

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



September – October 2022

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

Students	Teachers	Parents
Quantitative component		
<ul style="list-style-type: none"> 227 answers 95.6% were Portuguese 92 males 118 females 2 non-binary 15 preferred not to say 	<ul style="list-style-type: none"> 129 answers Mage = 52.35 y 29 males 93 females 49.6% haven't been involved in SGBV activities 7 preferred not to say 	<ul style="list-style-type: none"> 52 answers Mage = 43.85 y 5 males 47 females 51.9% have higher education
Qualitative component		
<ul style="list-style-type: none"> 40 students 92.5% were Portuguese 18 males 21 females 1 preferred not to say 	<ul style="list-style-type: none"> 22 teachers Mage = 49.5 y 3 males 19 females 50% haven't been involved in SGBV activities 	<ul style="list-style-type: none"> 2 parents 2 females 100% have higher education both have a nuclear family structure

Key findings

- 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.

"Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Education and Culture Executive Agency. Neither the European Union nor the granting authority can be held responsible for them."