# SEXUALITY EDUCATION, GENDER EQUALITY AND SEXUAL AND GENDER-BASED VIOLENCE

Portuguese school curricula and students, teachers and parents' knowledge and attitudes

This is a baseline study being carried out in Portugal to understand the implementation of sexuality education curriculum and adolescents' knowledge regarding gender equality.

### Methodology

Mixed methods: quantitative and qualitative components

Students

**Teachers** 

**Parents** 









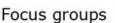
Semi-structured interviews













Teachers



100% have higher education

both have a nuclear family structure



September - October 2022

18 males 21 females

1 preferred not to say



Ethical permissions were obtained from the Directorate-General for Education (Portuguese School Survey Monitoring, process nr. 0835900001) and from the ethical committee of the University of Maia.

### **Participants**



## Key findings

3 males 919 females

50% haven't been involved in SGBV activities



Students' understanding about gender, gender diversity, sexuality, diversity, and gender equality seem to be **mainly** associated with a binary perspective of gender.

**Students were not able to define SGBV,** although some knowledge about what SGBV is emerged (e.g., information about general signs, motivations, and consequences).



The data proves that students' knowledge about support and information services at school and in the community is scarce.

The data indicates that teachers' levels of knowledge and comfort depend on individual factors, with a strong recognition that, to improve school practices, both in-service and pre-service/initial academical training should focus on developing teachers' skills to teach about gender, sexuality, and SGBV.



Most parents consider themselves to have adequate knowledge and feel comfortable talking to their adolescent children about gender, sexuality, and SGBV. However, the percentage parents who reports to effectively talk to or encourage their children to talk about these topics is lower.



Parents and teachers agree that the responsibility of discussing with students about these topics should be shared between families and school contexts, and both believe schools should organize activities in this scope.



In schools, frequently discussed topics include gender and human rights, gender and social inclusion, sexuality and reproductive anatomy, and sexuality and human rights, privacy, and family relations. Less discussed topics include gender and sex, gender roles, sexual orientation, respect for diversity, communication skills, negotiation and refusal, and consent.

#### Conclusion



A more systematic approach aiming to transform harmful gender practices and dismantle stereotypes by teaching a comprehensive understanding of gender should be effectively implemented in schools.





