

# GENDER EQUALITY AND ICT IN THE CONTEXT OF FORMAL EDUCATION: A SYSTEMATIC REVIEW

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## INTRODUCTION



**Coeducation,**  
transformation of  
content and methodology,  
a change in mindset and a  
transversal approach to the  
problem



**Educate in feminism and  
gender equality,**  
promoting personal  
development, socialization  
and acceptance in order to  
avoid stereotypes



**ICT, ideal resources  
for content communication,**  
representation and  
expression, as  
well as for knowledge  
construction

## METHODOLOGY AND RESULTS

How is gender equality working through ICTs in formal  
educational contexts?

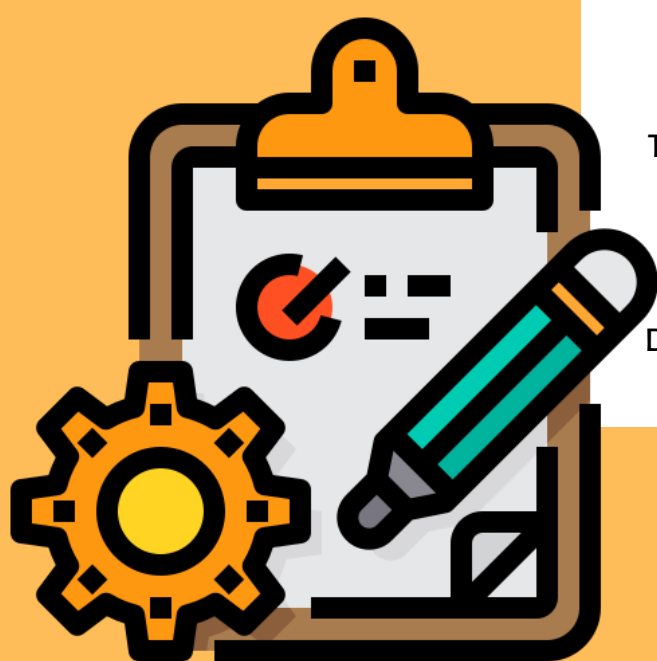
Systematic literature review

Tarconelli (2010) and PRISMA declaration (Urrútia &  
Bonfill, 2010).

PICoS Strategy

Population, events of interest, context and study design

N= 90 - N=18 final articles



Keywords: gender equality, coeducation,  
education, ITC, technology

Years: 2013-2019

Type of document: article, book chapter and  
conference communication

Language: Spanish and English

Area: Social Sciences

Databases: Web of Science, Scopus y Dialnet

Pre-school education (11%): essential  
stage for interpersonal development  
of the student

Secondary education: (38, 89%):  
educational level in which more  
proposals are associated

## CONCLUSIONS



Co-education is necessary,  
through the use of long-term  
projects and not only  
isolated interventions. The  
feedback between research  
and real educational  
experiences will combat  
discrimination



Cyber-activism or  
cyberfeminism is an  
important initiative in  
secondary schools  
through practice and  
projects but not  
through specific  
actions



It is essential to design  
proposals in the form  
of projects that favour  
gender equality from a  
digital perspective in  
all formal educational  
contexts

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