

Asexual Perspectives on Sex Education

-Maëlle Weber

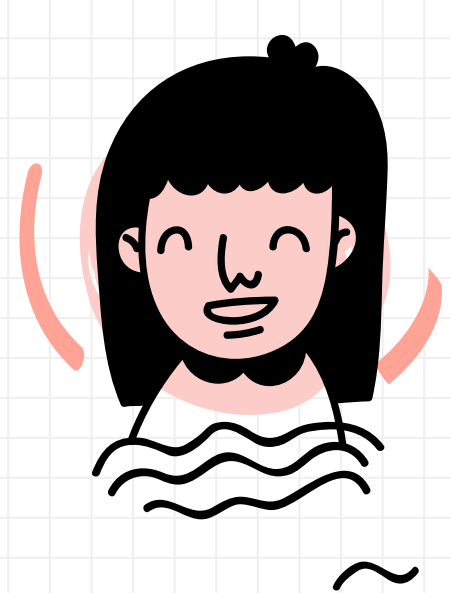
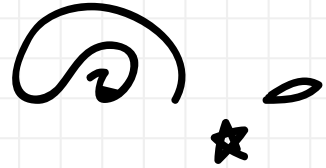


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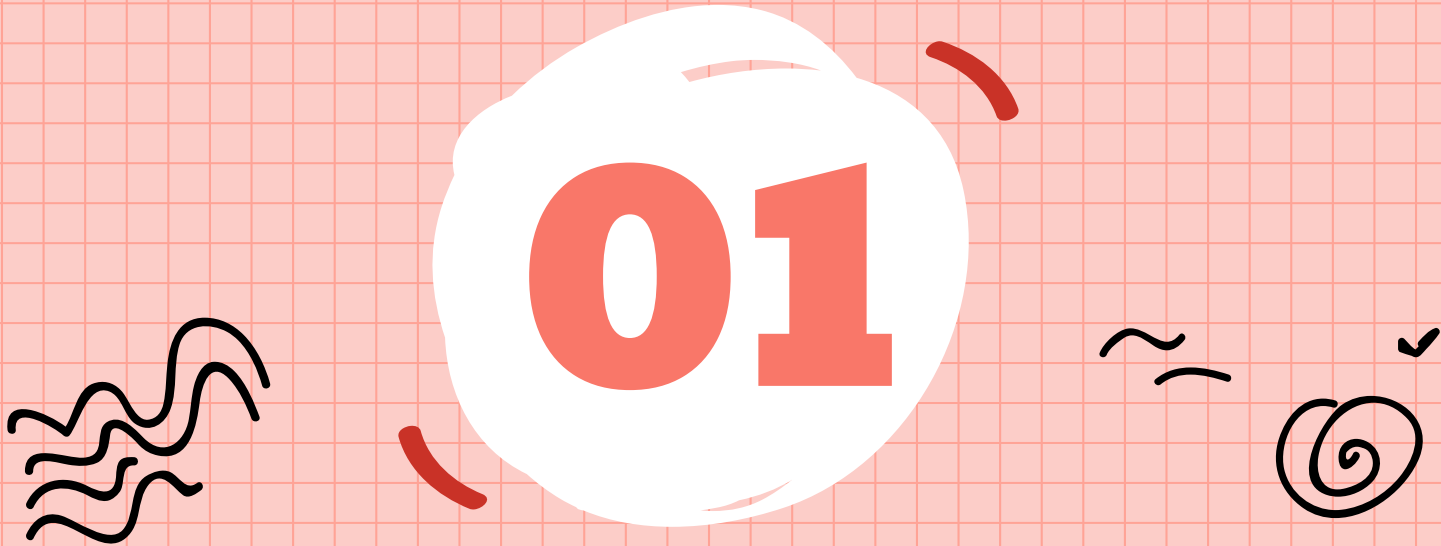
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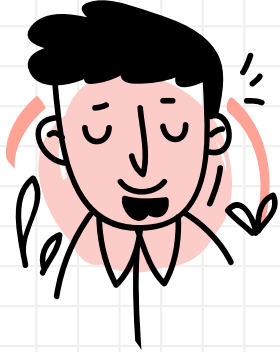
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What inferences can be made from my research



Objectives

Why I chose this topic to research



Introduction



First I will define asexuality, compulsory sexuality, and comprehensive sex education



Important Definitions



Asexuality

in its simplest definition means that people **experience little to no sexual attraction** to any sex or gender



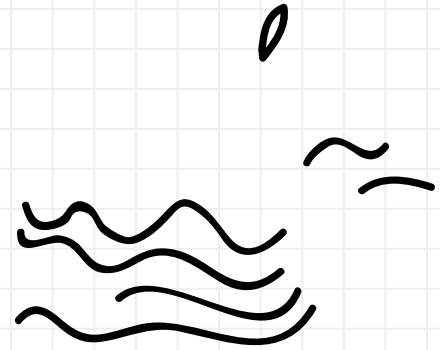
Comprehensive Sex Education

a curriculum-based process of teaching and learning about the **cognitive, emotional, physical, and social aspects of sexuality**

“Compulsory sexuality is the assumption that all people are sexual and to describe the social norms and practices that both marginalize various forms of nonsexuality and compel people to experience themselves as desiring subjects, take up sexual identities, and engage in sexual activity.”



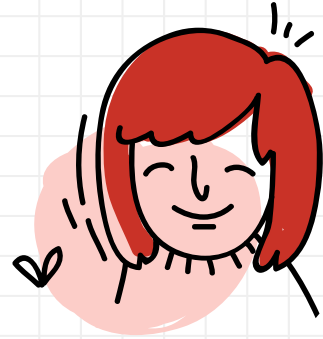
-Kristina Gupta



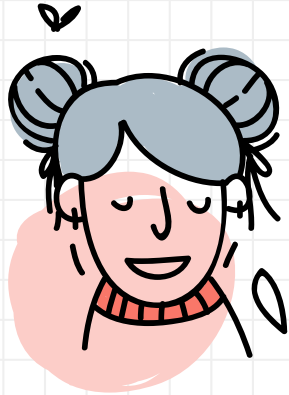
2018 UNESCO Technical Guidance on Sexuality Education

Defines the highest standard of sexuality education which aims to equip youth with the knowledge, skills, attitudes, and values that will empower them to:

- Realize their health, well-being, and dignity
- Develop respectful social and sexual relationships
- Consider how their choices affect their own well-being and that of others
- Understand and ensure the protection of their rights throughout their lives



In Contrast



Canadian sex education provided to youth:

- Does not meet international standards or the **2019 Canadian Guidelines for Sexuality Education**
- Is outdated
- Is not comprehensive
- Is not monitored or evaluated to ensure high-quality delivery
- Is offered by educators with little to no support from provinces and individual curriculums whose comfort levels are often low

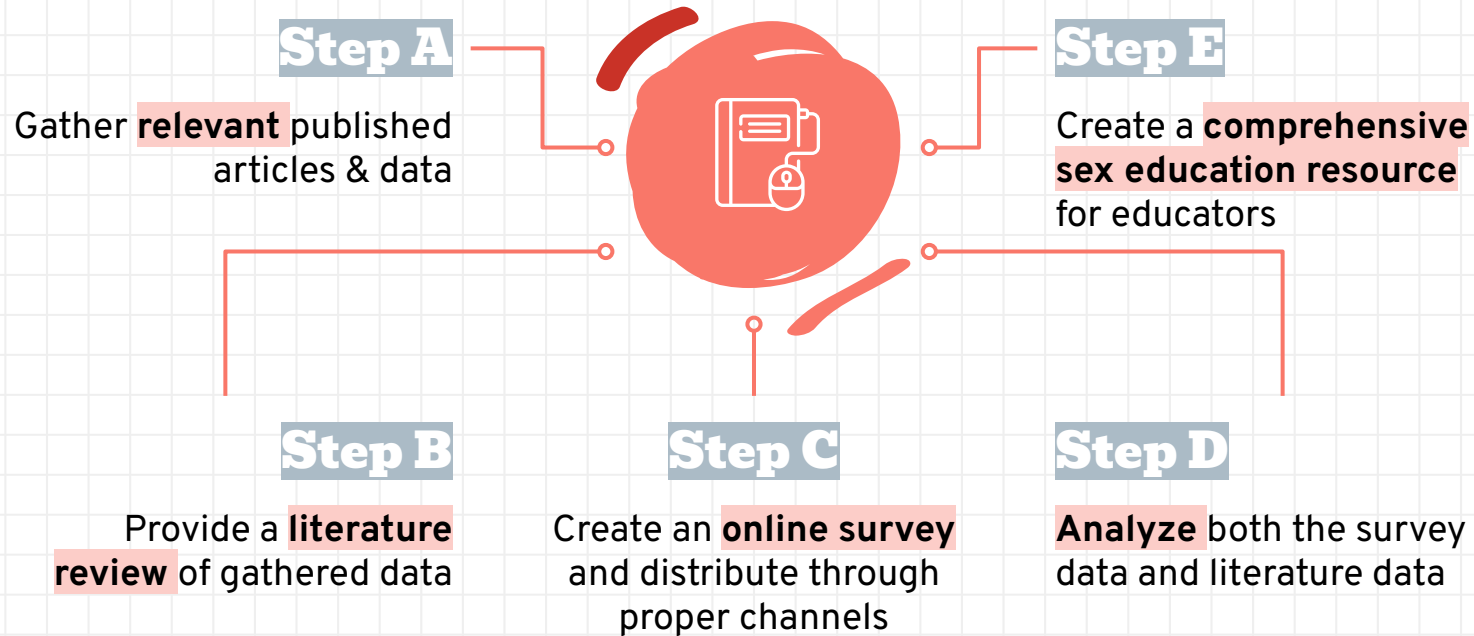


02

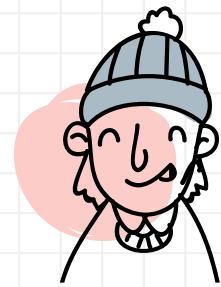
Methodology

How did I analyze my data?

Methodology



Literature Review



Theme #01

Binary definitions of **sexuality** constrict the multidimensional aspects of asexuality



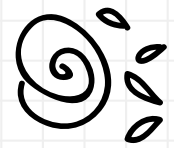
Theme #03

Canada is **infringing on our human rights** by not providing quality sex education



Theme #02

What is passed off as “sex-ed” would **not qualify as** “comprehensive sexuality education”



Online Survey

AVEN

Anonymous link was distributed to AVEN for participants

Reddit

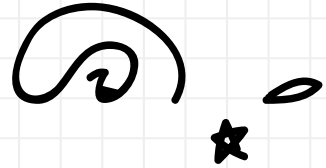
Anonymous link was distributed to r/asexuality for participants

Qualtrics

Used to create the survey



Survey Info



Target Audience

18-26 year olds with a high school diploma who identify on the asexuality spectrum

Rationale

This age group consists of adults who have recently completed their formal sex education

23

Questions

Three multiple choice and 20 long-answer

62

Responses

Were recorded, surpassing my goal of 10 responses

Demographics

Ages of Participants

18-20

38.3%

21-23

29.8%

24-26

31.9%

Highest level of completed education

Secondary School

57.5%

University Degree

25.5%

College Degree

17.0%

Identity on the asexuality spectrum

Asexual

76.2%

Demisexual

-

Graysexual

23.8%

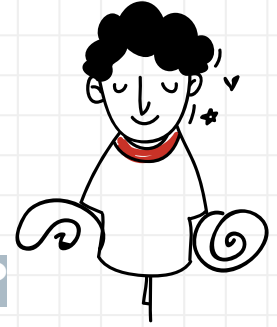


03

Results Analysis

The methods used to understand the data

Survey Analysis



Grounded Theory

An **analytical method** which consists of systematic guidelines for collecting and analyzing qualitative data to create theories **grounded** in the data itself

How did I apply TA to the datasets?

Using a **reflexive approach** through **inductive, semantic, and realistic** approaches to suit my data best

Why did I choose GT?

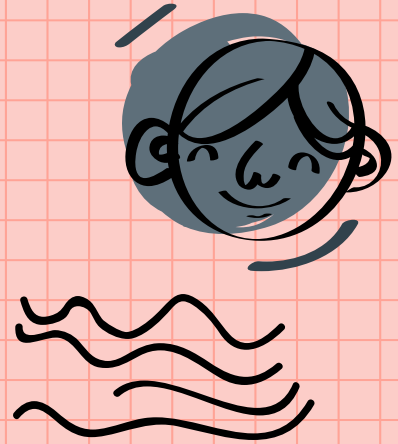
It is the most common method of analysis used by social scientists for **qualitative research**

Thematic Analysis

A **qualitative data analysis method** that involves reading through a data set, and identifying **patterns of meaning** in the data

Current Sex Ed

Curriculums did not discuss consent, pleasure & the positive aspects of sexuality, or health information that was relevant to the intersection of students' identities



vs.



Asexual Sex Ed

Would create a curriculum that is holistic and justice-based in order to provide the most accurate information and will equip youth with the knowledge, skills, attitudes, and values to empower them

Nova Scotia currently does not include

- ❑ Any discussions about consent

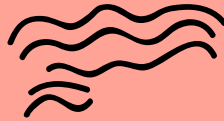
This perpetuates rape culture and affects youth of all identities and orientations.

Asexual perspectives discuss consent in relation to

- ❑ Sexual, platonic, familial, and romantic relationships
- ❑ Emotional and physical boundaries
- ❑ Digital dating safety (including sexting and online dating platforms)

When we introduce consent as an important part of everyday life, we create a more respectful society for everyone.

Consent in Current & Asexual Sex Ed



Non-heteronormative Identities



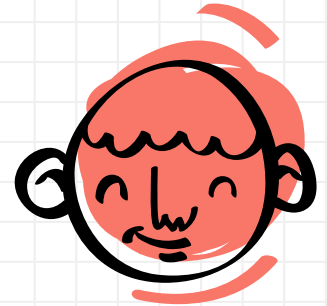
Sexual orientation had the best coverage, but the quality depends on the individual teacher

- ❑ Only discussed from **grades 1 to 8**

Gender identity and **expression** was poorly covered

- ❑ Only discussed through **grades 4 to 8**

Over a quarter of participants reported feeling broken or that they were missing some key component of themselves.

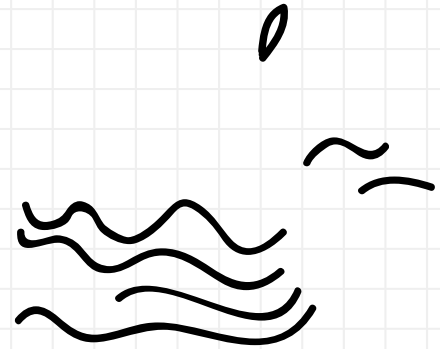


As we mature, so do our brains, which creates pathways that are better able to understand complexities, meaning that from kindergarten to grade 12, we should be consistently building upon our sexual health knowledge, the same way you would build upon math and science.

Intersectionality

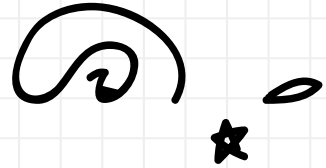
An analytical framework for understanding how aspects of a **person's social and political identities combine** to create different modes of discrimination and privilege.

- **Kimberlé Crenshaw**



It affects everyone's day to day lives: from their experiences with **relationships** and **consent** to their experiences of **privilege** and **discrimination**.

Relationships



Grades 1 to 9

Nova Scotia curriculum covers healthy relationships, but not in depth as to the types of relationships.

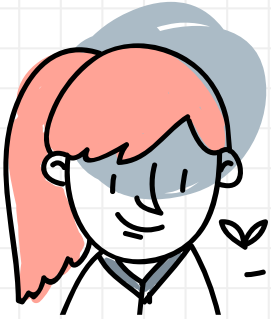
Non-romantic/sexual relationships

Virtually no discussion of healthy platonic and familial relationships.

When romance and sex are connected, people on the asexual spectrum are left out and often feel that they can never have a romantic or sexual relationship if they so choose.

People feel broken

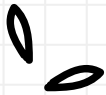
Because they are often not sexually and/or romantically attracted to people, they do not understand where they fit in.



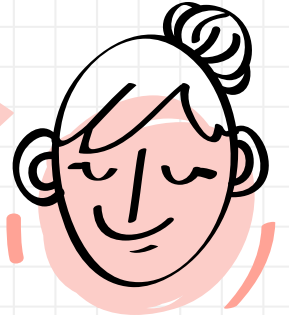
Most of us were taught that all girls have a vagina, and all boys have a penis.

Biology/Anatomy

The language used in current sex education is often highly-gendered, derogatory, or incorrect. Using gender-neutral yet scientifically accurate language is such an easy thing to do.



Some people have vaginas, some people don't. Some people have penises, some don't.



~ Cory Silverberg & Fiona Smyth's



An amazing comic book-style resource targeted for **children ages 8 to 10**, but is excellent for everyone, that discusses **bodies, gender & sexuality** for youth



04

Conclusion

What the research has found

Consider This

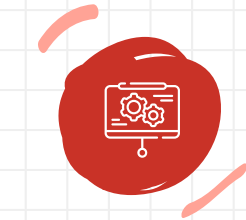
100%

of survey participants reported **never** having learned about asexuality in their sex education



27%

of survey participants reported **feeling broken** or that there was **something wrong with them** prior to understanding their asexuality



Conclusions



01. Current sex ed is failing us all

It is **failing** the queer community - including **asexuals** - most of all

02. Acephobia is still prominent

Nearly all participants in my research experienced it

03. Everyone benefits

From **quality** comprehensive sexuality education

04. Love & sex need separation

To prevent the dismissal of **all alternative** relationships

AVEN (Asexuality Visibility and Education Network)

Is full of excellent resources and information about asexuality

Action Canada for Sexual Health & Rights

Has a thorough database on policy and advocacy resources, sexual health resources, and sexuality education resources for educators



Other Resources

Bibliographical References



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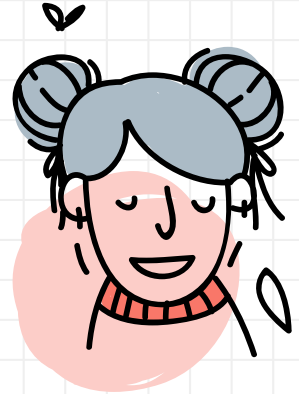
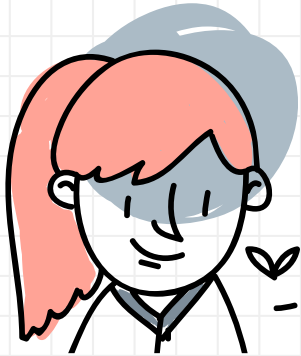
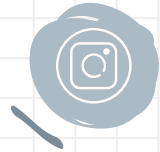
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Thanks!

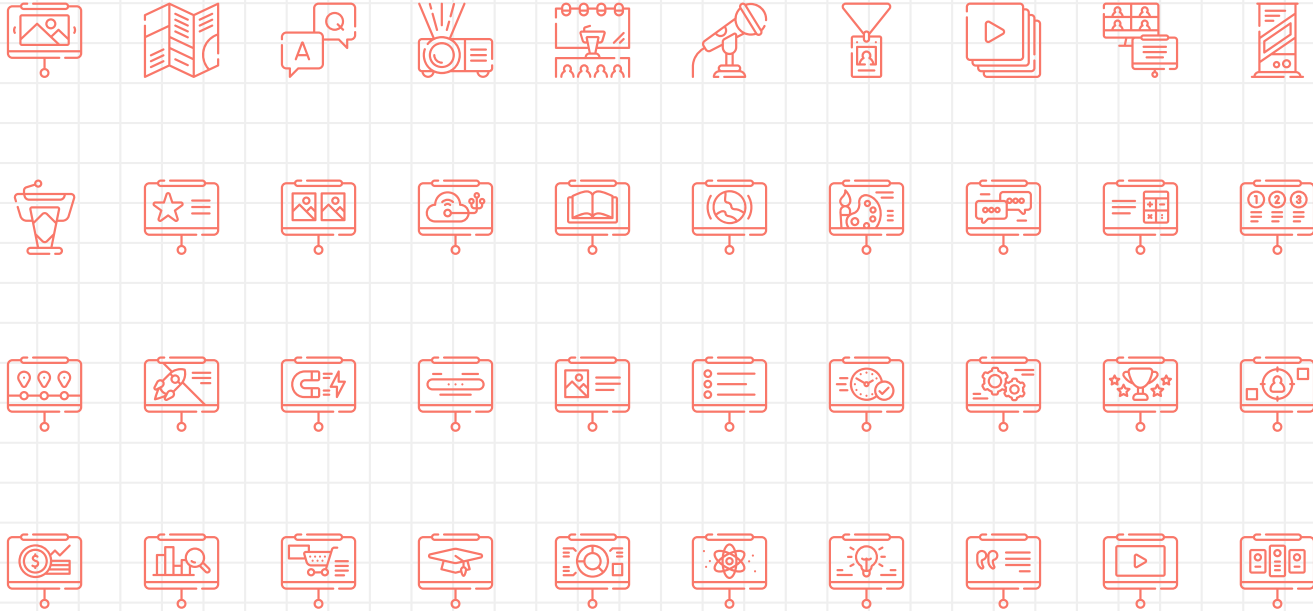


Does anyone have any questions?

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Alternative Resources

