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### The Changing Role of Women in Spain

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# **The Changing Role of Women in Spain**

By:

Julie LaConte

Pell Senior Thesis

April 30, 2008

## Introduction

Globalization is a force that brings citizens of the world closer and more connected each and every day. Globalization has affected the policies of countries around the world, influencing the cultural norms and values that exist within each specific country. Information, ideas, and cultural trends and values are able to spread from country to country impacting all citizens throughout the world. Spain is one such country that has felt the powerful force and changing effects of globalization, especially since the end of Francisco Franco's regime. Franco created a policy that closed off Spain from the ideas and people of the rest of the world, including positive policies that would have helped improve Spain's overall status. Franco tried to create a purified Spanish state grounded in traditional *machismo* values. These male-dominant values placed women in a submissive role within society. Under the policies in place during Franco's dictatorship, women's lives were shaped by one role, that of the wife and mother. Since Franco's death in 1975 and the end of his regime, Spain has re-opened its society to the ideas and influences of cultures from around the world. Under Franco, women were restricted to the private realm of the home and oppressed in a patriarchal family structure. Women have celebrated the changes and opportunities that have come with the increasing impact of globalization and the end of Franco's regime. Spanish women are embracing their new-found opportunities by attending universities and embarking on careers to secure their own future.

## Francisco Franco

Born December 4<sup>th</sup>, 1892 in El Ferrol, Galicia in Northwest Spain, *Generalissimo* Francisco Franco would become Spain's most notorious and volatile dictator. From his youth, Franco had a very strong and promising military career, reaching the ranks of

general at a very young age. Franco was born into a family with a strong naval background and pursuing a military life seemed a natural choice for the young man. As a teenager and young adult, Franco fought battles in Morocco in the name of Spain with great integrity. He earned the honor of the youngest colonel in Spain in 1926. It quickly became clear that Franco was a talented, although ruthless, military leader. There soon was political strife within Spain and with the beginning of the Spanish Civil War Franco's dictatorship began. Franco's rule represents the change in Spanish society that would forever alter the course of the lives of the people of Spain.

On October 1, 1936, during the Spanish Civil War, Franco was publicly proclaimed *Generalissimo* (Commander-in-Chief), of the National Army of Spain, as well as the *Jefe del Estado* (Head of the State). Franco was given the ultimate power over all of the affairs in Spain. Beginning in 1937, each and every death sentence had to be approved and signed by Franco. Franco executed tens of thousands of Spaniards during and after the Spanish Civil War setting the violent tone for his regime. Franco made certain that he would be seen as the father of all activities that occurred in Spain by having his face posted all over the country in different ways. In his book, Francisco: A Biography, J. Fusi says that Franco, in order to further proclaim his influence over the citizens of Spain, ensured that his face would be found painted all throughout Spain on everything from currency to art work. "In addition to delivering triumphant speeches at large, fascist-style rallies all over Spain, the *caudillo* made his presence known in portraits and murals, on the faces of stamps and coins, and in school textbooks and other publications that disseminated an image of magnificent, paternalistic power," (Jensen

100). Spanish citizens would constantly be reminded of the all encompassing power that Franco possessed over their lives and the future of Spain.

“From 1939 on, he led not on the battlefield, but at the helm of Spain’s national government. As the *caudillo*, or supreme leader, he had final say over economic, social, diplomatic, political and even cultural affairs in Spain,” (Jensen 98). Franco had the final word on all decisions regarding the life of Spanish citizens. He was primarily concerned with creating a pure and homogenous national identity for the people of Spain. Franco relied heavily on traditional Spanish ideals and customs, such as bullfighting and *flamenco* dancing to create the purified national image. The national diversity that once existed in Spain was repressed and Spaniards were now forced to embrace one national language as opposed to the various dialects that were spoken freely in the past. Many activities were censored, especially freedom of speech, the press, and other media-related activities.

“The state assumed total control of the press and established rigid censorship by the press law of 22 April 1938, which remained in force until the sixties. Co-education was banned. A system of family allowances was devised. In June 1938 the death penalty was re-introduced. On the 18 July 1938, Franco again described his state as ‘totalitarian’ and ‘possessed of a mission.’” (Fusi 34).

Along with media censorship, Franco wanted to create a pure and nationalist state ‘for the Spanish people by the Spanish people’. Spain soon became isolated from the rest of the world because of Franco’s strong policies, especially those regarding Catholicism and the role that the Catholic Church would play in the lives of Spanish citizens. Franco used the power of the Catholic Church to bring together all of the people within the borders of Spain. However, more than helping the people of Spain, the Catholic Church

became a domineering and very influential force in people's lives. Education was censored through the Church's policies as well as cultural practices and customs such as the woman's role in society. "The Catholic Church's role was more significant as it was given the responsibility of imposing uniformity on a divided nation," (Jordan and Morgan-Tamosunas 50). The Catholic Church now played an integral role in the lives of all Spaniards, whether they believed in the values of the Catholic Church or not. There was to be no choosing or freedom of religion while Franco was in power. The strong Catholic background that Franco brought with him to the government was to be instilled in the minds of all under his power. Under Franco's rule civil marriages that had been approved during the time of the Republic were no longer valid and needed to be reaffirmed by the Catholic Church.

"Franco, moreover, is a religious man. The Church's right to freedom is maintained by him conforming to the principles marked out by Catholic thinkers of the past. The new Spanish state, with a moral unity, has definitely a religious and spiritual basis. That Catholic tradition is intimately linked in it with the national tradition. Religion gives character to Spanish civilization and culture. To separate the Nationalist movement from its religious fervor, would be to nullify its very essence," (Arrarás 244).

Franco's strong religious background provided the foundation for the importance of religion in the everyday lives of Spanish citizens. The Catholic Church did everything possible to help support the dictator and all of his programs. Catholicism and nationalism represented the two forces that went hand in hand in Franco's quest to create a strong, unified state.

Franco's crusade to purify Spain and his ideas of "re-Spanishification," touched every part of Spanish culture. Most specifically, Spanish women were impacted in a very

negative manner by all of the restrictions implemented by Franco and his policies. Women were taught that they were created to be wives and mothers while Franco held ultimate power in Spain. Franco wanted to bring Spain back to traditional times of *machismo*, bullfighting and *flamenco* dancing, when men ruled and women were secondary citizens. With these traditional cultural values also comes the traditional view of women and their role within Spanish society. Women were encouraged to remain at home as a wife and mother while their husbands worked and brought money into the household. If a woman wanted to attend a university and have a career of her own and thus, possibly secure financial independence, she was strongly discouraged and forbidden from doing so. Franco's policies towards women were very strict and limiting. It was the Spanish men who had the career and earned the money for the family. Under Franco's dictatorship, it was the Spanish woman's duty to clean the house, care for the children and the elderly parents, prepare the meals, and run the household. According to a study done by the University of North Texas, "women [in Spain] had very few civil liberties; they were only allowed to be housewives and were not permitted to hold jobs or opinions for that matter. Their role was to stay silent in their husband's shadows, taking care of the house and the children." Not only were women discouraged from taking jobs, but if they held jobs they were expected to quit those jobs upon marriage and assume the role of wife and mother. Spain and Spanish women were not exposed to the strides that were happening across the globe in the feminist movement and these women suffered the consequences.

Franco had kept Spain isolated from the rest of the world for decades and because of this, the positive effects of globalization, especially the feminist liberation actions, did

not occur within Spanish borders. Spanish women would have benefited greatly from the changes that were taking place all over the globe. It was not until Spain was re-opened to influences from the rest of the world after Franco's death in 1975 that women were truly able to experience all of the effects of globalization regarding their education and career that women in most Western countries were experiencing.

### **Globalization**

Globalization, the process of bringing the world closer together, has had a profound effect upon citizens across the globe. Countries and citizens everywhere are feeling the impacts of globalization, especially the women in Spain. Since the end of the traditional Franco regime, Spain has opened its borders to the benefits of globalization and the influences of the modern world. Borders that once existed between countries have now been lifted and the world can come together to work for the betterment of all people everywhere.

Women who lived and grew up during the Franco regime were seen mostly as homemakers, not independent women with the ability to have a career and earn a university education.

“Much has been achieved since the days of Franco, who died in 1975 after 36 years as Spain's absolute ruler. Once brought up to be wives and mothers, women now routinely study, work, go out at night without men as escorts and take place in politics. Discrimination on the basis of sex is illegal and, today, women represent more than half the country's university students and are more present than ever in public life,” (*The New York Times*).

During the Franco era, when *machismo* ruled with an iron fist, it was accepted that a woman's place was within the walls of the home. Women were made to be



dependent on their husbands, as seen through this Spanish advertising campaign, “Be a woman, get your husband to buy you a *Kelvinator*,” (Jordan and Morgan-Tamosunas 208), just as women in the United States were dependent on their husbands during the 1950s and the 1960s. Now, due to globalization, women are enjoying the same freedoms that other women across the globe enjoy in most Western nations.

With Spain’s integration into the European Union after the end of the Franco dictatorship, women are able to go out and purchase what they want without needing their husbands to do it for them. Globalization has brought the idea of the empowerment of women to Spain. In 1975, shortly after the end of the Franco era, the *Banco de Bilbao*, (Bank of Bilbao), proclaimed itself to be the first ‘Woman’s Bank.’

“Overlaying images of a woman entering the bank in a television advertisement, a male voice-over comments, ‘this determined walk is the symbol of the woman of our time, of a woman with responsibilities, who works and lives in today’s world...The *Banco de Bilbao* believes in women’s rights,” (Jordan and Morgan-Tamosunas 208).

Empowering women through advertising became a new segment in the marketing and advertising industries once the restrictions of the Franco regime were lifted. Globalization also made it possible for foreign nations, such as the United States, to develop corporate headquarters overseas in Spain, offering employment opportunities for women that had not previously existed.

As more and more multinational corporations began to take headquarters in Spain, Spanish women were seeing even more of a push to have a university education and a career. “During the Franco regime, prior to 1959, there were severe restrictions on inward foreign investment and therefore there was only a very small amount,” (Lawlor and Rigby et al. 124). In the years following Franco, foreign investment in Spain skyrocketed;

many corporations, such as Coca-Cola, Nike, McDonald's and Levi's, set up offices and distribution centers in Spain. These American corporations, as well as corporations from France, Italy, and other European nations, have provided women with a stepping stone towards a more fruitful future. The influx of foreign working women has also motivated Spanish women to make the decision to attend a university and begin work on a fulfilling career, "...the participation of men in the active population has remained relatively stable, that of women has increased significantly," (Lawlor and Rigby et al. 218). A woman's role in the Spanish corporate world is projected to continue to grow well into the future.

### **University Enrollment in Spain**

Since 1975, and especially after the time when Franco's regime had come to an end, the Spanish national government realized the importance of modernizing the education system that was currently in place. Well-educated individuals give way to a strong, successful workforce. Both the pre-university and university educational segments needed to be modernized in order to compete with the rest of Europe and the world. Beginning with the success of the reforms at the pre-university level, the government later focused on the reform of university level education. To initiate the educational reform the pre-university education system was first targeted for reform. Officials found the need to expand the system in order to give more opportunities to all individuals. The first major step towards the improvement of the educational system was *La Ley General de Educación (LGE)*, 1970, the General Law of Education passed in 1970. Before this law was passed, "pre-school education was extremely limited, primary education was certainly far from being universal and secondary education, which began

at ten years of age, was, in the majority of cases, private and clearly elitist,” (Lawlor and Rigby et al. 204). Most children, especially female children, did not receive even a basic education in Spain during this time. Those children who were fortunate enough to be educated usually came from very wealthy families. This law signified the first major step towards revamping the existing educational system and establishing a comprehensive pre-university system for all children across Spain, not just those wealthy enough to afford a private education. This law provided for a, “compulsory period of *Enseñanza General Básica* (EGB) (General Basic Education) for children between six and fourteen years of age,” (Lawlor and Rigby et al. 204). Entirely different from the days of Franco, now all children, including females, were going to receive at least an elementary level of education. Although this was a major step in improving the educational system, this system still lagged behind the educational systems throughout the rest of Europe. Children in Spain began their education later and finished earlier, however, now females had the same opportunities to attend school as males did.

At the conclusion of the primary education, students needed to choose between continuing their education either as a full-time student and attending the university or opting for a vocational school. However, when this choice was made at fourteen years of age, it did not mean that the student could not change his or her mind. The new educational system that was beginning to emerge made it much easier to switch over to another field of education if the student chose to do so. “Post-fourteen courses were offered in secondary schools, which specialized in either the academic or vocational route,” (Lawlor and Rigby et al. 205).

Both private and public schools were responsible for educating children at the pre-university levels. The Catholic Church represented a large segment of the institutions that educated children, “Catholic education represents approximately 20 per cent of the whole education system,” (Lawlor and Rigby et al 205). Many children in Spain, past and present, receive a private, Catholic education. The majority of children who attended private schools came from middle and upper class families, whereas those children from the working classes often attended the public, state supported schools. It soon became necessary to make the education that children were receiving of equal quality. The *Ley Orgánica del Derecho a la Educación* (LODE) (Law of Educational Rights) of 1985, “was an attempt to deal with growing anomalies in the management and funding of pre-university education,” (Lawlor and Rigby et al. 205). This law did not want to punish the private schools, but ensure that all schools received government funding. In addition, new standards for entry to the schools were being developed in order to ensure that all students received the highest level of quality education possible. The growth and expansion of education are results of the urbanization of Spain as well as the desire of parents across Spain to see their children have more opportunities for a better and more educated life than they had growing up under Franco’s rule. “Illiteracy, still relatively widespread at the start of the period of development, was by the early 1970s confined to an older, unschooled generation and some remaining pockets of rural deprivation,” (Jordan and Tamosunas 19). This expansion in pre-university education provided for the reforms that would later take place at the university level.

The universities in Spain are among the oldest in all of Europe, dating back to the Middle Ages. In 1218 King Alfonso IX founded the first university in Salamanca, setting

the standard for university education ([www.usal.es](http://www.usal.es)). Although Spain's oldest and most highly acclaimed university dates far back in history, "the fifty-six public universities which dominate undergraduate level education were founded after 1970," (Rigby and Lawlor et al. 212). The educational system that was held in such high esteem during the early days of Spain took a back seat to political agendas during the twentieth century. However, post-Franco, that was all to change and Spain would soon be competing with leading universities across the world. "Three of the private business schools, which specialize in Masters programmes, IESE (Barcelona), ICADE (Madrid), and the *Instituto de Empresa* (Business Institute) (Madrid) have been classified among the fifteen best business schools in the world (in a list which includes INSEAD, Harvard, MIT, and the London Business School)," (Rigby and Lawlor et al. 214).

After the death of Franco, education was the sector of Spanish society that saw the most extensive change and reform. "The last two decades have witnessed the greatest period of sustained growth in the history of the university system. Approximately 40 per cent of Spanish school-leavers attend university, one of the highest proportions in Europe," (Rigby and Lawlor et al. 214). These university reforms encouraged all Spanish citizens, including Spanish women, to continue their education to be able to compete in an increasingly aggressive global workplace. During Franco's regime education was put on the back burner, especially the education of women. National spending on education during Franco's regime was minimal, yet a great increase has been seen in recent years. "Educational expenditure on the university sector has risen from 0.38 per cent of the Gross Domestic Product (GDP) in 1983 to 0.91 per cent in 1993 but it is still well below the 1.5 per cent average..." (Rigby and Lawlor et al. 214). Spain has made great strides

in improving the national and private educational sectors, but still lags behind the rest of Europe and modern countries across the globe.

In order to compete with the rest of the world, Spain has made many impressive changes to their university and post-graduate educational system. For example, Spain has established the *Universidad a Distancia* (UNED), University at a Distance, modeled after the British Open University. "UNED has over 150,000 students registered at the various collaborating centres, more than 49 per cent of whom are aged thirty or over. UNED programmes are broadcast by television, radio and, from the beginning of 1996, by satellite," (Rigby and Lawlor et al. 214). This program is reaching out to those individuals who were not able to receive a college education during the time of Franco's regime. Many adults over thirty, but primarily in their forties and fifties, are attending online university programs such as this one offered throughout the country. This addition to the Spanish university system is a great improvement that helps advance the national educational and economic system in Spain. The UNED program emphasizes the importance of continuing education for all adults, both men and women, no matter what age they are. Now these adults, who grew up during the time of Franco, are able to receive the same university education that their children receive because of the reforms made to the educational system.

Even though many reforms have been made, there are still numerous problems with the university system. Increasing numbers of Spaniards attend universities, especially more women, however, not as many of these students complete their university terms as compared to other European countries. "Less than 50 per cent of students finish their university degrees, compared with 70 per cent in Germany and 90 per cent in the

UK,” (Rigby and Lawlor et al. 214). Often times the infrastructure of the universities is to blame for this high drop-out rate. Frequently students have to repeat courses because of the limited number of professors, the lack of classroom space, and libraries without adequate technologies in the state run universities that developed during the late 1970s. Many students do not have the adequate tools to succeed in their courses and achieve the necessary passing grades. Because of all of these problems that the state universities face, a small number of private universities have developed. Both young men and women with the financial means are able to enroll in these universities.

“Because of the inadequacies of the public university sector, there has developed a small, diverse, but growing non-state sector where parents with the financial means can purchase a higher education for their children which avoids the worst excesses of the public universities, by offering smaller classes, better facilities, and more student support,” (Rigby and Lawlor et al. 215).

In addition to the great number of private institutions that have sprung up across the country, 1983 marks the year when the first big step was taken toward serious university reforms. The *Ley de Reforma Universitaria* (LRU) (Law of University Reform) established the academic freedom and the self-government of the universities. The universities throughout Spain now were free to develop their own curriculums and management systems with the approval of the government. The universities are not completely controlled by the government as they were under Franco’s regime. Although everything that is proposed by the universities must be approved by the government, these programs are not created by the government with only the government’s best interests at heart. Programs are now aimed towards the students and are in place to ensure their success in their educational career. In addition, this law decreases the amount of

time necessary to achieve a degree, from the six or eight year term to a four year term. This law also proposes to “modernize and widen the range of subjects offered for study, thus making university education more flexible and responsive to student choice and labour market needs,” (Rigby and Lawlor et al. 215). Relevant coursework has been updated, offering classes that now focus on the global market instead of simply focusing on Spain as the center of the world. Moreover, women are not discouraged from taking certain courses that were once deemed as “men’s work.” The prejudice that once existed for women in the university system is now a problem of the past. These reforms have helped to remove the stigma of a Spanish woman in the university. Modernization is also obvious in the increase of the number of women that have entered the university system since the 1980s. Although in the 1980s university enrollment of women in Spain reached 47 per cent, most women did not continue their education to become professors, but rather took professional jobs in fields of pharmacy, journalism and teaching at the elementary and secondary levels (*Centro de Estudios Andaluces*). As Spain entered the 1990s and the 21<sup>st</sup> century, women began to break into all career paths, even those that were once seen as “men-only” fields.

### **Labor Force & Family Life**

During the late 1970s and up until the late 1990s there were many careers that were open only to men even though women had felt the power of liberation since the end of Franco’s regime. Traditionally, only men could pursue a career in fields such as medicine, engineering, mathematics, science, business, technology and higher education. Women, despite their level of education, have been employed mostly in areas such as, “teachers in kindergartens, primary and secondary schools, nurses, cleaners and



secretaries,” ([www.ssb.no/ola](http://www.ssb.no/ola)). Women in Spain and across the globe have been entering the workforce in growing numbers as shown in Figure 1. Not only are women a more present force in the economy, they are now entering careers that were once “men-only” fields. “In some professions ... marketing and advertising staff, the numbers are approximately equal for men and women,” ([www.ssb.no/ola](http://www.ssb.no/ola)). In today’s world, women have been seen increasingly in medical, mathematical and scientific fields as well as higher education. In addition, women’s presence in the service sector is well-noted, “in particular retailing, hotels/restaurants/catering services, public administration, education and health services, and domestic and personal services,” (Lawlor and Rigby et al. 232). Women are able to hold careers in a wide variety of fields. It is no longer seen as an impossible feat for women to be in equal numbers or greater numbers than men in “male-traditional” careers.

“Women occupy 1 in 5 high level posts in Spanish companies... Out of the 925,000 women who carry out high level jobs in Spain around 622,401 women occupy the post of company administrator, 167,353 are directors or managers, 84,780 are company advisors and 6,718 are vice-presidents. These figures make up around 20 – 19% of the actual number of such posts that exist in Spain,”  
([www.euroresidentes.com](http://www.euroresidentes.com))

Women have progressively penetrated the business world in Spain. This is largely due to the end of Franco’s regime and the impact of globalization and the multi-national corporations that have set up offices in Spain.

Not only are women more present in higher level careers, they are a growing force within all areas of the Spanish labor market. “Typically three-quarters of part-time jobs are occupied by women,” (Lawlor and Rigby et al. 219). During the age of Franco,

women never held jobs outside of the home because their primary job was to be the mother and caretaker of the home. In addition, women who traditionally were discouraged from working during Franco's rule, now take advantage of having the freedom to work. "Most of this increase results from the entry into the labor market of married and older women, representing a break with women's traditional role in the home," (Lawlor and Rigby et al. 231).

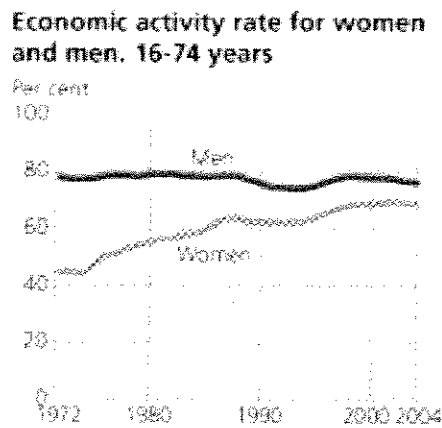


Figure 1  
([www.ssb.no/ola](http://www.ssb.no/ola))

Due to the explosion of women into the workforce, Spain has introduced several laws that prohibit discrimination against women in the workplace. Spanish legislation in favor of women is seen to be among the most progressive throughout Europe. The Discrimination Law 8/1988, "clearly defined discrimination in relation to access to employment and terms and conditions of employment. It established a series of sanctions to be activated in the event of discrimination occurring," (Lawlor and Rigby et al. 232). This law has provided the framework for actions that will be enforced in the event that discrimination occurs. These laws have been enacted in the hopes that women will now have an equal playing field during their search for a career and justice in the workplace.

The Labour Procedure Law 7/1989, “changed the onus of proof and placed it on the employer so that the employer had to prove discrimination had not taken place if a woman made a complaint,” (Lawlor and Rigby et al. 232). This legislation protects women and gives them more rights when they file complaints or lawsuits based on discrimination. Also, new legislation has been introduced to protect women and their jobs if and when they have children. “Maternity legislation introduced in 1989 provided for 16 weeks maternity leave with 75 per cent of salary being covered by the state (most collective agreements state that the remaining 25 per cent should be covered by the firm),” (Lawlor and Rigby et al. 232). Women will not be penalized if and when they take time off from work to care for their children. Furthermore, “a woman could take up to one year’s leave of absence while her job was kept open,” (Lawlor and Rigby et al. 232). The flexibility that has been offered to women in the post-Franco era has helped women across Spain to embark on careers that they would not have been able to obtain had Franco still been in power.

Women have entered the workforce in increasing numbers over the past thirty years due in great part to the shrinking size of families in Spain. “From 1977, however, there has been a sharp decline in the birth rate so that Spain has one of the lowest in Europe. The effect of this will be reflected increasingly in the diminishing size of the labor force into the twenty-first century,” (Lawlor and Rigby et al. 217). Women are taking control of their lives, seeking higher education, and having careers. For this reason, women are having fewer children than in the past because they are devoting their time to their education and careers. “People are likely to spend more time in full-time education,” (Lawlor and Rigby et al. 218). Rather than getting married at a young age and

having children, women and men are focusing on their education and their career. For women, this is possible only because of the end of the Franco regime and the growing strength and influence of globalization.

Globalization has not only impacted family life in Spain, but has also revolutionized the child care industry. According to SAGE Publications, "In Spain, public preschool programs have continuously expanded over the past three decades. However, this education policy has done little to support increases in the proportion of women in the paid workforce." The number of women in the labor force is expanding very rapidly and officials in Spain now realize the need to provide adequate child care services so that women have the same opportunities to pursue their careers as men do. Women should not be inhibited by their children if they want to pursue a university education and/or a career. In the history of Spanish families, men have never been held back by their children and now women seek equal career opportunities. Globalization has helped to bring about the concept of child care as a way to support a woman's decision to work outside the home. Child care was not needed during Franco's rule because a woman's career took place at home, caring for the home and her children. There was never a need for an outsider to provide child care because mothers were always home to do so. Times have changed greatly and women are seeking adequate and safe child care for their children.

The Spanish government has finally realized that women want to work and in order to do so, many women have had fewer or no children at all. However, women should not have to give up their maternal rights to have careers. In the United States, as well as in countries throughout the world, it is possible for women to have both a career

and a family. During Franco's regime, a woman's place was in the home. After his death, there soon was a role change and many liberated women stopped having children and concentrated only upon their education and their careers. The time has now come when women want the best of both worlds, a family and career, and the Spanish government is finally supportive of both roles, thanks largely in part to globalization.

“Recent European Union employment policies have emphasized the role of child care decisions. In fact, the European Council of Barcelona (March 2002) stated that ‘member States should remove disincentives to female labor force participation and strive (...) to provide childcare by 2010 to at least 90% of children between 3 years old and the mandatory school age and at least 33% of children under 3 years of age,’”  
(European Council, 2002 in *Centro de Estudios Andaluces* 3).

Employment choices are often impacted heavily by child care options, both cost and availability. If a woman wants to have a career and has a family, child care becomes the primary reason why a woman does or does not go back to work. “For the last two decades, Spain has witnessed a progressive accession of women to the labour market. Its female labour participation rates have risen about fifteen percentage points to reach almost 58% in 2004...Simultaneously, an increase in the demand for non-parental care of preschoolers has taken place,” (*Centro de Estudios Andaluces* 6). In Spain children begin to attend a form of schooling known as Infant Education before attending primary school. However, for children under three years of age, there is often a lack of adequate state-funded child care for the working woman. “In Spain young children's responsibility and care relies on their mother. She may decide to remain in the labour market after the birth, in which case, non-parental care is generally needed,” (*Centro de Estudios Andaluces* 6).

The liberation from the role of a housewife and mother has not come without its repercussions. Now families need to consider alternatives when choosing childcare services, especially when the child in question is under three years of age. Day care, sponsored either by corporate firms, local public authorities, or private organizations, is one option that can be chosen by the working Spanish mother. A second alternative is having grandparents or other relatives help out and care for the children or enlisting a babysitting service. Babysitting services can be very expensive and have no legal protection since, “this paid option lacks any public control,” (*Centro de Estudios Andaluces* 7). Publicly offered day care services can be monitored and coordinated to ensure the full benefit of the greatest number of people, whereas private babysitters are not regulated. The cost of child care often has a very negative impact on the mother’s decision to enter or re-enter the university system or the workforce, especially in Spain.

Globalization, along with the termination of Franco’s regime, has been a driving force behind the effort to create more quality child care institutions. Spain has now begun to follow their European counterparts in the movement to provide child care to working parents. According to the American Sociological Association, “parents in most European countries easily find publicly funded programs offering good-to-excellent care,” ([www.asanet.org](http://www.asanet.org)). Many European governments are working hard to create a system that helps working families by taking the issue and cost of childcare and making it a public and social responsibility. This reduces the cost and stress of finding affordable childcare for the working parent. Spain is now beginning to follow in the footsteps of countries like France and Denmark which have extraordinary child care systems.

In France, early child care is intended to be more of an educational program, rather than simply child care, a system that Spain is also beginning to adopt. “About 100 percent of French three-, four-, and five-year-olds are enrolled in the full day, free *ecoles maternelles*; all are part of the same national system, with the same curriculum, staffed by teachers paid good wages by the same national ministry,” (www.asanet.org). In order to make the most efficient use of the money that parents are paying for child care, the French government has combined several different ideas to create their publicly funded childcare system. The system in place in France takes child care to a new level. No longer is day care for children simply a place for the child to spend their day under adult supervision. Now the child is able to learn and develop social skills with children their own age in an environment that promotes the child’s intellectual growth while being supervised at the same time. Good child care is a very expensive necessity and can create a burden on the working parent. For this reason the French government has taken the steps to develop a publicly funded system. “In France, child care costs are considered to be a social responsibility and are publicly funded, while in the United States, parents themselves pay for these services,” (www.asanet.org). Not all child care systems in Europe use this particular model combination of supervision and education. However, it is a model that Spain is beginning to integrate into its national program. “Denmark’s child care system, on the other hand, offers a ‘non-school model,’ and is intended to aid working parents, not to educate children,” (www.asanet.org). Denmark is providing high quality child care without the educational aspect that is available in countries such as a France. This is another option that Spain is considering implementing, in addition to the educational childcare system that is in place in France.

### **The International Face of Spain**

Since the end of Franco's regime there was an upsurge in the number of people immigrating to Spain. During the late 1970s and 1980s, and still continuing today, people from South America, Africa, and the Muslim world have been immigrating to Spain in growing numbers. Spain provides an environment with many job opportunities and a bright future for people in need. During his rule, Franco made it a point to keep Spain closed off to immigrants and maintained a traditional Spain for the Spaniards. Although for centuries there has been a gypsy population living within the borders of Spain, the country has now opened up its borders to immigrants from many different parts of the world. Spain has even earned the title of a new immigration center, a hub that people from across the globe are choosing as a destination for a better life. "An interesting, and sometimes controversial, aspect of the modernizing 'Europeanization' process has been Spain's transformation from a dominant monoculturalism and its replacement by a new emergent multiculturalism," (Jordan and Morgan-Tamosunas 48). Spain has made, and is still making, many transitional moves within the country to accommodate the changing face of Spain.

Spain is no longer a society which suffers from the, "dominant monoculturalism imposed under the Franco regime [but is moving] to the pluralist society proclaimed in the modern, democratic Spain," (Jordan and Morgan-Tamosunas 48). During Franco's rule authorities in Spain were on a crusade to purify the country and keep Spain for the Spaniards. However this ended shortly after Franco's death in 1975 and was furthered by Spain's formal entry into the European Union in 1986. The government and citizens of Spain now needed to learn to embrace the foreigners coming into the country, who in



retrospect, have helped to make Spain as successful and powerful as it is today.

Immigrants began coming to Spain in large numbers in the 1980s primarily from Africa and South America in search of jobs.

“By the 1980s, Spain had begun to earn a reputation as ‘Europe’s sluice gate.’ Substantial numbers of North Africans, principally from Morocco, but also from Equatorial Guinea, Senegal and Gambia, entered the country. They were attracted by the job opportunities generated by high economic growth and wider possibilities available once immigrants enter the European Union labour market.” (Jordan and Morgan-Tamosunas 51).

Spain is a country that represents hope for many individuals looking to improve their lives. According to the European Journal of Public Health, the immigrant population accounts for 9% of the total 44 million citizens of Spain. *Business Week* has stated that the surge of immigrants into Spain has helped boost the economic growth of the entire country. “Spain is Europe’s best-performing major economy, with growth averaging 3.1% over the past five years,” (*Business Week Magazine Online Edition*).

The immigrants living and working in Spain represent a segment of the population that do the temporary, unprotected, manual jobs which in turn free up time for Spaniards. “Besides providing a muscle for construction, immigrants care for children and the elderly, allowing more Spanish women to take jobs outside the home,” (*Business Week Magazine Online Edition*). As verified in *Business Week*, many of the immigrants from South America and Africa take jobs in the elder care industry, the child care industry as well as house cleaning and maintenance services. Yet the immigrants are not taking jobs away from Spanish women. The jobs that immigrants perform help to bolster the careers of Spanish women. Women in Spain have many household responsibilities that require a great deal of time to complete, such as housekeeping activities and caring

for children and elderly relatives. The influx of immigrants fill the jobs that alleviate the household activities that Spanish women are expected to do. Spanish women, now free of their domestic responsibilities, have the time to receive a university education and have a career outside of the home. According to a study conducted in 1999 by the *Centro de Investigaciones Sociológicas*, three-quarters of the individuals surveyed believed that immigrants from poorer countries took the jobs that most Spaniards no longer wanted. Now Spanish women have the opportunity to work in full-time careers without being restricted by the responsibilities of home and family. They are able to hire the extra help that they need to take care of their children, parents, and the housework so that they are able to devote their time to enhancing their careers just as the men in Spain have always done. At first glance it appears that foreigners are taking jobs from the Spanish, but that is not the case. The immigrants are taking the jobs that Spaniards are not looking to hold; most often these are low paying jobs and jobs related to manual labor tasks. Furthermore, the jobs taken by the immigrants help Spaniards, especially Spanish women, work outside of the home.

Yet this new immigration pattern has not been without problems. As more and more foreigners began to enter Spain for economic and work-related reasons, a prejudice began to grow among the Spanish citizens. "One particular form this prejudice took was a mounting hostility towards the growing number of migrant workers," (Jordan and Morgan-Tamosunas 51). During the 1980s, Spain experienced a great economic growth that caused many foreigners to migrate to Spain in search of a job and a better life. During this time in Spain, Spanish employers were looking for a cheap source of labor for temporary manual jobs and the influx of immigrants provided that much needed

source. These groups of immigrants were tolerated and not subjected to prejudice during time of economic expansion when Spanish citizens had jobs and everyone was prospering within Spain. However, when jobs become scarce and the economy is in a period of downturn and recession, it is usually the foreigners living within the country who are the first to be blamed for the country's problems.

“A survey among young Spaniards conducted by the *Centro de Investigaciones Sociológicas* in 1999 revealed that almost half of those questioned believed that immigrants competed directly with Spaniards for jobs and believed that by accepting the lowest wages, foreign workers forced down overall wage levels,” (*Centro de Investigaciones Sociológicas*).

In addition, when economic conditions become worse, immigrants are most often the first to be fired from their jobs and soon become the focal point for frustration and abuse.

Because there has been a great amount of discord among the Spanish population in regards to the number of immigrants entering the country to work, a law was passed to help assuage this problem. The *Ley de Extranjería* (Foreigners Law), passed in 1985 regulated the rights that foreigners outside the European Union had in relation to entering the work force and their rights while working in Spain. The requests by the citizens of Spain, the European Union, and countries within the European Union have heavily influenced Spain's acceptance and improved treatment of their newfound migrant labor force.

### **Conclusion**

Since the fall of Franco's regime on November 20, 1975, Spain has opened its borders and its way of thinking to the influences and power of globalization. Under Franco's regime Spain turned inward and underwent a purification process with its citizens

suffering the social, economic, and political consequences of an isolated country. Women suffered the greatest injustices and limitations while Franco was in power. With support from the Catholic Church and the military, Franco was able to bring back the ideals of *machismo* and male domination. These ideals treated women as second class citizens who needed to remain silent and live in the background of society. Women were kept inside the home, acting as wives, mothers and caregivers, never able to receive a university education or have a career outside the home. Only after Franco was out of power were the benefits of globalization and the European Union able to develop and change the future of the lives of all Spanish citizens forever.

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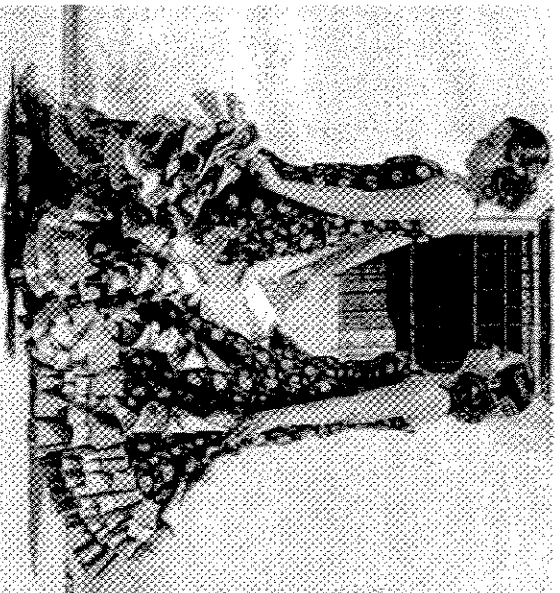
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# **Appendix: Power Point Slides**

# **The Changing Role of Women in Spain**



**Presented By:**

**Julie LaConte**

**April 29, 2008**



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“Much has been achieved since the days of Franco, who died in 1975 after 36 years as Spain’s absolute ruler. Once brought up to be wives and mothers, women now routinely study, work, go out at night without men as escorts and take place in politics. Discrimination on the basis of sex is illegal and, today, women represent more than half the country’s university students and are more present than ever in public life,” (*The New York Times*).

# Francisco Franco

- Born December 4, 1892 in El Ferrol, Galicia
- Strong military background
- October 1, 1936 Franco was publicly proclaimed *Generalissimo* (Commander-In-Chief) of the National Army



# Francisco Franco

- Franco was given ultimate power over all affairs within Spain
- “Re-Spanishification” and purification of the Spanish state using ideals of *machismo*, bull fighting and *flamenco* dance
- Women became second-class, silent citizens

# Globalization

- Globalization: the process of bringing the world together
- Franco's death in 1975 marked the beginning of a new era in Spain
- Spain's borders were finally open to influences from around the globe

# Globalization

- Globalization brought “empowerment of women”
- *Banco de Bilbao* proclaimed itself as the “First Woman’s Bank”
- Multi-National Corporations were finally able to set up headquarters in Spain

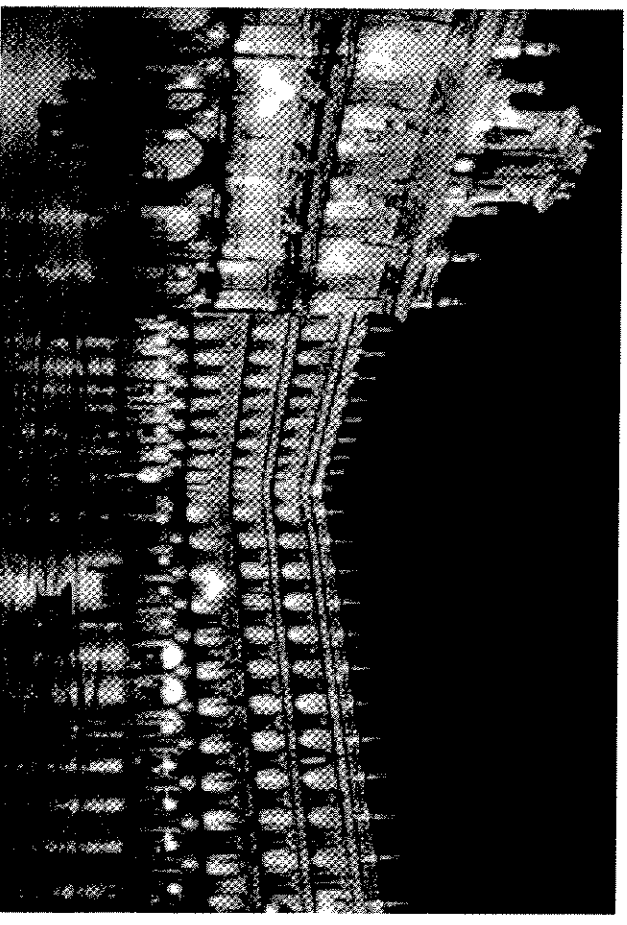


# Educational Reform

- Educational reform at all levels
- *La Ley General de Educación* (The General Education Law) passed in 1970
- All children now receive elementary education
- Private vs. public school education

# University Enrollment

- University of Salamanca
- Post-Franco, university spending increases
- *Universidad a Distancia* (UNED)
- More women enrolled
- *La Ley de Reforma Universitaria* (University Reform Law)



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# Labor Force

- Traditional male jobs vs. traditional female jobs
- Growth of women entering “men-only” careers since the 1970s



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# Family Life

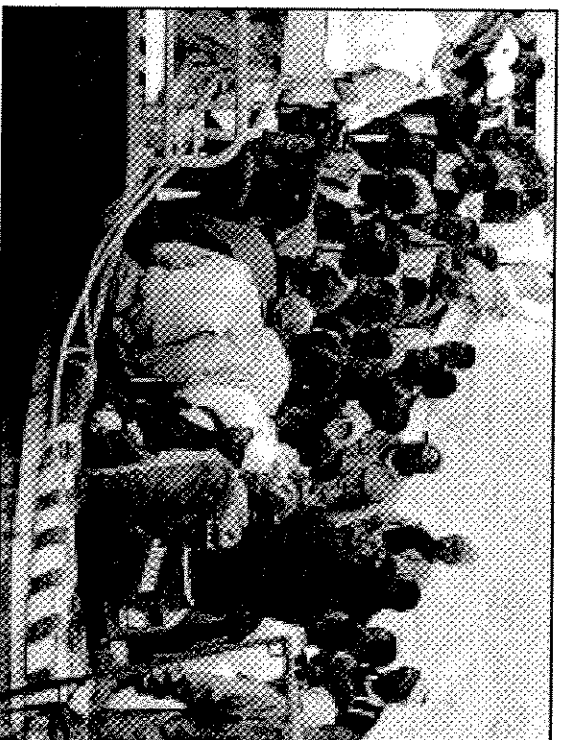
- Decline in birth rate
- Marriage occurring later in life
- Child care and elder care facilities increasing
- Child care system models based on other European models

# **The International Face of Spain**

- Influx of immigrants from Africa, South America and the Muslim World
- A shift from monoculturalism to multiculturalism within Spain
- 44 million immigrants currently live in Spain

# The International Face of Spain

- Jobs in child care, elder care and cleaning industry
- Creates free time for Spanish women
- Discord between immigrants and Spaniards



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# Conclusion

- Women's lives and status improved in Spain
- Globalization and the end of Franco's regime positively affect the status of women within Spain

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