



Exchange of good practices on gender equality

Gender training in education

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Discussion Paper - Spain



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Online training courses: “Coeducation – two sexes in one world”

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1. Description of the main elements of the Spanish good practice

The training course on line “Coeducation: Two sexes in one world” consists in seven units for teachers in particular and educators in general. The course targets groups including non-university education stages from Nursery to Secondary education.

The main aim of the course is to make teachers aware of differences, similarities, and inequalities among the two sexes and genders; to take consciousness on how those differences become inequalities in most cases; to break down traditional gender stereotypes and to offer educators a vast amount of reflective exercises, readings, videos and links to introduce gender pedagogy in teachers’ everyday practices.

1.1 Background and general policy context of Spain

From Girls Schools to Equality Policies

Since the beginning of the twentieth century the implementation of mixed schooling was widely resisted in Spain. An intense public debate about the moral convenience for boys and girls to attend the same school was open for decades. The political and religious movements of that time had avoided ruling any issues regarding “Education and Equality” and supported single-sex schooling. And although a rationalist school of thinking already attempted to transform the educational system in the 1930s, the dictatorship in Spain completely dismantled this pedagogy.

The Educational progress of Spanish Women

In 1812, “Las Cortes de Cadiz¹” regulated for the first time the right for men’s schooling. And different educational laws along the 19th century tackled the academic curricula. In one of the clauses, for the first time appears a subject regarding “girls” specifically in which it specified the activities and tasks that girls should undergo such as praying, sewing, drawing, etc. And any willingness stated by the girl regarding reading or any other considered male activities, this should be reported to the priest or a male teacher over forty years old and asked to for permission. This clause for “girls” only applied to primary schooling, as secondary school and university was still male only. Most girls and women therefore remained quasi illiterate for life.

¹ Ley Moyano 1857.

Although the early Feminist movements in Europe in the 20th Century helped introduce women to University, still in post war Spain there were 4 illiterate women for every man.

The real change in Spanish female access to education comes with the new legislation in 1970 which stops gender segregation in education, having mixed gender schools for the first time in Spain in the late 20th century. This is a leap forward in the access of women to male educational territories and hence the access of women into the labour market.

When analysing today's girls school records, we see a clear trend that more girls than boys achieve University degrees across Spain, they achieve better grades and they are assumingly better prepared for the job market. However, girls still perform comparatively more poorly than boys in the fields regarded as 'male dominant' in subjects related to Science and Technology. When analysing the reasons for this, we detect an important source of this situation back in the school, where the andocentric model is reproduced to such an extent that girls "assume" skills in arts, literature and other "non-science" related fields. This is an early handicap for girls who defer from approaching "male fields" from the beginning.

In Spain, with the proclamation of democracy after the end of the authoritarian regime in the late 70s, there was a major focus in the 80s to follow European models of equality in education, and therefore the main focus of the educational departments and other social feminist movement were aimed at female awareness in the school.

Unfortunately, there has not been to date a major breakthrough of the inequality and the old andocentric educational model which still remains in Spain, in its society and schools; in the educational curricula, in teachers' language and in the overall social practices in schools. Notwithstanding the fact that girls have accessed education in full, has led them to fight their way through the challenges and the obstacles placed by society and only through a meritocratic pulse, they have achieved better jobs and closed slightly the gap between men and women in the job market although this gap still remains in both types of jobs and salaries.

When the Conservative party took office by the mid-nineties, the area regarding gender inequality was left aside and lost importance in the political agenda. From a more speculative perspective, this was potentially driven by the fact that the issue was assumed as closed or dealt with. However during the early 21st century, European and Spanish feminist movements were still denouncing bad practices and female social disadvantage. Secondly, the media disclosed and denounced the consequences of inequality in Spanish society, mostly gender violence at home, sexual harassment in the workplace and other forms of inequality driven by male supremacy. All this therefore brought Gender & inequality policies back into the Spanish and European political agenda in the early 21st century.

In 2007 the Law for Effective Equality between Women and Men² was passed by the Spanish Parliament. Article 24 attributes the responsibility for Education and Equality to regional autonomies in order to ensure the implementation of 'equality policies'. This piece of legislation mandates the development of non-discriminatory practices, materials and in-services teaching amongst others in the whole school organisation.

² Organic Law 3/2007 of March 22 for Effective Gender Equality of women and men.

Similarly, parity in the number of men and women in directive positions is stressed, and the cooperation between educational authorities is promoted in order to disseminate knowledge among the educational community and the principle of no sexual discrimination.

1.2 The goals and target groups of the good practice

Certainly, teachers recognise differences among students in school, but their professional intervention is normally restricted to equalising cognitive abilities. For this reason, gender does not come immediately to their minds when asked about differences between students concerning ability, personality and behaviour. Genders are naturalised and taken for granted so that they are understood as a self-evident dichotomy deeply rooted in our minds and behaviour. This understanding hinders educational action because genders simply become invisible.

The neutrality expressed in most educational papers on “the good pupil”, “good behaviour” for teachers and families is gender-blind and does not allow for discussions of gender differences. Nor does it encourage the inclusion and validation of girls and women’s experiences in the content of teaching.

Nowadays, the ‘New Right’ mandates are succeeding to restructure education and change the prevailing agenda. Equal opportunities considerations have been marginalised because marketisation prevails in both discourse and organisation so that the competitive “compulsion” of education is leaving gender questions aside.

The goals and target groups of the Spanish good practice are inscribed in this context.

The course “Coeducation: Two sexes in one world” aimed to:

1. Reallocate the vast concept “Equity and Equal opportunities to the centre of the school.
2. Allow teachers recognise the differences among girls and boys and treat them specifically as boys or girls without trying to obtain the same.
3. Teachers are invited to offer girls and boys opportunities to develop individual skills from a wide range of possibilities to choose from.
4. Promote teachers awareness in order to promote an urgent school-cultural change.
5. Develop teachers’ understanding on how sexism is in constant change affecting negatively school relationships.
6. Stop producing and reproducing sexism at schools in a “natural way”.
7. Give teachers different tools to analyse their every day practices at school premises.
8. Offer them examples on the work and contribution of women along history.
9. Establish gender issues as a fundamental key for Education for Citizenship.

10. Challenge the Biologist Theories on the natural factors of genders.
11. Stop men's violence against women. Women and men, girls and boys, must have equal rights and opportunities in terms of physical integrity.
12. Promote an equal responsibility of women and men in the distribution of care and household work.

The good practice aims at inducing teachers to integrate mainstreaming gender equity not only in their everyday practices at school but also at opening their minds to spot other inequalities in everyday life.

1.3 The legal and financial provisions to implement the good practice

The legal provision to implement the course "Coeducation: Two sexes in one world" of good practice are as described in the section 1.1 about the Spanish conditions for training in education Organic Law 3/2007 of March 22 for Effective Gender Equality of women and men.

The financial provision had been executed by The Ministry of Education (carried out by INTEF³) and the Women's Institute with an amount of 162.863,50 euros.

1.4 Institutional arrangements and procedures of implementation

The course "Coeducation: two sexes in one world" had been offered by the Ministry of Education (INTEF) in the form of online courses for teachers all around Spain and abroad.

The content of the materials had been produced with the collaboration of a group of experts at the Institute of Women in Spain.

The course "Coeducation: two sexes in one world" integrates two intensive months and rewards the students-teachers with a certificate of 6 credits, equivalent to 60 hours of training. The enrolment period begins in January and the course takes place in February and March. The course has been rolling year on year since 2008 until today.

Course implementation per year:

During the school year 2008/09, specific material in digital format was designed with the title: "Coeducation: two sexes in one world".

1. The training of an expert for the tutorials and the coordination of the futures courses.
2. The training of 458 teachers: 380 women and 78 men; 145 primary teachers and 304 secondary school teachers; 26 from abroad⁴.

³ INTEF is the National Institute of Educational Technologies and Teachers Training.

During the school year 2009/10 the following activities and interventions were carried out:

1. The training of 1282 teachers: 1021 women and 261 men; 496 primary school teachers and 786 secondary school teachers.

During the school year 2010/11 the following interventions and activities were developed:

2. The training of 691 teachers: 571 women and 120 men; 16 came from abroad; 359 primary school teachers and 332 secondary school teachers.
3. In 2011, content of the online course was updated and a new module on “New Technologies, new challenges for Coeducation” was developed and has been incorporated into the course since February 2012.

During the school year 2011/12 the following interventions and activities are being developed:

1. In the first edition of the course 2011/12, there were a total of 258 teachers of whom 213 are women and 45 are men.
The training page of INTEF will make it easier to access material in different formats: navigable, link to a demonstration of the course format for epub and a zip download of the course for moodle:
<http://formacionprofesorado.educacion.es/index.php/es/materiales/materiales/37-coeducacion-dos-sexos-en-un-solo-mundo>.

For the course teachers are required to discuss openly, to further investigate their school practices, to review their understanding of relations with people of the same sex and the other sex, and to transform the way of understanding coeducation, by working in a cooperative environment and facilitating the exchange with other participants of the course with tools such as the forum and the “chat”. The tools are now available on the “moodle”.⁵

During the training, participants were asked to prepare specific implementation proposals (didactic projects) to put in practice the elements learned in the training.

2. Results of the good practice and its impact on achieving gender equality

Quantitative approach:

In all editions of the course, “Coeducation: two sexes in one world” the participating student-teachers assessed the training quantitatively. They were asked to evaluate the speed of the answers, the clarity of the explanations, the appropriate responses to the issues raised and the preparation of tutors/mentors. The results of this

⁴ The Ministry of Education, Culture and Sports is present in more than forty countries through offices of education. Teaching Centres and resources Centres. All teachers working in Centres of education can carry out this online training.

⁵ Moodle is a Modular Object-Oriented Dynamic learning environment, a e-learning software platform, also known as a Virtual learning Environment (VLE).

evaluation show that the courses were highly regarded, with a score of 4.50 out of 5 points.

Qualitative approach:

All the projects presented by the participants in the course Coeducation: “Two sexes in one world” were divided into three parts:

- School Observation;
- How to introduce Gender in school practices;
- Specific implementation proposals.

1. School Observation

The participating observers, the teachers, have been made aware how sexism is produced at school through the analysis of the following elements:

- Relationship amongst boys and girls at different times and spaces at school grounds.
- How women are named and represented in all types of communication (body language, written language, symbolic language, etc in the explicit and in the hidden curriculum).
- Relationships in the play ground (games, behaviour, norms, etc.).
- Relationships between teachers at different times and spaces.
- Pupils’ relationships with their bodies.

2. How to introduce Gender in practice

It was interesting to notice the difference in tackling the introduction of Gender in practice. The following elements were highlighted:

- The importance of the language used.
- Gender roles and stereotypes.
- Love and sexuality.
- Understanding of work life balance, domestic and labour responsibilities.

3. Specific proposals (Projects)

Majority of participants highlighted the importance of teachers' attitudes as the main driver of awareness.

- New ways of analysing the language used from a gender awareness perspective versus an exclusive, aggressive use of the language.
- New ways of thinking in activities, methodologies and use of materials to train boys and girls to be aware of the importance of Gender issues.

Results of the qualitative projects presented by the student-teachers:

1. In most of the final projects presented by the participating students-teachers there were clear manifestations of the strong impact on their perceptions concerning sex differences, gender inequalities and stereotypes.
2. They expressed clearly that observing their own school reality had proved to be a good tool to perceive gender inequalities.
3. The observations of boys' and girls' relationships demonstrated the stereotyping reality. For example, when observing how women are represented at school, most teachers had looked at the use of language in internal and external documents, posters, papers written by students, exhibitions in the corridors, school materials, story books, etc. This proved how inequality is present in all the documented observations.
4. When observing the school playground it was asserted that boys construct their own identities and create their own space. Meanwhile girls only observe boys games and interactions. In most school playgrounds violent behaviour is common place amongst boys.
5. Other dimensions had been observed such as teachers' relationship in the staffroom, or boys and girls treating their bodies and the bodies of the other sex, or how girls and boys perceive risk sports, risk situations, their sexuality. Their perceptions show us a familiar situation as Gordon and Leman⁶ point out "Gender is dynamic and processual. We are and have gender; but we can also do gender, avoid gender, ignore gender and challenge gender". Most teachers expressed the willingness to challenge gender inequalities.

⁶ Gordon G. and Lahelma E., Making Spaces. Macmillan Press Ltd, 2000.

2.1. Key results in relation to the baseline situation and to the goals and target groups

The aims of the course had been accomplished and the baseline situation has been changed for the target groups.

1. It seems that most of the teachers before taking the course “Coeducation: two sexes in one world” had no or very poor awareness of Gender Inequalities. How to unveil stereotypes, how to understand the ‘invisible’ of women in history, or justify boys violence as a sexual biologist characteristic.
2. The course materials had offered them a clear understanding of:
 - 2.1 A coherent use of different tools the importance of Gender in the lives of their students. For example, the importance to name both sexes, “the unnamed sex does not exist”.
 - 2.2 The importance of women in the curricula, they were asked to remember names of well-known females while they were studying at school or university. They understood the importance for girls to know about female role models such as philosophers, scientist, musicians, etc., so girls could link knowledge, with females and school life.
 - 2.3 The importance of how to differentiate conflict from violent attitudes.

Each of the seven modules had offered a great variety of tools which allowed them to explore the symbolic world, the school reality, the social reality.

The implementation of the good practice in school had been used in all possible curricular subjects from technology to literature with different evaluation depending on the teacher’s level of awareness.

The implementation of the practice had allowed teachers to be at school from a critical attitude towards their own sex and gender, their colleagues’, their boy and girl pupils, the school, hierarchies between sexes, age, power, body language, etc., Teachers are self-conscious to end up with the concept of the abstract pupil, the abstract school and problematise the abstract citizen by exploring the concrete, everyday life of school from a gender perspective.

2.2. Challenges, obstacles and constraints encountered

Some of the obstacles and challenges described were:

1. Time constraint and business was mentioned as a negative aspect of the profession. The pressure on time impedes teacher’s dedication to a wider form of teaching.
2. Teachers complain about the fact they have to deal with other pedagogic aspects in schools apart from their own responsibilities.

3. Though they find the course very interesting, there are no signs of how much they will implement gender equality once the school routines mould their lives again.

Teachers need to know how to detect the singularities of boys and girls behaviours, to be able to articulate different ways to implement gender equality otherwise they are caught up in great difficulties to change their everyday practice.

There is an urgent need to form expertise in gender issues from theory, concepts, provision of data disaggregated statistics by gender and more human and financial resources to tackle the obstacles faced today.

3. Assessment of the strengths and weakness of the good practice

Strengths of the course:

1. Legal compliance / legal framework

In the article 23 of the Organic Law 3/2007 concerning the Educational Administration it says “it is compulsory to introduce the study and implementation of equality principle in all teachers training courses”. Although this legal principle had been applied well before its time, knowledge on gender is still scarce in Spain.

2. High quality content

The main contents of the material are based on knowledge about:

- How to co-educate today;
- The importance of naming both sexes;
- Violence against women;
- Love and sexuality;
- Bodies in movement;
- Life projects;
- New technologies, new challenges.

Its success is driven by the chosen photographs, the actuality of references, the data used, the effective videos, the study cases and the good practices presented.

Positive outcomes of the modules

- High quality and quantity of materials;
- Adequacy and actuality of contents;
- The close relationship between everyday life and school life;
- Importance of the pupils' experiences;
- Multiple examples of successful women in history;
- The sequence of each module goes from simple questions/issues to more complex situations;
- Clarifies the commonly mixed understanding of dual concepts such as love and sex, conflict and violence.

Common elements of the modules

- Introductory history of the theme;
- Reflective questions
- TV interviews
- Glossary of contextualised coeducation terms.
- Statistical data, information and research tools.
- Readings and references of sexism in the social context
- Readings and references of sexism at school
- Digital tools to aid in the navigation of the course.
- Well-constructed and in-depth evaluation linked to practical educational questions to be solved.

It is a well structured course, full of innovative good ideas and easy practices. It is addressed to educators (mothers, fathers, educational departments, university and non university teachers, people involved in educational issues). It encourages the users to discover the importance of Gender in the construction of identities and personalities of men and women. Over all, it is a highly recommended course.

3. Organisation of the course

The way each unit has been organised: Reading, reflection, observation, to know more about the problematic, the questioning on oneself, the legal framework, important data, etc. Each unit has a revision and a long evaluation of the most important issues tackled.

The course is sustainable due to the materials flexibility offering a wide range of possibilities in working with pupils of any age, race, sex, social class, etc.

Each group of thirty students teachers has a tutor and all tutors have a course coordinator. The staff in charge of producing the course content, the tutors and coordinators work for the Women's Institute.

4. The methodology used: Digital format / On-line training format

- Teaching on line had proved to be a good method for teacher's awareness on unveiling gender inequalities.
- It had proved that women's teachers are capable of using the so called ITC as an ordinary pedagogic tool.
- It offers the possibility of knowing many diverse school realities at national and international level.
- It is less costly than any ordinary gender tutorial course at schools.
- The cooperative element, through the uses of chats and e-mails among the teachers, facilitates and enriches their practices.

The implementation of the good practice confirms that teachers had incorporated important concepts such as Equality, Inequality, Sexual differences, Gender stereotypes, Gender gaps, the construction of Gender masculinities and femininities, Sexual harassment and the importance of Gender in the lives of boys and girls.

The on-line training course facilitates partnership and the exchange of experiences, materials, assessments, controversial issues, etc.

From all the above points, the assessment of the project has been considered as effective and sustainable and could be easily transferable to other countries preparing teachers training courses.

Recommendations

After the evaluation of the modules and the individual teachers' projects, the course was assessed as being highly valuable:

- It has met successfully the aims stated as fundamental.

- It incorporates historical, sociological, psychological and pedagogical gender perspectives.
- It offers opportunities to develop teachers' gender awareness in schools.
- It is recommended for countries aiming at enhancing teachers' gender awareness in schools.
- Its digital format favoured the autonomy of teachers in arranging their working times. It is easily implemented. It is not expensive but it is difficult to measure the progress and the implementation process.

4. MAIN QUESTIONS AND ISSUES FOR DEBATE AT THE SEMINAR

- Which methods have been proved efficient to maintain and implement school good practices as gains obtained by using gender analysis at school everyday life?
- Is it important and necessary to have strategies already implemented and evaluated on *caring practices* (collaboration, asking and giving help, empathy, compassion, company, listening, etc) in order to dismantle *aggressive behaviours*?
- Is it a better curriculum strategy to emphasise examples of successful women in history or stress the exclusion, discrimination and violence exercised against women?
- Would it be possible to have a European website for Nursery and Primary teachers to exchange on their best story books from a gender perspective?

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