

“Substantial evidence exists to show that the more educated a girl is, the less likely she is to marry early, get pregnant as a teenager, be more knowledgeable about HIV and AIDS and have healthy children when she does become a mother”

(UNICEF, 2011:4)



Tertiary females views of the empowerment effects of sex education

A case study of three tertiary institutions in Madang

Presentation Outline

- Research problem
- Research question
- Methods
- Major Findings
- Conclusion
- Major references

Research problem

- Gender inequality
- More girls in schools
- Females are 'target groups'
- Sex education in tertiary education

Research Question

Main research question

☐ To what extent did sex education empower females in tertiary institutions to deal with gender and sexuality matters?

☐ Supporting questions

Study design

Four methods used

- i. Content analysis
- ii. Survey
- iii. Focus group discussion
- iv. In-depth interview

Major Findings

1. Learnt more...
2. Prior knowledge...
3. Older students...
4. Critical role
5. External factors

Discussion – Three Main themes

1. Personal
2. Professional
3. Social

“When you leave home for the first time where you are away from your parents and those close to you, you make decisions... You have to be strong in decision making when you know your sexuality as well as sexuality of the opposite sex.”

1.1 Decision making

“Family impacted my learning in tertiary. There was no mention of sex, boy/girl relationships. Didn’t learn it at elementary school however learnt it in primary. I was shy and didn’t want the boys to learn about girls’ body parts. As I advanced in education, I started to accept it because it taught about life management.”

1.2 Awareness

“Learning about sex in schools is vital because sex is part of life and in order for a girl to know more about the opposite sex, she needs to learn how the opposite sex’s behaviours and how a guy behaves, so that she can know more about how guys go along with girls.”

1.3 Human beings as sexual beings

“We have to know everything, all those different parts and what kinds of diseases affect those parts and how they are infected. For us teachers knowing all of those, we can then teach in primary schools, not in-depth but at their level of understanding.”

2.1 Awareness

“My responsibility now is to go out there and let others know about this health education and stress the need to address gender violence and gender issues especially in the rural majority and urban minorities.”

3.1 Social Self

Conclusion

- To conclude, this study revealed that female tertiary students in the selected tertiary institutions viewed sex education as empowering them to handle gender and certain specific sex-related issues as a person as well as a professional.
- Further study can explore views of wider audience