

L'educació afectiva i sexual: un dret, una prioritat



Education

emotional and sexual:
a right,
a priority



ASSOCIACIÓ DE
PLANIFICACIÓ FAMILIAR
DE CATALUNYA I BALEARS

*"Eroticism offers a well of strength to the woman
who is not afraid of its revelation."*

Audre Lorde

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List

of acronyms and abbreviations

APFCIB	Family Planning Association of Catalonia and the Balearic
ASPB	Islands Barcelona Public Health Agency
ASSYR	Sexual and Reproductive Health Care
CEDAW	Committee on the Elimination of Discrimination against Women
ICPD	Commission on Population and Development
CJAS	Youth Center for Contraception and Sexuality Commission
CSW	on the Legal and Social Status of Women Human Rights
<small>Human Rights</small>	
DSiR	Sexual and Reproductive Rights
IPPF	International Planned Parenthood Federation
STIs	Sexually Transmitted Infections
JASP	Sexually Ready Lesbian, Gay, Bisexual,
LGBTI	Transsexual and Intersex Youth Sustainable
SDGs	Development Goals
WHO	World Health Organization United
UN	Nations United Nations AIDS
UN AIDS	Organization Sexual and Reproductive
SSiR	Health
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Emergency Fund
HIV	Human Immunodeficiency Virus

PRESENTATION

Creación Positiva, CooperAcció and the Family Planning Association of Catalonia and the Balearic Islands (APFCIB), have jointly developed this study on affective and sexual education in Catalonia. The study is part of the project *Sexual and Reproductive Rights in the Global Agenda and the Catalan Agenda*, which aims to create a common training space on international agendas related to sexual and reproductive rights (SRHR). The project aims to incorporate at the local level everything that arises from participation in international processes such as the Commission on the Status of Women (CSW) and the United Nations Commission on Population and Development (ICPD) in order to work towards the Sustainable Development Goals (SDGs) and, at the same time, raise awareness and train organized civil society in Catalonia to have a voice in international debates and multilateral decision-making spaces.

This study examines the models from which affective and sexual education is taught in Catalonia, starting from the fact that it is not present in the official curriculum in a specific way and lives in an uncertain area depending mainly on the will of the teachers. The study aims, in this way, to illustrate several shortcomings in the guarantee of the DSiR in Catalonia, starting with the formal void that exists for this subject in public education in Catalonia and, consequently, the inequality in affective and sexual education that exists.

Considering that education is the most powerful transformative tool when it comes to communicating them and making them effective, this research delves into the pedagogical interventions that exist throughout compulsory schooling in Catalonia. Starting from the basis that affective and sexual education must be the space to understand sexuality, sexual and gender diversity and promote non-discrimination, equal affective relationships and many other aspects, we carry out an X-ray of how it is taught in order to be critical and be able to have a positive impact. We hope that this research helps to understand the state of the matter in Catalonia, since there is a lack of studies on the subject.

At the international level, sexuality education is considered essential to achieve the Sustainable Development Goals (SDGs) set by the UN and thus guarantee the sexual and reproductive rights of all people. Despite being integrated into global agendas (UN, WHO, UNESCO, UNFPA), in most countries it is deficient. The International Planned Parenthood Federation (IPPF) defines the current situation of sexuality education globally as “too little, too late, too biological”¹.

■ METHODOLOGY AND METHODS

To carry out the study, a **feminist methodology**, ensuring that research pays attention to unequal power relations, the boundaries of inclusion and exclusion, and the situation of researchers throughout the process. Feminist methodology takes into account gender norms and roles and power structures that manifest themselves across gender, race, ethnicity, class, neocolonialism, and heteronormativity, among others. A gender-based analysis allows us to identify and deconstruct the masculinities and femininity seemingly inherent in practices and concepts in the field of sexuality and subsequently offer alternative proposals.

¹Everyone has a right to knowledge: comprehensive sexuality education for all young people. IPPF (2016) Page 9 (Quote translated from Spanish)

Therefore, the conceptualization of affective and sexual education in this study is done from a gender perspective and is closely linked to sexual and reproductive rights, as an instrument of empowerment and a key element for the development of a society. The study is built on the argument that sexual education is a fundamental right of any person to know about their body and their sexuality.

The main ones **methods** that have been used to obtain the information are the **documentation review and analysis** relevant (reports, curricula, curricula, current strategies of different governments, recent laws and government measures) and **interviews** semi-structured interviews with people involved. Specifically, to develop the context, the most recent laws and government measures related to sexual and reproductive rights, global and local studies on affective and sexual education and sexual and reproductive rights and various pedagogical materials were consulted. To analyze current needs and capture existing pedagogical models, professionals from the world of education, teachers, external trainers, technicians and technicians from public institutions as well as experts working in the field of sexual education were interviewed. Due to time and space limitations, most interviews were conducted in the Barcelona area. However, an attempt was made to obtain a general overview of the territory of Catalonia.

I. EDUCATION AFFECTIVE AND SEXUAL IN THE AGENDAS INTERNATIONAL

The Comprehensive Operational Review of the International Conference on Population and Development (ICPD) after 2014², reached a majority consensus that investment in human rights, capacities and dignity of people—across multiple sectors and throughout the life course—is the foundation of sustainable development. More specifically, the protection and promotion of human rights is conceived as a sine qua non for improving the well-being of girls and women as well as a requirement for them to exercise their reproductive rights. The ICPD concludes that the close relationship between sexual and reproductive health and population dynamics is a fundamental factor to be taken into account for the sustainable development of the planet.

Therefore, the DSiR and their dissemination are also at the heart of the SDGs established by the United Nations.³In particular, in three of the SDGs, sexuality education is presented as one of the most powerful instruments to achieve a healthy life and guarantee human rights:

- **ODS 3: A healthy life and well-being.** It establishes that by 2030, universal access to sexual and reproductive health services must be ensured, including family planning, information and education, as well as the integration of reproductive health into national strategies and programs.

²Commission on Population and Development <<http://www.unfpa.org/icpd>> **3**

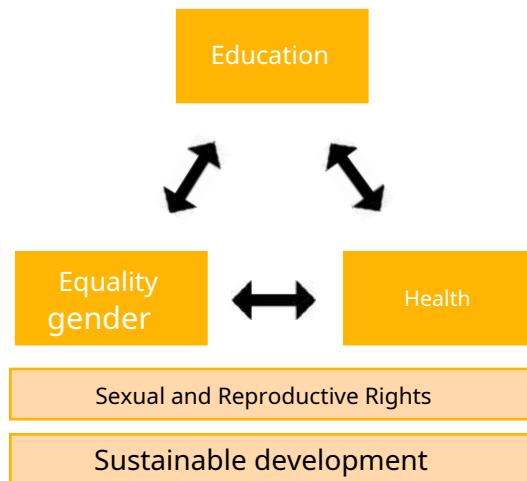
Official website of the Sustainable Development Goals [online]

- **SDG 4: Ensure inclusive, equitable and quality education and promote lifelong learning opportunities for all.** Based on the co-educational model, it demonstrates the importance of educating without stereotyped roles, offering an inclusive vision, without prejudice. Given that school is still a channel for transmitting patriarchy, androcentrism and sexism, this objective proposes paying attention to the content of books, the sexist language used or the lack of coverage of the figure and legacy of women, in order to end the gender bias that exists and the exclusion of women in the field of science.
- **SDG 5: Gender equality.** This goal includes universal access to sexual and reproductive health and reproductive rights, as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action.

In summary, the UN has highlighted the importance of education in affectivity and sexuality on three occasions. On the one hand, as a fundamental part of the health and well-being of the person and on the other, as a crucial factor in achieving gender equality. According to the supranational body, everyone should have access to quality sexual education⁴. Comprehensive sexual education enables young people to make informed decisions about their sexuality and health. Hence the need to implement educational programs that prepare them for life with a perspective that helps promote human rights, gender equality and citizen empowerment and that facilitate decision-making about their sexual health.

International agendas have not only become aware of the importance of sex education in terms of the right to education, to a healthy life and gender equality, but also as an issue framed within the comprehensive education of the individual and the community, as well as an issue of sustainable development.

⁴Official website of the Sustainable Development Goals [online]



This interdisciplinary concept is evident in the various initiatives that have been carried out in agencies dedicated to health, education and gender equality. The World Health Organization (WHO) has developed criteria that sex education programs should follow, so that they are effective and guarantee the rights of students. As for UNESCO —the UN agency dedicated to education, science and culture— it has addressed sex education as an issue of vital importance for the development of children and has developed materials with international technical guidelines with the aim of providing decision-makers in health and education with tools to address sexuality education. At the same time, UNESCO collaborates with other divisions of the supranational organization, such as UN AIDS, WHO, UNFPA and UNICEF, which illustrates the transversality that characterizes the subject.

In short, the UN Sustainable Development Goals are a reflection of the numerous areas in which gender equality, health and education become goals that together help achieve many of the other goals of health, sustainable development and guaranteeing human rights.

II.

THEORETICAL FRAMEWORK:

WHAT EDUCATION INVOLVES AND COVERS AFFECTIVE AND SEXUAL

The conceptual framework proposed by the IPPF establishes that sex education must be comprehensive. This means that it must include key topics on sexuality and HIV and STI prevention, but not only these aspects. Sex education goes beyond the prevention of negative health outcomes or unplanned pregnancy and conceives of sexuality as a positive aspect of life and a much broader dimension, “pedagogizing the different forms of pleasure that exist and fleeing from the idea of genitality,” notes María Honrubia, a member of the APFCIB board. Sex education goes hand in hand with affectivity. This component seeks to reinforce “the importance of loving, respecting and taking into account the people with whom we relate” — points out Honrubia— taking into account sexual and gender identity diversity, concludes the expert.

Affective and sexual education must be based on the principles of human rights, and on laws that guarantee human dignity, equal treatment and opportunities for participation.⁵ Consequently, it must be oriented towards promoting responsible citizenship, critical thinking skills and civic engagement. The latest IPPF report indicates that “sexuality education programmes are a positive investment, as they empower, develop self-esteem, provide information about rights and lead to the fact that

⁵Everyone has a right to knowledge: comprehensive sexuality education for all young people. IPPF (2016)

people enjoy better health and well-being”⁶.Therefore, it is proven that affective and sexual education positively affects the community, because it is a healthier citizenry and more informed about its rights.

From a human rights and gender perspective, UNFPA proposes comprehensive sexual education that is supported by three pillars that allow it to be implemented in any country:

- 1. The universal values of human rights.**Affective and sexual education becomes the tool to promote gender equality and human rights, the right to health and non-discrimination and constitutes an instrument to guarantee the sexual and reproductive rights of everyone.
- 2. A comprehensive gender approach.**International agreements require that comprehensive sexuality education promote gender equality, and research on comprehensive sexuality education confirms that this is key to its effectiveness. Beyond the curriculum, a gender approach joins efforts to eliminate harmful gender norms in the learning environment.
- 3. Comprehensive and scientifically accurate information.**Students have the right to be informed to have a healthy but also satisfying sexual life with knowledge of the right to pleasure.⁷

Although childhood sexuality differs from that of adults in many aspects—such as its expression—a boy or girl is understood as a sexual being from the beginning of their life.⁸As the child grows, doubts, questions and behaviors appear such as: pleasure in showing parts of one's own body, looking at others, showing shame in front of other people, etc., which need to be addressed.

⁶IPPF (2016), p. 4 (quote translated from Spanish)

⁷UNFPA operational guidelines for integral sexuality education: An approach based on human rights and gender.UNFPA (2014)

⁸Sexual education standards for Europe, WHO (2010)

respond pedagogically, in an age-appropriate manner, and convey that issues surrounding sexuality are positive. It is necessary to keep in mind the child's psychosexual development, their physical, emotional, cognitive and social development.

In this sense, education in affectivity and sexuality is much more than covering reproduction and risk prevention. It helps develop the child's sensations and body image, while reinforcing self-confidence and contributing to the development of free decision-making.⁹

⁹WHO (2010)

III.

MORE THAN A RIGHT TO COMPLETE: Arguments IN FAVOR OF AFFECTIVE AND SEXUAL EDUCATION

Based on various frameworks of action as well as the opinions of the experts interviewed, we outline the most relevant points for which providing affective and sexual education is more than a right to fulfill, it is a priority for society to advance towards equality, democracy and justice.

■ SEXUALITY IS A CENTRAL PART OF BEING HUMAN

All people from birth are **sexual beings** and they have the potential to develop their sexuality in one way or another¹⁰ Sex education helps prepare children for life in general and especially for **build and maintain satisfying relationships** that contribute to the positive development of personality and self-esteem. David Paricio, director of Sida Studi, adds that “it is a very important dimension of the person since it has to do with how we relate to others and if it is developed well it can result in greater happiness”. Rosa Bofill, retired teacher from Escola Barrufet (Barcelona), argues that “complete people are not formed if the issue of sexuality has not been elaborated”. Jèssica Obispo, teacher from Institut Sant Andreu (Barcelona), concludes that “if you understand education as something more than the transmission of knowledge,

¹⁰PPF (2014)

and as a comprehensive training of the individual, this type of content, values, etc., are essential for the complete education of the student”.

IT'S A QUESTION OF RIGHTS

Sex education is based on human rights and more specifically on the sexual and reproductive rights of all people, points out the WHO. The United Nations Convention on the Rights of the Child clearly establishes the right to information and the obligation of States to provide children with the necessary educational measures. Therefore, **Sex education is the instrument to ensure that sexual and reproductive rights are informed.**

In Article 8 of the IPPF Declaration on the Right to Education and Information we can read: “All persons, without discrimination, have the right to education and information in general and to comprehensive sexuality education, to necessary information and to the full exercise of citizenship and equality in the private, public and political domains.”¹¹.

SEXUAL EDUCATION CONTRIBUTES TO INDIVIDUAL AND COMMUNITY EMPOWERMENT

By adopting a holistic view of sexuality and sexual behavior, which goes beyond a focus on preventing pregnancy and sexually transmitted infections (STIs), comprehensive sexuality education enables children and young people to: **develop life skills**¹². Education about consent and non-consent is essential for building healthy and respectful relationships, good sexual health, and protecting people who are potentially vulnerable to harm. Teaching young people to recognize and respect the personal boundaries of others can help create a society where no one feels ashamed to voluntarily participate in or refuse sexual activity.

¹¹Observatory of Sexual and Reproductive Rights [online]

¹²IPPF (2016)

Experts and professionals who have been interviewed state that sex education also promotes a **self-empowerment process**, in which students discover themselves and make their own decisions, responsibly and with knowledge. In short, a key factor in developing as a person — “it is a competition for life, it is part of becoming one's own master”— points out teacher Antonia Maria Maura from the Institut Escola Costa i Llobera in Barcelona. Rosa Aznar, from the Institut Esteve Terrades (Cornellà de Llobregat) points out that “school is an oasis where we can launch revolutionary processes, where people can be protected more, where we can deal with diversity more [...]”. Rosa Sanchis, Catalan teacher at the Institut Isabel de Villena in Valencia and author of the blog *Karícies*, gives examples of former students who have identified violent relationships or have dared to come out of the closet thanks to her affective and sexual education classes.

PROMOTION OF SEXUAL AND REPRODUCTIVE HEALTH

Sex education is the ideal channel to provide adequate information about the physical, cognitive, social, emotional and cultural aspects of sexuality, contraception, STI prevention and sexual coercion.¹³ Affective and sexual education deals with **to reverse the prejudices and perceptions established around sexuality as a threat to people's health**. With the information collected in recent years and the progress of science, STIs are treatable and there are multiple family planning methods to avoid unplanned pregnancies. In addition, UNESCO states that effective sexuality education represents a vital element in HIV prevention, being essential for meeting the goals of universal access to reproductive health and to HIV prevention, treatment, care and support.¹⁴ Sex education teaches about sexuality from the point of view of pleasure and the rights to have a satisfying sex life. In this way, sexuality gradually ceases to be a taboo or forbidden topic.

¹³WHO (2010)

¹⁴UNAIDS (2006) *International Technical Guidelines on Sexuality Education Evidence-based approach aimed at schools, teachers and health educators*; UNESCO (2010)

PROMOTION OF GENDER EQUALITY

Sex education with a gender perspective works to **deconstruct myths and beliefs** on female and male sexuality. According to UNFPA, integrating a gender perspective can influence **reduce gender-based violence and harassment** and promote more equitable relationships between girls and boys ¹⁵. María Honrubia, an expert in affective and sexual education, agrees with this prognosis and emphasizes that sexual education that talks about the importance of loving and respecting oneself and taking into account the other people with whom we relate is preventive of gender violence. In addition, if it understands sexual diversity and gender identity as well as the diversity of sexual orientations and tendencies it would also be **prevention of other types of violence** such as phobias towards Lesbian, Gay, Bisexual, Transsexual and Intersexual (LGBTI) groups.

From the centers, teacher Jèssica Obispo points out the great importance of sex education in secondary schools because very stereotypical behaviors are increasingly detected and, therefore, there is a need to break with these behaviors and work on these issues as soon as possible. For this reason, the gender perspective is crucial when addressing affectivity and sexuality.

EDUCATING IN AFFECTION

The WHO also includes the importance of being able to build egalitarian relationships based on mutual knowledge and respect for the needs and limits of other people. This contributes to the prevention of sexual abuse and violence. Marta Ribas, ESO coordinator at the Institut Escola Turó de Roquetes in Barcelona, corroborates this. In contexts of teenage pregnancies, unequal relationships and violence, among many other problems, affective and sexual education is fundamental. For Ribas, education in **affectivity** is the key to influencing **self-esteem** of the students,

¹⁵UNFPA (2014)

prevent risky behaviors, stop the perpetuation of certain attitudes, etc. Ribas highlights the affective part since it is crucial and interconnects with many other issues that affect students such as **emotion management**. If there is a good foundation of education in affectivity, the path to sexuality is much smoother. According to the WHO, affective and sexual education allows us to develop as sexual beings, learning to express feelings and needs to experience sexuality in a rewarding way as well as develop our gender identity.

PREVENTION OF RISK BEHAVIOUR, VIOLENCE AND DISCRIMINATION

Numerous studies show that around two-thirds of comprehensive sexuality education programs that have been evaluated lead to **reduction of one or more risk behaviors**¹⁶ Experts point out that working on emotional and sexual health has an impact on the prevention of substance abuse, eating disorders, mental illness and violence. *bullying* exercised in schools and institutes.

¹⁶UNFPA (2014)

IV.

SEXUAL EDUCATION AT EDUCATIONAL CENTERS FROM CATALONIA

1// THE LEGISLATIVE CONTEXT

In both Catalonia and the Spanish State, sex education is not an official subject. However, the guarantee of sexual and reproductive rights appears on numerous occasions and sex education is considered a right and a vital subject in various laws and government measures such as the following:

- **Organic Law 2/2010, on sexual and reproductive health and voluntary termination of pregnancy.**

In Chapter I, corresponding to public policies, sexual education is included in Article 5, which states that public authorities must guarantee “sexual and reproductive information and affective education in the formal contents of the educational system.”¹⁷. Later, within chapter III, in “measures in the educational field”, article 9 is exclusively about “the incorporation of sexual and reproductive health training into the educational system”¹⁸. The article specifies that sexual and reproductive health training must include a comprehensive approach that contributes to gender equality and pays attention to the prevention of gender-based violence; recognition and acceptance of sexual diversity; harmonious development of sexuality in relation to young people; the prevention of STIs and especially HIV and the prevention of unwanted pregnancies. On the other hand, it states that the incorporation

¹⁷Organic Law 2/2010, page 6 (quote translated from Spanish)

¹⁸Organic Law 2/2010, page 7 (quote translated from Spanish)

of health and sexual and reproductive health in the education system takes into account the reality and needs of the most vulnerable groups such as people with disabilities. Then, in article 10 on training activities, it states that the public authorities will support the educational community in carrying out training activities related to affective-sexual education by providing information to parents.

Finally, Chapter IV presents the law's executive tool: the National Strategy for Sexual and Reproductive Health. The strategy recommends that sex education be strengthened in primary and secondary schools with a holistic view of sexuality and diversity.

- **Law 17/2015 on effective equality between men and women.**

The recent law approved by the Parliament of Catalonia mentions sex education in the context of co-education. It states that “the educational administration must offer training in co-education to its teaching staff, including sex education and against gender violence [...]”¹⁹The law further orders “the implementation of an affective and sexual education that favors the construction of a positive, healthy sexuality, that respects diversity and avoids all types of prejudices based on sexual and affective orientation.”²⁰.

- **Law 11/2014, to guarantee the rights of lesbians, gays, bisexuals, transgender and intersexuals and to eradicate homophobia, biphobia and transphobia.**

Approved by the Parliament of Catalonia, the law has yet to be implemented. Article 12 relates to education and stresses that co-education must be guaranteed as well as the incorporation of sexual and gender diversity in textbooks, school projects and tutorial actions.

¹⁹Law 17/2015, page 14

²⁰Law 17/2015, page 13

- **Law 14/2010 on the rights and opportunities of childhood and adolescence.**

Approved in 2010 by the Parliament of Catalonia, within the Health chapter, article 44 includes the right to prevention, protection and promotion of health, in particular, on the physiology of reproduction, sexual and reproductive health, the health risk involved in pregnancy at very early ages, the prevention of STIs and HIV, and also the promotion of responsible sexuality.

- **Law 5/2008 on the right of women to eradicate gender-based violence.**

This law approved by the Parliament of Catalonia mentions the importance of effective co-education in order to transmit messages free of heteronormativity and androcentrism.

- **Government measure to promote sexual and reproductive health in the city of Barcelona.**

In 2014, Barcelona City Council approved a measure aimed at improving the sexual and reproductive health of the Barcelona population. It has a strategic line dedicated to the educational field that proposes, among other things, "increasing the coverage of affective-sexual education activities by incorporating the gender perspective, sexual diversity, diverse cultural values as a basis for the prevention of violence (gender-based violence, *bullying* homophobic...) and provide continuing training for teachers in the affective-sexual and sexual and reproductive health areas"²¹.

²¹Government measure to promote sexual and reproductive health in the city of Barcelona (2014), page 21.

- **Government measure for the implementation of the network of Schools and Institutes for equal treatment and non-discrimination.**

The Barcelona City Council approved a co-education program in the same year, with a perspective of preventing sexist violence and discrimination on the grounds of diversity, while promoting equitable and respectful relationships that recognize difference. A transversal work is carried out to train teachers mainly in two areas: sexual and gender diversity and functional diversity and ethnic diversity with the aim that these teachers will subsequently work on these concepts in the subjects in a transversal way. After having carried out a pilot, its implementation is being evaluated.

In parallel with these laws and government measures, in 2013 an educational reform promoted by the Ministry of Education took place that made affective-sexual education topics disappear since the citizenship education subject was eliminated, which included the treatment of many related issues.²².

2// ANALYSIS OF THE CURRENT SITUATION

The UN Committee on the Elimination of Discrimination against Women (CEDAW), which contemplates “the right of all people to have control over their sexuality, including sexual and reproductive health, and to decide freely and responsibly, without being subject to coercion, discrimination or violence”²³ scrutinizes any legislative and executive action of the Spanish State that has to do with gender equality. Thanks to the report of the

²²Elena Cabrera, "Spain ignores sexual education" *Eldiario.es*, January 13, 2013. Online document. (Quote translated from Spanish.)

²³*Final observations on the combined seventh and eighth periodic reports of Spain*. CEDAW (2015), page 2

Shadow Platform Cedaw Spain²⁴ which opposed the official sent by the state government, the CEDAW Committee made an important point of attention to the policies of the Spanish State.

In the latest report, it puts the inadequacy of sex education in the Spanish State on the table. Among the list of reasons for concern that are presented, it criticizes the replacement of the subject “Education for citizenship and human rights” with an optional subject called “Ethical values”. It argues that this change of focus eliminates the perspective of human rights and frames certain debates as moral or ethical. The report also shows concern because comprehensive education on sexual and reproductive health and rights is not taught in schools; neither mandatory nor adapted to age. The report highlights that the management team of each educational center is the one who decides how to teach sex education, instead of being part of an education policy. The criticism is then linked to a recommendation to implement compulsory education — integrated and adapted to age— on sexual and reproductive health and rights as part of the regular curriculum. The importance of educating about responsible sexual behavior and the prevention of early pregnancies and STIs is specifically mentioned.²⁵

Despite the CEDAW report and despite the fact that sex education is part of the National Sexual and Reproductive Health Strategy introduced in the Sexual and Reproductive Health and Voluntary Interruption of Pregnancy Law, there has been no progress in this regard.

On the other hand, in *scale of women's access to free choice of modern contraceptives in 16 EU countries* (IPPF, 2014), the need to improve sex education in all the countries studied is evident. Regarding the most characteristic features of affective and sexual education in the Spanish State, the scale emphasizes the fact that Spanish law does not indicate how it should be included.

²⁴The Ombra Cedaw Spain Platform is made up of 50 non-governmental organizations for women, international cooperation and human rights that prepare the Ombra report on the application of CEDAW in Spain.

²⁵*Final observations on the combined seventh and eighth periodic reports of Spain.* CEDAW (2015)

in the school curriculum (in case the center/teachers decide to teach affectivity and sexuality) and there is no allocated budget. Furthermore, the age at which the subject should be started is not specified, nor is there any provision for training for teachers. Therefore, training in affectivity and sexuality is left to the will and concern of teachers, who can choose to train on their own, although it is not mandatory and should be done during non-working hours, or have external interventions, from associations, NGOs and private entities, sometimes publicly subsidized, to raise awareness and train students.²⁶

Finally, the study presents policy recommendations aimed at making sex education, firstly, mandatory, so that the right to education in affectivity and sexuality becomes effective, is egalitarian and everyone has access to it. Secondly, that a budget be allocated for the task and finally, that content guides for teachers be developed, as well as adequate training for this group.

As for Catalonia, there are no specific studies that evaluate the education system and the state of emotional and sexual education. This fact is illustrative of the little attention it attracts and the little awareness that exists around the subject. However, emotional and sexual education is also an unequal subject depending on the centers. Catalan legislation orders its execution in several laws -as explained in the previous section- but this does not guarantee implementation. As is the case at the state level, there are no guidelines for the implementation and execution of these articles and none of the laws have been deployed to date.

²⁶Barometer of women's access to the free choice of modern contraceptives in 16 European countries of the EU. Main conclusions and political recommendations.IPPF (2014)

3// EXISTING MODELS AND INTERVENTIONS IN CATALONIA

The situation of affective and sexual education in Catalonia suffers from the same weaknesses as in other parts of the Spanish State. The subject is not included as mandatory in the curricula, but the management team of the center has the decision-making power regarding what to teach and how to do it, often advised by the city council or the external offer of an association. There is, therefore, a wide dissatisfaction regarding the current state of sexual education. Both experts and teachers express frustration towards the dominant pedagogical model, which consists of a one-off and very short external intervention.

The director of the Youth Center for Contraception and Sexuality (CJAS), Jordi Baroja, illustrates the problem this way:

“Sex education in schools is basically non-existent since it is a voluntary subject, based on training of a few hours in the second cycle of ESO, when young people have already entered the world of sexual relations.”

Therefore, Baroja puts on the table that the important weight of the subject falls on external training. This decision is due to a lack of training among teachers. Baroja also expresses another important characteristic to take into account, which is the delay. Teachers know that some students begin to have sexual relations in the first cycle of ESO and, in this sense, sex education is late.

The expert in sexual education, Pere Font, suspends sexual education in Catalonia with a zero because there is no official or mandatory program. Another factor to take into account is that without being an instruction, sexual education can become a risk or an uncomfortable job for teachers. Despite the bluntness of Font's words, the Barcelona Education Consortium ensures that sexual and affective education exists and is reflected in the nursery, primary and secondary curricula. Maria José Cesena,

responsible for the Health programs, explains that in early childhood education it is included in the list of skills to be developed, as follows: becoming and acting autonomously, respecting oneself and others. In primary school, on the other hand, it is part of the skills and it is indicated that emotions and feelings must be worked on. Finally, in secondary school, sex education is included in two aspects: the scientific and physiological and the affective part, which includes understanding sexual diversity, etc.

In this way, sex education is included in the curricula in a transversal way and even more so if it is included in the school project and is promoted jointly by all the teaching staff. Transversality is based on trust in the teaching staff and Cesena stresses that this is due to a philosophy and organizational culture of the Consortium that believes that making the need visible is more effective than imposing a subject or mandatory content. The Consortium provides training and pedagogy on the importance of sex education in a transversal way and therefore chooses not to impose it in a specific area of the curriculum. However, does this transversality end up being effective?

3.1 TYPOLOGY OF PEDAGOGICAL INTERVENTIONS

Affective and sexual education is mainly taught through external interventions and the internal work of teachers in the centers. Specifically, three types of interventions can be distinguished that characterize the Catalan education system today.

I. emotional and sexual education provided through an external intervention

It is the model that places the responsibility for addressing sexuality and affectivity on the shoulders of external trainers who organize specific workshops and activities on a one-off basis. These centres allocate some tutoring hours, often during the second cycle of ESO, to receive some workshop participants from associations or following programmes provided by a public body. Internally, the school or institute is limited to covering sexuality from

from a biologist's perspective in subjects such as Natural Environment or Biology, as is the case at Escola Àngel Baixeras (Barcelona):

“... although it is a relevant topic for the cloister, it is rarely materialized later and beyond reproduction in 6th grade, covering topics of affectivity and sexuality depends on the interest of the teacher.”

Teacher Mercè Garcés, Angel Baixeras School in Ciutat Vella (Barcelona)

Teacher Garcés points out that tutoring is also transformed into a space to delve deeper into issues of values, but there is no access to training and no programming is done at the school. This lack of teachers raises a fundamental issue: while training in affectivity and sexuality is left in the hands of consultancies or private associations, an externalization of sexual education is taking place. It then becomes a private and non-public matter. This externalization of part of the education of children and young people is not regulated by any criteria that must be met or perspectives that must be integrated, which raises another dilemma in terms of content and discourse that is transmitted.

II. Mixed model: internal work and external intervention

This model of pedagogical intervention is the most common among the schools and institutes that have been studied. It combines work at the center, whether in electives, synthesis credits or specific activities, with the external intervention of workshop leaders who provide knowledge and debates around more complex topics such as the prevention of risky behaviors, gender violence, *bullying*, etc.

An example of this model is the Escola Canigó, in Sant Just Desvern. Anna Castellón, 6th grade tutor, points out that in addition to having some

external workshop, emotions and feelings are worked on in the second cycle and interdisciplinary projects are carried out such as on advertising, where sexism and gender stereotypes are dealt with.

Another case of a mixed model is the Institut escola Turó de Roquetes in Barcelona. The institute is open to any external reinforcement that supports affective and sexual education from ESO and at the same time tries to work at the center. The center's ESO coordinator, Marta Ribas, notes the following:

“... there are great needs due to the socio-economic context of the center and that is why it is open to everything. [...] However, despite the large number of programs and activities we do, the issue is still not well resolved.”

Teacher Marta Ribas, Institute Escola Turó de Roquetes in Nou Barris (Barcelona)

The teacher argues that the center accepts all kinds of workshops organized by various public organizations and institutions, from *Let's talk* from the ASPB to the *Young Sexually Ready Teenagers*(JASP) of the ASSIR. They not only approach the topic from a health perspective and the prevention of risky behaviors, but also have teams of Social Services, nurses and street educators to reflect on self-esteem, gender violence, etc. In short, they try to cover affectivity and sexuality from as many points of view as possible.

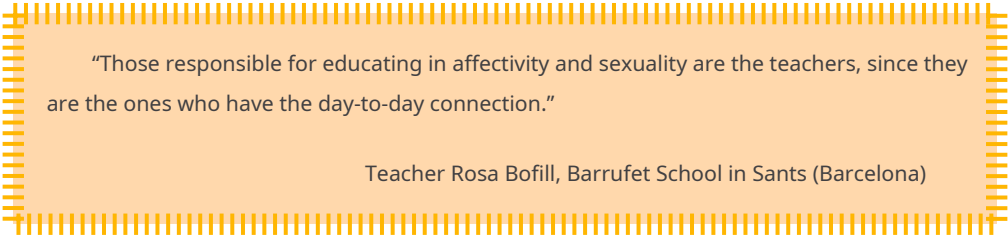
Internally, Marta Ribas assures that there is no slogan of transversality but she applies it to her Catalan subject. Ribas concludes that affectivity is the only way to transmit knowledge and establish a bond with students. However, it is not sufficiently well structured or integrated, in a very complicated context, where affective and sexual education is more important than ever. Problems that include unequal relationships between students, discriminatory behavior and unwanted pregnancies, among others, continue to be a reality that is difficult to change. One of the dangers is that it is dealt with in specific projects and is not part of the project

of the center is that it ends up being inconsistent and does not help to implement behavioral cultures that help avoid the aforementioned problems. In these cases, external interventions must be very well adapted to the needs of the students and must go hand in hand with much more in-depth internal work.

III. Affective and sexual education taught across the board

This last pedagogical model is the least widespread. Schools and institutes teach education in affectivity and sexuality in a transversal way by incorporating it into the school project. In Barcelona we find at least two cases: the Barrufet School and the Costa i Llobera School Institute.

Both are based on very solid co-educational models, which they have developed to the maximum extent possible. Rosa Bofill, retired teacher from the Barrufet School, defines transversality as the programming of activities with children at all educational stages and in an experiential way. Bofill emphasizes that:



“Those responsible for educating in affectivity and sexuality are the teachers, since they are the ones who have the day-to-day connection.”

Teacher Rosa Bofill, Barrufet School in Sants (Barcelona)

The idea behind the way of working that Bofill comments on lies in demonstrating that affective and sexual education is not an exceptional issue but is an everyday and vital issue that needs to be worked on. The tutor of the group is usually the closest link to the student and it is this person who, through individual tutoring or accompanying work on children's experiences, manages to educate life skills.

For transversality to be effective, it must be introduced into the school project. Rosa Artigal, former director of the Costa i Llobera School Institute (Barcelona), states that it is a transversal topic because it arises at many times throughout the day where the topic can be discussed. In first grade, one of the projects of the course is the growth process (experiences about how they came into the world, how they have grown and all the challenges they have around sex education). In fifth grade, the body and organs are worked on but it is linked to a deeper work on emotions. The teachers are the ones who, in a transversal way, cover education in affectivity, sexuality, values, self-knowledge, diversity, among others, throughout the various subjects, says Antonia Maria Maura, a teacher at the school.

Apart from the examples of the centres, a pioneering case, in this case in the Valencian Community, is that of Rosa Sanchis, a teacher at the Institut Isabel de Villena (Valencia) who began teaching sex education during tutoring hours and later incorporated affective and sexual education into her Catalan classes. To work on this, she uses her own blog, where she prepares activities based on songs, films, texts... and students must comment by elaborating expository, argumentative texts, among others. Sanchis decides to teach this knowledge from a gender perspective and with a broad perspective, with the aim of questioning the hegemonic sexual model and promoting the legitimization of personal pleasures outside of models. Along the same lines, she aims to question heteropatriarchy and therefore combat LGBTphobia with more concrete actions.

The sex education taught by Sanchis works on students' social skills such as communication, negotiating for safe sex and the relationship with one's own body - which tends to be bad, especially in the case of girls.

3.2 PEDAGOGICAL APPROACHES

In the different educational interventions that have been analyzed in the previous section, two main approaches have been detected, either the preventive medical approach or the comprehensive one with a gender perspective.

- **medical and preventive approach**

This approach is based on biological and health parameters in a restricted sense, covering the prevention of STIs and unwanted pregnancies. This pedagogical intervention starts from a physiological perspective and focuses on applying a normative explanation on how to avoid the potential risks of sexuality with a discourse based on fear. It is also called “medico-reparative” because it seeks to minimize the negative consequences of sexual activity (María Honrubia). This type of approach is created around a discourse about correct and incorrect behavior and does not leave a space for reflection or debate.

It is the approach found in textbooks when it comes to reproduction and is also the dominant model in external interventions during secondary education, as is the case with the program *Let's talk about it..* The program created by the Barcelona Public Health Agency (ASPB), follows an informative and heteronormative model that revolves around sexual and reproductive health. However, in recent years, education in social skills, communication with the partner, etc. has been added, and supplementary activities have been included that promote knowledge of organizations and sexuality centers such as the CJAS or consultations at the Sexual and Reproductive Health Care Center (ASSIR). The program, however, has proven to be capable of causing behavioral changes in students, which meets the initial objectives. Therefore, the content and methodology are provided and it is up to the teachers to put it into practice. In principle, this is a positive feature and recommended by the WHO, but the lack of training for teachers means that not everyone feels comfortable teaching it.

- comprehensive approach with a gender perspective

The second perspective that is found is the model recommended by international organizations such as the WHO, UNFPA or UNESCO. This model is definitely less common, present in those educational centers where sex education is incorporated into the center's project or they have external workshops from certain associations that work from this approach. A careful explanation is the following:

“The comprehensive approach consists of a social, relational and affective vision of sexuality [...] which includes certain dimensions of the medical model but from a psychosocial and cultural perspective.”

Mirta Lojo, head of the Network of Schools for Equality and Non-Discrimination

This model gives rise to the treatment of prejudices and false beliefs as well as abusive relationships and sexist violence. The expert Mirta Lojo adds that, at the same time, it seeks to provide a rigorous knowledge of one's own body and provide the tools for a positive relationship with it. It also encompasses the right to individual or company pleasure and addresses the importance of care in interpersonal relationships and the recognition of diversity as an inherent characteristic of existence. In short, affective and sexual education is worked on to positively build the individual in social skills.

This is the approach adopted by associations such as Sida Studi, an association that offers workshops to high schools. “The idea of sexuality that students have is expanded and sexuality is focused on as a right and, above all, it goes beyond sex”, notes Sida Studi workshop leader Teo Juvanteny. The workshops are structured around three areas: the body and pleasure; feelings and emotions; decisions and possible risks. In the background, the gender perspective as a conceptual framework. From their workshops, the intention is to broaden the students' perspective by escaping the hegemonic idea of sexuality: penetration as a primary source of pleasure, female and male roles, and other myths that surround, for example, the first time. Sexual diversity is worked on specifically and the emphasis is placed on the fact that sex and reproduction do not go hand in hand.

In schools where the co-educational model is effective and is explicitly included in the school project, sex education is conceived from a gender perspective. An example is Esteve Terrades in Cornellà de Llobregat, a school where sex education did not have too much weight until, due to a high number of teenage pregnancies, it was decided to dedicate a term of 2nd ESO subject corresponding to the alternative to religion to teaching affectivity and sexuality. The school's teacher Rosa Aznar explains that in this way many topics are covered and, above all, a space is left for students to share their doubts and questions. Aznar dealt with the topics from a comprehensive and gender perspective, in order to deepen self-knowledge. For Aznar, it is a question of rights: "People have the right to decide about their own bodies and if we do not know our bodies we cannot decide".

V. DEFICIENCIES AND DEFECTS FROM the MoDELS PEDAGOGICAL CURRENT

The current paradigm of sex education violates rights because there is no universal access to it and the necessary information and skills are not being provided. **lack of obligation** is the reason why affective and sexual education does not have a structured role in the school curriculum. This factor is vital so that affectivity and sexuality are taken seriously and occupy a relevant place in the curriculum. At the same time, it would avoid conflicts with families and the school community that may disagree. Therefore, it is the only way to guarantee compliance with the right to be informed and informed about the sexual and reproductive rights of each and every one.

Another defect that arises is the **poor coordination** and communication of the various interventions carried out in the same centre, especially in those where the need is very high. This poor coordination also takes place in institutions. Sex education is mainly linked to the Department of Health - a fact that conditions the perspective and approach adopted - and does not work in a network with other departments such as Education, Youth or Social Welfare which also have competences in the matter.

Beyond **institutional obstacles** based on organizational cultures, several interviewees argue that the immobility towards progress is due to sexuality still being a taboo for our society, for political parties, families and teachers. The heteropatriarchy embedded in the very machinery of the educational system is illustrated above all in the **rehabilitative medical model**, which focuses on sexuality from the perspective of prevention and risk control and does not include crucial aspects for experiencing sexuality in equality, pleasure and autonomy. There is no talk of negotiation, consensus, what an equal relationship should be like, communication between the couple, etc. Discourses persist around the myth of romantic love - that the couple should be forever, that breaking up with someone is a failure, etc. At the same time, power relations are still present in couple relationships and the discourses that prevail, on the other hand, revolve around the genitals without including any other form of pleasure. Therefore, there is a whole series of myths and beliefs around sexual activity, relationships, etc., that this pedagogical perspective does not address and consequently helps to perpetuate.

About the model **dominant external intervention**, punctual and sporadic, has certain shortcomings. Workshops given by experts are, on the one hand, the solution that centers find when it comes to providing very specific knowledge that teachers cannot offer and, on the other, an insufficient way to cover the great needs and doubts around affectivity and sexuality that students have. According to expert Pere Font, "workshops are not a good solution but they help to fill the gap". Font argues that this educational model is born from a problem of diagnosis. Instead of diagnosing an educational need in children, the shortcomings of teachers are detected when it comes to dealing with this issue. Olga Juárez, from the ASPB, agrees with Font and explains that the poor representation of the problem leads to it being treated fundamentally from the health aspect. Juárez argues that to achieve the objectives that are formulated, there must be a will and involvement from the educational side that creates solid foundations in affectivity and sexuality.

Furthermore, it must be taken into account that **there is no list of criteria** which interventions must follow and comply with so that sex education taught externally is gender-sensitive, rights-based, comprehensive, etc. On the other hand, expert voices, as well as the WHO, point out that the internal work of the teachers who share the day-to-day life with children is more effective and more empowering than if it is taught by an unknown person. On the contrary, professionals from the centers oppose this principle for the simple reason that there is a lack of training and therefore, they believe that an external expert can provide the knowledge better. The ESO coordinators of the Sant Andreu and Turó de Roquetes Institutes, Jèssica Obispo and Marta Ribas respectively, agree in pointing out the **insufficient training of teachers in the centers** where they work and they say that it is a general complaint of tutors who are often overwhelmed with topics that come up in class in relation to affectivity and sexuality. Although the ASPB recommends that teachers go to the CJAS to receive training, it is during school hours and is not mandatory. Therefore, the possibilities of receiving training are reduced.

The lack of teacher training is also an obstacle if one opts for the transversality of sex education. A large number of teachers consider that affective and sexual education is not their responsibility, that they do not have the appropriate training to do it and that the subject generates a lot of insecurity for them. Consequently, although it is an ideal model for many of our interviewees, it also has some disadvantages. First of all, there are many opinions that point out that transversality leads to the subject being diluted and skipped over. Although there is a consensus that it is easier to implement it in primary school, the deficiency becomes more visible in secondary school, where transversality becomes more complex and requires more effort.

Mirta Lojo explains that she is also educating herself with silence and the invisibility of certain knowledge. It is about **hidden curriculum**, through which the subjective representations of each teacher are involuntarily transmitted. This hidden curriculum can be counterproductive if the teaching staff

It reproduces gender stereotypes and other contradictory discourses. This, then, is one of the biggest obstacles to assuming that everyone can incorporate it into their subject in an adequate way without first having received feminist training.

In addition to these shortcomings, transversality is not evaluated by any indicator or evaluation plan, therefore, there is a lack of an evaluation strategy that helps to know to what extent the work is being done and if it is effective.

VI.

PROPOSALS OF IMPROVEMENT

Of all the concerns and demands collected, it has been decided to choose three as key to achieving a substantial improvement in the current pedagogical model.

Firstly, in order for affective and sexual education to be effective and accessible to everyone, it is proposed that it be included as a compulsory subject throughout formal education. Secondly, it is suggested that it has a feminist approach and is based on sexual and reproductive rights, with the aim of empowering students, and finally, it is proposed that it be introduced into a specific area of the curriculum in combination with progressive mainstreaming.

Mandatory

The mandatory nature of sex education, with content, a linked budget and a specific space in the school curriculum is vital if we want to achieve the objectives in terms of skills, competences and knowledge already established by the Department of Education. Otherwise, sex and emotional education remains in no man's land and ends up not being studied in depth. Therefore, the only way to guarantee the right to be informed and educated about affectivity and sexuality is for it to be an official and compulsory subject. In this way, the guarantee of the right is not left to the randomness of the institutes. The mandatory nature of the subject also has an impact on teachers feeling more free and legitimate when teaching it. In this way, problems with families or the school community would not be an obstacle. However, to combat the dissatisfaction or complaints of families, awareness and training programs should be included for both families and educators.

The obligation is already included in many laws. However, it needs to be developed and implemented, from nursery school to high school. Therefore, we ask that what is written and justified for multiple reasons be fulfilled once and for all.

rights-based sex education with a gender perspective

Affective and sexual education must be considered as a rights-based sexual education, as agreed in the **Cairo Conference in 1994**, and that also includes people with functional diversity as incorporated in the Convention on the Rights of Persons with Disabilities²⁷. It is therefore, from the perspective of rights, that administrations have the responsibility to comply with this right universally, during all educational stages and by providing resources to the school environment: pedagogical materials and training for teachers.

Regarding the approach adopted, the reparative medical model must be left behind and sexual education must be conceived from a comprehensive point of view and with a gender perspective. What is needed is to apply a broad vision of sexuality and affectivity that works especially on affectivity and that sexuality is introduced later. Pere Font points out that it is very important that both teacher training and affective and sexual education classes are reflective, that they promote debate, that they remove prejudices and create awareness of one's own discriminatory mental frameworks, instead of resorting to normative approaches. Health and the prevention of risky behaviors is a fundamental part but it must be approached from an empowering gender perspective.

Therefore, affective and sexual education must include content about **right to pleasure**, sexual diversity, gender identity, relationships

²⁷The International Conference on Population and Development in Cairo was held in 1994 and had a major impact by firmly committing to women's sexual and reproductive rights. The Convention on the Rights of Persons with Disabilities was adopted in 2006 by the United Nations General Assembly to call on States to fight for non-discrimination and positive action for people with disabilities.

healthy and equal, etc. It is crucial that affective and sexual education goes hand in hand with the co-educational model of the center. By establishing criteria to follow around the gender and rights perspective, it is avoided that external workshops or the contents of textbooks do not include it since these standards should be met.

Specific space in the curriculum and progressive transversality

Although the debate is very lively, in order to ensure that sex education is taught, it must have a specific space in the curriculum. This is a necessary decision that is adapted to current circumstances. Given the lack of training of teachers, it is more feasible to train a part of them who have the will and motivation to teach it, rather than imposing it and having it not be done at will. **Affective and sexual education has a place in the curriculum of each school year** and in this way it is possible to cover the contents that are indicated. This does not mean that external training automatically disappears. As a reinforcement, it is a resource that can be very positive, but it cannot replace a center's work, but rather function as a complement.

At the same time, **raising awareness among all teachers** so that sex education taught separately can be progressively combined with transversality. Imposing transversality from the beginning is not considered an effective solution, at least in secondary schools, since according to the Consortium it is already what currently exists and does not yet work at the secondary school level. If there is no responsible person, there is a possibility that it will not end up taking place. Honrubia points out that in primary schools, very transversal work is already done on emotions, feelings, affections, therefore it is quite achieved, and transversality works and is possible. However, in secondary schools, transversality is more difficult to fit in. Therefore, a specific space in the curriculum, within a subject such as "citizenship education" would fit with the proposal. Little by little, as teachers are trained, it can be proposed in a transversal way and, for example, promote the launch of projects in different areas with related themes. With a health perspective, Olga Juárez provides arguments

so that schools have a greater impact on health issues —beyond sexual and reproductive health— in specific projects. In addition, the importance of influencing neighboring groups of the school community is emphasized: families and street educators.

Regarding teacher training —the greatest current shortage— the first factor to work on is the teachers' position on this issue, the review of their own prejudices, conceptions and mental frameworks. Mirta Lojo advocates for in-school counselling, rather than training in the classical sense as the transmission of knowledge, and argues that, however, this training "comprises processes of maximum complexity, which are slow because they affect what is personal and the results are never absolute or immediate." María Honrubia, an expert in teacher training, explains that **training should be introduced in university degrees** in early childhood and primary education, but also in social education, social work, pedagogy and the master's degree to become a high school teacher, as well as in health: psychology, medicine and nursing. Therefore, raising awareness and training of future professionals is vital so that the change begins to be noticed as soon as possible.

VII.

AN EXAMPLE FOLLOW

In the previous section, a sex education that meets three requirements is proposed and proposed. However, it does not enter into the subsequent debate on how to include it in the curriculum, what content to teach in each course, how to train teachers. This is a complex debate that must involve professionals from education and health, among many areas. In order to design the pedagogical model, it is a complementary help to have success stories. For this reason, we present **the case of Denmark** and its effective way of imparting affective and sexual education.

Sex education in Denmark became a mandatory part of the education system in 1970 and, since then, has evolved and adapted to the needs of society. Sex and Society²⁸—formerly called the Danish Family Planning Association— is the non-governmental organization that, since its creation in 1956, has fought for the legalization of abortion (achieved in 1973) and compulsory sex education in Denmark, among many other sexual rights.²⁹

Initially, the arguments are based on the need to reduce sexually transmitted infections and unwanted pregnancies and the aim is to form the character of the child and promote a certain behavior. However, sex education in Denmark has been in constant evolution and constant updating. The subject has been oriented towards **much more democratic approach** Starting with a biological and preventive model, it has now opted for **comprehensive perspective** which encompasses many other aspects³⁰.

²⁸Translated from the Danish "Sex og Samfund"

²⁹Sex and Society (2015)

³⁰Roien, L.A. (2015) *The Danish Experience: Introduction to Health and Sex Education in Denmark, Teaching Methodologies*

The direct connection between reality and the subject curriculum is one of the great strengths of the “Danish model.” Teachers are conceived as a key player and from the beginning, their training becomes a priority.

How do they include sex education in the curriculum?

Sex and Society explains that the Danish school system incorporates sex education between the ages of six and sixteen into a compulsory subject called “**Health and sexual education and family studies**” The subject is taught continuously from primary to secondary school and covers other health topics that are not directly related to sex education, such as alcohol, drugs, healthy eating, etc. Although it has specific objectives, the concepts are taught as appropriate for the age and interest of the students.

The main objective that is wanted to be conveyed is **live health positively**. Therefore, education is based on the competence of action (empowerment), focused on educating for the capacity for knowledge, commitment and critical thinking, among others. The **empowerment perspective** is aimed at actively involving students and, therefore, teaching methods focus on dialogue and activities can range from explaining real cases to organizing role-playing games to generate debate. One of the activities that has been promoted most recently, by *Sexe i Societat*, is Sexuality Week. During this week, from 1st grade of primary school to 4th grade of secondary school, the focus is on talking and debating issues of sexuality adapted to each age.³¹

This pedagogical model has a broad and comprehensive vision of health and sexuality and accompanies the life cycle of children, so that **adapts knowledge to each stage** At the same time, he successfully chooses to give it **a specific and proper place in the subject**, which means that it has more weight within the school curriculum than if, on the other hand, only transversality were opted for.

³¹Roien, L.A. (2015)

The Sex and Society association is aware that Danish sex education is not perfect, but they work to continuously press for and achieve improvements in the system. It should be noted, therefore, that this nature of review and permanent improvement is one of the essential aspects when incorporating sex education into the curriculum.

IN CONCLUSION

This study has pursued the objective of analyzing the state of affairs regarding affective and sexual education in public primary and secondary schools in Catalonia and providing arguments and proposals for its improvement.

The right to receive comprehensive sexual education is currently being violated and this failure lies in the lack of leadership to spearhead firm and convinced policies in sexual education. The immobility in some public institutions, which have slow organizational cultures or do not want to address the issue of sexual education as their own issue, constitutes the first obstacle to overcome.

In order for the proposals presented to move forward, sexual education must be part of a larger educational policy that must highlight the importance of this subject for the development of a democratic, egalitarian, free, autonomous and empowered society. For this to be possible, it is necessary for various departments of the Generalitat de Catalunya to be fully involved, reach agreements and make decisions in the short, medium and long term. Great consensus and a lot of political and transformative will are needed so that affective and sexual education is a backbone of the education of our society and thus guarantee the rights of students.

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