

EXAMINATION OF SEXUAL RIGHTS AS A BASIS FOR SEXUALITY EDUCATION IN SWITZERLAND – CONCEPTS FROM YOUTH, PARENT AND PROFESSIONAL ACTOR SYSTEM

The study by the Lucerne School of Social Work is a collaboration with the Geneva School of Social Work (2015-2016) and Sexual Health Switzerland (2015–2018)

PROFESSIONAL DEVELOPMENTS IN RECENT YEARS

Sexuality education starts early in childhood and progresses through adolescence and adulthood. It gradually equips and empowers children and young people with information, skills and positive values to understand and enjoy their sexuality, have safe and fulfilling relationships and take responsibility for their own and other people's sexual health and well-being. For children and young people, it aims at *supporting and protecting* sexual development. (WHO & BZgA, 2010, S. 20).

Objectives: through education independent, informed enable decisions and identify opportunities for fulfillment



WHAT ABOUT...? THE QUALITATIVE STUDY

	FIRST PROJECT PHASE (2015–2017)	SECOND PROJECT PHASE (2017–2018)
Field of research	Informal sexuality education	Formal sexuality education (school)
Interview partners	Parents and Teenagers (13 – 16 years)	Professional actors in the field of formal sexuality education
Number of interviews and design	27 parents: individual, guideline-based interviews 70 teenagers: guideline-based focus groups	24 individual guideline-based interviews

SEXUAL RIGHTS – WHAT THEY MEAN

Sexual rights are human rights related to sexuality that emanate from the rights to freedom, equality, privacy, autonomy, integrity and dignity of all people (IPPF, 2008).

FREEDOM

SEXUAL SELF-DETERMINATION AND FREEDOM OF CHOICE

EQUALITY

FOR ALL IN EQUAL MEASURE, GIRLS AND BOYS, HETEROSEXUAL AS LIKE AS LGBTI*

SOLIDARITY (BROTHERHOOD)

SOCIAL RESPONSIBILITY – RESPECT FOR THE LIMITS OF OTHERS

SEXUAL RIGHTS ARE HUMAN RIGHTS RELATED TO SEXUALITY (IPPF, 2008)

Article 1: Right to equality, equal protection of the law and freedom from all forms of discrimination based on sex, sexuality or gender

Article 2: The right to participation for all persons, regardless of sex, sexuality or gender

Article 3: The rights to life, liberty, security of the person and bodily integrity

Article 4: Right to privacy

Article 5: Right to personal autonomy and recognition before the law

Article 6: Right to freedom of thought, opinion and expression; right to association

Article 7: Right to health and to the benefits of scientific progress

Article 8: Right to education and information

Article 9: Right to choose whether or not to marry and to found and plan a family, and to decide whether or not, how and when, to have children

Article 10: Right to accountability and redress

THE QUALITATIVE STUDY – ANALYSIS DIMENSIONS

DIMENSIONS TO CATEGORIZE THE SEXUAL RIGHTS

Obvious	The corresponding right is so internalized that no more thoughts are devoted to it. The sexual right goes without saying and is a routine practice.
Relevant	The sexual right is relevant for the current situation of teenagers, therefore it must be treated.
Little-known	The sexual right is little known.
Controversial	No agreement among the interviewees.
Ambivalent	One person has two opposite feelings at the same time.

THE QUALITATIVE STUDY – FINDINGS

«NORMAL THAT WOMEN HAVE EQUAL RIGHTS»

ARTICLE 1

"Right to equality, equal protection of the law and freedom from all forms of discrimination based on sex, sexuality or gender"

Sexual rights: an IPPF declaration (2008)

«A NATURAL RIGHT»

«RIGHT APPLIES TO ALL WOMEN AND MEN»

ARTICLE 1 – OBVIOUS FOR THE PARENTS BUT NOT FOR THE TEENAGERS

"I can't say that the children think one sex is privileged. [...]
I think they automatically know and notice that, yes. [...]
I'm sure they feel equal. [...]
I can't imagine that my child has the feeling that a man has more rights."
(Dad, translation by authors)

"I have the feeling that boys are allowed to make much more than girls.
For girls, it's like prison. Boys can do anything they want and we just have to do what is not considered bad. [...]
If you walk around showing your bellybutton, you'd be called a slut."
(Girl, translation by authors)

RESEARCH ON SEXUAL RIGHTS AND SEXUALITY EDUCATION

Rights-based sexuality education enables, among other things:

Debating social stereotypes

- Contribution to equality between women and men
- Contribution to equal treatment of LGBTI* (non-discrimination principle)

Dealing with individual competences

- Contribution to better self- and external consideration; recognition and respect of own and external boundaries in analog and digital (sexual) relationships
- Contribution to strengthening decision-making and negotiation skills in contraceptive behaviour

(BZgA, 2016; IPPF, 2016)

RELEVANCE OF SEXUAL RIGHTS IN FORMAL AND INFORMAL SEXUALITY EDUCATION

Sexual rights are based on universal human rights, which are formulated in existing, international human rights documents and are compatible with those in the Swiss constitution with their fundamental rights.

The fundamental rights formulate the general value framework of coexistence with normative character and binding for all.

Research Interest:

- ✓ What is the role and relevance of sexual rights in family and school sexuality education in practice?
- ✓ How do the stakeholder systems of young people, parents, teachers and professionals in the field of sexual health perceive, interpret and realize the sexual rights in practice?

ARTICLE 1 – RELEVANT FOR THE EXPERTS

"Yes, of course, everyone has the same rights. But in practice it turns out that it is not so clear. So it's this discrepancy."
(Specialist from counselling centre for family planning, translation by authors)

SEXUAL RIGHTS IN GENERAL

"The sexual rights are a very important legitimation and also an argument for our work. They provide a very stable and solid basis for our offer. [...] The sexual rights can be used as basic rules that you introduce at the beginning, they are a legitimation of what you do."
(Specialist from sexuality education centre, translation by authors)