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**Coeducation: a path towards the elimination
of gender stereotypes in the English
classroom.**

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Resumen

El presente trabajo tiene como eje principal la coeducación, es decir, la educación en igualdad para niños y niñas.

A partir de una fundamentación teórica se considera la necesidad de implementar dicha coeducación en los centros educativos de tal manera que los estudiantes puedan llevar a cabo su desarrollo personal dirigido a una sociedad con igualdad de oportunidades y en la que dejen de existir actitudes sexistas.

Además, este trabajo ofrecerá una propuesta de intervención educativa consistente en un proyecto de centro. En primer lugar, mediante la realización de diversas actividades y talleres dirigidos tanto a los alumnos como a las familias y profesores, se fomentará la sensibilización hacia la eliminación de los estereotipos de género en la vida cotidiana. Asimismo, dentro del proyecto de centro se presentan tres propuestas diferentes de prácticas coeducativas para llevar a cabo dentro de la asignatura de inglés en todos los cursos de secundaria. Dichas prácticas consistentes en tres proyectos de aula tienen como foco la igualdad de género, así como la necesidad de referentes femeninos para las niñas, a la vez que se desarrolla el proceso de aprendizaje del idioma.

Esta propuesta pretende integrar la coeducación en el centro desde un punto de vista práctico, de tal manera que los estudiantes consideren relevante la educación inclusiva y la necesidad de una sociedad igualitaria dentro y fuera del ámbito educativo.

Palabras clave: coeducación, igualdad de género, inglés, enseñanza secundaria, proyecto educativo.

Abstract

The focus of this work is coeducation, that is, education in equality for boys and girls.

Based on a theoretical foundation, the need to implement this coeducation in educational centres is considered so that students can carry out their personal development aimed at a society with equal opportunities and in which sexist attitudes cease to exist.

In addition, this work will offer an educational proposal consisting of a centre project. First of all, through the implementation of various activities and workshops aimed at students, families and teachers, awareness of the elimination of gender stereotypes in everyday life will be promoted. Likewise, within the centre's project, three different proposals of coeducational practices are presented to be carried out within the subject of English in all secondary school years. These practices, consisting of three classroom projects, focus on gender equality, as well as the need for female references for girls, while developing the language learning process.

This proposal aims to integrate coeducation in the school from a practical point of view, so that students consider inclusive education and the need for an egalitarian society relevant inside and outside the educational environment.

Key words: coeducation, gender equality, English, Secondary education, educational projects.

1. Introduction

"Education is the most powerful tool you can use to change the world." Nelson Mandela stated in 2002. On one hand, education is the instrument by which the generations of the future are created; therefore, it is responsible for giving them the values that they are going to spread around the world. On the other hand, in terms of equality between men and women, we cannot deny that Spain has made important advances in recent decades. Moreover, the Spanish Constitution of 1978 establishes equality between men and women as a fundamental principle and guarantees protection against gender discrimination in all areas of life. However, despite these advances, there are still gender inequalities in different areas, such as the wage gap and gender violence. These differences must be tackled from an early age, starting from the basis of education, hence the importance of educating based on equality, i.e., co-education. Coeducation is an educational approach that promotes gender equality and respect. Its main objective is to foster inclusive and equitable learning for all students, regardless of their gender. It not only focuses on eliminating gender stereotypes and discrimination but also seeks to empower students to be critical and reflective of their own and others' gender identities. In this approach, diversity is valued and collaboration and teamwork among students of different genders is promoted. In general, coeducation is considered fundamental to creating a more just and egalitarian society, where men and women have equal opportunities in all areas of life.

Therefore, and due to the society in which we are, it is necessary to create projects that promote coeducation in schools. It is important to note that the school is the agent capable of transmitting the value that is necessary to live in a truly egalitarian society.

This paper will deal in more detail with the role of coeducation in the teaching and learning process of students, as well as the evolution that education as such has undergone in terms of equality. In addition, it will offer a coeducational proposal that educational centres can implement. This proposal does not work on gender equality in a transversal way, but it is the centre of all activities, with the objective that the whole community gives it the fair value.

2. Justification

Coeducation is a crucial aspect of the development and improvement of education, which in turn has a direct impact on the growth of the society in which it develops. Furthermore, the principle of equal opportunities for men and women is being widely discussed and studied in today's societies. This is a consequence of the gender differences that have occurred throughout history, which has led to a debate around the concern about the need to implement egalitarian education. Therefore, education must play a major role in regarding this issue, from the lowest years, up to the highest levels, a moment in which students are constructing their own identity.

This project aims to give the readers a coeducational perspective due to the necessity of a change in minds and behaviours. First of all, is important to clarify the point of departure and where the education should lead. In addition, this analysis is intended to help to understand the so-called sexist attitudes that are sometimes present both in teachers' process of teaching, and students' process of learning, i.e., all those attitudes that are contrary to what we want to achieve, and that we should therefore avoid as future teachers.

Moreover, for all these reasons, it has been decided to carry out a school project with the main topic of equality between women and men, boys and girls. In this way, all stages of secondary education will be covered, showing the importance of this topic for all ages. In addition, it will try to deal with topics that are interesting for the students and that are current, with the purpose that they feel comfortable and integrated.

Henceforth, the main objective to be achieved is to provide a better understanding of the challenges currently facing education regarding gender stereotypes and the search for an egalitarian society through education. As well, the existence of good educational practices in the classroom or in the centre itself should be added, in order to emphasize the need to train teachers as coeducational professionals.

3. Theoretical background

3.1. ¿What is coeducation?

In the school environment, there are still very strong gender stereotypes among the students themselves. However, this is not only their own responsibility, but also that of how they have been educated throughout their lives. The aim is to put an end to these stereotypes, which are already deeply rooted in the secondary school stage, and to this end, coeducation must be worked on. In order to work on coeducation in the classroom of any subject, but more specifically in the foreign language classroom, it is necessary to clarify what it really means. Coeducation typically refers to the shared education of two distinct demographic groups, including those that differ in racial origin, social class, etc. However, throughout this paper, we are going to refer to coeducation in terms of the need to bring about the disappearance of gender, which is to say, to educate girls and boys in equality.

First of all, coeducation could be defined as educational action that promotes real equality of opportunities and the elimination of any type of discrimination based on sexual orientation, gender identity, or gender expression. As Subirats Martori (2010) states, the term will always be aimed at ensuring that men and women are educated together. Other authors have also given the concept a definition related to the above. For example, Morales (2008), states that coeducation means ensuring that both sexes in a school are a source of enrichment for both, and Cremades (1991) relates the term coeducation with the idea that all people should be educated equally, with the same values and principles.

Therefore, in terms of definitions of coeducation, we can say that it is understood as the need to put an end to the differences between boys and girls or men and women, which leads to the existence of hierarchies. Moreover, it is not only important to integrate this concept into the educational environment, but it is also necessary that it should be present in families or society in general. To this end, many agents should participate and are responsible for achieving the objectives of coeducation, for example, politicians, public administrations, advertising companies, families, and, of course, schools.

3.2. Historical justification

As will be seen throughout this section, the necessity of coeducation is perfectly justified by history itself. It must be said that the role of women throughout history as far as education is concerned, has been overly complicated. Since the 18th century, women's education revolved around prayer and housework, with the justification that culture distracted women from their real obligations. Women are then subordinate to men, and it is understood that education would harm them in their role of serving. It was not until well into the 19th century that women began to be taught to read and write but provided that the education of boys and girls was separate. The education they received was completely unequal, as the education received by men was based on the sciences, while that received by women was aimed at being a good mother and a good wife (Subirats Martori, 2019). In Spain, a debate on the need for a mixed school started during the Second Republic but was banned after the Civil War. Finally, the LGE (Ley General de Educación) in 1970 annulled the prohibition of mixed schooling and equalised the curriculum for boys and girls in EGB, thanks to the women's own struggle to demand their rights. However, it is not until 1985 that boys and girls are put together in the same class, and they do not receive the same education (Caselles Pérez, 1993).

The term co-education, for its part, has also evolved along with history itself.

In addition, in recent years, educational policies have been based on two main educational theories or approaches: the liberal approach and the radical approach. On the one hand, the liberal approach has been based on individual freedom and equal opportunities, although based on a model built around male patterns. On the other hand, the radical approach focuses on equality in outcomes based on gender difference, recognizing the existence of a female culture. (Bonal, 1997)

Nevertheless, at present, the debate on whether a mixed or a segregated school is more beneficial for students is still going on, as there are still advocates for one or the other. This is, certain sectors of society are still hesitating between physical separation between boys and girls, or joint education, even though the mixed school model is the one currently in effect.

In the following section, the arguments given by the advocates of the segregated school and how they are refuted by the mixed school will be presented.

3.3. School models

Despite the struggle towards co-education throughout history, there are still supporters of segregated education, those who believe that separation between boys and girls is more beneficial for students. Even though, it must be said that as history has evolved, the number of supporters has been decreasing. Caselles Perez (1993) in his article sets out the arguments put forward by those in favour of segregated schooling, which has to do with biological and psychological traits. They argue that the physical development of girls occurs earlier than that of boys and that there are notable psychological differences between the two so the greatest benefit would be found if education were separate. In addition, other advocates of segregated schooling argue for moral issues directly related to sexuality. Those who advocate this idea justify it with the need for protection from sexual stimuli that might distract them from carrying out their education. Moreover, they consider that boys and girls have different educational needs and that segregated education would contribute to equal opportunities and female students would feel more freedom to develop their motivations.

On the other hand, however, some arguments directly refute those put forward by the proponents of segregated education, which argue that it is in the best interests of the student if education is provided jointly to boys and girls. It has been shown that the differences between boys and girls are not psychological or biological but are directly related to culture. As Subirats Martori, stated as far back as 1994, the current reality makes it very difficult to determine concretely what it means to be a man or a woman. Over the years, it has been shown that the biological, physical, and attitudinal differences argued by the supporters of segregated schooling are becoming increasingly blurred, as more and more women showed themselves capable of studying, being creative, or carrying out certain activities that they were not allowed to do before just because they were women. Based on the study of M. Maed, in which she analyses different societies, it can be affirmed that the characteristics that are mainly attributed to men or women vary from one to the other, so this would reject the argument that the capacities and aptitudes are determined by biology, but it would be a social issue.

Based on this idea, it would be important to make clear at this point the difference between sex and gender, two very relevant concepts that are closely related to coeducation. Moreno Llaneza (2013) defines sex as the character of organic beings by which they can

be male or female. Therefore, with the concept of sex, we are referring to a biological term, and it cannot be denied that there are biological differences between men and women. However, it has not been demonstrated that these differences also imply differences in capabilities between people. When we talk about capabilities, we refer to gender, defined as cultural construction according to which people are assigned certain roles, occupations, or values because they were born female or male. We speak of feminine and masculine gender (Moreno Llaneza, 2013). The concept of gender is related to culture, so on contrary to sex, it can evolve, and for this, it must be present in education.

In addition, boys and girls should be prepared in the same way to face life situations, so education should contribute to this equation. In real life, men and women will have to work together, so they should be prepared for this from the earliest stages.

Therefore, despite the existence of advocates even of segregated schooling, there has been a great struggle throughout history for the existence of a mixed school, due to the proven benefits for both. However, the question arises as to whether the objective of coeducation is met by the mere existence of a mixed school.

Characteristics of school models in Relation to Equal Opportunities between men and Women

Cultural system	Values	Norms	Legitimization	Empirical knowledge
Separate role school	Sex role education. Gender assignment. Socialization of each sexual group in the public and private spheres.	Separation in educational processes	Belief in male superiority	Moral foundations, so their empirical analysis is not relevant.
Mixed school	Equal education for boys and girls as citizens of a democratic society	Emphasis on individualism without distinction by gender. equal access to resources.	Meritocracy. Award based on individual merit and performance aimed at being valued from a productive point of view.	Effectiveness for the individual and social coexistence, there are strategies and the school is rejected as separate from socialization.

Source: Instituto de la Mujer from Bonal, X (1997)

3.4. Is mixed schooling truly coeducational?

With the widespread introduction of mixed schools, there is no doubt that much progress has been made in terms of women's education. However, it has been demonstrated that real social equality has not been achieved, since there are still certain sexist attitudes that make a notable difference. To this end, it is necessary to introduce the concept of sexism, which Subirats Martori (1994) defines as those attitudes that introduce inequality and hierarchization in the treatment of individuals, based on gender differentiation. These types of attitudes are still rooted in the culture and society even if they are less evident than in other historical moments and entail negative consequences for all individuals.

Moreover, the concept of sexism is closely related to another concept which is androcentrism, which can be defined as the approach to a study, analysis, or research solely from the male perspective. It means taking males as the centre of society, science, technology, sports, etc (Moreno Llaneza, 2013). The sexist attitudes that occur in the educational environment today are linked to the androcentric society that has prevailed throughout history, as well as to the patriarchal order. This is sexist behaviours, in general, are doubled in women giving strength to gender stereotypes. Moreover, these behaviours are found in both the formal curriculum as well as the hidden curriculum another concept closely related to the subject matter at hand.

The hidden curriculum consists of non-explicit learning that takes place in the school environment. There is, therefore, a hidden gender curriculum in educational centres since certain evaluations or discourses underlie the inequalities against which it is necessary to act (Maceira Ochoa, 2005).

Therefore, since coeducation aims at real equality between boys and girls by making the genders disappear, it cannot be said that today's coeducational school is truly coeducational since numerous studies show the existence of sexist attitudes in the classroom. To try to give a true picture of the situation, the most common sexist attitudes in the educational environment will be detailed below.

First of all, it is a reality that the predominant gender in teaching is female; in fact, it would be enough to go to a teacher training degree class to prove it. However, as the school cycle and the age of the students increase, the number of female teachers decreases. This is due to the less competitive attitude of women, which means that

prestigious positions are usually offered to men, as is the case in other areas outside of education (Subirats Martori, 1994). For instance, at the lowest levels, educational responsibility falls on women (96.9%), while at the higher levels, less than a quarter of teachers are women (20.6%). Therefore, gender discrimination does not only affect female students in the classroom but also begins with mothers and female teachers. Based on the analysis of the structure of the educational institutions, it can be observed that the management of these centres is mainly held by men, as well as other higher-ranking positions such as Provincial Director, Head of Programs, etc. In the case of the Parents' Associations, it is the fathers who hold the positions of authority, even though it is the mothers who participate more actively. (Subirats Martori, 1994).

On the other hand, the cultural knowledge that is transmitted in educational centres today continues to exclude women from history, so female students have no reference points or models to reflect on. This fact shows once again the androcentrism that exists within the classroom and the curriculum, as previously mentioned. Guadalupe Jover (2008) claims that the curricula "are not equal in their ideological presuppositions, because it is not true that knowledge is neutral". For instance, in the social sciences, the contribution of women in history is ignored; in mathematics, there is an evident gender-related distribution in the problems and exercises that are posed, and in the natural sciences, the topic of sexuality is addressed only in relation to reproduction, leaving aside other aspects that are also related and equally relevant, such as sexual identity itself. Moreover, there is a lack of female references for female students to feel represented, such as women artists, mathematicians, or scientists.

Androcentrism is also very present in the use of language in the classroom, as is the case, for example, with the generalized use of the masculine form (Subirats Martori, 1994). This leads to a certain oblivion of women and the female gender as such. In addition, in the report cards, as well as in other types of documentation of the centre, we always find the wording in the masculine form (niño, padre, professor). In those exceptional cases where the feminine gender is introduced, it is always included in second place. (Estebanez Bueno et al., 1989).

There have also been different investigations carried out through interviews with teachers, on whether or not there are differences in terms of school interaction with boys and girls. It is clear from this research that the assessment of behaviour is different for boys and girls. For instance, in boys, conflictive behaviour is much more tolerated since it is

considered as a proof of personality. In the case of girls, they often receive harsher sanctions. (Subirats Martori, 1994). The same is true for responsibility at work or creativity, as girls are usually held to a higher standard.

Finally, it is important to highlight the sexism that exists both in textbooks and in children's literature.

It is a reality that sexual stereotypes in textbooks have been reduced, or simply become less evident, but still, they have not disappeared. In the 1980s, in these texts, girls appeared as mothers or wives, and therefore always appeared in domestic work or professions linked to the care of people or low-skilled occupations. Moreover, the adjectives and verbs used for women are also stereotyped (crybaby, helpful, etc.) while men and boys are shown demonstrating strength (Estebanez Bueno et al., 1989). However, through different case studies that have been carried out in more recent times, such as the one carried out by López-Navajas in 2014 or Bernabé Villodre in 2021 it is concluded that publishers have a long way to go to achieve real equality in textbooks. This leads to a serious problem, namely that girls in particular are not provided with role models or references that can help them define their own future. The Instituto de la Mujer Español offers on its website, among its educational resources, a series of recommendations for introducing equality in textbooks so that publishers have the tools to begin the change.

As regards children's literature, it is a reality that the figure of women in the popular tales we all know is relegated to domestic chores, while men are shown to be unable to perform them. As well, men in children's books are presented as adventurers and often as saviours, while women wait to be rescued. In addition, there is some difficulty in producing youth literature away from gender stereotypes. This is so because writers need to respect the models already internalized by children, since we must not forget the literary market and that these books are written to be bought. In addition, books are written for a specific audience, so from the beginning fiction books are pigeonholed for boys, and romantic books or books in which the protagonist is female are pigeonholed for girls (Teresa Colomer, 2010).

However, as society and history evolve, literature tends to advance accordingly, giving rise to certain stories in which gender roles change. It also offers a series of co-educational stories for elementary school students, but in addition, it gives a series of indications on

what to do to tell a story in a co-educational way. In addition, there are also a series of adaptations of folk tales that bring us closer to equality between men and women. Some examples are “Twice was once upon a time... Snowwhite.” or “Cinderella who did not want to eat partridges.”

3.5. Legislation

Firstly, in the Spanish Constitution, we can find the principle of equality as one of the rights contained in Article 14, which considers that all Spaniards are equal without discrimination on grounds of sex. Moreover, equality between men and women is also considered an essential principle by the United Nations and the European Union. (Gallardo-López et al., 2020).

Currently, for instance, the EU has made progress on gender equality related to equal treatment legislation. There is the Strategy for Gender Equality 2020-2025, which aims to move towards greater gender equality by 2025. The aim is to ensure that women and men, boys and girls are free to make decisions with equal opportunities. This Strategy has already achieved its first results, such as binding wage transparency measures, a proposal for an EU-wide Directive to combat violence against women and domestic violence, and most recently, on March 8, 2023, the European Commission launched a campaign to challenge gender stereotypes in different spheres of life. Moreover, among the Sustainable Development Goals adopted by United Nations, the fifth of them refers to gender equality.

At the national level, an evolution has been observed with respect to this issue in the different education laws that have been enacted throughout history:

- LEY ORGÁNICA 2/2006, DE 3 DE MAYO, DE EDUCACIÓN (LOE)

Among the purposes of this law, found in the preamble, is equal opportunities for men and women. Reference is also made to education on equal rights and equal treatment. It also points out that one of the competencies of the School Council will be to promote coexistence and equality between men and women. (Gallardo-López et al., 2020)

- LEY ORGÁNICA 8/2013, DE 9 DE DICIEMBRE, PARA LA MEJORA DE LA CALIDAD EDUCATIVA (LOMCE)

As in the LOE, the aim is to promote equal opportunities between men and women, and it also establishes that the educational administrations will adopt the necessary measures for this purpose. However, as García Luque (2016) states, up to that moment, for the current legislative education, egalitarian education is still a challenge.

- LEY ORGÁNICA 3/2020, DE 29 DE DICIEMBRE, POR LA QUE SE MODIFICA LA LEY ORGÁNICA 2/2006, DE 3 DE MAYO DE EDUCACIÓN (LOMLOE)

As for the current education law, the LOMLOE, it represents a step forward in the incorporation of gender equality in education. One of the measures introduced by this law is the addition of a new subject on civic and ethical values in which the equality of men and women will be worked on. It also establishes the need to encourage the presence of female students in STEAM studies.

According to this law, the School Council shall be composed in a balanced way between men and women, and among its functions shall be the prevention of gender violence.

School centers must include in their educational projects the measures they will adopt to train equality in all educational stages, and finally, it adds that the administrations must promote that the curricula, textbooks, and other educational materials promote equality and do not contain sexist or discriminatory stereotypes.

Therefore, we can say that throughout the legislative history of Spain, there has been an evolution in terms of the need for coeducation, since in previous laws it was mentioned in a merely superficial way, while in the current law, it is given an unquestionable relevance. This evolution would be justified by the inequalities and disparities that have existed between boys and girls in the Spanish educational system, which today we want to break.

In addition, two Spanish laws that are worth mentioning at this moment, and that also contribute to equality education are Ley de Medidas de Protección Integral contra la Violencia de Género (Ley Orgánica 1/2004, de 28 de diciembre), and Ley para la Igualdad

efectiva de hombres y mujeres (Ley 3/2007 de 22 de marzo), in which co-education is expressly mentioned.

With regard to Ley de Medidas de Protección Integral contra la Violencia de Género it is worth mentioning that it provides a series of preventive and active measures to end gender violence. One of the preventive measures that integrate this law is related to education so that among its pages you can read:

The Spanish educational system will include within the principles of quality of education and teaching the measures that guarantee full equality between men and women, as well as the methods for the resolution of conflicts in all areas of life.

On the other hand, Ley para la Igualdad Efectiva de Hombres y Mujeres establishes that public administrations shall ensure that the principle of equality is respected in curricula, that sexist behavior is rejected, and that the principle of equality is integrated into all courses and programs for teacher training, both initial and in-service, among other tasks entrusted to them.

Finally, at the level of the Autonomous Communities, each of them has its own Equality Agency, which provides society with numerous resources and materials to contribute to the respect of the principle of equality between women and men. In the case of Castilla y León, this organism is “Dirección General de la Mujer”.

3.6. Making a coeducational school

The introduction of mixed schools was a great step forward in terms of overcoming the inferiority of women in terms of education; however, as we have seen above, there is still no absolute equality. For this reason, it would be necessary to make society aware of the importance of achieving real equality, since this will imply improvements in people's quality of life. To achieve this, education is an ideal place. Since it is the instrument created by society to take care of the new generations. Although, as we have seen, until now the educational system has been more focused on the mere transmission of knowledge, this does not mean that in the future it will continue to be so. Therefore, it should be alert to the emergence of new needs among students in order to continue training its teachers. (Subirats Martori, 2017)

For change to occur, the co-educators goal should be to make changes in gender models, starting with the family. García (2009) states that the family is:

the first organized structure, subject to and subjected to the patriarchal system within the current socioeconomic and cultural system, plays a primordial role in the transmission of sexist values in the early stages of people's development, laying the foundations of the basic framework of the personality. But also, due to its proximity and latency in the lives of girls and boys, it can positively influence the transformation of the unequal reality of the world.

Therefore, the first step for there to be real gender equality is to act the families, who will work together with the school.

The Spanish Women's Institute, for example, provides a guide of actions that can be carried out within the family to work on equality. Some of the ideas it provides are:

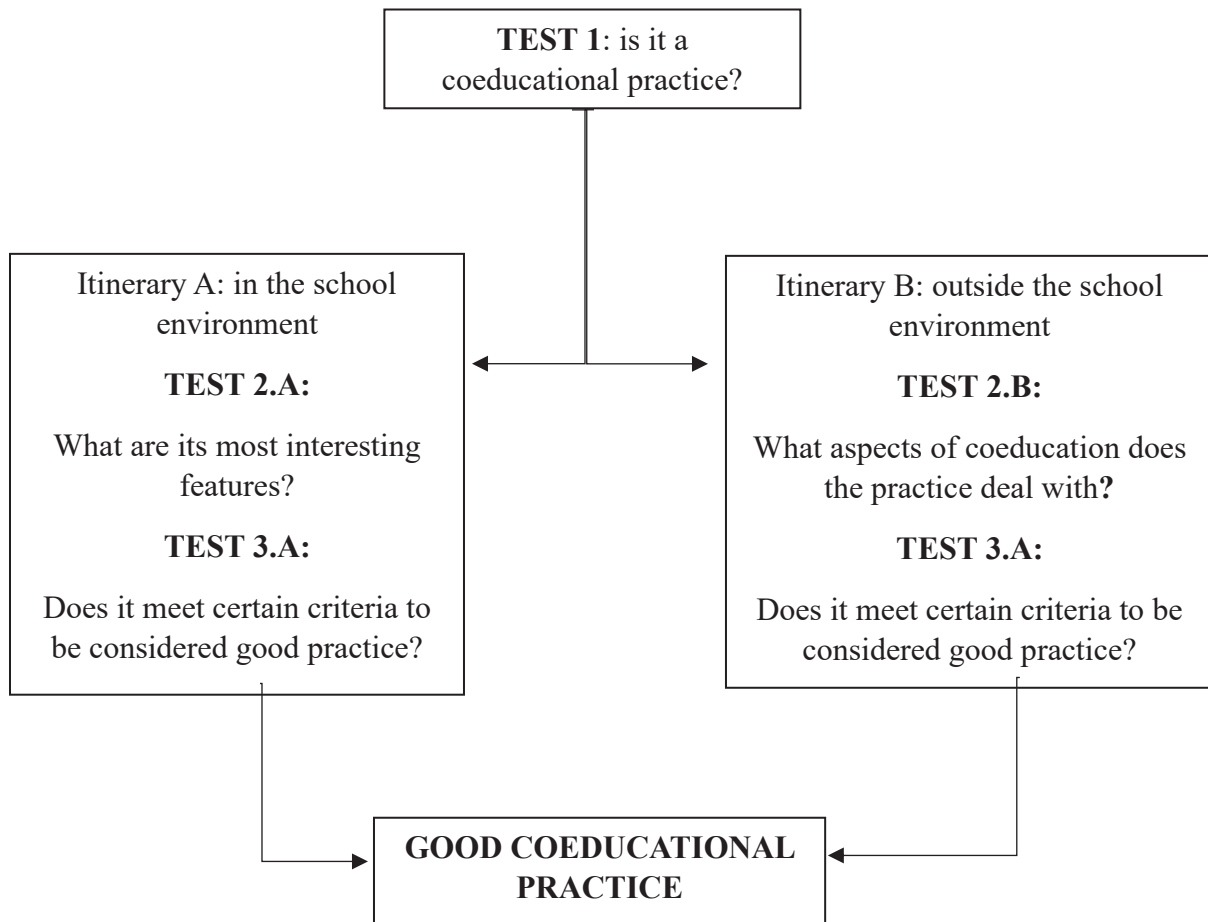
- Not to reproduce sexist roles at home.
- Reinforce a message against gender violence.
- Support the choices made in terms of subjects or higher studies.
- Encourage respect for difference.
- Work on affectivity.

For their part, schools bear the responsibility to transmit knowledge in an egalitarian manner, as well as behavioural norms, attitudes, or principles. For instance, these are some educational proposals that could be carried out in schools (Aguado and Alonso, s/f):

- Ensure that no sexist or discriminatory practices take place in the classroom in order to put an end to this type of behaviour and prevent more serious actions.
- Prepare activities where boys and girls work together and share indiscriminately their behavioural patterns.
- Organize workshops, lectures, and other types of courses for students, teachers, and families.
- Adding cross-cutting content related to the values of equality and the fight against inequality between men and women to the rest of the subjects.

Moreover, teachers must be in constant training, so that their knowledge is adapted to the current needs of each school, as they play the most important role in the educational school model. Teachers, being in direct contact with the classroom, are able to examine the contents and materials to avoid sexist elements, detect discriminatory behaviour in general, as well as extol the figure of women and their importance within the educational system. In addition, they will be the ones to design the activities to be carried out in the classroom and should try to ensure that all of them are not stereotyped and are in line with the coeducational model.

The Spanish Women's Institute also offers a guide for teachers to know if a given practice is coeducational. On the one hand, it has to comply with a series of conceptual, technical, finalist and practical characteristics, in such a way that it fulfils the objectives to be achieved. Besides that, presents a series of tests that can be applied to a classroom activity to identify if it is really coeducational (see annex 2). The route to be followed in carrying out these tests is as follows:



Source: Instituto Nacional de la Mujer

Therefore, the school and the educational system have the responsibility to educate their students in the values of equality and non-discrimination between sexes, and for this, it is necessary to work continuously. Fortunately, more and more centres are taking this into account and various activities and experiences are emerging so that this can be carried out. Specifically, from the subject of English as a foreign language, the number of activities that can be carried out to promote education in equality is infinite, from the use of literature to music, for example. A proposal for educational practice on the subject of English as a foreign language will be presented below.

4. Coeducational practice

4.1. Context and justification

The coeducational practice to be developed is an Equality Education Project to be carried out at the La Milagrosa Educational Centre in the city of Valladolid. It is a charter school located in the neighbourhood of Belen where there is great diversity among its students, both in terms of origin and academic level. In addition, an advantage of carrying out this project in this centre is the number of students in secondary school, since there is only one group per year, with an average of twenty students in each class. Therefore, the activities that comprise the project will be carried out in the four secondary school grades, slightly adapted to their levels when necessary. However, it should be noted that this proposal could be carried out in any centre where there is a teaching and management team that is willing to value the need for egalitarian education and is willing to work actively on it.

Moreover, the initiative will be developed during the next academic year, and it comes from a need that has been observed in the centre related to gender equality. After the investigation and observation carried out in the centre by teachers and the management team, it has been found that there are still gender stereotypes and sexist attitudes inside and outside the classroom. In addition, it has been observed that specifically, the female students of the centre show a low level of self-esteem due to the sexual stereotypes they encounter daily both at school and in their daily lives. On the other hand, in conversations between teachers and students, it has been noted that there is great concern about gender violence. Likewise, teachers noted the absence of female role models for students both in the textbooks and in their own performances.

4.2. Objectives

The main objective of this Equality Education Project is to work together for real equality between men and women. To do this, the whole centre will try to start by eliminating sexist attitudes and gender stereotypes, in order to create a respectful and conscious educational community.

4.3. Target group

Since one of the objectives to be achieved through this initiative is to make all members of the educational community aware of the need for the coeducational model, the project is aimed both at the students of the centre, specifically secondary school students, and, as well, families and teachers will be able to take part in.

Therefore, this proposal will be addressed all the years of secondary education, since is the stage where it is considered most necessary to address de issue.

4.4. Scheduling

The activities take place at the school during school hours and will take place over the course of an entire school year. In addition, related activities will be carried out within a subject that contributes to the promotion of equality, respect, and the elimination of stereotypes, so each teacher will decide when they are implemented, as well as their duration. In the case of English as a foreign language subject, one project per quarter will be worked on, which will be detailed below.

4.5. Activities

The Equality Educational project carried out in La Milagrosa centre, will start with a questionnaire directed to students, teachers, and families about their perception of coeducation, sexist attitudes that occur both inside the classroom and in their environment, and gender stereotypes. In this way, it will be possible to know the real necessity of working on this topic in the school, as well as the previous knowledge they have. Moreover, this questionnaire will serve as a starting point for choosing the different actions that will be included in the project.

Once the questionnaire is completed by its addresses, the managers of this project, i.e., the management team and some teachers, including the English teacher, will start to organise the activities that will be developed during the following year. These activities will include lectures and workshops for students, training for teachers and families, as well as convivial days for the entire educational community. In addition, within the

subjects, teachers will be able to decide how they introduce the topic of gender equality in their lessons.

After the implementation of the activities mentioned above, as well as those carried out internally in the subjects, a new questionnaire will be elaborated to check if the perception of the topic has changed.

4.6. Coeducation in EFL classroom

Apart from the activities previously described, within the subject of English, a series of projects will be carried out. A project per term will take place, the main topic of which will be equality and the elimination of gender stereotypes, but in addition, each project will be dealing with a subtopic: in the first term the subtopic will be cinema and films, in the second term it will be science and it will finish in the third term with music.

Besides that, contrary to what is usually the case, in this proposal coeducation will play a central role and will not be a cross-cutting aspect. This is, all activities will focus on equality, the role of women in society, and the elimination of gender stereotypes, trying not to stray from the curriculum.

4.6.1. Target group

These projects carried out in the English as a Foreign language classroom are intended for students of all stages of secondary education. The reason why it has been decided to carry out the project in secondary school is that it is believed that there is a real need to raise awareness about education, also considering their ages and personal development. In addition, it has been decided that they will be addressed to all secondary school years so that all the children can carry them out adapted to their year and considering the level. Since in the same courses, there is a disparity of levels, it has been considered that these projects are accurate for all of them.

On the other hand, we must bear in mind that the secondary school years include adolescence, that is to say, a stage in which students are building their own identities. In

these ages from twelve to sixteen, students are shaping their personalities, therefore, it is very important to educate them in the values of equality.

4.6.2. Objectives

The main objective to be achieved with this project of education about equality in the centre La Milagrosa is to value the coeducational model involving the entire school community. Based on it, other more specific objectives arise such as:

- Encouraging respectful behaviour and equality among students.
- Promoting cooperative work.
- That the student is able to distinguish a sexist message or attitude and know how to act upon it.
- Fostering critical thinking in students.
- Improving English language learning and their ability to communicate in a foreign language.
- That the student becomes familiar with the use of ICTs.

4.6.3. Methodology used

In this proposal, a learning process that integrates coeducation with the teaching and learning of the English language is carried out.

Moreover, through the realization of projects, students will be the protagonists of their own process of learning since they will make a final product. The teacher will serve as a guide, orienting and monitoring the process.

The starting point will always be the students' previous knowledge so that they will be able to add new experiences to their learning related to the new knowledge acquired in the classroom.

Besides that, projects will be done collaboratively in a mixed way, in order to contribute to a coeducational classroom climate, in addition to fostering teamwork and empathy.

On the other hand, the evaluation of the students will be carried out utilizing continuous evaluation through the use of a teacher’s diary, in which each day he or she will write down the most significant data of each activity. In this way, it will be possible to make an overall assessment of the learning process. To this continuous evaluation will be added an assessment of the final product, which in this case will be carried out by means of a rubric (see annex 2).

4.6.4. Schedule

This proposal is designed to be carried out during the entire academic year, i.e., each project will take place in a different term. The action plan is as follows:

TERM	DATE	PROJECT
1 st TERM	25 th November	Cinema without stereotypes.
2 nd TERM	11 th February	Women changing the world.
3 rd TERM	21 st June	Equality notes.

On the other hand, the proposed sessions will last about fifty minutes and will be adapted to the English subject schedule that corresponds to each school year, established in the curriculum. In addition, the pace of the students will be taken into account, as well as any unforeseen event that may require an adaptation.

4.6.5. Elaboration of projects

- “Cinema without stereotypes.”

CINEMA WITHOUT STEREOTYPES			
Session	Activity	Duration	Classroom management
1 st Session	What were your films of choice?	10-15 minutes	Whole group.
	Are Disney films sexist?	20 minutes	Working group (4-5 people)
	Explanation of the final product.	15 minutes	Whole group.
2 nd Session	Viewing of the Disney film “Moana”.	50 minutes	Whole group.
3 rd Session	Finish the viewing of the Disney film “Moana”.	45 minutes.	Whole group.
	Explaining the questionnaire.	5 minutes.	Whole group.
4 th Session	Handing out Disney films.	10 minutes.	Working group (4-5 people)
	Rewrite the end of the Disney film.	40 minutes.	Working group (4-5 people)
5 th Session	Make your own film.	50 minutes.	Working group (4-5 people)
6 th Session	Presentation of the films.	45 minutes.	Working group (4-5 people)
	Concluding discussion.	5 minutes.	Whole group.

This first project will try to relate gender stereotypes with cinema, more concretely with Disney films, as these films are very well-known and aimed at all ages. In this case, the project is thought to start on the 25th of November, coinciding with the International Day for the Elimination of Violence against Women, however, in the year 2023 this day will be Saturday, so the project will start the previous day, on the 24th of November in every year of secondary education.

For the implementation of this project, six sessions on the English subject will be used. They will be organised in the following way:

1) Session one: introduction of the topic.

In the first session, the teacher will introduce the topic to the students, as well as the schedule for the next six sessions. First of all, students will be asked several questions related to what stories they read when they were children or what kind of films they liked to watch. Afterward, it will induce a debate about Disney films. The teacher will support the debate with a photograph in which the most common and well-known princesses of Disney are complaining about the male chauvinism that they have suffered throughout history. In this debate, several questions will be asked, such as, if they think that Disney has been coeducational in the past or if they observed evolution in Disney films. The students are expected to discuss this topic in groups of four or five people. Besides that, the teacher will give students some hints about what they will be supposed to do in their final product, which is, a Canva film.

This session will be evaluated by observation, taking into account prior knowledge of the topic and oral production. As well, a teacher's diary will be used.

2) Session two: film viewing.

In the second session, the students will see the Disney film "Moana", so a digital screen will be needed. The choice of subtitles will be the teacher and will depend on the level of the course. The film will be watched with subtitles in English. As the film Moana lasts 1 hour and 47 minutes, it will end to see in the following session.

This session will be evaluated by observation in which the student's attitudes towards the activity will be taken into account.

3) Third session: film viewing and questionnaire.

In this third session, the students will finish watching the film, and right after, the teacher will explain to the students that they will be expected to complete a written questionnaire. The questions that they will answer are the following:

- Do you see an evolution in the behaviour of the protagonist?
- What feelings have you had?
- What have you reflected on?
- What values have you seen represented in the protagonist?
- What do you think you will use these reflections and learnings that you have obtained from now on?

This questionnaire is going to be completed individually. As there will not be time to complete it in class, students will do it at home and hand it in using the Teams platform.

The evaluation of this session will be carried out through observation as well as the correction of the questions asked to the students, so the written production and their ability to reflect will be checked.

4) Fourth session

In this session, they will be requested to change the end of a Disney film in a written way. On this occasion, the teacher will provide them with the film they have to work with, and it will be one in which the protagonist is one of the princesses they debate about in the first session. In order to do so, they will have to take into account the information in the lectures and workshops of this term, what they commented on the film Moana and the values that they want to raise. The students are going to be placed in the same groups of four or five people so they can create the end collaboratively.

As in the rest of the sessions, this one will be evaluated by observation and the written production will be taken into account since the teacher will be monitoring the groups during the sessions.

5) Fifth session

Once the students have created the alternative end for a Disney film, they are able to do their own film using Canva in the same groups of people. They are going to use the Chromebooks provided by the school in order to do so. Moreover, they are only supposed

to create the Canva film with the end of the story, so it will only last about two or three minutes.

The evaluation of this session will be carried out by observation as well, and the attitude of the student will be checked, as well as his use of the digital devices provided by the school.

6) Sixth session

The end of this project will consist of the presentation of the films to the rest of the classmates, so the digital screen and the projector are needed. Firstly, they should give a breve summary of the real end of the story since some students may not know the original film, and right after, they will play their films. Once all films are seen, there will be a small debate to serve as a conclusion of the cinema project related to the elimination of gender stereotypes.

In this case, the evaluation of the final product will be carried out by means of a rubric in which creativity, the use of ICTs, and oral production will be evaluated, as well as the adequacy of the main topic, which is the elimination of gender stereotypes.

- Second term project: “Women changing the world.”

WOMEN CHANGING THE WORLD			
Session	Activity	Duration	Classroom management
1 st Session	Analyse images related to the topic.	10 minutes	Whole group
	Genially about female scientists.	10 minutes	Whole group
	Questionnaire about previous knowledge.	20 minutes	Working group (4-5 people)
	Explanation of the final product.	10 minutes	Whole group
2 nd Session	Watch a video.	10 minutes	Whole group
	Answer questions.	10 minutes	Whole group
	Research on the internet.	10 minutes	Working group (4-5 people)
	Make a reflection.	20 minutes	Individually.
3 rd Session	Rotate through different card games.	50 minutes	Working group (5-6 people)
4 th Session	Explain how to use pbwiki.	15 minutes	Whole group
	Look for information.	10 minutes	Working group (4-5 people)
	Make a wiki.	25 minutes	Working group (4-5 people)
5 th Session	Create an Instagram profile: look for images, post them, create videos, etc.	50 minutes	Working group (4-5 people)
6 th Session	Presentation of the Instagram profiles.	40 minutes	Working group (4-5 people)
	Concluding discussion.	10 minutes	Whole group.

Since the centre will already be carrying out several activities for Women's International Day on the 8th of March, the English project of the second term will start around the 11th of February, the day of celebration of the International Day of Women and Girls in Science. The objective of this project is to give value to women in the science field, in addition to eliminating the stereotype that science is only a man's business. Moreover, it is a useful way for girls to have references to help them make their own decisions for the future.

In order to elaborate on this project, six sessions will be required which will be carried out as follows:

1) Session one: introduction of the topic.

In this session, a small debate on the subject will be held. First of all, students will be asked if they know what is celebrated on that date, to continue analysing some images relating to women scientists all together in the large group. In addition, the Genially app will be used, by which the students can find out about the women scientists they already know and get to know new ones.

Afterward, they will be asked a series of questions that the students will answer in groups of four or five people, in order to create a small debate within the group, which they will then put in common. Some of the questions could be:

- Do you think that these women are well known?
- Do you believe that their contributions to society are sufficiently relevant?
- How could you make these women known to more people?

At the end of the class, the final product of this project will be explained, which in this case will consist of the creation of an Instagram profile.

The evaluation of this session will be by observation. The teacher will make annotations in a diary about the student's previous knowledge.

2) Session two: inventions by women.

In the second session, the students will watch a video which is called “10 Great Inventions by Women”. Depending on the year and the level, the video will be subtitled or not, and then they are expected to answer some questions such for instance:

- What surprised you most about what you saw in the video?
- Did you know any of these people?

Afterward, they are going to be provided with a Chromebook, and the students are supposed to search on the Internet who are the inventors of the objects they use the most in their daily lives, for example, the toothbrush or the book.

To conclude, the students will write a reflection on women in science and their recognition.

The evaluation in this session will be by observation, and the teacher will be monitoring the groups while they are speaking and writing. Oral and written production will be considered.

3) Session three: card games.

During this third session, the students will play different card games in groups of 5 or 6 people. The card game is an adaptation of the one on the website luanagames.com, which offers a series of letters about women scientists. Each card gives a glimpse into their lives and their contributions to society, and in this case, different games will be played with them such as memory or who’s who. It will also be possible to play the game proposed by the site itself. The objective of this game is that the students to get to know more female figures in science than usual and become familiar with them.

This session will be evaluated by observation and good performance will be taken into account.

4) Session four: choosing a scientist.

In this session, the students are going to choose a female scientist who has most attracted their attention and complete their information. Students will work in the same groups of four or five people and they will use the Chromebooks provided by the school in order to search about events, their personal lives, their contributions to society, as well as about different images. In this way, they will be able to select the information that is useful to

them and make a wiki on this scientist with the website pbwiki, which the teacher previously taught them to use.

The evaluation in this session is by observation. The teacher will check the proper use of the digital devices provided by the school, and the students' ability to search and select information from the internet.

5) Session five: create an Instagram profile.

Since one objective of this project is to promote the figure of women scientists, in this session the most current tool with the capacity to reach more people will be used: social media. Therefore, in this session, students are supposed to create an Instagram profile of the female scientist they have chosen in the previous session. Employing the wiki they have created, in the same groups they can post some images about the scientist and write about their live main events in the caption. As well they can post a reel (a short video) talking about the contributions and inventions of these scientists. Since all these activities are thought to be carried out in every stage of secondary education, in this case, the first and second years of secondary education will use the Chromebooks provided by the school, whereas the third and fourth years of secondary education will be able to use their own mobile phones.

This session will be evaluated by observation. The teacher will take notes about the proper use of the digital devices and the student's attitude towards the activity.

6) Session six: show their creations.

In this last session, the students will show their final product to their classmates. They will project their Instagram account on the digital screen and explain to their classmates their different posts.

On this occasion, the final product will be evaluated by means of a rubric in which creativity and originality, oral and written production, and suitability to the topic will be assessed.

- **Third term project: “Equality notes.”**

EQUALITY NOTES			
Session	Activity	Duration	Classroom management
1 st Session	Questionnaire about previous knowledge.	20 minutes	Whole group
	Write a small reflection.	20 minutes	Individually
	Explain the instructions for the final product.	10 minutes	Whole group
2 nd Session	What feeling does the song provoke in you?	20 minutes	Whole group
	Analyse the excerpts of the songs.	30 minutes	Whole group
3 rd Session	What a video clip without music and taking notes.	10 minutes	Whole group
	Rewrite the story.	25 minutes	Working group (4-5 people)
	Compare the story with the song’s lyrics.	15 minutes	Whole group
4 th Session	Create your own song.	50 minutes	Working group (4-5 people)
5 th Session	Add music and dance to the song.	50 minutes	Working group (4-5 people)
6 th Session	Presentation of the song and dance.	40 minutes	Working group (4-5 people)
	Concluding discussion	10 minutes	Whole group

In this project, the objective is to make the students reflect on the lyrics of the songs that they are used to listen to. Moreover, they are going to be able to work in a coeducational way by using music. Since the development of the projects is intended to coincide with an important date for women, in this case, the final product will be presented around the 21st of June, as well in every year of secondary education. The reason why on this occasion on the date chosen the project will be finalized and it will not be starting date of its elaboration is that it will not only coincide with the last days of the course but also on the 21st of June, International Day for Non-sexist Education is celebrated.

As in the previous projects, six sessions will be required for the implementation of this project:

1) Session one: introduction of the topic.

This first session aims to make the students think about the existence of gender stereotypes and male chauvinism in music. In order to do so, they are going to be asked several questions:

- Do you think that today's music is sexist?
- What genre of music do you usually listen to?
- Can you name any songs you have listened to that contain lyrics promoting violence?
- Do you think these messages can influence people's behaviours?
- Can sexist songs influence women's and girls' self-esteem and self-image?

After this debate, the students will be supposed to write a small reflection in which they answer the following question: how can you as music consumers contribute to combat these messages of violence and sexism? As well, they can express their feelings towards this issue.

At the end of the class, the final product of this project will be explained, which in this case will consist of the creation of a song and a dance.

This session will be evaluated by observation, taking into account prior knowledge of the topic, and oral and written production. A teacher's diary will be used.

2) Session two: analysing song excerpts

In this second session, the students will be provided with flashcards in which different terms can be read. Some of these terms are love, feminism, sexism, violence, tenderness, etc. Then, they are going to listen to an excerpt of a song, and only by listening, the students are expected to lift the flashcard that represents what the song has provoked in them. The song excerpts to be worked with are the following:

- The man – Taylor Swift

I'm so sick of running as fast as I can wondering if I'd get there quicker if I was a man. And I'm so sick of them coming at me again 'cause if I was a man then I'd be the man. They'd say I hustled put in the work, they would shake their heads and question how much of this I deserve, what I was wearing, if I was rude. Could all be separated from my good ideas and power moves?

- Every breath you take – The Police

Oh, can't you see you belong to me? How my poor heart aches with every step you take? Every move you make, and every vow you break, every smile you fake, every claim you stake, I'll be watching you.

- Russian Roulette – Rihanna

Say a prayer to yourself, he says, close your eyes, sometimes it helps. And then I get a scary thought that he's here, means he's never lost. And you can see my heart beating, now you can see it through my chest. Said I'm terrified but I'm not leaving, I know that must pass this test, so just pull the trigger.

- Lose you to love me - Selena Gomez

I gave my all and they all know it, then you tore me down and now it's showing. In two months, you replace us like it was easy, made me think I deserved it. In the thick of healing. We'd always go into blindly, I needed to lose you to find me. This dancing was killing me softly, I needed to hate you to love me.

Right after, students will be given a photocopied handout with the excerpts written on it, so they can understand the true meaning of the song with the help of the teacher. Thus, students can check whether the meaning corresponded to what it evoked for them.

This session will be evaluated by observation considering their ability to understand the English language, as well as their ability to reflect.

3) Session three: analysing a video clip.

This session will be similar to the previous one, but in this case, they are not going to listen to the songs. In this session, a video clip will be played without music, so the students, working in groups, are supposed to write the story that they believe is told in this video. Once they finish writing the story, all together will listen to the song and read its lyrics, so the students can compare the song with the story they have created. The video clip that will be used is Dear Future Husband by Meghan Trainor. Another possibility may be Animals by Maroon 5, but I consider that this last option should be addressed to older years, since it may contain offensive images.

The evaluation of this session will be also by observation using the teacher's diary, taking into account their ability to reflect and understand the English language and oral production.

4) Session four: create a song.

With all the information collected during the course and in the previous sessions, the students are supposed to write their own songs. The central topic should be equality, but they can relate it to a specific aspect of their choice: sports, music, arts, etc. The song will have a duration of one or two, depending on the year and the level. As well, the students are expected to be original and creative.

The evaluation of this session will be by observation and the students' attitude will be taken into account.

5) Session five: time to dance.

In this session, the students are supposed to finish their own song, and once they have finished, add music and dance to it. They will be provided with Chromebooks in case they want to use a musical base from the internet.

The evaluation of this session will be by observing both the attitude and the proper use of digital devices provided by the school will be checked.

6) Session six: show the creations to their classmates.

This is the last session of the project so the students will show their final products to their classmates. In case of good weather, this session as well as the previous one, may take place in the playground.

In this case, the final product will be evaluated with a rubric in which creativity, oral production, and suitability to the topic will be taken into account.

4.7. Results

Since this is a theoretical educational proposal that has not been materialized, in this section I will refer to the hypothetical results that could be obtained if it were put into practice.

On one hand, if the results of the final questionnaire were positive it would mean that through the implementation of the different activities carried out in the centre, such as talks or coexistence days, the educational community is more aware of gender equality issues. The main idea is to contribute to the change from the centre and to do so, the first thing is to start with the change in certain attitudes or behaviours not only of the students but also of the teachers. Moreover, families are allowed to participate in those activities they deem appropriate so that the change does not remain within the walls of the school but is gradually being implemented in their environment.

On the other hand, regarding the projects carried out within the English subject. ideally, this proposal would make students aware of what a society without gender stereotypes means, through coeducation. As different aspects have been used that may be of interest to them, it would bring their daily life closer to the sexist attitudes that occur every day, in such a way that they would be able to reflect on them. Besides that, another aim was to show references to those female students who would like to direct their path towards a

STEM career, and who have not had the opportunity to meet other women in whom they can reflect themselves.

In addition, the main objective would be achieved at the same time that students develop digital competence, as well as the ability to work collaboratively, since within all the projects ICTs are used in some way, and also, all of them are done in groups. Furthermore, respectful behaviour and equality would be encouraged within the same working groups, thus also contributing to the main objective of co-education.

Nor can it be forgotten that the projects would be carried out in English, so having gender equality and the elimination of stereotypes as the main topic, students would also improve both written comprehension and production, oral comprehension and production, as well as being able to add new vocabulary to their previous knowledge.

Notwithstanding, in the event that the results of the final questionnaire were negative, an investigation and evaluation of the entire proposal would be carried out to know the reasons why the main objective has not been achieved. In addition, this evaluation would be developed both in the activities proposed by the centre, as well as in the different projects carried out within the English subject. This would take into account those activities and aspects that would have worked and those that might not have been adequate so that they could be improved in the future.

5. Conclusion

The concept of coeducation, related to equal education between men and women, has been much studied in recent years, due to an imminent need to value equality between men and women and the elimination of gender stereotypes. This current heed has been justified based on the role of women in education throughout history, a role that was practically non-existent in its beginnings. However, women, in their fierce struggle for their rights, managed to obtain a decent education and play a significant part in it.

The objective of this work has been to bring the readers closer to the concept of coeducation, since today many people still do not know this term. In order to do so, the evolution of women in education has been treated, as well as its treatment in the Spanish legislative framework.

Moreover, after reviewing the different methods of schooling that exist, i.e., segregated schooling and mixed schooling, it has been concluded that despite the benefits that mixed schooling provides for students in comparison to segregated one, today's mixed schooling is not truly coeducational. The fact that sexist attitudes and behaviours in schools today exist, demonstrates that it is absolutely necessary to try to continue moving towards a school that truly educates in equality. In order to achieve this, all the participants of the educational community must work together, but also with the help of the institutions.

On the other hand, this work intends to provide an intervention proposal in which coeducation is placed as the main theme. To this end, a school project has been designed for all secondary school students. This project has been specifically designed to be carried out in the La Milagrosa Centre in the city of Valladolid, but it could be implemented in any educational centre that would like to raise the profile of coeducation and its relevance.

Besides that, within the different subjects, the topic of gender equality will also be worked on, and therefore this work also offers a proposal for the subject of English, which consists of three projects, one for each project.

In view, of the different tests provided by Instituto de la Mujer, we can conclude that:

- In the first test, which evaluated the detection of coeducational practices, the proposal designed in this work meets all the standards that a good coeducational practice should comply with. Both the school project and the English proposal

recognize the existence of sexist attitudes not only in the school but also in the environment, as well as they promote respect and egalitarian work between men and women.

- In test 2. A, since we are considering the A path, which is related to coeducational practices in the school environment, all the statements are accomplished as well. The main objective of this proposal is to create awareness among students in such a way as to produce a practically immediate change. In addition, if the proposal works, it would be a good idea to have continuity with the addition of more teachers and more subjects to the English subject.
- In test 3. A, which addresses the elements defining a possible good practice, it can be said that this proposal has every element that is established. However, this proposal is not thought to be publicized through different media, but it may be a good idea to inform of it by means of the centre's social networks.

Henceforth, according to Instituto de la Mujer, it could be concluded that the proposal of the school project, as well as the projects within the English subject, are a good coeducational practice. Nevertheless, it would be interesting if the proposal could be carried out in practice to check if it is truly adequate and if the hypothetical results would be fulfilled or not.

In conclusion, coeducation seeks gender equality and the elimination of stereotypes in the educational environment. By promoting equal opportunities, collaboration, and respect, coeducation aims to challenge gender roles in order to achieve a more egalitarian society.

Therefore, coeducation not only benefits students but also contributes to a more fair society, by allowing all people, whether men or women, to have access to quality education, coeducation will lead us to a future in which there is real equality and all people are equally respected.

Coeducation invites us to work together to build a more egalitarian world. Coeducation is the basis for future generations to be able to live in a pleasant and quality society. We, as future teachers, cannot let them down.

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ANNEX 1

TEST 1

Detection of coeducational practices

- Explicitly or implicitly recognizes that sexism manifests itself in the school.
- It questions the roles assigned by sex.
- It contributes to developing a more egalitarian relationship between men and women.
- It is based on education in values: equality, tolerance, respect and peaceful conflict resolution.

TEST 2.A

Characteristics of coeducational practices in the school environment

- It is a project that starts from a certain knowledge or observation of the environment.
- It breaks with traditional school dynamics and practices.
- It modifies the initial situation in the short or medium term.
- It is at the service of the students and the school.
- It contributes to the awareness of the students.
- Contributes to the sensitization of the teaching staff.
- Contributes to the sensitization of the immediate environment.
- It applies an active, participative and motivating methodology.
- It has a certain follow-up and assessment.
- It is an initiative of a team of teachers.
- It has a certain involvement of a group of teachers.
- It is an experience with a certain vocation of continuity.
- It is publicized and disseminated in the center and in the immediate environment.
- It pays attention to the use of non-sexist language.

TEST 2.B

Contents and orientations of coeducational practices outside the school environment.

- Sensitization on equality, roles, stereotypes.
- Awareness, prevention and fight against gender violence.
- Sharing of domestic responsibilities, reconciliation of personal and work life.
- Visibility of sexist practices, teachers and students.
- Peaceful conflict resolution.
- Non-sexist language and communication.
- Inclusion of the gender perspective and gender theory.
- Sentimental education.
- Job orientation and professional diversification.
- Games and roles of boys and girls.
- The construction of masculinity
- Women and knowledge in the different areas of knowledge.
- Religion and gender.

TEST 3. A

Elements defining a possible good practice.

- It is developed within the framework of a governmental/institutional standard plan.
- It is developed within the framework of a centre project.
- It is developed within the framework of a faculty project.
- It is based on an analysis of the environment.
- It is based on an equality diagnosis of the centre.
- It is based on previous experiences.
- It is based on action-research.
- It relies on the co-participation of students in the whole process.
- It involves the family in the process.
- It involves the community in the process.
- There is a general commitment of the teaching staff in its development.

- There is an active participation and involvement of the teachers/professionals in its development.
- It leads to a clear modification of behaviours and mentalities.
- Methodologically, it takes into account the difficulty of assessing changes in attitudes.
- It has spaces for dissemination, reflection and debate.
- It has specific indicators in the areas of intervention.
- It has foreseen in its own development process how to continue or evolve with the action.
- It has a plan of action to continue or evolve with the action.
- It provides for monitoring and evaluation.
- It has specific materials, either its own or those of others, and adequate tools.
- It is a medium and long-term project.
- It is a solid base for transversality in the medium term in the center.
- It has innovative activities adapted to the school and the environment.
- It is transferable; its actions are likely to be replicated and adapted in other environments.
- It has a program, coordination, calendar and budget.
- It is publicized and disseminated through different media.

TEST 3.B.

Elements that define a possible good coeducational practice outside of school

- It is disseminated in different media at the same time.
- Promotes a change of perspective in society and citizenship.
- Has an impact on the organization that promotes it.
- Has an impact on the target group.
- Constitutes an activity within a broader project.
- Intervenes in new areas -thematic areas- that have not traditionally been addressed.

Source: Instituto Nacional de la Mujer

ANNEX 2

CATEGORY	4 EXCELLENT	3 GOOD	2 NEED IMPROVEMENT	1 LOW PERFORMANCE
Suitability to the topic	The final product addresses the main topic perfectly.	The final product addresses the topic quite well.	The final product barely addresses the topic.	The final product does not address the topic.
Speech	The speech is always organized sequentially.	The speech is not always organized sequentially	The speech is organized but not in the logical order	The speech isn't organized sequentially.
Body language	The student is continuously orientated to the audience. The student tries to keep eye contact during the speech. There aren't any nerves expressions.	The student is not continuously orientated to the audience. The student tries to keep eye contact during the speech. There aren't any nerves expressions.	The student is continuously orientated to the audience. The student doesn't try to keep eye contact during the speech. There are some nerves expressions.	The student isn't orientated to the audience. The student doesn't try to keep eye contact during the speech. There are some nerves expressions.
Vocabulary	The student uses a wide range of vocabulary.	The student uses quite a wide range of vocabulary	The student uses some new vocabulary	The student tends to repeat words all the time.
Creativity and originality	The final product shows an exceptional degree of creativity and originality.	The final product shows some creativity and originality.	The final product is attractive but looks messy.	The final product is poorly designed.