

THE EXISTENCE OF SEXISM IN SPANISH SECONDARY SCHOOLS

An analysis of teachers' gender awareness regarding the observation they do of the organizational school aspects as well as the curriculum and their teaching practices related to gender equality.

MA in Gender Studies

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Table of contents:	pp
ACKNOWLEDGEMENTS	3
1. INTRODUCTION & JUSTIFICATION	4
2. MAIN FEMINIST THEORIES UNDERPINNING THIS THESIS	7
2.1 A contextualized gender equality conceptualization	11
3. RESEARCH METHOD DEVELOPMENT: A SURVEY	12
3.1 The process of constructing a survey research	13
a) Justification, design, construction, and procedure to design the survey research	14
a.1) Pros and cons	14
b) Design and construction of the survey	15
4. STUDIES AND RESEARCHES ON SEXISM IN SPANISH SCHOOLS: THE EVIDENCE OF ITS EXISTENCE	18
4.1 The sexism which is performed in schools	20
4.2 Possible justifications for sexism performed in schools	23
5. SYNTHESIS AND INTERPRETATIONS OF DATA COLLECTION	25
5.1 Synthesis and interpretations	26
6. CONCLUSIONS: ANSWERING THE THESIS PROPOSAL	34
7. BIBLIOGRAPHY AND OTHERS REFERENCIAS¹	37
Books and journal articles	37
Studies and investigations which have to do with governmental institutions, whether national or international	40
Websites	41
Others	41
APPENDICES	42
APPENDIX I: QUESTIONNAIRE SURVEY	42
APPENDIX II: DATA ANALYSIS	58

¹ Spanish bibliography and others referencies have been translated into English in this section. Footnotes are let in the original language.

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1. INTRODUCTION & JUSTIFICATION

As a teacher in secondary and high schools, my main interest in research from a gender perspective focuses on the reproduction of sexism in schools at any organizational and relational level, and it arises as a result of my direct experience when exercising my profession in different schools of the Spanish territory. It should be noted that I have always been very sensitive to gender issues.

First of all, I consider necessary that readers know some examples of my personal experience in order to understand what I mean by the existence of sexism in Spanish schools.

As a teacher in different Spanish high schools, I have often witnessed sexist behaviour among teenagers. From very early ages (11 to 18), it is striking to observe how patriarchal stereotypes keep governing some behaviours. For instance, while teaching the citizenship education course, I have seen that both girls and boys try to adjust themselves to femininity and masculinity traditional models. As an example, to questions like, how do you see yourself 10 years from now? Female students thought of starting up a family and male students of having a good job². In addition, jealousy continues to be considered as a symptom of true romance within a couple³, indeed some studies confirm the increase of gender violence among adolescent couples in recent years⁴ and, on the other hand, girls continue to cover on a masse scale the academic options which lead them to cover the healthcare branches in the job markets⁵.

Talking about families, I had to interview many parents over the 6 years I worked, and I can assert that mothers are in the charge of children education since they are the ones who used to attend any meeting programmed by the school as well as mothers' phone number was given to mentors as the main family one.

Regarding school organization, within the 5 different places where I worked in the Catalan and Spanish territory, in none of them, the management team has been composed by a majority of women. In those decision-making teams, women used to occupy the secretary or treasurer position, but neither the headmaster or the director of studies, both the most important positions in management school teams in Spain.

In addition, to put some examples as to the school organisation, disciplinary proceedings which ground on male stereotypes are applied with no question. For instances, adding a male teacher in classrooms to watch over students' negative behaviours linking authority to asymmetric gender power relations, or to prioritize as academic goals mathematics and language skills with an

2 My own professional experience.

3 Ianire Estébanez. Web. "Mi novio me controla lo normal. Desmontando mitos, estereotipos y amores en la red". Accessed 7 March 2018. <<http://minoviomecontrola.com/ianire-estebanez/Ponencia.Granada.-Mi-novio-me-controla-lo-normal.-Desmontando-mitos-estereotipos-y-amores-en-la-red.Ianire-Estebanez.pdf>>.

4 Studies which confirm it: Verónica de Miguel Luken. (2015). *Percepción de la violencia de género en la adolescencia y la juventud*. Delegación del Gobierno para la Violencia de Género (ed.). <http://www.violenciagenero.msssi.gob.es/violenciaEnCifras/estudios/investigaciones/2015/estudio/percepcion2015.htm>, among others but I will not reference to them since this is not the thesis goal.

5 Magdalena Suárez Ortega, María Teresa Padilla Carmona, and Soledad García Gómez. "Los intereses académicos y profesionales de chicas que finalizan la escolaridad obligatoria." *Revista de Educación*, 349 (May-August 2009): 313

increase in teaching hours in order to meet the quantitative and instrumental results given by external international organisations, detrimental to emotional development or other artistic, social or humanistic courses (for instance, the philosophy subject went from being compulsory to being optional with the new educational Spanish law, LOMCE) skills more related traditionally to female understandings.

Certainly, although I do not intend to extrapolate my experiences to the countless school contexts in Spain, none of these patterns was questioned or simply commented during my years working as a teacher.

Such tendencies are naturalized to the extent that to report them in your workplace makes you feel out of place and even out of fashion because it is quite common that your colleagues understand that gender inequality does not occur in schools and such behaviours to which you point out are innocent coincidences and not so important.

Consequently, faced with such attitude of teachers, one has to question that if according to teachers sexism is not happening currently in schools, how is it possible that Spanish society is so absolutely determined by gender relations still?⁶ Indeed, if teenagers are the future of our society, and yet they are reproducing asymmetric and power relations based on the patriarchal sex-gender system, should not schools analyse where sexism comes from, and observe how these as organisations are contributing to the persistence of sexism in society? Indeed, according to Sandra Acker⁷, looking at schools from a gender perspective would mean critically reviewing how such institutions allow sexist biases filtered in educational processes which have been taken for granted.

Therefore, I am interested in analysing gender awareness as well as the understandings of sexism in school organisations from some teachers' experiences since I consider that their beliefs, behaviours and practices are decisive in order to set out effective measures which advance gender equality. Indeed, as Montserrat Artal Rodríguez⁸ explains schools are privileged places to end inequality and discriminatory practices since the teaching staff emerges as an ideal agent for questioning archetypes and establishing new models and equal relationships. Yet to do so, it is essential to review and reflect on teaching habits and practices as well as on school structures from a gender perspective in order to delve into values institutionalized in schools which entail sexist consequences.

Therefore, in this thesis, I address the aforementioned in the following main research question: to what extent the teaching staff who has been surveyed demonstrates a development

6 Since it is not the matter of this thesis to analyze sexism in Spanish society and because of the fact that the thesis document has to be adjusted to a number of words, I note here briefly some examples which demonstrate the existence of such sexism: the feminization of the teachers' career, the sexual division of labor, the salary differences between men and women, the so-called double shift of women, the increase in gender violence between couples, the objectification of women's bodies in the mass media, etc.

7 Sandra Acker. "Profesorado, género y resistencia" in *Género y educación: Reflexiones sociológicas sobre mujeres, enseñanza y feminismo*. Madrid: Narcea, 1995: 122

8 Montserrat Artal Rodríguez. "Construir el género. El cuestionamiento del sexismo y del androcentrismo en el sistema educativo." *Acciones e Investigaciones Sociales*, 27 (July 2009): 13

on gender awareness when observing the existence of sexism in Spanish secondary schools? The response to this main question will make possible to observe the extent in which would be possible to set up effective measures in order to dismantle gender inequality.

It should be noted that I start from the hypothesis that sexism is reproduced in schools since I take into account my own experience already stated besides the abundance of bibliographic information regarding sexism in Spanish schools⁹. Moreover, the fact that all the latest education laws in Spain since 2006 have set objectives as the achievement of equal opportunities between men and women and the elimination of gender violence¹⁰ officially recognizes that schools should develop some procedures in order to advance the gender equality agenda.

This main research question may be concreted in the following subquestions which help to track the thesis point:

→ To what extent have teachers shown agreement with theories on the existence of sexism in schools?

→ To which specific school aspects do teachers extend the reproduction of sexism?

→ Which are the indicators of gender inequality recognized with respect to specific teaching practices and discourses?

→ Are there significant differences between male and female teachers in the recognition of gender inequality indicators introduced?

→ In which aspects do these teachers reinforce theories which consider schools as neutral and therefore egalitarian institutions?

→ Which obstacles and resistances do the teachers surveyed show in order to acknowledge an existing sexism?

→ At what level are these teachers ready to accept pedagogical and organizational changes that introduce the gender perspective?

In order to answer such questions, the core of this thesis grounds on the development of a specific methodology through which conclusions will be drawn regarding the degree of sexism that a specific group of teachers is able to perceive in their usual work sites. The methodology designed for this purpose is a fairly extensive survey (13pp) based on a set of studies and research carried out in Spanish schools which confirm the existence of the reproduction of sexism in such institutions. In addition, the lines proposed by these studies have made it possible to establish the context of Spanish schools in terms of the gender inequality. Concepts such as equality seen from a neutral perspective, the mixed school model, the so-called freedom of choice as well as the naturalization of gender stereotypes are values embedded in Spanish society that, according to the studies consulted, would sustain sexism in school institutions.

Therefore, based on the guiding motivations and questions above, the structure of this

⁹ The readers will learn about it on the third chapter.

¹⁰ Current Spanish education law LOMCE, 2013. Preamble I: 2

thesis has been compiled as follows: after this introductory chapter, the readers will find a second chapter in which is developed the methodology in order to allow you understand better the body of this thesis. Next, the third chapter in which I will introduce the main theoretical concepts that researchers assert hold sexism in schools, already mentioned, as well as the sexist context in Spanish schools. This theoretical framework underpins the design of the survey. This thesis will continue with a fourth chapter in which the results of the surveys conducted are analysed, and to conclude this thesis will be closed with a fifth chapter in which the previous analysis will be combined together with the theoretical framework and the research questions to eventually give light to the degree of these teachers' gender awareness and, hence the extent of applying pedagogical measures with a gender perspective in order to contribute alleviating inequality in schools and gain equal opportunities for all.

2. MAIN FEMINIST THEORIES UNDERPINNING THIS THESIS

This chapter briefly introduces the feminist theories which support the research carried out in this Master thesis, with the purpose of unfolding later methods, analysis, and conclusions from a gender perspective. The theories that underpinning it are the Standpoint Theory, Situated Knowledges, and Intersectionality which I have studied from the articles, documents and master lessons provided.

I would say that the conceptualization of knowledge production and objectivity are necessarily the pillars which should guide the following pages since people who conduct an investigation do so with the intention of generating a type of knowledge and a social application which may be legitimated by the subjects of the study as well as by other institutional or academic instances at least within a context and an age thinking, as points out by Sandra Harding¹¹.

From this point of view, next questions have helped to select the epistemologies cited above as the most appropriate for this thesis: What does the word "research" mean to me? What kinds of values do I feel are important for conducting research? What historical and institutional factors shape the way I, and members of my community, view research?, How do feminists, with a concern for social justice grounded in gendered experiences, address 'truth' in knowledge?

Briefly stated, the reason for asking myself the above questions comes out due to the fact that, according to the authors that I will be referencing throughout this chapter, the culturewide epistemological assumptions define and influence roles, ethics, practices, and interpretations in research as well as in researcher and therefore one must be aware of it when generating a type of knowledge. This is acknowledging that both the production of knowledge and the way of generating it are political practices, and thus it requires a positioning, that is, epistemologies and policies of location¹².

11 Sandra Harding, "Rethinking Feminist Standpoint Epistemology: What Is 'Strong Objectivity'?" in *Feminist Epistemologies*, L. Alcoff and E. Potter, eds. (London/New York: Routledge 1993), 64

12 Donna Haraway, "Situated Knowledges: The Science Question in Feminism and the Privilege of partial perspective",

In order to support my more or less radical position for this thesis in comparison with the more conventional and common one that is usually defended in the Spanish educational context on gender equality, I recognise and embrace the following theoretical lines on epistemologies and politics of location when showing its advantages but also its limits and contradictions.

It seems appropriate to start with a statement by Sandra Harding from which one might see that she puts the whole concept of conventional objectivity necessary to generate knowledge upside down: "The problem with the conventional conception of objectivity is not that it is too rigorous or too objectifying (...), but that it is not rigorous or objectifying enough"¹³.

I would say that Harding not only is challenging the objectivity held by principles such as the value-free or the god trick¹⁴, but also is questioning the alleged universal extent of such objectivity. This is, according to Harding, that such lack of rigour in knowledge projects is precisely due to the invisibility of all the realities that universalism leaves out when not considering its own social and historical situatedness, what it necessarily implies a weakening of the objectivity.

Therefore, as Harding argues, in order to maximize objectivity: "the standpoint theories not only acknowledge the social situatedness that is the inescapable (...) but also, more importantly, transforms it [that situatedness] into a systematically available scientific resource"¹⁵.

This idea is not only embraced by the Standpoint theories but also by the Situated Knowledges and the Intersectionality, which complement and interlace with each other. In fact, all of them show the complexity of considering this situated objectivity which should produce a socially fairer knowledge, which is the ultimate goal of feminist research, that is contributing to the improvement of the world¹⁶.

Basically, these all agree on how to produce such type of knowledge. From my perspective, these principles could be summarized in a simple manner in four broad lines¹⁷: first of all, departing from the strong reflexivity¹⁸ which has to do with critically examining the relationship established between the subject who researches and the research object; secondly, start off building new knowledge from positions that have been subjugated by the dominant view not critically examined; next, unmasking as far as possible how these identities and subjugated positions have been constructed by revealing the asymmetric relations of power institutionalized by social and political structures in order to create new identities and positions as well as new structures with which those subjects need to coexist; and finally, to aim to a common project from the heterogeneous, contradictory, finite dialogue which can be established between differences and sameness admitted as knowledge by that community. And all this localized, socially and historically contextualized in an era recognizing that the knowledge generated will be contested by future

Feminist Studies 14, no. 3 (Autumn, 1988): 589

13 Harding, "Rethinking Feminist Standpoint Epistemology: What Is 'Strong Objectivity'?", 50

14 Find further development on those concepts in references above.

15 Harding, "Rethinking Feminist Standpoint Epistemology: What Is 'Strong Objectivity'?", 58

16 Haraway, "Situated Knowledge: The Science Question in Feminism and the Privilege of partial perspective", 579-580

17 For this summary, I have followed all the articles referenced in this very chapter.

18 Harding, "Rethinking Feminist Standpoint Epistemology: What Is 'Strong Objectivity'?", 69

generations¹⁹.

Next, I will summarize what I see the authors mean with these premises above to better understand the current thesis.

First, as Sandra Harding points out, according to conventional research: "Subjects of real knowledge (...) are disembodied and socially invisible whereas their natural and social objects of knowledge are firmly located in social history."²⁰ From this statement, it may be observed the elemental relationship of power between subject-object which will determine the research results.

This is the way in which the subject is situated himself with respect to the 'object' in a mythicised position of disengagement from above. Better said paraphrasing Donna Haraway, the subject see himself as a body which observes from nowhere, from the simplicity (the known god trick) because simply this subject is endowed with the unique 'truth'. The established relation is therefore unidirectional, where the object of knowledge is shown as a passive and inert thing and the world is reified to 'discover' it, appropriate it, enslave it, exploit it²¹. That is, to the analyzed world is denied agency and its real transforming capacity, thus this way of focusing research may be understood from the dominant and dominated relationship.

Certainly, such elaboration links with Sandra Harding's idea already mentioned according to which canonical and dispassionate objectivity is not rigorous or objective enough since this positioning invisibilizes real interactions and thus, according to Kathrin Thiele, the building of 'truth and knowledge' is made on the basis of excluding depending on realities situatedness. She has called it 'the missing link'²².

Furthermore, as Kimberle Crenshaw claims, such exclusion has been defined by the oppressing group²³, so it would not be sufficient to admit its partial and less objective point of view, but besides it should renounce its central position and accept the considerations and proposals of those groups in the margins, that is, in Harding's words: "understanding ourselves and the world around us requires understanding what others think of us and our beliefs and actions, not just what we think of ourselves and them"²⁴.

These statements lead us directly to the second premise, the construction of knowledge from silenced voices taking into account all the complexity that this means since, as Kathrin Thiele notes referencing Haraway, it does not consist in a change of positions between oppressors and oppressed but in converting this relationship into a 'multisite situation'²⁵ in which self-reflexivity is

19 Ibidem, 60

20 Ibidem, 73

21 Haraway, "Situated Knowledge: The Science Question in Feminism and the Privilege of partial perspective", 591-592

22 Kathrin Thiele, "The Arena of Knowledge: Virginia Woolf and the Feminist Practice of Situated Knowledges", original Manuscript version (English) of "Kennis als Strijdtoneel: Virginia Woolf en de feministische praktijk van gesitueerde kennis", in R. Buikema and L. Plate (eds.), *Handboek Genderstudies in Media, Kunst en Cultuur* (Amsterdam: Continhuo 2015), 78

23 Find a larger development of such conceptualization of discrimination in Kimberlé W. Crenshaw, "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics", in *University of Chicago Legal Forum* (1989): 51-52

24 Harding, "Rethinking Feminist Standpoint Epistemology: What Is 'Strong Objectivity'?", 72.

25 Thiele, "The Arena of Knowledge: Virginia Woolf and the Feminist Practice of Situated Knowledges", 89

mutual by involving the multiplicity of subjects participating in research in a 'power-sensitive conversation'²⁶. Supported by Harding²⁷, to maximize objectivity on the one hand it should be considered as better positions in order to create a less partial and distorted knowledge the fact of starting off thought from the experiences of the subjugated groups²⁸ since these will raise novel critical questions; on the other hand, what should be established in the center of this relationship/conversation is not exclusively these groups' identities but the questioning of those policies which have produced, maintained, subdued, and excluded such identities.

In this way, this theory developed so far engages directly with the Intersectionality and the third mentioned premise. As pointed out by different authors²⁹, examining the diversity of categories which shape a collective identity by putting it in relation with the dominating structures which have determined it, has generated a multiplicity of debates around this epistemology.

In any case, introducing these dialogues is not the subject of this chapter, yet I highlight here some common foundations I see in terms of intersectionality to focus this thesis. Firstly, I understand this theory as an analytical tool, that is, as a way of knowing the processes of creation and of being created, this is according to these authors³⁰: "[it] emphasizes what intersectionality does rather than what intersectionality is". From here, it is necessary to set in motion the critical thinking on how power works by revealing the relationships established by it to politics, identities and the creation of knowledge while focusing at the nodal point of these interactions (the famous road junction metaphor made by Crenshaw³¹ or the bridge made by Norma Alacorn³²) in order not to privilege either an axis or a single dimension of experience, which it might happen even within the same analysis of exclusion, as already mentioned by Crenshaw. Thus, the way of observing categories which make up identities, whether gender, class, race, sexuality or any other layer, has to do more with decentering subjects³³ and engendering a systemic constellation of coalitions³⁴, which in turn recognizes privileges and oppressions, differences and sameness between subjects involved since such analysis is committed to the liberation of the silenced voices.

To sum up and linking with the last premise highlighted above, eventually, it is about enfolding an intersectional analysis from the critical activation of all the identities involved to dismantle a system and build a new³⁵ which is legitimized as knowledge by such subjects. In this

26 Haraway, "Situated Knowledge: The Science Question in Feminism and the Privilege of partial perspective", 590

27 Harding, "Rethinking Feminist Standpoint Epistemology: What Is 'Strong Objectivity'?", 54-56

28 Combahee River Collective also advocates for it in its article: "Combahee River Collective Statement", in *Words of Fire: An Anthology of African-American Feminist Thought*, B. Guy-Sheftall, ed. (New York: New Press, 1995), 231-240.

29 Sumi Cho, Kimberlé W. Crenshaw, Leslie McCall, "Toward a Field of Intersectionality Studies: Theory, Applications, and Praxis", in *Signs* 38, no. 4 (Summer, 2013): 785-810; and Avtar Brah and Ann Phoenix, "Ain't I a Woman? Revisiting Intersectionality", in *Journal of International Women's Studies* 5, no. 3 (May, 2004):75-86

30 Cho, Crenshaw, and McCall, "Toward a Field of Intersectionality Studies: Theory, Applications, and Praxis", 797

31 Find such understanding of Intersectionality in Crenshaw, "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics", 149-151

32 Brah and Phoenix, "Ain't I a Woman? Revisiting Intersectionality", 78

33 Ibidem, 78

34 Thiele, "The Arena of Knowledge: Virginia Woolf and the Feminist Practice of Situated Knowledges", 90

35 Cho, Crenshaw, and McCall, "Toward a Field of Intersectionality Studies: Theory, Applications, and Praxis", 803

way, a common and community project is developed which not only overcomes relativism but also allows the generation of new positions and identities which advance the social justice agenda.

2.1 A contextualized gender equality conceptualization

This very section is an attempt to briefly expose the most concrete theories which underpin this thesis such as gender equality according to the conceptualization of the Spanish law of education³⁶ relating it to broader feminist theories and starting off thought from the previous epistemologies.

When briefly analyzing the named law, in the same Preamble it is observed how, broadly speaking, the concept of equality is defined according to premises of liberal thought. That is, equal opportunities for all are related, firstly, to the mythical claim of neutrality, objectivity, and universality which does not contemplate different identity and cultural levels; next, academic results establish ideal standards to which a student must aspire, prioritizing the culture of meritocracy, as well as quantitative figures of success are in charge of speaking about inclusion; and finally, freedom of choice for individuals is guaranteed since same resources are offered to all.

If one observes gender equality specifically from this perspective, it is understandable that in teachers' discourses there is no room for considering that schools and any element and relation involved may contribute to gender inequality since school practices are presented through an asexual neutral discourse. That means that any kind of power and oppression within the school organisation is denying and invisibilized. Thus, mechanisms at work are useful for "protecting existing rules governing power and privilege"³⁷.

Precisely, as Joan Acker elaborates on her Gender Organisational Theory: "gender differences in organisational behavior are due to structure rather than to characteristics of women and men as individuals"³⁸. In this respect, the author argues that an organisation which considers itself as a gender-neutral structure cannot address gender inequity since gender differences pervade systems and generate systemic disparities at any level: power, leadership, opportunities for promotion, distribution of resources, security, benefits, respect, relations, etc.³⁹

In this sense, the definition of gender reform feminism made by Ronit Kark⁴⁰ links directly with the conceptualization of liberal feminism that seems to permeate Spanish educational institutions. This perspective looks at women as individuals with the necessity of being equipped with suitable skills and attributes, that is acquiring the male traits, in order to advance gender

36 LOMCE, current Spanish education law 8/2013 for the improvement of educational quality. Official Bulletin of the Spanish State. December 10, 2012

37 Ester R. Shapiro and Jennifer M. Leigh, "Toward Culturally Competent, Gender-Equitable Leadership: Assessing outcomes of Women's Leadership in Diverse Contexts" in *Women and Leadership: Transforming vision and diverse voices*, Jean Lau Chin, Bernice Lott, Joy K. Rice, and Janis Sanchez-Hucles, eds. (Singapore, 2007), 103

38 Joan Acker, "Hierarchies, Jobs, Bodies: A Theory of Gendered Organizations" in *Gender and Society*, 4, no. 2 (June, 1990): 143

39 Joan Acker, "Inequality Regimes Gender, Class, and Race in Organizations" in *Gender and Society*, 20, no. 4 (August, 2006): 443

40 Ronit Kark, "The transformational leader: who is (s)he? A feminist perspective" in *Journal of Organizational Change Management*, 17, no. 2 (2004): 164-165

equality, that is to achieve what men have. The critiques aroused to this type of gender equality has to do with the narrow understanding of power structures and relations involved as well as that it misses problematizing the male point of view taking as universal and neutral, further elaborated in later chapters. Indeed, Certainly, the kind of gender equality reforms which carries out such understanding of feminism only brings about superficial changes without tearing up the existing organizational sexist culture.

Nevertheless, if a school community aims to a fundamental change of the current cultural paradigm on behalf of greater social justice, this way of approaching gender equality should be completed with the other two approaches in which Kark divides feminist theories, the gender resistance feminism and the rebellion one. The former advocates for recognizing women's stance and different experiences in order to celebrate the benefits of women's way of knowing; the latter argues that women as a collective should contribute to change inequality regimens by challenging the legitimated knowledge and engaging the multiple positionings and categories for organizing an institution which aims to an effective and more objective gender equality conceptualization and practices.

Finally, in order to achieve it, authors add the requirement of a social and a contextual definition which would emerge from the community's meanings as to gender equality and how it works since egalitarianism itself "may be culturally situated"⁴¹

To sum up, a contextualized and transformational gender equality conceptualization which will lead a school to larger social justice aims will be born from a process which regularly reflects on contexts and values, being able to manage conflicts and share goals.

3. RESEARCH METHOD DEVELOPMENT: A SURVEY

According to Kathi Miner and Toby Jayaratne, "the purpose of actually doing the research is to answer those research questions"⁴². Following these authors, the method one chooses to solve a particular research question will depend on a set of elements which make up the process of developing a research. These are: the elaboration of the objectives and the hypotheses, the personal and professional researcher and participants context, the assessment of the advantages and disadvantages regarding the chosen method, designing the instrument through which data will be gathered, taking into account the ethical standpoint and finally the analysis and interpretation of data which will also depend on procedures and current situation of the researcher and the participants.

41 Karen L. Suyemoto and Mary B. Ballou, "Conducted Monotones to Coacted Harmonies: A Feminist (Re)conceptualization of Leadership Addressing Race, Class, and Gender" in *Women and Leadership: Transforming vision and diverse voices*, Jean Lau Chin, Bernice Lott, Joy K. Rice, and Janis Sanchez-Hucles, eds. (Singapore, 2007), 56

42 Kathi Miner and Toby Jayaratne. "Feminist Survey Research." *Feminist Research Practice. A Primer*. Boston: SAGE Publications Ltd., 2014: 296

Next, the readers will find the elaboration of the method looking at the suggestions mentioned above.

3.1 The process of constructing a survey research⁴³

Before introducing the process of constructing the selected method, I find essential to briefly justify why I have chosen the teaching staff as the target to whom conducting this survey.

As it is elaborated by some authors⁴⁴, observable aspects which point out to the existence of sexual discrimination in schools are not the same as those which allow identifying social discrimination, being the latter more associated with academic performance and lack of discipline.

On the contrary, gender issues are much more subtle factors and have to do with how biological characteristics has turned into social beliefs allowing the most of individuals and social institutions to reproduce sexual inequality by the means of naturalizing or hiding them. Thus one would say that sexism is performed in schools through the attitudes, beliefs, expectations, norms which lie underneath sexist visible practices. For instance, the fact that it exists an organizational pattern in schools which reproduces constantly the male predominance in managerial positions without any question may be the result of the existences of sexism in such school which is leading the relations and practices established among the entire educational community.

In order to shed light on sexist aspects, there is the need of revealing and unravelling the way people usually behave, expect and justify their practices. This is the fact why participants (families-teachers-students) are usually the target of a gender analysis in schools.

In this case at hand, the majority of the authors who have been read consider teaching staff as the main group of relevance in order to work gender awareness, since they are the primary responsible in their schools as well as who will ultimately decide how and under what set of tenets their schools should work, in other words: "(...) [teachers] their professional beliefs, values, and ideologies determine the type of educational strategies and the degree of success in daily school practices."⁴⁵

According to the Ioe Team⁴⁶, since teaching is a relational process established between all the participants in the educational community, what is learned in schools is not only information but also a sort of "training", that is, apart from the curricular contents, such a relational process also classify and judge behaviours, social roles and essential life notions which are conditioned by the socio-cultural background of the teaching staff. As a matter of fact, the aforementioned authors understand that to analyse the action and discourse of the teaching staff as a key aspect because, on the one hand, teachers as individuals participate in our patriarchal culture, thus their worldview

43 For this section I have strictly drawn on abovementioned chapter.

44 Xavier Bonal (coord.) et al. *Las actitudes del profesorado ante la coeducación. Propuestas de intervención*. Barcelona. Grao Ediciones, 2008: 14

45 Carlos Pereda, Miguel A. de Prada and Walter Actis (Ioe Team). *Inmigración, género y escuela: exploración de los discursos del profesorado y del alumnado*. Madrid: Ministerio de Educación y Ciencia, 2007: 29

46 Ibidem, p. 30

is equally mediated by traditional gender stereotypes, and on the other, teachers do not attribute significance to gender discrimination issues in schools. Such a contradiction makes sexism remain in schools in an invisible and ignored way, what it comes to perpetuate the unequal relations between men and women as well as influences over the options and attitudes which students take throughout their academic life, simultaneously shaping their identification and self-esteem.

Summarizing, according to authors mentioned, sexism is mainly developed in schools through the expectations which teachers pour over students while interacting with each other as well as through the organization of activities which are not approached by a gender perspective.

It is because of that this survey has been developed focusing on some studies conducted on sexist attitudes maintained by teachers, in most cases unconsciously, when practising their teaching tasks either related to students or when occupying certain decision-making positions, or even in personal relations. Readers will learn about the aforesaid studies in the next chapter.

a) Justification, design, construction, and procedure to design the survey research

Since the research questions and hypotheses of this thesis have been formulated in the first chapter, now one should take into account some factors which will influence the decision to use one research method or another. To do so, methodological advantages and disadvantages will arise decisively both for designing the instrument as well as for the subsequent data collection, but also the researcher and participants context and some ethical considerations towards the participants while doing research will definitely take part in the research method choice.

Having said that, in order to answer the research questions stated, I have considered that designing an extensive and well-developed survey will arise as the most appropriate research method for this thesis.

a.1) Pros and cons:

If one observes the advantages stated by the aforementioned authors, the following ones would be the most significant for this thesis. The main one is that quantifications can be deduced through a survey. Discoveries expressed in numbers have a specific graphic power to give documentary evidence as to inequalities and are able to reach a less academic audience who is not accustomed to more complex and extensive arguments. Hence, quantifications can be used to introduce critical topics in mainstream discussions: "numbers and statistics talk, and they talk loudly and persuasively."⁴⁷

Secondly, a survey also allows to examine in a direct and simple way some of the concepts established by theories and to determine the extent their participants agree or disagree with them. Such techniques help to easily identify gender inequality patterns, attitudes, beliefs, practices, etc.

Next, percentages will also help determine which changes will be the most effective and

47 Kathi Miner and Toby Jayaratne. "Feminist Survey Research." *Feminist Research Practice. A Primer*. Boston: SAGE Publications Ltd., 2014: 304

most urgent in carrying out.

And finally, the number of participants involved will always be greater than in a deeper qualitative study.

However, one must acknowledge the limitations of an investigation conducted only through a quantitative research method:

The biggest criticism which is addressed to quantitative methods as surveys is that its procedures and results are rooted in the positivist tradition of objectivity and value-free science. However, to overcome such a bias, some feminist authors like Harding and Haraway have incorporated specific terms which modify the understanding of such tradition. These are the strong objectivity and the situated knowledge. In few words, both terms recognize the need for a partial 'objectivity', that is, the specific and contextualized recognition of a reality which has been studied in a precise moment and under certain techniques and circumstances in order to be able to apply effective changes in such context, yet simultaneously the result is open to new variations throughout the whole research process and even later, since reality is in constant variation because it is a relational process⁴⁸.

On the other hand, other relevant criticisms also attributed to surveys are, firstly, that statements made by participants are based on categories already defined by the researcher denying the possibility of variations based on participant's knowledge and experience, and in second place that these affirmations may arise pretty broad and determined by the most common beliefs and attitudes of participants due to the fact that there is no the possibility of having an argument in order to explain their experiences, ideas or to include more detailed information.

This set of advantages and disadvantages are the reasons why feminist research methodology usually suggests the combination of quantitative and qualitative methods, applying the advantages of each technique according to its effectiveness regarding the specific research conducted. Objectives and hypotheses will determine the predominance of some methods over others in the light of feminist lens. Yet in this case, such a combination has not been possible for reasons that I will sketch in the next section, thus this survey remains exclusively as a quantitative method.

b) Design and construction of the survey:

Once the method has been selected to collect data, it is necessary to choose the typology, that is, in which way these data will be collected through the survey. Each typology, either traditional as face-to-face interviews or the most current ones as emailed questionnaires, will provide with its benefits and drawbacks in terms of privacy factors, the interaction between interviewer and respondent, available funding, experience with technology, response bias, so forth.

Some researchers combine different types to balance out these factors, but in this case, it

48 Ibidem, p. 301

has been selected exclusively to proceed through an emailed survey by several overriding factors.

First of all, spatial distribution motivations: all the selected teachers live in different places of the Spanish territory, including myself. Moreover, they were asked also to send the survey to some other trusted teachers of themselves who might live far from them as well. I have to say that this part did not have the expected success, because some of them did not send the questionnaire to any partner, and others because those to whom they sent it never answered it.

Secondly, knowing what it means to deal with sensitive issues such as gender inequality regarding their teaching practices, I chose that they had absolute privacy and that they did not have to confront the interviewer. These teachers are friends of mine with whom I have shared work and leisure experiences thus, the fact of knowing each other would have compromised the interviewing process since we could have gone through contradictory situations and extensive debates.

Time factors for both the interviewer and teachers have also determined the choice of an emailed survey as the method. The survey was sent once it was made and reviewed twice by an outsider and later again by myself, thus the preparation involved a long and thorough process, so the shipment coincided with the past academic course ending and the beginning of the summer holidays. This is a busy time for teachers in Spanish schools.

After the survey was received, they had a period of one and a half months to send it back, so they would not feel so overwhelmed due to the final school duties and the fact that it was a really long and deep survey (13pp), in which certain terms or situations could be quite novel for them and will require time to put themselves in a position to respond honestly.

I have avoided any doubt about them answering the survey randomly because of the fact that these are close friends of mine, and the rest of the respondents are friends of my teacher's friends. Thus, I totally trust their answers.

Finally, the fact that they had the time and space to answer, made me take the decision of writing a long survey as I have already said, elaborating complex questions that would help me to understand with greater accuracy these teachers worldview with respect to the theories presented in this thesis.

Once these aspects have been established, observing which type of questions are more appropriate according to the chosen method, I opted for the preparation of a mixed questionnaire, that is, on the one hand respondents find mainly closed-ended questions where they have to answer the degree of agreement or disagreement with the question which, in a simplified way, reflects either theories or study cases regarding the existence of sexism in schools.

On the other hand, respondents are suggested to write separately at the end of the survey any kind of reflection, doubt, contradictions that any question might offer to them. Thus, simultaneously, such technique would turn close-ended questions into open ones, becoming a mixed questionnaire.

Throughout the survey there are three general question formats to answer:

a) Agree or disagree questions where 0 is not in agreement and 5 strongly agree, leaving a gap to choose 'I cannot answer this question'. For this last option, teachers are told that selecting 'I cannot answer' will not be interpreted by the interviewer with any meaning unless they write it down. Thus, 'I cannot answer' response stays with the reasons without revealing.

b) Questions which establish a selection of factors or characteristics which describe different relevant topics on gender issues and teachers should express whether they consider it more masculine or feminine or neutral (list of specific response options)

c) Direct questions which have to do with their own consideration about organizational structures in schools. Teachers are asked to respond either through short answers or multiple-choice ones.

Furthermore, as I noted above, to make this survey more appropriate and close to these teachers, the first draft was checked by another teacher friend, who at that time was taking a sick leave and wanted to help me. Sexism topic in schools was quite suggestive and novel to him so his review provided the survey with some observations which showed that I had taken for granted some understandings. He helped me to see my own assumptions. The final survey design saw the light after several telephone conversations.

I should add here that this teacher who was in charge of reviewing the survey also raised another ethical problem because of the fact that in the introduction I made of myself before the survey itself starts, I declare myself as a feminist. He suggested to me to eliminate it or disguise it with other words so as not to affect respondents' answers, understanding the negative connotation that in general has such an identity aspect in Spain.

Although I heard him, I decided that it was not ethical to hide my need to declare that one of the reasons for doing this research is that I am a feminist. Moreover, I think nobody would be able to make sure that if I had disguised my feminist identity I would have obtained less conditioned responses. First of all, the great diversity of factors which may influence any response cannot be controlled, and secondly, the vindication of the feminism term as the twin of social justice seems to me a necessary struggle in order to eliminate these negative connotations with which the patriarchal culture has distorted feminism.

Finally, to indicate that these sample of teachers have been chosen according to three criteria pointed by the authors already mentioned⁴⁹. Two of them have mainly guided this sampling. This are both the non-probability as well as the convenience sampling. The first one suggests not to consider this group of teachers representative of the Spanish population, mainly because of the number of participants, only 12 teachers have answered the survey, 6 women and 6 men fortuitously. Regarding the second criteria, these teachers have been chosen for absolutely personal reasons, that is, it is a set of people that fit my way of understanding education (which is

49 Ibidem, pp 315-317

neither the only one not the most appropriate for all school contexts), with whom I have worked in hand and have ended up being friends beyond our profession, and with whom I believe, in a utopian world of being able to come together, we could build an educational project based on social justice and feminism overcoming curricular obstacles and organizational hierarchies.

Regarding the third criteria, the fact that they could also choose someone they trust to answer this questionnaire, that is the well-known snowball sampling, would have made it possible to reach the appropriate number of teachers to form a basic cloister with which to begin the necessary negotiations in order to build these utopian educational project. Yet, as said before...failed.

However, before keeping relying on such utopic possibility, I must analyse teachers responses and interpret them regarding the degree of importance they give to sexism in schools. Yet firstly, readers will find in the next chapter the studies and investigations which have shed light on the sexist context of Spanish schools. The statements made by the authors I have close read has been used to make the questions which teachers will find in the survey. Their responses will be analyse in order to observe the extent they agree with such interpretations and studies conducted by researchers what will be link with the gender awareness these teachers show and the possibility of setting out pedagogical procedures from a gender perspective.

I note here that the readers will find the questionnaire survey as Appendix I of this thesis (p. 42). I have not attached the filled out surveys since these are either in Spanish or Catalan, but the readers will find the charts resulted along with the non-interpretative analysis of the results as Appendix II (p. 58).

4. STUDIES AND RESEARCHES ON SEXISM IN SPANISH SCHOOLS: THE EVIDENCE OF ITS EXISTENCE

"In the 20th century, the debate on gender equality has dragged along naïvely or cynically as a result of the certainty that to speak of equality was equivalent to achieving it."

(Riviere, 2000, p.89)⁵⁰

This quotation above allows readers to think of how sexual and gender differences have been faced in educational organizations in Spain.

Certainly, even though schools erect as one of the social institutions where formal equality between sexes has very much advanced, yet manifestations of sexism are obvious at all social levels⁵¹, precisely because, as Emilia Moreno affirms⁵², any organizational structure as well as human relation are historically determined by androcentrism, unawareness of gender

50 Miguel Angel Santos Guerra (coord.) et al. "Presentación" in *El harén pedagógico. Perspectiva de género en la organización escolar*. Barcelona: Grao Ediciones, 2000: 10

51 This thesis does not aim to list any other examples which are not related to sexism in schools due to a matter of form.

52 Miguel Angel Santos Guerra (coord.) et al. "La transmisión de los modelos sexistas en la escuela" in *El harén pedagógico. Perspectiva de género en la organización escolar*. Barcelona: Grao Ediciones, 2000: 11

discrimination and sexualization. That is, any institution whether is social or personal created by human beings are transited by components related to the sex-gender system. Indeed, such a statement is easily discernible observing how any form of grouping, dressing, playing roles, establishing customs and living conflicts are marked by people gender. One of the reasons, this author asserts, is that we, humans, have a body which contains a biological sex which has been used to justify and organise any social and cultural structure. Thus, biological characteristics have acquired social and cultural meanings.

Looking at schools, to embrace such an idea would mean admitting that the socio-cultural and environmental conditions which typify the Spanish society affect all gears which comprise schools, including teaching-learning processes, thus carrying out sexist practices with more or less intensity.

As a matter of fact, there are numerous studies and research on the persistence of sexism in schools. To mention some with international recognition, the Fourth World Conference on Women (Beijing, 1995) already noted that the first step to "ensure an educational environment sensitive to needs for each sex"⁵³ would consist precisely in shedding light on the systematization of sexism in schools since it has such as consequences the discrimination of girls by sex reason. Indeed, the arisen documents offer a set of measures in order to eliminate social stereotypes from the study programs, textbooks, and teaching processes.

More recently, the OECD presented in 2015 "The ABC of gender equality in education: skills and behaviour"⁵⁴, a study in which is recognized the need to explicitly combat gender inequality in schools in order to achieve the maximum potential of students, pointing to a set of symptoms which would demonstrate the discrimination suffered by girls, for instance feeling lack of self-confidence or the feminization of some careers.

Therefore, sexism subsists in school institutions and one may detect it in different areas of educational processes, in organizational aspects as well as in the relationships established among all the participants. Some of these sexist marks may appear more visible corresponding to aspects which refer to the official curriculum, schools' organigrams and certain attitudes, yet others belong to the hidden dimension of school environments, the so-called hidden curriculum, a kind of sexism performed through beliefs, expectations, norms, attitudes non-written by the whole school community⁵⁵.

Next, the readers will find the most relevant gender inequalities and sexist patterns carried out in schools according to the studies and researches consulted which have been turned into questions in order to create the survey research and ask teachers the extent of their agreement with such statements.

⁵³ Ibidem

⁵⁴ OECD (2015), *The ABC of Gender Equality in Education: Aptitude, Behaviour, Confidence*, PISA, OECD Publishing.

⁵⁵ Miguel Angel Santos Guerra. "El marco de referencia" in *ENTRE BASTIDORES, el lado oculto de la organización escolar*. Malaga: Ediciones Aljibe, 1994: 32

4.1 The sexism which is performed in schools

The most obvious gender inequalities which may be easily detected in schools are, first, the difference in vocational preferences between boys and girls, second, the sexual division of labour within schools in which it has to be included the monopolization of managerial positions by male teachers as well as the absolute invisibility of women in the different curricular areas, reinforced by the particular characteristic of the Spanish language where the masculine is used as generic. Finally, the use of some spaces in which one may observe even more visible components transited by gender biases.

Regarding the implicit sexism which will rise more difficult to reveal and unravel one point specifically to interactions among teachers and students and the symbolic spaces.

Next, I will discuss in detail these aspects of explicit and implicit sexism in schools by the means of concrete examples.

To begin with some of these sexist explicit patterns, according to Miguel A. Santos Guerra⁵⁶, in the current mixed school model with its unique curriculum to which is supposed to offer equal opportunities, girls show a clear advantage: they work better and obtain better marks. However, it comes a time that this mass of successful women either is relegated from top positions, performing less demanding jobs, being worse paid for the same job position, monopolizing care careers, or simply disappearing taking the option of not joining the labour world any longer. Even legislative measures on family reconciliation often turn back women to homes instead of looking for other ways that enhance male parental involvement within family responsibilities.

In my opinion, the turning point which gives rise to this scenario appears when the official curriculum is diversified and students have to choose elective courses which are translated in different vocational branches. I would say that this is the precise moment which will evolve in the future sexual division of labour.

According to Marina Subirats⁵⁷, both the stereotypes assigned to each sex and the different expectations and manners this entail have important repercussions on vocational and professional choices of students. Furthermore, where and how the staff is placed in schools also will contribute to it in an unconscious way. That is, usually, in schools, kitchen and cleaning staff are mostly women as well as the administrative staff, and also women teachers stay more in classrooms.

Hence, it may be stated that female collective participation in educational organizations is mainly related to conflicts resolution within the field and care works, areas which are understood as the domestic sphere, yet rarely women are occupying managerial and decision-making positions. In a certain way, even the brightest female students internalize such a role as the one that belongs

56 Miguel Angel Santos Guerra (coord.) et al. "Yo tengo que hacer la cena: la mujer y el gobierno de los centros escolares" in *El harén pedagógico. Perspectiva de género en la organización escolar*. Barcelona: Grao Ediciones, 2000: 55

57 Marina Subirats. "La realidad de la escuela mixta: el marco general de la interacción" in *Rosa y azul: la transmisión de los géneros en la escuela mixta*. Madrid: Instituto de la Mujer, 1992: 79

themselves and also as secondary positions, increasing the lack of self-confidence as they grow, Marina Subirats asserts.

For instance, according to INE⁵⁸, in 2010 the 80% of teachers working in the first stages of education (0-11 years old), were women since corresponding tasks are understood closely related to mothering and caring, area culturally associated to women, while only the 5.8% are female professors at the university. This situation might be explained, among other reasons, due to the specific internalization by women throughout history regarding the concept of authority, which has been clearly constructed by sex biases, considering qualities related to being in command incompatible with femininity. Such a cultural construction produces the self-exclusion of positions of responsibility. In that situation, it should be noted the double shift which traditionally women usually carry out. Therefore, also through the sexualized distribution of teachers in schools, a model of inequality is defined where gender is revealed as a decisive factor. Such a model is captured by students who end up integrating it into their own future plans.

Concurrently, as Emilia Moreno⁵⁹ elaborates, the official curriculum does not represent work, family or social reality since the curricular materials tend to present a single and particular point of view of society and these forget and marginalize other alternatives and stories which would help to understand not only women's contribution to human development but also battles carried out by submissive people, the elderly, the LGTBIQ+ collective, etc. to gain more social justice.

Furthermore, not only women's actions and productions are forgotten and invisibilised, but even interpersonal and social relations between individuals, in all its spectrum of diversity, have been banalized, consequently being withdrawn and denied its possible value as influential events in political, religious, economic, educational spheres.

Therefore, as Emilia Moreno maintains, such a biased and androcentric information presented by the varied curricular areas distorts the reality having harmful repercussions on student's personality, especially regarding self-esteem and relationships.

Another explicit aspect that confirms the existence of gender inequality in schools is the specific use of the Spanish language since, as it was mentioned above, this language uses the male conjugation to refer to any gender. Henceforth, if languages are understood as a social construction and thus, having a manifest effect on identity configuration and specifically, in M^a Elena Simón's words, "on the male and female image construction"⁶⁰, precisely the Spanish language produces a symbolic universe where, once again, women are concealed as a whole.

Following M^a Elena Simón⁶¹, small girls learn quickly to distinguish whether the male conjugation are including them or not, also that feminine gender only can be used to name women

58 Stellae Research Team. Web. "Feminización docente". Accessed 7 March 2018

<<http://stellae.usc.es/red/blog/view/47595/feminizacion-docente>>

59 Miguel Angel Santos Guerra (coord.) et al. "La transmisión de los modelos sexistas en la escuela" in *El harén pedagógico. Perspectiva de género en la organización escolar*. Barcelona: Grao Ediciones, 2000: 21

60 Miguel Angel Santos Guerra (coord.) et al. "Tiempos y espacios para la coeducación" in *El harén pedagógico. Perspectiva de género en la organización escolar*. Barcelona: Grao Ediciones, 2000: 39

61 Ibidem, p. 40

and no one else, whether it is normatively admitted or not to make a gender variation when they name a woman who is professionally dedicated to something that is not a female convention (¿la médico o la médica?), as well as if they may apply the same names or insults related to women to men, etc.

Ultimately, languages built from the male conjugation to name both sexes reproduce such partial knowledge which does not offer equal opportunities, not even when women talk about themselves. On the contrary, a power relationship based on sex issues arises having from it and as a result a consciousness of inferiority in females and an arrogant behaviour in males.

To end with these most explicit gender inequalities in schools it is necessary to make a brief mention of the use of physically visible spaces.

In schools, the clearest example of spatial segregation is playgrounds. It exists an obvious dual model of appropriation of space based on gender criteria but, as Xose R. Fernández⁶² explains, this aspect is ignored when understanding playgrounds as necessary less regulated places where students freely move choosing the activity which matches better with their individual interests.

However, according to Blanca Valdivia⁶³, the configuration of such a playful space obviously coincide with the overarching male world: usually, the football pitch field occupies the largest space, almost 80% of it, and it is centrally located, then surrounding with corridors and narrow corners where the most of the girls practice other activities. Again, this way of occupying spaces has repercussions on the relationships established between boys and girls since such an unbalanced and visible presence or not unconsciously perpetuates an inertial behaviour which implies a kind of gender knowledge of where one should or should not stay based on sexual difference. Furthermore, it should be noted that, simultaneously, there is a supervaluation of some male values and activities which are rated as higher relevant, such as competitiveness and male self-love, while the feminine ones are marginalized and even trivialised.

With respect to sexist hidden patterns, some studies show that, generally, teachers interact longer with boys than with girls as well as girls get fewer praises and instructional support than boys⁶⁴. That is to say, pedagogical strategies are set differently depending on students' sex, and even these same studies show that lexical categories addressed to students show qualitative alterations based on gender difference. As we see, language uses again intervene in the process of constructing gender identity.

Some others research also highlights how teachers often appeal to sexual differences to justify certain behaviours despite it is claimed they treat students equally, in Marina Subirats'

62 Xose R. Fernandez Vazquez. *Educación e igualdad de oportunidades entre los sexos*. Barcelona: ICE, [etc.], 2003: 71

63 Eldiario.es. Web. "Los niños a la pista, las niñas a las orillas: el machismo de patio de colegio". Accessed 7 March 2018 <http://www.eldiario.es/sociedad/centro-periferia-machismo-colegios-intentan_0_719878340.html>

64 Miguel Angel Santos Guerra (coord.) et al. "La transmisión de los modelos sexistas en la escuela" in *El harén pedagógico. Perspectiva de género en la organización escolar*. Barcelona: Grao Ediciones, 2000: 22 and Xose R. Fernandez Vazquez. *Educación e igualdad de oportunidades entre los sexos*. Barcelona: ICE, [etc.], 2003: 116

words: "[teachers] tend to believe that girls are more constant and less intuitive than boys, more orderly, more hardworking, more responsible, more mature, less gifted for the supposed scientific and technical disciplines, and more interested in literature or domestic education. And consequently, they act differently"⁶⁵. Therefore, teachers expect different things according to students' gender and rely heavily on their particular internalization of female and male categories.

From these subliminal indications, boys and girls will choose different elective subjects and will perform different attitudes setting up the sexual division of labour and unbalanced relationships someday.

Regarding implicit sexism as to organizational structures in schools, the aforementioned authors especially emphasise to look at symbolic spaces⁶⁶, which observed through the gender lens, will uncover the school organigrams' asymmetry.

Specifically, within schools, researchers refer symbolic spaces to professional hierarchy, educational levels as well as to hierarchy of knowledge (subjects and areas), from which unequal relations to power are organised depending on both the particular category occupied and occupant's sex. Distinct indicators point out that female teachers tend to be located in the least valued section of each of these hierarchies, which dyes the organizational chart with sexist elements.

Furthermore, it should be noted as a symbolic space the different expectations of socialization which are imposed according to gender stereotypes which, simultaneously, are reinforced by this sexist spatial segregation. As it was mentioned, the fact that there are still spaces occupied mainly by one sex or another, as playgrounds or decision-making teams, naturalizes harmful behaviour patterns, through which many boys and men keep socializing in competitiveness, strength, trivialisation of aggressiveness linking such attitudes to power over others, including over girls and women who, conversely, develop attitudes of liking and connection to intimacy with grievances such as gossip or the need to draw male attention⁶⁷.

4.2 Possible justifications for sexism performed in schools

One of the most widespread theories in schools which supports the fact that the education system has already contributed to equal opportunities is the numerical equality achieved thanks to the mixed school model established in the '70 and the academic success of girls. Indeed, as it was mentioned in the section above, gender inequality does not have its manifestation as an academic indicator of school failure⁶⁸. On the contrary, in general, girls obtain much better results than their

65 Carlos Pereda, Miguel A. de Prada and Walter Actis (Ioe Team). *Inmigración, género y escuela: exploración de los discursos del profesorado y del alumnado*. Madrid: Ministerio de Educación y Ciencia, 2007: 89

66 Miguel Angel Santos Guerra (coord.) et al. "Tiempos y espacios para la coeducación" in *El harén pedagógico. Perspectiva de género en la organización escolar*. Barcelona: Grao Ediciones, 2000: 44

67 Miguel Angel Santos Guerra (coord.) et al. "Tiempos y espacios para la coeducación" in *El harén pedagógico. Perspectiva de género en la organización escolar*. Barcelona: Grao Ediciones, 2000: 47

68 Xavier Bonal (coord.) et al. *Las actitudes del profesorado ante la coeducación. Propuestas de intervención*. Barcelona. Grao Ediciones, 2008: 15

male peers. Yet, precisely such a situation has an inherent gender bias approach since it is a factual evidence of a different and asymmetric socialization between supposedly equal individuals who are initially treated in the same way and have access to the same resources. Thus, what it might be read is that these better results speak simultaneously about sexism since girls may adjust easily to rules and objectives imposed by others, showing less questioning of authority and a greater need to satisfy what socially and familiarly such institutions demand to them⁶⁹.

Certainly, Xosé R. Fernández Vázquez⁷⁰, argues that such feeling of the absence of inequality in schools arise as a result of a lack of criticism and reflection on the mixed school model related to the mainstream conceptualization of equality. Indeed, the transition to the mixed school model in Spain was understood from the beginning as a transfer through which girls and female teachers were absorbed into the male school model, thus considering values and practices fostered in it as universal and precious. Simultaneously, and in opposition, tasks and values categorized as feminine were cancelled and, as a result, female social relevance was invisibilised. Indeed, such a simplistic way of gaining equality somehow may be extrapolated to other school debates about social-class and race. That is, this mixed school model does not only discarded teachings related traditionally to the female world but also ignored and still, the rural, proletariat, spiritual, communal, definitely many others learning understandings which were avoided in order to prevail technical and industrial characteristics coming from capitalist and liberal societies.

Consequently, every single generation of students in Spain has accepted stereotyped male qualities, attitudes, and capacities as the socially valid ones. Thus, school daily practices in relation to any school aspect, whether organisational structures, curriculums, teaching practices or social relations are understood as innocent and naturalized processes.

Therefore, such a mixed school model has been intertwined with the mainstream conceptualization of equality which is introduced by the current Spanish educational law⁷¹ from a seemingly universal and homogeneous neutrality based on the establishment of a single and particular curriculum, the freedom of choice of students and the democratic participation of teachers in the school elections and choices. It is assumed by the whole school community that such premises will avoid social and cultural inequalities since any school element is standardized and shown as a free option to choose. Thus, developing students and teachers' talents as well as overcome discriminatory differences will rely on the individual effort.

At first glance, it might seem that the Spanish educational law is advocating for equal opportunities and that schools are places devoid of inequalities. Yet, according to Emilia Moreno⁷², the particular starting point of the specific self and the existence of structural barriers which limit

69 In my own professional experience, female students feel quite disappointed when their families consider that they fail.
70 Xosé R. Fernández Vázquez. *Educación e igualdad de oportunidades entre los sexos*. Barcelona: ICE, [etc.], 2003: 75

71 Current Spanish education law, LOMCE, 2013: Preamble I: 2

72 Serafin Antunez Marcos, et al. "Análisis de las organizaciones educativas desde la perspectiva de género" in *Escuelas para la democracia. Cultura, organización y dirección de instituciones educativas*. Madrid: Wolters Kluwer, 2009: 92

possibilities to disadvantaged groups are ignored as well as students and teachers are disconnected from their cultural reality which envelops and informs them, thus overlooking such a hidden conflict. Thus, one might state that because of such lack of criticism and reflection on the way equality is understood, sexism, classicism, racism, so on, may be reproduced.

For this reason, it should be claimed that the mixed school system has not officially tackled the unbalanced discrimination due to sexual differences. Indeed, broadly speaking in teachers' discourse there is no room for considering that school contributes to male and female stereotyped definition, and that, eventually, such a specific gender roles distribution could have consequences on either academic or labor opportunities. In this sense, the Ioe Team⁷³ refers to gender inequality in schools as the 'non-issue' since gender issues have a slight presence within discourses and concerns of schools and hence these are approached as overcome, non-existent, secondary and/or repressed problems.

Therefore, it may be asserted that school organizations are quantitatively egalitarian as a result of the mixed school model as well as a single and particular curriculum provided, yet because of the fact that values and norms coming from the dominant patriarchal male model society are not contested, schools do not accomplish with qualitative equality. Punctual resistances and interventions are carried out by the most critical and conscious teachers, yet whose effect scope cannot reach the significant change needed at a structural and cultural level.

Next, the readers will find the data analysis and interpretation as a result of the survey research conducted which roots in the whole compendium of studies and theories elaborated above in order to observe the extent of teachers' gender awareness and, consequently analyze some possible reasons for the persistence of sexism in schools and the chance of establishing some pedagogical measures from a gender perspective.

5. SYNTHESIS AND INTERPRETATIONS OF DATA COLLECTION

In order to proceed with this chapter, I first compiled the responses of the teachers surveyed to prepare a first descriptive analysis of the data. To develop so, responses have been gathered in thematic blocks already established in the survey itself. Thus, looking at this first analysis, the readers will observe a classification following two blocks named: A) Introduction: You, and B) Your school. Block B) is divided into 6 different sections.

For each block and section, I have made some data tables to show the statistics in percentages which are obtained from the answers.

In turn, the answers have been gathered by differentiating between men and women in order to make a comparison of whether or not there are gender differences in opinions between these two sexual groups. Finally, the overall statistics of both is also provided.

⁷³ Carlos Pereda, Miguel A. de Prada and Walter Actis (Ioe Team). *Inmigración, género y escuela: exploración de los discursos del profesorado y del alumnado*. Madrid: Ministerio de Educación y Ciencia, 2007: 86

I note here that I have considered including this section as an appendix for two reasons, on the one hand, it is an intermediate and necessary step to generate conclusions, but nevertheless, it is exclusively a very extensive compilation and descriptive analysis whose importance lies in provide more clearly the collected data. On the other hand, space issues as for this thesis document obliges us to establish priorities regarding the sections which will be shown in the official thesis. Thus, the readers will find these charts along with the non-interpretative analysis of the results as ANNEX II (p.58).

5.1 Synthesis and interpretations

I introduce below the main aspects which characterize the surveys analysed in terms of teachers' gender awareness and the extent they believe in the existence of sexism in the school in order to envision the possibility of setting up school measures to alleviate gender inequality. The readers will find convergences and divergences as well as potentialities and resistances towards the exposed theories.

Moreover, it should be noted that when analysing the teachers' responses I have not either found a clear trend which might allow to divide them evidently into different sexual groups as I expected.

I note here that the readers will find inside brackets the corresponding number of the questions which are analysed, at the footnotes.

Without further ado, I give way to the responses' interpretation.

Broadly speaking, it may be interpreted that the teaching staff surveyed does not manifest a unanimous and clear tendency regarding the topics presented. In general, neither gender issues nor sexism in schools are approached towards the extremes in a consensual manner, that is, teachers neither defended that schools are crossed entirely by gender in all its elements nor advocate for the theoretical discourse which states that neutrality and equality are already established in schools.

I would say that such halfway positioning might show, on the one hand, the complexity of the issue introduced, and on the other a lack of reflection on it, which in turn it can generate unresolved tensions and therefore hypersensitivity among the teaching staff speaking of gender. Indeed, after the completion of the surveys, it happened to me to have vehement discussions with two of the teachers surveyed due to the statements made by the authors about sexism in schools and in particular about their practices.

As a consequence of this ambivalent discourse, the different conclusions which one might draw regarding the extent of acceptance of sexism will depend on the areas or aspects (organisation, curriculums, teaching practices) on which these teachers have been inquired, and thus will lead to different levels of openness in matter of gender consciousness, whether we speak of personal and social awareness or professional habits.

Initially, the first time that one may detect this complex discourse happens when analysing the answers regarding school organizations in which they work, outlining a concrete scenario.

According to their responses, on the one hand, most teachers state that schools suffer from a previously given technical and uniform way of organising partly due to social and political pressures and despite the teachers' general concern to innovate⁷⁴.

That is, they recognize that there are some practices and regulations which survive over time and which are not adjusted to new social lifestyles and circumstances. Some of these practices which these teachers highlight are, mainly the lack of pedagogical debate among teachers which has been replaced in favour of a productive performance (more and more certification and level tests), understanding which hardly connects with schools' perception as living entities in search of the human development of its members. Secondly, to keep encouraging official rewards for successes which incite competitiveness and individuality. Finally, to implicitly value students differently according to academic achievements⁷⁵.

Broadly speaking, in school environments, these beliefs and procedures above are understood as teaching processes leaded by principles such as neutrality and objectivity. Yet particularly, the teachers surveyed do neither enthusiastically support that these are since they acknowledge such school purposes are set by a European organisation with an economic bias as its main human objective. Precisely, they by majority recognize that the current economic-productive system in which we live is causing an understanding of education more inclined towards competitiveness than cooperation, yet schools should stand against it arising as an aim itself which prepare fully developed citizens⁷⁶.

Therefore, knowing that the organizational structures of any institution have been created by men since they were allowed to occupy the public space and to be prepared for its management and leadership, these highlighted values such as productivity, competitiveness, neutrality, and objectivity are lines traditionally recognized as masculine. Therefore, these teachers would admit with their answers that they deny this male school model that became the so-called mixed model which overlooks traditional and positive female way of leaving. Indeed, teachers' responses show a global agreement of both sexual groups regarding the recognition of sexism and patriarchy influencing clearly any kind of organisation and relations built by people because of the fact that society reproduces the traditional gender stereotypes⁷⁷.

Such interpretation may be confirmed by the answers given since most of the teachers surveyed support the studies which assert that an education which fosters traditional gender roles can entail a loss in students' personal and social development⁷⁸ as well as that the kind of socialization based on competitiveness, ironic jokes and the trivialization of aggression, looking at

74B.4→ q.3

75B.3→ q.3

76B.3→ q.1,2 / B.4→ q.2,3

77A→ q.4

78B.3→ q.4

these behaviors from a playful point of view, could be a cause for students to lack the necessary sensitivity for human relations based on cooperation, empathy, and non-violence⁷⁹.

Therefore, one may easily find a constant concern of these teachers regarding the educational male model institutionalized implicitly in schools. I would say that in such a way they recognize the need for a change which points to other school models in which the value of emotions and sensitivity is as imperative as the academic needs.

Certainly, schools are also living spaces which enjoy some kind of autonomy through which offering resistance to external constraints, as teachers' responses show.

On the one hand, organizationally, based on their experiences, in high schools, there is a parity quite integrated in terms of the number of male and female teachers who occupy any position of responsibility, included management teams⁸⁰. Furthermore, these teachers do not observe as an essential need to adjust to the parameters and expectations defined by policies of turn as for leadership issues⁸¹, on the contrary, a large majority would see necessary to reflect on identity and positioning categories such as gender, class, nationality, sexual orientation, etc. which teachers in management teams represent when organizing an educational institution⁸². I would say that these trends can be interpreted as a challenge to behave according to traditional gender stereotypes, which in turn show a willingness to reconfigure the symbolic school spaces marked by such biases.

Furthermore, with respect to systematise education for gender equality, teachers' responses advocate for an inclusion of it at an institutional level⁸³, that is, in all the official documents made by schools from didactic units through which teaching practices are performed to the main school projects which define the school identity. Having said that, it is striking to note how school linguistic projects are placed last on the to-do list with a gender perspective.

Moreover, teachers' responses claim an urgent need for training in gender issues, although they do not show clarity about whether the type of pedagogy proposed by coeducation, the pedagogy of difference, would arise a suitable strategy⁸⁴. This latter questioning would be in line with the strong belief teachers usually provide to the mixed school model. Either way, these teachers understand that such training, that is, one focused on issues of achieving an effective gender awareness, would help to accomplish, not only with the pedagogical objectives proposed for effective gender equality in schools but even it would allow easily to influence society in order to get rid of asymmetric gender relations since they acknowledge that efforts made by governments are not enough to achieve it⁸⁵.

On the other hand, pedagogically talking, certain measures are supported and encouraged

79B.3→ q.6

80B.2→ q.1-5, 12

81B.5→ q.1

82B.5→ q.4

83B.6→ q.1-3

84B.6→ q.4-5

85B.6→ q.6

by these teachers according to their answers⁸⁶. One of them, to intervene in physical and symbolic spaces of schools which generate unequal relations according to the right or not to occupy these. In fact, a majority would accept the pedagogical measure of creating spaces in order to deconstruct the traditional model of women and men, in which the acceptance of the different gender versions would be worked, as long as such a space was mixed and not segregated by sex.

In tune, another measure they support is the positive action to integrate into schools what culturally women have provided to human development⁸⁷. In fact, these teachers mostly agree that they would establish pedagogical actions in all school spheres (curriculum and organization) advocating for the visibility of women and the restitution of their position in the world, acknowledging at once broadly that such an inclusion could prevent the phenomenon of marginalization which girls and women still have to confront in society⁸⁸.

Up to this point, it might be almost affirmed that these teachers surveyed really observe gender inequality, as well as schools, show a significant implication towards the visible recognition of such issues.

However, the discourse becomes ambiguous when these teachers also assert that, despite such an apparently critical attitude, which it should not be denied either, a real commitment with gender issues do not really exist in schools. Indeed, some teachers' responses⁸⁹ will support such an interpretation in general terms when, according to their experiences, gender equality in education is developed mostly as specific practices such as women's international day celebration and some sort of short-time activities which are performed punctually by some teachers with a volunteer collaboration of the rest of the teaching staff. Yet, it is quite exceptional to find long-time systematized projects along with the elimination of sexist language within documents.

Certainly, teachers' responses have reasserted such a discordant scenario by the means of showing an ambiguous gender consciousness which is analysed below.

Broadly speaking, the majority of the teachers surveyed, both women and men, quite agree with the fact that the personal identification and positioning regarding categories such as class, nationality, gender or sexual orientation are transmitted and perceived by students and colleagues insignificantly⁹⁰. That is, teachers' socio-cultural background would practically not influence the relational teaching-learning process and by no means when it comes to organizing a school.

However, one should look back to confirm such disconcerting discourse when recalling that these same teachers supported the need of reflection on identity and positioning categories in order to organise a school. Yet also they stand in opposition to theories which explain that teachers' identity, behaviour, and beliefs have an impact on their relationships with students and therefore will influence later on students' academic choices. as well as in their self-esteem. It

86B.2→ q.14 / B.4→ q.4,7,8

87B.2→ q.12,13,15 / B.3→ q.9

88B.4→ q.9

89B.6→ q.2

90A→ q.1,2

seems that these teachers place themselves out from a sexist influence when they relate to others individually. Thus I would say that they may recognize social stigmas but as an entity larger than them since they think that they do not perform as an individual in a sexist way. Hence, that is the reason they do not transfer sexist behaviours, but school or society do.

Therefore, from the beginning, one may observe a recurrent behaviour among this particular teacher staff, that is their difficulty to admit that sexism is also transmitted through their daily practices and discourses⁹¹ which arise from their specific identities and positioning. The fact that these teachers locate themselves outside of society might be interpreted as a significant lack of personal gender awareness. Curiously enough, the majority of these teachers consider that they are able to identify sexist discriminations and they see that it does not occur among the teaching staff or inside their classrooms among students, instead of admitting that it could be happening given studies and researches provided, although they cannot observe it due to any personal reason.

As a result of both standpoints, the social and the personal discourse, it might be argued the existence of a contradiction within these teachers. Certainly, one might assume that the reason for such a contradiction could rise due to the teachers' belief in the mixed school model as a neutral and therefore egalitarian place, yet not as the male model which absorbed and eliminated the female one.

Indeed, some responses would confirm such a belief, for instance when speaking of the kind of diversity which they consider is not necessary to recognize and systematically develop in schools⁹².

In general, for female teachers as well as for men, it seems by their responses that they do not fully support the need to develop positive actions which make visible the differences between privilege, discrimination and wealth that diversity of class, race, nationality or religion causes. Yet they do unanimously foster the intervention on gender issues, probably as a consequence of the current vast feminist movement due to the increase in gender violence against women in Spanish society⁹³.

According to these teachers, the professional and therefore public sphere in a person's life is marked by intellectual and academic abilities, hence they also unanimously approved the need to systematically develop these capacities.

Certainly, such an ambivalent teachers' positioning is also reinforced if one observes the extent of complete dispersion in opinions regarding affirmations on that an overt identification of gender, class or race as well as having consequently suffered some type of discrimination due to these issues might condition the professional orientation⁹⁴.

91A→ 5-7 / B.3→ q.4-8

92B.1→ q.2-4

93 Nowadays more than ever, the feminist movement is mentioned in all the mass media, the feminist strike of March 8 has been supported by many individuals and collectives, and a state pact against gender violence has been generated.

94B.2→ q.8-9

Such assumptions might also be related to theories on individualism, that is, the widespread idea that a social or family environment is not so decisive when one has well-developed intellectual capacities. Thus, the risk factors attached to certain groups due to the fact of belonging to these are denied

In addition, it might be noted how these teachers tend to spontaneously rank the different types of diversity manifested in their schools. In fact, one could understand from it that, given the privileged position of this current teaching staff as a special kind of citizens in Spanish society, they highly value those differences which they experience as shortcomings which, of course, these are not discriminations based on race, class, gender (in case of male teachers), religion, nationality or sexual orientation. These teachers attribute to such diversities an unequal and inferior value and less powerful to influence identities. Simultaneously, I would say that being unconscious as for your own privileges might be another reason for such a contradictory teachers' positioning.

Nonetheless, at this point, it should be noted that only half of the female teachers tend to dismiss this opinion just mentioned, probably due to a greater gender awareness they may have because of the fact of having confronted some gender-discriminatory experiences.

Either way, I would say that such a contradiction in the majority teachers' opinion might be read in a way by which they are not opposed to diversity, yet they do not understand the negative effects that not making diversity visible consciously, collectively and collegiately entails.

Indeed, it is paradoxical to observe that these teachers surveyed support the studies which expose that a society which invisibilises alternative voices in public positions is not a democratic society⁹⁵.

From this standpoint, one could interpret that these teachers lack a personal development regarding intersectional consciousness and empathy, but I would say that if this gap were intervened by the means of gender awareness training a positive change would be successful precisely thanks to such a contradiction since the teachers surveyed understand and share the need to advance the social justice agenda.

However, I would say that it would be a task not without resistances since it would involve examining in first place their own practices and beliefs and, observing responses, these teachers have not widely supported theories brought in this thesis when it comes to dealing with their personal way of interacting in schools, thus showing again this same contradiction.

For instance, when asked about studies which assert the existence of a tendency to treat students unequally depending on the sex-gender with which they are classified spontaneously and biologically, these teachers, in general, do not agree with it. Besides, they contemplate such questions with puzzlement hence that, throughout the survey, one may observe how a high percentage of teachers has set the option in 'I cannot answer'.

Certainly, such an interpretation which argues that teachers are not aware of the sexist reproduction machinery which entails their teaching practices may be held through the following

95B.4→ q.9

broad agreements expressed by the teachers' responses.

In the first place, they do not support the study which affirms that teachers spend more time interacting with boy students within the classroom and that this interaction is different depending on whether this teacher addresses girls or boys⁹⁶.

These teachers neither show any agreement with the studies which state that to be socialized in one gender or another implies a self-esteem and personality which is crossed by this sexual binarism and that it entails different repercussions when it comes understanding what a success or failure means⁹⁷.

Moreover, they deny that in their classrooms some values or others are cheered according to gender differences due to the fact that certain constructions which respond to traditional gender stereotypes have been naturalized⁹⁸.

Although there is no clear and unanimous denial to such studies, the generalized position against it makes think that each member of this teaching group chooses where sexism is present in schools and, according to them, this event usually appears outside their classrooms⁹⁹. Thus, when observed this lack of critical attitude to their teaching practices, I interpret that these teachers are hardly capable of recognizing that any human relation is first and foremost a relational process of learning and that it is transited by participants' gender from a hidden and subtle dimension. Therefore, the contradiction that this lack of critical attitude entails is the reinforcement of stereotyped masculinity and femininity despite the discourse on equality that the mixed school model advocates for.

Similarly, regarding other tasks developing in schools such as holding managerial positions, there is also no gender conscious attitude among this teaching staff since they do not clearly support the relationship between gender stereotyped socialization and the differences which these may cause both for the access and for the execution of that kind of supervisory positions¹⁰⁰.

Indeed, both sexual groups express a broad agreement when considering that any directive function that has been suggested in the survey will be equally exercised by a man or a woman since they understand these are neutral functions or values. Thus, it may arise again the previous interpretation on the widespread belief that the exercise of any profession will depend on the intellectual capacity which each individual is able to acquire relying on talents and interests since we are all equal and have access to the same unique curriculum.

In spite of the fact that one can understand what these teachers mean by assigning a neutral value to any tasks proposed since they may be insinuated a perception of human beings as a potential whole with no divisions, simultaneously, what observed in the data analysis is that they seem to ignore the consequences of living in a society rooted in specific values, among others on

96B.3→ q.5

97B.3→ q.8

98B.3→ q.3

99A→ q. 4-6

100B.5→ q.2,3,5

androcentrism and male privilege.

That the female teachers in general also demonstrate such an unconsciousness could be explained from two points of views, on the one hand, the strength with which the idea of equality as neutrality previously explained has been installed in the mixed school model and on the other that, this female group shares other identity layers which our society has normalized and privileged as being white, heterosexual, Spanish nationality, Christian and middle or upper-middle class. Hence, one might read that due to the fact of not recognizing or reflecting on these cultural conditions, these teachers consider that gender, or any other layer which crosses any individual, should not negatively mark oneself's way of living both for public and private sphere.

Paradoxically, when both male and female teachers have indicated some of the tasks as best exercised by one or another gender, such answers respond to the traditional sexist roles. On the one hand, some of the female teachers agree that the ability to analyse, to take risks, to accomplish prescriptions compliance are best exercised by men. On the other, some of the male teachers agree that to participate in activities and projects despite not being part of their assigned roles as well as the tasks which have to do with human relationships, consensus, emotions, and ethics are best exercised by women. Paradoxically, in both groups, these opinions are provided by the other sex.

Furthermore, also when considering causes for the lack of candidates to occupy management positions, in general, they have supported different causes according to the gender they belong. For instances, female teachers observe managerial occupations as more bureaucratic than pedagogical tasks as well as consider it may be that they should assume some roles with which female teachers do not identify themselves in terms of discipline managing related to sort of aggressive authority. As for the group of male teachers, they agree with causes which have to do with fear, pressure and failure feelings when performing a power position. Yet, it is noteworthy to highlight how both groups agree with the difficulty of being professionally available as a consequence of family and house chores duties.

Nonetheless, I would say that precisely because of the lack of an introspective critical attitude, they do not see that, in order to establish such an effective neutrality they advocate for, there must be firstly a public recognition of differences as for privileges and disadvantages, to finally be able to carry out a positive diversity development which really advances social justice agenda and gender equal opportunities for all.

Summarizing, it might be corroborated that the teachers surveyed seems to disconnect the social from the personal because, on the one hand, as noted above, do not agree with theories on schools rooted on neutral criteria and objectives, yet on the other it seems that they think that their teaching practices or relations arise from neutral values, either when interacting with students, when performing duties of responsibility or exercising their individual freedom of choice.

Certainly, one might read that this contradiction that these teachers constantly show is born

from the fact that they do not know exactly what they mean about education for gender equality and how it intersects with gender awareness. Indeed, when they have been questioned about how gender issues are brought in their schools, whether as a female matter regarding civil rights attainment or as a matter related to unravelling the discriminatory machinery which leads human relations¹⁰¹, a large majority of both sex groups, at least half of each, has opted for the answer 'I cannot answer'.

Therefore, in a synthetic way and to conclude, the data collection obtained points to divergent positions, on the one hand to a hopeful opening in the face of the possibility of developing in a more systematic way equal opportunities from a gender diversity standpoint. Yet, on the other, certain resistances expressed suggest that, in order to develop an effective gender education, teachers' personal gender awareness regarding sexism exercised through teaching practices and school structures should be mainly addressed.

In my opinion, only when school education arises from the recognition of the advantages and disadvantages that entails belonging to one sex or another and when teachers are able to link the personal to the social gender awareness, schools will make possible the development of non-sexist curriculums and structures which would contribute to eliminating sexism from educational institutions and as a consequence from society.

6. CONCLUSIONS: ANSWERING THE THESIS PROPOSAL

To conclude, I will relate the results obtained from the survey to the main research question and the subquestions in order to draw a real context regarding the reproduction of sexism in schools having in mind the methodological limitations mentioned in the second chapter. That is, on the one hand, the specific teaching staff sample to who I launched the survey (a group of 12 teachers from different Spanish secondary schools, half of them female, half male, between the 35-65 years old, all of them white and heterosexual, and at least middle class, fairly committed to education for equality through their daily teaching practices). And on the other, the design of the survey involves, firstly that the statements made by participants are based on categories already defined by the researcher. Second, that it is denied the possibility of variations based on participant's knowledge and experience. Finally, that the teachers' affirmations may arise pretty broad and determined by the most common beliefs and attitudes of participants due to the fact that there is no the possibility of having an argument in order to explain their experiences, ideas or to include more detailed information.

From the interpretations provided in the previous chapter, in general terms, one might assert that the way in which these teachers observe the existence of sexism is ambiguous.

This is a result of a contradictory discourse, in my opinion. It seems that these teachers are able to observe sexism in some school aspects and not in others, and for their answers, I would

¹⁰¹B.4→ q.5,6

say that it has to do with the lack of a personal conscience in gender issues, that is, this teaching staff can recognize the gender differences which mark the fact of living in a society built by the male collective, that is an androcentric and patriarchal system, and they are also able to extend it to certain school aspects, however, they do not observe that are reproducing the traditional gender roles and therefore promoting sexism in their schools they with their daily practices, discourses, beliefs and behaviours

In my opinion, this is due to, on the one hand, these teachers believe in the theories on the mixed school model which mostly state that, by absorbing girls and female teachers as well as providing a single and particular curriculum, educational organisations have already achieved gender equality. And on the other, the fact that they lack a personal training from a gender perspective prevents them to observe, recognise and analyse the privileges and disadvantages that each individual has as a consequence of being classify as a particular sex and how personal and professional relationships are established for such a reason.

I come to this interpretation once I have answered the research subquestions that the readers will be able to read next.

To the question on the extent teachers have shown agreement with theories on the existence of sexism, they support that how to organise a school institution and the way to establish the official curriculum is fairly based on sexist patterns. However, this teaching staff does not support that their daily interaction with the participants in the educational community and their personal school decisions are marked by such imposed social sexism.

To the question on which specific school aspects it is extended such a reproduction of sexist patterns, these teachers observe that the imposed social system implies that the school reproduces gender inequality, in terms of school organization, in organizational charts and structures as well as in the spaces of interaction between the students and, in terms of the curricular aspects, they see sexism in certain pedagogical premises which lead schools and especially in the way of approaching subjects from a unique vision which does not include other cultural understandings, denying them.

To the question on which indicators of gender inequality are recognized with respect specifically to teaching practices and discourses, these teachers generally consider that their behaviour and way of understanding and applying the learning processes are neutral, both when interacting in the classroom with the students and with the teaching staff as well as when exercising any school position, including those which suppose some type of leadership. Furthermore, they consider themselves capable of detecting sexist patterns within the classrooms and therefore interceding in order to eliminate them.

To the question on whether there are significant differences between male and female teachers in the recognition of gender inequality indicators, in general, a clear pattern of sexual segregation has not been found when giving their opinions, although surprisingly the male teachers

have been sometimes who have most clearly expressed their agreement in favour of the integration of positive action measures in favour of gender equality. Yet, the female teachers did show a greater openness when it comes to understandings regarding having suffered some kind of discrimination as a factor which could determine intellectual abilities.

To the question on which aspects these teachers reinforce theories that consider schools as neutral and therefore egalitarian institutions, in general, these teachers do not consider schools to be neutral and egalitarian entities, but nevertheless, as it was already mentioned, they do understand their teaching practices, as well as their ways of exercising a position, as being value-free and objective.

It is precisely at this point where such contradictory discourse most manifests itself since they do not seem capable of integrating the personal with the social. This teaching staff understands that there is a higher entity that imposes sexism in schools while they behave in an equal manner when the reality is that the system is done by people. Therefore, until this personal consciousness is reached and therefore a critical attitude towards their own daily practices and beliefs, will not get that equal treatment that they presume.

The previous question, and in general all those developed so far, would come to answer the last two research subquestions with respect to the obstacles and resistances which the teachers surveyed show in order to acknowledge an existing sexism and which level of acceptance to implement pedagogical and organizational changes from a gender perspective they admit.

That is despite the fact that this teaching staff is open to the systemic incorporation of gender equality education in most of the official school documents, besides observing the need to incorporate the women collectivity's contributions to human development not only as a fair and equal pedagogical measure but also because they understand that this would help overcome the sexism entrenched in society, and even they show opened to establish spaces in which gender issues are specifically addressed and to receive training in such matter, certainly these teachers offer simultaneously resistance, on the one hand, to any type of questioning about their daily work and, on the other, to establish positive action measures in favour of girls and women. Indeed, they do not contemplate that the visibility of differences and discriminations is effective in establishing gender equality and as a result an effective development of neutral values which the mixed school model entails. Thus, the level of acceptance of the gender perspective integration in schools would be determined by the teachers' beliefs and their personal gender awareness.

Therefore, responding to the main research question, the degree to which these teachers observe sexism is determined by their social beliefs as well as their personal gender awareness, and thus the possibility of establishing pedagogical measures which address differences between sexes and the inequality that entails it will rely on what school aspects such a halfway awareness reaches. Indeed, as elaborated in the previous chapter, these teachers highlight such feeling of lacking in gender training, although they understand it as formulas to develop with their students

rather than as a personal development which allows them to better observe any sexist aspect and behaviour which occurs in their schools.

Tu sum up, such final reflection also links with the main research question since it affirms the existence of a disconnected discourse between the personal and the social among these teachers what it determines the degree of recognition of sexism performed in schools as well as it conditions what type of pedagogical procedures these teachers believe might be carried out in order to effectively establish gender equality.

In my opinion, such positioning, of course unconscious, suggests that these group of teachers has internalized a concept of equality which is fairly more linked to women's attainment of the privileges enjoyed by men than to a fundamental modification of gender relations which have traditionally been established from an asymmetric power due to the fact of living in a patriarchal society. Yet, I would say that until the relevant mechanisms directed toward such a relational change are developed, an effective gender equality will not be truly established and, in my opinion, it will be required to begin with a personal development of consciousness in gender issues.

Nonetheless, I would say that precisely through this teachers' contradictory discourse, they are leaving an opened window to achieved such gender educational changes.

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*["Hidden curriculum and gender construction in schools", Kikirikí, the educational cooperative magazine]

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→ Miguel Ángel Santos Guerra. Entre Bastidores, el lado oculto de la organización escolar. 11-257. Málaga: ediciones Aljibe, 1994

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→ Montserrat Artal Rodríguez. "Construir el género. El cuestionamiento del sexismo y del androcentrismo en el sistema educativo." *Revista Acciones e Investigaciones Sociales*, 27 (July 2009): 5-21

*["Building gender. The questioning of sexism and androcentrism in the education system." Social Actions and Research Journal]

→ Ronit Kark, "The transformational leader: who is (s)he? A feminist perspective" in *Journal of Organizational Change Management*, 17, no. 2 (2004): 160-176

→ Sandra Harding, "Rethinking Feminist Standpoint Epistemology: What Is 'Strong Objectivity'?" in *Feminist Epistemologies*, L. Alcoff and E. Potter, eds. (London/New York: Routledge 1993): 49-81

→ Sandra Acker. Género y educación: Reflexiones sociológicas sobre mujeres, enseñanza

y feminismo. 119-157. Madrid: Narcea, 1995

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*[Teachers attitudes faced with coeducation. Proposals for intervention]

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*[Elements for a non-sexist education. Educational guide of Coeducation]

→ Global Education Monitoring Report, UNESCO (ed.). (2015). La violencia de género en las escuelas y en sus alrededores impide que millones de niños de todo el mundo desarrollen plenamente su potencial académico. <https://es.unesco.org/news/violencia-genero-escuelas-y-sus-alrededores-impide-que-millones-ninos-todo-mundo-desarrollen>

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*[2016 Report on the state of the educational system for the 2014-2015 academic year]

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APPENDICES

APPENDIX I: QUESTIONNAIRE SURVEY

Hi I am Laura. First, I would like to briefly introduce myself and the reason for this survey.

I work as a social science teacher in secondary schools, although right now I am in a period of voluntary leave finishing a Master in gender studies. If you decide to answer this survey, you will be contributing to my final master thesis.

It is not a survey launched to a large number of people since it is not for a Phd. I have sent it to few reliable teachers with whom I usually share passionate debates about education, and also having wines!

The subsequent data analysis will help me present a real and honest context on the subject that concerns this thesis, despite of acknowledging that these responses are not enough to be considered a scientific study.

Regarding the topic, my interest is gender awareness and equality in education. I understand that it may be a controversial subject.

Nevertheless, from my teaching experience, I see a need for an educational reflection on gender in schools, especially due to the existence of studies that indicate that sexism and gender violence has increased in recent years.

I identify myself as a feminist, I feel that I should let you know it, I believe that there is a specific discrimination against women, not conspirative of course, and that current gender relations should be modified in order to build healthy and balanced links based on effective equality as well as on non-violence, either at a personal, cultural, social or institutional level.

If you finally decide to answer this survey, mainly, I would very much appreciate if you do not judge my questions. You will find statements which I have read in different studies. In any case, it is not my personal opinion, although I recognize that it is easily attributable to my person because of my introduction as a feminist woman. Yet, let's try not to take anything for granted.

On the other hand, I need open-heart experiences, I mean, I would also appreciate that your answers represent what you think, without adding any sugar or salt. Thus, if at any time you feel uncomfortable answering this survey, leave it, it is not necessary to continue. I will not force your answers to fit in my thesis, so do not force yourself to finish this survey. But if you make the decision to finish it, give me your truth, please.

Finally, I would like to thank to my friend Francesc for the contribution made in this survey. Francesc is also a secondary teacher in physics, chemistry and mathematics. He is not a feminist, but he loves the mountains as I do. Francesc has been in charge of reviewing the Catalan grammar and spelling since my mother tongue is Spanish. In addition, his analytical capacity has been very much useful to rewrite some survey's questions. Of course, I know Francesc has done all this job with his heart. Thank you very much friend.

Without further ado, I invite you to start it. I am aware that it is a long survey, but I would like

to delve into this topic. Therefore, I would advise you not to do it in one sitting. I am not in a hurry, I will be working on the other part of the dissertation while I look forward to your responses which you may send to my email (alvalaura2012@gmail.com)

I really appreciate you to dedicate your time to do it, since time is a treasure, many thanks!

Below you will find some brief instructions, and then the questions.

→ All the questions draw on the following studies:

- Antonia García Luque. "La LOMCE bajo una mirada de género/s: ¿Avances o retrocesos en el s. XXI?." *Revista Educación, Política y Sociedad*, nº 1(2), (July-December 2016): 100-124

*["The LOMCE through a gender perspective: Advances or setbacks in the s. XXI?" *Education, Politics and Society Journal*]

- Feminario de Alicante. 1987. *Elementos para una educación no sexista*. Víctor Orenga (ed.)

*[Elements for a non-sexist education. Educational guide of Coeducation]

- Miguel Ángel Santos Guerra: "Currículum oculto y construcción del género en la escuela", 2000, Kikirikí, Vol. 42-43

*["Hidden curriculum and gender construction in schools", Kikirikí, the educational cooperative magazine]

- Miguel Ángel Santos Guerra (coord.) et al. *El harén pedagógico. Perspectiva de género en la organización escolar*, GRAO Ediciones, 2000.

*[The pedagogic harem. Gender perspective in the school organization]

- Montserrat Artal Rodríguez. "Construir el género. El cuestionamiento del sexismo y del androcentrismo en el sistema educativo." *Acciones e Investigaciones Sociales*, 27 (July 2009): 5-21

*["Building gender. The questioning of sexism and androcentrism in the education system." *Social Actions and Research Journal*]

- Xavier Bonal. *Las actitudes del profesorado ante la coeducación: propuestas de intervención*. GRAO Ediciones, 1997.

*[Teachers attitudes faced with coeducation. Proposals for intervention]

→ In general, you will answer writing different sort of abbreviations which are indicated in each question regarding some statements. Mostly you should rate from 0 to 5 in order to express your agreement. It might be that you feel it is difficult for you to answer some of the questions. Thus you will find NP option which means 'I cannot answer'. I will not give any meaning to this 'I cannot'. Anyway, if you would like to clarify or deepen some aspects of the questions asked, please do so, I will take it into account for the data analysis.

A) An introduction: YOU

1. May I know how you identify yourself with regard to the following categories? Mark the words that could fit you and that you would like me to know: I identify myself as ...

Middle age	Woman	Athlete	I work as a teacher because I like	Man
I work in education but not as a teacher	I speak indistinctly more than two languages	I am close to retirement	I identify myself as another sexual orientation which does not correspond with the homo / hetero binarism (as bisexual, pansexual, antrosexual, etc.)	I identify myself as another gender which does not correspond to man / woman binarism (as transgender, intersexual, queer, etc.)
reflective person	Substitute teacher	I have a managerial position in my high school	Religious person	I take care of people
Father	I am not normatively capable	Middle class	Teaching permanent position	Heterosexual
Young	White race	I have a family	Other social classes	Other races
Upper middle class	Creative person	Temporary teacher	I take care of my phisical health	Political person
Mother	Homosexual	I take care of my home	Feminist person	leadership skills
I take care of my emotional health	Espiritual person	I volunteer is some social projects	Self-taught person	I work as a teacher

2. Looking closely at the above categories, to what extent do you agree that some are not perceived or transmitted when either imparting courses or informally in relations established with the educational community? Rate from 0 to 5, where 0 is not in agreement at all and 5 very much in agreement. NP means I cannot answer:

Some are not perceived	0	1	2	3	4	5	NP
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Some are not transmitted	0	1	2	3	4	5	NP
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3. To what extent do you agree that the following cross-cutting issues should be explicitly developed in schools? Rate from 0 to 5, where 0 is not in agreement at all and 5 very much in agreement. NP means I cannot answer:

Peace and cooperation	0	1	2	3	4	5	NP
Health	0	1	2	3	4	5	NP
Environment and sustainability	0	1	2	3	4	5	NP
Sexual diversity and affections	0	1	2	3	4	5	NP
Gender equality	0	1	2	3	4	5	NP
Road safety	0	1	2	3	4	5	NP

4. There are studies which affirm that in any social, economic or cultural organization different imbalances of power between individuals are produced and reproduced in some way, such as power relations according to social class or sexism, among others. Therefore, I would like to know if you think that in your school sexism occurs in some way? Think of all the possible structures and relations. Rate from 0 to 5, where 0 is not in agreement at all and 5 very much in agreement. NP means I cannot answer:

Between students	0	1	2	3	4	5	NP
Between teachers	0	1	2	3	4	5	NP
Between students and teachers	0	1	2	3	4	5	NP
Between students in your classroom	0	1	2	3	4	5	NP

5. If you answered affirmatively to a greater or lesser degree, would you say that you have knowledge of how this sexism is produced and reproduced? Rate from 0 to 5, where 0 is not in agreement at all and 5 very much in agreement. NA means I cannot answer:

Between students	0	1	2	3	4	5	NP
Between teachers	0	1	2	3	4	5	NP
Between students and teachers	0	1	2	3	4	5	NP
Between students in your classroom	0	1	2	3	4	5	NP

6. Do you think that the reproduction of traditional gender stereotypes still exists in your school somehow? Rate from 0 to 5, where 0 is not in agreement at all and 5 very much in agreement. NP means I cannot answer:

Between students	0	1	2	3	4	5	NP
------------------	---	---	---	---	---	---	----

Between teachers	0	1	2	3	4	5	NP
Between students and teachers	0	1	2	3	4	5	NP
Between students in your classroom	0	1	2	3	4	5	NP

7. If you answered affirmatively to a greater or lesser degree, would you say that the traditional reproduction of gender stereotypes might be the main cause of sexist and discriminatory relations among the educational community in your school? Rate from 0 to 5, where 0 is not in agreement at all and 5 very much in agreement. NP means I cannot answer:

Between students	0	1	2	3	4	5	NP
Between teachers	0	1	2	3	4	5	NP
Between students and teachers	0	1	2	3	4	5	NP
Between students in your classroom	0	1	2	3	4	5	NP

8. To what extent do you agree that NO intervention on certain commonly accepted attitudes such as jokes, ironic images, or harmful comments on the physical, personality, sexual orientation, etc., perpetuate traditional gender stereotypes? Rate from 0 to 5, where 0 is not in agreement at all and 5 very much in agreement. NP means I cannot answer:

0	1	2	3	4	5	NP
---	---	---	---	---	---	----

B) YOUR SCHOOL.

B.1 Treating diversity

1. Can you write down where your school is located? Please, indicate population, district and/or province.

2. Now let's look at diversity in your school center and rate from 1 to 5, where 1 is very little and 5 is very high, the degree of existing diversity. NP means I cannot answer:

Races	1	2	3	4	5	NP
Social classes	1	2	3	4	5	NP
Languages	1	2	3	5	5	NP
Gender ¹⁰³	1	2	3	4	5	NP
Sexual orientation	1	2	3	4	5	NP
Nacionalities	1	2	3	4	5	NP
Religions	1	2	3	4	5	NP
Academic capacities	1	2	3	4	5	NP

¹⁰³ Entiendo género como el rol con el que una persona se puede identificar independientemente de sus genitales y sus gustos sexuales (orientación sexual).

Physical and/or intellectual capacities	1	2	3	4	5	NP
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3. I have taken for granted that in answering the previous question you have specifically thought about diversity among students. If so, can you now think of workers and re-answer in the following table? I have added the 0 in case any variable is null. Rate from 0 to 5, where 0 is not in agreement at all and 5 is very high, the degree of existing diversity. NP means I cannot answer:

Races	0	1	2	3	4	5	NP
Social classes	0	1	2	3	4	5	NP
Languages	0	1	2	3	5	5	NP
Gender	0	1	2	3	4	5	NP
Sexual orientation	0	1	2	3	4	5	NP
Nacionalities	0	1	2	3	4	5	NP
Religions	0	1	2	3	4	5	NP
Academic capacities	0	1	2	3	4	5	NP
Physical and/or intellectual capacities	0	1	2	3	4	5	NP

4. To what degree would you say that a school should contemplate in a systematic way (projects, prescriptions, methodologies, organization) these different variables of diversity? Rate from 0 to 5, where 0 is not in agreement at all and 5 is very much in agreement the degree of existing diversity. NP means I cannot answer:

Races	0	1	2	3	4	5	NP
Social classes	0	1	2	3	4	5	NP
Languages	0	1	2	3	4	5	NP
Gender	0	1	2	3	4	5	NP
Sexual orientation	0	1	2	3	4	5	NP
Nacionalities	0	1	2	3	4	5	NP
Religions	0	1	2	3	4	5	NP
Academic capacities	0	1	2	3	4	5	NP
Physical and/or intellectual capacities	0	1	2	3	4	5	NP

5. Can you write down what diversities are contemplated and systematized in your center?

B. 2 Professional and vocational guidance

1. Can you indicate the number of men and women on your management team this very academic year?

2. Can you indicate the number of men and women who are department heads this very academic

course? Can you also indicate the corresponding departments?

3. Can you indicate the number of men and women who have a coordination position this very academic course?

4. And the number of men and women in your teaching team?

5. Do you think that a significant majority of women work in your school? Rate from 0 to 5, where 0 is not in agreement at all and 5 a very much in agreement, the degree of existing diversity. NP means I cannot answer. If you rate 3, I will understand that the percentage of men and women is practically 50-50%.

1	2	3	4	5	NP
---	---	---	---	---	----

6. Some studies confirm that there is a low presence of women in managerial positions in the different educational levels. To what extent is this your experience? Rate from 0 to 5, where 0 is not in agreement at all and 5 a very much agreement, the degree of existing diversity. NP means I cannot answer:

0	1	2	3	4	5	NP
---	---	---	---	---	---	----

7. Now, if you have not answered 0 to the previous question, rate from 0 to 5 where 0 is not agreeing at all and 5 strongly agree with the following statements given as reasons for the low presence of women occupying headteaching positions. NP means I cannot answer. Write the number in the space left at the beginning of the statement, please:

___ Gender stereotypes transfer through different institutions throughout life.

___ The assessment of gender equality in a systematic way in society is not addressed.

___ Certain professional areas are more or less close to your experience because you have grown as a woman or as a man.

___ Women consider attractive and as a future option taking care of the family.

___ Managerial positions culturally represent values with which women do not identified themselves.

___ 8 out of 10 hours dedicated to work in family care and domestic tasks are performed by women.

___ The fact of 'making a professional career' (which in the case of teaching may be considered 'leaving the classroom' and occupying other positions which involve not teaching) means less pressure for women than for men because of different social values.

8. To what extent do you agree with gender identification determining professional orientation? Rate from 0 to 5, where 0 is not in agreement at all and 5 is very much in agreement. NP means I cannot answer:

0	1	2	3	4	5	NP
---	---	---	---	---	---	----

9. To what extent do you agree with social class and belonging to a certain race determining professional orientation? Rate from 0 to 5, where 0 is not in agreement at all and 5 is very much in agreement. NP means I cannot answer:

Social component	0	1	2	3	4	5	NP
Racial component	0	1	2	3	4	5	NP

10. To what extent do you agree with that (A) a traditional sexist school model does NOT affect the levels of school success (B) but does have an impact on the internalization of a specific acting role in society? Rate from 0 to 5, where 0 is not in agreement at all and 5 is very much in agreement. NP means I cannot answer:

(A)	0	1	2	3	4	5	NP
(B)	0	1	2	3	4	5	NP

11. To what extent do you agree with the importance of educating men and women in order to achieve greater social justice in the face of the prestige of a professional career? Rate from 0 to 5, where 0 is not in agreement at all and 5 is very much in agreement. NP means I cannot answer:

0	1	2	3	4	5	NP
---	---	---	---	---	---	----

12. To what extent do you agree with the statement that (A) there is an overvaluation of activities carried out mostly by men and (B) this overvaluation means an underestimation of those activities carried out mostly by women. Rate from 0 to 5, where 0 is not in agreement at all and 5 is very much in agreement. NP means I cannot answer:

(A)	0	1	2	3	4	5	NP
(B)	0	1	2	3	4	5	NP

13. To what extent do you agree with the statement: Neglecting women's scientific, economic, social and cultural contributions to human history may induce girls to look for models of identification in other instances, such as, for example, mass media? Rate from 0 to 5, where 0 is not in agreement at all and 5 is very much in agreement. NP means I cannot answer:

0	1	2	3	4	5	NP
---	---	---	---	---	---	----

14. To what extent do you agree with (A) a way to enhance the participation of women in decision-making positions may be implementing the family-work reconciliation law in a very visible and accessible option for all? And thus, (B) the previous statement, that is, that there is a need to make this law very accessible for women to occupy management positions, reflects gender inequality in

private sphere? Rate from 0 to 5, where 0 is not in agreement at all and 5 is very much in agreement. NP means I cannot answer:

0	1	2	3	4	5	NP
0	1	2	3	4	5	NP

15. To what extent do you agree with if the importance and value of domestic work, caring culture as well as empathise are systematized in schools would help to reformulate relations between men and women regarding (A) co-responsibility, (B) non-violence or (C) both previous objectives? Rate from 0 to 5, where 0 is not in agreement at all and 5 is very much in agreement. NP means I cannot answer:

(A)	0	1	2	3	4	5	NP
(B)	0	1	2	3	4	5	NP
(C)	0	1	2	3	4	5	NP

16. To what extent do you agree with the idea that having suffered some kind of discrimination based on gender, race, social class, abilities or sexual inclination professionally influences in carrying out the job tasks assigned? Rate from 0 to 5, where 0 is not in agreement at all and 5 is very much in agreement. NP means I cannot answer:

0	1	2	3	4	5	NP
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B. 3 The official and the hidden curriculum¹⁰⁴

1. To what extent do you agree with that education systems ground on neutral and objective ideas which entail teaching processes? Rate from 0 to 5, where 0 is not in agreement at all and 5 is very much in agreement. NP means I cannot answer:

0	1	2	3	4	5	NP
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2. To what extent do you agree with that the core competencies of the curriculum have been defined by the OECD, an international institution for cooperation and economic development? Rate from 0 to 5, where 0 is not in agreement at all and 5 is very much in agreement. NP means I cannot answer:

0	1	2	3	4	5	NP
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3. To what degree do you detect that the following values are conveyed somehow, explicitly or implicitly, formally or informally in your school? Rate from 0 to 5, where 0 is not in agreement at all and 5 is very much in agreement. NP means I cannot answer. Write the number in the space left at

¹⁰⁴ Hidden curriculum: "it works in an implicit way through cultural contents, routines, interactions and school tasks; it is not the result of a 'conspiratorial' planning of the teaching staff, but it operates quite unconsciously. It is important to note that, normally, it results in a reproduction of the main dimensions and peculiarities of our society "(Torres, 1991).

the beginning of the statement, please:

___ Official reward for cooperative and collective successes.

___ Official reward for competitive and individual successes.

___ Naturalization of gender cultural constructions (roles) considering these as valid indicators to develop a certain aspect of human growth, for example: in general, girls are calmer, therefore it is possible to work better in a group, and thus develop the cooperative capacity with them.

___ Differentiation between men and women based on iconographic and linguistic conventions.

___ Different social assessment of people according to their profession, their academic grades, their educational level or the power position they occupy.

___ Coresponsibility in domestic tasks and its reconceptualization in positive.

___ School commitment to specifically sex-gender diversity system.

___ School commitment to other diversities that are not the sex-gender variable.

___ Critical manifestation to the traditional values assigned to masculinity and femininity.

___ Positive and systematic recognition of the civic, peaceful and relational footprint that women have contributed culturally throughout history.

___ School commitment to coeducation¹⁰⁵.

4. To what extent do you think that the fact that we have been assigned gender roles implies losses in personal and social development for both women and men? Rate from 0 to 5, where 0 is not in agreement at all and 5 is very much in agreement. NP means I cannot answer:

0	1	2	3	4	5	NP
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5. There are studies that show how, in general, teachers spend more time interacting with boys in classrooms (A). They also indicate how this interaction is different depending, generally, if this teacher addresses girls or boys (B). From your experience, to what extent would you agree with these statements? Rate from 0 to 5, where 0 is not in agreement at all and 5 is very much in agreement. NP means I cannot answer:

(A)	0	1	2	3	4	5	NP
(B)	0	1	2	3	4	5	NP

6. To what degree do you agree with the statement about socializing in (A) competitiveness, (B) ironic jokes and (C) the banalization of aggressiveness, these three premises being understood as fun, distance students from the necessary sensitivity for human relations based on cooperation, empathy and nonviolence? Rate from 0 to 5, where 0 is not in agreement at all and 5 is very much in agreement. NP means I cannot answer:

105 Coeducation definition: "An intentional process of intervention through which children development is encouraged starting from the reality of the existence of two different sexes and its cultural meanings in order to achieve a personal development and a common construction not in opposition" (already defined in 1987 by Feminario de Alicante group)

(A)	0	1	2	3	4	5	NP
(B)	0	1	2	3	4	5	NP
(C)	0	1	2	3	4	5	NP

7. To what extent do you agree with the statement that education for gender equal opportunities might enhance the learning capacity for instrumental subjects? Rate from 0 to 5, where 0 is not in agreement at all and 5 is very much in agreement. NP means I cannot answer:

0	1	2	3	4	5	NP
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8. To what extent do you agree with the statement that (A) female students attribute failures to their lack of ability and (B) male students to their lack of effort, which would shape self-esteem in a certain sense? Rate from 0 to 5, where 0 is not in agreement at all and 5 is very much in agreement. NP means I cannot answer:

(A)	0	1	2	3	4	5	NP
(B)	0	1	2	3	4	5	NP

9. To what extent do you agree with that the curriculum should systematically contribute to placing women in the world, rediscovering their history and recovering oppressed and silenced women voices in order to prevent that the marginalization phenomena continue to occur? Rate from 0 to 5, where 0 is not in agreement at all and 5 is very much in agreement. NP means I cannot answer:

0	1	2	3	4	5	NP
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B. 4 The educational institution

1. To what extent do you agree with that if the curricular contents tend to present only one point of view and marginalize other living alternatives, the school institution will also present only one way of organising the structures which form it? Rate from 0 to 5, where 0 is not in agreement at all and 5 is very much in agreement. NP means I cannot answer:

0	1	2	3	4	5	NP
---	---	---	---	---	---	----

2. To what extent do you agree with that the current economic-productive system is causing an understanding of education more inclined towards competitiveness than cooperation? Rate from 0 to 5, where 0 is not in agreement at all and 5 is very much in agreement. NP means I cannot answer:

0	1	2	3	4	5	NP
---	---	---	---	---	---	----

3. To what degree do you agree with that your school has been organised by the means of the following statements? Rate from 0 to 5, where 0 is not in agreement at all and 5 is very much in

agreement. NP means I cannot answer. Write the number in the space left at the beginning of the statement, please:

___ It seems that the school has been organised like a machine following an instruction manual, everything (tasks, administration, schedules, organization) has been previously prescribed and is superimposed on school reality.

___ Practices and regulations persist over time, thus new social and labor problems cannot be solved.

___ Numeric and productive keys lead the school rather than the following the understanding of schools as living, human and unique entities.

___ The school is presented as a place where technical neutrality prevails more than debate, conflict and consensus.

___ The school purposes attend more to the quantitative nature than qualitative in the name of a single goal: to be promoted no next grade.

___ It is not considered as a relevant fact that in the school organisational machinery may benefite some identities and harm others.

___ The school suffers a social and political pressure that makes it an immobile entity, thus, with obvious difficulties in order to set new organisational proposals more adapted to the school context.

___ The school represents a real diversification of motivations, expectations, values and abilities for all.

___ It is not considered that hierarchies, structures, curriculums, times, established may not be neutral in terms of gender issues.

___ It is stated that hierarchies, structures, curriculum, times, established have not been agreed by the whole educational community.

___ The educational community has a clear concern to innovate in the didactic and pedagogical aspect, especially towards the students.

___ The educational community shows no concern to adapt the institutional and organizational school inertia to the educational context.

___ Departments and classrooms are organized on the basis of instrumental subjects instead of other affinities that could enhance other capacities.

4. To what extent do you agree that occupying spaces is an aspect in which one must intervene educationally given that it generates unequal relations between the groups that have the right or not to occupy it? Rate from 0 to 5, where 0 is not in agreement at all and 5 is very much in agreement. NP means I cannot answer:

0	1	2	3	4	5	NP
---	---	---	---	---	---	----

5. To what extent, in your school, is gender equality observed as a matter of women based on the achievement of equal rights? Rate from 0 to 5, where 0 is not in agreement at all and 5 is very much in agreement. NP means I cannot answer:

0	1	2	3	4	5	NP
---	---	---	---	---	---	----

6. To what extent, in your school, is gender equality observed as a matter to take into account in human relations based on the fact that the perceived differences in gender and sex give rise to different social considerations? Rate from 0 to 5, where 0 is not in agreement at all and 5 is very much in agreement. NP means I cannot answer:

0	1	2	3	4	5	NP
---	---	---	---	---	---	----

7. Considering the difference in behavior between men and women according to gender stereotypes and the type of relationships that are usually established based on these, to what extent would you agree with the creation of segregated spaces according to the binarism boy/girl where an educational intervention would be carried out in order to deconstruct myths about female and male traditional roles and where the acceptance of different sex-gender would be developed? Rate from 0 to 5, where 0 is not in agreement at all and 5 is very much in agreement. NP means I cannot answer:

0	1	2	3	4	5	NP
---	---	---	---	---	---	----

8. To what extent would you see more efficient the creation of the space suggested in the previous question but being gender mixed? Rate from 0 to 5, where 0 is not in agreement at all and 5 is very much in agreement. NP means I cannot answer:

0	1	2	3	4	5	NP
---	---	---	---	---	---	----

9. To what extent do you agree with that the social justice term includes the understanding that, in a democratic society, the lack of women and alternative voices in positions of leadership and occupying public spaces is indicative of institutionalized inequality and discrimination? Rate from 0 to 5, where 0 is not in agreement at all and 5 is very much in agreement. NP means I cannot answer:

0	1	2	3	4	5	NP
---	---	---	---	---	---	----

B. 5 The school management task

1. To what extent do you agree with the idea that it is necessary that any individual who intends to exercise a management task must adapt to the expectation of leadership defined by the institutional parameters, for example, the one defined in the management courses marked by policies? Rate from 0 to 5, where 0 is not in agreement at all and 5 is very much in agreement. NP

means I cannot answer:

0	1	2	3	4	5	NP
---	---	---	---	---	---	----

2. To what extent do you agree with the idea that the difference of culturally assumed roles depending on whether you are male or female makes tasks' management different? Rate from 0 to 5, where 0 is not in agreement at all and 5 is very much in agreement. NP means I cannot answer:

0	1	2	3	4	5	NP
---	---	---	---	---	---	----

3. Based on your experience, to what extent would you say that, depending on whether you have been trained socially and culturally as a man or as a woman, you will better exercise the following managerial tasks? Write next to each statement BM (better a man), BW (better a woman), NV (neutral value). Rate from 0 to 5, where 0 is not in agreement at all and 5 is very much in agreement. NP means I cannot answer:

___ Helping teachers to find the calling meaning to work on education.

___ Encourging and coordinating the school project mainly.

___ Offering critical analysis of its educational context without fear of recognizing the deficiencies of the center

___ Inspiring a positive climate of relationships between those who form the educational community.

___ Participating in school projects and activities even if it is not part of their managerial function.

___ Emphasizing control, bureaucracy and the compliance with prescriptions.

___ Promoting school innovation to adjust the school to new demands.

___ Recognizing emotions as significant aspects of relationships and learning processes.

___ Taking risks to enhance the school.

___ Considering the school assessments and professional meetings as a way of improvement.

___ Watching over the ethical dimensions of human development such as gender and diversity in all its variables.

___ Establishing consensus strategies among the whole educational community.

___ Demonstrating a strong sense of educational quality based on the human component.

___ Minimizing differences in status and power.

4. To what extent do you agree with the assertion that the general identity of the majority of the members in the management team (that is, if they are mostly men, or women, or heterosexuals, or lesbians, or whites, or physical and intellectual capables, or belonging to the same nation and religion, etc.) should be a strong reason for reflection to organize a school? Rate from 0 to 5, where 0 is not in agreement at all and 5 is very much in agreement. NP means I cannot answer:

0	1	2	3	4	5	NP
---	---	---	---	---	---	----

5. Based on your experience, to what extent do you agree that the general lack of candidates for

directorships is due to the following causes. Rate from 0 to 5, where 0 is not in agreement at all and 5 is very much in agreement. NP means I cannot answer. Write the number in the space left at the beginning of the statement, please:

___ Personal feeling of fear in front of being criticized due to any failure.

___ More interest in teaching subjects than in organizational issues.

___ The managerial tasks are understood more as guaranteeing order, complying with the bureaucracy and coordinating, than stimulating a school project and establishing fruitful relationships.

___ The teaching staff does not know how to work cooperatively and keeps themselves far from accomplishing with the main school project.

___ Feeling of inability to manage a teaching cloister.

___ Feeling that one should assume some roles with which does not identify yourself such as the exercise of an authority that emerges from asymmetric power relations.

___ There is not enough school autonomy or resources to encourage and develop projects that have exciting potential in the school community.

___ Do not experience the feeling of coveting a coordinating position because of pressures that it implies.

___ Understanding school organization as overly bureaucratic to be able to transform school processes.

___ Feeling insecure when opting for a position of power due to the fact that socially and traditionally has not been prepared for it.

___ Small availability due to the role played in the family and the upbringing.

___ Own presumption that your gender is not suitable for the exercise of headteacher.

B. 6 Coeducation

1. Do you know if school regulations and the main school project in your school contemplate coeducation in the way defined (p. 7)? Answer simply yes or no.

2. If you have answered affirmatively, to what degree do you know how it is carried out? Mark all the actions which happen in your school regarding coeducation:

___ It does not apply beyond equal treatment based on civil rights.

___ The institutional days dedicated to women and gender violence are celebrated.

___ There are some teachers who individually carry out specific activities.

___ Non-sexist language is established in any school document.

___ There are specific and lasting projects over time recognized in the main school project.

3. If, as the latest education laws state, one of the principles of the Spanish education system is

“the development of equal rights and opportunities and the promotion of effective equality between men and women, as well as the prevention of gender violence”. To what extent you would incorporate such an objective? Rate from 0 to 5, where 0 is not in agreement at all and 5 is very much in agreement. NP means I cannot answer. Write the number in the space left at the beginning of the statement, please:

- ___ Main school project
- ___ Managerial team's project
- ___ School curriculum project
- ___ Annual general programmings
- ___ School's organizational rules and standards
- ___ Annual memory
- ___ House Rules
- ___ Student rights and duties
- ___ Training and innovation projects
- ___ Linguistic project
- ___ Teaching units

4. One of the methodologies used by coeducation is the pedagogy of difference. This consists, in broad strokes, in the recognition of the institutionalized gender difference according to historical and cultural prejudices. The same pedagogy says that the repetition by habit and inertia of these prejudices creates oppression and imbalances of power between men and women, men and men, women and women at a social and personal level. Based on this idea, to what extent do you agree with (A) that training by the means of that kind of pedagogy might give light to gender?, and (B) that the appearance of this consciousness might lead to a different school organization and relationships? Rate from 0 to 5, where 0 is not in agreement at all and 5 is very much in agreement. NP means I cannot answer:

(A)	0	1	2	3	4	5	NP
(B)	0	1	2	3	4	5	NP

5. Coeducation aims to contribute to two primary objectives: to alleviate structural youth and gender violence, and also to ensure that the labor market is stripped of gender segregation. To what extent would you agree that training according to the pedagogy of difference would contribute to achieving these objectives? Rate from 0 to 5, where 0 is not in agreement at all and 5 is very much in agreement. NP means I cannot answer:

0	1	2	3	4	5	NP
---	---	---	---	---	---	----

6. To what extent do you agree with that thanks to the equal rights laws and the efforts made by

governments, it is enough to achieve, little by little, an effective equal gender balance (A) in the public sphere (institutions and public spaces, and private companies adjusted to laws) and (B) in the private sphere (family and friendship relationships and any type of personal link)? Rate from 0 to 5, where 0 is not in agreement at all and 5 is very much in agreement. NP means I cannot answer:

(A)	0	1	2	3	4	5	NP
(B)	0	1	2	3	4	5	NP

THANK YOU VERY MUCH!!

APPENDIX II: DATA ANALYSIS

Block A) An introduction: You

Block A addresses issues on personal identification on the one hand, and on the other, it does on general beliefs regarding the existence or not of sexism in schools.

With respect to the personal identification part, the survey presents a first question in which there are 40 different categories of identity in terms of class, race, gender, sexual orientation, hobbies, vocation, private aspects, age, among others.

The purpose of this question was to observe which aspects of personal identity teachers were willing to openly declare to the interviewer. Next, they found another question in which they were asked to what extent they believed that these categories were perceived or transmitted at the time of either teaching subjects or relating informally to participants within the educational community.

I have looked at the most recurrent categories according to the readings on intersectionality made during the master course to carry out the analysis. These are: class, race, gender identity, sexual orientation or the relevance of the personal. The diversity in skills in terms of physical or psychological human abilities is not shown among these categories because previously I already knew that they are professors considered totally capable.

If one observes the majority responses of women, they seem to be more discreet when it comes to manifesting the identity aspects which define them, they do not give such detailed descriptions. For example, only 1 of the 6 teachers surveyed reveals their sexual orientation (heterosexual) and only 1 again finds her race as a category to consider in her identity. On the contrary, 5 of the 6 women manifest their gender, women, as identity, and strikingly, only 3 express issues of private sphere as important for defining their identity. Regarding the class, only 2 point out which class defines them.

As for men, there seems to be more openness when it comes to expressing aspects that define them, whatever the category is. Regarding the mentioned ones, it draws my attention as the 6 professors surveyed manifest aspects of their private sphere and in general half or more indicate

their race, gender, sexual orientation or class as a relevant part of their identity.

	Mujeres	Hombres
Class	1	3
Race	2	4
Gender Identity	5	4
Sexual Orientation	1	3
Relevance of the personal	3	6

If one looks at the degree of either perception or transmission regarding such categories that female teachers may acknowledge, responses are in general polarized, that is, 3 of them consider that they are quite or totally in agreement with the fact that such categories are actually perceived and transmitted, and yet the other three consider that such perception or transmission neither occurs nor is practically appreciated. On the other hand, male teachers, who behave again as a bloc, generally consider that these are transmitted or perceived in a very insignificant way.

	Total Resp.	% total	Women	Men	% women	% men
0 in agreement	3	13%	2	1	17%	8%
1 in agreement	2	8%	0	2	0%	17%
2 in agreement	3	13%	0	3	0%	25%
3 in agreement	5	21%	2	3	17%	25%
4 in agreement	4	17%	3	1	25%	8%
5 in agreement	2	8%	2	0	17%	0%
I cannot answer	5	21%	3	2	25%	17%
Total	24	100%	12	12	100%	100%

Questions regarding personal beliefs ask about some general ideas on sexism and patriarchy and its influence when any kind of organisation is built by people because of the fact that society reproduces the traditional gender stereotypes. These responses have been gathered in order to observe a better scene on their beliefs. Indeed, if one look at the total percentage it is showed a global agreement regarding the recognition of such an idea since the big responses are gathered in the higher ranges of agreement.

However, if answers are segregated by male and female teachers, one will see that women are who mostly support these theories with 66% agreeing, in contrast with 45% of male teachers. Among them, there is a greater dispersion of degrees of agreement than among women who focus more on being quite or very much in agreement. In addition, it should be noted that only the 4% of women declare to totally disagree in comparison to the 14% of men, besides some of them declare 'I cannot answer'.

	Total Resp.	% total	Women	Men	% women	% men
0 in agreement	24	9%	5	19	4%	14%
1 in agreement	8	3%	3	5	2%	4%
2 in agreement	18	7%	7	11	5%	8%
3 in agreement	42	15%	31	11	23%	8%
4 in agreement	56	20%	33	23	24%	17%
5 in agreement	97	35%	58	39	42%	28%
I cannot answer	29	11%	0	29	0%	21%
Total	274	100%	137	137	100%	100%

Block B) Your school

B. 1: Treating diversity

As it has been explained throughout previous chapters, the authors state that gender issues or sexual difference are not contemplated as a human diversity in schools, thus there is no need to intervene in order to gain recognition and respect.

Therefore, I thought it might have some relevance to ask teachers about the different types of diversities that exist between students and teachers in their schools, as well as about the degree of agreement regarding working such diversities in a systematic way.

I see the need to note that the school location, depending on whether it is located in a large city (Barcelona or Valencia) or in a town with small dimensions, will determine the greater or lesser existence of certain categories of diversity such as race, nationality, class, linguistic diversity, religion or academic abilities.

As a consequence, I thought more appropriate to carry out the analysis without segregating them between the two sexual groups since these particular questions have to do more with a direct observation made by teachers than with their beliefs.

Thus, the answers have been compiled in a global way to contemplate which types of diversity are the most commonly observed. However, as for the analysis of the degree of agreement to work in a systematic way one or another diversity, I have segregated the answers according to gender since it is an opinion given by teachers.

Therefore, regarding the type of diversity among the students, teachers surveyed may realize mostly nationality and academic capacity diversity in a 42% of agreement in its existence, yet race is recognized by 25%. However, they observe that gender, sexual orientation or class diversity are practically absent, such variants are only observed between 8% and 17% of teachers. It should also be noted that 42% percent of teachers cannot answer with respect to the sexual orientation of their students.

B.1.2) Diversity in students	1	2	3	4	5	I cannot answer
Races	3	2	2	1	4	0
Social classes	2	3	2	3	2	0
Languages	1	3	2	2	4	0
Gender	1	1	3	1	3	3
Sexual orientation	0	2	3	1	1	5
Nacionalities	2	2	2	1	5	0
Religions	2	2	1	3	3	1
Academic capacities	0	1	3	3	5	0
Phisical and/or intellectual cap.	0	2	4	2	3	1

1	3	5
25%	17%	33%
17%	17%	17%
8%	17%	33%
8%	25%	25%
0%	25%	8%
17%	17%	42%
17%	8%	25%
0%	25%	42%
0%	33%	25%

When asking teachers about these same diversity categories, but among school workers, the appreciable existence of them are still lower. It draws attention the agreement with the idea on the almost absence of race, class, nationality, and capacities diversity among workers. Moreover, it should be highlighted the agreement on the existence of gender diversity at 50% from male/female binarism on the one hand, and on the other the ignorance of the existence of sexual orientation and religious diversity which the option 'I cannot answer' reaches percentages of 58% and 42% respectively.

B.1.3) Diversity in teachers	0 in agreement	1 in agreement	2 in agreement	3 in agreement	4 in agreement	5 in agreement	I cannot answer
Races	9	2	0	0	0	0	1
Social classes	2	1	2	4	0	1	2
Languages	2	1	6	3	0	0	0
Gender	0	1	1	6	1	1	2
Sexual orientation	0	0	2	2	1	0	7
Nacionalities	4	6	2	0	0	0	0
Religions	2	1	3	1	0	0	5
Academic capacities	0	1	2	4	1	1	3
Phisical and/or intellectual cap.	1	2	2	3	2	0	2

0	3	5
75%	0%	0
17%	33%	8%
17%	25%	0%
0%	50%	8%
0%	17%	0%
33%	0%	0%
17%	8%	0%
0%	33%	8%
8%	25%	0%

With regard to the question of which type of diversity should be recognized and developed in a collegial and systematic way in schools, one may observe that the female opinions are less gathered under the same options than those of the male group. While only half of the women consider that projects, methodologies, and activities should be developed in relation to all type of diversity categories, except for the race and social class ones which are supported only by 2 of them, the masculine group clearly manifests the need to work on the academic, physical and intellectual capacities supported by 5 men of the 6 surveyed, and 4 of the 6 would approve an open and organized work for the rest of diversities with the exception of the religious and nationality ones, which is only supported by 2 men of the 6.

B.1.4) Women	0 in agreement	1 in agreement	2 in agreement	3 in agreement	4 in agreement	5 in agreement	I cannot answer
Div racial	0	1	0	1	2	2	0
Div clase social	0	0	0	1	3	2	0
Div lingüística	0	0	0	2	1	3	0
Div de género	0	0	0	2	1	3	0
Div de or. Sexual	0	0	1	1	1	3	0
Div de nacionals.	0	1	1	1	0	3	0
Div religiosa	0	0	0	2	1	3	0
Div cap academcs.	0	0	0	1	2	3	0
Div cap físicas/intelc.	0	0	0	1	1	3	1

B.1.4) Men	0 in agreement	1 in agreement	2 in agreement	3 in agreement	4 in agreement	5 in agreement	I cannot answer
Div racial	0	2	0	0	0	4	0
Div clase social	0	1	0	0	0	4	1
Div lingüística	0	0	0	2	0	4	0
Div de género	0	0	0	1	0	4	1
Div de or. Sexual	0	1	0	1	0	4	0
Div de nacionals.	0	0	0	3	1	2	0
Div religiosa	0	0	1	1	2	2	0
Div cap academcs.	0	0	0	0	1	5	0
Div cap físicas/intelc.	0	0	0	0	1	5	0

B. 2: professional and vocational guidance

This section raises, on the one hand, questions about the participation of women in school, especially in terms of managerial positions and, on the other hand, whether gender equality opportunities would come from the need or not to recognize the oppression suffered by the female collective because of the fact of being woman as well as from carrying out positive actions which give them back their place in the world, that is to say openly valuing their contributions to human development in both the public and private spheres.

This section has been divided into 4 thematic blocks.

The first set of questions inquires about the number of men and women in any type of management positions in schools. In teachers answers, it is observed how, according to current data of people who are part of their school workgroups, only headmaster positions are mostly occupied by men yet in slightly significant difference since 8% are men compared to 6% of women.

As for the other type of position of responsibility, women are in general majority acting as coordinators or heads of departments, yet in an insignificant difference compare to men, female teachers surpass the occupation of these positions by 5%. Thus, one might say that parity is fairly equitable in Spanish secondary schools.

B.2. 1-4)	Management Team	Department heads	Area coordinators	Teaching staff	Total
Women	26	70	41	115	252
Men	37	49	37	93	216

%	Management Team	Department heads	Area coordinators	Teaching staff	Total
Women	6%	15%	9%	25%	54%
Men	8%	10%	8%	20%	46%

However, when they are specifically asked about experience throughout their teaching career regarding women holding headmaster positions, men, in general, show little or no agreement with the studies which affirm the low presence of women as headmasters. On the contrary, women show a diversification of their experiences, in which some state to agree pretty much with such little presence and others show hardly little agreement.

B.2.5-6)	Total Resp.	% total	Women	Men	% women	% men
0 in agreement	3	13%	0	3	0%	25%
1 in agreement	1	4%	1	0	8%	0%
2 in agreement	4	17%	2	2	17%	17%
3 in agreement	4	17%	2	2	17%	17%
4 in agreement	6	25%	4	2	33%	17%
5 in agreement	5	21%	3	2	25%	17%
I cannot answer	1	4%	0	1	0%	8%

The second thematic block gathers the degree of agreement shown by these professors regarding a set of affirmations given by different studies as reasons for such a low female presence occupying headmaster positions.

In general, both groups are quite in agreement with the aforementioned reasons, since the most of teachers opinions are usually located mainly from grade 3 of acceptance. However, it should be noted that half of the men have chosen the 'I cannot answer' option.

Among those male teachers who have given an opinion, are quite or very much in agreement with women in supporting reasons such as the relevance of gender stereotypes transmission and that gender equality is neither valuable nor addressed enough in a systematic way in schools. Moreover, both sexual groups also agree with the fact that occupying managerial positions has a lot to do with the fact that 8 out of 10 hours dedicated to the family care and domestic tasks are carried out by women.

Also, both groups insignificantly or not agree at all with statements such as the pressure exerted on women when they rise in their professions is less than that experienced by men, so female teachers do not feel any mandatory work promotion.

It would be worth highlighting some appreciative differences between the two sexual groups since female teachers are quite or very much in agreement with the assertion that some women consider being an attractive future option family care tasks as well as that managerial positions represent cultural values with which women do not see themselves so identified. In this latter case, men show greater disagreement.

B.2.7)								
Women	0 in agreement	1 in agreement	2 in agreement	3 in agreement	4 in agreement	5 in agreement	I cannot answer	
Statement 1	1	0	0	0	3	2	0	
Statement 2	2	0	0	1	0	3	0	
Statement 3	0	0	1	2	0	2	1	
Statement 4	0	1	0	2	1	2	0	
Statement 5	0	1	1	2	1	1	0	
Statement 6	0	0	0	3	2	1	0	
Statement 7	1	0	2	1	1	1	0	

0 in agreement	3 in agreement	5 in agreement
17%	0%	33%
33%	17%	50%
0%	33%	33%
0%	33%	33%
0%	33%	17%
0%	50%	17%
17%	17%	17%

B.2.7)								
Men	0 in agreement	1 in agreement	2 in agreement	3 in agreement	4 in agreement	5 in agreement	I cannot answer	
Statement 1	1	0	0	0	0	2	3	
Statement 2	1	0	0	0	0	2	3	
Statement 3	1	0	0	1	0	1	3	
Statement 4	1	0	0	2	0	0	3	
Statement 5	1	0	0	1	1	0	3	
Statement 6	0	0	0	0	0	2	4	
Statement 7	1	0	0	1	1	0	3	

0 in agreement	3 in agreement	5 in agreement
17%	0%	33%
17%	0%	33%
17%	17%	17%
17%	33%	0%
17%	17%	0%
0%	0%	33%
17%	17%	0%

The third thematic block enquires into questions whether gender, class or race identification might determine the professional orientation and whether having suffered any type of discrimination for these issues would influence people professionally.

For such affirmations, the answers counted globally show a total dispersion of degrees of agreement fairly evenly distributed. Yet if these are segregated into sexual groups, one may observe a striking difference between both, while men manifest 25% of disagreeing with these

studies, women show this same percentage to agree, in fact, the tendency of female teachers is gathering the degree of agreement towards 4 and 5 level of acceptance, in a 46%, while male teachers distribute opinions between all the degrees of agreement and disagreement.

B.2.8,9,16)	Total Resp.	% total	Women	Men	% women	% men
0 in agreement	6	13%	0	6	0%	25%
1 in agreement	1	2%	1	0	4%	0%
2 in agreement	5	10%	2	3	8%	13%
3 in agreement	9	19%	5	4	21%	17%
4 in agreement	10	21%	6	4	25%	17%
5 in agreement	9	19%	5	4	21%	17%
I cannot answer	8	17%	5	3	21%	13%
Total	48	100%	24	24	100%	100%

Finally, the fourth thematic block enquires into the need to carry out positive actions in all school areas (curriculum and organization) in order to increase the visibility of women as an active part in human development so that restore their positive position in the world.

Overall, responses show a high degree of agreement with regard to carrying out this kind of educational strategies, which is corroborated when opinions are segregated by sex. Both sexual groups show a degree of quite or very much in agreement with establishing positive actions which favor women and their herstory establishing the percentage between 65% and 68%.

B.2.10-15)	Total Resp.	% total	Women	Men	% women	% men
0 in agreement	7	5%	2	5	3%	8%
1 in agreement	0	0%	0	0	0%	0%
2 in agreement	0	0%	0	0	0%	0%
3 in agreement	14	11%	4	10	6%	15%
4 in agreement	31	24%	22	9	34%	14%
5 in agreement	55	42%	22	33	34%	51%
I cannot answer	23	18%	15	8	23%	12%
Total	130	100%	65	65	100%	100%

B. 3: The official and hidden curriculums

The thematic variety of questions contemplated in this section has presented difficulties to gather them by blocks in order to analyze the answers more globally. Therefore, I have proceeded one question by one to observe more exactly the degree of agreement which the teachers surveyed share or not. This section consists of 9 different questions which address different topics: theories on neutrality and equality presupposed to schools, questions about belief and value transmission, and about teaching-learning processes.

→ Question nº1:

Overall, 50% of teachers surveyed accept the idea that neutrality and objectivity are tenets which lead teaching processes. Although if responses are segregated by sexual groups, one may observe that it is women who gather opinions around the disagreement trend in a 50%, noting that they are little or not in agreement with neutrality and objectivity idea, unlike of male group which moves away from this opinion supporting the disagreement only 17%. Conversely, male teachers

hold such theory roughly in a 60%.

	Total Resp.	% total	Women	Men	% women	% men
0 in agreement	0	0%	0	0	0%	0%
1 in agreement	2	17%	1	1	17%	17%
2 in agreement	2	17%	2	0	33%	0%
3 in agreement	3	25%	1	2	17%	33%
4 in agreement	3	25%	1	2	17%	33%
5 in agreement	0	0%	0	0	0%	0%
I cannot answer	2	17%	1	1	17%	17%
Total	12	100%	6	6	100%	100%

→ Question nº2:

This question enquires into the degree of acceptance as for the fact that the basic educational curricular competencies have been defined by a European official body whose task is especially focused on economic development. It may be observed a greater agreement between both sexual groups gathering opinions around feeling moderately or slightly agree with it. In the case of men, it is even shown a 17% in total disagreement.

	Total Resp.	% total	Women	Men	% women	% men
0 in agreement	1	8%	0	1	0%	17%
1 in agreement	1	8%	1	0	17%	0%
2 in agreement	3	25%	2	1	33%	17%
3 in agreement	3	25%	1	2	17%	33%
4 in agreement	0	0%	0	0	0%	0%
5 in agreement	0	0%	0	0	0%	0%
I cannot answer	4	33%	2	2	33%	33%
Total	12	100%	6	6	100%	100%

→ Question nº3:

This question includes a set of assumptions about the values which some studies suggest that are transmitted explicitly or implicitly through both curriculums as well as through teaching-learning processes.

In general, the group of female teachers shows a moderately or fairly agreement tendency with all the statements, unlike male teachers who diversify their responses among all the degrees of agreement and disagreement, reinforcing mainly a very much agreement tendency with some of the female teachers.

In general, all of them agree with number 2, 5, 8, 9, 10 and 11 statements, gathering an acceptance of agreement between 3 and 5 held by the 40-50% of responses.

These statements refer to values and practices as the existence of official and recognize rewards for competitive and individual successes as well as the value of students according to academic achievements. Moreover there is no real commitment in schools to work on gender diversity, but they do with respect to gender equal opportunities, and even schools show a critical attitude towards traditional values assigned to masculinity and femininity, besides it exists a positive and systematic recognition of the civic, peaceful and relational footprint made by women

along the History.

The affirmations number 3 and 4 are the most divergent among both sexual groups. Male teachers disagree or respond 'I cannot answer' as to whether cultural constructions of gender (roles) are naturalized at their schools and these are taking into account as valid indicators to develop aspects of human growth in students (ex: girls are quieter, thus it is possible to implement cooperative groups). The same disagreement is made towards recognizing the existence of iconographic and linguistic conventions by which male and female are differentiated. On the contrary, the female group expresses to be moderately or very much in agreement with these two statements.

Regarding the affirmations, number 1, 6 and 7, the degrees of agreement are very diversified in both sexual groups being difficult to find a common trend. For affirmation number 1: the existence of official and recognized rewards for cooperative and collective successes, the whole group show a total distributed opinion between 0 and 5.

Regarding statement 6, 42% of teachers concentrate their responses between feeling nothing or little agree with the existence of a clear message about co-responsibility in domestic tasks and its positive reconceptualization, and with regard to the affirmation 7, the commitment shown by schools with the rest of categories of diversity which has nothing to do with the sexual one, teachers show a division between those who tend to agree and those who do not roughly 50% in each case.

Women	0 in agreement	1 in agreement	2 in agreement	3 in agreement	4 in agreement	5 in agreement	I cannot answer
Statement 1	0	1	1	1	1	1	1
Statement 2	0	0	1	1	1	2	1
Statement 3	0	0	1	2	1	1	1
Statement 4	0	1	0	2	1	0	2
Statement 5	0	0	1	3	0	0	2
Statement 6	0	0	1	1	2	0	2
Statement 7	0	0	2	1	1	0	2
Statement 8	0	0	1	3	1	0	1
Statement 9	0	0	1	1	2	0	2
Statement 10	0	0	1	2	1	0	2
Statement 11	0	0	1	2	1	0	2

Women	0 in agreement	3 in agreement	5 in agreement
Statement 1	0%	17%	17%
Statement 2	0%	17%	33%
Statement 3	0%	33%	17%
Statement 4	0%	33%	0%
Statement 5	0%	50%	0%
Statement 6	0%	17%	0%
Statement 7	0%	17%	0%
Statement 8	0%	50%	0%
Statement 9	0%	17%	0%
Statement 10	0%	33%	0%
Statement 11	0%	33%	0%

Men	0 in agreement	1 in agreement	2 in agreement	3 in agreement	4 in agreement	5 in agreement	I cannot answer
Statement 1	0	1	1	1	2	1	0
Statement 2	0	0	0	1	3	2	0
Statement 3	1	1	1	1	0	0	2
Statement 4	1	0	3	0	0	0	2
Statement 5	1	1	1	1	2	0	0
Statement 6	0	2	0	1	1	1	1
Statement 7	0	1	2	0	1	1	1
Statement 8	0	0	1	0	1	2	2
Statement 9	0	2	0	0	0	2	2
Statement 10	0	0	1	1	2	1	1
Statement 11	0	0	1	1	2	2	0

Men	0 in agreement	3 in agreement	5 in agreement
Statement 1	0%	17%	17%
Statement 2	0%	17%	33%
Statement 3	17%	17%	0%
Statement 4	17%	0%	0%
Statement 5	17%	17%	0%
Statement 6	0%	17%	17%
Statement 7	0%	0%	17%
Statement 8	0%	0%	33%
Statement 9	0%	0%	33%
Statement 10	0%	17%	17%
Statement 11	0%	17%	33%

→ Question n°4:

Such question links gender roles with loss in personal and social human development.

Overall, the 71% of teachers agree with this statement, yet it may be observed when responses are segregated by the two sexual groups, male teachers show themselves more agree with a 99% of their responses on the side of feeling in agreement. Anyway, these are closely following by female teachers with an 83%, yet some of them express feeling slightly in agreement with such affirmation, 17%.

	Total Resp.	% total	Women	Men	% women	% men
0 in agreement	0	0%	0	0	0%	0%
1 in agreement	0	0%	0	0	0%	0%
2 in agreement	1	8%	1	0	17%	0%
3 in agreement	0	0%	0	0	0%	0%
4 in agreement	4	33%	2	2	33%	33%
5 in agreement	4	33%	2	2	33%	33%
I cannot answer	3	25%	1	2	17%	33%
Total	12	100%	6	6	100%	100%

→ Question n°5:

This question enquires into the existence of research which asserts that teachers spend more time interacting with boys in classrooms and that this interaction takes a different shape depending, generally, on if this teacher addresses to girls or boys.

The overall answers gather around being little in agreement with such studies with respect

to their teaching experiences, it is shown a 67% of disagreement. However, it is striking to observe that male teachers are the ones who manifest a more radical disagreement concentrating the 75% of their responses between little agreement or nothing at all areas, the latter monopolizing opinions with the 50%. Yet female teachers, even though the trend is to disagree as well with 58% of their responses, it should be noted that only 8% shows no agreement at all (unlike 50% of men) and that one does find a 25% concentration of the female opinion in being moderately in agreement with the study.

	Total Resp.	% total	Women	Men	% women	% men
0 in agreement	7	29%	1	6	8%	50%
1 in agreement	6	25%	4	2	33%	17%
2 in agreement	3	13%	2	1	17%	8%
3 in agreement	4	17%	3	1	25%	8%
4 in agreement	2	8%	0	2	0%	17%
5 in agreement	0	0%	0	0	0%	0%
I cannot answer	2	8%	2	0	17%	0%
Total	24	100%	12	12	100%	100%

→ Question nº6:

This question relates a type of socialization based on competitiveness, the ironic joke and the trivialization of aggressiveness, learned from a playful point of view to the fact that students lack the necessary sensitivity for human relations based on cooperation, empathy, and non-violence.

The 64% of teachers feel quite in agreement with such study, yet it should be noted that in this case are female teachers who gather greater percentage in disagreeing with this statement in 33%. The group of men, on the other hand, opted to quite or very much agree in 72% supporting such a study, unlike women who only support it in that level of acceptance with 39%.

	Total Resp.	% total	Women	Men	% women	% men
0 in agreement	6	17%	6	0	33%	0%
1 in agreement	0	0%	0	0	0%	0%
2 in agreement	1	3%	0	1	0%	6%
3 in agreement	3	8%	2	1	11%	6%
4 in agreement	5	14%	3	2	17%	11%
5 in agreement	15	42%	4	11	22%	61%
I cannot answer	6	17%	3	3	17%	17%
Total	36	100%	18	18	100%	100%

→ Question nº7:

This question introduces the affirmation which holds that working on gender equal opportunities in education encourages students' capacities to learn the curricular contents. Again, overall 66% of the responses concentrate on being quite or very much in agreement with such a research, although segregating the responses by sexual groups it may be observed striking differences in opinions. It is the group of male teachers who show a significant agreement with the affirmation gathering a 72% of responses, in contrast to female teachers who in this range of

agreement only concentrates 39% of responses. Moreover, it should be noted that the 33% of responses show no agreement at all with the study.

	Total Resp.	% total	Women	Men	% women	% men
0 in agreement	6	17%	6	0	33%	0%
1 in agreement	0	0%	0	0	0%	0%
2 in agreement	1	3%	0	1	0%	6%
3 in agreement	3	8%	2	1	11%	6%
4 in agreement	5	14%	3	2	17%	11%
5 in agreement	15	42%	4	11	22%	61%
I cannot answer	6	17%	3	3	17%	17%
Total	36	100%	18	18	100%	100%

→ Question n°8:

This question enquires into the way self-esteem and personality are forged in students relating to school success. According to some studies, girls attribute failures to lack of ability and boys to lack of effort.

For this statement, overall teachers show little or no agreement at all, gathering the highest percentage of 63% in these ranges. Yet again, when the group is segregated by sex, it may be observed notable differences in degrees of acceptance. Only half of the female teachers support the study, the rest place themselves in either in agreement or in 'I cannot answer'. In the case of male teachers, the disagreement with such a study is quite extreme since 67% of them express a total disagreement.

	Total Resp.	% total	Women	Men	% women	% men
0 in agreement	10	42%	2	8	17%	67%
1 in agreement	3	13%	2	1	17%	8%
2 in agreement	2	8%	2	0	17%	0%
3 in agreement	5	21%	3	2	25%	17%
4 in agreement	1	4%	0	1	0%	8%
5 in agreement	1	4%	1	0	8%	0%
I cannot answer	2	8%	2	0	17%	0%
Total	24	100%	12	12	100%	100%

→ Question n°9:

Finally, this question refers to the systematized inclusion of women contribution for human development as a strategy in order to prevent female marginalization phenomena.

For this statement, despite the fact that 25% of the teachers place their opinion on 'I cannot answer', the rest of both sexual groups express a great agreement with the study gathering a 67% in the case of men and 84% of women in supporting such a theory.

	Total Resp.	% total	Women	Men	% women	% men
0 in agreement	0	0%	0	0	0%	0%
1 in agreement	0	0%	0	0	0%	0%
2 in agreement	0	0%	0	0	0%	0%
3 in agreement	0	0%	0	0	0%	0%
4 in agreement	1	8%	1	0	17%	0%
5 in agreement	8	67%	4	4	67%	67%
I cannot answer	3	25%	1	2	17%	33%
Total	12	100%	6	6	100%	100%

B. 4: The educational organization

This section includes questions that address issues of school organization trying to inquire into all structures from physical and symbolic spaces to understandings generally transmitted in schools on gender equal opportunities in education as well as how to organise themselves and questioning about the openness for alternative ideas.

Like the previous section, this diversity of topics has prevented the possibility of collecting similar questions in blocks, so the opinions are shown question by question.

→ Question nº1:

It is raised the question about whether presenting curricular contents from a single point of view, the official, implies that school organizations also contemplates a single way of organizing, the standardized.

Both the group of male and female teachers concentrate 33% of the answers in 'I cannot answer'.

Regarding the degree of agreement, female teachers show a greater degree of acceptance placing their responses between either adequately or totally agreeing, gathering the 50% of the answers. Male teachers show more polarized opinions since the 33% strongly agree but the other 33% places the answers between being moderately or slightly in agreement.

	Total Resp.	% total	Women	Men	% women	% men
0 in agreement	0	0%	0	0	0%	0%
1 in agreement	0	0%	0	0	0%	0%
2 in agreement	2	17%	1	1	17%	17%
3 in agreement	1	8%	0	1	0%	17%
4 in agreement	1	8%	1	0	17%	0%
5 in agreement	4	33%	2	2	33%	33%
I cannot answer	4	33%	2	2	33%	33%
Total	12	100%	6	6	100%	100%

→ Question nº2:

It is enquired whether, as some studies assert, the current economic-productive system Spain embraces may provoke an understanding of education more inclined towards competitiveness than to cooperation.

Overall, teachers surveyed are positioned in quite or strongly agree with the 75% of answers concentrated in these ranges. Segregating by sex as it has been doing, female teachers are in this case are more determined when supporting such a study with an 83%. On the other hand, the group of male teachers shows a 67% support at this level of agreement, however, it is striking to note that there is a 17% of men who declare a total disagreement.

	Total Resp.	% total	Women	Men	% women	% men
0 in agreement	1	8%	0	1	0%	17%
1 in agreement	0	0%	0	0	0%	0%
2 in agreement	0	0%	0	0	0%	0%
3 in agreement	1	8%	0	1	0%	17%
4 in agreement	4	33%	3	1	50%	17%
5 in agreement	5	42%	2	3	33%	50%
I cannot answer	1	8%	1	0	17%	0%
Total	12	100%	6	6	100%	100%

→ Question nº3:

This question states a set of affirmations which have been chosen by some authors as the most common when it comes to school organisation. According to these teachers experience, they have expressed more or less degree of agreement with such choices.

In the first place, it is worth noting a remarkable difference between the two sexual groups: while female teachers tend to gather responses towards feeling more in agreement with such dynamics of school organisation, male teachers manifest a greater dispersion of opinions, placing the highest concentration of responses towards total disagreement range.

Thus, while overall male teachers deny such statements in 33% and 50%, the group of women tend to keep 'the no in agreement at all column' empty, with the exception of affirmation number 10 which states that hierarchies, structures, curriculum, times, established to organize a school have not been agreed by the educational community. In this case, female teachers distribute their degree of acceptance in a dispersed way.

The group of male teachers shows no agreement at all with a 50% for the affirmations number 1, 2 and 5 which assert on the one hand that schools keep static regarding organizational matters, and on the other that quantitative nature of learning processes (marks and promotion) lead educational purposes. With respect to these statements, female teachers agree with the quantitative tendency to focus teaching-learning processes, yet they spread their degree of acceptance when giving responses as to whether schools are fixed structures.

One of the statements with which male teachers are again decisive in 50% of strongly agree is number 11 which states that the educational community has a clear concern to innovate in pedagogical strategies. Female teachers, on the other hand, are polarized in this matter, concentrating the same percentage of responses 33% either in being slightly in agreement or fairly agree.

It is interesting to observe the affirmation number 9 which indicates that who organise a school does not consider that hierarchies, structures, curriculum, times, might hide a gender bias, thus the school organization is not the kingdom of neutrality.

In this case 3 of the male teachers choose 'I cannot answer', and the rest of them are divided between those who do not agree at all and those who strongly agree. As for female teachers, just one of them has chosen 'I cannot answer'. The rest of women tend to fairly or very much agree with the idea of schools actually do not consider such bias when organising.

With regard to the rest of the statements, the answers are too scattered to be able to find common tendencies.

Women	0 in agreement	1 in agreement	2 in agreement	3 in agreement	4 in agreement	5 in agreement	I cannot answer
Statement 1	0	1	1	1	1	1	1
Statement 2	0	0	2	1	1	1	1
Statement 3	0	0	2	2	1	0	1
Statement 4	0	1	2	0	1	0	2
Statement 5	0	0	1	1	1	2	1
Statement 6	0	0	2	2	1	0	1
Statement 7	0	0	2	1	1	1	1
Statement 8	0	0	1	2	1	1	1
Statement 9	0	0	2	0	1	2	1
Statement 10	1	0	1	1	1	1	1
Statement 11	0	0	2	0	3	0	1
Statement 12	0	0	1	1	1	0	3
Statement 13	0	0	1	2	1	1	1

Women	0 in agreement	1 in agreement	2 in agreement	3 in agreement	4 in agreement	5 in agreement	I cannot answer
Statement 1	0%	17%	17%	17%	17%	17%	17%
Statement 2	0%	0%	33%	17%	17%	17%	17%
Statement 3	0%	0%	33%	33%	17%	0%	17%
Statement 4	0%	17%	33%	0%	17%	0%	33%
Statement 5	0%	0%	17%	17%	17%	33%	17%
Statement 6	0%	0%	33%	33%	17%	0%	17%
Statement 7	0%	0%	33%	17%	17%	17%	17%
Statement 8	0%	0%	17%	33%	17%	17%	17%
Statement 9	0%	0%	33%	0%	17%	33%	17%
Statement 10	17%	0%	17%	17%	17%	17%	17%
Statement 11	0%	0%	33%	0%	50%	0%	17%
Statement 12	0%	0%	17%	17%	17%	0%	50%
Statement 13	0%	0%	17%	33%	17%	17%	17%

Men	0 in agreement	1 in agreement	2 in agreement	3 in agreement	4 in agreement	5 in agreement	I cannot answer
Statement 1	3	0	0	1	2	0	0
Statement 2	3	0	0	2	0	0	1
Statement 3	2	0	1	2	1	0	0
Statement 4	2	1	1	0	0	1	1
Statement 5	3	1	0	1	1	0	0
Statement 6	2	0	0	1	1	0	2
Statement 7	2	0	3	0	1	0	0
Statement 8	0	1	2	0	1	1	1
Statement 9	2	0	0	0	0	1	3
Statement 10	1	1	0	0	1	1	2
Statement 11	0	0	2	0	1	3	0
Statement 12	1	3	0	1	1	0	0
Statement 13	2	0	0	0	3	0	1

Men	0 in agreement	1 in agreement	2 in agreement	3 in agreement	4 in agreement	5 in agreement	I cannot answer
Statement 1	50%	0%	0%	17%	33%	0%	0%
Statement 2	50%	0%	0%	33%	0%	0%	17%
Statement 3	33%	0%	17%	33%	17%	0%	0%
Statement 4	33%	17%	17%	0%	0%	17%	17%
Statement 5	50%	17%	0%	17%	17%	0%	0%
Statement 6	33%	0%	0%	17%	17%	0%	33%
Statement 7	33%	0%	50%	0%	17%	0%	0%
Statement 8	0%	17%	33%	0%	17%	17%	17%
Statement 9	33%	0%	0%	0%	0%	17%	50%
Statement 10	17%	17%	0%	0%	17%	17%	33%
Statement 11	0%	0%	33%	0%	17%	50%	0%
Statement 12	17%	50%	0%	17%	17%	0%	0%
Statement 13	33%	0%	0%	0%	50%	0%	17%

→ Question nº4:

This question raises the need or not to intervene in spaces which generate unequal relations according to the implicit right to occupy a specific space.

Overall, it exists a great agreement to implement this kind of interventions gathering a 67% of responses. However, male teachers are once again who manifests a more decisive opinion since the 67% of them strongly agree. On the contrary, female teachers show such degree of acceptance only gathering a 33% of responses. Women distribute their agreement to be moderate or fairly in agreement. It should be noted that 17% of men's responses deny such an action being totally in disagreement.

	Total Resp.	% total	Women	Men	% women	% men
0 in agreement	1	8%	0	1	0%	17%
1 in agreement	0	0%	0	0	0%	0%
2 in agreement	0	0%	0	0	0%	0%
3 in agreement	2	17%	2	0	33%	0%
4 in agreement	2	17%	1	1	17%	17%
5 in agreement	6	50%	2	4	33%	67%
I cannot answer	1	8%	1	0	17%	0%
Total	12	100%	6	6	100%	100%

→ Question nº5:

This question brings up whether the gender equality issue is observed as a problem as for women to achieve equal rights for them in schools these teachers work.

The most striking point with respect to responses given is that 42% of teachers have answered 'I cannot answer'. Moreover, it is remarkable how male teachers respond give again polarized responses, placing opinions between either to be very much in agreement with the affirmation at 17% or not agree at all with the same percentage. Regarding female teachers, they concentrate answers between moderately or fairly agree at 66%, and it cannot be observed such polarization in their responses.

	Total Resp.	% total	Women	Men	% women	% men
0 in agreement	1	8%	0	1	0%	17%
1 in agreement	0	0%	0	0	0%	0%
2 in agreement	0	0%	0	0	0%	0%
3 in agreement	3	25%	2	1	33%	17%
4 in agreement	2	17%	2	0	33%	0%
5 in agreement	1	8%	0	1	0%	17%
I cannot answer	5	42%	2	3	33%	50%
Total	12	100%	6	6	100%	100%

→ Question nº6:

In this case, the gender equality issue is raised from another perspective that understands inequality departed from power relations exerted by one sex over another, which causes different social considerations, thus as a consequence, such a matter may not be contemplated exclusively

as a women's issue.

Again, 42% of teachers declare that they cannot answer. Among those who respond, the group of female teachers states that they agree more with this treatment of gender issue happening in their schools. concentrating 50% of responses being either fairly or moderately agree. Conversely, on the part of male teachers is shown the opposite trend, since they place responses mostly between being slightly or moderately in agreement, also concentrating 50%. The other 50% is located in 'I cannot answer', and as for women, the 33% of them cannot answer and 17% declares to be in little agreement with this statement.

	Total Resp.	% total	Women	Men	% women	% men
0 in agreement	0	0%	0	0	0%	0%
1 in agreement	0	0%	0	0	0%	0%
2 in agreement	3	25%	1	2	17%	33%
3 in agreement	2	17%	1	1	17%	17%
4 in agreement	2	17%	2	0	33%	0%
5 in agreement	0	0%	0	0	0%	0%
I cannot answer	5	42%	2	3	33%	50%
Total	12	100%	6	6	100%	100%

→ Question nº7:

The following question proposes a specific educational strategy which consist in creating sexually segregated spaces in mixed schools to carry out interventions in order to deconstruct traditional models of women and men, and where the acceptance of different female and male versions will be developed.

Teachers show a disagreement trend regarding the idea of sexual segregation, concentrating 67% of responses between slightly or not agreement at all. When segregating answers, these are more dispersed in the case of the group of female teachers since, apart from the 2 females that cannot answer, there is a 17% of them that declares themselves quite in agreement with the measure, although 50% shows little or no agreement at all. With respect to male teachers, they keep being more determined with their opinions since not only none of them place opinions at 'I cannot answer', but the 83% gathers responses at the range of little or no agreement at all. Only the 17% agree fairly.

	Total Resp.	% total	Women	Men	% women	% men
0 in agreement	3	25%	1	2	17%	33%
1 in agreement	3	25%	2	1	33%	17%
2 in agreement	2	17%	0	2	0%	33%
3 in agreement	1	8%	0	1	0%	17%
4 in agreement	1	8%	1	0	17%	0%
5 in agreement	0	0%	0	0	0%	0%
I cannot answer	2	17%	2	0	33%	0%
Total	12	100%	6	6	100%	100%

→ Question n°8:

In this case, the proposal above is modified as for this space suggested is mixed, not sexually segregated. Thus, it seems to have a greater degree of acceptance among teachers surveyed. Overall, both groups concentrate answers at being fairly or very much in agreement with that such a space should be mixed. Yet it is worth noting that in the case of female teachers 3 of them opt not answer when conversely all male teachers do give their opinion again. For teachers who respond, the 50% of female teachers contemplate such a mixed space when 83% of male teachers would also give it support.

	Total Resp.	% total	Women	Men	% women	% men
0 in agreement	0	0%	0	0	0%	0%
1 in agreement	0	0%	0	0	0%	0%
2 in agreement	1	8%	0	1	0%	17%
3 in agreement	0	0%	0	0	0%	0%
4 in agreement	4	33%	2	2	33%	33%
5 in agreement	4	33%	1	3	17%	50%
I cannot answer	3	25%	3	0	50%	0%
Total	12	100%	6	6	100%	100%

→ Question n°9:

This question enquires into a social a specific meaning of social justice. This is if, in their opinion, they might consider that the lack of women and alternative voices in leadership positions and occupying public spaces is related to institutionalized inequality and discrimination in a society even if it is declared itself as democratic citizenship.

In this case, the concentration of responses is totally equal, since it may be observed in both sexual groups answers a common agreement in accepting either moderately or very much that affirmation with an 83% for both, and also 17% declaring ' I cannot answer'. The single difference is regarding the degree of positive agreement since again the group of male teachers becomes more forceful since 50% is very much in agreement in comparison with female teachers who at this level of agreement only places a 33% of responses.

	Total Resp.	% total	Women	Men	% women	% men
0 in agreement	0	0%	0	0	0%	0%
1 in agreement	0	0%	0	0	0%	0%
2 in agreement	0	0%	0	0	0%	0%
3 in agreement	0	0%	0	0	0%	0%
4 in agreement	5	42%	3	2	50%	33%
5 in agreement	5	42%	2	3	33%	50%
I cannot answer	2	17%	1	1	17%	17%
Total	12	100%	6	6	100%	100%

B. 5: The school management role:

This section address some relevant issues regarding school board roles in reference to such institutionalized substructure within school organizations as well as the identity position within

the organizational hierarchy and gender issues which might influence at the time of exercising these required functions.

I have proceeded the same way like previous sections, that is analyzing question-by-question due to topic diversity.

→ Question n°1:

This question raises the duty or not that a school management team might have to adjust to leadership parameters and expectations defined by official courses recognized by government and taught by universities and official entities trained to do so.

The concentration of responses lies in opting for the disagreement towards such a duty if answers are observed without having segregated them by sexual groups first. The 67% of teachers do not agree with following the official parameters politically set.

However, once responses are segregated, each of female teachers has a different opinion from the others, thus answers appear totally disseminated between very much agreement and the non-agreement at all. In the case of male teachers, they tend to perform often as a bloc as it has already observed, thus they gather responses in being either slightly or not agreement at all with an 83% of answers in this range.

	Total Resp.	% total	Women	Men	% women	% men
0 in agreement	2	17%	1	1	17%	17%
1 in agreement	3	25%	1	2	17%	33%
2 in agreement	3	25%	1	2	17%	33%
3 in agreement	1	8%	1	0	17%	0%
4 in agreement	2	17%	1	1	17%	17%
5 in agreement	0	0%	0	0	0%	0%
I cannot answer	1	8%	1	0	17%	0%
Total	12	100%	6	6	100%	100%

→ Question n°2:

This question relates the different roles which have been assumed depending on whether one is classified as male or female to the influence that such gender training may entail when exercising school management roles.

In the first place, it is surprising to find the 33% of female teachers who consider the option 'I cannot answer'. Among those who answer there is a relative degree of acceptance with this assumption, only the 33% say they fairly agree. The rest of female teachers place responses equitably at either slightly agreeing range or the quite agree one, both options concentrating the 17% of answers.

As regards male teachers, the disparity in responses is noticeably clearer compared to women. The 33% of responses are gathered in not agreeing at all with the statement and another 33% in agreeing moderately. The rest of male teachers tends to not support such assumption, placing their responses in being slightly in agreement.

	Total Resp.	% total	Women	Men	% women	% men
0 in agreement	2	17%	0	2	0%	33%
1 in agreement	1	8%	1	0	17%	0%
2 in agreement	1	8%	0	1	0%	17%
3 in agreement	2	17%	2	0	33%	0%
4 in agreement	3	25%	1	2	17%	33%
5 in agreement	0	0%	0	0	0%	0%
I cannot answer	3	25%	2	1	33%	17%
Total	12	100%	6	6	100%	100%

→ Question n°3:

For this question teachers surveyed are asked to look at their teaching experience to observe if a set of statements on managerial roles will be better performed by male headmasters or female according to such gender training we have been supposed to learn.

To start with, it draws attention as at least two or three of female teachers have answered 'I cannot answer' for each statement, unlike male teachers who always have an opinion to express, except for two of the statements.

Overall, both sex groups highlight that all proposed management functions have a neutral value. Between the 50 and 83% consider any role will be equally exercised either by men or by women. In any case, it should be noted that male teachers once again are more decisive in reinforcing such opinion since they are the ones who normally concentrate their responses in neutral value ranges, between the 67% and 83%.

On the other hand, it is observed how some of the teachers surveyed do consider that certain roles are better performed by one gender than by another. Some of these answers agree that managerial functions number 5, 8, 12 and 13 are best exercised if the headmaster is a woman. These statements refer to participation in activities and projects despite not being part of their assigned roles as well as functions which have to do with human relationships, consensus, and emotions.

Furthermore, it is striking to note that the management function number 11 is defended as a female value by male teachers gathering a 33% of responses, yet female teachers do not agree at all. The 11 statement has to do with the ethical dimension support regarding diversity. For female teachers, such support would be performed alike concentrating a 50% of responses. The other 50% of women consider the option 'I cannot answer'.

Finally, it is also noteworthy to highlight how the group of female teachers does emphasize certain management functions as best performed by men such statements number 3, 6, 9 and 10, and yet none of the male teachers surveyed support it. Some of the female teachers consider the ability to analyze, to take risks, to accomplish prescriptions compliance as well as the understanding of evaluations and meetings as the path to improvement are best exercised by men. In any case, it is only gathered the 17% of female responses.

Women	BW	BM	NV	NA
Statement 1	1	0	3	2
Statement 2	0	0	4	2
Statement 3	0	1	3	2
Statement 4	0	0	4	2
Statement 5	1	0	3	2
Statement 6	0	1	3	2
Statement 7	0	0	4	2
Statement 8	1	0	3	2
Statement 9	0	1	3	2
Statement 10	0	1	3	2
Statement 11	0	0	3	3
Statement 12	1	0	3	2
Statement 13	1	0	3	2
Statement 14	0	0	4	2

Women	BW	BM	NV	NA
Statement 1	17%	0%	50%	33%
Statement 2	0%	0%	67%	33%
Statement 3	0%	17%	50%	33%
Statement 4	0%	0%	67%	33%
Statement 5	17%	0%	50%	33%
Statement 6	0%	17%	50%	33%
Statement 7	0%	0%	67%	33%
Statement 8	17%	0%	50%	33%
Statement 9	0%	17%	50%	33%
Statement 10	0%	17%	50%	33%
Statement 11	0%	0%	50%	50%
Statement 12	17%	0%	50%	33%
Statement 13	17%	0%	50%	33%
Statement 14	0%	0%	67%	33%

Men	BW	BM	NV	NA
Statement 1	0	0	6	0
Statement 2	1	0	5	0
Statement 3	1	0	5	0
Statement 4	1	0	4	1
Statement 5	2	0	4	0
Statement 6	1	0	5	0
Statement 7	1	0	5	0
Statement 8	1	0	5	0
Statement 9	1	0	5	0
Statement 10	1	0	5	0
Statement 11	2	0	4	0
Statement 12	1	0	4	1
Statement 13	1	0	5	0
Statement 14	1	0	5	0

Men	BW	BM	NV	NA
Statement 1	0%	0%	100%	0%
Statement 2	17%	0%	83%	0%
Statement 3	17%	0%	83%	0%
Statement 4	17%	0%	67%	17%
Statement 5	33%	0%	67%	0%
Statement 6	17%	0%	83%	0%
Statement 7	17%	0%	83%	0%
Statement 8	17%	0%	83%	0%
Statement 9	17%	0%	83%	0%
Statement 10	17%	0%	83%	0%
Statement 11	33%	0%	67%	0%
Statement 12	17%	0%	67%	17%
Statement 13	17%	0%	83%	0%
Statement 14	17%	0%	83%	0%

→ Question nº4:

This question asks whether the identity categories which are the most common in a particular a management school team, that is if they are mostly men, or women, or heterosexuals, or lesbians, or whites, or physically and intellectually capable, or come from the same nation and religion, so forth, should be taken into account as relevant issues to reflect and organize a school.

Although observing the overall of responses there is a high degree of agreement with regard to the affirmation that the question asks, the 42% of responses are gathered around fairly agree, if responses are sexually segregated, it is observed that is the group of female teachers who really support such question with a 50%. Regarding male teachers express more dispersed opinions in this occasion, placing the distribution of the degree of acceptance in all the ranges, although responses are more concentrated in the moderate agreement with a 33%.

	Total Resp.	% total	Women	Men	% women	% men
0 in agreement	1	8%	0	1	0%	17%
1 in agreement	0	0%	0	0	0%	0%
2 in agreement	2	17%	1	1	17%	17%
→ 3 in agreement	1	8%	0	1	0%	17%
Question 4 in agreement	5	42%	3	2	50%	33%
n°5: 5 in agreement	0	0%	0	0	0%	0%
I cannot answer	3	25%	2	1	33%	17%
Total	12	100%	6	6	100%	100%

This last question demands to teachers surveyed that look at a set of statements with respect to the reasons which justify the lack of candidates, either are women or men, to occupy headmasters positions.

Firstly, it should be worth to note that, in this occasion, female teachers have performed as a block more than male teachers.

Henceforth, women show an 83% of high agreement in reasons number 2, 3, 4, 6 and 9.

These statements refer to, on the one hand that female teachers might observe managerial tasks as more bureaucratic than pedagogical functions, and on the other that women also consider that it may be that they should assume some roles with which female teachers do not identify themselves in terms of discipline managing related to sort of aggressive authority.

Moreover, they also observe too much individuality in teaching practices thus they would rather stay in classrooms giving classes.

As for the group of male teachers agree with their female fellows in reason number 6, that is it may be that they should assume some roles with which they do not identify themselves in terms of discipline managing, supporting it in the highest agreement, an 83%. On the other hand, male teachers consider strong reasons number 1 and 10 also gathering an 83% of high agreement. These causes have to do with fear, failure and insecurity feelings when performing a power position for which they have not been trained. For these statements, only half of the female teachers agree to consider the insecurity feeling as a reason, yet supporting the fair feeling with a 67% of fairly agree.

On the other hand, it is noteworthy to highlight how both groups agree with 67% in reason number 11, that is about how difficult is be professionally available availability as a consequence of family and house chores duties. Moreover, reasons 5, 7 and 12 also gather half of both sexual groups in agreement. Regarding reason number 12 they do not consider the fact of belonging to one or another gender as a reason to withdraw from managerial positions. In addition, both groups express agreement with the 66-67% of responses with the fact that they might feel not able to manage a large team of people (cause number 5) thus such a feeling might behave themselves avoiding managerial positions. Reason number 7, the fact of considering that there is not enough autonomy to organise schools due to political influence in schools, gathers the 40% of responses expressing a quite considerable agreement.

Finally, cause number 8 should be highlighted because show polarized answers between this two sexual groups. This statement expresses the idea of withdrawing to be a candidate for headmaster due to pressure that entails. The 100% of male teachers support such a reason being very much in agreement. However, the group of female teachers are is divided equally between defining it as a cause and not considering it at all.

Women	0 in agreement	1 in agreement	2 in agreement	3 in agreement	4 in agreement	5 in agreement	I cannot answer
Statement 1	0	0	1	1	2	1	1
Statement 2	0	0	0	0	1	4	1
Statement 3	0	0	0	0	3	2	1
Statement 4	0	0	0	0	2	3	1
Statement 5	0	0	1	1	2	1	1
Statement 6	0	0	0	0	3	2	1
Statement 7	0	1	1	1	2	0	1
Statement 8	0	0	3	0	1	1	1
Statement 9	0	0	0	0	4	1	1
Statement 10	0	0	2	0	1	2	1
Statement 11	0	0	1	0	3	1	1
Statement 12	1	1	2	0	1	0	1

Women	0 in agreement	1 in agreement	2 in agreement	3 in agreement	4 in agreement	5 in agreement	I cannot answer
Statement 1	0%	0%	17%	17%	33%	17%	17%
Statement 2	0%	0%	0%	0%	17%	67%	17%
Statement 3	0%	0%	0%	0%	50%	33%	17%
Statement 4	0%	0%	0%	0%	33%	50%	17%
Statement 5	0%	0%	17%	17%	33%	17%	17%
Statement 6	0%	0%	0%	0%	50%	33%	17%
Statement 7	0%	17%	17%	17%	33%	0%	17%
Statement 8	0%	0%	50%	0%	17%	17%	17%
Statement 9	0%	0%	0%	0%	67%	17%	17%
Statement 10	0%	0%	33%	0%	17%	33%	17%
Statement 11	0%	0%	17%	0%	50%	17%	17%
Statement 12	17%	17%	33%	0%	17%	0%	17%

Men	0 in agreement	1 in agreement	2 in agreement	3 in agreement	4 in agreement	5 in agreement	I cannot answer
Statement 1	0	0	0	2	3	0	1
Statement 2	0	0	1	2	1	2	0
Statement 3	0	0	1	1	1	2	1
Statement 4	1	0	0	1	2	2	0
Statement 5	0	0	1	2	2	0	1
Statement 6	0	0	1	0	5	0	0
Statement 7	1	0	1	1	1	1	1
Statement 8	0	0	0	3	3	0	0
Statement 9	0	0	0	1	2	1	2
Statement 10	1	0	0	0	4	1	0
Statement 11	0	0	1	1	2	2	0
Statement 12	3	2	0	1	0	0	0

Men	0 in agreement	1 in agreement	2 in agreement	3 in agreement	4 in agreement	5 in agreement	I cannot answer
Statement 1	0%	0%	0%	33%	50%	0%	17%
Statement 2	0%	0%	17%	33%	17%	33%	0%
Statement 3	0%	0%	17%	17%	17%	33%	17%
Statement 4	17%	0%	0%	17%	33%	33%	0%
Statement 5	0%	0%	17%	33%	33%	0%	17%
Statement 6	0%	0%	17%	0%	83%	0%	0%
Statement 7	17%	0%	17%	17%	17%	17%	17%
Statement 8	0%	0%	0%	50%	50%	0%	0%
Statement 9	0%	0%	0%	17%	33%	17%	33%
Statement 10	17%	0%	0%	0%	67%	17%	0%
Statement 11	0%	0%	17%	17%	33%	33%	0%
Statement 12	50%	33%	0%	17%	0%	0%	0%

B. 6: gender equality in education:

This last section deals with the specific topic of how gender equality is already developed or should be developed in schools, what is known as coeducation¹. The data collection includes, on the one hand, the degree of systematization of coeducation and on the other, teachers' opinions about how such a equality could be effectively carried out in schools in order to achieve objectives mentioned by Spanish law education.

Alike last sections, due to the relevance of this block for the thesis, questions have been analyzed one by one.

→ Question nº1 and 2:

Through these questions, information has been compiled on the degree of teachers' knowledge about whether gender equality in education is contemplated in school regulations as well as within the main educational project in each school, and to what extent such consideration has been systematized.

As for male teachers, it seems that all of them know the existence of gender equality systematization in their schools, yet quite the opposite in the case of female teachers who only two of them recognize to know that gender equality is included within school documents.

Among those who assert knowing it, there is an overall agreement in recognizing that gender equality in education is developed mostly as specific practices such as women's international day celebration, although there are also short-time activities which are performed by some teachers punctually with a volunteer collaboration of the rest of the teaching staff.

Moreover, according to teachers' experience, it is quite exceptional to find either long-time systematized projects or the elimination of sexist language within documents.

B.6.1	Women	Men
YES	2	6
NO	3	0
I cannot answer	1	0

B.6.2	YES	NO	I cannot answer
Statement 1	4		
Statement 2	8		
Statement 3	5		
Statement 4	4		
Statement 5	3		

→ Question nº3:

This question asks teachers on their opinion to what extent gender equality in education should be systematized in schools.

Female teachers agree in 83% of responses with including gender perspective in the most of school documents. Thus, for them, gender equality in education should be developed within the main school project as well as within the headmaster project and the curricular project of subjects and within any document which regulates coexistence in schools. In addition, female teachers point out as important including gender perspective in training and innovation projects.

In the case of male teachers agree with female teachers at that level of acceptance 83% in including gender equality within the main school project, also in documents which regulate

coexistence but only among students and in training and innovation projects. For this sexual group, it is more relevant to include a gender perspective, not within the most relevant school documents but within those ones which develop rights and duties of the students and within pedagogical strategies by subjects, that is, those documents which have more to do with teaching processes than with organizational structures.

Interestingly, no sexual group supports with a high percentage including such a perspective within the linguistic project, only 50% of both sexual groups would support such a measure.

Women	0 in agreement	1 in agreement	2 in agreement	3 in agreement	4 in agreement	5 in agreement	I cannot answer
Statement 1	0	0	0	0	0	5	1
Statement 2	0	0	0	0	0	5	1
Statement 3	0	0	0	0	0	5	1
Statement 4	0	0	0	1	0	4	1
Statement 5	0	0	0	0	0	5	1
Statement 6	0	0	0	1	0	4	1
Statement 7	0	0	0	0	0	5	1
Statement 8	0	0	1	0	0	4	1
Statement 9	0	0	0	0	0	5	1
Statement 10	0	0	1	0	0	3	2
Statement 11	0	0	0	1	0	4	1

→

Women	0 in agreement	1 in agreement	2 in agreement	3 in agreement	4 in agreement	5 in agreement	I cannot answer
Statement 1	0%	0%	0%	0%	0%	83%	17%
Statement 2	0%	0%	0%	0%	0%	83%	17%
Statement 3	0%	0%	0%	0%	0%	83%	17%
Statement 4	0%	0%	0%	17%	0%	67%	17%
Statement 5	0%	0%	0%	0%	0%	83%	17%
Statement 6	0%	0%	0%	17%	0%	67%	17%
Statement 7	0%	0%	0%	0%	0%	83%	17%
Statement 8	0%	0%	17%	0%	0%	67%	17%
Statement 9	0%	0%	0%	0%	0%	83%	17%
Statement 10	0%	0%	17%	0%	0%	50%	33%
Statement 11	0%	0%	0%	17%	0%	67%	17%

Men	0 in agreement	1 in agreement	2 in agreement	3 in agreement	4 in agreement	5 in agreement	I cannot answer
Statement 1	0	0	0	0	1	4	1
Statement 2	0	0	0	1	0	4	1
Statement 3	0	0	0	1	1	3	1
Statement 4	0	0	0	1	1	3	1
Statement 5	0	0	0	1	0	4	1
Statement 6	0	0	1	1	0	3	1
Statement 7	0	0	0	0	1	4	1
Statement 8	0	0	0	0	1	4	1
Statement 9	0	0	0	0	1	4	1
Statement 10	0	0	0	1	1	2	1
Statement 11	0	0	0	0	1	4	1

Men	0 in agreement	1 in agreement	2 in agreement	3 in agreement	4 in agreement	5 in agreement	I cannot answer
Statement 1	0%	0%	0%	0%	17%	67%	17%
Statement 2	0%	0%	0%	17%	0%	67%	17%
Statement 3	0%	0%	0%	17%	17%	50%	17%
Statement 4	0%	0%	0%	17%	17%	50%	17%
Statement 5	0%	0%	0%	17%	0%	67%	17%
Statement 6	0%	0%	17%	17%	0%	50%	17%
Statement 7	0%	0%	0%	0%	17%	67%	17%
Statement 8	0%	0%	0%	0%	17%	67%	17%
Statement 9	0%	0%	0%	0%	17%	67%	17%
Statement 10	0%	0%	0%	17%	17%	33%	17%
Statement 11	0%	0%	0%	0%	17%	67%	17%

→ Question nº4:

This question briefly introduces in what the pedagogy of difference consist and which objectives might be achieved through its application according to some studies.

One of these objectives is that being trained through the pedagogy of difference may raise gender inequality awareness. Male teachers show a degree of acceptance in an 83%. However, the group of female teachers does not agree as clearly as men do, only 50% would be quite or very much in agreement with that objective.

Regarding another objective which states that the emergence of this consciousness may lead to a different school organization, the concentration of responses is slightly away from a high degree of agreement since only between 50%-60% of responses are gathered around such degree of acceptance. The rest of the answers are concentrated between 'I cannot answer' and moderately agree.

A)	Total Resp.	% total	Women	Men	% women	% men
0 in agreement	0	0%	0	0	0%	0%
1 in agreement	0	0%	0	0	0%	0%
2 in agreement	0	0%	0	0	0%	0%
3 in agreement	1	8%	1	0	17%	0%
4 in agreement	2	17%	1	1	17%	17%
5 in agreement	6	50%	2	4	33%	67%
I cannot answer	3	25%	2	1	33%	17%
Total	12	100%	6	6	100%	100%

B)	Total Resp.	% total	Women	Men	% women	% men
0 in agreement	0	0%	0	0	0%	0%
1 in agreement	0	0%	0	0	0%	0%
2 in agreement	0	0%	0	0	0%	0%
3 in agreement	2	17%	1	1	17%	17%
4 in agreement	3	25%	1	2	17%	33%
5 in agreement	4	33%	2	2	33%	33%
I cannot answer	3	25%	2	1	33%	17%
Total	12	100%	6	6	100%	100%

→ Question nº5:

This question keeps enquiring into more significant objectives regarding gender equality in education from a holistic perspective such as controlling and mitigating juvenile and gender structural violence as well as stripping the labor from gender segregation.

The group of male teachers clearly place responses in being quite or very much in agreement with an 83% gathering this level of acceptance. As for female teachers, the 33% places responses in 'I cannot answer', and the rest of them presents a moderate level of agreement also with a 33% of concentration. Only the 17% express to be quite in agreement, yet but none of them very much agree as male teachers do with a 50% of responses concentration.

	Total Resp.	% total	Women	Men	% women	% men
0 in agreement	1	8%	1	0	17%	0%
1 in agreement	0	0%	0	0	0%	0%
2 in agreement	0	0%	0	0	0%	0%
3 in agreement	2	17%	2	0	33%	0%
4 in agreement	3	25%	1	2	17%	33%
5 in agreement	3	25%	0	3	0%	50%
I cannot answer	3	25%	2	1	33%	17%
Total	12	100%	6	6	100%	100%

→ Question nº6:

Finally, this question enquires to what extent equal rights laws are sufficient to achieve gender equality in both public and private spheres.

With respect to the public sphere defined as social institutions, public spaces, and private companies, both sexual groups concentrate the 33% of answers in quite agreeing with the statement. However, again in both groups, the rest of responses concentration is dispersed gathering opinions around the ranges which express less agreement with the statement.

As for the private sphere defined as family and friendship relations, answers are also concentrated around the ranges which express being either moderately or slightly in agreement. Indeed, the highest concentration of responses is placed in being practically not in agreement at all with a 50% of responses for female teachers and a 66% for the male ones.

A)	Total Resp.	% total	Women	Men	% women	% men
0 in agreement	0	0%	0	0	0%	0%
1 in agreement	1	8%	1	0	17%	0%
2 in agreement	3	25%	1	2	17%	33%
3 in agreement	3	25%	1	2	17%	33%
4 in agreement	4	33%	2	2	33%	33%
5 in agreement	0	0%	0	0	0%	0%
I cannot answer	1	8%	1	0	17%	0%
Total	12	100%	6	6	100%	100%

B)	Total Resp.	% total	Women	Men	% women	% men
0 in agreement	0	0%	0	0	0%	0%
1 in agreement	5	42%	3	2	50%	33%
2 in agreement	2	17%	0	2	0%	33%
3 in agreement	2	17%	1	1	17%	17%
4 in agreement	2	17%	1	1	17%	17%
5 in agreement	0	0%	0	0	0%	0%
I cannot answer	1	8%	1	0	17%	0%
Total	12	100%	6	6	100%	100%