Universidad de **Valladolid**

FACULTAD DE EDUCACIÓN Y TRABAJO SOCIAL

FACULTAD DE FILOSOFÍA Y LETRAS

Máster en Profesor de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanza de Idiomas: Especialidad de Inglés

Gender Equality Action Plan in EFL: Secondary Education and Upper Secondary Level

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ABSTRACT

Since ancient times, there has been perpetuated gender inequalities between men and women. In fact, social and cultural traditions have contributed to the preservation of these gender bias in terms of gender roles and social constructions. For this reason, the implementation of a coeducation action plan is going to be presented from the first foreign language. This gender-sensitive proposal is going to be conducted during the second year of upper secondary level of IES Zorrilla. Accordingly, some terminological distinctions connected to coeducation are going to be reviewed. Then, it is going to be proved the huge impact of gender gaps in the education system. As a consequence, tackling gender disparities in order to evolve as a society is going to become an critical target. Thus, there are going to be introduced some suggestions concerning innovative changes in terms of the curriculum design, academic resources and gender-sensitive educators.

Keywords: coeducation, gender bias, social constructions, first foreign language, upper secondary level, education system.

RESUMEN

Las desigualdades entre hombres y mujeres han sido perpertuadas a lo largo de la historia. De hecho, la tradición y la cultura han contribuido a dicha preservación de desigualdades de género que han sido justificadas por los roles de género y las construciones sociales. Por ello, se va a presentar la implementación de una propuesta de intervención de coeducación desde la primera lengua extranjera. Se va a dirigir al segundo año de Bachillerato del IES Zorrilla. Por ello, se van a revisar algunas distinciones terminológicas relacionadas con la coeducación. A su vez, se va a demostrar el inmenso impacto en el sistema educativo debido a las desigualdades de género. De esta manera, combatir la desigualdad para progresar como sociedad se va a convertir en un objetivo indispensable. Por ello, se van a introducir una serie sugerencias de mejora con respecto al diseño curricular, los materiales didácticos y la sensibilización de los profesores.

Palabras clave: coeducación, desigualdades de género, construciones sociales, primera lengua extranjera, bachillerato, sistema educativo.

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INTRODUCTION

Throughout history, women have been represented as the second sex in relation to men. This conception was originated during the ancient times, when the Bible introduced in the Old Testament the figure of Eve, considering her as an impure, sinful being who characterized women as the condemnation of humanity. In fact, several philosophers and prominent intellectuals such as Aristotle or Galen also considered women as an inferior human being in terms of their physiological weakness. Hence, women were set aside historically, occupying a secondary passive position, most of the time in the private sphere, as a reason of their biological, intellectual and spiritual differences. This oppressive notion assured the perpetuation of a misogynist legacy based on gender stereotypes, social constructions, traditions and cultural conceptions, which have been preserved through the ages. As a consequence, some fundamental needs such as the right to be educated were denied to women.

During the medieval period (15th century), women were not allowed to be educated unless they attended to either a nunnery or a monastery; nevertheless, they received an education based on domestic affairs such as sewing. Then, during the Renaissance (14th-17th centuries), the curriculum was somehow widespread since it allowed women to study subjects such as latin, poetry or mathematics. It was not until the 18th-19th century that women could finally have access to universities. However, the education was still highly influenced by social constructions, since it was conducted to make women behave correctly in order to become suitable wives. At this time, it emerged the concept of feminism, that is defined as "the advocacy of women's rights on the ground of the equality of the sexes." (Oxford Dictionary)

Feminist ideas had been previously claimed by Christine de Pizan, a notorious Italian poet (15th century) or Mary Wollstonecraft (18th century), among other significant authors, who are considered as the foremothers of feminism. However, at that time, the concept of feminism was not universally recognized nor materialized as such a term. Nevertheless, both of them made a special emphasis on education in terms of the need to have the opportunity to be educated and the quality of it. De Pizan established in her work, *The Book of the City of Ladies,* that "if it were the custom to send little girls to school and teach them all sorts of different subjects there, as one does with little boys, they would grasp and learn the difficulties of all the arts and sciences just as easily as the

boys" (Pizan, 1999). Similarly, Wollstonecraft asserted in her work, *A Vindication of the Rights of Woman* (1792), that "education deserves emphatically to be termed cultivation of the mind which teaches young people how to begin to think."(Wollstonecraft, 2015, p. 202)

There can be identified three main feminist movements, which are universally known as waves: 1) the first-wave (1830s-early 1900s), 2) the second-wave (1960s-1980s), and finally, 3) the third-wave (1990s-the present time). They were three periods of time characterized by the campaigning of women in order to obtain the recognition of their rights, what implies, to fulfil a society where gender equality between the sexes was a reality.

During the first-wave, there arose a self-conscious movement of activist women who started to claim for their rights. They were known as the suffragettes and were led by Emmeline Pankhurst, a notorious political activist, who helped to achieve the right for women's suffrage. This previous movement was meant to open up the opportunities for women in a patriarchal society that still disregarded women's rights.

Subsequently, during the second-wave, these women broadened their vindications and they focused to demand their right to become educated women, among other rights. They succeed and it was signed a Women's Educational Equity right, first in 1972 and then in 1975. In fact, the feminist writer, Kathe Millet, coined the concept of patriarchy as an explicative terminology in her work *Sexual Politics* (1970) by stating that it was a social system based on male-domination, force, threats and feminine subordination.

Consequently, during the 80s, it emerged the concept of gender as an evolution of patriarchy, and later on, there also appeared gender studies as a consequence of the emerging need of studying women in contrast to men. Therefore, there were developed two main kinds of theories: gender theories and feminist theories. Both of them were slightly connected; nevertheless, they did not hold the same targets since gender theories merely aimed to depict the differences and main inequalities between men and women whereas feminist theories were characterized by their purpose of change. For that reason, many people strategically preferred to proclaim themselves as gender supporters rather than feminist, since it was found less controversial.

Finally, the last third-wave is understood to be a movement that aims to vanquish the still remaining disparities between men and women.

Justification

Despite the fact that it is irrefutable the gradual inclusion of women in the diverse social spheres, it would be quite unrealistic to state that the current society of the 21st century does present an egalitarian scope. In spite of the progress, women are still relegated and disregarded in certain concerns, since they are adversely affected by the male-dominant society where they stand in terms of social, economical, political and educational matters. Consequently, this evident gap has occasioned a negative impact on the lives of both sexes.

Nevertheless, as Iria Marañón establishes in her work *Educar en el Feminismo* (2018), there are some people who are unable to perceive the still remaining differences between men and women and they hold the belief that gender equality is a matter already materialized. Unfortunately, this happens not to be truth since there can be found several inequalities between men and women that, in most of the cases, they even tend to benefit men. Marañón justifies this position as a common reaction since the patriarchal society has extremely normalized the different inequalities between men and women that most of the population have assimilated as a natural issue. As a consequence, they tend to believe that feminism is not a necessary movement because they feel that the present society has already evolved and they cannot comprehend to which extent they should need feminism.

Accordingly, this provides enough evidence that there is much work to do when it comes to raise awareness concerning this issue. It is essential that people understand that gender equality is still a developing concern that is indispensable to fulfil in order to vanquish any kind of discrimination or inequality so that the society can truly evolved. Therefore, it is important to facilitate them any sort of information and corroborated data, so that they can be familiarized with the main inequalities that affect our society as well as to become gender-sensitive toward the topic.

According to one report of the National Institute of Statistics, which was undertook in 2012, there was a gender pay gap between men and women of 24%; this implied that a woman earned proportionally less than a man by performing the same job. More recent

data proportionated by the European Commission in a report of 2016 establish that there has been a decreased in the gender pay gap of 9.1%. Despite the fact that this decreased implies that there has been some progress toward the fulfillment of gender equality, a 14.9% is a huge figure that significantly manifests the gender bias that characterize our society yet.

Another interesting fact is that the directive positions are represented by solely 11.8% of women, what supposes that the majority of executives who govern and organize our society is male-oriented. Therefore, it should not be unexpected to detect inequalities and discriminations when the government, one of the main powers of our society, does not incorporate a balanced assembly.

Concerning gender violence, according to some data corroborated by ONU, in Spain there is produced an average of 60 murders of women per year. From these sexist murders, only 28% of women had previously denounced their attacker whereas 72% of those mistreated women were not able to declare against their aggressor because they were terrified of the possible consequences. It is important to highlight how only 0,0075% represents the percentage of fake denounces who have been demanded by women. Hence, these data suggest how it should be given total credibility to the voice of the victim since more than 99% of the denounces are associated to a real assault.

Another important remark that is necessary to take into account is the fact that gender violence does not only occur to adult women, since it is also an alarming issue that concerns adolescent girls. This can be proved by a recent study called *Empowering adolescent girls: developing egalitarian gender norms and relations to end violence,* which was conducted by Amin and Chandra-Mouli in 2014; it shows how 30% of adolescent girls have experienced gender violence in their relationship sometime. In fact, in Spain it is estimated that a woman is been raped each eight hours and, what is even more shocking, it is calculated that each half and hour a women has suffered a sexual assault. Therefore, all these data only emphasizes how crucial it is that everyone becomes gender-sensitive, particularly men, since they tend to be the ones who commit the crimes and injustices toward women. There must be established a definite end to gender violence because every single person deserves to live a dignified and respectable life.

According to the National Institute of Statistics, it has been demonstrated that women spend four hours and four minutes doing domestic chores whereas men merely spend a

range of two hours and four minutes. Indeed, recent studies show that 70% of the domestic chores are undertaken by women. Once again, it can be considerably proved the great gap between men and women.

Regarding education there can also be found some inequalities between boys and girls throughout their whole learning process. Some of these differences remain in concerns such as their academic level and attendance, the quality of their production, the choices they make when deciding their professional future, or the amount of space they occupy in both the playground and in the actual classroom, among others.

In 2012, the proportions demonstrated that in some countries such as Spain, Ireland or Finland, "young women who graduated from upper secondary pre-vocational and vocational programmes were at least 5 percentage points larger than the proportions of men who did" (OECD, 2015, p. 24). Indeed, some data reinforced this notion of inequality as it was proved how "boys are 4 percentage points more likely than girls to be low-achievers in reading, science and mathematics" (OECD, 2015, p. 25). Hence, all of these distinctions do have an impact on the actual production, competence and efficacy of the students in the short and long-term. As a consequence, students do not develop their full potential, their choices are conditioned by social norms and the economic growth is severely hindered.

On the other hand, it is also necessary to consider how needed is to achieve an egalitarian society in order to raise democratic citizens who tolerate and respect their peers, as well as they understand the relevance of working cooperatively for their personal growth and the one of society. Therefore, there is a series of measures that ought to be deliberated in order to make a real change.

First, it is fundamental to be aware of all kinds of inequalities that still perpetuate, as a reason of the patriarchal society where we live and to understand that it is required a change, as it has been previously proved. Then, it is necessary to revise both previous and current policies as well as gender equality programs in order to notice where, when and why the progress has been achieved or not. Consequently, this information may allow institutions and governments to either reformulate or even design new policies and programs, which are more adjusted to the requirements of our society. Similarly, there can be designed further action plans to implement gender equality in any kind of subject in order to widespread both the audience and the awareness. It is highly important that

teachers and educators also receive a specific instruction concerning the topic, so that they can become actual role models for their students and provide them suitable guidance.

In fact, it would be even better that they could work cooperatively with women's organizations, which are experts in the topic of gender equality, so that they could assist educators and facilitate them valuable information on the planning and sequencing of activities. Indeed, educators also have to revise and reconsider some of the standards of the current curriculum in order to strengthen the hidden curriculum. This latter consists in the section of the curriculum that is connected to the inclusion of transversal values such as gender equality; unfortunately, it is often overlooked and considered as a negligible part of a subject rather than a principal content. Therefore, it is necessary that educators reformulate both the content of the activities and the resources they require in order to foster these values so that they are no longer acknowledged as a sporadic concern. Besides, it is also fundamental that they reformulate the assessment criteria, being aware that transversal values cannot be assessed by using the same criteria.

On the other hand, it is necessary to remember that students are constantly exposed to this hidden curriculum since it consists of three main scopes: family, student's religious ideology and the influence of social media. Despite the three of them have a huge impact on the life of a person, social media may be the scope where educators can intervene the most. Then, it is needed to remove any sort of stereotypes and social norms so that the future students become free individuals with critical thinking skills that allow them to analyze the information they receive.

Hence, education must be understood as an essential tool that enables institutions, governments and educators to deconstruct and enhance the current instruction for the benefit of future generations, so that gender equality becomes a reality instead of an utopic target.

Aims

By considering these previous respects, in the present dissertation an action plan is going to be conducted to implement coeducational values in the course of English as a foreign language (EFL) in the second year of senior high school. The main purpose is to analyze the level of awareness of the students in what concerns to gender equality. In

order to achieve this main objective, the following specific objectives have been established.

- To conduct a literature reviewed to make a conceptual distinction between some of the main concept associated to gender equality and democratic citizenship.
- To be acquainted with the historical and political framework concerning gender equality and the origin of some inequalities.
- To understand the relevance of gender mainstreaming to fulfil equality among the sexes.
- "To prevent and combat gender stereotypes and sexism" (Council of Europe, 2018-2019, p. 15).
- To analyze the curriculum, resources and the awareness of educators to promote a gender-sensitive instruction.
- To determine the relevance of the impact of language on gender equality.
- To learn how to design an effective action plan by analyzing both the reflections of the students and the perceptions of the educator in regards of the topic.

Structure and organization

In this dissertation, two main sections can be distinguished: the first section is going to be focused on theoretical aspects whereas the second one is going to deal with methodological concerns. Moreover, each section is going to be divided as well into two chapters.

In the theoretical section, within the first chapter, there can be found a brief historical background, which it is intended to display the origins of gender equality and some of the main policies that have been crucial to its development. Then, it is going to be explained a terminological distinction of the main concepts that are connected to coeducation, as it is the case of the common controversy between sex and gender, the duality between equality and equity or a proper definition of coeducation. These latter is going to be revealed as an ambiguous concept.

On the other hand, there are going to be exposed some of the most common stereotypes and social constructions which do have a huge impact on the behavior and production of the students.

On the other hand, during the second chapter, it is going to be reviewed the relevance of gender mainstreaming through the first foreign language. There are also going to be proposed some recommendations concerning some readjustments of the curriculum design, the teaching and learning materials, as well as a conscious awareness of gender-sensitive teachers.

Then, the focus is going to be centered on an example of a proposal that has been already implemented by Leyre Carcas Moreno (2016). She is going to make a special emphasis in how important it is to reconsider the curriculum standards, so that it is given more relevance to some values, among them, gender equality and interculturality. Thus, by reviewing her real accounts experienced in the classroom, there is going to be revealed the clear gap that still remains in education concerning the instruction of these values. Subsequently, her papers is going to be used as an inspirational model to design and convey an English lesson based on gender equality.

When it comes to the second section, there is going to be introduced both the design process and the actual implementation of an action plan based on coeducation. This proposal is going to be conducted during the second year of senior high school of IES Zorrilla, that is, a notorious high school set in Valladolid. There are going to be presented the principal aims that are intended to be achieved at the end of the intervention, the contents that are going to be developed, the assessment criteria that it is going to be followed and the design of the activities that are going to constitute the whole intervention.

Once all it is being explained, there is going to be presented a reflection on both the learning process of the students and the teaching process. Accordingly, there is going to be demonstrated the perceptions of the students concerning coeducation and the perceptions of the teacher regarding both their responses and his considerations. Finally, there are going to be exposed some final conclusions and possible further suggestions that might be considered in order to enhance the design of future gender-sensitive action plans.

SECTION I: THEORETICAL ASPECTS

The purpose of this section to make a brief contextualization of the origins of gender. In order to achieve this purpose a terminological distinction of some of the principal concepts which are connected to coeducation will be stated. After this clarification, the focus of attention is going to be set on the main inequalities which are still found in Europe as well as their negative impact on education. Then, during the second chapter, there is going to be reviewed the relevance of gender mainstreaming in education as well as some other suggestions concerning the curriculum, the academic resources and the teacher's awareness to design and/or modify gender-responsive budgets. As a final remark, there is going to be presented as a model the gender-sensitive action plan of Leyre Carcas Moreno (2016) (2016).

Chapter I: The impact of coeducation

1.1. Historical background

In order to obtain a whole comprehension of the origins of gender two main aspects should be highlighted: the influence of the development of some historical events and its direct connection with culture.

Concerning its historical roots, its concept can be considered as a result from the social processes of change and their structural effects, in special, from the industrialization onwards. Also, gender should be understood as a product of the patent influence from the emerging feminist movements, as it has been previously introduced. And, as a third factor, during the French Revolution (1848) there were developed some intellectual ideas such as equality or freedom which were strengthened from this period. The concept of gender and the purpose to achieve both gender equality and gender equity are slightly connected to the context of human rights.

In 1948, the Universal Declaration of Human Rights (UDHR) was signed by the General Assembly of the United Nations. It was an international normative document, which assured the protection of basic human rights and fundamental freedoms entitled for all human beings. Within this document there are acknowledged some of the principal rights that any individual must possess such as freedom of speak, gender equality or individual freedom, which are understood to be natural rights. This means that all these

rights must be defended and guaranteed by the State since they are conceived as unalienable rights. In fact, in the first article of the Declaration, it is being stated how "all human beings are born free and equal in dignity and rights…" (UDHR, 1948, Article 1, first point). Similarly, it proceeds declaring that "every person has all his rights and liberties proclaimed in this declaration, without establishing any distinction of race, color, gender, language, religion, politic opinion or from any other nature, national or social origin, economic status, birth, or any other condition" (UDHR, 1948, Article 2, first point). In particular, it is interesting to remark how it highlights the notion of equality between men and women in the preface, once again, as an unalienable right.

From the approval of the Declaration until the present time, there have been designed diverse covenants and international conventions, which have reaffirmed the universal notion of equality that it is being stipulated within this international document. Progressively, there have been incorporated national and regional normative frameworks, which have managed to guarantee the protection of human rights. Some instances of the main documents which were promoted by the United Nations are the following ones.

Firstly, the Convention on the Elimination of All Forms of Discrimination against Women (1979), which consisted on the major international legal instrument connected to the rights of women and its recognition as human rights. In concrete, this particular convention was also erected by an action program, so that Member States did assure and secure human rights. Moreover, another example was Vienna Declaration and Programme of Action (1993), which acknowledged women's rights as fundamental rights and it even introduced explicit issues concerning women, children and minorities. In fact, it also established how all sort of discrimination, which is based on gender, must be avoided and should be considered as a principal target.

Another significant instance was the case of the IV World Conference on Women of Beijing (1995), which reasserted most of the ideas that have been agreed in Vienna's Declaration. Nonetheless, it also emphasized the relevance of change regarding the relationship between men and women in order to evolve and obtain a sustainable development. Indeed, it also established that it is necessary that both men and women work cooperatively for the truly fulfilment of gender equality. This conference also presented a worldwide action platform where it specified how some women are bounded to face tough barriers and situations that violate their human rights and obstruct their

active participation in society. Therefore, it declared the need to achieve the kind of equality that is able to recognize and accept the differences between the individuals, without reproducing new additional inequalities between the sexes.

On the other hand, when referring to the notion of gender, it is required to consider the undeniable influence of culture, since customs and traditions do shape the nature of human beings. Gender is a cultural product that has been constructed by the standards of societies. Consequently, the social relationships that have been established between men and women have been affected by this influence. Nevertheless, since gender is characterized by its social aspect, it can be subjected to change and transformation in time. Hence, culture is the core of the context where there is going to be produced the development of these changes. Each culture defines a specific gender model for its society, where there are also generated the different inequalities and differences that need to be avoided. However, the solution should not be set in the abolishment of culture because cultures are susceptible of change. As Chimamanda Ngozi Adichie asserted in her work *We Should All Be Feminists,* "culture does not shape people. People is the one that creates culture. If it is true the fact that women do not take part of culture as human beings with plain rights, then we can and need to change our culture" (Chimamanda Ngozie Aichie, 2015, p.53). Therefore, gender models should be understood as the culture-sensitive contexts where there are going to be developed the gender equality interventions.

It is extremely important that there are devoted some spaces to discuss and rethink the common cultural aspects so that they can be reinterpreted and become no longer harmful for the society. In fact, a similar approach should be done when it comes to institutions, since they are the ones that tend to promote their own cultural conceptions which are later reflected on society. The main problem is that their values usually hold, either implicitly or explicitly, social constructions and stereotypes which happen not to be neutral nor beneficial for the correct evolution of society.

1.2. Terminological conceptualization

Focusing on the connotation of gender, there can be perceived a certain ambiguity in how the term is employed, since in most of the languages a terminological distinction between the concepts of gender and sex is established. However, English appears as an exception since it does use gender as the common word to designate both. For this reason,

it is necessary to understand that gender is commonly defined as the "roles assigned to men and women in a given society, and the relations and representations that arise from these roles" whereas sex is referred to "the biological differences between men and women" (A Guide for Gender Equality in Teacher Education Policy and Practices, UNESCO 2015, p.19).

Nevertheless, another particular characteristic of English is that in spite of the existence of the specific word, sex, to designate the biological differences, it is rather employed the term gender when it is required to make a reference to such connotation, since sex is associated to sexual relations. Therefore, this proves that it is necessary to review some of the principal differences between the connotation and definition of these concepts in order to clarify and avoid any kind of misunderstanding, before approaching the topic.

Unlike sex that, as it has been previously suggested, it is a mere biological aspect, gender is characterized by a series of features which are more dynamic.

The first aspect that can be noticed is that gender is associated to be a learnt value rather than an intrinsic one, since the gender models which have been established by a specific culture are generally involved by unconscious processes and they are originated as a consequence of both habits and customs. These cultural values are acquired through the process of socialization, what means, they are developed at school, at home, through social media, among their peers, and so on. The type of socialization is going to determine the behaviors, which are going to vary according to the kind of gender. It is proved how since childhood children are exposed to certain conditioning and indoctrination, which as it is going to be exposed later, also provokes some negative effects in education.

On the other hand, gender should be understood as a general institutional category that structures society. Consequently, there are derived gender roles which are distinguished by sex, social relationships based on gender that are founded in inequalities, subduing women to a disadvantaged position with unequal lifestyle conditions. It is remarkable to highlight how even though women are the ones who are oppressed, gender models can also have a huge negative impact on men, as a reason of certain stereotypes that are socially accepted and perpetuated. These later mark is quite symbolic because it allows to emphasize the hierarchical feature of gender, since it is commonly attributed more power and importance to the male gender, occasioning unequal social relations.

Another relevant remark is that gender is a transversal value which it is incorporated in many institutional fields of our society such as family or the State, as well as in the duality of social spheres. For this reason, gender basically appears in two main dimensions: 1) both the activities and the relations of men and women, and 2) in the social representations of the symbolic identities of what should be considered as either feminine or masculine.

Concerning the first dimension, it is necessary to consider the following aspects in order to detect these social relations: the different behaviors that present each gender, the general division of jobs between men and women, the power relations, the decision-making process, organization processes, and the relations of dependence and cooperation.

When it comes to notice the social representations of the feminine and masculine, there can be observed the following considerations: gender models, the stereotypes of gender, opinions that tend to be in favor of masculine representations in order to justify or establish social norms that directly affect feminine concerns and finally, the gender identities of the individuals.

Another relevant feature that has been already exposed is that gender has a dynamic nature since it changes over time and it is conditioned by the different cultures and social contexts. Also, it is a relational aspect because it focuses in the relations, the sort of interaction and the socialization that is produced between men and women.

Hence, as a reason of the differences and discriminations that are still perpetuated because of gender, it is needed to achieve strategic gender interests that pursue to promote and materialize gender equality between the sexes rather than emphasize the differences between them. However, this concern creates the need to establish another terminological distinction concerning the difference between gender equality and gender equity. Although the distinction is practically imperceptible, it is needed to review both connotations so that the target of the strategic gender interests is formulated thoroughly.

Gender equality emphasizes the idea that "women and men enjoy the same status and have an equal opportunity to exercise their human rights and realize their full potential to contribute towards political, economic, social and cultural development, and to benefit from the results". In contrast, gender equity makes reference to "a stage or strategy in the

process of achieving gender equality" (A Guide for Gender Equality in Teacher Education Policy and Practices, UNESCO 2015, p. 22).

The main difference between both concepts is set in the fact that gender equality aims to treat men and women in the same way so that both can enjoy the same rights and opportunities at the same level. However, gender equity acknowledges the differences that exist between men and women and aims to guarantee the specific needs of each gender. Consequently, it claims that it is needed to create and implement fair laws and social norms that are adjusted to the specific concerns of men and women respectively. Therefore, this differentiation suggests that it is required to assure gender equity in order to achieve a real impact of gender equality.

One of the fields where it is essential to approach this matter of gender equality is through education. It is necessary that education is planned by considering gender-sensitive values so that students can learn how to become free and tolerant individuals toward the rest of the population. Gender mainstreaming has introduced a recent concept of coeducation to designate the inclusive instruction of gender values. As a consequence, there has been created a certain ambiguity around this notion since the word does already exist to denominate another type of education. For this reason, it is required to make another terminological remark so that there are clarified the two existing meanings connected to coeducation. Thus, coeducation can be understood as "the education of males and females in the same schools" (Encyclopaedia Britannica) or it can be defined as "teaching girls and boys equally" (Iria Marañón, 2018, p. 104).

The principal distinction between both meanings is that even though the first definition apparently designates an equal education, in reality, it is fundamentally male-centered whereas the target of the second notion is set in the accomplishment and implementation of a real balanced educational system. Furthermore, it is necessary to understand that the fact that girls and boys do share a common classroom does not guarantee that the education they are receiving is fair. In fact, the notion of coeducation as a sharing place has historical roots since it has been perpetuated until nowadays and it has been characterized to be male-centered. This means that it has been collaborating in the promotion of stereotypes, non-inclusive language, gender roles and distinctions between girls and boys.

Therefore, the second notion of coeducation has been introduced as a new change in order to reformulate the current educational system so that it becomes more inclusive and balanced. It is necessary to comprehend that education plays a key role in the life of a person, since it is being proved how in the long-term, "a higher level of education means higher earnings, better health, and a longer life" (OECD, 2008, p. 1). Thus, the educational system must foster equity by ensuring its two main dimensions: fairness and inclusion. Every single student must be able to have a minimum level of education and should not be conditioned by any sort of boundaries in terms of gender, race and economic conditions, among other aspects.

1.3. Emerging gender gaps in education

Although education is one of the fields in which it is being achieved remarkable progress since the gender gap has been narrowed, still there can be found gender disparities that ought to be overcome.

The first concern that must be acknowledged is the fact that education has a huge impact on the whole life of a person, because of the influence of attitudes, behaviors, choices and external social agents. All of these aspects start to condition the life of a person since his childhood by means of three main social agents: family, school and society. All of them are highly influenced by social constructions and stereotypes that have been perpetuated by their culture and so it is the education they have received. Consequently, since the very childhood, boys and girls are taught, directly or indirectly, to assimilate a series of social constructions that are going to determine their growth. Thereupon, according to the feminist writer Iria Marañón (2018), there are going to be exposed some of the common social constructions and gender roles that have been assimilated from childhood.

From the very beginning, boys and girls have been divided by the color of the clothes they wear, since they are classified by their gender identity in the duality of blue and pink. This dichotomy that apparently may be conceived as a minor issue, obtains meaningful relevance when realizing that this sort of opposition among the genders is presented in many other fields. When buying their toys, girls are recommended to choose dolls and objects related to domestic affairs such as kitchen tools. In contrast, boys are encouraged to buy toys such as cars or games, which are related to values of war and violence. However, there can also be found some objects which are commonly selected and used

by both genders as it is the case of bicycles or skates; nevertheless, there can also be noticed how they are differentiated, once again, by the duality of colors.

Concerning the references which are facilitated for children as models, there can also be identified some opposition. Girls are indirectly taught to be inspired by fairy tales and love stories where there is introduced the figure of a women, who is a princess in distress that is not able to save herself. In opposition to this view, boys are always encouraged to watch films of action and full of adventures, which are usually connected to superheroes, soldiers or pirates. Therefore, this suggests that this kind of instruction is teaching boys how to become brave individuals, full of ambition and a perspective of future whereas girls are being taught how to become dependent women who are not able to survive by themselves. As a consequence, gender roles are going to be clearly defined. Girls are going to develop a lack of self-confidence and they are going to start underestimating themselves and managing to please the others whereas boys are going to become more proactive, strong, self-confident and courageous. Similarly, when it comes to love, girls are going to tend to be more easily captivated by infatuation while men are going to present themselves as rational and less sensitive.

Society is going to play an essential role in the development of these stereotyped gender roles, since it is going to be the one that conducts all these oppressive behaviors. While boys are going to be conditioned not to express their emotions because it is going to make them present themselves as vulnerable, girls are also going to suffer a constant restrained and external pressure based on perfection.

Hence, all these characteristics are enough evidence that stereotypes are preconceived ideas which are socially constructed and determine what should be understood as either feminine or masculine. The principal issue behind these social constructions and stereotypes is the fact that they define and determine how boys and girls should live their lives. Both are oppressed and adversely affected by all these clichés since they are not able to be free to decide how they want to grow as individuals. Consequently, there are produced social inequalities which are going to be aggravated in time. Therefore, with all this information it can be proved how since childhood the education of boys and girls is completely different as a reason of these gender concerns and social constructions.

When it comes to the quality of the academic achievement of students at high school, there can be noticed how gender gap differences are the principal cause of

underperformance regarding boys and girls. This is a consequence provoked by a series of causes: 1) the different ways in which they spend their free time at home, 2) their attitude toward learning, 3) their own self-concept and 4) the impact of the social agents. However, as it is going to be proved later on, all these issues are also highly affected by the social constructions and stereotypes of our society.

Regarding the ways in which boys and girls spend their free time out of school, there can be found how boys tend to spend most of their time playing video games rather than reading. In fact, according to PISA, 29% of boys reported that they had never played collaborative online games whereas 71% corresponded to the proportion of girls who had never done it. This example is highly meaningful since it demonstrates how boys tend to spend more time on computers and the Internet rather than performing any other type of activities such as reading. In fact, it is being proved how boys are more likely than girls to have used a computer before they have six years old. The main problem is set in the fact that, most of the time, they do not use their computer for doing homework or to perform any other educational activity. Instead, they download videos, games, music or films a 7% proportionally more than girls. As a consequence, boys spend less time than girls performing activities such as doing their homework. This assumption can be even reinforced by some data that establishes how "girls spend 5.5 hours per week doing homework, while boys spend a little less than 4.5 hours, on average" (The ABC of Gender Equality in Education: Aptitude, Behaviour, Confidence, OECD 2015, p. 36).

Although this matter is quite meaningful, it should not be considered as the major consequence since the principal effects are directly connected to the deterioration of their academic achievement. It is being proved how spending a high quantity of time watching and playing video games may undermine the focus and attention of an individual. This implies that boys are more likely to develop sleep problems, mental health illnesses and becthey adopt a passive

ome less perseverant when performing at class than girls. Nevertheless, it has also been demonstrated how playing video games moderately can have a positive impact since it may contribute to the fostering of spatial skills or home problem-solving. This data may be one of the reasons why boys do perform better than girls in mathematics and science.

Concerning other activities students undertake during their free time, a PISA report showed how in the majority of the countries girls devote more time to reading than boys.

Consequently, this implies that girls possess a greater range of vocabulary and comprehension skills, which are going to improve significantly their academic performance. There is produced another gender gap since girls tend to read fiction and magazines in a higher proportion than boys. This latter characteristic is represented by a 65% percentage of girls whereas 51% represents the one of boys. Similarly, boys prefer to spend their time reading comic books or the newspaper rather than fiction and magazines. Nevertheless, it is being proved that sometimes both teachers and the family determine the preferences of either their students or sons by discouraging them from their selections. Once again, this is caused by the social constructions and preconceived ideologies that society has imposed in our minds. Thus, it is necessary that both teachers and families manage to be aware of this restriction, as well as they understand that it is better to have students that read whichever kind of literature they prefer rather than uncultivated students.

Another relevant factor that must be considered is the attitude students develop toward knowledge and the learning-process. There is a clear distinction between girls and boys since boys tend to believe in a higher proportion that school is a waste of time whereas girls normally acknowledge the relevance of the learning process. The passive attitude of boys can be explained by their social relation with their group of peers and the notion of masculinity. They adopt a passive, disruptive behavior so that it seems they are against authority and they are perceived by the rest of the class as manlier. In fact, some data has corroborated how, in some cases, they pretend this behavior so that they are not excluded nor marginalized.

When boys are around ten or eleven years old, researchs show that a 40% of boys has become the disappeared boy who never attends to class, the disaffected or the disappointed. This is caused because boys require extrinsic motivation rather than intrinsic one, as it is the case of girls. For this reason, girls tend to obtain a major satisfaction from their results at school what inspires them to work harder. In fact, it is being proved how girls sometimes are more competitive than boys because of this inner encouragement they achieve from their results. Furthermore, girls are usually more reluctant, self-regulated and disciplined than boys, what causes that they tend to be superior in marks. Nevertheless, it has been discovered how sometimes teachers enlarge the grades of girls because they also have this implicit consciousness that they are more

responsible than boys. In a similar way, it is proved how sometimes boys are underestimated in certain subjects because they are expected to be disruptive and passive toward learning; however, when it comes to subjects of science such as mathematics, they are perceived to be more efficient and intelligent than girls. Once again, all these perceptions are determined by the social constructions and the gender roles of our society that need to be reformulated.

In relation to the self-concept of the students, it has been proved how relevant it is the role of the learning environment in order to either foster or undermine the self-concept of students. PISA reports dated in 2012 have shown that girls tend to have a lower self-concept in comparison to boys, specially, when dealing with mathematics and scientific issues. Boys outperform girls when it comes to the description and the interpretation of problems whereas girls have demonstrated to be better in terms of mathematic concepts, facts and procedures. The reasons behind these apparent differences are set in the intrinsic motivation and self-belief that students possess of themselves. It has been shown that believing in one's own abilities and skills can guarantee a positive result in terms of academic achievement. For this reason, despite both boys and girls are inclined to become nervous because of the uncertainty that involves solving mathematical problems, girls tend to suffer the most the consequences of anxiety. Their feelings of inferiority and underestimation, which have been occasioned by the instruction they have received, make them believe that they are not good enough to accomplish scientific matters in the same way as boys. Even though it has been demonstrated how some girls have been as equally capable of solving mathematical problems, their high levels of worry tend to take hold of them, leaving them unable to finish their task. In fact, in some cases, the influence of the proper family can have a negative impact on the self-concept of girls.

Some studies have proved how some parents hold a different perception in what concerns to the future of their sons and daughters. As a consequence, they unintentionally impose on their sons some preconceived ideas regarding the academic career they should opt to study. This advice tends to be based on gender roles and stereotypes that embrace sexist ideologies. This implies that girls should opt to study humanistic careers such as teaching or law, or careers related to either care or housework such as nursing or cleaning, because of their feminine nature. Similarly, boys should opt to study scientific careers

such as architecture, technology or engineering since their gender happens to be masculine.

Unfortunately, it is been proved how this external conditioning truly affects the choices of boys and girls. It can be clearly shown with some proportions how "less than 5% of girls in OECD countries, on average, contemplate pursuing a career in engineering or computing (…), while 16% of girls expect a career in health (excluding nurses and midwives) but only 7% of boys do" (The ABC of Gender Equality in Education: Aptitude, Behaviour, Confidence, OECD 2015, p. 98). Further data reinforces the impact of this gender gap, as it can be proved below:

In 2015, 22% of girls but only 8% of boys expected to work in the health sector in the future – a gender gap that has widened since 2006 in most OECD countries. In 2015, nearly four times as many women as men studied health and welfare across the OECD. (The Pursuit of Gender Equality: An Uphill Battle, OECD 2017, p. 121)

Therefore, these data can depict how necessary is that teachers and families become aware of this social prejudices and manage to foster the self-concept of boys and girls equally. Some other evidence from PISA report declare how "countries may be unable to develop a sufficient number of individuals with strong mathematics and science skills partly because of girl's lack of confidence in their abilities" (The ABC of Gender Equality in Education: Aptitude, Behaviour, Confidence, OECD 2015, p. 77). This statement suggests how essential is that girls are able to develop their full potential so that they can become free individuals who can have a voice and can decide which career is the best option for them. Since their choice should be based on their own criteria and their self-concept, it is required that it is produced a change of mind in them regarding their insecurities.

Hence, it is highly remarkable the impact that gender roles, stereotypes and social constructions have in the education of boys and girls throughout their whole learning-process. For this reason, "tackling discriminatory norms, attitudes and practices through the media, religious institutions and community leaders can also help to dismantle some of the barriers to girl's education" (The Pursuit of Gender Equality: An Uphill Battle, OECD 2017, p. 96).

Chapter II: Gender mainstreaming through EFL

Once the still remaining impact of gender bias in education has been reviewed, it is eviden tthe need to implement new strategies and changes to the current education system, so that gender inequality is definitely overcome. Accordingly, in this chapter it is going to be introduced the notion of gender mainstreaming and its relevance when acquiring a foreign language, particularly, the English language.

Then, three of the foremost tools that directly affect the learning environment: the curriculum, the academic resources and the extent of awareness teachers posses, will be analyzed. The principal purpose is to explore and determine in which extent gender equality it is reflected on these three educational tools. In fact, this analysis is going to demonstrate how social constructions and gender bias also have a huge negative impact on these three tools. Then, some further suggestions that ought to be considered since they may help to tackle the issue of gender inequality will be introduced.

On the other hand, during the second section of this chapter, it is going to be reviewed an example of a gender-sensitive action plan that has been accomplished in the university of Madrid by Leyre Carcas Moreno will be reviewed (2016). The results she reached are only going to emphasize, once again, how necessary it is to foster gender mainstreaming to fulfil gender equality.

Thus, as a first remark, gender mainstreaming can be defined as "the process in which gender equality perspectives and considerations become the norm and not just the responsibility of specific individuals (often women) or departments in isolated and unsustainable ways", (A Guide for Gender Equality in Teacher Education Policy and Practices, UNESCO 2015, p. 11). It can also be understood as "the process of assessing the implications for girls and boys/woman and men of any planned action, including legislation, policies or programmes, at all levels of the education system" (Promoting Gender Equality in Education, UNESCO 2009, p. 24).

The main target of this strategy is to be in contact with the principal concerns and experiences of boys and girls, so that they can benefit equally, both at the same level and with fair opportunities. By following a series of procedures that entail designing, assessing, monitoring and implementing, the purpose of gender mainstreaming is to

produce effective education programmes, projects and policies. They are going to manage to achieve gender equality in education and overcome all kinds of inequalities.

As it has been previously suggested, since gender equality is a transversal value, it can be instructed in any kind of subject. In fact, according to the Council of the European Union (2006), gender equality is assumed to be one of its main key competences, as it also happens to be the principal target of the Equality Law of 2007.

Nevertheless, within the core competences that are established in the Common European Framework of Reference for Languages, none of them highlight gender equality as a specific competence. In this case, it can be encompassed within the sociocultural knowledge competence, since it mentions interpersonal relations such as "relations between sexes (gender, intimacy)" (CEFR, 2001, p. 111). However, it may also be included as an implicit factor of the existential competence (savoir-être), since it mentions values and beliefs, among other selfhood factors. This evidence may be understood as another proof that corroborates how gender equality is not as visualized as it may resemble. Frequently, it is presented as a secondary implicit value of a subject rather than as a key competence to be acquired. In particular, when teaching English foreign language, the focus of attention is set in terms of linguistic competences such as grammar or vocabulary. For this reason, it is necessary to analyze the management tools of education in order to determine whether or not they are inclusive toward incorporating transversal values such as gender equality or not.

2.1. Gender-responsive educational tools

As it has been previously stated, the foremost educational gender-sensitive tools concerning the learning environment of an institution are the curriculum, the academic resources and both the awareness and the ideology of educators.

It is necessary to highlight that in order to approach the subsequent analysis of these tools, it is going to be considered the Spanish curriculum. In fact, it must be remembered that the nature of the Spanish curriculum varies, according to the criteria of each autonomous community that constitutes our country. This implies that each autonomous community stipulates a specific number of divisions and standards in order to define the curriculum design of its academic levels.

For this reason, since the principal aim of this dissertation is to implement a coeducation action plan in IES Zorrilla, the most ancient high school of Valladolid, the curriculum that it is going to be followed is the one of Castilla y León. In this case, our community establishes a distinction between all academic levels that constitute the education system, since there is a specific curriculum design for each one. Thus, this analysis is only going to cover the curriculum that entail secondary education and upper secondary level, respectively. However, it is going to be made a special emphasis on this latter curriculum, since the coeducation action plan is going to be accomplished during the second year of upper secondary level.

2.1.1. Curriculum design

Even though there are going to be analyzed both curriculum designs as a whole, the principal focus of attention is going to be centered in what concerns to the First Foreign Language section. In fact, the curriculum establishes a special distinction in which respects to the name of the subject. Despite the name is going to remain the same, the figure attributed to it, it is going to vary depending in whether it corresponds to the first or second academic level. For this reason, during the first year of upper secondary education students are going to undertake "First Foreign Language I" whereas during their second year, this subject is going to be entitled as "First Foreign Language II".

Hence, when making a detailed comprehension reading of both curriculum designs, there can be found how, in both cases, they target the communicative competence as their major academic objective. Similarly, they aim to achieve a significant and effective learning, by incorporating the ideal conditions for the students' learning process. To make this possible, the curriculum establishes how educators should adopt active and contextualized methodologies, so that students are encouraged to participate and collaborate in class. In fact, there is established a special observation concerning these aspects since there must be employed authentic contexts and academic resources to foster their students' interest and awake their curiosity toward learning. Therefore, the selection of academic resources is going to be essential in order to empower the motivation of the students and their critical thinking skills.

By contrast, when adopting a gender perspective to analyze the general specifications of both curriculum designs, there can be distinguished a notorious lack of visibility in respect to this topic. This implies nor secondary education curriculum nor upper

secondary level include gender equality as an explicit objective. Nevertheless, the only exception that can be identified is set within the eighteenth article of the upper secondary level curriculum that deals with the contribution of the educative project. Among other concerns such as the tutorial action plan or the linguistic competence, it recognizes as a fifth objective "the directives for the promotion of a real and effective gender equality between men and women and the prevention of gender violence" (BOE, 2015, p.14).

On the other hand, within these general specifications of the curriculum of upper secondary level, there can only be distinguished a single allusion regarding gender mainstreaming. This reference is implicitly incorporated in the seventh article that deals with transversal values, since it refers to the contribution of both gender-sensitive campaigns and organizations toward institutions.

Nonetheless, when approaching a more detailed exploration of the curriculum and analyzing the section of the First Foreign Language I from a gender-sensitive point of view, once again, there can be distinguished an undeniable lack of reflectiveness. When examining the contents, there can only be identified some general allusions to either values or beliefs within the sociocultural aspects that could entail gender equality. Also, there can be highlighted a reference to "both the description and appreciation of physical and abstract qualities of people, objects, places, activities, procedures and processes" (BOE, 2015, p. 266) where there could also possibly be encompassed some coeducation notions such as the explanation of the impact of social constructions.

Similarly, when the section of the First Foreign Language II curriculum is carefully analyzed, there can be noticed how the contents are practically the same as the previous year. Once again, there can also be identified references to values, beliefs and abstract notions; however, there cannot be found an explicit reference to gender equality nor coeducation values.

Hence, from this exhaustive analysis of the curriculum of both secondary education and upper secondary level, it can be proved how gender equality is considered as an implicit content of the curriculum. This implies that since gender equality is an abstract value, it belongs to the hidden curriculum, which is understood to be the unofficial and unintended lessons that students acquire from the learning process.

The hidden curriculum sometimes may be considered to have a negative influence, since it may be associated to the indoctrination of the educator's own values. Nevertheless, its real intention is to contribute in the instruction of social and cultural values. Thus, it should be conceded more recognition, so that it would be included within the official curriculum, since its implementation might help to contribute to evolve as a fairer society.

It is quite clear how the principal target of the current curriculum of First Foreign Language is set on the linguistic and communicative competences, since the main priority is established in both the production and comprehension of the language skills. However, the curriculum also emphasizes the relevance of a continuous and meaningful learning that can help students to grow and educate themselves throughout their lives. For this reason, it should be considered the flexibility of the English foreign language when designing and introducing the contents of the curriculum.

Coeducative notions should be acknowledged within the official curriculum, so that these concepts could be instructed in agreement with the acquisition of the language. Some considerations could involve: assuring that the needs of both genders are covered within the curriculum, introducing standards that secure the opposition toward the intrusion of gender stereotypes and gender bias, or guaranteeing the coverage of equal academic achievement. Accordingly, in order to accomplish this concern, it should be adopted the CLIL approach. It can be defined as: "any dual focused type of provision in which a second language, foreign or other, is used for the teaching and learning of a non-language subject matter, with language and content having a joint and mutually beneficial role" (qted. in Content and Language Integrated Learning (CLIL): Limitations and possibilities, 2012, p. 57). Therefore, with the implementation of this approach, the subject of First Foreign Language would become more inclusive toward coeducation as well as more effective. English would become a vehicle to learn relevant values such as gender equality, while acquiring the main skills to make a successful usage of the language. As a result, it would also foster the motivation of students, contribute to their growth and allow them to acquire a long-lasting learning. Indeed, the promotion of critical thinking skills, the inclusion of debates and current authentic cases or questioning some problem-solving could also contribute to tackle gender disparities, among other benefits.

As Hugh Starkey stated in *Democratic Citizenship, Languages, Diversity and Human Rights*:

When topics from public domain, such as questions of peace, gender relations, racism, social and cultural movements become part of the curriculum for languages, and simultaneously the skills of debate and of critical analysis are taught, motivation for many students is likely to increase (Hugh Starkey, 2002, p. 22).

Consequently, the curriculum of First Foreign Language would contribute to develop a more dynamic and inclusive subject. In fact, it would also promote the growth of democratic citizens that would be more implicated with the progress of our society.

2.1.2. Gender-sensitive educators

Another important consideration that sometimes is disregarded when examining the gender-responsiveness of education is the proper attitude of the educator. Since a teacher must become a role model for his students, in terms of behavior and discipline, it is fundamental to ensure that educators have an adequate academic training concerning the implementation of gender mainstreaming. For this reason, the first requirement that should be contemplated is the fact that teachers must be aware of the huge impact sexism and gender stereotypes still have in our society. Indeed, it is indispensable that they also truly believe in the necessity of change and progress, so that their function as influencers can reach a major impact. For a person who is truly convinced of the relevance of a particular ideology becomes more persuading than someone who merely limits himself to transmit a message. Thus, it should be desirable that they were familiarized with the benefits gender mainstreaming can invest in education, as it is the case of an enhancement of self-confidence in female students, better academic results, or a lower proportion of school dropout, among other factors.

Hence, it is necessary that teachers show predisposition to become gender-sensitive toward the cause and work cooperatively with the rest of the faculty, the families of the students and some gender-sensitive organizations. This implies that their intervention must be constantly proactive and they have to become more attentive toward their environment. In fact, this also involves that if they witness any case of sexism, they must denounce the injustice even when their reaction may generate controversy.

In 2009, UNESCO suggested a series of proposals so that educators could pondered the necessity to implement coeducation, and as a consequence, become gender-sensitive toward the cause. *Promoting Gender Equality in Education* is the toolkit where there can be found the following recommendations.

The first measure that must be adopted by educators is, as it has been previously mentioned, to become attentive toward their environment. This involves that teachers must be able to recognize the special conditions and characteristics of their students, their needs and their abilities and deficiencies. Consequently, they should be able to adapt the learning strategies, according to the student's particular conditions, so that every single individual has the same opportunities to learn and assimilate the contents provided by the teacher. In fact, educators must manage to avoid establishing either comparisons or

allusions, which may occasioned differences that might confront the students as a reason of gender. Thus, it is essential that teachers expect the same duties from students, as well as they employ an inclusive language, a methodology based on fairness and equal rights for everyone. In this way, educators will adopt an impartial assessment, which will promote that every single student is able to develop their full potential.

Another consideration that should be assumed in agreement with this previous measure is the procedure that it is going to be followed in order to foster the participation in class. Some investigations have reported how educators do not tend to be objective when it comes to address students to collaborate during the teaching process. Apparently, it seems that female teachers tend to require the participation of male students more frequently than the one of females. As a consequence, it is been proved how this fact reinforces the low esteem and the underestimation of girls, since they feel inferior in comparison to boys. For this reason, it is fundamental that educators are aware of this bad habit, so that they can change their regular procedures by making them more inclusive. Some possible solutions could involve supporting and encouraging boys and girls equally or providing the same opportunities to both genders.

On the other hand, educators should also observe their learning environment in order to detect on time any possible attempt of discrimination as a reason of gender. In this kind of situations, teachers should avoid adopting a passive role toward those injustices and leverage the occasion to deconstruct those gender bias attitudes. A possible solution that teachers may embrace is to make students reflect about their sexist attitudes, so that they can reason about the possible corrections. As a result, students will obtain a significate learning from their mistakes and it will help them to deconstruct their misogynous attitudes and prevent them from happening again.

Additionally, among all the roles that an educator must undertake there can be distinguished the function of mentoring, counseling and providing guidance to their students. For this reason, teachers must provide a gender-sensitive guidance that contemplates the principal interests and major abilities of their students. In this way, they will appropriately assist their students in the decision-making process concerning the selection of their professional paths. As a consequence, students will be able to consider choosing the most suitable path for them, rather than the one that it is socially expected

from them. Thus, any kind of social stereotype that may condition their selection will be managed to be overcome, so that their choice is as much suitable as possible.

The last measure that should be deliberated concerns the teaching and learning materials. Teachers should be aware that, in some cases, academic resources incorporate some stereotyped female and male characters that may induce to the perpetuation of sexism. For this reason, teachers should adopt a similar procedure as when they deal with misogynous attitudes, since they must expose the issue to the classroom in order to promote some gender awareness concerning the topic. In fact, they can also adopt some other measures such as displaying the same amount of posters of male and female characters around the classroom. In this way, there would be promoted the same amount of male and female models in order to establish a proportional balanced in their gender references.

Therefore, it is necessary that educators persist researching and innovating, so that they can find further procedures and innovative academic strategies that might contribute to the promotion of gender mainstreaming. Since to be an educator implies to be immersed in a continuous learning and training process that must be cultivated throughout the professional path.

2.1.3. Teaching and learning materials

Another necessary approach that should be accomplished to promote an effective gender mainstreaming in education is connected to the analysis of teaching and learning materials. With the following study, it is going to be proved how gender bias still have an immense impact on academic resources. In fact, it is going to be demonstrated how, in spite of the presumed evolution, the generalized normalization of sexism has contributed to the assimilation of certain gender stereotypes.

Consequently, when analyzing teaching and learning materials, in some cases, it results to be a tough matter to distinguish these misogynists factors, since they have been assimilated as quotidian aspects. Hereunder, in a similar way to the previous analysis, there are going to be exposed some suggestions that have been proposed by UNESCO's toolkit (2009).

Among the principal roles an educator must assume, there can be highlighted the one of planning and sequencing the diverse activities, which are going to be developed during

the learning process of a session. For this reason, as a general recommendation, UNESCO establishes that teachers should "briefly examine the text, pictures or part of the material" (Promoting Gender Equality in Education, UNESCO 2009, p. 60) in order to perceive the level of gender-responsiveness of the academic resources, which are going to be implemented during the session.

It is necessary that educators adopt a critical observation and manage to detect any possible ambiguity that may corrupt the trustworthiness of the content. In fact, the central message of the contents should be carefully examined in order to deliberate both the intention and the purpose which are intended to be imparted. For it is highly common to encounter stereotyped content that fosters implicit distinctions between the sexes. In fact, in most of the cases, these differences are going to be located in the illustrations of textbooks and in the linguistic activities which are proposed by these resources.

Hence, the first consideration that educators should undertake is to analyze the frequency in which male and female characters do appear within the teaching and learning materials. This can be assessed by establishing a comparison between the number of male and female characters that are portrayed in the illustrations. Furthermore, it can be considered the sort of activity that they are performing in order to determine whether the role they are assuming is being influenced by stereotypes based on their gender identities or not. In the majority of occasions, women tend to be represented as either nurturers or victims, whereas men are regarded as leaders. Consequently, these role models are going to condition implicitly the perspective of students toward their self-concept. Thus, it is needed that educators also ponder the psychological traits that are being attributed to the characters that commonly appear in the academic resources in order to detect, once again, misogynous behaviors.

Another relevant factor is the place which has been assigned to male and female characters in illustrations. It has been proved how male illustrations tend to occupy more space in comparison to the female ones. This peculiarity can also be perceived in the playground of high schools, since boys tend to expand themselves in a higher proportion, occupying most of the space, whereas girls tend to remain in the little spaces such as the corners of the playground.

In agreement with the differences in space, there can also be identified how textbooks and academic resources tend to establish a distinction between boys and girls by

associating them to the public and private spheres, respectively. This kind of segregation is going to determine the students' professional paths, as it has been previously demonstrated. For this reason, it is necessary that the designs of teaching and learning materials are redefined, so that those kind of distinctions between the sexes are avoided. As a result, there could be produced several benefits such as the improvement of academic achievement or a major inclusion of men and women in certain professional spheres.

For instance, it has been proved how there is a lack of male teachers because of this influence of gender bias, as it shows some data from the OECD: "18% of primary school teachers are men, 32% of lower secondary teachers, and 42% of upper secondary teachers" (The Pursuit of Gender Equality: An Uphill Battle, OECD 2017, p. 121).

Hence, in this regards, educators may raise some gender awareness by employing corroborated data, as well as the intrusion of those differences, in order to start a debate or to make their students reflect about those concerns. These differences must be regarded as an opportunity to tackle gender inequalities in the classroom. In fact, it is desirable that educators establish associations between those cases and real accounts, so that students can achieve a more powerful awareness in respect to the relevance of coeducation. In this way, it would also contribute to an enhancement in the student's critical thinking skills, as well as, the awakening of their curiosity toward coeducative values.

Therefore, adopting some of the previous measures would facilitate to ensure that the central message of the teaching and learning academic resources would be adequately adapted to promote gender mainstreaming. In fact, these approaches would contribute to avoid the implicit instruction of gender stereotypes that is commonly portrayed in academic materials.

Nevertheless, as it has been previously exposed, in the case that the teaching and learning resources could contain any reference that might lead to discriminations or sexist messages, educators would be now adequately prepared to confront that situation. In the case that educators felt that the previous suggestions were not enough assistance to tackle inequalities, they could also search for other kinds of help. For instance, they could research to obtain further corroborated data concerning the topic; they could also ask for some help at gender-sensitive organizations, policies or institutions in order to be more familiarized with gender mainstreaming.

2.2. Gender-sensitive action planning

Gender bias also have a huge impact on some of the principal education tools, and as a consequence, it emerges the urge to introduce some changes. In what concerns to the curriculum design, it is fundamental that coeducation values are explicitly expressed, since gender equality is a nonexistent value in such official document. In fact, there cannot be found any reference that acknowledges the issue of gender inequalities. For this reason, it is essential to reformulate the curriculum design, so that it becomes more inclusive by acknowledging the still remaining issue, as well as, adding coeducation values as a fundamental target.

Another adjustment that should be considered is the redesign of the teaching and learning materials in relation to the new changes that would be introduced to the curriculum design. It would be expected that the new academic resources did not comprise texts, illustrations, contents nor allusions that could lead to any kind of gender bias. Thus, the principal aim of the future learning and teaching material designs should be targeted toward the implementation of coeducation rather than the preservation of traditional stereotypes.

As a final adaptation it should be reconsidered the principal roles of the teacher. The new perspective that should be integrated in order to ameliorate the education system would involve an educator with three main qualities: gender-sensitive, predisposed and implicated toward the fulfilment of coeducation. It is also desirable that educators become aware of the importance of cooperating with the rest of the faculty, gender-sensitive organizations, the families of the students and the proper institution. They should work supportively and coordinately to tackle gender disparities. In fact, it is also foreseen that educators ought to adopt a proactive role when they witness any sexist behavior, since they have to guarantee tolerance and respect for every single person, as well as to become role models of social inclusion.

From all these matters, it can be deduced the requirement to implement coeducation action plans to address the issue of gender bias. Nevertheless, in spite of the flexibility and versatility of the English language, still there can be noticed a generalized lack of awareness concerning coeducation. This can be proved since there cannot be found enough references of gender action plans, that have been directed to be implemented from the first foreign language. However, there has been found an exceptional proof

concerning this issue that is the gender perspective action plan of Leyre Carcas Moreno (2016) (2016), a Spanish gender-sensitive researcher. In her work *Investigación en temáticas de género* (2015), she incorporated a gender analysis where she implemented two didactic units with a gender-responsive purpose. Hereunder, it is going to be reviewed some of the principal ideas and the results she achieved.

The main purpose of Carcas was to prove how the motivation of the students is increased when including contents with gender perspective in the classroom. In fact, it also promotes a more significate learning and it helps to develop a gender equality conscience.

For this research, she established three main objectives that consisted in the analysis of the general opinion that both, teachers and students adopted toward the inclusion of a gender perspective. Also, she targeted to examine the attitudes and the level of acceptance that they had concerning the topic of gender equality. And, as a final aim, she intended to accomplish a didactic unit based on gender. In order to undertake this latter aim, she adopted a CLIL approach, since she believed that this kind of methodology might contribute to foster the instruction of English language through the inclusion of necessary values such as gender equality.

The context where she implemented this research was the Official Language School of Madrid. This investigation was developed two years ago (2016) and it involved four female educators of the English department and their respective students. There were selected three different classrooms of a range between thirteen and nineteen students to undertake this experiment. Their levels of English varied as well from an intermediate level to an advanced. The methodology that she employed to analyze the data was a series of questionnaires in order to assess the opinion of the students concerning the gender perspective. Similarly, she subdued educators to observation during a period that lasted half a month in order to perceive the kind of approaches and the relevance that they provided to the issues of gender. To accomplish with her purpose, Carcas employed a notebook in order to make notes regarding both her observations and reflections.

She implemented two main didactic units with gender perspective. The first one involved an analysis that englobed the four core competences: "cognition, culture, content and communication" (Leyre Carcas Moreno (2016) (2016), 2016, p. 305). In this analysis she aimed to foster both a significate and a lifelong learning. On the other hand, the second

didactic unit was intended to explore some cases of sexism through the revision of some social stereotypes.

The conclusions she reached by means of these two analysis were that still 50% of educators are not gender-sensitive toward gender equality nor coeducation, since they do not feel the need to implement such values. In fact, they justify their point of view by stating how including a gender perspective within the contents can lead to controversy and disruption in class. Hence, they rather prefer to avoid incorporating such topic for these reasons.

Concerning students, the results of the questionnaires showed how "42.8% asserts to believe in the relevance of gender awareness within the first foreign language. It is significative how 32.6% choose the ambivalent option (…) and only 24.4% choose the option of rejection" (Leyre Carcas Moreno (2016) (2016), 2016, p. 311). Hence, even though practically half of the class do believe in gender awareness, it is quite remarkable the significant amount of students that do not believe in the necessity of this matter.

Therefore, with these results it can clearly be evidenced how there are still perpetuated gender roles and stereotypes, as a consequence of the normalization of sexism. Nevertheless, according to Carca's results, students showed themselves encouraged and motivated to work on this topic in the classroom. Consequently, this reinforces the idea that a gender perspective should be explicitly incorporated within the curriculum.

For this reason, Carcas also emphasizes how educators should be provided with enough gender-sensitive instruction, as well as, with adequate academic resources in order to promote gender mainstreaming through the first foreign language. In fact, she also establishes how necessary it is to promote values such as tolerance, non-discrimination for the development and growth of conscious and gender-responsive students.

In short, it can be established as a final remark how "all these conclusions suggest that it is necessary to adopt a more conscious effort by means of the educative agents in what concerns to educators and the curriculum in order to implement a gender perspective in the teaching process" (Leyre Carcas Moreno (2016) (2016), 2016, p. 315).

SECTION II: METHODOLOGICAL ASPECTS

Throughout the course of this dissertation, it has been exposed a brief historical context of the principal inequalities that have affected women since ancient times, as well as, it has been exposed some of the main terminological distinctions concerning the concepts connected to both gender equality and coeducation. Then, it has also be proved the huge negative impact in education, which has been caused by the preservation of gender roles, stereotypes and social constructions. In fact, there have been reviewed some of the principal changes that should be adopted in order to promote gender mainstreaming, since "tackling gender inequality is necessary to establish a fairer society" (Special Eurobarometer 428, 2015, p. 30). These changes would concern a reformulation and redesign of curriculum, academic materials and the gender awareness of educators. As a consequence, by reviewing Carcas' research, it has been demonstrated how fundamental is to implement gender equality action plans, in particular, from the first foreign language. For this reason, it is going to be introduced a coeducation action plan from the first foreign language below. This proposal has been inspired by the principal ideas of Carcas' gender perspective research and the work *Educar en el Feminismo*, written by Iria Marañón (2018).

Chapter III: Coeducation Action Plan in FFL II

In the present section, it is going to be introduced the design of a coeducation action plan that is going to be intended to implement gender equality in the teaching and learning processes that concern the First Foreign Language II. This proposal is going to be implemented during a session that has been conducted in the second year of upper secondary level.

3.1. Contextualization of the proposal: IES Zorrilla

IES Zorrilla is acknowledged as the most ancient institution of Valladolid, since it was the first public high school that was established in 1845. It was originated during the realm of Elizabeth II, fact which has contributed to enhance the relevance of such institution. Indeed, it has been pondered to have an historical educative heritage.

The current construction that is located in Saint Paul's square was decreed to be built in 1901. Mr. Teodosio Torres constructed it in a plot of land, which was called as Corralón

de San Pablo, and it was finally inaugurated in 1907. This land had a particular historical value, since it belonged to Catherine of Lancaster, who was the queen of Castile and the mother of John II of Castile. In 2010, it was incorporated a sports center to the current building. Therefore, this institution belongs to a middle class socioeconomic context.

Moreover, it offers an educative planning that proposes more wider opportunities than some other high schools, since it includes a night school system. In fact, it is composed by an average of 120 personnel, among them, 102 correspond to the current number of educators. All these members are distributed and organized into nineteen departments. In special, it has five departments of languages (English, French, German, Latin and Greek). Moreover, it is estimated that there attend to this institution an estimated proportion of 1300 students. It is relevant to mention how this high school works cooperatively with other organizations and institutions. In fact, it covers a great variety of programs, among them, it is needed to highlight the program that aims to foster gender equality and gender violence or the program of sexual affective.

Concerning the structure and the organization of this institution, it must be considered how it follows a traditional system; however, it also incorporates some digital projects, as well as, digital screens.

The educative project of this center aims to promote transversal values and the whole integration of all the students, in special, those who suffer any kind of disability. Also, it aims to fight against racism and discrimination.

For this reason, as it has been previously suggested, the coeducation action plan, which is proposed in this dissertation, was accomplished during a session that was executed during the second year of upper secondary level of this institution. The group of the class was composed by twenty six students, where there could be distinguished seven boys and nineteen girls. In this group, there were several students that belonged to different cultures such as muslins, what implied a cultural enrichment as a reason of multiculturalism.

3.2. Driving principles

The main purpose of this gender-sensitive action plan was to promote the communicative competence between all the individuals, as it establishes the Spanish curriculum. Similarly, this proposal was intended to contribute to the acquisition of the

principal skills and some other competences such as the linguistic competence, the ethic and civic competence, the mathematic competence or the cultural conscience competence, among others. In fact, it was pursued to achieve a significate learning, since there were employed authentic materials and real accounts to foster gender awareness. Indeed, it was managed to promote coeducation by making use of a dynamic methodology that involved teamwork and some problem-solving cases. Indirectly, it was also expected to improve the motivation of students toward the concept of coeducation, as well as, to encourage them to accept and value their self-concept.

3.3. Proposal

This coeducation action plan can be divided into two main sections. In the first one, there are going to be explained the principal aims, the contents which constituted the session and the main assessment criteria. Then, there is going to be explained the process of sequencing the diverse activities that were accomplished.

3.3.1. Aims, contents and assessment criteria

The principal aim of this coeducation action plan was to promote a generic gender awareness concerning the main gender bias that still affect our society. Another main target of this proposal was to manage to tackle the gender disparities that are connected to the influence of gender roles, social constructions and stereotypes. Consequently, it was expected to foster debate and reflection in relation to its negative influence concerning our process of decision-making.

By considering some of the evidences that Carcas accomplished during her research, this proposal has been inspired by it. Therefore, it has been investigated the number of supporters and detractors that can be identified in this classroom, concerning gender equality. Also, in this gender-sensitive action plan has been set as a fundamental target the incorporation of the CLIL approach. This objective has been considered and proposed as a reason of the influence of Carcas' ideas.

On the other hand, by sharing some real accounts and particular cases studies which might result familiar to them, it was intended to promote some transversal values such as tolerance, equity and a greater level of empathy between each other, and particularly, among the sexes. In fact, there was also promoted the inclusion of some feminist references concerning music, literature and tv series. Consequently, it was also intended

to foster the promotion of feminist writers such as Chimamanda Ngozi Adichie or Iria Marañón (2018).

As a final remark, one of the principal targets that was also expected to cover was the proficiency of their language skills.

Concerning the contents that were covered during the course of the session, there can be distinguished the following ones. First, it was introduced a theoretical background that consisted on the definition and explanation of some terminological concepts that could entail some controversy in their meaning. Then, there were presented some common mistaken definitions connected to feminism in order to tackle the prejudices sometimes are commonly accepted as if they were accurate definitions. Subsequently, there was presented a table of social constructions that appears in the work of Iria Marañón, (2018) *Educar en el Feminismo.* Then, there were introduced some case studies in order to create some debate and reflection toward the topics. These case studies dealt with catcalling, sexual assault and gender violence. Finally, it was introduced the reference of Chimamanda Ngozi Adichie in order to promote her masterpiece of *We Should All Be Feminists.*

When establishing the kind of assessment criteria that it was going to be followed to evaluate the gender-responsiveness of the session, it was considered that one session implied an extremely scarce amount of time in order to obtain significant valuable data. To witness some kind of progress, it would be necessary to implement a series of activities and gender mainstreaming during a long-term period of time. For this reason, it was decided to choose a questionnaire as a way of assessing their general notions concerning feminism. It was intended to prove at which level they were convinced of the benefits of being a feminist person. Hence, there was provided one anonymous questionnaire with sixteen questions per student.

On the other hand, they were also divided into groups of four members and they were facilitated a worksheet with a particular case study. As a way of assessing their opinion concerning the topic, they were asked to answer a series of questions, after they had shared their opinion with the rest of their group. In this way, there could be analyzed as a general way, the overall perceptions of students concerning those case studies.

As a final criteria for assessing the knowledge and the level of motivation, it was acknowledged the participation and the contribution to the class exposition of the events.

3.3.2. Activities

As a matter of time, the sequencing of activities was focused to provide a general knowledge of the main concepts related to gender equality, as well as, an overall gender awareness. For this reason, the first activity which was developed was the fulfilment of the questionnaire. It was accomplished as an individual task; however, it was monitored by the teacher in order to avoid any possible ambiguity concerning the statements which were provided. The content of the questionnaire was designed by using a combination of social constructions and some common prejudices concerning the connotation of feminism. The principal aim was to assess the level of agreement or disagreement toward feminism. Therefore, by means of the results there could be reflected whether students were already gender-sensitive toward the need of feminism or not.

Once they finished the questionnaires, it was proceeded to begin with the first part of the session. It was dedicated to explain some of the main definitions and terminological distinctions in order to ensure that students could learn some of the principal concepts. Therefore, by following some of the notions that have been already explained within this dissertation, it was shown terminological differences between gender and sex, gender equality and gender equity and the meaning of coeducation. Following with the explanation, it was exposed the real definition of feminism and, afterwards, there were introduced some of the most common prejudices that are mistakenly held as accurate definitions.

Then, it was presented a table with social constructions which was taken from Iria Marañón's work (2018), and there were explained some of the most common gender roles and stereotypes that we all tend to assume as common or normal attitudes or behaviors. Accordingly, it was exposed the effects of normalization and the assimilation of social norms that we have all assumed. In fact, there were provided some corroborated proportions that were taken from the OECD in order to show them some of the worst negative effects of gender bias in our lives such as the gender gap.

The next activity that was effectuated was the revision of some case studies. During this activity, there were visualized some videos concerning the issue of catcalling in order

to give some awareness regarding this topic. Then, it was briefly commented the issue of sexual assault as well as gender violence by using some videos from the TV series *Thirteen Reasons Why* and *The End of the F***ing World*. In fact, students were also given a worksheet to answer some questions concerning a case of catcalling, so that they could provide their opinion as a group.

Finally, the session was finished by introducing Chimamanda Ngozi Adichie's masterpiece *We Should All Be Feminist*, since it was recommended to read her book and watch her TED video.

Chapter IV: Critical reflection

Within this chapter, there are going to be reviewed some of the perceptions and considerations concerning the learning process of the students and some of the subjective considerations of the teacher. For this, there are going to be analyzed the results of some of the activities that have been performed during this session. They cover the questionnaire, the worksheets of the case study and their reactions toward the videos that introduced the notion of catcalling. Then, there will also be exposed some of the teacher perceptions concerning the whole development of the session and some other considerations regarding the student's attitude.

4.1. Students' perceptions of the learning process

When designing the questionnaire to analyze the level of gender awareness of the students, there were combined two types of statements: four principal sentences which implicitly defined the connotation of feminism and twelve statements that dealt with social constructions, which were taken from Iria Marañón's work, *Educar en el Feminismo* (2018). The connotations of feminism were taken from common understandings of the notion, which all of them happened to be prejudices with only one exception. These statements were combined randomly, so that there was not easily perceived the main target of the questionnaire.

When analyzing the data, there could be found two kinds of results. On the one hand, there could be proved the level of acceptance toward feminism, which basically consisted in those who were able to show tolerance and proved to be against stereotypes and social constructions. On the other hand, there could be distinguished the individuals who were truly feminists, since they were able to identify the prejudices within the statements.

Hence, when observing the proportions, there could be found how when it comes to the acceptance of feminism, 90.76% of girls were shown to be feminist, whereas 87.76% corresponded to the percentage of male feminists. In which concerns to the real feminists, it was proved how 68.75% of girls were real feminists whereas 54.17% was associated to the male percentage. This implies that concerning the recognition of social constructions and stereotypes, the majority of boys and girls is able to recognize that they are sexist influences; however, when it comes to the notion of feminism data suggests how they are not able to detect the sexist expressions that still remain in our society. Therefore, these data evidences that coeducation and gender mainstreaming are two key factors in order to promote gender awareness.

When analyzing the student's reactions toward the videos that showed the case study of catcalling, the majority of the class demonstrated a certain level of awareness, since all of them stated that catcalling women, particularly at night, should not be done. Some girls, as it can be proved within the annexes of this particular case study, confessed that when they walk at night alone they feel afraid and insecure. Hence, these statements should make us rethink about the values of the society where we are living, since still nowadays girls do not feel free to walk at night alone. Indeed, when a parody of a catcalling video was showed in order to raise awareness of how women feel toward those kind of treatments, some of the girls started to demonstrate approval toward the reaction of the women, since she fought against the disrespectful treatment. The approval of the female students may be considered as a good factor since it may imply that women are starting to be aware and gender-sensitive of the secondary role that they have been undertaking throughout history.

4.2. Teachers' perceptions of the teaching process

As a general conclusion, students seemed to enjoy the whole session, since they showed predisposition toward the topics that were treated at that session. Hence, it can be proved the conjectures of Carcas, since when we encourage and motivate the students they tend to have a major academic achievement, because they are constantly paying attention to the process of the whole lesson. On the contrary, when students are not interested in the topic, which is a quite frequent characteristic when the whole session is merely based on linguistic aspects, students do not pay attention and get easily distracted by their environment. For this reason, CLIL approach has proved to be a highly efficient

measure, since it truly demonstrates how students can achieve more benefits when the topics that are dealt in class result to them either challenging, authentic or appealing. In fact, some students did confess that they have enjoyed more that single session we had because they felt that the learning they were achieving could have a longlife effect in their lives.

Therefore, the mere fact that the whole class payed attention and did collaborate in the development of the session does suggest how including a gender perspective in the first foreign language it is not an impossible matter.

Therefore, it is highly important that we manage to incorporate gender equality issues in the curriculum and within the material resources so that students can obtain a significate learning. Consequently, they will be able to learn both a relevant content for them to become better persons as well as democratic citizenships and the proper English language.

Chapter V: Conclusions and further suggestions

Gender bias is a still remaining problem of our society that has been perpetuated throughout history. In spite of the fact that gender equality is universally acknowledged as a fundamental right, still there can be found several injustices and gender gaps that must be avoided. The proper concept of gender, in a similar way to the notion of coeducation, hides a certain controversy in its essence, as it has been proved with some terminological distinctions.

On the other hand, it has also been proved how culture and tradition are directly connected to the reasons why there can be found a still remaining gender gap between the sexes. Education is adversely affected by this negative influence since some traditional gender roles, stereotypes and social constructions are still preserved. As a consequence, the instruction that is given to girls and boys is not fair, since it is distinguished by gender. Boys are going to be taught to become brave, strong individuals whereas girls are going to learn how to become submissive, useless and dependent women, who are going to suffer a huge lack of self-confidence within themselves. Thus, this sort of education based on misogynous notions must be changed so that every single child can be raised as individuals who are able to make choices and decisions freely.

However, the main problem is set in both, the awareness and the acknowledgement of this issue. Many people is not able to recognize gender bias nor gender disparities, which still have a huge impact on our daily lives. For this reason, education must be understood as an essential tool to tackle gender inequalities and to foster the promotion of gender mainstreaming. As a consequence, it emerges the requisite of analyze the existing education management tools in order to detect where and how can the problem of inequality be finally solved.

When approaching such an analysis, there can be found how there are even gender bias within these tools. Since the design of the official curriculum does not explicitly include references to transversal values such as gender equality or democratic citizenship. Instead, it merely entails them within the concepts of values and beliefs. Similarly, when academic resources are exposed to an scrutinized analysis, it can be proved how illustrations, texts and the references do include gender stereotypes and social constructions. Consequently, even though it may resemble as a negligible factor, it can be demonstrated how, in time, these aspects determine the choices of boys and girls when

choosing their professional careers. As a result, then there can be distinguished some gaps in education such as a lack of male teachers or male doctors, as well as, an absence of female engineers or female scientists. In the long-term, this divided dichotomy also has a negative impact in our society at other levels such as economic or political.

Therefore, it is necessary to implement some innovative strategies and new changes in the education system, since it is the core of knowledge. Then, it is necessary that educators become gender-sensitive toward their environment and they manage to adapt a proactive role when they witness any sort of injustice. Similarly, academic resources must be carefully analyzed, so that stereotypes and social constructions no longer appear in the messages nor illustrations of future textbooks and academic resources. In relation to these changes, the curriculum design should be adequately adapted, so that the hidden curriculum becomes more inclusive. Since some transversal values such as gender equality, tolerance, empathy or respect are some of the values which could contribute to promote and fulfil a gender-sensitive world.

There is still a lot of work to do in order to evolve as a society, but in order to do so, it is needed that schools become coeducative. As it has been proved, gender roles and stereotypes are matters which are learnt since we are children. Therefore, it is required that all of us deconstruct our minds to reach a better and fairer world.

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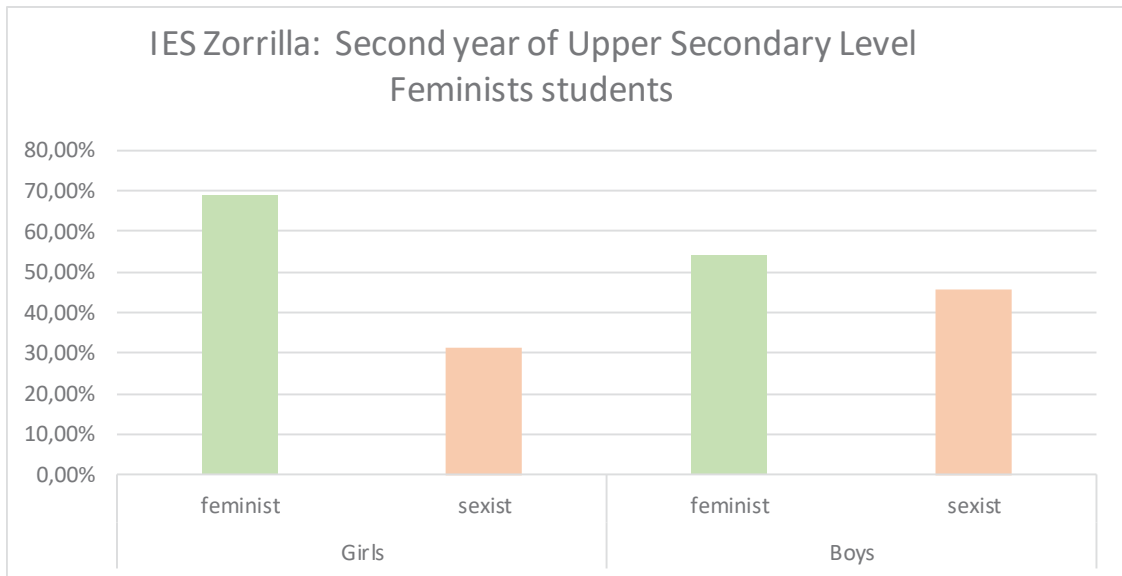
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Annexes

IES Zorrilla: Second year of Upper Secondary Level Students in favour of feminism
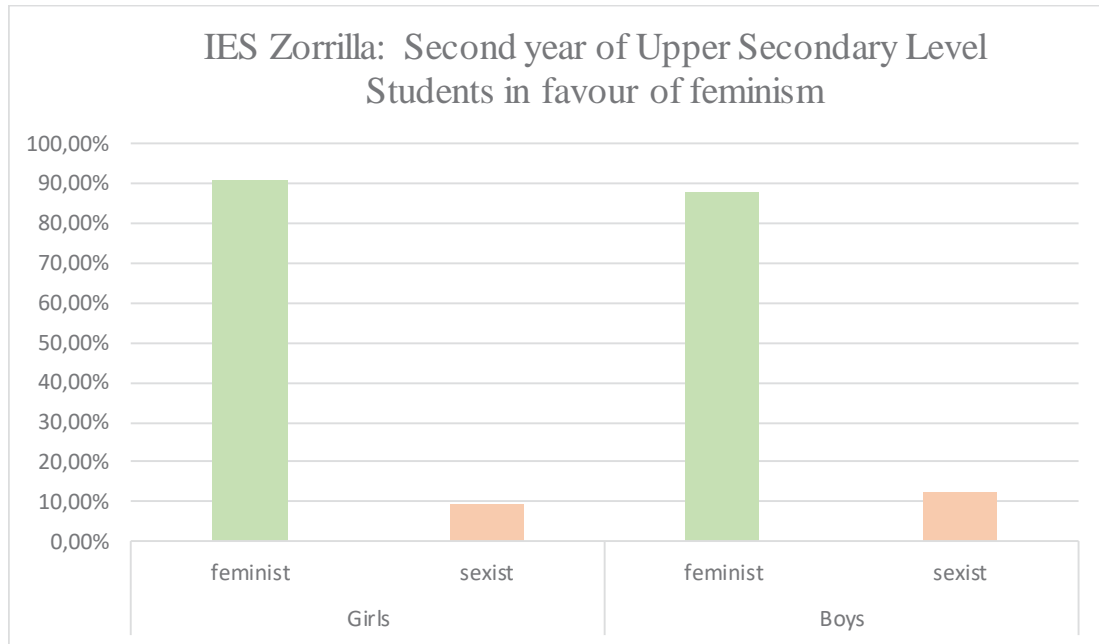
Acceptance of feminism			
Girls		**Boys**	
feminist	sexist	feminist	sexist
90,76%	9,24%	87,76%	12,24%

IES Zorrilla: Second year of Upper Secondary Level Feminists students

Feminists			
Girls		**Boys**	
feminist	sexist	feminist	sexist
68,75%	31,25%	54,17%	45,83%

a. Questionnaire

ARE YOU A REAL FEMINIST?

WeCanDoIt!

GENDER: ☒ MALE ☐ FEMALE

Answer the following statements according to your point of view.

STATEMENTS	AGREE	DISAGREE
I do not believe in feminism nor sexism, I only believe in equality.	✗	
I do not believe in feminism because it is a movement constituted by frustrated women and women who hate men.		✗
I believe that women may prefer to play football or jockey rather than gymnastics.	✗	
I think that boys should not be allowed to play with dolls when they are kids because it might confuse them.		✗
I believe that men must control and protect their partner.		✗
I do not believe in feminism, just gender equality.		✗
I believe that marriage is one of the most essential aspirations that we should all have in life.		✗
I think that housework should be carried out by women.		✗
I agree that men may prefer to have ballet lessons instead of playing videogames in their free time.	✗	
I believe that men have no right to catcall women.		✗
I think that women should not walk alone at night. They should avoid any kind of danger.		✗
I consider that men should not wear the color pink, particularly, when they are kids.		✗
Earrings, necklaces and bracelets are gendered-based. They must be worn by women.		✗
I think that women can drive a car, but they cannot do it as well as men can.		✗
I believe that both men and women should be taught equally.	✗	
I consider that men cannot be sensitive and show their emotions in public.		✗

ARE YOU A REAL FEMINIST?

GENDER: ☒ MALE ☐ FEMALE

Answer the following statements according to your point of view.

STATEMENTS	AGREE	DISAGREE
I do not believe in feminism nor sexism, I only believe in equality.	✕	
I do not believe in feminism because it is a movement constituted by frustrated women and women who hate men.		✕
I believe that women may prefer to play football or jockey rather than gymnastics.	✕	
I think that boys should not be allowed to play with dolls when they are kids because it might confuse them.		✕
I believe that men must control and protect their partner.		✕
I do not believe in feminism, just gender equality.	✕	
I believe that marriage is one of the most essential aspirations that we should all have in life.		✕
I think that housework should be carried out by women.		✕
I agree that men may prefer to have ballet lessons instead of playing videogames in their free time.	✕	
I believe that men have no right to catcall women.	✕	
I think that women should not walk alone at night. They should avoid any kind of danger.		✕
I consider that men should not wear the color pink, particularly, when they are kids.		✕
Earrings, necklaces and bracelets are gendered-based. They must be worn by women.		✕
I think that women can drive a car, but they cannot do it as well as men can.		✕
I believe that both men and women should be taught equally.	✕	
I consider that men cannot be sensitive and show their emotions in public.		✕

ARE YOU A REAL FEMINIST?

WeCanDoIt!

GENDER: ☐ MALE   ☒ FEMALE

Answer the following statements according to your point of view.

STATEMENTS	AGREE	DISAGREE
I do not believe in feminism nor sexism, I only believe in equality.	X	
I do not believe in feminism because it is a movement constituted by frustrated women and women who hate men.		X
I believe that women may prefer to play football or jockey rather than gymnastics.	X	
I think that boys should not be allowed to play with dolls when they are kids because it might confuse them.		X
I believe that men must control and protect their partner.		X
I do not believe in feminism, just gender equality.	X	
I believe that marriage is one of the most essential aspirations that we should all have in life.		X
I think that housework should be carried out by women.		X
I agree that men may prefer to have ballet lessons instead of playing videogames in their free time.	X	
I believe that men have no right to catcall women.	X	
I think that women should not walk alone at night. They should avoid any kind of danger.		X
I consider that men should not wear the color pink, particularly, when they are kids.		X
Earrings, necklaces and bracelets are gendered-based. They must be worn by women.		X
I think that women can drive a car, but they cannot do it as well as men can.		X
I believe that both men and women should be taught equally.	X	
I consider that men cannot be sensitive and show their emotions in public.		X

ARE YOU A REAL FEMINIST?

WeCanDoIt!

GENDER: ☐ MALE ☒ FEMALE

Answer the following statements according to your point of view.

STATEMENTS	AGREE	DISAGREE
I do not believe in feminism nor sexism, I only believe in equality.	X	
I do not believe in feminism because it is a movement constituted by frustrated women and women who hate men.		X
I believe that women may prefer to play football or jockey rather than gymnastics.		X
I think that boys should not be allowed to play with dolls when they are kids because it might confuse them.		X
I believe that men must control and protect their partner.		X
I do not believe in feminism, just gender equality.	X	
I believe that marriage is one of the most essential aspirations that we should all have in life.		X
I think that housework should be carried out by women.		X
I agree that men may prefer to have ballet lessons instead of playing videogames in their free time.		X
I believe that men have no right to catcall women.		X
I think that women should not walk alone at night. They should avoid any kind of danger.		X
I consider that men should not wear the color pink, particularly, when they are kids.		X
Earrings, necklaces and bracelets are gendered-based. They must be worn by women.		X
I think that women can drive a car, but they cannot do it as well as men can.		X
I believe that both men and women should be taught equally.	X	
I consider that men cannot be sensitive and show their emotions in public.		X

A. CASE STUDY

It's Saturday night and you go out with your friends to the Low Cost in order to have some fun. When you are waiting to enter in this club, a girl who is walking alone, bumps into your group. Suddenly, one of your male friends starts to whistle at her and shouts some flirtatious remarks at her.

→ How do you think this girl will feel about those comments?

I think the girl may feel disgusted, intimidated, mad, uncomfortable.

→ In your opinion, why does men do this catcalling to women? Is there any logical explanation?

Because they think its right, they need attention, they are special. It's not a logical explanation for it.

→ How would you feel about that situation?

I would feel angry, annoyed but I would ignore it.

→ How would you react?

I would just turn around and ignore it.

→ Have you ever experienced a similar situation?

Yes.

→ How can we solve this controversial issue of catcalling? What do you suggest?

We may teach everyone catcalling is not something nice and that no one is a better men for catcalling a women.

"I really wanna marry the guy who whistled at me from his car" - said no woman ever.

A. CASE STUDY

It's Saturday night and you go out with your friends to the Low Cost in order to
have some fun. When you are waiting to enter in this club, a girl who is walking
alone, bumps into your group. Suddenly, one of your male friends starts to
whistle at her and shouts some flirtatious remarks at her.

→ How do you think this girl will feel about those comments?

I think she would feel like an objet and
embarrased, and also annoyed.

→ In your opinion, why does men do this catcalling to women? Is there any logical
explanation?

they want to get their attention and they try
to be very manly around their friends.

→ How would you feel about that situation?

I would feel bad for her and disgusted
about those comments.

→ How would you react?

I would not stay quiet and I would say
something to them. Ignoring the problem
makes it worse. I would be disturbed.

→ Have you ever experienced a similar situation?

Yes, I think most women have experienced it
themselves and also have seen other women
being assaulted on the streets.

→ How can we solve this controversial issue of catcalling? What do you suggest?

....
....

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A. CASE STUDY

It's Saturday night and you go out with your friends to the Low Cost in order to have some fun. When you are waiting to enter in this club, a girl who is walking alone, bumps into your group. Suddenly, one of your male friends starts to whistle at her and shouts some flirtatious remarks at her.

→ How do you think this girl will feel about those comments?

She will feel uncomfortable and scared, abused

→ In your opinion, why does men do this catcalling to women? Is there any logical explanation?

Because they feel atracted by them and they want to show it anyhow. They think they will get us doing like that

→ How would you feel about that situation?

→ How would you react?

I would ignore those comments and just keep walking. (scary.)

→ Have you ever experienced a similar situation?

Yes, many times. It ain't anything grateful.

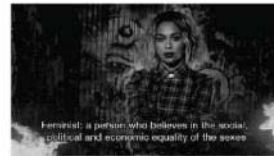→ How can we solve this controversial issue of catcalling? What do you suggest?

"I really wanna marry the guy who whistled at me from his car" - said no woman ever.

b. PowerPoint

SOCIAL CONSTRUCTIONS

GIRLS	BOYS
PINK, violet, purple and light colors.	**BLUE**, red and dark colors.
References: **PRINCESSES**, dancers and fairies.	References: **SUPERHEROES**, pirates and football players.
DOLLS, kitchenette, houses.	**CARS**, trucks, planes, balls, superheroes.
Bicycle, **pink** skates.	Bicycle, **blue** skates.
Frozen, Rapunzel, **Beauty and The Beast**.	Cars, Power Rangers, **Pokémon**, Guardians of the Galaxy.
Skirts, long hair, high heels and **make-up**.	**Trousers**, pants, short hair and boots.
To help with **housework**, to clean and to take care.	To learn how to repair a failure, to clean the car, **learn mechanics**.
Gymnastics, dancing.	**Play football**, basketball, hockey, judo.

1.
SOCIAL CASES

"I really wanna marry the guy who whistled at me from his car" - said no woman ever.

CASE A.

I just saw a thousand dollars

CASE A.

SHE RESPONDS!!!

DAMN!!!

CASE A.


CASE B.

"NO" MEANS NO.

CASE B.

"NO" MEANS NO.

CASE B.

NO MEANS NO

'NOT NOW' MEANS NO
I HAVE A BOY|GYRLFRIEND MEANS NO
MAYBE LATER MEANS NO
NO THANKS MEANS NO
YOU'RE NOT MY TYPE MEANS NO
FUCK OFF MEANS NO
I'D RATHER BE ALONE RIGHT NOW MEANS NO
DON'T TOUCH ME MEANS NO
I REALLY LIKE YOU BUT... MEANS NO
LET'S JUST GO TO SLEEP MEANS NO
I'M NOT SURE MEANS NO
YOU'VE|I'VE BEEN DRINKING MEANS NO
SILENCE MEANS NO

"WE SHOULD **ALL** BE FEMINISTS"
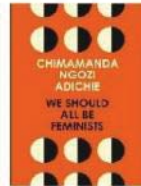
CHIMAMANDA NGOZI ADICHIE

"WE SHOULD **ALL** BE FEMINISTS"

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THANK YOU FOR COMING!