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GENERAL DIAGNOSIS

PREVIOUS REPORT



GENERAL DIAGNOSIS
PREVIOUS REPORT

Catalogue of Publications of the General State Administration

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© Institute for Women and Equal Opportunities

(Ministry of Health, Social Services and Equality)

<http://www.inmujer.gob.es/>

CNIE (Ministry of Education, Culture and Sports)

<http://www.educacion.gob.es/cnie>

Publisher: Institute for Women and Equal Opportunities (Ministry of Health,
Social Services and Equality)

Condesa de venadito, 34

28027 Madrid

National Center for Educational Research and Innovation (Ministry of Education,
Culture and Sport)

C / General Oraa, 55

28006 Madrid

NIPO: 685-15-042-8

NIPO: 030-15-249-8

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1. Introduction

Several rules at international level have progressively recognized the need to incorporate the respect for the principle of Equality between men and women. European institutions are not an exception to this and they understand that equal opportunities for men and women are paramount to achieving social cohesion in the European society. Using the tools they have, they develop rules and act through specific measures to fight against gender-based discrimination.

Equal opportunities for men and women are however not yet a reality in Europe. The data provided by the statistical office of the European Union (Eurostat¹) prove that there are still inequalities between men and women, as reflected in the gender segregation of the labor market, the lack of women's presence in decision-making bodies, the gender pay gap and gender-based violence, among other aspects.

The underlying causes of these inequalities are the sexual division of labour and the survival of roles and stereotypes traditionally given to men and women, which provoke an inequality situation between both sexes. A stereotyped view of people's gender identity is generated. It seems evident that one of the ways to limit the impact of gender roles and stereotypes is through developing techniques which prevent their passing on and survival generation after generation.

Many theories on the development of boys and girls' personality and identity place significant importance on the school, as a determining agent in forming and/or consolidating the values making up gender identity. School is one of the institutions which, along with the family and the peer group, plays an essential role in the process of socialization. Not only the formal knowledge stipulated by the educational policy (called the formal curriculum) is transferred at school, but also the hidden curriculum is developed in parallel. The hidden curriculum is defined as the group of values, attitudes and habits forming part of boys and girls' learning and which are determining elements of each of their personal identities (Bourdieu in Giddens, 1998). A group of stereotypes and prejudices having a negative impact and impacting on the survival of inequalities between men and women are also transferred along with the former.

Therefore, school must be the space where not only theoretical and practical knowledge is transferred, but also where values based on the respect for the different are learned. Thus, the necessary preconditions will arise for boys and girls to have the chance to freely choose among the existing options, regardless of their sex and without any limitations.

Public powers, faculty, school staff, families and students share the responsibility to achieve the implementation of this school model in order to have a more equal society.

¹ Source: http://epp.eurostat.ec.europa.eu/cache/ITY_OFFPUB/KS-FP-13-001/EN/KS-FP-13-001-EN.PDF

The aim is for the educational model to adopt Equality Education or co-education principles, a concept which may be defined as:

“The current pedagogical proposal to meet the call for Equality from the feminist theory, which suggests to redesign the knowledge transfer model and ideas from a gender approach in socialization spaces devoted to training and learning” (Women's Institute, 2007).

In many European countries, co-education has a wider meaning than in Spain, as it refers to education in equal conditions for everybody, regardless of their sex, race, religion, ethnic origin, intellectual capacity or any other circumstance which may be a cause for discrimination. Thus, in order to avoid confusion, this study will use the term “Equality Education”.

2. Rationale behind the project and goals

2.1. Rationale behind the project

The situation diagnosis study on Equality Education is framed within the Project “Equality Education-Plurales”.

“Plurales” is a project resulting from the cooperation of donor countries in the Economic European Area (EEA) ² and the Spanish Government (in this project's case, by means of the Women's Institute, the Ministry of Health, Social Services and Equality Affairs, with the cooperation of the Ministry of Education, Culture and Sport Affairs and of the regional Ministries of Education).

The general goal of the project “Equality Education - Plurales” is:

To provide educational authorities, both in Spain and in Norway, with the necessary tools to introduce changes in the educational model so that it allows to develop and implement Equality Plans in schools. The execution of these Equality Plans aims at favoring the changes of both organizational models and educational projects in order for them to introduce as their cornerstone the guarantee of equal opportunities for male and female students.

The specific goals are:

Goal 1.- Ascertain the reality of Equality Education in Spanish and Norwegian educational systems.

Goal 2.- Identify, within the European Union Framework, the best practices and resources standing out for their significance for Equality Education. Particularly, special efforts will be made in order to detect curricular elements which have favored Equality Education in a comprehensive and integrating manner, i.e. involving all staff in schools. As part of this goal, we will also aim at promoting the dissemination and exchange of best practices between the two countries participating in the project.

Goal 3.- Design guidelines allowing to incorporate Equality Education into the current quality systems used in the area of education (ISO; SGCC; EFQM), always working together with the competent organizations in this field (Ministry of Education, Culture and Sport Affairs and regions).

² The donor countries making up the EEA are Iceland, Liechtenstein and Norway.

Goal 4.- Design an intervention model in order to develop, implement, monitor and assess the implementation of Equality Plans in schools.

Goal 5.- Test the model in Spanish schools (CEIPS³, IES⁴, private and semi-private centers) involved in the project, with the assistance of experts in this field.

Goal 6.- Eventually put together a proposal with instruments, tools and skills allowing to modify the educational model in order for it to unequivocally include the goals of Equality Education, subject to submission to the educational authorities.

The situation Diagnosis of Equality Education stems from the need to carry out the specific goals numbers one and two of the project “Plurales”, i.e. to ascertain the reality of Equality Education in the Spanish and Norwegian educational systems and identify the best practices in Equality Education within the European Union.

2.2. Goals of the Diagnosis Study

The **general goal** sought with the diagnosis study is to ascertain the reality of Equality Education in Spain and Norway.

The **specific goals** are:

- ✦ Analyze comparatively the baseline Norwegian and Spanish regulatory framework where the educational policy and the equality policy between men and women is laid down.
- ✦ Analyze the current regulatory framework regarding education and equality in the Spanish regions.
- ✦ Collect information on the organizations carrying out actions related to Equality Education.
- ✦ Assess different programs promoting Equality Education.
- ✦ Develop a database with information on schools which have implemented equality plans.
- ✦ Analyze a representative sample of the teaching materials used in the different grades of Primary and Secondary Education.

³ CEIPS: Preschool and Primary School Centers.

⁴ IES: Secondary Education School.

3. Methodology and structure

3.1. Methodology

The methodology used to complete this study is different in nature depending on the type of activity developed. Thus, in each of the sections describing the actions carried out, we will specifically explain the methodology used.

3.2. Structure

In order to complete the situation Diagnosis of Equality Education, we have separately analyzed different aspects, all of which have an impact on the organization of the educational system in some way.

The results report has been structured in the following sections:

1. Comparative analysis of the baseline regulatory framework regarding Equality Education.
2. Comparative analysis of the baseline legislative framework regarding Equality Education.
3. Analysis of the organizations involved in Equality Education.
4. Analysis of existing programs regarding Equality Education.
5. Database of schools with equality plans.
6. Analysis of teaching material.

4. Comparative analysis of the regulatory framework on Equality Education

4.1. Introduction

Initially, the European educational systems considered that only men had the right to mandatory education. Women's right to mandatory education was legally recognized for the first time in the 19th century.

Education has come a long way since women started to attend school until the configuration of the current educational systems. The social changes and demands have been very influential and have led to changes in educational regulations. As a result of this process, the principle of equality is one of the cornerstones of the educational policy in Europe. This policy must guarantee equal opportunities and non-discrimination.

However, the educational system is still hindered by significant barriers, which are often invisible and help to preserve sexist attitudes and values and maintain unbalanced power relations between men and women.

In order to fight this situation, the need to adopt gender mainstreaming and act accordingly has been acknowledged worldwide.

Article 10 of the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW) stipulates that States Parties shall take, among others, the required measures to *“the elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging co-education and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programs and the adaptation of teaching methods”*.

Furthermore, the Beijing Platform for Action (1995) states that *“education is a human right and an essential tool for achieving the goals of equality, development and peace”*. It puts forward that Governments, educational authorities and other educational and academic institutions must take measures to develop non-discriminatory education and empowerment systems (Strategic objective B.4.).

The first step to obtain an assessment of the situation of Equality in Education is to carry out a comparative analysis of the major regulations as regards to Education and Equality currently in force in both countries participating in this project, Norway and Spain. The project consists of the following parts:

- Firstly, a section describing the political systems in the countries that will be subject to study. In particular, the general characteristics and structures of the educational systems are indicated, and the main distinctive features of the systems established are highlighted in order to assert the principle of equal opportunities for men and women.
- Secondly, the review of regulations concerning education and equal opportunities is offered, briefly reviewing the regulating background to, subsequently, analyze in detail the laws and rules that, being in force today, govern the aspects related to Equality Education in Norway and Spain.
- Finally, the conclusions reached after comparing the baseline rules concerning education and equality in Norway and Spain are given.

4.2. Goals and methodology

This study is framed within the situation diagnosis of Equality Education in Norway and Spain.

Its main goal is to analyze the rules that govern the educational policy regarding gender equality in Norway and Spain.

The specific goals are:

- Introducing the political and legal systems in Norway and Spain.
- Analyzing the regulatory background of educational systems and equality in Norway and Spain.
- Comparing the main rules and other instruments to develop them concerning education and equality in Norway and Spain.

The methodology used has involved the bibliographic review of the regulations issued by national governments on educational and equality policies in the countries subject to analysis.

In order to select the regulations to be analyzed, two criteria have been taken into account: the regulations' hierarchy and the regulations' ownership. In the first case, the basic foundational rules of the Spanish and Norwegian States (their Constitutions) have been analyzed, as well as the fundamental laws concerning education and equality between men and women and other lower instruments to develop basic rules.

As for the ownership of the rules, this section only analyzes those rules announced by national legislative bodies, not taking into account international regulations or the regulations that, in the case of Spain, could have been passed by the different regional parliaments in the exercise of their legislative authority.

The process carried out has been as follows:

- Information collection:** first of all, information concerning the regulations on education and equality, both regulations in force and the most relevant legal precedents of these rules, has been collected. In addition, publications on the political systems of both countries have been compiled in order to give an overall vision of their government

structures. Regulations have been obtained from official websites (*Boletín Oficial del Estado* —Spanish Official Gazette—, in the case of Spain, and webs of the Ministries dealing with education and equality in the case of Norway). Publications have been obtained online.

- ❖ Analysis of the regulations: after obtaining the information, it has been analyzed searching for precepts related to Education and Equality. Likewise, the main publications compiled have been studied with the aim of obtaining additional information to the regulations.
- ❖ Legal comparison and conclusions: having analyzed the information, it has been put into perspective, comparing the legal frameworks of both countries and obtaining the appropriate conclusions.

4.3. Analysis: Comparative review of the Spanish and Norwegian legislations

Introduction to the Spanish and Norwegian political systems

Norway: characterization of the political system

The Norwegian state is organized as a constitutional monarchy. The legislative power resides in the National Assembly (*Storting* in Norwegian), while the executive power is held by the Government, which carries out their duties through the National Administration. The Norwegian state is a unitary state, even if it is partially decentralised at the administrative and territorial levels. The state is divided into a total of 19 administrative units called regions (*fylker* in Norwegian) and, at a lower level of decentralisation, it is divided into a total of 430 municipalities (*kommunes* in Norwegian).

In Norway, the political guidelines are established by the *Storting* and executed by the National Administration, represented by different ministries. Nevertheless, regional and local administrations are entitled to manage and administer some issues related to the provision of services to citizens.

Educational system

The Norwegian Ministry of Education and Research is the representative of the National Administration as far as education is concerned. Regional and local administrations play a significant role in the implementation of the Government's education policies.

As for the structure and organization of the Norwegian educational system⁵, it is divided into two main levels: Elementary Education and Higher Education. Elementary Education comprises 0 to 16 years old. Schooling in Norway is mandatory between Elementary Education and Lower Secondary Education, that is, between 6 and 16 years old.

The lowest level of Elementary Education is Preschool Education and Early Care –from 0 to 5 years old. After this level, Primary Education comprises from 6 to 12 years old and, finally, Secondary Education and Vocational Training.

Secondary Education is divided into two cycles, the first of which is mandatory –comprising 12 to 16 years old– and the second of which is voluntary –from 16 to 19 years old– (UNESCO, 2012).

As it has been previously stated, Norway is partially decentralised in the field of service management. With regard to the educational system, the structure and organization of which has just been explained, several administrations cooperate to implement it and make it work. The distribution of powers in education among the different public administrations involved in the Norwegian educational implementation is explained below.

- ❖ The Ministry of Education and Research is the overall responsible for education policies, establishing general objectives for the whole educational system (at all levels).
- ❖ The regional administration is responsible for higher secondary education, as well as vocational training for adolescents and adults. It is also responsible for the administration of schools, enrolment of students and hiring teachers at all the levels it manages.
- ❖ The local administration manages preschools (from 0 to 5 years old), centers where mandatory education is provided (Primary and lower Secondary education) and Adult Education within its territorial jurisdiction. It is also responsible for the construction and maintenance of educational centers, as well as for appointing teachers (UNESCO, 2012).

Norwegian regional and local administrations have a certain degree of autonomy to adapt the general objectives for education to their specific features, provided that they respect the minimum contents established in the national curriculum. The educational objectives proposed by these administrations shall be communicated to the Ministry of Education and Research, with which they closely collaborate, not only regarding the objectives, but also their implementation and the assessment of the obtained results.

The fact that public schools in Norway are owned by municipalities should be noted, even if they are managed by regional governments. Costs derived from the management of the educational system are assumed by the Ministry of Education and Research.

⁵ The attached appendix contains graphic information on the structure of the Norwegian educational system at all its levels.

As for the headship of Primary and Secondary centers, it is held by a person appointed among the teachers in charge of the management. There is also a professional body, the School Board, made up by representatives of families, students, teachers, clerical staff and representatives of the local administration.

Regarding the status of teachers in Norway, they are generally hired by the local administration, following the requirements established by the Ministry of Education as for qualifications, working experience and any other requirements that may be established. Teachers are part of the staff employed by the public sector holding a contractual status. According to Eurydice, this means that primary and lower secondary education teachers are generally recruited by the local administration or the authorities of the school on the basis of a contract, according to general legislation on labour issues (Eurydice, 2012:118).

On the other hand, regarding the educational policy, although this will be explained with further detail in the sections below, it is important to highlight the fact that it is based on equality and inclusion principles. The Norwegian educational system is organized as a model based on the idea of a comprehensive school for all students. According to a study conducted by the OECD on educational systems *“the general objective of the (Norwegian) educational policy is to ensure equal opportunities for all the students in education, regardless of their gender, race, geographical location or socio-economic level”* (Eurydice in Nusche, D, 2011:18).

System based on equal opportunities

The Norwegian equality policy is based on the use of a set of different instruments: on the one hand, the equality policy is transversally implemented in all fields, which is known as gender mainstreaming, but, on the other hand, this mainstreaming is complemented by the execution of specific actions aimed at reducing the differences between men and women (Gender in Norway).

This strategy is reflected on the organizational structure of the Norwegian government. All the ministries are responsible for the promotion of equal opportunities in the fields under their competence. The Ministry of Children, Equality and Social Inclusion is the ministerial department in charge of coordinating and monitoring the fulfilment of the responsibilities by the ministries in terms of equality. Moreover, there are some public bodies responsible for ensuring the achievement of equal opportunities for men and women. This is the case of the Ombudsman office for equality and anti-discrimination (*Likestillings-og diskrimineringsombudet-LDO*, in Norwegian).

Spain: characterization of the political system

The Spanish state is organized as a parliamentary monarchy: the legislative power resides in the Parliament and the executive power is held by the Government, divided into ministries. The Spanish state is territorially organized as an autonomous state, which is a model different from the unitary states and the federal models existing in the rest of the European countries.

It is territorially divided into Autonomous Communities, Provinces and Municipalities. The Autonomous Communities —a total of 17— are self-managed according to their own

interests. For that purpose, the National Government transfers powers in some areas in which the Autonomous Communities have legislative and management powers (article 2 of the Spanish Constitution).

Unlike the Autonomous Communities, provinces and municipalities have management abilities but not legislative ones.

Educational system

The Ministry responsible for education is the Ministry of Education, Culture and Sports. The regional administrations play an important role in the educational system, as they have powers in the organization and management of the educational system within their territory.

The Spanish educational system is organized in general⁶ and in special teaching. This analysis will only deal with general teaching. General teaching in the Spanish educational system⁷ is divided into four main levels: Preschool, Primary Education, Secondary Education (composed of two cycles) and Higher Education. Preschool comprises 0 to 6 years old. Primary Education comprises 6 to 12 years old, Secondary 12 to 18 and Higher from 18 years old onwards. Education in Spain is mandatory for a period of 10 years, from the first year of Primary Education to the last year of Lower Secondary Education (that is, between 6 and 16 years old).

The distribution of powers within the Spanish educational system is shown below:

- ✦ National Administration: it is responsible for the system's general organization, minimum requirements for centers, general teaching planning and regulation of academic and professional diplomas, high inspection and policies on education subsidies.
- ✦ Regional Administration: administrative power within its territory, opening of centers, staff management, development of curriculums, counselling and assistance to students, grants and subsidies.
- ✦ Local Administration: it is responsible for the provision of land for the construction of public educational centers, maintenance and refurbishment of Preschool and Primary centers, extracurricular and complementary activities and supervision of compliance with mandatory education, among others. (UNESCO, 2010:7)

Public educational centers in Spain are ruled by two professional bodies (The School Board and the Teaching Team) and three single-member bodies (the headship, the head of studies and the center's secretariat).

⁶ Education is organized into two systems: General and Special. The General system comprises Primary education, Lower and Higher Secondary education, Vocational Training and University education.

⁷ The attached appendix contains graphic information on the structure of the Spanish educational system at all its levels.

As for the employment status of teachers in Spain, they are hired by the Public Administration. Teachers are considered as civil servants. According to Eurydice, this means that Primary and lower Secondary Education teachers are employed for life by the national or regional authority responsible for this field (Eurydice, 2012:118).

The principles guiding the Spanish educational system are inclusive education, equal treatment and non-discrimination of people under any circumstances (Organic Law on Education).

System based on equal opportunities

In the last decades, Spain has experienced important improvements regarding the actions undertaken by the different public administrations aimed at achieving equal opportunities for men and women.

In Spain, Law 3/2007 on Effective Equality between Men and Women stipulates that the equality policy shall follow a double strategy: on the one hand, specific actions to promote equality shall be undertaken and, on the other hand, transversal actions shall be carried out in order to force public administrations to include, within the scope of their powers, the principle of equal treatment for men and women.

Regulations on equality education in Norway

Regulatory background in education and equality

The first Norwegian Educational Act dates from 1739 and stipulates free education from 7 years old onwards. Moreover, among other precepts, it includes equality as a guiding principle for the development of the educational system. This Act, which resulted from the prevailing ideas in the Enlightenment period, considers the school as a place where the social inequalities typical of the society of that period must not exist. More in particular, this Act incorporates among its precepts the idea that *“equality must be achieved by all the children together, notwithstanding their social status and their parents' position and it would be the appropriate one in connection with a necessary and practical education”* (Opheim, 2004).

With regard to the specific field of gender equality, this Act does not expressly refer to the differences between both sexes, but it does incorporate the need for the educational system to comply with equality criteria, in general.

Later on, during the 19th century, the Norwegian educational system was improved and extended by several legislative reforms. Education reached the countryside, where there were no educational facilities so far. The reform undertaken in 1827 is another indicator of this extension, as it made education mandatory for a period of 7 years (from 7 to 14 years old) (Moses, 2005:38). The 1870's Educational Act also introduced relevant changes, since it incorporated Mathematics, History and Sciences as “secular” subjects. Furthermore, this Act allowed women to teach. The idea of a unified school (*enhetsskole* in Norwegian) was created in 1884, by means of another legislative reform, which turned out to be the concept of educational system preceding the one existing in Norway nowadays. The unified school implied *“a shared school for children, regardless of differences in their social status,*

geographical conditions, gender, race or any other individual needs they may have". Even if this notion was recorded in legal texts, decades had to pass until it was effectively implemented. A new law on education was approved in 1896, by which Secondary schools became mixed schools. Thus, girls-only schools started to gradually disappear in Norway (Zoglowek, 2013:106 y ss).

To sum up, Norway is one of the first countries in the European continent to legally recognize women's right to education and work (UNESCO, 1987:12).

A series of reforms in education aimed at extending and improving education in Norway were undertaken in the 20th century. Primary schools were unified after World War II, and they were called Elementary Schools, both in the countryside and in urban areas. The strengthening of rural schools and the presence of girls within the educational system was very important for the public authorities in this post-war period (Zoglowek, 2013:106).

Another amendment to the Educational Act in force at that time was undertaken in 1969, by means of which education became mandatory for 9 years. Moreover, in 1970, the promotion of gender equality in education became one of the objectives of the educational policy, being included in the national curriculum of mandatory education. As stated by Zoglowek, gender equality as a guiding principle for planning contents and subjects in education was expressly mentioned in the 1974's curriculum (Zoglowek, 2013:107).

In 1978, the approval of the Norwegian Equality Act that will be discussed below was an important step forward as for effective equality for women in all the fields considered by law in general and, more in particular, in education.

Throughout the 90s, a series of reforms in the Norwegian educational system were undertaken, due to the need of restructuring education to be more comprehensive, better-coordinated, flexible and unified, among other reasons, according to the public authorities. 1997's reform was implemented to deal with Primary Education and lower Secondary Education. This reform extended the period of mandatory education to 10 years, starting at 6. Moreover, this reform established a new national curriculum based on the respect for the different (Mortimore *et al*, 2004:14).

The Educational Act regulating Primary and Secondary Education in force nowadays was approved in 1998.

With regard to equality, previous regulations to the Equality Act are rare, since this is a pioneering law in Norway.

Current legal framework

1814 Constitution

The Norwegian Constitution, enacted in 1814 and still in force nowadays, as supreme legal regulation in the legal system, comprises a series of essential principles that must be developed by several regulatory actions which are hierarchically lower. The main ideas from this text which must rule the Norwegian legal system are the principles of equality, liberty and fraternity, which guarantee a combination of fundamental rights to citizens (Klingstedt,

2003).

The Constitution does not expressly refer to the educational system from the gender equality approach. Nor does it expressly mention sex equality or precepts against discrimination on the basis of sex (Gender in Norway).

The constitutional principles on equal opportunities for men and women have been gradually developed by several laws governing different legal fields. A specific regulation on equality, the Gender Equality Act, which will be discussed later, was approved in 1979.

Educational Act nº 61 relating to Primary and Secondary Education and Training

The Norwegian Educational Act in force today was approved in 1998 and amended for the last time in 2005. The Act regulates Primary and lower Secondary Education, both in public and private schools. It specifies the objectives and scope of education in these stages. Moreover, it governs Adult Education. Special Education and Sami Education —a Norwegian minority ethnic group—, school transport and accommodation, organization of teaching and teachers, and administration of educational centers and bodies involved in education management. It also determines the responsibilities assumed by public authorities with competences in education, monitoring and control methods for teaching in educational centers and other legal precepts.

More in particular and regarding the precepts contained in the Act that expressly refer to gender equality, in the section related to the organization of students within the school and, more in particular, the organization of students in groups, the Act establishes that:

“Students shall be organized in different groups when needed (...). Students shall not be organized on the basis of their abilities, gender or ethnic group”
(Section 8.2 of the Act).

Other express references to gender issues have not been detected in the Act. However, as revealed by different studies, the educational system established by the Educational Act is highly inclusive and equitable, since the achievement of equal opportunities for all students within the educational system is one of its main objectives, respecting the differences that may exist within this group. More in particular, the Act introduces the fact that education must adapt to the individual needs of students in order to be inclusive (Nusche, D, 2011:18).

National curriculum

A National Curriculum was approved in 2006 as a complement to the Educational Act as after having undertaken a reform known as the reform to promote knowledge. The Curriculum, along with the Educational Act, establishes the general objectives in Mandatory Education and Secondary Education.

According to a paper published by UNESCO, curriculums are national instruments to govern teaching contents, contributing to guarantee common certification regulations and inform teachers and other educational institutions of the knowledge and abilities expected from

students at the different academic levels (UNESCO, 2012:14).

The Norwegian body responsible for designing and monitoring the practical implementation of the National Curriculum has been the Directorate for Education and Training since 2004, an executive department belonging to the Ministry of Education and Research which is in charge of developing Primary and Secondary Education.

The fundamental guiding principle of the National Curriculum is the “inclusive school”, summarised with the slogan “a school for everyone”. There is also a specific curriculum for the Sami community similar to the National Curriculum as far as mandatory nature is concerned, but with specific content adapted to the specific peculiarities of those communities.

“The diversity of students as for origin, abilities, interests and talents is a challenge that education must face. Regardless of gender, age and social, geographical, cultural or linguistic background, all the students shall have the same opportunities to develop themselves by working in different fields in an environment of inclusive learning” (The Quality Framework, 2006:5).

The National Curriculum establishes a series of basic competences which must be acquired by the students after having attended Mandatory Education, and which are the following:

1. Oral skills
2. Writing
3. Reading
4. Mathematics
5. Use of digital tools

The National Curriculum specifies, among other issues, the distribution of school hours and subjects to be taught. In that sense, regional and local administrations (depending on the educational level) are entitled to re-allocate a certain number of school hours to a specific subject in order to improve the access of students to a differentiated education. Thus, the basic contents established at national level are complemented and extended by the educational content adapted to the local features and specific needs of students, including the idea of an inclusive school for everyone:

“Teaching adapted to every student is characterised by changes in the working methods and didactic materials, as well as changes in teaching structure and intensity. Every student may have different starting points, use different learning strategies and evolve in different ways with regard to the objectives on competences established at the national level” (The Quality Framework, 2006:5).

Norwegian Act on Gender Equality.1979

This Act, approved in 1979, has been amended several times; the last one in 2005.

Its main purpose is the promotion of gender equality by improving the position of women. In its first section, it declares that men and women shall have the same opportunities in

education, employment and cultural and professional development (Section 1).

It delegates on public authorities the responsibility to actively work and systematically promote gender equality in any social area (Section 1a).

It also includes the express prohibition of favouring a person on the basis of sex, both directly and indirectly (Section 3).

However, it introduces an exception related to those cases in which indirect actions are undertaken with the aim of increasing the number of people —male or female— employed in a specific position or profession (Klingstedt, 2003), since, in this case, actions are aimed at achieving numeric balance between both sexes.

This is the case, for instance, of the priority treatment to which women or men can be subject regarding the admission in certain types of education. In this sense, the measures undertaken in Norway to promote the presence of men in traditionally feminine occupations, such as teaching, must be pointed out. According to the Norwegian National Service of Statistics⁸, 70% of teachers in Norway are women. This figure is even higher when Preschool Education is considered. Given that it is one of the main challenges of the Norwegian educational policy, the implementation of measures aimed at promoting an increase in the number of teachers would not be considered as an action against the Law (provided that it is monitored by the Ministry of Education and Research). In this case, the Ministry is allowed to establish quotas and/or bonuses for people of the least represented sex as far as access to universities is concerned (Ministry of Education, 2008:9).

Section 6 of the Act establishes that men and women have the same right to education and prescribes that discrimination between men and women in education and in the workplace must not exist.

The Act on Gender Equality also includes a precept related to didactic materials. In this sense, it states that both at schools and other educational institutions, didactic materials shall be based on gender equality criteria (Section 7).

Section 8a of the Act prohibits harassment on the basis of sex as well as sexual harassment, and it establishes that managers in public organizations and institutions shall be responsible for preventing and avoiding harassment in the bosom of the institution. The school as an institution shall be subject to this legal regulation and shall try to eradicate one of the most visible forms of discrimination on the basis of gender.

Anti-discrimination Act. 2006

This Act came into force in January 2006 and its main purpose is promoting equality, ensuring equal opportunities and rights and preventing any form of discrimination on the basis of race, nationality, colour, language, religion or beliefs. (Art.1).

⁸ Source: <http://www.ssb.no/en/forside;jsessionid=56660D13C3C35C277E5F0FB34B7F4C68.kpld-as-prod03>

More in particular and regarding Education, it establishes that:

“Employees and managers working in educational organizations or institutions shall prevent any form of harassment within the scope of their competences (...)” (Article 5).

Therefore, this Act delegates on the education authorities, among others, the responsibility for fighting any type of harassment that may take place within the scope of their competences, that is, the educational centers.

Other instruments to promote gender equality in Education

Equality 2014: The Norwegian Governments' gender equality action plan

This document is the first Equality Plan published in Norway in the last 20 years, and it is a compendium of the objectives, strategies and measures proposed by the Government to promote gender equality. This Plan is meant to contribute to the implementation of the equality policy while it is still in force. More in particular, its objectives are the following:

- ❖ *To confer the same rights upon men and women and to fight any form of discrimination.*
- ❖ *To ensure real equality between men and women, as for distribution of resources, responsibility and power.*
- ❖ *To take into account the relationship between gender and race, sexual orientation, functional ability, age and social status.*

(Equality Plan, 2014)

The Plan is structured in different topics according to the established equality objectives. One of these areas is called “gender equality in the future - an increase in equality awareness in kindergartens⁹ and education”.

The Government's specific objectives related to this topic are:

- ❖ The Government wants gender equality and fight against all types of discrimination to be promoted both in kindergartens and in the rest of the education sector.
- ❖ Zero tolerance for bullying at any school.
- ❖ Reduction of drop-out rates in higher Secondary Education.
- ❖ Encouragement of selection of non-traditional itineraries for boys and girls in higher Secondary Education and Higher Education.
- ❖ Increase in the percentage of male employees in kindergartens up to 20% and in Primary schools up to 40%.

⁹ Educational centers for students aged 0 to 5 years old. In Spain, this is preschool education.

- Improvement in gender equality among the students in training courses for preschool and primary teachers, as well as child welfare education.

The Equality Plan also establishes new **measures** to achieve these objectives. Those aimed at Primary Education and lower Secondary Education are mentioned below:

- Anthology of Nordic boys and girls: in collaboration with the Nordic Council of Ministers. The book is composed of a selection of Nordic texts referring both to the most relevant gender issues and roles.
- Manifesto against bullying: this manifesto, resulting from the collaboration between the Government and different local and educational entities, intends to promote inclusive learning and life environments for children and young people.
- Short films on gender equality and gender roles: the Government will implement four short films on gender equality to be used at general schools.
- Development of competences to improve students' reading skills: PISA results reveal that men in lower Secondary Education have especially weak results in reading. Two initiatives to increase children's reading skills will be implemented.
- Educational Counselling: information given to students and parents about educational options.
- Subject "educational options" in lower Secondary Education: to think about measures to study how gender issues are dealt with in this subject.
- Teachers' training: the appropriate instructions on gender equality included in several reports related to awareness-raising on gender equality in teachers' training will be followed.
- Increase in teachers' competence: while the action plan is still in force, the Government will launch a project aimed at ensuring that teachers in secondary schools take more into account gender and equality issues when they plan their work. The aim is to eradicate gender differences between boys and girls regarding their educational options and, at the same time, ensure that the needs of students belonging to a minority group are met.
- Gender-sensitive approach in complementary training for counsellors: the aim is to consider how a gender-sensitive approach is included in complementary training for counsellors. Dialogue with the appropriate institutions.
- Pilot project "Child Welfare Education in Oslo and Akershus University College of Applied Sciences" (HIOA): this is a three-year pilot project aimed at increasing employment of men belonging to minority groups, as well as students of child welfare pedagogy. HIOA will establish a group of national reference to guarantee contributions and exchange of experiences between different experts at the national level.
- "Uke Sex" (sex week) in Norway: "Uke Sex" and the website run by students, www.sexfordeg.no, are part of a pilot project and a campaign offering free materials for teaching on sexuality from level 7 to 10. *Uke sex* is adapted to teaching in different levels, subjects, genders, sexual orientations, social and ethnic backgrounds and differences in terms of maturity, sexual development and experience.

Moreover, the Equality Plan establishes a set of indicators within this general education objective, which are the following:

- ◆ Number of students in higher Secondary school, broken down into educational plan, gender and immigrant background.
- ◆ Number of students in Higher Education by field of study and sex.
- ◆ Percentage of men working in kindergartens and schools.
- ◆ Percentage of kindergartens with one or more male employees.

Guidebook “Handsome and pretty” (“Kjekk og pen”, in Norwegian)

This guidebook was published by the Ministry of Education and Research in 2001 and is an instrument used by the Norwegian Government to implement the gender mainstreaming strategy in education.

The guidebook contains information on gender equality, examples of actions undertaken by different schools to achieve gender equality and examples illustrating how mainstreaming can be put into practice in schools.

A teacher's book came with this guidebook in 2004. The end purpose is to give teachers a series of tools to exercise their profession from a gender-sensitive perspective (*Gender Equality in Comprehensive Education, Ministry of Education and Research*).

Regulations on equality education in Spain

Regulatory background in education and equality

The right of girls to go to school was first recognized in Spain in the Public Educational Act of 1857, also known as Moyano Act. This Act confers upon girls the same right that had been only recognized to boys so far. At that time, academic contents changed depending on the sex of students. Thus, while boys learnt how to read, write and do calculations, girls studied subjects related to the religious and household fields, such as sewing, singing and praying (Women's Institute, 2001, p.34).

The Moyano Act was in force for a long period of time, even though other laws were approved at specific moments, such as during the First and Second Republics. These laws were historical milestones in terms of gender equality at that time, although they did not last long.

The Law on General Education was enacted in 1970 (General Law 14/1970, of 4 August, on Education and Funding of the Education Reform). This law reformed the Spanish educational system at all its levels. Its preamble establishes the principle of non-discrimination. Moreover, it includes among its objectives the achievement of equal treatment and opportunities. Regarding equality education, this law recognizes the possibility of qualifying both the contents and teaching methods on the basis of the students' sex.



With the beginning of the Spanish democracy and the approval of the Spanish Constitution in 1978, an improvement in the regulatory recognition of equal opportunities was made within the Spanish regulatory system. The Constitution recognized the equality of citizens before the law, without discrimination on the basis of origin, race, sex, religion, opinion

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or any other personal or social condition or circumstances. It also established Education as a fundamental right and forced public authorities to guarantee this right to any Spanish citizen.

After the enactment of the Spanish Constitution, a series of laws developing several aspects of the fundamental right to education were adopted, shaping the Spanish educational system. More in particular, six laws were approved during the democratic period. A summary of the educational acts approved during this period is included in the table below:

Table 1: Laws on education adopted during Democracy

Organic Law 5/1980, of 19 June, governing the Schools Statute (LOECE)
Organic Law 8/1985, of 3 July , governing the Right to Education (LODE) ¹⁰ (In force )
Organic Law 1/1990, of 3 October, governing the General Arrangement of the Educational system (LOGSE)
Organic Law 9/1995, of 20 November, governing the Participation, Evaluation and Management of Educational centers (LOPEG)
Organic Law 10/2002, of 23 December, governing Education Quality (LOCE)
Organic Law 2/2006, of 3 May, governing Education (LOE) (In force )

Source: Own elaboration on the basis of data included in BOE (Spanish Official Gazette).

One of these is Organic Law 1/1990, governing the General Arrangement of the Educational system (LOGSE). This law replaces the previous one, dating from 1970, and regulates the structure of the educational system at non-university levels.

From a gender-sensitive approach, this law is the first one to expressly recognize gender equality. Its Preamble establishes:

“The first and fundamental objective of education is to provide children and young people of both sexes with comprehensive training that will allow them to shape their own and essential identity, as well as conceive a reality including both knowledge and a moral and ethical evaluation of it. This comprehensive training shall be oriented to the development of their capacities in order to exercise, in a critical way and in an axiological plural society, their liberty, tolerance and solidarity” (Preamble, LOGSE).

It points out that, among the principles that must guide education, one of them must be:

¹⁰ Part of its provisions are still in force nowadays. More information at:

<http://www.boe.es/buscar/doc.php?id=BOE-A-1985-12978>

“Effective equality between sexes, refusal of any and all types of discrimination and respect for any culture” (Art. 2.3c. LOGSE).

Article 57.3 stipulates that the principle of gender equality must be taken into account when elaborating didactic materials so that gender stereotypes and roles can be overcome.

The precepts contained in this law regarding gender equality were reflected on the curriculum by which the specific objectives for mandatory primary and secondary education were established (González, 2008:345).

The LOPEG, adopted in 1995, does not refer to equal opportunities between sexes.

The Spanish Organic Law regulating Education Quality (LOCE) was approved in 2002. This Law refers to the principle of gender equality and non-discrimination in its statement of principles, even if it does not include any reference to equality in other articles.

Current legal framework

A review of the laws in force today which govern issues both related to the educational system and to equal opportunities for men and women at national level is included below. The laws appear in the same order they were adopted.

Spanish Constitution of 1978

As supreme regulation of the Spanish legal system, it includes the principles, rights and duties that apply to public authorities and Spanish citizens.

As stated before, one of the guiding principles of the Spanish Constitution is the non-discrimination on the basis of sex. Education is mentioned in the section related to fundamental rights and further developed in article 27, entirely devoted to this topic, where freedom of education, right to education and university independence are declared.

Organic Law 2/2006 of 3 May, governing Education (LOE)

This Law establishes the regulatory framework for education at all levels but the university level. The first principle that inspired this Law, according to the Preamble, is the “need to provide quality education to citizens of both sexes at any level of the educational system”.

Regarding one of the aims of Education, it points out “education on the basis of respect for the fundamental rights and liberties, as well as effective equal opportunities for men and women, acceptance of affective and sexual diversity and critical evaluation of inequalities, allowing to overcome sexist behaviours. The content of Organic Law 1/2004 of 28 December, on Measures for a Comprehensive Protection against Gender Violence is thus entirely assumed”.

It also describes the specific objectives established for each stage of education. With regard to Primary Education, it is highlighted that one of them is the knowledge, understanding and respect both of the differences between people and equal rights and opportunities for men and women on the part of students. Regarding gender equality, Primary Education

will be based on an attitude refusing violence, prejudices and sexist stereotypes (Articles 17.d and 17.m).

Article 23.c points out that one of the objectives in Mandatory Secondary Education in Spain is the valuation of and respect for the difference between both sexes and equal rights and opportunities. Likewise, it expressly states that stereotypes leading to discrimination between men and women are rejected.

Article 84 stipulates the admission of students in public and private centers. More in particular, section 3 states that sex shall never be a reason for discrimination regarding enrolment in education.

In the chapter related to teachers' training, more in particular in article 102, the Law stipulates that continuous training programs shall include specific training on equal opportunities in the terms established by the Law on Measures for a Comprehensive Protection against Gender Violence.

The LOE regulates the coordination bodies that must run public centers. In this sense and with regard to the School Board, it delegates on it the responsibility for proposing measures to favour co-existence and equality between men and women, among other issues (Article 127.g).

It also establishes that inspectors shall supervise that the principle of equal opportunities for men and women in the educational center is observed, among others (Article 151.e).

Among its additional provisions, one refers to textbooks and academic materials. It points out that the materials used shall reflect the principles and values stemming from the Law on Measures for a Comprehensive Protection against Gender Violence (fourth additional Provision).

The twenty-fifth additional Provision refers to the promotion of effective equality between men and women. This precept stipulates that:

“With the aim of favouring equal rights and opportunities and promoting effective equality between men and women, those centers developing the principle of co-education at all educational stages, shall be subject to priority and preferential attention with regard to the implementation of the provisions contained in this Law, without prejudice to the provisions established in international agreements signed by Spain”.

Furthermore, the LOE expressly repeals the laws on education in force before that date, except for the LODE, although some of its precepts were amended. With regard to gender equality, the most significant modification was the obligation to appoint, within the School Board of the educational center, one person in charge of promoting educational measures favouring real and effective equality between men and women (First final Provision.8).

National Curriculum

In Spain, the National Curriculum is the “set of objectives, basic skills, contents, pedagogic

methods and assessment criteria in this educational stage" (R.D. 1513/2006 Article 5).

The Ministry of Education, Culture and Sports is responsible for planning the basic contents of the National Curriculum, and its guidelines must be followed by the other educational Administrations.

In Spain, two regulations establish the minimum National Curriculum:

- ✦ Royal Decree 1513/2006 of 7 December, by which the minimum contents for Primary Education are established.
- ✦ Royal Decree 1631/2006 of 29 December, by which the minimum contents corresponding to Mandatory Secondary Education are established.

Basic education must be based on the fundamental principle of “attention to diversity” (Art. 4.3 LOE and National Curriculum). This principle implies that, notwithstanding the principle guaranteeing common education for all the students, educational centers are entitled to implement measures, both at the curriculum and organizational levels in order to adapt teaching to those students that may need it. The modifications will be undertaken with the aim of developing the basic skills established in the Curriculum as much as possible.

In this sense, the basic curriculum for Primary Education establishes (13.4):

“The educational intervention shall take into account the diversity of students as a principle, understanding that this is a way of guaranteeing their development while providing an individual attention on the basis of the needs of each student”.

The basic skills for mandatory Primary and Secondary Education established in the National Curriculum are:

1. Linguistic Communication
2. Mathematical skills
3. Knowledge of and interaction with the physical world
4. Information processing and digital skills
5. Social and civic skills
6. Cultural and artistic skills
7. Learn to learn
8. Autonomy and individual initiative

The National Curriculum has basic features that must be observed by all educational authorities. In this regard, the LOE introduces some clarifications, since the basic contents for minimum education will require 55 per cent of the school schedules for those Autonomous Communities which have a co-official language and 65% for those who do not.

Moreover, educational centers have a certain degree of autonomy at the pedagogical, organizational and managerial levels, in order to design their center projects. These projects are documents containing the values, objectives and priorities of action, always observing the minimum contents established by the National Curriculum. In this sense, both

Primary and Secondary schools have a certain degree of autonomy to design their work plan, extend the school schedule or manage other organizational issues within the terms established by law.

Organic Law 1/2004 of 28 December, on Measures for a Comprehensive Protection against Gender Violence

The main objective of this Law is:

“to react against violence that, as an expression of discrimination, inequality and power relations of men on women, is exercised upon them by those who are or have been their spouses or those who are or have been linked to them by means of affective relationships, even if they did not live together” (Art. 1).

In the explanatory statement, it is declared that this Law will propose a set of measures to raise awareness and intervene in the educational field. Title I contains the description of the measures aimed at raising awareness, preventing and detecting, which will be implemented in different areas, education among them, to which the first chapter of the Law refers (Articles 4 to 9).

Article 4, entitled “principles and values of the educational system”, includes the principles that must be used as a guidance for the educational system, as far as gender equality is concerned. It establishes that the educational system must include among its objectives the principle of equal opportunities and must work to overcome any obstacles detected on the road towards equal opportunities for men and women. It specifies the ultimate objectives of each educational stage with regard to gender equality.

“4.1. The Spanish educational system shall include among its objectives an education based on the respect for the fundamental rights and liberties and the equality between men and women, as well as the exercise of tolerance and liberty within the democratic principles of co-existence.

Likewise, the Spanish educational system shall include, among its quality principles, the removal of obstacles that hinder full equality between men and women, as well as the appropriate training to prevent conflicts and resolve them in a peaceful way.

(...)

4.3. Primary Education shall contribute to develop the ability of students to acquire skills for peaceful resolution of conflicts and understanding and respect of gender equality.

4.4. Mandatory Secondary Education shall contribute to develop the students' ability to interact with others in a peaceful way and know, value and respect the principle of equal opportunities for men and women”.

(Law on Measures for a Comprehensive Protection against Gender

Violence).

The remaining articles of the section on education (5 to 9) are precepts establishing specific measures that must be adopted by different bodies and stakeholders involved in education. More in particular, it refers to the immediate enrolment in case of gender violence for children of victims, the promotion of equality through didactic materials to eradicate sexist and discriminatory stereotypes and the initial and continuous training of teachers regarding equal opportunities. With regard to School Boards, both the adoption of measures favouring real equality on their part and the participation of the Women's Institute and women organizations in the School Board of the State are promoted. The last article of this section refers to the educational Inspectorate, which is urged to introduce the principle of equality between men and women in its activities.

Likewise, this law, through the publication of additional provisions, amends several laws in force in the field of education. More in particular, it amends the LODE, LOGSE and LOCE by means of additional provisions number three, four and five, respectively. The introduced amendments agree with the clearly transversal nature of this law, since they apply to an important series of fields. In the present case, in the field of education, the modifications are mainly the introduction of precepts through which the need to specifically consider the principle of equal opportunities is detailed.

Organic Law 3/2007 of 22 March, for Effective Equality between Men and Women

This Law, which is aimed at making the right to equal treatment and opportunities for men and women effective in different social fields, was something new in Spain, since it clearly intends to prevent discriminatory behaviours and propose active policies understanding that the issue of equal opportunities for men and women must be mainstream in all areas of society.

It includes the general guidelines that public authorities must follow when working in favour of equality. One of the areas referred by the Law is education. With regard to the objectives of education, it establishes that the educational system must pursue the respect for the fundamental rights and liberties, as well as equal rights and opportunities for men and women. Moreover, the educational system will assume as quality principles “*the removal of obstacles that obstruct the effective equality between men and women and the promotion of full equality between them*” (Article 23).

Article 24 establishes how public educational authorities must include the principle of equality in their policy. In this sense, the Law states that they must incorporate the principle of equal treatment as a priority, including it in the objectives and actions that may be carried out and preventing sexist behaviours and stereotypes that are the cause of inequalities between men and women.

For that purpose, the Law contains a list of actions that shall be carried out by educational administrations:

- a) *Special attention to the principle of equality between men and women in*

the curriculum and at all educational stages.

b) Elimination and rejection of sexist contents and behaviours and stereotypes leading to discrimination between men and women, especially on textbooks and didactic materials.

c) Inclusion of the study and implementation of the principle of equality in teachers' induction and continuous training courses and programmes.

d) Promotion of gender balance in supervisory and management bodies of educational centers.

e) Cooperation with the rest of the educational Administrations for the development of projects and programs aimed at promoting knowledge and dissemination, within the educational community, of the principles of co-education and effective equality between men and women.

f) Implementation of educational measures aimed at acknowledging and teaching the role of women in History (Article 24.2).

This Law also establishes provisions related to Higher Education, in connection with which educational authorities are urged to promote actions aimed at favouring effective gender equality.

Other instruments to promote Education on the basis of Equality

Strategic Plans on Equal Opportunities

The Women's Institute started to work in favour of the promotion of equal opportunities for men and women several decades ago, in the educational field, by proposing objectives and contents which, with regard to equal opportunities, each stage of education must have. These guidelines have been reflected on different Strategic Plans on Equal Opportunities that have been adopted so far—a total of 5.

The first one, valid for 4 years, was adopted in 1988. Nowadays, the last Plan was adopted in 2008, also valid for 4 years (González, 2008:348-349).

With regard to the 2008-2011 Strategic Plan on Equal Opportunities —although it is not in force any longer and the regulation applying to the next period has not been published yet— its main contributions are highlighted below, since it is considered an essential tool to achieve equal opportunities for men and women.

The Strategic Plan on Equal Opportunities was inspired by the principles of non-discrimination and equality. Moreover, it states that the governing principles that will guide the Plan are: citizenship, empowerment, mainstreaming and innovation.

These governing principles will guide the development of the Plan, which was divided into 12 different lines of action in order to be put into practice. One of these lines, number 4 in particular, refers to Education. This Line, which firstly highlights the importance of

Education to shape today's society and gender equality, introduces a brief diagnosis about the situation of education with regard to equal opportunities for men and women.

Furthermore, the strategic objectives that will guide Line 4 of the Plan are reflected, which are the following:

1. *To promote appropriate initial and continuous training for teachers and education professionals in general, with regard to co-education, prevention of gender violence and equal opportunities for men and women.*
2. *To promote gender balance in the bodies responsible for management, decision-making and participation within the educational system.*
3. *To implement co-education in the center's educational projects.*
4. *To prevent and act against gender violence at any stage of education.*
5. *To promote the inclusion of the gender-sensitive approach in sport activities.*
6. *To promote the publishing of textbooks and didactic materials according to equality and non-discrimination criteria, including the approach and contributions made by women in school and academic contents.*
7. *To promote the inclusion of specific contents and activities, adapted to each educational stage, about the meaning and scope of gender equality.*
8. *To pay specific attention, within the framework of attention to diversity, to groups of girls and women who suffer from greater vulnerability arising from a situation of double discrimination caused by their disability, ethnic minority, migration or social exclusion.*
9. *To guarantee, within the framework of the democratic principles granted by the Constitution and the Universal Declaration of Human Rights and taking into account the increasing cultural diversity of students, equality education and based on gender equality.*
10. *To adapt education programs for adults to their new profiles and needs.*
11. *To promote the design and implementation of non-sexist counselling programmes promoting the selection of studies in a non-discriminatory way.*
12. *To promote the management of educational centers based on work-life balance criteria.*
13. *To introduce a gender-sensitive approach in the evaluation processes of the educational system.*

2008-2011, Strategic Plan on Equal Opportunities.

The Equality Plan also contains a set of actions that shall be promoted within the framework of each objective. Due to space restrictions, the actions proposed by the Line on Education are attached in the Appendixes.

4.4. Findings

Norway is a pioneering country in the acknowledgement of women's right to education and has a wide experience in transversal implementation of gender equality policies. Compared to Norway, Spain is lagging behind due to several historical and socio-economic factors. Even though nowadays it seems that these differences have been minimized in some areas, there are still significant differences which must be noted.

The basic difference between the **political systems** of both countries is the relationship shaping the state's administrative structure. While Norway is organized as a unitary state, Spain is a state composed of Autonomous Communities. That is to say, in Norway, the legislative power resides only in the Parliament (*Storting*, in Norwegian), while in Spain both the National Government and the Autonomous Communities have legislative power.

The organization of the **educational system** is quite similar in Norway and Spain: Elementary Education is mandatory and free, and comprises 10 years, from 6 to 16 years old. However, both countries have particularities affecting the development of the principle of equality within the educational system, which must be therefore taken into account.

First of all, Norway's local administration is part of the management bodies of educational centers, the School Boards. Moreover, this administration is entitled to modify and/or complement the Academic Curriculum for Primary and Mandatory Secondary Education, which confers upon the municipality an essential role in the design of academic contents. This is totally different from the situation in Spain, where the local administration has very restricted powers as far as the organization of the educational system is concerned.

Secondly, there are also differences with regard to teachers' professional status. In Spain, teachers are civil servants working for the competent public administration (national or autonomous authority, according to the situation), while in Norway teachers are professionals employed by the educational center itself or the local authorities.

These differences are very important when implementing an academic model based on Equal Education, since they are directly related to the degree of autonomy held by the responsible educational authorities to put into practice specific measures.

Regarding the **equality system**, both countries have adopted a similar strategy known as dual strategy and consisting, on the one hand, of specific actions aimed at overcoming discrimination (towards women or men) and, on the other hand, gender mainstreaming. Norway has been working on gender mainstreaming for decades. In Spain, this approach has been firmly promoted in the last years, especially after the adoption of Organic Law 3/2007 of 22 March, for Effective Equality between Men and Women.

Several conclusions are drawn from the **compared review of Spanish and Norwegian laws on education and equality**:

The Spanish and Norwegian Educational Acts introduce the principle of equal opportunities for men and women in a different way. While the Norwegian Law hardly refers to equality in the field of education—the only explicit reference being a precept by which the division of students into groups according to their sex is prohibited—the Spanish Educational Act refers to equality on numerous occasions.

The Spanish Educational Act establishes that the educational system is based on the respect for the principle of equality and non-discrimination, and it is against any form of violence in the field of education, pointing out that fighting sexist stereotypes is one of its purposes. It introduces several specific articles related to equality: continuous training for teachers must include training on equal opportunities; didactic materials used at schools shall not reproduce sexist stereotypes and, moreover, co-education or Equality Education shall be promoted. On the other hand, the Equality Act also highlights the need to adopt an

educational model based on Equality Education.

In Norway, the most important references to the promotion of the principle of equality within the field of education are contained in the Equality Act. This Act, which promotes an educational model based on the “inclusive school”, establishes, among its objectives, the need to achieve a more balanced proportion in the number of male and female teachers — in Norway, 70% of teachers are women—, fight against sexual harassment within the field of education and use didactic materials that do not reproduce sexist stereotypes.

One similarity between the analyzed legal texts—even though it is true that Norwegian legislation has been analyzed in English—is related to the use of sexist language. The use of masculine as generic and universal category to refer to both sexes has been detected in both legislations, thus perpetuating an androcentric approach to society in which men are the reference point.

To sum up and as it has been concluded from the analysis of regulations, both the Norwegian and Spanish legal systems proclaim formal equality between men and women. Both countries have this principle reflected on their respective fundamental laws and, moreover, both of them develop instruments aimed at achieving equality and removing discriminatory elements existing in both societies. The equality plans developed and implemented by the Norwegian and Spanish governments are evidence of this.

With regard to these Equality Plans, some differences have been detected. While the Norwegian Equality Plan stresses the need to achieve gender equality within the field of education, put an end to violence and increase the number of male teachers, the Spanish Plan advocates for the implementation of a model based on co-education or Equality Education and includes measures to fight sexist stereotypes and roles.

The big differences between Nordic and south European countries are often pointed out, especially at cultural level. However, in the globalized world we currently live in, the governments of societies that seem to be so different have to face nearly the same problems and challenges and look for similar solutions. This could be the case of Norway and Spain in the field of Equal Education. Generally speaking, the legal systems of both countries, although different, are based on similar fundamental principles, and public policies adopt similar strategies.

It cannot be denied that the principles of equal opportunities for men and women and non-discrimination are included as guiding principles in the Norwegian and Spanish legislation in force. However, in order to achieve real equality between men and women, this seems not to be enough. This is why one of the challenges both countries are facing may imply the need to promote specific, measurable and efficient measures to overcome discrimination practices.

5. Comparative analysis of the regulatory framework on Equality Education

5.1. Introduction

The fact that the Spanish state is organized into autonomous communities or regions means that such Autonomous Communities assume the powers related to the organization and execution of some matters, and they are politically independent to manage them.

In some areas, Autonomous Communities have the powers and legislative capacity to enact rules which shall be mandatory within their territory, provided the principles, foundations and guidelines set by the applicable state law are observed (Article 150 of the Spanish Constitution).

Regarding some matters, Autonomous Communities share the legislative power with the Central State. This is the case in Education. The State shall enact the laws governing some aspects of the educational system (such as degree recognition, national curriculum, etc.) and, in turn, Autonomous Communities also have statutory power in other aspects which are not governed by the Central State.

Spanish Organic Law governing the Right to Education (LODE) refers to this aspect as it lays down that in the programs and the general organization of the educational system both the State and Autonomous Communities are competent.

“(...) it is both the Central State's and the Autonomous Communities' responsibility to guarantee that any educational needs are covered, providing an appropriate offer of school places, honoring a public Education system which was neglected for several years and promoting equal opportunities .”
(Preamble. LODE).

Likewise, regarding equal opportunities for men and women, Autonomous Communities also have some statutory capacity. According to constitutional mandate and as public powers, they are obliged to foster the conditions necessary for Equality to be real and effective (Article 9.2 of the Spanish Constitution).

Additionally, Organic Law 3/2007 of 22 March, on Effective Equality of Men and Women stipulates that:

“The National State Administration and the Administrations of the Autonomous Communities shall cooperate to incorporate the right to Equality

between men and women to their respective powers and, particularly, in any planning actions.” (Article 21.1).

Thus, Autonomous Communities develop their own regulatory framework adjusted to the national framework, both in the matters related to Education and to equal opportunities for men and women.

In this report, we will analyze the regional regulatory framework in force for each of the Autonomous Communities participating in the study.

5.2. Goals and methodology

The goal we seek when carrying out this analysis is to collect information on the different rules regarding Education and equal opportunities for men and women enacted by Autonomous Communities in order to determine the status of Equality Education in Spain.

The specific goals of this analysis of the regulatory framework are the following:

- ◆ Refer to the administrative bodies in charge of the areas of Education and equal opportunities.
- ◆ Compile any regulations published by the different Autonomous Communities in the areas of Education and Equality.
- ◆ Analyze whether the different Autonomous Communities have created development tools to intervene, within their territories, in matters related to Equality Education.

This analysis will be carried out by reviewing the bibliography of the laws on Education and Equality currently in force in the Autonomous Communities.

Besides reviewing the organic laws establishing the respective Statutes of Autonomy, we will examine any legally binding rules enacted by Autonomous Communities with powers in the areas of Education and Equality and the strategic plans or any other specific instruments developing such laws.

The information gathered is organized into fact sheets, one per Autonomous Community, with the following structure:

- ◆ Review of the date when powers in the areas of Education and Equality are transferred to the competent regional administrations in the areas of Education and equal opportunities for men and women.
- ◆ Regulations formalizing the power transfer in the areas of Education and Equality, from the Central State to the corresponding Autonomous Community.
- ◆ Laws and regulations lower in rank than that of regional nature and relevant in the areas of Education and Equality.
- ◆ Regional intervention instruments regarding Equality Education.

5.3. Analysis

Before starting with the analysis, we would like to note that no powers related to the area of Education have been transferred to the Autonomous Cities of Ceuta and Melilla.

However, they have powers to enforce some areas transferred by the General State Administration. Two of such areas are Education and Equality. Therefore, the following fact sheets show the statutory actions taken by Ceuta and Melilla to promote Equality Education in the schools within their territory.

Basque Country

BASQUE COUNTRY

Competent regional bodies

Department of Education, Language Policy and Culture. Basque Government.

Regional Ministry of Presidency. Basque Government.

Emakunde - Basque Women's Institute. Independent body reporting to the President of the Basque Government.

Regulations transferring the powers

Royal Decree 1948/1996 of 23 August, expanding the State Administration services transferred to the Autonomous Community of the Basque Country by Royal Decree 2808/1980 of 26 September regarding Education.

Royal Decree 3195/1980 of 30 December, completing the transfer of functions and services by the State to the Autonomous Community of the Basque Country regarding Education.

Royal Decree 2808/1980 of 26 September, on the transfer of services by the State to the Autonomous Community of the Basque Country regarding Education.

Organic Law 3/1979 of 18 December, Statute of Autonomy of the Basque Country.

Regional statutory actions regarding Equality Education.

Decree 61/2012 of 8 May, amending the Decree on the Head selection process and the appointment and dismissal of other single-member governing bodies for non-university educational institutions within the Autonomous Community of the Basque Country reporting to the Department of Education, Universities and Research.

Decree 185/2010 of 6 July, approving the Agreement governing the work conditions of non-university faculty with a civil servant status in the Autonomous Community of the Basque Country.

Decree 175/2007 of 16 October, establishing and implementing the curriculum for Basic Education in the Autonomous Community of the Basque Country.

Law 4/2005 of 18 February, on Equality between Men and Women.

Law 1/1993 of 19 February, on Basque Public Schooling.

Regional interventions regarding Equality Education.

V Plan for the Equality between Men and Women in the Autonomous Community of the Basque Country, 2010.

Catalonia

CATALONIA

Competent regional bodies

Department d'Ensenyament [Department of Education]. Generalitat de Catalunya [Regional Government of Catalonia].

Departament de Benestar Social i Família [Department of Social Welfare and Family]. Generalitat de Catalunya [Regional Government of Catalonia].

Institut Català de les Dones [Catalonian Women's Institute]. Generalitat de Catalunya [Regional Government of Catalonia].

Regulations transferring the powers

Organic Law 6/2006 of 19 July, reforming the Statute of Autonomy of Catalonia.

Royal Decree 392/1998 of 13 March, expanding the State Administration services transferred to the Government of Catalonia by Royal Decree 2809/1980 of 3 October regarding Education.

Royal Decree 1399/1995 of 4 August, expanding the State Administration services transferred to the Government of Catalonia by Royal Decree 2809/1980 of 3 October regarding Education.

Royal Decree 2809/1980 of 3 October, on the transfer of services by the State to the Government of Catalonia regarding Education.

Regional statutory actions regarding Equality Education.

Law 5/2008 of 24 April, on Women's right to eradicate gender-based violence.

Decree 143/2007 of 26 June, establishing the organization of teaching in Mandatory Secondary Education.

Decree 142/2007 of 26 June, establishing the organization of teaching in Mandatory Primary Education.

Regional interventions regarding Equality Education.

Strategic Plan of Women's Policies of the Government of Catalonia 2012-2015.

Plan for the Safety and Care of Women victims of gender-based and domestic violence.

Galicia

GALICIA

Competent regional bodies

Consellería de Cultura, Educación y Ordenación Universitaria [*Regional Ministry of Culture, Education and University Organization*]. Xunta de Galicia [*Government of Galicia*].

Consellería de Presidencia, Administraciones Públicas y Justicia [*Regional Ministry of Presidency, Public Administrations and Justice*]. General Secretariat for Equality. Xunta de Galicia [*Government of Galicia*].

Regulations transferring the powers

Royal Decree 1752/1999 of 19 November, expanding the State Administration services transferred to the Autonomous Community of Galicia by Royal Decree 1763/1982 of 24 July regarding Education.

Royal Decree 1763/1982 of 24 July, on the transfer of functions and services regarding Education by the State Administration to the Autonomous Community of Galicia.

Organic Law 1/1981 of 6 April, Statute of Autonomy of Galicia.

Regional statutory actions regarding Equality Education.

Law 5/2008 of 24 April, on Women's right to eradicate gender-based violence.

Decree 143/2007 of 26 June, establishing the organization of teaching in Mandatory Secondary Education.

Decree 142/2007 of 26 June, establishing the organization of teaching in Mandatory Primary Education.

Regional interventions regarding Equality Education.

Strategic Plan of Women's Policies of the Government of Catalonia 2012-2015.

Plan for the Safety and Care of Women victims of gender-based and domestic violence.

ANDALUSIA

Competent regional bodies

Regional Ministry of Education. Andalusian Government.

Regional Ministry of Presidency and Equality. Gender Equality Unit. Andalusian Government.

Andalusian Women's Institute. Andalusian Government.

Regulations transferring the powers

Organic Law 2/2007 of 19 March, reforming the Statute of Autonomy of Andalusia.

Royal Decree 1406/1995 of 4 August, expanding the State Administration's functions and services transferred to the Autonomous Community of Andalusia by Royal Decree 3936/1982 of 29 December regarding Education.

Royal Decree 3936/1982 of 29 December, on the transfer of functions and services regarding Education by the State Administration to the Autonomous Community of Andalusia.

Regional statutory actions regarding Equality Education.

Order of 20 June 2011 adopting measures to promote co-existence in teaching institutions funded by public funds and governing the right of families to participate in their son's and daughter's educational process.

Law 17/2007 of 10 December, on Education in Andalusia.

Law 13/2007 of 26 November, on Comprehensive Protection Measures against Gender-based Violence.

Law 12/2007 of 26 November, for the promotion of gender equality in Andalusia.

Order of 10 August 2007, developing the curriculum corresponding to Mandatory Secondary Education in Andalusia.

Regional interventions regarding Equality Education.

I Strategic Plan for the Equality between Men and Women in Andalusia, 2010-2013 (IMHA).

Order of 15 May 2006, governing and developing the actions and measures set out in the I Plan for the Equality of Men and Women in Education.

Principality of Asturias

PRINCIPALITY OF ASTURIAS

Competent regional bodies

Regional Ministry of Education, Culture and Sport. Government of the Principality of Asturias.

Regional Ministry of Presidency. Government of the Principality of Asturias.

Asturian Women's Institute. Government of the Principality of Asturias.

Asturian Women's Council. Government of the Principality of Asturias.

Regulations transferring the powers

Decree 182/1999 of 30 December, on the assumption of functions and services transferred by the State Administration regarding non-university Education and adhered to the regional Ministry of Education and Culture.

Organic Law 7/1981 of 30 December, Statute of Autonomy of Asturias.

Regional statutory actions regarding Equality Education.

Law 2/2001 of 11 March, on the Equality of Men and Women and Gender-based Violence Eradication.

Decree 76/2007 of 20 June, governing the participation of the educational community and government bodies in public centers providing non-university Education in the Principality of Asturias.

Decree 74/2007 of 14 June, governing the planning and establishing the curriculum for mandatory secondary Education in the Principality of Asturias.

Decree 56/2007 of 24 May, governing the planning and establishing the curriculum for mandatory primary Education in the Principality of Asturias.

Regional interventions regarding Equality Education.

IV Plan on Positive Action for Women in the Principality of Asturias (2001-2005) as approved by the Government Council on 8 March 2001 and presented in the General Meeting of the Principality of Asturias on 22 February 2002.

Cantabria

CANTABRIA

Competent regional bodies

Regional Ministry of Presidency and Justice. General Directorate for Equality, Women and Youth Affairs. Government of Cantabria.

Regional Ministry of Education, Culture and Sport. Government of Cantabria.

Regulations transferring the powers

Royal Decree 2671/1998 of 11 December, on the transfer of functions and services regarding non-university education by the State Administration to the Autonomous Community of Cantabria.

Organic Law 8/1981 of 30 December, Statute of Autonomy of Cantabria.

Regional statutory actions regarding Equality Education.

Bill for Effective Equality between Men and Women in Cantabria.

Resolution of 26 August 2010, determining the appointment by the School Council in semi-public and public schools in the Autonomous Community of Cantabria of a person promoting educational measures fostering real and effective equality between men and women, and establishing their functions and participation in such schools' bodies for academic year 2010-2011.

Decree 53/2009 of 25 June, governing school co-existence and the rights and duties of the educational community in the Autonomous Community of Cantabria.

Law 6/2008 of 26 December, on Education in Cantabria.

Decree 56/2007 of 10 May, establishing the curriculum for Primary Education in the Autonomous Community of Cantabria.

Cantabrian Comprehensive Law 1/2004 of 1 April, on the Prevention of Violence Against Women and Victim Protection.

Regional interventions regarding Equality Education.

III Plan for Equal Opportunities for Men and Women in Cantabria.

Strategic Plan to Support Families in Cantabria 2007-2012.

LA RIOJA

Competent regional bodies

Regional Ministry of Education, Culture and Tourism. Government of La Rioja.

Regional Ministry of Health and Social Services. Government of La Rioja.

Sectoral Council for Women Affairs. Government of La Rioja.

Women's Counseling Center. Government of La Rioja.

Regulations transferring the powers

Royal Decree 1826/1998 of 28 August, on the transfer of functions and services regarding non-university education by the State Administration to the Autonomous Community of La Rioja.

Organic Law 3/1982 of 9 June, Statute of Autonomy of the Community of La Rioja.

Regional statutory actions regarding Equality Education.

Lay 3/2011 of 1 March, on Prevention and Protection and Institutional Coordination regarding Violence in La Rioja.

Decree 26/2007 of 4 May, establishing the curriculum for Primary Education in the Autonomous Community of La Rioja.

Decree 23/2007 of 27 April, establishing the curriculum for Mandatory Secondary Education in the Autonomous Community of La Rioja.

Regional interventions regarding Equality Education.

IV Women's Comprehensive Plan 2011-2014.

III Comprehensive Plan against Gender-based Violence 2006-2009.

Región of Murcia

REGIÓN OF MURCIA

Competent regional bodies

Regional Ministry of Education, University and Employment Affairs. Government of the Region of Murcia.

Regional Ministry for Health and Social Policies. Government of the Region of Murcia.

Women's Institute of the Region of Murcia. Government of the Region of Murcia.

Regulations transferring the powers

Royal Decree 938/1999 of 4 July, on the transfer of functions and services regarding non-university Education by the State Administration to the Autonomous Community of the Region of Murcia.

Organic Law 4/1982 of 9 June, Statute of Autonomy of Region of Murcia.

Regional statutory actions regarding Equality Education.

Decree 291/2007 of 14 September, establishing the curriculum for Mandatory Secondary Education in the Autonomous Community of the Region of Murcia.

Royal Decree 286/2007 of 7 September, establishing the curriculum for Mandatory Primary Education in the Autonomous Community of the Region of Murcia.

Law 7/2007 of 4 April, on Equality between Men and Women and on the Protection against Gender-based Violence in the Region of Murcia.

Regional interventions regarding Equality Education.

IV Plan for Equal Opportunities for Men and Women in the Region of Murcia.

Municipal Plan for Equal Opportunities for Men and Women 2010-2012 in the Region of Murcia.

Community of Valencia

COMMUNITY OF VALENCIA

Competent regional bodies

Regional Ministry of Education, Culture and Sport. *Regional Government of the Community of Valencia.*

Conselleria de Bienestar Social [*Regional Ministry of Social Welfare. Regional Government of the Community of Valencia*].

Consell Escolar de la Comunitat Valenciana [*School Council of the Community of Valencia. Regional Government of the Community of Valencia*].

Valencian Council for Women Affairs. [*Regional Government of the Community of Valencia*].

Regulations transferring the powers

Royal Decree 1759/1998 of 31 July, on the expansion of the services transferred from the State Administration to the Community of Valencia in Education matters (centers belonging to the Ministry of Defense).

Royal Decree 650/1986 of 1 March, on the transfer of functions regarding study aids and extension of resources allocated to the transferred services related to non-university Education from the State Administration to the Community of Valencia

Royal Decree 2093/1983 of 28 July, on the transfer of functions and services regarding non-university Education by the State Administration to the Community of Valencia.

Organic Law 5/1982 of 1 July, Statute of Autonomy of the Community of Valencia.

Regional statutory actions regarding Equality Education.

Consell's Decree 39/2008 of 4 April, on coexistence in publicly funded non-university centers and on the rights and duties of students, fathers, mothers, guardians, teachers and clerical and service staff.

Consell's Decree 111/2007 of 20 July, establishing the curriculum for Primary Education in the Community of Valencia.

Consell de la Generalitat's Decree 233/2004 of 22 October, creating an Observatory for School Co-existence in Centers in the Community of Valencia.

Regional Government's Law 9/2003 of 2 April, on Equality between Men and Women.

Regional interventions regarding Equality Education.

IV Plan for Equal Opportunities for Men and Women 2011-2014.

ARAGÓN

Competent regional bodies

Department of Education, University, Culture and Sport. Government of Aragon.

Department of Health, Social Welfare and Family Affairs. Government of Aragon.

Women's Institute of Aragon Government of Aragon.

Regulations transferring the powers

Organic Law 5/2007 of 20 April, Statute of Autonomy of Aragon.

Royal Decree 1982/1998 of 18 September, on the transfer of functions and services regarding non-university education by the State Administration to the Autonomous Community of Aragon.

Regional statutory actions regarding Equality Education.

Preliminary Draft Law on Education for Aragon (Decision of 9 September 2008 by the General Technical Secretariat submitting the Preliminary Draft Law on Education for Aragon to a public information process).

Order of 9 May 2007 by the Department of Education, Culture and Sport approving the curriculum for Primary Education and authorizing its application in schools within the Autonomous Community of Aragon.

Lay 4/2007 of 22 March, on Prevention and Comprehensive Protection to Women Victims of Violence in Aragon.

Regional interventions regarding Equality Education.

II Plan for the Prevention and Eradication of Violence against Women in Aragon.

Resolution of 18 December 2001 of the Government of Aragon, approving the III Plan on Positive Action for Women in Aragon.

Castilla-La Mancha

CASTILLA-LA MANCHA

Competent regional bodies

Regional Ministry of Education, Culture and Sport Affairs. Government of Castilla-La Mancha.

Regional Ministry of Presidency and Public Administrations. Government of Castilla-La Mancha.

Women's Institute of Castilla-La Mancha. Government of Castilla-La Mancha.

Regulations transferring the powers

Royal Decree 1844/1999 of 3 December, on the transfer of functions and services regarding non-university education by the State Administration to the Autonomous Community of Castilla-La Mancha.

Organic Law 9/1982 of 10 August, Statute of Autonomy of the Autonomous Community of Castilla-La Mancha.

Regional statutory actions regarding Equality Education.

Law 12/2010 of 18 November, on Equality between Men and Women in Castilla-La Mancha.

Law 7/2010 of 20 July, on Education in Castilla-La Mancha.

Law 5/2008 of 12 June, modifying Law 22/2002 of 21 November creating the Women's Institute in Castilla-La Mancha.

Decree 69/2007 of 29 May, establishing and planning the curriculum for Mandatory Secondary Education in the Autonomous Community Castilla-La Mancha.

Law 22/2002 of 21 November, creating the Women's Institute in Castilla-La Mancha.

Regional interventions regarding Equality Education.

Strategic Plan for Equal Opportunities for Men and Women in Castilla-La Mancha 2011-2016 as approved by the Resolution of the Government of Castilla-La Mancha on 8 March 2011.

Canary Islands

CANARY ISLANDS

Competent regional bodies

Regional Ministry of Education, University and Sustainability Affairs. Government of the Canary Islands.

Regional Ministry of Presidency, Justice and Equality. Government of the Canary Islands.

Canarian Institute for Gender Equality. Government of the Canary Islands.

Regulations transferring the powers

Royal Decree 2469/1996 of 2 December, expanding the State Administration services transferred to the Autonomous Community of the Canary Islands by Royal Decree 2091/1983 of 28 July regarding Education.

Royal Decree 2091/1983 of 28 July, on the transfer of functions and services regarding Education by the State Administration to the Autonomous Community of the Canary Islands.

Organic Law 10/1982 of 10 August, Statute of Autonomy of the Canary Islands.

Regional statutory actions regarding Equality Education.

Canarian Law 1/2010 of 26 February, on Equality between Men and Women.

Decree 127/2007 of 24 May, establishing the organization of the curriculum for Mandatory Secondary Education in the Autonomous Community of the Canary Islands.

Decree 126/2007 of 24 May, establishing the organization of the curriculum for Mandatory Primary Education in the Autonomous Community of the Canary Islands.

Law 1/1994 of 13 January, creating the Canarian Women's Institute (legal text as per Canarian Official Gazette 10/1994 of 24 January).

Regional interventions regarding Equality Education.

Canarian Program to Prevent and Eradicate Violence against Women, 2002-2006.

FORAL COMMUNITY OF NAVARRE

Competent regional bodies

Department of Education. Government of Navarre.

Department of Social Policies. Government of Navarre.

Navarre's Institute for Family and Equality Affairs. Government of Navarre.

Navarre's Equality Council. Government of Navarre.

Regulations transferring the powers

Royal Decree 1070/1990 of 31 August, on the transfer of functions and services regarding non-university education by the State Administration to the Foral Region of Navarre.

Organic Law 13/1982 of 10 August, on the Reintegration and Enhancement of the Foral Regime of Navarre.

Regional statutory actions regarding Equality Education.

Foral Order 204/2010 of 16 December by the regional Minister of Education, governing coexistence in public, private and semiprivate non-university centers in the Foral Region of Navarre.

Foral Decree 25/2007 of 19 May, establishing the curriculum for Mandatory Secondary Education in the Foral Region of Navarre.

Foral Decree 24/2007 of 19 March, establishing the curriculum for Primary Education in the Foral Region of Navarre.

Foral Decree 16/2007 of 26 February, approving the Development Regulation of Foral Law 22/2002 of 2 July adopting comprehensive measures against sexist violence.

Foral Law 22/2002 of 2 July, on the adoption of comprehensive measures against sexist violence (as amended by Foral Law 12/2003 of 7 March).

Regional interventions regarding Equality Education.

Gender Equality Plan 2009-2011. Department of Education, Government of Navarre.

I Plan for Equal Opportunities for Men and Women in the Foral Community of Navarre 2006-2010.

EXTREMADURA

Competent regional bodies

Regional Ministry of Education and Culture Affairs. Government of Extremadura.

Regional Ministry of Health and Social Policies. Government of Extremadura.

Extremaduran Women's Institute - IMEX. Government of Extremadura.

Regulations transferring the powers

Organic Law 1/2011 of 28 January, Statute of Autonomy of the Autonomous Community of Extremadura.

Royal Decree 1801/1999 of 26 November, on the transfer of functions and services regarding non-university education by the State Administration to the Autonomous Community of Extremadura.

Regional statutory actions regarding Equality Education.

Law 8/2011 of 23 March, on Equality between Men and Women and against Gender-based Violence in Extremadura.

Law 4/2011 of 7 March, on Education in Extremadura.

Decree 82/2007 of 24 April, establishing the curriculum for Primary Education in the Autonomous Community of Extremadura.

Order of 29 March 2007, creating the Extremaduran Network of Schools promoting a Culture based on Peace, Equality and Non-Violence and regulating the call to incorporate public non-university education centers in Extremadura to such network.

Decree 148/1999 of 6 September, creating a Permanent Commission to Eradicate and Prevent Violence Against Women.

Regional interventions regarding Equality Education.

Plan for Women's Equality in Extremadura 2013-2016.

Balearic Islands

BALEARIC ISLANDS

Competent regional bodies

Conselleria de Educació, Cultura y Universidades [*Regional Ministry of Education, Culture and University Affairs*]. Govern de Illes Balears [*Government of the Balearic Islands*].

Regional Ministry of Health and Social Services. Govern de Illes Balears [*Government of the Balearic Islands*].

Balearic Women's Institute. Govern de Illes Balears [*Government of the Balearic Islands*].

Regulations transferring the powers

Organic Law 1/2007 of 28 February, reforming the Statute of Autonomy of the Balearic Islands.

Royal Decree 1876/1997 of 12 December, on the transfer of functions and services regarding non-university education by the State Administration to the Autonomous Community of the Balearic Islands.

Regional statutory actions regarding Equality Education.

Decree 39/2011 of 29 April, governing respect to diversity and educational counseling in non-university educational centers funded by public funds.

Decree 121/2010 of 10 December, stipulating the rights and duties of students and rules of existence in non-university educational centers funded by public funds in the Balearic Islands.

Decree 73/2008 of 27 June, establishing the curriculum for Mandatory Secondary Education in the Balearic Islands.

Decree 72/2008 of 27 June, establishing the curriculum for Primary Education in the Balearic Islands.

Decree 67/2008 of 6 June, establishing the general organization of education in preschool, primary and secondary school in the Balearic Islands.

Law 12/2006 of 20 September, on Women Affairs.

Regional interventions regarding Equality Education.

III Action Plan for Equal Opportunities between Men and Women in the Balearic Islands, 2002-2005.

Community of Madrid

COMMUNITY OF MADRID

Competent regional bodies

Regional Ministry of Education, Youth and Sport. Community of Madrid

Regional Ministry of Social Affairs. Women's General Directorate.

Regulations transferring the powers

Royal Decree 1889/2000 of 20 November, expanding the State Administration services transferred to the Community of Madrid by Royal Decree 926/1999 of 28 May regarding non-university Education.

Royal Decree 926/1999 of 28 May, on the transfer of functions and services regarding non-university education by the State Administration to the Community of Madrid.

Organic Law 3/1983 of 25 February, Statute of Autonomy of the Community of Madrid.

Regional statutory actions regarding Equality Education.

Decree 23/2007 of 10 May of the Government Council, establishing the curriculum for Mandatory Secondary Education in the Community of Madrid.

Decree 22/2007 of 10 May of the Government Council, establishing the curriculum for Mandatory Primary Education in the Community of Madrid.

Organic Law 5/2005 of 20 December, Comprehensive Law on Gender-based Violence in the Community of Madrid.

Regional interventions regarding Equality Education.

IV Plan for Equal Opportunities for Men and Women in the Community of Madrid.

CASTILLA Y LEÓN

Competent regional bodies

Regional Ministry of Education. Government of Castilla y León.

Regional Ministry of Family Affairs and Equal Opportunities. Government of Castilla y León.

Regional Council for Women Affairs. Government of Castilla y León.

Regulations transferring the powers

Organic Law 14/2007 of 30 November, reforming the Statute of Autonomy of Castilla y León.

Royal Decree 9/2001 of 12 January, on the transfer of General Basic Education Teachers for Penitentiary Institutions in the Community of Castilla y León, expanding Royal Decree 1340/1999 of 31 July regarding non-university Education.

Royal Decree 1340/1999 of 31 July, on the transfer of functions and services regarding non-university education by the State Administration to the Community of Castilla y León.

Regional statutory actions regarding Equality Education.

Decree 37/2011 of 7 July, establishing the organic organization of the Regional Ministry of Family Affairs and Equal Opportunities.

Organic Law 13/2010 of 9 December, against Gender-based violence in Castilla y León.

Law 7/2007 of 22 October, amending Law 1/2003 of 3 March on Equal Opportunities between Men and Women in Castilla y León.

Decree 52/2007 of 17 May establishing the curriculum for Mandatory Secondary Education in the Autonomous Community Castilla y León.

Law 1/2003 of 3 March, on Equality between Men and Women in Castilla y León.

Regional interventions regarding Equality Education.

IV Plan for Equality between Men and Women in Castilla y León (2007-2011).

II Plan against Gender-based Violence in Castilla y León (2007-2011).

Autonomous City of Ceuta

CEUTA

Regional bodies*

Regional Ministry of Education, Culture and Women Affairs. Government of Ceuta.

*These are not competent bodies, as the functions and services regarding non-university education in the Autonomous City of Ceuta fall on the General State Administration.

Women's Counseling Center. Government of Ceuta.

Regulations transferring the powers

Organic Law 1/1995 of 13 March, Statute of Autonomy of Ceuta.

The functions and services regarding non-university education in the Autonomous City of Ceuta fall on the General State Administration.

Regional statutory actions regarding Equality Education.

Order EDU/849/2010 of 18 March, governing the planning of education for students needing educational support and governing the educational counseling services managed by the Ministry of Education in the cities of Ceuta and Melilla.

Regional interventions regarding Equality Education.

II Plan for Equal Opportunities for Men and Women in the Autonomous City of Ceuta 2009-2012.

Autonomous City of Melilla

MELILLA

Regional bodies*

Regional Ministry of Education and Social Groups. Areas: Education and Nursery Schools
Government of the Autonomous City of Melilla.

Regional Ministry of Education and Social Groups. Vice Council for Women Affairs.
Government of the Autonomous City of Melilla.

Regulations transferring the powers

Organic Law 2/1995 of 13 March, Statute of Autonomy of Melilla.

The functions and services regarding non-university education in the Autonomous City of Melilla fall on the General State Administration.

Advisory Board/Sectoral Board for Women Affairs.

Regional statutory actions regarding Equality Education.

Order EDU/849/2010 of 18 March, governing the planning of education for students needing educational support and governing the educational counseling services managed by the Ministry of Education in the cities of Ceuta and Melilla.

Regional interventions regarding Equality Education.

Strategic Plan for Equal Opportunities 2008-2011.

5.4. Findings

From all Autonomous Communities and Cities, only 5 out of the 19 —Basque Country, Andalusia, Cantabria, Castilla-La Mancha, Aragon and Extremadura—have a specific regional Education Act.

Regarding Gender Equality, however, regional legislative work is more intensive, as only the Autonomous Community of Aragon, Catalonia, La Rioja, Madrid and the Autonomous Cities of Ceuta and Melilla lack a Law on Equal Opportunities for Men and Women. In the case of Navarre, their Gender Equality Act —Foral Law 33/2002 of 28 November promoting Equal Opportunities for Men and Women in Navarre— does not have a specific content regarding Education and it only stipulates in its provisions that: *“the training of agents and promoters of equal opportunities shall be fostered, in order to develop positive actions related to employment, education, culture, etc.”*

Regarding the development of regulations lower in rank than laws, such as Equality Plans, all Autonomous Communities, except for the Canary Islands and the Autonomous Cities of Ceuta and Melilla, have a regional Plan. All of such plans aim at achieving Equality in Education. Co-education or Equality Education in all these plans is a goal which must guide the actions of public powers. Some of them are:

- ❖ Adaptation of the educational system to the **principle of equal opportunities** for men and women. Eradicate gender-based roles, stereotypes and prejudice from the educational system in order to guarantee the full development of students based on Equality.
- ❖ Contribute to **preventing gender-based violence** from schools, playing the role of purveyor of equality values. Provide the educational community with attitudes and skills regarding gender equality for the promotion of **equal, non-violent relationship values** which respect diversity.
- ❖ Boost measures favouring an academic and professional choice which is not biased by gender, insisting on non-sexist and equal counselling. Promote the presence of male or

female students in academic options where one sex or the other is less represented.

- ✦ Raise visibility and recognition to the role of women in all spheres of society and culture.
- ✦ Promote that all text books and educational materials are published according to equality and non-discrimination criteria. Review all teaching materials being currently used.
- ✦ Foster a non-sexist use of language in the field of education and in promoting knowledge.
- ✦ Promote the adoption of a **gender approach in sports activities**.

Additionally, Autonomous Communities have established, either through decrees or royal decrees, the curriculums for Primary and/or Secondary Education —except the Autonomous Cities of Ceuta and Melilla, as they do not hold the powers in Education and have no competence to adopt the National Curriculum to their needs and must adopt it in full—.

The school curriculum lays down the minimum competences students should reach at the end of Basic Education. Among them, language communication and social and civic competences highlight the importance of equality and of building equal relationships between men and women. Regarding language communication, it basically means eliminating sexist stereotypes and expressions, as language should provide the drive for peaceful resolution of conflicts within the school community.

Curriculums include the basic content for each subject, including Equality Education. More specifically, from analyzing regional regulations we found that the subjects which usually include a more specific content on Equality Education in most Autonomous Communities are:

- ✦ Natural, Social and Cultural Studies. Among others, its aim is to develop attitudes favouring dialogue, conflict resolution, the use of social skills, manners, convention recognition and use to facilitate good communication and well-being in the group. Thus, it becomes a space to understand and respect equality between both sexes, to reflect upon conflict, to take on responsibilities towards the group and to draw up and accept rules of existence. It is also very important within this area of knowledge to value the role of men and women as subjects throughout History.
- ✦ Citizenship Education and Human Rights. It proposes a relationship model based on recognizing every person's dignity, on respecting others despite having different opinions and beliefs, on diversity and on the rights of persons. From everyday situations, this subject addresses equality of men and women within the family, at school and in the labour world.
- ✦ Physical Education. Carrying out an adequate group-creating strategy, with the right game choice and responsibility division, as well as dealing with any information related to the body, health and sport free of prejudice, allows to break stereotypes and boost a co-educational approach.
- ✦ Spanish Language and Literature. Eliminating sexist stereotypes and expressions along with choosing texts which foster values such as Equality between men and women and peaceful co-existence are essential elements in order to promote Equality Education.

- ❖ **Ethical and civic education.** It teaches how to distinguish equality and diversity and the causes and factors of discrimination. It analyzes the journey covered towards equal rights for women and it rejects the discrimination and violent situations they are victims of.

Regarding other **regional laws on women's protection**, ten of the Autonomous Communities —Catalonia, Galicia, Andalusia, Cantabria, La Rioja, Madrid, Castilla y Leon, Navarre, Extremadura and Aragon—, have developed specific regulations preventing and adopting comprehensive measures against gender-based violence. Such regulations include measures to be adopted in the field of education which allow to prevent behaviours and attitudes involving physical and psychological violence, as well as to learn from the co-existence based on respect for every person and fostering the values of equality, respect and tolerance through positive models of relationship and co-existence between men and women.

In the case of Extremadura, in Decree 148/1999 of 6 September, a Permanent Commission to Eradicate and Prevent Violence Against Women was created.

Finally, we would like to highlight that some Autonomous Communities have defined **other regulations related to education** by means of decrees or orders to include concepts related to equality between men and women.

Specifically, Andalusia, Cantabria, Balearic Islands, Navarre and Community of Valencia have enacted rules to govern co-existence in non-university educational centers. These particularly focus on Equality Education and on actions which should be carried out when confronted with gender-based violence situations within the field of education. Besides, the Community of Valencia has created the Observatory for School Co-existence in Centers — through Decree 233/2004—.

Likewise, Extremadura created back in 2007 the Extremaduran Network of Schools promoting a Culture based on Peace, Equality and Non-violence aiming at instilling in the school community a group of values, attitudes, traditions, behaviours and life styles based on, among others, respecting and fostering equal rights and opportunities for men and women, as well as eradicating gender-based violence.

Overall, we can conclude that regional regulations introduce, to the extent their powers allow them to, the principle of equal opportunities for men and women in the field of education.

Additionally, in most Autonomous Communities subject to our analysis, it is not just a simple statement of principles, as they enact development laws and administrative structures to really implement these principles.

6. Analysis of organizations involved in Equality Education

6.1. Introduction

Different types of organizations, both public and private, work in Spain in order for the principle of equal opportunities for men and women to be effective not only from the formal point of view but also for it to become a widespread reality in all spheres of the Spanish society.

These organizations are thus considered within the field of education one of the crucial settings where the values making up a society are conveyed and taught.

Most of them carry out their tasks focusing on creating specific intervention tools and resources which allow faculty to develop their teaching job from an egalitarian standpoint, incorporating to such job an essential approach to mainstream the principle of equal opportunities for men and women. Most of them contribute with practical tools which allow faculty to base their teaching activities on more comprehensive and inclusive education principles.

Ascertaining the main organizations working on aspects related to Equality Education is essential to have a full diagnosis of the situation of Equality in Spain, due to the great promotion and awareness-raising effort they make.

In this report, we will analyze different organizations which, despite being different in nature, share their focus on developing an educational system based on the principles of Equality Education for boys and girls.

6.2. Goals and methodology

The goal sought with this analysis is to obtain a portrait of the work which is being carried out in Spain in order to achieve effective equality between men and women, particularly focusing on the area of Equality Education.

For such purpose, we will analyze any institutions which have started projects aiming at disseminating, mainstreaming and implementing models of Equality Education in the Spanish society.

The geographic scope of this study will be limited to the national territory, including all Autonomous Communities making up the Spanish State.

The following will be specifically subject to our analysis:

1. Regional ministries competent in the areas of Education, Women and Equal Opportunities and Equality organizations in all Autonomous Communities.
2. Town halls and municipal organizations.
3. Universities.
4. Trade Unions.
5. Non-profit organizations (NGOs), foundations and associations.

In order to analyze the work carried out by the organizations involved in the areas of Equality Education, we have reviewed the information available on such organizations by searching them online.

This report is structured into as many sections as organization types we have analyzed. Each of the sections has the same structure: general background regarding the type of organization, fact sheets with specific information on the organizations and findings.

The information on each organization has been summarized into some fact sheets which include the following data:

- ◆ Name of the organization.
- ◆ Applicable regulations (if applicable): the regulations include the cases where organizations are public, such as regional ministries and equality organizations in Autonomous Communities. In such cases, the fact sheets include the applicable regulations for every territory, as it may be interesting to obtain additional information on the powers, functions and other relevant aspects related to the organization.
- ◆ Reference to the goals, functions or activities directly connected to Equality Education: regarding the goals included on the fact sheets, we must note that the organizations analyzed work day after day to achieve the principle of equal opportunities for men and women and, in some way or another, they carry out actions in the field of Equality Education, although in some cases they may not specifically refer to Equality Education in their goals. In such cases, we have collected information on the organization indicating this particularity.
- ◆ Link to the information: the last section in the fact sheet is a link to the source where the information was obtained from.

6.3. Analysis

Regional ministries competent in the areas of Education, Women and Equal Opportunities Affairs and Equality organizations in all Autonomous Communities.

Background

In this section we include all regional ministries competent in the areas of Education,

Women and Equal Opportunities broken down into Autonomous Communities.

Autonomous Communities have taken on the powers regarding Education and Equal Opportunities at different paces, according to the order in which their respective Statutes of Autonomy were approved. In the case of Ceuta and Melilla, there is no power transfer, as they are Autonomous Cities, which means they do not have their own powers but the General State Administration delegates the execution of some functions to the administrative bodies in such Cities. We include information on both Autonomous Cities in the fact sheets.

As they are independent to set their organizational and administrative structure, Autonomous Communities have organized their policies and administrative structures regarding Education and Equality according to the background and historical evaluation of their region. However, their organizational models are very similar.

This report only refers to the Autonomous Communities and Cities which will participate in the pilot project which will be developed in a stage following the study. According to the order of approval of their Statutes of Autonomy, the regions are: Asturias, Region of Murcia, Community of Valencia, Aragon, Castilla-La Mancha, Navarre, Extremadura, Ceuta and Melilla.

Below are shown the fact sheets summarizing all relevant information regarding Equal Opportunities and Equality bodies. For some regions, we also included information on the regional ministries of Education, when we detected that their goals and/or functions are specific to Equality Education or when they carry out specific actions in this area.

Equality regional ministries and regional bodies

Basque Country

Department of Education, Language Policy and Culture

Applicable regulations

Decree 193/2012 of 9 April, establishing the organizational and functional structure of the Department of Education, Language Policy and Culture (Official Gazette of the Basque Country no. 78; 24-04-2013).

Decree 8/2013 of 1 March by the Lehendakari [*regional prime minister*], amending the Decree on the creation, deletion and modification of the Departments of the Administration of the Autonomous Community of the Basque Country and determining their functions and action areas (Official Gazette of the Basque Country no. 47; 07-03-2013).

Decree 20/2012 of 15 December by the Lehendakari [*regional prime minister*], on the creation, deletion and modification of the Departments of the Administration of the Autonomous Community of the Basque Country and determining their functions and action areas (Official Gazette of the Basque Country no. 243; 17-12-2012).

Royal Decree 2808/1980 of 26 September, on the transfer of services by the State to the Autonomous Community of the Basque Country regarding Education.

Reference to their goals in Equality Education

No specific references to Equality Education were found among the Department's action areas. However, they have drawn up a guide for the implementation of Decree 201/2008 on the rights and duties of male and female students in non-university educational centers in the Autonomous Community of the Basque Country, whose Article 31 stipulates that: *“In order to incorporate the gender approach into their tasks, the bodies responsible for educational assessment, research and development, as well as the teacher support services, shall have staff specifically trained in co-education. The educational Administration shall foster a balanced presence of men and women in Teaching in the different knowledge areas and educational phases, as well as in the schools' governing bodies. Teachers shall be obliged to communicate the schools' governing bodies of any signs of violence against women, boys or girls they may detect.”*

Link

http://www.hezkuntza.ejgv.euskadi.net/r43-eduki/es/contenidos/institucion/1698/es_5171/es_educacion.html

Regional Ministry of Presidency

Applicable regulations

Decree 187/2012 of 9 April, establishing the organizational and functional structure of the Lehendakaritza [regional government] (Official Gazette of the Basque Country no. 74; 18-04-2013).

Decree 8/2013 of 1 March by the Lehendakari [regional prime minister], amending the Decree on the creation, deletion and modification of the Departments of the Administration of the Autonomous Community of the Basque Country and determining their functions and action areas (Official Gazette of the Basque Country no. 47; 7-03-2013).

Decree 20/2012 of 15 December by the Lehendakari [regional prime minister], on the creation, deletion and modification of the Departments of the Administration of the Autonomous Community of the Basque Country and determining their functions and action areas (Official Gazette of the Basque Country no. 243; 17-12-2012).

Reference to their goals in Equality Education

Decree 20/2012 of 15 December, assigning to the Lehendakaritza-Presidency the functions related to the policy on Equal Opportunities for Men and Women, among others.

The action area regarding equal opportunities for men and women and the management and coordination of policies related to the assistance to victims of gender-based violence correspond to the regional organization Emakunde - Basque Women's Institute.

Link

<http://www.lehendakaritza.ejgv.euskadi.net/r48-home/es>

Emakunde - Basque Women's Institute.

Applicable regulations

Decree 214/2006 of 31 October, establishing the organizational and functional structure of Emakunde - Basque Women's Institute.

Law 4/2005 of 18 February, on Equality between Men and Women.

Law 2/1988 of 5 February, creating the “Basque Women's Institute / Emakumearen Euskal Erakundea.”

Reference to their goals in Equality Education

The main goal of the Basque Women's Institute is to observe the provisions of Law 4/2005 for Equality between Men and Women, which governed the actions to be developed in order to foster equality between men and women in the field of education.

Among the Institutes's functions is *“boosting actions, counsel and cooperate with Basque public powers regarding equality between men and women and, particularly, regarding the design of training programs in the area of equality between men and women, including any related to the intervention when confronted with violence against women.”*

For this purpose, Emakunde started the Program “NAHIKO”, back in 2003, a co-educational program fostering equality, respect and non-violence. The program, based on human rights, aims at working on the prevention of violence against women from the field of education and co-education.

Link

<http://www.emakunde.euskadi.net/>

Catalonia

Department d'Ensenyament
[Department of Education]

Applicable regulations

Decree 297/2011 of 22 March, restructuring the Department of Education (Official Gazette of Catalonia no. 5844).

Reference to their goals in Equality Education

No specific references to Equality Education were found among the Department's action areas.

Link

<http://www20.gencat.cat/portal/site/ensenyament/menuitem.a942a3586bf3ec184ed22010b0coe1a0/?vgnnextoid=72adf2da8c305110VgnVCM1000000boc1e0aRCD&vgnnextchannel=72adf2da8c305110VgnVCM1000000boc1e0aRCD&vgnnextfmt=default>

Departament de Benestar Social i Família
[Department of Social Welfare and Family Affairs]

Applicable regulations

Decree 332/2011 of 3 May, restructuring the Department of Social Welfare and Family Affairs (Official Gazette of Catalonia no. 5872).

Decree 224/2010 of 29 December, appointing Ms Maria Dolores Rusinés i Bonet General Secretary of the Department of Social Welfare and Family Affairs (Official Gazette of Catalonia no. 5786).

Law 13/1989 of 14 December, on the organization, procedure and legal regime of the Administration of the Government of Catalonia. (Correction of the error in the Official Gazette of Catalonia no. 1242, p. 133 of 15-01-1999) (Official Gazette of Catalonia no. 1234).

Reference to their goals in Equality Education

No specific references to Equality Education were found among the Department's action areas. However, the Catalan Women's Institute reports to it.

Link

<http://www20.gencat.cat/portal/site/bsf/>

Institut Català de les Dones
[Catalonian Women's Institute]

Applicable regulations

Organic Law 6/2006 of 19 July of the Government of Catalonia.

Reference to their goals in Equality Education

Their main goal is to work more efficiently to develop innovative and preventive actions within their social policies. In this regard, one of the main priorities is to mainstream the gender approach in all social policies, in order to avoid any type of discrimination.

Currently, the “Pla estratègic de polítiques de dones 2012-2015” [Strategic Plan for Women's Policies 2012-2015] is underway.

Link

<http://www.gencat.cat/icdones/>

**Consellería de Cultura, Educación y Ordenación
Universitaria**
*[Regional Ministry of Culture, Education and University
Organization]*

Applicable regulations

Error correction. Decree 4/2013 of 10 January, establishing the organizational structure of the Regional Ministry of Culture, Education and University Organization.

Decree 4/2013 of 10 January, establishing the organizational structure of the Regional Ministry of Culture, Education and University Organization.

Decree 45/2012 of 30 August, amending Decree 45/2012 of 19 January, establishing the organizational structure of the Regional Ministry of Culture, Education and University Organization.

Error correction. Decree 45/2012 of 19 January, establishing the organizational structure of the Regional Ministry of Culture, Education and University Organization.

Decree 45/2012 of 19 January, establishing the organizational structure of the Regional Ministry of Culture, Education and University Organization.

Order of 9 January 2012, determining the reporting structure of higher and executive bodies regulated under Decree 13/2012 of 4 January, establishing the organizational structure of the regional ministries of the Government of Galicia.

Reference to their goals in Equality Education

Promote actions boosting gender equity and equality for men and women in schools and education based on democratic and co-existence values.

Equal opportunities for men and women.

Assess reports on population, school infrastructures and educational demand, as well as the corresponding proposals, according to the legal provisions of article 9 of Law 7/2004 of 16 July, on equality between men and women in Galicia.

Link

<http://www.xunta.es/cceou>

<http://www.edu.xunta.es/web/>

**Consellería de Presidencia, Administraciones Públicas y
Justicia**
**[Regional Ministry of Presidency, Public Administrations
and Justice].**
General Secretariat for Equality

Applicable regulations

Decree 235/2012 of 5 December, establishing the organizational structure of the Vice Presidency and regional ministries of the Government of Galicia.

Decree 233/2012 of 5 December, establishing the organizational structure, functions and powers of the Vice Presidency of the Government of Galicia.

Decree 47/2011 of 17 March, partially amending Decree 292/2008 of 30 December establishing the organizational structure of the Galician Emergency Agency.

Decree 7/2011 of 20 January, establishing the organizational structure of the Regional Ministry of Presidency, Public Administrations and Justice.

Decree 175/2010 of 14 October, establishing the organizational and structure of the Galician School of Public Administration.

Decree 24/2010 of 25 February, establishing the organizational structure of the Galician Academy of Public Security.

Decree 303/2009 of 21 May, establishing the organizational structure of the Regional Ministry of Presidency, Public Administrations and Justice.

Reference to their goals in Equality Education

From the section “Building Equality” we can highlight the following areas:

Equality Education: “Educating means providing a comprehensive training which allows boys and girls to have a full education and which helps them build their identity as well as a concept of reality including both knowledge and ethical and moral values. Equality education means educating without distinction according to sex and educating under values such as respect for others.” It includes information related to co-education, Galician Forum for Equality Education, II Children and Youth's Non-Discriminatory Literature Guide and Program “Con Elas”.

Equality Training: with resources for training: School for Equality professionals, Official Postgraduate Program on Gender Studies of University of Vigo (2008-2010) and Equality Virtual School of the Women's Institute (Ministry of Equality).

Link

<http://igualdade.xunta.es/es/construindo-igualdade>

Andalusia

Regional Ministry of Education

Applicable regulations

Decree 155/2012 of 12 June, establishing the organizational structure of the Regional Ministry of Education.

President's Decree 3/2012 of 5 May, on Vice Presidency and reorganization of regional ministries.

Royal Decree 1561/2005 of 23 December, modifying the real estate resources connected to the services of the State Administration transferred to the Autonomous Community of Andalusia by Royal Decree 3936/1982 of 29 December regarding Education.

Royal Decree 1406/1995 of 4 August, expanding the State Administration's functions and services transferred to the Autonomous Community of Andalusia by Royal Decree 3936/1982 of 29 December regarding Education.

Royal Decree 650/1985 of 19 April, expanding the functions regarding aids to non-university education by the State Administration to the Autonomous Community of Andalusia.

Royal Decree 688/1984 of 8 February, amending Royal Decree 2869/1983 of 9 November on the definitive evaluation and expansion of resources connected to services transferred to the Autonomous Community of Andalusia regarding Education.

Royal Decree 2869/1983 of 9 November, on the definitive evaluation and expansion of resources connected to services transferred to the Autonomous Community of Andalusia regarding Education.

Royal Decree 3936/1982 of 29 December, on the transfer of functions and services regarding Education by the State Administration to the Autonomous Community of Andalusia.

Reference to their goals in Equality Education

Decree 155/2012 of 12 June stipulates in article 11.2 j) that the powers of the General Directorate for Participation and Equality shall be “boosting, coordinating and implementing the gender approach when planning, managing and evaluating education policies, according to the provisions of article 60 of Law 12/2007 of 26 November, on the promotion of gender equality in Andalusia”.

Link

<http://www.juntadeandalucia.es/educacion>

Regional Ministry of Presidency and Equality. Gender Equality Unit

Applicable regulations

Decree 146/2012 of 5 July, establishing the organizational structure of the Regional Ministry of Presidency and Equality.

President's Decree 3/2012 of 5 May, on Vice Presidency and reorganization of regional ministries.

Decree 275/2010 of 27 April, governing Gender Equality Units in the Administration of the Government of Andalusia.

Reference to their goals in Equality Education

According to article 3 of President's Decree 3/2012 of 5 May, “boosting and coordinating policies aiming at the equality between men and women, and developing, coordinating and organizing youth policies”.

Link

<http://www.juntadeandalucia.es/organismos/presidenciaeigualdad>

Andalusian Women's Institute

Applicable regulations

Decree 146/2012 of 5 July, establishing the organizational structure of the Regional Ministry of Presidency and Equality.

Amendment to the Regulations of the Andalusian Women's Institute (2004), Decree 452/2004 of 6 July, amending Decrees 10/1989 of 10 January, approving the Regulations of the Andalusian Women's Institute, and 118/1997 of 22 April, approving the organizational and operational regime of the Andalusian Youth Institute.

Creation of provincial directorates and amendment to Regulations (1997), Decree 120/1997 of 22 April, amending the Regulations of the Andalusian Women's Institute as approved by Decree 1/1989 of 10 January (Andalusian Official Gazette no. 49 of 26/04/97).

Regulations of the Andalusian Women's Institute (1989), Decree 1/1989 of 19 January, approving the Regulations of the Andalusian Women's Institute (Andalusian Official Gazette no. 4 of 17/01/89).

Law creating the Andalusian Women's Institute. Law 10/1988 of 29 December, on the Budget of the Autonomous Community of Andalusia for 1989 (Andalusian Official Gazette no. 106 of 30/12/88); and reporting to the Regional Ministry of Presidency and Equality.

Reference to their goals in Equality Education

Among its functions is “developing the implementation of co-education in the educational system, including a non-sexist career counseling by means of the program ELIGE”.

On their website they have a specific thematic area on co-education including regulations development, campaigns, training sessions, Training Programs for Parents' Associations, Project “Relaciona”, Project “Andalucia Detecta” and links.

Link

<http://www.juntadeandalucia.es/institutodelamujer/index.php>

<http://www.juntadeandalucia.es/institutodelamujer/index.php/coeducacion>

Principality of Asturias

Regional Ministry of Education, Culture and Sport

Applicable regulations

Decree 74/2012 of 14 June, establishing the basic organizational structure of the Regional Ministry of Education, Culture and Sports Affairs.

Decree 4/2012 of 26 May by the President of the Principality of Asturias, restructuring the regional ministries making up the Administration of the Autonomous Community.

Royal Decree 2081/1999 of 30 December, on the transfer of functions and services regarding non-university education by the State Administration to the Principality of Asturias.

Reference to their goals in Equality Education

Decree 74/2012 of 14 June establishes the functions of the Educational Inspection Service: “Procure the observance and application of the principles and values set out in the Education Act, including those aiming at promoting real equality of men and women”.

The Regional Ministry organizes activities to promote Equality Education, for instance on their blog: “Co-education for an education under equality principles” where different materials can be reviewed.

Link

<http://www.asturias.es/portal/site/webasturias/menuitem.6ae732be36e43aef9fe97477f2300030/?vgnextoid=c2c8dadb4c42c010VgnVCM100000bb030a0aRCRD&vgnnextchannel=c09b090dc76ed210VgnVCM10000002f030003RCRD&i18n.http.lang=es>

<http://web.educastur.princast.es/proyectos/coeduca/>

Regional Ministry of Presidency

Applicable regulations

Decree 227/2012 of 26 December, first amendment to Decree 71/2012 of 14 June, establishing the basic organizational structure of the Regional Ministry of Presidency.

Decree 71/2012 of 14 June, establishing the basic organizational structure of the Regional Ministry of Presidency.

Decree 4/2012 of 26 May by the President of the Principality of Asturias, restructuring the regional ministries making up the Administration of the Autonomous Community.

Reference to their goals in Equality Education

Among the functions of the Regional Ministry we have not found specific references to Equality Education, but we did find general functions related to developing policies and exercising actions regarding equal opportunities for men and women, encouraging the youth and their social and cultural integration.

The Asturian Women's Institute and the Asturian Women's Council report to this Regional Ministry.

Link

<http://www.asturias.es/portal/site/webasturias/menuitem.6ae732be36e43aef9fe97477f2300030/?vgnextoid=6229dadb4c42c010VgnVCM100000bb030a0aRCRD&vgnnextchannel=894b090dc76ed210VgnVCM10000002f030003RCRD&i18n.http.lang=es>

Asturian Women's Institute

Applicable regulations

Decrees 29/2004 and 58/2000 of 27 July, governing its functions, structure and organization, amending Decree 137/1999 of 16 de September governing the organization and functions of the Asturian Women's Institute.

Decree 137/1999 of 16 September, establishing the organization and functions of the Asturian Women's Institute.

Decree 61/1999 of 10 August, creating the Asturian Women's Institute.

Reference to their goals in Equality Education

Among the functions assigned to the Asturian Women's Institute is promoting the execution of projects fostering a non-sexist education at the different educational levels.

Link

<http://institutoasturianodelamujer.com/iam/>

Asturian Women's Council

Applicable regulations

Regional Ministry of Social Welfare and Equality's Resolution of 30 January 2012, remedying the errors found in Resolution of 11 November 2011 adapting the make-up of the full Asturian Women's Council to the reorganization of the regional ministries composing the Administration of the Autonomous Community as approved by Decree 12/2001 of 16 July by the President of the Principality of Asturias, as amended by Decree 26/2011 of 16 August; Decree 12/2011 of 16 July by the President of the Principality of Asturias.

Regional Ministry of Social Welfare and Equality's Resolution of 11 November 2011, adapting the make-up of the full Asturian Women's Council to the reorganization of the regional ministries composing the Administration of the Autonomous Community.

Regional Ministry of Presidency's Resolution of 27 July 2000, governing the make-up, functions and legal regime of the Asturian Women's Council of the Principality of Asturias.

Reference to their goals in Equality Education

Fostering Equality Education may be included in the following function assigned to the Asturian Women's Council: *“Acting as an interlocutor for the organizations representing women before the regional Administration and before any public or private institution, in order to develop policies and measures aiming at achieving effective equality between men and women.”*

Link

<http://institutoasturianodelamujer.com/iam/acerca-de/consejo-asturiano-de-la-mujer/>

Cantabria

Regional Ministry of Education, Culture and Sport

Applicable regulations

Decree 40/2013 of 20 June, modifying the organizational structure and the number positions for employed staff of the Regional Ministry of Education, Culture and Sport.

Decree 87/2011 of 7 July, partially modifying the basic organizational structure of the Regional Ministries of the Government of Cantabria.

Decree 9/2011 of 28 June, on the reorganization of the Regional Ministries of the Autonomous Community of Cantabria.

Cantabrian Law 6/2008 of 26 December on Education in Cantabria.

Decree 49/2007 of 26 June, modifying the organizational structure and the number of positions for employed staff of the Regional Ministry of Education.

Decree 15/2006 of 16 February, partially modifying the basic organizational structure of the Regional Ministry of Education.

Decree 6/2004 of 29 January, modifying the basic organizational structure of the Regional Ministry of Education.

Royal Decree 2671/1998 of 11 December, on the transfer of functions and services regarding non-university education by the State Administration to the Autonomous Community of Cantabria.

Reference to their goals in Equality Education

No specific references to Equality Education were found among the Regional Ministry's action areas. However, among its Plans we can find “attention to diversity” and within this section “attention to Equality Education”, including Project “Caliope” where the Regional Ministry of Education works together with the Regional Ministry of Employment and Social Welfare —General Women's Directorate— and EMCAN —Catabrian Employment Service. The Project's main theme is reducing the inequality between men and women.

Link

<http://www.educantabria.es/>

http://www.educantabria.es/atencion_a_la_diversidad/atencion-a-la-diversidad-de-genero/proyecto-calioppe

<http://www.cantabria.es/web/gobierno/consejeria-de-educacion>

Regional Ministry of Presidency and Justice. General Directorate for Equality, Women and Youth Affairs.

Applicable regulations

Decree 25/2013 of 9 May, partially modifying the basic structures of the Regional Ministry of Presidency and Justice and of the Regional Ministry of Environmental Affairs, Land Planning and Urban Design.

Decree 87/2011 of 7 July, partially modifying the basic organizational structure of the Regional Ministries of the Government of Cantabria.

Decree 9/2011 of 28 June, on the reorganization of the Regional Ministries of the Autonomous Community of Cantabria.

Decree 98/2007 of 2 August establishing the basic organizational structure of the Regional Ministry of Presidency and Justice.

Reference to their goals in Equality Education

Among the goals of the Directorate for Equality, Women and Youth Affairs we have not found any specific references to Equality Education.

Link

<http://www.cantabria.es/web/direccion-general-mujer>

La Rioja

Regional Ministry of Education, Culture and Tourism Affairs

Applicable regulations

Resolution no. 2153 of 9 August 2012 by the Regional Minister of Education, Culture and Tourism Affairs, delegating powers and assigning functions.

Decree 43/2012 of 20 July, establishing the organizational structure of the Regional Ministry of Education, Culture and Tourism Affairs and its functions developing Law 3/2003 of 3 March, on the Organization of the Public Sector in the Autonomous Community of La Rioja.

Decree 48/2011 of 6 July, establishing the organizational structure of the Regional Ministry of Education, Culture and Tourism Affairs and its functions developing Law 3/2003 of 3 March, on the Organization of the Public Sector in the Autonomous Community of La Rioja.

Organic Law 3/2003 of 3 March, on the Organization of the Public Sector in the Autonomous Community of La Rioja.

Royal Decree 1826/1998 of 28 August, on the transfer of functions and services regarding non-university education by the State Administration to the Autonomous Community of La Rioja.

Reference to their goals in Equality Education

Decree 3/2010 of 22 January establishes the functions of the Educational Technical Inspection Service: *“Procure the observance and application of the principles and values set out in the Education Acts and any other applicable regulations, including those aiming at promoting real equality between men and women”*.

Link

<http://www.larioja.org/npRioja/default/defaultpage.jsp?idtab=25844>

<http://www.educarioja.org>

Regional Ministry of Health and Social Services

Applicable regulations

Decree 28/2012 of 13 July, establishing the organizational structure of the Regional Ministry of Health and Social Services and its functions developing Law 3/2003 of 3 March, on the Organization of the Public Sector in the Autonomous Community of La Rioja.

Decree 47/1996 of 30 August, creating the interinstitutional commission for Social Welfare (Official Gazette of La Rioja no. 108 of 3 September 1996).

Reference to their goals in Equality Education

The Government of La Rioja has approved the IV Women's Comprehensive Plan for period 2011-2014, including 49 goals and 145 measures broken down into the areas of Social Services, Education, Health, Justice and Internal Affairs and Employment. *“In the area of Education the aim is to guarantee a balanced presence of men and women both in the governing bodies of the centers and in the different studies and faculty; foster better awareness in the field of education with measures such as prevention of unwanted pregnancy and sexually transmitted diseases, conflict resolution, etc.; and create resources to support families in order to guarantee equal conditions when participating in education, with measures such as promoting the creation of first-cycle preschools and granting aids for school meals and extracurricular activities.”*

Or *“throughout the stage of a child or young person's development, a non-sexist and co-responsible education must be provided, integrating the values of Health Education in the family, school and leisure spheres. Nutrition, feminine and beauty models, extreme thinness, are all factors which may lead to severe health problems”*. (Page 55 of the IV Women's Comprehensive Plan for period 2011-2014).

Goals and measures (Page 72 of the IV Women's Comprehensive Plan for period 2011-2014).

- Guarantee the variable “sex” in statistics and research studies.
- Organize training actions regarding co-education, equality and gender-based violence.

Link

<http://www.larioja.org/npRioja/default/defaultpage.jsp?idtab=445563>

<http://www.larioja.org/npRioja/default/defaultpage.jsp?idtab=452857>

Sectoral Women's Council

Applicable regulations

Decree 86/2003 of 18 July, creating the Government's Delegate Commission for Women Affairs.

Decree 11/1984 of 8 March, creating the Interdepartmental Commission for Women Affairs.

Order of 8 April 1997 of the Regional Ministry of Health, Consumer and Social Welfare Affairs, creating the Sectoral Council for Women Affairs.

Reference to their goals in Equality Education

It is a collaborative and consultative Council.

Link

<http://www.larioja.org/npRioja/default/defaultpage.jsp?idtab=448858&IdDoc=446726>

Women's Counseling Center

Applicable regulations

Decree 50/2011 of 6 July, establishing the organizational structure of the Regional Ministry of Health and Social Services and its functions developing Law 3/2003 of 3 March, on the Organization of the Public Sector in the Autonomous Community of La Rioja.

Reference to their goals in Equality Education

Information on legal matters, psychological assistance and social assistance.

Link

<http://www.larioja.org/npRioja/default/defaultpage.jsp?idtab=446887&IdDoc=446728>

Region of Murcia

Regional Ministry of Education, University and Employment Affairs

Applicable regulations

Error correction regarding Decree no. 91/2013 of 26 July by the Government Council, establishing the Governing Bodies of the Regional Ministry of Education, University and Employment Affairs.

Decree no. 91/2013 of 26 July by the Government Council, establishing the Governing Bodies of the Regional Ministry of Education, University and Employment Affairs.

Decree by the President of the Autonomous Community no. 17/2013 of 25 July, establishing the priority order for the Regional Ministries of the Regional Administration and their powers.

Decree by the President of the Autonomous Community no. 13/2013 of 23 July, reorganizing the Regional Administration.

Reference to their goals in Equality Education

The portal Educarm of the Regional Ministry of Education, University and Employment Affairs of the Region of Murcia has a section featuring best practices, but none of them refer to co-education specifically.

In another section, the user can download the book “Los saberes de cada día” [Everyday knowledge] (Secondary Education) providing “a reflection on questions regarding responsibilities related to home chores and to the traditional feminine-masculine attribution of values and activities, proposing models where boys and girls gradually acquire responsibilities regarding the everyday tasks in their environment and foster an interest for the needs of the persons around them”.

Link

[http://www.carm.es/web/pagina?IDCONTENIDO=28482&IDTIPO=100&RASTRO=c\\$m22660,121,4836](http://www.carm.es/web/pagina?IDCONTENIDO=28482&IDTIPO=100&RASTRO=c$m22660,121,4836)

[http://www.carm.es/web/pagina?IDCONTENIDO=77&IDTIPO=140&RASTRO=c\\$m22660](http://www.carm.es/web/pagina?IDCONTENIDO=77&IDTIPO=140&RASTRO=c$m22660)

<http://www.educarm.es/>

[http://www.carm.es/web/pagina?IDCONTENIDO=69121&IDTIPO=60&RASTRO=c1736\\$m23042](http://www.carm.es/web/pagina?IDCONTENIDO=69121&IDTIPO=60&RASTRO=c1736$m23042)

Regional Ministry for Health and Social Policies

Applicable regulations

Decree by the President of the Autonomous Community no. 17/2013 of 25 July, establishing the priority order for the Regional Ministries of the Regional Administration and their powers.

Decree by the President of the Autonomous Community no. 13/2013 of 23 July, reorganizing the Regional Administration.

Decree no. 146/2011 of 8 July, establishing the Governing Bodies of the Regional Ministry of Health and Social Policy.

Reference to their goals in Equality Education

The Advisory Board for Women Affairs is part of this Regional Ministry and its functions are, among others:

- Advise the Women's Institute of the Region of Murcia for the preparation of programs and action plans favoring equal opportunities for men and women and formulating initiatives and suggestions regarding this matter.
- Make suggestions to the Women's Institute of the Region of Murcia on criteria related to coordination, follow-up and evaluation of the different actions taken by the Public Administrations and the bodies reporting to them when executing initiatives, programs or plans related to equal opportunities for women.

Link

[http://www.carm.es/web/pagina?IDCONTENIDO=819&IDTIPO=140&RASTRO=c\\$m2266o](http://www.carm.es/web/pagina?IDCONTENIDO=819&IDTIPO=140&RASTRO=c$m2266o)

Women's Institute of the Region of Murcia

Applicable regulations

Decree 246/2010 of 10 September, on the Elimination of the Independent Body Women's Institute of the Region of Murcia.

Law 12/2002 of 3 December, on the creation of the Women's Institute of the Region of Murcia.

Reference to their goals in Equality Education

Among its functions are:

“Developing and promoting comprehensive actions leading to eradicating gender-based violence, including preventive measures and measures to protect and include victims socially.

Drive, follow-up and evaluate and, if applicable, manage any specialized policies contributing to the effective incorporation of women in the social, political, economic and cultural life of the Region of Murcia, as well as promote, design and suggest action plans for inter-institutional cooperation.

Procure the observance of any international conventions and agreements regarding equal opportunity policies.

Inform and raise awareness in society as a whole on women's problems, carrying out the actions that are appropriate.”

The website of the Women's Institute of the Region of Murcia, called “Make your occupation without any gender-based restrictions” is also a highlight.

Link

<http://www.carm.es/chac/deportemujer/contacto.html>

http://www.eligeprofesion.org/pro_001.asp?ipag=1

Community of Valencia

Regional Ministry of Education, Culture and Sport

Applicable regulations

Consell's Decree 190/2012 of 21 December, approving the Organizational and Functional Regulations of the Regional Ministry of Education, Culture and Sport (Official Gazette of the Community of Valencia no. 6929 of 24-12-2012).

Consell's Decree 179/2012 of 14 December, establishing the basic organizational structure of the Presidency and the regional ministries of the Regional Government (Official Gazette of the Community of Valencia no. 6924 of 17-12-2012).

Decree 19/2012 of 7 December by the President of the Regional Government, determining the regional ministries making up the Regional Government (Official Gazette of the Community of Valencia no. 6919 of 10-12-2012).

Reference to their goals in Equality Education

The School Council of the Community of Valencia reports to this Regional Ministry. It is the highest consultive body and fostering social participation in the general teaching program of the Community of Valencia. The Co-Education Commission is an internal operational body of the School Council of the Community of Valencia.

Link

<http://www.cece.gva.es/>

Conselleria de Bienestar Social [Regional Ministry of Social Welfare]

Applicable regulations

Consell's Decree 193/2012 of 21 December, approving the Organizational and Functional Regulations of the Regional Ministry of Social Welfare (Official Gazette of the Community of Valencia no. 6929 of 24-12-2012).

Consell's Decree 179/2012 of 14 December, establishing the basic organizational structure of the Presidency and the regional ministries of the Regional Government (Official Gazette of the Community of Valencia no. 6924 of 17-12-2012).

Decree 19/2012 of 7 December by the President of the Regional Government, determining the regional ministries making up the Regional Government (Official Gazette of the Community of Valencia no. 6919 of 10-12-2012).

Reference to their goals in Equality Education

The General Directorate for Family and Women Affairs, belonging to the Regional Ministry of Justice and Social Welfare, has been assigned all functions regarding Equality. This body has the functions of the defunct Women's Institute of the Community of Valencia.

Among its goals there are none specifically referring to Equality Education.

The Valencian Women's Council reports to this Regional Ministry.

Link

http://www.cece.gva.es/default_edu.asp

Consell Escolar de la Comunitat Valenciana [School Council of the Community of Valencia]

Applicable regulations

Order 20/2011 of 11 April by the Regional Ministry of Education, approving the Operating Regulations of the School Council of the Community of Valencia.

Consell's Decree 164/2010 of 8 October, governing the School Council of the Community of Valencia.

Law 6/2010 of 28 May, modifying the Revised Text of the Law on School Councils in the Community of Valencia.

Order of 3 November 1989 by the Regional Ministry of Culture, Education and Science, governing the procedure to set up Municipal School Councils in the Community of Valencia, developing Decree 111/1989 of 17 July.

Decree 111/1989 by the Council of the Government of the Community of Valencia, governing Municipal and Territorial School Councils.

Legislative Decree of 16 January 1989 by the Council of the Government of the Community of Valencia, approving the Revised Text of the Law on School Councils in the Community of Valencia.

Law 11/1984 of the Government of the Community of Valencia of 31 December, on School Councils in the Community of Valencia.

Reference to their goals in Equality Education

The goals of the School Council of the Community of Valencia related to Equality Education are:

- Developing educational actions necessary to achieve equal opportunities for men and women.
- Setting out basic criteria for curricular actions at basic levels and for Vocational Training within the framework of minimum education stipulated by the State.
- Monitoring co-educational programs aiming at changing attitudes, behaviors, resources and contents in order to root out sexism.
- Training teachers in co-education.
- Implementing co-educational school and professional counseling programs.
- Integrating sexual education into curricular programs.
- Any other matters related to programs and teaching methodology guidelines for promoting real equality between men and women.

Link

<http://www.cece.gva.es/consell/es/default.htm>

Valencian Council for Women Affairs.

Applicable regulations

Order 5/2011 of 30 September by the Regional Ministry of Justice and Social Welfare, modifying Order of 25 July 1997 by the Regional Ministry of Social Welfare, creating the Valencian Council for Women Affairs.

Order of 25 July 1997 of the Regional Ministry of Social Welfare, creating the Valencian Council for Women Affairs.

Reference to their goals in Equality Education

As a result of the work agreed by representatives of the Council and of the Valencian Council for Women Affairs, the Plan for Equal Opportunities for Men and Women 2011-2014 was approved. One of its main goals is *“training teachers of all levels, stages, cycles and degrees of the educational system in co-education”*.

In order to meet this goal, the Regional Ministry planned the following actions:

- Including gender equality and co-education in the teachers' training programs.
- Preparing and distributing teaching materials with methodological proposals targeted at teachers which favor the mainstreaming of the principle of equal opportunities.
- Promoting educational projects which are innovative in the area of equal opportunities.
- Developing teaching professional networks for exchanging experiences and best practices regarding co-education and gender equality.
- Promoting the creation of postgraduate courses specialized in equal opportunities for men and women.

Another goal under this Plan for Equal Opportunities for Men and Women 2011-2014 is: *“reviewing, from a gender standpoint, the content of all teaching materials”*. The actions planned to meet this goal are:

- Systematically review text books and teaching materials from a co-educational and equal opportunities standpoint in order to root out sexist stereotypes.
- Disseminate guidelines on the gender and co-education approach among publishers.

Link

<http://www.bsocial.gva.es/portal/portal?id=43671&sec=13120117649>
<http://www.bsocial.gva.es/portal/portal?id=5431>

Aragon

Department of Education, University, Culture and Sport

Applicable regulations

Decree 336/2011 of 6 October by the Government of Aragon, approving the organizational structure of the Department of Education, University, Culture and Sport.

Decree 40/1996 of 13 March by the Government of Aragon, assigning to the Department of Education and Culture the powers transferred by the State Administration to the Autonomous Community of Aragon related to University affairs.

Royal Decree 96/1996 of 26 January, on the transfer of functions and services regarding University affairs by the State Administration to the Autonomous Community of Aragon.

Reference to their goals in Equality Education

The General Directorate for Educational Policy and Permanent Education reports to this Department. Among the functions of this General Directorate is “to design plans, programs and projects to achieve equal opportunities in education, to foster attention to the student's individuality and to meet the educational needs arising from personal, social, cultural or territorial inequalities”.

Link

<http://www.educaragon.org/>

Department of Health, Social Welfare and Family Affairs

Applicable regulations

Decree 337/2011 of 6 October by the Government of Aragon, approving the organizational structure of the Department of Health, Social Welfare and Family Affairs.

Reference to their goals in Equality Education

Among the Department's goals no references have been found to Equality Education, although the Women's Institute of Aragon reports organizationally to it.

Women's Institute of Aragon

Applicable regulations

Law 2/1993 of 19 February, creating the Women's Institute of Aragon.

Reference to their goals in Equality Education

Article 7.1 of Law 2/1993 of 19 February creating the Women's Institute of Aragon refers to the Action Plan which shall be submitted by the Women's Institute of Aragon, including *“measures boosting, promoting and developing the necessary material and cultural conditions to achieve women's equality; specific actions in the areas of family, health, education and culture, employment, exclusion, political participation and international cooperation, and any others which may be of women's interest”*.

The website of the Women's Institute of Aragon (IAM) has a section for Equal Opportunities and a subsection devoted to Education where its goals are explained: *“From the bodies dedicated to Equality, we drive co-educational experiences and projects which allow to contribute to overcome traditional roles and to build relationships between both sexes based on respect and shared responsibility, encouraging the participation of men and women in all spheres of society .”* For this purpose, *“we collaborate to create teaching resources and research projects and we disseminate them through different tools to our citizens; we also promote discussion so that the contributions of women to education can be known and acknowledged”*.

Link

<http://www.aragon.es/DepartamentosOrganismosPublicos/Organismos/InstitutoAragonesMujer>

http://www.aragon.es/DepartamentosOrganismosPublicos/Organismos/InstitutoAragonesMujer/AreasTematicas/Igualdad/ci.02_igualdad_en.detalleDepartamento?channelSelected=16f089dc3e83b210VgnVCM100000450a15acRCRD#section10

Castilla-La Mancha

Regional Ministry of Education, Culture and Sport

Applicable regulations

Decree 269/2011 of 8 September 2011, modifying Decree 124/2011 of 7 July.

Decree 124/2011 of 7 July, establishing the organizational structure and the distribution of powers of the Regional Ministry of Education, Culture and Sports.

Law 7/2010 of 20 July, on Education in Castilla-La Mancha. As modified by Law 6/2012 of 2 August.

Royal Decree 1844/1999 of 3 December on the transfer of functions and services regarding non-university education by the State Administration to the Autonomous Community of Castilla-La Mancha.

Reference to their goals in Equality Education

Law 7/2010 of 20 July on Education in Castilla-La Mancha stipulates that: *“the educational system in Castilla-La Mancha, within the framework of the values of a democratic citizenship under the Constitution, the Statute of Autonomy and the international Treaties, is guided by the following principles:[...] Education in and for co-existence based on respect, solidarity and equality, building a peace culture aiming at preventing conflicts and resolving them through dialogue, co-education and effective equality for men and women ”.*

Decree 124/2011 of 7 July 2011, establishing the organizational structure and the distribution of functions and powers of the Regional Ministry of Education, Culture and Sports stipulates that, among the functions of the General Directorate for Organization, Academic Quality and Vocational Training are developing actions and programs aiming at strengthening school co-existence and equality.

The education portal has a section called “Equality and Co-existence” where materials for making up School Councils and school work units for fathers and mothers can be downloaded.

Link

<http://www.castillalamancha.es/gobierno/educacionculturaydeportes>

<http://www.educa.jccm.es/es>

Regional Ministry of Presidency and Public Administrations

Applicable regulations

Error correction regarding Decree 14/2012 of 26 January, establishing the organizational structure and setting out the powers of the bodies within the Presidency of the Regional Government.

Decree 14/2012 of 26 January, modifying Decree 279/2011 of 22 September, establishing the organizational structure and setting out the powers of the bodies within the Presidency of the Regional Government of Castilla-La Mancha.

Decree 279/2011 of 22 September, modifying Decree 121/2011 of 7 July, establishing the organizational structure and setting out the powers of the bodies within the Presidency of the Regional Government of Castilla-La Mancha.

Decree 121/2011 of 7 July, establishing the organizational structure and setting out the powers of the bodies within the Presidency of the Regional Government.

Reference to their goals in Equality Education

The Women's Institute of Castilla-La Mancha reports to this Regional Ministry.

Link

<http://www.castillalamancha.es/gobierno/presidenciayadministracionespublicas>

Women's Institute of Castilla-La Mancha

Applicable regulations

Law 12/2010 of 18 November, on Equality for men and Women in Castilla-La Mancha extending the functions of the Women's Institute, modifying the first additional provision of Law 22/2002 of 21 November.

Decree 252/2003 of 29 July, establishing the organization and functions of the Women's Institute of Castilla-La Mancha.

Law 22/2002 of 21 November, creating the Women's Institute of Castilla-La Mancha, as modified by Law 5/2008 of 12 June in Decree 252/2003 of 29 July by the Regional Ministry of Presidency.

Reference to their goals in Equality Education

One of the functions of the Women's Institute of Castilla-La Mancha specifically refers to Equality Education: “promote the execution of projects advocating for a non-sexist education”.

Likewise, the Women's Institute of Castilla-La Mancha publishes, along with the Unit for Gender Equality of Castilla-La Mancha, the *Strategic Plan for Equal Opportunities for Men and Women in Castilla-La Mancha 2011-2016*, as approved by the Resolution of the Government Council of Castilla-La Mancha on 8 March 2011. One of its strategic pillars is Equality Education.

Link

<http://www.institutomujer.jccm.es/>

Canary Islands

Regional Ministry of Education, University and Sustainability Affairs.

Applicable regulations

Decree 170/2011 of 12 July, establishing the core and supporting structure, as well as the headquarters, of the Regional Ministries of the Government of the Canary Islands (Official Gazette of the Canary Islands no. 138 of 14-07-2011).

President's Decree 86/2001 of 8 July, determining the number, names and powers of the Regional Ministries (Official Gazette of the Canary Islands no. 135 of 11-07-2011).

Law 14/1990 of 26 July, on the Legal Regime of the Public Administrations in the Canary Islands (Official Gazette of the Canary Islands no. 96 of 01-08-90).

Law 1/1983 of 14 April, on the Government and the Public Administration of the Autonomous Community of the Canary Islands (Official Gazette of the Canary Islands no. 11 of 30-04-83).

Reference to their goals in Equality Education

Among many other functions, it is responsible for equality between men and women.

Link

<http://www.gobcan.es/educacion/default.asp>

Applicable regulations

Decree 331/2011 of 22 December, approving the Organizational Regulations of the Regional Ministry of Presidency, Justice and Equality (Official Gazette of the Canary Islands no. 252 of 27-12-2011).

Decree 170/2011 of 12 July, establishing the central and support structure, as well as the headquarters, of the Regional Ministries of the Government of the Canary Islands (Official Gazette of the Canary Islands no. 138 of 14-07-2011).

President's Decree 86/2001 of 8 July, determining the number, names and powers of the Regional Ministries (Official Gazette of the Canary Islands no. 135 of 11-07-2011).

Law 14/1990 of 26 July, on the Legal Regime of the Public Administrations in the Canary Islands (Official Gazette of the Canary Islands no. 96 of 01-08-90).

Law 1/1983 of 14 April, on the Government and the Public Administration of the Autonomous Community of the Canary Islands (Official Gazette of the Canary Islands no. 11 of 30-04-83).

Reference to their goals in Equality Education

Among many other functions, it is responsible for equality between men and women.

Link

<http://www.gobcan.es/cpj/>

Canarian Institute for Gender Equality

Applicable regulations

Law 4/2012 of 25 June, on administrative and tax measures, among other matters affecting the body in order to comply with the Canarian Law on Equality, establishes that the name of the rule creating the body shall be Law 1/1994 of 13 January on the Canarian Institute for Gender Equality.

Canarian Law 1/2010 of 26 February, on Equality for Men and Women amends Law 1/1994 and changes the name of the body for Canarian Institute for Gender Equality.

Decree 1/1995 of 13 January (Official Gazette of the Canary Islands no. 16 of 06-02-95), developing Law 1/1994 of 13 January, creating the Canarian Women's Institute (Official Gazette of the Canary Islands no. 10 of 24-01-94).

Law 1/1994 of 13 January, creating the Canarian Institute for Gender Equality (Official Gazette of the Canary Islands no.10 of 24-01-94).

Reference to their goals in Equality Education

It has a website section included the Best Practices in Gender Equality, started by local corporations, schools and other Canarian institutions. They aim at eliminating any discriminatory situations and at favoring equal treatment and opportunities for men and women.

Link

<http://www.gobcan.es/icigualdad/>

http://www.gobcan.es/icigualdad/inicio/informacion_servicios/buenas_practicas/buenas_practicas_locales.html

<http://www.gobiernodecanarias.org/educacion/5/WebDGOIE/scripts/default.asp?IdSitio=13&Cont=173>

Department of Education

Applicable regulations

Decree 107/2012 of 10 October, amending Foral Decree 132/2011 of 24 August, establishing the organizational structure of the Department of Education.

Foral Decree 10/2011 of 1 July by the President of the Foral Community of Navarre, establishing the departmental structure of the Administration of the Foral Region of Navarre and the powers corresponding to each Department.

Decree 81/2011 of 18 July, establishing the basic organizational structure of the Department of Education.

Foral Order 204/2010 of 16 December by the regional Minister of Education, governing coexistence in public and semipublic non-university centers in the Foral Region of Navarre.

Foral Decree 47/2010 of 23 August, on the students' rights and duties and co-existence in public and semipublic non-university centers in the Foral Region of Navarre.

Royal Decree 1070/1990 of 31 August, on the transfer of functions and services regarding non-university education by the State Administration to the Foral Region of Navarre.

Reference to their goals in Equality Education

The basic principles of the regulatory framework are:

- Eliminating any obstacles hindering effective equality for all persons and promoting full equality of rights and opportunities for men and women.
- Integrating the principle of equal treatment, avoiding discrimination or inequality due to sexist, racist, xenophobic or anti-religious behavior or to behavior based on social stereotypes.

It stipulates that students are entitled to:

- Have an education based on equal opportunities and social protection.
- Have an education including goals such as equal rights and opportunities for men and women.

Link

http://www.navarra.es/home_es/Gobierno+de+Navarra/Organigrama/Los+departamentos/Educacion/

Department of Social Policies

Applicable regulations

Foral Decree 10/2011 of 1 July by the President of the Foral Community of Navarre, establishing the departmental structure of the Administration of the Foral Region of Navarre and the powers corresponding to each Department.

Royal Decree 227/1986 of 24 January, on the transfer of services regarding Women protection by the State Administration to the Foral Region of Navarre.

Royal Decree 1702/1985 of 1 August, on the transfer services regarding assistance and social services by the State Administration to the Foral Region of Navarre.

Reference to their goals in Equality Education

Navarre's Institute for Family and Equality Affairs reports to this department.

Link

http://www.navarra.es/home_es/Gobierno+de+Navarra/Organigrama/Los+departamentos/A+suntos+ Sociales+ Familia+ Juventud+y+Deporte/

Navarre's Institute for Family and Equality Affairs

Applicable regulations

Foral Decree 75/2012 of 25 July, approving the constituent documents of the Independent Body called Navarre's Institute for Family and Equality Affairs.

Reference to their goals in Equality Education

Navarre's Institute for Family and Equality Affairs aims at achieving equality for men and women in all spheres of the political, economic, cultural and social life in Navarre, as well as at applying the policies affecting families, promoting the shared responsibility of institutions, organizations, civil society and men and women in caregiving tasks, as one of the ways for society to achieve wellbeing and quality of life. Promoting Equality Education may be included within this purpose, however it is not specifically mentioned.

Link

http://www.navarra.es/home_es/Gobierno+de+Navarra/Organigrama/Los+departamentos/A+suntos+ Sociales+ Familia+ Juventud+y+Deporte/Organigrama/El+departamento/Instituto+Na varro+para+la+Igualdad+y+Familia.htm

Navarre's Equality Council

Applicable regulations

Foral Decree 22/2012 of 9 May, governing the functions, make-up and organizational regime of Navarre's Equality Council.

Reference to their goals in Equality Education

This institution belongs to Navarre's Institute for Family and Equality Affairs. The goals of Navarre's Equality Council do not mention specifically Equality Education, although it may be responsible for these matters considering the following functions assigned to it: *"Suggest as many measures as deemed necessary in order to promote and boost gender equality and women's participation in the political, cultural, economic and social life"* and *"Promote communication, cooperation and exchange with institutions and bodies in other Public Administrations with similar goals"*.

Link

http://www.navarra.es/home_es/Temas/Igualdad+de+genero/Políticas+de+igualdad/Asociaciones/ConsejoNavarrodeIgualdad.htm#comienzoContenido

Extremadura

Regional Ministry of Education and Culture

Applicable regulations

Decree 210/2011 of 5 August, establishing the organizational structure of the Regional Ministry of Education and Culture Affairs.

Royal Decree 1801/1999 of 26 November, on the transfer of functions and services regarding non-university education by the State Administration to the Autonomous Community of Extremadura.

Reference to their goals in Equality Education

Among the functions of the General Secretariat of Education, belonging to the Regional Ministry of Education and Culture Affairs, is planning and executing actions promoting the education based on values and respect for diversity.

Link

<http://www.gobex.es/cons004/view/main/index/index.php>

<http://www.educarex.es>

Regional Ministry of Health and Social Policies

Applicable regulations

Decree 23/2012 of 10 February, establishing the organizational structure of the Regional Ministry of Health and Social Policies (Official Gazette of Extremadura no. 29 of 13-02-2012).

Royal Decree 3366/1983 of 7 December, on the transfer of functions and services regarding Women's protection by the State Administration to the Autonomous Community of Extremadura.

Royal Decree 251/1982 of 15 January, on the transfer of powers, functions and services regarding Social Services and Assistance by the State Administration to Preautonomous Bodies.

Reference to their goals in Equality Education

The Women's Institute of Extremadura reports to this Regional Ministry.

Link

<http://www.gobex.es/cons007/view/main/index/index.php>

Extremaduran Women's Institute - IMEX

Applicable regulations

Decree 185/2001 of 5 December, approving the constituent documents of the Extremaduran Women's Institute.

Law 11/2001 of 10 October, creating the Extremaduran Women's Institute.

Reference to their goals in Equality Education

One of the functions of the Extremaduran Women's Institute is to plan and, if applicable, execute the set of measures aiming at eliminating the obstacles preventing or hindering real and effective equality for both sexes and, specifically, develop a Plan for Equal Opportunities for Women in Extremadura. Within the IV Plan for Women's Equality in Extremadura, pillar number four includes references to Equality Education, outlined in the following actions:

- Include modules on gender equality in training actions.
- Apply co-educational methods in schools.
- Promote a balanced participation of men and women in Parents' Associations, School Councils and in the educational community.
- Promote women's participation in training for masculinized jobs and vice versa.
- Mainstream the role of women in all spheres.

Link

<http://imex.gobex.es/>

Balearic Islands

Conselleria de Educació, Cultura y Universidades
[Regional Ministry of Education, Culture and University Affairs]

Applicable regulations

Decree 26/2004 of 21 September by the President of the Balearic Islands establishing the organizational structure of the Regional Ministry of Education and Culture Affairs.

Reference to their goals in Equality Education

Among the goals of this Regional Ministry we have not found any references to Equality Education.

Link

<http://www.caib.es/govern/organigrama/area.do?coduo=7&lang=es>

Regional Ministry of Health and Social Services

Applicable regulations

Law 4/2009 of 11 June, on social services in the Balearic Islands.

Resolution of 19 August 2009 by the Regional Minister of Social Services, Promotion and Immigration submitting the Preliminary Draft Law, governing the make-up, functions and powers of the Council of Social Services of the Balearic Islands to a public information process, Decree 49/2008 of 18 April creating the Council for Women's Participation of the Balearic Islands.

Error correction regarding Decree 66/1999 of 4 June, approving the Regulations governing the Balearic System for Social Services (Official Gazette of the Balearic Islands no. 77 of 15 June).

Reference to their goals in Equality Education

Among the goals of this Regional Ministry we have not found any references to Equality Education.

Link

<http://www.caib.es/govern/organigrama/area.do?lang=es&coduo=3349>

Balearic Women's Institute.

Applicable regulations

Law 5/2000 of 20 April, creating the institution.

Reference to their goals in Equality Education

The 2012 report of the Balearic Women's Institute mentions, among other information, that the Service for Psychological Assistance offers among its action lines, social and educational workshops to recover self-esteem, train assertiveness and social skills, promote health and equality education.

It also specifies how important it is to have equality education for preventing gender-based violence.

Link

<http://www.caib.es/govern/organigrama/area.do?coduo=232&lang=es>

Community of Madrid

Regional Ministry of Education, Youth and Sport

Applicable regulations

Decree 126/2012 of 25 October by the Government Council, establishing the organizational structure of the Regional Ministry of Education, Youth and Sport.

Decree 74/1988 of 23 June, assigning powers to the institutions of the Community, its independent bodies, management bodies and public undertakings regarding staff, and any other powers assigned to it by current provisions.

Law 1/1983 of 13 December, on the Government and Administration of the Community of Madrid.

Reference to their goals in Equality Education

No specific references to Equality Education were found among the Department's action areas.

Link

http://www.madrid.org/cs/Satellite?c=CM_Agrupador_FP&cid=1109266187254&idConsejeria=1109266187254&idListConsj=1109265444710&language=es&pagename=ComunidadMadrid%2FEstructura

Regional Ministry of Social Affairs. Women's General Directorate

Applicable regulations

Decree 99/2011 of 7 July by the Government Council, establishing the organizational structure of the Regional Ministry of Social Affairs.

Decree 57/2011 of 30 June by the Government Council, partially modifying the powers and organizational structure of some Regional Ministries in the Community of Madrid.

Law 1/1989 of 13 December on the Government and Administration of the Community of Madrid, and other legal and statutory regulations and, particularly, developing, coordinating and monitoring the execution of policies in the following fields: Family protection, social services, elderly persons assistance, assistance to dependent persons, social promotion and promotion of voluntary work; promotion and achievement of real and effective equality for men and women in the different spheres of political, economic and social life; immigration and development cooperation.

Reference to their goals in Equality Education

- Promote and achieve real and effective equality for men and women in the different spheres of political, economic and social life.
- Prepare the Plan for Equal Opportunities for men and women and boost its application by the Regional Administration, follow it up.
- Promote the inclusion of the gender approach in all rules, policies, actions, plans and strategies adopted by the institutions of the Community of Madrid.
- Promote and coordinate actions aiming at promoting equal opportunities for men and women within the powers of the Community of Madrid, and cooperate with other national and international institutions in the area of Equality.
- Build relationships and channels for participation of associations, foundations and other institutions and organizations which aim at achieving equal opportunities for men and women.

Link

http://www.madrid.org/cs/Satellite?c=CM_Agrupador_FP&cid=1109266187278&idConsejeria=1109266187278&idListConsj=1109265444710&language=es&pagename=ComunidadMadrid
Structure

Castilla y Leon

Regional Ministry of Education

Applicable regulations

Decree 4/2011 of 13 October, modifying Decree 2/2011 of 27 June by the President of the Government of Castilla y Leon reorganizing Regional Ministries.

Decree 38/2011 of 7 July, establishing the organizational structure of the Regional Ministry of Education and organizing the powers of the governing bodies, including the General Secretariat.

Decree 2/2011 of 27 June, on the Reorganization of Regional Ministries, reorganizing the Administration of the Autonomous Community into Regional Ministries, including the Regional Ministry of Education.

Law 3/2001 of 3 July. Law on the Government and Administration of Castilla y Leon 2011.

Reference to their goals in Equality Education

No specific references to Equality Education were found among the Regional Ministry's action areas.

Link

http://www.jcyl.es/web/jcyl/Gobierno/es/Plantilla66y33/1284181081960/_/_/_

<http://www.educa.jcyl.es/es>

Regional Ministry of Family Affairs and Equal Opportunities

Applicable regulations

Decree 4/2011 of 13 October, modifying Decree 2/2011 of 27 June by the President of the Government of Castilla y Leon reorganizing Regional Ministries.

Decree 37/2011 of 7 July, establishing the organizational structure of the Regional Ministry of Family Affairs and Equal Opportunities and organizing the powers of the governing bodies, including the Women's General Directorate.

Decree 2/2011, of 27 June by the President of the Government of Castilla y Leon, on the Reorganization of Regional Ministries, organizing the Administration of the Autonomous Community into Regional Ministries, including the Regional Ministry of Family Affairs and Equal Opportunities.

Law 3/2001 of 3 July. Law on the Government and Administration of Castilla y Leon 2011.

Reference to their goals in Equality Education

On their website, there is a section devoted to gender training which offers equality training workshops for the staff of local institutions: tools to apply gender mainstreaming in local corporations. Also noteworthy is the Program “Mas Iguales (+ = es)” 2012-2013 whose purpose is to “generate in school children a firm opinion and awareness of equality between men and women, promoting shared responsibility in a context of education based on values and avoiding sexist stereotypes by means of training faculty, providing awareness-raising sessions for mothers and fathers, representatives of the School Council and developing pilot equality plans in some schools with demonstrative purposes, because in order to achieve equality education for boys and girls, it is essential that they receive a consistent message from the entire educational community and its stakeholders: teachers, counselors, mothers and fathers.”

Link

http://www.jcyl.es/web/jcyl/Familia/es/Plantilla66y33/1246989716773/_/_/_

http://www.jcyl.es/web/jcyl/Familia/es/Plantilla100/1270553756419/_/_/_

http://www.jcyl.es/web/jcyl/Familia/es/Plantilla100/1131977357109/_/_/_

Regional Council for Women Affairs

Applicable regulations

Law 1/2003 of 3 March, on Equality between Men and Women in Castilla y Leon.

Decree 171/2000 of 13 July, governing the Regional Council for Women Affairs.

Reference to their goals in Equality Education

Procure the elimination of any forms of discrimination against women in the society of Castilla y Leon.

Link

http://www.jcyl.es/web/jcyl/Familia/es/Plantilla100/1212136812546/_/_/

Autonomous City of Ceuta

Regional Ministry of Education, Culture and Women Affairs

Applicable regulations

Decree of 16 June 2011 by the President of the City of Ceuta, establishing the structure of the Administration of the Autonomous City of Ceuta.

Decree of 16 June 2011 by the President of the City of Ceuta, establishing the structure of the Administration of the Autonomous City of Ceuta.

The powers regarding Education in the city of Ceuta are assigned to the Ministry of Education, Culture and Sport, and there are therefore no regional regulations transferring powers.

Reference to their goals in Equality Education

Among the powers of the Regional Ministry of Education, Culture and Women Affairs are the following:

- Actions aiming at achieving real and effective equality for men and women in the different spheres of political, economic and social life in Ceuta.
- Promote the inclusion of the gender approach in all rules, policies, actions and plans adopted by the institutions in the Autonomous City of Ceuta.
- Coordinate the Women's Counseling Center.

Link

<http://www.ceuta.es/ceuta/por-consejerias/educacion-cultura-y-mujer>

Women's Counseling Center

Applicable regulations

Created in March 1988 under Law 7/1985 of 2 April on the Foundations of the Local System.

Reference to their goals in Equality Education

The Service for Educational Programming falls within the services provided by the Women's Counseling Center and has the following goals:

- Provide information of educational nature whenever the situation requires it.
- Foster the access, participation and promotion of women in Education and Training.
- Raise awareness in Ceuta's society of the need to achieve real equality between men and women.
- Achieve better social recognition of women and their contributions to culture.
- Not fall in traditional social roles.
- Foster equality within the school and university sphere in the City
- Not label boys and girls based on sex from childhood.

Link

<http://www.ceuta.es/cam/>

Autonomous City of Melilla

Regional Ministry of Education and Social Groups.

Areas: Education and Kindergartens

Applicable regulations

Organic Law 2/1995 of 13 March, Statute of Autonomy of Melilla.

Resolution of the Government Council of 26 August 2011, on the approval of the decree assigning powers to the Regional Ministries of the City.

The State has not transferred any powers in Education to Melilla. The City funds the maintenance and employed staff of Primary Schools, while the State is in charge of paying the salaries of faculty and employed staff in Secondary Schools, as well as of setting out the educational guidelines and policies by means of the Provincial Directorate of Education.

In the case of kindergartens, the service was taken on by the Autonomous City of Melilla after the transfer of Social Assistance Affairs on 1 January 1998 as per Royal Decree 1385/1997 of 29 August, on the transfer of functions and services by the General State Administration to the City in this area. As per the Resolution of the Government Council of 20 July 2007 on the distribution of powers in Regional Ministries, the Regional Ministry of Education and Social Groups was assigned the management of the Kindergartens Program.

Reference to their goals in Equality Education

On 7 March 2013, the Assembly of the Autonomous City of Melilla, by request of the Education and Culture Commission, reporting to the Regional Ministry of Education and Social Groups, adopted the Institutional Declaration for International Women's Day, transferring to the Central Government the need to essentially invest in Equality Education (or co-education) as a fundamental way to progress and educate based on the values of equality and non-discrimination. Additionally, an action proposal was put forward to institutionalize an Plan for Equality for men and women in the field of education, through cooperation with educational authorities, as an element aiming at transforming society,

Link

http://www.melilla.es/melillaportal/lacc_d3_v1.jsp?codMenu=5&language=es

Regional Ministry of Education and Social Groups.

Vice Council for Women Affairs.

Applicable regulations

Organic Law 2/1995 of 13 March, Statute of Autonomy of Melilla.

Resolution of the Government Council of 26 August 2011, on the approval of the Organizational Regulations of the Regional Ministry of Social Welfare and Health.

Reference to their goals in Equality Education

The Advisory Board/Sectoral Board for Women Affairs reports to this Regional Ministry.

Link

http://www.melilla.es/melillaportal/lacc_d3_v1.jsp?codMenu=5&language=es

Advisory Board/Sectoral Board for Women Affairs

Applicable regulations

Regulations of the Advisory Board/Sectoral Board for Women Affairs.

Link

Promoting Equality Education can be covered by two of the general functions assigned to the Advisory Board/Sectoral Board for Women Affairs:

- Define mainstreaming strategies regarding Women affairs.
- Boost the defence and improvement of women's position in all affairs affecting them.

Link

http://www.melilla.es/melillaportal/fdes_d4_v2.jsp?codMenu=347&language=es&codMenuPN=5&codMenuSN=179

http://www.melilla.es/melillaportal/RecursosWeb/DOCUMENTOS/1/2_346_1.pdf

Town halls and municipal organizations

Background

The actions carried out by town halls and municipal organizations within their territories and powers aim at improving the population's quality of life, providing an essential work due to their proximity to the citizens, among other factors.

The municipal administration, within the powers assigned to it under the law, has some organizational capacity with regard to its administrative bodies and some independence to define and execute public policies.

Law 7/1985 of 2 April, governing the Foundations of the Local System, stipulates in article 25 the powers assigned to municipal governments and other local organizations.

Specifically, regarding equal opportunities for men and women and education, it lays down the following:

“The municipal government shall exercise under all circumstances and according to the State and Autonomous Communities' legislation the following:

k) Provide social, promotional and reintegration services.

(...)

n) Participate in planning education and cooperating with the educational Administration to create, build and sustain public schools, and participate in their governing bodies and in monitoring the observance of mandatory schooling” (Article 25.2).

The General State Administration and the regional administrations may delegate to municipal governments the exercise of some powers. Thus, local administrations have the chance to manage some additional actions within their territory and in accordance with the provisions set forth by the general and regional administrations.

“Municipal governments may carry out activities of other public administrations in addition to their own and, specifically, any related to education, culture, promotion of women affairs, housing, health

and environmental protection” (Article 25.2).

Specifically, and regarding equal opportunities for men and women, according to article 21.2 of the Equality Act, local organizations must incorporate the right to equal opportunities for men and women into their actions when exercising their own powers, cooperating for this purpose with other public administrations. This legal mandate is present in many town halls' organizational structure, which include a specific local council and incorporate tools which allow to implement the principle of equal opportunities for men and women in a transversal manner, such as equality plans.

One of the actions favoring the execution of equality policies in municipalities is the existence of a specific department within the municipal organizational structure, which aims at promoting equal opportunities (FEMP, 2009:73).

Regarding the manner in which municipal policies implement the principle of equal opportunities, many Spanish municipal governments are following a mainstreaming strategy: on the one hand they work on the respect for the principle of equality by means of specific actions and, on the other hand, they introduce this principle to all spheres of municipal policies, considering that equality between men and women must be present in every action executed. The Spanish Federation of Municipalities and Provinces [FEMP] publishes a guide for better management of equality policies in municipalities smaller than 10,000 inhabitants. Such tool helps local organizations implement equality policies. This guide offers practical information on how to design and implement a strategy based on promoting equal opportunities from the local administration.

Finally, in order to wrap up this section on actions carried out by Spanish municipalities, we offer a brief review of the municipalities where the schools participating in the pilot project are located. Such project will be implemented in later phases of the project “Plurales”.

For this Diagnosis Study we have considered it relevant, as a way to portray the municipalities participating, to verify the existence of departments related to equality between men and women, generally under the name Local Council for Women Affairs or Local Council of Equality. Likewise, we considered it essential to analyze the existence of municipal equality plans, equality agents and training actions for Equality Education.

The table below shows demographic information on the municipalities participating in the pilot project. This information is included below because we consider that the variable “population size” may be relevant when ascertaining the organizational and executive capacity of the municipalities subject to analysis regarding public policies.

Table 2: Population registered in the municipalities participating in the Pilot Project.

	Women	Men	Total
Tapia de Casariego (Asturias)	2,103	1,942	4,045
Pedanía de Los Garres (Murcia)	223,879	218,324	442,203
Monóvar (Alicante-Community of Valencia)	6,475	6,398	12,873

Epila (Zaragoza-Aragon)	2,189	2,531	4,720
Tomelloso (Ciudad Real-Castilla-La Mancha)	19,265	19,701	38,966
Mendavia (Navarra)	1,829	1,888	3,717
Caceres (Extremadura)	49,361	45,665	95,026
Ceuta	40,211	42,165	82,376
Melilla	38,220	40,256	78,476

Source: Own development based on the Municipal Register of Inhabitants 2011. INE [Spanish National Statistics Institute]

As it becomes evident from the table above, the size of municipalities participating in the research study is very different. Mention should be made to Los Garres, a village located in the municipality of Murcia. The number of inhabitants in each municipality will determine, among other aspects, budgetary and resources availability.

Municipal bodies and actions regarding Equal Opportunities

Asturias

Town Hall of Tapia de Casariego
Local council of Equal Opportunities and/or Women Affairs
Local council of Social Welfare and Women Affairs
Bodies providing services related to Equal Opportunities and/or Women Affairs
Women Meeting House
Women's Counseling Center
Plan for Equal Opportunities for Men and Women
No
Activities related to Equality Education
Organize one-off actions to foster Equality in the field of education. An example is the drawing contest: "Drawing in equality", organized in year 2012.
Link
http://www.tapiadecasariego.es/index.php?M1=2&M2=27

Region of Murcia

Town hall of Murcia

Local council of Equal Opportunities and/or Women Affairs

Social Welfare, Equality Policies and Citizens' Participation

Bodies providing services related to Equal Opportunities and/or Women Affairs

Municipal network of Women's Centers

Resource to provide Assistance to Gender-based Violence Victims

Equality Agency

Plan for Equal Opportunities for Men and Women

Plan for Equal Opportunities for Men and Women 2010-2012. It is based on a dual company, both including specific actions and applying gender mainstreaming as a strategy to incorporate the gender approach into municipal public policies.

Activities related to Equality Education

The Plan for Equal Opportunities includes an action line called "Education". Within this action line, some specific actions have been planned and allocated funding. The goals pursued with these actions are:

- Complement and foster the students' comprehensive development.
- Provide support to teachers to educate based on values and to develop students' personalities.
- Cooperate with and provide guidance to fathers and mothers in the complex educational process.

Links

<http://www.murcia.es/web/portal/inicio>

<http://www.murcia.es/ServiciosSociales/pdf/Enlaces/PlanIgualdad%20Comp.pdf>

Community of Valencia

Town hall of Monovar (Alicante)

Local council of Equal Opportunities and/or Women Affairs

Local council for Women Affairs.

Bodies providing services related to Equal Opportunities and/or Women Affairs

Area of Women's Affairs, within the area of Social Welfare, where several local councils carry out social emergency actions, community interventions, family interventions and psychological assistance actions.

Plan for Equal Opportunities for Men and Women

No

Activities related to Equality Education

The local council organizes, along with the management teams of schools in the municipality, one-off school events on commemorative days such as March 8 and 25 November.

Links

<http://www.monovar.es/Areas.aspx?id=6>

Aragon

Town hall of Epila (Zaragoza)

Local council of Equal Opportunities and/or Women Affairs

A department or local council for Women Affairs or Equality does not seem to exist within the organizational structure of the municipality.

Bodies providing services related to Equal Opportunities and/or Women Affairs

The Department of Basic Social Services provides essential social services to the population.

Plan for Equal Opportunities for Men and Women

No

Activities related to Equality Education

No

Links

http://www.epila.es/index.php?option=com_content&view=article&id=54&Itemid=71

Castilla-La Mancha

Town hall of Tomelloso (Ciudad Real)

Local council of Equal Opportunities and/or Women Affairs

Local council of Equality

Bodies providing services related to Equal Opportunities and/or Women Affairs

Women's Center

Plan for Equal Opportunities for Men and Women

Plan of Equality for the Staff working at the Town Hall of Tomelloso (Mayor-President's Resolution of 20 December 2012): This Plan of Equality only refers to the staff working at the town hall and does not lead municipal actions, although we considered it relevant to include it under this section.

Activities related to Equality Education

The Women's Center organizes actions which have been allocated funds from the Municipal Budget 2013. The Program "Mujer" is also being carried out, and also has been allocated funds.

The Municipal School Council (CEM), reporting to the Local council of Education, is organized by means of a Permanent Commission. One of the goals of this body is "to choose, if necessary, the person driving educational measures which foster real and effective equality for men and women".

Links

<http://www.tomelloso.es/portal/>

http://www.tomelloso.es/portal/user/anon/group/anon/page/default.psm1/tomelloso.cpxid/o?HiddenProxyComunInicio.target=documents_1_1_published_3362

http://www.tomelloso.es/portal/user/anon/group/anon/page/default.psm1/tomelloso.cpxid/o?HiddenProxyComunInicio.target=documents_1_1_published_175

Navarre

Town hall of Mendavia (Navarre)

Local council of Equal Opportunities and/or Women Affairs

There is a Commission for Education, Social policies and Equality.

Bodies providing services related to Equal Opportunities and/or Women Affairs

Social services are rendered collaboratively.

Plan for Equal Opportunities for Men and Women

No

Activities related to Equality Education

No information has been found regarding the program of Equality Education actions within the municipality.

Links

<http://www.mendavia.es/es/ayuntamiento/servicios/>

Extremadura

Town hall of Caceres

Local council of Equal Opportunities and/or Women Affairs

Administrative Units for Women Affairs and Equal Opportunities, within the Area of Accessibility, Social Affairs, Neighborhoods and Citizen Participation.

Bodies providing services related to Equal Opportunities and/or Women Affairs

Municipal Institute for Social Affairs

Office for Equality and Gender-based violence

Plan for Equal Opportunities for Men and Women

I Plan for Equal Opportunities for Men and Women 2011-2015. Town hall of Caceres.

Activities related to Equality Education

The Plan for Equality undertakes specific actions regarding Equality Education. Specifically, it programs campaigns to raise awareness and inform on equality and gender-based violence prevention within the educational community. The goal of this campaign is: “to establish ways to participate and collaborate in the field of education to integrate the principle of equality and create an educational framework based on co-education”. The plan also provides for funds allocated to execute such actions.

Links

<http://www.ayto-caceres.es/ayuntamiento>

<http://imas.ayto-caceres.es/files/PLAN%20%20IGUALDAD.pdf>

The information regarding Ceuta and Melilla is not included in this section, as these are Autonomous Cities and their information on municipal actions is under the section regarding Autonomous Communities.

Universities

Background

The work of universities regarding Equality Education is essential, as they are one of the stakeholders responsible for educational planning. They are the institutions training faculty. In this regard, their training offer regarding Equality Education depends to a large extent on the awareness of the future teachers regarding equal opportunities.

Universities offering courses related to Equality Education contribute with their work to fostering equal opportunities through raising awareness within the educational community about the importance of Equality Education as a pedagogical instrument to achieve equal opportunities and contribute to the quality of the teaching system.

Below we provide some fact sheets with some universities which promote, within their training offer, the dissemination of Equality Education.

Universities

University of Salamanca - School of Education

Offered training in Equality

University Master's Degree in Teaching for Mandatory Secondary Education and Bachillerato [pre-university studies], Vocational Training and Languages.

Specific goals related to Equality Education

- Design and develop learning spaces specifically focusing on equality, emotional education based on values, equal rights and opportunities for men and women, civic training and respect for human rights facilitating life in society, decision-making and building a sustainable future.
- Relate education and the environment and understand the educational function of the family and the community, both on the acquisition of competences and learning and on education based on respect for rights and freedoms, equal rights and opportunities for men and women and equal treatment and non-discrimination of persons with disability.

Link

<http://www.usal.es/webusal/node/30323/presentacion>

<http://www.usal.es/webusal/node/30323/objetivos>

University of Seville - School of Educational Sciences

Offered training in Equality

Teacher - specialized in Primary Education

Specific goals related to Equality Education

Within this program there is an optional course called "Education for Diversity and Equality" whose goals are:

- Get to know the historical and consolidation process of the social value of human differences.
- Consider the changes undergone in the school sphere when implementing legal regulations regarding the application of Human Rights.
- Identify the different factors that hinder or favor equal opportunities at school.
- Introduce a critical vision of social processes generating sexist, xenophobic, intolerant or segregating attitudes.
- Raise awareness of equality values, as a task inherent to the school sphere.
- Get to know different educational intervention models and the subsequent programs and strategies.

Link

<http://www.usal.es/webusal/node/30323/presentacion>

<http://www.usal.es/webusal/node/30323/objetivos>

University of Seville - School of Educational Sciences

Offered training in Equality

University Master's Degree in Gender Studies and Professional Development

Specific goals related to Equality Education

The goals pursued by the Master's directors are the following:

- Provide specialized training to high-level professionals who are able to take on relevant tasks to manage, lead and plan actions to promote equal opportunities in public and private institutions, corporations and other organizations.
- Train experts aiming at research and development in the field of women's studies within different scientific areas.

This Master's Degree aims at guaranteeing that graduates can work as: head of public policies on Equality; head of the area of teaching, education and gender-based violence; head of the subject "Social and gender-based changes"; professional working in Equality organizations at national, regional and municipal level; professionals working in documentation centers for women affairs; equality agent.

Remarks

The Master's Degree includes a number of courses directly linked to Equality Education such as:

- Co-education and Equality counseling
- Revealing sexism in educational spaces
- Design and assessment of policies from the gender approach
- Gender and representation
- Gender, citizenship and democracy
- Gender, cultural development and territorial development

Link

http://www.us.es/estudios/master/master_M039?p=7

Offered training in Equality

Official Master's Degree in Gender Equality in Social Sciences

Specific goals related to Equality Education

The goal is to train experts in Gender Equality in order to meet the demand of professionals from public and private institutions who need to develop the programs, policies and equality plans and gender mainstreaming both in the private sector and in public administrations, in education and research.

The courses shall provide the theoretical and practical knowledge necessary to understand the meaning and implement the gender approach within the area of social research, and also to define, promote and execute programs for equal opportunities for men and women.

The Master's Degree guarantees a mastery in the technical tools to act on the problems and inequalities faced by women, counting on the experience of a professional faculty linked to the academic, institutional, media, women associations and groups and NGOs areas.

Thus, the students will:

- Develop the theoretical, analytical and critical capacity from a gender approach, for them to understand its impact on other social differences.
- Master methodological and instrumental, qualitative and quantitative tools which allow them to carry out studies and research, analyses, diagnoses and proposals based on social sciences regarding gender equality actions.
- Be capable of preparing and assessing Equality Plans for companies, public administrations and any public and private institutions.
- Explore further into the knowledge and implementation of specific work areas and policies related to women.
- Develop measures and actions aiming at raising society's awareness in favor of equal opportunities.
- Promote the study of strategies and techniques which favor negotiation and conflict resolution arising from social relations between men and women.

The contents that shall be covered in the Master's Degree will be:

- Theories on equality and difference.
- Methods and techniques for gender studies.
- Gender equality in the Spanish and European legal systems.
- Socialization of gender equality.
- The labor market and gender equality.
- Public policies on Women affairs in Spain and Europe.
- The Spanish Public Administration.
- Gender-based violence studies.
- History of gender relations.
- Science and gender affairs.

Remarks

We must highlight that the methodological approach of this training program approaches gender equality from a multi-disciplinary perspective incorporating the different areas of social studies —comprising Sociology, Political Science, Economy, Psychology, Law, Media and Social Studies' Methodology— as well as the necessary contribution from Humanities —History and Philosophy.

Link

<http://educacion.ucm.es/estudios/master-igualdaddegeneroencienciassociales>

<http://pendientedemigracion.ucm.es/info/masterigualdad/master.html>

University of Cantabria - School of Education

Offered training in Equality

University Master's Degree in Secondary Education Teaching

Specific goals related to Equality Education

The goals of this training program are:

- Design and develop learning spaces specifically focusing on equality, emotional education based on values, equal rights and opportunities for men and women, civic training and respect for human rights facilitating life in society, decision-making and building a sustainable future.
- Know the interaction and communication processes within the classroom, master the necessary social skills and abilities to promote learning and co-existence in the classroom, and address discipline problems and conflict resolution.
- Promote emotional education actions based on values and citizen education.
- Relate education and the environment and understand the educational function of the family and the community, both on the acquisition of competences and learning and on education based on respect for rights and freedoms, equal rights and opportunities for men and women and equal treatment and non-discrimination of persons with disability.

Link

http://www.unican.es/WebUC/catalogo/planes/detalle_od.asp?id=75

Offered training in Equality

University Master's Degree in Research and Innovation in Educational Settings

Specific goals related to Equality Education

This Master's Degree shall allow students to:

- Develop an ethical commitment to promote Human Rights, the principles of Justice, Gender Equality, Equal Opportunities and Non-Discrimination, as well as the values of a civic culture concerned about developing further democracy, solidarity, social inclusion, interculturality, peaceful conflict resolution, cooperation and sustainable global development both in the public sphere and in their future professional sphere.
- Be able to understand the processes of social and educational inclusion and exclusion within a constantly changing society and to design prevention and intervention programs and strategies promoting inclusion.
- Be able to understand diversity and heterogeneity characterizing any human group, particularly related to gender and disability features, and to consider them a positive value which should articulate any action, whatever its complexity, in the society of change.
- Understand and treasure the importance of design, development and innovation processes within the curriculum when building a Preschool Education model.
- Analyze and reflect upon the change processes undergone in preschool institutions and participate in their design in a practical manner.

Link

http://www.unican.es/WebUC/catalogo/planes/detalle_od.asp?id=104

Offered training in Equality

Master's Degree in Equality between men and women: equality agents

Specific goals related to Equality Education

The main goal of the Master's Degree in Equality between men and women offered by University of the Basque Country is to train specialized technical staff empowered to carry out functions promoting, executing and coordination actions aiming at achieving equality between men and women in different social spheres.

This professional figure is provided for in international, EU, national and regional regulations as an essential instrument to develop equality policies. Additionally, this specialization program is included in the National Classification of Occupations. Their professional competences basically include designing, managing and assessing programs and actions related to equality between men and women in areas such as education, employment, culture, social affairs and, in general, in all forms of citizen participation.

The specific knowledge, skills and abilities regarding equality acquired by the students upon completing the studies leading to this title are the following:

- Design and implement equality actions and plans coordinating the different organizations and players involved.
- Create and make use of assessment tools, particularly the assessment methods to measure the gender impact.
- Advise the Administration, social agents, companies and organizations regarding equality initiatives and legislation (state and international regulations, case law, etc.).
- Coordinate and supervise career and job counseling programs, implementing actions specifically targeted at women.
- Promote awareness-raising campaigns aimed at changing discriminatory and stereotyped sexist attitudes.
- Research: Carry out documentation work, sociological research, statistical reporting and gender studies.
- Act as an intermediary between the Administration, women's groups and social agents in all sorts of matters referring to equality between men and women.
- Be aware of and work with potential existing support networks.

Link

<http://berdintasuna.asmoz.org/index.php/es/>

<http://berdintasuna.asmoz.org/index.php/es/info/caracteristicas#OBJETIVOS>

Offered training in Equality

University Master's Degree in Teaching for Mandatory Secondary Education and Bachillerato [*pre-university studies*], Vocational Training and Languages.

Specific goals related to Equality Education

The competences shall be defined taking into consideration the respect for fundamental rights and equal opportunities for men and women, equal opportunities' principles and universal access for persons with disability and the values of a culture based on peace and democracy.

The goals are:

- Design and develop learning spaces specifically focusing on equality, emotional education based on values, equal rights and opportunities for men and women, civic training and respect for human rights facilitating life in society, decision-making and building a sustainable future.
- Relate education and the environment and understand the educational function of the family and the community, both on the acquisition of competences and learning and on education based on respect for rights and freedoms, equal rights and opportunities for men and women and equal treatment and non-discrimination of persons with disability.

Remarks

This Virtual University has a Digital Database containing interesting material on Equality Education, such as “Co-education Vs. sexist stereotypes. Analysis of current education. Co-educational proposals for physical education and schools”.

Link

<http://www.unir.net/master-secundaria.aspx>

http://gestor.unir.net/userFiles/file/documentos/competencias_secundaria.pdf

<http://reunir.unir.net/handle/123456789/694>

Universidad Complutense de Burgos - School of Humanities and Education

Offered training in Equality

University Master's Degree in Teaching for Mandatory Secondary Education and Bachillerato [*pre-university studies*], Vocational Training and Languages.

Specific goals related to Equality Education

The general purpose can be summarized into the following: Provide teachers working in the areas of Secondary Education, Bachillerato, Vocational Training and Languages, Arts and Sports with the necessary training to exercise their profession as per the provisions of Organic Law 2/2006 on Education and Order 3858/2007.

The more specific goals stipulated in such Order are: Design and develop learning spaces specifically focusing on equality, emotional education based on values, equal rights and opportunities for men and women, civic training and respect for human rights facilitating life in society, decision-making and building a sustainable future.

Link

http://www.ubu.es/titulaciones/es/master_secundaria/informacion-academica/presentacion-titulo

Universitat de les Illes Balears - University group for gender studies

Offered training in Equality

University Master's Degree in Equality Policies and in Gender-based violence prevention

Specific goals related to Equality Education

The general goal is to offer training which allows the future professionals to develop their work in equality policies and gender-based violence prevention within the current regulatory framework (as per the Law on Comprehensive Protective Measures against Gender-based Violence and the Law on Effective Equality between Men and Women) providing students with the conceptual and methodological tools necessary to carry out such work.

The expert in equality policies is a professional who designs, manages, coordinates, implements, handles and assesses action plans, programs, projects and campaigns regarding equal opportunities in different areas and professional scenarios.

Link

<http://postgrau.uib.cat/es/master/2013-14/MVI2/?languageId=100001>

Trade Unions

Background

Trade Unions, traditionally linked to progressive currents of thought, are characterized by the fight in favor of equal opportunities for men and women. Trade Unions have been very relevant in the field of education and currently most trade unions working in the teaching area refer to equality among their goals, both for teachers and for students.

Below we include some fact sheets with information on different trade unions. Some of them, such as STES-intersindical, devoted solely to defending teachers' interests and others with a more general scope. It is noteworthy that all of them carry out an important work raising awareness and promoting Equality Education as the essential pedagogical system to achieve effective equality between men and women.

Trade Unions

STES-INTERSINDICAL

Specific goals related to Equality Education and Gender Equality

Trade Union STES-i states in its Bylaws that it is a feminist trade union, as it boosts and generates the necessary conditions for women's active participation in the labor world, as well as their access to decision-making and executive positions.

Their organizational structure includes a Women's Secretariat, which aims at supporting any action whose goal is to achieve equality of both sexes and procure a non-sexist education and co-education.

The purposes stated by the trade union and directly related to fighting in favor of achieving equal opportunities for men and women and of implementing an equality education model are the following:

- Given the sexist ideas governing society, the different members of the *Confederación Intersindical* shall advocate for real equality between men and women, which has an essential tool in co-education as an educational model contributing to transforming women's current discriminated situation. In this regard, they will promote the implementation of a sexual education free of prejudice and taboos, reflecting option diversity, sexual orientation and identity and favors their mainstreaming. They shall fight pedagogical models supporting the passive role of women.
- The different organizations within the *Confederación* shall incorporate the feminine perspective into their daily trade union actions, and, as a *Confederación*, they shall encourage their female members to participate in all activities and trade union bodies, promoting and organization divided into Women Secretariats or Commissions within every organization, in order to address specific women problems.
- The different organizations of the *Confederación* shall fight in favor of public services adapted to the variety of cultural, social, language, national and territorial realities within the Spanish state, and they shall play an active role in developing and mainstreaming the different minority languages in each region, country or nationality.

Link

http://www.stei-i.org/cat/index.php?option=com_content&task=blogcategory&id=30&Itemid=36

Specific goals related to Equality Education and Gender Equality

This trade union bases its work, both educational and union, on the principle of equality between men and women. In their goals they state that: “education represents the foundations of independence, professional empowerment, decent wage, intellectual development, expression and ability to enjoy culture and leisure. The presence of women at all educational levels is undoubtedly an important step forward in the journey towards equality and the fight against discrimination which women have traditionally suffered. We must add to the legal process and to the social evolution new learning that lead us to a change in attitude regarding relations between men and women. We must educate our children to have relationships based on respect, equality and shared responsibilities. Education is the optimal framework for boys and girls to fully develop their personality and learn how to share their lives based on equality, both in the private and personal sphere and in the public one.

Equality, civic values and solidarity, three elements that define our commitment to an educational model which must face the challenge to prepare every student to fully live and participate critically and responsibly in building a better world.

FETE-UGT claims that they work “to defend a plural secular school model based on progressive and democratic ideas, where every person has the same opportunities to access knowledge and develop him or herself, as part of their training as a future citizen. A global education, integrating thought and emotion, aiming at building complex identities, with a wealth of nuances and open to diversity.

Within the field of education, teaching opens new possibilities to choose from an important part of values, attitudes and skills which will underpin the life choices students will make, as well as their critical capacity to participate, with civic responsibility, in a society which is more and more complex and interconnected and where it is essential to learn how to co-exist based on respect for diversity and committed to human rights.

Our commitment to education becomes more specific with a number of actions that we make available to teachers. Because teachers are the ones who make a daily effort in order for their students to learn how to live in a complex and dynamic world, according to the values of responsible citizenship to build a more caring, sustainable and fairer world”.

Link

<http://bibliowebfeteugt.es/igualdad/>

<http://bibliowebfeteugt.es/>

COMISIONES OBRERAS

Specific goals related to Equality Education and Gender Equality

CCOO is a trade union made up of men and women which has promoting and developing equal opportunities among its principles, as well as fighting discrimination due to sex. For such purpose they suggest developing positive actions in labor relations and work conditions, as well as achieving a balanced representation of men and women at all levels, removing all obstacles in order to reach equal representation in all of the trade union's governing bodies.

CCOO is a pluriethnic and multicultural trade union fighting against racism and xenophobia, which promotes values such as respect, tolerance and co-existence of members from different ethnicities and cultures, which wants to group together and advocate for immigrant workers, providing them with equal rights and duties within our organization, and their inclusion in our community.

Link

http://www.ccoo.es/cscceo/Conoce_CCOO:_Quienes_somos_

Interesting link to the CCOO's Confederal Secretariat for Women Affairs and Equality:

<http://www.ccoo.es/cscceo/Areas:Mujeres:Presentacion>

CSI-F

Specific goals related to Equality Education

Although it is not included in the trade union's constitutional goals, the organization does make a reference to equality or to equal opportunities for men and women in the information they provide on their website.

Link

<http://www.csi-f.es/es/content/comision-tecnica-igualdad>

<http://www.csi-f.es/es/departamento/mujer/ambito/nacional>

<http://www.csi-f.es/es/content/aprobamos-por-los-pelos-en-igualdad-o>

ANPE

Specific goals related to Equality Education

This trade union, made up of teaching professionals, directs its actions to achieve the goals that improve the work conditions of the people they represent. Nothing affecting the professional life of teachers is alien to ANPE. Professionalism, as proved day after day in the defense of teachers' professional and economic rights and interests, of their dignity and social function and of the quality of the education we provide, is an essential principle for our trade union.

Link

<http://www.anpe-madrid.com/index.php/anpe-madrid.html>

NGOs, foundations and associations

Background

Non-governmental organizations (NGOs), foundations and associations are organizations which are registered as legal persons and share some common features: they are not profit-making and achieving a social purpose is among their goals.

In Spain there are NGOs, foundations and associations whose end goal is to implement the principle of equal opportunities in an effective manner. There are also organizations devoted to promoting and observing the principle of equality within the sphere of education.

In this section we will go through some of these organizations which carry out actions related to Equality Education.

NGOs, foundations and associations

UNICEF

Goals related to Equality Education and Gender Equality

UNICEF works to achieve a basic and quality education for all boys and girls. Because:

- Education contributes to improving life and is the key to put an end to the cycle of poverty which is a threat to many children in developing countries.
- It allows boys and girls to acquire the knowledge and skills necessary to adopt healthy lifestyles and take on an active role in making the decisions that will affect them in the future.
- A girl that does to school will get married later and will have fewer children. Furthermore, her children will be more likely to survive, because they will be better nourished and will receive an education.
- An education based on rights is the way to abolish some of the inequalities which are most deeply rooted in society.
- UNICEF works in more than 190 countries to guarantee that all boys and girls have access to quality education.

They state that within the field of education their goal is to achieve gender equality. Thus, UNICEF leads the world alliance started by the United Nations for Children's Education bringing together the efforts of the international community to get girls into school.

UNICEF programs in this field address the challenge of education globally, advocating to reduce school fees, improve school infrastructures, make legislative changes and train teachers.

Link

<http://www.unicef.es/infancia/educacion-para-todos-los-ninos>

<http://www.unicef.es/conoce/mision>

INTERMON-OXFAM

Goals related to Equality Education and Gender Equality

Intermon-Oxfam considers that gender equality is an essential issue and they work to reach this goal as proved by the way they act and work:

- Promote and facilitate a mindset and attitude change.
- Integrate and apply a gender approach to all organization's actions.
- Foster and promote the equal participation of men and women in all job positions and at different decision-making levels.
- Facilitate the resources for equality by applying and developing measures allowing more flexibility of work conditions.
- Promote the use of a non-sexist language.

One of their main goals is the fight for women's rights.

Link

<http://www.intermonoxfam.org/es/que-puedes-hacer-tu/unete-al-equipo/igualdad-de-genero>

<http://www.intermonoxfam.org/es/quienes-somos/presentacion>

ENTRECULTURAS

Goals related to Equality Education and Gender Equality

This NGO carries out educational, communication and research campaigns in order for the Spanish society to consider the education of all persons an essential transforming element for developing the peoples.

It is also devoted to development education, an education they promote and, as they state, must meet the characteristics of a non-sexist education, specifically:

“The Development Education promoted by Entreculturas must meet the characteristics of a non-sexist education. In other words, it must be based on the fact that as we educate we also convey, whether consciously or unconsciously, values related to gender identity and to the relations between men and women; we must pursue the full development of every person, fostering their capabilities to the fullest, regardless of gender roles and guaranteeing that the adequate behaviors, feelings and attitudes are available both for boys and girls; we must revalue the values traditionally considered feminine without having to undervalue those considered masculine; help identify and raise awareness of the discriminations based on sex; raise awareness and train on the importance of eliminating such inequalities from the field of education”.

Link

http://www.entreculturas.org/files/documentos/Políticas_de_Educacion_corto.pdf

FUNDACION PERE TARRES

Goals related to Equality Education and Gender Equality

Foundation Pere Tarres is a **non-profit organization for social and educational action**, devoted to promoting **education in the free time, volunteer work**, and to improving **social intervention** and strengthening the **associative fabric**. One of the areas it works in is educational intervention, which they define as:

“the work of educators accompanying boys and girls while living the values that will help them grow as full human beings”.

Although among their guiding principles they do not refer explicitly to Equality Education, after analyzing some of the programs and actions they carry out, we can infer that educational intervention aims at promoting gender equality.

Link

http://www.peretarres.org/wps/wcm/connect/peretarres_es/peretarres/home/informacio_corporativa/que_fem_sup/interv_edu/interv_edu/cnt_interv_edu

<http://www.x-igual.org/index.php/es/>

Goals related to Equality Education and Gender Equality

The purpose of Fundacion Mujeres is to contribute to improving women's social status and life quality as well as to develop the principle and policies of equal opportunities for men and women in the different social, political and economic areas. This purpose specifically materializes into the following goals:

- Improve women's position in the labor market.
- Contribute to integrating equal opportunities in the operations of the labor market and in the development of labor relations.
- Promote an education and training based on equality and free of sexist stereotypes.
- Foster the protection and defense of women's human rights at national and international level, monitoring their respect and calling for action and for reparation of the violations against such rights.
- Intervene in favor of preventing and rooting out gender-based violence.
- Strengthen initiatives for women's social and political participation.
- Promote social understanding and analysis of women's reality, of specific programs targeted at them in any of the social areas and organizations and institutions contributing to equal opportunities.
- Contribute to integrating the goals of equal opportunities for men and women into general policies and to develop the gender approach in the different social, economic and political spheres.
- Collaborate and cooperate with developing countries in order for them to develop, particularly by improving women's social status and by starting programs and policies which contribute to equal opportunities and to facilitate women's access to the benefits of economic development and growth.

Fundacion Mujeres is a non-profit non-governmental organization which works to carry out intervention projects in the different areas of social, political, economic and cultural participation in order to achieve real and effective equal opportunities.

- They make intervention proposals within the educational system for Equality Education and to prevent gender-based violence.
- They promote and support awareness raising campaigns in favor of equal opportunities and to prevent gender-based violence.
- They promote and develop social research projects to develop intervention proposals related to equal opportunities and the inclusion of the gender approach.
- They cooperate with the public administration to include the gender approach and equal opportunities in public policies' implementation and development.

Link

<http://www.fundacionmujeres.es/infoEntidades/view/3>

<http://www.fundacionmujeres.es/infoEntidades/view/1>

FUNDACION SECRETARIADO GITANO

Goals related to Equality Education and Gender Equality

Fundacion Secretariado Gitano (FSG), from its inception, has focused most a great part of its effort to the educational advancement of the Roma community, at all levels and in all ages. Education is an essential pillar in people's development, and one of the elements favoring social inclusion and equal opportunities.

FSG carries out several actions in the field of education related to awareness-raising; we develop an institutional action favoring the inclusion of Roma students in schools; we implement actions related to researching and analyzing reality; we train professionals and we also carry out interventions in the field of education with Roma boys and girls, their families and schools. All of the above makes up FSG's main focus in this area.

In order to work in favor of equal opportunities for men and women responding to this diversity, FSG develops projects targeted at women and girls of all ages and educational levels and interests. Additionally, we carry out mainstreaming strategies for a global change benefiting men and women, families, the Roma community and society as a whole.

We rely on social participation networks and on developing and participating in conferences and seminars —both organized by FSG itself and by other organizations— which favor, on the one hand, understanding, bonding, discussion and social participation of Roma women and, on the other hand, a better understanding of the current situation they are going through and the effort they are making to improve it. Gender equality is socially and economically efficient for the whole Roma community, including men.

Mainly, though not exclusively, the foundation works on equality based on promoting Roma women and preventing gender-based violence. Our action lines are:

- Awareness raising, counseling and internal and external information.
- Shared responsibility and/or work-life balance
- Gender approach mainstreaming
- Promoting health
- Formal education and personal development
- Social participation
- Guidance and mentoring in their work

Link

<http://www.gitanos.org/publicaciones/incorporaciongitanaseso/>

http://www.gitanos.org/que-hacemos/areas/igualdad_de_genero/programas.html

http://www.gitanos.org/que-hacemos/areas/igualdad_de_genero/index.html.es

FUNDACION ESPLAI

Goals related to Equality Education and Gender Equality

Within its activities, they include education during children and youth's leisure time: leisure-time education is a need and a right of boys, girls and youth. It is an educational framework to teach values within a space for social inclusion, democratic learning and personal development.

The Foundation aims at fostering local initiatives in this direction, pursuing quality and equal opportunities and especially promoting leisure time centers funded by non-profit organizations.

Link

http://www.fundacionesplai.org/default.asp?option=com_content&task=view&id=4&Itemid=4&lang=spanish

6.4. Findings

All Autonomous Communities subject to analysis include the promotion of Equality Education among the goals of their Regional Ministries of Education. Specifically, Valencia, Castilla-La Mancha, Ceuta and Melilla include the term “Co-education” in their educational goals.

The other Autonomous Communities talk about the need to respect and promote the principle of equal opportunities for men and women within the field of education, except for Asturias, which, despite not making express reference to Equality Education, it does have it in its goals, as it designs and executes educational actions to promote the principle of equal opportunities.

Regardless of the type of administrative structure applied by every Autonomous Community, all of them integrate the principle of equal opportunities for men and women. Thus, while some Autonomous Communities create specific Regional Ministries of Equality, others introduce this principle within the social policy and social welfare departments. In other cases, policies regarding equal opportunities are organically included in the Regional

Ministry of Presidency.

As a conclusion, we could note that the principle of equality between men and women stipulated under national legislation is mirrored in the organizational structure of the regional administration. Not only local councils are created, but also bodies —often called “Women's Institutes”— which procure that the principle of equal opportunities for men and women is observed.

The actions carried out by these organizations are important, as they execute actions to promote equality. They usually approve plans for equal opportunities which are binding to all public powers (regional and local administrations).

One level down in the administration, finding the common features of the work carried out by town halls and local organizations regarding Equality Education is much more difficult. Municipal administrations are more limited in their capacity to act independently. Regarding Equality Education, regional regulations, the size of the municipality and the funds allocated, among other variables, determine the municipalities' ability to act. Some Town Halls do not execute actions to promote Equality Education. Others, carry out one-off awareness-raising actions with students at schools on key dates, especially to commemorate March 8 (International Women's Day) and November 25 (International Day for the Elimination of Violence against Women). In other cases, although the design of actions regarding Equality Education is provided for, if there are no funds allocated in the municipal budget, they are not executed. In more populated municipalities, the general actions promoting the principle of equal opportunities, as well as the specific actions regarding Equality Education, are parts of the municipal public policy program.

Moreover, the work carried out by universities is essential in order to offer specific training to teachers regarding Equality Education. However, from our analysis we conclude that the training programs offered by presential universities may not be broad or specific enough. Most of these institutions offer optional courses on equal opportunities in general (not specific to gender equality). It is difficult to find specific training in Equality Education in these universities.

We must refer to the existence of other types of training such as on-line training and universities' special degrees which offer on-demand master's and postgraduate degrees. Within these modalities we did detect an offer of more specific subjects, such as gender-based violence and Equality Education, although the possibilities remain still quite limited.

All trade unions subject to analysis have among their goals the respect for the principle of equal opportunities for men and women. Some of them, the most related to the field of education, place Equality Education as an essential pillar for building an equal society.

Finally, we must note the importance of associations, foundations and NGOs in raising awareness of the principle of equal opportunities in general. Specifically, in the area of Equality Education, we have detected that several organizations advocate for extending the co-educational school model. These organizations generate great amounts of information and material which contribute to disseminating the principles of Equality Education.

7. Analysis of the existing programs regarding Equality Education

7.1. Introduction

As shown in previous sections of this situation diagnosis on Equality Education, public administrations with powers on this matter carry out an important regulatory activity in order to guarantee the principle of equal opportunities.

Within the field of education, the educational administration usually has the power to execute actions to promote the principle of equality, including such principle within its goals. With this purpose, educational administrations —mainly regional, as they are the ones that have the powers over this matter— implement a group of programs which promote the principle of gender equality in Education.

However, these actions are not just carried out by regional administrations. Other organizations of different nature work to achieve Equality Education by developing specific programs according to their goals.

In this regard, besides the different programs carried out by regional administrations, we will analyze the actions executed by different organizations which were analyzed in the previous section of this study. The organizations are: Town halls and local organizations, Universities, Trade Unions, Non-profit Organizations and foundations and associations. We will highlight the most relevant programs regarding Equality Education.

7.2. Goals and methodology

The goal pursued by this analysis is to review any programs which have been started at least in the past three years by different organizations in Spain, and whose objectives are promoting Equality Education.

Specifically, we will review campaigns, conferences, symposiums, courses, projects and programs, publications and subsidies and awards.

Specifically, we will study the following actions:

- ❖ *Awareness-raising and dissemination campaigns: Those are specific co-education campaigns targeted at the different stakeholders involved in the field of education: students, school faculty and managing staff, parents' associations, fathers and mothers,*

etc.; and general campaigns on equal opportunities or against gender-based violence affecting the field of education.

- ❖ *Conferences and symposiums: Mainly aimed at disseminating the principles and precepts of co-education among the educational community.*
- ❖ *Courses, Workshops and Work groups: Aimed at training and empowering faculty to develop their job based on the principles of the co-educational model.*
- ❖ *Projects and Programs: They usually group together several actions targeted at different stakeholders to promote the implementation of the co-educational model, or they are aimed at equal opportunities and prevention and fight against gender-based violence, including measures within the field of education.*
- ❖ *Publications: Any educational materials, guides, articles, magazines, essays and other documents on co-education, equal opportunities and gender-based violence published by: Universities, Institutions, Schools and other stakeholders.*
- ❖ *Subsidies and Awards: They aim at providing incentives to start co-educational projects in schools, as well as at developing innovative initiatives which favor the model's implementation.*

Source: Diagnosis on the status of co-education in Spain and suggestions for future actions. Women's Institute.

This analysis will be carried out by reviewing the bibliography of all practices which are considered relevant and which have been executed within the field of Equality Education.

For this purpose, we have collected information from different organizations, we have analyzed the specific content to solely select the most remarkable actions regarding Equality Education. Finally, we have drawn a number of conclusions.

The information obtained has been summarized into fact sheets.

7.3. Analysis

Awareness-raising and dissemination campaigns

Equality Education
Implementing organization FETE-UGT and Women's Institute
Addressed to

Faculty and students

What does it involve?

The purpose of this campaign is to progress towards a co-educational model and raise the educational community's awareness of the importance of Equality Education, training students based on equality values and attitudes which teach them how to share their lives respectfully, mutually recognizing each other, independently and sharing responsibilities, as well as preventing gender-based violence. One of the goals is to provide teachers with the tools to develop a co-educational model in schools.

The campaign is made up of several actions which are disseminated on the website below. On this website, the following tools are made available to the public: training materials for teachers, publications and a psychological pedagogy counseling service.

Link

<http://www.educandoenigualdad.com/>

Campaign to raise awareness in the field of education on 25 November - International Day for the Elimination of Violence against Women

Implementing organization

Andalusian Women's Institute

Addressed to

Educational Community

What does it involve?

Its purpose is to prevent violence against women from early school ages and to raise the educational community's awareness of the causes and consequences of the violence exercised on women.

Link

<http://www.juntadeandalucia.es/institutodelamujer/index.php/coeducacion/campanas/campana-de-sensibilizacion-en-el-ambito-educativo-ante-el-25-de-noviembre-dia-internacional-contra-la-violencia-hacia-las-mujeres>

If you give us the same education, we will be equal
Law on effective equality of men and women

Implementing organization

Spanish Confederation of Students' Fathers and Mothers' Associations - CEAPA and Women's Institute

Addressed to

All people interested

What does it involve?

In order to promote gender equality education, this campaign explains the impact of the Law on Effective Equality of Men and Women both on the educational system and regarding work-life balance using posters and leaflets.

Link

http://www.ceapa.es/web/guest/campanas/-/asset_publisher/Dyy7/content/coeducacion?redirect=%2Fweb%2Fguest%2Fcampanas

"130 proposals for co-education"

Implementing organization

FETE-UGT and Women's Institute

Addressed to

Faculty

What does it involve?

This campaign gathers together on 14 fact sheets a number of action lines, ideas and reflections which aim at helping teachers transform lives in schools from a feminist perspective.

Link

http://www.ceapa.es/web/guest/campanas/-/asset_publisher/Dyy7/content/coeducacion?redirect=%2Fweb%2Fguest%2Fcampanas

Co-education campaign: "Learning based on equality"

Implementing organization

Women's Department of the Town Hall of Collado Villalba, cooperating with the municipality's Preschool and Primary school centers.

Addressed to

Faculty, students, mothers and fathers.

What does it involve?

This initiative's aim is to raise awareness of the importance of introducing social changes and new gender relationships where girls and boys are the main players in this new society model.

In Primary Education, games are used as a tool for experiences, knowledge and learning and as the educational instrument to convey respect for diversity and balanced relationship models between boys and girls.

Meanwhile, mothers and fathers participate in this campaign with practical sessions aiming at providing them with the information, mechanisms and strategies to allow equality education in the family sphere.

Thanks to this initiative, 650 guides entitled "Contamos Igual" [*we are equally valuable*] and "Jugamos Igual" [*we play alike*] have been distributed as a supporting document to encourage attitudes and behaviors promoting equality in the field of education by means of tales and games which integrate the gender approach.

Link

<http://www.ayto-colladovillalba.org/es/noticias/finaliza-con-exito-la-campana-de-coeducacion-aprendiendo-en-igualdad.html?idServicio=0&texto=&fechaDesde=&fechaHasta=>

"Co-education based on the father's shared responsibilities". Teaching unit for preschool and primary school. Campaign for Equal Father's Day

Implementing organization

Department of Equality and Health Affairs Town hall of Jerez

Addressed to

Preschool and Primary School students

What does it involve?

This teaching unit suggests some activities with a co-educational purpose targeted at boys and girls in Preschool and Primary School, put together once the organizers analyzed the wealth of pedagogical possibilities of the material generated in the drawings made for the campaign: "Equal Father's Day".

The four campaigns organized yearly by the Program Men for Equality of the Department of Equality and Health Affairs of the Town Hall of Jerez de la Frontera had the following as their slogans: "My daddy takes care of me", "My daddy loves me", "My daddy teaches me" and "My daddy does the house chores". About 5,000 school children and hundreds of fathers and mothers participated. In these campaigns the students had to draw their fathers (or other reference male figures) doing house chores and caregiving tasks.

The co-educational approach of these materials is based on presenting a different image of the father's figure. The variety of family compositions means that sometimes this figure is not present in the universe of boys and girls; in such cases, the figure may be replaced by another relevant masculine figure close to the boys and girls (grandfather, uncle, older brothers, etc.).

Link

http://www.malaga.es/buscar/3200/com1_md-3/com1_md3_cd-15601/coeducacion-desde-corresponsabilidad-paterna

Non-sexist education campaign "Let's wipe the slate clean"

Implementing organization

Department of Equality and Department of Education and Childhood Affairs of the Town Hall of Cordoba

Addressed to

Faculty and students

What does it involve?

It is an active campaign on non-sexist education aiming at complementing and reinforcing, from the municipal administration, non-sexist education at school, acquiring a commitment in order to achieve equal opportunities for men and women and helping to root out sexist mindsets and discriminatory actions which underpin the behaviors which provoke and/or justify gender-based violence in whatever form.

It is based on the fact that preventing gender-based violence inevitably involves actions based on non-sexist education, as the most efficient measure for prevention, especially within schools and families, acting from early childhood (between 3 and 5 years old, when gender identity is built) in order to promote non-sexist roles and allow for the students full development.

Link

<http://www.juntadeandalucia.es/averroes/>

Conferences and symposiums

State conference "Gender Equality and Education", 10, 11 and 12 November in Aviles

Implementing organization

Regional Ministry of Education of the Government of the Principality of Asturias and Ministry of Education

Addressed to

Faculty

What does it involve?

The purpose of the conference is to create a space for reflection, exchange and action in this area, starting a shared working line from different groups and action fields. Within the Conference, several activities are planned: presentations, experiences, workshops, exhibitions, posters, materials trade fair.

Link

<http://www.copoe.org/content/congreso-estatal-igualdad-de-g%C3%A9nero-y-educaci%C3%B3n-10-11-y-12-de-noviembre-en-avil%C3%A1>

Co-education symposiums "Equality in capital letters"

Implementing organization

The Asturian Women's Institute in partnership with the Local Ministry of Equality of the Town Hall of Gijón and the Teachers and Resources Center in Gijón

Addressed to

Faculty

What does it involve?

Symposiums to present proposals to incorporate the contribution of women to the productive world, historical, scientific, cultural and social development into different areas, offering models which also include feminine references while building up knowledge.

Link

<http://web.educastur.princast.es/proyectos/coeduca/?p=636>

III Symposium on Co-education 2012

Implementing Organization

FETE-UGT (Barcelona)

Addressed to

Faculty

What does it involve?

Symposiums to present proposals to incorporate co-education into school classrooms.

Link

<http://coeducaacio.blogspot.com.es/>

IV Symposium for Training Teachers in Gender Equality

Implementing organization

Regional Ministry of Education of the Andalusian Government and Andalusian Women's Institute

Addressed to

Counselors in Teacher Training Centers, faculty in charge of Equality Plans, teachers of the subject “social and gender-based changes”, coordinators of co-education projects, teachers belonging to co-education work groups in schools funded with public funds and technical staff of the Andalusian Women's Institute

What does it involve?

These symposiums revolve around emotional education and gender socialization and their goals are:

- Raise awareness of the importance of emotions in development.
- Have personal resources available to allow intervention in the students' emotional development.
- Evidence the differences in the socialization process for men and women.
- Share educational experiences which allow a better exchange of ideas.

Link

http://www.juntadeandalucia.es/averroes/impe/web/contenido?pag=/contenidos/B/InnovacionInvestigacion/ProyectosInnovadores/CoeducacionIgualdad/Seccion/iv_jornadas_coeducacion_granada

"Equality education to prevent gender-based violence"

Implementing organization

FETE-UGT (Toledo)

Addressed to

Faculty

What does it involve?

Symposiums to define the role of education in preventing and eliminating gender-based violence.

Link

<http://prevenirviolenciadegenero.blogspot.com.es/>

Symposiums on co-education 2009: "On equal terms"

Implementing organization

Local Ministry of Equality Town hall of Carreño

Addressed to

School children in the County of Carreño

What does it involve?

The goal of these symposiums is to educate based on promoting equality between both sexes and intolerance against gender-based violence, raising awareness and fostering an attitude change in students and in the general population, in favor of a more equalitarian society for men and women.

Link

<http://www.ayto-carreno.es/es/index.asp?MP=31&MS=291&MN=3>

"Reference practices in co-education" 2013

Implementing organization

Town Hall of Santa Coloma de Gramanet

Addressed to

Faculty and sector staff

What does it involve?

The goal of these symposiums is to present several initiatives carried out in Catalonia to foster co-educational values.

Link

<http://www20.gencat.cat/portal/site/icdones/menuitem.4b491b5fa301c8a439a72641b0coe1a0/?vgnextoid=938743f8646ce310VgnVCM1000008doc1e0aRCRD&vgnnextchannel=938743f8646ce310VgnVCM1000008doc1e0aRCRD&vgnnextfmt=default>

Symposium on Co-education and Gender-based violence

Implementing organization

Association MQAD (Mujeres Que Aman Demasiado)

Addressed to

Sector professionals

What does it involve?

This symposium is envisaged not only as a training module, but also as a space for discussion and as a forum to create networks between the different women associations and, particularly, those addressing gender-based violence. Not only documents, regulations, guides, useful telephone numbers are provided, but also texts, pictures, videos with testimonies of real women who are no longer “victims”, but survivors.

Link

<http://planesdeigualdad.blogspot.com.es/2013/06/jornada-sobre-coeducacion-y-violencia.html>

International Symposiums on Co-education “Towards a profound social change” 2010

Implementing organization

FETE Catalunya and FETE-UGT

Addressed to

Faculty and sector staff

What does it involve?

These symposiums aim at being a meeting point in the city of Barcelona for exchanging experiences and knowledge regarding proposals for equality education which allow to promote co-education in schools and to prepare projects from a co-educational and integrating perspective.

Link

<http://www.educacionenvalores.org/spip.php?article2754>

III Symposium on co-education. Teruel 2010

Implementing organization

FAPAR (Federation of Student Fathers and Mothers' Associations in Aragon) in partnership with CEAPA (Spanish Confederation of Student Fathers and Mothers' Association)

Addressed to

Fathers, mothers, teachers and the general public

What does it involve?

Symposiums aimed at jointly finding new educational strategies which feed the daily educational work and which facilitate the promotion of co-education at school.

Link

<http://fapar.org/blogfapar/index.php/2010/10/iii-jornadas-sobre-coeducacin-teruel-13-de-noviembre/>

Courses, Workshops and Work groups

Courses

Co-education: two sexes in one single world

Implementing organization

Ministry of Education, Culture and Sports Affairs through the National Institute for Educational and Training Technologies for Teachers (INTEF) in partnership with the Ministry of Health, Social Services and Equality Affairs through the Women's Institute.

Addressed to

Faculty

What does it involve?

Course designed as training material which allows faculty to identify their own educational practices and improve them in order to generate a co-educational atmosphere where the co-existence of persons from both sexes means exchange and enrichment and not a breeding ground for inequality, violence, prejudice or stereotypes.

Link

<http://formacionprofesorado.educacion.es/index.php/es/materiales/37-coeducacion-dos-sexos-en-un-solo-mundo>

Co-education: Education based on equal opportunities for both sexes

Implementing organization

Foundation Sembrando Futuro

Addressed to

Faculty

What does it involve?

This course aims at helping faculty to examine the meaning and need for co-education and to acquire the necessary strategies to translate it into the classroom.

Link

<http://www.eduformaonline.com/portal/cursos/profesores/xdh0026.html>

Introduction to teaching based on a non-sexist education to prevent gender-based violence

Implementing organization

Department of Equality and Department of Education and Childhood Affairs. Town hall of Cordoba

Addressed to

Preschool and Primary School (first cycle) teachers

What does it involve?

From a constructivist pedagogy point of view, the course's methodology is based on learning-by-discovery. Students research and discover, being aware and assimilating how sexist roles are induced in education and are introduced to teaching techniques to offer alternatives and tear down sexist stereotypes.

Additionally, techniques based on dialogue and group dynamics are used to discuss and work on teams. Socio-cultural animation techniques and dynamics are also used to energize and motivate the participants, thus using an active and participative methodology.

Link

<http://www.juntadeandalucia.es/averroes/>

Workshops

Workshops included in the campaign "Let's wipe the slate clean"

Implementing organization

Department of Equality and Department of Education and Childhood Affairs. Town hall of Cordoba

Addressed to

Primary Education students

What does it involve?

Workshops on non-sexist education based on playful methodologies. The following resources are used: theater, puppets, tales and games. These are structured around the topic of the characters coming from "the country of the-other-way-around tales", trying to break down the roles and stereotypes usually taken on by masculine or feminine characters in traditional tales.

These workshops are delivered in 30 classrooms as a pilot experience.

Link

<http://www.juntadeandalucia.es/averroes/>

Workshops "with co-education I win, you win"

Implementing organization

Association Convives, Co-existence in school and General Directorate of Education, Culture and Tourism. Government of La Rioja.

Addressed to

Faculty

What does it involve?

In this workshop participants work on dynamics which allow for a conceptual basic training and some practical work that leads to reflect on the hidden curriculum, on the critical perception of sexist values and attitudes. Participants go deeper into deconstructing stereotypes and, at the same time, into co-educational approaches on school co-existence, contributing to create new relationships based on cooperating, equitable and inclusive identities.

Link

http://convivenciaescolar.edurioja.org/wp-content/uploads/2013/03/Taller_coeducacion-y-convivencia.pdf

Equality as an advantage and co-education as a proposal

Implementing organization

Local Ministry of Equality Town hall of Orihuela

Addressed to

Students' Fathers and Mothers' Associations, faculty, university students and people in charge of any type of association

What does it involve?

According to the workshop's organization, their goals focus on learning how to detect sexist behaviors in seemingly egalitarian environments, raise awareness of the importance of gender equality and equity as the guiding principle of co-existence and suggest alternatives to sexist education in the social, school and family spheres.

Link

<http://coeduelda.blogspot.com.es/2013/05/taller-sobre-igualdad-y-coeducacion-en.html>

Work groups

Work group for co-education at IEA Aricel - Different but Equal

Implementing organization

Secondary School Aricel (Albolote, Granada)

Addressed to

A group of teachers at IES Aricel

What does it involve?

The work group organizes different activities to promote co-education among students.

Coinciding with significant dates such as the International Day for the Elimination of Violence against Women or Peace Day, they organize workshops and contests which allow students to understand the importance of women's contributions to history in the different areas of knowledge.

Link

<http://coeducacionaricel.blogspot.com.es/>

Co-education in Secondary School and Post-Compulsory education: "Actions to raise awareness of women's contributions to science, economy and finance and special education"

Implementing organization

Secondary School Cerro del Viento

Addressed to

A group of teachers at IES Cerro del Viento

What does it involve?

The purpose of this project is to raise awareness of the importance of women's contributions throughout history in science, economy and finance, and special education.

The project is based on these areas and it will take an innovative, creative and scientific approach, and it will adapt to each of the students' groups and needs.

A website will also be created for students and faculty to participate actively and where students will be able to see the fruits of their work.

Link

http://iescerrodelviento.com/attachments/711_Sinteis%20del%20proyecto.doc

Work group for co-education "Women are culture"

Implementing organization

Secondary School Vega de Mijas

Addressed to

10 teachers at IES Vega de Mijas

What does it involve?

The teachers making up the work group have created a blog where they share all the information on the topics they cover and they upload materials which may be useful to other persons interested in co-education.

Link

<http://grupodetrabajocoeducacion.blogspot.com.es/>

Projects and Programs

Projects

Her, Him: Equal but Different

Implementing organization

Preschool and Primary School Tirso de Molina (Campotejar, Granada).

Addressed to

The entire educational community

What does it involve?

This co-education project aims at raising the entire educational community's awareness of the situation of real inequality between men and women, and once this has been accepted, to lay the foundations for change.

For this purpose they carry out actions at all school levels (students, teachers and families), trying to cover all the aspects subject to change: language, curriculum, personal relations, stereotypes, independence, spaces and times, games and toys.

Link

<http://es.scribd.com/doc/16807439/Proyecto-de-coeducacion>

You can, I can. We believe in an equal society, starting at school

Implementing organization

Preschool and Primary School Intelhorce (Malaga).

Addressed to

The entire educational community

What does it involve?

This project aims at raising the educational community's awareness of the need to introduce the gender approach in the different actions executed, as well as at identifying the sexism surrounding our daily lives in the field of education. Thus, several channels for cooperation with individuals and institutions promoting equal opportunities can be open and the necessary organizational and curricular strategies can be implemented in order to achieve a non-sexist curriculum.

Other project goals are: raise families' awareness of the importance of education based on values to prevent violence. Raise students and the educational community's awareness of the gender stereotypes survival, teaching students how to express their emotions — verbally, in writing, drawing or with their body— and how to develop activities aimed at boosting their self-esteem and consolidating their personal identity.

Link

<http://www.juntadeandalucia.es/averroes/intelhorce/planes/coeducacion.pdf>

Co-education project

Implementing organization

Secondary School Saladillo (Algeciras)

Addressed to

The entire educational community

What does it involve?

Co-education project is an educational project developed in schools promoting equal opportunities for boys and girls and for young adults.

This project's purpose is to educate based on equality, root out stereotypes and discrimination based on sex and prevent their consequences.

Link

http://www.iessaladillo.es/web/index.php?option=com_content&view=category&id=27:proyecto-de-coeducacion&Itemid=21

Project Jaen Educational Town: Making equal

Implementing organization

Town hall of Jaen

Addressed to

It is addressed to the 32 Public and Semi-public schools in the Town of Jaen

What does it involve?

Its main goal is to focus on the principles of gender equality and co-education in the educational system.

Their main targets are: promote shared responsibility, contribute to eliminating sexist behaviors, promote the image of men and women in all areas of the public and private life, include co-existence models based on diversity and respect for men and women and foster professional diversification.

Link

http://www.aytojaen.es/portal/p_20_contenedor1.jsp?seccion=s_fdes_d4_v2.jsp&codbusqueda=565&language=es&codResi=1&codMenuPN=4&codMenuSN=695&codMenu=731

Programs

Co-education program

Implementing organization

Department of Family, Social Welfare and Equality Affairs. Town hall of Santander

Addressed to

School students in the third cycle of Primary School

What does it involve?

The co-education program, carried out on a yearly basis, deals with topics such as equality in the family, at school and in the leisure time.

The program is divided into two sessions: a first session covering theory and practice which addresses the group's introduction and concepts regarding equality, from a methodology based on games and participation, mainly analyzing TV cartoons and advertisements.

The second session includes specific activities where students can apply what they have learned in the game “equality snail”, where children review how family roles are assigned.

Link

http://portal.ayto-santander.es/portal/page/portal/inet_santander/ficha/ficha_ayto?itemId=3924841/

Co-education program

Implementing organization

Women's Counseling Center. Town Hall of Alcala de Henares

Addressed to

Faculty, students and families

What does it involve?

The following topics are addressed in this program: shared responsibilities at home, equal opportunities, respect for the different, good treatment relations and non-sexist education in the family.

The actions included in the program include training courses, workshops-discussions, family school, counseling for professionals, publishing of materials, etc.

Link

http://www.ayto-alcaladehenares.es/portalAlcala/contenedor1.jsp?seccion=s_fdes_d4_v1.jsp&contenido=471&tipo=6&nivel=1400&layout=contenedor1.jsp&codResi=1&language=es&codMenu=325&codMenuPN=3&codMenuSN=40

Co-education program

Implementing organization

Association for Gender Studies for Equality (AEGI)

Addressed to

The entire educational community

What does it involve?

The Co-education Program is started aiming at implementing the foundations of gender equality at school.

From its inception, this Program has included activities providing training, awareness-raising and prevention of varying nature: co-education workshops, interventions in schools, etc.

Link

<http://www.aegi-cadiz.es/programas/programa-de-coeducaci%C3%B3n/>

Co-education program

Implementing organization

Andalusian Women's Institute (IAM).

Addressed to

Associations of fathers and mothers (AMPAS) in Andalusian schools, faculty and staff from Municipal Centers for Information to Women (CMIMs).

What does it involve?

Its goal is raising awareness, counseling and training the participants in co-education, equality and gender-based violence, in order to provide them with skills and strategies to prevent gender-based violence in children and adolescents from the school and family spheres.

The program is divided into training workshops in different Andalusian municipalities, which explain how gender inequalities can lead to gender-based violence, how this process is learned through socialization and how gender equality can deconstruct the unbalanced relationship model.

In such workshops, participants reflect upon gender-based violence in the field of education and AMPAS are motivated to prepare proposals to develop co-educational projects.

Link

<http://www.elperiodicodehuelva.es/index.php/noticias/item/27670-el-iam-inicia-la-viii-edici%C3%B3n-del-programa-de-coeducaci%C3%B3n-para-ampas>

Publications

Linguistic change in education in the last 25 years in Spain

Implementing organization

Women's Institute

Addressed to

General public

What does it involve?

This publication aims at analyzing the evolution and transformation of the Spanish educational system from an approach which analyzes whether the language used is sexist or non-sexist.

Link

<http://www.inmujer.gob.es/areasTematicas/estudios/serieEstudios/docs/cambioLinguisticoEducacion.pdf>

Evolution in cultural attitudes and social representations in Primary School teachers (1970-2008)

Implementing organization

Women's Institute

Addressed to

General public

What does it involve?

It aims at analyzing, following a qualitative and ethnographic approach, values, integration attitudes, diversity, democracy, respect for minorities, multiculturalism and immigration within the current context in order to detect the cultural identity model that female teachers convey to their students. In this regard, the female teacher is a privileged figure to analyze, as it is one of the basic components to understand the changes of the current Spanish society from a historical and social point of view.

Link

<http://www.inmujer.gob.es/areasTematicas/estudios/estudioslinea2009/docs/evolucionActividadesCulturales.pdf>

Gender bias in the educational system. Its impact on the areas of Mathematics and Technology in Secondary Education

Implementing organization

Foundation CIREM and Women's Institute

Addressed to

General public

What does it involve?

The project analyzes the mechanism contributing to reproduce segregation based on sex when female and male students make a choice for training programs in Mandatory Secondary Education and explores how girls are pushed away from educational programs linked to scientific and technological disciplines depending on how their gender identity has been built.

Link

<http://www.inmujer.gob.es/areasTematicas/estudios/estudioslinea2009/docs/elSesgoGenero.pdf>

Analysis of violence against girls in Primary School

Implementing organization

Universidad de Huelva and Women's Institute

Addressed to

General public

What does it involve?

The project analyzes violence against girls in their first years of mandatory school (from 1st to 6th year Primary Education), from 6 to 12 years old.

It offers as baseline information a number of criteria and conclusions which allow, for prevention purposes, to reinforce multi-discipline actions against this problem within the field of education and at early ages. The key to put an end to gender-based violence is focusing on early action as intensely as possible.

The proposals it contains allow to intervene and direct education epistemologically and didactically in order to prevent gender-based violence not only among students, but also among faculty and families.

Link

<http://www.inmujer.gob.es/areasTematicas/estudios/estudioslinea2009/docs/analisisViolenciaNinas.pdf>

Overcoming discrimination and violence: participative proposal for gender equality in adolescence

Implementing organization

Universitat de València, Universitat Politècnica de València, Universidad Complutense de Madrid and Women's Institute

Addressed to

General public

What does it involve?

It is based on the analysis of the experiences of adolescent girls and boys and introduces a reflection on gender-based violence and its relationship with the vision of it given by the media cultures and feminist research. Such analyses are not just elaborated from an academic knowledge production approach, but also for transmission and reception, i.e. understanding knowledge as a social practice where the individuals involved in educational and communicative interaction intervene. Both the student's and the teacher's standpoints are covered, both as knowledge generators interacting with each other and with other cultural production areas.

The authors aim at also analyzing the myths, beliefs and prejudice around sexual difference which are internalized and justify the power asymmetries between both sexes caused by cultural tradition, as well as the tolerance towards covert forms of violence and towards attitudes and behaviors underlying discrimination, in order to reveal the mechanisms ignoring symbolic violence and be able to take into account its effects and act upon them.

Link

<http://www.inmujer.gob.es/areasTematicas/estudios/estudioslinea2012/docs/superandoDiscriminaciones.pdf>

Women in the educational system II

Implementing organization

Institute for Teacher Training, Educational Research and Development (IFIIE) and Women's Institute

Addressed to

Faculty, researchers and, in general, to any person aware of and interested in the topic

What does it involve?

The aim of this research study is to show the presence and work of female students and teachers in education nowadays. For this purpose, quantitative data are included, but also texts allowing to contextualize different contributions to feminine education, which give visibility to the women's contributions to education.

Link

http://www.inmujer.gob.es/areasTematicas/educacion/publicaciones/MujeresenEducacion/docs/12_Mujeres_Sistema_Educativo_II.pdf

Evaluation of educational mainstreaming for Roma boys and girls in Primary Education

Implementing organization

Fundación Secretariado Gitano, Instituto de Formación del Profesorado, Investigación e Innovación Educativa (IFIIE) and Women's Institute

Addressed to

General public

What does it involve?

The purpose of the project focuses on progressing in identifying the variables which help or hinder the process of educational mainstreaming within Roma students. Within these variables, sex is particularly relevant, as the progress made by Roma women in education and social participation will result in their own benefit and in the benefit of the Roma community as a whole.

Link

http://www.inmujer.gob.es/areasTematicas/educacion/publicaciones/MujeresenEducacion/docs/13_Evaluac_normalizacion.pdf

Women in representative positions within the educational system II

Implementing organization

Centro Nacional de Innovación e Investigación Educativa (CNIIE - *National Center for Educational Innovation and Research*) and Women's Institute

Addressed to

Faculty, researchers and, in general, to any person aware of and interested in the topic

What does it involve?

It is an exploratory study which allows to analyze the points of agreement and/or disagreement in the opinions of women in managerial positions in schools, building up on the knowledge of gender studies and management and providing tools which may lead to new projects and action lines in order to continue making progress towards equal opportunities for men and women in the field of education.

Link

http://www.inmujer.gob.es/areasTematicas/educacion/publicaciones/MujeresenEducacion/docs/14_Mujeres_cargos_represll.pdf

PAFiC Guide to Promote physical activity among girls

Implementing organization

Consejo Superior de Deportes (*High Sports Council*) and Women's Institute

Addressed to

Mainly Physical Education teachers

What does it involve?

PAFiC Guide is a proposal for educational intervention in school, as it has been proven that there are still inequalities between boys and girls regarding physical and sports activities, as many of the traditional gender stereotypes survive in this field. It is presented as a practical tool which Physical Education teachers can use to promote, within their school and at different action levels, equal opportunities for boys and girls and convey values and attitudes based on equality through school Physical Education and physical and sports activities.

Link

<https://sede.educacion.gob.es/publiventa/detalle.action?cod=13069>

Teaching guide on citizenship with a gender approach Equality within diversity

Implementing organization

FUHEM ECOSOCIAL and Women's Institute

Addressed to

Mainly teachers for the second stage of Mandatory Secondary Education and Bachillerato

What does it involve?

The main purpose of this guide is to put together some material which allows further reflect on citizenship with a gender approach, considered of paramount importance for social life, and provide the teachers of the second stage of Mandatory Secondary Education and Bachillerato with such reflections in order for them to take the discussion to their classroom.

Link

http://www.inmujer.gob.es/areasTematicas/educacion/publicaciones/docs/guia_didactica_ciudadania_FUHEM.pdf

Booklets for non-sexist education Violence prevention. A question of changing attitudes

Implementing organization

Women's Institute

Addressed to

Teachers who want to critically analyze their own educational practices, so as to make visible certain attitudes and facts directly or indirectly connected to violence and thus find ways to prevent and address it

What does it involve?

This booklet is focused on analyzing some aspects which explain the existence of violence attitudes related to gender, with a special focus on educational practices which directly or indirectly are connected to them and finally showing some proposals to address this type of violence in the classroom.

Link

<http://www.inmujer.gob.es/areasTematicas/educacion/publicaciones/serieEducacNoSexista/docs/prevenirLaviolencia.pdf>

Subsidies and Awards

IRENE Awards: "Peace starts at home"

Implementing organization

Centro de Investigación y Documentación Educativa (CIDE - Center for Educational Research and Documentation) through the Ministry of Education and Science. Order ECI/1152/2006 of 6 April creates the “IRENE Awards: peace starts at home” in order to foster the prevention of violence against women from the educational system, sets the regulatory framework for their granting and makes the call corresponding to year 2006.

Addressed to

Teachers and education professionals exercising their activities in Spanish centers funded with public funds, who were active during the experience or activity submitted to the contest. Team works are particularly valued.

What does it involve?

Many violent behaviors expressed by adults have their origin in socialization processes of their childhood. Thus, the school, as a privileged and essential space for the first socialization of boys and girls, must guide this process and contribute to eliminate from our society violence in general and, particularly, violence against women. The role of the school must be particularly promoted and supported by educational administrations.

In order for the educational system to foster the prevention of violence against women and acknowledge and disseminate the wonderful experiences that are being carried out in Spanish schools, the “Irene Awards: peace starts at home” are granted every year.

Link

<https://sede.educacion.gob.es/catalogo-tramites/becas-ayudas-subvenciones/premios/premios-profesores/premios-irene.html>.

Award Rosa Regas to co-educational materials

Implementing organization

Regional Ministry of the Andalusian Government Order of 14 November 2006 governs and creates the awards “Rosa Regás” to curricular materials standing out for their co-educational value and makes the call corresponding to year 2006.

Addressed to

Teachers in centers reporting to the Regional Ministry of Education of the Government of Andalusia may participate in the call, whether individually or in teams, as well as publishers and publishing companies.

What does it involve?

These awards were born as a result of one of the measures of the Andalusian Government's I Plan for Equality between Men and Women in Education, and they aim at being an impulse to publish materials transferring to the persons responsible for education a fair and equitable representation of the world, favoring professional expectations and family and social responsibilities based on equality. They are held on a yearly basis.

Link

<http://www.juntadeandalucia.es/averroes/impe/web/contenido?pag=/contenidos/B/InnovacionElInvestigacion/ProyectosInnovadores/CoeducacionIgualdad/Seccion/Participar/BecasPremiosYConcursos/PremiosRosaRegas>

School contest on co-education: "We co-exist based on Equality"

Implementing organization

General Directorate of Professional Training and Educational Innovation in the Region of Murcia. Governed by the Resolution of the General Director of Professional Training and Educational Innovation, which calls the school contest on co-education: "We co-exist based on Equality"

Addressed to

Students enrolled in public educational centers in the Region of Murcia in Preschool and Primary School.

What does it involve?

It is a contest aiming at raising awareness at school regarding equal opportunities for men and women.

Link

<http://www.educarm.es/verNoticia.php?n=795&aplicacion=NOTICIAS&zona=PROFESORES&menuSeleccionado=1300>

Awards on co-education of the Community of Valencia

Implementing organization

Consell Escolar de la Comunitat Valenciana [*School Council of the Community of Valencia*]. They were called for the first time by Order 12 March 2007 by the Regional Ministry of Culture, Education and Sport Affairs calling the Awards 2007 of the Community of Valencia to co-educational projects, experiences and materials developed in any of the educational centers funded with public funds. They are held on an annual basis.

Addressed to

Targeted at co-educational projects carried out by managerial teams and by pedagogical teams and groups in educational centers funded with public funds, in order to promote equality between men and women.

What does it involve?

They are underpinned by the intention to foster joint actions of families and schools to promote an education free of sexist stereotypes for girls and boys and youth. These awards aim at revealing how relevant it is to find the participation and cooperation of the persons making up the educational community.

Link

<http://www.cece.gva.es/consell/es/premioscoeduc.htm>

Best practices on co-education in schools in Navarre

Implementing organization

The Service for Educational Participation, Teachers Assistance and Information and Communication Technologies in Navarre. They were started by Resolution 344/2013 of 26 April by the General Director of Educational Resources, approving the call for Best Practices on Co-education in Schools of the Government of Navarre for academic year 2012/2013.

Addressed to

All teachers of Preschool, Primary and Secondary School at educational centers in Navarre which have developed some sort of initiative to implement co-education in their centers.

What does it involve?

They are underpinned by the intention to publicly acknowledge and give credit in front of the entire educational community of Navarre to all didactic projects and one-off actions promoted and developed by Preschool, Primary and Secondary School educational centers to implement co-education.

They represent recognition of the work carried out by the educational community to boost the full development of persons and contribute to a common socialization without hierarchies or inequalities based on sex.

Link

<http://dpto.educacion.navarra.es/coeducando/2013/04/30/premios-buenas-practicas-coeducativas-en-centros-escolares-2013/>

7.4. Findings

For the last few years Spain has been carrying out a major effort to disseminate programs aiming at mainstreaming Equality Education as an egalitarian pedagogical methodology. This becomes evident by the great array of actions taken by organizations and institutions of varying nature.

From our analysis of the section Campaigns, we can conclude that, besides covering different aspects of Equality Education, the organizations carrying them out are also quite different. Ranging from regional organizations to town halls and students' fathers and mothers' associations, a wide variety of organizations start campaigns aiming at social change by implementing an educational model based on Equality. These activities are usually targeted not only at faculty, but also at students and families.

The information on conferences and symposiums we have gathered is also quite broad. There is plenty going on in this regard, although we have detected that these actions are held less frequently in the last few years. Probably due to the impact of the economic crisis and the subsequent reduction in budgets, the frequency of conferences and symposiums is now smaller. However, we have detected that conferences and symposiums are targeted rather at faculty than students. These are spaces prompting reflection and exchanging opinions and experiences related to Equality Education.

Regarding courses and workshops, these basically aim at training teachers in co-educational methodologies and Equality Education. There is a wide variety of them and most combine conceptual training with practical training. With regard to work groups, all that were analyzed were organized either by Primary Schools or Secondary Education centers. These groups are formed in order to raise the school faculty awareness for applying methodologies based on Equality Education.

Primary Schools and Secondary Education centers are the main drivers of co-educational or Equality Education projects. Regarding programs, we have detected a wider variety of organizers: Town halls, Women's Institutes, Trade Unions, Associations, Foundations and NGOs.

It must be noted that the publication of materials on Equality Educations is carried out mainly by regional organizations such as the Women's Institute. There is a wide variety of materials published on this topic. In addition, another important task to disseminate this educational methodology is the organization of awards.

All of these are actions carried out to promote the expansion of an educational method based on respect for different students and equality between men and women as a role model to build a fairer and more egalitarian society.





8. Database. Schools implementing equality plans. Spain and Norway


Database on Schools implementing Equality Plans in Spain and Norway

Spanish / Home screen



Gestión de la base de datos sobre Centros Escolares con Planes de Igualdad en España y Noruega



Elaborada por:  Tragsatec


Elija el idioma / Choose a language ☐ Castellano ☐ English


[Entrar en la base de datos](#)

English / Home screen



Database management about schools with Equality Plans in Spain and Norway







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Elija el idioma / Choose a language

Castellano

English

Database Entry

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Spanish / Main menu



English / Main menu

Database about schools with Equality Plans in Spain and Norway

English

Enter data for a new school

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Spanish / Entry log and School characteristics – See School details

Base de datos sobre Centros Escolares con Planes de Igualdad en España y Noruega

Castellano

Registro y características de Centros Escolares

Nombre del Centro Educativo

Código de Centro

Nueva entrada

Volver

Salir

Localización geográfica del Centro Educativo

País

Comunidad Autónoma/Condado

Provincia

Municipio

Características educativas del Centro

Etapas educativas que se imparten en el Centro

Número de unidades

Tamaño del claustro

Número de departamentos

☐ El Centro Escolar dispone de página web

Observaciones o información adicional sobre el Centro Escolar

Planificación de la igualdad

☐ El Centro Escolar dispone de un Plan de Igualdad

☐ El Centro Escolar dispone de un Plan de Centro

☐ El Centro Escolar dispone de otras actuaciones de coeducación

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Database about schools with Equality Plans in Spain and Norway

Registration and features of schools

School Name:

School Code:

Geographic localization of the school		Educational features of the school	
Country	<input type="text"/>	Educational stage taught at the school	<input type="text"/>
Autonomous Community/County	<input type="text"/>	Number of units	<input type="text" value="0"/>
Province	<input type="text"/>	No. of teachers / Faculty meeting	<input type="text" value="0"/>
Municipality	<input type="text"/>	Number of departments	<input type="text" value="0"/>

☐ School has a website

Comments or additional information about the school

Equality Planning

☐ School has an Equality Plan ☐ School has a Centre Plan

☐ School has some others equality education actions

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Spanish / Equality Plan characteristics

Base de datos sobre Centros Escolares con Planes de Igualdad en España y Noruega

Características del Plan de Igualdad

Periodo de vigencia del Plan de Igualdad

Vigencia del Plan de Igualdad Desde Hasta

Insertar Plan de Igualdad

Volver Salir

Página web

Características del Plan de Igualdad

¿Existen Planes de Igualdad anteriores al actual?

El Plan de Igualdad establece un responsable del mismo

El Plan de Igualdad realiza un diagnóstico del Centro Escolar

El Plan de Igualdad dispone de un Plan de Acción Tutorial

Equality Plan defines goals

El Plan de Igualdad define actividades

El Plan de Igualdad define actividades extraordinarias

El Plan de Igualdad define un sistema de evaluación

Número de departamentos implicados

¿Se implica en el Plan de Igualdad al personal no docente?

¿Se implica en el Plan de Igualdad a la AMPA?

Descripción de las actividades desarrolladas por la AMPA

Observaciones al Plan de Igualdad

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English / Equality Plan characteristics

Database about schools with Equality Plans in Spain and Norway

Features of Equality Plan

Period of validity of Equality Plan

Validity of Equality Plan From Until

Insert Equality Plan

Back Exit

Website

Features of Equality Plan

Is there Equality Plans previous to this in force?

Equality Plan establishes a person in charge

Equality Plan makes a diagnosis of the school

Equality Plan has a Tutorial Action Plan

Equality Plan defines goals

Equality Plan defines activities

Equality Plan defines extra activities

Equality Plan defines an evaluation system

Number of departments involved

Are non-teaching staff involved in Equality Plan?

Is AMPA involved in the Equality Plan?

Description of activities developed by AMPA

Comments on Equality Plan

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Spanish / Characteristics of other co-education actions

Internet Explorer - [Registro y características de Centros Escolares]

Base de datos sobre Centros Escolares con Planes de Igualdad en España y Noruega

Castellano

Características de otras actuaciones de coeducación

Nombre del Centro Escolar

Observaciones sobre otras actuaciones de coeducación

Volver

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English / Characteristics of other co-education actions

Spanish / See School details

Microsoft Access [Registro y características de Centros Escolares]

Archivo Editar Ver Herramientas Formato Ventana Ayuda 2

Centro no guardado

Base de datos sobre Centros Escolares con Planes de Igualdad en España y Noruega

Registro y características de Centros Escolares

Nombre del Centro Educativo: Volver Salir

Código de Centro:

Localización geográfica del Centro Educativo		Características educativas del Centro	
País	España / Spain	Etapas educativas que se imparten en el Centro	Ambas / Both
Comunidad Autónoma/Condado	Principado de Asturias	Número de unidades	0
Provincia	Asturias	Tamaño del claustro	21
Municipio	Allande	Número de departamentos	5

☒ El Centro Escolar dispone de página web. Página web del Centro Escolar:

Observaciones o información adicional sobre el Centro Escolar

Planificación de la igualdad

☐ El Centro Escolar dispone de un Plan de Igualdad ☐ El Centro Escolar dispone de un Plan de Centro

☒ El Centro Escolar dispone de otras actuaciones de coeducación

Ver características de la planificación de la igualdad

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Registration and features of schools

English

School Name: CPB Pola de Allande

School Code: 33027345

Back Exit

Geographic localization of the school

Country: España / Spain

Autonomous Community/County: Principado de Asturias

Province: Asturias

Municipality: Allande

Educational features of the school

Educational stage taught at the school: Ambet / Both

Number of units: 0

No. of teachers / Faculty meeting: 21

Number of departments: 5

☒ School has a website

Website of the school: <http://web.educastur.princest.es/cpb/poladallande/comis/index.php>

Comments or additional information about the school

Equality Planning

☐ School has an Equality Plan

☐ School has a Centre Plan

☒ School has some others equality education actions

See features of equality planning

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Spanish / See School details – Other co-education actions

Microsoft Access [Registro y características de Centros escolares]

Archivo Editar Ver Herramientas Formato Registro Herramientas Visualización 1

Escriba, no pregunte. 5

Base de datos sobre Centros Escolares con Planes de Igualdad en España y Noruega Castellano

Características de otras actuaciones de coeducación

Nombre del Centro Escolar	KPLU Fola de Alande
Observaciones sobre otras actuaciones de coeducación	Programa: Programas para la coeducación y la igualdad Acción: No se registra ninguna acción Título: No se registra ninguna acción

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English / See School details – Other co-education actions

Microsoft Access [Registro y características de Centros escolares]

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Donde se programa 6

Database about schools with Equality Plans in Spain and Norway

English

Features of others equality education actions


Nombre del Centro Escolar	KPLU Pola de Allande		
Comments on others equality education actions	Programa: Programas para la convivencia y la coeducación Acción: Ni agros, ni princesas Título: Ni agros, ni princesas		



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9. Analysis of teaching aid

9.1. Introduction

It is clear that, today, formal equality - or equal rights - is widely established in Spain, and the Spanish Constitution and existing legal framework guarantee equal access to education as a right for both boys and girls

Over the last decade, women's participation in Higher Education has grown considerably and become more normal, even surpassing that of men.¹¹ However, educational differences (among others) still exist between men and women, as demonstrated in the educational choices made by each sex. In 2008, women represented 73.8% of the student body for Art, 71% for Humanities, 66.7% for Health Sciences, 64.7% for Social Sciences, and only 30.5% for Science and Technology.¹²

The different educational choices made by men and women are reflected in the workplace, above in the varied distribution of workers from sector to sector - known as horizontal segregation - as well as in other forms of discrimination such as vertical segregation, the glass ceiling for women in the corporate hierarchy and the current pay gap.

These differences, which translate into inequalities, are the direct result of the different gender roles and stereotypes for men and women, based on their sex rather than on their personal abilities, talents and strengths. Sexist roles and stereotypes exist in all aspects of society. They are, however, particularly relevant in schools since education is the space in which socialisation takes place and is essential in the creation of an individual identity.

National and international legislative frameworks exist to promote equality between men and women in every aspect of life, and, as dealt with here, to combat discrimination against women (and girls) in education. However, the educational system nonetheless continues to perpetuate sexist models, not always in obvious ways, which inhibit the natural development of boys and girls.

This analysis of educational material aims to ascertain whether or not textbooks reinforce sexist stereotypes. For this, information relating to the hidden messages found in school materials has been obtained, with a focus on: the presence (or absence) of women in the

¹¹ In the 2006-2007 academic year, women made up 51.5% of the student body registered for A Levels and Professional Training (non-compulsory secondary education), and 54.2% in compulsory education (INE (2009): Men and Women in Spain in 2009, National Statistics Office and National Woman's Institute, Madrid).

¹² Idem.

academic content for each of the subjects analysed; the balance between numbers of depictions of men and women (in images and written content) in the texts; the models of masculinity and femininity that they portray; and whether or not sexist language is used.

9.2. Objectives and methodology

Objectives

General Objectives

- ◆ To detect the degree of sexism found in some of the hidden messages in the Spanish educational system (textbooks).
- ◆ To analyse the models of masculinity and femininity that school texts portray to their students through images, content, and language.
- ◆ To analyse the depiction of contributions by women throughout history in educational content.
- ◆ Specific objectives
- ◆ To analyse the possible differences between different levels of education (Primary and Secondary).
- ◆ To analyse the possible differences between the subjects analysed (Language and Literature, Mathematics and Sciences).
- ◆ To devise recommendations for combating sexism, if cases are indeed found in the textbooks.

Methodology

In terms of methodology, we have chosen to analyse a representative sample of textbooks used in educational centres participating in the "Plurales" project, choosing two levels at random for each stage of education (3rd and 6th years of Primary, and the 2nd and 4th of Secondary).

The choice of materials for analysis correspond to representative criteria, seeking to cover the fundamental subjects for the learning of the basic skills needed to continue on to non-compulsory Upper Secondary Education.

The subjects chosen for analysis are as follows:

Primary Education

- ◆ Language
- ◆ Mathematics
- ◆ Social Studies ("Conocimiento del Medio," subject also incorporating environmental studies)

Secondary Education: 6 subjects were chosen, grouped in the following manner:

- ✦ Language and literature (2nd and 4th years)
- ✦ Mathematics (2nd)
- ✦ Natural Sciences (2nd) and Biology and Geology (4th)
- ✦ Social Sciences, Geography and History (2nd) and Social Sciences and History (4th)

The following table lists the educational materials analysed according to school, course, subject, and publishing group.

Table 3: Teaching materials analysed, according to school, year, subject, and publisher.

YEAR	SUBJECT	Épila.	Ceuta	Cáceres	Melilla	Los Garres. Murcia	Mendavia.	Tomelloso	Monóvar	Tapia de Casariego
2nd ESO	Language and Literature	Santillana	(no data)	Vicens Vives	Oxford	Santillana	Oxford	Anaya		
	Mathematics	Anaya	Anaya	Santillana	Oxford	Santillana	Anaya	Anaya		
	Natural Sciences	SM	Anaya	Santillana	Oxford	Anaya	Vicens Vives	Santillana		
	Social Sciences	Oxford	Anaya	Vicens Vives	Anaya	Vicens Vives	Vicens Vives	Santillana		
4th ESO	Language and Literature	Santillana	(no data)	Vicens Vives	Oxford	Santillana	Oxford	Akal		
	Mathematics	Anaya	Anaya	Santillana	Oxford	Santillana	Anaya	Anaya		
	Biology and Geology	SM	(no data)	Santillana	Oxford	Anaya	Vicens Vives	Santillana		
	Geography and History	Vicens Vives	Anaya	Anaya	Anaya	Vicens Vives	Vicens Vives	Santillana		
3rd PRIMARY	Social Studies								(no data)	(no data)
	Mathematics								(no data)	(no data)
	Spanish								(no data)	(no data)
6th PRIMARY	Social Studies								(no data)	(no data)
	Mathematics								(no data)	(no data)
	Spanish Language								(no data)	(no data)

In terms of the content analysed, there are three main areas of analysis: the images, language, and content of the textbooks.

Analysis of images

Quantitative and qualitative methodologies were both used to analyse the images and/or illustrations of characters found in the text itself and in exercises and activities.

- ◆ The quantitative methodology focuses on the presence of men and women (no. of appearances and psychosocial characterisation of the figures that appear).
- ◆ The qualitative methodology focuses on the symbolic construction of each one of the characters, namely their gender identity, analysing the importance of the character (protagonist, secondary, invisible), their relationship with the social, political, family, and professional environments (roles, gender stereotypes, and the defiance of gender stereotypes if they exist).

Analysis of language

We analysed the sexist or non-sexist use of language in the content, as well as in exercises and activities.

Analysis of content

We analysed the presence of relevant female figures and their contributions in each of the subjects analysed.

9.3. Results

Activities depicted

Analysis by Activity, Subject, and Level of Education

a) Key results obtained during the ESO (compulsory secondary education) levels:

Table 4: Percentage of women (W) and men (M) portrayed by activity and subject. ESO years

ESO																
ACTIVITY	2nd ESO								4th ESO							
	Language and Literature		Mathematics		Natural Sciences		Social Sciences		Language and Literature		Mathematics		Biology and Geology		Geography and History	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Food preparation			0.0	100.0					0.0	100.0					0.0	100.0
Study	59.5	40.5	57.1	42.9	62.5	37.5	100.0	0.0	74.0	26.0	53.2	46.8	37.5	62.5	25.0	75.0
Scientific	100.0	0.0	100.0	0.0	100.0	0.0	100.0	0.0	0.0	100.0	85.7	14.3	95.0	5.0	100.0	0.0
Sport-related	97.9	2.1	85.7	14.3	73.3	26.7			87.5	12.5	88.6	11.4			56.3	43.8
Adventure	100.0	0.0			100.0	0.0	100.0	0.0	100.0	0.0	100.0	0.0				
Care	30.8	69.2			100.0	0.0	62.2	37.8	100.0	0.0	50.0	50.0	20.0	80.0	15.7	84.3
Work/professional	73.3	26.7	86.6	13.4	68.8	31.3	91.1	8.9	87.5	12.5	81.3	18.7	90.6	9.4	73.5	26.5
Public leadership	100.0	0.0			0.0	100.0	93.5	6.5	70.0	30.0	100.0	0.0	95.7	4.3	94.3	5.7
Domestic	7.1	92.9	0.0	100.0			0.0	100.0	0.0	100.0					44.4	55.6
Possession and use of technology	58.3	41.7	100.0	0.0					75.0	25.0			100.0	0.0		

ESO																
ACTIVITY	2nd ESO								4th ESO							
	Language and Literature		Mathematics		Natural Sciences		Social Sciences		Language and Literature		Mathematics		Biology and Geology		Geography and History	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Socially- negative activities	100.0	0.0					100.0	0.0	85.7	14.3			100.0	0.0	100.0	0.0
Physical activity	100.0	0.0	71.4	28.6	66.7	33.3			100.0	0.0					100.0	0.0
Artistic or creative	87.0	13.0					100.0	0.0	90.3	9.7			92.3	7.7	95.7	4.3
Human needs (eating, sleeping)	33.3	66.7	100.0	0.0			0.0	100.0	53.3	46.7			88.9	11.1	44.4	55.6
Emotional	57.5	42.5							64.2	35.8	50.0	50.0	0.0	100.0	33.3	66.7
Famous people	88.3	11.7	100.0	0.0	100.0	0.0	82.6	17.4	51.0	49.0	100.0	0.0	100.0	0.0	100.0	0.0
Leisure	55.9	44.1	89.3	10.7	70.0	30.0	61.1	38.9	80.0	20.0	50.0	50.0	62.5	37.5	43.3	56.7
Protagonism	40.7	59.3	75.0	25.0	25.0	75.0	88.0	12.0	72.5	27.5			88.9	11.1	47.8	52.2
Interpersonal (speaking, interacting)	66.0	34.0	50.0	50.0			80.0	20.0	65.4	34.6	100.0	0.0	72.2	27.8	92.9	7.1
Related to physical and body image	19.7	80.3	28.6	71.4	0.0	100.0	57.1	42.9	28.0	72.0			66.7	33.3	55.2	44.8

■ *Physical activity, sports, and adventure:*

The analysis of the contents of the subjects clearly shows that male characters are depicted for activities relating to sport and adventure, as well as to general physical activity. In all the educational materials analysed, we did not find a single reference to a woman involved in adventure activities. Along the same lines, women shown engaging in sport activities are in the minority in all the subjects analysed: in the subjects of Natural Sciences for the 2nd year and 4th-year Geography and History, the percentages of women shown playing sports is low (26.7% and 43.8%, respectively), and in the rest of the subjects the presence of women in sport is practically non-existent. In regards to physical activity - activities that without being a sport, precisely, involve physical exercise - something similar occurs. Only in two subjects, Natural Sciences and Mathematics for the 2nd year, does the presence of women surpass 28%.

We have found that the main portrayals of sporting activities correspond to boys playing individual sports or in groups composed entirely of males. Portrayals of female or mixed-gender teams, with at least one female member, are very scarce or non-existent. The few

women who appear playing sports are shown doing so alone.

On the other hand, transgression of gender models in the case of girls occurs more frequently than with boys; that is to say, girls are shown playing sports that are mostly considered male (football, basketball, karate, etc.), while boys are never shown playing mostly-female sports (gymnastics, skating, etc.). This result is a clear demonstration of the strong social rejection and marginalization of this fact that continues to persist in current society.



Example of defiance in Billy Elliot, whose main character decided to be a ballet dancer. Source: http://www.cotidianomujer.org.uy/sitio/pdf/billy_eliot.pdf

- *Professional activities, science, technology, and artistic activities:*

The textbooks analysed project a clearly sexist image of the professional and scientific-technological environments as well as for artistic activities.

Among the identified scientific activities, female portrayals only exist in two subjects, Mathematics, and Biology and Geology for the 4th year, and in very low percentages (14.3% and 5%, respectively). In the same way, the possession and use of technology is primarily attributed to men. Both results demonstrate **the absence of female models in the scientific-technological fields in textbooks**, placing this fact among the origins of the current inequality in the choice of professional careers by male and female students (masculinization of technical-scientific degrees), and the subsequent repercussions on the work environment, appearing in the form of horizontal segregation and the resulting salary gap.



Biology and Geology textbook, 4th ESO. Editorial SM.

Artistic and creative activities are portrayed by men in most of cases. The percentages leave no room for doubt: 100% in the subject of 2nd-year Social Sciences, 95.7% in the subject of 4th-year Geography and History, and 92.3% in 4th-year Biology and Geology.

Additionally, the **inclusion of references to activities in the occupational sphere is very common, and just as in the case of the scientific and artistic worlds, they are principally masculine in nature.** In the content analysed, there are abundant examples of all types of professionals portrayed in the wording of exercises or problems, appearing in works of literature, or references to trades, historically-renowned professionals, etc. In all subjects, the proportion of men in comparison with women surpasses 68%, and in several cases exceeds 90%.

In regards to the type of professional activity, in general women are shown carrying out jobs with academic qualification or related to feminised sectors. Men are depicted in multiple professions, many of them physical. In addition, the **status of the professions shown to be carried out by men is generally higher than those portrayed by women.**

▪ *Leadership, Fame, and Protagonism*

The results of the analysis demonstrate the scarce portrayal of women occupying positions of power, fame, and responsibility in society. For example, it is worth noting that 100% of the famous figures shown in the subjects of Mathematics, 2nd-year Natural Sciences, and 4th-year Biology and Geology are men. This concerns scientists and mathematicians relevant to the history of humanity. The role of women in the development of scientific knowledge stands out, but due to its absence.

A large part of this marginalisation also occurs within the subjects of Social Sciences and Geography and History for the 2nd and 4th years. The analysis of the content of these subjects demonstrates the striking gender inequality in regards to the level of protagonism and leadership of men and women in the portrayal of history. Men comprise 88% of the main figures in the subject of Social Sciences and 94.3 % of the people shown in positions of public leadership in the subject of Geography and History. This is to say, the textbooks

are presenting an androcentric view of the course of history in which women have not taken a leadership role in not even 6% of events. This data does not correspond with actual history, where specific contributions by women have been far more relevant, and must be assessed to the same extent as the contributions of men.



Natural Science textbook, 2nd ESO. Editorial SM.

■ *Domestic and care-related activities*

The presence of male and/or female characters carrying out any type of domestic activity is notably less apparent than the appearances of people carrying out professional activities. For example, in the case of food preparation, we have not found any references in five of the eight subjects analysed. In the case of domestic activities, there is a scarce amount of related information in five subjects, and it is non-existent in three others. These results demonstrate the low visibility of the domestic sphere in textbooks, downplaying the domestic and care-related activities that are essential to the livelihood and well-being of human beings in favour of giving greater importance to work in the public sphere traditionally that is considered to be "productive."

Additionally, the percentage of both sexes portrayed undertaking these activities when they are shown is unequal: in the case of food preparation, 100% of the figures shown are women, and in the subjects of Language, Mathematics, and Social Sciences, the percentage of women surpasses 92%.

The case of Geography and History stands out, as the percentage of women depicted carrying out domestic work is only 5.5 points greater than men. In order to explain this result, it would be necessary to take into account the historical inclusion of the presence of men in court, the servants of the nobility, butlers, etc., mostly portrayed in the works of art that accompany the written content. These are depictions of "men serving men," something much more common than "women serving men" or "women serving women." Once more, this is a form of sexism, one that marginalizes and undervalues the work of women.

The percentage of men and women carrying out care-related activities varies between subjects, and does not follow a sexist pattern of over-representation of women, as is perhaps to be expected. For the subjects of 4th-year Language and 2nd-year Natural Sciences, the percentage of men totals 100%. However, women are the majority in the subjects of 2nd-year Language (69.2%), Biology and Geology (80%), and 4th-year

Geography and History (84.3%). The manifestations of sexism can be found by looking beyond the percentages at the characteristics of the characters and precisely what activities they are carrying out. Examples of care-related activities with sexist characteristics have been found, for example, in the depiction of the father/head of the family with his children and wife, or the figure of the grandfather who transmits wisdom and attention to his grandchildren, from which he receives affection and admiration. In both cases, despite the fact that both sexes are represented in equal amounts, their relationships are unequal from a gender perspective. The female sex is subordinate to the protective power, maturity, and respectability attributed to males. On the other hand, it is also worth noting that we have found content that presents the student body with equal relationship models that serve as good examples to follow in the care of dependant persons or carrying out domestic work.

- *Activities related to physical and body image*

Of the eight subjects analysed, four display a significantly higher percentage of women carrying out activities related to physical and body image. In the subject of 2nd-year Language, the percentage of women is 80.3%; in the subject of Mathematics the percentage reaches 71%, and in Natural Sciences it is 100%. On the other hand, in the subjects of Social Sciences or Geography and History, the percentages are quite balanced. Finally, in the subject of Biology and Geology, the percentage of men surpasses women, reaching 66.7% of the total.



“Women’s fashion” Mathematics textbook, 2nd ESO. Editorial Anaya.

The results shown here, by percentage, are unbalanced, but despite this fact it must be said that, with few exceptions, in the contents of the textbooks analysed we have not detected a notable sexualisation of the female body, nor terms or expressions that degrade women.

- *Activities related to study, emotions, or human needs*

The depiction of men and women carrying out study-related activities, related to human needs, or emotions is relatively balanced in the subjects analysed.

Study is one of the most commonly-depicted activities in textbooks, and these depictions alternate male and female characters, visual and textual references to boys and girls studying, masculine as well as feminine names in examples of children going to school, doing their homework, etc. However, it is true that, considering the high occurrence of the portrayal of this activity, above all in the subjects of Language and Mathematics, the slight imbalance detected in favour of men over women presents a gender bias that must be minimised.

The portrayals of activities related to human needs are not very common, and considering the results obtained by this analysis, they do not display a clear gender bias, although a certain tendency towards feminisation can be observed. In the case of emotion-related activities, there is a clear balance, and their depiction is generally quite neutral in regards to gender.

b) Main results obtained during Primary school years:

Table 5: Percentage of men (M) and women (W) portrayed by activity and subject. Primary education:

PRIMARY EDUCATION												
ACTIVITY	3rd PRIMARY						6th PRIMARY					
	Social Studies		Mathematics		Spanish Language		Social Studies		Mathematics		Spanish Language	
	M	W	M	W	M	W	M	W	M	W	M	W
Food preparation	100.0	0.0			50.0	50.0			57.1	42.9	0.0	100.0
Study	25.0	75.0	45.8	54.2	100.0	0.0			58.9	41.1	75.0	25.0
Scientific	100.0	0.0							0.0	100.0		
Sport-related	66.7	33.3	53.8	46.2	100.0	0.0			78.9	21.1	50.0	50.0
Adventure	75.0	25.0					60.0	40.0				
Care	41.7	58.3	0.0	100.0			25.0	75.0				

PRIMARY EDUCATION												
ACTIVITY	3rd PRIMARY						6th PRIMARY					
	Social Studies		Mathematics		Spanish Language		Social Studies		Mathematics		Spanish Language	
	M	W	M	W	M	W	M	W	M	W	M	W
Work/professional	67.5	32.5	75.0	25.0	91.7	8.3	74.8	25.2	14.3	85.7	88.5	11.5
Public leadership					87.5	12.5	98.4	1.6	100.0	0.0	66.7	33.3
Domestic	20.0	80.0	0.0	100.0	33.3	66.7			50.0	50.0	100.0	0.0
Possession and use of technology	50.0	50.0										
Socially- negative activities					100.0	0.0	85.7	14.3			100.0	0.0
Physical activity	44.2	55.8	0.0	100.0	60.0	40.0	100.0	0.0	25.0	75.0	100.0	0.0
Artistic or creative	50.0	50.0	33.3	66.7	66.7	33.3	96.9	3.1	29.2	70.8	87.9	12.1
Human needs (eating, sleeping)	0.0	100.0	100.0	0.0					0.0	100.0	42.9	57.1
Emotional					50.0	50.0						
Famous people					66.7	33.3	87.5	12.5			100.0	0.0
Leisure	100.0	0.0	54.2	45.8	0.0	100.0	25.0	75.0	19.2	80.8	0.0	100.0
Protagonism	50.0	50.0			50.0	50.0	82.1	17.9	33.3	66.7	100.0	0.0
Interpersonal (speaking, interacting)	55.8	44.2	50.0	50.0	66.7	33.3	85.7	14.3	66.7	33.3	75.0	25.0
Related to physical and body image												

- Physical activity, sports, and adventure

In the educational materials analysed during the Primary education years, sport and adventure-related activities are mostly depicted by men, but the percentage differences between men and women are less than during the ESO years. For example, in the subjects of primary year Mathematics, the percentages of boys shown practising sport are 78.9% and 53.8%, while in the ESO years these reach 88.6% and 85.7%. In most of cases, boys are girls

are shown playing a variety of sports and are not stereotyped. This is to say, that for sporting activities we have observed the inclusion of *counter-stereotypes*, resources recommended for breaking with established gender roles and presenting the student body with alternative models. Furthermore, conversely to what occurs during the ESO years, there is female representation for adventure-related activities: 25% and 40% of women depicted in Social Studies for the 3rd and 6th years.



Mathematics textbook, 3rd Primary

In regards to physical activity, the percentages of boys and girls shown are generally balanced, although there are differences between the subjects: in 3rd-year Social Studies and Language, the percentages are not more than 10 points apart. In 6th-year Mathematics, 75% of the people depicted are women, and in 6th-year Language, 100% are men.

- *Professional activities, science, technology, and artistic activities:*

In the Primary-level textbooks, the references to the work world are not as frequent as they are during the ESO levels, and the messages transmitted are generally simpler, although not always balanced from a gender perspective. The educational content analysed displays a sexist image of the professional workforce. In all the subjects except 6th year Mathematics, where a majority of women are depicted (85.7% of the total), the percentage of men is greater than that of women. These percentages vary between the 91.7% of men depicted in 3rd-year Language, and the 67.5% of men shown in Social Studies for the same level.

Scientific activities and those related to the possession and/or use of technology are scarcely depicted in the Primary-level textbooks. In regards to artistic and creative activities, the percentages of representation of each sex are more balanced than they are in the case of the ESO levels. Broken down by subject, in the case of Mathematics there is an over-representation of females, more clearly shown in the 6th year (70.8% women) than in the 3rd year (66.7% women). In the Language subjects, the depictions of men are greater than that of women (66.7% of men in the 3rd year and 87.9% for the 6th). Also striking is the data regarding the representation of males in 6th-year Social Studies, where the percentage of men depicted reaches 96.9%.

- *Activities related to physical and body image*

In none of the subjects analysed for the Primary levels have we found references to activities related to physical and body image. In addition, depictions of people generally do

not include images of girls or women with excessively-feminine characteristics, thin figures, or any other features corresponding to sexualisation of the female body.

▪ *Domestic and care-related activities*

Just as occurs in the ESO levels, activities related to the domestic sphere are not often shown in comparison with professional activities. On the other hand, the presence of feminine figures carrying out domestic activities is notably greater than men, with the exception of the case of 6th-year Language, where it is entirely men, or Mathematics, where the percentages equal out at 50%. For food preparation, male and female characters appear in variable proportions, depending on the subject.

Care-related activities are mostly protagonised by women. In the case of 3rd-year Mathematics, the percentage of women depicted reaches 100%. In 3rd and 6th-year Social Studies, the percentages of female representation are 58.3% and 75%, respectively.

▪ *Leadership, Fame, and Protagonism*

The results obtained from the analysis of Primary-level subjects demonstrates the scarce visibility of women occupying positions of leadership and fame in society. 66.7% of the famous figures shown in the case of 3rd-year language are men. The percentages of male representation in the subjects of 6th-year Social Studies and Spanish Language are 87.5% and 100%. In regards to public leadership, the percentages of female leaders are also low. In none of the four subjects where this activity appears does the percentage of women depicted surpass 1/3 of the total.

Protagonism in the educational content analysed for Primary-level education displays percentages of men and women that are considerably more balanced than for the ESO levels, but a substantial majority of men can still be observed in subjects like 6th-year Social Studies or Language. In the case of 6th-year Language, furthermore, 100% of the people shown participating in socially-negative activities are men. In many cases, they are traditional stories or tales, where the role of men, in addition to assuming protagonism, is associated to activities that are considered to be socially negative.

- a) **SCENE II**
b) "In the morning, Labakán arrives at the tower and turns to a distinguished-looking man.
c) LABAKÁN. (*Showing his medallion*). I am the person you seek.
d) THE SULTAN. Come to my arms, my son.
e) Suddenly, shouting is heard and Omar appears.
f) OMAR. (*Very nervous*). Father! He has stolen my medallion. He is an impostor.
g) LABAKÁN. I know this man, and he is a poor insane tailor.
h) THE SULTAN. (*Pointing to Omar*). Guards, tie him!
i) Based on the story of the false prince, by Wilhelm Hauff. Complete tales. Anaya (*Adaptation*).

▪ *Leisure, Study, and Social Interaction*

Leisure activities, study, and social interaction are the most frequently-depicted activities in the Primary-level textbooks. The presence of both sexes in these subjects does not display a strong tendency towards masculinisation or feminisation, but there exist gender biases that are worth noting. The main gender biases and the clearest pattern of inequality was observed in Language subjects. The percentages of men and women depicted studying in the 3rd-year materials are 100% and 0%, respectively, and 75% and 25% for the 6th year. This result reflects the general tendency for the rest of the subjects of masculinization of this activity.

Leisure activities are shown being carried out entirely by women in the Language subjects. These percentages lead the common tendency of other subjects to also depict this activity as a feminised one.

In regards to social interaction, the percentage of men depicted is 66.7% in 3rd-year Language, and 75% in the 6th year. Once again, it is a good indicator of general male dominance in this activity.



c) *Summary and final analysis:*

Table 2c shows the results for the representation of men and women depicted by activity in all of the subjects analysed for the ESO and Primary levels. In total, 64% of the people depicted carrying out some sort of activity are men, and the remaining 36% are women.

Table 6. Total percentages of men and women depicted by activity:

ACTIVITY	% Men	% Women
Food preparation	29.6	70.4
Study	59.5	40.5
Scientific	78.1	21.9
Sport-related	76.3	23.7
Adventure	90.7	9.3
Care	44.5	55.5
Work/professional	76.0	24.0
Public leadership	82.4	17.6
Domestic	25.5	74.5
Possession and use of technology	76.7	23.3
Socially- negative activities	96.4	3.6
Physical activity	69.8	30.2
Artistic or creative	75.4	24.6
Human needs (eating, sleeping)	46.3	53.7
Emotional	42.5	57.5
Famous people	88.7	11.3
Leisure	50.8	49.2
Protagonism	62.8	37.2
Interpersonal (speaking, interacting)	71.3	28.7
Related to physical and body image	36.5	63.5
TOTAL	64.0	36.0

Analysing the overall total of depictions of males and females in the text and images in all subjects, the activities portrayed can be classified as follows:

- Activities with over-representation of males: More than 6 of every 10 people depicted are MEN in these activities:
 - Scientific
 - Sport-related

- Adventure
- Work/professional
- Leadership
- Possession and use of technology
- Physical activity
- Artistic or creative activities
- Socially-negative activities
- Famous people
- Protagonism
- Social interaction

These are activities linked to traditional male roles: Men are presented as protagonists in the public sphere, active, socially high-ranking, and connected to the professional-productive world.

- Activities with over-representation of females. **More than 6 of every 10 people depicted are WOMEN in these activities:**

- Food preparation
- Domestic
- Related to physical and body image

All of these are activities that are strongly linked to the traditional female roles and stereotypes that persist in the collective imagination: the traditional role of the female caretaker, housewife, and the stereotype of the woman as an object of desire.

- Activities with a more-or-less equal distribution of each gender. **The presence of men and women is more-or-less BALANCED in the following activities:**

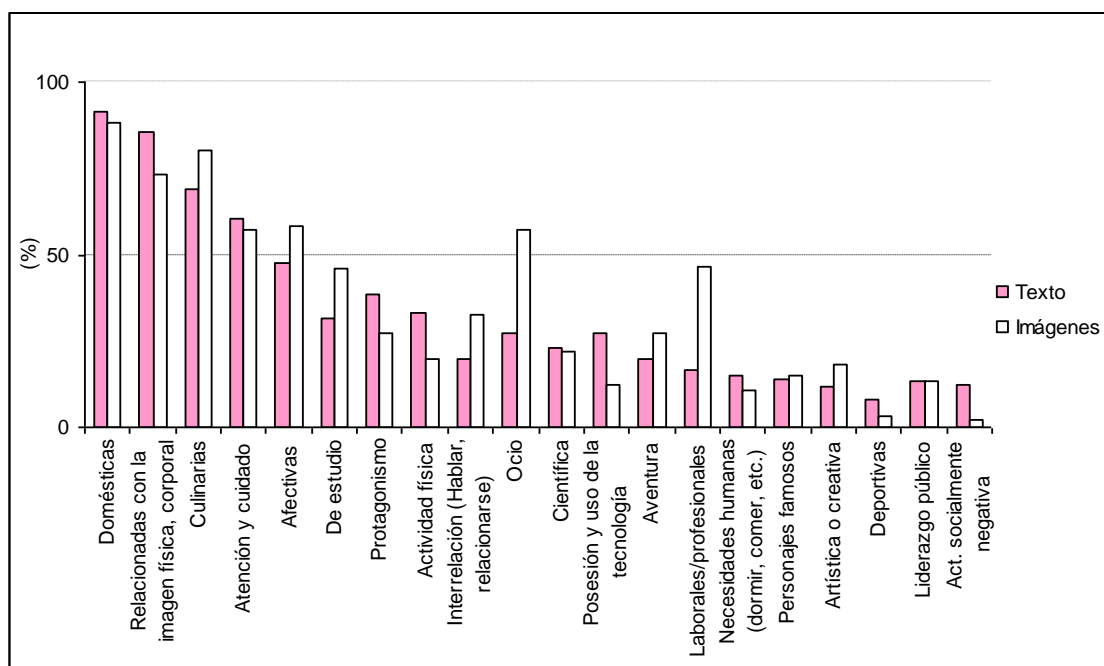
- Leisure
- Study (tendency towards men)
- Care (tendency towards women)
- Human needs (tendency towards women)
- Emotional (tendency towards women)

The depiction of these activities does not reflect an explicit presence of sexism. These are examples that normally alternate male and female figures studying, girls and boys sharing games, friendships, etc.

Analysis of Text and Images by Activity:

a) Main results obtained by Activity:

Graph 1: Total percentage of women compared to the total amount of people depicted in text or images, by activity:



TRANSLATION OF THE FIGURE:

LEYEND:

Text

Images

X AXIS (from left to right):

- Domestic
- Related to physical and body image
- Food preparation
- Attention and care-related
- Emotional
- Study
- Protagonism
- Physical activity
- Interaction (speaking, relating)
- Leisure
- Scientific

- Possession and use of technology
- Adventure
- Work-related / professional
- Human needs (sleeping, eating, etc.)
- Famous figures
- Artistic or creative
- Sport
- Public leadership
- Socially-negative activities

The results of the analysis of the percentage of female representation by activity in textual content displays the same tendency as the percentages of representativeness found in the analysis of images, with the exception of the categories of professional work and leisure activities, where the presence of women is considerably higher in images than in text.

b) Main results obtained by Level of Education:

Table 7: Total percentage of women (W) and men (M) in text and images. Primary and ESO:

ACTIVITY	Text		Images	
	%M	%W	%M	%W
PRIMARY	67.0	33.0	64.3	35.7
ESO	68.1	31.9	66.6	33.4

The percentages of women depicted carrying out activities in text and images are similar, differing only by two or three percentage points. In the Primary levels, these percentages are 35.7% and 33%, respectively. For ESO, the percentage of women portrayed in images is 33.4%, and 31.9% in text.

Analysis of Attitudes Gender Roles:

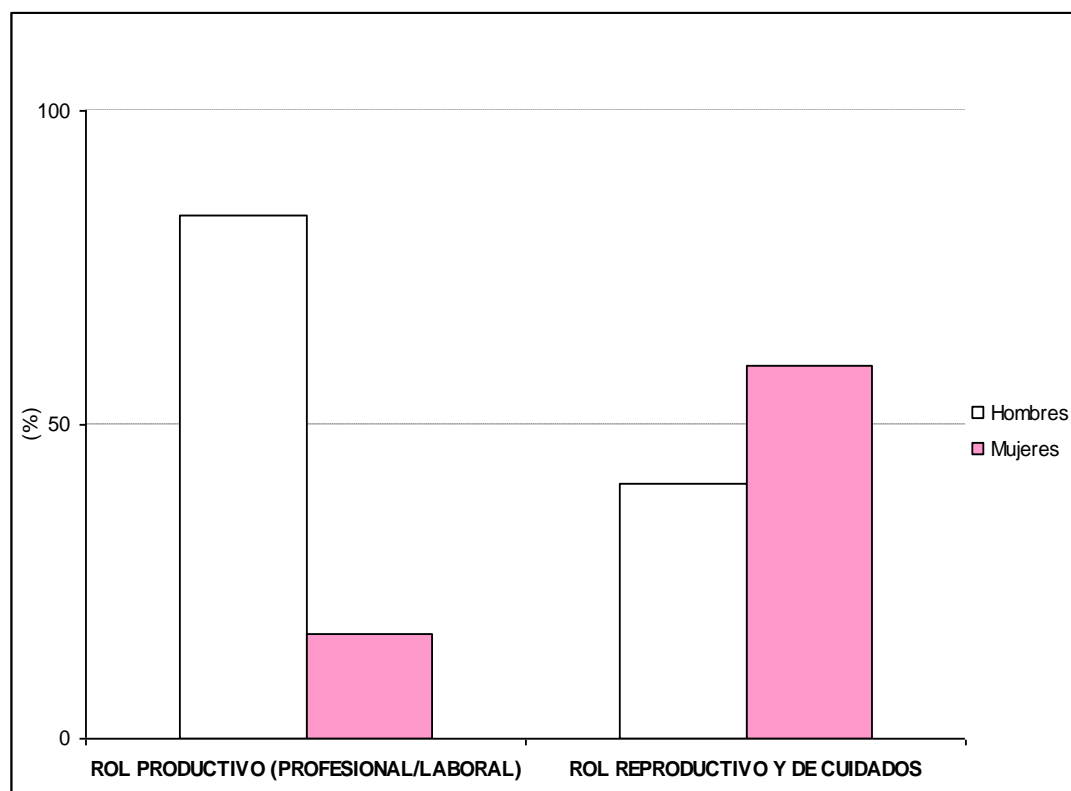
The concept of gender roles refers to a type of sociological analysis that assigns different roles and expectations for women and men, distinguishing in regards to their behaviours, attitudes, and feelings, as well as their way of expressing them. Gender roles are assigned by society and, as a consequence, people identify with the roles that have been assigned to them by sex. Textbooks, as transmitters of social models, transmit the models of roles for men and women that students are destined to carry out.

Concerning the concept of work, society assigns two traditional gender roles:

- **Reproductive or care-related role**, in which women are depicted as mothers, caretakers (of children, dependant persons, etc.) and mainly in charge of domestic tasks. It is work that takes place in the private sphere and it is unquantified, socially marginalised, and economically devalued.

- **Productive or professional role**, representing income-generating activities. It is role traditionally allocated to men as providers. It is usually valued and compensated, with recognition, if not economically, at least socially and politically.

Graph 2: Percentage of men and women depicted in productive and reproductive roles:



TRANSLATION OF THE FIGURE:

LEYEND:

-Men

-Women

X AXIS(from left to right):

-Productive role (professional / work-related)

-Reproductive and caretaker role

In Graph 2, it can be seen that the content of the textbooks analysed reproduce the traditional allocation of productive/reproductive roles to the male and female genders. In the case of the productive role, approximately 83% of depictions are of men, compared with only 17% of women. In the case of the reproductive and care-related roles, there is an opposite tendency: approximately 60% of portrayals correspond with women, and 40% to men.

These results reflect the high quantity of gender-biased information transmitted to boys and girls in the educational sphere, information that undoubtedly has repercussions in their choices for their personal, family, and work lives. Problems such as the segregation of the labour market, where women continue to be victims of sexual discrimination, as well as the unequal division of domestic tasks and family responsibilities, problems with reconciliation of family and career, the lack of co-responsibility, etc., largely originate in internalising these patterns of behaviour for men and women during the educational phases of our lives.

Table 8: Roles depicted by sex, in text and images:

GENDER ROLES	TEXT		IMAGES	
	%M	%W	%M	%W
Productive (Professional/work-related)	87.8	12.2	73.5	26.5
Reproductive and care-related	25.6	74.4	42.7	57.3

The analysis of gender roles, distinguished by text and images, displays that for both roles there is a greater gender imbalance in text than in images. In the case of the productive role, the difference between each sex is 75 percentage points, and in images, 50 points. For the reproductive role, the difference in text content is 49 points, and in images only 15.

Analysis by Attitude, Subject, and Level of Education:

a) Main results obtained during the ESO levels:

Table 9: Percentage of men (M) and women (W) depicted by Attitude, Subject, and Level of Education. ESO

ESO																
ATTITUDES DEPICTED	2nd ESO								4th ESO							
	Language and Literature		Mathematics		Natural Sciences		Social Sciences		Language and Literature		Mathematics		Biology and Geology		Geography and History	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Authority	77.8	22.2	60.0	40.0			85.7	15.7	91.7	8.3	100.0	0.0			97.9	2.1
Bravery	81.3	18.8	50.0	50.0			100.0	0.0	58.3	41.7	100.0	0.0			100.0	0.0
Daring	80.0	20.0	42.9	57.1					50.0	50.0					100.0	0.0

ESO																
ATTITUDES DEPICTED	2nd ESO								4th ESO							
	Language and Literature		Mathematics		Natural Sciences		Social Sciences		Language and Literature		Mathematics		Biology and Geology		Geography and History	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Solidarity	73.3	26.7	100.0	0.0					80.0	20.0					100.0	0.0
Initiative	55.0	45.0	50.0	50.0			100.0	0.0	100.0	0.0	40.0	60.0	0.0	100.0	100.0	0.0
Obedience	40.0	60.0	0.0	100.0			92.5	7.5							100.0	0.0
Tenderness	37.5	62.5					50.0	50.0	58.3	41.7					50.0	50.0
Aggressiveness	100.0	0.0	100.0	0.0			100.0	0.0	66.7	33.3					100.0	0.0
Shyness	20.0	80.0	0.0	100.0					100.0	0.0	0.0	100.0				
Fear	57.3	42.7	100.0	0.0					87.5	12.5					14.3	85.7
Protagonism	100.0	0.0	50.0	50.0			91.7	8.3	75.7	24.3			100.0	0.0	75.9	24.1
Care/assistance	0.0	100.0					4.2	95.8	66.7	33.3	50.0	50.0	0.0	100.0	5.1	94.9
Importance of physical characteristics	20.0	80.0	50.0	50.0	0.0	100.0			45.7	54.3			100.0	0.0	34.3	65.7
Satisfaction	24.0	76.0	100.0	0.0			50.0	50.0	100.0	0.0					50.0	50.0

■ *Authority, Aggressiveness, Courage, Daring, and Protagonism: Stereotypes strongly linked to the male sex*

- c) In all of the subjects analysed, we have found a high representation of men linked to the stereotypes of authority, aggressiveness, courage, daring, and protagonism, typically-masculine gender stereotypes, and a subsequent under-representation of women displaying these characteristics. The greatest inequalities are perhaps found in the subjects of Social Sciences or Geography and History. For example, in these subjects, 100% of people depicted in activities characterised by daring, initiative, aggressiveness, or bravery are men. This is also true for 97.% or those shown displaying authority, and 75.9% of protagonists in Geography and History, as well as 85.7% and 91.7% displaying the same characteristics in Social Sciences. These results demonstrate the high presence of sexism permeating history and the image of society in textbooks, which contributes to a perpetuation of gender inequality for current generations.



d)

Social Sciences, History textbook, 4th ESO. Editorial Vicens Vives.

- e) In the case of 2nd and 4th-year Language, the portrayals of men and women with these attitudes are clearly unequal. It is worth noting, for example, the data regarding the role of protagonist: in the subject of 2nd-year Language, women are completely excluded, and in the 4th year it is less than 25%. In general, the works of literature exhibited in these textbooks usually hide sexist biases and depict an eminently patriarchal society. In the textbooks for Language and Literature, male and female stereotypes are transmitted via the attitudes depicted in works of literature, stories, etc., where women are normally shown in secondary roles compared with men, who are more frequently protagonists.
- f) In the case of Mathematics, the depiction of men and women displaying attitudes of authority, aggressiveness, courage, daring, and protagonism occurs less frequently than in the previously-analysed subjects. This is especially true in the case of 2nd-year Mathematics, where men and women appear in a balanced manner. The percentages of both sexes displaying protagonism, authority, courage or daring in 2nd-year Mathematics are balanced, and do not vary more than 10 points away from the average.
- g) Lastly, it is worth mentioning the high percentage of males with the stereotype of solidarity: in the subjects of 2nd-year Mathematics and 4th-year Geography and History, the percentage of men is 100%. In the Language subjects, the percentages are 73.3% and 80%.

■ *Care/assistance, Shyness, and Importance of physical characteristics: Stereotypes strongly linked to the female sex.*

- h) The stereotype of care/assistance, one of the stereotypes set in opposition to aggressiveness, is the stereotype most frequently attributed to women. It is therefore a gender stereotype that limits women to being the main, if not the only, people in charge of care and household activities, activities that are not socially esteemed nor recognised as work.
- i) In the subjects of 2nd-year Language and 4th-year Biology and Geology, the percentage of women depicted as caretakers reaches 100%. In Social Sciences and Geography and History, the percentages total 95.8% and 94.9%, respectively. In 4th-year Mathematics, the percentages of both sexes are balanced, and in 4th-year Language, the percentage of men surpasses that of women (66.7% compared to 33.3%).

- j) Shyness is a characteristic contrary to bravery, daring, and protagonism, and it implies a certain subordination of people characterised in this manner compared to people considered to be brave or daring or in positions of protagonism. The textbooks display an unequal power struggle in this regard, where women are attributed with the weakness of shyness and men with the powerful weapon of courage. Depictions of women with a timid attitude are scarce, but in the majority of cases people with this characteristic are women. In the subjects of 2nd and 4th year Mathematics and 2nd-year Language, women comprise all depictions of this stereotype. On the contrary, and perhaps due to the lack of consistency of the information caused by the low number of depictions, the percentage of women shown to have this characteristic in 4th-year language is zero.
- k) As well, it is relatively common that women are portrayed with an image of beauty, and are attributed aesthetic values on which depend a large portion of their status and possibilities of social success. This gender stereotype demonstrates the reification of the female body along with the ideal of beauty. The analysis of this content adheres relatively well to this affirmation. Women make up the majority of people with this stereotype in the subjects of 2nd-year Language and Natural Sciences and 4th-year Geography and History. On the other hand, it is not depicted at all in 4th-year Language and is balanced (50% men, 50% women) in Social Sciences.

■ ***Tenderness and Satisfaction:***

- l) In the light of the data analysed, the attitudes of tenderness and satisfaction are presented equally for each sex. The attitude of satisfaction is portrayed via male or female characters shown calmly smiling. The attitude of tenderness is normally depicted through family relationships or people in love (above all, men in love with women). For a deeper analysis and to conclude if hidden sexism exists behind this type of portrayal, it would be necessary to carry out a more thorough qualitative analysis, which is beyond the scope of this document.

b) Main results obtained for Primary education:

Table 10: Percentage of men (M) and women (W) depicted by Attitude, Subject, and Level of Education. Primary education.

PRIMARY EDUCATION												
ATTITUDE	3rd PRIMARY						6th PRIMARY					
	Social Studies		Mathematics		Spanish Language		Social Studies		Mathematics		Spanish Language	
	M	W	M	W	M	W	M	W	M	W	M	W
Authority	100.0	0.0	100.0	0.0			100.0	0.0			100.0	0.0
Bravery	100.0	0.0					100.0	0.0			100.0	0.0

PRIMARY EDUCATION												
ATTITUDE	3rd PRIMARY						6th PRIMARY					
	Social Studies		Mathematics		Spanish Language		Social Studies		Mathematics		Spanish Language	
	M	W	M	W	M	W	M	W	M	W	M	W
Daring	100.0	0.0									100.0	0.0
Solidarity												
Initiative					100.0	0.0	100.0	0.0			100.0	0.0
Obedience			0.0	100.0			100.0	0.0			100.0	0.0
Tenderness					50.0	50.0	50.0	50.0	100.0	0.0		
Aggressiveness							92.3	7.7				
Shyness												
Fear					100.0	0.0					100.0	0.0
Protagonism					100.0	0.0	83.5	16.5			100.0	0.0
Care/assistance	58.3	41.7					0.0	100.0				
Importance of physical characteristics											100.0	0.0
Satisfaction	0.0	100.0	50.0	50.0	100.0	0.0	50.0	50.0				

- Authority, Aggressiveness, Courage, Daring, Initiative, and Protagonism: Stereotypes strongly linked to the male sex
- m) In the Primary-level subjects, we have obtained results similar to those found for the ESO in regards to the allocation of stereotypes to each sex. The stereotypes of authority, aggressiveness, courage, daring, initiative, aggressiveness, and protagonism are strongly linked to the male sex. In every case, the percentage of men depicted with these attitudes surpasses 83%, and in many subjects there is a total absence of women.
- n) In contrast to the result obtained for the ESO levels, the stereotype of solidarity does not appear. Similarly, neither have we found relevant information regarding the stereotypes of shyness or importance given to physical characteristics, with the exception of 6th-year Language, where, within the low number of depictions, 100% of these are attributed to male figures.
- o) No stereotype appears that is clearly assigned to the female sex.

c) Summary and final analysis:

Table 11: Total percentage of men (M) and women (W) depicted by attitude.

Women are in a clear minority (less than or on the threshold of 1/3) in attitudes like authority, courage, daring, initiative, aggressiveness, or protagonism, all attitudes strongly stereotyped and traditionally attributed to men.

Men are also a majority in the two activities that would normally be attributed to a more feminine role, such as fear (75.6% men) and obedience (61.8% men). These percentages have not been obtained from male figures with transgressive attitudes. In the case of fear, for example, it involves men with an attitude of fear caused by other men, the product of a threat or violent event such as a battle, etc. The percentage of obedient attitudes has a similar explanation. They are examples of "men obeying other men," surrendering in battles, servants obeying lords or clergy, etc. We have not found examples of fearful men, or men obeying women, in any case.

For their part, women only make up the majority for attitudes that are clearly stereotyped and traditionally attributed to the female sex, such as caring/assistance (77%), or shyness (70%).

Use of language

Table 12: Use of language by subject. ESO:

ATTITUDES	%M	%W
Authority	91.3	8.8
Bravery	87.7	12.3
Daring	78.8	21.2
Solidarity	88.3	11.7
Initiative	74.5	25.5
Obedience	61.8	38.2
Tenderness	56.5	43.5
Aggressiveness	93.2	6.8
Shyness	30.0	70.0
Fear	76.5	23.5
Protagonism	86.3	13.7
Care/assistance	23.0	77.0
Importance of physical characteristics	50.0	50.0
Satisfaction	58.2	41.8

Use of language	ESO							
	2nd ESO				4th ESO			
	Language and Literature	Mathematics	Natural Sciences	Social Sciences	Language and Literature	Mathematics	Biology and Geology	Geography and History
% Male	92.2	63.1	84.2	84.8	89.2	49.6	73.9	84.8
% Male and Female	3.9	11.0	5.1	0.8	0.5	0.0	0.0	5.0
% Neutral	3.9	25.9	10.7	14.5	10.3	50.4	26.1	10.2
% TOTAL	100%	100%	100%	100%	100%	100%	100%	100%

Table 13: Use of language by subject. Primary Education:

Use of language	PRIMARY EDUCATION					
	3rd Primary			6th Primary		
	Social Studies	Mathematics	Spanish Language	Social Studies	Mathematics	Spanish Language
% Male	60.9	83.3	90.8	83.9	82.6	81.4
% Male and Female	0.0	3.3	0.0	2.4	0.0	6.1
% Neutral	39.1	13.3	9.2	13.7	17.4	12.5
% TOTAL	100%	100%	100%	100%	100%	100%

a) Use of the generic masculine pronoun:

The grammatical rules of the Spanish language establish that the masculine gender has a universal or generic value when referring to humankind in their entirety, and a specific use to designate people of the male sex. The female gender, however, is restricted to designating people of the female sex. Therefore, not using the female gender implies that women must be identified with the masculine gender. This use of language is a reflection of the androcentric viewpoint upon which society is based, and contributes to maintaining inequality between sexes.

The abusive use of the masculine gender is one of the main sexist biases that persists in textbook content, and this was reflected in the results of our analysis. During the ESO levels, the percentage of use for the masculine gender varies between 92.2% in 2nd-year Language and 49.6% for 4th-year Mathematics. In the Primary levels, it is once again Language - 3rd year - where it reaches its highest percentage (90.8%). The lowest percentage was found in the subject of 3rd-year Social Studies (60.9%).

Although it is true that it is uncommon to encounter recurring sexist terms like "man" to refer to "human being or humanity," it is indeed common to find the indiscriminate use of the masculine gender to refer to the student body, the political class, citizens in general, etc. This fact reflects the male view of the world transmitted by adults to boys and girls during their educational process. We have also found an excessive use of the male gender

when referring professions and professions, something that marginalises the workforce participation of women in every field. For example in the subjects of Social Studies, Natural Sciences, and Biology and Geology, use of the generic masculine is common when referring to scientific professions. The terms “geólogo” (geologist), “biólogo” (biologist), “investigador” (researcher), etc., systematically appear in the analysed texts with generic masculine endings.

In the subject of Language, terms like “emisor” (speaker), “receptor” (interlocutor), “escritor” (writer), “narrador” (narrator), or “autor” (author) also intrusively appear, scarcely making room for other, neutral forms. In the subjects of Social Sciences or History, the use of demonyms with masculine endings to refer to a certain civilization, or the unquestionable protagonism of the male sex in regards to people in positions of political power or social representatives of all periods and cultures: painters, sculptors, architects, Pharaohs, lords, monarchs, presidents, legislators, etc., is absolute.

b) Use of dual forms, masculine and feminine:

The use of dual forms, masculine and feminine - for example, in the form of splitting the pronoun, with hyphens or attached explanations - are resources that allow one to “relieve the massive overload” of linguistic sexism in textbooks. The content analysed displays a very limited use of these resources. In the ESO levels, the highest percentage is found in the subject of 4th-year Mathematics (11%). This percentage mainly corresponds to the use of masculine and feminine forms to differentiate two numeric variables by sex, and use them in the wording of statistic exercises in order to, for example, determine the percentage of male students who play basketball compared with female students who play tennis, etc. Therefore, these cannot be considered inclusive linguistic examples, but rather an “exceptional female presence) in the wording of problems that only serve to further highlight marginalisation of females and the imbalanced presence of men and women in educational materials. The lowest percentages correspond to the zero examples found in the 4th-year courses of Mathematics or Biology and Geology. In the Primary levels, the percentage of use of these resources is zero in three of the six subjects analysed (3rd-year Social Studies and Language and 6th-year Mathematics), and only reaches 6.1% in the case of 6th-year Primary Language.

- i) “In France, schooling becomes free and compulsory for **boys and girls** from 6 to 13 years old in 1882. Thanks to this law, Louise attends the *Maisond'ecole*, while her **parents** (“**padres**”) barely know how to read and write. One hundred ago, in the large classrooms with high ceilings, they lined up the tables and benches able to fit two to five **children** (“**niños**”). **The pupils** set out their inkwells [...]”

Language textbook, 6th Primary. Tapia de Casariego.

c) Use of neutral terminology that encompasses both sexes:

The use of terms that encompass both sexes is a crucial recommendation set out in all the

manuals and style guides for non-sexist use of language. Some worthy examples of neutral terminology are the use of collective nouns, use of determiners without gender markers, periphrasis, impersonal verb forms, etc. In the case of the texts analysed here, we have observed a moderate use of this resources compared to the two forms analysed above.

In the ESO levels, the percentage of use of neutral terms reaches 50% for 4th-year Mathematics. Strikingly, it is a Language course (2nd year), where this usage is most infrequent (3.9%). For Primary, the percentages vary between 39.1% in 3rd-year Social Studies and 9.2% for 3rd-year Language.

A large portion of the usage of these resources corresponds to generic terms habitually used today to refer to broad collectives: "people," "human being," "origins of humanity," "population," etc., that substitute sexist expressions based on the term "men," terms currently in disuse.

However, the use of linguistic terminology that encompasses both sexes is considered insufficient, given that a large number of neutral forms exist, frequently-used and natural-sounding, in the Spanish language - "alumnado" (student body), "ciudadanía" (citizenry), "profesorado" (faculty), "progenitores" (parents) - that should be more often included in educational content with the goal of displacing discriminatory, and truly worn-out, generic masculine forms like "alumnos" (students), "ciudadanos" (citizens), "profesores" (teachers), "padres" (parents), etc.

Table 14: Use of language Totals:

USE OF LANGUAGE	
% Male	78.9
% Male and Female	2.7
% Neutral	18.4

Table 14 show a general summary of the results obtained for use of language. The average percentage of use of the generic masculine form is a large majority, around 80%. The percentage of use of neutral terms is 18.4%, and only 2.7% in the case of dual, both masculine and feminine, forms.

9.4. Conclusions

Conclusions

Our results allow us to conclude that sexism is a problem that has not been overcome in the content of the textbooks analysed, and that it is necessary to continue acting against gender discrimination and promote equal opportunities for girls and boys with educational materials that integrate a gender perspective and transmit values of equality.

As a summary, we have highlighted the main conclusions we have made as a result of the analysis of the level of sexism in textbooks, comparing the results found for the Secondary and Primary levels.

- A generalised absence of female models in the technological-scientific fields within the content of the textbooks.
- Startling inequality in regard to the roles of protagonism and leadership of men and women in the retelling of history.
- Artistic and creative activities are depicted, in a majority of cases, by men.
- During the ESO levels, the inclusion of references to activities in the work world are frequently and fundamentally masculine in nature. In the primary levels, the references to activities in the work world are not as frequent, and the messages transmitted are generally simpler, although not always balanced from a gender perspective.
- During the ESO levels as well as primary, activities related to the domestic sphere appear very infrequently in comparison with professional activities.
- In primary, leisure activities, study, and social interaction are the most commonly-depicted activities in textbooks. The presence of both sexes in these subjects does not display a strong tendency towards masculinisation or feminisation.
- For the ESO levels, the main portrayals of sporting activities correspond to boys playing individual sports or groups made up entirely of men. On the other hand, transgression of gender models is more common in the case of girls than it is for boys. In Primary education, the differences between the percentages of female and male depictions are less than what occurs for the ESO levels.
- We have not found a notable sexualisation of the female body, nor did we find terms or expressions that are degrading to women, in any of the subjects analysed, whether pertaining to Primary or Secondary education.
- The textbooks of all the subjects analysed reproduce the traditional allocation of the productive/reproductive roles to the male/female sexes. The differences are wider in the case in the productive role than in that of the reproductive role.
- In all of the subjects analysed, for ESO as well as Primary, we have found a high representation of men linked to the stereotypes of authority, aggressiveness, courage, daring, and protagonism. Women were only found to be mostly over-represented only in attitudes traditionally attributed to the female sex, such as care/assistance or shyness.
- The abusive use of the generic masculine form is one of the main sexist biases still persisting in textbook content, occurring at the Primary as well as Secondary levels. The frequency of use of terms encompassing both sexes is low, and the use of dual forms, both masculine and feminine, is very infrequent.

EXPLICIT SEXISM AND IMPLICIT SEXISM

On the other hand, the analysis has revealed two types of sexism. In the first place, there is **explicit sexism**, which consists in mostly depicting one sex (male) compared to another (female), in such a way as to marginalise the latter. Secondly, there is **implicit sexism**, through which messages are transmitted that bear messages with associated male and female archetypes, and present stereotyped views of the attitudes and activities that supposedly should be taken up and performed in society.

d) *Explicit sexism: Absence of female references and sexist language:*

We have found evidence of explicit sexism in the content of subjects where, through text as well as imagery, there is a majority of references to male figures, marginalising the presence of females in all public spheres. Especially alarming is the imbalanced presence of women compared to men in the fields of science and politics, and it seems as if women had been erased from human history. The positions of power are occupied by men, and does not involve female leader, only male ones. This under-representation of women deprives girls of role models with whom to identify and prevents boys from recognising values in female protagonists.

In language, the abuse of the generic masculine form and the lack of lexical and/or syntactic alternatives that neutralise their exclusive effects also denote explicit sexism, once again reproducing the androcentrism present in our society.

e) *Implicit sexism: Allocation of stereotypes and gender roles:*

The content analysed transmits information containing stereotypes about the character and attitude of each sex. Masculine figures are more commonly depicted with an authoritarian and aggressive attitude, and women with a shy, care-related one. Women are also shown linked to the importance of physical characteristics and the beauty canon.

The division of gender roles between men and women also permeates the content analysed. The productive role is mainly assigned to men, while women are portrayed as those mainly in charge of domestic and family tasks, with little depiction of men in the private sphere or involved in care-related tasks.

Recommendations

With the intention of allowing this analysis to serve not only as a demonstration of the presence of sexism in textbooks, but also as tool to help correct it through pedagogical practices of equal education, the following is a series of recommendations directed towards school faculty. These have the purpose of eliminating attitudes that discriminate by sex in both the ESO and Primary levels.

These recommendations have been taken from a reference work: the work of María Vaíllo Rodríguez, "Recomendaciones para introducir la igualdad e innovar en los libros de texto" (Recommendations for introducing equality and innovating in textbooks) (Madrid, Instituto de la Mujer, 2013, electronic resource).

To combat the sexist use of language and sexism in the subjects of Language, it is recommended:

- To analyse the role of sex-gender theory as an important mechanism to clear the confusion between grammatical gender and gender as a social role assigned to each sex.
- Avoid the systematic use of the all-encompassing masculine ending.

- Use the feminine ending for socially-valued professions, and not only for associated stereotypes (cleaners, nurses, secretaries).
- Use the dual forms, masculine and feminine.
- Avoid the use of masculine adjectives as generic forms.
- When, in order to avoid the use of the generic masculine ending, both forms are used, alternate the order of preference as to not always feature the masculine term first.
- In the wording of questions, use a direct style that addresses the reader, employing the second-person singular or plural.
- Change the sentence syntaxes, using the personal pronoun "se" or modifying the structure of the sentence.
- Use abstract terms, such as "la dirección" (management) instead of "los directores" (the directors), "la autoría" (the authorship) instead of "los autores" (the authors), or "la familia" (the family) instead of "los padres" (parents, based on the word "father").
- Use the pronoun "quien" (who) in order to avoid generic masculine pronouns, using structures like "quienes habitan" (those who inhabit) instead of "los habitantes" (the inhabitants).
- Intersperse a generic noun and connect it to the adjective: "las personas con enfermedad" (the people with illness); "la población enferma" (the ill population).
- Display literary texts that present a non-stereotyped image of the sexes, their behaviours, their expectations..., and that allow for a more just and balanced view of society.
- Include lessons that feature female (and male) main characters without stereotypes, with whom girls and boys and teenagers of both sexes can identify with.
- Balance the selection of male and female authors, presenting the latter as autonomous people, without mentioning their private lives nor making sexist comments about their physical appearance, sexual habits, etc. These criteria are also applicable to authors who deviated from the social norms of their time and for that reason are, or have been, undervalued.
- Promote images and text directed towards stimulating the creativity and critical thinking of the student body.

It is also necessary to attend to the unconscious tendency of the faculty to believe that girls are more equipped to obtain better results in the subject of Language. It is therefore necessary to eliminate this prejudice. Furthermore, it is necessary to give value to the capacity of expression of life experiences, fundamentally for boys, who normally avoid their analysis and reflection with the excuse of a supposed "sentimentalism." It is allegedly linked with feminine characteristics, and thus undervalued as a result of the social gender

hierarchy.

In the subjects of Social Sciences and Geography and History, we propose the following recommendations:

- Include the role played by women in the study of historical societies, as well as those aspects of daily life during different periods that make reference to different social classes.
- Rigorously analyse the diverse sources of information. It is worth including in this analysis the perspective of gender, which allows one to discover the sexist biases displayed.
- Emphasise the relationships of affection and cooperation between the sexes.
- Explicitly mention the contribution of women to the knowledge and support of civilization.
- Balance the proportion of female figures highlighted in each educational unit.
- Seek relevant female figures, in the past as well as the present, where the presence of women is more balanced.
- Assign female and masculine figures a wide range of activities, attempting not to preferentially allocate females characters with care-related or domestic activities, nor male figures with leisure or professional activities.
- Avoid the stereotype according to which males are allocated activities related to the creation of knowledge, and women solely to its transmission and/or learning. Instead, it is preferable to intersperse these roles between figures of both sexes.

For the teaching of Mathematics, the gender recommendations are as follows:

- Incorporate the contributions of women to the history of advancement of mathematics.
- Incorporate, into each unit of content, the aspects of daily life related with traditional domestic knowledge, as well as insist that in each situation or problem of daily life there do not exist largely-differentiated interests between boys and girls.
- Present via explanations, activities, and examples a similar proportion of figures of both sexes, overcoming the traditional under-representation of women.

In regards to the subject of Social Studies, Natural Sciences, or Biology and Geology, we propose:

- Depict male as well as female figures using a wide variety of information and communication technology.
- Show women occupying positions of responsibility, as well as professional ones related to science and technology.

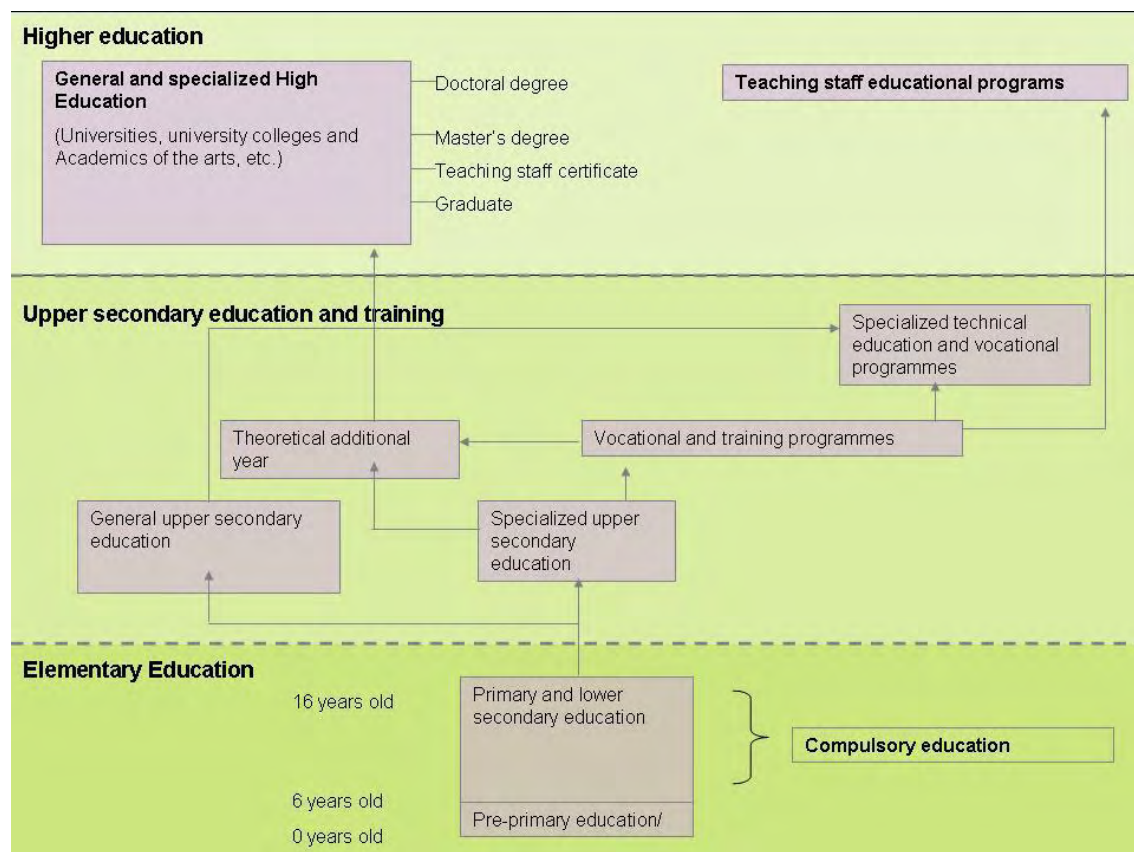
- Carry out a selection of scientific content that is not androcentric nor biased.
- In regards to the history of Science, it is necessary to highlight the role of women, their contribution as a social group to advancement, and the specific cases in which this contribution bears the name of a woman.

10. Appendixes

10.1. Appendixes chapter 4

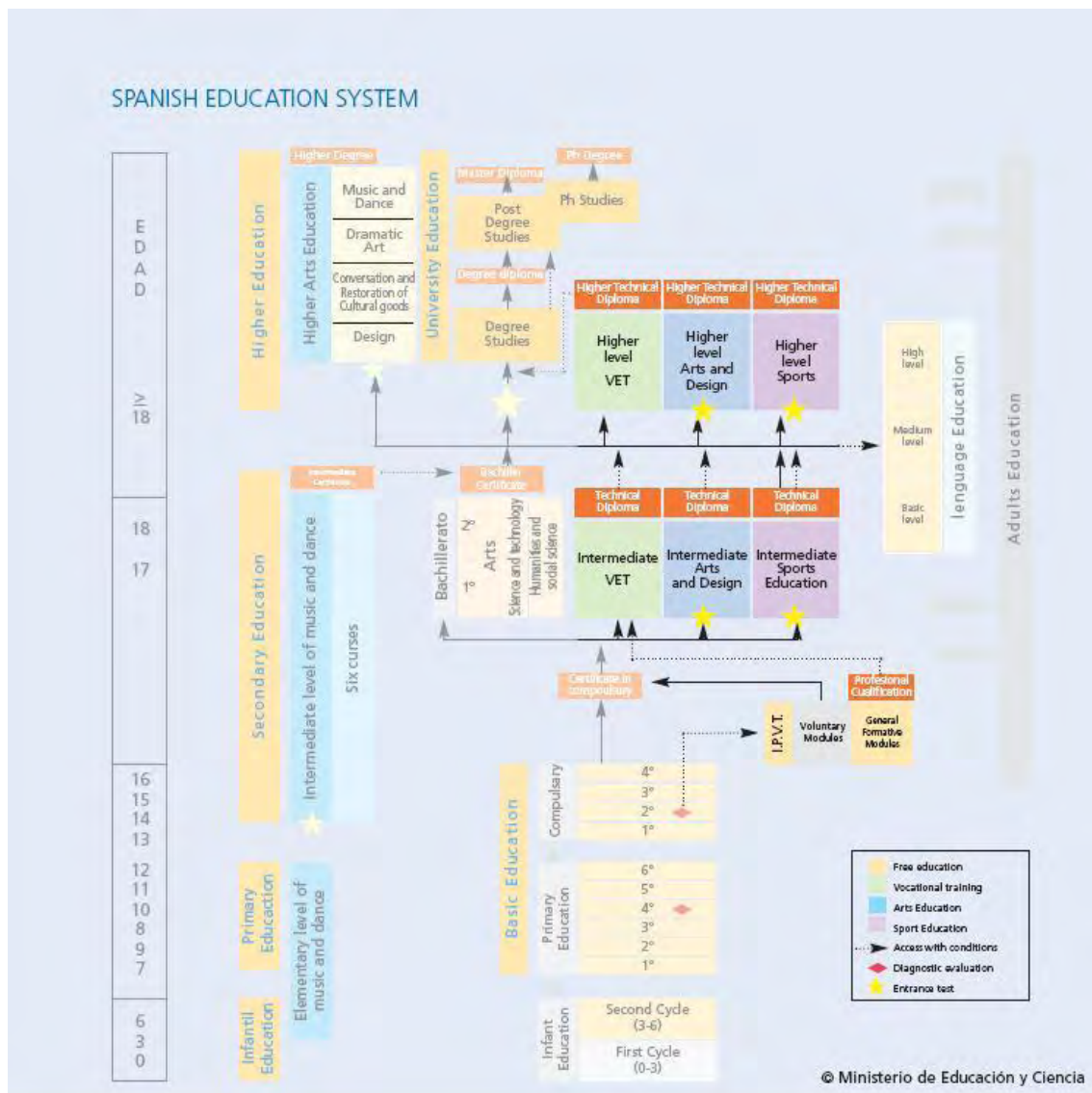
Norwegian and Spanish educational systems

Summarised structure of the Norwegian educational system



Source: Prepared by the author based on UNESCO, 2012.

Summarised structure of the Spanish educational system



Source: Ministry of Education and Science.

Actions proposed by the Strategic Plan on Equal Opportunities

The specific actions proposed by the 2008-2011 Strategic Plan on Equal Opportunities for the field of Education are specified below.

Objective 1: To promote induction and continuous training for teachers and education professionals on co-education, prevention of gender violence and equal opportunities for men and women.

1.1 To promote the creation of Units of Gender Studies, aimed at specific training, research and preparation of didactic materials at the Schools of Education, Teaching Schools and Teachers' Training Centers.

1.2 To promote the development of post-graduate studies specialized in equal opportunities for men and women in education, co-education, non-sexist counselling and prevention of gender violence.

1.3 To promote teachers' training through specific courses on co-education, prevention of gender violence and equality.

1.4 To include topics related to equal opportunities for men and women in personnel selection tests.

Objective 2: To promote gender balance in the bodies responsible for management, decision-making and participation within the educational system

2.1 To promote awareness-raising and training activities and introduce stimuli to make access to decision-making and management positions within the educational system easier for women.

2.2 To implement work-life balance measures, in order to favour gender balance in all the fields of participation within the educational system.

2.3 To favour the creation of advisory and monitoring committees for equal opportunities for men and women.

2.4 To promote gender balance in the different subjects, stages of education and management roles.

Objective 3: To implement co-education in the center's educational projects.

3.1 To encourage the elaboration of co-educational projects including a gender-sensitive approach.

3.2 To encourage training courses on co-education, aimed at staff working at educational centers, stressing the elimination of prejudices, stereotypes and roles based on gender, with the aim of guaranteeing the comprehensive development of students.

3.3 To promote the elaboration of programs and teaching guides containing methodological proposals and materials that make co-education at school easier.

3.4 To promote the creation of networks of education professionals to discuss, share experiences and promote best practices in co-education.

3.5 To carry out awareness-raising campaigns targeted at families to promote equal participation of fathers and mothers with regard to the monitoring of their children's education, as well as the relationship with and the participation in the educational centers.

3.6 To encourage training courses for parents related to non-sexist education, affective and sexual relationships, prevention of violence against women and distribution of responsibilities.

Objective 4: To prevent and act against gender violence at all stages of education.

4.1 To promote research and studies that analyze processes and mechanisms of violence exercised against women in the field of education.

4.2 To prepare and develop pedagogic proposals to prevent violence against women including models of co-existence from a gender-sensitive approach in several contexts, methods of peaceful resolution of conflicts and respect for equal rights and opportunities for men and women.

4.3 Elaboration of an action protocol to prevent, detect and act against gender violence at schools, vocational training centers and universities.

Objective 5: To encourage the inclusion of a gender-sensitive approach in sport activities.

5.1 To introduce a gender-sensitive approach in sport activities carried out at educational centers, promoting a healthy and balanced relationship with regard to self-image and body perception.

5.2 To promote research about the situation of women in physical exercise and sports.

5.3 To carry out campaigns to promote physical exercise and sports among women and girls, encouraging women's training as managers, coaches, referees, researchers and sport journalists.

Objective 6: To promote the publishing of textbooks and didactic materials according to equality and non-discrimination criteria, introducing the approach and contributions made by women in school and academic contents.

6.1 To favour the creation of a Permanent Committee which, in collaboration with publishing houses, works for the inclusion of a gender-sensitive approach in textbooks, the use of a non-sexist language and images and the introduction of women's knowledge and social and historical contributions to the development of Humanity.

6.2 To promote the design of indicators to analyze the quality of textbooks, taking into account gender variables such as the inclusion of women's participation in all the fields of History, culture and science, the promotion of women's visibility, use of non-sexist language that mentions women or the avoidance of stereotyped images.

6.3 To encourage the development of information campaigns to provide guidance to publishing houses, parents and teachers with regard to the selection of school books, taking into account some gender quality criteria.

6.4 To promote the design and elaboration of didactic materials specifically including co-educational contents and contents on the prevention of discrimination against girls and women.

6.5 To encourage information campaigns promoting the inclusion of co-educational books, bibliographies of female authors and publications promoting equality in school and university libraries.

6.6 To promote the preparation of textbooks and didactic materials that contribute to transform sexist uses of language, stressing that society is composed of men and women and language has enough resources to name this fact.

Objective 7: To promote the inclusion of contents and specific activities, adapted to each educational stage, regarding the meaning and scope of equality between men and women.

7.1 To promote seminars, meetings and information networks for the revival of women's contributions to education, culture, art and science.

7.2 To promote the implementation of specific workshops about co-education at all stages of education (preschool, primary and secondary) in order to promote, among the students, shared responsibility and assumption of responsibilities in the public and private sphere, ethics of care, prevention of violence and relationships based on respect and equality.

Objective 8: To pay specific attention, within the framework of attention to diversity, to groups of girls and women who suffer from greater vulnerability derived from a situation of double discrimination caused by their disability, ethnic minority, migration or social exclusion.

8.1 To carry out specific information and counselling programs targeted at girls and relatives of groups with special difficulties, in order to facilitate their comprehensive education and permanence in the educational system.

8.2 To promote specific research and studies that deal with the situation, needs and strategies of action within the educational framework, targeted at particularly vulnerable girls.

8.3 To prepare action protocols to guarantee a response from the educational system to the special situation of girls belonging to vulnerable groups.

8.4 To promote comprehensive attention, psychological support, individual advice and support programs when changing from primary to secondary school, University or Vocational Training.

8.5 To promote awareness-raising and information campaigns aimed at the family and school environments, in order to favour the normal inclusion of particularly vulnerable girls in education.

8.6 To promote the diversity approach and positive models from a gender-sensitive approach in didactic materials, textbooks and curriculum.

8.7 To encourage measures to introduce positive actions within the framework of projects and organizational culture of the center, in order to favour the inclusion of vulnerable girls in education.

8.8 To promote guidance and counselling programmes for teachers who work with particularly vulnerable girls.

Objective 9: To guarantee, within the framework of the democratic principles recognized by the Constitution and the Universal Declaration of Human Rights and taking into account the increasing cultural diversity of students, equality education and based on gender equality.

9.1 To promote research about the situation of immigrant girls within the educational system.

9.2 To promote meeting and discussion forums to analyze and think about the situation of girls and women within the multicultural space of schools and make proposals regarding the internal organization, within the framework of democracy and the Universal Declaration of Human Rights.

9.3 To encourage the elaboration of programs and guidebooks containing measures aimed at promoting equal opportunities for foreign girls in education.

9.4 To increase control over drop-out situations and contravention of the rights of immigrant girls in the educational and family environments.

9.5 To encourage awareness-raising campaigns, support to families and parents' training, favouring the creation of educational bridges between the source culture and the target culture in favour of the comprehensive development of girls.

9.6 To implement intercultural educational programs, from a gender-sensitive approach, in teachers' induction and continuous training.

9.7 To promote the discussion, at all stages of education, to establish intercultural co-existence criteria that respect education on the basis of equality and for equality.

Objective 10: To adapt adults' educational programs to their new profiles.

10.1 To elaborate adults' educational programs paying special attention to women's special needs.

10.2 To promote effective equal rights and opportunities between men and women, as well as to analyze and assess the inequalities between them in a critical way.

10.3 To promote learning and peaceful resolution of private, family and social conflicts.

Objective 11: To encourage the design and elaboration of non-sexist counselling programs promoting the selection of studies in a non-discriminatory way.

11.1 To promote specific training on non-sexist and non-racist counselling, targeted at school counsellors.

11.2. To promote the design of professional counselling guidebooks targeted at students, introducing a gender-sensitive approach and intercultural vision.

11.3. To favour information and professional orientation campaigns that fight against sexist stereotypes, proposing identification models, both for men and women, in those fields in which they are scarcely represented.

11.4 To develop action guidebooks targeted at Universities and Vocational Training Centers so that they can specifically stress non-sexist and non-racist professional counselling in their campaigns aimed at informing, attracting and guiding students.

Objective 12: To promote management of Educational Centers based on work-life balance criteria.

12.1 To promote analysis and studies to analyze the supply and demand related to the educational field: canteens, transport, preschools..., regarding vacancies, activities and their adequacy to the different conditions, situations and needs of mothers and fathers related to work-life balance.

12.2 To adopt, with the aim of facilitating social and family co-responsibility, the appropriate measures to make school schedules more flexible, offer more places at the canteen and school transport, transforming educational centers into spaces for social and educational participation, extra-lessons, activities after school and leisure options.

12.3. To promote the increase in the number of places from 0 to 3 years old and guarantee the offer of canteen and transport services in primary and secondary schools.

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11.1. Bibliography chapter 4

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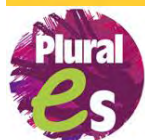
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