

**Applying a
feminist critical
pedagogy in the
classrooms of the
Faculty of Education**

**If you do not want it,
give it to another
person.**

**If you want it,
keep it.**

STOP!

**Keep the word you've
been given.**

**This word will
accompany you for
the rest of your days;
connect with it.**

Privilege is not
always earned,
**sometimes, it falls
to you.**

**Stigma is not sought,
it is imposed.**

**One is not born, but
rather becomes a
woman.**

(de Beauvoir, 1949)

[...] La sociedad española ha asumido de modo decidido que es necesario mejorar la calidad de la educación, pero también que la calidad y la equidad son dos principios indisociables, como han señalado las más importantes evaluaciones internacionales.

(Ley Orgánica 3/2020, 2020, Sección I)

Educación para la democracia

Propuesta de ambientes de aprendizaje democrático para promover la participación de las mujeres universitarias en los procesos deliberativos en contextos educativos

A project linked to:

DHIGECSCOM

DIDÀCTICA DE LA HISTÒRIA, LA GEOGRAFIA,
I ALTRES CIÈNCIES SOCIALS, I COMUNICACIÓ



UNIVERSITAT DE
BARCELONA

In collaboration with:

TRANSGELIT

Transmedia Gender & LGBTI+ Literacy

Funded by:



Generalitat de Catalunya
**Departament d'Acció Exterior
i Govern Obert**

To educate for unawareness and banality is the only resource left to our society to prevent the population from questioning the growing and chronic inequality.

(Navarra, 2020, p. 47)

To educate is to hold the existence of others, what they are and what they could be in one's hands [...]. Those who are not aware of this power and the intrinsic ambivalence of education cannot speak properly about what it entails.

(Garcés, 2020, p. 29)

95% women in the Early Childhood Education degree.

70% in the Primary Education degree.

98% in the double degree.

60.6% feel **dissatisfied** with the deliberative structures of the Faculty of Education.

More than **80%** are **not familiar with** the participation channels outlined on the faculty's website.

88% are **unaware** of their class representatives, as well as the specific committees that are part of the faculty.

The students participate in community activities, decision-making, and conflict resolution through dialogue and respect for democratic procedures, the principles and values of the European Union and the Spanish Constitution, human rights and children's rights, the value of diversity, and the achievement of gender equality, social cohesion, and the Sustainable Development Goals.

Competency 2 of the Civic Competence in the Primary Education curriculum

60% would **highly recommend this educational experience** to another colleague.

69% believe that these **workshops have helped them very significantly** in the professional/teaching domain.

More than **88%** consider that the workshops helped them **thinking about new forms of participation** for their future classrooms.

**Design of practical
learning environments to
work on the concept of
participation from a
feminist and
intersectional perspective**

Main objective of the designed learning environments

Promote participatory learning for trainee teachers through learning environments that ensure the incorporation of a critical pedagogy committed to the feminist and intersectional perspective in the development of their profession with future students.

EDUDEMOC project learning environments

Key concepts that underpin the learning environments

1st block: gender and intersectionality.

2nd block: critical and reflective pedagogy.

3rd block: participation, education, power and teaching practice.

EDUDEMOC project learning environments

The academy is not paradise. But learning is a place where paradise can be created. The classroom, with all its limitations, remains a location of possibility. In that field of possibility we have the opportunity to labor for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress. This is education as the practice of freedom.

(Hooks, 1994, p. 27)

Bibliography

de Beauvoir, S. (19). Le deuxième sexe. Gallimard.

Decret 175/2022. D'ordenació dels ensenyaments de l'educació bàsica. Competències transversals. Competència ciutadana (CC). 27 de setembre de 2022. DOGC 8762.

Garcés, M. (2020). Escuela de aprendices. Galaxia Gutenberg.

Hooks, B. (1994). Teaching to Transgress: Education as the Practice of Freedom. Routledge.

Ley Orgánica 3/2020. Por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación. 30 de diciembre de 2020. BOE núm. 340.

Navarra, A. (2020). Prohibido aprender. Un recorrido por las leyes de la educación de la democracia. Anagrama.