



# Key Didactic Approaches in the Implementation of Education for Equality

Iratxe Suberviola Ovejas  
*University of La Rioja (Spain)*

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**ABSTRACT:** The Sustainable Development Goals 4 and 5 of the 2030 Agenda aim to ensure inclusive and equitable education that impacts individuals' quality of life and provides opportunities for lifelong learning for all, avoiding any form of gender discrimination and promoting initiatives aimed at achieving true equality.

Educational institutions, in their socio-educational role, must incorporate a coeducational perspective that not only understands education in equality for both genders but also promotes a commitment to fostering an egalitarian society—ultimately, an education for and about equality.

The following proposal presents practical guidelines for the implementation of coeducation in schools, aimed at providing methodological tools that enable the execution of educational practices with a gender perspective. To this end, recommendations are made for creating instruments focused on analyzing the starting point, developing the educational intervention, and establishing evaluation and monitoring protocols.

**KEYWORDS:** Equality; gender; coeducation; education for equality; inclusive education

## I. INTRODUCTION

The 2030 Agenda is a global action plan for people, the planet, and prosperity, developed around 17 Sustainable Development Goals (SDGs), aimed at ensuring social, economic, and sustainable progress worldwide, as well as strengthening peace within the framework of freedom (United Nations, 2018).

Through the SDGs, the agenda seeks to end poverty and hunger everywhere, combat inequalities within and among countries, build peaceful, just, and inclusive societies, protect human rights, and promote gender equality and the empowerment of women and girls. The 2030 Agenda represents a

significant advancement by incorporating gender mainstreaming as both an objective and part of the solution, demonstrating a strong foundation in terms of Human Rights to guarantee gender equity and non-discrimination (Forero, 2019; Martinell, 2020). In this regard, the signatory states are urged to work towards transforming power relations between women and men to achieve effective and real equality.

The following proposal places special emphasis on SDGs 4 and 5;

[1]. The SDG 4 and its complementary targets aim to ensure equitable education for girls from primary and secondary levels, early childhood care and development, and preschool education. The goal also includes eliminating gender disparities to ensure equal access to all levels of education and to vocational, technical, and higher education. Furthermore, these objective addresses functional diversity and differences in sexual orientation and gender identities through inclusive, safe, and non-violent learning.

[2]. The SDG 5, through six targets, addresses gender equality and empowerment by eliminating all forms of discrimination, violence, and harmful practices against women and girls, both in public and private spheres. In this context, it emphasizes human trafficking and sexual exploitation, child and forced marriage, and violence against women.

In the last decade, a significant number of authors have conducted dissertations, studies, and coeducational proposals appealing to the two aforementioned SDGs. An example of this is Merchán and Fink (2018), who advocate for gender equality education to eradicate gender-based violence. Similarly, Tortosa (2017) considers coeducation an effective tool to mitigate socio-economic injustice against women. On the other hand, Álvarez and Álvarez-Díaz refer to SDGs 4 and 5 to justify the use of inclusive language.



## II. GENERAL OBJECTIVE

Taking as a reference the previously cited authors and other scholars who consider coeducation a right and a social duty (Llos et al., 2022; Ugalde et al., 2019, among others), our objective is to develop an approach that serves as a

practical and useful tool to guide the implementation of education in and for equality, aimed at the educational community in general and, specifically, at teachers, management teams, and school counseling teams.

## III. PRELIMINARY ASPECTS TO CONSIDER

Before implementing a coeducational plan, we need to ask ourselves some questions that will guide our subsequent practice.

### **1st Question: What is meant by educating in and for equality?**

Coeducation entails an intentional and therefore conscious process of educational intervention aimed at the comprehensive development of individuals, regardless of the gender to which they belong, without restricting actions, competencies, or behaviors based on the gender they identify with (Bejarano et al., 2019).

Education in and for equality takes a step further, as it involves the review of sexism in educational institutions, where gender stereotypes and roles are constructed and transmitted. This form of education entails real situations of equal academic, professional, and social opportunities, so that no one, due to their gender, starts from a disadvantaged position or faces greater difficulties in achieving their goals (Suberviola, 2012). It would represent a pedagogical proposal that suggests a reformulation of the model of knowledge and ideas transmission from a gender perspective in socialization spaces designated for training and learning (Instituto de la Mujer, 2017), promoting communication among individuals of different genders based on mutual respect, fostering awareness of particularities, acceptance of coexistence, creative dialogue, and overcoming sexist biases and stereotypes (Delgado, 2015).

### **2nd Question: What principles should be present in a coeducational approach?**

According to the Director Plan for Coexistence in Educational Centers designed by the Ministry of the Interior (2019), coeducation should be based on several principles. The principle of visibility states that the existing differences between different genders should be highlighted to facilitate the recognition of the inequalities and discrimination resulting from them. The principle of globality indicates that coeducational principles

should be present in all political-educational actions of various administrations and educational centers through a transversal approach. The principle of inclusion implies that pedagogical measures and actions should target the entire educational community, based on the concept of an inclusive school that provides quality education for everyone, taking into account the particularities and characteristics of each individual. Finally, the principle of language neutrality emphasizes that language reflects and powerfully influences the imagery, attitudes, behaviors, and perceptions of societies, so the use of sexist language should be avoided to treat all genders equally, thus preventing the perpetuation of prejudices. Building on these principles, education in and for equality should be integrated into each educational stage, adapting activities and methodology to the developmental characteristics of each age and the specific project and particularities of each center. It should be included in the curriculum as a continuous value present in all areas and throughout all stages, models, and educational levels, rather than as something specific or anecdotal that is limited to particular moments.

### **3rd Question: What aspects determine the coeducational nature of an educational intervention?**

An educational intervention in and for equality, from the perspective of the SDGs outlined in the 2030 Agenda, must consider the following aspects: Feminist theories should serve as the framework for the interventions; the intervention should be aimed at the entire educational community; it must identify the hidden gender curriculum in order to implement measures to mitigate it; it should be included in the educational project of the center along with values such as equality, equity, tolerance, dialogue, and peaceful conflict resolution; it must highlight the essential contributions of women throughout history and in contemporary society, so that functions predominantly associated with women, such as caregiving and education, are regarded as important



as technical aspects; it should challenge gender stereotypes and roles; it must aim to eradicate gender-based violence through equality and tolerance; and it should focus on transforming gender relationships within a more equitable framework that overcomes hierarchies based on sex to move toward a fairer society. Coeducation should entail a comprehensive approach and re-evaluation of all aspects involved in the teaching-learning process: from overall goals to more specific objectives; from competencies to the design of lesson plans; from the organization of the center to personal relationships with the entire educational community; and from general methodological orientations to the implementation of specific activities (Suberviola, 2012).

#### **4th Question: How can education in and for equality be practically implemented in educational centers?**

Over the last decade, there has been an intense debate about whether coeducation should be implemented in a transversal manner or through a specific subject. In this regard, the Instituto de la Mujer (2017) suggests that a combination of both approaches should be pursued, ultimately developing a dual strategy that simultaneously combines specific and transversal actions to advance

#### **IV. LINE DIAGRAM FOR VALVE ACTUATION OF CAMLESS ENGINE PHASES AND METHODOLOGICAL ORIENTATIONS IN THE IMPLEMENTATION OF EDUCATION IN AND FOR EQUALITY**

After analyzing various methodological approaches for the implementation of coeducation (Forero, 2019; Instituto de la Mujer, 2018; Suberviola et al., 2021; Ugalde et al., 2019, among others) and examining their strengths and areas for improvement, we present a proposal for the practical application of education in and for equality in the following sections. The proposed process consists of three main phases that should be implemented consecutively:

##### **First. Analysis of the Starting Point**

The diagnostic phase is essential for understanding the educational institution's situation regarding equality. It is necessary to observe and analyze the institution as a whole, paying special attention to the relationships, behaviors, and attitudes among the members of the educational community (Instituto de la Mujer, 2018). The

the coeducational model. Implementing an intervention mode that incorporates this dual approach ensures comprehensive action across all areas, activities, times, and spaces, while also reinforcing results through specific and targeted actions.

This dual strategy must consider the following requirements: the educational center must have a project in which coeducation is planned, coordinated, and takes into account the available functional, material, and human resources to choose the most appropriate path for its development; the teaching staff must possess a certain level of knowledge and competence regarding equality, highlighting the need for progressive and specific training for all involved parties; there must be a commitment from the entire educational community to act in the same direction, as conveying contradictory messages about gender can be detrimental; and it should be emphasized that gender equality is a social justice demand for everyone.

In short, education in and for equality should serve as a guiding axis for the development of educational and curricular projects, providing coherence and offering the common thread that unites them, thereby responding globally and consistently to educational and social needs.

importance of the diagnosis lies in the fact that, based on the results obtained, the measures for action will be outlined; therefore, it is proposed to carry out and utilize diagnostic tools in a methodical and systematic manner. It is not advisable to conduct the preliminary evaluation solely based on observation without thorough documentation.

The main elements to diagnose and include in the evaluation tools are:

- Gender-Disaggregated Information on Governing and Participation Bodies: Information will be collected on the gender distribution within the management team, school council, department heads, parent associations, other representation and participation bodies, administrative staff, etc.

- Gender-Disaggregated Information on Student Characteristics: The distribution of genders among students will be analyzed by grade level, academic program, absenteeism, etc.

- Gender-Disaggregated Information on Faculty Characteristics: It is advisable to analyze the distribution of genders concerning the subjects taught, working hours, types of contracts, leave for accompanying children to healthcare facilities, etc.

- Neutral Language: It is necessary to



observe the spoken and written language used within the educational institution. This includes analyzing the language in institutional documents such as the educational project, annual educational plan, website, communications, report cards, letters, minutes, posters, bulletin boards, etc. The spoken language used in official and unofficial communication should also be examined to detect non-neutral language usage.

- Use of Spaces: Unequal use of spaces may indicate unequal relationships between genders. Therefore, it is important to observe and record the usage of sports facilities, restrooms, libraries, hallways, and common areas, as well as the first and last rows of classrooms. Special attention should be paid to the use of the playground.

- Use of Time: The distribution of time often varies by gender. Thus, it is essential to observe how different genders utilize school and leisure time: breaks, study time, sports and non-sports activities, and artistic endeavors. Additionally, analyzing the use of time both inside and outside the institution among faculty can provide data on shared responsibility.

- Hidden Curriculum: The behavior and attitudes of faculty, along with the teaching materials used and the activities proposed, are primary channels for socialization and cultural transmission. They represent a type of society with which students tend to identify and from which they construct their identity. Frequently, stereotyped and sexist images and roles are presented, contributing to the perpetuation of the patriarchal system without the faculty being aware of it. In this regard, it is necessary to observe: the activities represented for each gender, the attitudes adopted by different genders, the roles depicted, the language used, the visibility of women's contributions in history, the treatment and expectations of faculty towards different genders, etc.

- Attitudes and Values: It is important to determine the degree of awareness and the starting point of the entire educational community. This information will provide data on the type and intensity of actions needed to raise awareness about equality among the involved socio-educational agents.

- Situations of Discrimination and Violence: It is crucial to identify any situations of discrimination and/or violence that may be occurring within the school, as their identification and peaceful resolution are necessary to prevent negative consequences for the students who are

victims of such situations (Instituto de la Mujer, 2018).

## **Second. Development of the Educational Intervention.**

Taking into account the principles and aspects that should guide an intervention for equality, when considering the implementation of a coeducation plan, it is essential to ensure that it aligns with the applicable national and regional regulations regarding education and equality. Prior to the development of the plan, it is advisable to explore the actions and tools implemented by each autonomous community in matters of education for equality and, based on this, propose a model that adapts to the real needs of the institution, without undervaluing the prior training and awareness of the educational community, should the diagnosis indicate such a need.

From these premises, strategic lines of action and specific objectives arise as follows:

1) *Preventing Sexism*: The primary objective of this line of action is to eliminate stereotypes and gender roles, fostering non-sexist attitudes and values within the educational environment. This involves replacing deeply ingrained roles and stereotypes in our society's imagination with values that equally value and respect different genders. From this main objective, the following specific objectives are derived:

- Educate for equality from a perspective of diversity, helping to understand that gender differences do not determine individuals' capacities, roles, functions, and competencies.

- Elevate traditionally feminine values such as cooperation, care, and support for others—often referred to as "soft skills"—while devaluing certain traditionally masculine attitudes that can be negative, such as aggression, competitiveness, and violence.

- Encourage the development of students in freedom, avoiding stereotyping or imposing gender roles during the teaching process.

- Value gender diversity without presenting differences in expectations, treatment, or demands.

- Implement gender parity policies within the governing and participatory bodies of the institution.

2) *Use of Neutral Language*: The primary goal within this line of action is to make visible the instances of sexist and non-neutral language usage, as well as to raise awareness within the educational community about the consequences of non-inclusive language



(Suberviola et al., 2021). The following specific objectives emerge from this main goal:

- Raise awareness about the widespread use of non-neutral language in society and its consequences.
- Promote forms of expression that utilize inclusive language.
- Avoid consistently using masculine terms as generic, especially when the gender referred to is unknown.
- Prevent the naming of female individuals in masculine terms.
- Refer to individuals in positions or professions by their gender.
- Pay special attention to the use of non-sexist language in classrooms, common areas, and signage.
- Use neutral language in institutional documents so that female students feel recognized by the language employed.
- Convey messages directed at the educational community in neutral language, both orally and in writing.

### 3) *Equitable Use of Spaces and Time:*

The proportional use of infrastructures, spaces, and school and leisure time is crucial for preventing situations of inequality that lead to discriminatory attitudes. Therefore, the primary objective of this line of action is to plan activities directed, both within the school and outside of it, towards the shared and equitable use of spaces and time, enabling students of different genders to exercise their rights and develop their abilities fully without restrictions. The specific objectives of this axis are:

- Incorporate the principle of equality into the internal operating regulations of the institution.
- Encourage equal participation of the entire educational community in activities conducted both within and outside the institution.
- Promote activities and approaches that facilitate coeducational playgrounds.
- Ensure balanced visibility of gender presence and contributions within the institution's spaces and activities.
- Promote sports activities that require the joint participation of both male and female students.
- Implement actions that prevent early dropout of female students from sports activities.
- Equally value activities derived from the public sphere and those arising from the private sphere, giving importance to unpaid roles.

### 4) *Identify and Prevent the Hidden*

*Gender Curriculum:* One of the fundamental areas of action to develop the principle of equal opportunities between women and men is the introduction of activities, behaviors, attitudes, and the use of educational materials that are neutral, free of stereotypes and sexist values, and that avoid the reproduction of the traditional model causing gender inequality. In this context, the following objectives are proposed:

- Incorporate the principle of gender equality into the educational and curricular project of the institution, with special attention to the hidden curriculum.
- Select educational materials that respect the principle of equal opportunities between genders, promoting the use of inclusive, non-sexist materials.
- Include notable women in the teaching content, recognizing their contributions at both technical and social levels.
- Incorporate knowledge related to the private sphere into the curriculum so that it is known and valued by all students.

5) *Educate in Coexistence:* The principle of peaceful coexistence is rooted in respect for differences and the application of conflict resolution methods. This line of action seeks to address aggressive situations within the educational institution, with particular attention to gender-based violence. The following specific objectives are set within this axis:

- Utilize methodologies that promote interrelation between genders based on respect for differences.
- Raise awareness about gender-based violence to prevent such behaviors.
- Prohibit any member of the educational community from using violent or sexist expressions, behaviors, and attitudes.
- Propose non-violent conflict resolution strategies.
- Establish action protocols, agreed upon by the educational community, to address cases of bullying or other forms of gender-related violence.

### **Third. Evaluation and Monitoring Protocols.**

Every coeducational plan must include an evaluation component. It is advisable that this evaluation be conducted at three key moments:

1) *Initial Evaluation:* This assessment gathers information about the starting situation concerning the objectives outlined in the project framework through:

- Analysis of statistical data.



- Observation tools such as rubrics or rating scales developed by the educational community, tailored to each school.

- Questionnaires for students, teachers, and families.

2) *Follow-Up Evaluation:* This evaluation occurs each time a coeducational activity is carried out. The tools for this evaluation include:

- Likert-type rubrics that capture teachers' assessments regarding a set of criteria for the activity's execution.

- Student satisfaction questionnaires that gather opinions about the content and development of the activity.

- Qualitative tools that allow for the collection of subjective evaluations from the involved parties, such as class diaries or anecdotal records.

3) *Final Evaluation:* This involves analyzing whether the proposed objectives have been met, whether the outcomes of the actions have been favorable, identifying potential deficiencies, and considering options for improvement. The indicators proposed in this phase must align with the objectives defined for each equality plan. Therefore, the indicator tools should be adapted to the specific realities of each educational institution based on the goals and particularities of their approach to education for equality.

- Intensity Indicators that measure the magnitude and involvement in executing the plan, including indicators focused on counting the number of planned and implemented activities, the hours spent implementing the coeducational plan, and evaluating it.

- Participation Indicators that assess the degree of participation from the educational community, particularly the engagement and involvement of students in the proposed activities.

- Performance Indicators, both qualitative and quantitative, that determine the effects achieved through the implementation of the coeducational plan.

## V. CONCLUSION

The actual force required in the application is need to move the engine valve along with spring that must be considered.

Schools, as educational and socializing institutions, represent the ideal platform for overcoming sexist prejudices and advancing toward the achievement of Sustainable Development Goals (SDGs) 4 and 5 proposed by the 2030 Agenda.

In this endeavor, educational institutions

become vital for addressing education in and for equality, developing systematic and methodical actions aimed at reviewing the value systems and attitudes they convey, analyzing historical gender-based discrimination, modifying attitudes and curricular knowledge to avoid stereotypes and the invisibility of women, examining and implementing measures to mitigate the hidden gender curriculum, equating the importance of activities traditionally undertaken by women with those historically performed by men, and contributing to the transformation of a reality that still bears the social legacy that maintains the subordinate role of women.

Schools have an obligation to be inclusive in the broadest and most global sense of the term, deploying measures and actions that consider the characteristics and particulars of all students, regardless of their gender, under the umbrella of equality and equity. In this regard, the education system should not identify female students as a minority group for which diversity treatment is to be developed but rather as the rightful attention to half the population.

Teaching teams must confront this social injustice and implement effective actions aimed at fostering education in and for equality, integrating coeducational aspects as a continuous thread in the curriculum, anchored in the educational and curricular projects of the schools with a dual character. We cannot expect students to be educated in equality and mutual respect between genders if they are only taught about it in a sporadic and decontextualized manner.

Administrative teams, guidance counselors, and teaching staff must deploy agreed-upon action plans adapted to each educational institution in a systemic and methodical manner. These approaches must begin with diagnostic analysis using tools that gather information on gender-segregated data from governing bodies and participation, as well as from teachers and students, the use of neutral language, the utilization of spaces and times, the hidden curriculum, attitudes and values of the educational community, and situations of violence and/or discrimination.

Once the starting point has been analyzed, a specific intervention will be developed that aligns with the identified needs regarding education in and for equality, implementing actions aimed at eliminating sexism in any context and modality, mitigating the effects produced by the hidden curriculum, utilizing neutral language in written documents and oral discourse, and equitably using spaces and times among different genders.



Finally, to complete the coeducational proposals, evaluation will be conducted through specific information-gathering protocols in initial, follow-up, and final evaluations, utilizing indicators of magnitude, participation, and performance.

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