



Education Guide: Gender and Citizenship 3rd Cycle

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Contents

Foreword.....	V
INTRODUCTION.....	1
1. THEORETICAL FRAMEWORK.....	13
1.1. Gender and citizenship.....	14
1.1.1. What do we mean when we talk about gender?.....	16
1.1.2. Gender as a social category.....	24
1.1.3. The formation of gender identity.....	26
1.1.4. Gender stereotypes.....	29
1.1.5. What do we mean when we talk about citizenship?.....	34
1.1.6. What are the relationships between gender and citizenship?.....	37
1.1.7. What do we mean when we talk about citizenship and education?.....	40
1.1.8. Constructing practices for citizenship.....	45
1.2. Gender and Curriculum.....	47
1.2.1. Formal and Informal Curriculum.....	48
1.2.2. The Power of Language and Teaching Material.....	52
1.2.3. Gender, knowledge and capacities.....	55
1.2.4. The Importance of Interactions and School Spaces.....	56
1.2.5. Female and Male Teachers in Education for Equality.....	58
1.3. The Cross-sectional Nature of Gender in Educational Intervention.....	61
2. EDUCATIONAL INTERVENTION: GENDER AND BODY.	
PRACTICAL SUGGESTIONS.....	65
2.1. Body, Gender, Movement and Education.....	67
2.2. Activities to be developed in curricular areas.....	72
a) Gender and Daily Life in different generations.....	73
a1) Beliefs and Gender Stereotypes in Professional Activities.....	77
b) Thinking the Body.....	80
c) (Re)educating the ways of seeing the body.....	85
d) Gender and Sports practices.....	88
e) A new degendered sport.....	93
3. EDUCATIONAL INTERVENTION: GENDER AND HEALTH.	
PRACTICAL SUGGESTIONS.....	96
3.1. Gender, education and health.....	98
3.2. Activities to be developed in curricular areas.....	106

<i>f)</i> Gender and Health Indicators.....	107
<i>g)</i> Gender and Gender and health-risk behaviours.....	112
<i>h)</i> Gender and Sexual and Reproductive Health.....	116
<i>i)</i> Gender and Tobacco Consumption.....	120
4. EDUCATIONAL INTERVENTION: GENDER AND LEADERSHIP.	
PRACTICAL SUGGESTIONS.....	125
4.1. Gender and Leadership. Numbers, ambiguities and difficulties.....	127
4.2. Activities to be developed in curricular areas.....	137
<i>j)</i> Inequalities between women and men in power-related and decision-making positions	138
<i>k)</i> “Presence” of women and men in daily press.....	147
<i>l)</i> Leadership skills.....	151
<i>m)</i> Exploring the reasons for the asymmetry between men and women in positions of power and decision-making.....	160
<i>n)</i> Professional careers and gender.....	170
<i>o)</i> Time-Budget and gender.....	180
5. EDUCATIONAL INTERVENTION: GENDER AND ICT.	
PRACTICAL SUGGESTIONS.....	187
5.1. Gender and Information and Communication Technologies.....	189
5.2. Activities to be developed in curricular areas.....	195
<i>p)</i> Technologies and everyday spaces.....	196
<i>q)</i> Gender and ICT Activities.....	201
<i>r)</i> Boys’ and girls’ activities with ICT - School survey.....	206
<i>s)</i> Gender and internet safety.....	213
<i>t)</i> Overcoming the gender stereotypes of characters in computer games.....	221
6. EDUCATIONAL INTERVENTION: GENDER AND VOCATIONAL CHOICES.	
PRACTICAL SUGGESTIONS.....	225
6.1. Gender Asymmetries in Vocational Choices.....	227
6.2. Activities with Psychologists and Teachers.....	234
REFERENCES.....	248
WEBSITES.....	277
CONTRIBUTORS.....	281

Foreword

The *Education Guides*. Gender and Citizenship were undertaken by the Commission for Citizenship and Gender Equality (CIG) and supported by the European Social Fund, within the NSFR (National Strategic Reference Framework) through the Human Potential Operating Programme, Axis 7 – Gender Equality. The conception and publication process was followed by the Ministry of Education (DGIDC - Directorate-General for Innovation and Curriculum Development) which has validated the Guides in accordance with the national curriculum guidelines.

Aimed at the formal education and, in particular, the cross-curricular area of Education and Citizenship, these Guides constitute a support tool for teachers in all curricula subjects with in all levels and types of formal education. The main purpose of the Education Guides. Gender and Citizenship is to mainstream gender perspective in formal educational practices and organizational dynamics within educational establishments attempting to uproot gradually stereotypes based on gender. These stereotypes predefine what a boy is expected to do as well as what a girl is expected to do. Therefore, the Guides were designed to contribute to an effective education for citizenship for girls and boys ensuring that Education for Citizenship, which is a transverse axis of the curriculum in Portugal, incorporates the gender dimension. The aim is to make boys and girls genuinely and freely choose their academic, professional and life projects.

These Guides respond to international agreements assumed by Portugal, particularly, the Strategic Objectives of Beijing Action Platform (1995) regarding education¹ and the Convention on Elimination of all Forms of Discrimination against Women (CEDAW Convention)² includ-

ing the CEDAW Committee's Recommendations given to Portugal in November 2008. At the national level the Guides respond to the measures addressing gender equality and education presented in the 3rd and 4th National Plans for Equality, Citizenship and Gender (2007-2010 and 2011-2013) in what concerns school and vocational guidance, school curriculum, school organization, fighting and preventing discrimination and violence, and professional training. In addition, these Guides respond the Recommendations for an Action Plan for Education and Training for Citizenship resulting from the Forum on Education for Citizenship (Lisbon, 2006-2008)³. In accordance with the new Organic Law of 2007, the Commission for Gender Equality (CIG) has achieved additional attributions in the area of education for citizenship.

The Education Guides. Gender and Citizenship are a sort of extension of the Commission's action line to which education has been always considered as of primary importance since the 70's. These Guides are rooted in several intervention projects carried out by the Commission in a planned way and following the logic of continuity, consolidation and assessment of the outcomes, identification of resistance, gaps and reactions to changes within educational system and professional practices of education. Work carried out by the Commission made possible to establish a National Network (Coeducation Network) of specialists, comprising researchers in the field of Gender, Education and Training, higher education professors, school teachers and NGO. Today this Network constitutes an indispensable national resource to provide scientific and pedagogical rigour, suitability and sustainability to any educational intervention in the field of gender equality. The most part of the authors of the Guides belong to this network.

¹Strategic Objective B.4. "To develop non-discriminatory education and training", whose measures were resumed in 2000 in *The Initiatives and Future Actions. Gender Equality, Development and Peace for the 21st century* during an assessment of the Action Platform.

²In what regards the art. 5, and particularly the art. 10 concerning Education.

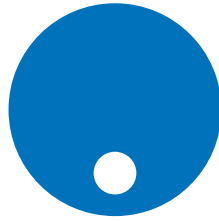
³In particular in what concerns Strategic Objectives 4, 5 and 6.

Complementary actions carried out during the production process of the Guides in 2008/09, including continuous teachers' training, validated by the Ministry of Education, and intervention projects in pilot-schools provided good opportunities to listen to the opinions of education professionals (pre-school educators, teachers and psychologists). The authors used and profited from these actions to pre-test the Guides' activities. Schools which participated in the process were those of Porto and Lisbon metropolitan area and the region of Santarém and Setúbal.⁴

One last note regarding the use of these Guides: As reiterated by the CEDAW Committee (UN), the Council of Europe and the European Union, it is not enough to produce good material about gender and education. Teachers training is necessary to insure that the Guides' implementation has a real impact on teachers and consequently on children and youth of both sexes not only during their school curriculum but throughout their lives, as persons and as citizens with equal rights in their communities.

Commission for Citizenship and Gender Equality

⁴Kindergartens, primary and secondary schools of Cerco, Fontainhas, Mora, Oliveira do Douro, Portela das Pa-deiras, Póvoa de Santarém, Rio Maior, Rio Tinto, Rossio ao Sul do Tejo, S. Domingos, Santarém, Setúbal, and Vila Franca de Xira.



INTRODUCTION

Gender, education, citizenship ... the challenge

The authors conceived this Guide as a project, that is, a proposal designed to promote change on a basis of more knowledge and responsibility. The need of changing social relations between women and men emerges from the evidence of situations of inequality based on sex and the urgency to overcome them for the development of democracy and sustainable human development.

In September 2006, at the initiative of the Secretary of State for the Presidency of the Council of Ministers and of the Minister for Education, a Citizenship Education Forum has been set up. This Forum included several institutions and individuals from the academic, cultural and associative world who agreed to give, independently and free of charge, their intellectual and civic contribution to a deeper reflection on the theme of Citizenship and Citizen Education. Working between 2006 and June 2008, under the presidency of Marçal Grilo, managing director of the Calouste Gulbenkian Foundation, the Forum has produced a set of Recommendations¹ addressed to the entire Portuguese society, from the sovereign organs to the education authorities, from the educational community to public and private entities, in short “to the female and male citizens residing in Portugal regardless of their

“To ensure Education for Global Citizenship as a cross-curriculum component to be developed in all curricular disciplinary and non-disciplinary areas, throughout all cycles of education, is one of the principal recommendations presented in the document “Strategic goals and recommendations for an action plan for Citizenship Education” elaborated by the drafting committee of the Citizenship Education Forum.”

Ministry of Education, 2008.

nationality” (AAVV, 2008: 22).

In a brief initial presentation of the document, the journalist Paula Moura Pinheiro summarises:

Diagnosis:

In Portugal the quality of democracy and development are hostages of the persistence of significant deficits of citizenship that occur due to the fragility of critical culture, due to various forms of illiteracy or civic apathy.

Therapeutic indication:

To educate and train for citizenship, under certainty that citizenship can be learned.

Paula Moura Pinheiro, 2008:7

In line with this assumption, the authors of this guide accepted the challenge of the Commission for Citizenship and Gender Equality (CIG) to work together to convert into proposals concerning knowledge and practices the complex learning of the effective exercise of citizenship by girls and boys, women and men, free from gender prejudices and stereotypes. Along with the drafting of texts and proposals, the authors decided to throw the net and challenge teachers and other professionals in schools to reflect with them and to use some activities of this guide. Having collected and integrated their valuable contributions, the authors have registered with pleasure that those professionals found the theme and the topics for reflection, as well as the proposed activities, of most relevance and adequacy.

¹AAV (2008), Citizenship Education Forum. Strategic Goals and Recommendations for an Action Plan for Education and Training for Citizenship, Lisbon, [online] available at <http://sitio.dgicd.min-edu.pt/cidadania/Documents/FECidada-niaSP.pdf> [accessed 01/09/2012].

The networking has been launched, it is up to you now, as a professional of education, to carry out the project and extend the meshes of this network.

“4. Provide to all female and male students a common base of knowledge, attitudes and skills through appropriate education regarding the rights and responsibilities with a view to Education for and in the Global Citizenship.

5. Create conditions in which the school is assumed as a privileged space to exercise citizenship and thus more consequently, Education in and for the Global Citizenship.”

AAVV (2008), Citizenship Education Forum: 21.

During the process of elaborating this guide, some of the activities proposed in the chapter 2.1. have been subject to pedagogical assessment and implementation by teachers, and the activities proposed in the chapter 2.2. by psychologists and tutors of the 9th grade, contacted directly by the authors or within a continuous training programme for teachers, modality training workshop, promoted by the High School of Education in Santarém and accredited by CCPFC of teachers (Scientific and Pedagogical Council for Continuous Education, Ministry of Education), which was held with two classes in the academic year 2008/09 in Vila Franca de Xira. This training was provided without charge by Teresa Alvarez and Teresa Pinto with the assistance of Conceição Nogueira, Maria João Silva, Paula Silva and Vasco Prazeres. We thank the teachers Ana Margarida Ferraz, António Costa, Conceição Redondo, Daniela Santos, Edite Serra, Fátima Pinheiro, Fernanda Branco, Graciete Abreu, Helena Ferreira, Isabel Duarte, Isabel Paulo, Joana Oliveira, Júlio Sameiro, Leopoldino Inácio, Luisa Rocha Maria João Cruz, Margarida Lopes, Maria José Cavaco, Maria José Miguel, Maria Laura Cavaleiro, Paula Freitas, Paula Martin, Paula Peniche, Rosinda Nicolau, Rui Martins and Sílvia Marques, as well as to tutors of the 9th grade Eurico Valente, Hermínia Falcão and Maria Helena Cruz and the psychologists Rafaela Nascimento and Raul Caeiro from the Basic and Secondary School Prof. Reynaldo dos Santos; the teacher Alexandra Lopes and the psychologist Eduarda Ferreira from the Sebastião da Gama School in Setubal; the psychologist Lúcia Neves from the Secondary School in Oliveira do Douro, municipality of Vila Nova de Gaia; teachers Agostinho Loureiro Moreira, Alice Maria Granjinho Ribeiro, Carmen Dolores Leite Coutinho Santos, Maria Albertina Mendes Narciso de Sousa, Maria da Glória Alves Pereira, Maria do Carmo Sá Rodrigues, Paulo Manuel Viegas Ferreira from the Basic School Cerco in Oporto and the Basic School N^o2 in Rio Tinto, for their availability and for the comments and suggestions they have presented.

Gender, human rights and development

In Declarations and Programmes of Action adopted at the UN World Conferences, the need to ensure the human rights of women and changing social relations of gender aimed at greater equality between men and women emerges as an issue present in all the themes and challenges of contemporaneity - Environment and Development (Rio de Janeiro, 1992) Human Rights (Vienna, 1993), Population and Development (Cairo, 1994), Social Development (Copenhagen, 1995), Women (Beijing 1995), Habitat (Istanbul, 1996).

Nowadays, gender issues and gender-based inequality and asymmetry are at the centre of global concerns regarding human rights and development. It is also widely agreed that education, including schools, is a crucial pillar of intervention providing children and youth with skills for participation, co-responsibility and commitment to building a more just, free and sympathetic world.

Work so that every child and youngster took conscience that differences are a source of human enrichment, learning to act for the elimination of social mechanisms that create and reproduce inequality and discrimination, constitutes a task of citizenship.

Shifts in relations between men and women have been included in Reports, Programmes and Funds of the United Nations (UNDP, UNFPA, UNESCO, UNICEF, UNIFEM, ILO, WHO), particularly since the early 1990s, as a fundamental requirement of the human development, building peace and democracy, balanced management of resources on a planetary level, sustained economic development and preserving the environment, with effects on the lives of the population (eradicating hunger and poverty, improving health, namely sexual and reproductive health, advancing education and strengthening the quality of teaching and learning, developing culture...).² Other international organisations (OECD, World

Bank, OSCE, the Inter-Parliamentary Union, IOM) mainstream the same goal in economy, co-operation, democracy and migrations³.

The inscription on the dimension of equality between men and women and the principle of non-discrimination in the UN mission dates back to its founding document, the United Nations Charter (1945), and acquired special relevance in the 1970s, framing into the global institutional agenda many issues that emerged from the civic and feminist movements of the 1960s: World Conference of International Women's Year, Mexico City (1975); United Nations Decade for Women (1976-1985), with the themes "Equality, Development and Peace" and subthemes "Employment, Health, Education".

The Convention on the Elimination of All Forms of Discrimination Against Women - CEDAW (1979) devotes one of its sixteen articles to the elimination of stereotypes and the other to the impact of gender in education. Its fulfilment by each Country continues to be regularly monitored by the UN. Each country delivers and defends in the UN, before a committee of experts, a national report, elaborated every four years, on compliance with the provisions of the Convention.

Portugal defended its latest report in 2008 and till 2013, the date of presentation of the next one, it should take into account recommendations issued by the Committee, as for example "that gender equality policies are mainstreamed in the education sector. Noting that the Convention is directly applicable in the national legal system and its article 5 (a) provides a basis for adopting legislative and other measures aimed at

²See the information sheet of Women Watch (UN) entitled "Gender Equality and Climate Change", [online] available at http://www.un.org/womenwatch/feature/climate_change [accessed on 15/11/09]

³On these questions see the article by Regina Tavares da Silva (2007).

the elimination of gender stereotypes, the Committee recommends that gender issues and sensitivity training are made an integral, substantive and mandatory component of all teacher training at all levels. “

CEDAW, 2008, §29.

MILLENNIUM DEVELOPMENT GOALS

1. End Poverty and Hunger
2. Universal Education
3. Gender Equality
4. Child Health
5. Maternal Health
6. Combat HIV/AIDS
7. Environmental Sustainability
8. Global Partnership

Millennium Development Goals,
<http://www.un.org/millenniumgoals/>
[13/03/2012].

The promotion of gender equality and the empowerment of women is not only one of the eight Millennium Development Goals, adopted by consensus by 189 Member States of the United Nations in 2000, but also a fundamental principle in achieving all the objectives⁴.

The raised concerns relate to all the countries. UNICEF (2007), for example, assessed in a comprehensive manner the life and wellbeing of children and young people in economically developed countries, choosing four priority areas of intervention: health, education, equality and protection. Having assessed six dimensions of wellbeing of children in 21 out of 30 OECD countries, Portugal was classified at the 17th place, with particularly low values obtained in “educational wellbeing”, “material wellbeing” and “behaviours and risks”. The results of some indicators reflect the major challenges to all units involved in education: Portugal is one of three countries with the highest child poverty; the second last country in reading, mathematics and science literacy; one of the four countries with the highest rates of teenage obesity; the second country with the highest prevalence of bullying.

One of the most interesting aspects of this report is the correlation established between the applied indicators and variables such as age, sex, national and family wealth etc., which enables to expand the spectrum of analysis and set the most appropriate intervention measures for concrete children and young people.

These concerns are also present in studies, projects and guidelines developed within the Council of Europe and the European Union to reduce the gap between de jure equality and de facto equality.

Platform for Action approved at the UN Fourth World Conference on Women

“Develop non-discriminatory education and training

Actions to be taken

By Governments, educational authorities and other educational and academic institutions:

(a) Elaborate recommendations and develop curricula, textbooks and teaching aids free of gender-based stereotypes for all levels of education, including teacher training, in association with all concerned - publishers, teachers, public authorities and parents’ associations;

(b) (...) promote equality, cooperation, mutual respect and shared responsibilities between girls and boys from pre-school level onward and develop, in particular, educational modules to ensure that boys have the skills necessary to take care of their own domestic needs and to share responsibility for their household and for the care of dependents;

(c) Develop training programmes and materials for teachers and educators that raise awareness of their own role in the educational process, with a view to providing them with effective strategies for gender sensitive teaching;
(...)

(f) Take positive measures to increase the proportion of women gaining access to educational

⁴In 2009 the United Nations had 192 Member States.

policy- and decision-making (...);

(g) Support and develop gender studies and research at all levels of education (...) and apply them in the development of curricula (...) textbooks (...), and in teacher training;

(h) Develop leadership training and opportunities for all women to encourage them to take leadership roles both as students and as adults in civil society; (...)"

United Nations, Beijing Platform for Action, Beijing 1995, New York, 1996.

"The Committee of Ministers (...) of the Council of Europe (...) reaffirms that equality of women and men is a principle of human rights, and a sine qua non of democracy and an imperative of social justice".

Council of Europe. CM/Rec (2007) 17.

Gender and education: getting a quality education

The EFA Report (Education for All Global Monitoring Report) by UNESCO is an annual publication of reference, which presents and analyses the latest available data and includes an education development index that measures various indicators, particularly concerning primary education, alphabetization of adults, gender equality and quality education.

The area of education has assumed an increasingly central role in the international guidelines on the promotion of equality between women and men. Education is included in each action programme adopted at the UN World Conferences and is one of the priority areas of the Platform for Action approved at the 4th World Conference on Women (Beijing, 1995). The strategic objectives defined therein, as well as the recommendations resulting from assessments of their implementation in 2000 and 2005, continue to directly challenge the governing bodies, teaching staff and the educational community and civil society at the global, European and national levels.

It is a mistake to think that these problems have already been solved in the Western countries. The UNESCO EFA report (2003), entitled Gender and Education for all: The leap to equality highlighted the fact that, in the best developed countries, equal access to education for girls and boys and better school results of girls coexist with a clear asymmetry in the labour market and wage levels and with the persistent assumption that women are primarily associated to their roles within the family and unpaid activities.

Five years later, the EFA report (2008) stressed that the promotion of gender equality in education requires a complete rethinking of the process of socialization of girls and boys and specific conditions for learning at schools. The same report notes that studies conducted in the European countries show that the educational reforms introduced since the 1990s, focusing on skills and acquisitions of male and female students, especially in reading and mathematics,

neglected the integration of a gender approach in teacher training.

“Teachers need training to understand how gender interacts with their own identity in order to recognize their own and students’ attitudes, perceptions and expectations. (...) Contents analysis of textbooks points to gender bias against girls and women regardless of the level of education, subject matter, country or region. (...) Studies on improvements in gender equality in textbooks show that the changes in women’s roles in recent decades have been largely ignored.”

UNESCO, 2008: 21-22

At the European level, gender perspective is considered as a basic prerequisite for quality education and has been the subject of several recommendations of the Council of Europe and the European Union. In line with this, a set of goals has been agreed by the European ministers and assumed by the respective countries, including Portugal, such as training for teachers and other education personnel, awareness-raising for education communities, implementation, monitoring and impact assessment on girls and boys of strategies, programmes and projects that bring about more equality, adjusting curricula, textbooks and educational resources in general to the principles of education free from prejudice and gender stereotypes and adoption of pedagogical methods and practices leading to increase school attainment and educational success of girls and boys.

In Portugal, the *III and IV National Plan for Equality (2007-2010 and 2011-2013)*⁵ gives special emphasis to the relationship between Gender, Stereotypes, Education and Citizenship in order to overcome the persistence, evidenced by diagnostic studies on the Portuguese reality, of inequalities between women and men in various spheres of life: personal, social, political,

economic and cultural.

Gender prejudices and stereotypes influence values, expectations, behaviours and options. In the course of education and training processes, gender stereotypes influence success at school (to the detriment of boys), vocational choices (to the detriment of girls) and investments in the initial educational qualifications (to the detriment of girls)⁵. These inequalities have a negative impact on the preparation of young people for an active and balanced participation in all areas of democratic life, undermining educational quality and success.

It is therefore up to the school to play a central and intervening role in the increase of goals, strategies and actions that promote acquisition of skills for a personal, social and professional life of girls and boys, or to make it short, for the full exercise of citizenship in all spheres of life.

“Promoting a democratic school culture, which includes adopting educational practices designed to enhance girls’ and boys’ capacity for participation and action, and for coping with change and gender partnership, as a prerequisite for the full exercise of citizenship.”

Council of Europe, CM/Rec(2007)13

⁵III National Plan for Equality, Citizenship and Gender, Resolution of the Council of Ministers No. 82/2007 of 6th June, Official Journal Series I, No. 119, 22/06/2007, [online] available at <http://195.23.38.178/cig/portalcig/bo/documentos/III%20Plano%20Nacional%20para%20a%20Igualdade%20Cidania%20e%20Genero.pdf%20> [accessed 31/07/2012]. IV National Plan for Equality, Gender, Citizenship and Non-discrimination, Resolution of the Council of Ministers No. 5/2011 of 15th December 2010, Official Journal Series I, No. 12, 18/01/2011, [online] available at http://195.23.38.178/cig/portalcig/bo/documentos/IV_PNI.pdf [accessed 31/07/2012].

⁶For this issue see the studies of Anália Cardoso Torres (coord.) (2004), Christian Baudelot and Roger Establet (1992), Fernanda Henriques (1994), Luísa, Saavedra (2001), Margarida Chagas-Lopes and Graça Leão Fernandes (coord.) (2004), Pierrette Bouchard and Jean-Claude Saint-Amant (1993) and Teresa Pinto (2008).

Options and structure of the Guide

The inclusion of Education for Citizenship as a cross-curricular component reflects the recognition that citizenship is learned and that such learning involves acquisition of knowledge and competencies, which enable its full exercise on equal terms by men and women.

The guide is intended for teachers and psychologists and it has been elaborated as a resource for mainstreaming gender both in educational practices in the context of Education for Citizenship, particularly through activities and projects to develop in the curricular areas, in accordance with the Order No. 19308/2008, and in vocational orientation.

The guide is divided into two parts, the first concerning the theoretical framework and the second practical suggestions. It focuses on the gender issue, therefore gender is, on the one hand, a point of departure and the privileged theme in the development of the topics covered in the first part and, on the other hand, a point of arrival for the suggested activities presented in the second part.

It was considered essential to analyse in the first chapter the relationship between Gender and Citizenship, clarifying concepts, presenting and contrasting the ideas of common sense with some results of national and international research on the social relations between women and men, questioning the principles and practices of citizenship from a gender perspective, problematizing the evolutionary rhythms and trends of the contemporary social reality, providing, in short, the systematization of knowledge about the subject, which enables to sustain the construction of more democratic practices of citizenship starting in school contexts.

The second chapter discusses the relationship between Gender and Curriculum, on the assumption that any intervention at the level of educational practices is inseparable from the

curriculum in its various levels of implementation and from the ways of approaching the curriculum. This chapter does not focus specifically on the theme of curriculum, because it was assumed that teaching professionals have already received a specialized training in this area. Our discussion concentrates on issues regarding ways of intersection of gender questions with the curriculum and on the choices made on its implementation. In this area, there are also studies of great relevance for an educational intervention to promote equality of girls and boys based on respect to human diversity. Cross-curricular gender issues should be clearly incorporated when defining and achieving goals and concrete objectives in terms of school, year, class and student, providing an educational environment conducive to the incorporation of attitudes and practices which will bring about greater equality.

The third chapter highlights the cross-sectional nature of gender in all spheres of social and personal life, illustrating it with five selected core areas in the formation of girls and boys for the full exercise of citizenship, analysing the impact of gender on girls and boys, men and women, with regard to their relationship with the **body** and **health**, the **decision-making** situations, the use of **information and communication technologies** (ICT) and the **vocational choices**. The intersection of gender with these thematic areas enables, on the one hand, making theoretical issues described in the first two chapters more concrete and establishing a link with the practical activities suggested in the second part of the guide and, on the other hand, to show that gender crosses various areas involved in education for citizenship.

In addition to central texts, additional information has been introduced, some being taken from the bibliographical references. All the highlighted texts without a bibliographic reference have been elaborated by the authors of respec-

tive chapters.

In the second part, practical suggestions for the Educational Intervention on Gender and Citizenship have been divided into two types of activities to use, respectively, in curricular areas and in vocational orientation with psychologists, who can receive the collaboration from tutors of a given class.

The authors of this guide believe that it is teachers' responsibility, due to their scientific, didactic and pedagogical qualifications and professional experience, to take decisions on how to define and organise activities to be undertaken with students at school and in the classroom. Accordingly, it was not the objective of the authors to introduce technical and methodological innovations, but preferably to show how to make girls and boys, women and men aware of gender equality issues through easily applicable activities, which may be enriched and/or adapted by each teacher according to their interests, possibilities and intervention contexts. The application of eight activities from this guide, during its preparation, by teachers who attended the training workshop mentioned above, helped to assess and improve pedagogical adequacy of proposals as a whole. In the eight pre-applied activities have been introduced some short records of teachers, which are far from reflecting the added value of their work.

As mentioned above, the issue of gender constitutes the final horizon of activities, therefore it was considered essential to explain what is intended to be achieved with each activity, stating its objectives, presenting a set of preliminary considerations contextualising its pertinence and also predicting its possible effects. The developments presented here are just hypotheses that each teacher will adapt with relation to their specific academic training, the educational and school community in which they are inserted, grades and classes they teach, opportunities for interdisciplinary collaboration and many other factors that interact when planning and implementing the projects and activities to be carried out with students.

The authors also provided materials and tools that will facilitate the process of implementation of practical suggestions, attaching at the

end of each activity sheets designed specifically to support teachers' work. In the same vein, some available resources were identified, some of them in the Internet, so that teachers can get more information and documentation on each of the examined topics.

Bibliographical references and electronic sources that support the texts included in this guide and constitute an important resource for deepening the themes in question are placed at the end. References are organised into two parts. The first one comprises the references that were used in various chapters and are therefore considered as transversal to cross-connections between gender and education and citizenship. The second one is organized by chapter, with more specific references on their respective contents.

This guide resulted from the work of a team which was meeting over twelve months, discussing prospects with the intention of defining a consensual theoretical horizon, deciding together on some practical aspects of the guide, such as the structure of activities, and sharing worries and texts during the writing process in order to avoid repetition and encourage the linkage between the different chapters. These adjustments, however, did not hamper individual intellectual freedom, so the specific contents of each text are the responsibility of their respective authors. In addition to already mentioned contributions of teachers and psychologists, the authors benefited enormously from authoritative critical assessments and suggestions of the Scientific Consultants of this guide, professors Ângela Rodrigues and Teresa Joaquim, whom they thank for their invaluable intellectual dialogues.

This work was a part of a larger project that involved elaboration of a guide with similar goals designed for preschool education, under the responsibility of another team coordinated by Professor Maria João Cardona, with whom a fruitful relation was established due to the advised coordination of Dr. Teresa Alvarez from CIG.

Some options have been agreed and respected by all the authors: reducing a number of bibliographical references throughout the text, to devoid it of the academic nature used as a rule; using a gender inclusive language, as stated in the Recommendation of the Council of Europe

(1990) on the Elimination of Sexism in Language and in the National Plan for Equality in implementation at the national level; giving visibility to the feminine and the masculine, proceeding to the specification of sex or to the neutralization or abstraction of sexual reference - using real generics, invariable pronouns or alternative procedures⁷ - leaving to the authors the freedom in the choice of writing formulas, because their

diversity along the guide provides examples that may be adopted by education professionals.

This guide has gathered diverse knowledge and experiences around a common goal: to encourage girls' and boys' learning of how to exercise citizenship. The choice of ways to go belongs, by right and duty, to education professionals.

We wish everyone a good road ahead.

⁷With regard to the use of language promoting equality between women and men see the work of Graça Abranches (2009).