



# *e*DUCCIÓN *e*N IGUALDAD

## *GENERAL REPORT*



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DE SANIDAD, SERVICIOS SOCIALES  
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SECRETARÍA DE ESTADO  
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PARA LA IGUALDAD DE OPORTUNIDADES  
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## INDICE

INTRODUCTION .....	1
BACKGROUND AND RATIONALE .....	3
PARTICIPANTS.....	9
OBJECTIVES .....	11
Overall objective .....	11
Specific objectives .....	12
WORK PLAN .....	13
PROJECT PHASES .....	13
DESCRIPTION OF THE PROJECT PHASES.....	14
PHASE 1. Diagnosis of the situation of equal education. ....	14
PHASE 2. Configuring intervention models. ....	18
PHASE 3. Implementation in selected schools. Monitoring and evaluation system. ....	22
PHASE 4. Dissemination of project results.....	24
EXPECTED RESULTS.....	26
Results of PHASE 1. Diagnosis of situation of equal education. ....	26
Results of PHASE 2. Configuring intervention models. ....	26
Results of PHASE 3. Implementation in selected schools. Monitoring and evaluation system. ....	27
Results of PHASE 4. Dissemination of project results.....	27
SUMMARY .....	28
BIBLIOGRAPHY .....	30
GLOSSARY .....	32
ACRONYMS .....	33
ANNEXES.....	35
Annex 1: Countries selection for the best practices Decalogue .....	36



## INTRODUCTION

This document describes the specifications related to the project "Equal Education (Plurales)". The project is designed and configured under the cooperation agreement established between donor countries of the European Economic Area<sup>1</sup> (EEA) and the Spanish Government (through Women's Institute, Ministry of Health, Equality and Social Services, and in collaboration with the Ministry of Education, Culture and Sport and the Regional Ministries for Education in the Autonomous Communities).

As a result, project execution, which will be assigned to the Women's Institute budget, will come from a fund contributed by the International Institution. The general framework of this financial relationship has been predetermined by the overall framework of the Financial Mechanism of the EEA 2009-2014, and is based on the corresponding Memorandum of Understanding signed by the parties. Regardless, the Women's Institute has forecasted a specific budget allocation to execute this project.

The inclusion of this project in the funding scenario seems clearly justified. The overall objective of the EEA Financial Mechanism is to contribute to reducing economic and social disparities within the European Economic Area and strengthen bilateral relations between donor and beneficiary countries through the financial contribution to a set of priority sectors of development. Among the sectors, also called key support areas, the area of human and social development must be highlighted. Within this key area the project called "Equal Education (Plurales)" is framed, by the nature of its objectives.

In Spain, the Program Operator is the State Secretary for Social Services and Equality (hereinafter SESSI). The promoter for this project, one of the pre-defined projects set in the scope of this collaboration, is the Women's Institute, through the General Sub-directorate of Programs.

This project is aiming at advancing a specific methodology to formulate and implement gender-based educational models, specifically in rural areas. These models, subsequently, could be applied as rules and techniques to design the academic contents, workload and, all things considered, to the general configuration of educative process. This is, therefore, a project which aims to consolidate changes in the orientations of educational action on equality.

The importance of the project lies in its singular and demonstrative characteristics. Therefore, it is very important to establish the specific ways to design the innovative

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<sup>1</sup> Donor countries of EEA are Iceland, Liechtenstein and Norway.

educational programs which will transmit the importance of gender equality in different spheres of society. What this project tries to achieve are models and tools to be incorporated to the educational activity.

For this purpose the collaboration of the education authorities (both national and regional) as well as different schools where the resulting methodology will be implemented is required. This project has been raised by the Women's Institute in a collaborative framework of various public institutions such as Regional Ministries responsible for Education in Autonomous Communities, the Ministry of Education, Culture and Sport (a partner of the project promoter) and schools where the pilot project will be implemented. The participation of these institutions is considered an essential element for achieving the objective of the project mentioned above.

Spain can be described as a rural country, due to the fact that, in terms of territory, over 80% of the country is defined in this way. Almost 20% of the Spanish population (more than nine million people) lives in this territory where spatial dislocation is manifested, and an important trend to suffer territorial imbalance and inequalities has been detected. The importance of the implementation of this methodology in rural areas is essential and is justified because it is a territory that plays an important role in territorial cohesion policies.

Moreover, ancient cultural elements hampering the establishment of real and effective gender equality are still to be found in rural areas. To fight against these difficulties, specific measures and actions (different from those regulating the urban areas) must be taken. Therefore, the project has been focused on this large segment of population and territory. In addition to this, the implementation of a pilot program will include singular territories such as the Autonomous Cities of Ceuta and Melilla, located on the North African coast, for their specific problems.

## BACKGROUND AND RATIONALE

Traditionally, a society has been structured around a well established system of values that, encouraged by a set of gender roles, perpetuate a system of asymmetric relations between women and men. This system associates and mixes sex/gender categories, projecting onto natural and biological characteristics (sex) the culturally and socially constructed characteristics (gender).

**Sex:** set of biological characteristics of people, determined before birth and basically unchangeable that identifies them as male or female.

**Gender:** cultural construction by which are assigned social roles, attitudes and skills different for men and women in terms of their biological sex.

Proyecto EQUAL (2007): "Glosario de términos para la transversalidad de género".

As a result, historically, women have been placed in a lower status than men. The most obvious consequence of this has been the sexual division of labors through which the allocation of gender roles is visualized: reproductive role is attributed to women, and productive role is attributed to men.

From the 60's and mainly due to the pressure from feminist movements, governments have tried to eliminate gender-based inequalities and the internalization of stereotypes that this system provides, and have worked in the recognition *de facto* of equality between women and men. Spain has not escaped the influence of this trend. After the approval of the Spanish Constitution of 1978 which states in Article 14 that *"the Spanish people are equal before the law, there may be no discrimination on grounds of birth, race, sex, religion, opinion or any other condition or personal circumstance or social "* laws have been passed in different areas of the regulatory system that reinforce this fundamental principle.

As a result, Spanish society has experienced, in last few decades, a breakthrough. However, it is clear and obvious that the relations between women and men are not equal not even nowadays. There is still a world view that reflects an unfortunate prevalence of gender stereotypes, in some cases very deeply entrenched. In some contexts these inequalities are compounded and, however, still more invisible. This is the case of rural areas in general, and some specific territories, in particular.

Women are a mean for territorial support in rural areas. To achieve equality and active social life, and economic activity in rural areas is not only an obligation in a mature and balanced society, but a requirement of territorial stability. The experience has shown that where women are no longer present, the territory is simply easily abandoned. Moreover, the reality shows that the majority of the initiatives, entrepreneurships, and new vision of rural areas are attributable to women. And yet, rural areas are probably where stagnant models and roles are clearly more strongly held. Only in this way can be understood as, for example, until the end of 2011 the Spanish legal framework did not include the figure of shared ownership in farms.

Similar correlation can be made of the situation of women and the education process in the case of the Spanish cities of North Africa. In this case, the territorial singularity and the cultural, religious and social elements are additional constraints, and justify an individual analysis.

This situation of inequality between men and women has, among others, the following consequences:

- The prevalence of strong sexual division of labor attributable to the reproductive role of women and the productive one to the men.
- The invisibility and valuation of household work and care are related to the reproductive roles traditionally assigned exclusively to women.
- Gender pay gap.
- Subordination, undervaluing and, therefore, the social invisibility of women.
- Gender-based violence.

These facts still survive in too many areas of society. Schools cannot escape its influence. These are the places where inequalities appear, but at the same time, they are also the main areas, along with the family environment where values changes can be made. Therefore, the educational environment can be considered a risk and an opportunity at the same time. Taking this into account, the collective effort is to be made in order to assign different roles to women and to create a mature society where equality between women and men will exist. The educational process should be designed and developed for this purpose.

The importance of taking into account this issue is essential. The roles and gender stereotypes that guide the attitudes and behaviours of women and men are acquired during the socialization process and are transmitted from generation to generation (Astelarra, 2007), so they have a lasting character over time. During socialization, the



process through which people learn the rules of conduct and values prevailing in a society (MARM, 2009), stereotypes and gender roles are internalized. The first socialization occurs at home and then at school. School, as an institution, plays therefore a central role. Thus, the school becomes the stage where the first purely social relationships begin, and where experiences, essential to the formation of values and attitudes, are acquired.

Therefore, the influence of the educational community as key stakeholders in the process of setting up the future society is undeniable, hence the important role of this group in building an egalitarian society.

The Spanish educational system with its conceptual and organizational models has changed significantly over the last decades. First, educational system had to incorporate the new social coexistence scenario in Spain. The new model played a decisive role in the changes in the social structure. Secondly, there has been a deep change in the organizational structure and implementation of new educational models. The legislative development, management, and implementation by the Autonomous Communities in accordance with the provisions of the relevant statutes for autonomies have made these changes a new reality.

This has led to greater subsidiary in educational models and greater capacity for the schools to articulate their own models. The result of all this is that, in less than 30 years, the educational model based on conceptual segregation has been transformed to a model that seeks to promote social integration and the principle of equality between women and men, hence a model that seeks equal education.

Since the transition to democracy, Spanish legislation has been echoing the mandate on the Spanish Constitution which requires the establishment of equality of all Spanish. For information purposes, the following table reflects the basic legislation currently being implemented in relation to gender-based education in Spain:

**- Constitutional Act 1/2004, of 28th December, on Integrated Protection Measures Against Gender Violence.** This Law is the first that includes among its provisions a set of specific measures aimed at achieving equality in education. In particular, states that *“steps shall be taken to ensure that School Councils work for educational initiatives encouraging real and effective equality between men and women. To this same end, the National Schools Council shall include representatives from the Women's Institute, and organizations defending women's interests which operate throughout national territory”*.

- **Constitutional Act 2/2006, of 3rd of May, on Education** refers to equal education or coeducation in Additional Provision 25: *“Promotion of effective equality between men and women. In order to favour the equal rights and opportunities and promote effective equality between men and women, the school centres developing de Co-educational principle in all the educational stages, are going to be receiving preferential and priority attention in the application of the provisions contained in the Law (...)”*.

In addition, among other questions, in its Article 102 it establishes *“In-service training programmes (for teachers) must include specific training on the subject of equality”*.

- **Constitutional Act 3/2007, of 22nd of March, on Effective Equality of Women and Men** in its Article 24 urges to the integration of the equality principle into the educational policy:

*“The Education Administrations, in their own competence field, will develop (...) the following actions:*

*Special attention on curricula and all educational stages to the equality principle between women and men.*

*Removal and rejection of sexist behaviours and contents that implies discrimination between women and men, with special consideration to textbooks and educational materials.*

*Integration of the study and application of the equality principle in courses and programmes for the initial and ongoing teachers training.*

*Promotion of the balanced participation of women and men in the supervisory and government bodies of teaching centres.*

*Cooperation with the rest of educational bodies in order to develop projects and programmes aimed at promotion knowledge and dissemination, among the educational community people, of Co-educational principles and effective equality between men and women.*

*Establishment of educational measures intended to acknowledge and teaching the women´s role in history”*.

The gender-based educational model pretends to implement equal education techniques, materials and tools for the promotion of equal opportunities for all students,

women and men, in a real and effective manner. An educational model based on equality accepts differences, embraces diversity between sexes as a starting point, and accepts no limitations in acquisition, as it is to be based on diversity education approach. A model based on equal education aims at each person freely develops their ability and capacity in a common framework, without any constraints imposed, in order to each person could choose their own life project.

The concept of equal education is, therefore, a dynamic and flexible concept that adapts to the changing needs of society.

Equal education means:

*“(...)The current pedagogical approach that responds to the demand for equality by feminist theory, which proposes a reformulation of the transmission model of knowledge and ideas from a gender perspective into socialization spaces for training and learning”.*

INSTITUTO DE LA MUJER (2007): “Guía de coeducación. Documento de síntesis sobre la educación para la Igualdad de Oportunidades entre Mujeres y Hombres”

This project is aimed at advancing the construction of such models of transmitting knowledge and ideas on gender equality, using the educational environment.

The results and the material tested will serve as a methodology for effective intervention, and will be generalized to schools, mainly rural, to serve this purpose. The elements of the tested methodology are to be incorporated to the existing tools for education.

The project therefore will not stay just for the memory, but it will be the argument to allow the educational authorities to incorporate new policies and regulatory changes in the educational model, *a posteriori*.

According to this concept, a gender-based educational program needs tools that should follow a dual strategy in which concrete actions are to be combined with the cross-cutting ones. The achievement of the overall strategy can be carried out only if there is a participation of a “main focus” that can be internal (the staff in the educational community) or external (relevant government institutions involved in equality values).

The main focus should be responsible for promoting and developing measures for the introduction of equal education or coeducation models in the school curriculum<sup>2</sup>.

In other words, it is important to develop strong arguments that would justify the changes. In order to put forward powerful arguments, a lot of work is required such as contrasting scenarios, examples, pilot projects, etc. This will help to find out what phases a good methodology should consist of. All these are the important details to be achieved within this project. It is aimed at setting a properly tested specific model for educational intervention in equality in rural areas which may be applied afterwards, more generally, with all its logical adjustments by educational authorities.

The intention to develop this project is not just a part of the history of the Women's Institute, but of the whole Spanish society in the recent decades. Women's Institute has a Strategic Plan for Equal Opportunities 2008-2011 which is a close precedent to this initiative. This plan included equal education as one of its most important strategic goals.

*“Objective 1: promote initial and in-service training (in coeducation, gender violence prevention and equal opportunities) for teachers and education workers”. (...)*

*Objective 3: implement coeducation in schools educational projects”.*

INSTITUTO DE LA MUJER(2008): “Plan Estratégico de Igualdad de Oportunidades 2008-2011”

Significant progress has been made regarding to gender equality in education and other fields. The project makes emphasis on its methodologies and processes because it is necessary to continue working on it to achieve gender equality. The establishment of an educational system based on equal education is configured as a further step in achieving real equality between women and men.

The additional element and complementary objective of the project is to build a framework for cooperation and exchange of experiences between Spain and others signatories states, in particular Norway, so that collaboration could provide mutual benefits in their corresponding organizations, particularly with regard to the subject matter of the project.

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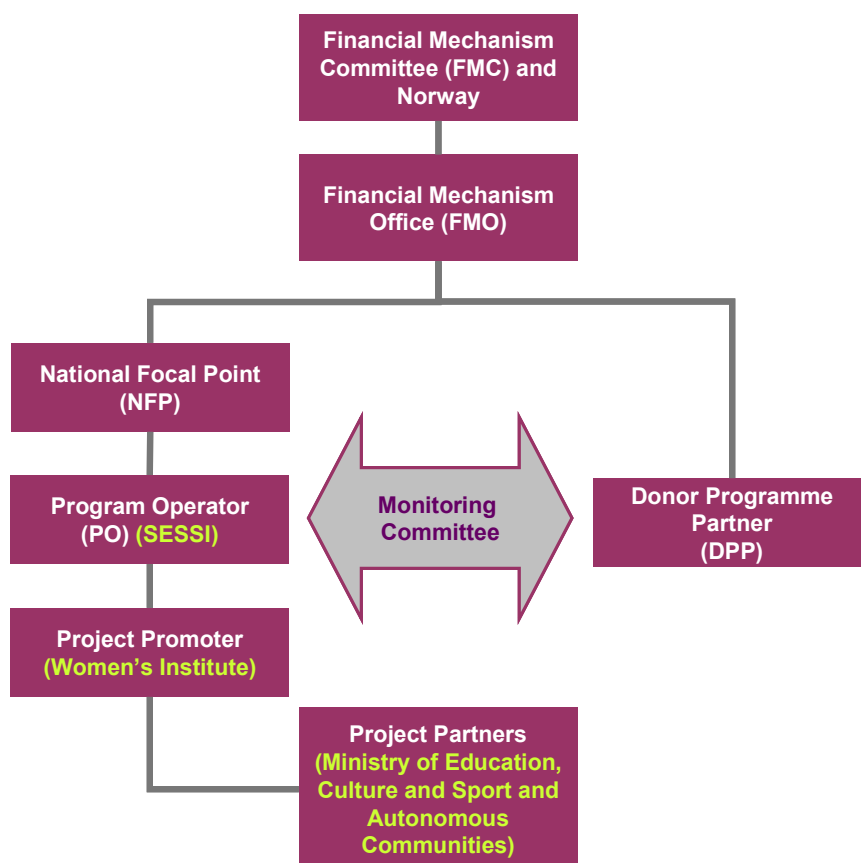
<sup>2</sup> The official curriculum of schools can be defined as a list of subjects taught in these schools and their contents.

## PARTICIPANTS

Cooperation between the signatories of the EEA agreement, particularly Norway and Spain, is formed as an essential element in carrying out this program. One of the important objectives within this project is to strengthen the bilateral relations between Spain and Norway.

The figure below shows all the participants involved in the development of this project according to the denomination determined in the framework of the EEA.

**Figure 1: Schema of effective linkages between different participants of the Plurales project.**



In Spain, apart from the Women's Institute, the project will collaborate with the competent authorities in education (including the Ministry of Education, Culture and Sport and the Autonomous Communities), selected schools, Local Administrations where these centres are located, and in general, with the active elements of the rural society in participants territories. Since the project involves exchange of experiences with Norway, counterpart actors of that country will be progressively incorporated.

In addition, the participation of experts in the fields covered by the project is considered to be important. Working groups will be created for this purpose.

Finally, a remarkable effort for spreading awareness and dissemination of the project execution and its timing will be made. From this perspective, all parts of the project are important since they help completing successfully the implementation, evaluation and results of the action.

In this respect, it should be reiterated that the ultimate goal of the project for the education authorities (both national and regional) is to introduce changes (both regulatory and material) in their designs and educational contents.

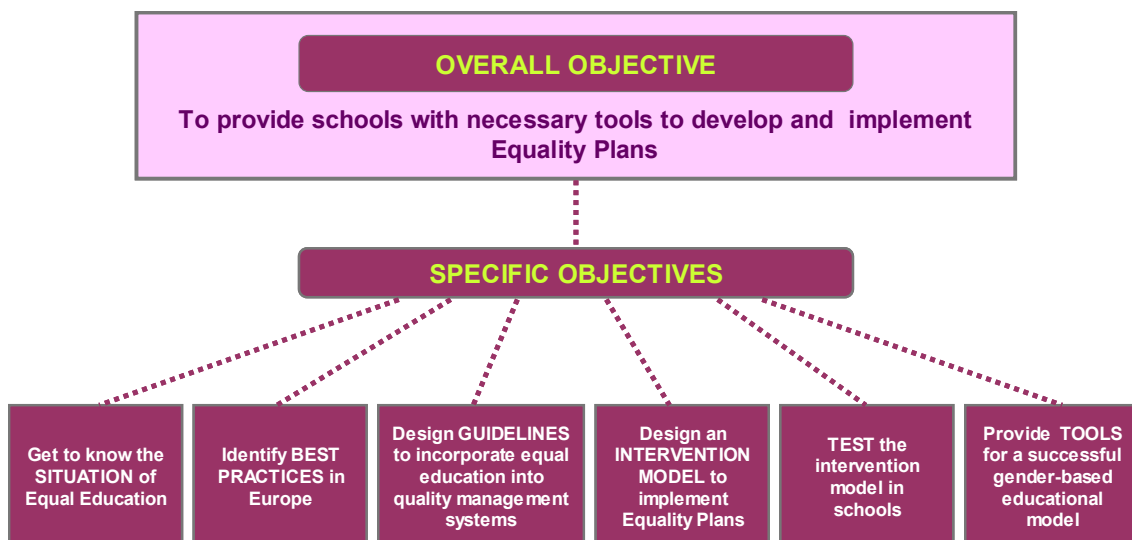
## OBJECTIVES

In relation to the achievement of gender equality, the program entitled "Gender Equality and Work Life Balance" has the following overall strategic objectives:

- The establishment of gender mainstreaming in policies and practices
- The strengthening of bilateral relations between Spain and Norway

This project called "Equal Education (Plurales)" is inserted as a pre-defined project within the framework of the mentioned program called "Gender Equality and Work Life Balance" and makes part of it.

**Figure 2: Summary of objectives**



The objectives to be achieved through the realization of the project "Equal Education (Plurals)" are:

### Overall objective

The overall objective is incorporate changes in the educational model in both countries, Norway and Spain. Such models will allow the development and implementation of equality plans in the schools. The implementation of these plans is intended to promote equality of both, organizational model changes, as well as educational projects that would incorporate guarantees to ensure equal opportunities for all students.

## Specific objectives

The project is aimed at achieving the following specific objectives:

**Objective 1.-** Get to know the reality of equal education in the Spanish and Norwegian educational system.

**Objective 2.-** Identify, in the European Union framework, best practices and resources that stands out for their equal education value (particularly, efforts will be made to detect those curricular elements that had favored equal education in a comprehensive way, by implying the whole professional staff in school) as well as to promote their dissemination and exchange between the two countries.

**Objective 3.-** Design guidelines to incorporate equal education into quality management systems currently used in the educational field (ISO, SGCC, EFQUM), in collaboration with competent bodies (Ministry of Education, Culture and Sport and Women's Institute).

**Objective 4.-** Design an intervention model to produce, implement, monitor and evaluate Equality Plans in school centres.

**Objective 5.-** Test this model, using expert advice, in Spanish educational centres (CEIPS<sup>3</sup>, IES<sup>4</sup>, private and charter schools) that takes part in the project.

**Objective 6.-** Provide the instruments, tools and capabilities for a successful equal education model where the educational objectives can be developed and transferred to the educational authorities.

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<sup>3</sup> CEIP: Public School of Early Childhood and Primary Education.

<sup>4</sup> IES: Secondary Education Institute.

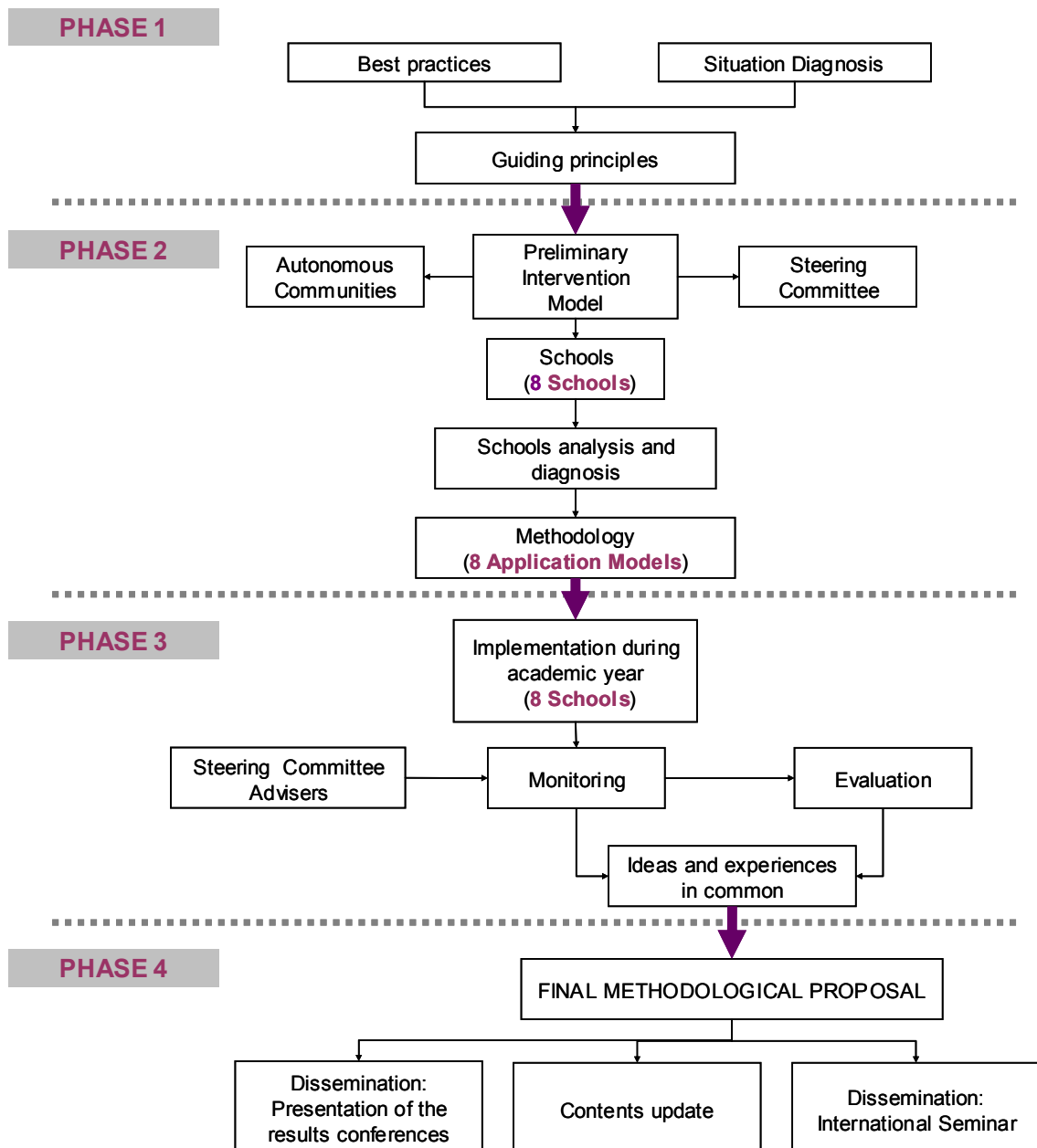


# WORK PLAN

The project will be developed in four phases, and each phase is essential for achieving the above objectives. Each of these phases is developed in a set of sequential tasks. The following figure shows graphically the four phases of the project and main sequential tasks performed in each one of them.

## PROJECT PHASES

Figure 3: Project phases and tasks performance



## DESCRIPTION OF THE PROJECT PHASES

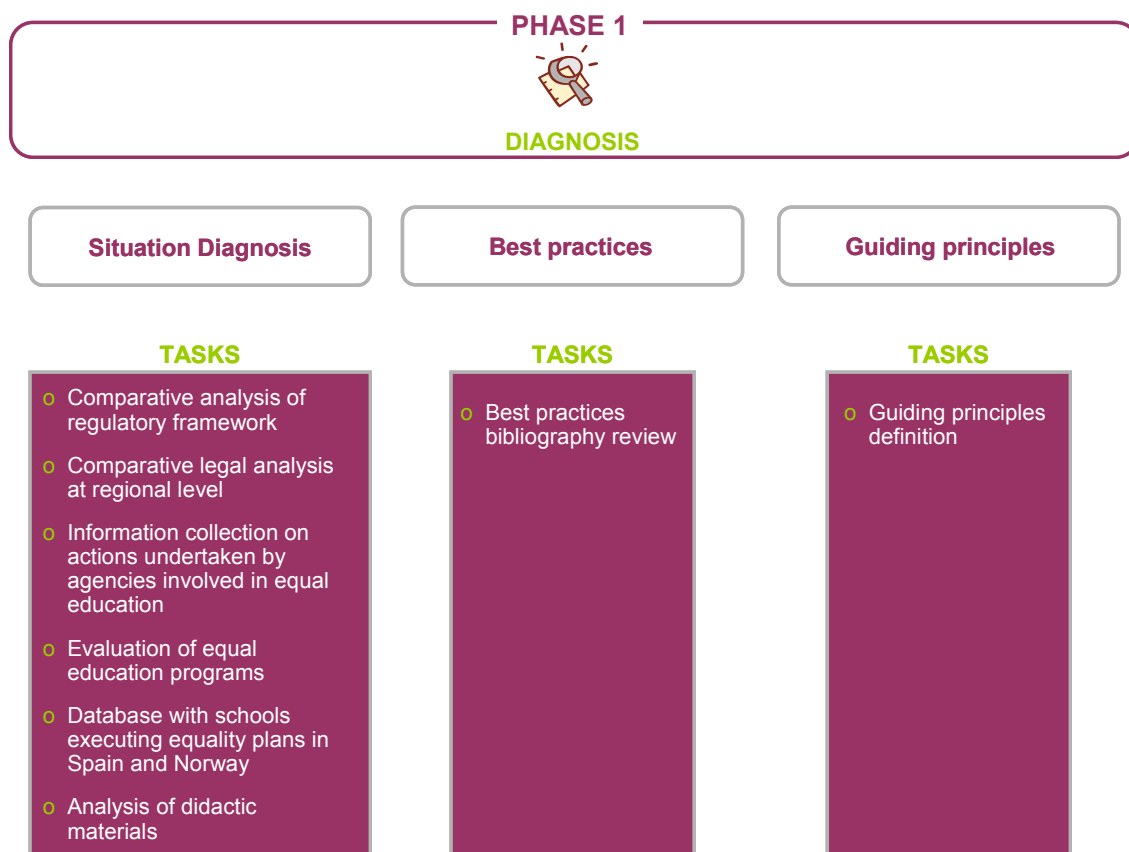
The project will be led by the technical staff of the Women's Institute, with the technical collaboration of the Ministry of Education, Culture and Sport.

The four phases are organized with the aim to integrate different tasks according to the following scheme of development:

### PHASE 1. Diagnosis of the situation of equal education.

The figure below summarizes the work to be developed in this phase of the project:

Figure 4: Tasks to be developed in phase 1



The first phase of the project is to form the basic elements to build the entire project and gives general overview of the situation, as well as a diagnosis of the current situation.

There are three specific results to be achieved:

First, develop a diagnosis of the situation of gender-based education in Spain comparing it with the current situation in Norway. Secondly, make a collection of best

practices in gender-based education in Europe. Third, as a synthesis of this analysis a list of principles to guide the planning of the activities will be obtained and will be developed in subsequent phases of the project.

To achieve these three results, the following tasks are to be carried out:

1. Comparative analysis of the regulatory framework

There will be a comparative analysis of legislative frameworks, both Spanish and Norwegian, which sets education policy, particularly in relation to the concrete contents that promote gender equality.

**Table 1: Legislation on education concerning gender equality and education in Spain and Norway**

SPAIN	NORWAY
<ul style="list-style-type: none"> <li>• Constitutional Act 1/2004, of 28th December, on Integrated Protection Measures Against Gender Violence.</li> <li>• Constitutional Act 2/2006, of 3rd of May, on Education.</li> <li>• Constitutional Act 3/2007, of 22nd of March, on Effective Equality of Women and Men.</li> </ul>	<ul style="list-style-type: none"> <li>• Act of 17 July 1998 No. 61 relating to Primary and Secondary Education and Training (the Education Act).</li> <li>• Act of 10 June 2005 No. 38 relating to Gender Equality.</li> <li>• Other laws containing provisions about Equal Education.</li> </ul>

2. Comparative legislative analysis at the regional level

Specific laws related to equal education in the Spanish Autonomous Communities will be analyzed. In particular, the existence of regulatory development and the presence of organizational and functional structures.

3. Collection of information on actions implemented by agencies involved in gender-based education

There will be a collection of actions executed on equal education. This information will be comparatively analyzed and systematized. The following table shows the agencies involved in gender-based education that will be analyzed.

**Table 2: Organizations involved in equal education whose information will be analysed**

Agencies involved
Equality public bodies of the Autonomous Communities
Regional Ministries responsible for education, women and equal opportunities
National Trade-unions working in education and gender equality
Foundations and associations in areas of education, women and equality

4. Evaluation of different programs related to equal education

Programs related to equal education undertaken in the last five years in Spain will be analyzed. Specifically, information on the following points:

- Campaigns
- Meetings, Conferences
- Workshops, Working Groups
- Projects, Programs, Publications, Training
- Grants and Awards

5. Development and statistical treatment of data base of schools with Equality Plans in Spain and Norway

Detailed analysis of comparable data with information on the status of equality in education in the two countries under study will be made, based on secondary data sources available in both, Spanish and Norwegian official organizations. The result of this analysis will be integrated in the final report of diagnosis of the situation.

6. Analysis of didactic material

Representative sample of the materials used in the different levels of compulsory education (primary and secondary) of the Autonomous Communities that participate in the program will be analyzed. This analysis is performed in order to detect prejudice, sexist language, archetypal images in assigning roles or any other item present in teaching materials. Different publications of specialized agencies in the field, as the Women's Institute material will serve as a base for the analysis.

7. Literature review and selection of best practices in equal education

Information on best practices in at least five countries of European Union, plus Norway and Spain will be analyzed. The selection of countries is based on field

studies conducted by Eurydice (see Annexes). The following table shows the selected countries:

**Table 3: European countries whose best practices in equal education will be analyzed**

European countries analysis of best practices
France
Germany
Norway
Slovakia
Spain
Sweden
United Kingdom

Should some of the selected countries not be possible to access information on best practices, the selection of countries could be altered in the terms promptly determined.

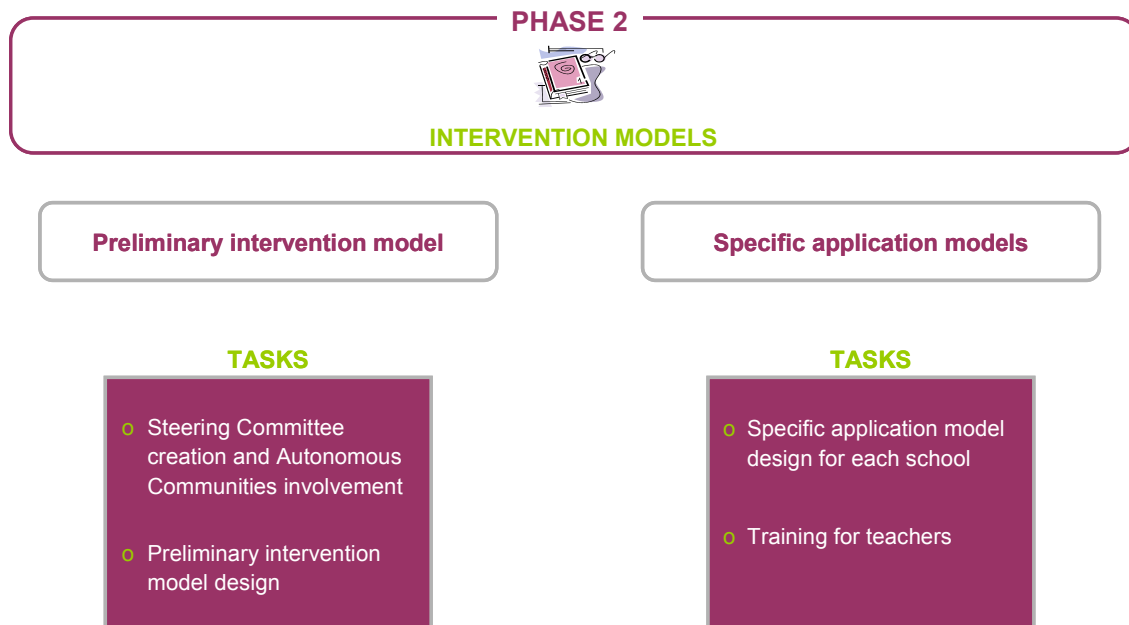
#### 8. Defining guiding principles

Taking as reference situation diagnostic and best practices Decalogue, a list of guiding principles will be established to guide the actions to be carried out throughout the program.

## PHASE 2. Configuring intervention models.

The figure below summarizes the work to be developed in this phase of the project:

Figure 5: Tasks to be developed in phase 2



The content of this second phase is the configuration and definition of a preliminary model of intervention that defines guidelines and criteria for further pilot implementation in the participating schools. In phase three, the schools participating in the pilot experience (eight centers, six from rural municipalities, one from Ceuta and the other one from Melilla) will draw up its respective specific application models taking into account its own needs and specific situations. Furthermore, the schools will be selected so as to cover a spectrum of situations as broad as possible.

For the realization of each specific application model will be taken into account the participation of all those involved in educational process and the reality of each school. Therefore, the elaboration of the application models will be focused on a bottom-up perspective. In summary, application models will be defined at the schools according to their needs and guided by the guiding principles of diagnosis and basic rules set in best practices in equal education in Europe.

A Steering Committee, made up of experts in education and equality advisers both Spanish and Norwegian, will be set up to advice in this phase of the project. The role of the Committee is to give permanent advice for the project implementation and validation of generic guidelines and models, including the preliminary intervention model.

In parallel to the appointment of the members of the Steering Committee, the authorities responsible for educational and equality matters in Autonomous Communities will be contacted to incorporate their presence to the project ensuring the participation of the six already mentioned, along with the cities of Ceuta and Melilla, where this model is scheduled.

Initially, the project technical team will articulate the aforementioned preliminary intervention model. This model, based on the guiding principles will serve as a methodology document to the schools participating in the pilot experience. This document will be validated by the Steering Committee and the Autonomous Communities.

Second, each school elected to participate in this experience (a total of eight rural schools, belonging to six different autonomous regions, plus a school in the city of Ceuta and another in the city of Melilla) will set an specific Equality Working Group. This group will have the task of making a diagnosis of the state of equality in the school, and to create the specific application model for each center. The specific application model will be developed with reference to the preliminary intervention model, once validated by the Steering Committee and the Autonomous Communities and considering the diagnostic tests performed in each school. This will result in a total of eight specific application models, one per center.

The specific tasks required to be carried out in the phase 2:

1. Creation of the Steering Committee and linkage of Autonomous Communities to the project

The Steering Committee, whose members are appointed by the technical management of the project, will be configured as an expert group on education and equality. Its function is to advise on specific activities to be developed within the program. Specifically:

- To approve the list of guiding principles
- Collaborate in the design of preliminary intervention model
- Some of its members will be advisers participating in the evaluation process
- Participate in sharing the final methodological proposal

The Steering Committee will be organized into two sections: the Spanish, and the Norwegian. Each section will consist of staff responsible for educational and

equality policies in Spain and Norway respectively, and staff from recognized certifying bodies and experts, with the intention to provide their vision about equal education to the implementation of the project. It will consist of 12 members (six from each of the two sections).

The Committee, regardless of maintaining constant communication online, will meet in person, at least once a year, in 2014 and 2015. These annual meetings of the full working group will last approximately three days.

In parallel with the annual joint meetings, each of the two sections will meet every six months in their home countries for a period of one day.

At the same time the project management will keep in contact and coordinate with the Autonomous Communities, in order to ensure their participation in the project. The first contact with the Autonomous Communities is meant to inform about the project and will be made through the Regional Ministries of education and regional equality agencies. As part of this collaborative process, and based on voluntariness, the participant Autonomous Communities will be selected. After this phase, there will be a second contact with those Communities directly involved, to set up a list of schools eligible for the pilot project implementation. The selection of schools will be held by mutual agreement between the project management and the competent bodies of the Autonomous Communities, among schools that specifically express interest in being involved in the pilot experience, and meet the requirements that could be established promptly. In any case, the selection will be based on criteria of objectivity and transparency.

## 2. Design of preliminary intervention model

The preliminary intervention model is set as the base document containing basic teaching guidelines regarding gender-based education. This model is based on the guiding principles set out in the first activity of the program. It will be developed by the technical team responsible for the project and receive validation from both, the Steering Committee and the Autonomous Communities participating in the process.

The schools participating in the project will take this document as a guide for the development of their specific application models.

## 3. Design of specific application model for each school

Each school will design a specific application model based on the preliminary intervention model, which will take into account its singularity. This model is set as the reference instrument for the programme execution in each selected school and



consists of pedagogical guidelines and guidelines to develop specific activities in each of the eight centres that are part of the pilot project.

The specific application model will be inspired by the preliminary intervention model and modified according to the characteristics and needs of the school. For detection of needs and design of intervention model, a "diagnostic center" will be provided to inform on the state of equal education at school.

The specific application model will be developed in each school by the Equality Working Group, created specifically for each of the eight schools involved. This group will consist of representatives of the school council: representatives of the faculty meeting, non-teaching staff, parents and students. At least one member of the Steering Committee, a representative of the regional administration of education, and a member of the technical team executing the project of the Women's Institute will be integrated in the Group.

The functions of the Equality Working Groups in each center:

1. Development of the "assessment of the situation of equality in the school" will be obtained through questionnaires to school staff, students and families.
2. Development of related programming on equal education.
3. Monitoring and evaluation of effectiveness of the measures taken.
4. Participation and promotion of training on Gender Equality.

Once the different Equality Working Groups obtain the diagnosis following the guidelines established in the preliminary intervention model, specific application models are to be developed.

Eight specific application models are to be developed, and this one will be another partial result to arise from this project. The Steering Committee is the one to validate the model prior to its application, and it is to be approved by the technical management of the project.

#### 4. Teachers Training on Equal Education

Once the specific application model is validated and approved in each center in order to ensure its implementation during the academic year, teachers will have a period of training.

The tasks to be carried out in relation to teacher training will be detailed below:

1. Design of training content considering different methods of delivery (online and face-to-face training).

2. Training for teachers.

There will be project support to design teaching units and the development of content for online training activities for teachers. There will be an online support system for training teachers as a step towards the implementation of the intervention model in the centres, throughout the academic year.

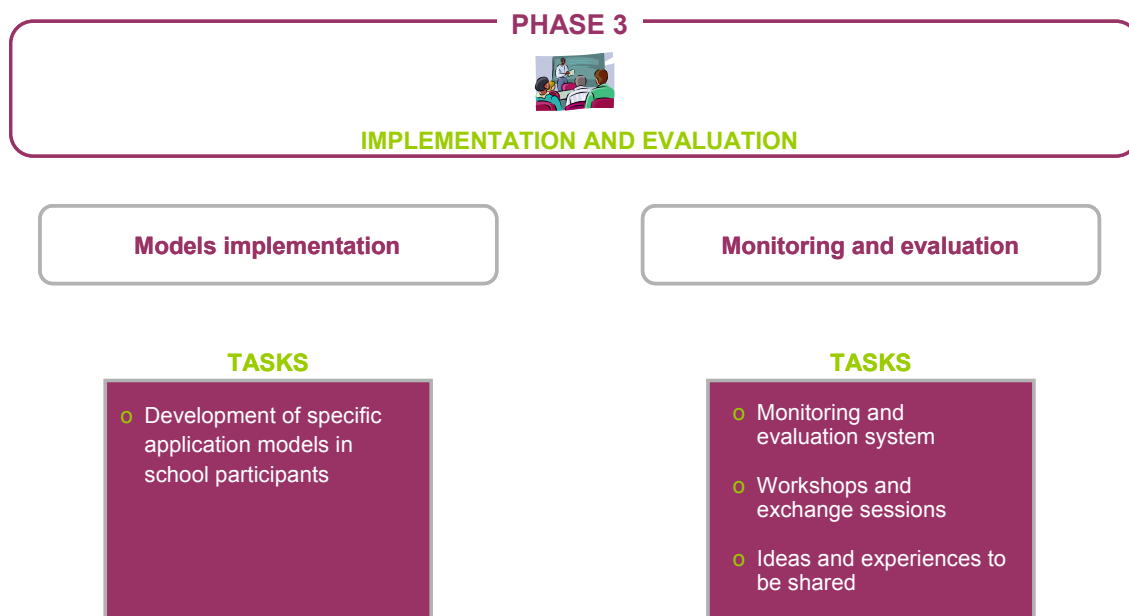
#### 5. Steering Committee Meetings

In parallel to the activities executed by the schools participating in the pilot project, Steering Committee meetings will be required to evaluate the program in accordance with the above mentioned.

### **PHASE 3. Implementation in selected schools. Monitoring and evaluation system.**

The figure below summarizes the work to be developed in this phase of the project:

**Figure 6: Tasks to be developed in phase 3**



The content and scope of this third phase of the project focuses on the implementation of specific application models in each school participating in the project throughout the academic year 2013-2014. In the same phase, monitoring and evaluation of each of the eight processes implemented will take place. As part of the implementation, a set of field visits by some faculty members involved in the project are to be organized. The

members of the Steering Committee will visit (as part of the work sessions) the schools which are implementing specific application models to observe and evaluate the processes.

This set of actions is specified, more systematically, in the following tasks:

1. Specific application models execution in the schools participating in the project

Implementing specific application model will take place during one academic year (September to June), during which teachers will follow guidelines established and whose implementation will have received training in the months before the start of the academic year. Teachers may rely on the technical staff of the Women's Institute assigned to the project to perform this task when needed, and in the Equality Working Group established at each school.

2. Monitoring and evaluation system

To carry out the evaluation of the project, technical management will define a set of indicators. The Steering Committee will validate the selected set of indicators. The indicators set will measure the degree of implementation and results obtained with the implementation of the program.

In parallel to the collection of quantitative information (indicators), at this stage of the evaluation, process will count on specialized technical support of members of the Steering Committee (advisers). To this end, they will visit schools participating in the project to monitor the implementation of specific application models and test their implementation on the ground. The selection of advisers will be carried out by the technical management by consensus with the Steering Committee.

3. Working meetings and exchange of experiences in Norway and Spain

These visits are intended to enable to different participants in the project, the verification of other experiences of this kind. After the sessions have been completed, the participating teachers will evaluate the activity which will help the technical team to complete information on the evaluation of the project as a whole.

In particular, two work sessions and exchange will be organized. In one, the teachers from Norway will visit Spanish schools taking part in the pilot project, and on the other side, Spanish teachers will visit centres where Norwegian equivalent models have been implemented. Each visit will consist of two people from each school participating in the experience, accompanied by staff of the Women's Institute and will have an average duration of three days.

#### 4. Share the experiences developed

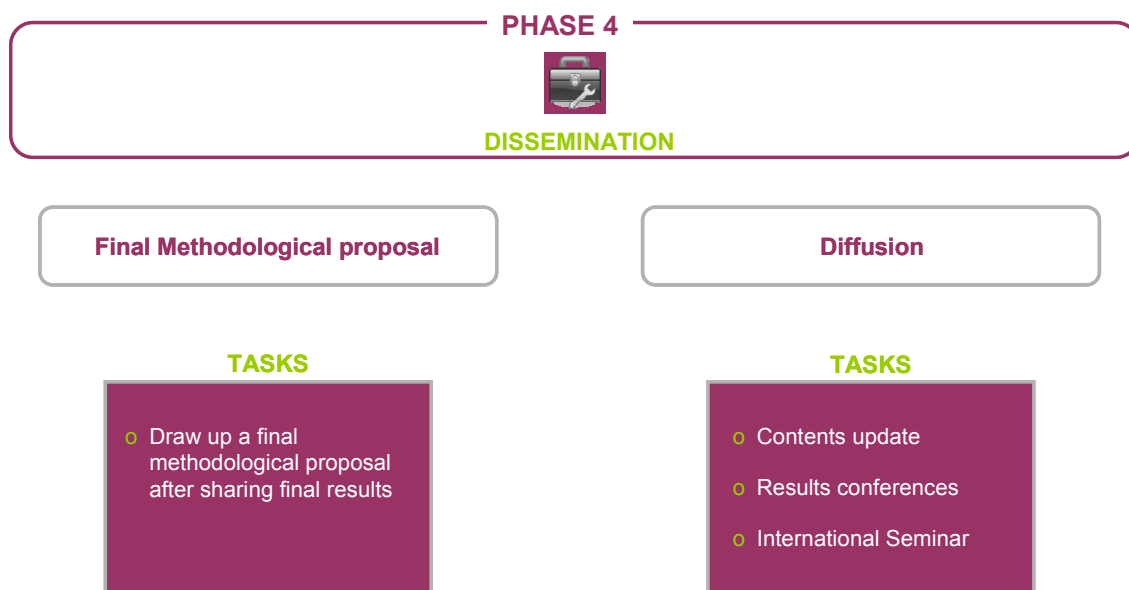
After implementing the eight specific application models in schools, assessments made by those involved in the process and validated by the respective Equality Working Groups of each center, collected indicators data, and the evaluations of teachers involved in the visits made, will be developed an after action reviewing of the results obtained with the implementation of the program.

Project management, at the time, and in coordination with the Steering Committee shall determine the manner in which the pooling will be conducted and so will be its participants.

### **PHASE 4. Dissemination of project results.**

The figure below summarizes the work to be developed in this phase of the project:

**Figure 7: Tasks to be developed in phase 4**



From the results obtained from monitoring and evaluation system as a whole, the aim of this last phase is the consolidation of a final methodological proposal and their dissemination to the educational community.

It consists, on one hand, to formalize the results in a final methodological proposal, and on the other hand, to spread these results in order to give the widest possible dissemination.

The set of tasks to be performed at this stage is described below:

## 1. Development of the final methodological proposal

The proposed methodology will be the product resulting from the sharing of experiences of implementation of specific application models and the monitoring and evaluation processes. This proposal will be submitted in a document containing all the relevant information on the project.

To develop the final methodological proposal, the management team will appoint those who will participate, based in a broad and inclusive criterion. In any case, *a priori*, the participants will be members of the Steering Committee and representatives of the Equality Working Groups of the schools where the experiences have been implemented.

## 2. Contents update

The project will have, from the first phase, a Website where large contents related to the project will be uploaded, and will be accessible to the general public, and especially to teachers of the schools participating in the project. The Website will contain relevant information for the implementation of specific models, a set of resources and written and multimedia documents.

The project will require the addition and updating of Website contents with all the relevant information available, as well as annual maintenance thereof. Some of the content to be published in digital format may be updated based on new data that may be appearing during the project. Set of best practices can be mentioned as example to this.

## 3. Conferences for presentation of results

Organizing conferences to present results is aimed at rising awareness to the educational community about the results obtained with the implementation of the project as a whole.

Project management will select the content submitted, the attendees to the conferences and other technical details that meet the objective of maximum dissemination of the project.

## 4. International Seminar

As a final task in the dissemination of results, an international seminar will be organized to show the results of the project. The seminar will provide specific information on the diagnostic study, the set of best practices, the intervention model and the final project report. In addition, the seminar will be open to the countries directly involved (Spain and Norway), and to all EEA countries.

## EXPECTED RESULTS

In the field of project implementation and derived from each of the phases, a set of results will be generated. In order to clarify the activities to be carried out and the specific results to be obtained in each of them, the following are the results that would be obtained with the implementation in each of the phases of the program.

### Results of PHASE 1. Diagnosis of situation of equal education.

The expected results of this first phase are:

**1.1.- Document analysis of the situation of equal education:** report of a minimum 25 pages length with the diagnosis, containing in addition to the information analyzed, a section of conclusions and analysis of weaknesses, threats, strengths and opportunities (SWOT) of the state of equal education in Spain and Norway.

**1.2.- Decalogue of best practices:** report including factsheets on equal education selected after the analysis of best practices in equal education collected from a total of 7 European countries (including Spain and Norway). The contents may be updated annually and those updates will be added to the Decalogue. The Decalogue will be published on the Website provided by the management of the project.

**1.3.- Guiding principles:** list of guiding principles that emerged after the analysis of the situation of equal education and the Decalogue of best practices. That list will be the basis for the design of the preliminary intervention model. It will be posted on the Website provided by the management of the project.

### Results of PHASE 2. Configuring intervention models.

The expected results of Phase 2 are:

**2.1.- Preliminary intervention model:** based on the guiding principles and work in collaboration with the Steering Committee, a preliminary intervention model will be obtained. This model will contain the guidelines to be followed by the participant schools for the development of their specific application models. The particularization of the preliminary intervention model according to the characteristics and needs of each school will result in eight specific application models.

**2.2.- Eight specific application models:** each of the eight schools participating in the project will develop, according to their characteristics and needs and with reference to the preliminary model of intervention, their own specific application model. Each of these models will contain information on the diagnosis of the situation of equal education at the school, the planning of activities in equal education, and other information necessary to implement the Equal Education Plan.

### **Results of PHASE 3. Implementation in selected schools. Monitoring and evaluation system.**

After completing Phase 3, a single product is obtained:

**3.1.- Results report of assessment and monitoring:** at the end of the assessment activity, a report of findings of the project that will include information obtained from the collection of indicators, will be presented.

### **Results of PHASE 4. Dissemination of project results.**

Phase 4 provides results in a single product which is, in brief, the compendium of all the work done in the framework of the project:

**4.1.- Final methodological proposal:** document summarizing the process undertaken and the results obtained. The document will have no less than 50 pages and will contain all the information generated during the lifetime of the program. This material will be edited for dissemination in digital format and will be published on the Website provided by the technical management. In addition to the online publication, several activities will be carried out for dissemination as conferences in schools and an international seminar.

## SUMMARY

To summarize, the following table is presented, listing the specific objectives of the project, the phases to be undertaken to achieve these objectives, the tasks included in each phase and the results expected with the completion of each phases.



**Table 4: Summary of objectives, activities, tasks and products**

SPECIFIC OBJECTIVES	PHASE	TASKS	RESULTS
1 y 2	<b>1.-Diagnosis</b> of the situation of equal education	<ol style="list-style-type: none"> <li>1. Comparative analysis of the basic regulatory framework</li> <li>2. Comparative legislative analysis at the regional level</li> <li>3. Collection of information from agencies involved in equal education</li> <li>4. Evaluation of different programs related to gender-based education</li> <li>5. Development and statistical treatment of data base of schools with equality plans in Spain and Norway</li> <li>6. Analysis of didactic materials</li> <li>7. Literature review and selection of best practices</li> <li>8. Defining guiding principles</li> </ol>	<ol style="list-style-type: none"> <li>1.1. Diagnosis document</li> <li>1.2. Best practices Decalogue</li> <li>1.3. Guiding principles</li> </ol>
3 y 4	<b>2.-Configuring intervention models</b>	<ol style="list-style-type: none"> <li>1. Creation of a Steering Committee and linkage of Autonomous Communities to the project</li> <li>2. Design of preliminary intervention model</li> <li>3. Design of specific application models for each school</li> <li>4. Training for teachers participating in the project</li> <li>5. Steering Committee meetings</li> </ol>	<ol style="list-style-type: none"> <li>2.1. Preliminary intervention model</li> <li>2.2. Eight specific application models</li> </ol>
5	<b>3.-Implementation</b> in selected schools. <b>Monitoring and evaluation system</b>	<ol style="list-style-type: none"> <li>1. Implementation of specific application models at participating schools</li> <li>2. Monitoring and evaluation system</li> <li>3. Work meetings and exchange of experiences in Norway and Spain</li> <li>4. Sharing of experiences developed</li> </ol>	<ol style="list-style-type: none"> <li>3.1. Results report</li> </ol>
6	<b>4.-Dissemination of project results</b>	<ol style="list-style-type: none"> <li>1. Development of final methodological proposal</li> <li>2. Contents update</li> <li>3. Presentation of experiences implemented</li> <li>4. International seminar</li> </ol>	<ol style="list-style-type: none"> <li>4.1. Final methodological proposal</li> </ol>

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## GLOSSARY

**Cross-cutting:** transverse measures.

**Curriculum:** the official curriculum refers to the subjects taught in schools and its contents. Each country has its own curriculum and in many cases there is a national curriculum (Red Eurydice, 2009).

**Educational Community:** in a school, including all sectors involved in the education of pupils.

**Equal Education or coeducation:** the current pedagogical response to the demand for equality by feminist theory, which proposes a reformulation of the transmission model of knowledge and ideas from a gender perspective into social spaces for training and learning (Women's Institute, 2007).

**Equality Plans:** schemes of action developed in schools which provide equal education as a cross-cutting and also incorporate specific activities in equal education to be carried out during the academic year.

**Gender:** cultural construction by which ascribed social roles, attitudes and skills differentiated for men and women in terms of their biological sex (EQUAL Project, 2007).

**Gender roles:** learned behaviours in a society, community or social group, that make its members perceive as masculine or feminine certain activities, tasks and responsibilities and they rank them and value in a different way (MARM, 2009).

**Mainstreaming:** strategy for equality achievement by incorporating a gender perspective at all stages and levels of public policies (Casco, B: 2003 en MARM, 2009).

**Rural area:** the geographical space formed by the aggregation of local municipalities or smaller local entities, defined by the competent authorities, which have a population of less than 30,000 inhabitants and a density of less than 100 inhabitants per km<sup>2</sup> (Art. 3, Law 45/2007).

**Sex:** set of biological characteristics of persons, identified before birth and basically unchangeable, that identify them as male or female (EQUAL Project, 2007).

**Socialization:** process through which people learn and internalize norms and values of one society (MARM, 2009).

**Stereotypes:** beliefs about social groups that are created and share within and between groups in a specific culture (MARM, 2009).

## ACRONYMS

CEIPS: public schools of early childhood and primary education

DPP: Donor Program Partner

EEA: European Economic Area

EFQM: European Foundation for Quality Management

FMC: Financial Mechanism Committee

FMO: Financial Mechanism Office

IES: Secondary Education Institute

ISO: International Organization for Standardization

NFP: National Focal Point

PO: Programme Operator

SESSI: Secretariat of State for Social Services and Equality. Ministry of Health, Social Services and Equality

SGCC: Schools Quality Management System



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# ANNEXES



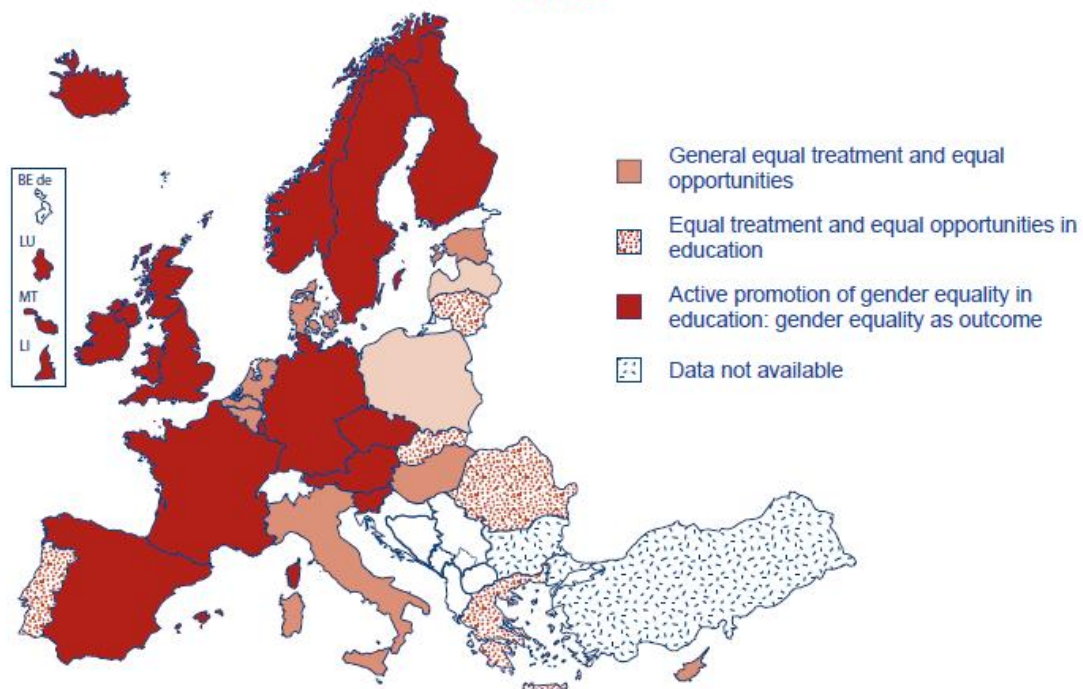
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## Annex 1: Countries selection for the best practices Decalogue

Regarding the best practices Decalogue and due to the large extension of the European Union, it needed to limit the reviews of policies to a limited number of countries. It is fixed that the literature review of best practices in gender-based education is carried out in five countries. The selection of these countries will be based on field studies conducted by Eurydice. An image belonging to a study by Eurydice which can guide the selection is provided (Eurydice, 2009).

Figure 3.1: Types of legislative frameworks for gender equality in education, 2008/09



Source: Eurydice.

Countries are selected based on the degree of legal activity which, according to the study by Eurydice, is exercised in these countries to promote gender-based education.