



## Gender equality to achieve the sustainable development goals through the implementation of an innovative strategy

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## ABSTRACT

The objective of this research was to encourage the management and knowledge of gender equality through the reality that family conflicts involve in the teaching process of students, in order to transform and improve the English level of the boys and girls of Gimnasio Bilingue Moderno; which are located throughout the Colombian territory and all efforts were focused on designing didactic and methodological strategies for the use of English as a foreign language, using the competencies for life and the Sustainable Development Goals SDG, which recognize the social, economic, political, and demographic needs as a reference for the educator, who acknowledges that persons involved in the educational process are more than the two main actors (students and teachers); taking into account parents, tutors and communities surrounding the institution. Thus, a qualitative approach was using in this study. Among the results, it was possible to observe an appropriation of the proposed topic and also a clear sign of acceptance of the topic of women shown as equal to men demonstrating the importance of gender based.

**Keywords:** *english learning, teaching process, sdg, gender quality, innovative strategy.*

## Igualdad de género para alcanzar los objetivos de desarrollo sostenible a través de la implementación de una estrategia innovadora

### RESUMEN

El objetivo de esta investigación fue incentivar el manejo y conocimiento de la igualdad de género a través de la realidad que involucran los conflictos familiares en el proceso de enseñanza de los estudiantes, con el fin de transformar y mejorar el nivel de inglés de los niños y niñas del Gimnasio Bilingüe Moderno; las cuales se encuentran ubicadas a lo largo del territorio colombiano y todos los esfuerzos se concentraron en diseñar estrategias didácticas y metodológicas para el uso del inglés como lengua extranjera, utilizando las competencias para la vida y los Objetivos de Desarrollo Sostenible ODS, que reconocen los derechos sociales, económicos, políticos y sociales. las necesidades demográficas como referencia para el educador, quien reconoce que las personas involucradas en el proceso educativo son más que los dos actores principales (estudiantes y docentes); teniendo en cuenta a los padres, tutores y comunidades aledañas a la institución. Por lo tanto, se utilizó un enfoque cualitativo en este estudio. Entre los resultados, se pudo observar una apropiación del tema propuesto y también una clara señal de aceptación del tema de la mujer mostrada como igual al hombre demostrando la importancia del género.

**Palabras clave:** *aprendizaje de inglés, proceso de enseñanza, ods, calidad de género, estrategia innovadora.*

## INTRODUCTION

This paper is part of a larger research project, which was carried out as an idea of pedagogical transformation developed by six tertiary education professors from Corporación Universitaria del Caribe- CECAR, a University of the Colombian- Caribbean coast, four of them are experts holding master and doctoral degrees in EFL, in both, the pedagogical and the administrative areas of the field. The other two professors are experts in the field of environmental education, these ones also, coordinate the bachelor program of science and the environmental plan of the University-PRAU. Nineteen pre-service teachers were in charge of designing the didactic and methodological strategies, around nine different departments, thirteen high schools located in fourteen different cities throughout the country. One of these projects also took place in a High School in Colombia with an institute in the UU. SS, simultaneously.

Due to that Gender based violence and the broader implications of gender inequality continue to be issues of great concern to populations across the world. The United Nations' Sustainable Development Goals (SDG) highlights the severity of the issue by including gender equality as its 5<sup>th</sup> core goal, which encourages world leaders to actively commit to the advancement and promotion of gender equality. Gender inequality and the domestic conflicts with which it is associated are a latent problem present in the child population which affects them in many ways; one of which is their academic performance.

Gender inequality and gender based domestic violence are often unavoidable and relevant events in social life and are also a familiar aspect of our daily life and are detrimental to the successful and holistic development of young children.

Throughout history there have been many thinkers and philosophers who have given their contributions in relation to this important issue, many have failed to acknowledge the severity of gender inequality and specifically its role in domestic conflicts. The conflicts between parents are often deeply rooted in gender inequality and perceptions of gender roles. More importantly they can cause serious emotional and behavioral inconveniences to the children and their learning experience.

Ongoing conflicts, problems and arguments between parents can end up creating emotional and behavioral problems in children, according to a study by psychologists at the University of Leicester, UK. According to this study led by teacher Gordon Harold,

cited by Pardo (2014) "Children exposed to daily conflicts between their parents - conflicts that are not violent, but are recurrent, intense, and poorly resolved – have a high risk for mental health problems".

The family nucleus has always been the closest context to the individual and one of the key resources in this teaching-learning process. It therefore becomes necessary to merge the classroom learning environment with the promotion of social awareness and education on issues that are relevant to the needs of the student.

This proposal suggests that English curriculum as a manner to promote gender equality as it aligns with the 5<sup>th</sup> goal within the SDG'. The English learning experience is most successful when it is exercised through reading, writing, speaking and real-life application. It therefore allows for greater interaction with the course material which allows students to challenge their thoughts and ideas, more so than subjects such as mathematics and accounting. It is suggested that language classes, and in this context the English classroom, is the ideal space to educate young minds on gender equality and in doing so reducing future generations from engaging in gender- based domestic violence and conflict. Due to it, it is relevant to ask the following problem question:

how can the English learning curriculum at gimnasio bilingue moderno elementary school be used to assist in addressing the issue of gender inequality and gender based domestic violence within the community of Barrancas ? Therefore, the general aim is to encourage the management of gender equality through the reality that family conflicts involve in the teaching process of students, in order to transform and improve the English level of the boys and girls of Gimnasio Bilingue Moderno.

### **THEORICAL FRAMEWORK**

this study says that in "The Political Constitution of 1991 established education as a right and a mandatory public service in Colombia; since then, coverage and quality have been sought in education. This article presents some of the most representative educational policies in recent years that aimed to achieve quality in education and provide solutions to different educational problems in preschool, primary, and secondary education, as well as in populations with disabilities. The study examines different proposals and strategies presented by the Government in terms of coverage and quality regarding the training of teachers and executives in the public sector, in compliance with quality indexes for educational institutions". (Davila, 2018)

"Improving the quantity and quality of education is one of the fundamental challenges that Colombia faces in its goal of accelerating economic growth and offering greater possibilities of well-being to the entire population. So far this century, the country has made significant progress in reducing poverty thanks to a favorable rate of growth and better coverage and targeting of social programs." (Delgado, 2017).

Is important to say that "The continuous reforms of educational policies focused on improving the quality of education, are very ambitious without being considered and thought according to school and social contexts. In Colombia, education is one of the fundamental pillars for the development of the country, around this, government programs are being built and developed in order to provide a quality education, which rests fundamentally on the Educational Institutions and the teacher, which is why it is considered that classrooms are the place where educational quality is born. This article aims to make a reflection from the field of critical pedagogy about some policies implemented in the Colombian educational context, trying to analyze in a conceptual way the place of the school and the teacher as main actors in the achievement and improvement of quality educational As a conclusion, it is proposed to think about an educational policy and the challenges that the educational system in Colombia establishes at a pedagogical level; that assume a greater commitment and social responsibility". (Diaz, 2019)

In view of the challenge posed by this task, we return to the Promethean figure in its tragic-heroic character, in order to warn about the structure and the necessary support strategies in the impulse of all transformative work. In this sense, it is argued that Education for Sustainable Development (EDS) offers a frame of reference at a cognitive, socio-emotional and behavioral level to address cross-cutting issues that affect the classroom from a social justice and sustainable leadership perspective. (Guzmán Cáceres & Ortiz Flores, 2019).

The foundations for greater equality are laid in early childhood. There is enough evidence Regarding the benefits of education in the first years of life for the development and its preventive effects and equal opportunities. In Latin America there is a increased awareness of the importance of early childhood education that is reflected in a further development of policies and increased coverage, although there are problems of

inequality in the access that affects boys and girls from the most disadvantaged socioeconomic backgrounds, from the sector rural, from native peoples or with disabilities. (Blanco, 2006).

The family nucleus, according to the World Human Rights testimony, is the natural, global and fundamental factor of society. The primary ties that define a family consists of 2 types, namely: affinity ties derived from the establishment of a socially identified kinship, such as marriage that, in several communities, only enables an alliance between 2 people in which polygamy is viable in others, and blood ties, such as parentage between parents and children.

In addition, the family nucleus can make a difference according to the level of bond between its members. The nuclear family nucleus, implanted in the alliance between man and wife, is the primordial model of family and the composition currently mostly disclosed.

The social and family environment has a decisive effect on the student field, students who go through serious conflicts with relatives express complexity to attend classes and concentrate, some of them demonstrate inappropriate behaviors that lead to constant tension or disruption.

Neighbors, Forehand & Jinn-Jonp (1997) (Cited by Vargas & Ibanez, 2007) consider that a relevant factor that can produce family conflicts is aggression: where scolding, anger, punishment and even physical provocations are manifested. The aggression frequently occurs due to a lack of affection, rivalry between siblings, psychological or physical aggression and child abuse which cause the relationships in the family become critical and unbearable.

It has been noted that interpersonal conflict and poor parental relationships can predict young adult functioning. Also, couple conflict is directly related to the behavioral problems of minors, and the manipulation of negative style marital conflict is linked to the management of conflict between children's interactions with their parents and their partners (Webster, Stratton, & Hamond, 1999) (Cited by Vargas & Ibanez, 2007).

Nevertheless, it is clear that mestizaje in Latin America and the Caribbean is founded on a paradigm based on the violation of indigenous women's rights based on the violation of indigenous women. On the other hand, historical studies carried out in some countries studies conducted in some countries reveal that physical violence or "sevicia" by men

against their wives was already a known fact in the eighteenth and nineteenth centuries and that violence was considered an acceptable "punitive correction" in the case of women who did not comply with social mandates (Cavieres and Salinas, 2001; Cavieres and Salinas, 2001). Social mandates (Cavieres and Salinas, 1991).

Throughout the years, women have suffered from the relegation that their gender "by nature" has meant for them, however, at present, and although there is still a marked gender inequality, the United Nations is fighting to narrow this gap.

Many of the conflicts in the family nucleus have their origin in this problem: gender inequality, this means that many of our students suffer because of these conflicts based on the aforementioned problem.

For this, the logics of political and normative order in conflict in the emergence of the new agenda and the governance of global development are explained; the main changes of the Agenda that goes from 2015 to 2030 and its characteristics as multilateral norms for the development of communities are identified; and the potentialities and risks posed by the SDGs for the international cooperation system are analyzed. (Tezanos, 2017)

Using family conflicts as a generator axis of English language learning, framing the proposal in the SDG "gender equality" is an interesting challenge, since this implies adapting the classes to the context of the problems addressed. This possibility is facilitated by the inclusive nature of the Sustainable Development Goals (SDGs), of the 2030 (2015) Agenda of the United Nations (UN). There are worldwide examples of university alliances, in which a commitment to the UN 2030 Agenda is sought.

A participatory study entitled Objectives of Sustainable Development was developed within the framework of the Local-Neighborhood scale. Case of the "Virgen de Lourdes" neighborhood in San Juan-Argentina, carried out in 2021 by Luisa Mattioli. There, the Agenda of the Sustainable Development Goals 2030 (SDG) was addressed, the proposal of global goals to encourage a new world alliance, establish an action plan and expand the scope of action on various scales. The objective of this work was to expose a methodological proposal made for the "Virgen de Lourdes" neighborhood -province of San Juan, Argentina- that translated these SDGs at a local- neighborhood scale.

In Colombia, the Common European Framework for the teaching of foreign languages was adopted, which is why it is known as "Reference for Languages: Learning, Teaching and Evaluation, it is a document developed by the Council of Europe, in which the scale



is described of gradual levels of performance that the student of a language is achieving” (M.E.N. 2006, p.6). The purpose of relying on this reference is to develop communicative competence so that it interacts orally and in writing, attending to linguistic requirements, that is, the language must be mastered in order to use them in different communicative situations.

Work that evidences the unequal distribution of social and educational opportunities in Latin America, as a result of segregating educational processes that take place between and within schools. The author critically analyses the goals of several compensatory programs developed by different governments, from 1950 to our days, and proposes five alternatives to alter the processes that enhance the reproduction of inequality derived from the educational systems. Finally, the author proposes the inclusion of new social actors in the process of defining public policies in the new millennium, with the intention of ensuring the common constitution of free, solidary, peaceful communities, under the principle that equal educational chances will legitimate democracy in the region. (Reimers, 2000).

The Council of Europe (2017) based on the Common European Framework suggests using communicative activities and strategies with which a treatment more adjusted to the actual use of the language can be promoted; with communicative acts where the meaning is built in collaboration (p. 30). Thus, in the English teaching-learning process, it is necessary to implement activities that favor interaction, understanding of the context and experiences that characterize the places and cultures where the language is spoken, that is, this task of appropriation of English be meaningful and touch the reality of the learner.

in a first section, of a descriptive nature, measurements of inequality understood in several senses are presented: as education of the adult population, using the Gini Index with data from 1970 to 2010; as school backwardness and premature abandonment of those who are of school age; and as differences in the learning levels reached by students, according to national and international tests. The second section explores the causal factors that affect inequality, considering in particular the convergence of factors from the family and social environment with factors from the school. The third point presents considerations on educational policies and interventions that can reduce inequality. (Rizo, 2012).

Analysis was conducted on the potential of climate in a child education classroom where project-based work was carried out to include student diversity. Data collection was conducted over a three-month period from a qualitative approach using participant observation and semi-structured interviews. Results demonstrated the level of inclusion achieved from the use of student-based research. This study concretely shows how to elevate inclusion of students due to: 1) peer support; 2) increased motivation; 3) strong emotional implications; 4) personalized attention; and 5) the relation between learners and teachers. (Elena Balongo González, 2016).

## **METHODOLOGY**

“Qualitative research is an interpretive process of inquiry based on different methodological traditions – biography, phenomenology, data-based theory, ethnography, and case study – that examines a human or social problem” (Creswell, J. 1998). That is to say, it focuses on the events, actors and scenarios where the research is carried out, understood in this way, this research is in harmony with educational research, because it focuses on the social and educational phenomena that derive from pedagogical practices.

“Broadening the knowledge of the phenomena promotes opportunities to make informed decisions for social action (McMillán, J. and Schumager, S. 2005, p.397). Hence, qualitative research contributes to various aspects of the project, such as theory, educational practice and awareness of the subject under investigation.

This plan will be developed through the use of the historical social type research model as the problem studied corresponds to the paradigm of family values and this in parallel showed a personal characteristic. This corresponds to the way in which family members interrelate from the interpersonal, moral, and social perspective, bearing in mind different situations.

Due to the nature of this research and the topic it addresses, it will be necessary to give it a qualitative approach, which will describe in a general way and in broad strokes the points mentioned as the main point of investigation in this research.

Within psychology, the interview is the instrument par excellence to obtain and collect data; It is used to obtain information on personnel selection processes, in the clinical and psych pedagogical diagnosis, in vocational counseling, psychological and sociological research and in the assessment of learning.

Knowing how to question, listen, find the logic in the other's answers and finding the logic in the questions that will be asked are key aspects to any type of interview, whether to interview a farmer, a vendor, a child, a hospitalized patient or a professional.

In each and every one of these interviews, the objective of the procedures is the same: obtain reliable, valid and pertinent information to guide decision making.

“Interview is the action of meeting, seeing each other. Implies the appearance of two or more people in a certain place to deal with something of interest: a face-to-face meeting in which questions and answers about some point in common”. Colin ( 2011).

For the collection of information and data, it is planned to make use of different observation systems, such as:

- Diagnostic chart. (annexes) 3
- Conversations with primary school teachers and the psychologist of the institution. These conversations will seek to identify clues in which conflictive situations can be evidenced in the family nucleus, which may be affecting the child and his-her educational process. The recording of the conversations could not be done due to internal operating policies of the institution.

### **Population**

The population for this project corresponds to the group of primary school students from the educational institution Gimnasio Bilingue Moderno in Barrancas, La Guajira, which is a private institution that provides educational services to a population with mixed socio-economic characteristics.

However, the fifth-grade students were selected for the application of these surveys and conversations, being them, due to their age, an easier population for the completion of the proposed data collection resources.

### **Instruments to collect information**

- Diagnostic chart
- Observation
- Conversations with primary school teachers and psychologist from the institution

### **RESULTS**

As a result of the implementation of these English teaching strategies focused on reinforcing the SDG "gender equality" specifically focused on the mistreatment suffered by women in the "machista" context of Barrancas, it was possible to observe an

appropriation of the proposed topic and also a clear sign of acceptance of the topic of women shown as equal to men.

It is proposed to continue working with this way of reinforcing thinking in relation to the issue of "gender equality" so that within a short time, or within X time, a remarkable change can be seen with reference to this specific topic.

### **CONCLUSIONS/FURTHER CONSIDERATIONS**

The Barranquera context has been permeated by gender inequality throughout its existence, and even now in the current era, where modernity has permeated most cultures, the Barranquera idiosyncrasy remains intact in relation to the "superiority" of man in terms of power and abilities.

Being able to work from school on the issue of gender equality and also doing it with something that boys and girls enjoy, such as English class, turns out to be an excellent strategy to begin to break those social stigmas that for years have made of being woman a difficult load to carry.

When women are understood as equally gifted and capable human beings as men, then the gaps marked by gender inequity will begin to close and our students will have the opportunity to start living fairer lives alongside the partner with whom they decide to form a home.

Additionally, it is clear to conclude that the children who are now formed in this new ideology of greater equality and less inequality, will be able, at the time it is up to them to raise their children, they will be able to do so with a better orientation in relation to this specific point.

### **PROPOSAL**

Teaching English as a foreign language while implementing one of the SDGs: "gender equality" in a social context such as the Barranquero context, which has always been marked by a latent machismo, at first seemed a bit complicated, however, after carefully planning each of the activities and relating them to the topics to be taught in the classroom, everything turned out to be quite easy to do.

The proposal, basically, raises the use of foreign language teaching as a reinforcer of the ideas of "gender equality" by making use of each of the themes raised for development in the classroom and using them to carry out the aforementioned reinforcement.

An example of this we could find:

TABLE 1. Example of a class

TOPIC	EXAMPLE
Who Am I?	I <u>am</u> someone powerful
Who Is She?	She <u>is</u> powerful and unstoppable
Things That I Can Do	I <u>can</u> buy my own car She <u>can</u> be the boss
Daily Routine	She <u>drives</u> her own car

Fuente: own elaboration (2022)

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