

A Comparative Study-- Sex Education in China and Sweden

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Abstract. Politics, clan, and husband power significantly affect sex education for decades. Deeply rooted Confucianism keep Chinese people, sex is still a private subject in China. Although the country has carried out a series of measures, the improvement of sex education still faces challenges. Thus, this paper first examines the issues and challenges faced by China. In addition, the paper is enlightened by Sweden that possesses pioneering sex education. The findings revealed that sex education in Sweden not only aim to avoid unplanned births, but also deliver sexual knowledge and concept of interpersonal. Designing particular curriculum to deliver sexual knowledge for different ages students and incorporate sexual knowledge into other subjects. Besides, Sweden has well-designed organization and clinic which can popularize sexual knowledge from public. Learning from which is the pioneer of sex education, the curriculum of sex education should be delivered typically with discipline characteristics through biology, history, physical education and health, music, geography, and so on, to assure student acquire knowledge comprehensively. On the other hand, ideological change and policy support, innovative curriculum design and implementation, enhance sex education from public and community, and high-quality teacher training is the core to changing the current situation of China sex education.

Keywords: Sex education, China, Sweden, Curriculum Design, Teacher Training.

1. Introduction

Sexuality is one of many important elements that affect people's health and well-being [1]. Sexuality should be considered as a positive notion that includes well-being and good attributes, as well as reproductive health. It has to do with the expression of individually and collectively needs, as well as human rights and responsibilities [2]. Sexual education encourages a healthy and friendly attitude toward sexuality and relationship, as well as the capacity obtain enjoyable and secure sexual encounters that are free of compulsion, discrimination, and hostility. Human sexual privileges should be accepted, protected, and respected in order to maintain and improve sexual health [3].

However, China suffers from widespread sexual illiteracy. The majority of Chinese youths still lack accessibility to sexuality education that matches international standards [4]. The Ministry of Education (MOE) had taken several steps to improve the system of sex education. It released a series of health sexual education recommendations for middle and high schools in 2008, which include some references to sexual education but are not exhaustive [5]. Under the guideline of sexuality education, some schools set several different curriculums for different ages students (grades 4-6 or grades 5-6), and those schools also deliver organize lectures of sex education for junior high school students [6].

In the past, scientists and government carry out sex education based on high developed internet since there is 87 million netizens in China in 2004 [7]. As a result, the Internet have a significant impact on young people's study activities and daily lives, as well as serve as a key source of sex and procreative health instructions in China [7]. Intervention activities were carried out via a specially built website, such as a youthhood, that included information on sexual and reproductive health, as well as counselling and discussion [7]. Furthermore, sex education books with visual images for children between 3-6 years of age have been extensively distributed in China, offering light on existing views and beliefs [8]. Although it has some benefits and is more convenient than in-person education, it also poses significant problems in many aspects. First of all, the sex education in China do not be appreciated by the pubic and do not have a systematic curriculum in school [7]. Furthermore, conventional cultural norms regard sex education as a sensitive topic, with parents fearing that it may

push their children to become more sexually active, putting them at risk for dangerous diseases like STI/HIV/AIDS [9-10]. Additionally, parents and schools routinely provided information to teenagers on less forbidden and less sensitive topics such as puberty, but seldom on more forbidden and more sensitive topics such as abortion [11].

Learning from others can be a powerful strategy for advancement. As a result, China can learn about sex education from Sweden, which is one of the leading countries for sex education and has a long history of delivering sex education in schools by instructors [12]. Sweden had had a national education system for sexual education for nearly 30 years by the end of 1994 [13]. Proposed by the Department of Education, health promotion should be scientific proof, needs-driven, evaluable, and environmentally conscious [14]. Sex education is suggested to made mandatory beginning in preschool and blended into other school disciplines to maximize the impact. Under the propose of government, public organizations, and institutions such as sexual health clinics may need to collaborate with school to popularize sex education in China [15]. This paper begins with a debrief review of previous literature on how scholars' methods for raising the level of sex education in China to meet international standards, as well as the issues surrounding the development and implementation of sexual education in Sweden. Then it presents a discussion on the implication for Chinese sex education based on the lesson of Sweden.

2. Comparison between China and Sweden

In China, premarital sex was seen favorably by the majority of school youth (60 percent) [16]. Around 18% of the teenagers admitted to having a sexual relationship. One-fifth of sexually active teenagers always used some form of contraception, and one-quarter had gotten pregnant [16]. In Sweden, however, 46% of students had intercourse, and the mean age at sexual activity for those who had sex was fifteen years old for both gender groups [17]. 60 percent of students in vocational-technical programmes and 37 percent of students in college preparatory programmes reported sexual intercourse [17]. The mean age of first sexual activity is also generally earlier than that of Chinese youth, and the rate is still increasing so far [17-18].

Furthermore, China's abortion rate ranges from 11 percent to 55 percent in both urban and rural areas [19]. The majority of pregnant women (86 percent to 96 percent) had an induced abortion [19]. However, Sweden has an extremely low abortion rate. With a rate of 25.8 artificial abortions per 100 infants born, the abortions rate was 18.1/1000 women aged 15 to 44 years, resulting in 30,712 artificial abortions and 88,173 babies born [20]. Most artificial abortions (95%) took place before the twelfth week of pregnancy [20]. Almost all artificial abortions take place in public hospitals, and every induced abortion is recorded by the National Board of Health and Welfare [20]. Although the rate of intercourse in Sweden is far more than in China, and rate of abortion in Sweden is far lower than in China. The data shows that the knowledge of sexual health and contraception in Sweden is more popularize than China. Obviously, sexual education should be learned from Sweden in the aspects of curriculum, policy and so on.

3. Sex education of China

3.1. Conservative culture

Sexuality education is mostly focused on educating about human procreation and is limited to private families, generally repressed human sexual urges [13-22]. Deeply rooted in Confucianism, China has a conservative culture. represented with Three Cardinal guides and Five Pillars. That is, "the ruler guides the minister, the parent guides the child, the husband guides the wife." and " kindness, fairness, legality, wisdom, and faith ". Han Dynasty thinker Dong Zhongshu basis the theological point of view of "harmony between heaven and man" and the Confucian theory of Confucius and Mencius in the Spring and Autumn Period. Then it has been the concept of state in China's feudal

society. Theocracy, political power, clan power and husband power become imprisons thought of people especially as a tool to imprison and oppress women [23].

3.2. Sexuality Education Resource

The sexuality-related resource is implicit and ambiguous that it rarely occurs as a distinct subject. Instead, it is typically covered in different subjects. That leads to the insufficiency to satisfy the criterion for students to completely comprehend sexuality education [6]. Besides, there is no governmentally recognized textbooks or instructional materials have yet to be released [6]. Several local education organizations that emphasize sexual health education may put together a team of specialists to supply instructors with instructional materials [6]. Other schools expect instructors to create their own teaching resources, which are neither systematic nor comprehensive [6]. There is no highly qualified provision for sexual health education educator training since comprehensive sex education is not a individual curriculum in the mandated 9 years of schooling [6]. Despite the fact that two universities (Chengdu University, Capital Normal University) deliver degrees of minor in sex education, the teachers are unable to get application of teaching position in sex education after graduation [6]. Additionally, no sexuality education classes are available for students to enroll in [6]. Furthermore, parents and teachers are always taking an important place of acquiring knowledge of sexuality for students, however, they always pay most of attention on the academic performance of children and policies of school and other related subjects, seldom speaking of sexuality education or psychological health [6]. Few schools organized sexuality education lectures to discussion with parents [6].

3.3. Sexuality education curriculum

In 2007, sexuality education was established as a stand-alone course in elementary school in response to policy, curriculum standards and content analysis of teaching materials, the International Technical Guidelines for Education (Revised edition) promulgated by the United Nations in 2018 will be used as the reference for policy, curriculum standards and content analysis of teaching materials [24]. In some developed cities, some schools offer a 40-minute sex education per term for children in grades 10-12 (grades 4-6) or a presentation on child and adolescent health for students in grades 5 or 6 (ages 11-12). For secondary school, most of the schools offer one hour of sex education per term or lecture for students aged 13-15 years [6]. Most of the curriculum standard and comprehensive education embodies in have a common theme teaching content or consistent teaching concepts such as life skills and value view education. But these have no direct relation to teach content and comprehensive education goals based on this subject system has obvious direct highest correlation discipline characteristic. The most toward course standard is Biology, Junior High School Science, Sport and Health Physical science which involves AIDS, adolescence, reproduction and other teaching contents. However, the comprehensive sex education teaching objectives missing in the curriculum standards are culturally sensitive, such as gender equality, gender stereotype tolerance, privacy and body integrity, sexual behavior, and sexual response, etc [24].

4. Sex education of Sweden

4.1. Pioneering Sex Education

Sweden was the first country in history to focus on making sexually health and gender equality education mandated in all schools in 1955 [25]. Since sexual education association founded in Sweden, school sex education is in the process of respecting people, protect the basic rights and interests of the development of the premise condition. Based on the present situation of the Swedish social, their sex education policy and social and economic status is inseparable along with the social development constantly adjust Swedish sex education goals [26]. On the early years of the nineteenth century, sex education only to prevent unwanted pregnancies, but now become more broad meaning. Sweden's sex education never separates the sexual knowledge and interpersonal. Sex education is not

only the relationship of education school, but sex education also more strengthens tonal to the life of a positive impact. In the broad sense of sexual education swedes will gender equality as the important base and key of target. The key to realize gender equality is not only through sexual knowledge education need every aspect of life more comprehensive education, but also it rose to general sex education of school. At present, the development of the school sexual education in Sweden towards the direction of a more profound meaning and wide range. It is no longer a simple, direct knowledge of sex education, but including human rights, sexual knowledge, interpersonal relationship, and self-protection and so on. Sex education for Sweden not only just a potent weapon against poverty, but it is also the key to overcome the panic of the worlds toward the HIV/AIDS and sexual disease [23].

4.2. Innovative Curriculum Design and Implementation

Students are delivered sex education from the age of six from pre-school and is incorporated into a variety of scholastic subjects to make children accept knowledge of sex education comprehensively, and that knowledge are often delivered in the form of collaboration to make children work as a group gaining knowledge through interaction [15]. Swedish students learn about puberty and bodily development in their 5th year of elementary school at the age of 11 [27]. The 8th year is usually focuses on health of sexuality and sexually transmitted diseases (STDs), whereas the 9th year is focuses on relationships and love [27]. When pupils enter high school, gender egalitarianism and sexual and reproductive health are no longer offered as separate courses [27]. Teachers instead incorporate the themes into other subjects like physics and geography [27].

In biology, Swedish education system consistently emphasizes equality, partnerships, love, and responsibility, human sexuality, lust, relationships, and sexual health, as well as what happens in the body during menstruation, infatuation, intercourse, and pregnancy [28]. Students study the women's movement and the fight for equal suffrage for men and women in history class [28]. In physical education and health, teachers will declare how gender influences expectations, results, capacities, interests, and, by extension, health [28]. In the case of music, teaching in Music addresses gender-related expectations on musicianship, as well as how gender, sexuality, and relationships are depicted in songs or music videos [28]. The physical, mental, and emotional effects of sound and music on humans, as well as the roles of music in different cultures to signify identification and group connection, with a focus on ethnicity and gender, will be presented [28]. Moreover, rapid urbanization, demographic distribution spatial change, construction, and environmental consequences of cities, the relevance of migration, education, environmental change, and resource provision strategies will be introduced [28].

On the other side, to guarantee the successful implementation of school curriculum, government is set to supervise. A series of social institutions are established such as youth sexual health clinics and Swedish Association for Sexuality Education (RFSU) to promote the whole society under the atmosphere of high attention of sex education [15]. RFSU is a social revolution that publicizes a significant amount of sex education information in Sweden, and it is managed by a staff of roughly 70 administrative and specialist personnel (which include psychiatrists, nursing staff, sexologists, social scientists, and political scientists), also it has expanded its operations in China [29].

4.3. Enlightenment of Sweden sex education

There are four elements are concluded from sex education of Sweden: Ideological change and policy support, sex education from public and community, and high equality teacher training [30]. For ideological change and policy support, the most important is to arouse attention of people toward sexuality education and changing public opinion as well as concept. Inspiring individuals to open about sex in public and reject underground culture such as acquiring unhealthy information from some illegal website [30]. Besides, in order to avoid the dangers about fear of facing negative effects of popularizing sex knowledge administrative department of education need make some effort to break rumor and downside [30]. For sex education from public and community, the students from primary school, high school, college, and university living in the community, is the bulk of

contemporary in China [30]. The key to the nation's development is to devote greater attention to delivering sex education to them [30]. young men and women of promiscuity, unmarried pregnancy, STDS, and sexual crimes very outstanding, especially in the floating population of large and medium-sized cities [30]. The flow of small promotional boards, billboards, and medium-sized exhibitions may be the most effective technique to assist adolescents [30]. Young outpatient consultations, as well as some organizations such as RFSU in Sweden, should be established as soon as possible [30]. Additionally, sex education through popular scientific magazines, network education, and other means is critical [30]. For high equality teacher training, in order to comprehensively promote sex education in China, a large number of high-level, full-time teachers is required [30]. Because this procedure takes a long time, a group of teachers who master a wide range of skills must be trained first, followed by others [30]. It is expected that China would become increasingly prosperous and prosperous, and that China's sex education efforts will improve as a result of its continued development [30].

5. Conclusion

The study examines the sex education between China and Sweden from sexuality education resource, sexuality education curriculum, and social effect toward sex education. It turned out that the sex education of China still requires improvement on many stages. The question that China faced are consist of imprisons thought of people, unstandardized curriculum and teacher training, and no policy and public support. Learning from Sweden, this study underscores the need for more explicit sexual education goals in both the standard education curriculum and syllabus of individual courses. To enhance the sex education programme in Chinese school, several recommendations are listed.

First, a significant number of teachers must be trained step by step in order to achieve great equality in teacher training, hence sufficient instruments such as high quality teacher training are essential. Besides, to reform the curriculum of sex education, content should take into consideration of the sexual health in biology, the women and men universal suffrage in history. The influence of extension toward health in course of physical education and health, the sexuality and relationships are presented in lyrics or music videos in music class, and the living condition and migration in geography should be written into the syllabus, then written into the teaching material. For political support, the government and the general public should encourage people to learn about sex education and avoid underground culture. The flow of modest promotional boards should be set for sex education from the public. Furthermore, governmental intervention of sex education is necessary to facilitate the implementation of school curriculum. Youth sexual health clinics and other social institutions is essential to establish as soon as possible. It would be preferable if there will be an organization such to RFSU in Sweden, which includes members from many fields such as clinicians, nurses, sexologists, philosophers, social workers, and sociologists.

With these suggestions, China's sexuality education may get a positive effect toward students, the rate of unwanted permanency, abortion, and sexually transmitted diseases may reduce in the future. However, further education in sex education, such as human rights, sexual knowledge, interpersonal relationships, and self-protection requires more attention from the government and the general public in order to find a way to make sex education in China have a more profound meaning and range.

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