

# Exploring Implementation Strategies for Integrating Gender Education into the Ideological and Political Education System: A Case Study of Guangdong Higher Education Institutions

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**Abstract:** Gender education is an educational model that employs social gender theory to interpret and study gender issues and disseminate advanced gender culture. In the new situation, integrating gender education into the ideological and political education system of colleges and universities is of great significance. This paper analyzes the current status of gender education in Guangdong universities based on survey questionnaires and explores implementation strategies for gender education. These strategies include updating educational concepts, actively advocating the ideology and characteristics of gender education; creating a harmonious educational environment for both genders and utilizing media platforms to widely disseminate advanced gender culture; and updating educational models to deepen the organic integration of gender education and ideological and political education<sup>[1-3]</sup>.

**Keywords:** Gender education; Ideological and political education in higher education institutions; Implementation strategies

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## 1. Introduction

Gender education focuses on the universal physical and mental development characteristics of both genders, promoting students to form scientific gender cognition through education and facilitating the establishment of harmonious gender interaction modes. Gender education primarily encompasses three aspects: gender perspective education, gender androgyny education, and gender equality education. In the context of the new era, ideological and political education in higher education institutions needs to continuously innovate educational paths, and gender education, as an important component of modern education, is of great significance in its integration into the ideological and political education system of colleges and universities. Based on questionnaire survey data, this paper analyzes the implementation status of gender education in Guangdong universities and discusses optimization strategies for gender education accordingly<sup>[4]</sup>.

## 2. Analysis of the current status of gender education in Guangdong universities

To further understand the specific situation of integrating gender education into the ideological and political education system of Guangdong universities, the project team conducted a survey among college students from various universities in Guangdong in the form of questionnaires. The survey results are as follows:

Among the 244 valid questionnaires, the number of female respondents was 153, and the number of male respondents was 91, with a female-to-male ratio of approximately 5:3.

The survey involved a total of 37 universities in Guangdong, with students from all four grades participating. The survey had a large scope and a high number of respondents, providing valuable reference information. Among them, juniors accounted for 55.74%, while freshmen and sophomores accounted for 17.21% and 22.95%, respectively.

Survey data showed that 59.02% of college students observed gender differences in daily life, reflecting the high level of attention paid by contemporary college students to gender issues and highlighting the importance of gender education. In terms of gender equality cognition, 86.48% of college students believed that differences still exist in job opportunities and family status, with women facing more considerations in terms of reproductive rights protection and promotion opportunities in career development<sup>[5,6]</sup>. In terms of family status, 81.15% of female college students believed there was room for improvement. It is worth acknowledging that 51.64% and 46.31% of college students believed that judicial protection and equality of educational opportunities have significantly improved compared to the 20th century, respectively, reflecting substantial progress made in advancing gender equality in China. 75.82% of college students were satisfied with their gender, indicating a very high level of gender identity among college students in Guangdong. The reasons for gender identity dissatisfaction among some students mainly stemmed from reflections on gender inequality and influences from family or the surrounding environment<sup>[7]</sup>.

Regarding the implementation of gender education in colleges and universities, 57.79% of students indicated that their schools had not conducted activities related to gender education, highlighting the imperative of conducting gender education activities in colleges and universities. The forms of activities for conducting gender education mainly included course studies, special lectures, educational forums, and displays in promotional bulletin boards. Meanwhile, activities such as poster promotions, knowledge contests, and plays/sketches were also not uncommon in universities that had conducted gender education. The forms of activities were relatively diverse in universities that had implemented gender education. 93.85% of students believed that it was very necessary or necessary for the school's ideological and political education system to integrate gender education, indicating that students, as the educated group, were very willing to actively accept gender education conducted by the school. The audience for gender education in colleges and universities was very broad.

Regarding the benefits of integrating gender education into the ideological and political education system, college students generally believed that the integration of gender education into the ideological education system was conducive to addressing the issue of lacking social gender awareness, guiding students to pursue gender equity and achieve harmonious gender development, helping college students shape a sound personality and improve their mental health, and enhancing the effectiveness and pertinence of cultivating socialist core values<sup>[8,9]</sup>.

Regarding the best strategies for integrating gender education into the ideological and political education system of colleges and universities, many students believed that efforts should start with the role of teachers, focusing on exerting teachers' leading role in the classroom, motivating students' learning enthusiasm, and incorporating gender education topics into ideological and political courses to subtly bring positive impacts on students. Some students also believed that the penetration of the ideological and political education system in

colleges and universities could be deepened through diverse activities, such as screening related movies and documentaries, holding debate competitions, recitation contests, and speech contests. Additionally, some students believed that integrating gender education into the ideological and political education system should start from middle schools by conducting gender education for adolescents during puberty<sup>[10]</sup>.

### **3. Implementation strategies for integrating gender education into the ideological and political education system of colleges and universities**

#### **3.1. Update educational concepts and actively advocate the ideology and characteristics of gender education**

Promoting gender education development requires updating educational concepts as a prerequisite. Currently, society's understanding of gender is undergoing profound changes. Educators should keep abreast of the times in understanding gender issues and integrate scientific gender concepts into educational practice. Universities can help students recognize the social value of gender equality and understand the socially constructed nature of gender roles by offering special courses or seminars. During the teaching process, interactive forms such as case analysis and group discussions can be employed to guide students in thinking about the impact of gender factors on personal development and social participation, cultivating their ability to think beyond traditional gender frameworks. Meanwhile, when conducting ideological and political education, university educators should proactively integrate gender education concepts, emphasizing equality between the sexes in terms of rights, responsibilities, and development opportunities. As an important part of modern higher education, gender education needs to explore more inclusive educational models from multiple perspectives<sup>[11-13]</sup>.

Combining gender equality education with gender role cognition education is also crucial. Currently, many students are in a state of confusion regarding gender role cognition. The purpose of ideological and political education is to dispel students' doubts, lead them to correctly understand gender equality, recognize the idea that both males and females can jointly realize their value, and understand that appearance and personality are not criteria for judging a person. Students are encouraged to break through traditional gender stereotypes, thereby embodying the educational characteristics of the people-oriented era.

#### **3.2. Create a harmonious educational environment for both genders and use media platforms to widely disseminate advanced gender culture**

Creating an inclusive educational environment is an important guarantee for advancing gender education. Universities should strive to cultivate a campus cultural atmosphere of equality and respect, creating a good gender interaction space for teachers and students. Studies have shown that environmental factors have an important influence on the formation of individual gender concepts. Therefore, it is necessary to create a campus environment conducive to gender education. Specifically, universities can optimize the educational environment in the following ways: regularly hold lectures, debate competitions, knowledge contests, and other activities themed around gender culture, providing students with a benign communication platform; integrate the concept of gender equality into campus cultural construction and disseminate scientific gender knowledge through channels such as promotional bulletin boards and new media; and conduct gender awareness-raising workshops for teachers and students to promote rational cognition of gender issues. These initiatives not only help deepen students' understanding of gender equality but also cultivate their establishment of healthy gender identity, laying the foundation for building a harmonious campus.

Advanced gender culture should be widely disseminated to teachers and students on campus through media platforms, conveying positive gender education values. Advanced gender culture not only needs to be disseminated through school education but also relies on society actively promoting gender concepts conducive to harmonious development between the sexes. In the era of rapid internet development, mass media, new media, and alternative media can be fully utilized to disseminate the national policy of gender equality and advanced gender culture. The internet has the role of information dissemination and educating the public, capable of widely disseminating gender culture and gender awareness. Relevant gender awareness can be disseminated on platforms such as Weibo, WeChat, and Douyin, for example, by writing articles about gender equality concepts and posting them on WeChat official accounts, inviting bloggers with large fan followings to repost them, increasing exposure, and improving netizens' gender awareness quality. Specialized programs, micro-movies, and public service advertisements can also be produced, using real and vivid stories and scenarios to demonstrate the importance of gender equality, respect, and understanding. These works can involve characters of different ages, occupations, and backgrounds, showcasing different gender relationships and communication methods, evoking resonance and reflection among the audience and promoting society's awareness and attention to gender equality. Media platforms can also vigorously promote advocates and model figures of advanced gender equality. By reporting their deeds and achievements, they can convey positive values to society, inspiring more people to pay attention to gender equality issues and actively participate in the practice of gender equality. The promotion of these advanced models can not only promote positive energy but also set the right example for the masses, leading social trends and promoting the progress and development of gender culture. However, due to the complexity and uncertainty of the internet, some platforms may also voice opposition to gender equality. Therefore, relevant departments should strengthen the supervision of online public opinion, effectively guide public opinion, jointly maintain a good online environment, and create a harmonious and friendly communication platform, thereby achieving common development between people and society <sup>[14]</sup>.

Universities should also strengthen cooperation with families and society to jointly promote the implementation of gender education. Family and social environments have an important influence on the formation of individual gender concepts. Therefore, universities can transmit gender equality values to parents and the public through family interviews, community activities, and social media propaganda, enhancing their awareness and support for gender education. Meanwhile, universities can cooperate with relevant institutions and social organizations to jointly carry out gender equality education projects, share resources and experiences, form a joint force, and promote the widespread development of gender education in various fields of society.

### **3.3. Update educational models and deepen the organic integration of gender education and ideological and political education**

Update educational models and deepen the organic integration of gender education and ideological and political education. Traditional ideological and political education often neglects gender issues, while gender education lacks consideration of social and political contexts. In the implementation of ideological and political education in higher education institutions, it is necessary to further expand the content system based on socialist core values education, morality education, outlook on marriage and love education, psychological quality education, and legal education, and organically integrate gender education with ideological and political education. Optimizing the curriculum development and ideological and political education mode of gender education can specifically address and solve gender issues in the growth of college students.

Firstly, colleges and universities need to integrate social gender education into the ideological and political



education system and promote social gender theory in ideological and political education courses. For instance, in ideological and political education courses, theories should be grounded in the actual national conditions. By combining China's national conditions with Marxist theory, we can develop a socialist theory of social gender for a new era with Chinese characteristics. Students are encouraged to actively explore a development path for social gender theory suitable for China's development based on China's national conditions and social realities, deeply understand social gender theory, and bravely put it into practice<sup>[15]</sup>.

Secondly, colleges and universities need to construct a multi-level and multi-dimensional curriculum system for gender education. Establish teaching objectives for gender education, reasonably set gender education content, and thoroughly implement gender personality education, gender harmony education, and gender equality education. For example, colleges and universities can offer special courses or hidden courses on social gender education for all students to carry out social gender education. Additionally, through the revision of textbooks and innovation in teaching methods, students can gain an in-depth understanding of gender issues in ideological and political education, enhancing their awareness of gender equality and sensitivity to gender issues. Meanwhile, under conditions that permit, the construction of the teaching staff should be strengthened to improve teachers' theoretical and practical levels, establish an educational concept of gender equality, change their ways of thinking, and create a campus atmosphere of gender harmony and equality. Teachers are key drivers of gender education, and their educational concepts and teaching methods directly influence the formation of students' gender awareness and gender equality concepts. When facing hot topics related to gender on the internet, teachers should actively organize students to discuss them together and provide effective guidance. Furthermore, colleges and universities can organize training and seminars on gender equality education to help teachers comprehensively understand gender issues and provide corresponding teaching methods and resources so that they can better integrate gender education content into teaching and guide students to form correct gender concepts.

Thirdly, colleges and universities should innovate and optimize the ideological and political education model, adopting diversified and advanced educational methods to comprehensively carry out gender education. For instance, by conducting educational lectures, educational forums, knowledge contests, plays, and sketches, as well as incorporating gender education into the teaching content of ideological and political education and integrating it with other disciplines. Through various flexible and lively educational forms, gender education is integrated into students' daily lives, campus culture, and personality cultivation. Students can receive effective and abundant gender education in a relaxed and enjoyable educational atmosphere, thereby shaping their sound personalities, ensuring the establishment of harmonious gender relationships among students, and enhancing the effectiveness and relevance of cultivating socialist core values.

Furthermore, colleges and universities should actively guide students to participate in social practices related to gender equality. By organizing volunteer services, special lectures, and academic seminars on gender equality themes, they can create practical platforms for students. Students can conduct investigations and research on gender issues, collect and analyze typical cases, and deepen their understanding of gender equality through practical processes. Colleges and universities can also invite outstanding representatives from different fields to share their experiences, providing students with diversified references for growth. These practical activities can not only enhance students' awareness of gender equality but also cultivate their practical abilities to promote social progress, enabling gender education to extend from the cognitive level to the actional level and ultimately achieving the educational effect of the unity of knowledge and action.

Lastly, colleges and universities should establish effective evaluation and monitoring mechanisms to assess and monitor the implementation of gender education. Through regular evaluations and monitoring, they can

understand the effectiveness and shortcomings of gender education and promptly adopt improvement measures. At the same time, colleges and universities can cooperate with other colleges and universities and relevant institutions to share experiences and exchange achievements, jointly promoting the implementation of gender education in ideological and political education in higher education institutions.

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