



15th
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How to create an inclusive classroom?

Incorporating Gender Education

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Today's session:

Inclusion in Education

Concept of inclusion

Broad use: The story I was told

The silent cry: Youth's voice

Quick model overview and activity sample

Teaching-teaching process

Learning-learning process

The need for Gender Education

Social implications of gender

Pierre Bourdieu

Transformation today?

Gender Education as a form of inclusion

Agents of Change

Engaged Community

Active Citizenship

Inclusion in education

Broad use: The story I was told

Inclusion in the academic context refers to the **curricular emphasis** on cultures, human groups, and individuals, and to equal access of underprivileged groups to learning opportunities

(Lee 1994)

Inclusive Education: **integrates people's particularities** and promotes the full development of children, youth and adults, regardless of their background (race, color, sexual orientation, mother tongue, religion, political opinion, physical disability, birth).

(ANEP, n.d.)

Inclusion in education

The silent cry: Youth's voice

We demand [governments] to raise consciousness of the **different types of inclusion; not only regarding disability**, but also regarding other topics like sexual orientation, and responsible substance use. Equal educational opportunities must be granted [to all] **without distinction of genders** or circumstances, taking human diversity as a starting point.

(PARLAMENTO JUVENIL MERCOSUR, 2017)

On Gender and Sexual Diversity, ANEP proposes:

- Overcome historic inequalities
- achieve women's autonomy (in its different connotations)
- Overcome cultural stereotypes
- promote educational practices that contribute to a culture of gender equality.

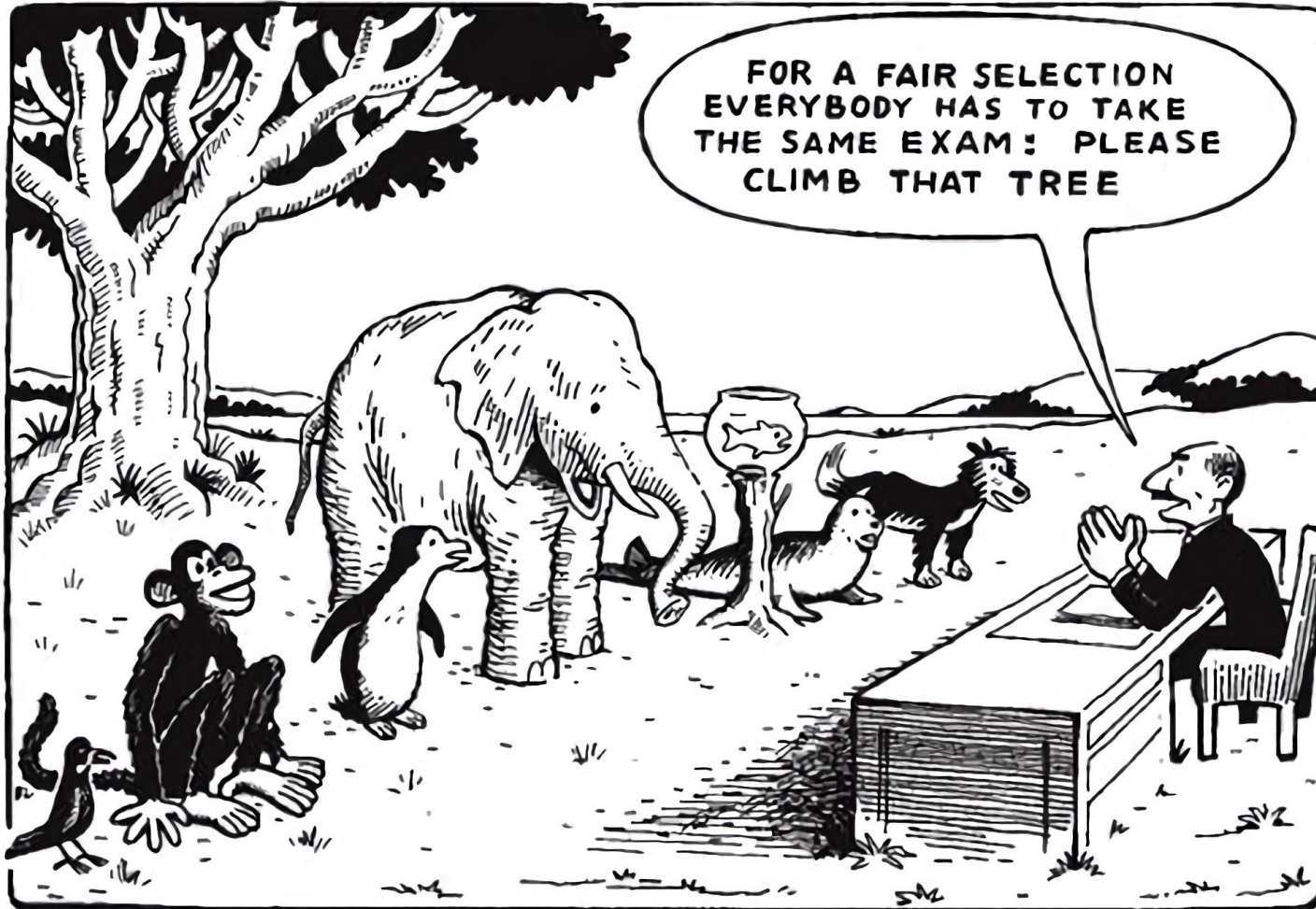
(ANEP, n.d.)

Our model

Following ANEP's lineguides

- Overcome historic inequalities
- achieve women's autonomy (in its different connotations)
- Overcome cultural stereotypes
- promote educational practices that contribute to a culture of gender EQUITY.

(ANEP, n.d.)



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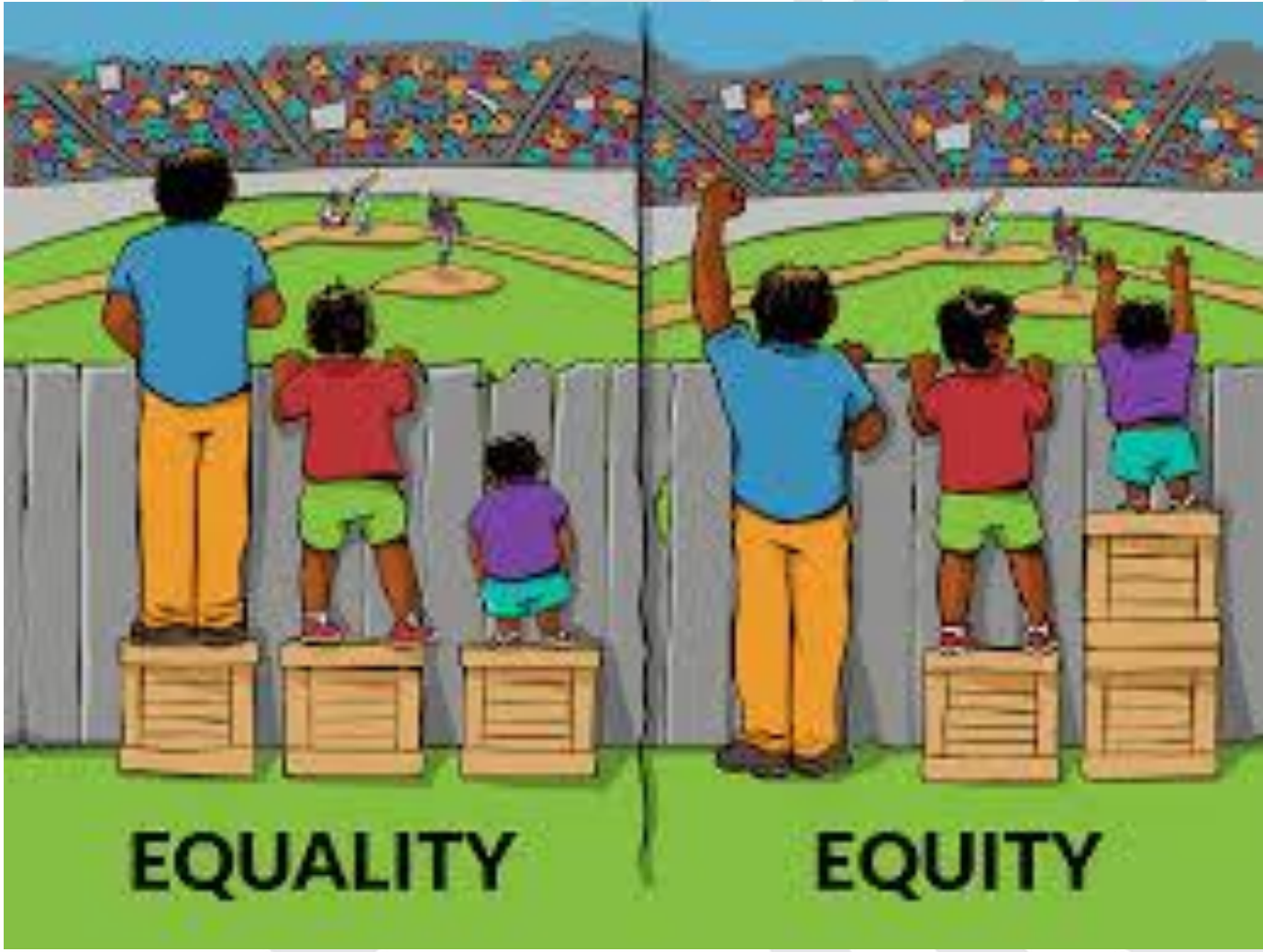


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EQUALITY

EQUITY

The need for Gender Education

Social implications of gender

Gender is referred to as the roles, norms and characteristics assigned to men and women by society and within societies (WHO, 2019)

Key concepts: Historical Unconscious

- Relational existence of genders

(Male → non-female / female → non-male)

- Collective expectations, learned helplessness
- The paradox of doxa

Transformation today?

Methodological model & Practical activities

Yei's

Students' immediate context

Students' experiences

Students' preferences

Meh's

Students' level

Students' accuracy

Methodological model & Practical activities

Teaching-teaching process

Learning-learning process

Teach:

Reflective skills

Work around
the language

Civic Engagement

Cultural awareness

Foreign Language



Methodological model & Practical activities



YouTube, TheEllenShow, June 14th, 2019. Retrieved from:

https://www.youtube.com/watch?v=KMAaifVJKC8&feature=youtu.be&fbclid=IwAR3E3EGUqQ_PS3ufkHt5HEWwt7NYaoKlmmA7wmEaU292p_Koh9pntIV-CH0

Methodological model & Practical activities

1. What social pressures do men face?

Critical
Inquiry

2. Where do these ideas come from?

3. How does Nanjiani feel about this? How do you feel about it?

Thought-provoking
reflection

4. Do you see this in your society? Where?

5. How does this affect men's lives? And women's?

6. What can we do to change such ideas?

Collective
Reflection

Cooper test

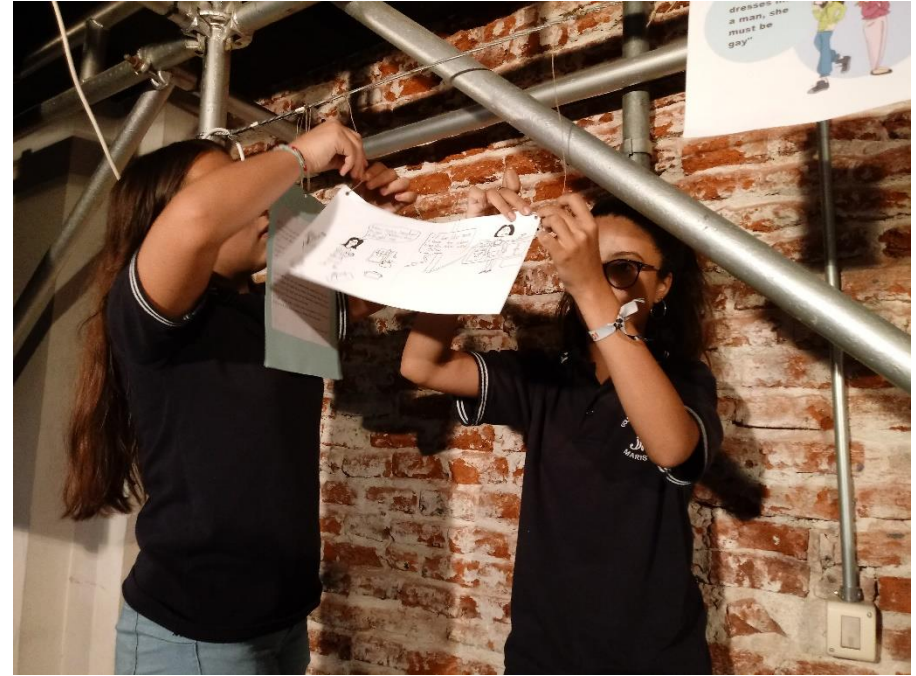
This Cooper Test table gives an indication of your physical fitness, which depends on your sex and age, and the distance covered in 12 minutes.

Age group	Sex	Very good	Good	Average	Bad	Very bad
13-14 year	Male	>2700 m	2400 – 2700 m	2200 – 2400 m	2100 – 2200 m	<2100 m
	Female	>2000 m	1900 – 2000 m	1600 – 1900 m	1500 – 1600 m	<1500 m
15-16 year	Male	>2800 m	2500 – 2800 m	2300 – 2500 m	2200 – 2300 m	<2200 m
	Female	>2100 m	2000 – 2100 m	1700 – 2000 m	1600 – 1700 m	<1600 m
17-20 year	Male	>3000 m	2700 – 3000 m	2500 – 2700 m	2300 – 2500 m	<2300 m
	Female	>2300 m	2100 – 2300 m	1800 – 2100 m	1700 – 1800 m	<1700 m
20-29 year	Male	>2800 m	2400 – 2800 m	2200 – 2400 m	1600 – 2200 m	<1600 m
	Female	>2700 m	2200 – 2700 m	1800 – 2200 m	1500 – 1800 m	<1500 m
30-39 year	Male	>2700 m	2300 – 2700 m	1900 – 2300 m	1500 – 1900 m	<1500 m
	Female	>2500 m	2000 – 2500 m	1700 – 2000 m	1400 – 1700 m	<1400 m
40-49 year	Male	>2500 m	2100 – 2500 m	1700 – 2100 m	1400 – 1700 m	<1400 m
	Female	>2300 m	1900 – 2300 m	1500 – 1900 m	1200 – 1500 m	<1200 m

“In history, women are not very important, it is always the man who does all of important things generally speaking. But this book, called “*Cuentos de buenas noches para niñas rebeldes*” shows us a lot of stories of brave women, who did important things in the world and most of them aren’t known. The content of the book is GREAT and the message is that women also contributed to our history. But let’s analyze the title, here we find symbolic violence. Why rebel? Is it a rebellion to read the history of women? Must I be rebel to be important for the society? If I am an ordinary girl, I also need to know women's history.”

13 year old student, September 2019

Gender Education as a form of inclusion



Agents of Change - Engaged Community - Active Citizenship

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THANK YOU!



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