

# FAMILY DIVERSITY FOR PRE-SCHOOL AND PRIMARY EDUCATION TEACHERS AT SPANISH PUBLIC UNIVERSITIES

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## ABSTRACT

**Aim.** This study analyses the training on family diversity received by future teachers in the Early Childhood Education and Primary Education Degrees in Spanish public

universities. The study's objectives were: 1) to analyse the training students receive in family diversity, 2) to understand how this topic is approached in Spanish universities, and 3) to evaluate whether this training is sufficient for inclusive teaching.

**Methods.** Using content analysis methodology, forty study plans for the Early Childhood Education Degree and 39 for the Primary Education Degree from all Spanish public universities were reviewed, including basic, mandatory, and optional courses.

**Results.** The results showed that, in general, the Early Childhood Education Degree addresses the topic more than the Primary Education Degree. Furthermore, the "family diversity" category barely has a presence.

**Conclusions.** In conclusion, the training in family diversity in both degrees is insufficient to develop adequate inclusive teaching. The curricula do not truly address how to work with and manage the participation and inclusion of new family models. The focus is primarily on the family's role in child development and the importance of the family-school relationship, without delving into current family models.

**Keywords:** family diversity, content analysis, early childhood education, primary education, teacher training

## INTRODUCTION

Each family is composed of different members, who have different experiences, personalities and influences, which make a family a dynamic element that evolves over time (Crisol Moya & Romero López, 2018). In recent decades, social changes such as women entering the labour market, new types of romantic and marital relationships, and increased life expectancy, have given rise to debate and social dialogue on what is known as family diversity. Leidi Viviana Moreno-Parra (2023) defines family diversity as "the set of different ways of being a family or being in a family" (p. 22). This new form of diversity not only reflects changes in family structures, but also in their dynamics and values.

However, it is crucial to highlight the fact that there is no family model that is better than the rest; the current reality is that there is great diversity in compositions and family structure, which does not determine the quality of affection, communication, stimulation and good relationships, as well as their crucial importance for socialisation, child development and well-being of their members (Consejería de Salud y Familias and Consejería de Educación y Deporte, 2022). However, as Emilio Crisol Moya and María Asunción Romero López (2021) indicate, despite being aware of this fact, family diversity continues to be made invisible in Spain, generalising the traditional nuclear family typology (composed of a heterosexual couple married with biological children) as the perfect family model for children's development.

For this reason, diverse families must face various social challenges that do not affect traditional families in the same way. For example, Daniela Ilda Vaz Pinto (2018) point out in their research that, in the legislative sphere, the different family realities are often not considered, as laws tend to refer to “parents” rather than “families”.

Similarly, the study conducted by Elizabeth Reed (2018) shows that parents in same-sex parent families express their dissatisfaction with the “invisibility of LGTBQ+ family models” in media and audiovisual content, such as television programmes and series. Furthermore, Irene Jiménez et al. (2004) highlight the lack of institutional support for single-mother families, who often face difficulties balancing work and personal life, as well as situations of economic precariousness.

Focusing on the education context, it is observed that when the new family types enter school, they find schools prepared to respond only to a nuclear family model (Aguado, 2010). One of the reasons for this exclusion is the poor teachers’ training to address this topic, and when it is addressed, it is usually from the perspective of a traditional family. This fact is supported by the research conducted by Justin Marie Lucett Bruyere Colette (2019). The results of this study, carried out with Early Childhood Education teachers, show that although teachers claim to have resources to address family diversity, many do not use them or are unsure how to apply them, highlighting insufficient training to adequately address this diversity.

Moreover, José Antonio Rodríguez-Mena and Emilio Moreno-Sánchez (2017) consider that this situation is also influenced by teachers’ preconceived ideas. According to José María Román-Sánchez et al. (2009), these ideas are related to the question of whether non-conventional families can satisfy all children’s needs. Furthermore, teachers have an idea of the family based on nuclearism, heteronormativity and consanguinity (Morgado-Camacho et al., 2009; Rodríguez-Mena et al., 2018) and a non-homogeneous family models’ view, with the adoptive, divorced and single-parent family being more accepted, and same-sex parent families less accepted (Capano-Bosch et al., 2016).

In this sense, Francisca López et al. (2008) establish that diverse families face other difficulties, for instance being excluded from activities such as Father’s Day or Mother’s Day celebrations (Alemán-Aledo, 2021; Vaz-Pinto, 2018;) and their invisibility in classroom materials, such as textbooks (Rodríguez-Chavez et al., 2025; Rodríguez-Mena et al., 2018).

To address these difficulties, Beatriz Morgado-Camacho et al. (2021) points to teacher training as an essential tool. For this reason, as Antonio Rodríguez-Martínez and Jorge Genaro Soto-Carballo (2016) indicate, teachers must be adequately prepared to address diverse issues effectively, not only from an academic perspective, but also from a social and ethical one.

In Spain, previous studies have analysed the training and perception of family diversity among teachers during their university studies. The research by

Lidón Moliner-Miravent and Andrea Francisco Amat (2016), conducted at Jaume I University in Castellón (Valencia), stands out. This study uses the “Questionnaire on Ideas about Family Diversity” (CIDF) (Morgado-Camacho et al., 2009) within a quasi-experimental design with a single group and pre-test and post-test measurements, applied to 49 students in the Early Childhood Education Degree programme before and after taking the Education for Diversity course. The results reveal that, although there are no statistically significant differences between the two measurements, there is an improvement in attitude and knowledge of pedagogical resources for addressing this issue in the classroom.

Similarly, José Ocón-Domingo et al. (2018) conducted a study at the University of Granada (Andalusia) with a sample of 332 students from the Faculty of Education, using the instrument Attitude towards Same-Sex Parenting Families (AHFH). The results show that female participants express more positive attitudes towards same-sex parenting.

Finally, the most recent research found was also carried out at the University of Granada. Irene Urdiales Bermúdez et al. (2021) conducted a study with 150 undergraduate students and graduates, using the Questionnaire for Future Teachers on Family Diversity. The findings show that the traditional nuclear family continues to be the most recognised family type and that variables such as academic year, religious affiliation and political orientation influence the perception of different types of families. It also concludes that university education remains insufficient and that future teachers lack the necessary resources to adequately address this issue in the educational setting.

Furthermore, the country’s education legislation supports the importance of future teachers receiving training in family diversity, in relation to the importance of developing skills, abilities and knowledge. According to the “Libro Blanco de la Profesión docente y de su entorno escolar” (Marina et al., 2015), there are many skills and actions that a good teacher must carry out, but according to the current study, the main ones are: “I. Collaborate in the design of socio-educational intervention programmes at the individual, group and family level” (p. 58) and „IV. Intervene with parents through training and information sessions or through the creation of family schools that act in the family unit, in the implementation of guidelines regarding healthy habits, favouring a positive affective climate, family communication, etc.” (p. 58).

In addition, among the general competences included in the Order ECI/3854/2007 (Official State Bulletin, 2007a), of 29th December 2007, students of Early Childhood Education Degrees must develop, among other competences, the following: “CG10. Act as a guidance counsellor for parents in relation to family education in the 0-6 period and master social skills in dealing and relating with the family of each student and with families” (p. 14).

In Primary Education Degrees, according to Order ECI/3857/2007 (Official State Bulletin, 2007b), of 27th December, which establishes the requirements for the verification of official university degrees that enable the exercise of the profession of Teacher in Primary Education, the competences that must be developed throughout the Degree include the following: “CG10. Appreciate social and cultural diversity, within the framework of respect for human rights and international cooperation. GC11. Promote and guarantee the principles of universal accessibility, equality, non-discrimination and democratic values and the culture of peace” (p. 53749).

In addition to this, it should be noted that the current Organic Law 3/2020 of 29th December on Education, in Article 1, which establishes the Education Principles, highlights the importance of working in the school context and training students in family diversity, stating that: “The development of equality of rights, duties and opportunities, respect for affective-sexual and family diversity, the promotion of effective equality of women and men through the consideration of the regime of coeducation of boys and girls (...)” (p. 30).

For these reasons, future teachers must be properly trained in family diversity, as they need to be prepared to work with all types of family structures.

However, there have been no studies that collectively analyse the training contents about family diversity provided in Early Childhood Education and Primary Education degree programmes at public universities in Spain. Analysis of this training would enable the identification of any aspects that may have been overlooked and the proposal of improvements in the training of future teachers.

Based on the above, the objectives of this research are: 1) to analyse the training received by students of Early Childhood Education and Primary Education Degrees on family diversity; 2) to find out how the courses are approached in the different public universities in Spain; and 3) to analyse whether the training is sufficient to carry out inclusive teaching practice.

## METHODOLOGY

This study employed content analysis methodology, which refers to a set of techniques used to analyse written texts in order to extract objective data (both quantitative and qualitative) through a systematic and unbiased process (Elshafie & Zhang, 2024). According to Fernando López Noguero (2002), this technique focuses on analysing the ideas that inhabit the text, not the text itself, “(...) it is the meaning of the words, themes or phrases that is attempted to be quantified” (p. 173).

The use of a categories system as a coding process allowed raw data to be transformed into units, enabling a description of content characteristics in quantitative form (Bardin, 1986; Krippendorff, 2012).

## Procedure

First, the analysis units (sampling, context, and record) and categories (Family, Family Diversity, School-family interaction) were defined. A meeting was held with the researchers to precisely outline each category, ensuring consistency among evaluators. These categories were selected based on their relevance to the topic and their presence in prior research during the literature review.

Next, all study plans for the Primary Education degree programmes from Spanish public universities for the 2024/2025 academic year were gathered and coded. These documents are publicly accessible and can be found on the websites of each university.

During the coding process, two criteria were used: the presence or absence of the record units in the text and the frequency with which they appeared in the course syllabi. The weighting was carried out quantitatively by assigning numerical values according to the required nature of the courses being analysed. The values assigned were: 3 for core courses (B), 2 for compulsory courses (OB), and 1 for optional courses (OP). The coding and data weighting process was recorded using Excel 2019 spreadsheet software.

## Analysis Units and Categories

According to the methodology described by Klaus Krippendorff (2012), as sampling units, basic, obligatory and optional training courses in Study Plans of the Early Childhood Education and Primary Education Degree currently taught in the Public Universities of Spain, specifically the teaching guides of the courses for the 2024/2025 academic year.

Three categories were identified for analysis of Study Plans in Early Childhood and Primary Education Degrees. To limit the content of these categories, the following definitions were established for each of them:

The first category was *Family (F)*. This category dealt with aspects related to the family, without specifying the family model being dealt with. As well as the concept of family, or the importance of the family context in the child's development. Some examples of this category are: "Family functions during Early Childhood Education" or "The importance of family during children 's development".

The second category was *Family Diversity (FD)*, included all aspects in which new family models, historical changes in family structure, family diversity in the classroom, theoretical or practical aspects related to dealing with this diversity. "Different family structures", "Family types" and "diverse families" were examples of this category.

The final category was *School-family interaction (I)*, its contents related to the relationship between the family and teachers, their participation in the education of the child, how to encourage communication with the family and their inclusion in schools (activities, projects, etc.) were included. "How to promote school-family interaction" was an example of this category.

## RESULTS

### Results Obtained in Andalusia

It begins by presenting the data obtained in Andalusian Public Universities (Table 1), which obtained a total weighting of 244 (111 in Primary Education Degrees and 133 in Early Childhood Education Degrees). Categories appeared in 48 courses out of the 740 teaching guides analysed (6.5%), most of them being basic formation courses. The category with the biggest presence in the teaching guides was “family-school interaction” which appeared in 38 guides, followed by the category “family” in 30 and the category family in 19.

The University of Cadiz obtained the highest weighting, with a value of 40. On the other hand, University of Malaga obtained the lowest weighting, with a value of 9.

**Table 1**

*Weightings Obtained by the Universities of Andalusia*

University	Degree	Courses	Num- ber of courses	Categories			Weighting	Total (De- gree)	Total (Univer- sity)
				F	FD	I			
Almeria	Primary	B = 10	2	2	1	2	5 x 3 = 15	15	30
		OB = 14	0	0	0	0			
		OP = 30	0	0	0	0			
	Early Child- hood	B = 16	3	1	1	3	5 x 3 = 15	15	
		OB = 9	0	0	0	0			
		OP = 8	0	0	0	0			
Cadiz	Primary	B = 10	3	2	2	1	4 x 3 = 12	13	40
		OB = 17	0	0	0	0			
		OP = 24	1	1	0	0	1 x 1 = 1		
	Early Child- hood	B = 15	4	3	2	4	9 x 3 = 27	27	
		OB = 10	0	0	0	0			
		OP = 15	0	0	0	0			
Cordoba	Primary	B = 10	2	1	1	2	4 x 3 = 12	12	36
		OB = 21	0	0	0	0			
		OP = 24	0	0	0	0			
	Early Child- hood	B = 17	4	3	1	4	8 x 3 = 24	24	
		OB = 11	0	0	0	0			
		OP = 14	0	0	0	0			

University	Degree	Courses	Num- ber of courses	Categories			Weighting	Total (De- gree)	Total (Univer- sity)
				F	FD	I			
Jaen	Primary	B = 10	3	3	2	2	$7 \times 3 = 21$	21	37
		OB = 12	0	0	0	0			
		OP = 18	0	0	0	0			
	Early Child- hood	B = 17	3	2	1	2	$5 \times 3 = 15$	16	
		OB = 14	0	0	0	0			
		OP = 14	1	0	0	1	$1 \times 1 = 1$		
Granada	Primary	B = 10	4	2	2	3	$7 \times 3 = 21$	21	39
		OB = 15	0	0	0	0			
		OP = 23	0	0	0	0			
	Early Child- hood	B = 15	4	2	1	2	$5 \times 3 = 15$	18	
		OB = 10	1	1	0	0	$1 \times 2 = 2$		
		OP = 15	1	0	0	1	$1 \times 1 = 1$		
Huelva	Primary	B = 10	1	1	1	1	$3 \times 3 = 9$	17	29
		OB = 28	1	1	1	1	$3 \times 2 = 6$		
		OP = 24	1	1	0	1	$2 \times 1 = 2$		
	Early Child- hood	B = 18	2	1	1	2	$4 \times 3 = 12$	12	
		OB = 12	0	0	0	0			
		OP = 17	0	0	0	0			
Malaga	Primary	B = 10	1	0	0	1	$1 \times 3 = 3$	3	9
		OB = 19	0	0	0	0			
		OP = 29	0	0	0	0			
	Early Child- hood	B = 16	1	1	0	1	$2 \times 3 = 6$	6	
		OB = 10	0	0	0	0			
		OP = 13	0	0	0	0			
Seville	Primary	B = 10	1	1	1	1	$3 \times 3 = 9$	9	24
		OB = 17	0	0	0	0			
		OP = 20	0	0	0	0			
	Early Child- hood	B = 15	4	1	1	3	$5 \times 3 = 15$	15	
		OB = 10	0	0	0	0			
		OP = 14	0	0	0	0			
TOTAL		740	48	30	19	38		244	

*Note.* Number of courses that have categories; B = “basic”; OB = “obligatory”; OP = “optative”; F = “family”; FD = “family diversity”; I = “school-family interaction”.

*Source.* Own research.

## Results Obtained in Aragon

Table 2 shows the data obtained from University of Zaragoza, the only public university in Aragon. A total weighting of 24 was identified, with a value of 14 for Primary Education Degree and 10 for Early Childhood Education Degree. There were 105 courses offered in both Study Plans, only 8 of them contained any of the categories (7.6%). Five were basic courses and 3 were optional. The categories “family” and “family-school interaction” appeared in 4 teaching guides, while the category “family diversity” appeared in only 2 courses.

**Table 2**

*Weightings Obtained by the Universities of Aragon*

University	Degree	Courses	Num- ber of courses	Categories			Weighting	Total (De- gree)	Total (Univer- sity)
				F	FD	I			
Zaragoza	Primary	B = 10	3	1	1	2	4 x 3 = 12	14	24
		OB = 21	0	0	0	0			
		OP = 33	2	1	0	1	2 x 1 = 2		
	Early Child- hood	B = 11	2	1	1	1	3 x 3 = 9	10	
		OB = 17	0	0	0	0			
		OP = 13	1	1	0	0	1 x 1 = 1		
TOTAL		105	8	4	2	4		24	

*Note.* Number of courses that have categories; B = “basic”; OB = “obligatory”; OP = “optative”; F = “family”; FD = “family diversity”; I = “school-family interaction”.

*Source.* Own research.

## Results Obtained in Canary Islands

Universities in Canary Islands (Table 3) obtained a total weighting of 58 (30 in Primary Education Degrees and 28 in Early Childhood Education Degrees). For University of La Laguna, it was 25 and for University of Las Palmas de Gran Canaria, 33. There were 241 courses offered in the Study Plans, 15 contained some at least one of the categories (6.2%). The category most present was “family” ( $n = 11$ ). Primary Education Degree of University of Las Palmas de Gran Canaria had the highest weighting, 19.

**Table 3***Weightings Obtained by the Universities of Canary Islands*

University	Degree	Courses	Num- ber of courses	Categories			Weighting	Total (De- gree)	Total (Univer- sity)
				F	FD	I			
La Laguna	Primary	B = 10	1	1	1	1	3 x 3 = 9	11	25
		OB = 17	0	0	0	0	0		
		OP = 19	2	2	0	0	2 x 1 = 2		
	Early Child- hood	B = 9	1	1	1	1	3 x 3 = 9	14	
		OB = 16	2	1	0	1	2 x 2 = 4		
		OP = 14	1	0	0	1	1 x 1 = 1		
Las Palmas de Gran Canaria	Primary	B = 10	4	3	1	2	6 x 3 = 18	19	33
		OB = 21	0	0	0	0	0		
		OP = 59	1	1	0	0	1 x 1 = 1		
	Early Child- hood	B = 17	2	1	1	2	4 x 3 = 12	14	
		OB = 13	0	0	0	0	0		
		OP = 36	1	1	0	1	2 x 1 = 2		
TOTAL		241	15	11	4	9		58	

*Note.* Number of courses that have categories; B = “basic”; OB = “obligatory”; OP = “optative”; F = “family”; FD = “family diversity”; I = “school-family interaction”.

*Source.* Own research.

## Results obtained in Cantabria

Table 4 shows the weighting obtained by University of Cantabria, which obtained a weighting of 39 (13 in Primary Education Degree and 26 in Early Childhood Education Degree). There were 134 courses offered in Early Childhood Education Degree and Primary Education Degree, only 15 teaching guides contained some of the categories (11.2%), with the category “family” being the one with the greatest presence ( $n = 12$ ). The category “family diversity” did not appear in any of the teaching guides analysed ( $n = 0$ ).

**Table 4***Weightings Obtained by the Universities of Cantabria*

University	Degree	Courses	Num- ber of courses	Categories			Weighting	Total (De- gree)	Total (Univer- sity)
				F	FD	I			
Cantabria	Primary	B = 10	2	2	0	0	2 x 3 = 6	13	39
		OB = 18	1	1	0	1	2 x 2 = 4		
		OP = 37	3	1	0	2	3 x 1 = 3		

University	Degree	Courses	Num- ber of courses	Categories			Weighting	Total (De- gree)	Total (Univer- sity)
				F	FD	I			
	Early	B = 10	4	4	0	0	4 x 3 = 12	26	
	Child- hood	OB = 19	5	4	0	3	7 x 2 = 14		
		OP = 26	0	0	0	0	0		
	TOTAL	134	15	12	0	6			39

*Note.* Number of courses that have categories; B = “basic”; OB = “obligatory”; OP = “optative”; F = “family”; FD = “family diversity”; I = “school-family interaction”.

*Source.* Own research.

## Results Obtained in Castilla-La Mancha

University of Castilla-La Mancha obtained a total weighting of 53 (21 in Primary Education Degree and 32 in Early Childhood Education Degree) (Table 5). From the 103 courses offered in both degrees, 11 contained any of the categories (10.7%). The category with the greatest presence was “family” ( $n = 9$ ), followed by “family-school interaction” ( $n = 5$ ) and “family diversity” ( $n = 4$ ). Categories were found in basic and obligatory courses, but not in optative courses.

**Table 5**

*Weightings Obtained by the Universities of Castilla-La Mancha*

University	Degree	Courses	Num- ber of courses	Categories			Weighting	Total (De- gree)	Total (Univer- sity)
				F	FD	I			
Castilla-La Mancha	Primary	B = 10	4	4	2	1	7 x 3 = 21	21	53
		OB = 16	0	0	0	0	0		
		OP = 38	0	0	0	0	0		
	Early Child- hood	B = 9	6	5	2	3	10 x 3 = 30	32	
		OB = 13	1	0	0	1	1 x 2 = 2		
		OP = 17	0	0	0	0	0		
	TOTAL	103	11	9	4	5			53

*Note.* Number of courses that have categories; B = “basic”; OB = “obligatory”; OP = “optative”; F = “family”; FD = “family diversity”; I = “school-family interaction”.

*Source.* Own research.

## Results Obtained in Castilla y Leon

Table 6 shows the results obtained in Public Universities in Castilla y Leon. The total weighting obtained was 106 (30 in Primary Education Degrees and 76 in Early

Childhood Education Degree), University of Leon obtained the highest value: 34. From the 530 courses analysed, 24 contained some of the categories (4.5%). Most of the courses were basic formation courses; there were no obligatory courses. The category with the highest frequency was “family” ( $n = 20$ ), followed by “family-school interaction” ( $n = 11$ ) and “family diversity” ( $n = 7$ ).

**Table 6**

*Weightings Obtained by the Universities of Castilla y Leon*

University	Degree	Courses	Num- ber of courses	Categories			Weighting	Total (De- gree)	Total (Univer- sity)
				F	FD	I			
Burgos	Primary	B = 10	1	1	0	1	$2 \times 3 = 6$	6	30
		OB = 18	0	0	0	0			
		OP = 39	0	0	0	0			
	Early Child- hood	B = 17	3	3	2	3	$8 \times 3 = 24$	24	
		OB = 13	0	0	0	0			
		OP = 14	0	0	0	0			
Leon	Primary	B = 11	2	2	1	0	$3 \times 3 = 9$	9	34
		OB = 37	0	0	0	0			
		OP = 21	0	0	0	0			
	Early Child- hood	B = 17	5	4	1	3	$8 \times 3 = 24$	25	
		OB = 11	0	0	0	0			
		OP = 17	1	1	0	0	$1 \times 1 = 1$		
Salamanca	Primary	B = 12	1	1	0	0	$1 \times 3 = 3$	5	11
		OB = 18	0	0	0	0			
		OP = 58	2	2	0	0	$2 \times 1 = 2$		
	Early Child- hood	B = 12	2	1	0	1	$2 \times 3 = 6$	6	
		OB = 16	0	0	0	0			
		OP = 60	0	0	0	0			
Valladolid	Primary	B = 18	2	1	1	1	$3 \times 3 = 9$	10	31
		OB = 20	0	0	0	0			
		OP = 42	1	1	0	0	$1 \times 1 = 1$		
	Early Child- hood	B = 20	4	3	2	2	$7 \times 3 = 21$	21	
		OB = 10	0	0	0	0			
		OP = 19	0	0	0	0			
TOTAL		530	24	20	7	11		106	

*Note.* Number of courses that have categories; B = “basic”; OB = “obligatory”; OP = “optative”; F = “family”; FD = “family diversity”; I = “school-family interaction.

*Source.* Own research.

## Results Obtained in Catalonia

Table 7 shows the results obtained in the Universities of Catalonia. This Autonomous Community obtained a total weighting of 158 (59 in Primary Education Degrees and 99 in Early Childhood Education Degrees). University of Barcelona obtained the highest weighting with a value of 40 and University of Girona obtained the lowest value: 16.

From the 688 courses analysed, 39 contained some of the categories (5.7%). The category with the highest frequency was “family” ( $n = 28$ ), followed by “family-school interaction” ( $n = 26$ ) and “family diversity” ( $n = 8$ ). None of the courses that contained the categories were of an obligatory, all of them being basic formation or optative courses.

**Table 7**

*Weightings Obtained by the Universities of Catalonia*

University	Degree	Courses	Num- ber of courses	Categories			Weighting	Total (De- gree)	Total (Univer- sity)
				F	FD	I			
Autonomous University of Barcelona	Primary	B = 13	1	1	1	0	$2 \times 3 = 6$	6	33
		OB = 18	0	0	0	0			
		OP = 75	0	0	0	0			
	Early Child- hood	B = 20	5	4	1	3	$8 \times 3 = 24$	27	
		OB = 20	0	0	0	0			
		OP = 29	3	2	0	1	$3 \times 1 = 3$		
Barcelona	Primary	B = 9	3	2	0	2	$4 \times 3 = 12$	17	40
		OB = 17	0	0	0	0			
		OP = 53	3	2	0	3	$5 \times 1 = 5$		
	Early Child- hood	B = 16	5	1	1	5	$7 \times 3 = 21$	23	
		OB = 8	0	0	0	0			
		OP = 41	1	1	0	1	$2 \times 1 = 2$		
Girona	Primary	B = 11	1	1	0	0	$1 \times 3 = 3$	3	16
		OB = 22	0	0	0	0			
		OP = 49	0	0	0	0			
	Early Child- hood	B = 10	3	3	0	1	$4 \times 3 = 12$	13	
		OB = 13	0	0	0	0			
		OP = 55	1	0	0	1	$1 \times 1 = 1$		
Lleida	Primary	B = 10	3	3	1	2	$6 \times 3 = 18$	18	39
		OB = 17	0	0	0	0			
		OP = 27	0	0	0	0			

University	Degree	Courses	Num- ber of courses	Categories			Weighting	Total (De- gree)	Total (Univer- sity)
				F	FD	I			
Rovira i Virgili	Early Child- hood	B = 17	3	3	2	2	$7 \times 3 = 21$	21	30
		OB = 16	0	0	0	0	0		
		OP = 11	0	0	0	0	0		
	Primary	B = 4	2	2	1	1	$4 \times 3 = 12$	15	
		OB = 16	0	0	0	0	0		
		OP = 29	2	1	0	2	$3 \times 1 = 3$		
	Early Child- hood	B = 9	3	2	1	2	$5 \times 3 = 15$	15	
		OB = 21	0	0	0	0	0		
		OP = 32	0	0	0	0	0		
	TOTAL		688	39	28	8	26		

*Note.* Number of courses that have categories; B = “basic”; OB = “obligatory”; OP = “optative”; F = “family”; FD = “family diversity”; I = “school-family interaction.”  
*Source.* Own research.

## Results Obtained in Community of Madrid

Table 8 shows the results obtained in Universities in Community of Madrid, which obtained a total weighting of 175 (43 in Primary Education Degrees and 132 in Early Childhood Education Degree), being Autonomous University of Madrid the one that obtained the highest weighting with a value of 51. From the 481 courses offered in the Study Plans in Community of Madrid, 43 contained some of the categories (8.9%). From the 43 courses, most were basic formation courses. The category with the highest frequency was “family” ( $n = 34$ ), followed by “family-school interaction” ( $n = 22$ ) and “family diversity” ( $n = 22$ ).

**Table 8**

*Weightings Obtained by the Universities in the Community of Madrid*

University	Degree	Courses	Num- ber of courses	Categories			Weighting	Total (De- gree)	Total (Univer- sity)
				F	FD	I			
Alcala	Primary	B = 10	3	3	0	1	$3 \times 4 = 12$	12	40
		OB = 19	0	0	0	0			
		OP = 37	0	0	0	0			

University	Degree	Courses	Num- ber of courses	Categories			Weighting	Total (De- gree)	Total (Univer- sity)
				F	FD	I			
Autonomous University of Madrid	Early Child- hood	B = 19	4	4	2	2	$8 \times 3 = 24$	28	51
		OB = 10	1	1	0	1	$2 \times 2 = 4$		
		OP = 22	0	0	0	0	0		
	Primary	B = 10	4	2	1	2	$5 \times 3 = 15$	15	
		OB = 17	0	0	0	0	0		
		OP = 29	0	0	0	0	0		
Complutense de Madrid	Early Child- hood	B = 15	7	6	2	4	$12 \times 3 = 36$	36	24
		OB = 12	0	0	0	0	0		
		OP = 18	0	0	0	0	0		
	Primary	B = 10	2	1	0	2	$3 \times 3 = 9$	9	
		OB = 21	0	0	0	0	0		
		OP = 39	1	1	0	0	$1 \times 1 = 1$		
U.N.E.D	Early Child- hood	B = 18	2	2	0	1	$3 \times 3 = 9$	9	30
		OB = 12	0	0	0	0	0		
		OP = 31	4	3	1	1	$5 \times 1 = 5$		
	Early Child- hood	B = 17	7	4	1	5	$10 \times 3 = 30$	30	
		OB = 10	0	0	0	0	0		
		OP = 18	0	0	0	0	0		
Rey Juan Carlos	Primary	B = 12	1	1	0	0	$1 \times 3 = 3$	3	30
		OB = 19	0	0	0	0	0		
		OP = 22	1	1	1	1	$3 \times 1 = 3$		
	Early Child- hood	B = 17	6	5	1	2	$8 \times 3 = 24$	24	
		OB = 17	0	0	0	0	0		
		OP = 0	0	0	0	0	0		
TOTAL		481	43	34	9	22		175	

*Note.* Number of courses that have categories; B = “basic”; OB = “obligatory”; OP = “optative”; F = “family”; FD = “family diversity”; I = “school-family interaction.

*Source.* Own research.

## Results Obtained in Community of Navarra

Public University of Navarra (Table 9) obtained a total weighting of 30 (15 for the Primary Education Degree and 15 for Early Childhood Education Degree).

There were 6 courses containing any of the categories, all were basic formation courses. The category with the highest presence was “family” ( $n = 6$ ).

**Table 9**

*Weightings Obtained by the Universities in Community of Navarra*

University	Degree	Courses	Num- ber of courses	Categories			Weighting	Total (De- gree)	Total (Univer- sity)
				F	FD	I			
Public University of Navarra	Primary	B = 11	3	3	1	1	$5 \times 3 = 15$	15	30
		OB = 15	0	0	0	0	0		
		OP = 31	0	0	0	0	0		
	Early Child- hood	B = 10	3	3	1	1	$5 \times 3 = 15$	15	
		OB = 11	0	0	0	0	0		
		OP = 38	0	0	0	0	0		
TOTAL		116	6	6	2	2		30	

*Note.* Number of courses that have categories; B = “basic”; OB = “obligatory”; OP = “optative”; F = “family”; FD = “family diversity”; I = “school-family interaction.

*Source.* Own research.

## Results Obtained in the Valencian Community

Valencian Community (Table 10) obtained a total weighting of 60 (30 in Primary Education Degrees and 30 in Early Childhood Education Degrees). University of Valencia obtained the highest weighting with a value of 33. From the 333 teaching guides analysed, 13 contained some of the categories (3.9%), all of them were basic formation courses. The category with the greatest presence in the teaching guides was “family”.

**Table 10**

*Weightings Obtained by the Universities in Valencian Community*

University	Degree	Courses	Num- ber of courses	Categories			Weighting	Total (De- gree)	Total (Univer- sity)
				F	FD	I			
Alicante	Primary	B = 10	2	2	1	1	$4 \times 3 = 12$	12	21
		OB = 18	0	0	0	0	0		
		OP = 25	0	0	0	0	0		
	Early Child- hood	B = 15	2	2	1	0	$3 \times 3 = 9$	9	
		OB = 8	0	0	0	0	0		
		OP = 26	0	0	0	0	0		

University	Degree	Courses	Num- ber of courses	Categories			Weighting	Total (De- gree)	Total (Univer- sity)
				F	FD	I			
Jaume I de Castellon	Primary	B = 10	1	1	0	0	1 x 3 = 3	3	6
		OB = 18	0	0	0	0	0		
		OP = 17	0	0	0	0	0		
	Early Child- hood	B = 16	1	1	0	0	1 x 3 = 3	3	
		OB = 12	0	0	0	0	0		
		OP = 9	0	0	0	0	0		
Valencia	Primary	B = 11	3	3	1	1	5 x 3 = 15	15	33
		OB = 25	0	0	0	0	0		
		OP = 64	0	0	0	0	0		
	Early Child- hood	B = 21	4	3	1	2	6 x 3 = 18	18	
		OB = 20	0	0	0	0	0		
		OP = 8	0	0	0	0	0		
TOTAL		333	13	12	4	4		60	

*Note.* Number of courses that have categories; B = “basic”; OB = “obligatory”; OP = “optative”; F = “family”; FD = “family diversity”; I = “school-family interaction.

*Source.* Own research.

## Results Obtained in Extremadura

Table 11 shows the results obtained in University of Extremadura. A total weighting of 40 was obtained, 18 from Primary Education Degree and 22 from Early Childhood Education Degree. From the 79 courses analysed, 8 contained any of the categories (10.1%), of which 7 were basic formation courses and one was an optative course. The category with the highest frequency was “family-school interaction” ( $n = 6$ ).

**Table 11**

*Weightings Obtained by the Universities of Extremadura*

University	Degree	Courses	Num- ber of courses	Categories			Weighting	Total (De- gree)	Total (Univer- sity)
				F	FD	I			
Extremad- ura	Primary	B = 10	3	2	2	2	6 x 3 = 18	18	40
		OB = 17	0	0	0	0	0		
		OP = 17	0	0	0	0	0		
	Early Child- hood	B = 17	4	2	2	3	7 x 3 = 21	22	
		OB = 9	0	0	0	0	0		
		OP = 9	1	0	0	1	1 x 1 = 1		

University	Degree	Courses	Num- ber of courses	Categories			Weighting	Total (De- gree)	Total (Univer- sity)
				F	FD	I			
TOTAL		79	8	4	4	6		40	

*Note.* Number of courses that have categories; B = “basic”; OB = “obligatory”; OP = “optative”; F = “family”; FD = “family diversity”; I = “school-family interaction”.  
*Source.* Own research.

### Results Obtained in Galicia

Table 12 shows the results obtained in Public Universities of Galicia. The total weighting was 107 (45 in Primary Education Degrees and 62 in Early Childhood Education Degrees), University of Vigo obtained the highest weighting with a value of 53. There were 298 courses offered, the categories appeared only in 24 of the teaching guides (8.0%). There were no obligatory courses that contained any of the categories. The category with the highest frequency was “family” (*n* = 20), followed by “family-school interaction” (*n* = 12) and lastly “family diversity” (*n* = 9).

**Table 12**  
*Weightings Obtained by the Universities of Galicia*

University	Degree	Courses	Num- ber of courses	Categories			Weighting	Total (De- gree)	Total (Univer- sity)
				F	FD	I			
A Coruña	Primary	B = 10	3	2	0	1	3 x 3 = 9	10	27
		OB = 16	0	0	0	0			
		OP = 14	1	1	0	0	1 x 1 = 1		
	Early Child- hood	B = 17	3	3	1	1	3 x 5 = 15	17	
		OB = 10	0	0	0	0			
		OP = 15	1	1	0	1	2 x 1 = 2		
Santiago de Compostela	Primary	B = 10	2	1	2	0	3 x 3 = 9	11	27
		OB = 17	0	0	0	0			
		OP = 43	2	0	0	2	2 x 1 = 2		
	Early Child- hood	B = 17	4	2	2	1	5 x 3 = 15	16	
		OB = 10	0	0	0	0			
		OP = 18	1	0	0	1	1 x 1 = 1		
Vigo	Primary	B = 10	4	4	2	2	8 x 3 = 24	24	53
		OB = 20	0	0	0	0			
		OP = 20	0	0	0	0			

University	Degree	Courses	Num- ber of courses	Categories			Weighting	Total (De- gree)	Total (Univer- sity)
				F	FD	I			
	Early Child- hood	B = 19	5	5	2	2	$9 \times 3 = 27$	29	
		OB = 14	0	0	0	0			
		OP = 18	1	1	0	1	$2 \times 1 = 2$		
TOTAL		298	24	20	9	12		107	

*Note.* Number of courses that have categories; B = “basic”; OB = “obligatory”; OP = “optative”; F = “family”; FD = “family diversity”; I = “school-family interaction.

*Source.* Own research.

## Results Obtained in Balearic Islands

University of the Balearic Islands obtained a value weight of 29, 8 in Primary Education Degree and 21 in Early Childhood Education Degree. There were 81 courses. The most frequent category was “family” ( $n = 6$ ), followed by “family-school interaction” ( $n = 5$ ) and “family diversity” ( $n = 1$ ).

**Table 13**

*Weightings Obtained by the Universities of Balearic Islands*

University	Degree	Courses	Num- ber of courses	Categories			Weighting	Total (De- gree)	Total (Univer- sity)
				F	FD	I			
Balears Islands	Primary	B = 10	1	1	0	0	$1 \times 3 = 3$	8	29
		OB = 20	1	0	0	1	$1 \times 2 = 3$		
		OP = 14	1	1	0	1	$2 \times 1 = 2$		
	Early Child- hood	B = 17	4	3	0	2	$5 \times 3 = 15$	21	
		OB = 12	1	1	1	1	$3 \times 2 = 6$		
		OP = 8	0	0	0	0	0		
TOTAL		81	8	6	1	5		29	

*Note.* Number of courses that have categories; B = “basic”; OB = “obligatory”; OP = “optative”; F = “family”; FD = “family diversity”; I = “school-family interaction.

*Source.* Own research.

## Results Obtained in La Rioja

There were 90 courses offered by the University of La Rioja (Table 14), 16 contained some of the categories (17.8%), obtaining a weighting of 62 (26 in Primary Education Degree and 36 in Early Childhood Education Degree). Most of the courses that contained categories were basic formation courses. The category with the highest

frequency was “family” ( $n = 11$ ), followed by “family-school interaction” ( $n = 7$ ) and “family diversity” ( $n = 4$ ).

**Table 14**

*Weightings Obtained by the Universities of La Rioja*

University	Degree	Courses	Num- ber of courses	Categories			Weighting	Total (De- gree)	Total (Univer- sity)
				F	FD	I			
La Rioja	Primary	B = 9	6	3	2	3	$8 \times 3 = 24$	26	62
		OB = 20	0	0	0	0			
		OP = 21	2	2	0	0	$2 \times 1 = 2$		
	Early Child- hood	B = 13	8	6	2	4	$12 \times 3 = 36$	36	
		OB = 15	0	0	0	0			
		OP = 12	0	0	0	0			
TOTAL		90	16	11	4	7		62	

*Note.* Number of courses that have categories; B = “basic”; OB = “obligatory”; OP = “optative”; F = “family”; FD = “family diversity”; I = “school-family interaction.

*Source.* Own research.

## Results Obtained in Basque Country

University of Basque Country obtained a total weighting of 21, being 8 of Primary Education Degree and 13 of Early Childhood Education Degree (Table 15). From 97 courses offered in the Study Plans, 7 contained any categories (4 basic and 3 obligatory). The category with the highest presence was “family-school interaction”, while “family diversity” did not appear in any of the teaching guides.

**Table 15**

*Weightings Obtained by the Universities of Basque Country*

University	Degree	Courses	Num- ber of courses	Categories			Weighting	Total (De- gree)	Total (Univer- sity)
				F	FD	I			
Basque Country	Primary	B = 10	2	1	0	1	$2 \times 3 = 6$	8	21
		OB = 16	1	0	0	1	$1 \times 2 = 2$		
		OP = 23	0	0	0	0			
	Early Child- hood	B = 10	2	1	0	2	$3 \times 3 = 9$	13	
		OB = 15	2	0	0	2	$2 \times 2 = 4$		
		OP = 23	0	0	0	0			

University	Degree	Courses	Num- ber of courses	Categories			Weighting	Total (De- gree)	Total (Univer- sity)
				F	FD	I			
TOTAL		97	7	2	0	6		21	

*Note.* Number of courses that have categories; B = “basic”; OB = “obligatory”; OP = “optative”; F = “family”; FD = “family diversity”; I = “school-family interaction.

*Source.* Own research.

## Results Obtained in Principado de Asturias

University of Oviedo obtained a total weighting of 21 (Table 16), 9 from Primary Education Degree and 12 from Early Childhood Education Degree. Of the 114 courses offered, only 4 had any of the categories. All of them were basic courses, with no categories in obligatory or optative courses.

**Table 16**

*Weightings Obtained by the Universities in Principado de Asturias*

University	Degree	Courses	Num- ber of courses	Categories			Weighting	Total (De- gree)	Total (Univer- sity)
				F	FD	I			
Oviedo	Primary	B = 10	1	1	1	1	3 x 3 = 9	9	21
		OB = 17	0	0	0	0			
		OP = 43	0	0	0	0			
	Early Child- hood	B = 17	3	1	0	3	3 x 4 = 12	12	
		OB = 11	0	0	0	0			
		OP = 16	0	0	0	0			
TOTAL		114	4	2	1	4		21	

*Note.* Number of courses that have categories; B = “basic”; OB = “obligatory”; OP = “optative”; F = “family”; FD = “family diversity”; I = “school-family interaction.

*Source.* Own research.

## Results Obtained in Murcia Region

Table 17 shows the results in University of Murcia. Primary Education Degree obtained a value of 20, while the Degree in Early Childhood Education obtained a weighting of 16, giving a total weighting of 36. Of the 136 teaching guides analysed, 8 contained some of the Categories (5.9%), 5 were basic training, 2 were obligatory training and 1 was optional. The category with the highest frequency was “family” ( $n = 6$ ) and the one with the lowest frequency was “family diversity” ( $n = 3$ ).

**Table 17**  
*Weightings Obtained by the Universities in Murcia Region*

University	Degree	Courses	Num-ber of courses	Categories			Weighting	Total (De-gree)	Total (Univer-sity)
				F	FD	I			
Murcia	Primary	B = 11	4	2	1	2	5 x 4 = 20	20	36
		OB = 18	0	0	0	0	0		
		OP = 62	0	0	0	0	0		
	Early Child-hood	B = 11	1	1	0	0	1 x 3 = 3	16	
		OB = 26	2	2	1	2	5 x 2 = 10		
		OP = 8	1	1	1	1	3 x 1 = 3		
TOTAL		136	8	6	3	5		36	

*Note.* B = “basic”; OB = “obligatory”; OP = “optative”; F = “family”; FD = “family diversity”; I = “school-family interaction.

*Source.* Own research.

### Results Obtained in Primary Education Degrees

There were 39 Primary Education Degrees in Public Universities in Spain. Categories appeared in basic, obligatory and optative courses. Table 18 shows the courses that contained the three categories of analysis simultaneously. There was a total of 20 courses, all of them basic formation courses, except for one obligatory course (“family and society”, University of Huelva) and one optative (“Socio-family educational intervention”, University Rey Juan Carlos). The only University that had two courses with the three categories simultaneously was the University of Huelva: “Sociology of the family and the school” (basic) and “family and society” (obligatory).

**Table 18**  
*Courses in Primary Education Degrees which Contain All Categories Simultaneously*

University	Course	Type
Alicante	Social and cultural changes and Education	B
Almería	Sociology of Education and Family	B
Cádiz	Mentoring and Family	B
Castilla-La Mancha	Education and society	B
Córdoba	Sociology	B
Extremadura	Mentoring action and family education	B
Granada	Education Sociology	B
Huelva	Family and School Sociology	B

University	Course	Type
Huelva	Family and Society	OB
Jaen	Education and Family	B
La Laguna	Society, family and school	B
La Rioja	Society, family and mentoring	B
Lleida	Family and school	B
Navarra	Society, family and inclusive school	B
Oviedo	Social Structure and Education	B
Seville	School education, interpersonal relations and social change	B
Valencia	Social Structure and Education	B
Vigo	Sociology: Education Sociology	B
Rey Juan Carlos	Socio-familial educational intervention	OP
Rovira i Virgili	Society, family and education	B

*Note.* B = “basic”; OB = “obligatory”; OP = “optative”.

*Source.* Own research.

## Results Obtained in Early Childhood Education Degrees

Forty Early Childhood Education Degrees were analysed; Table 19 shows the courses that contained all categories simultaneously. There was a total of 31 courses. All were of basic formation, except from two obligatory courses: “family and School” (University of the Balearic Islands) and “Educational Contexts in Early Childhood Education” (University of Murcia). The three categories appeared in one optative course: “Collaboration in learning and teaching” (University of Murcia). There were four Universities that presented two courses with the three Categories simultaneously: University of Burgos, University of Cadiz, University of Castilla-La Mancha, University of Lleida and University of Murcia.

**Table 19**

*Courses in Early Childhood Education Degrees which Contain All Categories Simultaneously*

University	Course	Type
Autonomous of Barcelona	Society, family and school	B
Autonomous of Madrid	Guidance and advice for families	B
Coruña	Psychological intervention in family context	B
Almería	Education and Family Sociology	B
Barcelona	Mentoring Action: School, Family and Community relations	B

University	Course	Type
Burgos	Orientation and Mentoring with Families	B
Burgos	Education Sociology	B
Cadiz	Education Sociology	B
Cadiz	Mentoring and family	B
Castilla-La Mancha	Education Sociology	B
Castilla-La Mancha	Education and Society	B
Córdoba	Education Sociology	B
Extremadura	Society, family and school	B
Granada	Psycho-educational intervention in the family, school and socio-communicative environment	B
Huelva	Family and School Sociology	B
Jaen	Family, society and communication networks	B
La Laguna	Sociology, family and school	B
Balearic Islands	Family and School	OB
Las Palmas	Education Sociology	B
Leon	Family, community and Early Childhood School Interaction	B
Lleida	Education Sociology	B
Lleida	Mentoring Action in Early Childhood Education	B
Murcia	Education Contexts in Early Childhood Education	OB
Murcia	Collaboration in learning and teaching	OP
Navarra	Society, family and inclusive school	B
Valencia	Social Structure and Education	B
Valladolid	Family Education Psychology	B
Vigo	Sociology: Education Sociology	B
U.N.E.D.*	Family orientation and Mentoring Action	B
Rey Juan Carlos	Socio-familial educational intervention	B
Rovira i Virgili	Sociology, family and education	B

*Note.* B = “basic”; OB = “obligatory”; OP = “optative”; \*National University of Distance Education.

*Source.* Own research.

## DISCUSSION

Based on the idea that teachers training on family diversity is essential (Morgado-Camacho et al., 2021), since this type of diversity is a reality in the classroom (Urdiales Bermúdez et al., 2021), the results obtained in this study leave room for different reflections.

Firstly, when analysing the percentages obtained by each of the Autonomous Communities, it was observed that only five communities worked on the categories analysed in more than 10% of their courses: Extremadura (10.1%), Balearic Islands (10.1%), Castile-La Mancha (10.7%), Cantabria (11.2%) and La Rioja (17.8%). This result was aligned with the results obtained by Urdiales Bermúdez et al. (2021), who showed that future teachers were not sufficiently prepared. However, it is crucial to highlight the fact that the presence of the categories in the syllabus does not imply the quality of their training, since this study only allowed us to know whether or not the courses content was contemplated in the Study Plans.

After analysing the different Study Plans by Autonomous Communities, it was observed that, in general, the Early Childhood Education degrees obtained a higher weighting than Primary Education degrees, despite the fact that Primary Education degrees usually offered a greater number of courses, since the optional courses of each mention were included. This situation could be due to the fact that the family is given a fundamental role in the development of the child during the Early Childhood Education stage (0-6 years), since it is the main context and model of development and learning.

In Early Childhood Education and Primary Education Degrees, most of the courses that have the categories belonged to the Sociology area, including courses such as “Education Sociology” (University of Granada), “Society, Family and Inclusive School” (Public University of Navarra) or “Social Structure and Education” (University of Valencia). Although there were also courses related to Mentoring area (“Society, Family and Mentoring”, University of La Rioja; “Mentoring Action and Family Education”, University of Extremadura) or Psychology area (“Developmental Psychology from 0 to 6 years”, University of Vigo; “Child Psychology”, University of Leon).

Also, many courses belonging to the Special Education area, such as “Attention to Diversity and Individual Differences” (University of León) or “Early Care” (University of A Coruña) dealt with the work with families of students with Special Educational Support Needs (SEN), in this sense, if the family with members with SEN is understood as another family typology, it could be considered as training for teachers to work with other types of diverse families.

A relevant fact from the results obtained is that in all the Autonomous Communities, the category “family diversity” was the one that presented the lowest frequency, which led us to think that family diversity was not sufficiently addressed in the Study Plans. This situation could provide answers to the results obtained in studies such as that of Urdiales Bermúdez et al. (2021), which indicate that students know few resources that deal with this type of diversity. Moreover, the previous research carried out by Francisco Javier Cantos et al. (2023) or Christian Chan et al. (2025) already highlights the need for and importance of addressing these issues in the classroom, given the significance of diversity and heteronormativity in the current context.

In relation to the percentage of occurrence of the different categories of analysis, the categories “family” and “School-family interaction” showed a greater presence

in the syllabus, although these two themes were rarely addressed from the point of view of family diversity, which leads to the understanding that the Study Plans did not really address how to work and approach the participation and inclusion of these new family models in educational settings, but rather focused their attention on highlighting the importance of the role of the family in the development of the child and the relevance of establishing a connection between school and family.

Regarding the type of courses that contained the categories analysed, a positive fact was that most of the courses that contained the categories were basic formation. This implied that these courses had to be compulsorily taken by all students to be able to graduate. This fact ensured that all graduates in Early Childhood and Primary Education Degrees received a minimum of training on family diversity.

All this data led us to think that the Study Plans of the Public Universities of Spain barely addressed training in family diversity, despite the fact that the current Organic Law 3/2020, of December 29th, values the participation of diverse families in schools.

For this reason, it would be interesting to incorporate a new basic training course into the Study Plans of the Degrees in Early Childhood Education and Primary Education Teaching, whose main objective would be to address family diversity as an essential and ever-present reality in schools. This course should be compulsory, and it could include both theoretical and practical components, encouraging future teachers to reflect on their own beliefs and attitudes toward different family structures, while also equipping them with pedagogical strategies to foster families' inclusion in their classrooms. It would be particularly valuable to explore topics such as the recognition and integration of new family typologies, effective communication and collaboration with diverse families, and the creation of educational materials that represent different family models in a natural and respectful way.

Moreover, the course could promote case studies and role-playing activities that allow future teachers to develop empathy and professional skills when addressing real-life situations related to family diversity in educational contexts. Collaboration with professionals from psychology and social work could also enrich the course content, providing a multidimensional understanding of the topic. In this way, teacher training would not only prepare educators to manage diversity effectively but also to actively contribute to building more inclusive and socially conscious school environments.

## CONCLUSIONS

The main objective of this study was to determine how family diversity was addressed in Early Childhood Education and Primary Education Degrees in Public Universities in Spain. As a limitation, it should be noted that this content analysis made it possible to analyse whether the courses content was included in the teaching guides, but not

to determine the quality of the training on Family Diversity received. As a future line of research, it would be interesting to carry out an analysis of the quality of the training that future teachers receive on family diversity. Based on this, the conclusions obtained on the basis of the objectives were:

Objective 1: To analyse the training received by students of Early Childhood Education and Primary Education Degrees on family diversity

- The Autonomous Communities that most included the categories analysed in their Study Plans were: La Rioja, Cantabria, Extremadura, Castilla-La Mancha and the Balearic Islands.

Objective 2: To find out how the courses are approached in the different public universities in Spain.

- Most of the courses that included the analysed categories were basic formation courses, which implied that all the students who studied in the Early Childhood and Primary Education Degrees received a minimum of training on Family Diversity.
- The category “family diversity” was the category least present in all the Universities in Autonomous Communities, which leads us to believe that this topic was not sufficiently addressed.

Objective 3: To analyse whether the training is sufficient to carry out inclusive teaching practice.

- It would be interesting to develop a new course for Early Childhood Education and Primary Education Degrees that would deal only with family diversity in order to prepare future teachers for a reality present in classrooms.

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