



La participación equitativa en el alumnado de educación básica desde la mirada de género [

2021

text (article)

Analítica

In school, it is necessary to highlight the gender differences that limit equitable participation between girls and boys, and thus it sets a problem for achieving gender equality in education. This led to a qualitative research with the action research method, through the analysis of artifacts, with an emphasis on the implementation of strategies that favor equitable participation in fifth-graders of primary education. A significant increase in student participation was achieved with reduced gender barriers through the strengthening of self-concept, social interactions, dialog spaces and collective decision-making. It is necessary to reflect on and transform the traditional and gender stereotyped teaching practice, as well as the school culture and educational actors, which limit the potential of students and their equitable participation in the classroom and school.

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