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Gendered Representations in Comprehensive Sexuality Education: Insights from an Intergenerational Educational Experience

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Abstract

This study explores the social representations of Comprehensive Sexuality Education (CSE) among adolescents and adults across diverse sociocultural contexts. Conducted as part of the European project LOVEACT, the research draws from intergenerational educational experiences and applies mixed-method analysis combining testimonies and lexicographic processing using IRaMuTeQ software. A total of 112 participants from different age groups and educational backgrounds took part in pre- and post-intervention activities focused on sexuality, gender, consent, and affectivity. The data reveal significant changes in discursive structures before and after participation, highlighting a shift toward more inclusive, reflective, and emotionally nuanced understandings of CSE. Reinert and similarity analyses illustrate the emergence of new semantic fields post-intervention, indicating the impact of dialogic and participatory pedagogies. The study underscores the importance of creating safe, plural, and intergenerational learning spaces for transformative sexual education. It also emphasizes the role of emotional literacy, language, and memory in shaping attitudes toward gender and sexuality. This paper contributes to current educational debates by offering an evidence-based model that integrates cognitive, emotional, and political dimensions of CSE. The findings are relevant for educators, policymakers, and researchers committed to advancing equity, inclusion, and human rights through innovative educational practices.

Keywords: Affectivity; Gender Equality; Intergenerational Dialogue; Sexual Education; Social Representations