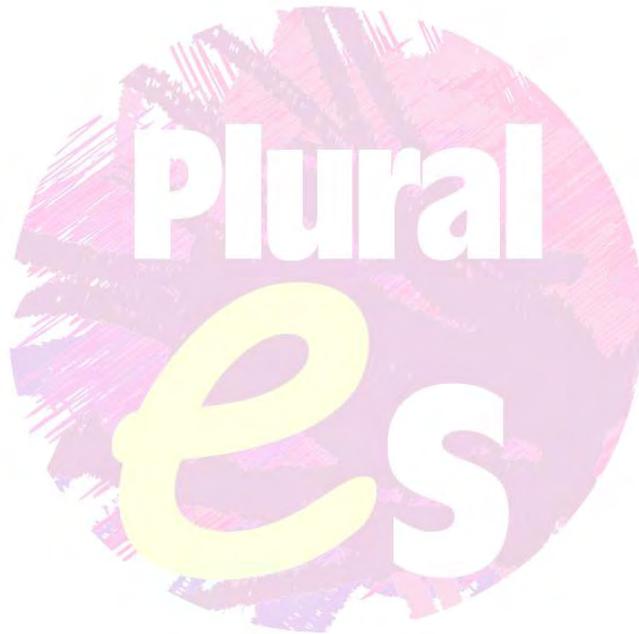




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GUIDING PRINCIPLES



GUIDING PRINCIPLES

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1. Introduction

Achieving equal opportunities for men and women is still a challenge for the present society. One of the main spaces involved in the socialization process are schools. Schools and the situations taking place in them are of paramount importance when it comes to conveying the values and attitudes prevalent in a society. Thus, not only is the teachers' work essential for transferring official knowledge, but also for transferring roles and stereotypes. Transferring roles and stereotyped conducts in the teaching process, in the school's operation and in the educational content reinforce the traditional roles given to men and women, perpetuating gender inequality.

According to the Guide “Educating for Equality” by FETE-UGT and the Women's Institute:

“Everything educates. Every gesture, every decision, how we address the students, how we plan activities, the use of spaces, the position women have in the school's organizational chart, and even how we inform in our letters or communications”.

(FETE-UGT and WI, 2009:17¹)

Considering the statistic data provided by the Women's Institute, gender roles and stereotypes are still very valid in the present society. Some of these data are shown below²:

54.3% of university students are women and they are a majority at all levels in this educational level. The prevalence of women increases in all university degrees, reaching an average of 59.1%. However, women prefer university degrees in areas traditionally related to the reproductive and caregiving role. In academic year 2012-2013, the share of women enrolled out of the total students in degrees such as Health Sciences, Arts and Humanities and Social and Legal Studies was 70.5; 61.7; and 61.1 respectively. Conversely, if we look at degrees which are typically considered masculine, the share of women enrolled in the same year is much lower than that of men. This is the case of different Engineering and Architecture degrees, where women represent 26.4% of the total enrolled students. 54.6% of the students studying a Master's Degree in 2012-2013 were women, representing more than 50% in all areas, except in Engineering and Architecture, where their weight goes down to 32.5%.

¹ Source: FETE-UGT and Women's Institute (2009): “Educating for Equality. A Guide for Teachers”. Available at:

http://www.educandoenigualdad.com/IMG/pdf/profesor_castellano_1_.pdf

² Based on data from statistics published by the Women's Institute. Information available at: <http://www.inmujer.gob.es/estadisticas/portada/home.htm>

These data show how the choice for training programs is still very much influenced by gender roles and stereotypes, which conditions both the access and permanence of women in the labor market, increasing its horizontal and vertical segregation.

Today's labor market is strongly segregated by sex. The number of women actively accessing the labor market is lower than that of men. Furthermore, if we consider the types of occupations, data from year 2012 show how women are more present in clerical and office occupations (65.5%), basic services (62.9%) and catering and personal services (59.98%).

Regarding the use of time, there are also relevant sex differences: women devote more time than men to their homes and families (4h 7' and 1h4' respectively) and less time than men to paid employment (2h9' and 3h25' respectively).

These facts have a key significance in the development of women's lives, as their choice for a professional career determines a person's life development. Other aspects such as the absence of shared responsibility in the domestic sphere lead to negative consequences, due to the heavy workload women have to bear. A segregated labor market is a clear sign of discrimination. On all those grounds, we consider it is necessary to raise awareness on the importance of gender roles and stereotypes.

Thus, teachers need to be aware of the persistence of unequal power relations leading to discrimination against women and to their invisibility in the educational field.

Equality Education is not a new concept —many male and female primary school teachers and secondary school teachers have been carrying out their educational work stressing on the principle of equality between men and women for many years now. However, it becomes necessary to systematize and mainstream this methodology across all Spanish educational centers.

Therefore, this document on guiding principles aims at summarizing the key points which will lead to establishing a pedagogical model based on Equality Education.

2. Goals

The main goal of publishing a list of Guiding Principles for Equality Education is to help teachers participating in the Project “Plurales” to elaborate their own Equality Plans, also called intervention models.

Intervention models will allow to start actions leading to boost the principle of equal opportunities between men and women.

Specific goals.

- Offer guidelines to teachers which allow them to standardize an observation work for detecting sexist attitudes and values in the educational field.
- Raise teacher awareness on the need to work on the principle of equal opportunities.
- Guide teachers when designing, preparing and carrying out Equality Plans in schools.
- Bring about a change of attitude in teachers.

3. Methodology for preparing guiding principles

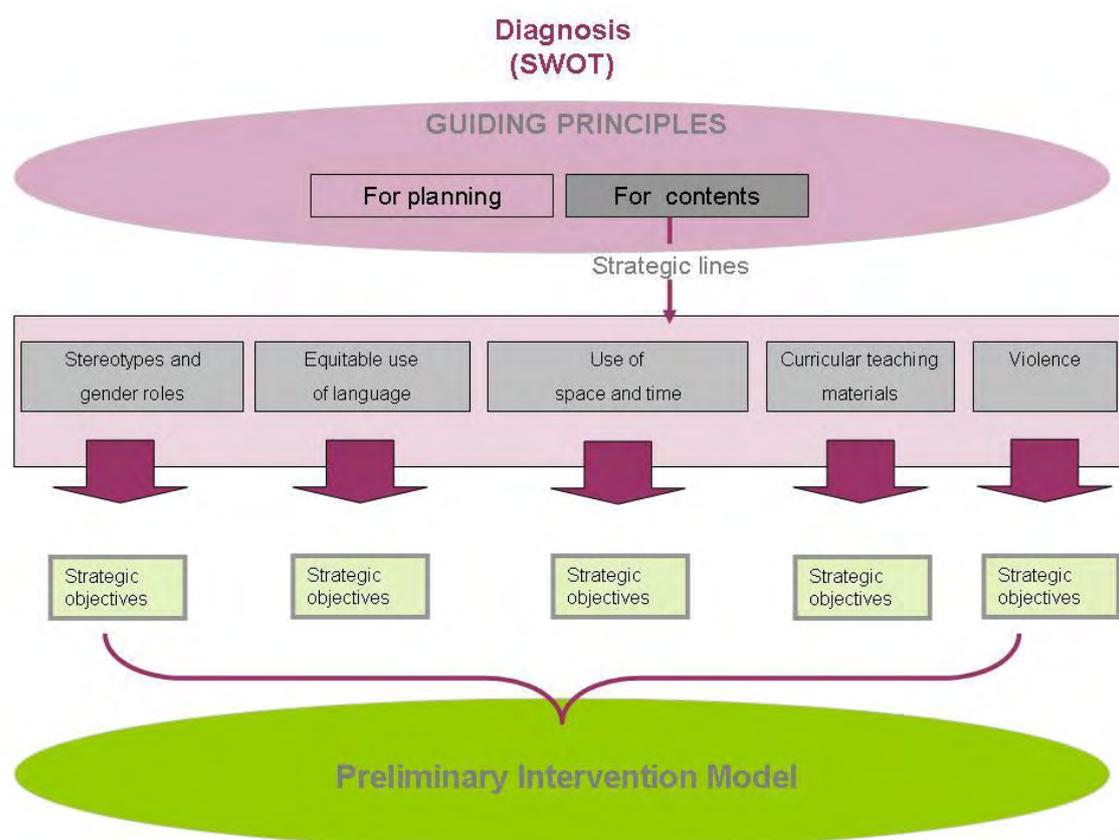
These guiding principles are defined as a group of fundamental concepts on which Equality Education is based and, specifically, they underpin the design, preparation and execution of the intervention models or equality plans which will be implemented in the different schools.

These guiding principles arise from a situation diagnosis of Equality Education which was carried out within the framework of the Project “Plurales”, as well as from the selection of best practices on Equality Education in different European countries.

The design process for these guiding principles has been carried out following the logic of strategic planning. As explained above, our baseline was the diagnosis of the present situation synthesized into a matrix where the current strengths, weaknesses, opportunities and threats of Equality Education are shown (SWOT matrix). Based on such situation, we have prepared a list of guiding principles.

Once the guiding principles —which are broken down into two types, as shown below— have been determined, we have the theoretical foundations to build a preliminary intervention model. The preliminary intervention model is the document which, based on the guiding principles, systematizes the strategy that needs to be followed to create Equality Plans for every Center. This essentially practical document is a guide where specific activities are suggested in order to help schools implement Equality Plans, also called Specific Intervention Models for Equality Education.

The diagram below shows the main milestones followed during the strategic planning process for the guiding principles and the preliminary intervention model:



The guiding principles, as explained in the section referring to the goals above, are broken down into two types according to their purpose: on the one hand, there are principles guiding the design and preparation work for the Equality Plan and, on the other hand, there are principles guiding the contents that the Equality Plan may include.

a) Principles guiding the design and preparation work for the Equality Plan in schools:

These principles are a group of general guidelines which the different stakeholders should desirably apply when designing, preparing and implementing their Equality Plans. These principles have an organizational nature and they should guide the process of drafting and starting Equality Plans. These are strategic principles which should guide the actions taken by those involved in the creation and implementation process for the Plans.

b) Principles guiding the content.

The principles guiding the content are defined as a group of guidelines on the content that Equality Plans will develop. Each School will use as a reference those content guiding principles which may be more useful according to their own characteristics (once the situation diagnosis has been made in their school and considering the basic pedagogical principles they apply). These are the essential principles which should be taken into account when taking actions to promote equal opportunities between men and women in the educational field.

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

- ◆ 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

4. Guiding principles

4.1. Situation diagnosis of Equality Education (SWOT)

The situation diagnosis phase for Equality Education is essential to ascertain the exact baseline context when starting a new model of Equality Education. Therefore, we need to know where we come from in order to make the most of the existing positive elements — which are many— and work on the weakest points.

As explained above, the guiding principles result from a review of the material analyzed in the diagnosis phase of the Project “Plurales”. In this section we provide a few details of the conclusions reached after having carried out the situation diagnosis of Equality Education.

The SWOT analysis results in a matrix where different elements are identified, which can be summarized in the strengths, weaknesses, opportunities and threats, of the Equality Education model in Spain. These elements result in the principles which will guide the implementation of an Equality Education model in order for it to be effective. The guiding principles, in turn, are broken down into a series of strategic lines and operational targets.

One of the targets pursued with the guiding principles is to have a common strategy to help the different educational stakeholders implement a model of Equality Education. We also aim at generating a model based on efficiency and coherence criteria.

DIAGNOSIS OF EQUALITY EDUCATION IN SPAIN

WEAKNESSES

- Implementing a model based on Equality Education requires transversal action in all school areas and materials.
- Lack of teachers, students and families' awareness of the prevalence of sexist attitudes.
- Results become visible in the mid- to long-term, which may be a demotivating factor for people working on this.
- It requires the willingness and commitment of the entire educational community: students, teachers and families.
- There may be a lack of resources.
- The school is a setting prone to discrimination and violence situations.

STRENGTHS

- Pedagogical model contributing to boost not only values such as equality between men and women, but also respect for the different, citizen, participation and critical thinking, among others.
- It implies a social change, as it challenges sexist gender stereotypes and roles.
- It promotes the participation of the entire educational community (teaching and non-teaching staff, families and students), highlighting the values of democracy and social justice.
- Given the importance of the school in the socialization process, implementing Equality Education as a model is an essential tool to fight discrimination.
- Important tool to root out attitudes leading to gender-based violence situations, as it implies the peaceful conflict resolution and promotes a culture of peace.
- Promotes the culture of debate and dialogue.

THREATS

- Strong rooting and naturalization of sexist roles, stereotypes and attitudes in present society.
- Generalized mistaken belief in society that men and women have reached gender equality (equality utopia).
- Formal equality set forth in Spanish regulations must go hand in hand with actual equality, which today, has not been reached yet.
- Weak regulations regarding the need to establish Equality Education cross-nationally in schools' curriculum.
- Differences between regions (Autonomous Communities) within the Spanish territory regarding the degree of implementation of Equality Education regulations as a pedagogical method.
- Strong presence of sexist language in society.
- Lack of shared responsibility between men and women regarding space and time distribution.

OPPORTUNITIES

- Spanish legislation (Constitution, Equality Act and Educational Act) specifically refers in its provisions to the principle of Equal Opportunities for men and women, which formally is an essential starting point to promote Equality actions.
- Some Autonomous Communities have already drawn up laws laying down the need to work on Equality Education, which may become a reference when extending this work to other Communities.
- Many organizations, both public and private (regional Women's Institutes, Foundations, Associations, Trade Unions, etc.) have developed successful Equality Education programs.
- Municipal administrations have participated in many experiences related to Equality Education, and thus institutional cooperation with these administrations should be sought to start actions regarding Equality Education.
- Planning and implementing actions related to Equality Education do not require a large amount of material, human or time resources.
- Great amount of materials from experiences carried out in Spain and Europe can facilitate the methodology evaluation work.

4.2. Guiding principles

1.1.1. Guiding principles for designing the Equality Plan

The principles that should guide the equality team during the planning phase of a pedagogical model for Equality Education in the school are the following:

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.

Below we describe in detail each of the guiding principles which should guide the design of the planning process:

Compliance and observance of applicable regulations at international, national and regional level in the fields of education and gender equality.

An analysis of the Spanish legal framework regarding Equality Education is included in the diagnosis made as part of the Project “Plurales”. It is important that during the design phase of the Equality Plan both the national and regional statutory framework is observed.

In order to help the different Schools participating in the project, Annex 5.1. includes a summary of the basic applicable legislation in different Autonomous Communities regarding Education and Gender Equality. A compilation of international laws which may be used as reference has also been included in the same Annex.

Understanding of the basic actions carried out by the different administrations competent in education and gender equality matters in the Autonomous Communities where the models are implemented.

As appears from the situation diagnosis of Equality Education, many entities —regardless of whether they are public or private— have carried out actions and programs related to Equality Education. Many of these experiences are an essential source of information which can guide the process of designing an Equality Plan.

Likewise, along with the diagnosis document, a best practices decalogue is published to include the actions carried out in several European Union countries and which may serve as background to know the actions that are taken in this field outside Spanish territory.

Moreover, there are many schools which have already designed and executed this type of actions. The Project “Plurales” covers, among other actions, the preparation of a database compiling information about all those schools. Interrogating this database may mean an important source of information and inspiration before designing the Equality Plan for the school.

Should further information be needed, Annex 5.3. includes all contact details of Equality and Education organizations in the different regions which will participate in the project.

Planned actions should have continuity and a spirit of integration.

Actions continuity means that, even though one-off theme-specific actions celebrating special events are important —such as those held on March 8 or November 25—, importance should also be given to more longstanding actions allowing to reach goals in the mid- and long-term. Thus, the Equality Plan should not be a document solely based on one-off sporadic actions.

Also, regarding their integrating spirit, actions planned should involve as many educational stakeholders as possible (teaching and non-teaching staff, students and families), as the participation of society as a whole will help reach the planned goals more efficiently.

Training and awareness-raising regarding Equality Education.

Starting training and awareness-raising actions is important not only for the staff working in the schools' equality teams, but also for other stakeholders in the educational community as non-teaching staff, students and families.

Training and raising awareness in the educational community on equality are essential elements when designing an Equality Plan for the school. Training, which need not be time or effort-intensive, allows to identify the most subtle elements producing inequality situations between men and women within the educational field. Raising awareness will additionally allow to detect, by observing daily actions and attitudes, how the mechanisms of persistent gender roles and stereotypes work.

The Equality Education model should be adapted to the real needs of the school and meet efficiency criteria.

Actions should be planned following efficiency and efficacy criteria. They must be realistic and be adapted to the availability of material, human and time resources at the school.

Assessment and follow-up of the Equality Plan.

The Equality Plan, in order to guarantee its efficiency, must set up from the very design phase an assessment and follow-up system allowing to identify at all times the Plan's status and offering information on the aspects that do not work so that it can be redirected. Thus, any potential deviations may be corrected during the initial planning allowing for the Plan's ongoing feedback.

1.1.2. Guiding principles for the content of the Equality Plan

Equality Plans will be based on the following content guiding principles:

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.

Before defining the different strategic lines and the principles and operational targets arising from them, each of the principles guiding the content of the actions included in the Equality Plan should be defined.

Equality between men and women.

The principle of equality between men and women is one of the main principles recognized under EU Law. In the national scope, the Spanish Constitution —being the superior law in the Spanish State— provides for in article 14 the right to equality and non-discrimination

and also lays down the obligation of Public Authorities to promote equality in a real and effective manner (art. 9.2).

This is the formal equality principle included in the Spanish legal system. However—as set forth in its explanatory statement by Spanish Organic Law 3/2007 of 22 March on effective equality between men and women—, formal equality is not enough to root out discriminatory situations. There need to be real equality, through which men and women can develop their lives with no prejudice or discrimination and based on respect for the different.

“The principle of equal treatment for men and women means an absence of any type of discrimination, whether direct or indirect, based on gender and, particularly, arising from maternity, from assuming family duties or from marital status”.

Art. 3 (Spanish O.L. 3/2007)

As per Spanish Organic Law, school is one of the main places where the principle of equality between men and women should be observed and all actions carried out in this space must be adapted to such.

No discrimination.

The principle of no discrimination is closely linked to the principle of equality. Discrimination, according to the Spanish Royal Language Academy, is the action by which a person or group of people is given a worse treatment for different reasons, including their sex.

Discrimination against women is evident in today's society, as shown by some very common facts such as the salary gap between men and women, the imbalanced representation of men and women in power positions or the different degree of assumption of home and caregiving responsibilities.

Fully aware of this, the Organic Law for Improving Academic Quality—still at its approval stage—refers in its provisions to the need to promote quality education giving all students access to all options.

We consider that a pedagogical model such as the Equality Education model is needed, as it is based on the principle of no discrimination, thanks to which the treatment and training received by boys and girls promote their participation in society in an equal manner.

Empowerment.

The concept of empowerment was established in the Beijing Action Platform as one of the strategies to follow in order to reach gender equality. Empowerment has a double meaning: on the one hand it refers to women's self-awareness in connection with their subordinate situation with regard to men, and on the other hand it refers to women's need to reach a degree of personal autonomy which allows them to freely choose about their own lives (“Strategic Plan for Gender Equality in Sustainable Development of Rural Areas 2011-2014”. Ministry of Agriculture, Food and Environment.)

“(...)empowerment is directly linked to the increase of women's personal capacity to adopt their own decisions and participate in the economic, political, social and cultural life in their territories (...)”.

Strategic Plan for Gender Equality in Sustainable Development of Rural Areas

In this regard, the pressure put by gender-based roles and stereotypes on women undermines their ability to choose freely. It is something that becomes evident when analyzing the data on the choice Spanish male and female students make with regard to their training programs.

Therefore, even though empowerment is rather a strategy which should be present in all actions taken, it is included in the list of content guiding principles due to its importance and to the need for this strategy to become one of the main principles sustaining the Equality Education model.

Action mainstreaming.

Gender mainstreaming first appeared in the Beijing Conference in 1995 as a strategy stressing the need for gender issues to be present in all policies and all programs carried out in any area of society and regardless of the level or scope they refer to.

The Spanish Law on Equality includes in its provisions the obligation for Spanish Public Administrations to perform their duties in order to mainstream the principle of equal opportunities for men and women. Specifically, in one of its articles it lays down that “the principle of equal treatment and opportunities for men and women shall be mainstream in the actions of all Public Powers” (Art. 15 O.L.3/2007).

Therefore, in the educational area, the pedagogical model based on Equality Education clearly adjusts to this legal mandate.

Additionally, all Equality Plans must be mainstream and extend their scope to all existing areas within the school. For this purpose, mainstream subjects must be introduced which, according to FETE-UGT and the Women's Institute, are “*curricular proposals which aim at permeating all educational practices, being present in the different knowledge areas (Spanish, Mathematics, History,...) and meeting social demands regarding a new educational concept based on the person*” (FETE-UGT and WI, online).

Education on diversity.

It is an educational approach introducing several educational models in order to cater for the different characteristics of students, so as to meet their needs, develop their abilities and provide better development options. This strategy brings about greater quality for education, providing the educational process with an integrating and respectful character with regard to the population's characteristics. Catering for diversity therefore means offering opportunities so that no inequalities or discrimination exist.

This is one of the essential principles on which the Equality Education model should be based: the education on diversity of boys and girls and men and women, in order to differences between both sexes would become a source of personal enrichment for them and not a reason for discrimination.

Participation of the educational community.

The participation of the educational community in the process to implement the Equality Plan is essential when it comes to reaching satisfactory results when meeting the ultimate goal of applying the principle of equality and no discrimination for men and women in the classroom. The educational community can be defined as the group of people involved in the educational process. If this concept is applied to a school in a restrictive manner, the educational community would be composed of the teaching staff or teachers, the non-teaching staff, the families and the students. The principle of participation goes further in this context to the involvement of this entire group in the process of approving and implementing the School's Equality Plan.

“The benefits of participation are also evident for society. An active and participatory society built on solidarity is the guarantee for a citizenry committed to freedom, critical thinking and democracy. Our sons and daughters learn from what they see, not from what we say they should do”.

CEAPA (2012)

The participation of the entire community results in a series of advantages which directly impact on the quality of the process, in this case, the Equality Plan. As it is a process built by both men and women, the degree of involvement and commitment is much higher. It is an integrating process, open to diverse standpoints and action subjects. It is therefore a much more enriching process than just enforcing an action without the support of all involved stakeholders. Another advantage of working on Equality is that it encourages solidarity in and between groups, which is essential to reach a high degree of social cohesion.

Shared responsibility.

Law 3/2007 lays down in article 14 the general criteria which must guide the actions of public powers when performing the duties assigned to them. One of them implies promoting shared responsibility of men and women in the private sphere, i.e. regarding home and caregiving tasks.

According to II Strategic Plan for Gender Equality in Sustainable Development of Rural Areas 2012-2014, “shared social responsibility promotes a more democratic and fair new model of social co-existence, where public powers, companies, men and women participate; and also promotes a new family model where men and women can reconcile, i.e. balance their family, work and leisure time, sharing resources, spaces and responsibilities”.

One of the criteria which should be followed by public powers is:

“Establish measures ensuring work-life balance for men and women, as well as promoting shared responsibility in house work and family care”.

O.L. 3/2007 (Art. 14.8)

In the present society there still are serious situations where caregiving and reproduction tasks are not shared, which leads to situations of discrimination against women which become evident in phenomena such as the sexual division of labour, the vertical and horizontal segregation of the labour market, the gender pay gap and, in general, in other situations which undermine women's exercise of their rights on an equal basis with men.

Shared social responsibility in this context is an essential principle and a social value which is internalized during the socialization process and, once it has been learned, it will imply the equal use of time of men and women, without any pre-existing gender stereotypes and roles. Thus, school has an essential role in helping the youngest part of Spanish society internalize this principle, which must be equally explained to men and women in order to reach an equal division of home, family and caregiving tasks.

Non-sexist and inclusive use of language and curricular materials.

Regarding the actions that should be developed in school in order to guarantee the principle of Equality of men and women in education, the Spanish Law on Equality literally establishes the following: “eliminating and rejecting sexist behaviors and contents and stereotypes which mean discrimination between men and women, especially in text books and teaching materials” (Art. 24.2.b, O.L. 3/2007).

Thus, this principle means that the educational policy must promote the use of non-sexist teaching materials, paying particular attention to this point, as some contents may imply in a very subtle way the gender-based roles, stereotypes and prejudice which leads to inequality of men and women.

For this purpose, special attention should be paid not only to content, but also to the pictures and language used in such material. Furthermore, the absence of women in the content making up the curriculum should also be taken into consideration. In this regard, another provision stipulated in the same article of the Spanish Law on Equality is the following: “establishing educational measures aiming at raising recognition and teaching the role of women in History” (Art. 24.2.f, O.L. 3/2007)

Absence of violence.

Gender-based violence or sexist violence is defined as the violence which “as an expression of discrimination, of the situation of inequality and of the power relations between men and women, is exercised on women by their present or past spouses or by someone who has been connected to them by a similar emotional relationship, even without cohabitation” and “includes any physical and psychological violence act, including sexual harassment, threats, coercion or arbitrary deprivation of liberty” (Law 1/2004, Art. 1.1).

“The Spanish education system shall include among its purposes training in respect of fundamental rights and freedoms and in equality of men and women, as well as in tolerance and liberty within the democratic principles of coexistence.

Likewise, the Spanish education system shall include, among its quality principles, the elimination of obstacles hindering full equality of men and women and training to prevent conflicts and to solve them in a peaceful manner”.

L.O. 1/2004 (Art. 4.1)

The increase of women who suffer sexist violence in the last few years lead to adopting a Law in 2004 on measures against gender-based violence. Organic Law 1/2004 of 28 December on Comprehensive Protection Measures against Gender-based Violence expressly mentions the measures that must be taken within the education field, among other fields, in order to root out this type of violence.

This law, besides establishing the values that should prevail in the different education stages, both mandatory and voluntary, within the Spanish education system, urges the educational administration to review all teaching materials and exclude those whose content perpetuates sexist stereotypes and values leading to discrimination against women.

The education field should be a violence-free place where the educational community promotes values based on non-violence, peaceful resolution of conflicts and values for respecting the different, whether gender-based or based on any other personal characteristic which may be used as a reason for discrimination.

Strategic lines into which the content guiding principles are divided.

As explained above, content guiding principles will be achieved firstly through actions organized into strategic lines, and then into operational targets arising from these strategic lines.

The following are the strategic lines:

- ◆ Gender stereotypes and roles, sexist attitudes and values
- ◆ Use of inclusive language
- ◆ Balanced use of spaces and time
- ◆ Teaching materials for Equality Education
- ◆ At the school: space for relation, space for peace

a) Gender stereotypes and roles, sexist attitudes and values.

The goal sought with the proposal of guiding principles under this strategic line is rooting out from the education field those values and attitudes which have traditionally lead to women's invisibility, making masculine values prevail. Under this line of action we aim at replacing these stereotypes, which are deeply rooted in our society's thinking, by values where men and women are equally valued, taking into account their differences, which should be acknowledged and respected.

For instance, this can be carried out by disseminating the work of women throughout History. Designing activities showing the oppression suffered by women in other periods in History is essential to raise awareness on the fact that women have been invisible for a very long time.

Operational targets arising from the action line against gender-based stereotypes and roles and sexist attitudes and values.

- Educate about gender equality respecting the different and making students understand that sex differences do not hinder people's abilities.

- Show appreciation for traditionally feminine values such as cooperation, support to people, etc. while downgrading traditionally masculine values: competitiveness, violence and aggressiveness, etc.
- Promote the development of students free of gender-based stereotypes and roles, avoiding such behavior while teaching.
- Give equal value to men and women, expressing the same expectations regardless of the student's gender; giving equal value to being a man or a woman.

b) Use of inclusive language

Inclusive and non-sexist language is one of the values which should underpin any educational intervention model. Thus, within this strategic action line we will try to make visible the situations where language is used in a sexist manner to raise the educational community's awareness and explain to them the consequences which, although seemingly irrelevant, result from the use of this type of language.

For this purpose, we have set the following **operational targets**:

- Raise awareness about the widespread use of sexist language in society.
- Raise awareness about the consequences of sexist language.
- Promote forms of expression using inclusive language.
- Pay particular attention to non-sexist language, not only in the classroom but also in common spaces, and to the language used in the documents prepared by the school, understanding thus the need for female students to feel included in the language used.
- Express both oral and written messages directed to the educational community with neutral language representing both sexes.

c) Balanced use of space and time in and out of the school

The balanced use of space and time is essential when trying to avoid unequal situations implying discrimination. Thus, we need to insist on this strategic point by planning activities, both in and out of the school, aimed at the shared and equal use of spaces, so that both male and female students can exercise their rights and fully develop their abilities without any restrictions.

- Include the principle of equality in the school's operation, especially in its internal operating regulations.
- Readapt the school's organization, if necessary, to implement Equality Education in an efficient manner. This involves adopting equality plans, implementing activities, assessing such activities, etc.
- Encourage the entire educational community's participation in activities carried out in and out of the school (activities for International Day of Peace, International Book Day, International Day for the Elimination of Violence Against Women, etc.)

- Foster that the volunteer activities in the school are not carried out according to sex, planning activities which motivate both boys and girls).
- Highlight the presence and contribution of women in the school spaces and actions (posters and other signs, exhibitions, activities, commemorative days, holidays, etc.)
- Promote physical and sports activities requiring boys and girls to participate together.
- Encourage girls to participate in group physical and sports activities, preventing them to early school leaving.
- Equally value activities related to the public sphere and those related to the private sphere.

d) Teaching materials for Equality Education.

An essential strategic line to develop the principle of equal opportunities for men and women is introducing neutral teaching materials, free of sexist stereotypes and values replicating the traditional model which leads to inequality between sexes. Within this strategic line, we have defined the following **operational targets**:

- Incorporate the principle of equality between men and women into the school's project, especially in its curriculum (both formal and hidden).
- Select text books and other teaching materials according to criteria observing the principle of equal opportunities for men and women, promoting the use of inclusive materials, free of sexist elements.
- Give visibility to distinguished women in teaching contents, saying their names and showing recognition to their figure on an equal basis with men.
- Include contents related to the private sphere in the curriculum, so they are learned by both boys and girls.

e) At the school: space for relation, space for peace

The principle of no violence is founded on the respect to the different and on the use of peaceful methods for conflict resolution. For this purpose, this strategic line which aims at insisting on violent situations to root them out, includes the following **operational targets**:

- Create a pedagogical methodology which favors interrelationship between boys and girls, based on the respect to the different.

- Motivate and stimulate the group to prevent actions related to gender-based violence.
- Not allow gender-based assault and violence expressed in language, behavior and attitude.
- Generate dialogue and interrelation spaces and situations where students can participate.
- Propose non-violent strategies for conflict resolution.
- Promote non-competitive sports activities where female and male students can participate together.
- Establish action protocols in the event bullying or other gender-related violence forms occur. It is desirable that teachers, students and families participate in drafting the protocols.

5. Annexes

5.1. International laws

EQUALITY EDUCATION AT INTERNATIONAL LEVEL

UNITED NATIONS CONFERENCES – 1975. First World Conference in Mexico

The following are laid down as goals of the United Nations: Full equality of both sexes and elimination of gender-based discrimination. Integration and full participation of women in development. An increasing contribution of women to the strengthening of world peace.

The First Decade for Women is created: Equality, Development and Peace. The Action Plan is approved. It contains some minimum goals which should be reached by 1980, focused on providing women with equal access to resources, such as education, employment opportunities, political participation, health services, housing, food and family planning. The works leading to the Convention on the Elimination of All Forms of Discrimination against Women are started.

UNITED NATIONS CONFERENCES – 1980. Copenhagen. Second World Conference

This conference served to analyze and assess the Action Plan from 1975. It reveals the discrepancies between women's legal rights and their actual opportunities to exercise them.

Absence of proper men's involvement in improving women's role in society. Insufficient political will. Absence of appreciation to the value of women's contributions to society. Small number of women in decision-making positions. Insufficient services to support the role of female citizens, such as cooperatives, childcare services and credit facilities. Lack of overall financial resources. Absence of awareness among women themselves regarding available opportunities.

Adoption of the Declaration on Women Participation in Promoting International Peace and Cooperation, where the specific problems of women living in colonial territories or occupied territories were considered. The Assembly called upon all organizations within the system to integrate women in development processes. Governments were requested to adopt national measures to ensure women's right to ownership and control of assets, to inheritance, parental authority and regarding loss of nationality. Governments were called upon to start the necessary measures to root out stereotypical attitudes related to women.

UNITED NATIONS CONFERENCES – 1985. Nairobi. Third World Conference

This Conference took stock of the achievements made in the United Nations Decade Women: Equality, Development and Peace and the need to adopt a new approach to overcome obstacles was identified. Three types of measures were established: Constitutional and legal measures, equality in social participation and equality in political participation and decision making.

This approach was based on acknowledging that women equality encompassed all areas of human activity, and that it was not an isolated issue. Therefore, active participation of women in all matters was necessary. (First approach to gender mainstreaming).

UNITED NATIONS CONFERENCES – 1995. Beijing. Fourth World Conference

It acknowledged the need to shift the focus of Equality Policies centered on women to policies integrating a gender perspective. Therefore, it becomes necessary to analyze the structure of society and the relationship between men and women, in order to guarantee that women are given their rightful place as citizens.

The Beijing Declaration and the Beijing Action Platform were implemented, identifying 12 spheres of particular relevance to eliminate the obstacles preventing equality between men and women: 1. Women and poverty. 2. Education and training of women. 3. Women and health. 4. Violence against women. 5. Women and armed conflict. 6. Women and the economy. 7. Women in power and decision-making. 8. Institutional mechanism for the advancement of women. 9. Human rights of women. 10. Women and the media. 11. Women and the environment. 12. The girl-child.

The Fourth World Conference on Women stipulated that timely assessments should be made in the future about the implementation of measures related to the areas included in the Action Platform. In this regard, three reviews have been made: Beijing+5, Beijing+10 and Beijing+15.

UNITED NATIONS CONFERENCES – 2000. New York. Beijing+5

Five years after the Fourth World Conference on Women, the Special Sessions of the UN General Assembly were held, where the degree of compliance with the areas established in the Conference is reviewed and new strategies are drawn up, along with the reaffirmation of the commitment.

UNITED NATIONS CONFERENCES – 2005. New York. Beijing+10

On the tenth anniversary of the Fourth World Conference on Women, the 49th Session of the UN Commission on the Status of Women (CSW) was held, where country delegations and NGOs had the chance to make a statement about the progress made in the 10 years following the Conference (Beijing +10).

In the discussions prior to Beijing +10 there were some concerns over the risks of losing all the battles won in the platforms of the UN Conferences in the 90s due to the global situation (September 11 terrorist attacks, War in Iraq, etc.). Finally, the 49th Session of the UN Commission on the Status of Women/Beijing +10 was closed with the adoption of Ten resolutions and a political statement, reaffirming the commitment of governments to the Beijing Declaration and Action Platform, agreed on ten years before at the Fourth World Conference on Women. Participants acknowledged that not all promises made at Beijing had been honored, but in some aspects advancements have been made, for instance, in the legislation protecting women against discrimination, abuse and violence. In this regard, we must stress the importance given by male and female attendees to the recognition of women's dignity and of their contribution to society, as well as women's right to access education, health and a decent paying job.

UNITED NATIONS CONFERENCES – 2010. New York. Beijing+15

On the fifteenth anniversary of the Fourth World Conference on Women, the 54th Session of the UN Commission on the Status of Women (CSW) was held, where again country delegations and NGOs had the chance to review the progress made in the 15 years following the Conference (Beijing +15).

Beijing +15 was a chance to assess the objectives reached since 1995 and to promote the implementation of the Beijing Action Platform, agreed and signed by the states in the capital of China. However, the government statement arising from this session in New York missed the chance to commit to specific actions and resources to advance in the implementation of Beijing Action

Platform.

Moreover, the current situation and the new challenges were ignored, as they were not present fifteen years before: the current context of crisis affecting particularly Western countries, such as the financial crisis, along with the new food and environmental crises, the new conflict and insecurity forms, the perpetuation of the feminization of poverty and the worrying retreat in sexual and reproductive rights, among others.

CONFERENCE ON HUMAN RIGHTS (1993)

In the World Conference on Human Rights held in Vienna, it was stated that women's rights constitute human rights, reaffirming the statement made in 1948 according to which human rights are universal and inalienable, and rejected the argument that supports non-implementation of human rights to "private" spheres, such as the family life or traditional or religious practices.

INTERNATIONAL CONFERENCE ON POPULATION AND DEVELOPMENT (1994)

The International Conference on Population and Development held in Cairo proposed to abolish all forms of discrimination against women, helping them to set and exercise their rights, including those related to reproductive and sexual health, and to eliminate violence against women.

INTER-AMERICAN CONVENTION ON THE PREVENTION, PUNISHMENT AND ERADICATION OF VIOLENCE AGAINST WOMEN (1994)

The Inter-American Convention on the Prevention, Punishment and Eradication of Violence Against Women held in Belem do Pará (Brazil) expressly referred to sexual harassment as a form of violence against women in the workplace.

DEBATE ON WOMEN, PEACE AND SECURITY (2000)

The Debate on Women, Peace and Security held within the UN Security Council was the first time in UN history when the Security Council devoted a full session to discussing the women's experiences in conflict situations and after conflict and their contribution to peace. In this debate, UN Security Council Resolution 1325 was adopted unanimously. Such Resolution advocated for adopting a gender perspective including women and girl's special needs during repatriation and resettlement, rehabilitation, reintegration and post-conflict reconstruction. It is the first formal and legal Security Council document demanding the parties to a conflict to respect women's rights and support their participation in peace negotiations and post-conflict reconstruction.

WORLD CONFERENCE ON WOMEN AND SPORT (2002)

The World Conference on Women and Sport held in Canada called the attention to the invisibility and persistent discrimination suffered by women and girls in sports.

RESOLUTIONS 1820 (2008), 1888 (2009), 1889 (2009), ON WOMEN, PEACE AND SECURITY

Peacebuilding, making it clear that Member States and UN institutions have the obligation to respond to the problem with determination. There can be no further doubt that sexual violence is an instrument in conflicts and that preventing it is an essential element to peacebuilding and that women's leadership is necessary to ensure sustainable peace.

RESOLUTION 1960 (2010)

It strengthens the actions taken to fight against sexual violence in armed conflicts. This resolution goes beyond a declaration of principles: it offers actual possibilities to take actions in systematic sexual violence cases in armed conflict. The document urges the Secretary General to annex to his

annual reports related to resolutions 1829 /2008) and 1888 (2009) a list of the parties responsible for rape and other forms of sexual violence in armed conflict situations. In turn, this list may be used to define the type of support the United Nations will provide. Moreover, Resolution 1960 urges the parties involved in armed conflict to take on a schedule of commitments to fight against sexual violence, and requires the Secretary General to start a follow-up and control mechanism for such commitments. Additionally, this document by the Security Council urges the United Nations system to promote training programs regarding prevention and fight against sexual violence aimed at military advisors, peacekeeping forces and military staff and police officers.

COUNCIL OF EUROPE. EUROPEAN CONVENTION FOR THE PROTECTION OF HUMAN RIGHTS AND FUNDAMENTAL FREEDOMS.

It aims at favoring a common democratic and legal space, built around the European Convention for the Protection of Human Rights and Fundamental Freedoms.

As for its goals, they include the following: Uphold human rights, the pluralist democracy and the rule of law; favor awareness and the development of the European cultural identity, as well as its diversity; find common solutions to the issues faced by society, such as discrimination against minorities, xenophobia, intolerance, bioethics and cloning, terrorism, trafficking in human beings, organized crime and corruption, cyber-crime, and violence against children; develop Europe's democratic stability by supporting political, legislative and constitutional reforms.

Spain adheres to the Council of Europe in November 1977, and in 1979 ratifies the European Convention for the Protection of Human Rights and Fundamental Freedoms, which had come into force in 1953 and had been signed three years before in Rome. Regarding equality between men and women, the work of the Council of Europe has been very relevant.

COUNCIL OF EUROPE. 1961 EUROPEAN SOCIAL CHARTER

Counterpart of the European Convention in the sphere of economic and social rights, it is an important instrument for the protection of women's fundamental rights, ensuring that they enjoy fundamental rights such as the right to work, to fair work conditions and to fair remuneration without any discrimination, particularly due to sex.

COUNCIL OF EUROPE. MINISTERIAL CONFERENCES ON EQUALITY BETWEEN WOMEN AND MEN

They aim at strengthening inter-government dialogue about specific matters, as well as at seeking joint solutions. Statements and Resolutions on specific issues arise from them.

COUNCIL OF EUROPE. CONFERENCES ON EQUAL OPPORTUNITIES FOR WOMEN AND MEN (1986 TO 2010)

First conference, Strasbourg 1986. Policies and strategies to achieve equality in political life and decision-making processes.

Second conference, Vienna 1989. Policies to accelerate the achievement of actual equality between men and women.

Third conference, Rome 1993. Policies to fight against violence against women.

Fourth conference, Istanbul 1997. Equality between men and women, as a fundamental element of democracy.

Fifth conference, Skopje 2003. The role of women and men in conflict prevention, peacebuilding and

post-conflict democratic processes.

Sixth conference, Stockholm 2006. Human rights and economic challenges in Europe.

Seventh conference, Baku 2010. Bridge the gap between de jure equality and de facto equality to achieve real equality.

STEERING COMMITTEE FOR EQUALITY BETWEEN WOMEN AND MEN (CDEG)

The Steering Committee for Equality between Women and Men (CDEG), set up by the Committee of Ministers of the Council of Europe in 1992, was commissioned to define and implement activities to promote equal opportunities between men and women until 2012. One of its missions was to prepare these Conferences. The current Transversal Programme which is being developed in the organization, aims at mobilizing all bodies within the Council of Europe and its main partners (civil society, other international organizations such as the EU, the United Nations, the OSCE, the private sector, the media), building up on the impact and visibility of actions to achieve real equality, aimed at promoting gender equality in the 47 Member States of the Council of Europe and its neighboring regions. This transversal plan includes the creation of a Gender Equality Commission (GEC) with limited participation: 16 experts appointed by the Member States (although any Member State may send a representative to the meetings covering their expenses) and chosen by the Steering Committee for Human Rights which is functionally and organically under this Commission.

GENDER EQUALITY COMMISSION

It held 2 meetings in 2012, the first one from 6 to 8 June, and the second from 14 to 16 November.

5.2. Regulations applicable to the regions participating in the project

The Spanish Draft Organic Law for Improving Academic Quality (LOMCE) is currently in the process of being enacted. This Law will include an implementation schedule which is still to be defined. Once the Law is enacted, the different Autonomous Communities will have to develop their own regional decrees for the application of such law. Organic Law 2/2006 on Education (LOE) of 3 May is currently in force. When LOMCE comes into force and as the changes introduced by this law are implemented, the content of the Guiding Principles which may be affected by the applicable law will be amended as necessary.

LAWS ON EDUCATION AND EQUALITY BY REGION PARTICIPANTS

PRINCIPALITY OF ASTURIAS

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

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

Decree 74/2007 of 14 June establishing the curriculum for Mandatory Secondary Education in the Principality of Asturias.

Decree 56/2007 of 24 May establishing the curriculum for Mandatory Primary Education in the Principality of Asturias.

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

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

REGION OF MURCIA

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

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

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

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

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

COMMUNITY OF VALENCIA

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

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

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

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

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

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

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

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

ARAGON

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

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

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

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

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

CASTILLA-LA MANCHA

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

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

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

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

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

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

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

NAVARRRE

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

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

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

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

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

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

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

EXTREMADURA

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

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

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

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

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

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

Community of Extremadura.

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

AUTONOMOUS CITY OF CEUTA

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

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

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

AUTONOMOUS CITY OF MELILLA

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

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

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

5.3. Contact details for Equality and Education organizations in the Autonomous Communities:

CONTACT DETAILS FOR EQUALITY AND EDUCATION ORGANIZATIONS

PRINCIPALITY OF ASTURIAS

Regional Ministry of Presidency
[Consejería de Presidencia]

C/ Eduardo Herrera "Herrerita". Edificio "Buenavista". 33006 Oviedo. 985 27 91 00

Regional Ministry of Education, Culture and Sport Affairs
[Consejería de Educación, Cultura y Deporte]

Pza. España, 5 - Planta 3ª. 33007 Oviedo. Tlf: 985 10 86 01. Fax: 985 10 86 11

Asturian Women's Institute + Asturian Regional Ministry of Women Affairs
[Instituto Asturiano de la Mujer + Consejo Asturiano de la Mujer]

C/ Eduardo Herrera "Herrerita", s/n, 3ª planta. 33006 Oviedo. Tlf: 985 96 20 10. Fax: 985 96 20 13.
Email: institutoasturianodelamujer@asturias.org

REGION OF MURCIA

Regional Ministry of Education, University and Employment Affairs
[Consejería de Educación, Universidades y Empleo]

Avda. de la Fama, 15. 30006 Murcia. Tlf: 968 362 000

Regional Ministry for Health and Social Policies
[Consejería de Salud y Política Social]

Avda. de la Fama, 3, 30071. Tlf: 968 36 26 62

Women's Institute of the Region of Murcia
[Instituto de la Mujer de la Región de Murcia]

Avda. Infante Don Juan Manuel, Nº 14, Edif. Advo. Infante. 30071. Tlf: 968 35 73 12. Fax: 968 35 72 52

COMMUNITY OF VALENCIA

Regional Ministry of Education, Culture and Sport Affairs + School Council of the Community of Valencia

[*Conselleria de Educaci3n, Cultura y Deportes + Consejo Escolar de la Comunitat Valenciana*]

Av. Campanar, 32. Escalera 4, 2º piso, puerta E. 46015. Valencia. consellescolarcomunitatvalenciana@gva.es

Regional Ministry of Social Welfare + Valencian Women's Council

[*Conselleria de Bienestar Social + Consejo Valenciano de la Mujer*]

Paseo Alameda 16. 46010. Valencia. Tlf: 963428500. Fax: 963424994

ARAG3N

Department of Education, University, Culture and Sport Affairs

[*Departamento de Educaci3n, Universidad, Cultura y Deporte*]

Avda. G3mez Laguna, 25, 50009. Zaragoza. Tlf: 976 71 40 00

Department of Health, Social Welfare and Family Affairs

[*Departamento de Sanidad, Bienestar Social y Familia*]

Edificio Pignatelli. Pº Mar3a Agust3n, 36. 50071 - Zaragoza. Tlf: 976 714 000

Women's Institute of Aragon

[*Instituto Arag3n3s de la Mujer*]

Direcci3n Provincial IAM Zaragoza. Pº Mª Agust3n, Nº 16, 5ª planta. 50071 Zaragoza. Tlf: 976 716 720. Fax: 976 716 721. iam@aragon.es

Provincial IAM Department of Huesca [*Direcci3n Provincial IAM Huesca*] C/ San Jorge, 65. 22071 Huesca. Tlf: 974 247 322. Fax: 974 247 326. iamhu@aragon.es

Provincial IAM Department of Teruel [*Direcci3n Provincial IAM Teruel*] C/ San Francisco, 1. 44071 Teruel. Tlf: 978 641 050. Fax: 978 641 051. iamteruel@aragon.es

Other: Information Office of the Government of Aragon [*Oficina de Informaci3n del Gobierno de Arag3n*]: Tlf: 976 71 41 11

CASTILLA-LA MANCHA

Regional Ministry of Education, Culture and Sport Affairs

[*Consejer3a de Educaci3n Cultural y Deportes*]

Bulevar R3o Alberche, s/n. 45071 Toledo. 925269979. gabinete.edu@jccm.es

Regional Ministry of Presidency and Public Administrations

[*Consejer3a de Presidencia y Administraciones P3blicas*]

Plaza del Conde, 2. 45071 Toledo. 925267600. cpresidenciayaapp@jccm.es

Women's Institute of Castilla-La-Mancha
[*Instituto de la Mujer de Castilla-La Mancha*]

Pza. Zocodover, nº 7 - 2ª planta. 45071 Toledo. Tlf: 925 28 60 10. Fax: 925 28 60 16 E-mail: institutomujer@jccm.es

NAVARRRE

Department of Education
[*Departamento de Educación*]

C/ Santo Domingo S/N. 31001. Pamplona. Tlf: 848 42 65 00. F 848 42 60 52

educacion.informacion@navarra.es

Department of Social Policies
[*Departamento de Políticas Sociales*]

C/ González Tablas, nº 7. 31005. Pamplona. 902 165 170; 848 426 900. dgps.informacion@navarra.es

Navarre's Insitute for Family and Equality Affairs + Navarre's Council of Equality
[*Instituto Navarro para la Familia e Igualdad + Consejo Navarro de Igualdad*]

Avda. Carlos III nº 36 - 2º Dcha. 31003 Pamplona. Tlf: 848 42 15 88. inigualdad1@cfnavarra.es

EXTREMADURA

Regional Ministry of Education and Culture Affairs
[*Consejería de Educación y Cultura*]

C/ Santa Julia, 5, 06800, Mérida, Badajoz. Tlf: 924007500

Regional Ministry of Health and Social Policies
[*Consejería de Salud y Política Social*]

Avda. de las Américas, 2, 06800, Mérida, Badajoz. Tlf: 924004100

Extremaduran Women's Institute - IMEX
[*Instituto de la Mujer de Extremadura*]

C/Adriano Nº 4. C.P. 06800. Mérida. Badajoz. Tlf: 924.00 74 00. Fax: 924 00 74 01
imex@juntaextremadura.es

AUTONOMOUS CITY OF CEUTA

Regional Ministry of Education, Culture and Women Affairs
[Consejería de Educación, Cultura y Mujer]

Plaza de África, 1. Tlf: 956 528220. Fax: 956 528227

Women's Counseling Center
[Centro Asesor de la Mujer]

Avenida España (Chalet Ybarrola). Tlf: 956 522 002. Fax: 956 522 133. cam@ceuta.es

AUTONOMOUS CITY OF MELILLA

Regional Ministry of Education and Social Groups (Areas: Education and Nursery Schools)
[Consejería de Educación y Colectivos Sociales (Áreas: Educación y Escuelas Infantiles)]

Regional Ministry of Education and Social Groups (Vice-Ministry of Women Affairs)
[Consejería de Educación y Colectivos Sociales (Vicenconsejería de la Mujer)]
Advisory Board/Sectoral Board for Women Affairs
[Consejo Asesor/Sectorial de la Mujer]

Same for all: Querol, 7. 52801. Melilla. 95 269 92 14

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