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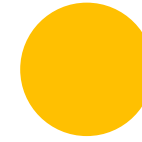


**Awareness on Adolescent Sexual
Reproductive Health Rights
(ASRHR) among Teachers of
Secondary Institutions in disaster
prone area of Bangladesh**

**Plan International
Bangladesh**

Shahin, ASM; **Asad, A**; and
Khandaker, I

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Background

- 30.68 million adolescents in Bangladesh facing a number of issues, including high rates of early marriage, high fertility rates, limited negotiation skills, and insufficient awareness of and information about reproductive health(RH) (BBS 2011).
- Although parents are the primary agents for socializing children, schools play an important role as secondary socialization agent (Fawole OI, Asuzu MC 1999).
- Teachers, therefore, occupy a central role in the lives of students for addressing RH challenges of in-school adolescents (Hammed MK, Adedigba M 2007).
- The aim of this study was to find out the knowledge and skills of teachers on teaching ASRHR related issues.



Methodology

A cross-sectional survey was conducted in May, 2016 where quantitative data was collected using a structured questionnaire. 100 (60 School and 40 madrassas) teachers participated in this study from 30 secondary schools including madrassas. Statistical software was used to analyze data and descriptive statistics were used to describe the sample variables.

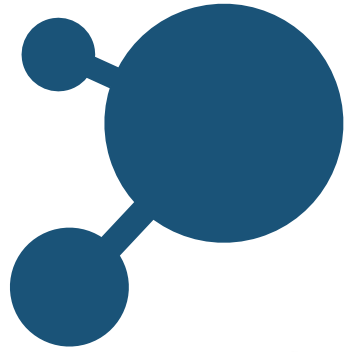




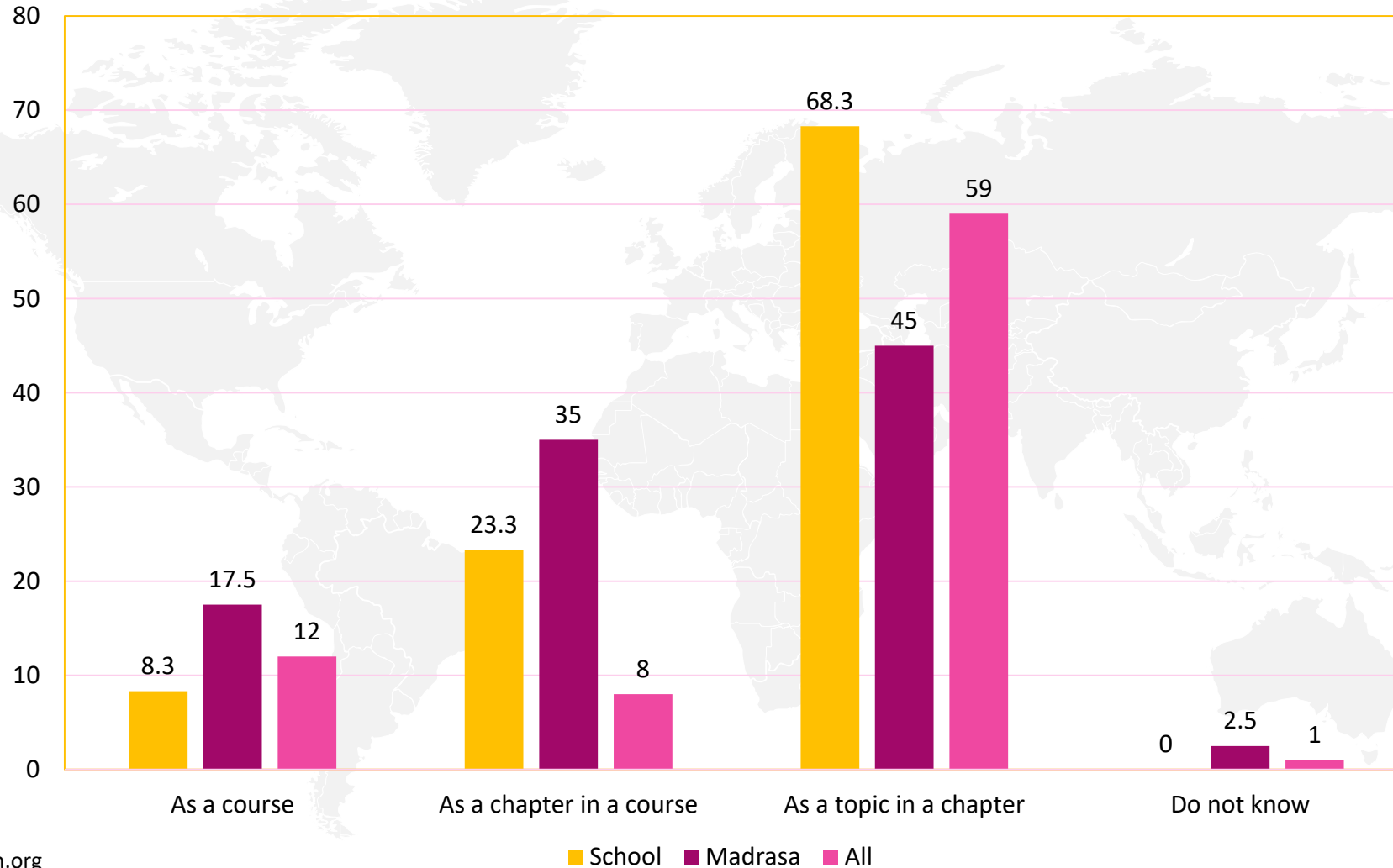
Results

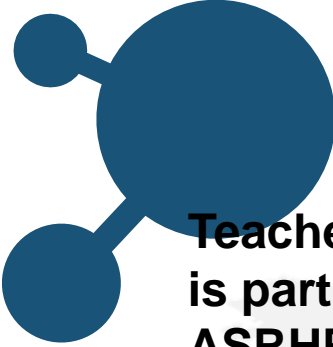
- Most of the teachers from school and madrasa were favorable regarding teaching ASRHR issues from the textbooks.
- More than half of the teachers (59.0%) reported that it is taught 'as a topic in a chapter' and
- 28% teachers reported that the ASRHR issues are taught 'as a chapter in a course'.
- About 41% teachers (36.7% school and 47.5% madrasa teachers) reported that dedicated teachers are assigned in their institutions to take classes on ASRH issues.
- 94.0% teachers reported about lack of IEC/BCC materials for teaching ASRH issues in their respective schools and madrassas and who were having these materials (6.0%) found it very helpful for teaching ASRH issues.



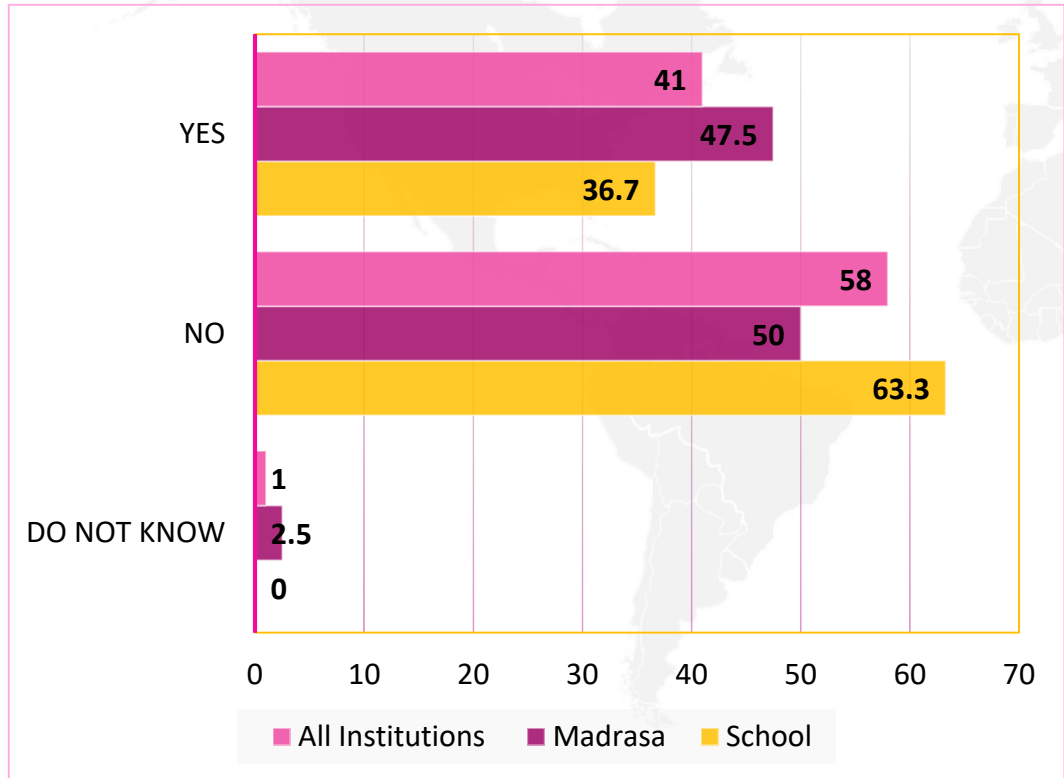


Teachers reporting on ways of ASRHR topics being taught to students

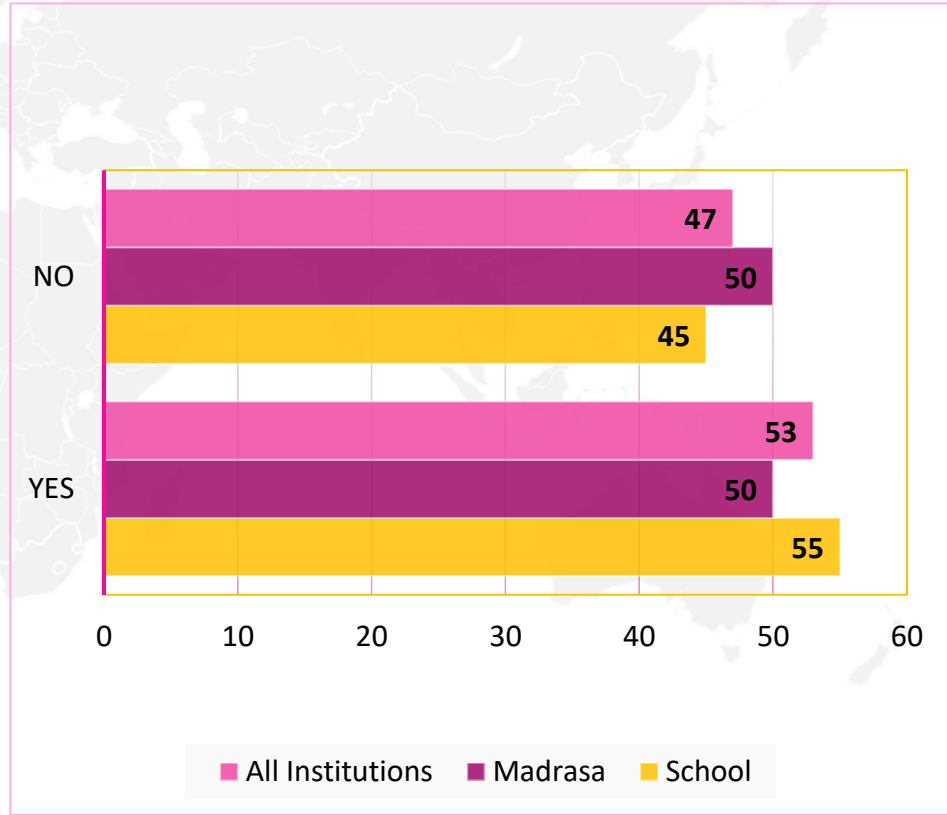


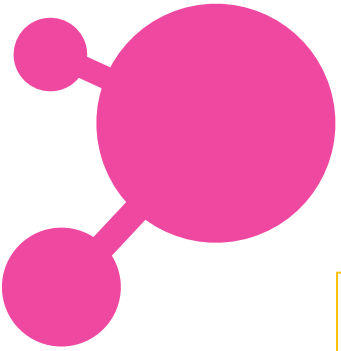


Teachers reporting on having teacher who is particularly assigned to take classes on ASRHR topics

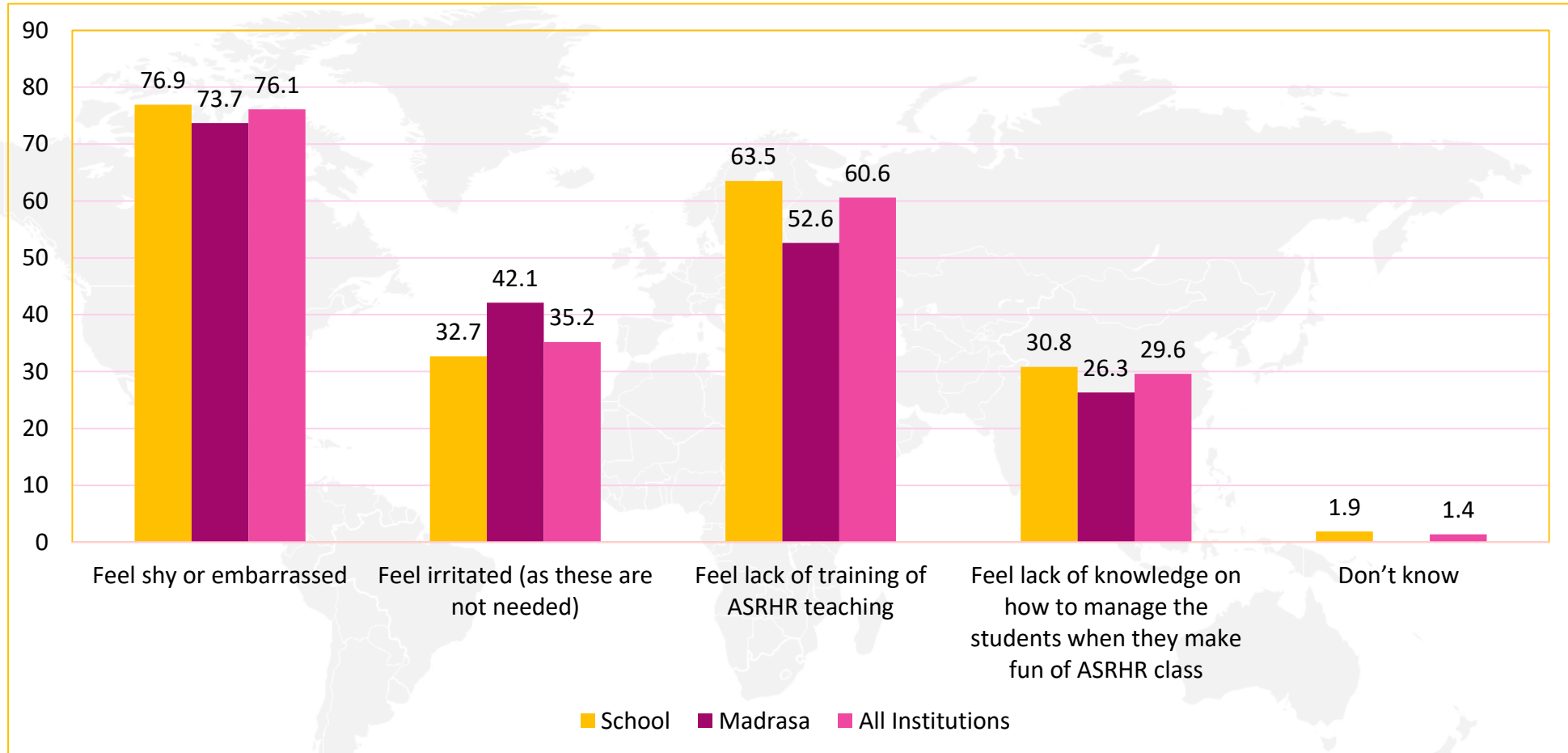


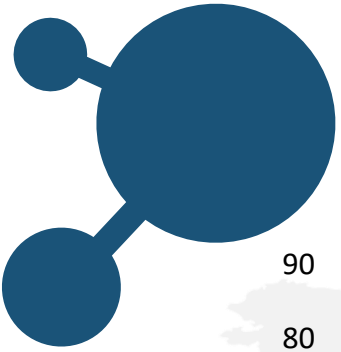
Teachers reporting on taking ASRHR classes by themselves



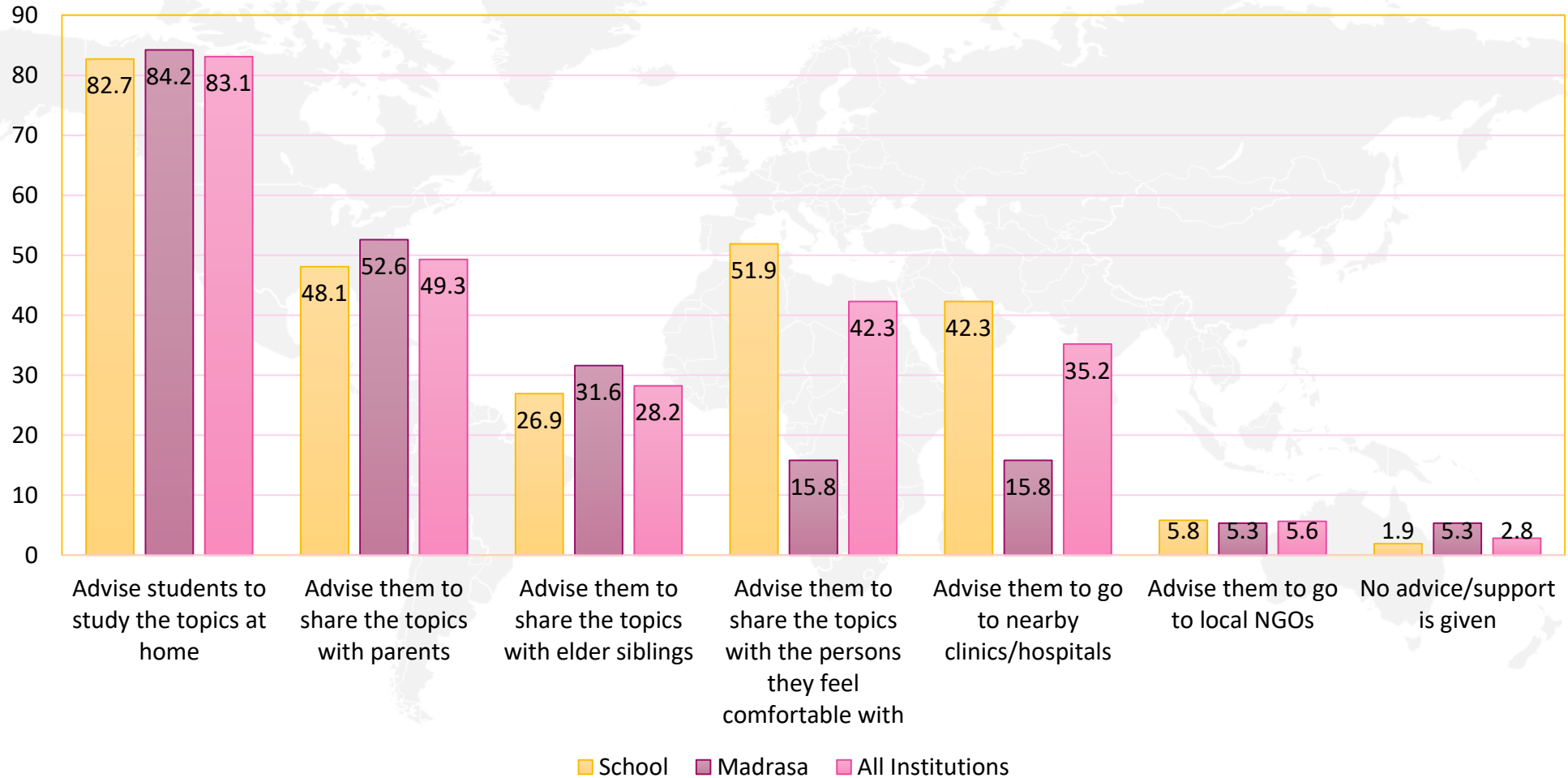


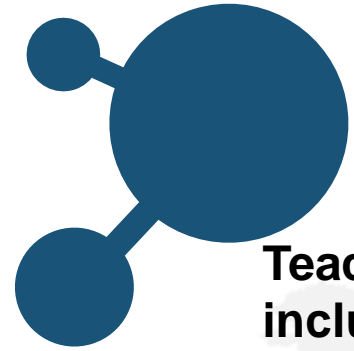
Teachers reporting on problems that they face while taking classes on ASRHR topics



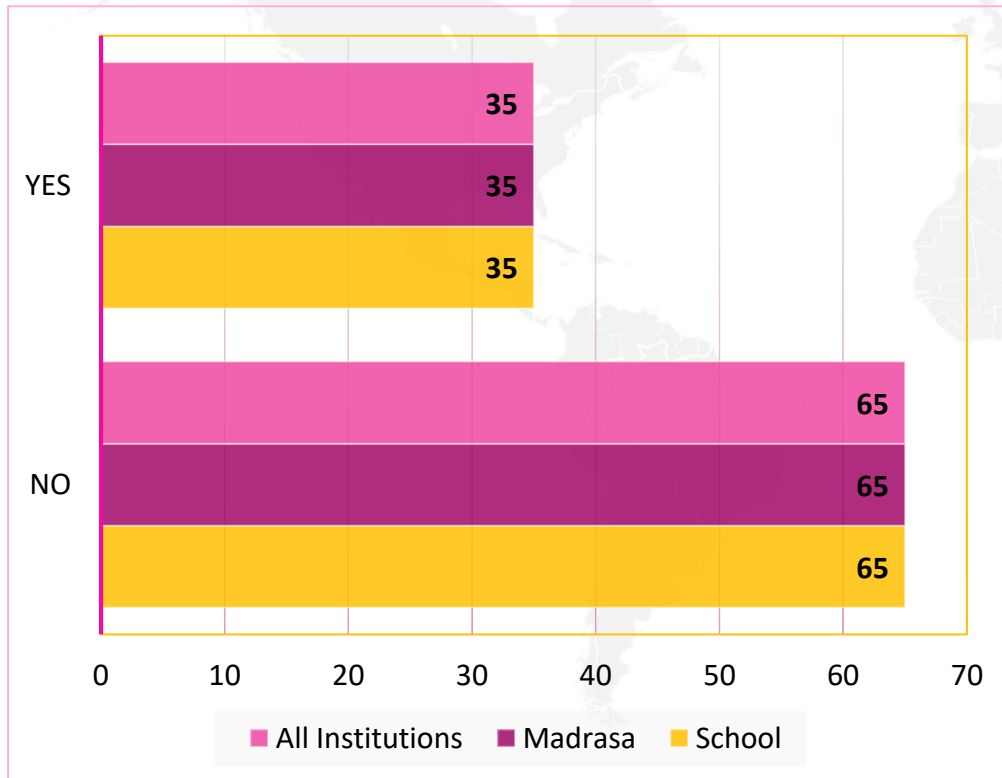


Teachers reporting on methods of conducting classes on ASRHR topics despite facing problems

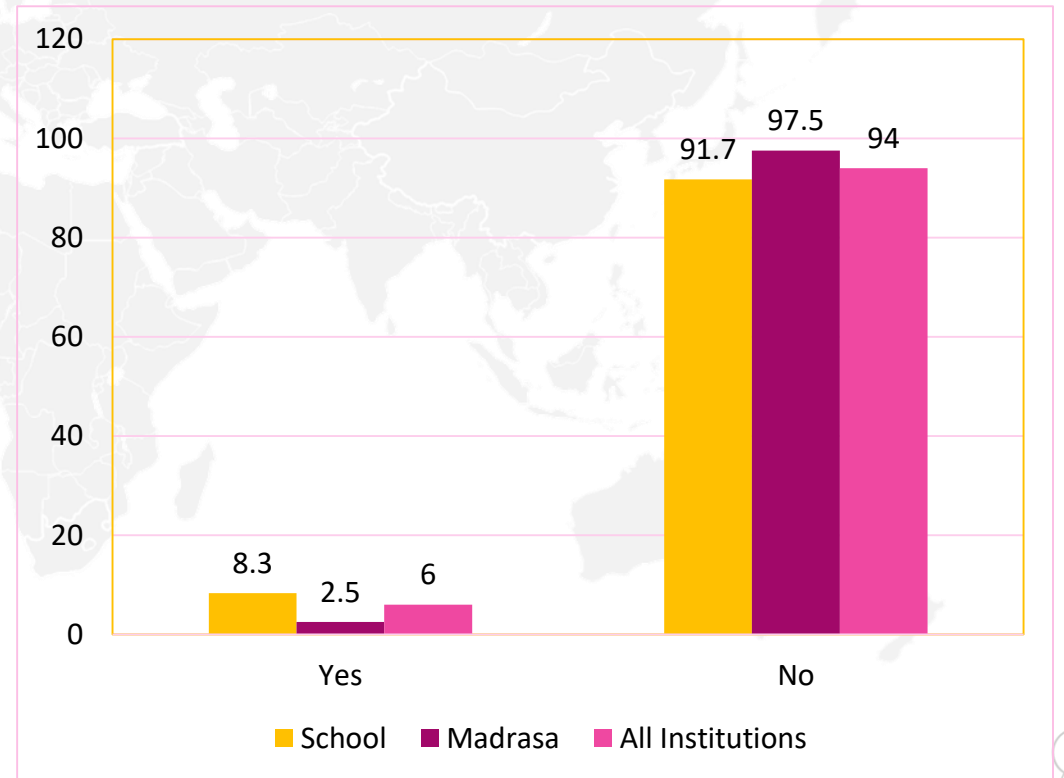




Teachers reporting on knowing about inclusion of ASRHR chapters in secondary school education curriculum



Teachers reporting on having IEC/BCC material(s) for teachers teaching ASRHR issues in school/madrassa





Discussion

In this study, it is revealed that teachers were still not adequately equipped to teach the proposed ASRHR topics. They skipped some topics on RH due to shyness and less capacity to manage a class on a sensitive issue which was also found in others study (Alim, Nahar, and Khatoon 2012). It underscores the fact that teachers still need training & supplementary teaching aids in all areas of ASRHR before they can effectively teach the subject-matter.



Conclusion

The conclusion from this baseline study is that teachers need training & some supplementary teaching aids in all areas of ASRHR which will equip them in teaching the subject-matter effectively in their respective schools and madrasas.





THANK YOU!