explain to them the harms of wrong relationships with themselves or others.
- Accustom them to speaking frankly, talk to them, not to them.
- Welcome their questions, and do not suppress any questions.
- Monitor their behavior and relationships, especially their electronic relationships.

Preventive education is done through complete openness, especially in the family, where all matters are discussed in the family council.

Preventive education is the easiest communication process; because the guide deals with young people who have not gone through severe problems.

Family Council:

It is a council that includes all members of the family, meeting periodically every week or ten days. The presidency of the council is rotational, and all members of the family have the right to preside over the council. The council discusses the following issues:

- The reality of family life.
- Organizing family time and social activities.
- Challenges facing the family.
- Problems faced by family members.

- Family budget.
- The roles of individuals in the family.

Decisions are made after discussion and agreement, not by voting. The advantage of this council is that it creates an open, frank environment in which matters are discussed freely, where no family member is embarrassed to raise their problem. Thus, the council is a nurturing environment for all its members and a source of satisfaction and happiness.

Talk to young people, don't talk to them:

What is meant here is that we listen to young people and may provide them with an appropriate environment for dialogue, where the agenda is what they are talking about, not what the educator or guide imposes from instructions and directions.

Tell them what to do and what not to do:

Preventive education is not instructions and directions regarding wrong behaviors, so positive behaviors are the basis, and therefore we say:

- Ask your teacher or father, and don't ask strangers.
- Provide sufficient information about your problem, and do not hide any part of it.

So preventive education starts with the right behavior not by prohibiting the wrong behavior.

Know the young people:

For the guide or educator to be able to understand young people and provide them with assistance, he must first know them. This requires building trust between the two parties, leading to clear knowledge.

The guide is: the father, mother, teacher, any worker in the field of reproductive health.

What the young person does not know and the guide does not know (4)	What the guide knows and the young person knows (1)
What the young person knows and the guide does not know (3)	What the guide knows and the young person does not know (2)

- **In the first square:** things are very clear, and the interaction is easy, because everything is open, and each side has the information and trusts the other. Therefore, the two parties succeed in reaching a solution.

- **In the second square:** the guide knows information about the other party, while the other party does not know it. Therefore, information must be exchanged. This requires acceptance of information from the other party.
- **In the third square:** the student knows information that the guide does not know, and the student will not be able to confess it unless he feels safe
- **In the fourth square:** there is information that neither party knows, so there needs to be consecutive sessions to be able to discover it.

Preventive Sex Education - Interaction Strategies

Healthy sexual education refers to that which is provided by the counselor through sessions or open communication. The counselor presents or discusses relevant issues. Sound education is done through group seminars that include many individuals with the same circumstances, or general seminars that include a number of individuals from different environments. It may be an individual guidance process.

Healthy sexual education is done through a specific program that shows the program's objectives and duration, the target groups, the content of the activities, and how to evaluate and assess it.

Healthy sexual education is done using interactive strategies such as:

- Dialogue, discussion and seminars (brainstorming).
- Case study.
- Problem solving.
- Self-learning and reflection.

Here is a brief explanation of each:

First: Dialogue, discussion, and brainstorming

- The coordinator organizes a dialogue session, assigning two people to present different perspectives on the topic.
- Then he asks the audience to present their free thoughts on it. And he leads a discussion.

Second: Case study

- The coordinator presents a real-life case that happened to one of the young people, without mentioning the name.
- He asks the participants to present suggestions and solutions.

Third: Problem solving

- The coordinator raises one of the relevant problems.
- He asks the participants to identify what they know about it and what they do not know.

- He leads a discussion about how to reach what they do not know.

Fourth: Reflection and self-learning

- The coordinator prepares material on one of the topics.
- He provides instructions for dealing with the material individually, such as asking to study it, answer specific questions or write a report about it.
- He holds a meeting to discuss the reports.

These are the most prominent strategies that can be used to instill in young people the required concepts and attitudes.

Therapeutic education

Therapeutic education is usually done through an individual meeting between the counselor and the person with the problem. It can also be practiced in general sessions in which people with similar problems participate. The following is taken into account in therapeutic education:

- The counselor deals with a person with a real problem. Therefore, it is necessary to talk to him with accuracy and care, and with full respect, without blame or reproach.
- The counselor listens to the problem and asks the person with the problem to present proposals to get out of his problem.
- The counselor discusses the proposals and carefully directs the young man to make the right decision.

Support and awareness campaigns:

A successful program and its workers strive to obtain support from the following:

- Official support.
- Community support.
- Conscious work.

1. Official support:

It is necessary to obtain official approvals before holding any public meeting. And inform the official authorities of the objectives of the meeting. The content of the meeting must also be within the legally accepted frameworks. Important meetings may also be sponsored by an official entity.

2. Community support:

This support is one of the most important forms of support, as society is not a homogeneous entity, it contains many diversities, some of which do not welcome sex education, exploiting values, ethical, and religious justifications.

Therefore, any program is supposed to have full community support. This requires media priming before starting and explaining its goals and objectives.

The required community support is:

- Media support.
- Financial support.
- Moral support.
- Membership - Participation.
- Informational support.

This is enough to neutralize the opposing groups.

3. Conscious work:

To obtain the support of the authorities and the community, professional, scientific, and educational conditions must be observed in any program.

Conclusion: Any effective sex education program should focus on:

- **Preventive education:** Protecting young people and reaching them before they fall into problems. It is general and directed to everyone.
- **Therapeutic education is often practiced in cases of those who face problems.** We will present some work strategies below.

Challenges Facing Sex Education Workers and Counselors

Sex education workers face several challenges, such as:

- Weak ability to implement sex education.
- Lack of specific content.
- Lack of a sex education guide.
- Resistance from some community currents.

1. Weak ability to implement the program

This weakness is due to the weak competencies of sex education workers. And these competencies have been identified, where it is required to develop programs to prepare leaders to do this work in the right ways.

2. Lack of specific sex education content

The existence of a special curriculum for sex education makes implementation much easier. The curriculum may include:

- Sex education goals.

- Its subjects and concepts.
- Methods of implementation.
- Methods of evaluation and assessment.

Keeping the concepts distributed among many fields and study materials may reduce their impact.

3. Lack of a sex education guide

The guide is meant to be the practical steps to implement the sex education program and achieve its goals. This guide may include:

- The strategies used by the leader or guide to lead sex education programs according to educational principles, and away from provoking opponents.

4. Social challenges

These challenges are represented by the opposition of conservative social groups to this program, which they see as a disintegration of moral values.

Therefore, efforts must be made to neutralize these groups or gain their support.

Some important operations

Preparing educators

One of the most important operations in implementing the program is to prepare the workers who will implement the program, namely:

- Educators from teachers, counselors, book authors. Supervisors of youth centers, parents, and any worker in the field of mental health, family and child activities.

Competency development

Preparing these leaders working in this field requires the following:

1. Developing their cognitive competencies.
2. Developing their performance competencies.
3. Developing their emotional competencies.

The following is a presentation of these competencies:

1. Cognitive competencies, including:

- Competencies to know the information and facts related to the topic of sex education.
- Competencies to know the influencing social factors.
- Competencies to know the developmental characteristics of the target groups.
- Competencies to know the basic problems of the target groups.
- Competencies to know the needs of the target groups.
- Competencies to know the basic sources of information.

Therefore, achieving these competencies requires holding courses, workshops, and seminars that enable supervisors to know sound scientific information.

2. Performance competencies:

These competencies can be identified as follows:

- Listening and not interrupting.
- Encouraging young people to talk about their problems.
- Humility and respect for what the young man or girl says.

Continuing learning competencies, including:

- Renewing knowledge and keeping up with the new.
- Openness to all knowledge.

Communication competencies, including:

- Listening skills.
- Dialogue and discussion skills.
- Skills to establish positive relationships with young people.

Diversity management competencies, including:

- Respect for gender.
- Dealing with justice and without discrimination or bias.

Ethical competencies, including:

- Mutual respect skills.
- Responsible behavior skills and taking responsibility.
- Commitment to ethical values.
- Skills not to interfere in personal matters.

Professional competencies, including:

- Skills to provide the service on time.
- Professional secrecy skills.
- Skills to provide the best service.

- Skills not to discriminate between service seekers.

Assertive behavior competencies, including:

- Skills to be open.
- Decision-making skills.
- Time buying skills.
- I Message skills.

Counseling skills, including:

- Problem identification skills.
- Trust-building skills.
- Skills to know the young person's environment and the factors affecting it.
- Skills to provide counseling services.
- Options presentation skills.

Feedback presentation skills, including:

- Positive feedback presentation skills.
- Immediate feedback presentation skills.
- Descriptive feedback presentation skills.
- Future feedback presentation skills

Problem-solving skills:

- Understanding the problem and its dimensions:
- Involving the youth in suggesting solutions:
- Making the youth feel the benefits of the proposed solution:
- Win-win solution:

Emotional competencies:

- Trusting the youth:
- Respecting the youth's problems:
- Expressing love:
- Maintaining calmness and balance:

Who provides sex education: family, school, media, specialized organizations

Sexual education is an educational process; therefore, those concerned with it are all relevant parties. So, who are these parties?

1. Family:

The family is the most knowledgeable institution about its children, and if it takes on this role, it can help its children acquire appropriate experiences.

The family is the primary unit for interacting with its children in this field. Therefore, it is necessary to train those preparing for marriage as well as parents in general.

So how can it fulfill this role?

- Creating a suitable environment for family dialogue requires a council in every family, where members gather regularly to discuss family matters.
- Families need to undertake this role by preparing and training in areas such as:
 - How to respond to children's questions?
 - How to provide preventive information?
 - What information can the family provide?

2. School:

The school can be effective in the field of sexual education through:

- Its curricula.
- School activities.

This also requires training teachers on how to address questions directed to them and how to present their ideas to students. School curricula can offer the following:

- Independent material on sexual education.
- A program for related activities.
- Research, reports, and studies.
- Integration of sexual education concepts across subjects.

These concepts can be integrated into various subjects, and here are examples of their integration into some subjects:

1- In Islamic Education:

Phrases like these can be integrated:

- Advise young men and women to undergo medical examination before formal engagement.
- Distribute brochures to all those preparing for marriage.

2- In Arabic Language:

The following can be presented:

- Express the following sentences:
 - Sexually transmitted diseases are more dangerous to human health.
 - Pornographic websites do not provide accurate information.

3- In Science:

Complete topics can be developed about:

- Reproduction and its types.
- Functions of body organs.
- Diseases.

4- In History:

Topics such as these can be integrated:

- Reproduction in medieval and ancient times.
- The impact of population growth on wars.

5- In Geography:

Topics like these can be integrated:

- Variation of fertility with environmental diversity.
- Regions most affected by diseases.
- Most prevalent diseases in coastal cities.

6- In Physical Education:

Topics such as these can be integrated:

- Health and activity.
- Factors influencing activity.
- Protection of sexual organs in sports arenas.

7- In Arts:

Topics like these can be integrated:

- The impact of music on spiritual and physical activity.
- Songs promoting health preservation.
- Artistic paintings.

8- In Mathematics:

Sexual education concepts can be integrated into:

- Arithmetic problems.
- Graphs

Thus, any topic in sexual education can be discussed across all subjects.

What's important is to discuss these topics in a serious atmosphere suitable for the students' ages.

3- Media:

The media can do the following:

- Organize awareness campaigns in rural and desert areas about the importance of sexual education.
- Produce films and informative presentations.
- Encourage citizens to undergo medical examination or family planning.
- Present relevant plays and films through various means.

4- Civil Society Institutions:

These institutions can be more effective than official ones due to their proximity to people and people's trust in them. Therefore, health, family, or relief associations can offer various services in this field.

Expected outcomes of the sexual education and reproductive care

Outcomes have been identified based on the following sources:

1. The concept of sexual education and its objectives as stated in its literature.
2. Issues and challenges faced by adolescents.
3. Scientific studies and research addressing the topic.
4. Content found in curricula and textbooks.

The expected outcomes include:

First: Cognitive outcomes

The expected outcomes for participants in a comprehensive sexual education program include:

- 1- Understanding the anatomy and basic functions of the body's organs.
- 2- Understanding the functions of reproductive organs.
- 3- Recognizing the importance of maintaining reproductive health.
- 4- Distinguishing between male and female reproductive organs.
- 5- Understanding the function of the male reproductive system.
- 6- Understanding the function of the female reproductive system.
- 7- Accepting one's gender.
- 8- Valuing one's gender.
- 9- Being able to illustrate the male and female reproductive systems.
- 10- Understanding the concepts of sex and gender.
- 11- Understanding the concepts of justice and equality in gender.
- 12- Caring about one's sexual rights and the rights of the partner.
- 13- Understanding one's sexual duties and the duties of the partner.
- 14- Distinguishing between safe and legitimate sexual relationships.
- 15- Understanding the dangers of prohibited sexual relationships.
- 16- Understanding the concept of sexual violence.
- 17- Knowing about sperm and egg cells.
- 18- Understanding the concepts of fertilization and conception.
- 19- Understanding the concept of sexual health.
- 20- Understanding the dangers of sexually transmitted infections (STIs).
- 21- Knowing about methods to prevent sexually transmitted infections (STIs).
- 22- Determining the conditions for sexual health.
- 23- Understanding the relationship between physical health, sexual health, and mental health.
- 24- Distinguishing between puberty experiences for males and females.
- 25- Accepting the changes accompanying puberty.
- 26- Understanding the concept of sexual reproduction.
- 27- Knowing how a fetus forms.

- 28- Knowing the importance of premarital medical examinations.
- 29- Knowing prohibited practices in marriage (depending on cultural context).
- 30- Understanding the potential health risks associated with certain types of marriage (depending on cultural context).
- 31- Understanding the concept of twins.
- 32- Knowing about safe sexual resources.
- 33- Understanding the concept of abortion.
- 34- Distinguishing between natural birth and cesarean section.
- 35- Understanding the relationship between sex and human survival.
- 36- Knowing about family planning methods.

Second: Skillful Outcomes:

It is expected that each participant in the sex education program will acquire the following skills:

- 1. Skill of making appropriate sexual decisions.
- 2. Skill of obtaining sexual knowledge from safe sources.
- 3. Skill of criticizing rumors and common information.
- 4. Skill of using family planning methods and tools.
- 5. Skill of maintaining safety and sexual security.
- 6. Skill of maintaining sexual hygiene.
- 7. Skill of enjoying a successful life.

Third: Attitudinal Outcomes:

It is expected that each participant in the sex education program will develop the following attitudes:

- 1. Self-confidence
- 2. Respect for others
- 3. Turning to scientific sources
- 4. Rejecting rumors.

5. Critically evaluating information
6. Sharing positive experiences with others
7. Trusting the instructor as a source of information
8. Rejecting pornography
9. Adhering to community ethics
10. Actively participating in sex education programs
11. Continuous learning and openness to new information

Challenges in Implementing Sexual Education in Jordan

Based on previous studies, reports, and the reality of sexual education programs in Jordan, several challenges and difficulties have been identified:

- Adolescents lack access to accurate information about puberty and often receive it too late.
- Weak communication exists between parents and children. Parents, especially fathers, may feel uncomfortable talking to their daughters, limiting the mother's role to providing hygiene information without addressing sexual development.
- Early marriage is prevalent among girls, especially Syrian girls who are often unprepared for marriage.
- Adolescents lack information about family planning methods. Additionally, parents may pressure their children to conceive immediately after marriage and disapprove of using contraception.
- Controlling attitudes are prevalent among some male partners. These men believe they have the right to control their wives, leading to increased violence. No awareness programs exist to counter this behavior.
- Parental roles are weakened due to a lack of information and hesitation to talk to their adolescent children.
- Young couples enter married life without receiving any counseling programs on reproductive health and family planning.
- Weak media campaigns exist for disseminating information about sexual health. This leads to a lack of awareness about reliable information sources.
- The spread of sexual education concepts through curricula and textbooks is weak. Additionally, teachers often lack adequate training to discuss these topics effectively.
- A major challenge is societal pressure to keep sexual education topics secret. Official support for some societal groups that prohibit discussion on these topics further complicates matters.
- The official religious institution has a weak impact in neutralizing groups opposing sexual education.

These challenges necessitate the search for solutions. So, what are these solutions?

Recommendations and Suggestions

In light of efforts to develop sexual education and reproductive health programs in Jordan, this report presents proposals and recommendations that consider societal realities, values, and attitudes. These recommendations are grounded in practical studies and recognize the importance of education and integrating reproductive health into curricula and activities.

1- Developing a Comprehensive Program:

- Create a comprehensive sexual education and reproductive health program tailored to age groups or school grades, starting from kindergarten.
- Establish collaborative leadership among all stakeholders to oversee and strengthen implementation.
- Develop a program for training program implementers.
- Conduct continuous evaluation of the program at various stages.

2- Working with the Community:

- Address issues of shyness and secrecy surrounding the subject by engaging with the community.
- Explain the ethical impact of the absence of such programs on societal morals and adolescent development.
- Clearly communicate the developmental, educational, ethical, and moral philosophy of the program.
- Involve influential community members in program leadership.

3- Training Competent Teams:

- Form a team of trainers with expertise in dialogue, communication, respect for diversity, and critical thinking.
- Ensure trainers have faith and confidence in the program's importance.
- Equip trainers with strong pedagogical skills, including brainstorming, interaction, and creative thinking.
- Trainers should possess a deep understanding of sexual education and reproductive health concepts.

4- Developing a Community Media Campaign:

- Develop a community media communication program that involves various local media outlets and engages with digital platforms.
- Create posters and advertisements that explain the positive and negative consequences of neglecting reproductive health education.
- Tailor communication strategies to reach both youth and adults.
- Leverage the efforts of associations, clubs, and religious figures in religious institutions.

5- Work on legislation to make completion of a reproductive health program, including

- Family planning regulations, mandatory for marriage.
- Advocate for legislation that protects reproductive health ideas and workers.

- 6- Identifying Resources and Support mechanisms to sustain the program.
 - Government and private schools, as well as all other educational institutions
 - Youth centers and clubs
 - Civil society institutions
 - Political parties
- 7- Work towards declaring a national day for reproductive health. This day would celebrate national achievements and hold seminars and discussions with community and official participation.
 - Schools would all celebrate and allocate programs for this purpose.
 - Youth Centers, would all celebrate and allocate programs for this purpose.
 - Civil Society institutions would celebrate and allocate programs for this purpose.
- 8- Provide materials, tools, and services related to reproductive health, safety, and sexual security. Additionally, improve access to service providers.
- 9- Establish an award to recognize pioneers in reproductive health programs, including journalists, trainers, beneficiaries, counselors, and parents.
- 10- Develop an educational guide for integrating sexual education concepts into various textbooks for different grade levels.

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