



*e*DUCCIÓN *e*N IGUALDAD

PRELIMINARY INTERVENTION MODEL



Plural es

Catálogo de publicaciones de la Administración General del Estado
<http://publicacionesoficiales.boe.es>

© Instituto de la Mujer y para la Igualdad de Oportunidades
(Ministerio de Sanidad, Servicios Sociales e Igualdad)
<http://www.inmujer.gob.es/>
CNIIE (Ministerio de Educación, Cultura y Deporte)
<http://www.educacion.gob.es/cniie>

Editan:

Instituto de la Mujer y para la Igualdad de Oportunidades (Ministerio de Sanidad,
Servicios Sociales e Igualdad)
Condesa de Venadito, 34
28027 Madrid

Centro Nacional de Innovación e Investigación Educativa (Ministerio de Educación,
Cultura y Deporte)
C/ General Oraa, 55
28006 Madrid

NIPO: 685-15-066-3

NIPO: 030-15-408-1

TABLE OF CONTENTS

1.	Backgroud and Objectives	3
2.	Methodology	5
3.	General guiding principles	6
4.	Equality Plan or Specific Intervention Model	8
4.1.	¿What is the Equality Plan at School?	8
4.2.	¿Who prepares it?	8
4.3.	¿Which structure should the Gender Equality Plan have?	9
5.	¿How to draft the Gender Equality Plan?	10
5.1.	Diagnosis of the situation	10
5.2.	Guiding Principles	13
5.3.	Definition of Objectives	15
5.4.	Actions	16
5.5.	Monitoring and assessment system for the gender equality plan	18
6.	ANNEXES	
6.1.	TOOLS FOR THE INITIAL ASSESMENT OR DIAGNOSTIC	
	OBSERVATION SHEETS	
	QUESTIONNAIRES TO TEACHERS, STUDENTS AND FAMILIES	
6.2.	TOOLS FOR EVALUATION OR INTERMEDIATE EVALUATION OF ACTIVITIES COVERED BY THE PLAN	
	ASSESSMENT SHEET	
	SATISFACTION QUESTIONNAIRES TO STUDENTS ABOUT THE ACTIVITIES CONDUCTED	

6.3. TOOLS FOR FINAL ASSESMENT OF EQUALITY PLAN

SHEET OF FINAL ASSESMENT INDICATORS

6.4. BIBLIOGRAPHY

1. Background and Objectives

This document called Preliminary Intervention Model arises in the framework of a main project called Plurales, whose overall objective is to provide to educational authorities, tools to incorporate the necessary changes in the educational model so that it allow to develop and implement plans Equality in schools. The execution of the Plans of Equality aims to promote changes in both organizational models as educational projects to incorporate, as a cornerstone, the guarantee of equal opportunities for pupils and students.

One of the specific objectives pursued by the Plurales Project is to design an intervention model to develop, implement, monitor and evaluate the implementation of equality plans in schools.

Another specific objective of the Plurales Project is to form, finally a proposal of instruments, tools and resources that would modify the educational model so that it clearly contemplates the guiding principles of the Education Equality capable of being transferred to the educational authorities

In meeting these objectives is done the development of this preliminary model of intervention.

The *Preliminary Model of Intervention* is defined as a guide in which the guidelines and guidance to direct the design and implementation of an Equality Plan or Specific Intervention Model in a school are collected.

The main objective pursued with the publication of the preliminary model of intervention is to provide a highly practical guide for staff that makes up the team of equality—and the educational

community in general—can be guided to design and implement an Equality Plan of Center, also called Specific Intervention Model.

Specific objectives:

- ✦ Provide tools to make a diagnosis of the situation of equal education within the school.
- ✦ Guide in the formulation of specific objectives and planning activities related to those objectives.
- ✦ Provide guidelines for the development of a monitoring and evaluation system model established.
- ✦ Provide to schools a series of systematic guidelines to facilitate the implementation of equality plans effectively.

2. Methodology

The Preliminary Intervention Model arises after the establishment of the list of adviser principles on Equal Education developed in the framework of Project Plural.

The sources that have been used for the preparation thereof are diverse. While the main basis was the document of adviser principles, they have also been consulted numerous secondary sources: from Equality Plans already implemented in some Spanish schools to publications and articles on coeducation, both in Spain and outside our borders.

The process of drafting the Preliminary Intervention Model goes through, first, a review of guiding principles and secondary sources, the creation of this explanatory document and subsequent approval by the Committee of Expert Persons on Education Equality.

Therefore, once a draft of the Preliminary Intervention Model is available, it becomes validated by the Committee of Expert Persons formed within this project whose work is the guidance and advice on everything related to Education in Equality.

Once the validation phase is overcome, it becomes the definitive document that establishes the model for the design of Equality Plans. Once the final model is obtained, the next step is the formulation by 9 Spanish schools, of their Equality Plans or Specific Intervention Models that will be developed based on the Preliminary Intervention Model, taking into account their needs and own particularities.

3. General guiding principles

The guiding principles, as the main document in which the Preliminary Intervention Model is based on, are defined as a group of fundamental concepts on which Education in Equality is based and, specifically, they underpin the design, preparation and execution of the intervention models or equality plans which will be implemented in the different schools.

The purpose of this document is therefore, guiding the responsible staff in development and configuration of Equality Center Plans. To do this, a structure and basic contents of the Equality Plan will be proposed. Each center will develop their model in a specific way, creating it based on the characteristics of the school and the community it formed. For this, the process should take into consideration all the people affected by the plan to jointly build the model of equality to implement.

Two tables shown below reflect the guiding principles formulated in the body of Plurales Project, which guide the Preliminary Intervention Model.

Guiding principles for designing the Equality Plan

- Compliance and observance of applicable regulations both at national and regional level in the fields of education and equality.
- Understanding of the basic actions carried out by the different administrations competent in education and equality matters in the Autonomous Communities where the models are implemented.
- Actions continuity and spirit of integration.
- Training and awareness-raising regarding Equality Education.
- The Equality Education model should be adapted to the real needs of the school and meet efficiency criteria.
- Assessment and follow-up of the Equality Plan.

- **Guiding principles for the content of the Equality Plan**
- Equality between men and women.

- No discrimination.
- Respect to men and women's fundamental rights and freedoms.
- Empowerment.
- Mainstreaming actions included in the Equality Plan.
- Education in diversity.
- Participation of the entire educational community (teaching and non-teaching school staff, students and families).
- Shared responsibility.
- Non-sexist and inclusive use of language and curricular materials.
- Peaceful conflict resolution.

Each of the schools will select those guiding principles of content that will apply in their school based on the results obtained after analysis of the situation.

The guiding principles of content throw a set of **strategic axis** in which the model is based that are as follow:

- ◆ Attitudes and values
- ◆ Non-sexist use of language
- ◆ Use of time and places.
- ◆ Curriculum materials of Education in Equality
- ◆ Violence based on gender situations.

4. Equality Plan or Specific Intervention Model

4.1. ¿What is the Equality Plan at School?

The Equality Plan of the School or the Specific Intervention Model is defined as:

Equality Plan of the School or the Specific Intervention Model

The document in which the programming that will be held on equality between women and men in a school during the school year is contained.

The objective pursued with the implementation of this model is the establishment of an educational model based on promoting the principle of equal opportunities between women and men. This model has as its ultimate goal, through intervention in the educational system, the configuration of a more just and egalitarian education system and based on respect for difference.

While some of material previously prepared as the guiding principles and present Preliminary Intervention Model, the Equality Plan should be formulated according to the specific needs that each school has.

4.2. ¿Who prepares it?

El Gender Equality Plan for each teaching institution is drafted by the **Equality Team**, which ideally will be made up by members of the school board, families, students and teaching personnel.

The equality team, prior to the completion of the Gender Equality Plan will receive **training in equality**, in order to expand knowledge, both practical and theoretical. Also, during the training, there will be teaching personnel advice to assist in the process of preparing the Plan.

The Equality Team will thus be responsible, among other things, of the following tasks:

- Reaching a **diagnosis** on the situation of Education in Equality of the school. This diagnosis provides essential information on the educational requirements at school.
- Establishing the **general and specific objectives** according to needs and gaps identified.
- **Planning and conducting activities** mainly aimed at students in order to achieve the goals foreseen.
- **Assessment and monitoring** the Gender Equality Plan.

Is advisable to appoint a member of the group to be the spokesperson which will represent the group when necessary. Said person would be in charge of communicating with the external agents of the Centre when necessary, such as equality-oriented bodies of Regional Governments, representatives in the City Council, other teaching institutions, etc.

4.3. ¿Which structure should the Gender Equality Plan have?

The Gender Equality Plan must be a result of the specific features of each school.

El Plan de Igualdad debe ser un documento surgido de las características particulares de cada centro. The basic structure of Equality Plan is proposed bellow.

PROPOSED STRUCTURE
1.- Diagnosis of the Education provided in the Teaching Institution.
2.-Guiding Principles governing the actions of the Centre in the field of Education in Equality.
3.- General and specific objectives of Education in Equality
4.- Specific actions aimed at meeting the goals foreseen.
5.- Assessment and monitoring system for the Gender Equality Plan.

5. ¿How to draft the Gender Equality Plan?

Steps to be followed when drafting a Gender Equality Plan:

1.- DIAGNOSIS OF THE SITUATION

1.1.- Collection of information to figure out the preliminary situation of Education in Equality in a specific school.

2.- PLAN DESIGN

2.1.- Taking account of those **guiding principles** that apply at school

2.2.- Definition of general and specific **objectives**

2.3.- Identification and design of **actions** to implement

2.4.- **Participation** of teachers, students and families

2.5.- Determination of **assessment system** which will monitor the implementation of the plan

3.- PLAN IMPLEMENTATION

3.1.- Implementation of **actions** designed

4.- PLAN ASSESMENT AND MONITORING

4.1.- Implementation of **assessment and monitoring** system

The following sections explain in depth what each one of the phases making up the Equality Plan and how they can be performed.

5.1. Diagnosis of the situation

What is the diagnosis, when and who makes it?

The object of the diagnosis of situation is to get to know the nature of the school in relation to equality between women and men, by observing the relationships and dynamics that develop between people who are part of it.

The **observation of situations, behaviors and attitudes** among people who are part of school life becomes essential to detect the dynamics failures and cause and maintain situations of inequality between women and men. Therefore, observation, regardless of the tools that are used to systematize information, is configured as a key element to perform an accurate diagnosis of the situation of equality at school.

The diagnosis should be the starting point for the development of any equality plan. The Equality team must be performed before considering the objectives to be pursued through the design and implementation of the Plan.

Which aspects can be observed for diagnosis?

Regarding the contents of the diagnosis, monitoring and gathering information on the following is recommended:

Socio-economical characteristics of the municipality:

Building on the data offered by official statistics, both at a national and regional level, the general characteristics of the population living in an area can be drawn, particularly referring to demography, economy, culture, etc. Some interesting variables are: population of the municipality broken down by sex, migration, labour market, education, etc.

Features of the training centre broken down by sex:

The goal is to draw the characteristics of the school building on the characteristics of the people who participate in it. More precisely, we should know the features of the managing bodies, classes and families.

In order to do so, the managing board will provide information about the distribution of the following variables, broken down by **sex**:

INFORMATION ABOUT FEATURES OF THE SCHOOL
Composition of the managing board
Composition of teaching staff
Composition of students per year
Composition of other representation and participation bodies
Composition of the administration and services personnel
Composition of the parents' association
Composition of the school board
Data on the academic results obtained per year
Data on truancy

A model of sheet that can serve as a model to collect information on the composition of the school is attached in the annexes.

Language used at the school

This diagnosis section aims at observing whether language is used from a sexist perspective, not only at school but also in other settings within school. To do so, we will ponder the language used when communicating with families and students, making announcements or in school signs, etc. The goal is to figure out whether the masculine gender is used in general to refer to all audiences, thus making women invisible. This can be clearly found in traditional signs at schools, such as "Sala de profesores" (excluding "profesoras", which would be the feminine word for female teachers), "Director" (which excludes the female principal "Directora") or "Jefe de estudios" (which excludes the female position "Jefa de estudios").

The method that is most widely used for the collection of this type of information are **observation sheets**, which are used by the equality team as a simple activity to figure out whether language is used in a sexist fashion.

An extracted model of the work of Amparo Tomé and Marina Subirats "Guidelines observation for analysis of sexism in education" is provided in the annexes section.

Along with observation sheets, it is quite important to bear in mind how the different components of the school are perceived as regards the sexist use of language. In order to obtain such information, we can collect the opinions of the members of the school by means of the aforementioned questionnaires.

Teaching materials analysis:

The diagnosis situation of Education in Equality conducted under the Plural project framework offers as one of its conclusions that textbooks analyzed (sample) reproduce both content and images and the language they use, many of the sexist stereotypes and traditional gender roles.

It is important to get a glimpse of what goes on in the center itself. To do this, with reference to the textbook (or the teaching material used in case of not using textbooks) of several courses, an analysis of these materials will be made to respond to the requirements in some observation sheets which are available on the Annex. To facilitate this, in a section of annexes tabs to systematize the observation of teaching materials are included.

Complementarily, in the general questionnaires are some questions aimed at getting feedback in this area.

Uses of space and time differently by women and men:

As for the use of spaces and time, it is essential to figure out whether they are used differently. The use of spaces and time has been traditionally segregated to a great extent on the grounds of sex, thus perpetuating gender stereotypes and roles and setting women aside to more discrete roles and private settings.

This is why boys take up most of the space at the playground to practice sports, while girls remain on the sides and focus on other activities of a greater passive nature, such as talking or playing in much more reduced spaces.

So as to reach a diagnosis of the situation when it comes to the use of spaces and time, attached are some observation sheets which will allow teachers to figure out whether the invisibilisation processes still exist and, if so, to endeavour to design adequate actions that are oriented to solve them.

Furthermore, in the opinion questionnaires to teachers, students and families are also questions about these issues.

Sexist attitudes and values:

When it comes to attitudes and values, it is quite important to establish the level of awareness of teaching staff, students and families as regards Education in Equality.

In order to obtain the information, we can use questionnaires that will be helpful to assess the start point as regards gender roles and stereotypes, the people involved and, somehow, the school.

Cases of gender-based violence:

It is important to establish the incidence of the discriminatory and violent situations that could be occurring at school. These situations are sometimes concealed by the daily routine and must be identified and solved by pacific means in order to alleviate the negative consequences that any of these situations may entail for the victims.

For that purpose, along with asking about this type of situations both to teachers and students and their families through diagnosis questionnaires, it would be recommended an ensemble of indicators which can be used to inform about the existence of gender-based violent situations.

Methodology used to derive the information is varied and may be based on different tools for collecting such information.

- Statistical data disaggregated by sex.
- Questionnaires assessing attitudes and beliefs towards teachers, students and families.
- Observation sheets.

5.2. Guiding Principles

The document includes guidelines that should guide the process of elaboration and implementation of the Plan of Equality.

The guiding principles are classified according to their purpose into two types: guiding principles for the design of the Plan of Equality and content guiding principles.

The first one, shall be taken into account when designing the Equality Plan. They are principles that guide the process of creating the plan, in the first moment of preparation, when the first decisions are made regarding how to have the Plan.

These principles are:

Guiding principles for designing the Equality Plan

- Compliance and observance of applicable regulations both at national and regional level in the fields of education and equality.
- Understanding of the basic actions carried out by the different administrations competent in education and equality matters in the Autonomous Communities where the models are implemented.
- Actions continuity and spirit of integration.
- Training and awareness-raising regarding Equality Education.
- The Equality Education model should be adapted to the real needs of the school and meet efficiency criteria.
- Assessment and follow-up of the Equality Plan.

Moreover, the guiding principles of content are those that must guide the Equality Team when establishing the specific content of which will relate the Plan. Each site must have its own objectives in terms of diagnosis obtained, but always taking into account the general guiding principles of content.

These principles are:

Guiding principles for the content of the Equality Plan

- Equality between men and women.
 - No discrimination.
 - Respect to men and women's fundamental rights and freedoms.
 - Empowerment.
 - Mainstreaming actions included in the Equality Plan.
 - Education on diversity.
 - Participation of the entire educational community (teaching and non-teaching school staff, students and families).
 - Shared responsibility.
 - Non-sexist and inclusive use of language and curricular materials.
- Peaceful conflict resolution.

The guiding principles of content are structured in strategic lines and operational objectives. This structure can help schools, adopting the same strategies that are basic to achieve equal opportunities between women and men.

These strategic lines are:

- Gender stereotypes and roles, sexist attitudes and values.
- Use of inclusive language.

- Balanced use of spaces and times.
- Teaching materials for Equality Education.
- At the school: space for relation, space for peace

Within each strategic line, a set of operational objectives can be found on the Guiding Principles document.

Although all guiding principles should guide the design of the different equality plans, it could happen that the diagnosis of the situation of a center would result that is not necessary the implementation of activities in some of the strategies that incorporate the principles of content. Therefore, when developing the Equality Plan and after completing the diagnostic process of the Centre, should be discussed in the Equality Team and preferably with the participation of the entire educational community center, which contained guiding principles to them are applicable.

5.3. Definition of Objectives

The Gender Equality Plan or the Specific Intervention Model of each school must outline the goals, both general and specific, which are to be taken as reference for the actions conducted by the educational community during the academic year as regards Education in Equality.

Building on the guiding principles, goals must be oriented to the alleviation of the needs identified during the diagnosis stage and must be specific, realistic and countable and/or measurable.

There are two types of objectives: general and specific. In addition, both general and specific objectives must be agreed upon with the remaining educational community so that they are approved by all the people who participate in the daily life of the school.

General objectives are transversal goals which portray the general purpose of the Gender Equality Plan.

An example of a general objective would be:

Integrating the principle of equal opportunities for women and men as a part of the teaching model of the school through the implementation of activities aiming at promoting Education in Equality.

Specific goals have to be more closely defined and depend on the general objective, offering a much more specific content than the general goal. In addition, it is advisable that said goals are measurable.

Some of these goals can be established according to some lines of action.

Some examples of specific objectives could be:

- *Encouraging the non-sexist use of language in communications, both internal and external*
- *Promoting the use of teaching materials which do not include any contents and/or images transmitting a sexist message, and suggesting alternative tools when said sexist elements are identified.*
- *Favouring a balanced use of sports facilities by boys and girls.*
- *Raising awareness about gender-based violence and preventing violent situations.*

5.4. Actions

Actions are specific activities designed and executed for the purpose of meeting both the general and specific goals that are sought.

Planning activities in an efficient manner is essential, so we must take into consideration the objectives sought by the activity, whether said goals are operational, the time available, the resources and the features of the population for which they are intended.

Activities can be organized in accordance with several strategic lines that are established by guiding principles.

So as to efficiently define actions, we must specify certain data, namely:

- ◆ The name of the activity.
- ◆ The goals sought with the implementation of the activity.
- ◆ The contents of the activity, clearly specifying what the activity is about.
- ◆ The target audience –who will be the active subjects.
- ◆ The working method for action.
- ◆ The materials and resources that are necessary to carry out the activity.
- ◆ The place where the activity will be conducted.
- ◆ The timing of the activity, specifying the length and the dates foreseen.
- ◆ The assessment and monitoring indicators for the activity.

Below there is a data sheet where you can log all the information regarding a specific activity.

Name of the activity	
Objective	
Content	
Target audience	
Working method	
Materials and resources	
Place where the activity will be conducted	
Timing and date of the activity	
Intermediate assessment system for the activity *	

* This data sheet template includes a field to record the assessment and monitoring indicators that are to be used to assess an action. Such information can also be specified, if considered more appropriate, in an independent section at the end of the Gender Equality Plan. The assessment and monitoring system is explained in a following section.

Continuing with the example from the previous section on objectives, if developing various actions related to a specific objective is desirable, a tab as follows would be developed:

Promote the use of non-sexist language in the Education Center
Change the communication documents that are sent to teachers, students and families where inclusive and non-sexist language is used.
Replace the signage, billboards, etc. from the center to ones that makes use of non-sexist language (room teacher / management of the Centre / Secretariat, etc.)
Awareness students to the use of non-sexist language through a consistent dynamic addressing female students in female and male students in male

5.5. Monitoring and assessment system for the gender equality plan

Why evaluate?

When designing a project, the implementation of a system for its assessment and monitoring is as important as establishing its purposes and the measures to be taken to achieve these goals. This process allows to measure the level of achievement of the objectives, the efficiency of the measures taken and it also facilitates decision-making regarding potential improvements in planning and implementing the project in the future.

Therefore, the Gender Equality Plan must set, since its original design, a monitoring and follow-up system that allows to find out the results obtained with its implementation. This system will analyze the efficiency of the specific actions executed to meet the goals set in each plan.

A number of strategic action lines shown below arise from the content guiding principles.

- What kind of assessment is going to be conducted?
- What will be assessed?
- Who conducts the assessment?
- What tools will be used for the assessment?
- When will the assignment be conducted?

What will be assessed?

The aim is to define the **purpose** of the assessment. The assessment can have one or several purposes:

- ◆ Students: Attitude, active participation, interest and motivation and level of accomplishment of the proposed purposes.
- ◆ Teachers: Work done, involvement, participation and level of accomplishment of the proposed purposes.
- ◆ Activity: Suitability of the activity for students and socio-cultural environment. Suitability of the initiatives aimed at meeting the goals.
- ◆ Materials and resources: Quality and use of materials gathered and drafted by the team of the Plan.

Initiatives contained in the Gender Equality Plan will require, in general, the assessment of the activity itself, but also the students' and teachers' response and the existing resources. In some cases, the assessment will need the involvement of families.

What kind of assessment is going to be conducted?

Several kinds of assessment can be implemented depending on the time assessment is conducted. It is desirable that the assessment is conducted in the three stages outlined below:

Initial assessment (when appropriate). This kind of assessment takes place before implementing the actions of any project. It provides an idea of the starting point concerning the purposes established in the project framework.

In the case of the Gender Equality Plan, the initial assessment takes place at the moment the diagnosis is made. It will be done, therefore, when the diagnosis is made.

As an example, we can think of some school where an activity has been proposed aimed at redistributing the playground for boys and girls, as the diagnosis detected that there is an unbalanced use of it by women and men.

This problem was identified through the observation sheets that teachers filled in during the diagnosis stage. Thus, this information serves as the starting point or initial assessment, and will allow to compare it with further data, gathered in a later phase of the assessment.

Intermediate assessment (or monitoring): This stage is about monitoring the actions once they have been taken. The information will be gathered by means of several tools (such as observation sheets or questionnaires) that will assess the degree to which goals were achieved for each activity, the willingness of the people involved and whether the use of resources is satisfactory or not, among others.

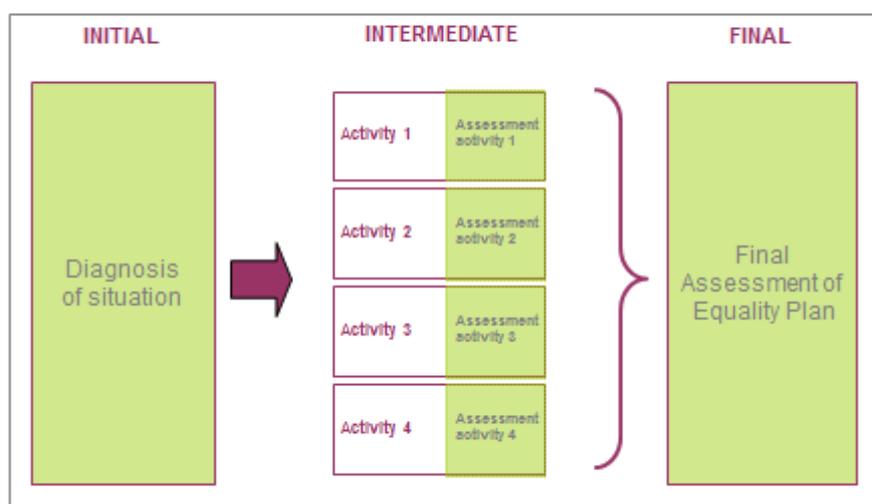
Final assessment: It is conducted once the project is over. It aims at analysing if the goals of the project were accomplished, the positive or negative outcome of the specific measures taken, the faults observed and alternatives or possible ways to improve.

In the case of the Equality Plan, once every planned activity has been implemented, the final assessment of the Plan will be conducted. To that purpose, a series of indicators will be addressed.

Conclusions obtained after analysing the results of these indicators must be included in a Final Report. This report must contain information on the results obtained, mistakes, needs and potential improvements. It is also advisable that, once the final assessment stage is over, the results are widely disseminated, for all the participating students and teachers to know the conclusions of the Plan.

EVALUATION PROCESS OF THE EQUALITY PLAN. OUTLINE

Types of evaluation:



Who conducts the assessment?

The Gender Equality Team will be in charge of conducting the assessment of this programme.

What tools will be used for the assessment?

The main tools that will provide information for conducting the intermediate assessment are as follows:

- ◆ Questionnaires
- ◆ Observation sheets
- ◆ Assessment sheets that contains diverse indicators
- ◆ Indicator sheets

When will the assessment be conducted?

As stated before, it is desirable that three kinds of assessment be made: initial, intermediate and final.

How to conduct assessment?

To ensure that the assessment process is conducted in an effective way it is necessary to plan at the time of the design of the plan, so that they are clear steps that must be taken to carry out this process and systematize also the collection of information.

Here are the basic steps to take to the assesment of equality plans taking into account that this will take place in three stages: at the beginning of the plans for its implementation (interim evaluation or follow-up) and end.

STEP 1: INITIAL ASSESMENT

In the case of the Gender Equality Plan, the initial assessment takes place at the moment the diagnosis is made. It will be done, therefore, when the diagnosis is made.

Therefore, to perform the analysis of the starting point is desirable that the situation of various fundamental aspects for equal opportunities between women and men in the school is analyzed.

To do this, tools proposed in the model, as well as other complementary tools that expand the collection of information on the starting position of the center in relation to equality between women and men are used. Specifically, such tools are:

- ◆ Questionnaires to students, teachers and families
- ◆ Observation sheets
- ◆ Statistical data from secondary sources

These tools provided information on the initial situation of equality at school.

The **questionnaires** to students, teachers and families as they have been designed within the framework of action of the Project, have already been passed, in most schools and have provided information on knowledge, attitudes and values of both the teachers and the students and families in relation to equal opportunities between women and men.

Regarding **observation sheets**, in Annexes a set of models of tabs are incorporated, according to the aspects to be observed in the center. These tabs allow the systematization of information from observation of various aspects, such as the use of written and oral language in the center, the teaching materials, distribution of space and time equally and observation of situations of gender violence.

STEP 2: INTERMEDIATE ASSESSMENT IN THE GENDER EQUALITY PLAN

The intermediate assessment serves as a continuous assessment of the activities executed during the period the Plan is in force. It is therefore mandatory that an assessment is conducted whenever a specific activity is performed. In order to systematize and to the purpose of not adding excessive extra workload to the activity, it is proposed that the sheet containing the basic information about the activity also includes its assessment criteria.

Tools aim to complete the process of evaluation of each activity are:

- ◆ Assessment sheets
- ◆ Questionnaires of satisfaction with the activity to participating pupils

Assessment sheets are defined as assessment tools through which a set of criteria used to give information about the achievement of the execution and performance of an activity are measured. One advantage is that they allow contributing assess subjective or vague concepts using criteria. To make this possible, the criteria are presented divided into a scale ranging from a low level to a high level .

Assessment sheets are organized in a tab in which the objectives and a set of criteria that will provide information on the level of achievement of these objectives are set .

In annexes a model of rubric form designed to assess each of the Equality Plan activities that are carried out in schools can be found. To use it is only necessary to specify the specific objectives pursued with each of the activities to be evaluated.

Once carried out the activity, teachers fill these tabs, marking the extent to which the judgment has been carried out during the development of the activity.

A model **questionnaire of satisfaction with the activity is proposed to the participating students** . This very short and simple questionnaire aims to gather the opinions of students regarding the content and the development of the activity of the Equality Plan. It can provide valuable information in order to identify potential improvements in planning activity in other academic years.

- ◆ It is desirable that, once tools that are used to perform monitoring or interim evaluation are decided, they are translated, from the design of the plan, on the sheet in which all the information specified activity to run.
- ◆ An example of an activity chart including the intermediate evaluation system is displayed in the following pages

Name of the activity	Sexist language in newspapers and magazines
Objective	<ul style="list-style-type: none"> ○ To facilitate understanding of the use of sexist language ○ To identify sexist uses of language ○ To raise awareness among students about the importance of using an inclusive, non-sexist language ○ To encourage the use of an inclusive language
Contents	Observation sheets are handed out to students. By means of this sheet, students will individually spot sexist language. Once every sheet has been collected, students get into groups and they are handed out diverse materials, such as newspapers or magazines. They will have to analyse these materials using the tools in the sheets and to suggest an alternative drafting for the analysed articles.
Target audience	Secondary Education students
Working method	Firstly, and prior to the distribution of sheets, teachers will explain what the sexist use of language is about, resorting to examples for students to better understand the concept. After that, sheets will be distributed individually. Students will then split into groups, which will facilitate discussion.
Materials and resources	Updated sheets and publications showing the fact that sexist uses of language actually exist nowadays.
Place where the activity will be conducted	The classroom
Timing and date of the activity	One hour. Starting date: January 2014.
Intermediate assessment system for the activity *	
Content of the assessment	The activity, participation degree, students motivation and teachers will be assessed
Assessing agents	Teachers and Equality Team
Assessment tools	Questionnaire for students Questionnaire for teachers
Time period	Once, when the activity is over
Current situation of the activity	We have just finished the activity; no remarkable events occurred.

In this example, the assessment is as follows: once the activity is over, a standard questionnaire will be handed out; in this questionnaire, the students have to express their opinions, if they found it was interesting or not, degree of participation, awareness about the objectives, etc.

The resulting materials must be attached to the final assessment project report.

STEP 3: FINAL ASSESSMENT IN THE GENDER EQUALITY PLAN

The Final Assessment, contained in the Final Report of the Plan, must include every analysed element from the beginning of the creation process to the end of the Gender Equality Plan. To that purpose, the results from the diagnosis and intermediate assessment stages must be incorporated to the document. Furthermore, any other relevant information shall also be included.

Tools that can be used to gather information during this last phase of evaluation are:

- ◆ Questionnaires to teachers, students and families
- ◆ Sheets of final assesment indicators

Once all this information is gathered, it will be thoroughly analysed, so that conclusions can be drawn concerning the degree of achievement of the objectives, execution of initiatives, participation of involved people, etc.

Thus, passing a second time **questionnaires to teachers, students and families** will allow comparison in responses and see if the actions under the plan have a significant impact among teachers, students and families from the center.

Indicators allow gathering information about the degree of compliance with the general objectives of the Equality Plan, the intensity which the Plan has been carried out, involving both students, teachers and families in implementing the Plan and the results obtained with the implementation.

As stated above, it is desirable that the information resulting from monitoring and assesment remains collected in a document where the results obtained are collected.

A potential structure for the Final Report is as follows:

- Introduction
- Objectives of the assessment
- Results
- Conclusions
- Recommendations for improvement
- Plan of dissemination of the final report to the teachers and students community

Introduction and objectives.

A brief introduction on the previous initiatives of Education in Equality of the teaching institution will be included, as well as the main reason why the school decided to conduct activities about Education in Equality, among others. The objectives of the assessment of the plan will be established at this point.

Results

The section concerning results must include a description of the specific outcomes of each activity (the intermediate assessment obtained after implementing the activities). Furthermore, the overall results will also be stated, in order to obtain a panoramic view of the implementation of the Plan.

In order to facilitate this task, assessment indicators sheets are proposed:

Conclusions

This section of the final report will include the final conclusions drawn after the analysis of indicators, questionnaires, observation sheets and other evaluation tools, as well as the final assessment of the implementation of the Gender Equality Plan.

Recommendations

This section shall contain proposals to improve those negative aspects that might have been identified.

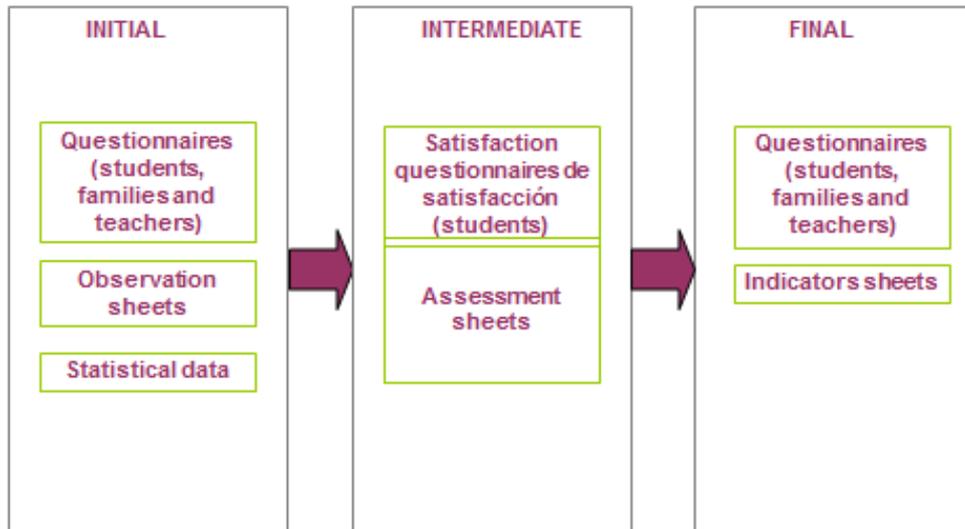
Dissemination

It is advisable to take into account some tools to spread the results obtained from the implementation of the Gender Equality Plan that enable de educational community to know this Plan, as well as the achievements during the implementation period.

A diagram representing the various stages of assesment of the Equality Plan and the various assessment tools that can be used in each of these phases is introduced bellow.

ASSESSMENT TOOLS OF THE EQUALITY PLAN

Type of evaluation:



6. ANNEXES

6.1. TOOLS FOR THE INITIAL ASSESSMENT OR DIAGNOSTIC

OBSERVATION SHEETS

SHEETS FOR DIAGNOSIS OF SITUATION OF EDUCATION IN EQUALITY (to be completed by the Management Team of the School)

Name of Centre			
Municipality		Date	

COMPOSITION OF TEACHERS AND STUDENTS GROUPS

The objective pursued by the collection of these data is determining the composition of the management team, staff and students. Related to teachers is desirable to get to know the number of teachers by subject and sex, and the total number as well. For students, is desirable to know the number of, students, by sex, total per subject.

The responsible of each center should fill tables based only on the lessons taught (Primary or Secondary).

Structure of the managing team	Women	Men	Total
Management Board			
Heads of Studies			
Secretary's Office of the Centre			
Structure of the managing team			
Members of teaching staff			
Coordination of the equality team/project			
Teachers involved in the equality project			

Number of teachers in Primary Education	Women	Men	Total
Total Number of teachers in Primary Education in the centre			

Number of teachers in Primary Education	Women	Men	Total
1º de Primaria- Knowledge of natural, social and cultural environment			
1º de Primaria-Art			
1º de Primaria- Physical Education			
1º de Primaria- Spanish Language and Literature			
1º de Primaria- Foreign language			
1º de Primaria- Maths			
2º de Primaria- Knowledge of natural, social and cultural environment			
2º de Primaria-Art			
2º de Primaria- Physical Education			
2º de Primaria- Spanish Language and Literature			
2º de Primaria- Foreign language			
2º de Primaria- Maths			
3º de Primaria- Knowledge of natural, social and cultural environment			
3º de Primaria-Art			
3º de Primaria- Physical Education			
3º de Primaria- Spanish Language and Literature			
3º de Primaria- Foreign language			
3º de Primaria- Maths			
4º de Primaria- Knowledge of natural, social and cultural environment			
4º de Primaria-Art			
4º de Primaria- Physical Education			
4º de Primaria- Spanish Language and Literature			
4º de Primaria- Foreign language			
4º de Primaria- Maths			
5º de Primaria- Knowledge of natural, social and cultural environment			
5º de Primaria-Art			
5º de Primaria- Physical Education			
5º de Primaria- Education for citizenship			
5º de Primaria- Spanish Language and Literature			
5º de Primaria- Foreign language			
5º de Primaria- Maths			

Number of teachers in Primary Education	Women	Men	Total
6° de Primaria- Knowledge of natural, social and cultural environment			
6° de Primaria-Art			
6° de Primaria-Physical Education			
6° de Primaria-Spanish Language and Literature			
6° de Primaria-Foreign language			
6° de Primaria-Maths			

Number of teachers in Secondary Education	Women	Men	Total
Total number of teachers in Secondary Education, by sex			
1º E.S.O.- Natural sciences			
1º E.S.O.- Social sciences, geography and history			
1º E.S.O.- Physical Education			
1º E.S.O.- Spanish Language and Literature			
1º E.S.O.- Co-official language and literature * (where appropriate)			
1º E.S.O.- Foreign language			
1º E.S.O.- Maths			
2º E.S.O.- Natural sciences			
2º E.S.O.- Social sciences, geography and history			
2º E.S.O.- Physical Education			
2º E.S.O.- Spanish Language and Literature			
2º E.S.O.- Co-official language and literature * (where appropriate)			
2º E.S.O.- Foreign language			
2º E.S.O.- Maths			
3º E.S.O.- Natural sciences.			
3º E.S.O.- Social sciences, geography and history			
3º E.S.O.- Physical Education			
3º E.S.O.- Spanish Language and Literature			
3º E.S.O.- Co-official language and literature* (where appropriate)			
3º E.S.O.- Foreign language			
3º E.S.O.- Maths			
4º E.S.O.-Social sciences, geography and history			
4º E.S.O.-Educación ético-cívica			
4º E.S.O.- Physical Education			
4º E.S.O.- Spanish Language and Literature			
4º E.S.O.-Co-official language and literature* (where appropriate)			
4º E.S.O.- Maths			
4º E.S.O.- Foreign language-1			

Number of teachers in Secondary Education	Women	Men	Total
4° E.S.O.-Biology and Geology			
4° E.S.O.- Art and visual education			
4° E.S.O.- Biology and geology			
4° E.S.O.-Computing			
4° E.S.O.-Latin			
4° E.S.O.-Music			
4° E.S.O.- Foreign language-2			
4° E.S.O.-Technology			

Distribution of students by year and sex. Primary Education	Women	Men	Total
Total number of students by sex. Primary Education.			
1st Primary			
2nd Primary			
3rd Primary			
4th Primary			
5th Primary			
6th Primary			

Distribution of students by year and sex. Secondary Education	Women	Men	Total
Total number of students by sex. Secondary Education.			
1st Compulsory Secondary Education (E.S.O.)			
2nd Compulsory Secondary Education (E.S.O.)			
3rd Compulsory Secondary Education (E.S.O.)			
4th Compulsory Secondary Education (E.S.O.)			

Number of students. Intermediate Modules. Vocational training	Women	Men	Total
Total number of students, by sex. Intermediate Modules. Vocational training			
Care Nursing Assistants			
1st Administrative Management			
2nd Administrative Management			
1st Electrical and control installation			
2nd Electrical and control installation			
1st Electromechanical Motor Vehicle			
2nd Electromechanical Motor Vehicle			
1st Care for dependent persons			
2nd Care for dependent persons			
1st Commerce			
2nd Commerce			
1st Bodywork			
2nd Bodywork			
1st Hairdressing and Hair Cosmetics			
2nd Hairdressing and Hair Cosmetics			

ACADEMIC RESULTS

The objective pursued with this data collection is to know the students who passes the course, disaggregated by sex.

Centers should complete only the tables based on the lessons taught (primary or secondary).

Number of primary students who passed the course 2012/2013	Girls	Boys	Total
1st Primary			
2nd Primary			
3rd Primary			
4th Primary			
5th Primary			
6th Primary			

Number of secondary students who passed the course 2012/2013	Girls	Boys	Total
1st Compulsory Secondary Education			
2nd Compulsory Secondary Education			
3rd Compulsory Secondary Education			
4th Compulsory Secondary Education			

Number of students who passed the course 2012/2013. Vocational training Intermediate module	Girls	Boys	Total
Total number of students Vocational training. Intermediate module			
Care Nursing Assistants			
1st Administrative Management			

2nd Administrative Management			
1st Electrical and control installation			
2nd Electrical and control installation			
1st Electromechanical Motor Vehicle			
2nd Electromechanical Motor Vehicle			
1st Care for dependent persons			
2nd Care for dependent persons			
1st Commerce			
2nd Commerce			
1st Bodywork			
2nd Bodywork			
1st Hairdressing and Hair Cosmetics			
2nd Hairdressing and Hair Cosmetics			

TRUANCY

Index (number) of truancy (Primary)	Girls	Boys	Total
1st Primary			
2nd Primary			
3rd Primary			
4th Primary			
5th Primary			
6th Primary			

Index (number) of truancy (Secondary)	Mujeres	Hombres	Total
1st Compulsory Secondary Education			
2nd Compulsory Secondary Education			
3rd Compulsory Secondary Education			
4th Compulsory Secondary Education			

Index (number) of truancy (Intermediate modules)	Girls	Boys	Total
Total number of students. Vocational training. Intermediate module			
Care Nursing Assistants			
1st Administrative Management			
2nd Administrative Management			
1st Electrical and control installation			
2nd Electrical and control installation			
1st Electromechanical Motor Vehicle			
2nd Electromechanical Motor Vehicle			
1st Care for dependent persons			

Index (number) of truancy (Intermediate modules)	Girls	Boys	Total
2nd Care for dependent persons			
1st Commerce			
2nd Commerce			
1st Bodywork			
2nd Bodywork			
1st Hairdressing and Hair Cosmetics			
2nd Hairdressing and Hair Cosmetics			

OTHER BODIES COMPOSING THE EDUCATION CENTER

Bodies of representatives and participation	Women	Men	Total
Number of representatives of School board			
Number of class representatives			
Participation in school partnerships (number of participants)			

Composición del personal de administración y servicios	Women	Men	Total
Clerical and Secretarial			
Porter			
Cleaning			
Security guards			
Educators			
Monitors			

Association of parents	Women	Men	Total
Number of partner people			
Presidency			
Board of Directors			

Composition of school board	Girls	Boys	Total
Representatives of teachers			
Representatives of students			
Representatives of families			
Other representatives (<i>specify</i>)			

QUESTIONS:

1.- Are there references to Education in Equality in the Plan of the Centre?

Yes	1	
No	0	
NA	9	

2.- Is there a program of activities to promote equality between women and men in the Center?

Yes	1	
No	0	
NA	9	

2.1.- ¿Which? (specify)

.....

COMMENTS:

OBSERVATION SHEETS OF WRITTEN LANGUAGE

1.- SIGNAGES

Date of observation:			
	MASCULINE	MASCULINE AND FEMENINE	NEUTRAL
Centre Management			
Secretary			
Teachers room			
Classrooms/Other places			

2.- COMMUNICATIONS WITHIN THE CENTRE

Take the example of some notes which are usually sent to the homes of students and observe the language in which they are written, what kind of language predominates?

Date of observation:			
	MASCULINE	MASCULINE AND FEMENINE	NEUTRAL
From the centre			
From the PTA			
School reports			

3.- CALLS

Take as an example a few examples of calls that are usually sent to the homes of students and observe the language in which they are written, what kind of language predominates? (only male, male and female or neutral language).

Date of observation:			
	MASCULINE	MASCULINES AND FEMENINE	NEUTRAL
School council			
School faculty			
School meetings			

4.- MINUTES OF MEETINGS

Date of observation:			
	MASCULINE	MASCULINE AND FEMENINE	NEUTRAL
From School Faculty and Council			
From Pedagogical Coordination Commission			
From Cicles or Departments			

5.- PROYECTS

Date of observation:			
	MASCULINE	MASCULINES AND FEMENINE	NEUTRAL
Educational			
Curricular			
Settings			

Source: By the authors based on Tomé, A. y Subirats, M. (1993).

OBSERVATION SHEETS OF ORAL LANGUAGE

For the collection of this observation, recording of any kind is required by audiovisual media. Next sheet can help to write down the characteristics of the language used by teachers during the session.

LESSON:
PERSON WHO OFFERS THE LESSON:

LEVEL:		
DATE:		
	Girls	Boys
Number of words directed to.		
Observations directed to...		
Attention payed		
Level requirement		
Stereotyped expressions ... (Which topics)		
Expressions of encouragement ... (Which topics)		
Warnings		
Praise		
Role models		
Calls for colaboration		
Glves advise		
Using ridiculed expressions		
Use of augmentative		
Uso de diminutives		

Source: By the authors based on Tomé, A. y Subirats, M. (1993).

OBSERVATION SHEETS AND ANALYSIS OF TEACHING MATERIALS

Three types of tabs that allow systematic observation of teaching materials regarding activities, attitudes and roles, both the contents of the material and images, are displayed bellow.

OBSERVATION SHEET OF TEACHING MATHERIALS. PORTRAYED ACTIVITIES									
Title of book/material:									
Author:									
Editorial:									
Subject:									
Course:									
Name of the observer:									
Data of observation:									
Pages observed:									
Record the number of characters that appear related to the aforementioned activities									
ACTIVITY	TEXT		IMAGES		TOTAL			%	
	M	W	M	W	M	W	TOTAL	M	W
Cooking									
Studying									
Science									

Source: By the authors based on Proigualdad (2002).

OBSERVATION SHEET OF TEACHING MATHATERIALS. ROLES									
Title of book/material:									
Author:									
Editorial:									
Subject:									
Course:									
Name of the observer:									
Data of observation:									
Pages observed:									
Record the number of characters that appear related to the aforementioned roles									
Roles representados	TEXT		IMAGES		TOTAL			%	
	M	W	M	W	M	W	TOTAL	M	W
Productive (Professional/Work)									
Reproductive and providing care.									
Social relationships									

Source: By the authors based on Proigualdad (2002).

OBSERVATION SHEETS AND ANALYSIS OF USE OF TIME AND SPACE

It consists in observing the playground during the playtime. Observation can be done by several people at once dividing the playground or sports ground in different areas and each person can observe a different area. Rows of the table can be replicated as many times as necessary.

OBSERVATION FORM PLAYGROUND AND SPORTS AREAS. DEDICATION OF TIME.						
Playtime observed: (course/courses)(morning/afternoon)						
Name of the person who observes:						
Minutes of observation:						
Date of observation:						
Play, sport or activity	Number of people who organize			Number of people who participate		
	M	F	Total	M	F	Total
Sport... (specify)						
Play ... (specify)						
Actividad pasiva (specify: sitting, play cards, eat sandwich, etc.)						

For the implementation of this observation exercise is recommended that the playground is divided into different zones and each person engaged in observing each one of this must

count the number of students occupying each one of the areas. The number of students must be the same both at the beginning and at the end of the exercise.

OBSERVATION FORM PLAYGROUND AND SPORTS AREAS. DEDICATION OF SPACE.						
Playtime observed: (course/courses)(morning/afternoon)						
Name of the person who observes:						
Minutes of observation:						
Date of observation:						
Kind of area	Number of people occupying at the beginning of the observation			Number of people occupying at the end of the observation		
	M	F	Total	M	F	Total
Central area						
Periphery 1 (specify)						
Periphery 2 (specify)						
Periphery 3 (specify)						
Other areas (specify).						

Source: By the authors based on information of:
<http://www.edualter.org/material/dona/patio.htm#ficha1>

OBSERVATION SHEETS AND ANALYSIS OF GENDER VIOLENCE SITUATIONS.

Las siguientes fichas se puede usar, bien para observar de manera específica en determinado lugar durante un tiempo acotado previamente o bien para ir apuntando en ellas aquellas caso de que se detecten agresiones verbales por casualidad, al pasar por los pasillos, escaleras, a la hora del patio, etc.

The following tabs can be used either to observe specifically in a particular place during a previously limited time, or pointing if those verbal attacks are detected by chance, passing through hallways, stairs, when time patio, etc.

OBSERVATION FORM VERBAL ABUSE					
Place: (playground, corridors, classroom, lunchroom, etc.)					
Person who observes:					
Date of observation:					
Other relevant information about the observation:					
Number of INSULTS	Boys-Girls	Girls-Boys	Boys-Boys	Girls-Girls	Total
Body (for example: fat as a cow)					
Intelligence (for example: you are an ass)					
Sexual (for example: gay, bitch...)					
Family (for					

example, son/daughter of a bitch...)					
Racism (for example “machupichu”, etc.)					
Others (specify)					
Number of CONTEMPTS	Boys-Girls	Girls-Boys	Boys-Boys	Girls-Girls	Total
Teasing (laughs, comments)					
Underestimation					
Reject People					
Number of THREATS	Boys-Girls	Girls-Boys	Boys-Boys	Girls-Girls	Total
Body					
Sexual					
Others					

OBSERVATION FORM PHYSICAL ATTACKS					
Place: (playground, corridors, classroom, lunchroom, etc.)					
Person who observes:					
Date of observation:					
Other relevant information about the observation:					
Número de AGRESIONES FÍSICAS	Boys-Girls	Girls-Boys	Boys-Boys	Girls-Girls	Total
Body					
Personal belongings					

OBSERVATION FORM WRITTEN ATTACKS					
Place: (playground, corridors, classroom, lunchroom, etc.)					
Person who observes:					
Date of observation:					
Other relevant information about the observation:					
Número de AGRESIONES ESCRITAS	Boys-Girls	Girls-Boys	Boys-Boys	Girls-Girls	Total
Graffiti/messages					
letters/emails/sms/WhatsApp					
Draws					

QUESTIONNAIRES TO TEACHERS, STUDENTS AND FAMILIES.

QUESTIONNAIRES TO TEACHERS

Name of Centre			
Municipality		date	

The objective of the survey to teachers is to get to know their opinions, attitudes and values towards equal education. This survey is part of Plural Project whose main objective is the development of Plans for Equal Opportunities between women and men in education. The information is completely anonymous and only strictly necessary data will be requested, while ensuring respect for the legislation on data protection and privacy. THANK YOU VERY MUCH FOR YOUR COLLABORATION.

SECTION I: Non-sexist language

1. Generally; sexist language is used in your center -that is to say, one who uses the masculine generically to refer to people of both sexes-in terms of the following ?: (Mark with an X)

		Yes	No
1	Signaling places (Director, Head of Studies, staff room)		
2	Official documents addressed to families (letters, communications, etc.)		
3	Writings aimed at students		
4	Internal communication documents (calls for meetings, evaluation reports, educational programs, etc.)		

2.- On a scale of 1 to 5, indicate your level of agreement with the following statements, where 1 is strongly disagree and 5 strongly agree:

		1	2	3	4	5
1	I do not use sexist language in the teaching materials I prepare					
2	I use universal masculine sex-specific words when referring to boys and girls					
3	I use diminutives when referring to girls and augmentatives for boys					
4	I use stereotyped expressions					
5	I am bothered by the use of 'los/las'					

SECTION II: CONTENT OF TEACHING MATERIALS.

3.- In the textbooks that you used last year, do you usually named in male and female? (eg girls / boys) (Mark with an X your answer)

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
NA	<input type="checkbox"/>

4.- In relation to contents of the textbooks you used last year, do they refer to women as role models? (Mark an X your answer)

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
NA	<input type="checkbox"/>

4.1.- If not, is it justified? Why?

.....

5.- Women featured in the contents of textbooks you used last year, what role as a general rule? (Mark an X one answer)

Almost always they have a leading role	<input type="checkbox"/>
Almost always it has a supporting role	<input type="checkbox"/>
There is a balance between protagonists and supporting roles	<input type="checkbox"/>
NA	<input type="checkbox"/>

5.1.- If a secondary role, is it justified? Why?

.....

6.- In the images that appear in the textbooks that you used last year ... (Mark an X your answer-Yes or No -for each statement)

		yes	no
1	They offer a positive image of both sexes	<input type="checkbox"/>	<input type="checkbox"/>
2	They despise either sex, even by omission	<input type="checkbox"/>	<input type="checkbox"/>
3	Women reproduce traditional roles and gender stereotypes	<input type="checkbox"/>	<input type="checkbox"/>
4	The images of women are always smaller than those of men	<input type="checkbox"/>	<input type="checkbox"/>
5	There is a balance between the number of male and female characters	<input type="checkbox"/>	<input type="checkbox"/>

SECTION III: USE OF PLACES AND TIME

7.- Who occupy, as a general rule, the following places or activities ... (Mark an X –only one answer in each statement-)

		Women	Men	Both
1	The playground is mainly used by...			
2	The library is mainly used by...			
3	The gym is mainly used by...			
4	The front seats of the class are mainly used by...			
5	In cultural activities, the ones who participate the most are...			
6	Other spaces are mainly used by...			

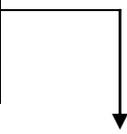
8.-

In your class, do you usually sit students according to gender, girls on one side and children on the other side? (Mark with an X a unique answer)

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
NA	<input type="checkbox"/>

9.- Does children spend playtime to do the same activities?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
NA	<input type="checkbox"/>



9.1- What girls spend time in the playground to?

.....

.....

9.2- ¿And Boys?

.....

.....

10- Regarding to extracurricular activities, are there differences between activities performed by boys and the ones girls?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
NA	<input type="checkbox"/>

10.1.- ¿Which ones?

.....

11- In your classes, do you stimulate work in mixed groups formed by boys and girls?

Yes	
No	
NA	

11.1.- ¿How?

.....

SECTION IV: ATTITUDES AND VALUES

12.- On a scale of 1 to 5, Indicate your level of agreement With the following statements, where 1 is strongly disagree and 5 strongly agree:

		1	2	3	4	5
1	Girls work harder than boys					
2	Boys solve practical activities faster than girls					
3	Boys are unrulier than girls					
4	Girls get better marks because they are more persevering than boys					
5	Boys generate more conflicts than girls					
6	When I give an example of good behavior, I resort to a girl					
7	I put boys in charge of cleaning and arranging tasks					
8	I entrust girls with moving heavy objects					

13.- Regarding your deal with students ...

	Always	Never	Sometimes
Do you establish differences in treatment between girls and boys?			
By drawing attention to students do you use the same method for boys and girls?			
Boys and girls receive equally reprimands?			

14.- Referring to the involvement of families, when dealing issues of students, who come and talk to you, mostly ... (mark with X one answer)

Mothers	
Fathers	
Both the same	
Other family members (define)	
Indistinctly parents	

15.- ¿ Have you noticed that girls suffer bullying or other forms of violence in your class?

Yes	
No	
NA	

16.- ¿And boys?

Yes	
No	
NA	

17.- ¿ Do you incorporate the principle of equality in your teaching?

Yes	
No	
NA	

17.1.- ¿How? (Mark with an X. You can mark several)

Transversely	1	
Through specific activities	2	
Through specific events	3	
Other (specify)	4	

18.- To what degree do you think the rest of the staff of your center is involved in the implementation of the principle of equality? (Points of 1 to 5 with 1 being no involvement and involvement 5 Total)

1	2	3	4	5

19.- In your Centre, do you think that female teachers are more involved in Equality than male teachers?

Yes	
No	
NA	

20.- From the Centre...

		Yes	No
1	Has there been any action to promote equal education or coeducation?		
2	There has been any plan to promote equality at the center?		
3	Have you taken any action regarding the spoken and written language?		
4	Instructions were given to analyze teaching materials in order to check that does not include sexist?		
5	Teachers discussed about equality?		

21.- To what degree do you think the Centre should encourage the introduction of a co-educational model or equal education? (Points of 1 to 5 with 1 being no need to 5 total requirement)

1	2	3	4	5

SECTION V: CHARACTERIZATION OF RESPONDENT.

Course: Intermediate module:

Subject taught:

Sex: Age:

Woman	<input type="checkbox"/>
Man	<input type="checkbox"/>

QUESTIONNAIRES TO PRIMARY STUDENTS

Name of the centre			
Municipality		Date	

This survey is conducted to students in order to know the opinion, attitudes and values towards equal education. This survey is part of Plural Project whose main objective is the development of Plans for Equal Opportunities between women and men in education. The information is completely anonymous and only strictly necessary data will be requested, while ensuring respect for the legislation on data protection and privacy. THANK YOU VERY MUCH FOR YOUR COLLABORATION.

1.- The list of works, ¿Which of them do you think can be done by men and which by women? (Mark with an X or use colors: yellow for women / red for men)

	Women	Men
Ironning		
Builder		
Cooking		
Firefighter		
Mechanic		
Sewing, knitting		
Sweeping		
Making furniture		

2- The list of works, ¿Which of them do you think can be done by boys and which by girls? (Mark with an X or use colors: yellow for women / red for men)

	Girls	Boys
Cooking		
Do the dishes		
Wash the floor		
Ironning		
Sweeping		
Set the table		
Hang out the washing clothes		
Do the shopping		
Repair a plug		

3- Of the games I'll tell you, which ones do you think can be played by girls and which ones by boys at play time? (Mark with an X or use colors: yellow for girls / red for children)

	Girls	Boys
Play football		
Play in circles		
Hare and hounds		
Skip rope		
Play with lorries		
Play to cowboys and Indians		
Play to cook		
Play with dolls		

4.- If we play disguise right now, ¿Which disguise would you choose? (Choose only one disguise)

Ballet dancer	
Wizard	
Disney Princess	
Witch	
Super Hero	
Fairy	
Footballer	

5.- Which character of these stories would you be

Cenicienta	
Puss in Boots	
A warrior	
Fearless John	
The Vain Little Mouse	
Fairy	
The Little mermaid	
Snow white	
A Prince	
Peter Pan	
Wizard	

6.- Would you like that your friends told you? (Mark with an X or use colors: yellow for girls / red for children)

Good person	
kind	
Affectionate	
Brave	
Calm	
Strong	

DATA OF THE STUDENT

Course:

Age:

Sex:

Woman	<input type="checkbox"/>
Man	<input type="checkbox"/>

QUESTIONNAIRES TO SECONDARY STUDENTS AND VOCATIONAL TRAINING

Name of the centre			
Municipality		Date	

This survey is conducted to students in order to know the opinion, attitudes and values towards equal education. This survey is part of Plural Project whose main objective is the development of Plans for Equal Opportunities between women and men in education. The information is completely anonymous and only strictly necessary data will be requested, while ensuring respect for the legislation on data protection and privacy. THANK YOU VERY MUCH FOR YOUR COLLABORATION.

1.- On a scale of 1 to 5, indicate your level of agreement with the following statements, where 1 is strongly disagree and 5 strongly agree:

		1	2	3	4	5
1	My teachers, when they speaking to us, they name the two sexes (ie girls and boys)					
2	Often they use nicknames to refer to girls and augmentative to target boys (ie: <i>chiquita</i> , <i>chavalote</i>)					
3	Textbooks named in feminine and masculine (ie: <i>boys and girls</i>)					
4	Textbooks concerns and show images almost always of men.					

2.- ¿En tu Colegio, quiénes ocupan, por norma general, los siguientes espacios...? (Marca con una X tu respuesta –una en cada enunciado--)

In your school, who occupy, as a general rule, the following areas ...? (Mark an X your response in each statement)

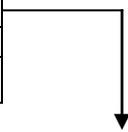
		Women	Men	Both the same
1	In the playground during the playtime			
2	Library			
3	The gym			
4	The first rows of the classroom			
5	Others (<i>specify</i>).....			

3.- In your class, when choosing seat ¿do you usually sit by gender, girls on one side and boys on the other side? (Mark an X one answer)

Yes	
No	
N.A.	

4.- At recess, do girls and boys dedicate time to perform the same activities?

Yes	
No	
N.A.	



4.1- ¿What dedicate time recess girls in your class?

.....

.....

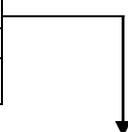
4.2- ¿And boys?

.....

.....

5- Regarding extracurricular activities, are there differences between girls and boys?

Yes	
No	
N.A.	



5.1.- ¿What extracurricular activities do normally girls?

.....

.....

5.2.- ¿And boys?

.....

.....

6.- On a scale of 1 to 5, indicate your level of agreement with the following statements, where 1 is strongly disagree and 5 strongly agree:

		1	2	3	4	5
1	Girls work harder than boys					
2	Boys solve practical activities faster than girls					
3	Boys are unrulier than girls					
4	Girls get better marks because they are more persevering than boys					
5	Generally, boys are more conflictive than girls					

7.- From the next tasks, indicate who makes it in your family (mark with an x)

		Mother	Father	Both
1	Who is in charge of household chores?			
2	Who drives?			
3	Who sweeps the house?			
4	Who takes the car to the garage?			
5	Who does the ironing?			
6	Who reads?			
7	Who helps children to study, do their homework, etc.?			
8	Who does the cooking?			
9	Who does the shopping?			
10	Who does laundry?			
11	Who takes children to the doctor?			
12	Who buys the children's clothes?			
13	Who plays with the children?			
14	Who practices any sport?			
15	Who takes the children to school?			
16	Who attends meetings with teachers?			

8.- ¿ Do you feel that teachers treat you differently because of your gender?

Yes	
No	
N.A.	

8.1.- Give an example:

.....

9.- Do you know the existence of cases in which a girl has experienced bullying or other forms of violence in your class?

Yes	
No	
N.A.	

10.- ¿And boys?

Yes		
No		
N.A.		

DATA OF THE STUDENT:

Course:

Age:

Sex:

Woman	<input type="checkbox"/>
Man	<input type="checkbox"/>

QUESTIONNAIRES TO FAMILIES

Name of the Centre			
Municipality		Date	

This survey is conducted to families in order to know the opinion, attitudes and values towards equal education. This survey is part of Plural Project whose main objective is the development of Plans for Equal Opportunities between women and men in education. The information is completely anonymous and only strictly necessary data will be requested, while ensuring respect for the legislation on data protection and privacy. THANK YOU VERY MUCH FOR YOUR COLLABORATION.

1.- ¿Who answers the survey?: (Mark with an X)

Mother	
Father	
Other people (<i>define</i>)	

2.- ¿Who composes the family unit? (Mark with an X)

Mother	
Father	
Son ¿Number? ____	
Dauther ¿Number? ____	
Other people (<i>define</i>)	

3.- ¿Do you work outside the home? (Mark with an X –only one response--)

Sí	
No	
Sometimes	

4.- ¿ Her/His partner works outside the home? (Mark with an X –only one response--)

Sí	
No	
Sometimes	

5.- The following household chores are performed typically by mother, father or both?
(Mark with an X)

		Mother	Father	Both
1	Who is in charge of household chores?			
2	Who drives?			
3	Who sweeps the house?			
4	Who takes the car to the garage?			
5	Who does the ironing?			
6	Who reads?			
7	Who helps children to study, do their homework, etc.?			
8	Who does the cooking?			
9	Who does the shopping?			
10	Who does laundry?			
11	Who takes children to the doctor?			
12	Who buys the children's clothes?			
13	Who plays with the children?			
14	Who practices any sport?			
15	Who takes the children to school?			
16	Who attends meetings with teachers?			

6.-Do your sons and daughters help with the household chores? ? (Mark with an x).

	Yes	No
Daughters		
Sons		

7.- Do you share the household chores and problems related to the daughters and sons between the couple?

Yes	
No	

8.- Would you scold your daughter / son when doing things that you believe are of the opposite sex?

Yes	
No	
Sometimes	

9.- Do you think that when going out and play, your daughters and sons play with the same freedom?

Yes	
No	

10.- When your daughter or daughters are adult, what would you like to be reached?

.....
.....

10.1.- ¿Do you think she/they will get it?

Yes	
No	

11.- When your son or sons are adult, what would you like to be reached?

.....
.....

11.1.- ¿ Do you think he/they will get it?

Yes	
No	

12.- ¿ Which extracurricular activities does your daughter do? (Specify)

.....
.....

13.- ¿ Which extracurricular activities does your son do? (Specify)

.....
.....

14.- Within the Educational Center where your son / daughter take studies, did you noticed any discriminatory behavior against girls and / or boys based on sex

(Only one response)

Yes, from the manager of the center	
Yes, from teachers	

Yes, from students	
I never heard about discriminatory behavior	

Specify which situations:

.....

15.- Do you think the Center conducts efficient work in terms of achieving equality between boys and girls?

Yes	
No	
NA	

What deficiencies do you detect?

.....

CHARACTERISTICS OF THE STUDENT.

Age:

Studies:

Profession:

The answers given in this survey refers to (Mark with an x):

Daughter Son

Age of daughter/son

Course of son/daughter

THANK YOU VERY MUCH FOR YOUR COLLABORATION.

6.2. TOOLS FOR EVALUATION OR INTERMEDIATE EVALUATION OF ACTIVITIES COVERED BY THE PLAN

ASSESSMENT SHEET

	ASSESSMENT SHEET FOR THE GENDER EQUALITY PLAN				
	Name of the person conducting the assessment:				Name of the person conducting the assessment:
Name of the activity:				Name of the activity:	
INDICATORS OF PARTICIPATION:					NUMBER
Number of women participating in the activity					
Number of men participating in the activity					
DEGREE OF ACCOMPLISHMENT OF THE OBJECTIVES AND ISSUES					
Issues to be assessed	Low	Issues to be assessed	Low	Issues to be assessed	Low
Objective 1 (writing)		Objective 1 (writing)		Objective 1 (writing)	
Tick one box per question		Tick one box per question		Tick one box per question	
Objective 2 (writing)		Objective 2 (writing)		Objective 2 (writing)	
Tick one box per question		Tick one box per question		Tick one box per question	
Objective 3 (writing)		Objective 3 (writing)		Objective 3 (writing)	
Tick one box per question					
Contents of the activity	The contents of the activity are not innovative and are quite repeating, so	The contents of the activity are innovative but are not particularly	The contents of the activity are appealing for most of the	The contents of the activity are appealing for most of the group	

	students do not find it appealing at all.	appealing for students.	students.	and encourage participation.	
Tick one box per question					
Execution/Development of the activity	The execution and development of the activity are not appropriate for students. They do not encourage students and make them feel bored.	The execution and development of the activity are appropriate but they do not motivate students nor do they promote creativity or participation.	The execution and development of the activity are appropriate. The activity makes students feel motivated but it does not promote creativity or participation.	The execution and development of the activity are appropriate. The activity makes students feel motivated and it promotes creativity or participation.	
Tick one box per question					
Attitude of male students towards the activity	Most of the male students display a dismissing and/or despising attitude towards the activity and the subject.	In general, students display a positive attitude towards the subject but some male students have a dismissing attitude towards the participation in the activity.	Most of the male students have a positive attitude and participation although some of them still have a dismissing attitude.	All of the male students display a positive attitude towards the subject and the execution of the activity, thus actively participating and interacting with female students.	
Tick one box per question					

Attitude of female students towards the activity	Most of the female students display a dismissing and/or despising attitude towards the activity and the subject.	In general, students display a positive attitude towards the subject but some female students have a dismissing attitude towards the participation in the activity.	Most of the female students have a positive attitude and participation although some of them still have a dismissing attitude.	All of the female students display a positive attitude towards the subject and the execution of the activity, thus actively participating and interacting with male students.	
Tick one box per question					
Materials used	The materials are not sufficient, they are not appropriate and they do not encourage participation.	The materials are not sufficient; although some of them are appropriate, they do not encourage participation.	The materials are not sufficient or appropriate but they do encourage participation.	The materials are sufficient, appropriate and they encourage participation.	
Tick one box per question					
Timing	Timing restrictions are not specified or only the time available for each activity is communicated to students.	Only certain stages of the activity are taken into account when distributing time.	Specific time frames are attributed to each of the stages of the activity, but the overall time expected is not the same as that used	The time is correctly specified and distributed for all the activity stages, and it is adequate for the correct development of the	

			to carry out the activity.	activity.	
Tick one box per question					
Place	The room specified for the execution of the activity is not appropriate for the space, the light, the furniture, the equipment, etc.	The room specified for the execution of the activity is sufficient but it does not have the necessary conditions regarding lights, furniture, equipment, etc.	The room specified is sufficient regarding space, light and furniture, but the equipment is not enough.	The room specified is appropriate. There is enough room, light, furniture and equipment.	
Tick one box per question					
Other issues (to be defined)					
Tick one box per question					

SATISFACTION QUESTIONNAIRES TO STUDENTS ABOUT THE ACTIVITIES CONDUCTED

Activity			
Teacher		Date	

this survey tries to reveal the views of students in relation to the activity in which they have participated. The survey is completely anonymous. Responding to this survey helps to improve the Plan for Equality between women and men in your center. THANK YOU VERY MUCH FOR YOUR COLLABORATION.

On a scale of 1 to 5, indicate your level of agreement with the following statements, where 1 is strongly disagree and 5 strongly agree:

	Objetives and contents	1	2	3	4	5
1	The activity was interesting					
2	The methodology has allowed an active participation of students in the activity					
3	Duration of the activity has been adequate					
4	Lessons learned have been useful to apply in daily life					
5	Through the activity I've noticed things that I don't usually take into account					
6	This activity is useful for achieving equality between girls and boys					
7	The activity worth an overall assessment of ...					

Comments or observations you want to add on activity:

Course:

Group:

Age:

Sex:

Woman	<input type="checkbox"/>
Man	<input type="checkbox"/>

6.3. TOOLS FOR FINAL ASSESMENT OF EQUALITY PLAN

SHEET OF FINAL ASSESMENT INDICATORS

COMPREHENSIVE FINAL ASSESMENT INDICATORS: INTENSITY	
Number of activities of Education in Equality in the Equality Plan Number	
Number of activities of Education in Equality implemented once the validity of the Plan is over	
Overall number of hours of Education in Equality	
Number of activities implemented that require the participation of the family	
Budget earmarked for the implementation of activities designed within the Equality Plan	

COMPREHENSIVE FINAL ASSESMENT INDICATORS: PARTICIPATION			
	Women	Men	Total
Number of people of the center involved in Plural online training			
Número de personas del centro que realizan formación en materia específica de coeducación durante el curso			
Number of people of the center conducting training on specific matters during the course of coeducation			
Number of people in the Equality Team			
Number of teachers who start up activities designed within the Equality Plan			
Number of students participating in the activities covered by the Equality Plan			

INDICADORES DE EVALUACIÓN FINAL GLOBALES: GRADO DE CONSECUCIÓN DE OBJETIVOS Y ACTIVIDADES

COMPREHENSIVE FINAL ASSESMENT INDICATORS: DEGREE OF ACCOMPLISHMENT OF THE OBJECTIVES AND ACTIVITIES.

OBJECTIVES

	LOW	MEDIUM	HIGH
Objective 1 (Define objective)			

Remarks:			
Objective 2:			

ACTIVITIES

Degree of achievement of the objectives of the activities	LOW	MEDIUM	HIGH
Activity 1:			
Remarks:			
Activity 2:			
Remarks:			
Activity 3:			
Remarks:			
Activity 4:			
Remarks:			
Activity 5:			
Remarks:			
Activity 6:			
Remarks:			
Activity 7:			
Remarks:			
Activity 8:			
Remarks:			
Activity 9:			
Remarks:			
Activity 10:			
Remarks:			

<p>How many of the activities implemented can be described as "successful"?</p> <p>(Explain which ones and why)</p>
<p>Of the activities carried out, how many can be described as "failure"?</p> <p>Explain which ones and why?</p>

	LOW	MEDIUM	HIGH
What is the overall assessment of the IMPLEMENTATION of the Gender Equality Plan?			

Remarks:			
What is the overall assessment of the IMPLEMENTATION of the Gender Equality Plan?			
Remarks:			

6.4. BIBLIOGRAPHY

BONAL SARRÓ, Xavier (1998): “Cambiar la escuela: la coeducación en el patio de juegos”. Barcelona. Autonomous University of Barcelona, Institute of Education Sciences.

Gatica Lara, F, y Urribarren-Berrueta, T (2013): “¿Cómo elaborar una rúbrica?”. Faculty of Medicine, National Autonomous University of Mexico. Elsevier México, PP: 61-65.

Available in:

http://riem.facmed.unam.mx/sites/all/archivos/V2Num01/10_PEM_GATICA.PDF

Andalusian Regional Government (): “Guía de buenas prácticas para favorecer la igualdad entre hombres y mujeres en Educación”. formativas. Regional Ministry of Health and Social Welfare. Andalusian Health Service. Available in:

http://www.oei.es/genero/documentos/esp/GuiaBuenasPracticas_FavorIgualdad_Andalucia.pdf

Andalusian Regional Government (2012): “Cuestionario de satisfacción para alumnos de actividades formativas. Regional Ministry of Health and Social Welfare. Andalusian Health Service. Available in:

http://www.juntadeandalucia.es/servicioandaluzdesalud/hpm/servicioandaluzdesalud/hpm2/puertadelmar/c/document_library/get_file?uuid=045b4440-16aa-4576-b8fe-eb7b993d7798&groupId=12100

Principality Asturias:

<http://web.educastur.princast.es/cpr/gijon/recursos/coeducacion/matsex/publicacion.pdf>

PROIGUALDAD (Program for Promotion of Equal Opportunities in Panama) (2002): “Herramientas para la observación y la evaluación”. Office of Women's Affairs. Ministry of Education. Panama.

Tomé A. y Subirats M. (1993): “Pautas para la observación del sexismo en los centros escolares”. Cuadernos para la Coeducación, nº 2. Institute of Education Sciences of the Autonomous University of Barcelona.

