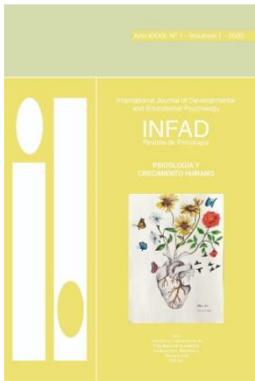
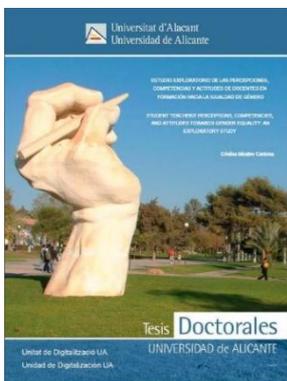


## Featured articles from the OVJ documentation center. May 2021



HERNÁNDEZ GARCÍA, M.M. & TRIANA PÉREZ, B., 2020. [The effects of divorce on the custodial and non-custodial parent, as perceived by young people.](#) International Journal of Developmental and Educational Psychology: INFAD. Revista de Psicología, vol. 1, no. 1, pp. 331-340. ISSN 0214-9877

The purpose of this study was to analyse the explicit beliefs held by a group of young people (aged 19-26) regarding the effects of divorce on parents after the break-up, and whether these beliefs are shaped by the variables explored. For this purpose, an open-ended interview was conducted on a sample of 160 young people, distributed according to their personal family break-up experience (experienced vs. inexperienced) and their sex (male vs. female). In general, the results show a stronger negative than positive perception of the effects of a family break-up on the non-custodial parent. In addition, the personal experience of a family break-up is the variable that has the strongest impact on the explicit belief about divorce and its effects.



MIRALLES CARDONA, C., 2020. [An exploratory study of the perceptions, competencies and attitudes of trainee teachers towards gender equality.](#) Universitat d'Alacant - Universidad de Alicante. Doctoral thesis

Governments around the world have set the target of achieving gender equality by 2030 (Goal 5 of the United Nations 2030 Sustainable Development Agenda) by implementing gender mainstreaming in all policies and in all public and private actions. As a result, universities are increasingly acknowledging the need to introduce this strategy into university education to train graduates in gender equality in their future professional careers. This doctoral thesis examines the initial gender training of undergraduate and postgraduate students in a Spanish university using a mixed research approach. More specifically, it explores students' and teachers' perceptions of gender mainstreaming in teacher training programmes for pre-school, primary and secondary school teachers. The questions guiding the project were developed in three studies and five papers focusing on the design and validation of reliable and valid measurement instruments to assess the gender equality training of trainee teachers, the level achieved by students in gender competencies at the end of their graduation, as well as the perceptions and experience of teachers in relation to gender-sensitive teaching. The findings of the thesis are intended to provide guidance in designing and developing a best practice guide for gender mainstreaming in initial teacher education at the participating institution, particularly in pre-school, primary and secondary education programmes.



RODRÍGUEZ SUÁREZ, M., 2020. [Construction of the sexual mindset in young people. Pornography as a school](#). Consejo de la Juventud del Principado de Asturias (CMPA - Youth Council of the Principality of Asturias). DL AS 02215 – 2020

“Construction of the sexual mindset in young people: pornography as a school” aims to encourage a reflection on how pornography influences the sexual mindset of young people and on the need for sex education to be the alternative to the distorted messages about sexuality that it offers. The guide consists of a theoretical and informational part and a didactic unit with various activities designed to re-examine pornography critically with young people aged 16 and over. It also contains a glossary of terms clarifying some of the most popular pornographic categories and a section with information on free sexual counselling services for young people in Asturias. This new CMPA publication is aimed at teachers, families and other social agents.