QTIMES
JOURNAL OF EDUCATION
Technology and Social Studies

2
Aprile 2026

Comfortable but unprepared: Comprehensive sexuality education and perceptions of future educators in Italy

A proprio agio ma senza formazione: Educazione alle sessualità e percezioni del futuro personale educativo in Italia

Valeria Bruno
Università degli Studi dell'Aquila

valeria.bruno2@univaq.it

Doi: https://doi.org/10.14668/QTimes_18231

ABSTRACT

In Italy, the introduction of Comprehensive Sexuality Education (CSE) in educational, school, and training contexts faces obstacles stemming from diverse personal and social positions (Bruno, 2024a, 2025a). CSE is defined as a lifelong learning process that begins in early childhood (WHO & BZgA, 2010; IPPF, 2017; UNESCO, 2018), and it can promote knowledge, skills, and positive attitudes (Goldfarb & Lieberman, 2021; Hawkins, 2024). This work aims to reflect on the competencies required to educate on sexualities and affectivity, as well as on the lack of specific training (Plan International, 2020a; Costello et al., 2022; Cabrera-Fajardo et al., 2024). The study involved 335 students enrolled in educational and training degree programs (L-19, LM-85, and LM-85bis) in Italy. The analysis of questionnaire responses highlights self-perceived specific training needs, comfort with hypothetical discussions of CSE-related topics, and a willingness to engage in training.

Keywords: comprehensive sexuality education, future educators, self-perceived comfort, training needs.

RIASSUNTO

In Italia, l'introduzione dell'Educazione alle Sessualità (EaS) nei contesti educativi, scolastici e formativi fronteggia ostacoli legati a diversi posizionamenti personali e sociali (Bruno, 2024a, 2025a). L'EaS è definita come un processo di apprendimento continuo a partire dalla prima infanzia (WHO & BZgA, 2010; IPPF, 2017; UNESCO, 2018), in grado di promuovere conoscenze, competenze e atteggiamenti positivi (Goldfarb & Lieberman, 2021; Hawkins, 2024). Il lavoro intende riflettere sulle competenze necessarie per educare alle sessualità e all'affettività, nonché sulla carenza di formazione specifica (Plan International, 2020a; Costello et al., 2022; Cabrera-Fajardo et al., 2024). Lo studio ha coinvolto 335 persone iscritte a corsi di studio educativi e formativi (L-19, LM-85 e LM-85bis) in Italia. L'analisi delle risposte al questionario evidenzia un'autopercezione di specifiche esigenze formative, accompagnata da un senso di agio nell'ipotetica discussione dei temi dell'EaS e da una volontà di formarsi.

Parole chiave: educazione alle sessualità, futuro personale educativo, autopercezione di agio, esigenze formative.

---

1. INTRODUCTION

In Italy, there is currently no legislation mandating the implementation of Comprehensive Sexuality Education (CSE) in schools or higher education institutions. Since 1975, nearly 50 legislative proposals have attempted to introduce CSE into the Italian educational system (Bruno, 2024a; Ordine degli Psicologi, 2024). Social and political debates have cyclically emphasized the importance of integrating CSE across all stages of education, from early childhood to secondary school, and even in tertiary education, to prepare future professionals in the education and care fields (Bruno, 2025a, 2025b). Such an introduction would align Italian educational policies with European and international guidelines (WHO & BZgA, 2010, 2014; IPPF, 2017; UNESCO, 2018), which conceptualize CSE as a lifelong learning process and frame sexuality as a multidimensional aspect of human life.

Within this framework, CSE promotes individual well-being by simultaneously and equally addressing the physical, emotional, psychological, social, and ethical dimensions (Goldfarb & Lieberman, 2021). CSE encompasses a wide range of thematic areas, including: 1) the sexual dimension (sexual identity; intimacy; sexual behaviors – private/public and healthy/risky; lifestyle and developmental changes; sexual pleasure; fertility and reproduction); 2) the emotional dimension (feelings and affectivity; relationships – romantic, sexual, friendships, and familiar; family and parenting; concepts of consent and respect; gender-based violence, safety, rights, and values); 3) the health dimension (bodily autonomy and sexual self-determination; hygiene; prevention of risky behaviors; abortion and voluntary pregnancy interruption; contraception; sexually transmitted infections and diseases); and 4) the social dimension

(rights; the historical evolution of sexuality and affectivity; stereotypes; and the influence of media, the internet, family, religion, culture, and other personal variables, values, and beliefs related to affectivity and sexuality) (Hawkins, 2024). By promoting accurate scientific knowledge, skills, and positive attitudes, CSE contributes: 1) to advancing gender equality, developing emotional competencies, and recognizing and preventing violence; 2) to increasing individual well-being, self-esteem, and self-determination; as well as 3) to promoting the deconstruction of stereotypes and rigid normative frameworks surrounding sexuality (Formby & Donovan, 2020; Bruno, 2022, 2024b; Dello Preite, 2023; Bonvini & Demozzi, 2024; Demozzi & Ghigi, 2024). Hence, CSE should be addressed from childhood to prevent the construction and reinforcement of rigid gender norms and stereotypes, as well as nonconsensual, violent, and at-risk behaviors (Biemmi & Leonelli, 2016; Panzeri & Fontanesi, 2021; Biemmi & Mapelli, 2023), and to look forward to increasing social and individual awareness, critical thinking, sex positivity, and intersectionality (Covato, 2017; Nocenzi *et al*., 2023; Nimbi, 2024).
While CSE initiatives have begun to appear, albeit unevenly, within Italian high school grades through specific projects and interventions, earlier educational grades still face significant barriers, often linked to limited professional competencies, persistent social and personal taboos, and political and family resistances (Landi, 2017; Lavizzari & Prearo, 2018; Marmocchi *et al*., 2018; Chinelli *et al*., 2022; Lo Moro *et al*., 2023; Bruno *et al*., 2026). Without delving into the nature of these taboos, the present study focuses on the academic and didactic challenges educators and teachers may face, aiming to explore perspectives on the future development of CSE. Educators are expected to address sexuality-related topics using appropriate language and a science-based approach, while avoiding the transmission of personal values or beliefs, but rather supporting children and adolescents in developing their own perspectives, critical thinking, and openness to diverse life experiences (Plan International, 2020a, 2020b, 2020c). However, existing literature highlights persistent gaps in knowledge, competencies, and comfort. The heterogeneity characterizing CSE in both training and teaching practices appears to stem from a lack of shared planning frameworks designed for and with teachers and educators, nationally and internationally (Costello *et al*., 2022; UNESCO, 2023; Bruno *et al*., 2024; Cabrera-Fajardo *et al*., 2024). As a result, professionals are often left to address CSE topics autonomously, relying on personal beliefs, opinions, or transversal educational strategies that do not always align with international guidelines. Therefore, educators and teachers require not only specific training but also the development of reflexivity and critical awareness of their own values, to recognize them and avoid presenting them as objective knowledge or facts (Plan International, 2020a). Studies on the effects of CSE training show an optimistic outlook for research, practical implementation, and educators' and teachers' competencies (Hanass-Hancock *et al*., 2018; Gamba, 2022; Chinelli *et al*., 2024).
From a forward-looking perspective, designing effective training programs requires careful consideration of the specific context and participants' needs to ensure coherence and relevance. In this regard, the present study aims to explore future educators' and teachers' perceptions, comfort levels, and educational needs for CSE.

2. METHODS

The present work is a first exploratory quantitative study based on an online questionnaire administered to Italian pre-service educators and teachers. Specifically, participants were students enrolled in bachelor's degree programs in Educational Sciences (L-19), master's degree programs in Pedagogy (LM-

85), and five-year degree programs in Primary Education Sciences (LM-85bis). Participants were recruited through snowball sampling (Adeoye, 2023; Gierczyk *et al*., 2024) after reaching several Italian universities' administrations.
The questionnaire was designed ad hoc and administered through the Qualtrics platform, requiring approximately 20 minutes. After providing informed consent, participants self-generated an alphanumeric code to ensure pseudo-anonymity. The questionnaire consisted of seven sections: 1) background variables (e.g., gender identity; sexual orientation; age; and geographical area of residence); 2) educational variables (degree's course; year of enrollment; university); 3) educational and training experiences (sources of CSE and professional training opportunities); 4) attitudes and opinions toward CSE, including its perceived importance, its characteristics, and perceived positive or negative effects; 5) perceived comfort in addressing 18 CSE topics; 6) perceived training needs regarding the same 18 topics, together with willingness to participate in future professional training and to implement it; and 7) an open-ended question inviting participants to suggest key priorities for the future implementation of sexuality education in schools.
However, in this study, the author focuses on participants' perceptions of CSE to further analyze and better understand their positions and needs. Notably, the sections numbered 4, 5, and 6 consider the background variables for further analysis. Based on the literature, the author hypothesized differences based on participants' age and sexual orientation, with younger participants perceiving CSE more positively, as would LGBTQ+ participants. Furthermore, it is hypothesized that comfort with CSE topics and training needs regarding them shows opposite trends, with more comfortable participants potentially reporting fewer training needs and, in general, widespread misconceptions in the sample.
Finally, the analytical process included descriptive analyses, comparisons of means, and univariate and correlational analyses.

2.1. Objectives

The study aims to understand participants' perspectives and is guided by the following research question: What are students' positions toward CSE? How do future educators and teachers feel about addressing CSE-related topics? Finally, is there an identifiable need for future training?
Specifically, the study pursues the following objectives: 1) to explore students' attitudes and opinions toward CSE; 2) to examine their level of comfort in addressing CSE-related topics; and 3) to identify potential training needs on which to base future educational programs.

2.2. Participants

A total of 335 university students participated in the study, of whom 94% are women. The sample is predominantly composed of heterosexual people (77,6%) and aged 19-25 years (76,4%). Although participants were recruited from universities in Northern, Central, and Southern Italy, most of the sample came from Central Italy (83,9%). Finally, participants are enrolled mostly in bachelor's degree programs in Educational Sciences (L-19) (52,8%) and are in their first (49,6%) or second year (21,8%) of study.
Details of the sample characteristics are shown in Table 1.

		N	%
Gender identity	Woman	315	94,0
	Man	15	4,5
	Non-binary	5	1,5
Sexual orientation	Heterosexual	260	77,6
	LGBTQ+	75	22,4
Age	<20	116	34,6
	21-25	140	41,8
	26-30	31	9,3
	31-40	34	10,1
	41-50	14	4,2
Geographic area	North Italy	36	10,7
	Central Italy	281	83,9
	South Italy	18	5,4
Degree	L-19	177	52,8
	LM-85	34	10,1
	LM-85 bis	124	37,0
Enrollment year	First	166	49,6
	Second	73	21,8
	Third	62	18,5
	Fourth	13	3,9
	Fifth	21	6,3
University	Sapienza University of Roma	185	55,2
	University of L'Aquila	59	17,6
	University of Roma Tre	36	10,7
	University of Ferrara	28	8,4
	University of Messina	18	5,4
	Alma Mater Studiorum University of Bologna	7	2,1
	University of Guglielmo Marconi	1	0,3
	University of Torino	1	0,3

Tab. 1.: Participants characteristics (N = 335)

3. RESULTS

The perceived positive or negative CSE effects included 10 items rated on a 5-point Likert scale, concerning the scientific benefits of CSE and common socio-cultural misconceptions. Overall, the sample showed a positive perception of CSE, with only minor misconceptions. The items were as follows:

1. Increase the use of contraceptives
2. Reduce school dropout

3. Increase the use of pornography
4. Improve access to healthcare services
5. Reduce sexual discrimination
6. Lead to earlier sexual activity
7. Lead to risky sexual behaviors
8. Reduce violence and gender stereotypes
9. Increase the rate of sexually transmitted infections
10. Cause confusion about one's sexual identity

The scientifically supported statements and misconceptions were intentionally presented in a mixed order to reduce participants' response bias, social desirability, and pattern responding, thereby avoiding the potential recognition of logical sequences and encouraging participants to evaluate each statement independently. Notably, the perceived scientific benefits of CSE (items 1, 2, 4, 5, and 8) were inductively classified as *true beliefs*, whereas the false myths about CSE (items 3, 6, 7, 9, and 10) were identified as *misconceptions*.

Participants showed predominantly true beliefs (M = 4.14, SD = 0.591) and low endorsement of misconceptions regarding the effects of CSE (M = 1.90, SD = 0.658) (Tables 2 and 3).

	Factor	
	1	2
Increase the use of contraceptives	0,383	
Reduce school dropout	0,476	
Increase the use of pornography.		0,521
Improve access to healthcare services	0,589	
Reduce sexual discrimination	0,753	
Lead to earlier sexual activity		0,610
Lead to risky sexual behaviors		0,723
Reduce violence and gender stereotypes	0,618	
Increase the rate of sexually transmitted infections		0,325
Cause confusion about one's sexual identity		0,561

Extraction method: Maximum likelihood.
a. Rotation converged in 6 iterations.

Tab. 2.: Two-factor model matrix related to beliefs about CSE

Scale	Cronbach's alpha	Elements	Mean	SD
Accurate beliefs	0,703	Increase the use of contraceptives	4,40	0,697
		Reduce school dropout	3,36	1,183
		Improve access to healthcare services	4,09	0,889
		Reduce sexual discrimination	4,54	0,664

		Reduce violence and gender stereotypes	4,29	0,905
Misconceptions	0,681	Increase the use of pornography	2,14	0,928
		Lead to earlier sexual activity	2,24	0,989
		Lead to risky sexual behaviors	1,58	0,833
		Increase the rate of sexually transmitted infections	1,92	1,352
		Cause confusion about one's sexual identity	1,65	0,909

Tab. 3.: Reliability of the scales related to beliefs about CSE

Indeed, participants consider CSE very important (86,6%), specifically in the school environment (89%), and present positive attitudes towards CSE (*M* = 4.33, *SD* = .718) (Table 4). Furthermore, future educators and teachers appear quite comfortable with the idea of discussing CSE topics (*M* = 3.90, *SD* = .884), such as sexual identity, sexual behaviors, sexual development, contraception, sexual rights, and others. However, regarding these topics, participants also show a training need, even though it seems on average (M = 3.15, SD = .880). Finally, participants affirm a future willingness to engage in specific training on CSE topics (72,3%) (Table 4).

Variable	Mean	SD
Attitude	4,33	0,718
Willingness to receive training	4,07	0,890
Comfort	3,90	0,884
Training needs	3,15	0,880

Tab. 4.: Attitudes, comfort, and training needs regarding CSE

To better understand potential differences within the sample, mean differences analyses were conducted and are reported in Table 5. The results showed significant differences by sexual orientation: participants identifying as LGBTQ+ reported higher levels of true beliefs about CSE (*M* = 4.32, *SD* = .48) compared to heterosexual participants. Similarly, LGBTQ+ participants reported greater comfort in discussing CSE topics (*M* = 4.16, *SD* = .77) (Table 5). This pattern may reflect greater exposure to, engagement with, or sensitivity to sexual diversity topics among LGBTQ+ individuals, which could foster more informed and open attitudes toward CSE.

Moreover, significant age-related differences emerged across variables, including misconceptions. Regarding true beliefs about CSE, participants aged 41–50 (*M* = 4.26, *SD* = .52) scored higher than the youngest age group. For misconceptions, younger participants – <20 – reported higher endorsement (*M* = 2.05, *SD* = .65), suggesting that partial or less structured sources of information about sexuality may more influence younger individuals. Conversely, older participants may have had more opportunities over time to critically reflect on and revise culturally shaped beliefs about sexuality and CSE by distinguishing scientific facts from socio-cultural representations. Furthermore, comfort with CSE also differed significantly across age groups, with the highest levels observed among participants aged 21–30 (*M* = 4.02–4.09), while the lowest comfort was found in the 41–50 group (Table 5). Generational

differences in sexual socialization could explain this pattern: younger people may have grown up in a sociocultural context characterized by greater openness and reduced social sexual taboos, which may facilitate higher comfort in discussing CSE-related topics.

Sexual orientation	True beliefs				Comfort			
	Mean	SD	F	Sign.	Mean	SD	F	Sign.
Heterosexual	4,08	0,61	9,242	0,003	3,82	0,90	8,967	0,003
LGBTQ+	4,32	0,48			4,16	0,77		

Age	True beliefs				Misconceptions				Comfort			
	Mean	SD	F	Sign.	Mean	SD	F	Sign.	Mean	SD	F	Sign.
<20	3,97	0,58	3,513	0,008	2,05	0,65	4,204	0,002	3,81	0,80	3,566	0,007
21-25	4,23	0,59			1,91	0,60			4,02	0,89		
26-30	4,23	0,61			1,60	0,62			4,09	0,87		
31-40	4,18	0,55			1,69	0,76			3,81	0,96		
41-50	4,26	0,52			1,86	0,80			3,22	0,97		

Tab. 5.: Means' difference between variables

Finally, to explore potential relationships between variables, a correlation analysis was conducted and is reported in Table 6. The results revealed significant associations between socio-demographic variables, beliefs about CSE, and related attitudes or needs, even though the relationships seem small.

Age was positively correlated with true beliefs and negatively correlated with, suggesting that older participants tend to hold more accurate perceptions of CSE and are less likely to endorse common myths, possibly reflecting cumulative exposure to information and greater opportunities for critical reflection on sexuality-related topics over time.

Furthermore, sexual orientation was positively associated with true beliefs and comfort in discussing CSE topics. Connecting this correlation with the means' difference between sexual orientation, this result may be explained as follows: the higher personal salience of sexuality-related issues within LGBTQ+ experiences could foster both awareness and openness.

True beliefs were positively correlated with comfort and training needs, and negatively correlated with misconceptions, suggesting that more accurate knowledge about CSE is associated not only with greater comfort in discussing the topic, but also with a greater perceived need for further training, possibly reflecting a higher awareness of the complexity of sexual health education. Conversely, misconceptions were negatively associated with comfort and training needs, suggesting that endorsing myths about CSE may be linked to lower openness and reduced recognition of the need for further education. Finally, comfort was positively related to training needs; hypothetically, individuals who feel more at ease with CSE topics are also more likely to express willingness to engage in further training on the topic.

		Age	SO	TB	Misconceptions	Comfort	Training needs
Age	Pearson's Correlation	1	0,003	,138*	-,178**	-0,055	-0,058
	Sign. (2-tailed)		0,962	0,012	0,001	0,315	0,289
	N		335	335	335	335	335
SO	Pearson's Correlation		1	,164**	-0,036	,162**	0,065
	Sign. (2-tailed)			0,003	0,514	0,003	0,235
	N			335	335	335	335
TB	Pearson's Correlation			1	-,243**	,312**	,177**
	Sign. (2-tailed)				0,000	0,000	0,001
	N				335	335	335
Misconceptions	Pearson's Correlation				1	-,245**	-,196**
	Sign. (2-tailed)					0,000	0,000
	N						335
Comfort	Pearson's Correlation						,259**
	Sign. (2-tailed)						0,000
	N						335
Training needs	Pearson's Correlation						1
	Sign. (2-tailed)						
	N						

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Note: SO = Sexual orientation; TB = True beliefs.

Tab.6.: Correlations between variables

4. CONCLUSION

CSE is defined as a lifelong learning process that begins in early childhood (WHO & BZgA, 2010; UNESCO, 2018). The importance of receiving CSE during individual development is recognized for its positive long-term effects, as is the importance of training educators and teachers in science-based information to help them convey information rather than personal values, without shame, taboos, or fears (Plan International, 2020a). Italy is one of the European countries that does not mandate CSE at any grade level of its school and academic system (UNESCO, 2023). For this reason, before designing a CSE curriculum, it seems necessary to acknowledge the attitudes and opinions of the hypothetical training participants. By doing so, eventually the designed training would fit the context and coherently address the specific needs. The literature shows a lack of competencies, knowledge, and awareness in several age groups, study fields, and work experiences (Costello *et al*., 2022; Cabrera-Fajardo *et al*., 2024). The present work aimed to understand future educators' and teachers' perspectives on CSE through a quantitative, exploratory study that included an online questionnaire.

A total of 335 students enrolled in Italian education degrees participated in the study. Overall, the findings of this study highlight that future educators and teachers hold generally positive beliefs about CSE, with a strong recognition of its relevance. Participants held mostly true beliefs about CSE and showed relatively low endorsement of common misconceptions, though some remained. In addition, they reported moderate-to-high comfort addressing CSE topics, a moderate training need, and a clear willingness to engage in further training, suggesting an overall openness to professional development in this field.

Furthermore, the results point to significant differences within the sample. Higher levels of true beliefs and comfort were observed among LGBTQ+ participants. At the same time, age-related patterns indicated that younger individuals reported greater endorsement of misconceptions and lower comfort levels than older participants. Although correlations between variables were generally weak, they were statistically significant and consistent in indicating that more accurate beliefs about CSE are associated with greater comfort and higher perceived training needs. In contrast, misconceptions tend to relate negatively to these dimensions.

Taking these findings together, knowledge, attitudes, and perceived comfort and competencies in CSE could be considered interconnected, albeit in a complex, rather than strongly linear, way. Hypothetically, these results may reflect the influence of broader sociocultural and educational factors. Specifically, differences across sexual orientation and age groups may be linked to differences in exposure to sexuality-related discourse, generational gaps in sexual socialization, and varying degrees of engagement with inclusive environments (Astle *et al*., 2020; Yibrehu & Mbwele, 2020; Formby & Donovan, 2020; O'Farrell *et al*., 2021; Castro *et al*., 2024;). The positive association among true beliefs, comfort, and training needs further suggests that greater awareness of CSE may foster openness and increase recognition of the field's complexity and the need for structured professional competencies.

Despite its contributions, this study presents some limitations. First, the use of a self-report online questionnaire may have introduced social desirability bias, particularly on sensitive topics such as sexuality and personal beliefs. Second, the exploratory design does not allow for causal interpretations of the relationships observed between variables. Third, the sample comprises future educators and teachers, limiting the generalizability of the results to other professional groups. Furthermore, the sample is obtained through snowball sampling from several Italian universities, limiting the transferability of the results to the general population. Future studies could include different participants, for example, in-service and future teachers studying for the 60 university credits required to obtain secondary and high school teaching certification. The sample, indeed, is highly homogeneous; it is mostly from Central Italy, heterosexual, and enrolled in the bachelor's degree of Science of Education (L-19).

Finally, the present work is a first, exploratory, and purely quantitative study. Although the study captures important dimensions of perceptions toward CSE, it does not explore in depth the underlying qualitative reasoning behind participants' beliefs and attitudes. Future research should therefore adopt longitudinal and mixed-methods approaches to better understand how beliefs about CSE evolve over time, specifically after a training course, and how educational experiences and training interventions shape them. Qualitative studies could provide deeper insight into the origins of misconceptions and the factors influencing comfort in addressing CSE topics. Moreover, the development and evaluation of structured CSE training programs for educators and teachers should be prioritized, with attention to context-specific needs and the promotion of reflexivity and critical awareness. Strengthening these aspects would help reduce heterogeneity in CSE practices and better align teacher competencies with international guidelines, ultimately supporting more consistent, evidence-based CSE in educational settings.

REFERENCES

Adeoye, M. A. (2023). Review of sampling techniques for education. *ASEAN Journal for Science Education*, *2*(2), 87–94.

Astle, S., McAllister, P., Emanuels, S., Rogers, J., Toews, M., & Yazedjian, A. (2020). College students' suggestions for improving sex education in schools beyond 'blah blah blah condoms and STDs.' *Sex Education*, *21*(1), 91–105. https://doi.org/10.1080/14681811.2020.17490448

Biemmi, I., & Leonelli, S. (2016). *Gabbie di Genere: Retaggi Sessisti e Scelte Formative*. Rosenberg & Sellier.

Biemmi, I., & Mapelli, B. (2023). *Pedagogia di Genere: Educare ed Educarsi a Vivere in un Mondo Sessuato*. Roma: Mondadori Education S.p.A.

Bonvini, E., Demozzi, S. (2024). Prevenire la violenza di genere: Il ruolo dell'educazione sessuale olistica (CSE) come strumento di contrasto. *Annali Online della Didattica e della Formazione Docente*, *16*(27), 133–153.

Bruno, V. (2022). Educazione alla sessualità e all'affettività: Una correlazione possibile con il benessere individuale. *Educazione. Giornale di pedagogia critica*, *11*(2), 43–76.

Bruno, V. (2024a). Educazione alla sessualità in Italia: Mezzo secolo di preliminari. *Rivista di Sessuologia*, *48*(2), 147–163.

Bruno, V. (2024b). Not one more, not one less: The role of education in the fight against gender-based violence. *Women & Education*, *II*(4), 21–27. https://doi.org/10.7346/-we-II-04-24_05

Bruno, V. (2025a). Educazione (s)extracurricolare: Le lacune legislative dell'educazione alle sessualità in Italia. *Nuova Secondaria Ricerca*, *XLII*(10), 432–446.

Bruno, V. (2025b). L'educazione alle sessualità per una scuola al passo coi tempi? *Education 2.0*. https://www.educationduepuntozero.it/politiche-educative/leducazione-alle-sessualita-per-una-scuola-al-passo-coi-tempi.shtml

Bruno, V., Antoniucci, C., Baiocco, R., & Pistella, J. (2026). Three Voices, One Topic: A Triadic Perspective on Family Communication About Sexuality Education. *American Journal of Sexuality Education*, 1–37. https://doi.org/10.1080/15546128.2026.2687110

Bruno, V., Baiocco, R., & Pistella, J. (2024). Teachers' attitudes and opinions toward sexuality education in school: A systematic review of secondary and high school teachers. *American Journal of Sexuality Education*. https://doi.org/10.1080/15546128.2024.2353708

Cabrera-Fajardo, D., Acosta, F. M., & Chirinos, S. P. (2024). Teacher training in sexual education for primary school teachers. *Revista De Gestão Social e Ambiental*, *18*(11), 1–16. https://doi.org/10.24857/rgsa.v18n11-258

Castro, C. A., Monterrosa-Blanco, A., Rodríguez, L. L., Castiblanco, A., Bernal, L., Ladino, M. J., Pinilla, D., Melo, C., & Baquero, F. (2024). Knowledge and attitudes regarding contraceptive methods and sex education in students and parents of eight Colombian schools 2020–2021: A mixed methods study. *The Lancet Regional Health - Americas*, *30*, 100678. https://doi.org/10.1016/j.lana.2024.100678

Chinelli, A., Salfa, M. C., Cellini, A., Ceccarelli, L., Farinella, M., Rancilio, L., Galipò, R., Meli, P., Camposeragna, A., Colaprico, L., Oldrini, M., Ubbiali, M., Caraglia, A., Martinelli, D., Mortari, L., Palamara, A. T., Suligoi, B., & Tavoschi, L. (2022). Sexuality education in Italy 2016-2020: A national survey investigating coverage, content and evaluation of school-based educational activities. *Sex Education*, *23*(6), 756–768. https://doi.org/10.1080/14681811.2022.2134104

Chinelli, A., Ubbiali, M., Paparatto, G., Torri, E., Musco, A., Galipò, R., Meli, P., Bellini, S., Catucci, N., Colaprico, L., Camposeragna, A., Farinella, M., Rancilio, L., Landi, N., Stettini, P., Salfa, M. C., Cellini, A., Suligoi, B., Palamara, A. T., …, & Tavoschi, L. (2024). Introducing comprehensive

sexuality education in Italian schools: From the co-construction to the evaluation of a pilot intervention. *BMC Public Health*, *24*(1), 2089. https://doi.org/10.1186/s12889-024-19610-7

Costello, A., Maunsell, C., Cullen, C., & Bourke, A. (2022). A systematic review of the provision of sexuality education to student teachers in initial teacher education. *Frontiers in Education*, *7*, 787966. https://doi.org/10.3389/feduc.2022.787966

Covato, C. (2017). Storia dell'educazione e studi di genere: Fra pensiero critico e sfide sociali. *Nuova Secondaria*, 14–21.

Dello Preite, F. (2023). Violenza di genere e femminicidio tra passato, presente e futuro: Misure e strategie educative per lo sviluppo di una cultura nonviolenta e paritaria. In A. G. Lopez, & G. Burgio (Eds.), *La Pedagogia di Genere: Percorsi di Ricerca Contemporanei* (pp. 35–48). Milano: FrancoAngeli.

Demozzi, S., & Ghigi, R. (2024). *Insegnare Genere e Sessualità: Dal Pregiudizio Sessista alla Prevenzione della Violenza*. Roma: Mondadori Education.

Formby, E., & Donovan, C. (2020). Sex and relationships education for LGBT+ young people: Lessons from UK youth work. *Sexualities*, *23*(7), 1155–1178. https://doi.org/10.1177/136346079888432

Gamba, C. (2022). "Empezar por casa": Reposicionamientos docentes en torno a la ESI a partir de un dispositivo de capacitación docente Espacios en Blanco. *Revista de Educación*, *2*(32), 70–81. https://doi.org/10.37177/UNICEN/EB32-332

Gierczyk, M. K., Gromkowska-Melosik, A., Scott, S., & Parker, C. (2024). The snowball sampling strategy in the field of social sciences: Contexts and considerations. *Educational Studies Review*, *2*(43), 87–104. https://doi.org/10.12775/PBE.2023.029

Goldfarb, E. S., & Lieberman, L. D. (2021). Three decades of research: The case for comprehensive sex education. *Journal of Adolescent Health*, *68*(1), 13–17. https://doi.org/10.1016/j.jadohealth.2020.07.036

Hanass-Hancock J., Nene S., Johns R., & Chappell P. (2018). The impact of contextual factors on comprehensive sexuality education for learners with intellectual disabilities in South Africa. *Sexuality and Disability*, *36*, 123–140. https://doi.org/10.1007/s11195-018-9526-z

Hawkins, S. S. (2024). Expansion of comprehensive sexuality education. *Journal of Obstetric, Gynecologic, and Neonatal Nursing*, *53*(1), 14–25. https://doi.org/10.1016/j.jogn.2023.11.011

IPPF. (2017). *Deliver+Enable Toolkit: Scaling-up Comprehensive Sexuality Education (CSE)*. UK.

Landi, N. (2017). *Il piacere Non È nel Programma di Scienze! Educare alla Sessualità Oggi, in Italia*. Meltemi.

Lavizzari, A., & Prearo, M. (2018). The anti-gender movement in Italy: Catholic participation between electoral and protest politics. *European Societies*, *21*(3), 422–442. https://doi.org/10.1080/14616696.2018.1536801

Lo Moro, G., Bert, F., Cappelletti, T., Abdo, M., Scaioli, G., & Siliquini, R. (2023). Sex education in Italy: An overview of 15 years of projects in primary and secondary schools. *Archives of Sexual Behavior*, *52*(4), 1653–1663. https://doi.org/10.1007/s10508-023-02541-6

Marmocchi, P., Raffuzzi, L., & Strazzari, E. (2018). *Percorsi di Educazione Affettiva e Sessuale per Preadolescenti: Il Progetto "W L'Amore"*. Trento: Erickson.

Nimbi, F. M. (2024). *Sex Positive: La Rivoluzione Gentile Che Sta Cambiando La Sessualità*. FiliRossi Laterza.

Nocenzi M., Corbisiero, F., Deriu, F., Gallo, R., Gianturco, G. (2023). Futuro. In F. Corbisiero, & M. Nocenzi (Eds.), *Manuale di Educazione al Genere e alla Sessualità* (pp. 283–309). Torino: UTET.

O'Farrell, M., Corcoran, P., & Davoren, M. P. (2021). Examining LGBTI+ inclusive sexual health education from the perspective of both youth and facilitators: A systematic review. *BMJ Open*, *11*, e047856. https://doi.org/10.1136/bmjopen-2020-047856

Ordine degli Psicologi del Lazio. (2024). *Educazione Sessuo-Affettiva nelle Scuole Primarie e Secondarie. Linee Guida di Intervento*. Ordine degli Psicologi del Lazio, Ordine Provinciale di Roma dei Medici-Chirurghi e degli Odontoiatri, Dipartimento di Psicologia Dinamica, Clinica e Salute dell'Università Sapienza di Roma, Dipartimento di Medicina dei Sistemi dell'Università Tor Vergata di Roma. https://ordinepsicologilazio.it/post/sessuo-affettiva-manuale

Panzeri, M., & Fontanesi, L. (2021). *Educazione Affettiva e Sessuale di Bambini e Adolescenti*. il Mulino.

Plan International. (2020a). *Putting the C in CSE: Standards for Content, Delivery and Environment of Comprehensive Sexuality Education*. UK.

Plan International. (2020b). *Plan International's Comprehensive Sexuality Education (CSE) Standards*. UK.

Plan International. (2020c). *Comprehensive Sexuality Education Topics: What To Cover From Early Childhood-18+*. UK.

UNESCO. (2018). *International Technical Guidance on Sexuality Education: An Evidence-Informed Approach*. Parigi.

UNESCO. (2023). *Comprehensive Sexuality Education (CSE) Country Profiles*. Parigi.

WHO, & BZgA. (2010). *Standards for Sexuality Education in Europe: A Framework for Policy Makers, Educational and Health Authorities and Specialists*. Germania.

WHO, & BZgA. (2014). *Standards for Sexuality Education in Europe: Guidance for Implementation*. Germania.

Yibrehu, M. S., & Mbwele, B. (2020). Parent-adolescent communication on sexual and reproductive health: The qualitative evidences from parents and students of Addis Ababa, Ethiopia. *Reproductive Health*, *17*(1), 78. https://doi.org/10.1186/s12978-020-00927-6

Copyright (©) Valeria Bruno

This work is licensed under a Creative Commons Attribution NonCommercial-NoDerivatives 4.0 International License.

How to cite this paper: Bruno, V. (2026). A proprio agio ma senza formazione: Educazione alle sessualità e percezioni del futuro personale educativo in Italia [Comfortable but unprepared: Comprehensive sexuality education and perceptions of future educators in Italy]. *QTimes webmagazine*, anno XVIII, n. 2, 409-421, Doi: https://doi.org/10.14668/QTimes_18231