

## Invigoration of School Sexuality Education in Korea

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### ABSTRACT

The objective of this study is to stress the importance of sexuality education at school, to define its goals and to discuss ways on how to reinvigorate sexuality education. The negative conditions for adolescent sexual issues are now being expanded into all areas of Korean society. In particular, they should be regarded as one of serious social issues because of their adverse influences on adolescent groups. Various reports on juvenile sexual delinquencies have expressed serious concern over reckless and impulsive juvenile sexual deviations because they are closely related to the confusion of the youth in their sexual values and their common sexual deviations. Thus, for the youth who have attracted serious public concern, it is most important to have sound sexual awareness and attitude for the development of their healthy personality. In general, sexuality education should be conducted under individual responsibility of various levels of schools, families and communities. However, the role of schools where sexuality education should be conducted with concrete goals, that is, to interpret physical and psychological developments of youth in terms of education and teach them on the systematic goals of

sexuality education, this role of schools is the most important than anything else in conducting sexuality education for youth.

*Key words* : sexuality education, school, youth

## I. Introduction

The Koreans have tabooed and covered up sexual issues for a long time. Thus, a traditional norm that sex should be regarded as an object of abstinence and control has been strongly formed in Korean society and the exclusive culture of sex has been handed down from generation to generation. The socio-cultural impact originated from the exclusive culture of sex has exerted a great influence upon the overall programmes of sexuality education at various levels of schools in Korea so far.

However, since 1945 when the Second World War ended, the Western culture started to be introduced in Korea and the value of the Koreans on the social tradition and culture has been greatly changed. Especially since the 1960s when the national economic development began in real earnest, the change has been more rapid. The role of women also has been changed most rapidly to the new direction, which could not be expected in the past traditional society, with its various

ramifications including positive stress on equal rights between man and woman and its reflection into social activities. To cite major changes, they are women's active participation in labour markets, strengthened legal protection for women and enhancement of their social status, expanded social association between man and woman, free love and free marriage, family planning and low level of fertility, etc., all of these have taken place during the socio-economic development process.

Those changes can be examined through the status of women's education and labour which would represent directly the level of women's development. First, in terms of distribution of population by educational attainment, the average years of women's schooling amounted to only 7.58 in 1985 (men's; 9.66), but the figure considerably increased to 9.4 years in 1995 (men's; 11.2 years). Such changes are also noticed in the area of labour. Although the ratio of women's participation in economic activities was 35.4% in 1964 (men's; 75.6%), the figure increased to 48.7% in 1996 (men's; 75.6%), showing a great progress (National Statistical Office, 1981-1998).

Such remarkable progress in the status of women during the socio-economic development process in Korea since 1961 graphically explains the importance of women's social roles and equal social association between man and woman. There needs no further discussion on the importance of development of new roles for woman and man, as they were already amply verified by a lot of reports. However, there remain some issues to be restrained and alert for the positive development of expanded social roles and equal association between man and woman, that is, various negative conditions against women, especially in relation to sexual issues.

These negative conditions are mainly due to both societal and individual factors and they are not individually independent conditions from each other. Various kinds of sexual deviation at individual level from the normal life have close causal relationship with the confused value on sexuality including sexual abuse and commercial sex sale, and the confusion of moral principles.

Accordingly, those negative conditions related to sexual issues should be regarded not as individual issues but as social issues and their importance should be taken into consideration as one of national issues. Those negative conditions which would pose as adverse factors in the development of healthy

roles of man and woman, their equal social association and sexual equality between man and woman, would eventually play harmful roles against the overall national development.

The influence of negative conditions related to sexual issues is now expanded into all areas of the society and special attention should be paid to the fact that the influence of negative conditions would bring about various problems among students or adolescent groups. Out of the total of all crimes, the adolescent crime showed 6.9% in 1998 and the adolescent crime included many cases of sexual deviations (White Paper on the Adolescent, 1999). Many reports on researches of the status of adolescent sexual deviations (Choi, 1990; Korea Counselling Center for Sexual Violence, 1997; Cha, 1998) show various thoughtless and impulsive sexual deviations and warn that those deviations have close bearings on the confused value on sexuality, popularity of sexually disorderly behaviors and increasing trend of sexual crimes among adolescent groups.

It is, therefore, most important to provide sexuality education for the adolescent to keep healthy sexual norm, to have sound sexual behavior and to enhance their sound concepts of sexuality. Individual families, communities and various levels of schools should all share the responsibility for sexuality education for youth. However, it is most crucial for schools

to provide systematic and graduated sexuality education through which accurate knowledge on the mental and physical development process would be transferred to the adolescent in accordance with their educational goals. The basic relationships between man and woman should be pursued based on equality and mutual respect. Behavior and attitude toward the opposite sex should also be pursued in such a way for the adolescent to learn the beauty and happiness of life for the future.

## II. Significance and Goals of Sexuality Education

### 1. Significance of Sexuality Education

Every human being is discriminated into man and woman from their birth, but their physical characteristics and social roles would be gradually differentiated through the process of their mental and physical development. In particular, sexual characteristics and roles would be differentiated through their growth in ages. Psychologists would insist that sexual awareness would naturally be developed from the babyhood. As personality would be formed through the growth and development processes, sexual awareness, that is sexual

behavior and practice, is an important part of personality. Thus, sexual behavior and practice would be explained as one of characteristics of personality.

The judgement on the characteristic and role of sexuality based on the principle of human growth and development teaches us that sexual relations between man and woman in social life should be based on moral principles basically in terms of personality, though sex has the common traits of instinct for all mankind. Both man and woman should understand the characteristic and role of the other sex each other and have sound sexual awareness based on mutual trust and respect. However, as many people fail to understand clearly the characteristic and role of theirs and the other sex or misunderstand them, so do majority of them often fail to take normal sexual behavior or practice. This is because they misunderstand sexuality or get wrong information or misguided traditions during the period of their personality formation.

Though the sexuality of human being which is an integral part of human life has the same wild character intrinsically as an animal in itself, it should be tempered in terms of the morality for healthy human life. The roles of man and woman in sexuality should be based on freedom and equality without any prejudice toward the other sex. To fulfil these necessary

conditions, sexuality education should be conducted to enhance their behaviors. Accordingly, sexuality education not only provides biological knowledge including reproductive physiology and physical constitutions of human being but also includes a wide range of humanity education for the development of healthy and sound behavior and attitude to sexuality. Thus, sexuality education is a kind of comprehensive educational programme for the achievement of sound character, through which students can get a variety of biological knowledge and can understand attitude, behavior and social roles of the other sex, and human relationships and equal rights between man and woman. In this regard, sexuality education should not be restricted only to a certain age group or a certain social target group. Sexuality education should be conducted for all ages from babyhood to the adolescent and further to the grown-ups under life-long educational policy. In particular, sexuality education at schools has a great importance for students to have sound sexual awareness and healthy personality as part of regular education.

## 2. Goals of Sexuality Education

Sexuality education is defined to be a kind of comprehensive educational programme for the achievement of sound character, through

which students can understand sexual characteristics of man and woman and learn how to keep sound association with the other sex and how to respect others. Thus, the following detailed objectives should be achieved to fulfil the ordinary goals of sexuality education as shown in this document.

First, students should adapt themselves to new circumstances through more thorough understanding of biological knowledge on sexuality. As they gradually learn and understand the reproductive physiology, physical constitution, physical transformation and sexual maturation of man and woman through the process of mental development, they can enhance their capability to cope with biological sexual issues.

Second, as they come to learn the process of psychological development of human being, they will grow up with a sound personality. That is, as they come to understand normal or abnormal sexual psychology of human being through the process of mental development, they can adapt themselves to new circumstances originating from many phases of sexual psychology such as sexual troubles, curiosity and interests in the other sex and sexual drive.

Third, productive social life should be pursued through the understanding of equal rights between man and woman based on

confidence and mutual respect. As they come to respect the other sex and understand their social roles, they can pursue healthy equal rights and keep sound sexual morality, thus leading a healthy social life as members of the society.

### III. Nature of Sexuality Education

The sexuality of human being should be learnt and understood from diversified aspects. This is because the nature of sexuality has a broad relationship with the environment including society, culture, politics, religion, etc. and it should not be limited only to the biological sexual characteristics. In this regard, whenever sexuality education is contemplated, various issues hampering sexuality education should be eliminated through clear understanding of the nature of sexual issues. The more traditional the society is, the more stronger its objection on sexuality education is. And approaches to sexuality education are very complicated. So the nature of sexuality education should be clearly understood before everything else.

#### 1. Sexuality Education With Emphasis on Physical Constitution

The human body shows various new sexual

signs during the process of growth and physical development, and different reproductive physiological appearances would naturally be produced in man and woman. Thus, clear understanding of these physical changes is important. Everyone should also understand physical changes of his own body for himself and should develop a capability to control the body under his own responsibility. Accordingly, everyone should correctly understand the whole process of reproductive activities including functions and changes of body, physical constitutions of man and woman, characteristics of growth and development, pregnancy and childbirth through sexuality education.

#### 2. Sexuality Education With Emphasis on Traditional Culture

Every society has its own cultural tradition. However, the cultural tradition would change in accordance with the characteristic of the time and the characteristic of sexuality would be influenced by the prevailing characteristic of the culture at the time. That is, the standards to judge soundness, morality and ethics of sexuality would change according to the level of the traditional culture of the society. The sexual norm of the traditional culture would be confronted by a change in the sense of value after the introduction of

new culture. Healthy sexual awareness should be established through sexuality education to the direction in which cultural conflicts would be resolved through harmony between the tradition and the modernity.

### 3. Sexuality Education With Emphasis on Society

The society would constantly change. In the process, various sexual issues would occur in the forms of family types, roles of man and woman, association with the other sex and human relations, juvenile delinquency, sexual crimes, etc. according to characteristics originated from the change of the society. Thus, everyone should understand social changes, cope with those changes to prevent various related problems and adapt himself or herself to the new circumstances. In particular, sexuality education should be conducted to the direction that new roles between man and woman would be developed and productive social life would be led based on sound human relations.

### 4. Sexuality Education With Emphasis on Psychology

With the progress of time, human beings would experience emotional changes, that are

explained as psychological development. The emotional changes include diversified forms of interests in the other sex, rebellious awareness, desire for the other sex, sexual drive, pleasure and melancholy from relations with parents and peers to relations with the other sex. Thus, sexuality education should be conducted in a way to understand each stage of emotional changes for sound and smooth human relations to be maintained.

## IV. Status and Issues of Sexuality Education At Schools

### 1. Status of Sexuality Education At Schools

Sexuality should not be regarded as an exclusive object. As various problems related to sex now frequently occur around a lot of schools, many people now agree to the necessity of sexuality education at schools. Though some people objected to school sexuality education because of its side-effect with their negative opinions, not only a lot of schools but also many families and communities showed positive opinions for sexuality education at schools. These positive opinions for sexuality education at schools came to public attention since the 1980s, and the education authorities began to take

concrete measures for sexuality education. The Education Research Institute of Seoul City produced many kinds of sexuality education materials for school teachers (in 1983, Seoul City), which have been utilized for sexuality education at schools. Before the production of the sexuality education materials by the Research Institute, the Ministry of Education produced and distributed guidance materials for sexuality education. Thus, many schools made positive efforts for sexuality education. In addition, when the Ministry of Education established basic operational guidelines for programmes and operations of school curriculum in 1996, sexuality education was also formally mentioned. According to the guidelines, special activity hours should be utilized for moral education, environment education, spiritual development education, health safety education and sexuality education and these educations should also be conducted in the way to be integrated into the overall educational programme of individual schools.

Since then, the Ministry of Education did not send any specific plan for sexuality education directly to various levels of schools under its control, but it established a "Basic Plan for Sexuality Education at Schools in 2000" to reinvigorate sexuality education at schools under a long-term plan based on public opinion supporting school sexuality education and various kinds of experiences

accumulated at many schools so far. The Plan includes the operation of model schools for sexuality education, production and distribution of sexuality education materials and the provision of assistance for students, parents, teachers and communities to participate in sexuality education through the network of the Educational Broadcasting System. This gradual improvement of sexuality education at various levels of schools assures us that school sexuality education will be further improved systematically. Sexuality education at various levels of schools can be classified generally into the following four types.

First, sexuality education is conducted as part of many related subjects. As the subject of sexuality education was not contained in the regular curriculum, sexuality education is largely conducted as part of many related subjects by teachers responsible for those related subjects. But as most of sexuality education is conducted subjectively by teachers responsible for such related subjects as biology, family affairs, society, etc. who have not enough sexuality knowledge, their sexuality education is not enough for students to cope with their own sexual issues or bad effects from the harmful environment.

Second, sexuality education is conducted as one of special subjects by teachers responsible for such related subjects as physical education, drill, nurse or other subjects for about 10



hours a year by the decision of individual school directors. As sexuality education is conducted at a given time of available hours within the total school hours, it is very likely to be temporary and unsystematic. In addition, the level and quality of sexuality education show much difference among schools or communities due to the influence of their own particular circumstances.

Third, sexuality education is conducted for individual students through counselling services for their sexual problems. As most of students do not have much information on sexuality and healthy sexual norm, they are worried about various sexual problems. Timely counselling services for their sexual problems are very important so that those problems should not develop to more serious ones and they should be solved at the early stage. However, as students have little awareness to solve their sexual problems through counselling with responsible teachers or negative psychological attitude to seek counselling from teachers responsible for individual sexual issues, counselling services are actually limited only to very few students. In particular, insufficient sexual knowledge on the part of responsible teachers is one of the causes resulting in the inactive sexuality education at schools.

Fourth, sexuality education is conducted by inviting outside sexuality specialists associated

with community resources. That is, sexuality education is conducted for target students by invited outside sexuality specialists in cooperation with public health centers, the Planned Parenthood Federation of Korea and professional social organizations, all of which have utilized a lot of sexuality specialists. This type of sexuality education has many defects. This kind of sexuality education is fragmentary and temporary because there are many difficulties for individual schools to plan and secure sexuality education hours and budgets.

In addition to above-mentioned types of sexuality education at schools, there are a few other types conducted autonomously and more systematically by some schools. They have established for themselves individual "Sexuality Education Committee" which has roles of planning, IEC activities, education, etc. They have positively conducted sexuality education including the production of IEC materials, the arrangement of sexuality education hours, the operation of counselling centers, guidance for sexuality education, etc., for students especially on fixed days. (model schools for sexuality education). It is noteworthy that most of those schools with effective sexuality education have something in common : they have special teachers who had finished the course of "training for sexuality education and counselling specialists"

at Sexuality Education Training Centers. But many specialists of sexuality education have pointed out that sexuality education conducted now at various levels of schools cannot cover all the sexual issues encountered by many students and thus it is urgently needed to develop improved sexuality education.

## 2. Issues of Sexuality Education At Schools

In the light of the importance and necessity of sexuality education at schools, most of schools have actually encountered many constraints. These constraints will hamper and damage the efficient execution and the development of sexuality education at schools. Accordingly, once these problems of sexuality education at schools are found out, they can serve as useful data in working out measures to reinvigorate sexuality education in the future.

### 1) Obscure Goal of Sexuality Education at Different Level of Schools and Different Grades

Education plays a significant role of improving the attitude and practice of human being in accordance with its goals which are decided in advance. Sexuality education at schools should have the concrete goal of

instructing students in accordance with physical, emotional and psychological development of students at each level of schools. The same level or contents of sexuality education for both low and high grade students would bring about some kinds of confusion on sexuality education. Nevertheless, as most of sexuality education actually has been conducted with the same subjects as a special lecture, students would lose their interest in sexuality education because of duplicated contents, low level of information and unrealistic issues.

### 2) Fragmentary and Unsystematic Sexuality Education

Sexuality education is regarded as a kind of personality education in the sense that everyone should correctly understand sexuality and have healthy sexual norm. Sound personality with healthy and upright sexual norm can be achieved through sexuality education conducted step-by-step. This means that curricula of sexuality education should be developed in accordance with each level of growth stages from babyhood to the adolescent and sexuality education also should be conducted under these curricula. However, as sexuality education is now conducted in a group education at special activity hours with insufficient contents under a curriculum integrated with related subjects, sexuality

education is very likely to be fragmentary and unsystematic. This kind of education would provide fragmentary knowledge or be an education unsuitable to the level of target students, thus giving rise to their sex-oriented interest only, with a result in the confusion of their value on sexuality.

### 3) Lack of Teachers with Professional Knowledge on Sexuality Education

The fact that most of teachers do not have expert knowledge on sexuality does not mean only that they do not have enough biological knowledge on sexuality to provide sexuality education for students. Rather, there are big differences between the adolescent and teachers, most of whom are grown-ups, about the awareness on sexual issues, emotional needs, desire and dissatisfaction, the level of understanding, etc. If teachers would not understand those issues from the viewpoint of youth, they cannot guide students to keep healthy sexual norm. Moreover, they cannot provide students with useful counselling services to prevent sexual issues or to solve them at the early stage. Sexual issues do not occur only by the lack of accurate knowledge. As they are generally due to complex factors such as social, cultural, psychological and religious reasons, sexuality education and counselling need expert knowledge of teachers

who have comprehensive knowledge on those issues. But, it is a problem that in many cases only the lack of knowledge on sexuality on the part of teachers is raised as an issue to sexuality education.

### 4) Lack of Sexuality Education Materials

The sexuality education materials should be suitable to the level of physical growth and psychological development of the concerned adolescent. It is noteworthy that contents of sexuality, in other words, letters, words, pictures and colours by which the contents are explained or behaviors of the cast in the audio-visual aid, should be differentiated to suit the target groups of sexuality education. This opinion is based on a theory that it is very important for the sexuality education materials to be suitable to the level of physical growth and psychological development of target youth. However, detailed standards for the development of those sexuality education materials are not yet established and the development of those education materials does not yet meet the demand. For example, in most sexuality education, one kind of materials is used for multiple purposes, emphasizing only common contents of individual target groups depending on age brackets. Thus, the insufficient development of sexuality education materials

and aid materials for individual target groups in different age brackets gives rise to an issue of unsystematic sexuality education.

#### 5) Concentration of Sexuality Education on Contents about Physical Constitution

As mentioned in the "Significance of Sexuality Education", sexuality education cannot be completed only with biological knowledge. However, in most sexuality education at schools, greater weight is given to biological knowledge. This means that sexuality education at schools is not being conducted step by step, and thus other knowledges including etiquette, mutual respect, responsibility, human rights, and social roles between man and woman should be included in the contents of sexuality education based on the spirit of equality between man and woman. Also sexuality education should be conducted in such a way that such issues as sexual curiosity, joy and agony with the other sex, sexual drive, etc. should be sublimated into positive and beautiful factors for the development of healthy personality.

#### 6) Lack of Functions to Plan and Coordinate Sexuality Education At Schools

Though most of sexuality education at

schools except model schools for sexuality education has been conducted by teachers responsible for related subjects, -athletics teachers, drill teachers, nurse teachers, etc.,- most of schools do not have those teachers with high planning capability who would plan and coordinate curriculum for their sexuality education to be conducted systematically. Thus, most of sexuality education is very likely to be event-oriented ones as there is no teacher responsible for the allocation and securing of appropriate hours of sexuality education, selection of topics and lecturers and requesting cooperation from related experts and organizations for sexuality education.

### V. Measures for Expansion of Sexuality Education At Schools

Those who have received the existing sexuality education cannot effectively cope with the social environment with many serious and dangerous sexual issues in this rapidly changing society. Sexuality education at schools should be reinvigorated in the way that students should correctly understand sexuality, have the attitude of equality between man and women in the morality, associate with the other sex with noble love and responsibility for love, and prevent in advance and deal with sexual problems and

agonies. The concept of sexuality would change and sexuality education should no longer be approached with negative attitude. Sexuality education at schools should be more positively conducted under the goal of helping students have sound personality. Accordingly, following measures are now suggested to reinvigorate sexuality education at schools.

First, establishment of sexuality education policies for various levels of schools by the Ministry of Education.

The Ministry of Education has made a lot of efforts for the reinvigorating of sexuality education at schools since the 1980s. It suggested broad contents of sexuality education through the 5th and 6th developments of sexuality education curriculum in 1987 and 1995. It also suggested that sexuality education should be conducted in relation to all subjects of schools, especially with stress on related subjects. In addition, sexuality education is recommended to be conducted in special activity hours. However, as pointed out in the "Status of Sexuality Education at Schools," it is not yet actually conducted systematically and comprehensively under any related subject because of such complex reasons as limited hours, overlapping contents with other subjects and the lack of teachers with expert knowledge.

Accordingly, it is needed that the Ministry of Education should strongly provide

administrative assistance for the existing sexuality education to be conducted more positively at various levels of schools. Sexuality education hours should be increased to 20 hours in a semester under the principle of at least 1 hour in a week. Contents of sexuality education scattered in other subjects should be integrated systematically into one subject. Continuous administrative assistance should be provided for sexuality education to be conducted effectively at various levels of schools with the cooperation from related specialists, persons, organizations and agencies.

Second, systematization of sexuality education curriculum in accordance with characteristics of schools and year grades.

Contents of sexuality education are now scattered in other units in many related subjects. This is because sexuality education is related to other subjects such as biology, society, family affairs, athletics, health, etc. But this kind of unsystematic curriculum of sexuality education has many weaknesses in approaching to sexual issues of the adolescent at present under the current educational goals because its contents are scattered in many units in many subjects. In the past when sexual issues were not serious and the demand of sexuality education was small, it was enough for sexuality education to be conducted under related subjects by teachers responsible for the subjects. But at present

when sexuality education is strongly needed according to changes of the social environment, sexuality education should be conducted systematically. It is also most important that sexuality education should be conducted step by step and gradually based on the process of development of human personality. Systematization of sexuality education curriculum should be realized in such a way that action goals of sexuality education can be fixed based on characteristics of schools and year grades. Areas and contents for education should be divided concretely in accordance with the action goals under the overall plan, and then those contents should be integrated into one of regular subjects (for example, health course). However, if whole contents of sexuality education are very difficult to be integrated into one regular subject, they should be included in the subject which has more relationship to sexuality education than any other subject to realize the systematization of sexuality education curriculum.

Third, development of manuals, guidelines, textbooks and aid materials of sexuality education.

As areas and contents of sexuality education are not still divided based on characteristics of schools and year grades, the most important action is to develop various kinds of sexuality education materials. Those materials should be developed respectively for teachers and

students, and include manuals, guidelines, textbooks and aid materials. Thus, those materials should be examined if they can be developed systematically under goals of sexuality education. Now, as various kinds of sexuality education materials are produced indiscreetly in large quantities with more emphasis on commercial purpose than educational one, it is urgently needed to examine contents of those sexuality education materials in order to systematize various kinds of sexuality education materials. Then, excellent materials should be recommended by the education authorities as "excellent materials for sexuality education" based on the results of the examination.

Fourth, acquirement of expert knowledge for sexuality education through sexuality education training for teachers.

Most of teachers have always contact with their students through observation and conversation. Thus, sexual issues of students should not always be examined in special activity hours by sexuality education teachers, but their sexual issues should also be guided in line with overall educational programmes of the school by all teachers. In particular, roles of class teachers are very important.

It is needed for teachers to develop expert capability including broad understanding and scientific knowledge on sexual issues in order to play the above roles effectively. Thus, it is

necessary for teachers to receive basic training on sexuality education and counselling to understand and guide sexual issues of students and to give counselling services to them. And it is also desirable for teachers responsible for sexuality education to receive special training on sexuality education and counselling.

Fifth, development of diversified approaches to sexuality education at schools.

The effect of education would be influenced much by approaches of teachers to education. In particular, most of sexuality education is conducted in the type of one-sided approach lecture by teachers because students are generally inclined to conceal their sexual issues. Though the type of one-sided approach lecture is effective to convey accurate knowledge on sexuality, it is not effective to guide, protect and deal with such actual issues as the establishment of healthy sexual attitude, agony with sexual issues, sexual experience and deviation, sexual violence, the demand of cooperative and collaborative networks, etc. As for the education on social issues that are universally observed, other approaches by which students and teachers together can participate in considering, reviewing and discussing those social issues so that students can correctly understand them, are more effective than the one-sided and cramming lectures by teachers.

Thus, diversified approaches to sexuality

education should be developed. It is needed to actively take the type of sexuality education by which students can present their opinions and solve their sexual issues after hearing lectures, presenting their views on open discussions, counselling services and group discussions, learning through reference materials, making questions and answers, watching AV films and taking discussions after watching those films. This new type of approach to sexuality education has many advantages not only to change the attitude of students receiving sexuality education from passive and negative one to active and positive one but also to change their interest in sexual issues from negative attitude to positive one.

Sixth, organization of cooperative networks among schools, parents (families) and communities.

The sexual awareness of students cannot be formed only by their school life. The factors which would mostly influence the behavior of human being come primarily from individual families as a primary social group. Second social group includes school and community. The basic emotion in relation to discrimination between man and woman (daughter and son), roles of father and mother (man and woman), love (among parents, brothers and sisters) and happiness, etiquette and respect, expression of their thinking, etc. for the development of healthy personality should be learnt at the

individual families of the primary social group.

Communities are now faced with various issues emanating from harmful environment. Nevertheless, they have various resources to guide and protect students as one of positive helpful resources for sexuality education at schools. Accordingly, cooperative networks including schools, parents (families) and communities should be organized in schools for their close relationship, and various issues related to sexuality education at schools should be taken up through their formal and informal meetings.

## VI. Conclusion

There is no objection to the opinion that every student should be taught to have sound sexual awareness for the development of healthy personality. In addition, though many students grow and develop with healthy personality, it should not be ignored that sexual agonies and troubles of some students sometimes would develop to juvenile delinquencies. As the speed of the expansion of those juvenile delinquencies is faster than expected, many grown-ups are well aware of social attentions originated thereon. In this regard, roles of schools are more important than anything else in conducting sexuality

education for youth.

However, sexuality education is not more actively conducted than needed for students to prevent sexual problems in advance and cope with them.

Strengthened sexuality education at schools must not be delayed only on account of some negative opinions. Diversified sexuality education must be planned for its effective implementation at schools through all steps from the establishment of its policies to its execution at various levels of schools. To do so, various problems which would obstruct the execution of sexuality education at schools should be eliminated to the maximum, and schools, families and communities should get together to play the role of a communal society with progressive attitude.

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