

Conference Paper

Building Comprehensive Sex Education Plans for Teenagers: Groundwork-Based Research Design Application

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Although sexual education is an important part of a child's education and upbringing, in Vietnam, sex education is not an official subject in school, and young people's awareness of Comprehensive Sex Education (CSE) is still limited. While sex education at school is necessary, it is not the only way nor sufficient enough to change teenage sexual behavior. A parent's role could involve communicating about values, providing a positive family environment, and monitoring their children's behavior. This topic explores the awareness of teenagers about CSE and the availability of teaching CSE in Vietnamese schools and families. Data was collected via an online survey of 89 teenagers and 119 parents whose children are teenagers. The findings revealed that the target group is not fully aware of CSE and in particular, they also feel the importance of the family in this regard but are afraid to share gender issues with their parents and tend to find information on their own through the internet.

Keywords: teenagers, sex education, reproductive health, Vietnam, sex and sexuality

1. Introduction

Sexual education is an important part of a child's education and upbringing. Sex education may be a programme that educates and informs young individuals (adolescents, teenagers, and young adults) learning about the cognitive, emotional, social, interactive, and physical aspects of sexuality. While sex education is viewed as a crucial aspect of a teen's development into an adult, the hazards of misinformation or information poverty in sex education are very significant for the person and society. As they make the transition from, they are young to when they are adults, too many youngsters are given confused and contradictory information about relationships and sex. As a result, there is a growing desire among young people for trustworthy information that will educate them for a secure, productive, and meaningful life.

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The Unzipped application provides a program of CSE learning to help improve and increase the awareness of comprehensive sex education for teenagers. Unzipped provide the accurate

and reliable source of information about sex education in an creative and age-appropriate approach for teenagers and parents according to UNESCO guidelines sex education program. Furthermore, Unzipped provides a foundation of comprehensive sex education for parents and adolescents to enhance connection and develop communication.

1.1. Define Problem

For teenagers, they are not fully aware of sex education [1] activities in the formation and development of their personality. Young people also expressed shyness and lack of confidence when discussing sex-related topics with their parents [2]. The Internet is also considered a widely used source of sexual health information among young people. As parents and schools in Vietnam are often hesitant to discuss sexual topics openly, the anonymity and security of the Internet provides a very attractive and convenient alternative source of information about identity and sexual practice, where adolescents can discover and shape their own truths about gender and sexuality [3].

For parents, gender and sexuality aren't a common topic between parents and children in Vietnam, so talking about it is a huge challenge for parents, mothers, and adolescents so this topic is often avoided [4]. Common limitations to sexuality communication between parents and teenagers include confusion, and their beliefs that mentioning about sex will pilot to sexual experimentation in children. Parents' assumptions that they lacked sexual knowledge and communicative skills, divergent intergenerational sexual values, lack of available time to speak to children, and parents not receiving sex education from their own parents[5]. It can be difficult for parents to provide factual information about gender because they need specific knowledge and skills, communication about sex education to develop products to support teenagers and parents in sex and reproductive health in creative and effective and comprehensive ways [6].

1.2. Research Objectives

With the aim of increasing children's comprehensive awareness of sex education, our goal is to improve the method of approaching to sex education for not only teenagers

but also parents. Our team will study some activities of learning, searching information of teenagers and the implementation of CSE in Vietnam School and Family. The research objectives are as follows: 1. To determine an effective sex education program in the world and the method that can implement CSE in Vietnamese schools.

2. To define problems teenagers are facing in relation to sex education: sources of information, the openness of sharing problems.

3. To determine methods of teaching sexuality and approaching this matter of Vietnamese parents.

2. Methodology

2.1. Desk research

Desk research includes research on Comprehensive Sex Education, we research on the situation: the effective sex education program in the world, the application of sex education in Vietnamese schools and family, the needs of teenagers in raising awareness about sex and sexual topics to come up with appropriate solutions. And we also research competitors to learn as well as solve the disadvantages that hinder application users.

2.2. User Research

About user research we focused on understanding user behaviors, their needs, motivations through online surveys and interviews with 2 target groups: teenagers and parents.

3. Data Collection

3.1. Desk research

3.1.1. Comprehensive Sex Education

There are 3 major categories of sexuality education programmes in the world: abstinence-only sexuality education, and comprehensive sexuality education programmes, abstinence-plus sexuality education. There is substantial evidence that we

have researched based on sources from various reliable sources, notably UNESCO that shows that comprehensive sex education has a positive effect on learners. Comprehensive sexual education (CSE) is a program of teaching and learning that covers sexual, emotional, physical, cognitive, and social aspects. Using a learner-centered approach, CSE not only provides phased and age-appropriate education on human rights, gender equality, relationships, reproduction, behavioral risk sexuality and disease anticipation, but also provides opportunities to express sexuality in a positive light, highlighting values for-instance esteem, inclusion, non-discrimination, equality, empathy, responsibility and mutual understanding[7].

There are a total of eight key concepts that mean the same, support each other and are designed to be taught together. Using a spiral teaching method, the topics of the CSE program are repeated with increasing complexity based on previous learning. Key concepts are further subdivided into two to five topics, each with key ideas and knowledge with age-appropriate background and skill-based learning objectives. Knowledge serves as the foundation for learners, while attitudes help young people shape their views about themselves, sex and the world.



Figure 1: Eight CSE key concepts of UNESCO.

3.1.2. The significance of efficient family communication for teens

Global literature has demonstrated that parent-child communication is the main factor that reduces the likelihood of engaging in risky behaviors, including sexual risks and delaying sexual intercourse education in youth [8]. Consistent with these results, three small sample studies in Vietnam found associations between weak family ties, low levels of parental communication about sex with their children, and increased premarital sex, sexual activity, and pregnancy among adolescents[9].

3.1.3. State of affairs

Comprehensive Sex Education in Vietnamese School

Availability of CSE

Despite the mention of sexuality education in relevant laws and policies at national level in Vietnam, the coverage of sexuality education curricula in schools is incredibly limited [10].

CSE programs do not currently exist in Vietnam. For example, CSE is not part of the Ministry of Education and Technology curriculum for primary, middle and high school students[11]. Although the Ministry of Health in Vietnam has promulgated the guidelines on reproductive health services where adolescents are central, the sexuality education programs that are being implemented are not congruent to the guidelines.

Content of sex education activities for students at secondary schools

In education, the issue of sex education has also been taught throughout all levels of education but limited and not a main subject in school. At the secondary school level, the model of sex education is integrated with other different subjects such as Biology, Civic education. These programs are organized by inviting a number of lecturers at some schools such as the University of Education, the University of Military Medicine and some psychologists to teach students at the school in extra-curricular periods.

Vietnamese Teenagers

Awareness of Reproductive Health Topics Among Teenagers

In Vietnam, studies showed young people have limited knowledge on RH issues, contraception, STIs, HIV, AIDS and this may be one factor that leads to youth's unintended pregnancy. Only 28% of Vietnamese youth aged 14 – 25 years in SAVY 2[1](Survey assessment of Vietnamese Youth) had correct knowledge on the fecund times in the menstrual cycle. Vietnamese youth's knowledge on contraception's benefits and how to use contraceptive methods in the right way is

found limited. In SAVY 2, below two-third respondents heard of STIs. Having low knowledge in STI, HIV and AIDS will lead young people to have unsafe sex behaviors which are also a cause of youth's pregnancy [1].

Source of information about Reproductive Health

In the most recent survey of Vietnamese youth, nearly 80% of young people said they watched TV and 61% surfed the internet for an average of one hour a day. According to research Savy II, the mass media (Television, radio, newspapers, books, Internet...) is considered to be the most popular means of providing information to young people

about reproductive health [1]. According to research by Martin (2010), many Vietnamese urban youths, both men and women, learn about sex through pornographic DVDs and the internet, and then apply that knowledge in their relationships. their sexual system their education. Through the internet, Vietnamese youth learn about the sex life of adolescents in Western/American societies with early sexual habits and apply it to their relationships[3]. Another study found that researching internet sex and watching pornographic videos/movies was associated with more permissive attitudes towards premarital sex and higher levels of related behaviors. to adolescent sex [12].

Communication with parents

A Qualitative study examining communication between parents and adolescents about sex in Thai Binh province, Vietnam, some adolescents are embarrassed to openly discuss with their fathers. about this sensitive issue [4]. When talking to their parents about sex-related matters, some boys and girls express bewilderment and lack of confidence. Personal interviews with some students in Hanoi 2009 also confirm the trend that their parents hardly talk openly with them about gender even when the children still have questions related to sex and sex. On the other hand, some students think that most of the lessons they receive from teachers and parents are too superficial, lack focus, and that they never have enough information to answer basic questions[5].

Vietnamese Parents

Parent's Awareness

Most of the studies that the children's group have collected, parents do not understand or know about CSE; Vietnamese parents have rather negative views about adolescents' sexuality and tend to define sex as having sex [10]. Parents did not view their teenage children as sexual beings; those who are sexual are considered damages. Parents believed that teens need to be policed and controlled to prevent them from becoming damaged, particularly girls[10].

Content of Sex Education from Parents

Some parents reported freely discussing sexual intercourse with their adolescent children, although the conversation was restricted to warnings about the harmful repercussions of early sexual participation. The first sexual subjects that parents discussed with their children dealt with parental concerns such as virtue, pregnancy and abortion, and HIV/AIDS [4]. Masturbation, homosexuality or other sexual orientations, and characteristics of physical development (such as puberty) were not mentioned as themes of parent-adolescent communication in any in-depth interview or focus group.

Barriers of Parents in Teaching

Parents' fears that talking about sex might lead to sexual experimentation among teenagers, as well as parents' thoughts that they lacked sexual knowledge and communications skills, were all common barriers to parent–adolescent sexual communication. They thought that discussing these concerns with their children might lead them to have sex before they were ready [4].

4. Conclusion

From the above information, It can be seen that schools in Vietnam have not yet applied comprehensive sex education, but have integrated knowledge of sex education under other subjects. This creates a degree of overlap in management and an in-depth level of training in teaching skills for teachers as well as in the knowledge that students receive. Moreover, because Vietnam is an Asian country with a tradition of abstaining from A Dong culture, the openness to sex education is not comprehensive, especially in the family. Parents in Vietnamese families still have a lot of prejudices and misunderstandings about sex education, which partly hinders the acquisition of knowledge from what should be the most important source of a person. young. Young people also lack knowledge about comprehensive sex education, and they need a reliable and friendly enough source of information, so that they can freely discuss and share their problems.

4.1. Survey

To clarify the problem mentioned above, we conduct a survey with 2 groups of participants. The participants for the online survey consisted of 89 teenagers and 119 parents. All respondents volunteered to be part of the study. The questionnaire survey was developed using Google Forms and the link was then shared with the respondents. The questionnaire was divided into three main sections, Section 1: Comprehensive sex education awareness, Section 2: Family method currently approaches sex education and Section 3: Information.

4.2. Interview

We also conducted 6 teenagers (male and female) aged 13-19 years old and 4 parents stratified by gender and level of education volunteered to participate in the individual interview. Participants were recruited by researcher's relatives and social media. The

interviews were conducted online through Google Meet, each interview was audio recorded and lasted 1-2 hours

with permission and transcribed for further data analysis. The interview included many topics on teenager's sexuality, sources of their sexuality information (e.g; schools, family, health services,) the availability of sexual information in school as a subject, and parent's perception about their child's knowledge of sex education.

During the interview, 4 main areas were explored. For teenagers: (1) Current perceptions of sex education, (2) behaviors and motivations for finding information sources for sex education, (3) Methods Sex ed is taught at school, Sex ed method at home, (4) Communication barriers between children and parents prevent them from openly communicating and sharing. For parents: (1) Parents' general perception of sex education, (3) the methods they are teaching their children about sex education, the frequency and effectiveness of the methods. (4) Learn more about the barriers that make it difficult for them to talk to their children about the issue comprehensively.

5. Findings

5.1. Interview findings

Teenagers

Interviews revealed that teenagers do not completely define and understand CSE. They all realize the importance of sex education. They often search for information through the internet without verifying the source elsewhere. They rarely ask their parents about their problems. They mostly share a shy and hesitant attitude, and the frequency of children sharing their problems with their parents is very low.

Parents

Although parents are more open to sharing and aware of the importance of sex education, their awareness of sex education is still limited, because they have not been trained in this knowledge from their fathers. their mother. They often teach their children through their own experiences, through the internet, through reading books with limited and informal frequency. They often teach their children by abstinence method. Parents' assumptions that they lacked sexual knowledge and communicative skills, divergent intergenerational sexual values, lack of available time to speak to children.

5.2. Survey findings

5.2.1. Perspectives from teenagers

The data collected from 89 responses from teenagers including: 66,7% are in the age of 12-15; 33,3% are in the age of 16-19; 52,5% are girls, 47,5% are boys.



Figure 2: What does Sex ed consist of.

From Figure 2 we can see that teenagers understand the basic issues of sex education but their knowledge on this topic is not adequate and comprehensive.

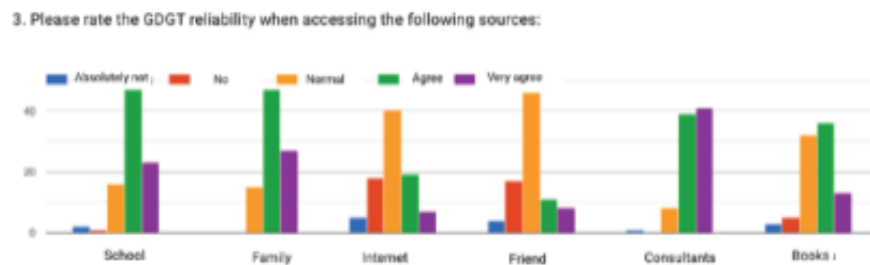


Figure 3: The level of reliability of Sex ed learning sources.

As shown in Figure 3, school and home are the two most trusted sources of sex education. 91,1% of teenagers agreed that the family plays an important role, so it is the initial foundation to provide knowledge and guide children about sex education.

Figure 4 showed that teenagers have difficulty in actively communicating with their families. 20.3% of them often actively talk about the problems they are wondering/encountering with their

family; 35.4% mentioned occasionally and 15.2% did not talk about it at all with their parents. From the data that has been collected, most teenagers are aware of the importance of sex education but their knowledge on this topic is inadequate. According to teenagers, family plays an important role in sex ed and they see that sex experts are those who can comprehensively provide the information about sex education. They have difficulty in actively communicating with their parents about sex ed because they feel embarrassed and think that sex ed is a sensitive issue.

3. Do you actively share with your family about the sex education issue you are wondering/encountering?

89 answers

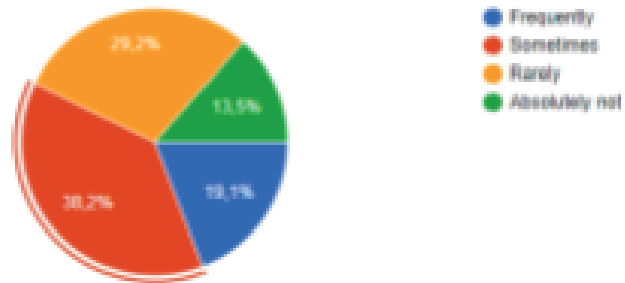


Figure 4: Do you talk with your parents about Sex education?.

5.2.2. Perspectives from parents

This data collected from 121 responses from parents including: 83,7% are mom, and 16,% are dad.

2. In your opinion, what issues does sex education include?

119 responses

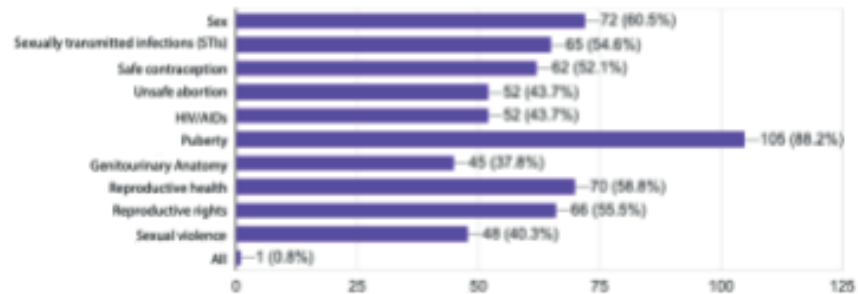


Figure 5: What does Sex ed consist of.

Figure 5 illustrates that only 1,3% choose all above options as issues related to sex education; 37,3% parents are aware Genitourinary Anatomy is an issue related to sex education.

As seen in Figure 6, most parents follow abstinence-only perspective sex education. 50% parents agree that sexuality is for adults, not for teenagers; 53% parents agree that premarital sex is not allowed. 52% of parents agree that sex education should be taught at home. Most of the parents

think that family is the most appropriate source for children to have initial access to knowledge, direction to guide children to sex education.

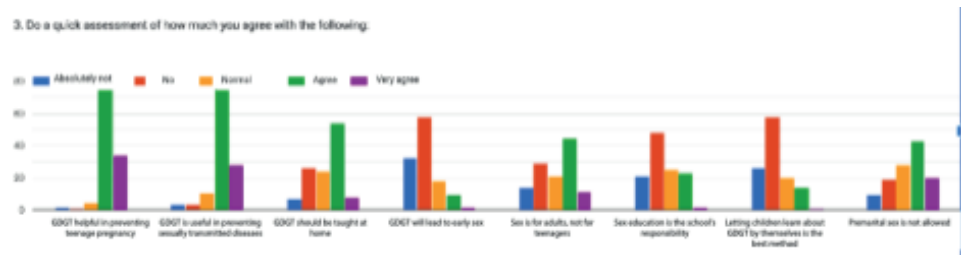


Figure 6: Do you agree with these statements.

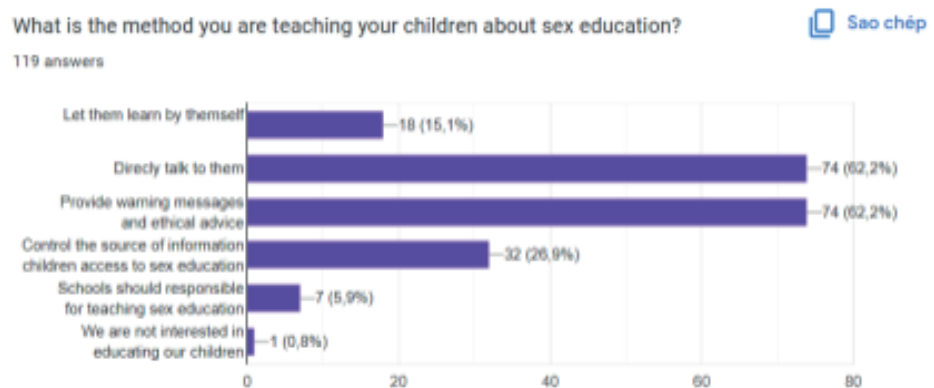


Figure 7: How do you teach your children about sex ed.

Figure 7 showed that 53% of parents usually use their own practical experience to teach their children about sex education; 26% of the parents seek information about sex education from sex experts. From the data that has been collected, most parents do not have a comprehensive awareness of sex education and they follow abstinence-only perspective sex education. Half of the parents agree that sex ed should be taught at home. They sometimes share and talk with their children about sex education and what they teach their children is often based on their own practical experience. Most common barrier in communication with their children about sex ed is lack of comprehensive knowledge about this topic.

6. Conclusion

The interview and survey had been conducted had shown that teenagers need a reliable and accurate, and friendly - approaching source of information because they receive confusing and conflicting information from internet; teenagers needs easy and effective way to communicate with parent about sex education because they are not confident to confide sensitive topic of sex education to their mother or father.

The parents also need an accurate source of sex education knowledge to help their children because they do not know everything about sex education. Parents need an effective method of communicating to enhance the conversation experience with their children since they are lacking in communication skills about these issues as well.

TABLE 1: Requirements.

Primary Requirement	Secondary Requirement
User needs to improve their knowledge of comprehensive sex education	Users need the information sources to of comprehensive sex education Users' needs a comprehensive sex education program suitable for each age and development process of children. Users' needs interesting and engaging methods to approach comprehensive sex education.
User needs to be connected to his/her parents or his/her children	User needs more open and effective communication with parents or his/her children

Recognizing these needs from both the teenagers and parents, Unzipped provides an accurate and reliable source of information about sex education in a creative and easy to approach way for teenagers and parents. It also helps enhance the conversation for teenagers to communicate openly and easily to their parents. Based on parent-centered interventions sex education for teenagers, the application helps parents have effective communication methods to better connect with their child. A complementary program for youth in raising awareness of comprehensive sex education. The program is applied in schools with online learning courses, along with the cooperation of families to build a foundation and build a connection between teenagers and parents. The program is based on an app as the main learning tool. Schools will provide access codes to the app and support learning in tutoring classes. Depending on the code, users can enter one of the 3 existing profiles: Students, Parents and Teachers.

The main functions of the app including: *Short Survey, Gender- and age-specific curriculum, Connect with child/parents, Activities with child/parents, Quiz, Track Progress Task & Goal for week/month, Collect & Exchange Rewards, Achievements, Leaderboard, Search & filter, Explore information, Asking questions, Share story, Chat with Bot AI (Zip).*

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