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Introduction to co-education

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Gender equality

The opposite of equality is inequality, NOT THE DIFFERENCE

The pink and blue divide indirectly separates cars and Barbie dolls by gender. Kacy Burdette

Stereotypes

Generalisations about social attributions about a person because of their membership of a particular group

And the things we don't see everyday.... we think they don't exist!

We do not see the things we see everyday!!!
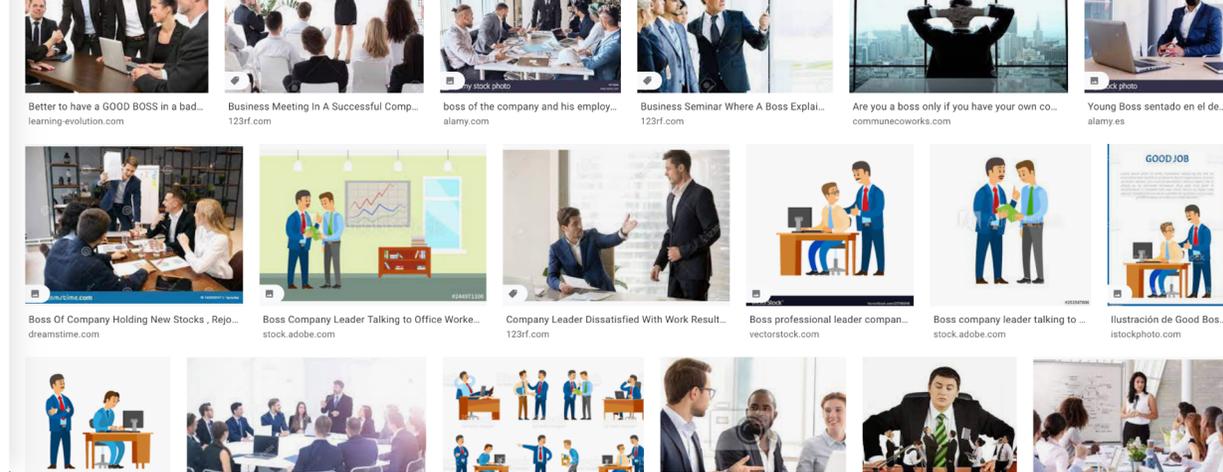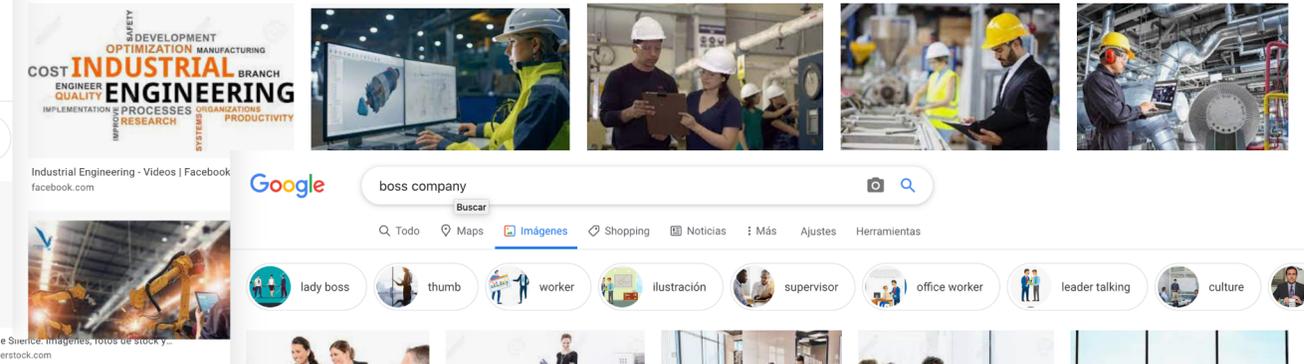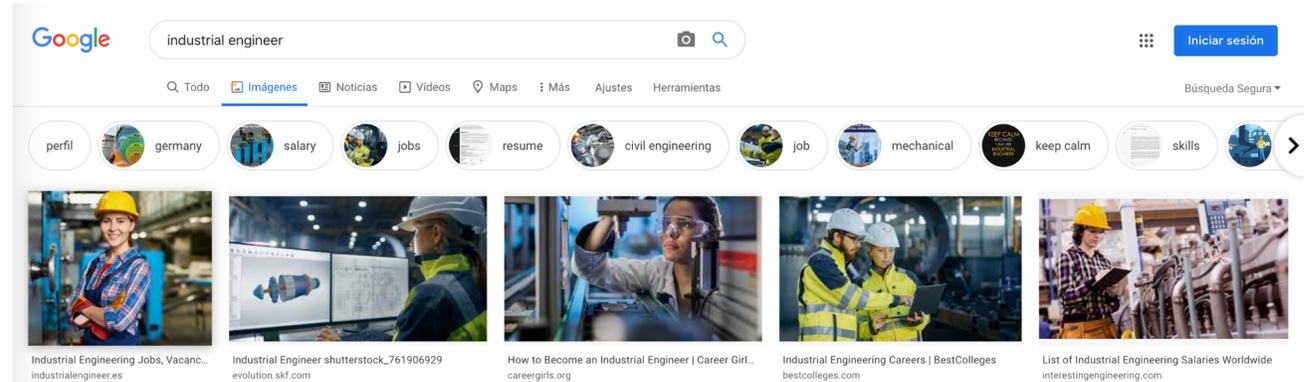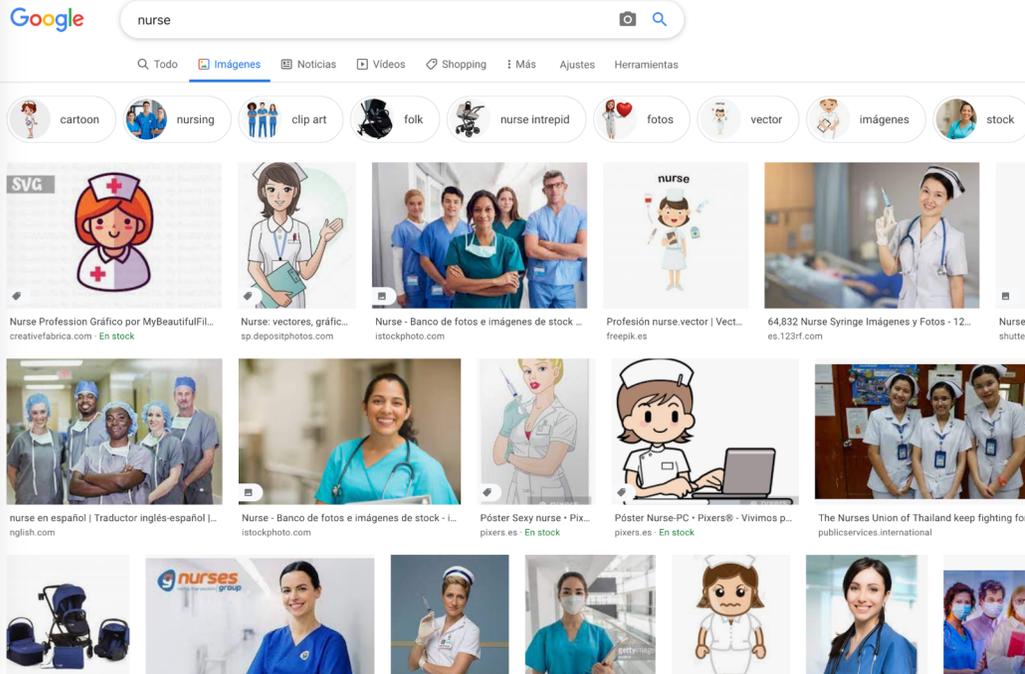
What can we do through education?
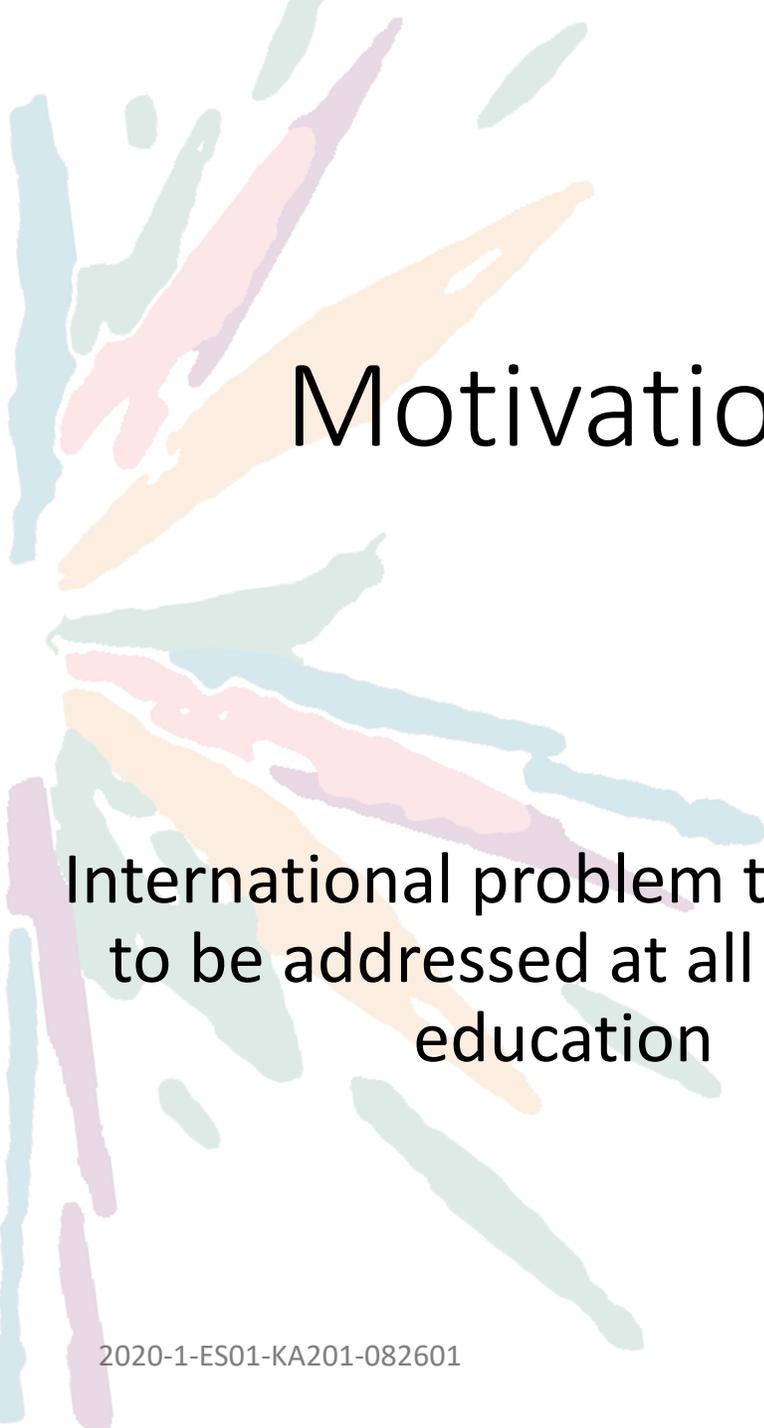
Motivation

International problem that needs to be addressed at all levels of education

Education for equality

- Methodological proposal for approaching teaching-learning processes with a gender perspective in educational centres

Preuniversitary education

- Work on gender and diversity gap in the society and working for equality at early stages

Co-education

"It is a current pedagogical proposal to respond to the claim of equality made by feminist theory, which proposes a reformulation of the model of transmission of knowledge and ideas from a gender perspective in socialization spaces for training and education"

Spanish Institute of Woman (2007)

What are it looking for?

➜In Europe, policies on Equality Education focus on the eradication of traditional sexist stereotypes and roles

➜It is based on the idea that the context is non-neutral and sexist, and therefore in teaching-learning processes reproduce itself

➜Students and teachers must be trained in values such as equality, tolerance, dialogue and practical conflict resolution and introduce these knowledge and skills in educational curricula
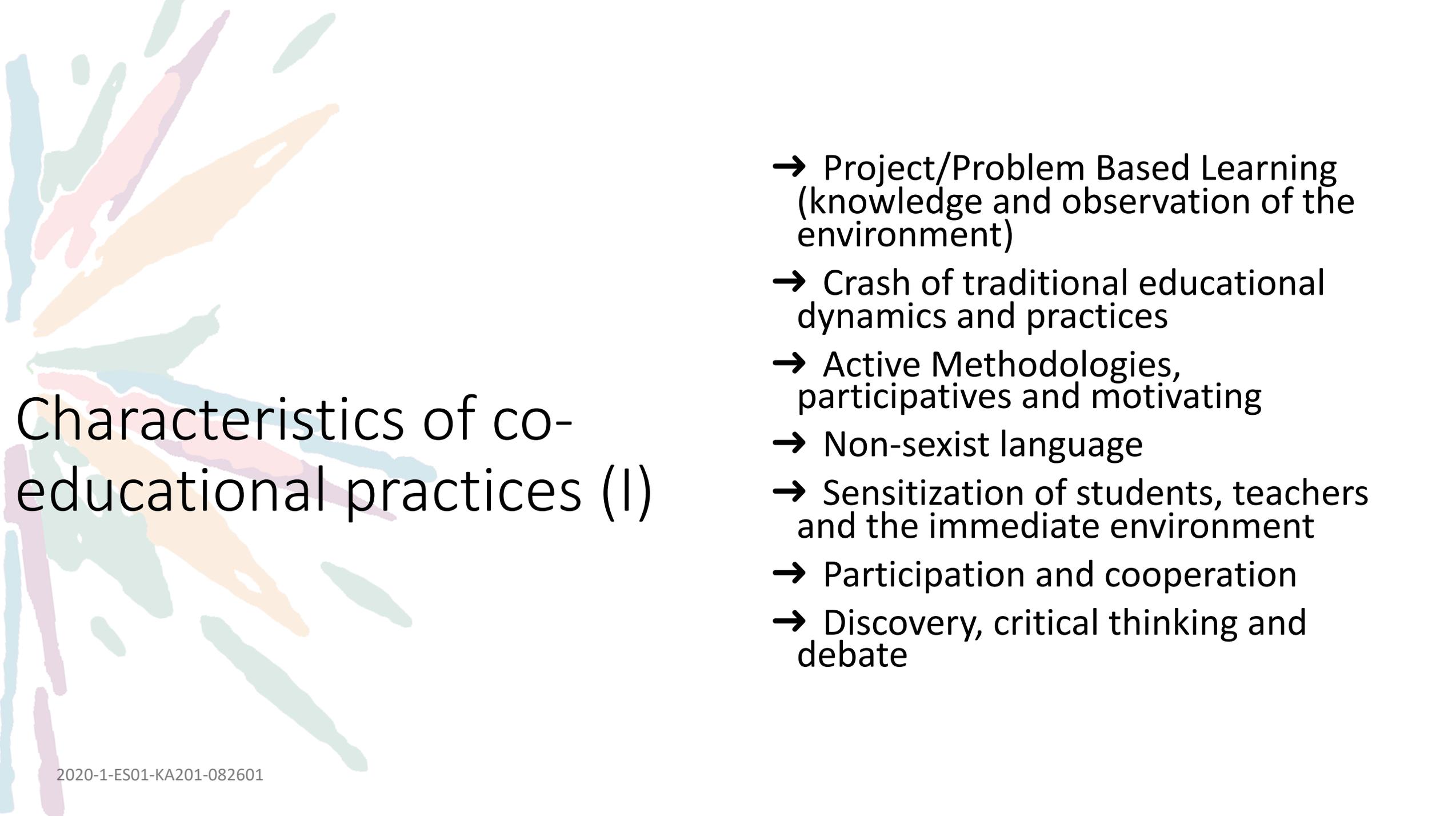
Characteristics of co-educational practices (I)

➜ Project/Problem Based Learning (knowledge and observation of the environment)

➜ Crash of traditional educational dynamics and practices

➜ Active Methodologies, participatives and motivating

➜ Non-sexist language

➜ Sensitization of students, teachers and the immediate environment

➜ Participation and cooperation

➜ Discovery, critical thinking and debate
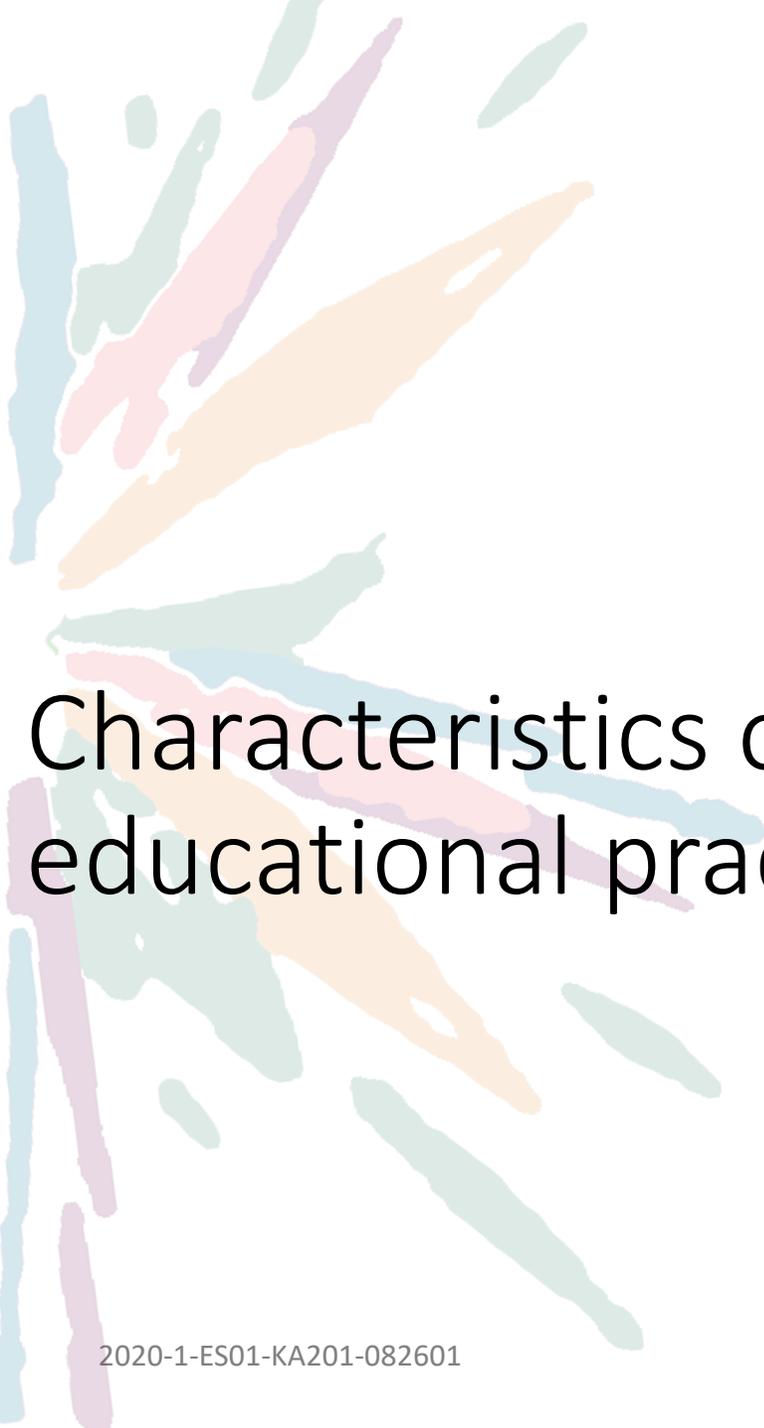
Characteristics of co-educational practices (II)

Conceptually:

➜ a) it must be based on a **feminist theoretical framework**;

➜ b) it must be implemented in an environment that is presumed sexist oriented to achieve a framework of equitable relations between the sexes **promoting transgression of roles and stereotypes**;

➜ c) should promote **conflict resolution** in a peaceful manner, and

➜ d) understand coeducation as an **active project** in constant transit and evolution
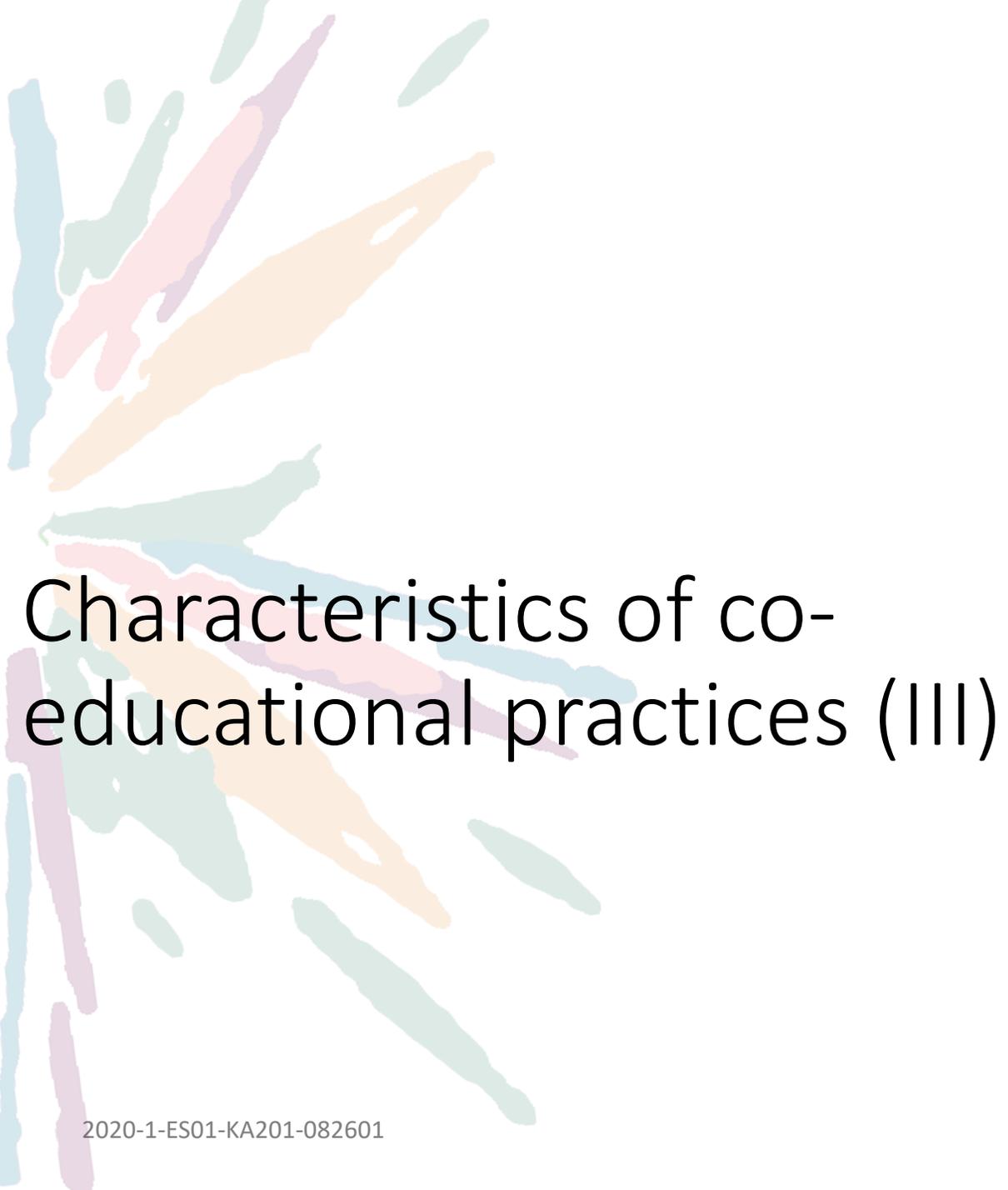
Characteristics of co-educational practices (III)

Technically

➜ The experience must have a project with defined objectives and contemplate its monitoring and evaluation.

Purposes

➜ a) its main objective should be real equality between students

➜ b) it must be an intentional process in which the initial situation is reflected, modified by inciting the change progressively and proposals for continuous improvement are made

First step

*Carry out a self-evaluation on the gender perspective
in the learning units of your subjects
You can use the rubric of co-educational practices*

How can I do as teacher?

- **Examine the contents and materials** used within the educational process to avoid including sexist elements, nullifying female models, etc.

- **Detect situations of inequality** that can occur in the educational space by observing the behaviors, attitudes, language, perceptions and expectations of students regarding learning, the education received, male and female roles, professional life, their expectations future, etc.

- **Promote the empowerment of women** by introducing relevant female figures within the content, encouraging the participation of girls and questioning the traditional models of gender relations.

Content Review

What to focus attention on?	• In the characters • In the messages (expressions, symbolisms)
With what purpose?	• Identify and analyze roles and stereotypes • Analyze messages and symbolic transmission
Where to look?	• Graphic representations • Text and language • Activities

Context analysis

- **Starting situation:** what point is to be reached in the medium and long term

- What **aspects** of equality between men and women is necessary to work with more or less intensity

- **The alternatives for action** that could best be adapted to the specific context

Detect the situations of inequality

- **Objective observation:** academic performance, choice of extracurricular activities, female presence in educational materials / content, revision of sexist language ...

- **Subjective observation:** intervention in the classroom, distribution of tasks, values ...

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Analysis of inequality

- **Attitudes** of students regarding studies and desires for progress

- Student **expectations** regarding female and male roles

- Students' **perception** of discrimination and differences between genders

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Rubric for co-educational practices

	Indicators	Yes	No
Classroom / Learning activity	Consideration of the gender perspective in the class/activity/project approach		
	Consideration of expectations about students		
	Assignment of responsibilities according to gender		
	Consideration about treatment based on gender		
	Spatial arrangement to promote the relationship between different genders		
	Construction of inter-gender and balanced groups		
Language	Defense and use of non-exclusive language		
	The language considers the participation of female students		

	Indicators	Yes	No
Contents	Inclusion of female names and protagonists		
	Non-sexist content		
	Critical review of the educational materials including relevant female models		
Spaces	Balanced sharing		
	Equal access		
Leadership	Differentiation of leadership capacities based on gender		
	Female presence in leadership roles		

Second step

Use the Canvas for Co-Educational Practice Design as a guide to define a practice for the course that you have already reviewed with the rubric

Elements for the design of co-educational practices

Planification

* Context analysis
* Goals
* Timing: medium and long term
* People: students, teachers ...
* Resources

Methodology

* Participatory
* Curriculum: explicit (content and knowledge) and implicit (values and forms of transmission)
* Sensitization
* Active methodologies

Activities

* Reflection and debate (eg equal opportunities; in examples or role models, ...)
* Divulgation
* Tracing
* Transversality
* Equal participation
* Use of non-sexist language in posters, documents, ...

Results

* Tools, times and resources for change detection
* Follow-up: materials, teaching intervention, spaces, practices, etc.

Dimensions

* Classroom
* Language
* Contents
* Spaces
* Leadership

Third step

You can apply the rubric after defining the practice to assess whether the different indicators are already met

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Examples

- **Reflect** on equal opportunities

- Introduce the gender perspective in the **examples used**, in the role models, etc.

- Practices that involve students to **participate equally**

- Exercises for the use of **non-sexist language** on posters, documents, ...

- Incentives for **equal use of spaces** (for example STEAM-Labs)

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