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## **Gender identity and affective-sexual diversity in Education Degrees at the University of the Basque Country (UPV/EHU): an unfulfilled training demand**

La identidad de género y la diversidad afectivo-sexual en los Grados de Educación de la Universidad Del País Vasco (UPV/EHU): una demanda formativa no cumplida

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### **Abstract**

*Future teachers should be trained at university in issues related to gender identity (GI) and affective-sexual diversity (ASD). However, some scholars conclude that there is a lack of knowledge about these issues among university professors. The aim of this case study is to analyze the perspective that students of the Early Childhood Education and Primary Education Degrees at the University of the Basque Country (UPV/EHU) have on GI and ASD, the perception and assessment of the training received, and the projection of their ability to deal with issues related to GI and ASD in their future professional work. 233 students completed the questionnaire, the answers to which were analyzed in SPSS. In addition, three of them participated in the interviews, which were recorded, transcribed, categorized, and analyzed using NVIVO 12 software. The results show the lack of training perceived by the students in relation to these issues, which means that their demand for training is not fulfilled. This lack of training leads them to perceive themselves as incompetent when it comes to responding to this kind of diversity in their future classrooms. It is concluded that the training programs for university students*

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*related to GI and ASD are deficient, so it is imperative to enrich them, as this is the only way for future teachers to properly respond to diversity related to GI and ASD.*

*Keywords:* higher education; pre-service teacher training; identity; gender equality; case study.

## **Resumen**

*La Universidad debe formar a futuros/as docentes en temas relacionados con la identidad de género (IG) y la diversidad afectivo-sexual (DAS). Sin embargo, autores concluyen que existe una falta de conocimiento sobre estos temas entre el profesorado universitario. El objetivo de este estudio de caso, que se sitúa en los Grados de Educación Infantil (EI) y Educación Primaria (EP) de la Universidad del País Vasco (UPV/EHU), es analizar la perspectiva que tiene el alumnado universitario sobre la IG y la DAS, la percepción y la valoración sobre la formación recibida, y, la proyección de su capacidad para lidiar con cuestiones relacionadas con la IG y la DAS en su futura labor profesional. 233 estudiantes completaron el cuestionario, cuyas respuestas fueron analizadas en SPSS. Además, tres participaron también en las entrevistas que fueron grabadas, transcritas, categorizadas y analizadas mediante el software NVIVO 12. Los resultados evidencian la falta de formación percibida por el alumnado en relación con estos temas, por lo que su demanda de capacitación no resulta satisfecha. Esta escasa formación, los lleva a percibirse como incompetentes a la hora de responder a este tipo de diversidades en sus futuras aulas escolares. Se concluye que la oferta formativa universitaria relacionada con la IG y DAS es deficitaria, por lo que es imperativo que se enriquezca, ya que es el único modo de que el futuro profesorado responda adecuadamente a la diversidad relacionada con IG y la DAS.*

*Palabras clave:* enseñanza superior; formación; identidad; igualdad de género; estudio de caso.

## **Introduction and objectives**

School is seen as a place for establishing relationships between equals where the process of acquiring norms and values begins. Given that these are closely related to social reality and that the society in which we live is still heteropatriarchal, schools tend to reproduce patriarchal values. However, we cannot forget the potential of educational spaces to transform reality. To this end, when educating future generations, educational practice should be based on coeducation (Bejarano et al., 2019) and feminist pedagogies. Feminist pedagogies encompass a set of teaching practices that are concerned with analysing why, how and for what purpose education is taught. Coeducation promotes the free education of all students regardless of their sexual characteristics and promotes the construction of their identity in a free way, without stereotypes. Identity is a multifaceted concept, but in this paper we will pay special attention to gender identity (GI) and affective-sexual diversity (ASD), because school is a privileged place to work on and learn about sexuality (Bejarano and García, 2016).

For this to be possible, it is necessary for educational laws to converge and address the perceived lack of initial teacher training (Morales-Rodríguez, 2021). The university has an important role to play in meeting this challenge. However, so far it has not contributed to the implementation of effective training strategies that respond to the

existing training gap in relation to IG and DAS. This may be due to the fact that university teaching staff are not prepared or consider it unnecessary or irrelevant to introduce topics such as GI or SSA in the curriculum (Lahelma and Tainio, 2019), preventing them from becoming aware of how the binary system is influencing educational processes (Lucas-Palacios et al., 2022).

### **Binary system and society**

Our society is organised on the binarism, woman/man, feminine/masculine, which is based on heteronormativity (Leon, 2021). This system limits individual identity, tastes, behaviours, and relationships. Along these lines, heteronormativity establishes that there is an exact way of being a woman and a man, and those who do not respect what is established are marginalised and excluded (Martínez, 2016), as it assumes that all people are and have heterosexual relationships (Cifuentes et al., 2020). Our entire society is organised around the sex/gender system; understanding sex as biological characteristics such as chromosomes, genitalia and hormones, and gender as a social construct that refers to the categories, roles and stereotypes associated with masculine and feminine (Leon, 2021).

### **Changes in education laws**

In order to understand the reality of today's schools, it is important to be aware of the changes that have taken place in the legal field of education.

With the General Education Law of 1970 (LGE), Spanish schools started to become co-educational, taking the first steps towards equality. However, sharing the same space was not enough to achieve equality. Therefore, the following educational laws and decrees have tried to regulate more clearly what concerns ID and DAS.

The main objective of the LOGSE was to train children to create their own identity, referring to education as a tool for change in order to break social stereotypes, without forgetting language (Organic Law 1/1990). Later came the LOCE where there is no allusion to issues such as identity, stereotypes or inclusive education (Organic Law 10/2002). In the LOE, for the first time in an educational law, mention is made of the DAS and the fight against sexism (Organic Law 2/2006).

The LOMCE does not even continue with the discourse initiated through the LOE, and fails to mention the DAS. It only alludes to the disciplinary measures to be taken when differences are not respected (Organic Law 8/2013). The LOMLOE (Organic Law 3/2020) takes up the discourse initiated by the LOE, making both the GI and the DAS explicit. In addition, it speaks of coeducation in all educational stages as the way to achieve equality, avoid gender violence and understand, from a respectful perspective, affective and sexual diversity.

### **Gender identity and affective-sexual diversity in the Education System**

In the legal changes analysed, it can be seen that attention to diversity in schools has been extended to include GI and DAS. The reality of schools has changed, highlighting

the need for teacher training on these issues. Education with a gender perspective is advocated, which will eradicate the differences created by the binary system (Miralles-Cardona et al., 2020) as our Education System continues to reproduce and nurture the heteropatriarchal system (Sánchez et al., 2022).

This causes gender and sexuality stereotypes to persist in the generations that are being formed. The bases of this sexism and stereotypes (Pacheco-Salazar and López-Yáñez, 2019) are homophobia and heteronormativity, sometimes resulting in homophobic or transphobic bullying, which translates into aggressions of all kinds, more subtle or invisible, or more explicit or visible.

Nor is the university a place where these issues are worked on. In 2009, in the Faculty of Education and Sport on the Álava campus, a proposal was made to create a specific subject on gender, but it was not approved (Vizcarra et al., 2015). Likewise, in a study carried out by Ballarín (2017) in which he analysed the situation of coeducation in the programmes of 42 public universities, he found that only in 13 of them was there any subject that addressed issues related to GI or DAS, being compulsory in only 1 of them. Similarly, Villar et al. (2023) found that, of the 3 Galician university campuses, only the one in Santiago offered an optional subject called Gender Identity and Education.

In addition to this, there is research that corroborates the lack of training of university teaching staff to deal with these issues (Montes and Suárez, 2016). If it is considered that the university has the responsibility to train the teachers of the future in IG and DAS, it should address this without further delay.

In view of this reality, the main purpose of this research is to find out the quality of training in about the GI and DAS in the Bachelor's Degrees in Education at the University of the Basque Country (UPV/EHU). To this end, we analyse the knowledge that students have about GI and SLD, their perception of the training received in relation to these issues, and the projection they make about their professional skills to solve issues related to GI and SLD in their future professional practice. In addition, we want to know whether gender, degrees and specialisations have an impact on the above. In this way, it will be possible to identify the skills and shortcomings perceived by the students of of This will enable us to identify the skills and shortcomings perceived by students with a view to practising their future profession, teaching, in order to improve the training on offer in these degrees.

## **Method**

A case study has been carried out as this method aims to understand and deepen situations, experiences, relationships, concrete and real processes that happen in everyday contexts (Merriam, 1998; Stake, 2010). For this purpose, different information gathering techniques were used (a questionnaire and individual in-depth interviews), making quantitative analyses through parametric tests, and qualitative analyses such as the triangulation of sources and data.

## **Population and Sample**

The study sample was purposive and non-probabilistic (Flick, 2014), with the only requirement for participation being to be enrolled in one of the specialisations offered in the 4th year of the Bachelor's Degrees in Early Childhood Education (ECE) and Primary Education (PE) during the 2020-2021 academic year.

Of these 233 people, 56.2% were enrolled in PE and 43.8% in IE; as for gender, 83.7% were women, 15.9% were men, and 0.4% were non-binary. The representation of the sample according to campus and specialisations was as follows: students from the 5 specialisations on the Vizcaya campus accounted for 50.2% of the total; students from the 5 specialisations in Guipúzcoa accounted for 37.33% of the total; and students from the 3 specialisations on the Álava campus accounted for 12.44% of the total (see Figure 1).

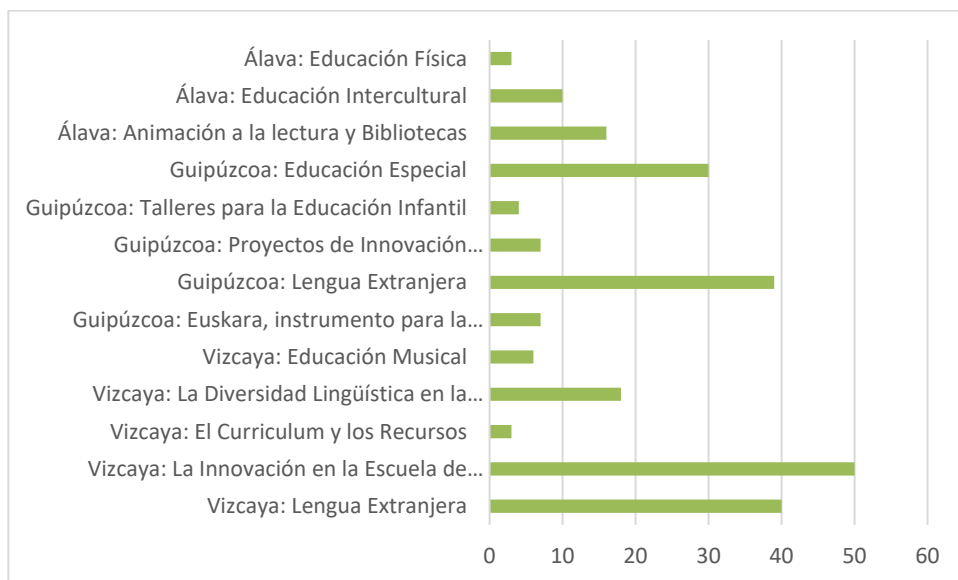


Figure 1. Representation of the sample in terms of campus and specialisations

On the other hand, the number of participants in the interview was 3 people enrolled in the EP Degree. One student from the Vizcaya campus (Linguistic Diversity at School), one student from the Guipúzcoa campus (Foreign Language), and another student from the same campus (Special Education).

## Instruments

The instruments used were the questionnaire and the interview. The questionnaire allows us to obtain structured information and the possibility of answering the research questions (Meneses and Rodríguez-Gómez, 2011). For the creation of the questionnaire, a review of the literature was carried out, paying special attention to the instruments already created on MI and DAS. An online questionnaire was generated and contrasted

with two people experts. Based on their assessment, appropriate modifications were made. To ensure the good design of the questionnaire, a pilot group (n=10) was asked to answer the questionnaire. This last step did not lead to any further modifications.

The questionnaire is made up of a first part with socio-demographic questions and 3 sections with questions related to the subjects studied: the students' knowledge of GI and DAS, the perception and assessment of the training received at the UPV/EHU in subjects such as GI and DAS and the projection of their ability to deal with issues related to GI and DAS in their future professional work. The first two sections were made up of 7 items, 1 of them formulated as an open question and the other 6 designed as a grid of boxes and formulated on a Likert scale with 4 response options, since, when there are 5 options, the tendency tends to be not to answer the 2 most extreme options (Llauradó, 2014); and another of "yes", "no", "I am not sure". For the third section, 3 items were designed, also as a grid of boxes. The possible answers were: "yes", "no", "unclear". All items form a unidimensional scale, where Cronbach's alpha reaches a value of .908. Therefore, it can be stated that the questionnaire has an excellent internal consistency.

Interviews have been indispensable tools in this research (Kvale, 2011). The script was constructed after the analysis of the data from the questionnaire, and its objective was to go deeper into the data obtained through the questionnaire. Semi-structured interviews were chosen, so that the interviewee could speak more freely (Meneses and Rodríguez-Gómez, 2011). A general script was created with 20 questions organised into 2 thematic axes: the perception and assessment of the training received at the UPV/EHU in at the UPV/EHU in subjects such as the GI and DAS and their projection of their professional skills to solve issues related to GI and DAS in their future teaching practice.

### **Data collection and analysis procedure**

At the time of data collection COVID-19 was in full swing and this complicated the process. Each faculty was organised autonomously. There were specialisations with full attendance, but in others, half of the students were in the classroom while the other half were at home.

Before answering the questionnaire, the aims of the research, the procedure, the structure of the questionnaire and the possibility to participate in the interviews were explained to the students. In some cases it was possible for students to answer the questionnaire at the time it was presented, in others not.

The questionnaire was applied before going to the Practicum, once the students have received all the theoretical training. Depending on the curricular organisation of each campus, the Practicum is held at different times of the year. On the Alava and Vizcaya campuses, the questionnaire could be completed in December 2020, and on the Guipúzcoa campus, between March and May 2021.

The questionnaire data were analysed with the statistical software IBM Statistics Editor version 26.0. The items were organised as follows: 1) University students' knowledge of MI and DAS, 2) The training offered by the University and students' assessment, and 3) Projection of their skills in their future teaching profession. Descriptive and inferential analyses were carried out (T student, and Ancova controlling for age, gender, and the degree of education of the students). There were no missing

data, so the total sample was 233 participants.

The 3 participants who showed interest in taking part in the interviews were sent information about the objectives of the interview, the interview script, the data protection clause and the informed consent document. The interviews took place in September 2021. The location was chosen by the participants, ensuring their comfort. They also chose the day and time. The meetings lasted approximately one hour each, and were recorded and transcribed.

The responses were categorised using NVIVO 12 software. The categorical system created is similar to the way in which the items in the questionnaire were organised: 1) The training offered by the university and the students' assessment, and 2) Projection of their skills in their future teaching profession. The interviews have been coded as A1, A2 and A3. The letter "A" refers to "student body", and the number was assigned by the date of the interview. In addition to this information, the date on which the interview took place is also added to the coding.

Finally, in response to López's (2019) demand, a protocol was drawn up so that all participants were duly informed, signed the necessary consents, and anonymity was maintained. For this reason, this case study was positively assessed by the Ethics Committee of the UPV/EHU (M10/2020/234).

## **Results**

### **Pupils' knowledge of gender identity and affective-sexual diversity**

The general knowledge of the students was analysed. The concepts with the highest mean, and therefore the best known, are Lesbian ( $x=3.93$ ), Gay ( $x=3.92$ ), Homosexuality ( $x=3.91$ ) and Bisexuality ( $x=3.91$ ). Intersex ( $x=2.5$ ), Cisgender ( $x=2.27$ ) and DAS ( $x=2.94$ ) are concepts that students are familiar with, but to a lesser degree. At the other extreme, the least known concepts are Queer Theory ( $x=1.82$ ), Queer ( $x=1.91$ ), and the concept Demisexual ( $x=1.57$ ).

After the descriptive analysis, an attempt was made to find out whether the students' knowledge of the GI and DAS depends on gender<sup>2</sup>, on whether they are enrolled in one or the other degree, or on the speciality studied. As can be seen in Table 1, the only significant difference is the one related to the speciality being studied ( $p=.01$ ). Looking at the averages, it can be seen that in the specialisations of Music Education ( $x_{V\_EM}=3.44$ ), Workshops for Early Childhood Education ( $x_{G\_Workshop}=3.41$ ), and Intercultural Education ( $x_{A\_Intercult}=3.40$ ); students have a higher average knowledge, compared to the specialisations of Curriculum and Resources ( $x_{V\_Curri}=2.5$ ), and Educational Innovation Projects for Primary Education ( $x_{G\_Inno}=2.91$ ). It is noteworthy that all 3 campuses have some speciality in which students obtain optimum results in knowledge about GI and DAS.

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<sup>2</sup> Analyses on gender had to be reduced to female and male because the sample of people who defined themselves as non-binary was a single person.

Table 1

*Knowledge of the student body according to gender, grade and specialisation*

Results Student's t-test						
<b>Knowledge and gender</b>	<b>Sig.</b>	<b>M(x)</b>	<b>H(x)</b>			
	.26	3.22	3.18			
<b>Knowledge and Grade</b>	<b>Sig.</b>	<b>EI (x)</b>	<b>EP(x)</b>			
	.38	3.21	3.22			
Ancova Results						
<b>Knowledge and expertise</b>	<b>Sig.</b>	<b>V_LE</b>	<b>V_Inno</b>	<b>V_Curri</b>	<b>V_DL</b>	<b>V_EM</b>
	.03	3.27	3.17	2.5	3.21	3.44
		<b>G_E</b>	<b>G_LE</b>	<b>G_Inno</b>	<b>G_Taller</b>	<b>G_EE</b>
		3.20	3.25	2.91	3.41	3.25
		<b>A_Biblio</b>	<b>A_Intercult</b>	<b>A_EF</b>		
		3.15	3.40	3.22		

### **The training offered by the University and the student's assessment of it**

In the students' perception of the frequency with which topics related to GI and SAD have been dealt with in the classroom, we observe that Family diversity ( $x=2.46$ ) and GI ( $x=2.00$ ) are the only ones with an average rating of more than 2 points. The next most frequently discussed topics in the classroom are Heterosexuality ( $x=1.71$ ), Homosexuality ( $x=1.69$ ) and Transsexuality ( $x=1.64$ ). The least frequent topic in the classroom is Queer Theory ( $x=.93$ ), followed by Bisexuality ( $x=1.39$ ), Intersex ( $x=1.55$ ), and DAS ( $x=1.57$ ).

With regard to the degree of student satisfaction with the treatment given to these topics in the classroom, none of them obtained a score higher than 2, i.e. all of them obtained a score below the average. The most highly rated topics were Family diversity ( $x=1.83$ ) and GI ( $x=1.47$ ). They were followed by Heterosexuality ( $x=1.17$ ) and Homosexuality ( $x=1.14$ ). Among the topics that received the lowest scores were Transsexuality ( $x=1.06$ ), DAS ( $x=1.04$ ), Bisexuality ( $x=.93$ ), Intersexuality ( $x=.46$ ) and Queer Theory ( $x=.28$ ).

After the descriptive analysis, an attempt was made to analyse the impact of gender, degree and speciality on the perception of the frequency with which topics related to GI and DAS are dealt with in the classroom and the level of student satisfaction with the treatment of these topics. As can be seen in Table 2, several significant results have been obtained.



The first noteworthy result is that students' perception of the frequency with which GI and DAS topics are dealt with in the classroom depends on gender ( $p=.01$ ). Compared to women ( $X_M=1.96$ ), men say that these topics are dealt with more often ( $X_H=2.2$ ).

In addition to this significant difference, we also find those that reflect that the speciality being studied has an impact on the perceived frequency of the subjects dealt with ( $p=.00$ ), and on the assessment of this treatment ( $p=.00$ ). Looking at the averages, it can be seen that in the specialisations of Music Education ( $x_{V\_EM}=2.61$ ), Intercultural Education ( $x_{A\_Intercult}=2.42$ ), and Workshops for Early Childhood Education ( $x_{G\_Workshop}=2.41$ ), students perceive that topics related to GI and DAS are dealt with more frequently in the classroom, in comparison with the specialisations of Curriculum and Resources ( $x_{V\_Curri}=1.70$ ), Physical Education ( $x_{A\_AF}=1.70$ ), and Basque, instrument for Education ( $x_{G\_E}=1.76$ ). On the other hand, it is evident that in Music Education ( $x_{V\_EM}=2.81$ ) students are more satisfied with the classroom treatment of topics related to MI and DAS, in comparison with Basque, instrument for Education ( $x_{G\_E}=1.31$ ) and Physical Education ( $x_{A\_AF}=1.44$ ).

It is noteworthy that all 3 campuses have some speciality in which students perceive that the frequency with which topics related to GI and DAS are dealt with in the classroom is close to or around the average score, as they obtain more than 2 points out of 4. However, as far as the level of satisfaction with this treatment is concerned, the scores are lower, with only one of the specialities taught on the Vizcaya campus ( $V\_EM$ ) being worthy of mention.

Table 2

*Impact of gender, grade and major on the perceived frequency and level of student satisfaction with the classroom treatment of GI and DAS issues*

Results Student's t-test							
Frequency and gender	Sig.	M(x)	H(x)	Satisfaction and gender	Sig.	M(x)	H(x)
	.01	1.96	2.21		.21	1.8	1.92
Frequency and Degree	Sig.	EI (x)	EP(x)	Satisfaction and Grade	Sig.	EI (x)	EP(x)
	.43	1.99	2.01		.45	1.83	1.82
Ancova Results							
Frequency and speciality	Sig.	V_LE	V_Inno	V_Curri	V_DL	V_EM	
	.00	1.82	1.98	1.70	1.84	2.61	
		G_E	G_LE	G_Inno	G_Taller	G_EE	
		1.76	1.98	2.33	r	2.11	
					2.41		

		<b>A_Biblio</b> 2.04	<b>A_Interc</b> <b>ult</b> 2.42	<b>A_AF</b> 1.70		
<b>Satisfaction and speciality</b>	<b>Sig.</b> .00	<b>V_LE</b> 1.67	<b>V_Inno</b> 1.85	<b>V_Curri</b> 1.51	<b>V_DL</b> 1.53	<b>V_EM</b> 2.81
		<b>G_E</b> 1.31	<b>G_LE</b> 1.68	<b>G_Inno</b> 1.66	<b>G_Talle</b> <b>r</b> 2.13	<b>G_EE</b> 2.21
		<b>A_Biblio</b> 1.80	<b>A_Interc</b> <b>ult</b> 2.11	<b>A_EF</b> 1.44		

In the interviews, when students were asked whether they had received training on these topics, they indicated that it was left to the teachers, or to the students themselves when they chose it in group work, or as a topic for their Final Degree Project (TFG).

"Yes, in a module work<sup>3</sup>, but because we chose it, it was not something that all the people worked on, I was in my group, 4 people. Yes, we chose gender, it was more gender violence, but with that we had the opportunity to work on different concepts, but in the end we had a decalogue with definitions, we were corrected, very good and ready, nobody else saw our work." (A1\_08/09/2021)

"No, at least I don't have any recollection. I think if I had worked on it I would remember it, but no, we haven't worked on it. I have seen that some of them have dealt with these issues in their Final Degree Projects, but I think it was because they had time to research and work on the subject, but not in the training we received at the University or during the Degree." (A2\_22/09/2021)

It is understood that the idea of working on these issues comes from the students and not from the teacher, although it is true that teachers respond to these demands.

"Indirectly, I would say that we have mentioned them sometimes, and this is true, especially on the part of the students. It is true that the teachers have given answers and that many times the answers they have given have been enough for me, but it is also true that I had already worked on this subject, because I looked for it on my own." (A3\_09/09/2021).

### Projection of their skills in their future teaching profession

The last analyses carried out were aimed at finding out whether university students see themselves as prepared for their future professional work. 30.9% say they see themselves as prepared, while 24.9% say they do not, and 44.2% are not sure. In

<sup>3</sup> Module projects are interdisciplinary projects in which problems, cases, etc. are posed and solved by relating the concepts of all the subjects in a four-month period.

addition, an attempt was made to analyse the influence of gender, degree and speciality on the students' projection of their abilities to face problems related to GI and DAS in their future profession.

Table 3 shows that both gender ( $p = .01$ ) and Grade ( $p = .04$ ) are factors influencing students' projection of their ability to deal with GI and DAS issues in their future teaching practice. The results show that both women ( $x_M = 2.18$ ) and IE students ( $x_{EI} = 2.26$ ) see themselves as better prepared than men ( $x_H = 1.92$ ) and PD students ( $x_{EP} = 2.03$ ). Finally, the analyses according to specialism do not reveal any significant results.

Table 3

*Future projection by gender, degrees and speciality*

Results Student's t-test						
Future projection and gender	Sig.	M(x)	H(x)			
	.01	2.18	1.92			
Future projection and Grade	Sig.	EI (x)	EP(x)			
	.04	2.26	2.03			
Ancova Results						
Future projection and speciality	Sig.	V_LE	V_Inno	V_Curri	V_DL	V_EM
	.02	1.98	2.28	1.33	1.78	2.14
		G_E	G_LE	G_Inno	G_Taller	G_EE
		2.43	2.18	2.14	2.50	2.03
		A_Biblio	A_Intercult	A_EF		
		2.19	2.30	1.67		

In the interviews, when asked about this issue, one student reflects on the need to overcome preconceived ideas in order to achieve a transformation towards a fairer and more egalitarian society.

"I am interested in the subject and I have informed myself, which gives me more sensitivity than other people. On the theoretical side I can say that I am prepared to understand different situations, but we still have many internalised labels and many prejudices, and many are due to lack of information, but until we break with all these prejudices I think that no one will be prepared to respond to situations". (A1\_08/09/2021).

Another notes that, although she does not consider GI and DAS to be one of the most important issues, she believes that good training would equip students with strategies to deal with future situations in an appropriate way.

"If there is more training it wouldn't be a bad thing, it would improve the situation of the UPV/EHU. It is not the biggest problem there is, but if there is more it would be a good thing, because at the end of the day it is a reality, and we have learnt to be prepared for reality, if we do not know it, if we do not understand it, how can we be good teachers?" (A3\_09/09/2021).

## **Discussion and Conclusions**

This research has allowed us to get closer to the reality of the students of the UPV/EHU's Bachelor's Degrees in Education in relation to the knowledge they have about issues related to GI and DAS, the perception of the training received on these issues, and the projection of their future skills to deal with these issues. Coinciding with Álvarez-Remetería et al. (2021), the UPV/EHU students who took part in the survey consider that the training related to GI and DAS is scarce.

As has been repeatedly reported (Ballarín, 2017; Sánchez, 2021; Vizcarra et al, 2015), the current curricula do not contemplate the gender perspective in the corresponding ECI (ECI/3854/2007, of 27 December for EI, and ECI/3857/2007 for PE); despite the fact that one of the objectives of the Degrees should be to "design and regulate learning spaces in contexts of diversity and that attend to gender equality, equity and respect for human rights that make up the values of citizenship training" (p. 1 and p. 2 respectively). As other authors have already pointed out (Vizcarra et al., 2015), it is once again clear that the UPV/EHU missed the opportunity to include the gender perspective in the Bachelor's Degrees in Education. Furthermore, there are voices that say that the University, in general, continues to be a patriarchal space where incorporating the gender perspective is an almost impossible task (Ballarín, 2017). The fact that only one person among the 233 participants declared herself to be non-binary indicates the extent to which binarism still prevails in our society.

The quantitative results show that university students are familiar with concepts related to sexual orientation. In contrast, there is a lack of understanding of more complex issues such as Queer Theory, which from a feminist perspective is considered very relevant for the field of education (Butler, 2007; Lucas-Palacios et al., 2022), as it allows for the construction of Queer pedagogies that facilitate more inclusive educational approaches (Sánchez, 2019).

In addition, it is revealed that in the UPV/EHU there are specialities that have obtained better results in terms of student knowledge, perception of the training received, and the assessment they make of this training: Music Education (V\_EM), Intercultural Education (A\_Intercult), and Workshops for Early Childhood Education (G\_Workshop). This leads us to think that, as Valdivielso et al. (2016) conclude, the teacher's perspective may be a determining factor in IG and DAS training. It would be useful to continue researching in this direction and to analyse what characterises each

speciality, whether it has to do with the programme, the teaching team or any other issue. These analyses could be used to implement improvements both in the rest of the specialities and in the Degree in general.

Another striking fact that emerges from the quantitative analyses carried out has to do with gender and the degree in which the students are enrolled. On the one hand, men perceive a greater frequency in the treatment of topics related to GI and DAS. This fact can be explained by the results obtained by López-Francés and Vázquez (2014) in which it appears that men do not consider the University to be as important as women do when it comes to providing training on these issues. However, it is women who are projected to have greater abilities to respond to the problems related to GI and DAS that they will have to face in their future teaching practice. Among the groups projected as more skilled are also those enrolled in the Bachelor's Degree in IE. This result may be due to the fact that this degree is mostly female (Díez and Domínguez, 2019), so this influence of the degree on the projection could be due more to gender than to the characteristics of the degree itself. On the other hand, although no significant differences were found in the students' projection of their abilities according to the specialisations, there is one in particular, Workshops for Early Childhood Education (G\_Workshop), specific to the Bachelor's Degree in IE, which was the best rated. Future studies should continue to investigate in this direction to verify whether gender is a differentiating factor or whether the Bachelor's Degree in IE is, since, if it is the latter, this would help to improve the university training on offer.

From the qualitative data, it can be concluded that, according to the students, it is not the teacher who raises the revision or reflection of issues related to GI and DAS. It is the students who are responsible for bringing these issues to light. This occurs in two clearly identified specific training processes: modular projects and TFG. In relation to the TFG, it should be pointed out, since the process is not the same in all universities, that in the UPV/EHU the teaching staff offers the topics to be worked on. These topics are very general, so they give students the option of integrating the gender perspective if they wish to do so.

It should be the university that ensures adequate GI and DAS training. According to the qualitative data obtained, this does not seem to be the case, and it is thought that this may be due to the fact that university teachers lack the necessary training to do so (Aristizabal et al., 2018). In order to resolve this issue, one key may be the continuous training of teachers, "so that they develop critical thinking about gender inequalities in educational realities and, thus, can exercise a dual role as transmitters of cultural values in terms of gender" (Álvarez-Rementería et al., 2021, p. 71).

Our Education System is neither equitable nor egalitarian, and continues to be sexist and loaded with gender stereotypes (Leon, 2021; Martínez, 2016). For this reason, the urgency of working on the GI and the DAS in the Bachelor's Degrees in Education is highlighted. This is reflected in the training proposal for the Bachelor's Degrees in Education that is currently being drafted, to be implemented during the 2025/2026 academic year (Zagra, 2023). According to the draft that has been shared, the teaching degrees will have to incorporate content based on coeducation and respect for the DAS. But for this to materialise, the need for further research from a gender perspective is urgent (University of Deusto, 2021). This future research should compensate for the

limitations of this case study, i.e. to build validated instruments for university students, and to achieve greater participation for students.

Finally, we would like to end the manuscript by visualising that a door to hope is opening; thanks to the new drafts that will regulate the Degrees in Education, and to the future research that will be carried out from, by and for the inclusion of the gender perspective in teacher training.

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