



**FACULTAD DE EDUCACIÓN DE PALENCIA
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**GENDER EQUALITY IN PRIMARY EDUCATION. A DIDACTIC
PROPOSAL LINKED TO ETWINNING**

**IGUALDAD DE GÉNERO EN EDUCACIÓN PRIMARIA. UNA
PROPUESTA DIDÁCTICA ASOCIADA A ETWINNING**

**TRABAJO FIN DE GRADO
EN EDUCACIÓN PRIMARIA
MENCIÓN LENGUA EXTRANJERA INGLÉS**

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ABSTRACT

This work starts from a reality that we face every day of our lives, the gender inequality. Throughout history, in most societies, women have always been at the mercy of men. For all this, women have had to stand up and fight for the same rights as men. Thanks to the feminist struggle we have achieved many advances in equality, but there is still a long way to go to achieve total equality.

The proposal is carried out through the eTwinning program, with which we will contact other schools, which can be both national and international. Working with this platform allows us to achieve larger and more interesting results, since depending on the schools we participate with, we will be able to get an idea of how developed the situation of women will be there.

Working on gender equality in primary education is essential, since children of these ages do not yet have so many prejudices or internalized stereotypes, so through this project, we can make them see the injustices that women suffer every day and what they can do to prevent it and help in this fight.

RESUMEN

Este trabajo, parte de una realidad a la que nos enfrentamos cada día de nuestra vida, la desigualdad de género. A lo largo de la historia, en la mayoría de las sociedades, la mujer ha estado siempre a merced del hombre, por todo esto la mujer ha tenido que levantarse y luchar por conseguir los mismos derechos que el hombre. Gracias a la lucha feminista hemos conseguido muchos logros en igualdad, pero aun así queda mucho para llegar a lograr una igualdad total.

La propuesta se lleva a cabo a través del programa de eTwinning, con el que nos pondremos en contacto con otros colegios, estos pueden ser tanto nacionales como internacionales. Trabajar con esta plataforma nos permite lograr unos resultados más amplios e interesantes, ya que dependiendo con los colegios que participemos podremos hacernos una idea de cómo de desarrollada estará allí la situación de la mujer.

Trabajar la igualdad de género en Educación Primaria es algo imprescindible, ya que los niños de estas edades aun no tienen tantos prejuicios ni estereotipos interiorizados, por lo que, a través de este proyecto, podemos hacerles ver las injusticias que las mujeres sufren cada día y lo que pueden hacer ellos para evitarlo y ayudar en esta lucha.

KEYWORDS / PALABRAS CLAVE

Feminism, gender equality, stereotypes, prejudices

Feminismo, igualdad de género, estereotipos, prejuicios

INDEX

Introduction	- 5 -
Objectives	- 6 -
Justification	- 7 -
Theoretical foundation and background	- 9 -
Methodology or design	- 21 -
Didactic Proposal	- 23 -
Conclusions and recommendations	- 31 -
References	- 33 -
Appendices	- 35 -

INTRODUCTION

The present work presents an educational proposal, which will be carried out through the eTwinning community, with a main intention: to raise awareness and include the perspective of gender equality from the very early stages of Education.

The reasons behind a proposal of this type arise from the need for an education teacher to further promote the concept of equality, which is understood as the basic principle that all people, regardless of their gender, but also social in other aspects, have the same rights and obligations. In this way, and in accordance with what we are discussing in this work, it should be borne in mind that when we speak of gender equality, we mean that women and men have the same rights and obligations and that we should be treated with the same respect and with the same attention and considerations.

The present work is organized on two different but related parts: the first part includes the theoretical foundation, where we will refer to the theories grounding the Didactic Proposal that constitutes the second part of this work.

In this first part, we will offer a short history of the situation of the role of women along the 20th and 21st centuries, both in Education and in Society. On the second moment, this theoretical foundation will be used to present the functionality of the Didactic Proposal designed. This first part will include: the most outstanding features, the didactic headlines selected, as well as the benefits that it will bring to the educative community. The second part of the work will include a detailed Didactic Proposal that has been designed to be implemented: course, classroom organization, links with the different subjects, connections with the eTwinning Community.

At the end of the work, the reader will find a final conclusion about the proposal and what has been done as well as evidences of students' achievement through its implementation. I am aware that some activities will obtain a quick solution this, as it is a continuous work, but I believe that it can be a beginning where students open their eyes and begin to be aware and correct their actions or those of another person in case they believe that some injustice is being committed.

OBJECTIVES

The objectives to be achieved with this work are the following ones:

1. Understand the meaning of gender equality.
2. Break down existing gender stereotypes.
3. Develop equal conduct.
4. Work on gender equality in environments close to students.
5. Use communication technologies.
6. Make group work and presentations.
7. Respect the different opinions or contributions of other colleagues.
8. Appreciate and respect the variety of different human groups and value the importance of peaceful and tolerant coexistence among them.
9. Know and know how to apply the most appropriate basic strategies for understanding the general meaning, essential information or main points of the texts.
10. Identify the general meaning, essential information and main points in very short and simple oral texts in standard language.
11. Value the foreign language as an instrument of communication with other people and as a learning tool.

JUSTIFICATION

The purpose of this end-of-grade project is to introduce students to the subject of feminism. I think it is important that the students have knowledge of this topic, since they are the ones who will lead the country in the future. The society in which we live has evolved over the years and the situation of women in it has improved a lot in less than one century, but even so, there are inequalities that must be left behind. As well as the inequality in salaries, the gender violence with which we live every day, the gender stereotypes imposed on us by society and a long list of injustices that could be mentioned. Beside all these reasons, Education in our country has as a leading line “equality” in all senses. Joining all these reasons, we considered it would be useful to offer a small proposal of approach where the students will learn to identify the stereotypes and the gender roles and to break with them.

Nowadays it is necessary to work on this issue in society as a whole, since many men, when they hear the words “feminism” or “gender equality and opportunities”, become on the defensive, afraid that women will take away their status and want to be above them. In most cases, this occurs due to ignorance of the meaning of these words, because they mean nothing more than wanting to achieve equal rights and opportunities for women. Equality, as a cross-curriculum line, requires starting dealing with this competence in every subject from the very beginning of socialization as it is at the early ages when they have not yet developed or acquired the stereotypes and prejudices that society imposes on us.

On the other hand, COVID 19 Pandemic provided a situation we had to experience during these months a complete different way to connect with others through Internet and social media in order to keep on the international exchanges the school was involved in, so we had to adapt to new ways of carrying out projects, we have become closer and more familiar with new technologies than ever before. This is why it was decided to carry out the proposal through the eTwinning Community, in which the students can continue working from home and also obtain more interesting results, by sharing the ideas and outcomes with the schools in different other countries we were collaborating with.

In this way as a teacher I could develop the competences required from a BITS teacher:

- Be able to integrate the information and knowledge needed to solve educational problems, mainly through collaborative procedures.

- Internet communication skills and, in general, the use of multimedia tools for distance communication.
- Interpersonal skills associated with the ability to relate to other people and work in a group.
- The acquisition of strategies and techniques for autonomous learning.
- The promotion of the spirit of initiative and an attitude of innovation and creativity in the exercise of their profession.
- The promotion of democratic values, with special emphasis on those of tolerance, solidarity, justice and non-violence and on the knowledge and appreciation of human rights.
- The knowledge of the intercultural reality and the development of attitudes of respect, tolerance and solidarity towards different social and cultural groups.
- Awareness of the effective right to equal treatment and opportunities between women and men, through the elimination of discrimination against women, whatever their circumstances or conditions, in any area of life.
- The development of the capacity to critically analyze and reflect on the need to eliminate all forms of discrimination, direct or indirect, racial discrimination, discrimination against women, discrimination based on sexual orientation or discrimination caused by disability.

THEORETICAL FOUNDATION AND BACKGROUND

GENDER EQUALITY

The development of women's situation in the society

Until not long ago, a large number of historians have seemed to have overlooked the society they were studying. The societies were divided not only by race, class, ethnicity, religion, age, etc., but also by something that crosses them all: gender.

Referring to the “social question” in Spain in 1890, Rafael M. de Labra emphasized that it should not only be defined economically, but as a broader field, which includes, among other things, the problem of education and popular education, in particular the necessary moral and legal rehabilitation of women and their economic emancipation with the resulting transformation of the modern family. There was an urgent need to work towards the “salvation of the female sex,” as Labra said.

One of the most notable aspects of change in Spanish society over the past 30 years is the role of women in society. A new role of greater importance and integration in the political, social and economic area that can be felt in the national group of women at the beginning of the 21st century. The biggest change comes from the active behaviour of younger women and has an enormous impact on Spanish society.

It is the decade of the eighties that is recognized as of development and consolidation of the History of the women in our country. Since, until the restoration of the democracy in the year 1975, the role of the woman in the society was more secondary.

Spanish women during the Franco regime

In Spain, in the second half of the 1970s, in the midst of the transition from the Franco dictatorship to democracy, a policy against discrimination against women was developed. Francoism had endured a patriarchal model that other Western countries had already expired. Franco died in 1975 after 40 years of dictatorial power and the ideology of total female submission. Women not only had no political or economic rights, but also strict patriarchal rules.

Francoism used laws and policies, education and socialization to enforce these norms. All the egalitarian laws that came from the republic were also abolished and it was only in the second period of Francoism, when developmentalism was launched, that some changes were introduced, particularly with regard to the integration of women into the labour market.

Republican laws on divorce, abortion and all forms of contraception were punished with severe legal and moral sanctions. Once women left their parents' homes, they were forced to ask their husbands to allow them to work for pay, until only 8% of them worked. Franco's regime maintained these measures until the tourism industry entered the Spanish economy, making work and cooperation by women necessary, and then relaxed some aspects and abolished the legal ban on work by married women. In terms of education, mixed schools were banned in primary schools and gender-segregated education was resumed. At the same time, courses for girls included compulsory subjects for family and domestic work, which continued until the 1970s.

Francoism instilled in women the idea of being inferior to men, and that men had the right to exercise almost all power over them. This role shaped women's identity, and any act that publicly promoted equality was publicly condemned. The role of women was considered to be that of mothers and housewives, while men were the material providers of the family.

During the dictatorship, women were considered to be passionate, stupid, generous and helpful, which is what they should and could do in life: become wives, mothers and housewives. This indoctrination was accompanied by 40 years of dictatorship until the 1970s, but from the 1960s, the social and economic changes of the second period of the regime combined with the influence of tourism, completely changed minds and customs, and in 1975 when Franco died, Spain was very different from the text used by the regime to convince women of their inferiority. At that time, there was a younger generation whose progressive ideas longed for tremendous social change and helped keep the Franco regime from saving itself from the dictator and began the transition to democracy.

The political transition of the Spanish feminist movement

The Women's Democratic Movement (MDM), founded in 1965, was one of the most important movements because of the large number of independent women it brought together. From MDM and many other small feminist groups, the Spanish Feminist Movement of the 70s was consolidated.

The goal was to promote the organization of Spanish women to be interested in the general problems of the country, particularly the demand for democracy, while at the same time addressing the specific problems of women. The areas of work focused on the living conditions of housewives in working-class neighbourhoods, from problems such as the lack of equipment in the neighbourhoods, discrimination against women in education, access to work for women, the elimination of protective regulations that hindered women's access to the labour market, and reform of the Civil Code in areas that sanctioned the legal inferiority of women.

The transition period was a favourable political framework for the Spanish feminist movement, as the interest in women's issues led political parties to found women's organizations. The Spanish feminist movement was similar to the European ones, and the emerging trends were radical feminism, which was opposed to any militancy other than feminism, and double militancy, which accepted double militancy in the feminist movement and in a political party.

In the following years, the movement grew, and groups emerged in all regions, feminist bars, bookstores, publishing houses and study groups were opened, and debates were promoted in trade unions, neighbourhood associations, universities, cultural centres and other civic organisations. The impact on the media, which dealt with feminist activities and on whose pages the proposals were made several times, was particularly important.

Finally, the Feminist State Coordinator was created, who, based on the analysis of women's inequality, asked public authorities to promote measures to support equality. At this point, family planning centres were established in Madrid and Barcelona to provide contraceptive information, and women who wanted abortions were prepared to travel to countries where abortion was legal, mainly London.

Gender equality policy of the first democratic governments

In 1977, the government of the Union of the Democratic Centre (UCD) decided to create a sub-department for the status of women under the Ministry of Culture to promote the advancement of women. At first, many feminists did not support this, but soon decided to participate when the sub-directorate issued a call to discuss its actions.

One of the most important contributions of the time was the adoption of the 1978 constitution. In the family area, the conservative laws of the dictatorship were abolished, and a divorce law was passed that equalized the equality of spouses, and equal rights between illegitimate and legitimate children. The policy towards women established the principle of gender equality while the debate on the measures proposed by the United Nations to eradicate all forms of discrimination against women began.

From the entry into democracy, the role of women was growing in Spanish society. To achieve this, new educational laws were created to promote gender equality at school and in the workplace. Little by little they added new subjects in the schools to work on civic values and make women visible as equals.

In 1986, the term “glass ceiling” was coined in the Wall Street Journal to refer to the “invisible barriers” that highly skilled women workers encountered (and still do) that prevent them from reaching higher levels.

The Equality Law was enacted in Spain in 2007, but at the same time it renounced other attempts to deprive women of the right to their bodies. We are in a world where the media message penetrates us from all sides and where concepts of female identity are created under patriarchal schemes and stereotypes. Today we continue to fight for feminism to make women more visible and treat them as they are, a person like a man.

For all this it is important to know our history, and to remodel it. It is essential to talk about feminism in all areas to break the taboo it brings. For this reason, I emphasize and refer to what Elisa Pérez Vera (professor of law at UNED) says:

“Feminism must be something that is in all university education and in all education in general, as a vindication of an essential part of the dignity of the person, who in this case is a woman”

The History of Women in the Education of Spain

School enrolment and alphabetization rates for girls before the 20th century was slow and the content, spaces and times differed from boys. Since the mid-19th century, the law required all girls to attend primary school; however, the absence of girls was very high and there were few schools; a small minority began attending high school classrooms, some young women studied to become musicians, educators or midwives, and some dared to enter university classrooms.

The integration of women into the educational system was a slow and late process in Spain. The right of girls to formal education was first recognized in our country in 1857. The Public Education Law of 1857, known as the Moyano Law, established compulsory primary education for boys and girls and the need to create schools for both sexes, but with differentiated curricula. They took common subjects, such as writing, reading, arithmetic, etc., but had different specific subjects. Girls were taught chores, drawing and domestic hygiene, while boys were taught notions of agriculture, industry, commerce, surveying, physics and history.

In the first decades of the 20th century, thanks to the initiatives of Krausism and institutionalism, women achieved enormous national and other achievements. By Royal Decree of 1902, women were appointed for the first time to provincial and municipal public education committees. Law 1909 established compulsory education until the age of 12, and on 3 June the College of Higher Education Teaching was established. The most important is the Royal Decree of 1910, because it abolished the previous Decree of 1888, which required women to obtain permission from academic institutions before entering formal education. This opened the door of the university to women.

In the 1920s there was a growing increase in women in secondary schools and led to the establishment of two women's institutes in Madrid and Barcelona.

The Constitution ratified in 1931 proclaimed a single, public, secular and free school model and brought hope to women because it recognized gender equality in education and the workplace. However, this new secular model led to rejection by Catholic sectors and especially by religious communities.

During Franco's regime, education was under the joint control of the Falange and the Church. The first one was responsible for the "political, civic and physical training" in schools and for the "framework of young people and teachers through various organizations", and the second one was approved "for the creation and organization" of the schools of religious orders and a guarantee of deep Catholic premises in all the didactic contents.

The Falange also committed itself to "completing" the education of women through its women's department. This was responsible for retraining women in the teachings of their gender, as the education for boys and girls was again different. The Primary Education Act of 1945 reinforced the prohibitions on co-education and highlighted what the roles of women should be.

Girls did not usually attend secondary school or enter the workforce later, as they dropped out of school as soon as they completed the first stage of education. Even so, in the 1940s, girls' enrolment in primary education exceeded that of boys. The 1943 Law on the Organization of the Spanish University allowed women to study but warned them that their primary role was to be mothers and wives.

In the 1960s, Spain's social and political opening required a change in the educational system to adapt it to new needs.

In 1970, the General Education Law (LOGSE) of Villar Palasí was created, which made great advances in the education system. The most important change was the creation of mixed schools that offered the same curriculum for both genders. This law made education compulsory until the age of 14, with the intention of eradicating illiteracy in the country.

The United Nations declared 1975 International Women's Year. With the introduction of the LOGSE, the number of illiterate women gradually decreased.

Subsequently, many more educational laws were created with the purpose of improving the quality of education. These laws aimed to eradicate gender inequality and to achieve equal opportunities between men and women, both in education and in the workplace. To achieve this, new subjects were introduced into the curriculum, as well as, Education for Citizenship and Values. Among these educational laws are LOECE (1980), LODE

(1985), LOGSE (1990), LOPEG (1995), LOCE (2002), LOE (2006) and LOMCE (2013), which is still in force today.

The importance of working this topic at school

People become men and women based on the learning of cultural gender representations, which determine not only their gender constitution, but also the nature of relationships, both in different social areas, such as family, school, unequal group, etc. Gender as a cultural system provides cultural references that are recognized and accepted by people.

From a socio-cultural point of view, these representations are internalized by the subjects that are part of this culture, and they structure and configure ways of interpreting, acting and thinking about reality. In this sense, it is worth highlighting some empirical contributions, such as those of Spencer and Steele (1994 in Wertsch, 1999) and Steel and Aronson (1995 in Wertsch, 1999), which empirically show how internalized stereotypes affect the self-concept and processes of The subject affects cognitive, intellectual and task performance.

For this reason, we consider it essential to see the internalization of gender stereotypes from a scientific point of view as an issue of educational relevance.

Gender stereotypes form, among other things, the basis on which subjects articulate their own existence based on codes and categories of identity assigned by the culture (Lagarde, 1998). He believes that gender stereotypes are learned from childhood and are not accidental, but are components of the same nature, archaic and constantly renewing subjective dimensions, and are therefore fundamental. Consequently, stereotypes form the basis for the construction of gender identity. They create an internalized perception of gender that guides and directs the representation of reality, as well as the actions, thoughts and behaviours of the subjects (Jiménez, 2005).

At the educational level, two questions on this topic are relevant: What are gender stereotypes and what are the consequences at the educational level, that is, for the construction of the subjects' identities.

With all this, it is important to act early because children of this age are free from prejudice. In early childhood and primary education, students have great learning

potential. Therefore, this phase is ideal for children to acquire behavioural patterns based on equality.

Stereotypes have led to widespread gender inequality and more serious problems in male societies, such as gender-based violence.

Therefore, schools should promote educational recommendations aimed at changing discriminatory stereotypes that impose experience, skills and competencies on boys and girls. For educators, it is therefore essential to work with family members and other social actors to promote the desire and experience related to personal freedom and responsibility to establish a framework of masculinity and femininity.

Spreading the values of equality is very important for building a society without gender differences and eliminating discrimination against women. This requires many changes from childhood, and education plays an important role in this, as we have already mentioned.

In school, equitable education is not only important, but other socialization factors are also very important for social change.

It is the task of education to contribute to curbing and correcting the sexist patterns that society, in a more or less conscious way, is determined to continue transmitting through the so-called media, the family, customs, rituals, and culture in short (Martínez, 1993)

If you want to eliminate gender inequality, it is better to work with the joint participation of men and women. García and Huertas (2001) believe in this, and so they explain:

We understand that schools should be a transforming element within education, carrying out constant self-criticism and reviewing those resources that cease to be valid in societies that are changing. We cannot continue to transmit obsolete stereotypes that do not respond to the new people we want to train.

ETWINNING

What is eTwinning?

(Documentos 1.a: Qué Es ETwinning - ETwinning, n.d.) “The eTwinning programme is an initiative of the European Commission to promote the establishment of school twinings and the development of collaborative projects over the Internet between two or more schools in different European countries on any subject in the school environment agreed by the participants.”

It was created in 2005 as a fundamental part of the eLearning programme and since 2007 it has been integrated into the Lifelong Learning Programme. It is not coordinated by the National Agencies of the Lifelong Learning Programme, as it is a decentralised action. eTwinning is hosted in Brussels and organised at European level by the Central Support Service, and at national level it is coordinated by the respective National Support Services.

In Spain, the National Support Service belongs to the National Institute of Educational Technologies and Teacher Training of the Ministry of Education, Culture and Sport, from where it works in coordination with all the Autonomous Communities and Cities. eTwinning takes on a more relevant role than it has had until now, as the online platform has become the reference platform for the K2 action, due to the launch of the new Erasmus+ programme in January 2014.

eTwinning is aimed at all educational levels prior to university. In other words, eTwinning covers all areas, subjects and professional families in Infant, Primary and Secondary Education, as well as special education.

The languages in which we work are those that the participants wish to choose, among them is Spanish, the use of which is growing more and more in Europe, as can be seen in the eTwinning projects.

What is an eTwinning project?

An eTwinning project is a collaborative work on a previously agreed topic between two or more European schools in different countries. This collaboration is done through an internet platform and the use of other ICT tools.

The founding teachers are the ones who agree on the duration of the project, the pupils they will work with, the topic, the number of partners they will involve, the product(s) they want to obtain, the activities they will carry out, the ICT tools they will use, the language in which it will be carried out; in short, the projects are very flexible.

In addition to the benefits of the project itself, pupils and teachers improve their ICT competence, communication in a foreign language, if not working in their own language, and work on other more general skills in relation to negotiation, intercultural awareness, teamwork, etc.

Pedagogical bases of eTwinning

The “eLearning” programme, of which eTwinning was a key measure, was created as a need in the field of education to respond to the European Union’s request to provide its citizens with basic skills. From here, eTwinning is structured around three basic and closely related axes:

- **European Dimension**

The eTwinning collective includes 33 full European countries plus the recent enlargement to 6 nearby countries, the eTwinning plus group. For teachers, it provides an environment in which to exchange ideas, discuss common interests, meet colleagues of other nationalities and devise joint projects. For students, it is an opportunity to open the doors of the classroom, to get in touch with a reality that, in most cases, they do not know directly. Doing projects with people who belong to another linguistic and cultural community different from your own and who, nevertheless, share common objectives, leads to the use of negotiation strategies that contemplate linguistic and cultural competences.

- **Use of ICTs**

eTwinning provides a good way of including ICTs in teaching practice. This programme is designed to develop curricular content and provides a safe and user-friendly virtual platform and tools, and support staff to advise teachers who request it. The flexibility of this project allows it to adapt to the means available to schools, that is, the type of students, the level of access to the equipment... Therefore, it is an ideal program to develop digital competence, among others.

- Collaborative work

A key aspect of an eTwinning project is collaborative working. The communicative tools and being in contact with people from different cultures acquire full meaning within a collaborative context. The organisation is organised on different levels in a good eTwinning project: between teachers, to specify the contents, objectives and methodologies that meet the aspirations and needs of all participants; between pupils and teachers, where both sides give ideas and initiatives, plan the project together and evaluate it; between pupils, both in the same school and between twinned schools. In the latter case, participants should not simply carry out the activities and share results but should work together to produce results that reflect everyone's contributions.

The collaborative work is based on the improvement of the total sum of the different skills and the different contributions that each of the participants can make to the group, achieving an improved result to what would be a group of pupils doing the same task in parallel. It is to go further than what cooperation implies, the common work with others, is not shared alone, but it is created. In the case of an eTwinning project, it is about taking advantage of the benefits that can be contributed by a participant in the work who comes from a different culture, with another enriching point of view. It involves, therefore, communicating to agree on the activities to be carried out, interacting and reacting to the activity of the members. It also allows to take advantage of learning among equals.

In short, the eTwinning project has its pedagogical basis in project-based learning and collaboration. Students discuss a real topic with their teachers, if they use a foreign language to communicate, they will have immediate results and will communicate in a real environment; to work, they must understand and be understood. The facts have shown that this method of working is very inspiring. Students play an active role in learning, which is the basis of meaningful learning.

ICT removes the real boundaries of the classroom and even allows collaboration in a mixed team, students from different countries can be part of the same team. Furthermore, taking into account the availability of skills and technical means of all, they facilitate the distribution of work.

All these features make this method of working ideal for achieving basic skills.

The characteristics and types of eTwinning projects

The two most valuable features of eTwinning are the absence of bureaucratic requirements and flexibility. The administration documents to be completed in eTwinning are done online and you simply register as a user and then register the project. The National Support Service (SNA) and the Autonomous Communities in turn review and validate the data. From here on, there are no more forms to complete, no justification for expenses or reports. The relevant documentation only needs to be completed if the teacher wishes to receive some kind of recognition. eTwinning is not subject to calls or deadlines, which gives the programme great flexibility. In fact, an eTwinning project can be started at any time of the year and for the time estimated by the teachers. The initial plan can also be revised. Depending on the progress of the project, teachers can choose to complete it earlier or extend it over time, add new partners, etc. In short, if a project does not work as planned and there is no way to redirect it, just close it and start over.

In terms of the type of projects, the flexibility we are talking about offers a variety of opportunities, both in terms of the topics and areas you work on and the people involved. All of them are perfectly acceptable in eTwinning and in all cases, there are examples of good results. Therefore, we can find projects that involve only one area or subject, several, the whole curriculum, cross-cutting issues or other aspects of school life, such as the organisation of libraries, the organisation of centres, the coexistence plan ...

On the other hand, projects can involve teachers with their student groups, only teachers who want to work on a topic or experience of common interest, management teams or other members of the school community who are interested in contacting their European counterparts to share information and/or establish best practices or common measures...; in short, all possibilities have a place in eTwinning. Within the same school, teachers from the same or several departments or courses can participate in the project, forming a school team that strengthens the interdisciplinary nature of the projects.

METHODOLOGY OR DESIGN

The methodology on which this project will be based is active and participatory, as it depends entirely on the participation of the students to be carried out. It will also be based on cooperative and collaborative learning, since the tasks will be developed in groups in which the students will be separated. In this methodology of working in groups, the attention, involvement and acquisition of knowledge by the students is improved. The group will have to carry out a series of activities to present, so it will have to be organized in a way that everyone has a role and participates in the learning. The eTwinning programme will be used to keep in contact with other schools. This will give us the opportunity to cooperate and collaborate with them, and at the end of the process we will be able to make a brief comparison of the results.

Another methodology we will use is problem-based learning. This methodology is based on problems of a cynical learning process composed of different stages, starting by asking questions and acquiring knowledge that, in turn, lead to more complex questions. Putting this method into practice not only involves the students' consultation exercises, but also transforms it into useful information and data. According to many educators, the four main advantages observed with this method are:

- The development of critical thinking and creative skills
- Improving problem-solving skills
- The increase of the student's motivation
- The ability to transfer knowledge to new situations

Our methodology will also be based on projects, in which the students will acquire knowledge and key competences, through the tasks they will develop in each lesson, which give answers to real life problems. With this methodology, as with the problem-based learning one, students will improve their capacity to retain knowledge and develop complex skills such as critical thinking, communication, collaboration or problem solving.

The proposal will focus on the eTwinning programme, so the methodology of virtual learning communities will be worked on. These communities are of people who share common values and interests, in this case it would be working on gender equality, and who communicate through telematic platforms. The main characteristics that distinguish a virtual community are:

- The participants communicate through new technologies
- The use of telematic platforms offers more flexibility over time.
- New knowledge is often generated and built, as well as information exchanged between community participants.

DIDACTIC PROPOSAL

INTRODUCTION

The proposal will initially consist of six sessions, to be held every Friday for a month and a half. The intention of this project is to raise awareness among students about gender equality.

It is an interesting proposal to work with students of nine and ten years old, since at this age it is easier for them to internalize the meaning of equality, as they do not have so many prejudices or stereotypes. In order to achieve all of this, it is necessary to help students internalize values based on respect and equality.

Due to the global pandemic that we have suffered in winter and spring, we have been forced to use more ICTs, and that is why this project will be carried out through the eTwinning program. This program offers us the opportunity to work from home and develop the project and also to be in contact with other schools, both national and from other countries. This can be very interesting when it comes to showing the results of our project and seeing how other schools have carried it out and the results they have obtained.

All the activities of each session are streamlined in order to reach a final global task. In each lesson the students will have to reflect on their work and make a series of suggestions to improve the situation. With all this the students will prepare their final task, which consists of a video explaining everything they have learned and what they think we should know. This video will be uploaded to the platform as it will be explained in the lessons.

PARTICIPANTS

This project is prepared for the fourth-year students of a school in Palencia. Although it has been prepared for the students of this course, it could also be carried out with the students of fifth and sixth grade of Primary Education.

In the fourth course classroom there are a total of twenty-four students, and none of them has any educational need, so it has not been necessary to make any adaptation in the activities. During the intervention the students will be divided into six groups of four

participants in each group, in order to make the final task. By separating the students into groups, we will get everyone to participate as equally and equitably as possible.

TIMING

The timing of this project can be flexible, meaning that it can be lengthened or shortened if the teachers feel it is necessary. The proposal is initially prepared to be carried out in a month and a half more or less and it will be carried out every Friday. It consists of six sessions, plus an extra one to analyze and see the work of the other project participants. The lessons will last 30 or 45 minutes, depending on the intrastation of the students, and they will have the possibility to be the time they need to make the activities in their groups.

OBJECTIVES

These are the objectives that will be carried out throughout the activities:

- Create an initial contact to evaluate their initial ideas on the topic.
- Acquiring new concepts in relation to gender equality
- To develop empathy
- Analyze critically the advertisements
- Stop stereotyping the roles of women and men
- Understand that objects do not have sex
- Learn to identify sexist images
- Be aware of everything they have learned during the project
- Know how to apply everything learned during the project
- Promote meaningful learning

CONTENTS

These are the contents students will go through during the lessons:

- Concept of equality
- Concepts and definitions related to gender equality
- Gender stereotypes
- Prejudice
- Gender Roles
- Gender discrimination

- Advertising sexism
- Sex Toys Stereotypes
- Analysis capacity
- Reflection capacity

RESOURCES:

- Human resources: teacher and students that will participate in the proposal.
- Material resources:
 - o Lesson 0: Computers with webcam, internet, teacher’s explanatory video, “Prince Cinders” story, notebook and writing material.
 - o Lesson 1: Computers with webcam, internet, phrases on gender stereotypes, notebook and writing material.
 - o Lesson 2: Computers with webcam, internet, advertainments’ images and videos, question sheet to analyze the advertisements, notebook and writing material.
 - o Lesson 3: Computers with webcam, internet, videos of gender stereotypes, notebook and writing material.
 - o Lesson 4: Computer with webcam, internet, images and videos of feminism fight, sheet with questions, notebook and writing material.
 - o Lesson 5: Computer with webcam, internet, peer assessment tables and writing material.
 - o Lesson 6: Computer with webcam and internet.

LESSONS

All the sessions will be carried out through video calls with the Google Meet platform, in this way we will simulate being in a class and share ideas and opinions. The teacher is the one who will guide the students through the video calls and show them the resources we will work with. The students will be divided into 6 groups to do the activities that are explained below.

The role of the teacher in this project is to guide the students. The teacher will set the guidelines to be followed in the proposal and will try to get as little involved as possible, so that the students are the ones who have to carry out everything.

One of their most important functions will be to update the eTwinning platform and be in constant contact with other schools. After each session the teacher will have to explain and post the activities that have been carried out, and at the end of the project he/she will post the videos of the final tasks.

In order to have a relationship with the eTwinning program, in the first session we will tell them which schools they are going to work with during the project and also before each session we will show them what the other schools have done so that they can reflect these small comparisons in their reflections.

Lesson 0 – introduction of the topic

The first session is an introduction, which will be the only one not carried out through video call. For this session the teacher will send a video to the students providing a short explanation of what gender equality is. In this explanation the teacher will mention the most relevant points to be worked on, without making much emphasis on it, so that the students are the ones who should reflect and think about the issue. The students can use a notebook in case they want to note down any important idea. The teacher will also send them a story to read ([APPENDIX 1](#)), in order to discuss it in the next lesson's brainstorming. The story is called "Prince Cinders" and it's a parody of the classic tale of Cinderella but featured by a guy. Through this story the writer tries to show that patriarchy also hurts men, since it makes them see that they have to be the strong and powerful ones.

Lesson 1 – Introduction to the topic

The second lesson will be a deeper introduction to the topic we are going to deal with, based on the introductory video they saw in lesson 0. For this, we will use the video call to propose two activities.

- Activity 1:

In this first activity we will make a brainstorming with everything the students have thought interesting to discuss or highlight. As the ideas come out, the teacher will write it all down in a Word or PowerPoint, simulating a blackboard, which will be shared for the students to see. In this way the students will be able to observe the points that we discuss and write them down in the notebook in case they find it convenient.

The time spent on this first activity will be a guide, as it depends on the participation of the students. In case the students are not very participative, the teacher will have as a resource a series of phrases that are heard in the daily life to be analyzed by all. But before showing this resource, we will try to make the students participate and be the one who gives the examples.

- **Activity 2:**

For the second activity we will separate the students into 6 groups of 4 students per group. Each group will have to meet with their classmates and make a small reflection on what we have worked on and how they think we can improve this situation. In order to do this the teacher will send them the document that has been created with the brainstorming that has been done in the video call.

Once this work has been completed, it will be sent to the teacher so that the teacher can correct it and later send the students the correction and guidelines to improve it.

Lesson 2 – Advertising analysis

The second lesson will also be done via video call. In this lesson we will work on the gender stereotypes that advertising imposes on us in a subliminal way. To do this, we will develop two activities.

- **Activity 1:**

In the first activity we are going to ask students if they believe that advertising promotes social values and gender stereotypes, we will make a brief debate about it. Then, we will put an image of an advertisement ([APPENDIX 2](#)) of a daily product and we will analyze it through some guidelines ([APPENDIX 3](#)). The students will have to pay attention to all the details, since it is so common that they may not notice it at first.

After doing this first analysis, we will do another one together, but this time over a video. As in the previous one, the students should pay attention to everything they see, and we will fill in another sheet.

- **Activity 2:**

For the second activity we will provide each group with an advertisement so that they can analyze it by themselves and be able to be critical when they look at it and mention what

they see. In this second activity three groups will be given pictures and the other three videos.

The students will meet with their groups and fill out the sheet based on what they see. They will also make a brief reflection and suggest changes that can be made to improve it.

Lesson 3 – Gender roles

In the third lesson we will work on gender roles. Like the other sessions, this one will be carried out through the Google Meet platform, in which all the class plus the teacher will be connected. This will consist of two main activities.

- Activity 1:

For the first activity we will talk about what students think gender roles are. After listening to their ideas, we will give a clear and concise definition about it.

Next, to go deeper into this topic, we will show some videos of some experiments that were carried out with the intention of showing how internalized we are to these stereotypes ([APPENDIX 4](#)). With this what we intend to achieve is that students realize that most people would think because of the society in which we have grown up. To reach these conclusions, we will follow a pattern of questions that they will have to answer.

- Activity 2:

As in the first activity, the children will have to answer a series of questions about some images. This activity will be carried out in the groups previously created and, as in the previous sessions, the students will have to reflect about everything observed and write some suggestions to improve the situation. All this will be sent to the teacher to evaluate them.

Lesson 4 – Feminist struggle

In the fourth lesson, which will be done through a video call, we are going to work on the importance of the feminist struggle. There will be two activities.

- **Activity 1:**

Before starting with the first activity, the teacher will ask the students what they think the feminist fight is, through this brainstorming, we will get the meaning of it. We will ask the students if they see the need to continue with this struggle and if they know any development that has taken place thanks to this.

After making these reflections, we will show the students a series of images ([APPENDIX 5](#)) about the feminist struggle, and we will discuss them a little bit. To make it more interesting for the students, we will use images of protests from before and protests from now. In this way, students will be able to contrast the differences and similarities they see.

- **Activity 2:**

The second activity will take place in the groups. In this one, students have to analyze everything seen in that session and make a reflection and write some suggestions on how to improve the feminist struggle. They will also be able to create slogans in favour of women and equality, which they think are convenient for the feminist struggle. All this will be sent to the teacher.

Lesson 5 – Final task

For the fifth session the students must have prepared a video. As we have explained before, with the reflections and suggestions they have made in each lesson, they will have to create an explicative video. In this video the students will highlight the points they consider most important. They will be recommended to be creative when creating the video and, as a conclusion, they will have to make a statement about gender equality that they think should be carried out.

It will have to be very clear and specific, meaning that if someone who does not know much about the topic sees it, he or she will be able to follow the line and understand what is being explained.

The video, like all the lessons taught, must be in English. Each group will be responsible for preparing the script of what they think should be explained and for separating the parts that each one will say, recording and putting the video together. The groups will have the possibility to ask the teacher any questions they may have and to ask for help.

The main activity of this session is to watch the videos of all the groups, analyze and evaluate them. Each group will have a heading to fill in about one of the groups, as we will explain in the evaluation later.

Lesson 6 – Sharing results.

The last session planned will depend on the schools with which we are working on the project. This means that in order to do this last lesson in the established time period, we will depend on whether the other schools have finished the project and have the results ready.

If so, in this session we would see the results they have obtained through the practices they have done, and we could compare all this based on what we have done. From their results we can make a small conclusion comparing with ours. Depending on the place of origin of the other groups, the results could be more similar or different from ours, so it would be interesting to be able to compare them.

Once we have seen the results of the other groups, we could extend the project further by making a live video call with the other schools to share ideas and conclusions.

EVALUATION / ASSESSMENT

The evaluation in this intervention proposal will be initial, processual and final. The initial proposal will be made through the observation of the teacher in the first lesson, in which the student must participate and show that he or she understands the topic we are working on. Secondly, the process evaluation will be carried out throughout the sessions, with the work that the students will be doing and sending to the teacher, which will allow the teaching-learning process to be developed adequately. And finally, the final evaluation will be done with the final results that we will obtain through the videos made by the groups.

The evaluation will not be limited to the students but will evaluate the knowledge that the student has obtained and his ability to express it, which will guide the teacher in learning to teach and the student in his learning process. The teacher will evaluate the student every day, through a rubric in which he will have several questions about the learning, participation and behavior of each student. In addition, the students will also participate in the final evaluation, since they will be the ones to evaluate each other in their final task.

Each group will have to evaluate another group, this way we will work on the peer assessment ([APPENDIX 6](#)) and evaluate in an objective way based on the final result.

There will not be a final numerical grade, as I believe that the important thing in this proposal is to learn to recognize gender stereotypes, break with them and work towards equality on a daily basis.

CONCLUSIONS AND RECOMMENDATIONS

Thanks to this work I have learned a little more about the History of women in this society. Although I already had a previous idea about everything that had happened, having done the research was beneficial to me both personally and professionally. On a personal level it has made me realize the social need that still exists in the search for equality and the need for us to continue to fight for this cause. On the other hand, on a professional level it has made me see that, although plans are already being prepared in which gender equality is worked on and projects in which the rights and freedoms of all people are worked on, we still have an enormous social need to raise awareness among students. Because they are the ones who must start to make a change in this society, and to respect all people equally. Society has advanced, but today we still live with many cases of gender violence and micro-machismos that we ignore. It is also important to say that, although teachers influence the behavior of students, if their environment does not work to change this situation, no progress will be made. For all these reasons, I believe that this is a social need that must influence everyone, not just the younger generations.

Due to the situation we have experienced during this course, teaching has had to be adapted to be carried out through online communication tools. To be able to completely adapt to this change, all teachers have had to reinvent themselves and prepare interactive proposals that awaken interest in students. In this case, I have also had to change what was initially a physical proposal to a telematic one. The eTwinning program, with which the proposal is being carried out, has given me the opportunity to continue working from home with the students, and also the opportunity to be in contact with other schools in Europe. This makes the program so interesting, as you can compare results and work

together with another country. This gives us the opportunity to work with English and consider it a communication tool to be able to communicate with other people and learn from their culture, see the similarities and differences we may have with each other.

I would have liked to have been able to carry out this didactic proposal and see how the students respond to the prepared activities. In this way, I could have analyzed how internalized these behaviors may be and seen that thanks to the activities carried out, they begin to open their eyes and realize all the injustices with which we live every day. Also, to observe if these activities give results in the students and if not, to be able to modify them along the practice.

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APPENDICES

APPENDIX 1 – Prince Cinders by Babette Cole

Prince Cinders was not much of a prince. He was small, spotty, scruffy and skinny. He had three big hairy brothers who were always teasing him about his looks. They spent their time going to the Palace Disco with princess girlfriends. They made poor Prince Cinders stay behind and clean up after them. When his work was done, he would sit by the fire and wish he was big and hairy like his brothers.



One Saturday night, when he was washing the socks, a dirty fairy fell down the chimney. “All your wishes shall be granted,” cried the fairy. “Ziz Ziz Boom, Tic Tac Ta, This empty can shall be a car.” “Biff Bang Bong, Bo Bo Bo, To the disco you shall go!” “That can’t be right,” said the fairy. “Toe of rat and eye of newt, Your rags will turn into a suit!” “Drat!” thought the fairy. “I didn’t mean a swimsuit!” “Your greatest wish I’ll grant to you. You SHALL be big, and hairy too!” Prince Cinders got big and hairy, all right. “Rats!” said the fairy. “Wrong again, but I’m sure it all wears off at midnight.”



Prince Cinders didn't know he was a big hairy monkey, because that's the kind of spell it was. He thought he looked pretty good. So off he went to the disco. The car was too small to drive but he made the best of it. But when he arrived at the Rock'n Royal Bash... he was too big to fit through the door! He decided to take the bus home. A pretty princess was waiting at the stop. "When's the next bus?" he grunted. Luckily, midnight struck, and Prince Cinders changed back into himself. The princess thought he had saved her by frightening away the big hairy monkey. "Wait!" she shouted, but Prince Cinders was too shy. He even lost his trousers in the rush!



The princess was none other than the rich and beautiful Princess Lovelpenny. She put out a proclamation to find the owner of the trousers.



Every prince for miles around tried to force the trousers on. But the trousers refused to fit any of them. Of course, Prince Cinders's brothers all fought to get into the trousers at once...

“Let him try,” commanded the princess, pointing at Cinders. “They won’t fit that little squirt,” sneered his brothers... But they did! Princess Lovelpenny proposed immediately. So Prince Cinders married Princess Lovelpenny and lived in luxury, happily ever after... and Pricess Lovelpenny had a word with the fairy about his big hairy brothers... whom she turned into house fairies, and they flitted around the palace doing the housework for ever and ever.

THE END



APPENDIX 2 – Sexist ads

<https://www.youtube.com/watch?v=zsCD9ccIkY8>



Men's cologne advertisement

<https://www.youtube.com/watch?v=yWir6mrWZ6Q>



Women's cologne advertisement



Coffee advertisement



Cleaning product's advertisement

APPENDIX 3 – Guideline to analyze the advertisements

1. What is it about?
2. If there are figures (men, women, children, animals) what are they like? What can be said about their facial expressions, poses, hairstyle, age, sex, hair color, ethnicity, education, occupation, relationships (of one to the other)?
3. What signs and symbols do we find? What role do they play in the ad's impact?
4. What is the relationship between pictorial elements and written material and what does this tell us?
5. What does the background tell us? Where is the advertisement taking place and what significance does this background have?

APPENDIX 4 – Videos of gender roles

<https://youtu.be/XjJQBjWYDTs>

Video Always #LikeAGirl

<https://youtu.be/Bj0fTHMXyok>

Dolls for girls and robots for boys

<https://youtu.be/FtGcYjr0gPc>

Whose is this? Experiment in a school

APPENDIX 5 – Feminist struggle



Women's struggle before



Women's struggle now

APPENDIX 6 – Peer assessment’s rubric

Name _____ Date _____ # _____

Peer Evaluation

5=Superior 4=Above Average 3=Average 2=Below Average 1=Weak

Attribute	Myself	1.	2.	3.	4.	5.
Participated in group discussions.						
Helped keep the group on task.						
Contributed useful ideas.						
Listened to other group members' ideas.						
Totals						