

SDG 4

ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

Sustainable Development Goals seen from a feminist approach

If we want to work from the right to education for all, we must ensure the inclusion of all young people and girls in the education system, implement a model of coeducation and facilitate processes so that all women have basic literacy capabilities.

Coeducation has its origins in **feminist pedagogy** and involves the equivalence principle replacing that of equality. Thus, it is not about educating girls as if they were children, or teaching women to be like men but giving children a world view that counts women as citizens. Values, attitudes, curricula and practices have a comprehensive gender approach, eliminating androcentric visions and replacing them with intercultural panorama that include, among other aspects, the views of women, who represent half of the population.

Implementing a model of coeducation is advocated from feminism and a Human Rights framework with a gender approach. **To coeducate** means educating from the perspective of gender equality so that students can develop freely, based on ideas of **real equality** without any conditions or limitations imposed by the **patriarchy**. That is to say, girls and boys are educated together from the diversities and pluralities.

To ensure the transformation to a coeducational system, it is necessary to eliminate prejudices and customs based on the idea of the inferiority or superiority of the sexes or on **stereotypical roles** for men and women, on which the patriarchal system is based.

What limits the girls and women's access to education?

Currently, worldwide, the educational model limits the **autonomy of women**. Education exclusion rates for girls, adolescents and young people are still very high. There is a high level of school abandonment due to **early unwanted pregnancies, forced marriages** and exclusive dedication to the roles assigned to women by the patriarchal system: **caretakers of the home and family**. The so-called domestic child labour is one of the factors that has historically separated girls from schools. In addition, schools, especially in rural areas, are far from the place of residence and the path to school becomes a space which makes girls vulnerable.

In the best of cases, discrimination is manifested in the stereotypical choice of studies and job opportunities and professional income.

Where are the women in the educational materials?

The school is a **place where sexism and the androcentric view of the patriarchal system are transmitted**. The textbooks, school curricula and **language** used is mostly **sexist**. Gender bias in educational and teaching materials limits the fields of study and excludes women in science. The contributions of women to history, science and culture are not visible in educational materials.

In schools **gender violence** is also apparent and this prevents children, especially girls, from exercising their right to a safe, inclusive and quality education. Gender violence in schools is rooted in the **unequal relations**



between men and women, sexist social norms and discriminatory practices.

Vulnerability to suffer episodes of gender violence potentially increases when other situations of inequality or discrimination intersect.

How do you work from the practice of coeducation?

- The incorporation of non-sexist educational models based on coeducation.
- The review of the pedagogical and didactic proposals that have an androcentric vision.
- The creation and dissemination of new teaching materials that address the contributions of women to social life and culture throughout history in various sectors. The creation of benchmarks of women in educational materials is necessary.
- The design of specific programmes to facilitate access for girls, adolescents and women to new technologies and professions traditionally considered male-dominated.

- Teacher training on equality, Human Rights for women and coeducation.
- Replace androcentric and sexist language with equal and neutral language.
- Introduce **education on sexual health rights** into the compulsory curricula.
 - Deconstruct the **paradigm of romantic love** for girls and adolescents in order to restore power over their bodies and their lives.
 - Contemplate processes of empowerment so that girls and women can gain **agency and power**.

Coeducation means working from the recognition that girls and boys are socialised differently, causing the superiority of male over female, men over women. The objective of coeducation is to transform society so that all people can live with relations of equity and equality.

Legislation in Catalonia

- Statute of Autonomy, June 2006.
- Law 17/2015 of 21 July on the effective Equality of women and men.
- Law 11/2014 to guarantee the rights of lesbian, gay, bisexual, transgender and intersex to eradicate homophobia, biphobia and transphobia.
- Law 12/2009, of 10 July, on education.
- Law 10/2015, of 19 June, on training and professional qualifications.
- National Pact for Education, 2006.

Legislation in Morocco

- Constitution of Morocco, 2011. Equality between men and women is enshrined and mechanisms to promote the rights of women are provided.
- Government Equality Plan (PGE), 2013.
- National Charter of Education and Training, 2000.
- The Emergency Plan, 2009-2012.
- Decree No. 1-00-202 of enactment of the law 06-00 on private school education.

Morocco ratified CEDAW in 1993 and in 2008 abolished all reservations.

Ratification of the Optional Protocol to the CEDAW is pending.

Exclusion from the literacy process remains a social problem in **Morocco**. In 2012, 47.6% of women and 25.3% of men had not gone through this process. Among the rural population, this problem is more serious, affecting up to 64.5% of women. There is a high rate of school abandonment for girls, especially in secondary school and rural areas. The taking on of housework, the long distances to unsafe schools and high school costs, mean that families, faced with the roles assigned to women, do not prioritise the education of their daughters.

Discrimination is also visible in terms of educational and vocational guidance. School content, meanwhile, is characterised by the persistence of gender stereotypes especially in certain disciplines.

Also, Moroccan education is generalised and not adapted to the cultural diversities of the country, nor to the differences between rural, urban world and nomadism.

Much of the faculty lacks specialised training to provide them with the necessary tools to educate from a viewpoint of coeducation.

The UN has expressed concern over the *privatisation* of education in Morocco.



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