



## **Strategies to reduce the gap between the current and desired status of sexual education of high school students from the perspective of teachers**

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### **ABSTRACT**

**Background and Aim:** Sexual education is one of the important aspects of education that is necessary to pay attention to in the adolescent period, despite significant studies in this field, so far no comprehensive and efficient solutions have been provided to improve the situation of adolescent sexual education. The main goal of this research was to identify the appropriate solutions to reduce the gap between the current and desired sex education in the first year of secondary school, from the teachers' point of view. **Methods:** The research method is practical in terms of its purpose, descriptive-survey in terms of its nature and method, and the tool for collecting information is a researcher-made questionnaire. The validity of the content of the questionnaire has been checked and confirmed by calculating the Laushe coefficient and the reliability of the questionnaire by testing it and calculating the bisection method. The statistical population of the research was all the teachers and executive staff of the first secondary schools of Hamedan province in 1400, of which 380 people were selected by multi-stage cluster random sampling. T and FREDMAN statistical tests were used in the data analysis in the SPSS22 software environment. **Results:** 15 strategies were identified to improve the status of sex education in schools. Placing content related to sexual education in textbooks makes all schools obliged to present those topics to students and already with educational design, consider various educational elements and comprehensive and efficient education in this have context The participation of parents and teachers in the sexual education of students and the preparation of parents in terms of motivational factors, knowledge and ability in the sexual education of adolescents makes the education more effective in this field. The inclusion of an extra-curricular lesson with the title of "deserving boys and girls" in schools will provide opportunities for education related to sexual education to students jointly at the level of all schools. The attractive title of the lesson makes students more interested in these topics. **Conclusion:** Considering that the modesty of a number of students prevents them from asking confidential questions in the field of sexual issues, the use of indirect education tools such as question boxes and non-present communication channels can be effective in the sexual education of students.



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## Introduction

During adolescence, the powerful effects of feelings related to sexuality replace many mental concepts and ideas. Puberty is one of the most important events and adolescence is one of the most sensitive stages of human life. Adolescence is a turbulent period that brings physical, sexual, psychological and social changes. Adolescents are curious about their characteristics, marital life issues, and relationships with the opposite sex. Adolescents' nature changes during puberty; they become more angry and rebellious. These changes are revealed by the appearance of sexual desire, whether the desires are satisfied or not, in some of them (Novabinejad, 2020). Sexual education is a permanent process, through which people get the necessary information about sexual issues. This process helps in healthy sexual evolution, health and pleasant marital relations and sexual roles (Santrok, 1997, translated by Saidi, 2019). Kerkler (2000, quoted by Sobhaninejad, Homai, and Siadat, 2007) believes that sexual education in a comprehensive and comprehensive sense is itself a supervisor of three basic areas, namely sexual hygiene, sexual ethics and sexual future. In his opinion, the first step in the field of sexual education is education and raising the level of information and awareness related to sexual health. Therefore, training and providing information in the following cases is necessary. How the sperm is born, the gender characteristics of men and women, how the sperm becomes a boy and a girl, pregnancy and how the baby develops in the womb, the appearance of the first sexual signs in the sperm, gender identity, how genes are passed from parents to children. Regarding sexual ethics, Kerkler basically emphasizes on creating positive sexual emotions, providing correct information about sexual change and transformation in teenagers, sexual self-control and observing the limits of sexual instinct satisfaction. Finally, Kerkler considers the following important regarding the sexual future. Training and providing information and skills related to preparing teenagers and young people for a shared life with love and understanding, respect for the opposite sex, valuing and accepting, recognizing the feelings of the opposite sex, establishing good verbal and non-verbal communication and paying attention to the wishes of the opposite sex. (Sebhani Nejad, Homai, and Siadat, 2007).

Sexual education is one of the controversial areas of education in different societies, including Iranians. It has always faced many problems due to the existence of some ambiguities and theoretical and intellectual misunderstandings and implementation obstacles. This is the basis for the creation and emergence of many social problems and behavioral deviations among the young generation, and as a result, heavy expenses are spent to deal with these deviations by relevant institutions and organizations. Sexual issues have been stated as one of the important factors of divorce of couples (Naimi, 2012; Tehrani, 2011), the lack of knowledge about this causes sexual malfunctions. Therefore, the weakness of sexual education can be considered as the main cause of sexual problems. Based on the results of Naimi's research (2012), most people have acquired their sexual knowledge and information through satellite, internet and friends, and the role of parents and education system in this direction has been very small. From the point of view of the fundamental transformation of education: The formal public education system is responsible for preparing students to achieve a level of good life in all dimensions that is necessary or appropriate for the general public (Secretariat of the Supreme Council of Education, 2011). The role of school and educators in managing adolescent sexual behavior and providing appropriate training in this field has been accepted by most societies. (Maroyan & Hosseini, 2015; Turnball, Wersch, & Schatek, 2008, Scatter et al., 2008). Reviewing and developing sex education in the schools of some societies is not easy, and there is still fear and anxiety about discussing sex issues (Piskin, 2017, Shiviari & Safariani, 2017). Differences of opinion and taste can be seen in why and how to provide sex education in schools (Scatter et al., 2008; Anstacio, Carvalho, Clement, 2008; Piskin, 2017). In societies where policies have been made in favor of sex education in schools; They have reported the effect of these trainings in delaying sexual activities of adolescents (Solak et al., 2006).

Afshari (2020) received: There is a gap between the current and the desired situation of sexual education of the first year high school students, corresponding to the fundamental change document. Based on the findings of this thesis, the current status of sexual education of the first secondary school students, in the field of familiarity with puberty and adolescence, has

been evaluated as average, which is 0.9 points away from the desired status. In the field of strengthening gender identity and gender-appropriate behaviors, the current situation is average, which is 0.5 points away from the ideal situation. The current status of sex education of first secondary school students, regarding identifying the differences between boys and girls, has been evaluated as low, which is 1.5 points away from the desired situation. Regarding protection from injuries and high-risk sexual behaviors, the current situation has been evaluated as low, which is 1.71 points away from the ideal situation. The status of sexual education of students in the field of teaching religious rules and assignments related to sexual issues is optimal.

Rashid et al. (2017) found that Iranian parents paid more attention to religious, moral and social educational components and paid little attention to some areas such as emotional, sexual, political and economic education. The results of the research, Ebrahimi et al. (2015) showed that the educational measures did not respond to the needs of students in secondary school and that there was not enough attention in the process of sexual education of students.

Bolandhematan (2014) found that parents do not have accurate knowledge of what sex education is and how to teach morals, their approach in dealing with their children is a contingency approach. It means that when they are involved in a problem, they think of taking action, moreover, there is an all-encompassing fear and apprehension of the parents who are very worried about their children in terms of sexual ethics. The results of Fernandez and Viehreira (2008) have shown that parents and families have different disabilities and problems in the field of sexual education of their children, and they request and expect educational centers to pay attention to this area. They don't have enough trust and confidence to transfer and teach sexual issues to their children and they prefer schools and professional teachers to do this. Curtis (2007) supports the inclusion of categories related to sex education in the secondary school curriculum due to the beginning of the puberty period and preventing sexual issues from becoming a problem and social conflict. Zahedian and Zahari (2021) found that parents should make their children aware of the dangers of inappropriate sexual activities, thoughts, actions and relationships by performing the correct sex

education methods. When mental health is disrupted due to environmental reasons, there is a genetic predisposition for a specific disease or nervousness and depression. Tahmasebzadeh et al. (2021) found that in the sexual education process of Iranian adolescents, the causal factors include: accurate knowledge of adolescents, understanding the needs of sexual education, and guiding and directing appropriate sexual behavior. The main phenomenon is effective sex education planning. The conditions of intervention in sex education include the presence of religious prejudices and incorrect beliefs, socio-cultural views, educational-organizational policies and contextual factors, lack of clear and bold policies, parental inefficiency and invalid information sources. Sexual education strategies include overcoming cultural barriers, observing socio-cultural considerations, building capacity in the educational system and parents, inter-departmental cooperation and using the correct methods and principles of education. Asghari Nekah et al. (2019) in a systematic review research on the necessity of family-oriented sex education, found that effective communication between parents and children leads to the creation of the right attitude to the issue of gender and correct behaviors in this field. Increasing the awareness of adolescents in the cases of puberty, reproductive health, self-protection against harms related to sexual relations, delay in the initiation of sexual activity and sexual relations are less than essential issues in family-oriented sexual education. Boys' communication with parents in gender discussions is low. Education and health organizations should put the family-oriented educational method at the forefront of their planning. Empowering parents in connection with teaching sexual issues to their children is one of the important issues of sexual education. The results of Bamari and Salarzaei's research (2018) have confirmed the direct and positive relationship between lifestyle and sexual education of adolescents. Positive sexual education plays an important role in preventing sexual crimes. Amini, Tamnaeifar and Pashaei (2011) found that teachers and students emphasized the importance of including content and learning experiences related to sex education in secondary school. On the contrary, there is a statistical difference between their views on the importance of some content elements and learning experiences of sex education. Afshari,

Sarmedi and Natghi (2019) in the analysis of the content of the textbooks of the first year of high school with regard to the sexual education of students, have evaluated the situation of paying attention to the sexual education of the textbooks as inappropriate. In addition, they have mentioned the need to review and pay more attention to topics related to sexual education. Saket (2019) emphasizes the necessity of a comprehensive sex education program in secondary education centers that conveys and teaches students a set of useful and constructive information and awareness in the field of healthy sexual behaviors. Therefore, in appropriate cases, they can make informed decisions in this field, and by gaining knowledge and insight in the field of sexual affairs and activities, anxiety and psychological pressure can be prevented among them. The research results of Burgis (2019) confirm the positive effects of sex education educational programs in increasing the care capabilities of high school students, as well as the constructive effects of these programs on the growth of knowledge, awareness, value system and attitudes of high school students. Gorsimsk (2019) showed that holding a special training course in the field of designing and implementing sex education had a positive effect on the attitude of the participating teachers toward sexual matters and issues. Kontella (2018) in a research on the views of Finnish teachers and students in the field of sex education, identified the most important goal of sex education from the teachers' point of view to increase students' sense of responsibility and awareness of the realities of sex issues. Lee et al. (2015) in examining the factors related to sexual behaviors and sex education programs in Asian-American adolescents, identified five influential factors: family-oriented cultural values, parental relationships, acculturation, gender roles, and lack of awareness and information about sexuality and sexually transmitted diseases. Considering the importance of sexual education for students, especially the first period of secondary school, which coincides with the period of adolescence, identifying ways to improve the state of education of students in this period is of great importance and is the purpose of this research. The main question of the current research is: from the point of view of the teachers of the first secondary school, what strategies can be used to reduce the gap between the current and

the desired situation of sexual education of students in the first secondary school?

### Method

The research method is applied in terms of purpose and descriptive-survey in terms of its nature and method. The statistical population included all the teachers and executive staff of the first secondary schools of Hamadan province. The statistical sample of the research is 380 male and female first secondary teachers of Hamadan province, who were selected by multi-stage cluster random sampling from among the first secondary schools of five cities and educational regions.

### Tools

**1. Researcher-made sex education questionnaire.** This questionnaire was created by the researchers of this study in 1400. This questionnaire has 15 questions and is a 5-point Likert scale. In order to prepare the questionnaire, first, the effective solutions in the sexual education of students were extracted by examining the theoretical foundations and related research backgrounds and interviewing a number of experts. A total of 20 items were set for the preliminary examination of the questionnaire in the form of a 5-option Likert scale: very low, low, medium, high and very high. A preliminary questionnaire was given to 15 experts in the field of educational sciences. The level of content relatedness of the items with the research objectives and the coefficient of CVR were checked for each item and 5 unnecessary items that had a coefficient of less than 0.49 were removed from the questions and 15 items remained in the questionnaire. In the following, to check the construct validity of the questionnaire, it was experimentally implemented on 20 people from the statistical sample and subjected to exploratory factor analysis. Sampling Adequacy (KMO) was calculated as 0.93 and items with a coefficient above 1 were identified in the scree chart. 15 items with a factor load above 0.50 and the internal correlation coefficient of items more than 0.53 have been obtained. The reliability of the questionnaire has been calculated using the method of halving 0.68. Scoring the questions of the questionnaire according to the Likert scale, very high option is 5, high is 4, medium is 3, low is 2 and very low is 1. After calculating the product of the number of answers in each option, the average of the answers to the questions was calculated and an average in the range of 1 to 5 was obtained. In order to interpret the answers,

the average obtained was compared with the expected average, that is, the upper limit of the average option (3.5). In data analysis, T and FREDMAN statistical tests were used in SPSS22 software environment.

### Results

In this research, out of 380 teachers studied, 190 were female teachers and the rest were male teachers. 70% of the statistical sample were married and the rest were single. The statistical

sample in terms of educational qualification includes 10% associate degree, 60% bachelor degree, 25% master degree and 5% doctorate degree.

In the research questionnaire, the effectiveness of 15 strategies in improving the sexual education of students has been questioned from the teachers' point of view. The average answers of each question or solution have been calculated and compared using a single-sample T-test with a score of 3.5 (above the average limit).

**Table 1. One-sample t-test of the effectiveness of solutions**

Item	Mean	Expected Mean	T	DF	P
1	4/72	3/5	46/50	379	0/0001
2	4/39	3/5	25/34	379	0/0001
3	4/34	3/5	24/07	379	0/0001
4	4/38	3/5	23/86	379	0/0001
5	4/30	3/5	24/43	379	0/0001
6	4/35	3/5	24/01	379	0/0001
7	4/17	3/5	20/70	379	0/0001
8	4/36	3/5	21/73	379	0/0001
9	4/41	3/5	27/05	379	0/0001
10	4/16	3/5	16/89	379	0/0001
11	4/14	3/5	15/48	379	0/0001
12	4/10	3/5	14/84	379	0/0001
13	4/32	3/5	23/70	379	0/0001
14	4/35	3/5	24/34	379	0/0001
15	4/31	3/5	23/00	379	0/0001

According to the data in table (1), the values of the T statistic in the order of number of solutions: 46/50, 34/25, 24/07, 86/23, 43/24, 24/01, 20/70, 21/73, 27/05, 16/89, 15/48, 14/84, 70/23, 24/34 and 23/00. The value of p for all solutions is less than the level (0.01); which shows that there is a significant difference between the average

calculated answers of each of the solutions, with the expected average (3.5), at the level of (0.01). Therefore, these strategies effectively strengthen the status of sex education in schools. The average and standard deviation of solutions are reported in descending order in table (2).

**Table 2. The average effectiveness of strategies to improve sex education based on the questionnaire**

Number	Strategy	Mean	Standard deviation
1	Inclusion of special sex education topics for girls and boys in the 7th, 8th and 9th grades	4/72	0/51
9	Mediated sex education by parents by providing family education in the form of "Educational Unsaid" project	4/41	0/65
2	Allocation of chapters related to sexual education in "Heavenly Messages, Farsi, Experimental Sciences and Social Studies" textbooks	4/39	0/68

4	Inclusion of an extra-curricular lesson titled "Deserving boys and girls" that deals with sex education issues.	4/38	0/71
8	Designing a fund to answer confidential questions and providing education related to sex education in the form of this fund	4/36	0/76
6	Creating a special bulletin board for preventive education of dangers and harms related to sexual issues under the title "Be smart, teenager" in secondary schools.	4/35	0/68
14	Dispatch of doctors and health experts in the form of "Future Men's and Women's Health and Health Plan" in order to provide training in preventing injuries related to sexual issues.	4/35	0/69
3	Integrated education related to sex education in different subjects of the first secondary school	4/34	0/68
13	Holding educational and educational workshops in the field of "strengthening sexual identity" in secondary schools	4/32	0/67
15	Holding scientific, literary and artistic festivals with topics related to strengthening the sexual identity of boys and girls and preventing the dangers faced by teenagers	4/31	0/68
5	Allocation of specialized consultation hours in the field of topics related to sex education in secondary schools	4/30	0/64
7	Sending missionaries and clerics to schools and raising sexual education issues and answering students' questions	4/17	0/63
10	Providing virtual training in the field of sex education under the supervision of education and training classification according to gender and age	4/16	0/75
11	Making and broadcasting informative television programs in the field of prevention of injuries and high-risk sexual behaviors with the participation of education and radio and television	4/14	0/81
12	Creation of the system "Answers to educational confidential questions" by the Vice-Chancellor of Education and Health in the framework of expert virtual education.	4/10	0/78

According to the average values and standard deviation of the solutions in table number (2), all the studied solutions have an average higher than the average, which shows the high limit according to the scoring of the questionnaire

ranges. Therefore, these strategies are effective to a large extent in improving the sexual education status of first secondary school students. Using the Friedman test, the effect of the ratings has been compared.

**Table 3. Friedman's test comparing the effectiveness of solutions**

Statistic	Value
Frequency	380
Chi-square	264/837
Df	14
Sig.	0/0001

According to the chi-square values and the significance level (264.837 and 0.0001) there is a difference between the ranks of each of the solutions for the optimal state of sex education in students. The following solutions had a higher

priority: Inclusion of sexual education topics (especially for boys and girls) in the educational content of the 7th, 8th and 9th grades of secondary school; Providing education related to sex education through parents, providing family

education in the form of "Educational Unsaid" project; Allocation of chapters related to sex education in "Heavenly Messages, Farsi, Experimental Sciences and Social Studies" textbooks.

### Conclusion

The current research aimed to identify the appropriate solutions to reduce the gap between the current and the desired situation of sexual education of students.

The results of the research show that by using the following solutions, it is possible to improve the situation of sexual education of students in secondary school. 1- Inclusion of sex education topics for girls and boys in each of the 7th, 8th, and 9th grades. 2- Mediated sex education education by parents by providing family education in the form of "Educational Unsaid" project. 3- Allocation of chapters related to sexual education in "Heavenly Messages, Farsi, Experimental Sciences and Social Studies" textbooks. 4- Inclusion of an extra-curricular lesson with the titles "deserving boys and girls" that deals with sexual education issues. 5- Designing a fund to answer confidential questions and provide education related to sex education in the form of this fund. 6- Creating a special notice board for preventive education about the risks and harms related to sexual issues under the title "Be smart, teenager" in secondary schools. 7- Dispatch of doctors and health experts in the form of "Future Men's and Women's Health and Health Plan" in order to provide training in preventing injuries related to sexual issues. 8- Combined education related to sex education in different subjects of the first secondary school. 9- Holding educational and educational workshops in the field of "strengthening sexual identity" in secondary schools. 10- Holding scientific, literary and artistic festivals with topics related to strengthening the sexual identity of boys and girls and preventing the dangers faced by teenagers. 11- Allocation of expert counseling hours in topics related to sex education in secondary schools. 12- Sending missionaries and clerics to schools and raising sexual education issues and answering students' questions. 13- Providing virtual training in sex education under the supervision of education and training classification according to gender and age. 14- Creating and broadcasting informative television programs to prevent injuries and high-risk sexual behaviors with the participation of education and

radio. 15- Creation of the system of "answering to confidential educational questions" by the Ministry of Education and Health within the framework of expert virtual training. These findings were consistent with the results of the following studies: Saidi et al. (2019); Heydari et al. (2018); Merqati Khoei et al., (2013); Abolghasemi et al. (2010); Faremihani Farahani (2004); Hill (2019), Adji et al. (2017); Kontala (2010); Gorsimsk (2009); Silent (2009); Fernandez and Viehreira (2008); Michael (2007); Curtis (2007); Haulu et al. (2006).

The results of Saeedi et al. (2019) showed that sex education trainers should have the focal competencies of trainers, such as: Beliefs needed in sexual education and media literacy themes, how to answer teenagers' questions and doubts, the ability to prevent and correctly face sexual abuse, the psychology of sexual issues and the ability to use strategies and solutions for sexual restraint of teenagers. Heydari, Jazayeri and Khodadadi (2018) showed that the main responsibility of adolescent's sexual education rests with his parents. Along with the family, it is the duty of the coach to carefully clarify the mind of the teenager in this field and help him to recognize the way from the well. Adolescents do not share their sexual and psychological problems with anyone, so it is necessary to have counselors and teachers who have received the necessary training in this field. The results of Merqati Khoei et al. (2013) showed that in most families, due to the conflict between children's sexual behavior and traditional family values, the culture of indulgence and silence has become the norm in the management of children's behavior. In identifying the priorities of children's sexual education, the greatest deficiency is in the dimension of the positive interaction between home and school. Preparing parents for appropriate actions in the sexual education of children is the most important priority. Abolqasmi et al. (2010) showed that from the point of view of school health educators, the priorities of sexual education of students are: Changing the culture at the level of organizations and institutions for sexual education in schools, specific executive instructions for these trainings, providing educational resources, increasing the knowledge and ability of school teachers to manage students' sexual behaviors. Farremihani Farahani (2004) stated the most important outlines agreed by students, parents and teachers in the appropriate content for sex

education in secondary school textbooks, including: Methods of controlling and adjusting the sexual instinct, describing health tips in puberty, the influence of a friend on the health or the fall of sexual morality in teenagers, and awareness of the risks and sexual diseases. The results of Hale's research (2019) showed that conducting an educational intervention based on sex education can increase the knowledge of sex education and the sense of sufficiency and competence of parents. Adji and colleagues (2017) have confirmed the role of medical students' help in reducing the gap in sexual health education in American high school. Sex education through volunteers with graduate education is more helpful in understanding sexual health and it is better to be done by these people. Kontala (2010) has found the use of drama, role play and lecture techniques by teachers to be effective in the formation of sexual education and knowledge of Finnish students. The results of Gorsimsk (2009) showed that a special training course for teachers in the field of teaching sexual issues to students had a positive effect on the feedback of the participating teachers regarding sexual matters and issues. The results of Sacket (2009) indicate that, considering the role and importance of sexual education in educational centers, especially secondary schools, there is a field called comprehensive sexual education.

Sacket (2019), considering the role and importance of sexual education in educational centers, especially secondary schools, mentions a field called comprehensive sexual education and emphasizes that: This field should convey and educate a set of useful and constructive information and awareness in the field of healthy sexual behavior to students so that they can make informed decisions in this field when necessary. The results of the research of Fernandez and Viehreira (2008) indicate the inability and various problems of parents in the field of sexual education of children and the necessity of cooperation between schools and parents in this field. According to the results of Michael (2007), sex education in secondary schools should introduce students to different types of sexual behaviors, methods of maintaining and caring for sex, as well as the emotional, psychological and physical effects of sexual activities. At the same time, it should provide the possibility to propose and answer various questions of students in the field of sexual issues. Curtis (2007) also supports

the inclusion of categories related to sex education in the high school curriculum due to the beginning of the puberty period and preventing sexual issues from becoming a social issue and conflict. Haulu and colleagues (2006) pay attention to the capacities of the Internet for sex education and emphasize the use of Internet tools by educational centers to increase the level of knowledge and awareness of sex, sexual health and change their feedback towards sexual matters.

In explaining these results, it can be said: putting content related to sex education in textbooks causes: All schools should be required to present those topics to the students and consider various educational elements in advance with educational design and have a comprehensive and efficient education in this field. The participation of parents and teachers in the sexual education of students and the preparation of parents in terms of motivational factors, knowledge and ability in the sexual education of adolescents makes the education more effective in this field. The inclusion of an extra-curricular lesson with the titles of "deserving boys and girls" in schools will provide opportunities for education related to sex education to students jointly at the level of all schools. The attractive title of the course makes more students interested in these topics. Considering that the modesty of a number of students prevents them from asking confidential questions about sexual issues, the use of indirect teaching tools such as question boxes and non-present communication channels can be effective in the sexual education of students. The creation of special bulletin board for preventive education of risks and harms related to sexual issues with the title "Be smart, teenager" in secondary schools is an opportunity to plan the dangers and ways to prevent and protect adolescents from sexual risks. Including the news of incidents caused by people's lack of knowledge about sexual abuse in these boards and exposing these news to the eyes of students will improve sexual education in this field. Sending doctors and health experts in the form of "Future Men's and Women's Health Plan" is one of the effective ways to improve the sexual education of students due to the specialization of the topics and the fact that doctors are more comfortable in discussing physical issues related to sexual physiology. Combined education related to sex education in different subjects of the first secondary school create suitable and



extensive opportunities to strengthen education related to sex education. Holding educational and educational workshops and holding scientific, literary and artistic festivals in the field of "strengthening sexual identity" provide suitable opportunities for conducting specialized training and research and exploration of students in the field of sexual education. Allocation of specialized consultation hours in the field of topics related to sex education in secondary schools provides the possibility of a more professional and sincere conversation between students and counselors in the field of sex education. Missionaries and clerics are one of the effective ways to improve the sexual education of students due to their religious personalities and the open discussion of issues related to sexual education. Virtual networks and television programs can be effective in improving the sexual education of students due to the use of multimedia facilities and the breadth and accessibility of training.

According to the findings of the research, the following practical suggestions are presented: Considering the importance of improving the sexual education of secondary school students, it is suggested that the Ministry of Education and Culture, by forming specialized working groups at the level of the Ministry, the centers of provinces and cities, should take action to improve the quality of sexual education of students in accordance with the document on the fundamental transformation of education. Considering the need to establish coordination between the Ministry of Education and the Ministry of Health and Medical Education in providing specialized training and in order to improve the sexual health of adolescents, it is suggested to provide a basis for concluding a cooperation memorandum. Since the role of the family in improving the sexual education of adolescents has been evaluated as very important, it is suggested that the Ministry of Education should make maximum use of these capacities by providing special training for families in the sexual education of children. Considering that a number of the identified solutions emphasize the necessity of reviewing and including materials related to sex education in secondary school textbooks, it is suggested that the research and planning organization pay special attention to this issue.

#### Conflict of Interest

According to the authors, this article has no financial sponsor or conflict of interest.

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