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***Spanish Overview of the legal and political GM requirements in the area of educator training and early childhood education institutions***

<b>Context:</b>	<b>Spain</b>
<b>Political level</b>	
<b>Legislation.</b>	<p>The principle of equality of opportunity between men and women was incorporated into Spanish law with the passing of the Constitution in the year 1978 through the application of articles 14 and 9.2.</p> <p>In 1983, the first Equality body, the Instituto de la Mujer (Women's Institute), was set up by law. It was publicly financed and autonomously managed and its aim was to "promote and foster conditions which further real equality between men and women".</p> <p>The first Equality of Opportunity Plan came out in 1998. From that moment on the different Autonomous Communities set up their own Equality bodies which in turn passed and implemented Equality Plans adapted to suit the particular conditions in their own regions.</p> <p>The Law of Equality between women and men was passed in 2006 (it will come into effect during 2007).</p>
<b>Regulations/actions plans</b>	<p>The IV Equality Plan (2003-2006), which lays particular emphasis on promoting "Gender Mainstreaming", is currently in force.</p> <p>Articles 22, 23 and 24 of the Law of Equality between men and women deal with education. More specifically, article 22, section 2 stipulates that Educational Administrations within the scope of their specific competencies are to implement the following measures in order to promote gender equality:</p>

- a) To give special attention to the principle of equality between women and men in syllabuses and in all stages of education.
- b) To do away with and reject sexist and stereotyped behaviours and contents which entail discrimination between women and men, and especially as regards text books and educational materials.
- c) To incorporate the study and application of the principle of equality in initial and continuous educator training courses and programmes.
- d) To promote a balanced presence of women and men in governing and control bodies of education institutions.
- e) To cooperate with the other Education Administrations and jointly develop projects and programmes aimed to promote awareness around and to further the principle of coeducation and that of real equality between women and men amongst the members of the educational community.

## Societal level

### Status in the society/Official policies.

Infant Education goes up to the age of six and consists of two cycles, each of which is divided into three years. The first cycle of Infant Education is up to the age of three and the second cycle is from three to six years of age.

When the Education Bill (LOE) comes into effect in 2007, the first infant education cycle (0-3) will be required to have an educational purpose, which will be incorporated into a specific pedagogical proposal. This changes the way this educational cycle was conceived in the previous law where it was regarded as mere attendance.

#### Net schooling rates:

17.3% of infants aged 0-2 attend school. At the age of three, 95.8% of boys and girls attend school. 64.5% are enrolled in state centres and 35.5% in private centres, although the first stage of schooling 0-3 is mainly carried out in private centres due to the lack of state centres: 42.6% in state centres and 57.4% in private centres. (MEC, 2006-07).

The average number of schooling years in the entire Infant Education cycle is 3.4 years and the average age of commencement of infant education is 2.6 years (MEC, year 2004-2005).

#### Child-staff ratios and maximum group size:

On average, there are 19.6 children per centre in the two

cycles of Infant Education, 14.2 on average in the first cycle (0-3 years of age) and 20.7 in the second cycle (0-6 years of age).

There are on average 10.3 children per teacher. (Source: MEC, year 2003-2004)

According to the Ley Orgánica de Ordenación General del Sistema Educativo (1990), the maximum child to educator ratio per schooling unit is: for children under one year of age (1/8), for children aged 1 to 2 (1/13), for children aged three (1/20) and for children aged four to six (1/25).

### **Designation and qualifications of key staff:**

76.9% of Infant and Primary School teachers (0-12 years) are women. Women also make up approximately 85% to 90% of the teaching staff in the Infant Education stage (0-6 years) (Source: MEC, year 2004-2005)

There are two categories of Infant Education teachers. Specialists with a higher diploma in infant education and teachers with a degree in infant education.

Infant Education Teacher training courses are taught in University faculties and colleges and these courses last three academic years (degree). Teachers who have taken this degree course are qualified to work in both infant education cycles (0-6 years)

The Técnico Superior en Educación Infantil (Higher diploma in Infant Education) is a professional training course. This course is open to students who have completed their compulsory secondary education. The course is 2,000 hours long, spread over two academic years. This diploma qualifies teachers to work in first cycle infant education centres (0-3 years). However, all first cycle centres (0-3) are also required to have at least one educator with a Degree in Infant Education.

### **Official language.**

The centres for both cycles are officially called Infant Education Centres although they are commonly referred to as “nurseries” for the first cycle (0-3 years) and “kindergarten” the second cycle (3-6 years)

### **Research**

Hardly any gender research has been carried out in IECs. Most of the research on gender and education focuses on the later stages of infant education.

A few isolated studies have been carried out on infant education and gender and some groups and centres connected to universities address the broader issue of diversity and

childhood (Grupo GRAD of Universidad de Vic, Grupo GEI of the Univ. De les Illes Balears and CIIMU- Instituto de Infancia l Mundo Urbano, a joint project involving three universities, the UB, UAB and UOC)

## **Women in the workforce**

### **Female labour force participation:**

A 51.2% labour participation rate for women aged 15-64, of whom 24.9% work part-time (4.7% of men work part-time) (Source: Eurostat 2005)

### **Labour force participation rate of women with (a) child(ren):**

47.6% of women with children aged 0 to 3 are employed. This percentage goes up to 51.6% for mothers of children aged 3 to 12. (Source: INE, Encuesta de Condiciones de Vida 2005-Cuidado de hijos)

## **Early childhood education institutions**

### **Auspices (Which ministries have responsibility for ECEI matters?)**

The Ministry of Education and Science and the Education Administrations of the Autonomous Communities which have authority over education matters. By Royal Decree the State is given exclusive authority in setting down the common compulsory subjects for the Infant Education syllabus. The Education Authorities of the different autonomous communities are responsible for drawing up the curriculum within their territory, taking into account the common subjects set down by the State.

### **Legislation**

According to the Education Bill, the Ley Organica de Educación (LOE), one of the guiding principles of the Spanish education system is to transmit and put into practice values which further the development of equality of rights and opportunities and promote real equality between men and women.

The law contemplates continuous teacher training on equality issues, although this has not been extended to encompass initial teacher education.

However, Section C of the Equality Law (2007) stipulates that the gender perspective should be incorporated into Initial and Continuous Teacher training.

### **Official policies/regulations/ action plans**

There are currently no specific plans, policies or guidelines targeted at IEC's concerning this matter.

The IV Plan on Equality of opportunity between women and men (2003-2006) as well as the different equality plans drawn up by the Autonomous Communities set down specific guidelines for transmitting egalitarian values and attitudes at all educational levels.

Articles 22, 23 and 24 of the Law of Equality between men and women refer specifically to education.

**Persons**

There is nobody specifically in charge of overseeing Gender Mainstreaming in IECs.

People who hold the post of School Inspector should be made responsible for ensuring that legislation on this matter is enforced. Specific initiatives in this respect have been reported.

**Curriculum /education plans**

By Royal Decree, the State is given exclusive authority in setting down the common subjects for the Infant Education syllabus. The Education Authorities of the different autonomous communities are responsible for drawing up the syllabus within their territory, taking into account the common subjects set down by the State.

The LOE sets down six curricular areas for children in Infant Education:

- 1) Finding out about their own body and their possibilities of action.
- 2) Observing and exploring their family, natural and social surroundings.
- 3) Progressively acquiring autonomy in their regular activities.
- 4) Developing their emotional competencies.
- 5) Relating with others and progressively acquiring basic cohabitation and social behaviour patterns as well as practice in solving conflicts peacefully.
- 6) An introduction to basic numerical skills and reading and writing

Showing an attitude of respect towards the traits and qualities of other people and valuing these, without attitudes of discrimination towards gender or any other differentiating features is implicitly contained within these curricular areas.

**Material supplementary to the curricula**

On an official level the Instituto de la Mujer provides different pedagogical materials and resources to fight against sexism and introduce the gender perspective, which it distributes free of charge ("Non sexist education notes", publications, handbooks, videos).

There are non sexist children's stories on the market as well as guides on using non sexist language as well as other pedagogical resources and materials for working on gender.

**Vocational training schools**

**Auspices**

The Ministry of Education and Science and the Education

**(Which ministries have responsibility for ECEI matters?)** Administrations of the Autonomous Communities which have authority over education matters.

**Legislation** Royal Decree 1265/1997, of July 24<sup>th</sup>, sets down the syllabus for the Técnico superior en Educación Infantil (Higher Diploma in Infant Education) training courses. Gender Mainstreaming and Gender Equality are not mentioned.

**Official policies/regulations /action plans** The IV Plan on Equality of opportunity between women and men (2003-2006) as well as the different equality plans drawn up by the Autonomous Communities set down a series of specific guidelines for transmitting egalitarian values and attitudes at all educational levels.

Articles 22, 23 and 24 of the Law of Equality between men and women refer to education.

**Curriculum** The government is responsible for establishing the basic aspects of the syllabus and the compulsory subjects throughout the State and it is then up to the Educational Authorities of each Autonomous Community to draw up the syllabus as such.

Hence, the state syllabus set down by Royal Decree requires that the programmes be further developed by the teaching team of the education cycle which carries out the said adaptation, principally by designing and incorporating learning activities.

The syllabus set down by Royal Decree for the entire State includes a professional module (125 hours): "Social and emotional development and intervention with families". One of the topics addressed in this module is "sexual development" where the following matters are talked about:

- basic concepts
- explanatory theories
- coeducation

There are 213 state and private centres in Spain which offer Técnico Superior en Educación infantil training courses. (MEC, 2006)

There are no variations in the syllabuses amongst the autonomous communities with the exception of Andalusia, Catalonia, Navarra and Galicia. (FTFE, 2003). These variations are due to the introduction of their own educational modules or to changes in the hours devoted to each module.

## **Universities/ University colleges**

**Auspices  
(Which ministries)** The Ministry of Education and Science and the Education Administrations of the Autonomous Communities which have

**have responsibility for ECEI matters?** authority over education matters.

**Legislation**

The Teacher in Infant Education Degree including the syllabus with the key subjects for the entire state was set down by Royal Decree (BOE 11-10-1991)

Each university which offers this degree must publish the syllabus specifying all the compulsory and optional subjects the course is comprised of.

Degrees are currently being adapted in order to bring the Spanish system into line with the directives of the Bologna treaty (European higher education credits). Until now, only the specific Teacher in Infant Education Degree has been approved. The Syllabus of Common Subjects for all the universities offering this degree is due to be published at the beginning of 2007.

**Official policies/ regulations/ action plans**

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Articles 22, 23 and 24 of the Law of Equality between men and women refer to education.

More specifically, article 24 refers to equality in higher education.

In the area of higher education, the pertinent Public administrations are to promote teaching and research around the meaning and scope of equality between women and men.

In particular and to this end, the public administrations are expected to:

- a) incorporate teaching on equality between women and men onto their syllabuses.
- b) set up specific postgraduate courses.
- c) undertake specific studies and research initiatives in this area.

**Curriculum**

Of the key compulsory subjects for the whole state set down by the Royal decree for the Teacher in Infant Education Degree, only the subject "Sociology of education" refers to gender. Amongst its contents it points out that 'class, gender and ethnic group should be taken into account in education'.

In Spain there are 60 faculties or university colleges which offer this Infant Education Degree. Of these, only 19, (32%), offer subjects whose names or titles are directly related to gender, coeducation, sexuality, diversity or education in values. 83% of

these subjects are optional, whereas 17% of them are compulsory on the centre's syllabus.

More specifically, only 8 of these faculties and university centres offer subjects on their syllabus whose title explicitly mentions gender and coeducation. Five centres offer subjects on sex education and another five on education in values. Finally, two centres offer subjects on women's history (Source: Our own testimony). Research is needed in order to find out in what other subjects gender is introduced transversely.