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

f) Gender and Health Indicators....107
g) Gender and Gender and health-risk behaviours....112
h) Gender and Sexual and Reproductive Health....116
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
j) Inequalities between women and men in power-related and decision-making positions....138
K) "Presence" of women and men in daily press....147
l) Leadership skills....151
m) Exploring the reasons for the asymmetry between men and women in positions of power and decision-making....160
n) Professional careers and gender....170
o) 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
p) Technologies and everyday spaces....196
q) Gender and ICT Activities....201
r) Boys´ and girls´ activities with ICT - School survey....206
s) Gender and internet safety....213
t) 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 within 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 education[1] and the Convention on Elimination of all Forms of Discrimination against Women (CEDAW Convention)[2] including 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.

[1]Strategic 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.

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

[3]In 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

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

Introduction
Theoretical Framework

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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 Recommendations[1] 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 nationality" (AAVV, 2008: 22).

> "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.

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.

[1] AAW (2008), Citizenship Education Forum. Strategic Goals and Recommendations for an Action Plan for Education and Training for Citizenship, Lisbon, [online] available at *http://sitio.dgidc.min-edu.pt/cidadania/Documents/FECidadaniaSP.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 Silvia 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 Nº2 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 asymmety 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 migrations[3].

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

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

By: Teresa Pinto

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 objectives[4].

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

[4]In 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)[6]. 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

[5] *III 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%20Cidadania%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].

[6] For 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 procedures[7] - 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.

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

1.

Theoretical Framework

By: Cristina Vieira (Coordinator), Conceição Nogueira and Teresa-Cláudia Tavares

1.1.

Gender and citizenship

Introduction

The diversity of characteristics of men and women is such a valuable wellspring of resources that the path of each person during his or her lifetime is continually open and constructed around multiple historical and contextual factors. These possibilities for development and learning, however, have been restricted throughout history, always based on the defence of archaic stereotypes that lead to inequality and discrimination which, by and large, penalise the female sex. A hasty glance at current statistics on the situation of Western women and men leads one to believe that equality between men and women has almost been achieved. However, the apparent quantitative equality in certain sectors disguises the real qualitative inequality: women already outnumber men in school, but mixed education and co-education are far from synonymous concepts; in the professional world wage disparities still exist in many sectors of activity; the so-called 'glass ceiling' persists in career development; recent female graduates have more difficulty finding a job than their male colleagues and they are affected more by unemployment. In addition, the discourse on a balance between family life and work continues to be linked primarily to women who, in reality—whether in terms of housework or caring for children and dependent family members—are generally responsible for the day-to-day life of the household and see their physical and psychological health endangered by this real overload. Lastly, although they now have a greater presence in public life, women continue to be the minority in positions where power matters and socio-economic status is fundamental. The current Portuguese Parity Law (Organic Law 3/2006 of 21 August 2006) could change this situation but even so, much will be required for them to have equal representation and for all their talents to be valued equally.

Although women are in fact the most legitimately visible face of the fight for equal rights and opportunities, it cannot be questioned that a productive approach to this problem should also include awareness of the impact that these inequalities have on the male sex. Facts which demonstrate this include: the highest rate of early school dropout by young men, above all in secondary education; the number and severity of motor accidents among young men in adolescence linked to social pressures for a hegemonic form of masculinity that also constrains them; the lack of autonomy when performing household chores, a limitation which lies behind the reasons alleged by men for marriage after a first divorce or death of a spouse, or even the decision by some healthy elderly men to go live in a nursing home when they end up alone. For these reasons, it is important to work towards creating a world in which men and women may live in equality, without restrictions to any of their aspirations and with guaranteed opportunities to exercise their many talents[1].

The school, in addition to being a place of understanding and preparation of young men and women for life, must be one of the main agents of change, thus contributing "along with other social interpreters, to the construction of real-

[1]This guide addresses these problems in detail in the chapter entitled "The cross-sectional nature of gender in educational intervention".

ity", in the words of Gisela Tarizzo and Diana Marchi (1999: 6). That is why it should play a role in eliminating the inequalities between men and women which continue to prevail. This can be achieved through good practices of active, democratic citizenship which could be learned in school alongside formal curriculum content. In order to attain the goals that guide the real achievement of this active citizenship, the school must also take on the responsibility of becoming a privileged place of sharing, co-operation and education for participation. A democratic school is an organisation of freedom that can offer resistance against authoritarianism, oppression and all forms of discrimination based on sex, class, race/ethnicity, sexual orientation, religion and culture. It is a school which overcomes prejudices and stereotypes. Active citizenship in an increasingly pluralistic society requires accepting the value of equal rights and responsibilities for all men and women; it requires making a genuine commitment to society in its diversity, critical respect for cultures, beliefs, religions, etc. It also requires being open to showing solidarity with difference by rejecting any type of exploitation such as racism or sexism, in other words, by rejecting discrimination in any form.

Organic Law 3/2006 of 21 August 2006, known as the Parity Law (Lei da Paridade), stipulates that the lists of candidates for the Portuguese Parliament, European Parliament and local councils are composed in such a way that a minimum representation of 33% is ensured for either sex.

Despite the many 'discriminations' that exist, in this guide we will focus on questions of equality between men and women and therefore on the eradication of sexism, a concept which covers all prejudices and forms of discrimination practised against an individual because of his or her sex. We are well aware that there are multiple discriminations which can intersect and produce unique forms of inequality. We do not forget, as advised by Conceição Nogueira (2009), these intersecting ways of experiencing multiple discriminations (for example, in the case of young women from disadvantaged classes or non-dominant ethnicities). They are present throughout this work, though not always named. Only for practical reasons will we focus primarily on the category of biological sex (men and women), which tends to encourage a vision of the two sexes as opposites.

This division, asymmetrical from a symbolic point of view, according to Lígia Amâncio (1994), runs throughout society and leads to the appearance of stereotypes, prejudices and discriminations that primarily affect women. It is therefore important to clarify concepts and outline arguments and different positions so that this phenomenon of sexism may be considered, reconsidered and, when interrelated with other categories of belonging which also lead to discrimination, analysed in its inherent complexity.

This chapter serves as the introduction to a guide aimed at promoting gender equality in different formal educational contexts, with special emphasis from pre-school years to third cycle of basic education[2]. It is divided into seven interrelated sections. In the first section, we attempt to clarify the terms of "sex" and "gender", followed by a discussion on the importance of gender as a social category starting from infancy. We then analyse, from a psychological perspective, the formation and consolidation of gender identity in the first years of life. The following part addresses children's awareness of gender stereotypes and the adoption of those stereotypes with age. The chapter ends with a discussion on the meaning of citizenship, the relationship between gender and citizenship and ways of providing true education about citizenship.

> "However, correct application of the equality principle requires that what is equal be treated equally and what is different be treated differently. As long as situations of inequality are present from the outset, this initial disadvantage will need to be corrected through positive actions which seek to eliminate this disadvantage and create the conditions for true equal opportunities."
>
> Eliane Vogel-Polsky, 1991: 5.

[2]"Translator's note: In Portugal, basic education (ensino básico) refers to the educational level which usually starts around the age of six and lasts for nine years. It has three sequential cycles, the first lasting for four years, the second for two years and the third for three years."

1.1.1.

What do we mean when we talk about gender?

The sex of a child is without a doubt an important factor in his or her development. It is not by chance that one of the first questions asked of mothers and fathers shortly after a child is born is whether it is a girl or boy. The very name chosen for the baby allows one to predict its sex and the presence of a baby or child whose sex is unknown causes feelings of discomfort in those around him or her. Although in the first months of life children of both sexes have similar physical characteristics, the mother and father quickly begin to construct the baby's gender: they give the baby a name, dress him/her in different colours and create a distinctive physical space that makes it easy for an outside observer to guess whether the baby in question is male or female. In this way, we can say that sex, in addition to being a biological factor, is also a social and cultural factor, given that people tend to react differently towards a male or female child. These different reactions, which take not only concrete forms, such as the offer of toys, also take the form of expectations of performance, expressions of compliments and encouragement, the establishment of verbal and non-verbal interactions and the type of language used.

This characterisation (which we may call almost 'automatic') of men and women in personal and social terms based on the knowledge of which biological category they belong to has opened a pathway to simplistic reasoning which explains individual behaviours, to the belief in the stability of individual attributes and to the idea that it would be 'normal' for males to have certain psychological characteristics and females to have other, distinct characteristics. In addition to the fact that this dichotomous vision has no scientific basis – thus making it extremely worthwhile to analyse and discuss the origin of possible differences between men and women – the discussion of this problem becomes even more important if we think of how difference has not been a synonym for diversity but rather for inequality, hierarchy and dissimilar ownership of power and social status. In this context, and bearing in mind the goals that shape this guide, we think the distinction between sex and gender seems extremely relevant and useful for a pedagogical intervention that counteracts prejudices and discriminations.

> "Boys are given a greater variety of toys than girls, and there are important differences as well in the kinds of toys parents provide for boys and girls (Rheingold and Cook, 1975; Yarrow and others, 1972). Boys' toys, more than girls' toys, afford inventive possibilities (Rosenfeld, 1975), encourage manipulation, and provide more explicit feedback from the physical world. Girls' toys, in contrast, tend to encourage imitation, provide less feedback, are more often used in proximity to the caretaker, and provide less opportunity for variation and innovation. (…). Differential exposure to toys with dissimilar characteristics may predispose boys and girls toward different play and problem-solving experiences, experiences with considerable implication for later psychological development".
>
> Jeanne Block, 1984, pp. 131-132.

"A catalogue entitled A Festival of Toys, distributed by a hypermarket during the Christmas season (1999), shows the items organised into different chapters, of which we analysed two belonging to the following designations: girl (menina, 12 pages) and boy (rapaz, 14 pages).
Setting aside issues of linguistics ('girl' vs. 'boy'), we present the following list of toys included in each of these two categories [...].
A toy is not a neutral object: it is a vehicle for simulating and learning about adult life, it directs behaviours and socio-cultural practices and defines places in the community and family. From this perspective, what information does the hypermarket catalogue convey?

Female		Male	
Toy	no. of times	Toy	no. of times
Baby doll	24	Motorised toy	3
Bath tub for babies	3	Outer-space action figures	2
Baby basket	5	Spaceship	1
Chair for babies	1	Robots	5
Car for babies	6	Movie and cartoon action figures	21
Dollhouse	2	Fighter plane	2
Doll's cradle	1	Action figure cars	2
Adult doll, Barbie®-type	10	Jet ski	1
Dollhouse	5	Submarine	1
Cars for adult dolls	2	Aircraft carrier	1
Adult doll, Ken®-type	1	Race track	4
Playground for dolls	2	Garage	5
School and hospital ward	1	Toy car set	3
Doctor's office	1	Jeep	1
Enchanted castle/palace	4	Helicopter	2
Hair and beauty set	3	Remote-controlled car	24
Kitchen/cooking equipment	5	Cranes	2
Supermarket/products	2	Electric train	2
Disney® dolls	2		
Bag for carrying props	1		
Desk	1		
Skates	2		

This allows us to detect two distinct profiles: one directs children towards maternity, household chores and body image; the other clearly points toward technology, including some elements of violence, or at least conflict."

Isabel Margarida André, 1999: 98-99.

The term sex is used to distinguish individuals based on their membership in one of two biological categories: male, or female.

The term gender is used to describe inferences and meanings assigned to individuals based on the awareness of which sexual category they belong to. This involves the construction of social categories derived from anatomical and physiological differences.

In order to clarify the idea that the differences observed between the sexes are not justified simply by a person belonging to a biological category present at birth, but that they are largely the result of cultural constructions, Ann Oakley proposed in 1972 that a distinction be made between the terms 'sex' and 'gender', which became a point of reference for the social sciences. In her view, the sex with which we are born refers to the anatomical and physiological characteristics that legitimise the differentiation (in biological terms) between masculine and feminine. For its part, the gender that we develop involves psychological attributes and cultural acquisitions that women and men incorporate throughout their identity formation process and which tend to be associated with concepts of masculinity and femininity. Thus, the term *sex* belongs to the domain of biology, and the concept of gender is part of the domain of culture and refers to the construction of social signifiers. In addition to the genetic differences between the sexes, in most societies it is expected that men and women behave differently and assume distinct roles. Furthermore, in line with Oakley's thinking, it is worth bearing in mind that the concepts of femininity and masculinity differ according to specific cultural factors, which means they vary in time and space with different definitions from time period to time period and, in a single historical period, from region to region. They are also subject to re-adaptations in accordance with other variables, such as social class, age, ethnicity and religion.

The study of gender's importance on understanding the individual lives of women and men has sparked the interest of social scientists from a variety of theoretical backgrounds. Using different approaches and methodologies, they have brought extremely relevant arguments about this problem to the discussion, although these arguments cannot always be easily reconciled. This fact has made the debate even more beneficial and has undoubtedly contributed to an understanding of the socially constructed nature of gender that has legitimised an entire system of social relationships—of domination and subordination—that have been regulated throughout history by power imbalances at both the material and symbolic levels, as stated by historian Joan Scott (1986).

> "What does it mean 'to be a man' from a social perspective?
> The question is as complex as it is apparently naive. For the vast majority of people, for the level at which we in the social sciences call 'common sense', to be a man consists fundamentally of two things: to not be a woman, and to have a body that has male genital organs. The complexity lies precisely in the naivety (now definitely so) of associating a matter of personal and social identity with physical traits of the body. This is because 'to be a man' in everyday life, social interactions and ideological constructions is never reduced to sexual traits, but rather to a set of moral attributes of behaviour which are socially sanctioned and constantly reassessed, negotiated, and remembered. In short, in a constant process of construction."
>
> Miguel Vale de Almeida, 1995: 127-128.

In 1949, Simone de Beauvoir spoke of this legitimisation of the construction of social differences on the basis of sexual differences when she defended the idea that a female human being is not *born* a *woman*, but rather becomes a *woman* by incorporating ways of being, roles, attitudes and discourses which are compatible with the dominant model of femininity in the culture to which she belongs. The same could be said of learning about what it is to be a man by human beings who are born as males and tend to be socialised according to the distinctive characteristics of masculinity that are culturally dominant for their generation.

Research, primarily psychological and sociological in nature, that is dedicated to discovering differences/similarities between men

and women has not always led to concurrent conclusions. There are those who tend to emphasise above all else the differences between individuals – the so-called alpha bias – whilst others are inclined to show mainly similarities – the so-called perspective of *beta bias*.[3] In fact, despite several studies having concluded that there are no sexual differences in domains such as cognition,[4] others point to the existence of differences between men and women, mainly in terms of personality as an adult, when people are asked to describe themselves[5] according to certain characteristics. Certain features such as independence, competitiveness, aggression and dominance continue to be associated with men and grouped under the term *masculine instrumentality*; sensitivity, emotionality, kindness, empathy and the tendency to establish relationships continue to be associated with women under the term *feminine expressiveness*.

Whether emphasis is placed on possible differences between the sexes or value is assigned to the perspective maintaining they have much more similarities, it is important to stress that the features observed in women and men develop according to multiple influences associated with the socialisation process and begin soon after the moment when one discovers the child's sex, that is, even before birth.

Studies conducted with pregnant women and described by Carole Beal (1994) concluded that there is a tendency for expectant mothers to perceive foetal movements differently according to their knowledge of the baby's sex. In the case of those expecting a boy, the women studied tended to describe foetal movements as 'more vigorous', 'true earthquakes' and 'calm, but strong'. If the developing child was female, the mothers tended to describe them as having movements that were 'very mild', 'not too active' and 'lively, but not very energetic'.

Furthermore, the differences observed within each group formed on the basis of sexual category (a group of males and a group of females) outnumber the differences between those same two groups.5 Thus, the categories of 'woman' and 'man' cannot continue to be viewed as homogenous or capable of representing ideal, exclusive models (for one group or another) of conduct.

To reflect the diverse ways of being and behaving, the terms must also be formulated in the plural—women and men—without forgetting (if the goal is to understand individual peculiarities) their necessary intersection with other personal and social categories of analysis, some of which have been mentioned previously.

That is why, and following the thoughts of Conceição Nogueira (2001), we cannot continue to believe that static, bipolar and category-based differences are located within individuals and

Around the mid-twentieth century, based on an analysis of the behaviour of adults (from Western culture) in families and small groups, particularly that of mothers and fathers, sociologists Talcott Parsons and Robert Bales (1955) maintained that the woman was more predisposed to establish social interactions and maintain family ties and harmony. She was, therefore, primarily expressive, leaving the man free to perform instrumental roles. The most typical behaviour of male individuals included, for example, the impetus to achieve goals and establish relationships between the family and the outside world. Such a distinction led to the appearance of two categories of personality traits which would come to be used in other areas to classify and distinguish men from women, thus making a direct (and dangerous) correspondence between biological distinction and psychological differences: masculine instrumentality and feminine expressiveness.

[3]For an understanding of this distinction, we recommend consulting the article by Rachel T. Hare-Mustin and Jeanne Marecek (1988).

[4]To this end, please see the reviews of specific studies conducted by Janet Hyde (1981) and by this author and her colleagues (1990).

[5]The study review published by Alain Feingold (1994) and the doctoral research of Cristina Vieira (2003; 2006) clearly portray these distinctions which can be observed between women and men as regards their individual self-descriptions.

[6]See the work of Hugh Lyntton and David Romney (1991).

that the sexes are opposite. Continuing with this false dichotomy, by dividing characteristics and activities into male and female ones we are transposing into the understanding of the human being a system of homologous opposites, according to Miguel Vale de Almeida (1995), such as tall/short or over/under, making one believe that the difference could lie in the nature of the beings and not in a process of learning and differential appropriation of norms and values. This clarification is crucial because of its implications for education. It is therefore necessary to *deconstruct* all the deterministic logic used to prescribe attributes, competences and interests for women and men which result from the biological differentiation.

In the field of psychology and as part of an attempt to understand the behaviour of men and women throughout their lifetime, one of the most consensual visions of the gender concept has been influenced by the work of Janet Spence (1985; 1993), who considers it to be multidimensional in nature and explains it by referring to principles of human development. In other words, when we speak of gender we are referring to a set of components which include (to name but a few) gender identity, sexual orientation, gender roles, personality traits, personal competences and interests.

In the aforementioned author's view, the aspects contributing to the differentiation of each factor that makes up gender have idiosyncratic histories of development, always different from person to person, and influenced by many variables not necessarily related to gender. In addition, during the different life stages of each subject, the factors that make up gender can show varying degrees and types of association among each other. The behaviour exhibited (by men and women) results from the complex interaction of their diverse components of gender. For this reason, considerable variation can be observed—within a sex and between the male and female sex—in the arrangement of characteristics that correspond to the gender each person is capable of demonstrating in the different situations that he or she must face. It is also essential to point out, as noted by Susan Egan and David Perry (2001), that the consistency with which men and women show typical gender behaviours in different dimensions, e.g., gender roles, sexual orientation, may be only limited. However, this psychological view of

"My definition of gender has two parts and several subsets. They are interrelated but must be analytically distinct. The core of the definition rests on an integral connection between two propositions: gender is a constitutive element of social relationship based on perceived differences between the sexes, and gender is a primary way of signifying relationships of power. (…) As a constitutive element of social relationships based on perceived differences between the sexes, gender involves four interrelated elements: first, culturally available symbols that evoke multiple (and often contradictory) representations – Eve and Mary as symbols of women, for example, in the Western Christian tradition (…). Second, normative concepts that set forth interpretations of the meanings of the symbols, that attempt to limit and contain their metaphoric possibilities. These concepts are expressed in religious, educational, scientific, legal, and political doctrines and typically take the form of a fixed binary opposition, categorically and unequivocally asserting the meaning of male and female, masculine and feminine. (…) The point of new historical investigation is to disrupt the notion of fixity, to discover the nature of the debate or repression that leads to the appearance of timeless permanence in binary gender representation. This kind of analysis must include a notion of politics as well as reference to social institutions and organizations – the third aspect of gender relationships. (…) The fourth aspect of gender is subjective identity. (…)
The first part of my definition of gender consists, then, of all four of these elements, and no one of them operates without the others. Yet they do not operate simultaneously, with one simply reflecting the others. (…) My point was to clarify and specify how one needs to think about the effect of gender in social and institutional relationships, because this thinking is often not done precisely or systematically. The theorizing of gender, however, is developed in my second proposition: gender is a primary way of signifying relationships of power. It might be better to say, gender is a primary field within which or by means of which power is articulated."

Joan Scott, 1986: 1067-1069.

gender is merely one of the many contributions that different fields of knowledge have brought to the debate. There are other feminist perspectives (more critical and apparently in opposition to those contributions) which defend its relativism and situational nature.

Today, the most critical feminist perspective which is also closest to postmodern perspectives rejects the possibility of discourses that make universal and general statements on gender. This perspective challenges the natural quality of gender difference, maintaining that all significant social characteristics are actively created and not always biologically inherent, nor are they permanently socialised or structurally predetermined. According to this point of view, gender is not always something that society imposes on individuals. Women and men choose certain behavioural options, ignore others and, in doing so, they create their gender. We can say that to create gender is to behave in such a way that, regardless of the situation or actors, the behaviour of men and women is viewed, in each context, as appropriate to the expectations of gender that have been socially established for each sex. Thus, it is believed that gender is performative.[7]

This understanding[8] of what gender is helps to reconcile empirical results that women and men are more similar than different in most traits and competences with the common idea that they seem to behave differently. Indeed, although women and men have the same competences, when faced with different circumstances, constraints and expectations they can be conditioned to make different decisions regarding their range of options. In this way, when acting in apparent conformity with what is expected of persons of their sex, they end up reaffirming the sexual category-based arrangements as being natural, fundamental and immutable, thereby legitimising the social order. It could then be imagined that a simple change in the way that men and women create gender could be the path toward transformation. Nevertheless, it is important to bear in mind that institutional restrictions, social hierarchy and social relationships of power limit the ability of individuals to act.

We can therefore say that it is the acknowledgement of gender resulting from a social construction which allows us to understand how discrimination continues, despite all the work by feminist social scientists who, by minimising or maximising differences, hoped to help eliminate gender inequalities in society in both public spaces and the private domain.

Nearly forty years since gender was identified as a category of analysis, we know there is still much to be achieved with respect to equality between men and women and the consequent, recurrent asymmetries of material and symbolic power in the various spheres of life. Founded on ideas without any scientific basis, the family and all other agents of socialisation continue to educate a boy or girl differently in order to perform the most varied roles throughout life, as if biological difference determined the personal qualities, opportunities for development and life paths of one or the other.

> "Far from claiming that the structures of domination are ahistorical, I shall attempt to establish that they are a product of a constant effort (and therefore historical) of reproduction promoted by unique agents (...) and institutions, families, the church, the school and the state."
>
> Pierre Bourdieu, 1999: 30.

> "What is fundamental in the differentiation between masculine and feminine is not the attributes that, apparently, distinguish them [...] but rather the fact that the content which defines masculinity is confused with other higher categories, such

[7]For further discussion of this subject, see the works of Judith Butler (1990; 2002; 2006).

[7]According to Chris Beasley (1999) this is a vision influenced by what has been termed 'social constructionism'. This appeared as an alternative response to positivist epistemology, which defends the existence of a fundamental truth in the explanation of all phenomena, one that can be discovered through reason. Contradicting this position, the following premises are defensible for social constructionists, according to Sara Davies and Mary Gergen (1997): 1) knowledge is socially constructed; 2) there is no single version of the truth; 3) meanings are constructed through discourse; 4) individuals are viewed as being capable of multiple expressions.

as that of the adult person, whilst feminine meanings define only a sexed body. It is in this process of social construction that masculine symbolism becomes a universal reference for the feminine, which remains marked by the sexual category."

Lígia Amâncio, 2002: 59.

"We have incorporated, in the form of unconscious designs of understanding and assessment, the historical structures of masculinity; we therefore risk revisiting, in order to consider male domination, ways of thinking which are themselves products of this domination."

Pierre Bourdieu, 1999: 30.

The tendency of common-sense thinking is to standardise the description of the different components of a person's gender based on the knowledge of only one of those components. Following studies conducted by Kay Deaux and Melissa Kite (1993), one popular belief observed was the idea that women with a homosexual orientation show characteristics typical of men, while men with a homosexual orientation tend to display so-called feminine behaviours. This does not correspond to the reality, nor does it represent the diversity of a person's characteristics, regardless of their sexual category.
In the attempt to counter mistaken and discriminatory practices toward both sexes, the basic commitment of all feminists in different domains of knowledge has been to fight for the permanent eradication of gender inequality by trying to do away with biases that harm both women and men.

"The analytical category of gender became more present in Portugal in the 1990s, with aspects related to the social construction of the feminine (and the masculine) as its fulcrum. It has become an all-purpose term, namely in its emigration to and translation in institutional contexts and whose use — in that institutionalised translation — is often unjustified because it disguises the critique implied by that analytical category and can cause it to 'depoliticise' the struggle of women."

Teresa Joaquim, 2004: 89.

It is therefore imperative that we speak of gender if we want to encourage active citizenship. In reality, gender must be viewed as one of the organising principles behind the construction of each female or male citizen's individual path during the formation of her/his competences in order to make full use of one's citizenship. In any society, the beliefs associated with gender tend to create, for both sexes, norms (often silent) which determine the formation of values and attitudes with a direct influence on assessments of the self and others about various expressions of behaviour and on the challenges people believe they are able to confront successfully.

Research on the different issues of gender – which was encouraged, as previously mentioned, by feminist thought and movements and produced with greater intensity from the late twentieth century – called attention to the cultural complexity of gender stereotypes, the overlapping nature of ideas associated with masculinity and femininity and the arbitrary actions resulting from the promotion and maintenance of a dichotomous, conformist reasoning founded on stereotypes. Portuguese studies carried out around that time also demonstrated, for example, the role of teaching resources used in formal teaching contexts in the maintenance of a gender ideology adopted by the collective and assumed to be unquestionable, even though it naturalises power structures and legitimises situations of inequality between men and women. At the risk of excluding from this cast many important research projects by Portuguese social scientists dedicated to studying gender issues and their connection to what happens in schools, we may cite, as examples, work on gender stereotypes in school textbooks officially adopted in basic education by Eugénio Brandão (1979), Ivone Leal (1979), Maria Isabel Barreno (1985), José Paulo Fonseca (1994), Fernanda Henriques and Teresa Joaquim (1995), Maria de Jesus Martelo (1999) and Anabela Correia and Maria Alda Ramos (2002); the research of Teresa Alvarez Nunes (2007) on the representations of citizenship associated with the masculine and feminine in history textbooks and educational software used in secondary education; the work of Luísa Saavedra (2005) on learning what it is *to be a boy or a girl*, as promoted by

the curriculum and the school organisation; the research of Laura Fonseca (2001) on subjectivity in the education of girls; and the work of Teresa Pinto (2008) on the (historically constructed) association between vocational training and the male sex.

> "Research has shown that mixed-sex education has not taken the form of educational practices conducive to transforming social relationships of gender in the process of socialisation and identity construction of boys and girls. The persistence of gender stereotypes can be observed, whether in teaching materials or interactions in the school environment, which sustain a social image that asymmetrically represents female and male identities and reproduces different expectations for girls and boys about the many dimensions of their present and future life."
>
> Teresa Pinto, 2007: 142.

With respect to what takes place at the preschool level, one recent study by Fernanda Rocha (2009) showed that male and female childhood educators are also inclined to use gender stereotypes, whether in the organisation of teaching spaces or in their interpretations of parental behaviour. As regards the poor representation of young women in traditionally non-feminine professions, one study carried out by Luísa Saavedra (1997) predicts considerable medium-term difficulty in changing the gender stereotypes linked to those professions because this change seems to require an ideological modification of the representations associated with the social position of the female group with respect to the male group.

1.1.2.

Gender as a social category

Gender is one of the first categories that children learn. This has a remarkable influence on how their social world is organised and the way in which they evaluate themselves and perceive people around them. In order to correspond to social norms and as an integral part of the socialisation process, children learn to behave themselves according to the dominant models of masculinity and femininity. This process is stimulated by a complex interaction between individual and contextual factors, including their relationship with their mother and father, friends, educators/teachers and other important people.

Some studies in the field of psychology have shown that children begin the gender development process (and the categorisation of self and others resulting from that) much sooner than they become aware of their sex, i.e., their genital organs[9]. Relating to this acquisition, Janet Spence (1985) maintains that the central core of gender identity begins the process of its consolidation, in children of both sexes, during a preverbal phase of development, that is, before children are able to express their thoughts in words. However, throughout the following years, there are multiple influences capable of affecting the subsequent development of gender's many components or its situational manifestations. Thus, in a given situation, a girl may exhibit a behaviour that is typically more common in boys, and vice versa.

Analysis of the sexual composition of children's groups formed on their own initiative in play situations provides data that highlight the importance of gender as a social category, especially in the first decade of life. When compared with other personal characteristics, such as ethnicity or race, sex emerges as one of the primary criteria in the child's choice of a potential playmate[10]. Thus, a four year-old boy of Caucasian descent will sooner play with a boy of African descent than with a Caucasian girl of the same age.

It is important to mention that during childhood, the distinction between sexes is related to the prevalence, in the child's mind, of two basic (binary) categories: men and women. Those categories are directly linked to an earlier process of social categorisation based on the apparent physical differences between the sexes.

Another distinction – established on the first, though less defined in conceptual terms–results from the application of the concepts of masculine and feminine. In fact, an individual can be more or less masculine, but cannot be more or less of a man, according to Eleanor Maccoby (1998). This second dichotomy is less important when understanding the social behaviour of the child because it invokes certain, more abstract, cognitive skills which he or she does not yet possess.

Scientific interest in understanding the phenom-

[9]In this regard, please consult the work of Diana Poulin-Dubois and colleagues (1994), Teresa Alário Trigueiros and colleagues (1999) and Ana da Silva and colleagues (1999); the last two books are publications of the Commission for Equality and Women's Rights (Comissão para a Igualdade e para os Direitos das Mulheres), now renamed Comission for Citizenship and Gender Equality (Comissão para a Cidadania e Igualdade de Género) as part of the Cadernos Coeducação (Notebooks on Co-education) series.

[10]See the studies described by Carole Beal (1994) which address this sexist behaviour of children.

enon of a child's explicit preference for establishing interactions with others of the same sex has led to the development of numerous studies[11]. Among other conclusions worthy of note, it was observed that children's predisposition for sexual segregation:

a) is a group process, as it does not depend on the unique characteristics exhibited by each child or his or her degree of gender typing;
b) occurs in both sexes, but tends to appear earlier in girls;
c) tends to become more intense as the number of children of the same sex and age available to participate in games increases;
d) is greater in situations unstructured by adults, such as school cafeterias, than in more formal contexts, such as classrooms;
e) is not related to value judgments about the child holding more or less social power, his or her belonging to one sex or another, or the specific gender roles that he or she plays;
f) is a tendency that seems to begin around two years of age, continue during the pre-school phase, and intensify in the years after early childhood, between ages six and eleven;
g) is a phenomenon that manifests itself equally in studies conducted in different cultures.

To explain the segregation of the sexes observed in early childhood, Carole Beal (1994) presents two main reasons. Firstly, she states that children prefer to play with other children of the same sex based on mutual similarities of interaction styles. Secondly, she speaks of the individual need to develop gender identity which leads children to seek contact, preferably with other children similar to themselves, i.e., others matching learned models of what it is to 'be a boy' or 'be a girl'. According to Beverly Fagot (1985), in order for the child to begin developing rules linked to gender, all that is required is that he or she learns to designate the sexual category to which he or she belongs. In the same vein, Eleanor Maccoby (1988) maintained that children choose to play with others of the same sex because the cognitive process of social categorisation which they undergo is so strong that their choice, at this level, should be viewed as an integral part of gender identity formation.

Although various research studies on the importance of gender in child development have never led to conclusions entirely in agreement with each other, they nevertheless seem to come to a consensus on two particular aspects. The manifestation of typical gender behaviours in the first years of life tends to precede (1) the development of a sophisticated understanding about gender, i.e., the culturally dominant models of masculinity and femininity[12] and (2) the consolidation of gender identity[13]. As we will see below, this latter aspect is something that extends through time, especially throughout the first seven years of life. The degree of complexity of explanations given by the children for their gender behaviours and the assessment they usually make of these behaviours in themselves and others are aspects directly dependent on the development of their intellectual abilities, which become increasingly complex with age in both sexes.

11See, for example, Eleanor Maccoby (1998) for a broader vision of the results of these studies.
12See Diana Poulin-Dubois, Lisa A. Serbin and Alison Derbyshire (1994).
13See Valerie Edwards and Janet T. Spence (1987).

1.1.3.

The formation of gender identity

Several theoretical positions developed in the twentieth century have attempted to clarify the process of gender identity formation. With the aim of providing a certain theoretical and conceptual order to these positions, Susan Freedman (1993) groups them into two separate classes. The first (which includes, for example, psychoanalytical and evolutionist ideas) brings together theories which attempt to explain the possible causes of the differences between the sexes. These are concerned with knowing *why* the sexes can present differences. The second category groups together theories (such as social learning, cognitive development and social interaction) which analyse the processes leading to the observation of differences between men and women. In this case, the concern of the respective authors centres on *how* the sexes tend to exhibit different forms of behaviours.

As mentioned previously, the coexistence of different perspectives and the use of different analytical methods for studying gender – and its implications for the organisation of the personal and social lives of women and men – make it difficult to present explanatory principles and models that bring unanimity among specialists and reflect the richness and complexity of the approaches.

Because the *Education Guides. Gender and Citizenship*[14] are intended primarily for children from three years of age until middle adolescence , in this part of the chapter we have decided to present a psychological view of gender identity formation which sees it as intrinsically linked to human development in other domains (cognitive, emotional and social). This choice does not mean, however, that other more critical and reflective approaches – such as those influenced by social constructionism or radical feminist thought, whose analysis tends to focus on understanding the many determinants of male and female adult behaviour – should be viewed as less interesting or having less heuristic value. They will not be discussed here only for practi-

> Using studies conducted with children and adolescents as a starting point, Susan Egan and David Perry (2001) presented one possible definition of gender identity, using four theoretical propositions. In their view, gender identity covers the following:
> "(a) Individual awareness of the subject's membership in one of the gender categories;
> (b) The feeling of compatibility with one of the groups formed on the basis of the previous category [...];
> (c) Feeling pressured to conform to the gender ideology;
> (d) Development of attitudes toward gender groups" (p. 451).

[14] A set of four guides was produced for pre-school education and for the three cycles of basic education respectively.

cal reasons.

In psychology, the cognitive development perspective – in which the pioneering thought of Lawrence Kohlberg (1966) deserves special mention–recognises that the child has an active role in the construction of his/her identity and acknowledges the impossibility of dissociating this process from the development of intellectual abilities. Considering the life cycle, and stressing the importance of social interaction between children of both sexes as noted by Kay Bussey and Albert Bandura (1999), we can say that the first stage in the development of the various dimensions of gender involves the formation of gender identity. When observing the adult world, external differences (clothing, hairstyle, size and shape of the body) are much more apparent to children than the differences of genital organs. Based on the confirmation of these distinctions between adults, children include themselves in one of the groups, i.e., they *classify* themselves as being of the male or female sex, and inevitably begin to make assessments about reality.

For Kohlberg, the child's ideas about the roles of men and women are determinants in the exhibition of behaviours that correspond to the dominant models of masculinity and femininity. The motivation to learn these same roles comes from his or her individual need to identify with one of the groups. He therefore believes that during the gender identity formation process, the child is able to understand gender, instead of simply imitating the behaviour of those who have the same sex as the child. Thus, children's gradual comprehension of the nature of gender is intrinsically linked to their cognitive development,[15] that is, to their overall degree of comprehension of the world in which they live and their role in it.

In this context, the child is capable of correctly designating his or her gender at around two or three years of age. However, gender identity formation, which extends from approximately two to seven years of age (as noted earlier) is a process that follows the transition to the period of concrete operations,[16] during which time the child is able to begin understanding certain social categories, such as gender.

The ideas of Lawrence Kohlberg (1966) on the role of motivation in gender development have found consensus in the social science community. In his opinion, in order for children to feel motivated to value others of the same sex and begin the process of testing/imitating behaviours, they must be assured of the stability of their gender. In other words, they must be aware that although some external characteristics or the behaviour itself displayed in certain situations can be modified, the sex and gender identity of the individual are invariable.

Because children cannot achieve *object permanence* (a Piagetian notion according to which there is constancy in the physical characteristics of objects) before a certain age, we cannot predict that at just three years of age the child is able, for example, to develop a permanent gender identity.

We shall demonstrate this statement by referring to the work by Jean Piaget (1932) on the understanding of conservation: The explanation given for the inability of children to believe, up to a certain age, that the number of objects in a tower remains the same even though the physical arrangement of those objects may change can be applied to the way children understand gender. Whilst they do not achieve that which Kohlberg (1966) called *gender stability*, children tend to think that, just as they tend to change hairstyles or clothing, people can change sex or can belong to one gender group or another. According to this line of children's thinking, as noted by Margaret Matlin (1996), "a woman can become a man if she cuts her hair very short and a man can become a woman if he decides to carry a handbag" (p. 99).

As children continue to understand, from about two to seven years of age, the immutability of

[15]See the works of Jeanne Brooks-Gunn and Wendy Matthews (1979).
[16]Based on the prominence of gender in the organisation of individual life, Diane Ruble and Carole Martin (1998) maintain that the 'preservation of the sex category' can be considered one of the child's first expressions of operational thinking.

being male or female, i.e., as they consolidate *gender stability*, children feel motivated to seek information about behaviour considered appropriate for their sex by observing others in the family, at school and in the media, which operate as models. Therefore, children imitate models belonging to the same sex and prefer to exhibit typical gender behaviours because those same efforts are considered the most appropriate (and most approved by others) and match their self-concept as a boy or girl and their gender identity that is being formed. Following Kohlberg's line of thought, children's desire to act according to the appropriate norms for their sex precedes their own development, based on their understanding of reality. They move towards the adoption of typical gender behaviours, motivated by their need for internal coherence and development of a robust self-esteem.

The entire process of cognitive categorisation that at first seems essential for the gradual consolidation of gender identity in the child's first years of life nevertheless leads to appropriating rigid behavioural norms or stereotypes which may have a perverse influence on the authenticity of the individual development paths of boys and girls. It is therefore fundamental to develop an appropriate, collaborative educational intervention – among the many sources of influence, such as school, family and the media – that correct the stereotyped messages about gender which children learn and integrate in their cognitive networks of information.

1.1.4.

Gender stereotypes

Stereotypes are well-organised groups of beliefs about the characteristics of people who belong to a particular group. Whilst the tendency may be to view stereotypes as the negative results of the perceptions of others, given the ease with which they can lead to discriminatory opinions, they can also play a positive role in the way in which the individual deals with the multiple stimuli facing him or her in daily life. We may therefore say that stereotypes take on an adaptive function for human beings insofar as that they allow the behavioural complexity to be organised into easily manageable operational categories. However, it is also true that stereotypes can be extremely harmful due to the risk of forming a distorted and reductionist reading of reality. This is because they easily legitimize categorisations that can be broadly applied without reflexion and can be more negative than positive.

In fact, based on stereotypes, all members of a given social group tend to be assessed in the same way, as if individuals belonged to categories which are internally homogenous. Obviously, in this judgment there is a clear omission of the variability that can be observed within each specific group. These generalised beliefs do not have much predictive power and we run the risk of making inappropriate judgments about a particular person on the basis of the stereotypes known to characterise the group to which he or she belongs. Add to this the fact that they often seem so solidified in a person's mental framework that his or her propensity to change is limited, even in light of information to the contrary, according to John Santrock (1998).

In the specific case of gender, its associated stereotypes are related to beliefs widely shared by society on what it means to be a man or a woman. More than any other kind of stereotypes, those concerning gender have, according to Susan Basow (1992), a strong normative power in that they adopt not only a descriptive role in the supposed characteristics of men and women, but also embody a prescriptive, though not uniform, view of behaviours (gender roles) which both sexes must exhibit because they transmit norms of conduct, albeit implicitly.[17] Whilst gender stereotypes can show some similarity to the characteristics and behaviours shown by men and women in day-to-day life, the overgeneralisation inherent to them and their almost unquestionable nature mask, according to Janet Spence (1999), "the considerable overlap between the distributions of male and female groups" (p. 281).

However, if the stereotypes establish what is expected of each sex, they also contain in themselves an assessment of that which men and women must not display, whether in physical or psychological terms. In general, individuals who distance themselves from the dominant views of masculinity (e.g., the 'whining' man) and femininity (e.g., the 'aggressive' woman) tend to be the target of negative judgments by others. In this context, it should be noted that men tend to suffer more social punishment (by the family, partners, etc.) if they deviate from the behavioural norms considered appropriate to their sex. Because of this increased social coercion felt by males, authors such as Susan Basow (1992) maintain that the persistent preoccupa-

[17]For a broader understanding about the power of gender stereotypes in male and female behaviour, see the work of Madeline Heilman (2001) and Conceição Nogueira and Luísa Saavedra (2007).

By: Cristina Vieira (Coordinator), Conceição Nogueira and Teresa-Cláudia Tavares

tion by some men to 'provide evidence' of their masculinity should come as no surprise.

> Referring specifically to the exclusionary character of the term 'hegemonic masculinity' — which aims at representing the dominant model of what it means to be a man in our society —constantly referred to in music and popular sayings (or even in current television series designed for children and adolescents), Miguel Vale de Almeida warns that most men are left out: "In the case of men, the crucial division lies between hegemonic masculinity and several subordinate masculinities […]. It follows that masculinities are constructed not only by power relations but also by their interrelationship with the division of labour and patterns of emotional connection. Thus, we may empirically determine that the culturally exalted form of masculinity only corresponds to the characteristics of a small number of men."
>
> Miguel Vale de Almeida, 1995:150.

Studies conducted on gender stereotypes have called attention to their non-unitary character[18] and their constant adaptation to social changes[19]. Similarly, historical research has shown that stereotypes have varied over time and, in each period, from one region to another.[20] This need for adaptation has led to the appearance and refinement (or even reformulation) of particular subtypes of gender stereotypes of men as well as women. Nevertheless, there seems to be a consensus regarding the idea that the distinction between stereotype subtypes for women is clearer and has more consensus among individuals than the subtypes for men. Despite the relative stability with which more general differentiating classifications linked to the categories of man and woman appear (and are used) in modern societies, special studies[21] dedicated to examining possible classification subtypes have shown the importance of other factors in their appearance, such as ethnicity, age, religion, socio-cultural level or even sexual orientation.

In an attempt to show that gender stereotypes are complex and thus tend to have more subdivisions than other stereotypes, Susan Basow (1986) wrote that it was possible to identify in them at least four subtypes which are not necessarily correlated with each other:

- Stereotypes on personality traits or attributes, e.g., independence versus docility;
- Stereotypes on roles played, e.g., 'head of the household' versus 'caregiver' to her children;
- Stereotypes on professional activities which are pursued, e.g., lorry driver versus receptionist;
- Stereotypes on physical characteristics, e.g., broad shoulders and a muscular body versus curvy and proportionate body shapes.

Following the ideas of Kay Deaux and Laurie Lewis (1984), from among these various gender stereotype subtypes, those relating to physical characteristics seem to exercise more power over behaviour, to the extent that they intensify the actions of gender-associated beliefs.[22] At this level, the problem with mistaken and discriminatory ideas becomes even more urgent if we consider that physical appearance – the body – is the most difficult aspect to change from among all gender-related aspects.[23]

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[18]To better understand this idea, please see the work of Susan Golombock and Robyn Fivush (1994).

[19]See the book by António Neto and colleagues (1999) about gender stereotypes, published as part of the Cadernos Coeducação series.

[20]See, for example, the works of Michelle Perrot (1998), Joan W. Scott (1994), Maria Victoria Lopez-Cordon Cortezo (2006) and Annette F. Timm and Joshua A. Sanborn (2007).

[21]These studies include those of Susan Basow (1992), Kay Deaux and Melissa Kite (1993) and Kay Deaux (1995).

[22]In a study conducted by Kay Deaux and Laurie Lewis (1984) with children and teenagers, it was found that persons described as having a deeper voice and broader shoulders were perceived as having more masculine characteristics and better able to play typical male roles than persons known to have a higher voice or a thinner figure. Several subsequent studies (see the review by Kay Deaux and Marianne LaFrance, published in 1998, to learn about these studies) have offered empirical backing to this conviction that, when evaluating individuals, physical characteristics seem to take precedence over all other information about gender. For example, it was observed that, primarily among men, height was positively correlated with assessments by other subjects about their professional status or even their personal suitability as members of the male sex.

[23]To this end, please see the chapter of this guide entitled "Body, gender, movement and education".

In addition to the stereotypes based on bodily appearance, others based on personality traits, roles performed and the professional occupations preferred by each sex also tend to persist in the images drawn of men and women. Although it has undergone changes according to socio-cultural contexts, the aforementioned dichotomy – 'feminine expressiveness' versus 'masculine instrumentality' –seems to still be used to maintain a certain social order and distinguish individuals born of the female sex from those born of the male sex.

A very broad summary of the main conclusions of the studies conducted primarily during the late twentieth century in Portugal[24] and transnationally[25] highlights the considerable convergence of results on the ways in which men and women are typically described by people of different ages in distinct periods of time. In general, men tend to be viewed as stronger and more active, competitive and aggressive than women, with a greater need for achievement, domination and autonomy. Women, in turn, are characterised as needing, above all else, to establish affective links with other people, being more affectionate and more able to provide care, having lower self-esteem and being more inclined to provide assistance in difficult situations.

> "If the only information available about a man is that he has a physical constitution something delicate and fragile, people's tendency will be to predict that this person probably has stereotypically feminine traits, probably has a profession more common in women and, perhaps, is gay."
>
> Susan Basow, 1986: 6.

In a study conducted in Portugal by Lígia Amâncio (1994), it was also found that masculine stereotypes comprised a higher number of characteristics than feminine stereotypes and demonstrated more positive aspects than the latter. Furthermore, the traits in women assessed as positive mainly involved their relationships with others, such as being *affectionate, tender, or sensitive*, characteristics which typically form part of a stereotyped view of femininity. In men, aspects such as *being daring, independent or enterprising* were valued more, which describe the stereotyped view of masculinity. In either case, the concept of sexism once again becomes important in understanding participants' answers because, according to Peter Glick and Susan Fiske (1996), what is at stake is a greater hostility toward persons of the female sex.

> "Social gender roles have, on a normative plane, the same asymmetry promoted by stereotypes of masculinity and femininity with respect to content. While the features defined as masculine represent competences, associated directly with the sphere of work and with power over others and situations, the content that characterises the feminine correspond to feelings and are restricted to the sphere of social and affective relationships. This leads to a distinction made when defining the areas of intervention for both sexes: the masculine, defined according to the many competences and roles, includes as its own diverse areas of intervention which cover the social complexity and multiplicity of the public space, whilst the feminine, centred around specific roles, is shaped within the restrictive environment of the private and family sphere."
>
> Teresa Alvarez Nunes, 2007: 43-44.

Although certain traditional ideas about attributes and roles more suitable to females have undergone relative changes with the passage of time, other beliefs have taken their place, a fact which allows us to speak of old and new forms of sexism. "According to Janet Swim et al. (1995), such forms of sexism can be conceptually distinguished in the following way:

• Old sexism is characterised by the defence of traditional gender roles, differential treatment of men and women and by the adoption of stereotypes that represent the belief in women's inferior abilities as compared with men.

[24]See, for example, the book by Lígia Amâncio (1994) or the article by Félix Neto (1990).
[25]In this regard, the pioneering European study by Anne-Marie Roceblave-Spenlé (1964) and the transnational research of John Williams and Deborah Best (1990) are worthy of note.

• Modern sexism involves the rejection of traditional stereotypes, which devalue women, and the belief that sex-based discrimination is no longer a problem. Furthermore, persons who demonstrate this kind of attitude tend to think that the media and the governments themselves typically devote more attention to women than what is deserved and tend to feel a certain aversion toward women who exercise some kind of political activism in defence of their rights."

Cristina Vieira, 2003: 167.

The variation in knowledge of stereotypes with age has revealed a positive correlation between both variables, primarily during the first two decades of life, owing to the growing cognitive complexity of children and adolescents. The strength of this association tends to be the same in boys and girls, although children between the ages of eight and eleven generally show awareness of a greater number of stereotypes about women than men, as shown by the research of Félix Neto (1997). However, here we must make the distinction between the knowledge of stereotypes and the cognitive flexibility with which such beliefs are applied, whether in descriptions that boys and girls make about themselves, whether in the manner that they assess other people. In this respect, studies have shown that the mere knowledge of stereotypes does not necessarily motivate children to exhibit behaviour that is consistent with them, as Kay Bussey and Albert Bandura (1999) have concluded.

Following the work of Lawrence Kohlberg (1966) cited in the previous paragraph, a U-shaped relationship has been drawn between the rigidity with which stereotypes are applied and the age of the children studied. This conclusion was reinforced later with the results of a meta-analysis[26] on the subject carried out by Margaret Signorella et al. (1993). Very young children are relatively flexible in the use of stereotypes because they understand gender as a very broad category, which can include various activities and roles correlated with one another, as Aletha Huston (1983) maintains. However, from age three to around seven or eight, with the progressive acquisition of gender stability, there is an increase in stereotyped perceptions about the characteristics of men and women. In this age range, not only do children know the culturally applied stereotypes to men and women, they also believe in the truthfulness of such ideas.[27] Even so, around this time they are already capable of understanding that the activities and behaviours prescribed by gender stereotypes are not crucial for an individual to be considered male or female. In other words, a woman can pursue an occupation that is more common to men, she may not know how to cook, or may even enjoy auto racing, but that does not mean she will feel like less of a woman.

For Eleanor Maccoby (1998), although a child may continue learning some stereotypes or may tend to refine certain aspects of those that he or she already knows, the peak of the stereotype process tends to be reached in both sexes around seven years of age. It therefore seems that until children begin attending school, the rigidity with which stereotypes are adopted tends to increase, with the period from five to eight years of age considered the 'most sexist' phase in the lifecycle. This tendency, however, drops in subsequent years. In fact, during the intermediate phase of childhood – around eight to eleven years of age – children demonstrate an increasing propensity to view with flexibility the diversity of roles, activities and personality traits that each sex is capable of showing in different situations.

According to some studies described by Diane Ruble and Carol Martin (1998), between the ages of three and six, children tend to make more stereotyped descriptions of themselves and others than adults. They believe, however, that the stereotypes apply more to boys and girls of their age than to older people. Although boys and

[26]As one can see in the work of Cristina Vieira (2004), a meta-analysis is a quantitative procedure of reviewing original studies dedicated to examining the same hypothesis. This process includes the use of statistical indicators, such as effect size (in this case, the size of the differences between the sexes), to present the conclusions.

[27]See the work of Susan Golombock and Robyn Fivush (1994) for a broader understanding of the way in which children learn and use gender stereotypes.

girls first learn the stereotypes associated with individuals of the same sex as them, around age eight or nine most of them are already able to understand the expectations of the culture in which they live with regard to the roles and responsibilities assigned to men and women, as Eleanor Maccoby concluded (1998).

The flexibility with which gender-related stereotyped knowledge is used in adolescence has led researchers to find results that do not always agree. On the one hand, certain researchers[28] have already shown that because of social pressures to gradually assume responsibilities as members of one sex or another, older adolescents seem to be more sensitive to stereotyped beliefs about men and women. Therefore, a relative loss of cognitive flexibility at this level takes place in the final stage of adolescence. Meanwhile, other studies have concluded that decreased rigidity in the use of stereotypes continues even during the years corresponding to secondary education. Authors of one study – which used different ways to measure the flexibility with which children and teenagers of both sexes aged eight to eighteen described themselves and assessed others according to the dominant models of masculinity and femininity – concluded that a positive relation with age was evident in both cases.[29] Thus, from the intermediate years of childhood until the end of secondary education, there seems to be a growing acceptance of the possibility that they, or others, may perform activities which are atypical for their sex.

The flexibility with which stereotypes are used, however, seems to vary according to sex. Several studies described by Aletha Huston (1983) involving samples of children all concluded that when differences between the sexes were found, boys showed more stereotyped views of individual characteristics based on gender than girls. In the meta-analysis cited above, Margaret Signorella et al. (1993) also found that as they become more aware of gender stereotypes, children (especially girls) believe less and less that those stereotypes should exist. In the extensive narrative review conducted on studies published after the work of Aletha Huston (1983), researchers Diane Ruble and Carol Martin (1998) once again confirmed the greater tendency among boys to be less flexible than girls when accepting and using stereotypes.

The tendency of individuals to choose to use stereotypes in personal and social functioning seems to represent the use of a certain naive view of the way in which the world is organised, based above all on a set of implicit theories about behaviour that is related not only to the sexual category of belonging, but also to social class and ethnicity, to name just a few of the factors that tend to lead to simplistic reasoning of this type. The problem resides in the fact that these (clouded) lenses lead to a limited view of the world and have negative consequences for the person (whether male or female) on both an individual and collective level when experiencing full citizenship and building a truly democratic and pluralistic society where individuality and diversity can coexist.

[28]See Diane Ruble and Carol Martin (1998).
[29]To this end, please see the work of Phyllis Katz and Keith Ksansnak (1994).

1.1.5.

What do we mean when we talk about citizenship?

The term 'citizenship' as applied to schooling and education has become a popular term in recent years. However, it appeared without a clear presentation of its many meanings. It is therefore important that we ask ourselves what citizenship really means. In reality, this concept is problematic, ambiguous and history has shown that over time, different ideas associated with it continue to be readdressed, reformulated, or even critiqued as new ideas appear. Citizenship is a state in which (or with which) the person (or 'citizen') has the associated rights and/or responsibilities of belonging to a wider community, especially to a State.

One key reference in the literature on citizenship is Thomas Marshall (1893-1981), Professor Emeritus at London University, who is considered a classic in the study of the subject. In a series of conferences held at the University of Cambridge in the 1950s, he created the idea of citizenship as a specific type of legal status of official identity. He also developed the notion of full membership in a sovereign community that is self-governed. In his words, citizenship is a status bestowed on those who are full members of a given community. Just like a legal status, citizenship bestows the right to have rights. His theory of citizenship is based on three types of rights: civil, political and social rights. Those men and women who have the status of citizens are – with respect to the rights and responsibilities associated with that status – equal. It is the aspiration of male and female citizens to implement full equality, fighting for the progressive granting of rights, which increases the number of people to whom citizenship status is bestowed.

Thomas Marshall's (1964) concern for citizenship involved finding ways to (re)concile formal political democracy with the continued division of capitalist society in social classes. The answer that he put forth for this reconciliation resides in the hypothesis of the existence and promotion of the so-called Welfare State. Marshall argued that the Welfare State could limit the negative impacts of class differences on life opportunities for all persons whilst allowing them to make a commitment to the system.

Although Thomas Marshall thought it possible to expand the rights of citizenship through conflict within civil society, historical development should not be understood as a linear and evolving process through which rights are accumulated and eventually accepted as guaranteed. On the contrary, the rights achieved should be defended and exercised continually, which presupposes the importance not only of acquiring power, but also using it on a continual basis.

The work of this author has raised considerable debate. For Ruth Lister (1997), one of the main reasons behind the controversial nature of this theory of citizenship is the way in which it can simultaneously act as a mechanism for inclusion and exclusion. This categorisation can be very beneficial to demonstrate, for example, how the history of women as non-citizens is characterised. Married women from England in the late 19th century would not have even achieved the first stage advocated by Thomas Marshall and would have been viewed as persons living in a feudal system. The same can be said of Portuguese women, for whom the status

Thomas Marshall developed a historical classification system. He identified three conceptual and historically distinct elements (stages) in citizenship, which are constructed in an interlinked fashion and form part of a development that is also sequential. According to the author, the first stage of citizenship is civil citizenship: its inherent rights are those fundamental to individual freedom – freedom of the person, freedom of speech, thought and faith, the right to property and the right to justice. Because individuals who have these basic civil rights exist under the law, this is a type of legal personality. The second stage is political citizenship: individuals have the right to participate in the exercise of political power as members of a body invested with political power. This stage represents the basic and formal recognition, by legal and political institutions, of the individual as an equal member among equals in his or her community, as someone who has the right (and the related obligations) to make decisions (such as voting) about the community. Lastly, he speaks of a third stage in the development of liberal citizenship that would have occurred in the twentieth century: social citizenship. Social citizenship involves independent, individual access to basic social goods provided by the community as a whole to all its members. In this way, the access granted to the benefits of social welfare – healthcare and the full range of welfare programmes, from education to housing – is the element identified by Thomas Marshall as social citizenship. These social forms of citizenship have been institutionalised in the form of the Welfare State. The fight for fundamental social rights is still a modern-day reality; it continues to be an aspiration and not, as the author proclaimed, the end of the story of the citizenship concept.

of equality would only be formally established in law much later (many achievements took place after the Revolution of April, 25, 1974) and enshrined in the Portuguese Constitution of 1976. Thus, the fundamental critiques of this model come from its evolutionist logic that neither includes nor explains the history of most individuals – women.[30] By assuming that citizenship (in the form of civil rights) became universal at the start of the 19th century, Thomas Marshall casts to one side the universality of the history of women's citizenship. As Helena Araújo (1998) stresses, women have been excluded from the public sphere with respect to the State and the economy, but they have been included as subordinates, confining their activities to the domestic sphere with an emphasis on fulfilling the obligation of maternity.

We will see further on how debates in the field of gender studies have focused primarily on the exclusive mechanism of citizenship and the issue of equality and difference.

After the Second World War, social liberalism became the dominant theory on citizenship in Western liberal democracies. This theory assumes a status of equality and full citizenship for all adults born within the territory of a pre-existing State. It is based on the principle that – from a strictly theoretical viewpoint and as regards public life – all members of (Western) societies have equal status and equal rights.

Under the terms of the liberal tradition, citizenship is defined firstly as a set of individual rights with different functions; one of their functions most often valued is that of individual autonomy. That is, according to this theory, rights are considered chiefly as enablers and aids in the space for individual development. Personal development, in turn, allows individual potential and interests to be promoted; it allows the existence and promotion of freedom, i.e., the existence of self-sufficient beings free of interference from other individuals or the community. From this perspective of natural and individual rights the ideology of individualism is born, essentially abstract, but fundamentally in opposition to the community, which is assumed to be a potential threat for those same individual liberties.

[30]Feminists strongly criticise this theory because the rights of women are not reviewed in this historical progression of citizenship rights. The theory's assumption that these rights have been universal, i.e., have been applied to all individuals, since their implementation only strengthens the critical argument. How is it possible to think of all people if half the population (women) were excluded from political citizenship?

> "[…] the most pressing demand of the European people is the civil and social rights that give shape to a true democratic citizenship. […] The goal of introducing social rights into the treaties of the European Union aims at elevating the social, so that it is no longer a mere correction or simple adjustment of economic contingencies in order to rise to the level that one should occupy: one of a category of thought, politics and action linked to life and the right held by all to lead a life worthy of being lived".
>
> Maria de Lourdes Pintasilgo, 1992:18

This abstract individualism, developed by liberal thought after the eighteenth century and continually exacerbated until today, probably explains the ambivalence of the liberal citizenship theory as regards notions of social responsibility and social rights. The liberal emphasis on individual autonomy therefore implies a basic lack of confidence in the notion and idea of community. The fear that the community may require restrictions on personal interests and developments has led to a gradual withdrawal from a collectivist logic of common, shared interests.

In practice, this theory does not avoid the persistence of inequality, increased social exclusion, or the growing complexity and difficulty of solving problems faced by societies. Today, liberal perspectives on equality, liberty, rights and political representation are under serious threat. Society is becoming more complex and limited perspectives (such as those of the nationalist variety) on citizenship are showing themselves to be completely unsuitable and would only produce profound phenomena of exclusion. Migration processes have involved a complex heterogeneity which has implications for ideas of identity based on nationality or ethnicity. Therefore, if we intend to live in, understand and promote societies in which order and social justice can co-exist in a pluralistic, mixed world, such as modern-day States, it is essential that we make use of egalitarian aspirations of citizenship by removing it from the concept of nation and accepting the many 'memberships' of individuals, as Karen O'Shea (2003) maintained.

In conclusion, it is now possible to conceive of the rights and responsibilities of citizenship being exercised by people living in a certain geographic space (such as the European Community) more so than in any State or particular nation. More and more, individuals may exercise their responsibilities and rights of citizenship in multiple spaces which include nearby spaces, such as neighbourhoods and civil society associations, as well as local, regional, national and supranational spaces. This may eventually represent not only more fluid political borders, but also the emergence of a 'multiple citizenship', in the words of Derek Heater (1990).

We have to conceive of a citizenship that involves not only rights, but also duties, acts, qualities, merits and opinions which result from the relationship between the State and individuals and among individuals themselves. This involves a broader concept of citizenship. Thus, in order to develop a sense of citizenship that is inclusive, each male and female citizen must develop feelings of sympathy, empathy and solidarity toward others and other cultures in particular. In order for that to happen, we must have a policy aimed at flexibility and heterogeneity, i.e., cultural diversity, by seeking to develop policies of 'interculturality' in which there is respect for and acceptance of all, with equal rights and duties. Thus, we can say that there is no single unifying theory of citizenship, but rather, several types and categories.

1.1.6.

What are the relationships between gender and citizenship?

Under the influence of postmodern thought, gender studies and citizenship have evolved through a series of different phases, focusing largely on the dynamic of the debate over the equality/difference controversy. Initially, critiques were based on the exclusive nature of the evolution of rights (as envisioned by Thomas Marshall, for example), critiquing the supposed universality of rights and pointing to the existence of inequalities (still present today) between men and women as regards the rights of citizenship. This confirmation of women's exclusion from citizenship has been addressed in two distinct ways: one which demands their inclusion under the same terms as men are included, and another which demands that citizenship should take into account the *specific interests* of women. In the first case, the theoreticians of *equality* demand a *gender-neutral* citizenship in which women are included and may participate with men as equal citizens, especially in the public sphere. In the second case, for theoreticians of *difference*, the goal is one of differentiated citizenship in which responsibilities and competences of the private sphere – a realm typically associated with women – are recognised, valued and rewarded. They speak, for example, of valuing the private space and competencies associated with caregiving.

To speak of pluralism and diversity even among women whilst also assuming persistent inequality leads us immediately to the fundamental question of modern feminism, key in the debates on citizenship: the debate between *equality and difference*.

Two questions dominate at the centre of this dilemma: (1) Could diversity require a citizenship that is differentiated and no longer universal? (2) Is the demand for *policies of difference* an emancipatory one, i.e., liberating?

In its liberal form, the concept of citizenship calls for the incorporation of the ideal of universalism. In this context, it is supposed that all individuals who may legitimately assume themselves to be citizens of a State share an equality of rights and responsibilities of citizenship. However, this universalism creates serious situations of exclusion, as there are people who are victims of exclusion on a continual basis because they share certain characteristics. Such is the case, for example, of inequality associated with sex, race, immigrants, and people from economically disadvantaged social classes or those of a minority sexual orientation. We must ensure that individuals and groups are not excluded from the benefits of citizenship because of any aspect (global, specific, or singular) of their identity. That is why there are those who demand a policy of identity and a *differentiated citizenship* for women, i.e., of a demand for special rights and based on the rights of a group.

By: Cristina Vieira (Coordinator), Conceição Nogueira and Teresa-Cláudia Tavares

For perspectives advocating differentiated citizenship, equality will only be achieved through mechanisms that recognise the different voices and perspectives of oppressed groups. Thus, promoting citizenship which is not exclusive involves recognising the specific identity of social groups and, consequently, the need to construct a *policy of difference*. A *policy of difference* would be characterised as follows: 1) by including the identities of the groups involved, 2) through group representation in institutions, 3) by creating policies that would show how group perspectives have been taken into consideration and lastly, 4) through group veto power over policies that are particularly relevant to them, e.g., women's veto of policies related to reproductive rights.

With these conditions met, differentiated citizenship would no longer have the universal quality of liberal citizenship, thus making it possible to aspire to a more just policy for increasingly pluralistic societies. Despite the interest of this perspective – a valid attempt to overcome the problems of modernity and liberal citizenship – it also raises some questions worth discussing.

"[…] the women's vote was obtained much earlier in the United States, Great Britain and many other countries for reasons linked to philosophical grounds and policies on the right to suffrage. In the utilitarian approach of democracy dominant in Anglo-Saxon countries, women conquered political rights on the basis of their specific nature. They are considered to have introduced their own concerns and competence into the political sphere. Women therefore received access to the vote as members of a group representing specific interests and in this way the women's vote forms part of a perspective on representing specific qualities: it is as women, and not as individuals, that they were called to the ballot boxes. In France, the right to suffrage has different roots, derived from the principle of political equality among individuals. In this case, French universalism is an obstacle to women's suffrage: women are denied the right to vote based on their particular nature, because they are not a true abstract individual, because they continue to be too marked by the definitions of their sex. Although they can be very closely related, representations of women's roles in the family and society thus lead to completely opposite effects in France and most oth er countries. In France, prejudices operate in a negative manner: they prevent women from being seen as a social individual, relegating them permanently to their domestic role which isolates them and contains them in a normal relationship with men. By contrast, in countries where a utilitarian approach to democracy prevails, prejudices about the nature of women help establish women as a very distinct social group that may aspire to being included in the political sphere, precisely because of their specific social role.

For women, therefore, there are two models for accessing political citizenship. On the one hand, we have the French model, which forms part of an overall economy of the individualisation process in which achieving suffrage is linked to recognising the status of the autonomous individual. On the other hand, we have the Anglo-Saxon model which views the women's vote from a global sociological perspective on the representation of interests."

Pierre Rosanvallon, 1995: 73-77

The demand for a *policy of difference* and *differentiated citizenship* creates serious problems because its acceptance could lead to situations that jeopardise the emancipatory potential of the citizenship concept itself. The fact that the theory is based on an essentialism (a perspective in which some characteristics are immutable and necessary) assigned to one or more groups implies a strong negation, or at least devaluation, of the constructed nature of their distinguishing characteristics, thus preventing the possibility of emancipating that group. For example, would the demand for a differentiated citizenship for women – understood as a group which immutably shares its own characteristics (and which should be valued) – in fact increase the problems of inequality? Reifying the differences by justifying them with essentialising mechanisms may have the perverse effect of maintaining the 'group' logic and associated symbolic asymmetry. In conclusion, essentialism and even the legitimisation of the

existence of the groups themselves arise as significant problems in the adoption of this alternative vision of citizenship.

The politics of difference and the debate between equality and difference are extremely challenging topics on the agendas of all those concerned with matters of gender, citizenship and, fundamentally, social inequality.

Modern-day feminism shows a continuous tension in terms of thought and theory and in terms of action with respect to, on the one hand, having to construct the idea of *woman/women* by giving them a solid political meaning and, on the other hand, feeling the need to deconstruct the category of woman: as regards the full exercise of citizenship, do women want to be equal to men or accept biology (or socialisation) as establishing an *essential difference?*

But this opposition between equality and difference may also be seen as a product of abstract individualism. There seems to be no reason to suppose that equality and difference are inherently opposed to each other. The choice between equality and difference may be a false problem. Equality and difference constitute another false dichotomy which we should seek to abolish. The way to begin achieving this is by adopting a theory of citizenship that is not atomistic, but rather relational.

Aspiring to the emancipation and inclusive citizenship of several identities should involve the continued quest for equal rights and opportunities as an essential objective, using a methodology that looks for areas of compromise and creates common interests and systems of government capable of accommodating differences peacefully.

This political aspiration for equality does not need to deny difference, given that a desire for equality presupposes the initial differences. Equal rights and opportunities includes respecting the rights of all human beings, regardless of their characteristics, beliefs or identities.

"The promotion of equal opportunities and results takes place essentially through positive-action programmes. This is based on flexible, selective measures that follow previously defined and selected goals and priorities.

It also occurs by *modifying implementation* techniques used by the authorities and institutional mechanisms that are responsible for promoting equality. More often, the goal is to persuade, influence opinion and propose voluntary formulas to achieve set objectives, whilst using coercive means to a lesser degree. […] It is fanciful to think that the law alone can overcome discrimination. When legal discrimination formally disappears, social discrimination remains and is established in new guises, sometimes much more subtle. Thus, the *law must contain principles of 'positive action'*.

Positive action requires a combination of actors, forces, constraints and incentives. It should be able to reach all who could become guilty of discrimination; it associates methods derived from collective self-help and intervention by the State. Positive action also requires that new kinds of institutional mechanisms be created which are not just protective structures, but are responsible for solving the problems of discrimination."

Eliane Vogel-Polsky, 1991: 11.

1.1.7.

What do we mean when we talk about citizenship and education?

Nowadays, we speak increasingly of a citizenship that is active, emancipatory and multiple. This idea of citizenship requires that a set of practices be implemented in different social spaces for education and training which can involve people of all ages, in order to give them the skills to participate in the various spheres of life.

According to Karen O'Shea (2003), these educational practices for citizenship:

- Are fundamentally aimed at promoting a culture of democracy and human rights.
- Seek to strengthen social cohesion, mutual understanding and solidarity.
- Highlight the individual experience and the search for good practices to develop communities committed to establishing authentic human relations.
- Are devoted to the person and his/her relations with others, to the construction of personal and collective identities and to living conditions as a whole.
- Are intended for all people, regardless of their age and role in society.
- Involve a process of learning that can unfold throughout one's life and emphasises values, such as participation, partnership, social cohesion, equity and solidarity.

In order to realise this education for citizenship, we must also reflect on the universalist model of the school, examined by Raul Itúrra (1990), given that it does not take into account the cultural specificities – multiple memberships – of its male and female students. When they arrive at the educational institution, these individuals bring with them the 'baggage of knowledge' that has shaped their understanding of the world and prepared the ground for the inclusion of new information. Thus, in the context of education for citizenship, the school is expected to be a place of respect for the diversity of those who attend it, without the risk of dominant cultures suppressing the cultural idiosyncrasies of minority groups.

In this age of economic globalisation (unfortunately not yet one of globalised solidarity), social inequalities increase every day, threatening fundamental human rights. Only by valuing social justice and solidarity can we help build a united society.

From this viewpoint, this solidarity is taken on as a responsibility and duty of all. The link that common, reciprocal rights and responsibilities establish among citizens can sustain the political community in at least two ways: by allowing solidarity to be built among members of the society and increasing the number of individuals who participate (in this way, by learning) in the political sphere.

Cultural pluralism and the practice of interculturality is also something which must be adopted by all those with educational and training

responsibilities towards younger generations because it is clear that living with diversity is inevitable. We must promote interculturality, value difference and accept equality in a way that does not represent uniformity or homogenisation. However we must be aware that this is a field which requires much debate and genuine critical thinking. Problems can arise at any time and there seem to be no solutions considered appropriate for every situation to be faced.

This perspective of active and multiple citizenship involves an ethics of participation – complex, at different levels and in different contexts in both the public and private spheres – that always follows the logic of the reciprocal relationship between rights and responsibilities. Indeed, the social and civic competences to be promoted must include a more individual level of intervention and more relational levels, such as interpersonal, social and intercultural. Discussion, respect for the ideas of others, but also personal reflection are fundamental competences to practise in privileged contexts of interaction and human development, such as in kindergarten or different levels of formal schooling. We cannot expect someone to act according to the principles of citizenship with equality as a guiding path if that person is (for example, due to a lack of information) incapable of making informed decisions and/or critically interpreting reality, if he/she is incapable of self-critique or if his/her freedom has been unduly deprived for various reasons, such as gender stereotyping, religious fundamentalism, cultural traditions, etc.

> "Common sense has to be a different ethic which must be closely related to that which was proposed to us by Hans Jonas in his work, Das Prinzip der Verantwortung (ethics of responsibility). The principle of responsibility to be implemented cannot be based on linear sequences because we live in a time in which it is increasingly difficult to determine who the agents are, what the actions are, and what the consequences are. Rather, it will be based on Sorge, care, which places us at the centre of everything that is happening and makes us responsible for the other: the other which can be a human being, a social group, an object, a heritage, nature; the other which can be our contemporary but will increasingly be a future other, whose possibility of existence we must assure in the present."
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> Boaventura de Sousa Santos, 1991: 23-43.

Following the guidelines of the recent document written by the Education for Citizenship Forum[31] (2008: 73-75), we may cite as an example some essential competences to be developed in male and female students so that they may experience a citizenship unfettered by gender stereotypes:

- Accept one's identity and the characteristics, possibilities and limitations of one's own body.
- Value personal experiences as a construction of identity.
- Develop self-esteem, responsibility, respect for oneself and others, courage, persistence, the ability to overcome adversity and affirm citizenship under any circumstance.
- Have autonomy in individual care […] and in caregiving tasks which form part of family life […].
- Have autonomy in order to carry out an occupation and adapt to the risks of various economic climates.
- Know how to participate in society and take on responsibilities, especially leadership, for the creation of collective well-being at the local and global levels.
- Know how to communicate respect for equal freedom and equal dignity for all whilst considering the plurality of individual attributes.
- Know how to communicate as equals with men

[31]Because we lack the space here to describe all the competences presented in the areas of individual civic behaviour, interpersonal relationship and socio-cultural relationship, we strongly recommend consulting and using the document in question. It is a valuable resource, for all educative agents, in the context of education and training for citizenship. This document brings together and summarises the main conclusions of the debates which took place during the Education for Citizenship Forum (in October 2006, made up of various personalities invited by the Minister of Education and the Secretary of State for the Presidency of the Council of Ministers). It frames and arranges them into policy and social intervention measures, which were the strategic objectives of Education for Citizenship. Available at: *http://www.dgidc.min-edu.pt/cidadania/Documents/FECidadaniaSP.pdf* .

and women.
- Know how to respect human diversity, exercise cultural freedom within the framework of human rights and a global, systemic idea of the world in which we live.
- Know how to recognise injustice and inequality and take an active interest in seeking and practising fairer ways of living.
- Acquire value criteria related to coherence, solidarity and personal and social commitment both within and outside the school.
- Know how to live in peace, justice and solidarity and promote these values in our pluralistic societies of today.

Citizenship in a pluralistic society involves a broad range of aspects, e.g., the experience of difference and reciprocity, awareness of contextualised rights and responsibilities, acquisition of relational qualities and positive communication and the rejection of inequality, prejudice and racism. Every student should learn to take responsibility for the tasks that they must perform as students and in everyday life outside of school in order to develop the skills required to exercise true citizenship.[32] It is essential to develop values, attitudes, standards of behaviour and commitments. A central part of education for citizenship must consist of exploring and discussing key concepts of the democratic experience, universal values and everyday matters of the individual and the collective, always trying to build bridges to real life and leading students to identify with the topics being examined. For James Banks (2008), it becomes essential that male and female students make a genuine commitment to an attitude of global change in order to make it more democratic and fair.

Reflecting on the many competences and cognitive and relational knowledge that students are to learn how to mobilise, the central question becomes: *how should we teach and practise citizenship in different contexts of education and training?*

The answer to this question calls for an emphasis on action. It calls for teaching behaviours in protective spaces, such as the student group, playtime, peer groups, recreational associations, etc., spaces whose implicit and explicit organisation also reflects examples of citizenship. Specifically, we refer to good management/leadership, whether it is to establish rules of operation of these same groups, whether it is related to the democratic participation of all its members in decision-making and sharing duties and responsibilities.

> "It is known that citizenship is not learned through explanatory teaching or based on a pedagogy of authority. In order for its distinctive values to be incorporated, it needs to be observed, taught, represented and discussed in 'emotionally protected' spaces and by using positive and achievable models. Fathers, mothers, male and female teachers — and all other agents in education — must be these models."
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> Cristina Viera, 2009: 196.

Nonetheless, we must bear in mind that the idea of education for/in citizenship varies according to the position adopted on education. Emphasis can be placed on education directed at individuals as subjects who share common characteristics, or at the public and collective interest; these two positions represent distinct and even antagonistic options. Education for citizenship is frequently mistaken with personal development of male and female students, which represents an emphasis on the first aspect of the problem. To teach or train for citizenship, using common social values and promoting individual participation, would be important in the formation of independent, autonomous male and female citizens who participate in democratic institutions and are agents of their own destinies. Safeguarding individual interests, knowing about and exercising their rights, seems to be a project that is praiseworthy and frequently feasible, but it is not enough to teach/train in and for citizenship.

When we address the possibility of any project on education for citizenship in the school, we also think of the contributions of the critical pedagogy perspective heavily influenced by the works of Paulo Freire. In order to promote democracy, the goal of social justice is a fundamental value, i.e., so that education can "provoke changes in the classroom but also identify and teach strategies that make students aware of becoming involved in social change outside the classroom", in the words of Luísa Saavedra and Conceição Nogueira (1999: 132).

> "Education for Democratic Citizenship (EDC) has emerged from more traditional programmes such as civic education or civic instruction. As an approach EDC emphasises individual experience and the search for practices designed to promote the development of communities committed to genuine relationships.
> It concerns the individual and her/his relations with others, the construction of personal and collective identities, the conditions of living together, to name but a few. A fundamental aim of EDC is the promotion of a culture of democracy and human rights, a culture that enables individuals to develop the collective project of building communities. Thus it seeks to strengthen social cohesion, mutual understanding and solidarity. "
>
> (Karen O´Shea, 2003, p. 10).

That is why the defence of education for citizenship, supported by those who safeguard individual interests, has been criticised for emphasising the rights of citizens to the detriment of their responsibilities in a collective coexistence. In this regard, it could be viewed as education for a consumerist citizenship, as termed by Paulo Freire (1995), to the extent that emphasis is placed on the demand of rights to ensure individual interests. We think it is important that children and adolescents be aware of their rights as well as their responsibilities as male and female citizens. Educating for and in citizenship requires educating for an awareness of the reciprocal relationship between rights and duties. Rights and duties are not mutually exclusive poles of a dichotomy. Rather, they are complementary. Within an orientation of more active and pluralistic citizenship, the aim is to dissolve dichotomies which often paralyse truly egalitarian programmes. Individual freedom and the rights associated with it may only be assured on the basis of supporting democratic institutions; without these, freedom itself is compromised. The responsibilities towards all institutions which sustain society and are for society in general are therefore the guarantees of individual freedoms. With this orientation, education for the exercise of true citizenship is intended to ease tensions between individual and collective programmes.

Education for citizenship, when viewed as a relational logic between the individual and community by means of the complementarity between rights and responsibilities, may involve choices relating to matters to be addressed or understood and matters concerned with the best way to teach them or test and practise them effectively. In addition to understanding democratically supported political structures, it becomes essential to understand matters which involve the relationship between individuals and society. In this regard, those who believe in an emancipatory programme on education for citizenship recognise the value of learning more about problems, such as sustainable development or an analysis (focused on seeking answers) of issues related to inequality, poverty, the problems of immigrants and minorities, environmental risks, religious fundamentalism and social exclusion.

Recognising the contribution of difference and diversity to society today – rather than seeking to suppress them – should also be a crucial element in education for citizenship. Experiential approaches are considered the most appropriate for this type of training because they place value on the direct mobilisation of knowledge in practice, student involvement in concrete analysed situations and the possibility that students themselves will act as leaders in such situations. Work in groups, debates on subjects (involving awareness-raising, critical discussion and changes in attitudes), student involvement in school administration organisations and in outside participatory projects, e.g., by volunteering at nearby charitable institutions, are positive activities of education for/in citizenship within a context of broad educational involvement. In this way, education for citizenship will be a process of true training of students of all ages that results in a genuine commitment to social commitment, caring for the environment and valuing and sharing public space.

As a response to concerns about the kind of education needed by men and women of this century in order to live in a complex world guided by a certain triumph of individualism, in which the globalisation of the economy, media and culture goes hand-in-hand with the resurgence of nationalism, racism and violence,[33] Paulo

Freire (1997) demanded an education, ethics and culture for diversity. In order to achieve these things, we must think of a new scenario for education: reconstructing the knowledge provided by the school and the training of those who educate. In the views of Luísa Saavedra and Conceição Nogueira (1999), this requires leading students – but also all those with educational and training responsibilities – to develop the skills needed to know how to locate themselves in history, find their own voices and form the convictions needed to capably practise democracy.

[33]Obviously it is also possible to create citizenship networks at a global level which must be valued and encouraged.

1.1.8.

Constructing practices for citizenship

Formal education should be viewed as just one of the components of a group of social policies and programmes that must be officially adopted and put into practice (with proper monitoring and follow-up) so that a full sense of global citizenship in all individuals may be promoted. In order for this to go beyond a mere declaration of intent, it is essential not only to develop pedagogical and didactic resources, but also to readjust the initial, ongoing training of those with educational and training responsibilities. Teaching, guiding and promoting actions in the context of education for citizenship requires, first and foremost, that one authentically be a citizen. This calls for the development of critical awareness about the individual role in the maintenance of inequalities, which in turn should lead each person to assume responsibilities, respect oneself and others, adopt universal values and promote a culture of justice, peace and solidarity.

Informed, active and responsible citizens must be aware of their rights and responsibilities as members of society; they must understand the social and political world; they must be concerned for their own welfare and that of others; they must be consistent in terms of opinions and practices; they must be capable of having some kind of influence on the world; and they must be active in their membership groups, as Rolf Gollob and Peter Krapf (2007) maintained. In conclusion, they must be responsible for the way in which they exercise their citizenship, when performing private roles (for example, as a daughter, wife, husband, father, son, or mother) or social and professional roles (for example: lecturer, educator, or trainer).

Since it is essential to address gender equality in the context of education for citizenship, it becomes fundamental to train all agents of education and make them aware of the importance of gender when shaping behaviours starting from the first years of childhood. The performance of gender stereotypes tends to be surreptitious; the damage caused to the authenticity of individual development tends to be the same for children of both sexes and men and women may never become aware of this fact.

The school, given its leading role not only in the transmission of disciplinary content but also in the formation of the human being as a member of a society that shares values and requires access to rights and the exercise of rights and responsibilities, is viewed here as something which may have a truly transformative role. Those transformative practices can be tested starting from kindergarten, which should be viewed as the best space to initially experience citizenship during a critical phase in a child's life for the appropriation of stereotypes,[34] given that gender stereotypes, as we have seen, are highly influential at this stage of human development.

See also Fórum Educação para a Cidadania (Education for Citizenship Forum). Objectivos estratégicos e Recomendações para um Plano de Acção de Educação e de Formação para a Cidadania (Strategic objectives and recommendations for an action plan on education and training for citizenship) (2008: 18).

By: Cristina Vieira (Coordinator), Conceição Nogueira and Teresa-Cláudia Tavares

In the globalised world in which we live – a stage with multiple identities and spaces for participation – education and training for citizenship can take place in the school and in all places where citizens live, with the aim of giving them the skills for individual and collective participation in surrounding spaces of social intervention. The concept of citizenship should be addressed in terms of practical democracy, in local and specific contexts, despite being able to address hypotheses of multiple participation in multinational terms. Furthermore, effectively learning, teaching, testing, and practising citizenship can happen in many spheres of everyday life. It can involve people of different ages and should have such a transformative impact that the resulting implications extend beyond the personal/local context and play a positive role in creating the foundations of a better world.

Taking as a starting point the certainty that respect for freedom and equality is a fundamental value that should always accompany the evolution of the citizenship concept, as we can read in the valuable document that resulted from the Education for Citizenship Forum (2008), it becomes urgent to transform the abstract nature of this value into concrete educational strategies. This generalised form of action, which can take various modalities, will have as its main objective to give all males and females the necessary skills for civic and political participation, coexistence in society, recognition of difference, respect for 'otherness', and the creation of a common, ethically sound and unquestionably happy future. For this to happen, and paraphrasing Ana Maria Cruz, we must encourage it among all entities with educational responsibilities towards younger generations and also, among the latter, the reconstruction of "gazes which are not levellers of difference, but profoundly respectful of the life choices of people, women and men" (2001: 9).

Given that school institutions are an integral part of society, inequalities in schools may be a symptom, as well as a consequence, of greater inequalities. Nonetheless, educational inequalities need to be considered because the future of students as citizens, as well as the future of civil society as a whole, will be compromised if they do not receive an education that allows them to develop their potential and participate actively in the construction of a society – because democracy is a condition for development and not a cause – that is intended to be increasingly democratic. Democracy requires the real support of state institutions as well as a strong civil society. It is not enough that the State legislates in order to guarantee that the minimum conditions for democracy to be achieved, nor is it enough to initiate only discussions of controversial matters in order to find consensus. It is also vital that children, adolescents, and teachers participate in political discussions, are able to learn from their mistakes and construct in an active and committed manner a world that is theirs.

It is true that education for citizenship – and education, in general – alone will not solve the problems that people face every day. However, it can call attention to individual responsibilities and their exercise, and it can ensure that people are able to live their lives based on principles of peace, harmony, respect and tolerance and will know how to identify the potential violation of these ways of being and behaving with other citizens. In this context, education for citizenship should be viewed as a privileged place for the construction of an emancipatory education in a truly democratic society for women and men, regardless of the groups with which they identify.

1.2.

Gender and Curriculum

1.2.1.

Formal and Informal Curriculum

Curriculum is a term under a permanent discussion, continuing to generate different meanings in different educational contexts.

"There is now a broad consensus of rejection in relation to a static concept of curriculum, synonymous with a set of programmes of various subjects that make up a specific plan of studies. If we understand the curriculum as only restricted to indications set administratively by the society for a given school system, we exclude, for example, the curriculum with which students and teachers work in the classroom or the one resulting from experiences truly lived by students during their school career.

Thus, it is suggested that in analysing curriculum, the use of the concept of curriculum clarifies the level at which this analysis is located: each level generates meanings, problems and practices that are far from being coherent and convergent. Between the prescribed curriculum and the performed and rated one, we can find contradictions that are relevant both in terms of principles as in the case of results. Thus, and as a mere example, the fact that the National Curriculum defends a view of curriculum as a project, open and flexible, realised in the Curricular Plan of the Class, truly unique and situated, does not mean that the teaching practice, constrained by the traditional way of organising school time, by the presence or absence of a formation capable of giving the teacher the means of autonomous and contextualised exercise, by the presence or absence of various means and resources and easy access to the teaching profession, does not continue to be traditionally organised by an array of disciplines."[1]

[1] Ângela Rodrigues, (2009) (unpublished text)

In our educational system, resulting from the curricular reorganization in 2001, curriculum is defined as "a set of learning skills and competencies to be developed by students throughout the basic education period, according to the objectives enshrined in the Basic Law for the Education System for this level of education, expressed in guidelines approved by the Ministry of Education, with reference to the curriculum projects attached to the present decree-law" (art. 2. of Decree-Law: 6/2001 of 18th January).

The tendency to view the curriculum as exclusively associated with teaching, acquisition of knowledge resulting from classical subjects and initiation of cultural traditions is becoming weaker and weaker. The worries about the curriculum are no longer confined to the organisation of school knowledge, and they do not consider the received knowledge in a naïve and non-problematic way. Although the legislative document recognises the curriculum as a set of learning skills and competencies to be developed over a determined period of time, the practical implementation at different levels or phases mentioned above, can limit it to a discursive plan of explicit objectives, guidelines and curriculum designs of the unique, ready-to-wear model.

A clear relationship between the school and society pushes a vision of school curriculum as a set of learning skills, perceived as socially necessary in a particular time and context, which the school must ensure and organise. These

learning skills are essential in the formation of persons and citizens, being of scientific, humanistic, pragmatic, civic, interpersonal and other nature. Above all, we should be able to associate to the term curriculum, the idea of a schooling project that provides for the concept of knowledge and cultural function of school.

But the curriculum is subject, in many ways, to the social and political forces that lead to a process of selection and prioritisation of knowledge, which inevitably excludes or marginalises some knowledge. Indeed, society seems to select, classify, distribute, transmit and evaluate the knowledge in education, determining what it considers to be 'public', the essential process in any power structure. These social and political forces act in a dialectical way in and by the people, and the power operates by multiple ways through the principal categories of the curriculum, simultaneously shaping and limiting thinking and professional reflection, defining professional identity and positioning as much knowledge as people in hierarchical structures and relationships at school and generally in the society.

"From the document reflecting the opinions of society about learning skills to develop, corresponding to social needs and expectations, to the actual learning skills achieved by students (sometimes independently of the school and teachers' activities), socially valued and certified, are formed and reshaped intentions, meanings, practices and results, in the many levels at which implementation of the curriculum is carried out. We can follow the proposal of Sacristan (1991), who has distinguished six levels or stages in the objectification of the curriculum, namely:

Prescribed curriculum, usually translated into founding text that defines the guidelines and fundamental justifications for the envisaged purposes. It is a basic guide, with a level of generality that can be used in the development of teaching materials, including manuals, and in general system evaluation.

Curriculum presented to teachers, corresponding to texts aimed at clarifying or explaining the meaning of the prescribed curriculum to teachers. They do not contain indications directly linked to activity in the classroom, but provide support for teachers and may be derived from entities as diverse as the Ministry of Education, scientific experts from the fields of teaching or education, or publishers producing manuals and other teaching materials.

Curriculum perceived by a teacher, principal agent of his achievement, equivalent to the curriculum shaped by the professional culture of teachers at a collective and individual level. To illustrate this phenomenon we can recall the fact, as stated in the research literature, that teachers in times of reform or revision of the curriculum, regardless of the prescribed curricular text, tend to give continuity to the curriculum previously in force, to some extent retranslating the new one in the light of already practised.

Curriculum in action, that is the practice actually performed in the context of the classroom, in a given school, in a given community. It should be noted that this practice suffers from the effects of successive translation of meanings that we have signalised and that it is configured within multiple constraints, including those that correspond to the conditions of work of a teacher (teaching times, available materials and resources, expectations and methods of assessing performance ...). In a sense, it is in absentia of the principal agent of implementation of the curriculum, by the effect of organisational devices that the prescribed curriculum transforms into the curriculum in action.

Realised curriculum, corresponding to the results of the practice and experiences of students and teachers, in the cognitive, affective, moral and social plans. These results are observable or invisible and/or hidden, valued or ignored ... but undoubtedly constitute a significant part of the curriculum.

Evaluated curriculum, often overlooked or hidden, but allowing to define criteria of what is important in the plans of teaching and learning, once again retranslating (not necessarily in a coherent and convergent form) the prescribed curriculum. As an illustration we can mention the differences between the proposals placed in the secondary school curriculum and practices of students and teachers that are more conditioned by the obtained results."

Ângela Rodrigues, (2009) (unpublished text)

The forms of representation of various social groups are indicative of how they exercise power and who is more often the object or subject of representation. The presence, or not, of knowledge and identities and the ways as represented in the curriculum, result from the process of exclusion and inclusion, of valorisation or negation which is governed by relations of power. What the curriculum emphasises or omits is limited to a particular period of time, with some history, about and for some society, and the selection and form of presentation and transmission of knowledge appear as contributions to support or challenge the relations of power present in the society.

The formal curriculum, in its different levels of implementation, such as informal are not neutral or apolitical, constituting prevalent forms of maintenance of certain ideologies and social systems.

There seem to be several processes by which a social structure is built, a certain social order is internalised and cultural expressions are legitimised. Socialised subjectivity is sought to be modelled appealing for the processes of domination, and the school is a partner in the process of achieving the cultural arbitrariness. To some extent, the arbitrariness of power, is a symbolic power hidden in a school environment but of unquestionable benefit to a process of social and cultural domination.

Thus, the curriculum can set up a forum for disputes on significance of a person and society, prolific in the construction of identities and peremptory in the cultivation of relations of established power, but simultaneously has the ability to reconfigure and organize around a dynamics of questioning, challenge and even transgression. Therefore, we can understand the curriculum as a social, political and relational process; as a social construction, under the permanent process of de- and re-construction, accepted and challenged in the phases commonly designated as construction and implementation. It is the process that seems to develop by a continuous measurement, sometimes problematic, due to opportunities and constraints with regard to the ability to promote interpretations and adaptations, to (re)adapt the form and content of the curriculum to specific interests, to the particularities of school and of the classroom context and to the learning needs of each student.

The form of organisation and management of time, space and resources enables an analysis and questioning of the social environment at school. A critical and assertive look in the face of school practices and routines allows us to reveal the restored and all the time more subtle beliefs and attitudes of discrimination, also gender discrimination - different expectations of performance and results of male and female students, evaluations based on different criteria that blend in assessments and school results, identification of trends and vocational guidelines marked by 'natural' skills, etc..

It seems appropriate to consider here the premise, according to the perspectives of Paulo Freire (1975) and Jean Claude Forquin (cf. Silva, 2000c), that education is not possible without the recognition, on the part of those to whom education is addressed, of a certain legitimacy of what is taught, which should be complemented with the principle of capacitating students about their own learning process. This is only possible when education is oriented for emancipation, with a view that male and female students are not educated for the passive acceptance and reproduction, but for liberating emancipation through action. Thus, education becomes a cultural action sustained by a process of critical awareness and, when associated with the critique of consciousness, the positioning is not more than mere reception of knowledge and observa-

The hidden curriculum can reinforce gender stereotypes that subtly operate on the processes of socialisation of female and male students as effectively or more effectively than the formal curriculum; and it is done through personal interactions, by the way the classes are structured and organised, by the expectations of teachers about the behaviour and diligence/performance of boys and girls, by the characteristics of learning tasks, by what is evaluated and how, by the selection and organisation of curricular activities, non-curricular activities and by language.

tion of reality. This process will allow a dialogic encounter which will enable the subject to understand the personal and social reality, contradictions therein and will enable the subject to act in relation to it and to transform it. Let us emphasize that the scope of such capacitation considers with equal importance the public and private sphere, because the family life, choices and attitudes assumed they are shaped by social ones and they have also a political sense.

The issues of gender equality in the curriculum are not confined to a single set of intentions and actions, expressed in the prescribed curriculum. The curriculum incorporates almost all aspects of school life, also marked by gender, such as the relationship between students and teachers, the relationship between male and female pupils, extracurricular activities proposed by the school, school facilities and many other aspects. It is also affected by factors from outside the school, such as the characteristics of the social structures and relations, organization and activities of the community, where the school is installed. If, on one hand, the curriculum has the power to affect these relations, on the other hand, the decisions of the curriculum may be affected by what is perceived as important in the community spaces. There are documented various significant differences with regard to the visions of what education is more appropriate for boys and for girls, what language shall be favoured in interactions with male students and with female students, how to teach history, or in relation to the nature and type of sporting activities that schools should offer.

We cannot forget that along with the formal curriculum there is also an informal or hidden curriculum that can be translated in interpersonal relationships inside and outside the classroom space, in the way we "give attention" to certain male or female students and "forget" about the others, in the language we use, in what is present and omitted in the textbooks, educational materials, etc. This type of curriculum refers to norms and values which are transmitted by implicit and silent messages, by spoken and written language, and even by the body, by expectations or lack of them and all this in a not deliberate or intentional way.

Thus, based on these theoretical assumptions, we have presented in the following chapters some concrete key aspects that reveal aspects of formal and informal curriculum leading to gender inequalities.

1.2.2.

The power of language and teaching materials

Language is a key element for transmission of culture through which knowledge is represented and by which people learn and teach. Whatever the area of teaching, male and female teachers are always professional users of the language. This, as a form of expression and communication by a system of signs, goes beyond the language containing the verbal expression (spoken and written) in which you want the students to acquire and develop skills.

The communication and learning appeal to other types of language, non-verbal and mixed, from the gestural, visual and symbolic ones, in which the body and iconography assume a particular importance.

Iconic representation leads us to look alike, and exposes properties that we can see, that we suppose that exist and the ones that even if non-existent are a part of conventional mental images. The myths and prejudices present in a society are conveyed by images, which now constitute one of the privileged forms of communication and please the younger audience, contributing to the reproduction of gender stereotypes. Education, teaching and learning cannot ignore the corporeality and language mediated by the body, by the lived body and by the perceived body in a society that attaches to the body the priority value. The body is educated by the definition of male or female and the whole set of stereotypes and prejudices arising from that definition - the impositions relating to their postures and movements, interventions and ornaments to which each person is subject, activities they are allowed and expressions for which they are penalized etc., all these are the ways of communication. It seems that there is no vehicle for the reproduction of a gender hierarchy that would be more effective than when we argue, on the basis of a scientific 'truth' of the biological body, which roles are best suited to each person in society (social body), with inevitable prejudices in education and training of girls and boys, to form a hypothetical society of next generations.

The representation of female and male is of particular importance if we consider that teaching in any discipline is a linguistic act. And this can be understood as a powerful tool that, in a subtle way, empower and/or reinforce gender bias through a process of masculinisation of the generic and concealment of women. The terms relating to men seem to embrace a dual function, which is generic when it comes to men and women, and which procures to be specific when referring only to men.

The ambiguity of the term "man" not only implies that the female figure is symbolically erased, but also promotes to forget or ignore the specificity of the male, attenuating the peculiarities and needs of men against the burden of universality they have to tolerate.

Using the "male" as a reference point raises the problem of not always being clear, because using the word "man" we do not know, whether it refers only to males or to the whole humanity.

The use of masculine generic, which Isabel

Barreno (1985) described as the "false neutral", is such a rooted and naturalised practice that the use of alternatives usually meets great resistance, defending the model of linguistic neutrality. However, this language resource does not evoke images of people of both sexes, but they are taken in its literal sense (when the curriculum of History in the seventh grade refers to "The gatherer societies: the first achievements of a Man" the female and male students do not think of men and women, but imagine only male characters), concealing the participation of women and deterring others from participation.

Along with the use of "masculine and masculinising language" (Romão, 1989: 10), is also often used the derogatory language, which evokes an attitude of social prejudice against women. This applies to the expression "women's talk" to refer to a conversation without content or "women's work" to describe tasks that are considered socially unimportant, or other expressions apparently praising, but side-lining the value of women, for example "orders like a man" or "seems to play like a man", or emphasising the "female essence".

Recognising the discriminatory nature of language is a crucial step, because it allows to find ways to "intervene in their own language" (Abranches & Carvalho, 1999: 34). It is important to realise that the change of language use, even if it does not change by itself the male hegemony, can enable identification of alternative positions. Referring to oneself as a member of a certain social group, you emphasise the hidden aspects of social identity, which allows the emergence of new ways of relating to others. In this sense, defending the use of non-sexist terminology can change the perception of the meanings assigned to women and men. The language, or speech, gives us the possibility to bring about changes, because as stated by Michel Foucault (1994), although it can convey a certain sense of power, it can also "undermine" the same power, preventing it from progressing and changing it.

This power, encoded in the language, which carries the dominant social representations in relation to gender issues, expands to the pedagogical and didactic materials, such as school textbooks.

The educational materials use many images, written texts are usually accompanied and illustrated, in order to facilitate understanding and retention of content transmitted through the word.

These images often contain not only linguistic signs, but also icons and such iconic representation is conditioned, among several factors, "by the communicational intent which presides over its elaboration and especially by the conceptual schemes from which each individual mentally represents his or her experience of the world, attributing to it the meaning and giving to it the sense" (Nunes, 2007: 100).

Schematically the main sexist distortions in teaching materials consist of invisibility (underrepresentation or omission of female images), stereotypes (assigning rigid characteristics and roles to men and women), imbalance (predominant presentation of public participation of men and association of women with the spheres of care and family), unreality (description of phenomena omitting changes that have occurred in gender roles), fragmentation and isolation (issues relative to women are presented separately

Diverse studies[1] (conducted with the Portuguese textbooks of various disciplines and in various years of schooling) have highlighted the following aspects:
1. asymmetry in the number of professional activities performed by male and female characters;
2. greater male representation;
3. active role of male figures as opposed to an essentially passive role of female figures
4. attention given to women's history and their role in the history is almost nil.

[1] See the studies of João Paulo Fonseca (1994), Maria de Jesus Martelo (1999), Teresa Pinto (1999), Anabela Filipe, Ramos e Maria Alda Correia (2002), Teresa Nunes (2007).

from the main body of the text).

Based on the assumption that language helps to construct certain identities and changes, many studies have been conducted on how male and female images are represented in linguistic terms in the school textbooks.

The main practical consequences of the absence of positive and strong female role models, with which children, girls, and women can identify hinders the construction of a self-efficacy in certain fields of knowledge and promotes the construction of a negative self-esteem about herself.

The stereotypes present in teaching materials prevent, in turn, a more complex and diversified understanding of men and women. It is very difficult to transmit to female and male students other values and provide them with other discourses about being a woman and a man, when in the examples presented in textbooks and other educational products:

1) male is predominant,
2) girls and women who appear in textbooks are presented in situations of fragility, dependence and they almost exclusively fulfil the roles of private life,
3) traditional gender roles are maintained and males are agents who act and females are objects of action that is exterior to them,
4) males always take decisions and females take care;
5) some activities performed by women are not considered work, but they are only seen as a function inherent to femininity and
6) female images are never presented in non-traditional professions and/or male images in roles of the private sphere.

Other distortions already cited, as the selectivity and imbalance, make male and female students to have a limited perspective on the participation of women in society. On the other hand, unreality by ignoring controversial issues provokes a distorted vision of reality and isolation contributes to cultivating devaluation of events in which women are the protagonists.

This question becomes even more important when one considers the impact that such a change may have upon young people. In the U.S. in a primary school was implemented a programme that was aimed at teaching history of women. It was found that not only girls participated more actively in that discipline, but boys were also more interested. In addition, more than 100 studies conducted in this context[2] allowed to demonstrate that female and male students exposed to teaching materials sensitive to gender equality manifested a more balanced view of the role of people in society and developed more flexible attitudes about gender roles. The fact that school textbooks are reviewed by male and female students many times, makes it of considerable importance "to encourage the teachers to analyse, question and in that way help to eliminate sexist stereotypes and distortions divulged by textbooks, educational materials and products in relation to their content, language and illustrations"[3].

But in the face of difficulty to eradicate or even blur the sexist representations conveyed by language, it is important to enable girls and boys to recognise such sexism, learn to identify it, understand its meaning and learn to manage it. In addition, it is of equal importance to make use of this matter to force boys and girls to think about what happens beyond the school spaces, in their own homes, promoting new ways of understanding gender issues and their implications in school activities and subjects.

[2] See the work of Jane Bernard-Powers (1995).

[3] Council of Europe. Committee of Ministers (2007), Recommendation Rec (2007) 17 of the Committee of Ministers to Member States on Standards and Mechanisms for Gender Equality, Lisbon CIG, [online] available at http://www.coe.int / t/e/human_rights/equality/Rec_2007_17_E.pdf [accessed 15/10/09]

1.2.3.

Gender, knowledge and capacities

Gender issues related to the curriculum affect diverse dimensions of school life, interfering with the way knowledge is appropriated by girls and boys and how they acquire skills in different areas of knowledge.

The asymmetries of gender impact on how boys and girls obtain more or less success in certain areas of knowledge and on how they take decisions when the time comes to make vocational choices for different areas of knowledge.

In secondary education, whether in theoretical courses or vocational ones, boys continue to avoid the subject areas of Humanities and Literature and girls avoid the subject areas that provide access to Engineering. At this level of education female students seem to currently assist certain classes with knowledge related to Mathematics and Experimental Sciences, in order to gain access to higher education courses, where they can continue to provide care such as Medicine, Physiotherapy and the like.

In contrast, Languages and Literatures present difficulties for boys. A study realised in Portugal indicates that already in primary school they have lower ratings which determines their choices in secondary schools. Statistics relating to Australia indicate that 75% of students in intensive language and literature programmes are boys and in the UK, since the foreign language has become an optional subject, the frequency of boys in this discipline has decreased considerably and their achievements have also been much lower than in case of girls. This phenomenon appears to happen in many countries.

In large part the difficulties of the boys in Languages appear to be related to a widespread negative attitude towards writing and reading, detected by teachers from the elementary school. Most authors agree that the main reason of this behaviour is that boys consider reading activities as female. The society, in turn, encourages them not to engage in anything that is associated with women, because such activities are generally ridiculed. Masculinity is an "action" based on physical control, autonomy and independence. Being successful in languages implies, on the contrary, being inactive, clean and organised, being attentive and disciplined, in other words having qualities that contradict the image of what is considered socially correct as masculine.

This form of distribution of knowledge would not be problematic, if it did not contain a hierarchy, or in other words, if the knowledge related to mathematics, experimental sciences and technology was not valued much higher than the knowledge associated with the humanities. Such polarisation of knowledge reflects the gender dualism that is deeply rooted in the western language and culture.

1.2.4.

The importance of interactions and school spaces

We know that non-school and family contexts are often rich in implicit messages that cultivate biased interactions, injurious to those who do not fit in the reference, the standard, whether dictated by culture, socio-economic status or gender. But in the school environment and in the classroom space teachers bear responsibility to make visible the implications of such messages and take action to modify them.

The interactions that occur in the classroom influence the levels of enthusiasm and predisposition to learn, motivation, self-confidence and self-esteem of male and female students.

The male and female teachers besides examining their own beliefs, behaviours and characteristics of their personalities, should know and apply appropriate interaction skills that are effective when dealing with groups of boys and girls of various ages, ethnicities, with or without deficiencies.

Strongly associated with the content of interactions of teachers are representations concerning behaviour and commitment of female and male students and the expectations that are projected over their performance. It seems evident that positive expectations linked with a particular school task by a female or male student make her or him to perform better than if she or he starts with low expectations. And the expectations that boys and girls develop in relation to their own performance may be due to the way teachers react to the failure of male and female students. A common argument for the failure of boys is the lack of motivation, which is interpreted as lack of effort and not making use of existing capacities. In case of female students teachers recognise their effort and commitment to school tasks, and the failure is associated with lack of capacities.

In turn, the success and the characteristics of various domains (affective, cog-

Some studies[1] have shown that there are differences in communication style in the classroom, differences that can take distinct expressions depending on the cultural context: boys tend to respond to questions made by teachers with more confidence, assertiveness and speed, which does not mean, however, that their responses are of high quality; girls take much longer to begin answering, because they build a mental response in advance, while the tendency among the boys is to formulate a response as they speak. The girls also tend to participate less than the boys, and when they try to participate, they usually receive the message that their contribution is not valuable, what discourages them from further contribution.

[1] See Tobin Keneth, Jane B. Kahle and Bob J. Fraser (1990) and Women Science Students and Science Faculty and Staff at NECUSE Colleges (1996).

nitive and social) associated with a 'good male student' and a 'good female student' expresses some trends. A 'good male student' is associated with creativity and curiosity, criticism, argumentation, questioning, synthesis and oral expression, initiative, participation, cooperation and integration of knowledge. In case of a 'good female student' are emphasised persistence and maturity, diligence at work, methodology and writing expression, observation of rules, good manners and tolerance. It is important to consider here that we can identify the parallels between these profiles of success and the male and female stereotypes, and how these expectations influence the planning and evaluation that will tend to reproduce gender stereotypes.

Another important aspect of symbolic value in human relationships, propagator of hierarchies and statutes, is the appropriation and use of spaces. The spaces at school, how they are occupied and used, shall contain a training and educational value. The spaces are not used in the same way by all girls and boys nor are designed for the same activities, but the dimension of space assigned to us, or which we are able to adapt, and its centrality seem to be factors of equal value for everyone. The central space is hierarchically superior to the peripheral space, because it is the one that captures our attention and in which the most important activities are developed.

It is intended that the school spaces – spaces for study, socialising, gaming, leisure and work – were accessible to all the male and female students, but it is necessary to reaffirm this intention by observation and action for example in relation to trends for training groups of one sex, to the roles that girls and boys play depending on the space they occupy, to the activities they develop, attitudes they present and interactions they have with other males and females in such spaces – of passivity or aggression, cooperation or tyranny, solidarity or exclusion, control or indifference, etc.

The way male and female students move in certain school spaces – laboratories, classrooms, gyms, intervals, playgrounds, multi-purpose areas, etc. - and how they use them, translates behaviours and strategies, conscious or not, of imposition of certain groups over others. Differences in age, ethnicity or sex, which insinuate more force or aggression, should not determine who appropriates and uses spaces.

1.2.5.

Female and male teachers in education for equality

Educating for a culture of gender equality implies integration of gender perspective in education and training strategies.

In the formal curriculum, such as in the occult one, whatever its content, male and female teachers are key elements in its mediation and implementation, in achieving the objectives at the curricular level. Some curriculum designs place male and female teachers as mere instruments for the transmission of pre-determined knowledge and skills; male and female students are seen as blank pages to be properly filled and gender issues are absent by the imposition of a single male category.

In other curriculum designs, male and female teachers are perceived as the interpreters of forms of knowledge to female and male students in a particular context.

A final approach to curriculum design places male and female teachers as guides and facilitators of learning. Here male and female teachers have an obligation to mitigate and overcome some of the gender inequalities in society, mainly through an organisation and management of education that facilitates learning aimed at gaining awareness of his or her existence and of an individual placement and in society, so that they can resist and act in the sense of fairness.

But how can male and female teachers influence the curriculum?
A quality education must address the requirements of the context and simultaneously be able to mobilise resources involving the whole educational community with a view to education and training significant for boys and girls. That justifies adoption of the model for curriculum management facilitating a local intervention, operational by curriculum projects developed at schools by male and female teachers, which will enable incorporation of knowledge concerning that community, available resources and their potential. Thus, the school and local education agents act as configurators of curriculum, defining contextualised meanings that are significant for male and female students, for whom are intended, expressed in the curriculum projects.

And this will be only viable for a curricular conception that incorporates making training methods and objectives more flexible, which can be materialised in developments of the School Curriculum Project (PCE) and the Class Curricular Project (PCT) and assumed in the School Education Project (PEE).

While projects carry intentions and actions with a clear definition of the desired changes, requiring more collaborative work between teachers and encouraging further analysis and reflections about teaching and learning (what and how to teach, how to learn) allowing differentiation of methods and adaptations to diversity of students and local realities. Development of these projects should go beyond the notion of simple bureaucratic task and these documents shall be seen as training tools that, especially at PCT level, allow some curriculum options adequate to male and female students from one group that will be expressed in curricular non-disciplinary areas - Sup-

ported Study (EA), Project Area (AP) and Civic Education (FC). These areas are spaces of curricular autonomy of school and teachers and should be regarded as privileged instruments to promote the integration of students, improve learning and promote education for citizenship. AP and FC, at the primary school level, should develop skills in various fields, among which we can find "education for equal opportunities"[4].

The PCT facilitates the development of an interdisciplinary and integrated view of knowledge, which should be clear and transparent, without biased lens that devalue social groups, which shape their look by gender stereotypes, which put at the periphery principles and values that are not dominant.

Gender equality is a criterion of democracy, way of learning citizenship, "a new relationship between women and men, who know they are equal, who respect each other as equals, who negotiate as equals" (Rego, 2005: 6). These educational objectives shall be present in the objectives, contents and strategies in the areas of FC and AP, but leaving space for discussion and analysis of the controversial issues, new realities and relationships, promoting critical looks regarding normative and inflexible understandings of society and citizenship.

In the PCE and PCT gender equality should be a structuring aspect of the project. The PCE and PCT refer to different dimensions at school, relate to various levels of decision and are elaborated by different organs. Both projects are regulated and have educational policies as a reference, which enables a management of educational actions through constraints. All works to be developed within the curricular non-disciplinary areas, such as AP and FC, should be included in the PCT "with identification of skills to develop, learning experiences and the respective schedule"[4] and subject to an overall assessment under the responsibility of the Pedagogical Council, which will result in a report sent to the regional board of education.

Given all the foregoing information, we can ask ourselves: **So, what and how to teach?**

The answer to this question requires a vision of the curriculum as a process of taking decision that combines different streams of intervention and covers all educational structures and agents at the macro level (school community), middle level (organization and management of school) and micro level (classroom).

Such vision requires a differentiation of curriculum proposals anchored in common goals, curricular practices in contexts that are meaningful for everyone, and a replacement of the discourse of standard by the discourse of contextualization, thus promoting a reconstruction of the curriculum as a specific project of each school, who generates it and acts on it.

In such understanding of the curriculum, the assumptions about gender issues are central, both in defining curriculum and what is perceived as important to be learned by children and youth at school, as well as in all the decision-making process that is underlying (in all planning , implementation and evaluation of teaching and learning process). But they move their influence in a wider dimension than the curriculum itself (the amount required in the curriculum). Gender inequalities persist in the society as a result of political, economic and social conditions, and they are undervalued in the educational process of a typical and historically patriarchal society.

It is the quality of education that is relevant when we ignore or devalue the messages relating to gender issues in the curriculum. As mentioned above, the curriculum has a dual potential to create opportunities for advancement and development of individuals and groups, and to transform some aspects of social relations, such as gender. It is implied that new, different notions of a student and a citizen may be created through the curriculum, if there have been found the most appropriate forms of educational and pedagogical knowledge to promote gender equality.

When we speak of gender equality, it is some-

[4] *ibidem*

thing beyond equal access, representation of male and female roles in didactic materials or equal participation in class. We are talking about education of persons that are unique, able to think about the dominant and the marginal, transmitting various forms of interdisciplinary knowledge, prepared to see the multiple truths, narratives and relativities.

Gender equality means encouraging girls and boys to position themselves as subjects of their lives, providing knowledge and experiences that allow males and females to question and break free from hegemonic paradigms of identity, translated into dichotomous models of femininity and masculinity, which constrain the development of each human being, man or woman, as a person.

The commonly adopted vision is that equal treatment promotes equal results; but this is an attempt to apply *uniform* treatment to *different* audiences and in that way we can only accentuate the most serious social asymmetries, such as gender. The differentiation of the curriculum allows to approximate all the intended learning outcomes and provides the guarantee of greater social equity.

Also teachers in order to educate and teach children and youth, highly different from each other, will have to assume an attitude of intervention that reflects substitution of a *technical mentality*, expressed by a partial and restrictive vision of the educational act, with a *curricular mentality* which means awareness of the system in which is inserted, of options by which it is guided, as well as of the model it conveys and integrates the undertaken activities.

The training of professional teachers (and not merely technicians of education) able to implement the national curriculum independently and responsibly, adjusting it to different contexts is a strategy often overlooked, as if it was natural to pass the text/discourse about the purposes of curriculum for its materialisation at school and in classroom. But in the pursuit for a more equitable and fair education for citizenship education, it is essential to pay attention to the strength of gender issues in the dynamics of the teaching-learning process, both in the formal curriculum and the hidden curriculum.

It is often difficult to identify how the hidden curriculum acts. But it is important to consider it carefully, because the compromise with principles of gender equality in the approach to the curriculum and in the decisions made during classes may be contaminated with positioning and practices of extra-curricular experiences that the teachers hardly inquire. These are some of the steps that will promote walking towards a curriculum sensitive to gender issues, but the trail requires a critical reflection, an intellectual challenge, in order to implement a gender analysis into the curriculum.

Seeking an education for democratic citizenship and human rights, in which it is essential to include gender equality and "create learning environments at schools focused on the needs and interests of girls and boys in relation to problems affecting our societies; provide to male and female students means to develop and exercise democratic citizenship, including recognition of girls and boys as agents of social change and developing projects to encourage initiatives that enable them to acquire knowledge and action-oriented skills and thereby build bridges between school and extra-scholar life"[5]. An education should no longer be positioned as reactive, acting in association with requirements imposed by the changes, and position itself as an agent of change, because the future does not happen, it must be constructed and from this perspective, the dynamic relationship between curriculum and society is the basis for a proactive approach towards the mutability of society.

The school has to rethink the underlying issues defining the curriculum in light of changes experienced in the relationship between the school institution and society, assuming central importance of the interplay between gender issues and those arising from social and cultural diversity of those who attend it.

[5] Council of Europe. Committee of Ministers (2007), Recommendation Rec (2007), point 38

1.3.

The cross-sectional nature of gender in the educational intervention

Peace on earth depends on our ability to secure our living environment. Maathai stands at the front of the fight to promote ecologically viable social, economic and cultural development in Kenya and in Africa. She has taken a holistic approach to sustainable development that embraces democracy, human rights and women's rights in particular. She thinks globally and acts locally.
The Nobel Peace Prize 2004, Press Release [on-line] available at http://nobelprize.org/nobel_prizes/peace/laureates/2004/press.html.

The (in)equality between men and women is a global issue that is present in all areas of human activities. Given the awareness of gender issues, the World Economic Forum uses an index called Gender Gap Index to evaluate and classify different countries around the world with regard to equity in division of resources and (dis)equality of opportunities between men and women. For the calculation of this index are analyzed four essential items: participation and opportunities at the economic level, access to education and educational achievements, participation and representation at the political level, health and life expectancy.

In Portugal, in the curriculum of elementary education, the awareness of gender issues and education for equal opportunities shall be worked in curricular, not disciplinary areas, particularly in the area of Project and Civic Education[1]. It is also in these curricular, non disciplinary areas that shall be addressed, among others, the issues related to health and sexual education, environmental education, education for sustainability, education for entrepreneurship, education for the media, education for solidarity and human rights education. All thematic issues of the curricular, non disciplinary areas are transversal, because they address issues centred on people, students, their interests and environments. Each curricular area, disciplinary or not, promotes the exploration of a different dimension of the world and society, providing different instruments - to observe, to understand and to act – that shall be mobilized for the relationship with others, with knowledge and with the world. The curricular areas, result from a split in a world study. This division has become necessary to arrange various objects of study, as well as different methods and approaches, but it is artificial, because it defines boundaries that do not exist in the world. However, it makes the complexity of the world more understandable.

The analysis of all the themes outlined above allows to underline their common features:
» The individual and collective rights have got a central role in all these subjects;
» They are a part of the Millennium Development Goals, set by the United Nations in 2000;
» To be worked in the curricular context, not only interdisciplinary approaches are necessary,

[1]In accordance with Order No. 19308/2008 of the Ministry of Education [online], available at http://min-edu.pt/np3content /? newsid = 2431 & fileName = despacho_19308_2008.pdf

but also multidisciplinary ones.

All topics mentioned above are a part of citizenship education which is itself a transversal component of the curriculum in elementary and secondary education[2]. It shall be highlighted that the Citizenship Education Forum[3] emphasized in 2008 the importance of ensuring the development of such transversality in all cycles of education. The transversal themes, such as gender equality, integrate multiple interrelated dimensions and scales, existing in a wide variety of individual, local and regional contexts, can also be equated at global level. As a result and in a constructivist perspective, the teaching approaches to these issues shall be based on strategies focusing on male and female students, not only in order to allow them to explore and understand the diversity of contexts and levels of analysis of each problem, but also in order to facilitate the processes of analysis of the complexity of individual and collective impacts of everyday decisions. And that is not compatible with the disciplinary "apartheid".

In terms of civic education and citizenship education, addressing issues of gender equality should provide the development of knowledge, attitudes and values. It is now recognised that for this to happen, it is necessary to implement didactic processes that include an understanding of real problems, critical reflection on them, as well as intervention in the sense of their resolution.

Therefore, we shall compare and reflect on the relationship between gender equality and the different thematic of the referred non disciplinary areas, as well as on the importance of a potential contribution of the subject areas for the quality of approaches to gender.

The Physical Education (PE) and the Information and Communication Technologies (ICT) are two paradigmatic curricular components, not only because they show how the curricular, disciplinary or non disciplinary areas intersect, but also because in all of them the approach to gender issues is of particular importance to the deconstruction of stereotypes.

The Physical Education in the elementary education national curriculum – where the central preoccupation is the health education and promotion, and increase of physical fitness – establishes a framework of relations with all curricular areas contributing to the formation of male and female students, assuming a specific pedagogical value for the PE, since it is not possible to develop a similar scheme with any other area or subject in the curriculum. As a result, due to the peculiarity of having a body and physical activity as a reference, this subject area, which together with the Portuguese language is present in all the school curricula, provides a set of socially relevant acquisitions in individual and collective construction and in social relationship and integration. In this context, the emphasis is put on the relationship between gender and physical education, as well as between physical education, sexuality, health education and environmental education. All these areas are intended to contribute to an improvement of the quality of life and well-being of each person in his or her relationship with themselves, the others and the environment.

However, the PE includes sport and it transfers to this educational area all gender stereotypes present in the society related to sport practicing. But since it deals with the corporality, it has the potential to question and challenge these stereotypes in order to promote sport activities not constrained by gender, by creating situations that promote the appreciation of the diversity of experience and expression of gender identity. Due to the specificity of its references - the body and the physical and sport activity – it is assumed as a disciplinary area capable of being coordinated with the health education, sexual education and even environmental education with a major contribution, particularly in conjunction with the curricular, not disciplinary areas, so that each boy and girl could develop

[2]According to the guiding principles of organization and curriculum management in basic education (Ministry of Education, 2001) and secondary education (Ministry of Education, 2004).

[3]The Citizenship Education Forum was "an initiative promoted by the Ministry of Education and the Presidency of the Council of Ministers" (http://sitio.dgidc.min-edu.pt/cidadania/Documents/FECidadaniaSP.pdf)

more evenly.

Due to the explicit indication of the Ministry of Education (2008), ICT shall be used in the Project Area at school in the eighth grade and it is present in the main curriculum of the third cycle of elementary education in the ninth grade[4]. In this context, ICT can be and has been used as a tool for individual and collective participation in local and global projects. Although it is true, according to data from OECD (2008), that at schools boys are more motivated and use computers and the Internet more often than girls, girls seem to better dominate and use more frequently word processing, SMS messages on mobile phones, e-mails and blogs[5]. Thus, it is possible to use ICT as a tool to motivate and contribute to the reflection, action and cooperation of the male and female youth in basic education, in context of citizenship and gender equality education.

With regard to the themes of environmental education, education for sustainability and entrepreneurship, as well as media education, it should be noted that the Nobel Peace prizes are newsworthy and significant examples of celebration of the importance of autonomy, public intervention and female leadership for sustainable development and life quality. In 2004 the Nobel Foundation rewarded Wangari Maathai, the first African woman to receive the Nobel Peace Prize, for her contribution to sustainable development in what concerns resource management, quality of life and environmental quality, which are ways to promote peace (see the box). In 2006 the award was given to the "father of microcredit," Muhammad Yunus, and to the bank pioneer of microcredit, Grameen Bank[6]. In this case, the message of the Nobel Foundation was to highlight the importance of social development for the peace-making, stressing the role of the poorest communities and the importance of autonomy and involvement of women in the development.

It should be noted that microcredit has proved to be a very important tool for social development, not only in Bangladesh (country of origin) and other developing countries, but also in developed countries, for example in the United States of America and Norway, and there are also known various successful cases in Portugal. In rural or urban areas, microcredit has helped people without access to "traditional" loans, and in situations where their welfare has been compromised or at risk, enabling them to create their own small businesses and to avoid situations of exclusion. These small businesses are diverse and they are related to opportunities resulting from socio-economic contexts in which they occur. Likewise, the amounts involved are significantly different in developing and developed countries[7].

It appears that among the clients of microcredit, even though with different magnitudes, the women are very often more numerous than men. The importance of women in social development processes focused on communities is presently recognised with broad consensus at global level. This recognition is based on the finding that, on average, women more often than men tend to use the loan money on improving the quality of life of their children, namely their health, comfort and education, as well as quality of housing conditions of their families. At the same time, it is recognised that there are more women in the situation of extreme poverty, which explains the consequent relevance to social development of overcoming this situation. Some cases in which women are the clients of microcredit, at the request and for the benefit of their husbands[8] have been, however,

[4]Curriculum available at http://www.dgidc.min-edu.pt/basico/Paginas/Org_Curricular3ciclo.aspx

[5]Studies by Wendy Faulkner and Merete Lie (2007) corroborate these findings.

[5]See (Norway - the official site in Portugal, nd) [online], available at http://www.noruega.org.pt/About_Norway/Politica-Externa/organizations/prize/

[6]See for some examples: http://www.microcredito.com.pt/alguns_casos.asp
http://www.microcredito.com.pt/livro_10_anos.asp
http://www.cgd.pt/Empresas/Microcredito/Pages/Microcredito-Casos-de-Sucesso.aspx
http://www.gdrc.org/icm/icm-peoplebanks.html

[8]CONS, Jason; PAPROCKI, Kasia (2008), «The Limits of Microcredit—A Bangladesh Case», Food First Backgrounder, 14, 4, [online], available at http://www.foodfirst.org/files/pdf/bgr%20microcredit%20winter%202008.pdf

reported. It is obviously fundamental for the social development and gender equality to identify and contribute to solving these problems.

Based on the analysis performed by Susy Cheston during the Microcredit Summit Campaign in 2006[9], it should also be noted that in order for microfinance to continue to contribute to gender equality, it is not enough that women are "good clients" for microfinance, but it is also necessary to ensure the participation of women in leadership of microfinance institutions, and to ensure the implementation and monitoring of a policy to promote gender equality in the institutions promoting microcredit.

It has been recognized that when using approaches like the one mentioned in the preceding paragraph, gender equality is being promoted. It is one of many examples of the importance of developing a transversal integration of gender approaches in dealing with issues of leadership and intervention in public and private areas. These issues can be worked in curricular, non disciplinary areas, particularly in the context of different issues related to sustainable development, entrepreneurship, solidarity and human rights. In the third cycle of elementary education, school choices and life projects gain a particular importance in the life of boys and girls. The close relationship of academic and vocational choices with the quality of life and opportunities for public intervention and leadership justifies and makes it necessary to approach gender in a transversal mode.

Wangari Maathai and the Green Belt Movement

The 2004 edition of the Nobel Peace Prize has given to the mass media a notable example of the new approach explained above: the contribution of the Kenyan Wangari Maathai to the sustainable development, democracy and peace. Ole Danbolt Mjøs (2004), in his speech on delivery of the referred award, emphasized the process of evolution of the concept of "path to peace", from disarmament to human rights, environmental quality and sustainable development. Deforestation, desertification and the struggle for natural resources that have become scarce, are referred to as fundamental causes of conflicts around the world.

Simultaneously, the centrality of women has been highlighted with reference to the consequences and possible solutions of such problems.

The speech on attribution of this award "revealed", in a new form, the connection between local and global problems and actions, explaining that in the years1950 to 2000, Kenya lost 90% of its forests, which led to soil erosion, reduction of water resources, and forced women, who do most of the physical work in these communities, to walk more and more miles to find and carry firewood and water for cooking. In order to combat deforestation, Wangari Maathai established the Green Belt Movement that in the last thirty years has made it possible to plant millions of trees through the work of women.

The Green Belt Movement became international in order to expand the action of reforestation and environmental and civic education of the Kenyan movement to other countries in Africa and in the rest of the world. The action of this movement, which largely takes place through the education of women and girls, embodies the connection between actions and initiatives of local communities and problems that are local, but also global.

[9]CHESTON, Susy, (2006), "Just the facts maam"-Gender Stories from Unexpected Sources with Morals for Microfinance "Microcredit Summit Campaign, [online], available at htttp://www.microcreditsummit.org/commissioned_papers

Educational Intervention: Gender and Body. Practical Suggestions

Education Guide: Gender and Citizenship 3rd Cycle

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2.

Educational Intervention: Gender and Body. Practical Suggestions

2.1.

Body, Gender, Movement and Education

Human society is expressed by the diversity of bodies and by the processes of cultural construction to which they are subject. Every individual demonstrates cultural signals in his or her body, which consolidate his or her individuality in and through the body, by a process of incorporation. Thus, the body itself carries values and experiences of the surrounding reality, society and culture it dwells; or in other words, it embodies a culture.

The cult of the body has a particular place in a society that values appearance more than being, and where the care of the body has become an overriding concern; this society has already been called a corporal, somatic and somatophil society, where the body is cherished, loved and valued. The values associated with the body placed it high in the axiological hierarchy of today's society, transforming it into an object of care and restlessness. This is because the body is what we have but also what we are; it is an instrument and an object of pleasure, which identifies us, facilitates or hinders relationships with others, grants or restricts access to social spaces.

And the body of each person, singular and of their own, in addition to their somatic experience and being subject to organised and normative knowledge is also a space of subjectivity where what is perceived is translated into a meaning. It is this particular value of the body, beyond the common value and taxonomy, which enables the production of change.

> "Each society has ´its body´, as it has its language; and the same as language, the body is subject to a social management: it obeys the rules, rituals of interaction, daily theatralisations; and it also has its exceptions relating to these rules."
>
> Michel de Certeau, 1982

The individual may deliberately opt for a process which permits, through its bodily appearance, the recognition of a particular identity, without ambiguity or versatility, and makes it through marks that he or she imprints on the body. They should clearly state what that person is and, consequently, what she is not, though meanings and interpretations of the body marks change depending on the culture, the historical period and even the phase of one's life.

The *corporeality* corresponds to the set of features that realise the body as a socially lived construction and reality.

However, there are emerging new models of corporeality, governed by a tendency to denaturalise the body, which deprives it of the predefined and fixed character and prepares it to be explored, for being volatile and unfinished, with cultural and social senses and meanings[1] - a chronological age is no longer deduced from the impressions that the time has left on the biological body; a sexual definition of the body no longer goes beyond the dualistic view and motherhood itself can be shared (genetic moth-

[1]This question is related with the performativity of gender, discussed in chapter "Gender and Citizenship".

By: Paula Silva

erhood and gestational surrogacy).

The body is recognised to have an expressive value in support of various identifications, which implies that the individual is aware and active in the management, maintenance and control of their corporeality which, among other situations, allows him or her to play with the encodings of age and gender. The boundaries once well marked by the inhabited body and primarily by the planned one, revealing a certain social status – e.g. being young, being an adult, being a woman, ... – now have become more flexible and changeable, at any time reversible. The body investments are increasingly significant, and the body escapes, deceives and mystifies, it is able to communicate in a thousand of languages and transmit multiple meanings: it is pierced, tattooed, aspirated, increased, coiffed, shaved, coloured and suntanned, adorned with more or less extravagance, subject to diets or vitamins, and finally it is manipulated at the whim of fashion, taste and economic and social interests.

What is privileged is the view of the body as an instrument and space of meaning, which permits, by the reading of categorised symbols, the identification of a social condition, a personal commitment and an attitude to life and society. And this involves the exercise of a systematic surveillance of the bodies, not only from the outside and by others - for the respect of rules, codes, conducts and precepts – but also by the individual who early learns to examine, control and manage ways, appearances, and body movements, in order to express symbols and codes allowing identification of a particular culture group affiliation. For that reason, the tendency is aimed at effective or projected incorporation of body investments that are symbolic elements of communication with other social domains, expressing commitment or dissent, integration or opposition to normativity prescribed by the society.

Gender, bodies and identifications

We cannot ignore that the only way to know the body is to live in it and to experience it, because we are our body - we are not beyond it - and we cannot separate, at some point of our existence, our corporeality. The human being is and has the body, he or she fulfils himself or herself by the body and by having the body, that is by the corporal instrumentality which allows the realisation of his or her eminently social existence.

Among other impositions of the society, a person must identify himself or herself as male or female, and the body acts as our first business card, legitimized by appearance, words or deeds, which allow this identification. In addition to the shapes and movements of the body, the ways it relates to another body, the type of contact it develops will be a distinct construction in men and women. To males, from the early childhood, games and fun activities provide contacts of great corporal proximity, in which the value of strength and agility is dominant, whereas females prefer games that move them away from the contact with other bodies on the basis of physical power. It seems, fundamentally in the private space, that females build a body for the other, even in close relationships with other bodies. And they don't do it by confrontation of bodies but by helping other bodies, by treating them and caring for them, in playing moms games with their dolls.

The body plays a predominant role in the analysis of cultural requirements that are necessary for the individual to be considered a man or woman and the proper way to do this is a cultural construct that can result in more or less unpleasant experiences – the societies develop gender stereotypes, in which the male and female are thought in opposition, based on a binary structure of thought: a strong sex and a weaker sex, "the sex that is" representative and dominant, and the other one that exists precisely because "it is not the sex that is", viewed as opposed to the first one. Women and men are influenced by patterns of gender that, among various impacts, determine how we look at the body. Today, men seem to look at their bodies as projects commissioned to express their identity and uniqueness in the social and emotional context that values being different from the others. However, their bodies are mainly involved in another type of project, the one which governs a normative masculinity.

> "The social world constructs the body as a sexually defined reality and as the depository of sexually defining principles of vision and division. This embodied social programme of perception is applied to all the things of the world and firstly to the body itself, in its biological reality
>
> (Bourdieu, 2002: 11)

The definition of masculinity and femininity in and through the body is a social process that is not immutable. Indeed, carving masculinity into the body is a process full of tension and contradictions. In turn, the female body seems to be conditioned by other people's eyes that assess their appearance, determine their movements and praise their harmony and grace; it is a body self-assessed through the other's gaze. And it continues to be a body that is hard to dissociate from a future motherhood, it is a body that on its way shall produce another body.

The body exposed to the gaze can assume functions of reifying social expectations. Thus, strong and muscular bodies do not fit the female body patterns dictated by the society, such as gentle and smooth movements are not consistent with the bodily expression of a dominant model of masculinity; and when the appearance does not fit the social representation of being a man or a woman, such a person is burdened with prejudices and negative judgments regarding their sexual orientation, which will probably be reflected at least in their way of being in society.

Embodiment and education

Any educational concept shall favour knowledge and experimentation of the body, which is an opportunity for education and training. However, in education the body seems to be ignored and consented, with all the condescension that this implies. School emphasizes body-abstinence pedagogy, ignoring the potential to educate, train and socialise basing on the body. Much of the theorizing and knowledge tends to be incorporeal, distanced from the experiences of a day-to-day corporality, and the school seems to assist the body only for its regulation, with clear displeasure about the corporal education of male and female students.

As a result, the body and movement have a reduced pedagogical valorisation and application at school, which is concerned with controlling the movement of bodies, as if it was aimed at educating incorporeal beings. The predominant curricular subjects require a silenced body, contained within the class, hidden between the desk and chair where it should stay. Some demonstrations are allowed to the body, but in an orderly way and limited to specific situations, such as entering and leaving the classroom or moving inside it. There are also moments for a body to be at large, in playgrounds it is a child or a youngster that controls his or her body and its movements, although with some constraints (of institutional nature, with activities not permitted during the break, related to use of physical power and concerning the hierarchies of age and sex in such spaces, linked with current social models and to traditional culture of playing). The body as an object of pedagogical treatment only seems to occur in non-curricular areas or curricular subjects that include the practice of physical and sport activities (as is the case of Physical Education and School Sports). In addition to the development of healthy lifestyle habits[2], the acquisition of cultural techniques, among which we can find the sports techniques as the proper ones to deal with the corporeality, is an unavoidable task in the development of the individual at a school age. Sport can be defined as a specific way of dealing with the corporeality, with a system of bodily behaviours marked by socio-cultural norms, rules and conventions and based on anatomical and physiological conditions of the body, and principally, as a polysemic and polymorphic cultural phenomenon.

Bodies and sport

The bodies in and of sport shall be viewed by themselves and in ways they incorporate gender issues. Inequalities and injustices between men

[2]Consult the chapter "Gender, education and health"

and women in sports reflect the phenomena present, to greater or lesser extent, in society in general. In sport, as in other cultural domains, the masculine and feminine take on distinct values. The male predominance in the world of sport has historical, cultural and political roots, and although men and women have more and more opportunities to a wide range of sport and physical activities, many of them still suffer from a gender stereotypes. There is still a dominant notion of categorising sport and physical activities according to their adequacy to be practiced by male or female, subjugated to an outdated Aristotelian tradition of associating men to more active practices (principle) and women to more passive practices (element). The presence of women has been slowly tolerated in sport practices designed by and for men. This tolerance that, in a floating and fleeting analysis, may be perceived as a sign of evolution in terms of equality implies a hierarchy of power, since it only tolerates something or someone who in some ways is considered inferior.

In the first modern Olympic Games (1896) women were forbidden to participate, but Stamata Revithi unofficially participated in the marathon. She completed the distance in 4h30; a great achievement, because out of the 15 athletes at the outset, only 8 finished the race. Only in the XXIII Olympics (1984) the women's marathon has become a part of the programme.

There still prevails the false idea of the fragility of women's bodies, as incapable of vigorous performances, of playing aggressively or withstanding rigorous tests or competitions, or showing and exercising strength in the fight and exposing body to take risks. The bodies of female athletes of sports seen as less seen as less appropriate for women, are associated with the idea of loss of femininity, because these bodies change their forms, postures and movements, distancing them from the standards prevailing in society that determine how the woman's body should look like; and if they do not match the standards, their femininity is questioned.

Even though the feminization of sporting activities has considerably increased in recent years and the achievements of women have improved and become more competitive, female athletes continue to deal with an ambivalent social prejudice that associates the sporting value with the loss of sexual identity - being women, they are believed to be less competent then men and when they are high competent they may stop being considered women.

The boys, in turn, learn that the softness, vulnerability, fragility and motor and sporting incompetence are feminine attributes and should be avoided at all costs. As a result, if in his sport practice a boy is compared to or loses with a girl, it seems to be an insult to his male pride.

> "The participation or marginalisation of women in sport and physical activities reflects how the tension between permissions and prohibitions in each historical context gave rise to the definition of areas and activities deemed appropriate for female bodies."
>
> Teresa Pinto, 2008: 85-86

In sport areas the femininity of female athletes continues to be emphasized, whereas from boys are expected expressions of a dominant masculinity, which positions sport as one of the institutions of social control.

The body in sport is actuating but it is also admired, since sport practices are subject to a look, amateur or competent, of the public watching the performance or by media coverage; and it is here that her image makes a female athlete, and his actions make a male athlete - the femininity is judged for appearance and the masculinity for actions. For that reason, girls are expected to choose sports that are more aesthetics and less virile, and this trend is nothing more than a social construction, which regulates the acceptable body representations and practices, and which perpetuates the idea that 'doing' is characteristic for men and 'pleasing' for women. This social construct causes a feeling of discomfort and disaffiliation among girls who opt for sports that do not fit in the representations of the female body.

The mark of gender in sport and physical activities is governed by what the body should look like, its forms and movements, and behavioural norms that result in oppressive forms that operate on the body, resulting in bodies highly censored in their expressions, constrained in their experiences, impoverished.

The performances of bodies, not infrequently, transgress these tacit control settings and sport practices can be a form of social empowerment, because it is an area where the stereotypes of femininity and masculinity are challenged. Women who practice 'male-sports', who have strong and muscular bodies that show with pride, who fight and resist the idea of a fragile feminine essence, who make the news for what they do and achieve, force us to rethink the way we look at the body and the judgments which we make on that basis. Men capable of promoting smooth and graceful body movements, undermine beliefs about what we sanction in males.

New ways of looking at the bodies and their performing promote possibilities of new corporealities in the sense of valuing education and training of children and youth.

For that purpose, see the exploration form from the movie Billy Elliot, in the chapter "Proposals for activities with Psychologists"

By this expression I mean the ways in which from society to society men know how to use their bodies. (...)
In all these elements of the art of using the human body, the facts of education were dominant. The notion of education could be superimposed on that of imitation. (...) What takes place is a prestigious imitation. The child, the adult, imitates actions which have succeeded and which he has seen successfully performed by people in whom he has confidence and who have authority over him. The action is imposed from outside, from above, even if it is an exclusively biological action, involving his body. The individual borrows the series of movements which constitute it from the action executed in front of him or with him by others.

It is precisely this notion of prestige of the person who performs the ordered, authorised, tested action vis-à-vis the imitating individual that contains all the social element. The imitative action which follows contains the psychological element and the biological element.
But the whole, the ensemble, is conditioned by the three elements indissolubly mixed together.

Mauss, Marcel, 1973.

And such assumption of the body will promote significant impacts on the social roles and relations of men and women and the gender order.

The school should reconsider its position/structure in function of awareness of equalities and differences between boys and girls, the sexualized reality and the presence of gender issues in institutions and people's daily lives. It should also propose a transgression, by educating against preconceived ideas we have about the capabilities and paths of people, due to them being born male or female. The assumption that a group of students shall be treated equally without considering, among other things, whether they are male or female students is a mistake, which derails any action plan for change considering such a gender-unequal society.

Gender issues are present and cross many areas of people's lives, but there are many areas of action from which one can and should promote changes, such as education. In this sense, we cannot ignore, nor despise that the sport and physical activities, for their social and cultural importance, have the potential to act as an agent of change in the gender order.

Thus, we are referring that education cannot forget about the corporeality, because only in that way it will help to situate the ways we think, feel and move our bodies, and will allow us to be aware of their relationship with the cultural systems and structures in which meanings are created and questioned.

2.2.

Activities to be developed in curriculum areas

Introduction

This chapter presents twenty-one proposals for activities which, drawing from different topics set out in the first part of this Guide – body, health, leadership, Information and Communication Technologies, personal and professional life – suggest specific approaches to considering the issue of gender and inequality with pupils.

Each activity can be performed as a whole or in part. It can be adapted to a specific context in which it will be applied and it can also serve as a point of departure for a longer-term project aimed at expanding and deeping the topic under discussion and/or intercrossing several proposals included within different activities. The dynamics can be introduced in the Civic Training area, or possibly linked with the Project Area and can involve other curriculum disciplines.

Explaining the intentions behind every activity – the objectives, background and possible results – the authors present or suggest citizenship skills (explained further in the theoretical chapters) which will tie in with general basic education skills and some specific aspects at a disciplinary level. Thus, it is recommended that the activities be expressly integrated into the Class Curriculum Plans.

These activities were designed, at first, for the third school Cycle (approximately 13 years old and upwards) in line with the purpose of this Guide. However, according to teachers who evaluated and implemented some of the proposals, whom we mention in the introduction to this Guide, it is possible to carry out almost all of the activities, with greater or lesser adjustment, either in the second school Cycle (approximately 9/10 years) or in secondary schools. This provides a vertical link which the present grouping of schools encourages.

a. ACTIVITY

Gender and Daily Life in different generations

Goals

Collect data regarding gender issues in different generations (past and present) in various dimensions of a person's life (social, family and professional); analyse the differences and similarities in habits and customs between generations.

Interpret the information collected bearing in mind the political, social and cultural context at a given moment/era.

Analyse the evolution of women's role/status in our society throughout the generations.

Compare the results obtained and identification of gender stereotypes or of gender discrimination which were prevalent in different eras/generations and promote discussion about what should be changed in future eras/generations.

Recognise the crucial need to develop new attitudes in social relations (between women and men).

Improve the capacity to work in an autonomous, responsible and creative, yet participatory and collaborative manner on the tasks proposed.

Evaluate changes adopt new positions regarding the different dimensions of gender issues (social, family and professional).

Suggestions

DURATION: 15 to 16 lessons - 45' (approximately 2 or 3 lessons per activity)

RESOURCES AND MATERIALS:
Worksheets

INTERDISCIPLINARITY:
This activity might involve different curriculum subjects areas (History, the Portuguese Language, Visual Education, Technological Education, Theatre, Physical Education, etc.) requiring adjustment and adaptation.

Preliminary considerations

Our country has witnessed a gradual change of the social roles ascribed to men and women throughout the generations and that was a result of, inter alia, political, social and cultural changes, greater access to education, legislation and the implementation of gender equality policies.

Nevertheless, gender-related asymmetries and inequalities are currently one of the main concerns worldwide as regards human rights and development. These inequalities are still a feature of everyday life and are legitimized by history and tradition; they are perpetuated and reproduced by processes of domination, which omit and diminish women´s rights and gender equality in all dimensions of people's lives.

By: Paula Silva

Methodological Strategies

- Project work
- Group work

Activity Development

1. "What was a typical day in my grandmother´s life when she was my age?"

The students should be informed that this first task aims to collect information which would make it possible to learn and understand how people in their grandparents´ generation used to live, what interests and motivations they had and what their daily life was like, etc.

For that purpose, priority should be given here to a planning stage in order to determine what information should be collected and how that is to be done.

Suggestion for topics to be included on a Worksheet which should guide the research.
- Food,
- Clothes/fashion,
- Daily chores in the family context,
- School/work – define each of the environments and the tasks involved,
- What were they allowed to do and not allowed to do?
- How did they spend Sundays/bank holidays?
- Leisure time – how much and how was it spent?
- Who was her favourite (male or female) musician or what was her favourite music?
- (...) (...).

Students then split into groups of 5 people each and plan what information they need to collect and what questions could be put to their grandmothers in order to consider topics such as those indicated above.

The teacher should supervise the work to ensure that the questions cover the main topics set out previously and that the information to be collected enables the students to carry out the remaining tasks within this activity at a later stage.

Each student will have one week to gather this information from his/her grandmother or from another person he or she knows who is old enough to be his/her grandmother.

2. Following collection of the information, the students, gathered in their working groups, will need to analyse and describe one day in their grandmother´s life when she was 13/15 years old.

A Worksheet should be provided to help the students to organize their information, for example with questions which would be a guide to the drafting of a document like a diary:

What time did she get up? With whom did she live? What was the place/room where she slept? What did she eat for breakfast? What did she have to do before going out from home? Where did she go to? How did she go and how long did it take her? What did she do (studied, worked outside home, stayed at home…)? What time did she get back home? What did she do when she got back home? Where and what did she eat for lunch? Did she spend money during the day? On what did she spend the money? At what time did she eat dinner? What did she eat for dinner? Did she go (out) to the café? What time did she go to bed?

And other points of interest, such as:

How did she spend her leisure time? With whom did she socialize? Who was her best female friend? And her best male friend? Did she go dancing? With whom and where to? How did she know what was happening in the world? What did she like doing best? What did she not like at all? What did she want to be? What prevented her from achieving that? Did she have dates? How did she organize the meetings?
Or, alternatively …..

3. and 4. "What was a typical day in my grandfather´s life when he was my age?"

Development will be the same as for Tasks (1) and (2) but now the information will be collected from grandfather or from a person who is old enough to be the student´s grandfather.

Another possibility is to collect the information in parallel from both grandmother and grandfather, if drafting/planning does not affect the questions to be posed.

5. Information collected from people who are old enough to have lived in "the grandparents' generation" can and ought to be complemented with other research methods - for instance the cultural context, knowledge of historical facts illustrating life at that time, films from that era, daily newspapers and magazines from that period (cooperation between different subjects is important here).

6. **"What is a typical day in my life like?"**

This task can consist of drafting a diary spanning one week by different members of the group in order to summarise later, during group work, what nowadays constitutes a typical day for a boy and for a girl within their community.

The diary requested from the students might be prepared in different formats– in writing, drawing or comic strips which would depict one day or one week of their current life, etc.

Once one boy´s and one girl´s diaries have been prepared for the present date, the students should proceed with a comparative analysis of the diary results obtained during the previous tasks. Special attention should be paid to changes in the life of girls and boys from those two generations, highlighting how the gap between men's and women's social roles has narrowed in these different periods, whilst pointing out what still seems to prevail.

Comparison of the results of both generations is important and it is possible to portray ´what was good´ and ´what was not good´; or, alternatively, a balance-sheet may be drawn up between one grandmother´s diary on the one hand and one grandfather´s diary on the other with an analysis of the social conditions imposed on each of them in that era.

Equal or even more importantly, as compared with the previous analysis, the students should be able, on the basis of the information obtained in their diaries, to reach awareness and be alerted to the importance still ascribed by today´s society to the differences of women´s and men´s social roles. They can enumerate, from among the tasks listed in boys´ and girls´ diaries, those of a private and public nature, the factors affecting relationships, the differences as regards family and school expectations of them, how they spend their leisure time and what that consist of ...

7. The last task within this activity should require the students to answer the questions:

´What will a typical day in my grandson´s life be like when he is 13/15 years old? ´
´What will a typical day in my granddaughter´s life be like when she is 13/15 years old? ´

It is intended that the students, having carried out an analysis and interpretation of the information and having become ´alerted´ to gender discrimination and inequalities or the very different roles of men and women in today´s society, should be able to imagine, in a critical and creative way, a day in the future and in a more egalitarian society, especially as regards gender issues.

Final Result

Immediately at the beginning of this activity it is important to define a final result which will differ depending on the amount of time dedicated to this activity and the curriculum subject areas involved as well as the depth of the research carried out for each task.

The result might be the following:
- Theatrical play – for example, a dialogue between two or three characters where one of them may a grandmother or a grandfather. The play would involve an episode from their lives and would make it possible to represent the characteristic factors (interests, roles and expectations ...) in the life of a girl and a boy in that era;

- A declaration of rights for a more egalitarian society;

- An exhibition that allows to confront and

make people aware of gender issues and the social roles of boys and girls in the past, by illustrating what is different and what remains the same about ´being a woman´ and ´being a man´ throughout three generations – past, present and future.

- Comic strips telling a story reflecting some aspect in particular of the analysis carried out insofar as it concerns gender-related issues.

Possible Outcomes

It is intended that, in this activity students should collect, select and organise information. The objective is to identify social gender roles and identify problematic situations and by, evaluating this analysis, the students should be able to find strategies/ principles which tend to diminish gender stereotypes and discrimination. The goal is to improve pupils' capacity for analysis and critical thinking in relation to inequalities between men and women and in relation to finding an approach for intervention and action to promote a fairer society (gender-equal society).

More information

To learn more about this topic, see Chapter 1.1.

a1. ACTIVITY

Beliefs and Gender Stereotypes in Professional Activities

Goals

Recognize gender beliefs within the professional dimension, as regards division of work between men and women and what characterizes it. The students express their opinions regarding the roles of men and women in the world of work.

Contrast knowledge and beliefs related to the roles of women and men in the world of work and question the causes for such stereotyped beliefs.

Identify areas or roles in the professional context where women are under-represented and consideration of what contributes to that situation.

Identify social roles traditionally attributed to men and women and recognition of existing problems of gender-inequality within society.

Preliminary considerations

There is still in the world of work some gender stereotyping related to labour and professional activities. Tasks require more physical strength and resistance or those entailing a higher risk, are preferentially allocated to men. Also men still hold the majority of management and decision-making jobs. As a paradox, professional activities which are less physically demanding are associated with women, so that it is difficult for them to gain access to positions of leadership, since society expects them to fulfil their task of bringing up their children and taking care of their family.

Apart from the points mentioned above, there is still unequal pay for the same task or professional roles exercised between men and women. As a result, women are more penalized, besides being the first to be laid off when an employer intends to reduce the number of its employees.

Myths about the women´s body being fragile and of ´feminine essence´ continue to provide grounds for discrimination also in the world of work. The assumption that a man must ´provide for his family´ still prevents him from performing important tasks within society and the family. As long as these social roles of men and women persist, discrimination will exist and we shall be far from reaching a fairer society.

Suggestions

DURATION: 2 or 3 lessons (45')

MATERIAL RESOURCES

Work sheet
Drawing paper and coloured pencils
Display board, cork board or cupboard
Glue, adhesive tape or drawing pins."

By: Paula Silva

Methodological Strategies

- Group Work (groups of five students each)

Activity development

1. The first task requires expression through drawing.

The students are informed that they will develop an activity which will start with preparation of a drawing and that all information will be provided on a worksheet, so no question should be asked.

Information regarding the result expected should be prepared in advance as a worksheet for distribution to each student; no additional information should be provided orally; the activity should be performed individually and in silence.

The possible instructions as regards this activity are provided on WorksheetU1 attached (Imagine an agricultural farm in a town or a village...).

The story may be a different one, yet no reference should be made to the sex of the figures in the drawing or to a pronoun or a word which would indicate the sex of the figure(s) to be drawn.

2. As a result of the initial task, the students are invited to put their drawings on the board for everyone else to see and are then encouraged to discuss them. A vote may be held to choose ´the best´ drawing and the winner given a round of applause.

It may be pointed out that the drawings illustrate what each person thinks about work on a farm and who should perform the various tasks.

The number of drawings depicting a man working in the field should be counted as well as the number of drawings depicting a woman.

The teacher should them check how many women and men are represented in the drawings and which tasks they are performing.

Certain questions should be asked:

- Why are there more men/women represented than women/men?
- How did you formulate your idea of who does what? (For example, at a city school where students have little or no experience of work on a farm).
- Who is in charge of the farm?
- Why did you draw women (or men) performing those tasks? And why did you not draw men (or women) performing those tasks? (...)

Clarification should then be given as to what each person does what kind of tools he/she uses and to the nature of the task.

3. A group drawing should then be prepared showing a different work context, for example a factory, an office, a restaurant, a Government or Municipality meeting or a Parliamentary session, etc. avoiding discrimination or stereotyping of men's and women's roles functions.

Possible Outcomes

This activity aims to learn beliefs biased by gender; the students should be confronted with their own beliefs so that they have a better perception/understanding of reality and are able to identify problems.
The activity attempts to evaluate new approaches or questioning of positions previously assumed by the students which revealed gender stereotyping.
The students are able to question underrepresentation of women or stereotyped roles of men and women.

More information

To learn more about this topic, see the Chapters 1.1. and 6.1.

Data related to this question can be consulted in a thematic File on Gender on the website of the National Institute of Statistics (Instituto Nacional de Estatística) at the following link: http://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine_perfgenero&menuBOUI=13707294

Beliefs and Gender Stereotypes in Professional Activities

Worksheet a1

Imagine an agricultural farm in a town or village.

Now imagine various people working at different tasks on that farm. Choose a scene and draw people working on the farm. Try to be realistic as regards the clothes and accessories people use at work and the tools they use.
When you have finished the drawing, give names to different figures you have drawn and say what they are doing.

You may put your name on the drawing (but it is not compulsory).

b. ACTIVITY

Thinking the Body

Goals

Identify the importance of the body and its appearance.

Understand the disabled body.

Discover the gendered views of the body.

Recognize the intercross between body, health and movement.

Identify problematic situations in which body identity crosses with gender issues; contrast different approaches to this problem; be able to envisage some guiding principles that sustain decision-making.

Preliminary considerations

The relationships established by boys and girls with their bodies are conditioned by questions of gender. Besides the aspect of a healthy body, still basically associated with an absence of illness, health can be measured by the appearance of the body. Society continues to put more pressure on girls to strive towards a perfect body, a body depicted in the media as slim and of a standard size, which constitutes one of the more subtle ways to exercise social control over the body.

Boys are expected to possess bodies which reflect development of their masculinity. Less muscular shapes and male grooming as well as looks are becoming acceptable to society, although bodily gestures and movements must still fall into expected categories of masculinity.

Suggestions:

DURATION: three 45-minute lessons

RESOURCES AND MATERIAL:
Worksheets

INTERDISCIPLINARITY: It is possible to develop this activity in the Project Area (a curriculum area) and make references to other subject areas.

Methodological Strategies

- Individual work
- Group work
- Group/class discussion

Activity Development

1. Each student will receive a sheet with incomplete sentences in which he/she must indicate only his/her sex.

The aim is to make the student think how to complete every sentence in the best way he/she can.

Possible hints and examples of statements are included on Worksheets B1, B2 and B3 appended to this activity.

This task might entail only an individual reflection by each student not sharing his/her results with the others.

This task may be performed right at the begin-

ning of a series of lessons dedicated to the subject and, at the end, students may be invited to change or confirm their views.

2. Following the previous task, groups may be formed consisting of 5 or 6 members to analyse a set of 5 or 6 registers of members not belonging to the group (they might even examine data from another class).

The objective is to make the group examine various opinions expressed on the Worksheets and discuss whether they were written by a boy or a girl.

The Group should appoint a spokesperson to present the results of the analysis of the statements.

3. Depending upon the depth of the analysis carried out by the students, the questions raised and the ensuing discussion, it might be suggested that, a Declaration of the Body's Rights should be drawn up in groups of 5-6 people.

What is intended here is that the students should create a pluralistic image of the body, which might take various forms and which is capable of an enriching range of movements; that body perspective should be free of categorizations which undervalue or disable the body and should, rather, highlight the body and focus on its uniqueness. To this end, the students should select four or five statements which ought to be included in a declaration of this kind.

The responsibility of the relationship between health, body and movement (and/or sports) should not be limited to the personal dimension. For this reason the students should be able to reflect on the ways in which the consumer society imposes a set of illusory needs for the body.

Final Results

The final product may simply constitute the discussion itself with the guidance and encouragement of the teacher or might also include the group drafting of one paragraph of conclusions on the activity

Possible Outcomes

The aim is to attempt to evaluate new approaches towards body identity and new bodily perspectives free of gender stereotypes which condition and control the body. For the drafting of sentences to be included in the Declaration of the Body's Rights, this will constitute a final result which will express (re)configurations and (re)repositioning of the body in society.

Further development ...

It is possible to extend this activity or direct it in such a way that it could be included in the curriculum area of Project or in the annual activity plan of the school. That would require consideration of other factors relating to the body (e.g. health, sexuality, the body as an object, the body as a machine, the body in the arts, the biological body, the social body, the body in sport, history of the body, fashion and the body, the technological body, the adventurous body, etc.).

More information

To learn more about this topic, see the Chapters 2.1. and 3.1.

Feedback on Implementation

THIS ACTIVITY WAS CARRIED OUT DURING THE TRAINING WORKSHOP ON GENDER AND CITIZENSHIP IN EDUCATION AND IN PRE-SCHOOL, PRIMARY AND SECONDARY EDUCATION HELD AT THE REYNALDO DOS SANTOS BASIC AND SECONDARY SCHOOL (VILA FRANCA DE XIRA):

The activity was carried out in the 7th year, during Assisted Study lessons. Answers given on the Worksheet and the discussion which followed revealed strong gender

characteristics in girls and boys. ´through this activity we can help to dismantle some of the images and work together with the students, so that we are all able to advocate alternative models which will increasingly contribute to a school as a genuine agent for a change of mentalities´. (teachers: Edite Serra and Margarida Lopes).

´This activity can be implemented in the subject area of Civic Education and can consist of an interdisciplinary task with such subject area as the French Language and History (teacher Rosinda Nicolau) and it is related to "Health Promoting Measures" in the context of the subject area of Natural Sciences in the 9th year´ (teacher: Paula Peniche).

´It is an easy activity to run and can bear fruit in the form of an interesting and original final product. It can involve interdisciplinary work with such subject areas as the Mother Tongue, Physical Education, Sciences or Biology and Visual Education. The idea of "the Declaration of the Body's Rights" is original and allows for creative work drawing from an image-based resource´. (teacher: Margarida Lopes).

Implementation (of this activity) in a class of the 11th year within the subject areas of Portuguese Language and Portuguese Literature, adapted to an analysis of the characters in "Os Maias" (by Eça de Queirós, a Portuguese author from the XIXth century) on the basis of the play, which the Group had seen. Such sentences as: " the best/the not so good thing about being a girl/boy is …" and "if I could change something, I would …" revealed more marked gender stereotyped comments and gave rise to an interesting discussion (teachers: Conceição Redondo and Maria José Cavaco).

Thinking the Body — *Worksheet b1*

On this page you will find the beginning of several statements which you need to complete. Each statement expresses an idea which you should present as completely as possible. To do that, you can write down a few sentences, if you need, explaining your first idea expressed when you completed the first sentence.

Our body is important because _____
To have a healthy life I should _____
I feel well when _____

My favourite leisure-time activities are _____
Sport for me is_____
As far as Physical Education lessons are concerned, I think that _____
_____

The best thing about being a girl/a boy is _____
The not so good thing about being a girl/ a boy is _____
If I could change something, I would _____

☐ Girl ☐ Boy

Thinking the Body — *Worksheet b2*

On this page you will find the beginning of several statements which you need to complete. Each statement expresses an idea which you should present as completely as possible. To do that, you can write down a few sentences, if you need, explaining your first idea expressed when you completed the first sentence.

To have an ideal body means _____
When I think about improving my body, I think about_____
What other people think about my body is for me_____

Girls should take care of their bodies because _____
Boys should take care of their bodies because _____
Elderly people should take care of their bodies because_____
_____

☐ Girl ☐ Boy

Thinking the Body

Worksheet b3

On this page you will find the beginning of several statements which you need to complete. Each statement expresses an idea which you should present as completely as possible. To do that, you can write down a few sentences, if you need, explaining your first idea expressed when you completed the first sentence.

When we speak about a perfect body, we speak about_____
The greatest risks to my body are_____
The most beneficial things to the body are_____

When we speak about disability we are speaking about a body which_____
A disabled body is something which_____
Sports and disability is a relationship which makes me think that_____

☐ Girl ☐ Boy

C. ACTIVITY

(Re-)Educating the ways of seeing the body

Goals

Re-educate the ways of seeing the male and female bodies.

Contrast prejudices and stereotypes which determine our perception of the body in terms of masculinity or femininity.

Discuss how gender determines the way we perceive the bodies.

Preliminary considerations

It is often said that ´a picture is worth a thousand words´; to this we would add that motor and/or verbal reaction to a picture expresses the most genuine understanding.

It is important to understand what gives rise to opinions disapproving of body shapes, which do not fit the images portrayed in the media of the ideal man's body and the ideal woman's body.

Ideal bodies, so frequently seen in the advertising, do not exist; what we see are bodies retouched by medical and surgical techniques and photographic laboratories, enhanced by harmful substances and beautified by colours and ornaments difficult to reproduce.

Methodological Strategies

- Individual work
- Group work
- Group/class discussion

Suggestions

DURATION: two 45–minute lessons

RESOURCES AND MATERIALS:
A set of 10 to 15 photographs (available on Worksheet c1).

A sheet of paper for each student.

Activity Development

1. Students are provided with a Worksheet on which to record their evaluation of the photographs to be viewed. On this sheet there is a table with two columns, one with "I like" and the other one with "I don´t like". Having looked at each photograph, the students should place a cross in a respective column, indicating whether or not they like the photograph. Examples of photographs (Worksheet C1) are appended to this activity.

2. Working in groups and having analysed the answers given by each person and the reasons for their decision, they should explain why they reached that opinion about each photograph in a clear and detailed manner.

Reasons should be given orally for each analysis and, if possible, in relation to a particular photograph, students should hear each other's reasons for deciding: "I like" or "I don´t like.

By: Paula Silva

Possible Outcomes

It is intended to question different evaluations and the respective reasons.
It should be clear that "likes" are a product of social and personal constructions. The students may be prompted to reflect upon how these tastes are created.

Further development ...

The students may be asked to find out which feminine and masculine bodily forms were regarded as beautiful in past eras of our history. To achieve that it will be easier to resort to masculine and feminine bodies portrayed in Art (sculptures, painting and photographs, etc.).

More information

To learn more about this topic, see the Chapter 2.1.

Feedback on Implementation

THIS ACTIVITY WAS CARRIED OUT DURING THE WORKSHOP ON GENDER AND CITIZENSHIP IN PRE-SCHOOL EDUCATION AND IN PRIMARY AND SECONDARY EDUCATION HELD AT THE REYNALDO DOS SANTOS BASIC AND SECONDARY SCHOOL (VILA FRANCA DE XIRA):

Adaptation and implementation in 4 school classes (3rd, 5th, 7th and 9th years) provided a vertical comparison of the results obtained and the students' subsequent analysis in groups (teachers: Fátima Pinheiro and Graciete Abreu);

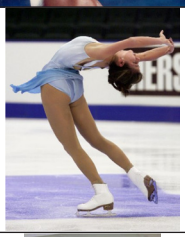
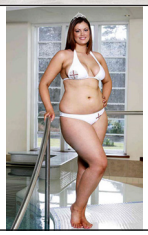
´In primary education it is appropriate to perform this activity in the scope of Civic Education, since that allows us to incorporate it under education for citizenship, highlighting those aspects which make it possible to promote girls´ and boys' self-esteem, prompting them to consider how we are influenced in our tastes and, above all, leading them to like themselves and others, but not because of their supposedly perfect bodies´ (teacher: Margarida Lopes).

´Adaptation and implementation (of the activity) in a 10th year class within the subject area of English Language; the opinions expressed during the discussion revealed clearly gender stereotypes: ´The boys took a more active role in the discussion but both the boys and the girls were quite interested in the activity´ (teacher: Helena Ferreira).

´Adaptation and implementation in e 11th and 12th year classes within the subject area of History of Culture and the Arts triggering "a discussion on subjects such as piercings, tattoos, mutilations, anorexia, bulimia, beauty treatments, inter alia, and construction of a gallery of images with bodies and faces throughout History" (teacher: Paula Freitas).

(Re)Educating the ways of seeing the body

Worksheet c1

Examples of photographs	I like	I don´t like
		
		

By: Paula Silva

d. ACTIVITY

Gender and Sports practices

Goals

Mobilize cultural knowledge to understand reality and detect problems in everyday life.

Recognize the interference of gender issues as regards which sporting activities are appropriate and as regards media coverage of sports disciplines.

Discover the opportunities for boys and girls to practice sports close to home.

Preliminary considerations

Sport incorporates and mirrors society's problems and, as in other cultural dimensions, men and women embrace different values.

Male predominance in the world of sport has historic, cultural and political roots. Even though more men and women have an ever greater opportunity to practice more diversified sports activities, still many of those activities are labouring under gender stereotypes. We still face a certain idea that some physical and sports activities are more appropriate for girls and others are more suitable for boys. This idea embedded in an archaic, Aristotelian tradition, associates men with more active activities (principle) and women with more passive activities (element). The media tend to reinforce this categorization, influencing opinions and attitudes regarding personal participation and the participation of others in sport and thus contribute to social stratification, which governs differences and gender inequalities.

The impact of gender stereotypes on physical and sports activities undermine and impoverish the physical and educational corporeal experiences of boys and girls as they sanction certain sports practices or do not provide the same practice opportunities for boys and girls. Sport has a potential to challenge and diminish gender stereotypes and to be instrumental in constructing a less hierarchical society in terms of what it considers appropriate for men and women.

Suggestions

DURATION: two 45-minute lessons

RESOURCES AND MATERIALS
Cards bearing the names of sporting activities
3 Worksheets
Glue
Classroom board

Methodological Strategies

- Group Work (groups of five students).

Activity Development

1. The name of a particular sport is written on a small card or paper (enter the names of between 10 and 15 sports). Provide one envelope per group with: 10/15 cards/ papers (each of them with the name of a particular sport).

Examples of sports:
Handball,
Aerobics,
Basketball,

Boxing,
Dance,
Climbing,
Football,
Futsal,
Gymnastics,
Hockey (skates),
Kick-boxing,
Motorcycling,
Rugby,
Tennis
Sailing,
Volleyball...

a) A page is provided with a line which should be understood as a graduated scale where one reads "appropriate for males" and the other end reads "appropriate for females"; the students are then asked to glue the cards/papers with the name of each sport a place where they think they are more appropriate (for males, for both, for females) – Worksheet D1 appended.

b) On a second page with a chart in two columns reading: "I watch/follow frequently" and on the other "I seldom watch/follow"; it should be explained that "I watch/follow" refers to what each student sees/follows on TV programmes (national TV channels) and in the main national newspapers (general or sports-dedicated) – Worksheet D2 appended. Pieces of paper with the name of a sport (one per piece of paper) written on them are distributed as presented in the introduction to this activity.

c) A third sheet may be used to show a chart with two columns, one with "boys" and the other with "girls" for the students to introduce the name of a sport which they are able to practice in the area/city where they live. Cards/papers showing the names of particular sports are then distributed - Worksheet D3 appended.

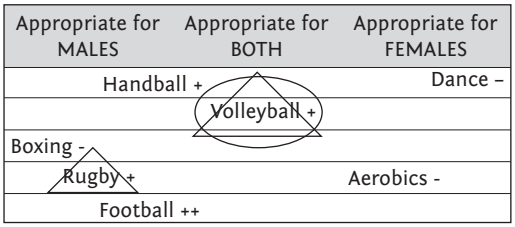
In a class consisting of 25 students who are split into groups of 5 people each, Worksheet D1 can be given to two groups, and the same applies in case of the Worksheet D2 and thus one group only will receive the Worksheet D3.

When the groups are organised, the cards/papers should be handed in (inside an envelope) with the respective Worksheet and glue. It should be mentioned beforehand that all information is provided on the Worksheets and the students are expected to carry out their task rather quickly – they will be given between 10 and 15 minutes to complete the task.

2. Once the first task has been completed, the teacher copies the table from the Worksheet D1 on to a board and the names of the sports disciplines are inserted, with the help of references: "appropriate for males", "appropriate for both" and "appropriate for females", as chosen by the groups which have worked on this Worksheet.

Then a "+" or a "-" sign is placed next to the names of the sports which the groups working on task D2 indicated as: "I watch/follow frequently" (+) and "I seldom watch/follow" (-). Finally, the students mark with a circle ○ those sports which girls can practice in their residential area and with a triangle △ those sports which the boys have the opportunity to practice in their residential area.

The result may be something like this:



Whilst this diagram is on display, showing all the information, various questions should be put to the class:
- What do you think about these tasks? Were they easy / difficult to perform?
- What do you think about the results?
- Do any of the results come to you as a surprise?
- Are there really sports which are less appropriate for boys to practice and less appropriate for girls to practice?
- Do the characteristics of less masculine or less feminine stem from natural attributes or from myths?
- What is the relationship between sports regarded by society as "more masculine" and "more feminine" and their visibility/presence in

the national media?
- What lies at the heart of this relationship?
- Who has more opportunities to practice sports in their residential areas? Boys or girls? Which sports? And if a girl wishes to play football, does she have an opportunity to do so?

In order to conclude this activity, photographs of national sportsmen and women from different sports disciplines may be shown and information provided on the numbers of people practicing those sports.

Possible Outcomes

This activity prompts questioning of some conditions imposed by gender issues on physical and sports activities.

It should be made clear that there are no correct answers, but the students should think about what constitutes grounds for the answers obtained and about the associations usually made with female and male sports.

During this activity it is important to promote, observe and systematise the answers, arguments and comments put forward by the students to the question of the impact of gender stereotypes on young people's opportunities to practice any sports discipline. All opinions should be addressed so that, if during the course of Task 1 the teacher notes a tendency to obtain divergent results within a group, more Worksheets D1, D2 or D3 should be distributed. The intention is to make the students aware of the advantages of decision-making not influenced by gender stereotypes, particularly as regards choosing to practice a physical or sports activity.

This activity aims to raise awareness of what takes precedence in media coverage of sports activities and of differences in the opportunities for boys and girls to practice sports. The fact that a given sports discipline practiced by females or males is not reported in the media does not mean that no-one is practicing it or that no national competitions are held. For this reason, it is essential to draw this activity to a close, providing the students with information about national sportswomen and sportsmen practicing lesser-known female and male sports disciplines, thus breaking from the gender stereotypes which continue to condition girls´ and boys´ choices of the sporting activities they practice.

Further development ...

This activity may be prolonged by follow-up research work of in order to show trends in participation by female and male athletes in the greatest world sports event – the Olympic Games. This task can also focus on the Paralympics.

A third task might arise from this, based, for example, onto of the questions already put to the class and considered in groups on which each group has provided an oral presentation to the whole class. After all groups´ answers have been read out, the teacher might prompt and guide a discussion, bearing in mind the purpose of this activity.

More information

To learn more about this topic, see the Chapter 2.1.

Handball	Dance	Gymnastics	Rugby
Aerobics	Climbing	Hockey (skates)	Tennis
Basketball	Football	Kick-boxing	Sailing
Boxing	Futsal	Motorcycling	Volleyball

Gender and Sports practices — *Worksheet d1*

Quickly, without thinking too long about it, glue each card/paper under the column where you think the sports discipline fits best – further to the left or further to the right.

Appropriate for MALES	Appropriate for BOTH	Appropriate for FEMALES

Gender and Sports practices — *Worksheet d2*

Sports are reported in various national media (national TV, general and sports-dedicated newspapers, radio, etc.).

Quickly, without thinking too long about it, place each card/paper in the column where, in your view, it belongs, bearing in mind the sports disciplines frequently reported in news bulletins and newspapers or which you follow (games and competitions) on the radio or television ("I watch/follow frequently) and which are rarely reported or are rarely seen on television ("I seldom watch/follow").

I frequently watch/follow	I seldom watch/follow

Gender and Sports practices — *Worksheet d3*

Do you have you an opportunity to practice sports in the area where you live?

Place the cards/papers referring to the sports disciplines which boys and girls can practice in the area where you live. If there is any sports discipline you are able to practice in your area and which is not included on the cards/papers, please add it in red.

Girls	Boys

e. ACTIVITY

A new degendered sport

Goals

Mobilize cultural knowledge leading students to reflect upon reality gaining an awareness of gender stereotypes embedded in values and characteristics associated with the practice of sport.

Consider the characteristics which boys and girls associate with "good sport", noting similarities and differences.

Devise proposals for sporting activities which challenge or break with traditional attitudes as regards gender issues.

Preliminary considerations

Sport has a conspicuously masculine history and many sports still mirror social values associated with masculinity. Social dictates still expect boys to practice sports which confirm their virility – an essential characteristic on the path to "learning to be a man" (manhood) - and that girls should practice sports which are preserve their femininity.

Sports culture is founded on the principle of sport for everyone (inclusive), including values and respect, yet it is not immune to social gender issues. Boys and girls practice sports and physical activities but what they value and seek in them seems to differ. On the other hand, the gender patterns in the world of sport has already erroneously categorised sports disciplines as "masculine" and "feminine", thus conditioning choices and favouring ill- conceived social judgments.

The search for sports disciplines free from this gender label is somewhat difficult. It is, therefore, indispensable to denounce and draw attention to the inconsistency of the arguments used in favour of gender stereotypes within sports and to the advantages of sport unmarked by gender.

Suggestions

DURATION: two to three 45-minute lessons

RESOURCES AND MATERIALS:
Worksheet
Sheets of paper for taking notes

Methodological Strategies

- Group work (groups of 5 students).

Activity Development

1.

a) Each group of 4-5 members of the same sex should be requested to state: "what I like about sport" and "what I don´t like about sport" respecting the opinion of all members making up the group. It is possible to provide a Worksheet like the one presented in the attachment to this activity (Worksheet E1).

b) Once the previous task is accomplished, the students are requested to analyse the information entered in the two columns where, in the space marked "A", they should write "A good sport has to be…".

If needed, a set of words may be provided so that the groups are able to select those which they consider the most appropriate. For example: competitive, individual, pleasant, fun, collective, demanding, friendly, aggressive, re-creational, selective, serious, gentle, cooperative, for everyone, virile; enjoyable.

When all groups have finished their previous task, a spokesperson for each group should read out how they completed the sentence "A good sports discipline has to be…".

2. In the second phase, the groups are challenged to create a new sports discipline as a function of the characteristics of "a good sports discipline". It is recommended to use the Worksheet appended (Worksheet E2).

Create a sports discipline, a "new" sports discipline which corresponds to the characteristics selected by the group as fundamental for "a good sports discipline". Describe the purposes of that sport; say who could practice it, what premises and materials are needed and also specify some basic rules.

Consider the matter carefully so that you can then present your work to the Class.

Questions to ask:

- Was it easy / difficult to create a sports discipline with the ideal characteristics?
- Is it a sports discipline with mixed or segregated participation?
- Will all people, of all ages and from all social strata have the possibility to practice it?
- In your view, who would most like to practice this sports discipline? Boys or girls?
- Will it be possible to try it out here at school?

Final Results

Creation of new sports disciplines which are faithful to characteristics considered ideal by the groups.

Possible Outcomes

This activity should evaluate the process of deliberation on how gender issues interfere with the values and principles of sport practiced by boys and girls and on the change in attitudes expressed by the students in their proposals to create "new" sports disciplines not marked by gender.

More information

To learn more about this topic, see the Chapters 1.1, 1.2 and 2.1.

A new degendered sport — *Worksheet e1*

Group No.: _____ Name of Group: _____

What I like about sport	What I don´t like about sport

A_____
_____
_____
_____
_____
_____

A new degendered sport — *Worksheet e*

Create a sports discipline, a "new" sports discipline which corresponds to the characteristics selected by the group as fundamental for "a good sports discipline". Describe the purposes of that sport; say who could practice it, what premises and materials are needed and also specify some basic rules.

Consider the matter carefully so that you can then present your work to the class.

Educational Intervention: Gender and Health. Practical Suggestions

Education Guide: Gender and Citizenship 3rd Cycle

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3.

Educational Intervention: Gender and Health. Practical Suggestions

3.1.

Gender, education and health

Preserving health of individuals and different groups of individuals who constitute the society represents one of the essential tasks to the welfare and population development.

It is not just a core issue in the Health Sciences, but also an important part in the overall process of Education. The intervention in this area entails gradual improvement of more tools for education, prevention and protection that help to achieve further gains in health for every citizen and for the population in general.

But this task requires knowledge of the determinants of health, not only from the standpoint of biological characteristics possessed by individuals but also in the environmental, socio-economic and cultural context and from the point of view of interactions that are established.

You can identify dissimilarities regarding the health of each person at different moments of their life cycle, when, as highlighted by Hilary Graham (2007), you make comparisons between individuals, or when you put into the equation different populations or groups of individuals who occupy asymmetric positions in the social hierarchies[1].

In this text we intend to underline a determinant of inequalities in health that is, in the substantive part, socially generated, maintained and exacerbated - and therefore worthy of appropriate responses in a society that is considered truly democratic.

The major theme concerns many differences in health issues observed between men and women, in particular those that do not depend, entirely or partly, on organic differences between sexes. In these matters, we must admit that not enough critical mass and resources have been involved in reducing inequalities in health and education between men and women, despite numerous initiatives already taken.

Whilst making reference to issues arising from the presence of a chromosomal, endocrine, metabolic and somatic dimorphism between men and women, we shall be trying to emphasize inequalities that continue to be socially constructed on the basis of that dualism and which depict, what Robert Connell (2002) dubbed as the gender order, i.e. the way that societies, on a global scale, interpret the differences between sexes.

To this end, we must admit that the approach to the differences in health is not confined only to the knowledge of the characteristics identified in individuals of one sex and another. Equally important are health policies, forms of care provision and care providers, but also, in the substantial part, educational practices in various contexts of socialization, particularly in school. Thus, the School as an institution, a factory of knowledge and good practice, also acquires a relevant role in this area, given the pedagogical mandate in which it is vested. In these matters, we must assume the fact that neither health nor education have exhausted their respective possibilities of intervention.

[1]In this text the words “inequalities”, “disparities” and “dissimilarities” are used interchangeably, if the assessment does not address differences involving relative injustice between the groups that are being analyzed; such cases will be referred to as “inequities”.

For this purpose, it is assumed that being a man or a woman substantiates a complex health determinant of a very specific nature, since the variables involved are far beyond the division male/female sex. While, in the area of biological factors inducing differences there is a secular history of scientific and technical production, the knowledge in the field of psychosocial mechanisms and cultural devices constructed on their basis is still rudimentary.

Many dissimilarities are unsurpassed, at least at the present stage of evolution of medical science, given the specific biological matrix that led to them; however, they can be alleviated if, in terms of social determinants, the relative injustices were, little by little, lessened or eliminated.

Reviewing them and reducing or nullifying their impact requires taking also ethical and moral positions on them developing knowledge, launching policies and adjusting the care. It is in a democratic perspective and under the principles of social justice and of equal opportunities that this desideratum shall be pursued.

But the gender as a determinant of health, can only be fully perceived when equated in interactions with other determinants. The produced impact comes in evidence in its full expression, only when the fact of being male or female intersects with other elements of the analysis, which confers it a different value and contours, such as, according to Lesley Doyal (2000), the social class of insertion, ethnicity, age or geographical and political context. However, since the study of such influences is not the central theme of this text, we will only mention different points of the same.

The scientific evidence about the dissimilarities between the sexes in this area can and should be given quantitative approaches to the epidemiological data that is available; however, their interpretation and design of preventive policies do not exempt from a critical reading of the mediating factors and determinants of the received outcomes – therefore, it cannot be absent in reading of gender.

The language of numbers

If the aim is to reduce health inequities between men and women, we must use a comprehensive perspective on the data provided by health indicators. For example, try to understand the determinants and factors influencing mortality in either sex, only this way it is possible to design grounded educational and preventive actions.

Let's start with the intrauterine life. Current knowledge allows us to know that all over the world more male embryos are conceived than female by a ratio of about 120/100.

However, it is also scientific evidence that male embryos demonstrate a greater vulnerability

Figure 1 – Death from any cause by sex and age group in 2006

Age	Males	Females	Total
01-04	211	141	352
05-14	111	69	180
15-24	485	160	645
25-34	968	334	1302
35-44	2105	805	2910
45-54	3760	1480	5240
55-64	5972	2875	8847
65-74	11641	6964	18605
75 and +	28421	35741	64162
TOTAL	53742	48620	102362

Source: DGS – Risk of Death in Portugal, 2009

than female ones, so no wonder that although more boys are conceived than girls, the sex ratio is already almost similar at delivery (105/100).

From that moment and by reference to what can be seen in industrialised societies, in particular in Portugal, in any considered age group the mortality is always higher in men than in women, except after completing 75 years (Figure 1). In the early ages of life, the number of deaths observed in males gets to be three times higher than in females.

Therefore, it is not difficult to accept that in a study by the World Health Organisation (WHO) from 2002, the average life expectancy at birth estimated for more than 190 countries belonging to the organisation was higher for females in 97% of cases. It should be noted that in half a dozen of countries where this is not the case, the differences are very slight and values are among the lowest worldwide.

We should not forget that the socio-economic and political determinants are crucial for this indicator; it reflects glaring disparities that exist in the world, between states and regions. To illustrate the fact and according to the above-mentioned WHO study, the average life expectancy in Norway was of 78.7 years (76.1 for men and 81.4 for women), in the same year in Burundi that value was only of 40.8 years (38.4 for men and 42.3 for women). Such gross differences are related to such determinants as degree of countries development, poverty rates, education, employment, environmental context and services, but there are also other factors associated with them that contribute to such a difference in values, for example eating patterns or consumption of tobacco, alcohol and drugs.

But the impact of these elements can never be isolated from the condition of man or woman, which generates different exposure and vulnerability to all those elements throughout the lifetime.

When we take into account the type of death causes, we can also find important differences between the two groups. Let us take some examples: in relation to death from traffic accidents with motor vehicles in Portugal in 2004, almost 80% of cases were in men; with regard to death by chronic liver disease and cirrhosis, 74 % of the cases have involved men and 26% women; if we want to highlight issues of mental health, it is noted that a similar proportion of one to three can be found in situations related to suicide.

These dissimilarities must raise several questions. One of them may consider the possibility that the men are more vulnerable to disease, injuries and death. But if that is the case, how shall we interpret the fact that women use the health care with more frequency? They do it because they are more often "sick" or maybe due to their actions, they care more about health and thus achieve better longevity? And why, taking into consideration their health condition, they generally declare to be less healthy than men in all ages?

On the other hand, there is scientific evidence that in situations of acute illness, chronic non-lethal pathology and autoimmune diseases, the rates are higher in females (WHO, 2000).

It is clear that certain types of specific characteristics determine the differences; it is enough to mention the case of gynecological diseases, in the area of obstetrics and andrology. However, even in the case of those which occur either in males or females, there appears to be unequal gender vulnerabilities in relation to some of them. We will not describe them here in detail. This is a matter that, as stated above, is not included in the central theme of this text; here we intend to address inequalities in health among men and women which embody relative injustice - and therefore shall be reduced or eliminated.

In fact, there is a considerable number of other factors causing sex differences (other than the biological duality) in health. They do not refer as much to the field of physical susceptibility, but rather to the personal biographies, to conduct in the context of the "masculine" and "feminine" world. At any moment in history and in both cases, the determinants of the difference become lifestyles, attitudes, behavioral patterns and exposure to characteristic physical and social environments.

As highlighted by Lígia Amâncio (2002), a genetic capital and hormonal profile of men and women, in a generic way, tend to be constant in different societies, however, the cultural patterns that generate differences in values, norms and roles assigned to men and women always share the same structural pillar: the persistence of a marked dichotomy between the sexes, asymmetric to the axis of power, based on persistent symbolic values.

It should not come as a surprise, therefore, that the gender is increasingly recognized as one of the social determinants highly important in the context of health of individuals throughout the lifecycle, when it comes to socialisation patterns, community activities and individual behaviour, whether in the public or private domain.

On the other hand, we cannot forget that, being integral elements of the society, scientific knowledge, policies and practices of professionals in the health sector are also deeply *genderized*

Other interpretation of numbers

To better understand this complex interaction, let us dwell in more detail on the important health problem posed by cardiovascular disease. The use of a comprehensive and critical perspective to approach it from the perspective of gender may represent an important step in health education aimed at prevention from the first decades of life.

Additionally, it may well illustrate the need for intercrossing, in a systematic manner, the biological and gender perspective in addressing the health problems. In most countries cardiovascular diseases are the leading cause of death in both men and women, with a percentage still higher in females. However, although the problem has been analysed in relation to men for a long time now, it has only recently begun to be given importance as a problem of women.

The fact that this issue has been to some extent still underestimated in case of women can result from the fact that these diseases are more common in men of 40/50 years, whereas in females arise on average 10 or more years later. Only at the age of 75 and more the mortality rate from this type of pathology is greater in women than in men. Thus, we can put a hypothesis that the social condition of women and elderly women is not free from the relative obscurity into which the problem of women's health has been pushed.

Other aspects also contribute to the situation, e.g. in medical treaties, student apprenticeship and clinical practice we deal with a set of signs and symptoms that are characteristic of heart disease ... in males. It is the standard used to establish the diagnosis for both sexes. However, scientific evidence also shows that in case of women symptoms and signs associated with this type of pathology and the clinical outcome may not be the same as the ones most often detected in men. It creates, therefore, a "male norm" that has permeated the clinical thinking and is also expressed in the social representations about this disease and others - to which clinicians themselves, as members of a community, are not completely immune.

If, for example, a fifty-year-old man suddenly puts an open hand on his chest, we will be tempted to quickly admit that he has been stricken with a sudden heart disease; in case of a woman, we will probably think that we are in presence of an anxiety crisis.

All these aspects contribute to a set of inequalities that shall be emphasized. Let us cite here as an example the findings of a study by Karin Schenk-Gustafson (2006) performed in Sweden in 2006: according to the author, in the event of myocardial infarction in case of women, the time between the onset of symptoms and arrival to the hospital is, on average, longer of about an hour than in case of men; women have a longer waiting period for the ambulance and to be examined they have to wait twenty minutes more than men.

In another work realised in Portugal in 2007 by Ana Fernandes, Julian Perelman and Céu Mateus also concerning the importance of gender in health and health care, it was observed that in case of women, access to technology resources in response to cardiovascular disease, compared with men, is much worse. The researchers also found that the representative group of doctors

considers that type of pathology as a "disease of men".

Let us now dwell in another type of health problem, of an undoubtedly accentuated magnitude, i.e. the consumption of tobacco. The problem is particularly relevant when we take into consideration that in most cases such behaviour starts in the second decade of life, a phase in which there are several educational agents responsible for the prevention of such consumption.

According to the World Health Organisation (2007) it is estimated that the number of smokers worldwide is four times higher in men than in women. However, in some regions, particularly the most industrialised, almost as many girls as boys claim to smoke. In some estimates it is indicated that in the year 2025 about a quarter of the female population will smoke, whereas in 2005 the percentage of smokers would be around 12%. In comparison, tobacco consumption does not seem to be growing among men.

This fact underlines the need to take into account that intervention perspectives and strategies shall be adapted to both groups, when it comes to designing and applying measures aimed at information and prevention in relation to that phenomenon.

In fact, in the reversed field, i.e. stimulating to consumption by the industry sector, are used sophisticated techniques for marketing, which are often deeply rooted in various kinds of stereotypes, including gender as a way to entice potential male and female customers and to extend the markets for the sale of tobacco.

Prevention policies in health need, therefore, to use similar weapons in order to make the preventive measures more effective.

Moreover, as the World Health Organisation (2007) points out, the scientific evidence allows us to highlight facts connected with the effects of tobacco consumption in men and women, which must be taken into consideration in the intervention of health professionals and valued appropriately in efforts to widespread information and education on the subject, in particular to male and female teenagers.

For example, it must be taken into account that in terms of health, the main consequences of inhalation of tobacco smoke are heart, cerebrovascular and respiratory diseases (including lung tumours and other); however, although both sexes can be victims of these pathologies, the fact of being a man or a woman is not irrelevant for the morbidity and mortality rates resulting from smoking. In fact, research data demonstrate that the effects of tobacco in the lungs of men and women are not symmetrical; for example, the occurrence of Chronic Obstructive Pulmonary Disease and cancer has different characteristics in each group.

The dissimilarities related to the biological sex may in part explain the fact that in case of women the onset of a disease associated with consumption of tobacco or of lung tumours require less exposure to smoke to arise. Furthermore, a specific type of lung cancer, adenocarcinoma, is more prevalent in female smokers than in male smokers.

But such epidemiological dissimilarities cannot be interpreted solely on the basis of biological differences between sexes. We must also take into account and emphasize that several practices related to tobacco consumption - largely impregnated with the dictates of gender - are themselves responsible for such differences. For that purpose and by way of example, we shall refer to patterns of smoke inhalation or types of products used; for example, light cigarettes which contain different levels of nicotine, tar, condensates and other products were specifically designed for and promoted among women.

But we cannot forget that neither the scientific production itself, nor the design of action policies or professional practices are immune to gender; the researchers (and female researchers, as it should be added), managers and care providers (female providers) are a part of the society in which they live, and even if they try to avoid it, their production comes from the environmental context in which they intervene, and therefore it has been marked by gender inequalities. As stated by Anne Fausto-Sterling, in 2002, "reading the Nature is a sociocultural act".

Thus, no wonder that there is abundant litera-

ture about the harmful effects of nicotine in men, about the vascular compromise for which it is responsible and about its responsibility in erectile dysfunction; in the case of impact that the smoking habit has on female performers, the science and advances in knowledge have concentrated in a very suggestive way on pregnancy, childbirth and breastfeeding ... Historically, the reproductive capacity of women has always been valued more than their erotic and sexual life.

Speaking in first person

When we invite people of both sexes to comment on their perception of their own health and well-being, the majority of studies come up with a less favourable opinion given by women at all ages. It is the fact to which the most recent National Health Survey (INE, 2009) gives full testimony, corroborating previous studies in the same vein and the international literature on this subject, including works by Maria Danielsson and Gudrun Lindberg (2001).

Also when asked to assess the welfare of individuals in certain contexts, both sexes tend to have different patterns of response. As an example, we can analyse the data from the last WHO study (2008) on inequalities in health of young males and females, carried out on the basis of assessments made by girls and boys in the school context. With regard to school attendance, the girls have generally a more positive attitude than boys, whereas the stress they experience is referred to as more intense by the younger boys and the older girls.

According to the same study, with regard to interpersonal relationships, boys tend to refer more frequently to friendships and direct contacts with friends.

On the other hand, girls seem to favour more social interactions and expression of emotional relationships electronically.

As for their personal situation, girls tend to classify it in a more negative way than boys, both in terms of health and in terms of their satisfaction with life and experiencing physical and emotional symptoms; in the case of boys, they refer in a more expressive way the occurrence of injuries. Some statistics already cited about the mortality of men, help to realize that it will happen. Moreover, the values of mortality at young ages leave no room for doubt. During the second decade of life, as the age increases, grows also the percentage of deaths of males due to violent causes, mainly as a result of accidents. Is not credible that the boys become biologically weaker than girls as they approach the age considered as adult, therefore such significant differences that exist between the sexes in respect to accidents have to be interpreted differently, taking into account the specificities in the process of socialisation.

For that purpose, see the chapter
"Body, Movement and Education"

In fact, the need for "affirmation" of masculinity on the one hand, and femininity on the other, increasingly penetrates the biographies of boys and girls from the puberty. Stereotypes and behavioural patterns increasingly follow the dictates of gender, whereas health repercussions of one group and another exhibit a more marked double standard. How else can we interpret the data showing that between young people from the age of 15, the total number of deaths from traffic accidents, more than 80%, occurs in boys, or that in case of "accidental falls" the percentage exceeds 90%?

Phenomena such as the current so-called bullying - and the physical and emotional repercussions it implies – whose victims are mostly boys, are better understood when analysed from a gender perspective. Violence, in its multiple expressions, is an important factor in building and hierarchizing various forms of masculinity, according to Carlos Barbosa (2005). The normativity of being a man also imposes on others, who do not exhibit the distinctive features of traditional and hegemonic masculinity, who are therefore penalised. This does not mean that girls are immune to bullying, however, as mentioned by Celeste Simões and Marinas Carvalho (2009), the effects are less visible on the physical level and more on the emotional level.

In the genesis of these asymmetries, there is often emphasised the existence of "psychological

traits" that are different in both sexes, which determine their behaviour patterns; therefore, this analysis assumes that this is due to a supposed essence of being male and of being female, or in other words, differences are regarded as inevitable, due to the biological dimorphism between men and women. But if we deal with a set of constant and immutable characteristics, how to explain that in some areas, the behaviour of boys and girls is more and more similar in many social contexts? In light of this principle, how to interpret that the cigarette smoking tends to stabilise or decrease among males, and increase among females?

One might say that since the girls tend to adapt conduct traditionally attributed to males (the contrary is much less frequent), even those involving risk to health, this means that gender equality is a reality. Nonetheless, it is an abusive conclusion. In some works, for example by Ana R. Laranjeira (2004), the evidence is given to the fact that, at the symbolic level, a certain behaviour, even if it involves risk, is not perceived in the same way, depending on whether we deal with a girl or a boy. In that study, the young people of both sexes admitted that girls have the same right as boys to go out at night and consume alcohol, nonetheless a young drunk girls is perceived differently than a young drunk boy.

> In reference to this subject, the activity "Gender and Health Risk Behaviours" provides suggestions for work to explore the subject with female and male students.

The behaviours involving risk to health are generally more exuberant in boys than in girls, involving more action and spectacular conduct, and maybe for that reason they do not always deserve similar attention to risk behaviour "in the feminine", which is generally less visible often self-injurious and expressed in a more insidious way.

Although in some very specific contexts malnutrition remains the main problem, one of the health issues that is gaining in prominence in the present society is overweight and obesity. In terms of prevention, this is perhaps one of the subjects which requires a more thorough approach to gender, since in these issues we can see huge differences between sexes and, without doubt, a mere biological approach to differences becomes too narrow and may generate errors of analysis manifested by abusive conclusions, which can compromise adequate prevention mechanisms. That is why some research data deserve particular attention. For example, the fact that overweight and obesity are more common in boys than in girls. On the other hand, girls more often report having a healthy diet, even if they often "omit" the breakfast, however, they are normally more dissatisfied with their body, state the need to lose weight and are involved in restrictive diets. Consideration of these different views about the body and its importance is an important element for the health counselling at this age, for health education and clinical practice.

> For that purpose, see the chapter "Body, Movement and Education"

Finally, it should be noted, once again, the fact that also the male/female health workers, both at the design and implementation of health policies level or in terms of professional practices, reflect in their interventions gender inequities.

The phenomenon was, in fact, highlighted in relation to diseases. But it applies also in the existing asymmetries regarding the sex distribution of physicians and nurses in various specialties. In fact, the areas related to care are mostly occupied by female professionals, such as pediatrics and child health or family planning, on the other hand men still predominate in the areas of medicine that symbolically hold greater prestige, e.g. surgery and cardiology.

In their speeches, the male/female professionals attribute to these asymmetries reasons based on gender stereotypes. They say, for example, that "greater rationality" and "less emotion" in men makes them more apt to work in the areas mentioned above, whereas the phenomenon of motherhood is the central justification for women to be predominant in the pediatrics and child health. Generally, the phenomenon is justified by the existence of "different natures" of men and women. Also female/male professionals finally find evidence that might be called

scientific, in what translates opinions based on socially constructed beliefs.

With regard to the opinion concerning the differences between men and women about their condition of patients and health service users, in general, the professionals of both sexes tend to think that women seek to relate with them in a more communicative and intimate way, presenting complaints that are less explicit and applying large subjectivity in expressing symptoms. As for men, they are said to be more objective describing the symptoms and more reluctant to comply with therapy, according to a study by Vasco Prazeres (ed.), Ana R. Laranjeira, Antonio M. Marques and Celia Soares (2008).

While many health workers maintain this type of speech, when asked if they meet these characteristics in all men and all women, the answer is invariably negative. They quickly admit that there are more differences between men and differences between women than differences between men and women. However, the stereotypical statements about men and women persist in our speeches!

But even if such differentiating features could be verified (the generalization cannot be abusive), would we be in the presence of "innate" traces or rather socially learned behaviours? Do we express our condition of man and woman according to the dominant model, even in the form of presenting complaints about our bodies and our state of mind? Would be perceived as compatible with "masculinity" a man who consulting a doctor appears to be vulnerable, weak and plaintive, with many "back pain", and without any trauma? And would be "well regarded" a forty-year woman stating to her gynecologist that she has never experienced the "call of motherhood"?

Also in case of determinants of health and disease, assigning the genesis of what seems to separate men and women only to "Nature", gives us too narrow view of the facts.

Final considerations

In short, face the binomial health/disease means understanding it as an unstable equilibrium, resulting from the interaction of different determinants of health that are of biological nature or come from the environmental field. And, in the context of social determinants, we must duly appreciate the gender, as the normative element in the life of men and women throughout the life cycle. Thus, all educational perspective on health shall take this determinant into account, in order to reduce the inequities that it generates in life and, in particular, in health benefits and well-being of men and women.

3.2.

Activities to be developed in curriculum areas

Introduction

This chapter presents twenty-one proposals for activities which, drawing from different topics set out in the first part of this Guide – body, health, leadership, Information and Communication Technologies, personal and professional life – suggest specific approaches to considering the issue of gender and inequality with pupils.

Each activity can be performed as a whole or in part. It can be adapted to a specific context in which it will be applied and it can also serve as a point of departure for a longer-term project aimed at expanding and deeping the topic under discussion and/or intercrossing several proposals included within different activities. The dynamics can be introduced in the Civic Training area, or possibly linked with the Project Area and can involve other curriculum disciplines.

Explaining the intentions behind every activity – the objectives, background and possible results – the authors present or suggest citizenship skills (explained further in the theoretical chapters) which will tie in with general basic education skills and some specific aspects at a disciplinary level. Thus, it is recommended that the activities be expressly integrated into the Class Curriculum Plans.

These activities were designed, at first, for the third school Cycle (approximately 13 years old and upwards) in line with the purpose of this Guide. However, according to teachers who evaluated and implemented some of the proposals, whom we mention in the introduction to this Guide, it is possible to carry out almost all of the activities, with greater or lesser adjustment, either in the second school Cycle (approximately 9/10 years) or in secondary schools. This provides a vertical link which the present grouping of schools encourages.

f. ACTIVITY

Gender and Health Indicators

Goals

Interpret information about health.

Identify differences between the sexes as regards mortality patterns in young people and the population in general.

Recognize the influence of gender-based behaviour to sex dissimilarities between the sexes and in what concerns the different causes of death.

Discuss the inevitability of the dual behavioural pattern.

Preliminary considerations

Every time principal health problems in young people are discussed, matters related to behavioural patterns are immediately raised; topics such as the consumption of alcoholic drinks, illegal drug-taking, unprotected sex or accidents are normally mentioned most frequently.

However, these issues are still not frequently approached bearing in mind one unavoidable reality: in this age group the magnitude of these problems presents itself as very heterogeneous when taking account of variables such as socio-economic conditions, ethic aspects and, of course, the sex of individuals.

When young people are surveyed to determine their degree of awareness of the main problems occurring in those age groups and of the main causes of death, the answers obtained tend to reflect what epidemiological data have indicated to date.

On the other hand, when preventive actions are being compiled in relation to these questions, account is rarely taken of the factors which determine behaviour entailing a risk to health. At the same time, the figures for the distribution of incidents broken down by sex are usually ignored.

It is thus important to recognise, in a co-educational context, the impact of gender on health indicators in addition to the differences imposed by biology.

Suggestions:

DURATION: two 45-minute lessons

RESOURCES AND MATERIAL:
Worksheet.
Register sheet.
Computer and projector.
Classroom board.

Methodological Strategy

- Individual work
- Class discussion

Activity Development

1. As an initial individual task, it is suggested that the students examine the two Figures presented in the attachment (Worksheet F1) and

By: Vasco Prazeres

draw conclusions from what they observe in order to determine the differences between boys and girls as regards mortality patterns.

The Figure is a graphic presentation of the percentage distribution of causes of death between 1992 and 2004 in females and males for the age groups: 10 to 14, 15 to 19 and 20 to 24 years.

In order to read the figures correctly and to make the task feasible, it is necessary to clarify certain concepts; it should therefore be pointed out that: death by natural causes generally means deaths caused by illnesses; violent deaths are considered those caused by accidents, suicides or homicides.

The students are expected to note the predominance of death by natural causes in the female sex, whereas in the case of the male sex, the situation proves to be just the opposite. As a corollary of this inequality recorded, it may be expected that some explanation should be found for this phenomenon.

In order to find that, during the first phase, the students are asked to work individually to search for and write down explanations for the differences recorded.

2. Now, working in groups, it is recommended that, following the period of individual reflection, a discussion should be held based on questions such as:

- In this age group, is the fact that women´s deaths are mainly caused by illnesses and men´s deaths are mainly caused by violent events (accidents, suicides and homicides) related to an alleged greater vulnerability of the female sex to illnesses?

- Are men "genetically" motivated to demonstrate more violent conduct than women and, therefore commit more homicides and suicides?

- Are men more prone to have accidents?

- Are men perhaps more "aggressive" while driving a vehicle, which causes more accidents and injury to them?

- If the stereotype "says" that women are less skilled at driving than men, how is this distribution of causes of death explained?

- If in the students´ families both parents hold a driving license and travel together, who drives the car?

- If just one of them holds a driving license, which one is it?

- If there is only one car in the family, which member of the couple uses it on a daily basis? …

With an image of the figures in the background, it is suggested that points arising from the previous period of individual reflection should be written on the classroom board, in addition to those arguments which arise during the collective discussion itself.

3. In the third phase, the students make a critical interpretation of the Figures and of the arguments put forward, in order to enable them to highlight the preponderance of behavioural patterns which are different between men and women and which, to a large extent, lie at the heart of the differences noted for causes of death - an influence greater than major biological dissimilarities. Note: these differences also have other implications but, given the purpose of the exercise, they should not be mentioned here.

The differences are not neutral, though, and the debate can lead to questioning of gender stereotypes on which men´s and women´s behavioural patterns are based, conditioning the health / illness ratio and, in the last resort, even death. Thus, it might be possible to make a list of gender stereotypes which have governed the conduct of boys and of girls and which can and need to be dismantled together.

Possible Outcomes

The discussion can lead to a more profound acknowledgment that in these age groups (and not only these) most deaths could be avoided, particularly those due to violent causes by and resulting, for the most part, from behavioural patterns based on gender - and as such, susceptible to change.

To achieve that, it is necessary to recognise the capacity of men and women to change gradually beliefs and forms of behaviour both in their social and intimate relationships - which would clearly be beneficial as regards health and longevity.

Further development ....

This activity can be continued and deepened on the basis of:
A more detailed analysis of some causes of death, such as:

- Mortality caused by motor vehicles.
- Mortality caused by suicide and homicide.
- Mortality caused by falls.
- Mortality caused by drowning.
- Mortality caused by AIDS (which is included in the death by natural causes group, but whose origin is, primarily, conditioned by behaviour deeply marked by gender, related to sexuality, contraception and prevention of Sexually Transmitted Infections).

More information

Directorate General for Health (Direção Geral da Saúde). Risco de Morrer em Portugal, Lisboa, DGS (various years), available online at the following link: www.dgs.pt (particularly: http://www.dgs.pt/wwwbase/wwwinclude/ficheiro.aspx?tipo=0&id=14952&ambiente=WebSiteMenu), [accessed 02/12/09].

Prazeres Vasco (coord.), Laranjeira Ana Rita & OLIVEIRA Victor (2006), Saúde dos Jovens em Portugal – elementos de caracterização, Lisboa, Direção-Geral da Saúde, available at www.dgs.pt

To learn more about this topic, see the Chapters 1.1. and 3.1.

Feedback on Implementation

THIS ACTIVITY WAS CARRIED OUT DURING THE WORKSHOP ON GENDER AND CITIZENSHIP IN PRE-SCHOOL EDUCATION, ELEMENTARY AND SECONDARY EDUCATION HELD AT THE REYNALDO DOS SANTOS BASIC AND SECONDARY SCHOOL (VILA FRANCA DE XIRA):

"I can see its immediate applicability in the 3rd Cycle, in the disciplines of Civil Training and Project Area, right from the 7th year onwards as it is a crucial phase of growing up. However, this topic is very important and I think it could be approached from an interdisciplinary perspective, involving almost all disciplines at a given moment of curricular development; it should be regarded as a long-term project (the three years of the Cycle)" (teacher: Isabel Paulo).

"In the 9th year this activity can be implemented simultaneously in disciplines such as Natural Sciences (by performing Tasks 1 and 2), Civic Training (Task 3), ICT (search via the Internet regarding proposed topics), Project Area (to develop activities with the aim of informing the rest of the school community)" (teacher: Paula Peniche).

By: Vasco Prazeres

Gender and Health Indicators — *Worksheet f1*

AN OUTLINE OF THE GUIDE

Introduction

We frequently hear that youth corresponds to one of the phases of life when mortality is less accentuated. It is true! However, there are facts which deserve some thought. Did you know, for example, that every year in Portugal a few hundred people die, aged 15 to 24, and that the figure for deaths is three times higher for the male sex than for the female sex? Just to give you an example, in 2005, 569 boys and 193 girls in the above-mentioned age group died!

These are many potential years of life wasted and, furthermore, these are deaths which could have been avoided to a considerable degree! In fact, if on the one hand, different serious illnesses put an end to individuals´ lives, on the other hand, many of the situations causing death could have been avoided if some behaviour patterns had been different on the part of both sexes.

That is why we all have to make a thorough analysis of the causes of death, understand better what governs them and correct what is possible in our way of life.

We hope that the following exercise, you will give you a better understanding of what is going on and that you will somehow be able to help to improve this scenario.

Task

On the following page you will find two Figures which represent, in the case of both boys and girls, the ratio between deaths from natural causes(i.e. illnesses) and from unnatural causes (i.e. the category of accidents, suicides and homicides).

Observe on each graph the relative significance of each of the two types of causes, according to the classification mentioned in the previous paragraph. Check what is happening in each of the years in question, trying to determine what is practically constant in all of them.

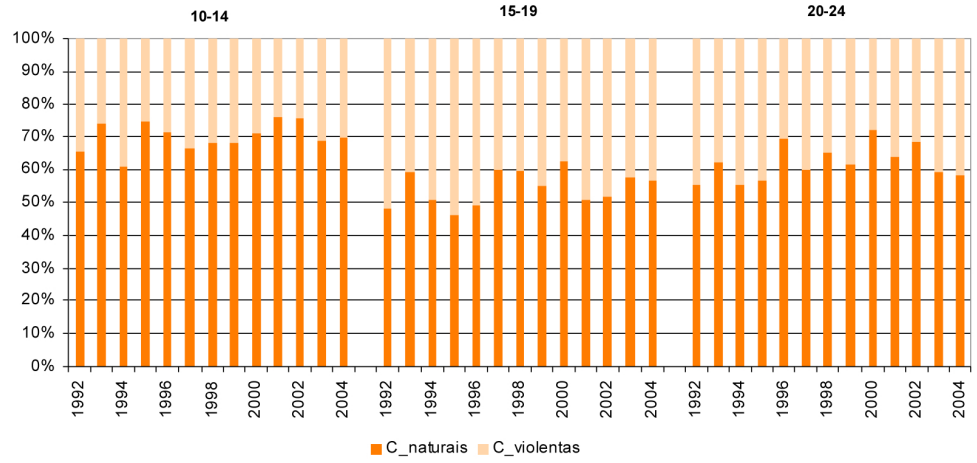
Try to find reasons to explain what you notice and write down your opinions.

Gender and Health Indicators

Worksheet f1

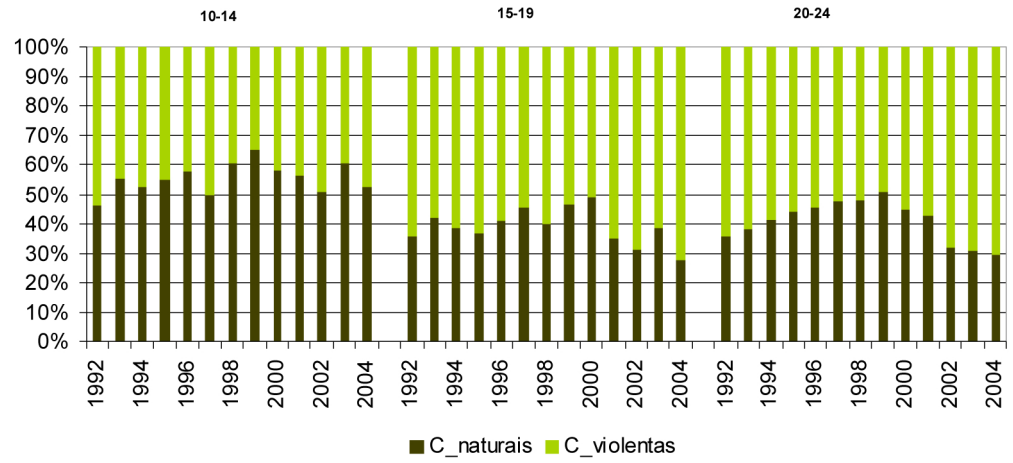
Proportional difference between types of causes of death (C) for both sexes between the ages of 15 and 24.
Portugal, 1992 - 2004

Figure 1. Distribution of types of cause of death for the female sex



Source: DGS (2006). Saúde dos Jovens em Portugal – elementos de caracterização.
(DGS (2006) Youth Health in Portugal – main features)

Figure 2. Distribution of causes of death for the male sex.



Source: DGS (2006). Saúde dos Jovens em Portugal – elementos de caracterização.
(DGS (2006) Youth Health in Portugal – main features)

By: Vasco Prazeres

g. ACTIVITY

Gender and health-risk behaviours

Goals

Appraise gender as a determining factor in health-risk behaviours.

Identify the most frequent representations of "female psychology" and "male psychology".
Define various types of risk demonstrated in boys´ and girls´ experiences.

Describe those behaviour patterns regarded as male and female which attenuate health risk factors in both sexes.

Conduct a joint discussion between the sexes on the "dismantling" of gender stereotypes as a strategy for preventing health risks.

Preliminary considerations

Gender as a behavioural constraint acquires a relevant role in the set of conditions determining the health of individuals.

During the first decades of life and particularly during adolescent and teenage years, when the process of learning to "become a man" and to "become a woman" brings greater demands, the dictates of gender entail a need for assertion of identity. This can frequently result in behaviour which can be harmful to personal integrity, well-being and even health.

It is not by accident that we find, when defining patterns of health / illness in this age group, that the main problems are generated through behaviour patterns which might bring harmful consequences either immediately or in the short, medium or long term.

Suggestions

DURATION: two 45 minute-lessons

RESOURCES AND MATERIALS
Register sheet

Classroom board

Immediate repercussions might arise from, for instance, dangerous cycling, motorcycling or driving motor vehicles as well as from failing to use protective equipment – all of these types of behaviour are responsible for innumerable accidents, sometimes fatal. Exceeding personal limits and underestimating adverse situations may lead to serious falls, drowning, etc.

In the short, medium and long-term, unbalanced eating habits, the consumption of harmful substances, a sedentary life-style, etc. might pose a serious threat to health and even prove fatal.

Epidemiological studies regarding those behaviour patterns systematically show that there is always a dual pattern when data are analysed separately as a function of sex.

Even if we tried to ascribe the origin of behavioural differences between the sexes to mere "essential" characteristics of one sex or the other, assuming that a genuine biological de-

terminism was responsible, how can we explain changes observed over recent decades? Reliable research carried out regarding some juvenile behaviour and health indicators shows the trends within patterns noted for each sex.

The survey on tobacco consumption might serve as an illustration of this phenomenon (see Activity 1). However, mere biological determinism does not make it possible to explain the changes in behaviour, at least not in a short period of time. The origin of these changes will be found within the environment, culture and learning.

For this reason, there is every advantage also in promoting and protecting health, since the younger generations will be gradually "freeing" themselves from the dictatorship of gender stereotypes, which have constituted a powerful social conditioning factor for well-being and health for both sexes.

Methodological Strategies

- Individual work,
- Group work,
- Class group discussion

Activity Development

1. 3 kinds of work groups are formed: a) group(s) with boys only; b) group(s) with girls only; c) mixed – joint group(s), if possible; the number of groups will depend on the total number of students.

The members of each group are asked to work individually for approximately three minutes to perform a brainstorming exercise, identifying and recording about half a dozen types of behaviour considered as "risk behaviour" among young people.

Next, a discussion should follow for the same length of time, to identify half a dozen "personality traits" considered typical of boys and the same number typical for girls recorded on a separate sheet.

Once the individual task has been finished, all members within each group work together; it is suggested that, at this stage, one member of the group should take notes on each individual idea on both of the themes proposed.

Next, by means of discussion, terms or expressions should be selected by consensuses to illustrate the most appropriate answer to the questions posed. In other words, the aim is to express opinions about "main types of youth behaviour entailing risk", about "typically female personality traits" and "typically male personality traits". Six in each category should be selected.

Still in small groups, the students perform a task to determine six "personality traits" (which can be "male" or "female") which seem most associated with each kind of risk behaviour.

Once this process is completed, each group appoints a spokesperson to communicate to the class the conclusions which the group has drawn.

2. This task is to be performed by the whole group where the spokesperson for each of the groups – male, female and mixed – should present the conclusions which the respective group has drawn.

At this stage it is very advisable to ensure the following:

Apart from comparing similarities and differences found in the various assignments, it is important to look for possible associations between the type of composition of each group and their respective answers. A comparison should be drawn between the pattern of answers provided, bearing in mind the composition of each group (boys only, girls only or mixed) checking to see whether such composition is related to the pattern of answers provided in terms of any predominant references to attributes considered feminine or masculine.

Very likely, the students´ work will reflect a strong link of the said "masculine" attributes with behaviour regarded as "risk behaviour". Should that happen, it will be necessary to guide the discussion towards questions such as:

- Are types of "risk behaviour" determined as most typical (likely to be those regarded as

"masculine") characteristic exclusively of boys?

- If we admit that girls too can demonstrate such behaviour (even if less frequently), then what is the reason for that? Are they less … girlish?

- And do all boys show such behaviour? And are those who do not… less boyish?

- Do all boys and girls behave only due to their own freewill? Who controls such behaviour the most, girls or … other boys?

- And in the case of girls, does the situation differ?

On the other hand

- What will "female risk behaviour" constitute?
- Why will it be considered as such?

- Unbalanced eating habits?

- Consumption of medicaments?

Regardless of the consensus reached, such questions should be posed to trigger a discussion in order to contribute to a broad-ranging reflection on the possibility (necessity) for boys and girls to create new paradigms of growing up, development and socializing.

Answers obtained to a set of such questions can give rise to a "consensus document" which, drawn up and adopted collectively, will serve as an "agreement on principles" for personal and collective conduct within the work group and also outside of it.

Possible Outcomes

As the final objective the students should be able to:

Deliberation in order to clarify the origin of many types of behaviour which might present a risk to the health and life in youth and at subsequent stages.

Clearer recognition of gender stereotypes and dictates which, notwithstanding the social changes under way, still represent a straitjacket on the learning process for both sexes, conditioning behavioural patterns which can entail a risk to health in the immediate, short, medium or long-term.

Further development …

This activity can be taken further and deeper on the basis of:

- Assessment of risk and risk behaviour as an unstable balance between prejudice and opportunity both in boys and in girls.

More information

AMÂNCIO, Lígia (Org.) (2004), Aprender a ser homem. Construindo masculinidades, Lisboa, Livros Horizonte.

Directorate General for Health (Direcção-Geral da Saúde), Risco de Morrer em Portugal, Lisboa, DGS (various years), available online at the following link: www.dgs.pt (particularly:http://www.dgs.pt/wwwbase/wwwinclude/ficheiro.aspx?tipo=0&id=14952&ambiente=WebSiteMenu) [accessed 02/12/09].

PRAZERES Vasco (coord.), LARANJEIRA, Ana Rita, OLIVEIRA, Victor (2006), Saúde dos Jovens em Portugal – elementos de caracterização, Lisboa, Direcção-Geral da Saúde, available online at the following link: www.dgs.pt.

PRAZERES, Vasco (coord.), LARANJEIRA, Ana Rita, MARQUES, António Manuel, SOARES, Célia (2008), Saúde, Sexo e Género – Factos Representações e Desafios, Lisboa, Direcção-Geral da Saúde, available online at the following link: www.dgs.pt.

Feedback on Implementation

THIS ACTIVITY WAS CARRIED OUT DURING THE WORKSHOP ON GENDER AND CITIZENSHIP IN PRE-SCHOOL EDUCATION AND IN ELEMENTARY AND SECONDARY EDUCATION HELD AT THE REYNALDO DOS SANTOS BASIC AND SECONDARY SCHOOL (VILA FRANCA DE XIRA):

"Implementation in the class of the 8th year in Assisted Study; "three groups were formed – one female, one male and one mixed (...) the activity was very well received and pupils took an active part, mainly the girls. The group comprising only boys showed less enthusiasm; (...) this activity may be taken further in the 8th year in a multi-disciplinary context with Multimedia Workshop and / or Visual Education" (teacher: Helena Ferreira).

"I suggest that this activity be implemented in the 8th and 9th years in Civic Training and Natural Sciences. In the former you can develop the proposed activities and a debate followed by the preparation of a text illustrating what every student has learned with this activity. In the former, research will serve as a basis for group work regarding each type of risk behaviour." (teacher: Rosinda Nicolau)

This activity is relevant and appropriate for Educational and Training courses, namely in the areas of Citizenship and the Contemporary World (teacher: Isabel Duarte), Health and Safety at Work (António Costa) and Psychology (teacher: Maria João Cruz).

By: Vasco Prazeres

h. ACTIVITY

Gender and Sexual and Reproductive Health

Goals

Recognize the implications of the double standard masculine/feminine for the adoption of preventive behaviours in the field of sexuality and reproductive health.

Identify what is expected of girls and of boys as regards dating, sexual relations and prevention of the unwanted consequences.

Recognize the factors which determine differences in the social mandates attributed to each sex in these matters.

Discuss the inevitability of this double standard and find alternative models.

Preliminary considerations

At present we consider ourselves a democratic, egalitarian and open society. That has been made possible since, over recent decades, much has been achieved by a series of changes regarding the leading role of women in the public sphere and in private life, which helped to reduce many of the inequalities which existed.

However, perceptions regarding gender continue to ascribe different mandates to men and women, in all age groups, with particular focus on amorous relationships between individuals. Many individuals and social groups considered more forward-thinking already regard themselves as "free" from such norms, but common sense indicates that the majority of people govern their lives according to the so-called traditional "codes of conduct".

Although young people of both sexes are deemed to be more prone to follow the winds of modernity (and to produce them) than people in other age groups, classical stereotypes may also provide, paradoxically, a focal point as regards their sexual behaviour, which translates into the dual pattern in upbringing on which they still base their social relations.

When we seek to promote prevention in the field of sexual behaviour involving a greater risk to health, be it in the field of sexually transmitted diseases, unwanted pregnancies or even sexual harassment and abuse – we must bear in mind the students´ perceptions of what constitutes "masculine" and "feminine" behaviour. An attempt to act without making them capable of questioning stereotypes and together reaching new perceptions of individual difference, equality of rights and obligations, independence in sexual matters and a common agreement will normally prove to be a task doomed to failure.

Suggestions:

DURATION: two 45-minute lessons

RESOURCES AND MATERIALS:
Worksheet
Register sheet
Computer and projector
Classroom Board

Methodological Strategies

- Individual work
- Group work

Activity Development

1. It is suggested that one of the Figures shown in the attachment (Worksheet h1) should be presented, for instance, Figure 1.

Upon analysis of the Figure, the students should be asked to imagine what every character is saying or is going to say at that moment.

2. With the Figure selected on screen:

Each person in the group is then asked to say which sentences he/she wrote down: first, regarding the thoughts of each character and, secondly, on the sentences they uttered. The teacher should write the results on the board inserting them in a column dedicated to each sex.

The differences encountered will emphasise the dual pattern as regards masculine and feminine "profiles" in the way they perceive and act in this kind of situation.

Next, it is possible to start a discussion around a set of questions, such as:

- Who took the first step to arrange this meeting?
- Who feels more responsibility for managing the course of events?
- Who has the greatest expectations?
- Who speaks first?
- In reality, will it be always be like that?
- Do boys take (and should it be the boys who take) the initiative?
- Do boys manage (and should it be the boys who manage) the course of events?
- Who expresses first a wish for closer sexual intimacy?
- When it happens, who should express it?
- If both express a wish to have a sexual relationship, who should speak about the contraceptive methods and prevention of sexually transmitted infections?
- Are there any fixed rules on the roles ascribed to each sex, so that two people can live their amorous relationship in a satisfactory way?
- What principles then should guide emotional and sexual relationships between individuals?

For the first Figure selected for the exercise, the following should be considered: It is possible that during the course of the exercise or even at the end, someone will notice, upon being made aware of the fact, that it was initially presumed that the Figure on the left is "female" and that the one on the right is "male" merely on the basis of the position of one arm...

As a matter of fact, the figures are identical and, supposing that we are speaking about people of different sexes (and nothing suggests that that is the case), just one proactive gesture made by the figure on the right leads us to an erroneous perception of the scene...

Thus, it will be relevant to help the students to reflect upon the depth of the impact which stereotypes have on the structure of our thinking, on how we can make the most of our critical thinking and on the point that it is possible and desirable for us to be able to decide for ourselves, giving the opportunity to the other party to do the same.

At the end of the exercise it is possible to draw up a set of conclusions which will serve as a "code of conduct" which all the students can accept as a group and which can foster the ethics of dyadic relationships incorporating equality of rights and responsibilities as regards expression of sexuality, in particular concerning the prevention of dating-related violence and unprotected intercourse.

Possible Outcomes

A more profound debate may lead to the recognition that, even in different ethnic and religious communities, a dual pattern seems to constitute the norm, so that women and men are perceived in a different way as regards their sexuality, even though there are some changes under way.

By: Vasco Prazeres

Further development ....

This Activity can be taken further and deeper on the basis of:

Role play where the students have a chance to portray known stereotypes and try to find arguments against them.
- The encouragement of research on "behaviour norms" for boys and girls throughout the ages or a study of religious taboos in different religious denominations as regards men's and women's sexuality.

More information

ARIÈS, Philippe, DUBY, Georges (dir.) (1990-1991), História da Vida Privada, 4 volumes, Porto, Afrontamento

To learn more about this topic, see the Chapter 3.1.

Gender and Sexual and Reproductive Health **Worksheet h1**

Fig. 1
Source: Taken from:http://api.ning.com/files/I9VbtNrcUhmjPw5mVUU3lM6XWygSqKsAJ*Jxv8qux2gZYv28AcHUGCmfOQyjADFtebDDVs-K42QYjpS2A8UYLU2XGebPwbGa/online_dating_regular_dating.jpg (accessed on March 15, 2009)

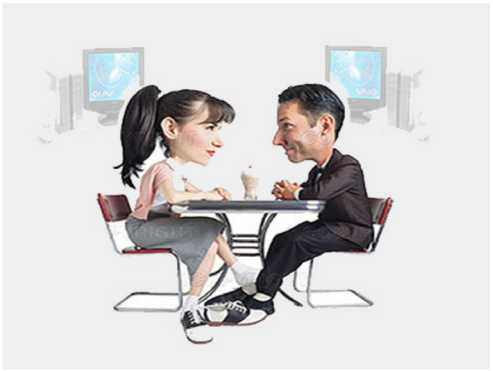


Fig. 2
Source: Taken from: http://www.tsbmag.com/wp-content/uploads/2007/07/dating3.jpg (accessed on March 15, 2009)

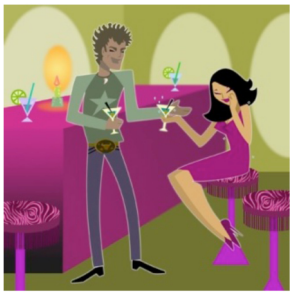


Fig. 3
Source: Taken from: http://www.datingonline365.com/uploaded_images/sim-dating-games-online-794337.jpg (accessed on March 15, 2009)

i. ACTIVITY

Gender and Tobacco Consumption

Goals

Interpret representations of masculine and feminine behaviours.

Identify a double interpretative standard of every single behaviour exhibited by young people of both sexes.

Recognize the fact that the normal standard of masculine behaviour is applied for the analysis of youth issues without drawing a distinction between the two sexes.

Preliminary considerations

Attempts to devise preventive measures to types of behaviour entailing a risk to health during educational activities, do not always take account of two essential aspects:

On the one hand, the experience of such behaviour might take a different form in each sex for different aspects: a) as regards factors determining this phenomenon; b) as regards motivation for such behaviour; c) as regards its form of expression and d) as regards the way it develops over a period of time.

On the other hand, if we do not take due account of the differences between both groups, based usually on gender inequalities, the communication strategy and the messages conveyed run the risk of presenting the public with a biased interpretation.

Suggestions:

DURATION: four 45- minute lessons

RESOURCES AND MATERIALS
Register Sheets
Classroom Board

Cards and /or a computer and a projector

Prevention of tobacco consumption constitutes a classic example. Normally, when we provide information to young people on the risks associated with smoking and seek to promote actions aimed at preventing tobacco consumption, we rarely take into consideration the fact that the phenomenon manifests itself quite differently in each sex.

It is no coincidence that marketing and advertising always exploited these characteristics in promoting their products in this field.

On the other hand, it is now known that data appear to indicate that, in our society, tobacco consumption by young males is not increasing; on the contrary, the figures are tending to stabilize or even decrease. In contrast, it has been observed that tobacco consumption among young females has increased.

This subject needs to be approached in a more comprehensive manner, also by young people themselves.

Methodological Strategies

- Group work
- Group discussion

Activity Development

1. With 9 small work groups (two to four people each) where three of the groups are composed of boys and three are composed of girls and other three are mixed. Then:

One of the boys' groups, one of girls' groups and one mixed group should try to find an answer to the following question: why do young people smoke?

At the same time, another group composed of boys, another group composed of girls-and one other mixed group will also, in the same way, answer the question: why do girls smoke?

Each of the remaining groups in each category will answer the question: why do boys smoke?

Note: This activity may be organised based initially on the questionnaires proposed in the attachment (Worksheet i1, i2 and i3).

Then, working as a class, and with help of a spokesperson for each group (appointed by the members), the results obtained are presented and written down on the classroom board.

The teacher organises the results obtained and prompts a discussion on those results.

First, the discussion focuses on one of the questions, comparing the opinions expressed by the three groups (boys, girls and mixed). The procedure is repeated in relation to the second question and then in relation to the third question.

Finally, an overall comparison is made in an attempt to determine the dual pattern in terms of gender which, it is supposed, will emerge from this comparison. It is also expected that there will be a considerable degree of agreement among opinions regarding young people and boys.

2. The first part of the second task involves the same groups and the students are invited to draw up a set of simple sentences about the risks associated with tobacco consumption and the respective anti-smoking measures; the target groups will be the same as those addressed in the Task 1, young people, girls and boys.

In the second part the sentences drawn up will serve as the basis for the preparation of posters, information leaflets or PowerPoint presentations aimed at the same target groups.

Each group will present their work to the class and say why they chose the sentences, images, etc. bearing in mind their target groups.

Next, based on a gender perspective, a comparative analysis is made of the opinions expressed during the first task and the results obtained during the second task, checking for coherency or ambiguity within the various presentations, detecting stereotypes and seeking to find a consensus as regards anti-smoking measures according to a gender perspective.

Possible Outcomes

Evaluation of the impact of the activity might be measured by the students´ capacity to deepen their knowledge about the risks associated with tobacco consumption, in particular the effects of tobacco-derivatives, their impact on men and women, the stereotypes around which marketing and advertising operate as well as boys´ and girls´ reasons for smoking in addition to prevention strategies on the basis of what is called "peer education".

Further development ...

The proposed activity related to tobacco consumption might prompt teachers to develop other activities of a similar nature and which are adapted to different kinds of behaviour and consumption patterns, making it possible to find similarities as to what causes them and, particularly, how they relate to gender issues.

By: Vasco Prazeres

More information

Direcção-Geral da Saúde (Directorate General for Health), Risco de Morrer em Portugal, Lisboa, DGS (various years), available online at the following link: www.dgs.pt (particularly http://www.dgs.pt/wwwbase/wwwinclude/ficheiro.aspx?tipo=0&id=14952&ambiente=WebSiteMenu) [accessed 02/12/09].

Nunes, Emília (2007), "Tabaco e Saúde", in Consumo de Substâncias Psicoactivas e Prevenção em Meio Escolar, Lisboa, Direcção-Geral de Inovação e desenvolvimento Curricular, Direcção-Geral da Saúde e Instituto da Droga e da Toxicodependência.

WHO (2007). Gender and tobacco control: A policy Brief, available online at the following link: http://www.who.int/tobacco/resources/publications/general/policy_brief.pdf [accessed 18/10/2009].

WHO (2008) Inequalities in young people's health - HBSC international report from the 2005/2006 survey, available online at the following link: http://www.euro.who.int/datapublications/Publications/Catalogue/20080616_1 [accessed 18/10/2009].

To learn more about this topic, see Chapter 3.1.

Gender and Tobacco Consumption — *Worksheet i1*

IN YOUR VIEW, WHY DO YOUNG PEOPLE SMOKE?
Indicate the three reasons, at the most, which you consider the most important.

_____ Because they want to appear important
_____ Because they want to imitate other young people
_____ Because they want to imitate boys
_____ Because they want to imitate girls
_____ Because they want to appear older
_____ Because they want to appear grown up already
_____ Because they think that smoking makes you lose weight
_____ Because they think that smoking makes them appear more attractive
_____ Because they are under pressure from advertising
_____ Because of their addiction
_____ Because smoking tastes good
For other reason(s). Which one(s)? _____
_____
_____

Gender and Tobacco Consumption — *Worksheet i2*

IN YOUR VIEW, WHY DO BOYS SMOKE?
Indicate the three reasons, at the most, which you consider the most important.

_____ Because they want to appear important
_____ Because they want to imitate other young people
_____ Because they want to imitate boys
_____ Because they want to imitate girls
_____ Because they want to appear older
_____ Because they want to appear grown-up already
_____ Because they think that smoking makes you lose weight
_____ Because they think that smoking makes them appear more attractive
_____ Because they are under pressure from advertising
_____ Because of their addiction
_____ Because smoking tastes good
For other reason(s). Which one(s)? _____
_____
_____

Gender and Tobacco Consumption

Worksheet i3

IN YOUR VIEW, WHY DO GIRLS SMOKE?
Indicate the three reasons, at the most, which you consider the most important.

_____ Because they want to appear important
_____ Because they want to imitate other young people
_____ Because they want to imitate boys
_____ Because they want to imitate girls
_____ Because they want to appear older
_____ Because they want to appear grown-up already
_____ Because they think that smoking makes you lose weight
_____ Because they think that smoking makes them appear more attractive
_____ Because they are under pressure from advertising
_____ Because of their addiction
_____ Because smoking tastes good
For other reason(s). Which one(s)? _____
_____
_____

Educational Intervention: Gender and Leadership. Practical Suggestions

Education Guide: Gender and Citizenship 3rd Cycle

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4.

Educational Intervention: Gender and Leadership. Practical Suggestions

4.1.

Women in Leadership. Hardships, ambiguities and numbers

Introduction

According to the International Labour Organization'[1], females accounted for 40% of the world's active population in 2006, whereas ten years earlier this figure stood at 39.7%.

In Europe, female employment is currently very close to 60%, having increased from the 51.1% in 1997 to 58.3% in 2007. However, there are still a lot of disparities between countries which are part of the European community, and these differences make vary this percentage from 36.95% to 73.2% (REWM, 2008)[2]. The high educational level that women have acquired does not, however, correlate directly with the positions women occupy in the job market, especially when one takes leadership positions into consideration. This occupational segregation remains largely unchanged in most member states, since women are a majority in the fields that are considered to be more "feminine", the value of wages earned by women is lower than that a man would receive in a similar situation - on average 17.4% less – and they remain in positions where there is less access to higher positions in the organizational hierarchy, as has been mentioned in several investigations.[3]

In the chapter named Gender Asymmetries in Vocational Choices, we analyse some of the issues affecting employment of women, as well as data related to their high standards of education.

Further, according to information referred to in the REWM (2008), women are a minority in positions of responsibility in politics as well as in business, particularly at the highest level. The proportion of women, who are heads of top companies in the European Union, is about 3%. In the government of the European central banks there are no women and they occupy only 16% of the highest positions within institutions linked to the greatest power in spite of the fact

[1]The International Labour Organization (ILO) is a multilateral agency connected to the United Nations (UN), and it specializes in labour issues. It is equally represented by the governments of the 183 member-states (as of 2009) and by employer and worker organizations. Headquartered in Geneva, Switzerland ever since it has been founded, the ILO has a network of offices throughout every continent. The site of the ILO's Lisbon office can be seen at http://www.ilo.org/public/portugue/region/eurpro/lisbon.

[2]EUROPEAN COMISSION (2008). Report on Equality Between Women and Men (REWM), Luxembourg, Office for Official Publications of the European Communities; Portuguese version available online at http://eurlex.europa.eu/smartapi/cgi/sga_doc?smartapi!celexplus!prod!DocNumber&lg=pt&type_doc=COMfinal&an_doc=2008&nu_doc=10 (consulted on 15/10/09).

[3]See the works of Lígia Amâncio and Conceição Nogueira (1995) and of Conceição Nogueira (2009).

By: Conceição Nogueira

that women represent approximately 60% of graduates in administration or law.

In politics, progress also comes about slowly. The average of women in national parliaments has increased from 16% in 1997 to 24% in 2008, but these numbers vary from 9% and 46%, depending on the country. According to information obtained from the European Parliament[4], the number of female deputies in the European Parliament has increased from 16.3% in 1979 to 31% in 2009.

> "Only 3 out of 10 members of the European parliament are female."
>
> European Parliament (2009)'[4]'

Despite the fact that there is in fact some growth, this growth comes about very slowly, and it's still rare to find women in positions associated with the economic world or with political power.

> "1 out of 5 members of parliaments worldwide is a woman. Quotas make a difference in an increase of this proportion"
>
> UNIFEM (2008)

Access to high level positions comes about much easily for men than for women, even when men are less prepared than women. The gap between the number of experienced women and proper professional training, and those who reach positions of prominence in organisations remains large. Data shows that the number of women decreases as you go up into the hierarchy.

In Worksheet J2 of Activity J, you can see national data which clearly reflects the inequality between men and women in positions related to political activity, in top positions of institutions and organisations, and in positions in the court system.

In conclusion, we can state that there are still obstacles preventing women from making full use of their skills and having access to jobs and positions for which they are qualified.[5]

There is still inequality that we must overcome.

Equality between men and women isn't just a goal itself: it's also a pre-requisite for the fulfillment of the EU's global goals regarding growth, employment and social cohesion. Growing participation from women in the job market ensures economic independence, which in turn provides a substantial contribution to economic development and sustainability of the social protection systems. Because women are over-represented in precarious jobs with fixed-term contracts, they are more susceptible to being affected by an economic downturn in the job market.

Women in leadership: a paradoxical situation

Even though women currently represent about 40% of the active population in the western world, they're still a minority in management positions, being practically non-existent in top management. Like Judi Marshall said in 1984, there are, however, exceptions and they are found in some categories, such as leadership by succession, by scientific eminence and/or election. However, women who have reached these leadership positions for these reasons are still considered to be exceptions in the perception of people, more than potential models.[6]

> "It just so happens that, even when the percentage of female researchers and university professors is high, the proportion of women in top career positions or leading and coordination positions remains low."
>
> Teresa Pinto, 2007: 156

[4]Information available online in the European Parliaments website at: http://www.europarl.europa.eu/sides/getDocdo?language=PT&type=IM-PRESS&reference=20090511FCS55550#title1 (consulted on 15/10/09)
[5]See the works of Sara Falcão Casaca (2008) and of Sara Falcão Casaca and Margarida Chagas Lopes (2009).
[6]See works of Conceição Nogueira (1995).

In reality, while the lower levels of management are starting to become more "neutral", the higher positions are still largely occupied by males, and therefore out of the reach of women.[7]

When women are able to occupy leadership positions this usually happens in traditionally female-dominated fields, such as the food, manufacturing, services sector, education and commerce sectors. Thus, women tend to be confined to the lower levels of the management hierarchy, supervising workers of their own gender, their decision-making role being essentially restricted to providing information to men who subsequently make the decisions.[8]

Even though some research shows that men and women have different leading styles, they present results that sometimes can be considered antagonistic, therefore we can't assume that there is clear evidence in this respect. There is some research that proves the impact of gender on management style (for example, that men favour a style more task focused, whereas women favour a style more focused on interpersonal relationships), but, there is also research that report no such differences.[9]

In spite of the fact that it's difficult to accept the existence of differences between sexes when it comes to leadership styles, there are researches that point to some important data in regards to the experiences of men and women: women mention prejudice, discrimination, the family/ career interface and gender stereotypes as sources of their daily stress, more than their male counterparts;[10]

» Women mention, more than their male counterparts, the existence of an obstacle course;[11]

» Women, when considered to be equally competent, think they're not correctly evaluated by their peers or by their superiors.[12]

For Esther Greenglass (1985), the stress arising from the conflict between work and family responsibilities is related to a high level of irritation, anxiety and depression amongst female managers. The author mentions that the pressure associated with these overlapping roles is not recognised by organisations, thus creating an atmosphere where women risk their health while they carry on with their careers.

> "The fact that gender inequality in the job market can only be effectively tackled with the active participation of companies deserves growing recognition (…). A company which incorporates equality between men and women as one of its values or principles and which intends to invest in building egalitarian gender relationships, should define, at the level of its human resources policy, concrete goals in regards to ending professional segregation, particularly through the encouragement of female participation in management functions, and favouring the integration of men in predominantly female fields, amongst others."
>
> Heloísa Perista, Maria das Dores Guerreiro, Clara Jesus e Maria Luísa Moreno, 2008: 105-106

Despite the number of anti-discrimination laws in force, the majority of the research that has already been mentioned in this text, suggests that legislation has had little impact on informal discrimination. Subtle forms of discrimination still effectively limit promotions of women, functioning as invisible barriers. These barriers have since been referred to as a "glass ceiling", a term Marilyn Davidson and Cary Cooper coined in 1992. This glass ceiling represents all barriers, invisible yet powerful, which hamper the careers of women who intend to reach leadership positions.

One of these barriers is well represented in the stereotypes associated with the job of manager, and in the stereotyped expectations of gender behaviour. These women experience conflict be-

[7]See works of Gary Powell (1993).
[8]See works of Barbara Reskin and Catherine Ross (1992), Carol Nadelson (1989) and Conceição Nogueira (1997).
[9]See works of Alice Eagly, Mona Makhijani and Bruce Klonsky (1992).
[10]See works of Bonita Long, Sharon Kahn and Robert Schutz (1992) and of Marilyn Davidson and Cary Cooper (1992).
[11]See works of Belle Ragins and Eric Sundstrom (1989).
[12]See works of Conceição Nogueira (1997) and of Jean Lipman-Blumen (1980).

tween what's stereotypically expected of them as women, and what's stereotypically expected of them as leaders.[13] It's for this reason that we dedicate a small part of this text to the subject.

Social Stereotypes and the management profession

To comprehend the segregation women are subject to in the job market, the issue of stereotypes has become fundamental. The idea that there are innate differences between the sexes is still known as common sense, and it is often said, for example, that men are governed by reason, and women are governed by the heart; these ideas imply a direct connection to male tasks and female tasks. Much in the same way, it's assumed that man "naturally" exerts authority over women. These stereotypes cause and feed the idea that there are characteristics necessary to be successful and to perform a certain task, thus allowing the designation of certain jobs as male, and others as female.

Women are frequently characterised along the lines of the traditional femininity stereotype; that is to say, for example, that women are indecisive, passive, and dependent. These stereotypes are harmful to women in general, and to the possibility of reaching leadership positions in particular, because, traditionally, the position of manager has always been associated with the traits of aggression, independence and ability to make decisions, stereotypes which are, in turn, associated with the male gender.[14]

It's due to these types of considerations that some women end up adopting a behaviour that is typically associated with males, in order to have access to leadership, and to positions that are traditionally occupied by men.[15]
Often, the price they end up paying for using this kind of strategy is that they are seen to be less feminine by others. This situation often ends up inhibiting the interest women have in leadership positions, for they fear they will start being labelled as male.[16]

However, the opposite doesn't seem to occur; in other words, men occupying leadership positions in traditionally female fields are not affected by these kinds of problems[17] (see for example the cases of many men presiding over a school's executive board, in a field which is largely dominated by women).

According to Carl Camden and Jan Witt (1983) female managers seem to be in a double-blind (ambiguous) type process in regards to their management style. If they behave with a more stereotypical female style, they're judged as being less effective, because they don't conform to male standards; but if they employ a management style that's identified as being that of a male, they are frowned upon as well, mainly due to the impact on their social image.

Literature regarding the obstacles women face also mentions external barriers which arise, essentially, due to family constraints and constraints related to work organisations. In these, both formal discrimination (with respect to policies within the organisation itself), and informal discrimination (practiced by individuals, peers and superiors) is present. Regarding the constraints associated with the family life, some studies reveal an asymmetry in the life circumstances of male and female managers. Male managers often find that they are members of a more traditional family, defined by themselves as being "support" (in other words, families in which the other member of the couple doesn't work outside the home, or, if he does, doesn't pursue a career, combining the domestic chores and responsibility for the house), while female managers either live on their own or are part of a couple where both people are pursuing careers.[18]

[13]See works of Conceição Nogueira (1997) and of Helena Santos and Lígia Amâncio (2004).
[14]See works of Conceição Nogueira (1997), Ellen Fagenson (1990, 1993), Gary Powell and Antony Butterfield (1989),Virgínia Schein (1973, 1975) and of Virginia Schein, Ruediger Mueller andCarolyn Jacobson (1989).
[15]See works of Conceição Nogueira (2009), Alice Eagly, Mona Makhijani and Bruce Klonsky (1992) and of Alice Eagly and Steven Karau (1991).
[16]See works of Matina Horner and Mary Walsh (1974).
[17]See works of Leonard Chusmir (1990).

In Worksheet M1 of Activity M, you can see information which indicates the percentage of people in a leading role who are married and those who are single. The numbers vary for men and women. (The percentage of men is higher in the first case, while the percentage of women is higher in the second case).

Family/career Interface

When one considers the issues surrounding the family/career interface, it is important not to forget the role of women in the family, particularly in the affective relationships with their partners, seeing as those often influence their life choices, or can be the source of a stressful daily routine. Even nowadays, many women continue to be socialised into believing that a lasting, stable, heterosexual relationship should be their first priority, and that they should feel protected and supported due to the existence of such relationship.

A consequence of these realities is the overvaluation, by women, of the importance of the affective heterosexual relationships associated with marriage; they assume that these relationships are the only way in which they can feel valued and adequate in the face of society's expectations.[19]

At the same time, men are socialised, or conditioned, to assume that their necessities and desires take priority over the necessities and desires of women, and that they even take priority to the well-being of the family life. This socialisation oftentimes prevents them from generally being able to live, in a satisfactory fashion, their affective life, by constraining them into behaving the way a "man" is expected to behave, which can bear consequences on different levels of personal life as well as health.

Many women wish to establish egalitarian relationships with men in the workplace and in their intimate relationships. But society still questions the possibility of two career-oriented individuals having a loving relationship, children, and nonetheless still achieve professional progression.

Literature[20] about dual-career couples (where both partners have a career to manage) seems to indicate that it is women who, more than men, give up on their interests and personal goals, so that the marital relationship can work. The statistical data are a good indicator of the importance work has for women, but also their continuous "responsibility" for the family.

In Portugal, in the year of 2006, the rate of women´s activity (15 and older) was 55.8%, whereas the rate for men was 69.7%. In the period between 1998 and 2006, women increased their participation in the job market, and the difference between the activity rates of men and women decreased, from 18% in 1998, to 13.9% in 2006 (INE, 2007). However, women still played a key role at home, being seen as the ones taking care of their daughters and sons, and the elderly.[21] Girls are the majority in Universities, their level of education is higher than men's, and even Masters and PhD programmes are predominantly populated by women.[22]

[18]See works of Nigel Nicholson and Michael West (1988).

[19]Love (marital, motherly, daughterly), as we think of it today, is historically recent. The restructuring of relationships between men and women ever since the "invention" of love in the modern age (and its consolidation from the 18th century and onwards) has been the object of analysis by several female historians, such as Elisabeth Badinter (s/d), Mabel Burin (1998), Catherine Blunden (1982), Adeline Daumard (1990), Nancy Folbre (1991), Teresa Joaquim (1997), amongst others. One of the theses that is discussed, for example, is that the development of marital love (to which motherly love was associated) has conditioned women to make the choice to fully dedicate themselves to their family, of their own free will, relinquishing their personal desires.

[20]See works of Robert Apostal and Carol Helland (1993).

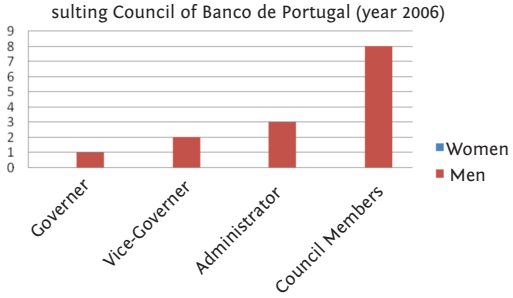
[21]In Worksheet O2 Activity O, it is possible to consult more detailed information regarding time occupation in case of women and men in relation to paid and non-paid jobs and, in the last case, in terms of domestic chores and care provided to family.

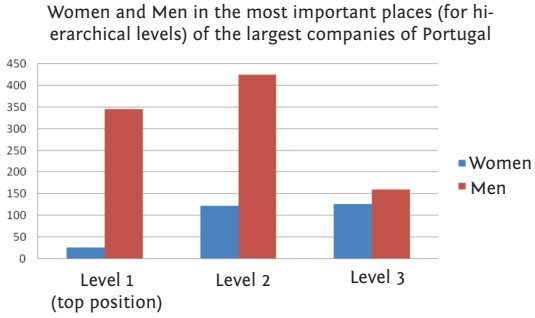
[22]See works of Maria do Céu Cunha Rego 2007.

"Beside the fact that there are professional fields predominantly male, and others that are predominantly female, Portuguese women also have difficulty in accessing management jobs and leadership positions"

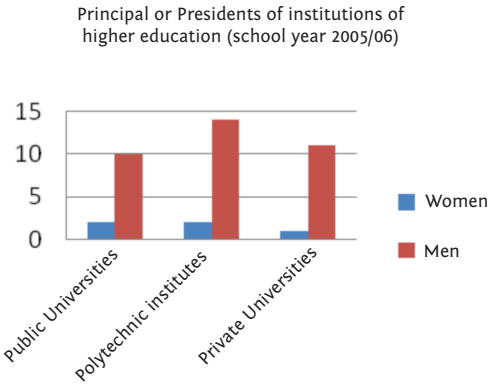
However, there is still asymmetry in the choice of courses, and, consequently, professional activity.[23]

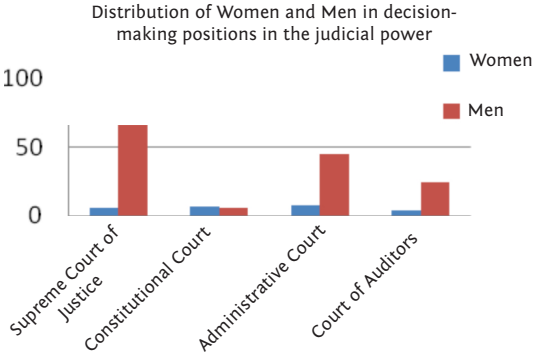
As a summary of the first point of this text (Women in leadership: a paradoxical situation) there are some graphics we would like to present, where one can clearly notice the inequality between men and women in top positions at institutions/organisations and in positions related to the higher education and justice systems. In the next point of the text (Women and political leadership) we also present data that reflects this inequality, but in positions related to political activity.





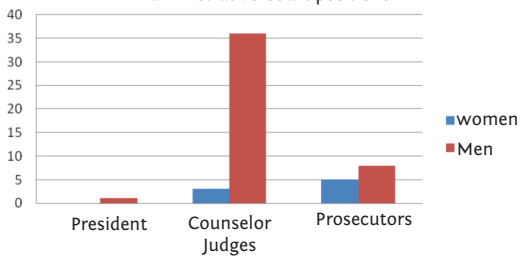
Source: Apem's Partilhar o Mundo Project database. Construir uma cidadania participativa, available online at http://www.apem-estudos.org/base/base.php (consulted on 15/11/09)



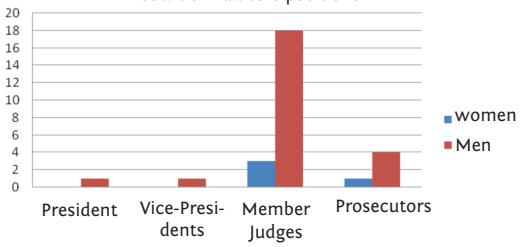


[23]See in this Guide the part referring to Gender Asymmetries in Vocational Choices.

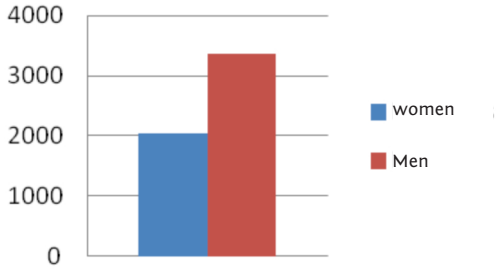
Distribution of Men and Women in the Supreme Administrative Court positions



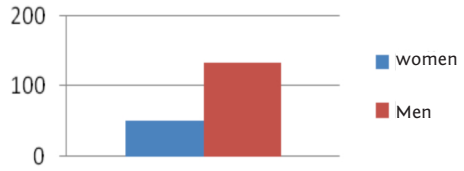
Distribution of Men and Women in the Court of Auditors positions



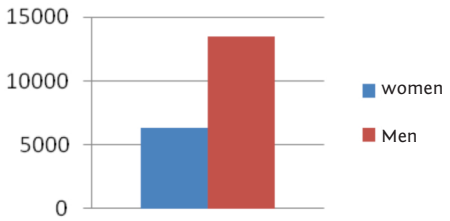
Senior managements in public administration



Leaders and senior managements in specialized organizations



Other company directors



By: Conceição Nogueira

Women and political leadership

A cornerstone of women's organisation (whether in terms of associations or social movements) throughout the world, has been their focus on political processes aimed at influencing policy making and democratising power relationships so as to achieve a policy of parity. To that effect, women's movements have been crucial to the progress of the democratisation of both public and private power relationship, in the sense that they've managed to convert what were thought of as "women's issues" into matters of public interest. Issues that were once seen as fundamental issues that affected women – such as violence against women, the absence of child care and social protection, and environmental protection – are now issues which are a part of the very core of political debate.

> "The percentage of women in parliaments has increased in the last decade, but the regional averages are still below 20%, with the exception of developed countries. At this rate, a critical mass of 30% will not be reached until 2015. The parity zone between 40% and 60% will not be reached in developing countries in the next 40 years.
> In developing regions, it will take 40 years until women represent 40% of parliaments."
>
> European Commission Report "Progress of the World's Women", 2008/2009

According to the report on the Progress of the World's Women 2008/2009 entitled "Who answers to women? Gender and Accountability"[24], several reforms of the political system have already been implemented so that female participation can increase. In this context, reforms of the electoral system, which assure voters a wider range of choices as well as a variety of representatives, might be able to aid women seeking election to public office. Reform of political parties, in a way that ensures internal democratization, also increases the probability that women will run for public office. Women are affirming their influence as an electoral group in various contexts, through the use of Women's Manifestos for example, to assert their political interests.

Affirmative action measures commonly referred to as quotas, required by the constitution or by electoral law, are the most effective means of increasing the involvement of women in political competition, independently of political system, and they are used in 46 countries. The internal quotas adopted by political parties aimed at including more women in their internal organs has become indispensable not only to ensure that women's issues are represented in the party's platform, but also to guarantee the participation of female candidates in the electoral competitions.

In May of 2008, the average representation of women was of 21.9% in countries that used this sort of affirmative action measures, as opposed to the average of 15.3% in other countries. Countries where women occupy 30% or more of the seats in the national assembly, are countries which have made use of these affirmative action measures, quotas, in the systems used to create electoral lists.

Thus, temporary affirmative action measures, such as quotas and reservation of seats, are important means of overcoming the resistance of voters, as well as other limitations to women's access to public office.

The increase of the number of women in public offices, either by election or nomination, may reinforce the accountability of women elected by issues commonly referred to as "women's issues", but this is not sufficient and cannot be the ultimate goal of these measures. These actions must be supported by efforts in an attempt to develop the State's capacity to meet women's needs. The political decision must be coupled with an allocation of resources, a procedural reform, new performance measures and incentives to change in the system, so that governance reforms translate into results for the common woman.

In short, a policy of parity requires much more than the simple increase and expansion of women's voices amongst political decision makers. It also demands governmental reforms that provide public institutions with incentives, compe-

[24]UNIFEM – United Nations Development Fund for Women (2008).

tences, information and procedures to better meet the needs of women.[25]

The constitution of the Portuguese Republic from the 2nd of April of 1976, in its original text as well as in its following revisions, determines that which can be read in the following articles to be fundamental tasks of the State: Art. 9 a) The State must promote equality between men and women; Art 13 b) All citizens have the same social dignity and are equals in the eyes of the law; Art. 109 c) The direct and active participation of both men and women in political life is a prerequisite and a fundamental instrument for the consolidation of the democratic system, and the law must promote equality in the exercise of political and civic rights, and not sex-based discrimination in the access to public office.

The vast set of laws produced since then (1976) has contributed so that the current social situation of women, in Portugal, is more favourable than in the pre-revolution of the 25th of April of 1974 era. The fact that over 50% of Portuguese women are active in terms of employment makes it so that the percentage of women who are dependant on men is, currently, the lowest it has ever been.[26]

According to Lígia Amâncio (1994), Portugal when compared to other European countries shows a large rate of female activity, which, apparently, could be a surprising indicator of equal opportunity in the workplace. However, Portuguese women still live in a labour reality which is guided by sidelining, discrimination and segregation in the job market[27] and they still are, for example, a minority in management positions, practically invisible in top management.[28] The level of female participation in organs of political power is still low, at all levels of power (national parliament, European and local power, although at the municipal level women are slightly more numerous), which translates into a weak representation of women in decision-making.[29]

To end such discrimination through building not only parity of rights, but also equality of opportunities, which leads to equality of results, it is currently recognised at the international level, that we should use affirmative action measures (which have been previously mentioned) targeted at women as a group which is underprivileged when it comes to accessing leadership positions in the political system. All with an aim at helping them get to where they have a right to be. In this context, in Portugal, in 2006, the organic law no.3/2006, from the 21st of August, adjacent to the parity law, which establishes that the list of parliament candidates both national and European, as well as for local municipalities, must have a minimum representation of at least 33% people from each gender.

In the graphs below, one can note that, even though the parity law had a positive impact on the national political landscape, the data allows us to see that political power is still mainly in the hands of men.

All of this data allow us to conclude that there is still, much to be done for leadership to be an area in which both men and women can work together to build the democratic societies we live in.

With this goal in mind, it is imperative to end the unequal division of work between sexes; the stereotypes that harm women when accessing politics, and during their political practice must be fought and altered; the family-career interface must be taken into account, and help building equal division of household chores and caring for all those who depend on them.

But it is also necessary for women to see themselves as potential leaders, and to be able to plan their careers envisaging the possibility of occupying positions of power, much in the same way men do.

For that, and as Rian Voet (1998) puts it:
Women should take on responsibility as often as possible.
Women should defend their interests and take

[26]See works of Helena Santos and Lígia Amâncio (2004).
[27]See works of Virgínia Ferreira (1999).
[28]See works of Conceição Nogueira, 2009.
[29]See works of Helena Santos and Lígia Amâncio (2004).

control.
Women should wish to speak as the "voice of authority", and see themselves as "insiders", and not "outsiders".
Women should develop their skills and they should have the desire to use those skills at the high levels of decision making.

It's important that women assert themselves as responsible citizens and as leaders with the desire to determine, in conjunction with others, the content and future of society.

4.2.

Activities to be developed in curriculum areas

Introduction

This chapter presents twenty-one proposals for activities which, drawing from different topics set out in the first part of this Guide – body, health, leadership, Information and Communication Technologies, personal and professional life – suggest specific approaches to considering the issue of gender and inequality with pupils.

Each activity can be performed as a whole or in part. It can be adapted to a specific context in which it will be applied and it can also serve as a point of departure for a longer-term project aimed at expanding and deeping the topic under discussion and/or intercrossing several proposals included within different activities. The dynamics can be introduced in the Civic Training area, or possibly linked with the Project Area and can involve other curriculum disciplines.

Explaining the intentions behind every activity – the objectives, background and possible results – the authors present or suggest citizenship skills (explained further in the theoretical chapters) which will tie in with general basic education skills and some specific aspects at a disciplinary level. Thus, it is recommended that the activities be expressly integrated into the Class Curriculum Plans.

These activities were designed, at first, for the third school Cycle (approximately 13 years old and upwards) in line with the purpose of this Guide. However, according to teachers who evaluated and implemented some of the proposals, whom we mention in the introduction to this Guide, it is possible to carry out almost all of the activities, with greater or lesser adjustment, either in the second school Cycle (approximately 9/10 years) or in secondary schools. This provides a vertical link which the present grouping of schools encourages.

By: Teresa Pinto

j. ACTIVITY

Inequalities between women and men in power-related and decision-making positions

Goals

Recognize asymmetry existing between women and men holding power-related and decision-making positions;

Discuss the reasons which contribute to such an inequality;

Reflect upon actions which might favour parity between men and women in power-related and decision-making positions.

Preliminary considerations

In spite of the progress achieved in the last years (e.g. a rise in a number of women in higher education), available data[1] indicate a persistently low level of women´s participation in power-related jobs. This inequality is especially conspicuous at the top of institutions or organisations (e.g. parliaments, courts and companies). The proposed activity aims to confront the students with this asymmetry from the point of view of the Portuguese reality. It is expected that such a confrontation will stimulate a discussion regarding reasons and possible actions which could promote parity among power-related and decision-making positions.

Suggestions

DURATION: two or three 45 minute-lessons

RESOURCES AND MATERIALS
Worksheets
Register sheets
Classroom board
Calculator (optional)

Methodological Strategies

- Group work
- Class discussion

[1]See for instance, the Eurostat Report: Eurostat (2008). The Life of Women and men in Europe: A Statistical Portrait. Luxemburg: Office for Official Publications of the European Communities. Data indicate inequality between men and women in the area related to political decision-making and economy but we also witness its perseverance in employment and salaries or care provided to dependent people.

Activity Development

1. In the first stage the class should be divided into groups (we suggest around 4 people per group). After the groups have been formed, it is suggested that the teacher asks the following question to them:

"Who among you thinks that there is, generally speaking, equality between women and men in power-related/top hierarchical levels?"

At the same time the question is posed, a table included on register sheet J1 (enclosed to this activity) is distributed among the students and they are requested to fill in the table. In this way every person in the groups should indicate on the table whether in his/her opinion there is equality between men and women in power-related positions. Every student should provide one example illustrating his/her opinion. This exercise aims to create initial expectations when students are confronted with the matter under discussion. This will allow to collect information as well as the number of students who believe there is equality or inequality, analyse the difference between girls and boys in their answers or help to explain what the students understand by power-related and decision-making positions.

2. In the second stage, the teacher will distribute among working groups all or some of the tables presented in the register sheet J2. It can be done in different ways depending on time allocated to the activity and/or the number of groups. To make this distribution easier, the tables are already ordered depending on the "contents" they refer to, mainly, positions related to politics (Tables A to D), top positions in institutions/organisations (Table E to G) and positions related to the legal system (Tables H to J). In this way it will be possible, for example, to opt for the distribution of information according to specific domains or distribute to every group a combination of two or three domains. As soon as the tables have been distributed among the groups, the groups will be requested to calculate the percentage of women and men bearing in mind the presented information. Each group will be asked to discuss the main reasons which in their opinion contribute to the results found. In case of smaller classes distribution of tables might be carried out in a different way. Each student can receive one or two tables and in this case calculation of the percentage will be done individually. Next groups should be formed in order to discuss the results; the groups´ composition would be a result of joining those students who have the same table(s) as a basis of their analysis.

3. In the third and last stage each group will be requested to present the results they found as well as a summary of the reasons they have identified. If there are available resources, results can be presented in a graphical form. After presenting the information by the various groups (i.e. proportion of women and men in respective positions), the groups are requested to present the set of reasons they have identified. It is suggested that the teacher writes those reasons on the board or other kind of equipment to allow the groups see the results. Next, the group is invited to think about any possible actions whose aim would be to promote parity among power-related and decision-making positions. Possible questions to activate the discussion are:

- What is the pattern emerging from the set of the presented data? Is this pattern in accordance with the information collected during the first stage of the activity?

- Taking into consideration the information presented and related to a couple of years (Tables B, C and D), is it possible to find any growing tendency for women´s presence in the recent period? If so, do you consider this tendency satisfactory or, on the contrary, should any measures be taken to promote parity in a more serious way?

- If we take into consideration the cadence in which the presented results develop (e.g., Table C), how many years would be needed to achieve a situation of equality between men and women?

- What is the tendency within a pattern of men´s and women´s presence as they climb the hierarchy, taking into account the information available in Tables E, F, I and J?

- In your opinion, what are the main reasons which are underlying the found data (i.e. a

clear inequality between men and women in power-related and decision-making positions which is even more conspicuous as we climb the hierarchical level)?

- According to the presented data, what measures would you consider necessary?

- Is it possible that the number of women in power-related positions will increase as they get more and more qualifications? If so, will this increase be sufficient to achieve equality or are there other factors which must be also altered (e.g. a greater share of domestic and familiar responsibilities between men and women)?

Options

1. There are two possibilities to adapt the suggested activity, namely in what concerns stage 2 (analysis of information);

a) Under a link http://www.db-decision.de/english/default.html (retrieved on 24th January 2009) it is possible to see statistical data on the proportion of women holding power-related positions in the whole European Union and also in each member state.

b) It is also possible to obtain data regarding indices on women´s and men´s presence in hierarchical levels by directly consulting institutions or organisations with which the students are familiar, for instance a City Hall in their geographical area, organisations where their parents work and/or the school where they study. In the last case, the exercise can include a number of the group delegates, Students´ Association and respective positions or representatives of teachers´ body in school boards. Within this option of the activity it is suggested that the groups work out a table during their school classes to collect information, or to use the Table available in Worksheet J3.

2. Here we propose two possibilities to expand the suggested activity respectively for stage 1 (awareness-raising and initial confrontation of the students with situations of inequality) and for stage 3 (stage of discussion)[2]:

a) Make two lists, one with women´s names and the other one with men´s names, about people who are/were Presidents or Prime Ministers throughout the 20th century until the present. Before presenting the names to the students, the teacher asks them to mention all those names they remember.

During the discussion the teacher can also choose to make reference to the Art. 29 of the Organic Law No.: 3/2003 of 22nd August, Diário da República [Journal of Law], Series-A, No.: 193, of 22nd August 2003 (Act of Political Parties) available at http://www.parlamento.pt/Legislacao/Paginas/LeiPartidosPoliticos.aspx (retrieved on 30/11/2009) highlighting the fact that Parity Act (Organic Law No.: 3/2006 of 21st August, Diário da República [Journal of Law], Series No.: 160 of 21/08/2003) available at http://dre.pt/pdf1s%5C2006%5C08%5C16000%5C58965897.pdf (retrieved on 30/11/09) was passed only in 2006. It is also possible to refer to the Art. 109 of the Constitution of the Portuguese Republic in this discussion.

Possible Outcomes

A confrontation between initial expectations and data expressing the reality might stir a critical approach towards conditioning and opportunities in access to decision-making positions. The debate can lead to a deepening of the reflection about how the concept of citizenship is translated into the exercise of citizenship. Inequalities observed between women and men can be integrated into a more global practice of citizenship, stimulating students of both sexes to propose strategies of intervention which would constitute a decision-making process in relation to the analysed problem.

[2]The authors express their gratitude to Helena Ferreira and Margarida Lopes, teachers of the primary education of E.S. EB2/3 Prof. Reynaldo dos Santos, Vila Franca de Xira, for their suggestions during the Workshop Gender and Citizenship in Pre-School Education and in Primary and Secondary Education (2009).

Further development ...

This activity can be taken further and deeper combined with the activity K:

More information

Report of the Commission to the Council, the European Parliament and the European Economical and Social Committee and the Committee of Regions (2009). Igualdade entre Homens e Mulheres. Brussels, COM (2009), 77 final, available online at: http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:52009DC0077:PT:NOT [retrieved on 25/08/09].

Rede Portuguesa de jovens para a igualdade de oportunidades entre Mulheres e homens (2006). Raparigas e rapazes nas associações juvenis: um guia para o mainstreaming de género. Lisbon, available online at: http://www.redejovensigualdade.org.pt/dmpm1/docs/guiamainstreaming-genero.pdf http://www.redejovensigualdade.org.pt, [retrieved on 15/10/09].

To learn more read 1.1 and 4.1

FEEDBACK ON IMPLEMENTATION

THIS ACTIVITY WAS CARRIED OUT DURING THE WORKSHOP ON GENDER AND CITIZENSHIP IN PRE-SCHOOL EDUCATION AND IN PRIMARY AND SECONDARY EDUCATION HELD AT THE REYNALDO DOS SANTOS EB2/3 SECONDARY SCHOOL (VILA FRANCA DE XIRA, PORTUGAL):

"Implementation in the class of the 7th year in Civic Formation and Assisted Study; "I think it was a very interesting and motivating activity for students who, in spite of their age, demonstrated sensitivity and critical mind in relation to the presented question. They made very apt observations and showed certain openness to change. The idea that hanged in the air was that the current situation of women in the Portuguese society is a result of the mentality from before the national revolution of 25th April (1974) and that things are getting better. A debate with more time allocated to the question would permit to deepen this subject" (teacher: Rosinda Nicolau)

Adaptation and implementation in classes of 10th year in Philosophy: in one group, almost all the girls gave their answers to the first question admitting that there is inequality, however the majority of boys were of the opinion that there is equality; "when we discussed this, the question of equality was based on legal aspects of non-discrimination giving less value to real cases of inequalities or to the weight of traditions and prejudices. The issue of inequality had more variety of examples (...). As far as the enclosed worksheet (J2) was concerned, it was interesting to see some kind of deception in relation to the Tables B, C and D, where students of both sexes expected to see more progress" (teacher: Julio Sameiro);

"in other groups answers provided by boys and girls were more balanced. After carrying out tasks 1 and 2 a debate gave rise to the necessity to justify some points of view and for this reason during the following lesson the discussion of the presented opinions was continued as the students had been asked to make a research about the subject" (teacher: Maria João Cruz).

Inequalities between women and men in power-related and decision-making positions

Worksheet j1

Members of the group (*)	I think that when power-related posts are held, there is .... between men and women:	Example of a situation which supports my opinion:
	○ Equality ○ Inequality	
	○ Equality ○ Inequality	
	○ Equality ○ Inequality	
	○ Equality ○ Inequality	
	○ Equality ○ Inequality	
	○ Equality ○ Inequality	

(*) Write down the name of every member of the group in alphabetical order.

Inequalities between women and men in power-related and decision-making positions

Worksheet j2

TABLE A – MPs at the Parliament as per Parties (year 2005)

Parties	Women	Men	Total	%Women	%Men
PS	35	86	121	_____%	_____%
PPD/PSD	6	69	75	_____%	_____%
CDU	3	11	14	_____%	_____%
CDS/PP	1	11	12	_____%	_____%
BE	4	4	8	_____%	_____%
Total	49	181	230	_____%	_____%

Table B – Prime Minister, Ministers and State Secretaries from 14th to 17th Constitutional Governments (data presented here refer to the initial composition of a respective government)

Government (year of formation)	Women	Men	Total	%Women	%Men
14th (1999)	6	58	64	_____%	_____%
15th (2002)	7	45	52	_____%	_____%
16th (2004)	8	49	57	_____%	_____%
17th (2005)	6	47	53	_____%	_____%

Table C – Women and Men holding positions of City Mayor (years 2001 and 2005)

Year	Women	Men	Total	%Women	%Men
2001	15	263	278	_____%	_____%
2005	16	262	278	_____%	_____%

Table D – Portuguese MPs in the European Parliament in legislative periods of 1989 to 2004

Year	Women	Men	Total	%Women	%Men
1989	3	21	24	_____%	_____%
1994	2	23	25	_____%	_____%
1999	5	20	25	_____%	_____%
2004	6	18	24	_____%	_____%

By: Conceição Nogueira e Isabel Silva

Inequalities between women andmen in power-related and decision-making positions

Worksheet j2

TABLE E – Members of the Executive Board and Executive Council at the Bank of Portugal

Members	Women	Men	Total	%Women	%Men
President	0	1	1	_____%	_____%
Vice-President(s)	0	2	2	_____%	_____%
Managers	0	3	3	_____%	_____%
Members of the Consulting Council	0	8	8	_____%	_____%
Total	0	14	14	_____%	_____%

Table F – Women and Men occupying top positions (hierarchical levels) at the biggest Portuguese companies (year 2005)

Levels	Women	Men	Total	%Women	%Men
Level 1 (top positions)	27	345	372	_____%	_____%
Level 2	123	425	548	_____%	_____%
Level 3	127	160	287	_____%	_____%
Total	277	930	1207	_____%	_____%

Table G – Female and Male Deans or Chairs at the high education institutions (school year 2005/06)

Year	Women	Men	Total	%Women	%Men
State Univ.	2	10	12	_____%	_____%
Polytechnic Inst.	2	14	16	_____%	_____%
Private Univ.	1	11	12	_____%	_____%
Total	5	35	40	_____%	_____%

Inequalities between women andmen in power-related and decision-making positions

Worksheet j2

TABLE H – Distribution of Women and Men in decision-making posts within legal institutions

Members	Women	Men	Total	%Women	%Men
Supreme Court	6	66	72	_____%	_____%
Constitutional Court	7	6	13	_____%	_____%
Administrative Court	8	45	53	_____%	_____%
Court of Auditors	4	24	28	_____%	_____%
Total	25	141	166	_____%	_____%

Table I – Distribution of Women and Men by posts at the Supreme Administrative Court (year 2006)

Members	Women	Men	Total	%Women	%Men
Presidente	0	1	1	_____%	_____%
Auxiliary Judges	3	36	39	_____%	_____%
Ministerial Magistrates	5	8	13	_____%	_____%
Total	8	45	53	_____%	_____%

Table J – Distribution of Women and Men by posts at the Court of Auditors (year 2006)

Members	Women	Men	Total	%Women	%Men
President	0	1	1	_____%	_____%
Vice-President	0	1	1	_____%	_____%
Member Judges	3	18	21	_____%	_____%
Ministerial Magistrates	1	4	5	_____%	_____%
Total	4	24	28	_____%	_____%

Source: Portuguese Association of Women Studies (APEM), http://apem-estudos.org/base (retrieved on 23rd January 2009).

Inequalities between women andmen in power-related and decision-making positions

Worksheet j3

Categories/ hierarchical levels (*)	Women	Men	Total	%Women	%Men

(*) Write down the names of hierarchical levels. For example, in an industrial company it could be "Directors or Responsible for Area", "Intermediate Managers/Supervisors", "Technical Staff", and "Production Staff".

k. ACTIVITY

"Presence" of women and men in daily press

Goals

Recognize the inequality between women and men holding power-related and decision-making posts and that this inequality is reflected in daily press;

Discuss the reasons which contribute to that asymmetry in the visibility between men and women as well the actions that can reduce or eliminate it.

Preliminary considerations

The implementation of this activity allows to continue the confrontation of the students with real situations illustrating inequality between men and women holding power-related and decision-making posts, in this case the one reflected in the daily press. In this sense, both the background outlined in the Activity J and its development (stages 1 and 2), as well as conclusions coming from them (stage 3) can be recalled in the introduction to this Activity. As far as necessary resources are concerned, the teacher will need one or two newspapers, preferentially of national ones. The newspapers can be dated from a given day or come as a result of a collection made throughout a certain period of time, for instance one week.

Suggestions

DURATION: three 45 minute-lessons

RESOURCES AND MATERIALS
Daily newspapers
Worksheets (optional)
Classroom board
Internet access (optional)

It is suggested that the present activity would be implemented after concluding the Activity J - Inequality between women and men holding power-related and decision-making posts.

Methodological Strategies

- Group work
- Class discussion

Activity Development

1. After a brief introduction to this Activity (Background), the class should be divided into groups (we recommend to form groups with three or four members). Once the groups have been formed, one or two newspapers should be given to each group. If more than one newspaper is given to groups, it is recommendable that they correspond to the same title, if possible. After that, the teacher asks the group

By: Conceição Nogueira e Isabel Silva

members to analyse the newspapers. Various aspects can be analysed and it is up to the teacher to choose all or only some of them to be analysed. More specifically, we suggest the following aspects to be analysed:

- The number of times the news titles or subtitles refer to men and women and /or how often photos of women and men illustrate the news. The analysis of the suggested aspects can be more specified, for instance, taking into consideration sections where the news and/or photos are integrated (e.g. "economy", "politics", "culture", "opinion");

- The number of times the news articles are signed by a man or by a woman. In this analysis two distinct situations should be taken into consideration: one where a journalist reports an event and another one where a piece of news expresses an "opinion" of the journalist who sign the article (i.e. someone who assumes a role of an "opinion-maker" or a commentator). This differentiation might prove interesting as it will permit to analyse the more "passive" (reporting) or more "active" (i.e. opinion-making) "presence" of women and men according to the transmitted message;

- Distribution of women and men in decision-making/hierarchical levels within a newspaper (for instance, direction or sub-direction);

Enclosed you will find an example of a chart (Sheet K1) which can be used to systematize the analysed aspects mentioned above.

2. On the second stage the groups are invited by the teacher to present the results. It is suggested that each member of the group presents one analysed aspect of the analysis, thus allowing the participation of all members in the group. It is also suggested that the results are written by the teacher on the board or made available using other media in order that the whole class can see them. A discussion is initiated involving the whole class, in a similar way as was suggested in the Activity J.

Possible Outcomes

This activity can stir curiosity and interest in social problems and can lead to their questioning. It can also boost quest for knowledge which contributes to a better critical interpretation of the information. The debate favour a confrontation of diverse perspectives and can stimulate the students to question models, concepts and social representations, including those reinforced by the media and which end up embedded in stereotyped gender relations.

Further development ...

Next, two possibilities of adapting or extending the Activity are presented.

- On site http://www.jornaiserevistas.com/?id=44811 [retrieved on 30.11.09] you can consult the front pages of nationwide newspapers, weekly newspapers, local newspapers or magazines dedicated to diverse subjects. Although an easy access and a great variety of available titles constitute two attractive aspects of this resource, the fact that you can only see the front pages is, undoubtedly, a constraint in terms of analysis. In any case, the possibility to see a front page of the nationwide daily newspapers allows to analyze the titles and the news integrated in them as well as to observe whether the making-decision posts are held by men and/or women.

- A reflection on a degree to which women and men participate and express themselves in the media can be also done through resorting to other kinds of media, such as TV or Radio. For example, the students can be asked to name TV programmes (e.g. debates) and their commentators in terms of analysis of the degree to which women and men are present in those programme formats.

More information

It is recommended to consult the resources indicated in the activity J.
To learn more about this subject, read Chapters 1.2 and 4.1.

FEEDBACK ON IMPLEMENTATION

THIS ACTIVITY WAS CARRIED OUT DURING THE WORKSHOP ON GENDER AND CITIZENSHIP IN PRE-SCHOOL EDUCATION AND IN PRIMARY AND SECONDARY EDUCATION HELD AT THE REYNALDO DOS SANTOS EB2/3 SECONDARY SCHOOL (VILA FRANCA DE XIRA):

This activity can be implemented in the 9th year in History and the Portuguese Language classes allowing to "gather conclusions about men´s and women´s participation in the press from the historical point of view" (teachers: Edite Serra and Margarida Lopes); this activity is also adequate to a school subjects called Citizenship and the Contemporary World integrated in the Education and Training Courses (teacher: Isabel Duarte).

Implementation in the 10th year, in the Portuguese Language classes allowed to conclude that "regardless of a newspaper or an analysed aspect (title, photos, reporting news, opinions and posts), the male´ "presence" is much more visible than the female´ (...). The students observed that this context of inequality, which alarmed them so much, takes place every single day in their surroundings (...), for example, when it comes to choosing a film to watch or music to listen to or a restaurant to go to, the choice always a man's decision (a boyfriend's decision)" (teacher: Joana Oliveira);

For further implementation, I believe it would be equally interesting to pay heed to "placing" of specific sections (for example, are women more – or not – present in so-called "feminine" sections? And how does the reader identify a term as "feminine"?) as well as space allocated and localization on the page: upper half or lower half?"

(teacher: Fernanda Branco).

By: Conceição Nogueira e Isabel Silva

"Presence" of women and men in daily press

Worksheet k1

Analysis of the newspaper _____

With the exception of the first column, write down the number of men and women according to each aspect.

Date(s)	Titles referring to:	Photos of:	News article written by:	Opinion given by:	Posts/hierarchical levels held by:
_____/_____	Women____ Men ____	Women____ Men ____	Women____ Men ____	Women____ Men ____	Level 1 (e-g. Director) Women ___ Men__ Level 2 (e.g. directors/ assistants) Women ____ Men ___ Level 3 (sub-directors) Women___ Men ___
_____/_____	Women____ Men ____	Women____ Men ____	Women____ Men ____	Women____ Men ____	
_____/_____	Women____ Men ____	Women____ Men ____	Women____ Men ____	Women____ Men ____	
_____/_____	Women____ Men ____	Women____ Men ____	Women____ Men ____	Women____ Men ____	

1. ACTIVITY

Leadership skills

Goals

Understand different kinds of behaviours associated to the leadership phenomenon, demystifying the idea that one "is born a leader";

Value the idea that such behaviour is a result of an active training.

Preliminary considerations

A substantial part of the initial research on the leadership phenomenon aimed to identify the individual features which might foretell whether someone will predict a good leader. However, even if personal characteristics (e.g. intelligence, verbal aptitude, personality features as well as emotional stability) may play an influential role on leadership, available evidence has indicated a poor association between such characteristics and leadership efficacy and it does not corroborate the expectation that it is possible to identify à priori the leaders on the grounds of their personal characteristics.

Another approach developed face to previous limitations compels us to look at the behaviours of individuals considered leaders throughout exercise of their power. Some research in this area has indicated that such behaviour can be anchored in two main dimensions: task-oriented behaviour (e.g. defining objectives, planning and allocating given tasks to group members, meeting deadlines) and people-oriented behaviour as well as interpersonal relations-oriented behaviour (e.g. concern with atmosphere in the group, establishing good interpersonal behaviour). While the first dimension reflects a degree to which a leader structures and defines tasks and roles allocated to group members in order to reach planned goals, the second one reflects a degree to which a leader trusts his/her team members and takes into consideration individual differences and develops good interpersonal relations.

Suggestions

DURATION: three 45 minute-lessons

RESOURCES AND MATERIALS
Classroom board

Worksheets

A short note on the concept of leadership. As José Neves (2001) states, although there isn't a conceptual definition, it is worth remembering, in the author´s words, that *"the act of leading implies the existence of an individual who has the capacity of influencing a group of individuals"* (p. 377), presuming that there is a collective addressee. In this sense, it should be stressed that positions / posts related to team leaders, managers or people responsible for a group are linked to this capacity of influence others. We recommend that the teacher explains this to allow a better understanding of the exercises proposed below.

Contrary to the "characteristics approach", which privileges certain logic of selection (i.e. it is possible to select the leaders à priori given that they "are born leaders"), the "behaviour approach" advocates a logic of training (i.e. it is possible to develop qualifications associated

By: Conceição Nogueira e Isabel Silva

to the exercise of leadership). Proposed tasks within the scope of this activity aim to work on the idea that it is possible to improve competencies to exercise of leadership or, as Mariam MacGregor (2007) claims, it is possible to develop "an attitude of leadership" from early ages demystifying the idea that the leadership capacity is something congenital in a given person.

Methodological Strategies

- Group work
- Class discussion

Activity Development

1. The teacher requests the class to split into work groups with three or four members per group. Next, he/she asks each group to carry out an activity proposed in the Worksheet L1 enclosed to this activity; he/she asks each group to find characteristics which they consider to be typical of a good leader. Each group is also asked to indicate the degree to which the group members agree with each of the identified characteristics (i.e. if all members of the group agree or not). (compare instructions described on the referred Worksheet)

While listing, the class can analyse whether a given characteristic illustrates a trace or a kind of behaviour as well as the degree to which the group agrees (cf. Description provided in the Worksheet L1). It is suggested that on the basis of the previous differentiation the class proceed with a discussion about the obtained results.
It is important to stress here that there are different approaches towards the phenomenon of leadership (i.e. features or behaviours) and respective logics of action (i.e. selection or training) (cf. Background).

This introductory task aims mainly to get to know how characteristics associated by the students to a good exercise of leadership, illustrate traces or behaviours allowing in this way a global vision of a privileged perspective. When the task is concluded, the teacher will ask each group to present the results. As the characteristics associated to good exercise of leadership are presented, we suggest that the teacher writes them on the board, dividing them into two columns depending on whether we deal with traces or behaviours.

2. The teacher distributes, among the groups, one or more situations described in the Worksheet L2 enclosed to the activity. The number of situations to distribute per group will depend on the time the teacher wishes to dedicate to this task. Each situation presents one or two difficulties experienced by a person and each group will be asked to propose at least two possibilities to manage/solve the problems. The described situations seek to present some of the qualities associated to the exercise of leadership according to a description included in the Worksheet L3. When working groups finish the task, the teacher will ask them to present the results to the class. For each of the four situations we suggest that the teacher writes down the proposed solutions. Once the results have been presented, the teacher presents the information included in the Worksheet L3 (for instance with the help of a slide) in order to incorporate the objectives of the proposed task into the contents of the available information.

One of the aspects which should be stressed throughout this comparison is strongly related to competencies associated to leadership which are a fruit of improvement. The main contributions resulting from the first stage task can be brought into this discussion (for instance, what was the dominant vision of the group about good exercise of leadership – whether it is based on traces or on behaviours – and the respective implications).

Within the scope of the previous discussion, the teacher can also use the statements available in the Worksheet L4, enclosed to the activity. In this sense he/she can, for example, ask each group or the class to comment on the entire or part of the presented information.

Options

Next, two alternative to the activity described in the stage 1 are proposed (in both cases we suggest that it should be done in working groups). Thus:

a) Instead of identifying the characteristics which define good leadership, you can ask for a list of words which the students associate with the word "leader". In this case it can be also asked that when a given word has been selected, the group chooses a positive signal (+) or a negative one (-) or "so-so" (±) respectively if a given word bears a positive, negative or positive-negative meaning aspect associated to the exercise of leadership.

b) The second proposal consists of asking the groups to identify a person who, in their opinion, represents a good leader and to justify their choice.

Possible Outcomes

This activity might create conditions to make students aware that the qualities of leadership can be learned and that its development may include the practice of autonomy, responsibility and respect for the other. In this sense the activity can create situations of learning which promote self-esteem and self-confidence in the students and which boost interpersonal relations based on equality.

Bibliographical Resources used along the Activity

Hart, Lois & Waisman, Charlotte (2005). The leadership training activity book: 50 exercises for building effective leaders. New York: American Management Association (AMACOM).

MacGregor, Mariam (2007). Everyday leadership: Attitudes and actions for respect and success (A guidebook for teens). Minneapolis: Free Spirit Publishing Inc.

Neves, José (2001). O processo de liderança. In J. M. Carvalho Ferreira, J. Neves, & A. Caetano (Coords.), Manual de psicossociologia das organizações (pp.377-402). Lisboa: McGraw-Hill.

Further development ...

The Sheet L5 enclosed to this activity includes a proposal to expand the stage 2. The activity proposed confronts the students with leadership behaviour based on a real situation, namely the management of a group project. We suggest to present the results and to proceed with a discussion according to patterns described in this stage.

More information

Na política, as Mulheres são capazes!, 2nd edition (2008), Lisboa, Comissão para a Cidadania e Igualdade de Género.

UNIFEM (The United Nations Development Fund for Women) (2008), Who Answers to Women? Gender and Accountability, Progress Report on Women in the World 2008/09. Executive summary available online at: http://www.unifem.org/progress/2008/media/POWW08_ExecutiveSummary_pt.pdf [retrieved on 30/11/09]. The original text is available online at http://www.unifem.org/progress/2008 [retrieved on 30/11/09] and in the Portuguese version at http://www.unifem.org/ptogress/2008/media/POWW08_Executive-Summary_pt.pdf [retrieved on 30/11/09].

To learn more, read the Chapters 1.1, 1.2. and 4.1.

By: Conceição Nogueira e Isabel Silva

Qualifications for Leadership

Worksheet 11

IN YOUR OPINION WHAT CHARACTERISTICS DEFINE A GOOD LEADER? EACH MEMBER OF THE GROUP SHOULD THINK OF AT LEAST ONE CHARACTERISTIC.

If all members of the group agree with a identified characteristic, write A (agree) in the circle.
If there is no total agreement, write D (no agreement) in the circle.

_____ ○
_____ ○
_____ ○
_____ ○
_____ ○
_____ ○
_____ ○

Leadership Skills — *Worksheet I2a*

Paul is very shy and has some difficulties in speaking in public. However, he would like very much to improve this situation and feels more at ease when he needs to present his ideas or some subject in public.

In your opinion, what can Paul do to overcome this difficulty? Propose at least two possible solutions.

_____
_____
_____
_____
_____
_____
_____

Leadership Skills — *Worksheet I2b*

Katherine has many difficulties in keeping deadlines of her homework delivery. She feels it is a result of her difficulty to define priorities among the tasks she must do as well as management of time she allocates to the tasks. However, she would like to improve this situation because every time she must do her homework she feels she will be again under "pressure".

In your opinion, what can Katherine do to overcome this difficulty? Propose at least two solutions.

_____
_____
_____
_____
_____
_____
_____
_____

Leadership Skills — *Worksheet I2c*

Robert finds it quite difficult to interact with colleagues from his work groups at school. When his opinions differ from those of his colleagues he usually creates conflict with him/her, which compromises the work flow as well as good atmosphere among the group members. However, he would like very much to improve this situation and feel capable of developing a good relationship with his colleagues and he wouldn´t like to be considered a "bad guy".

In your opinion, what can Robert do to overcome this difficulty? Propose at least two solutions.

_____
_____
_____
_____
_____
_____

Leadership Skills — *Worksheet I2d*

Margaret is the president of the Students´ Association at her school. She feels she has many difficulties involving other members of the Association´s direction in decisions she takes. This situation creates many conflicts between her and other members who complain they are not heard and that they only execute orders. However, Margaret is aware of her difficulties and would like very much to change it because the way she has been working gives rise to much discontentment and compromised a flow of projects she would like the Association to implement during her term.

In your opinion, what can Diana do to overcome this difficulty? Propose at least two solutions.

_____
_____
_____
_____
_____
_____
_____
_____

Leadership Skills — *Worksheet 13*

SOME OF THE SKILLS ASSOCIATED TO LEADERSHIP

Being able to:

- Speak in public
- Define objectives/targets and stick to deadlines
- Plan the tasks
- Distribute tasks among group members, explaining the role each member has to play
- Involve group members in decision-making processes
- Be concerned with the group members and to consider their differences and preferences

Leadership Skills

Worksheet 14

"One of the most dangerous leadership myths is that you are born a leader and that there is a genetic aspect of leadership. This myth advocates the idea that people simply have or don't have certain charismatic characteristics. It makes no sense; the opposite is true. Leaders are more made than born".

WarrenG. Bennis
(Adapted from MacGregor, 2007, p. 14)

"We all admit the importance of having a positive attitude and what about "attitude of leadership"? In the same way that we can choose a positive attitude, any person can also learn how to develop an attitude of leadership.
You do not need to be "special" to adopt an attitude of leadership. Leadership is not only for adults, politicians, respectful figures or rich and famous people".

Adapted from MacGregor, 2007, p. 1 and 2.

"Development of leadership means self-development"

Jim Kouzes
(Adapted from Hart&Waisman, 2005, p. ix)

"(...) the act of leading implies the existence of one individual who has the capacity of influencing a group of individuals".

Neves, 2011, p. 377

Leadership Skills — *Worksheet I5*[1]

INSTRUCTIONS

Read all the statements below.
What are the three actions which you consider the most important for a leader to manage a group project such as, for instance, running a school magazine? Allocate one number, from 1 (the most important) to 3 (the least important) on the left of the respective statement. Before ordering the statements, you can add other behaviours related to leadership which you consider important (you can use the white lines).

____ A leader provides explanations about the project.
____ A leader explains a role allocated to every person within the project
____ A leader asks for and listens to suggestions from every member of the team
____ A leader gives team members the possibility to choose the tasks they have to do within the project
_____ A leader knows how to create an atmosphere of trust between group members
_____ A leader explains the reasons behind important decisions
_____ A leader listens to complaints expressed by team members
_____ A leader gives value to the differences each member can bring to the team
_____ A leader is tolerant if someone makes a mistake
_____ A leader compliments a person for his/her work in front of all
_____ A leader seeks to improve the team work success

Other important kinds of behaviour associated to leadership
_____
_____
_____
_____

When you finish this task, create a working group with two or three colleagues. Now in a group and on the basis of the previous task, identify three actions considered as the most important, i.e. the behaviours which have been more times identified by the group members. If there is no repetition of the behaviour, proceed with putting the statements in order.

[1]This activity is based on one of the activities proposed by:
MacGregor, Mariam (2007), Everyday leadership: Attitudes and actions for respect and success (A guidebook for teens), Minneapolis, Free Spirit Publishing Inc. (pp.20-22).

m. ACTIVITY

Exploring the reasons for the asymmetry between men and women in positions of power and decision-making

Goals

Explore the reasons that could contribute to the asymmetry between men and women in positions of power, and in decision making positions, knowing and recognizing that such reasons are of diverse and interdependent nature;

Detail, in the context of this exploration, the relationship between family and career depending on gender;

Reflect upon actions that might be able to encourage equality between men and women in decision-making and power positions.

Preliminary considerations

There are several and distinct reasons that can assist us in explaining the asymmetry existent between men and women in positions of power and decision making (for example - social, historical or political reasons). Literature about the hurdles that women face to reach to leadership positions suggests that the external barriers arise from two sources: family constraints and constraints related with the professional context, where both formal discrimination (i.e., policies within the organisation itself) and informal discrimination (practiced by individuals, peers and superiors) can be felt.

Suggestions

DURATION: 3 classes of 45 minutes each
RESOURCES AND MATERIALS:

Worksheets
Classroom board
Calculator (optional)

Activities M, N and O can be carried out sequentially, enhancing the approach to this subject.

Although this activity aims to encourage reflection about the variety of reasons that could be underlying the asymmetry between men and women in decision-making positions, it presents the constraints derived from the conciliation between family and career as one of the main questions of that reflection. The available evidence does, indeed, point out the increased difficulties women have in conciliating the realms of family and career.

Methodological Strategies

- Group work
- Class discussion

Activity Development

1. Divide the class into groups, preferably with 3 to 4 members each. After the groups are formed, the teacher distributes the charts presented in Worksheet M1 (two charts per group are suggested). Once the charts have been distributed among the groups, the teacher asks the group to analyse them. Amongst the items that could be analysed, the following are suggested:

» Identify differences between men and women depending on their marital status.
» For each job compare the results obtained in analysis, or, in other words, whether the differences that were identified in the previous point are maintained or not in all the jobs identified;
In the context of this analysis, you can still detail other aspects, such as for example:
» Regarding marital status, which are the two most common statuses for each job? Which are the two least common?
» In which cases are there more women than men and vice-versa?

2. As soon as the previous analysis is complete, the teacher asks each group to present their results, and it is recommended to write them on the board. After the information has been written, the teacher asks the groups to analyse the data as a whole. Here are some questions that might be asked to guide the analysis:

» Comparing the results obtained in the analysis of each job, is it possible to detect a common pattern? If so, how is it characterised?
» Identify the two categories that show most profound differences between men and women in all jobs;
» Identify the two jobs in which are more differences between men and women.
In the Worksheet M2 we propose a grid which the teacher can opt to distribute to each work group when he/she proposes the previous task, in order to facilitate its systemisation. At this stage, each group is also asked to name the reasons that, in their opinion, might help understand the results that were obtained. In other words, each group is invited to explore:
» the fact that a vast majority of leaders, both male and female, are either married or single;
» the fact that the relationship between male and female in each category is not the same and varies from job to job.

3. Once the tasks proposed in the previous phase are completed, the teacher asks each group to present their answers to the questions that were raised, as well as the main reasons that, in their opinion, help to understand them (so as to promote as much participation as possible, it's recommended that each aspect is approached by a different element of the group). In this stage, it's also suggested that the teacher writes on the board the contributions of each group. Once the contributions are collected, the class is invited, on one hand, to reflect upon the reasons that were named, and, on the other hand, to reflect upon any possible actions that might promote equality in decision-making positions, as well as in positions of power. The teacher may also opt to integrate the information made available in Worksheet M3 into this discussion.

Options

Instead of analysing the charts in Worksheet M1, one could choose to analyse the tables in Worksheet M4. In this case, the first task the students would be asked to perform is to calculate the percentage of men and women according to their marital status. It is suggested that this task is performed in groups of 3 to 4 members (two tables per group are suggested). After completion, the teacher proceeds to the discussion of the results, in accordance with the templates proposed in the description of the current activity procedures.

By: Conceição Nogueira e Isabel Silva

Possible Outcomes

This activity might favour the identification of problematic situations and the questioning of asymmetries between men and women, encouraging the involvement of students in the search for explanations. The various stages of the activity's development allow the confrontation between perspectives as well as the development of communication skills, interpersonal relationships and the student's capacity of presenting his own ideas. The teacher can lead the debate so as to propose intervention situations which could represent decision making when faced with the problems that have been analysed.

Bibliographical Resources used along the Activity

Nogueira, Conceição (2001). *Mulheres em posições de poder: Estereótipo e Atribuições*. Braga: Centro de Estudos em Educação e Psicologia da Universidade do Minho.

Perista, Heloísa (Coord.) (1999). *Os usos do tempo e o valor do trabalho: Uma questão de género*. Lisboa: Centro de Estudos para a Intervenção Social (CESIS)

Further development …

Analysis of the reasons for the asymmetry between men and women in positions of power and decision-making can be broadened by completing activity N.

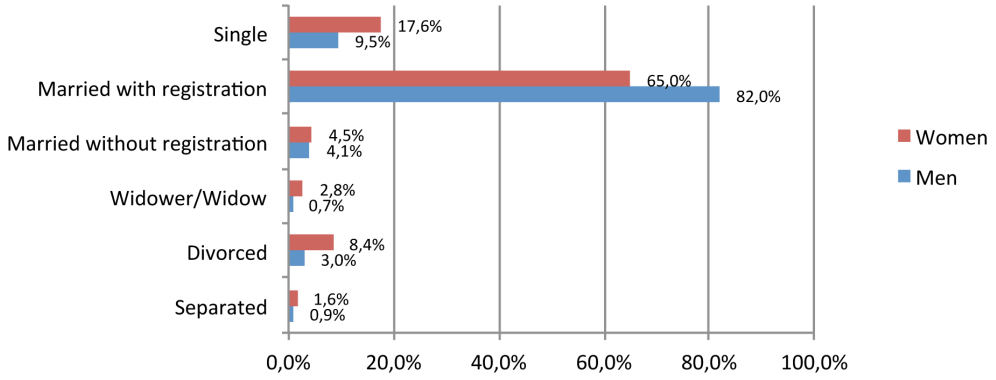
More information

For more information on this subject read chapters 1.1. and 4.1.
Base de Dados Dossier Género do INE – Instituto Nacional de Estatística, available online at http://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine_perfgenero&menuBOUI=13707294 (retrieved on 30/11/09)
Report from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions (2009). Equality between women and men. Brussels, COM(2009) 77 final, available online at http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:52009DC0077:PT:NOT (consulted on 25/08/09)

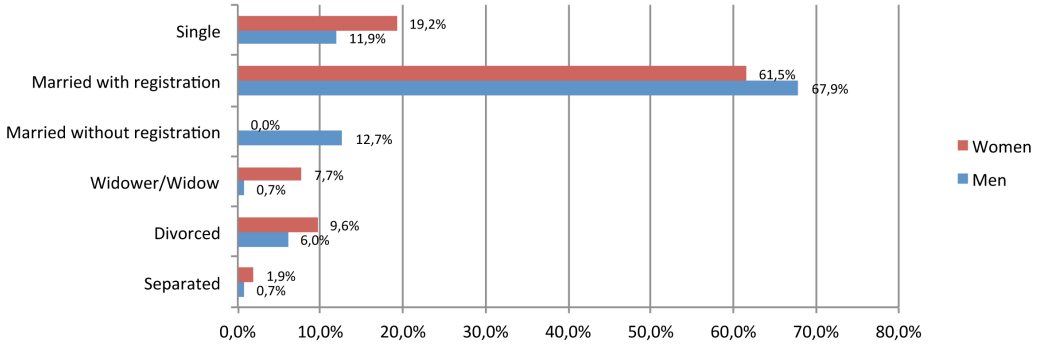
Exploring the reasons responsible for the asymmetry between men and women in positions of power and decision-making

Worksheet m1

Graph A _ Senior management of public administration by gender according to marital status



Graph B _ Senior management in specialized organisations by gender according to marital status

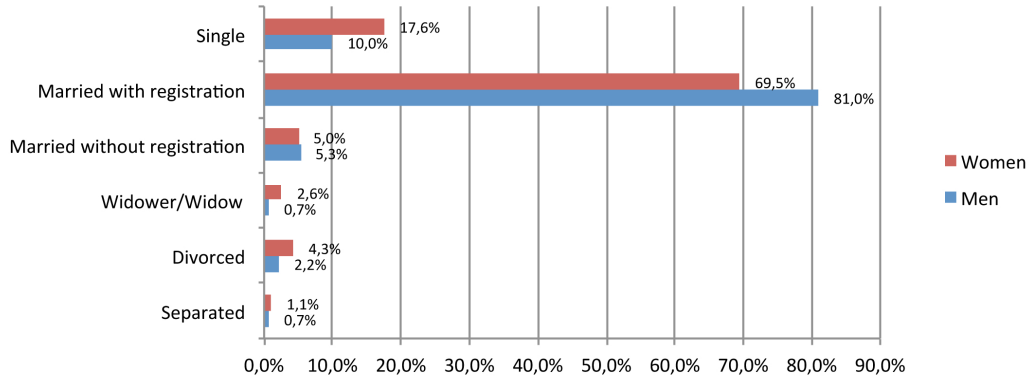


By: Conceição Nogueira e Isabel Silva

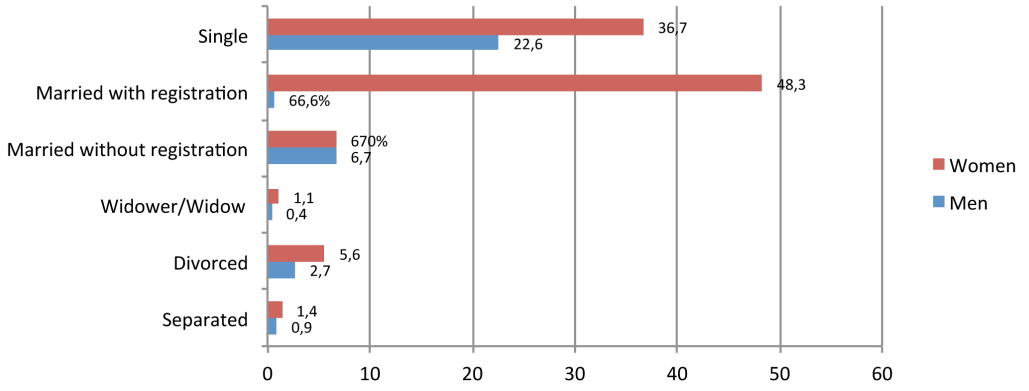
Exploring the reasons responsible for the asymmetry between men and women in positions of power and decision-making

Worksheet m1

Graph C _ Managing directors by gender according to marital status



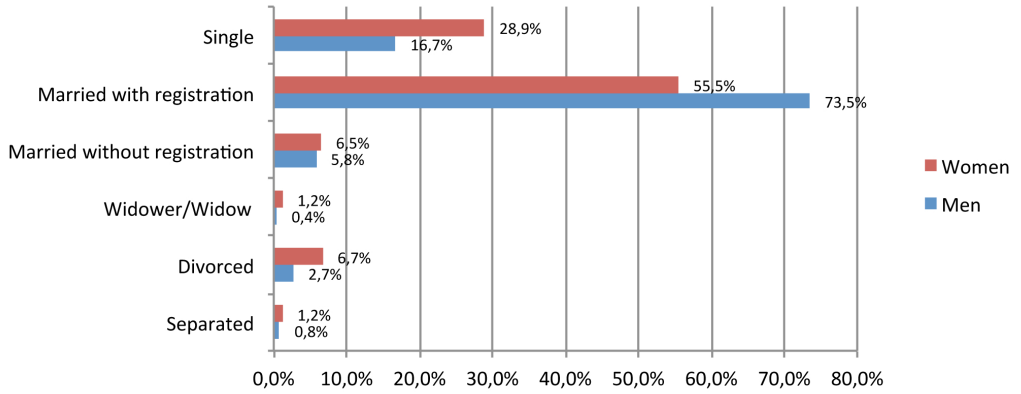
Graph D _ Directors of production, exploration and others, by gender according to marital status



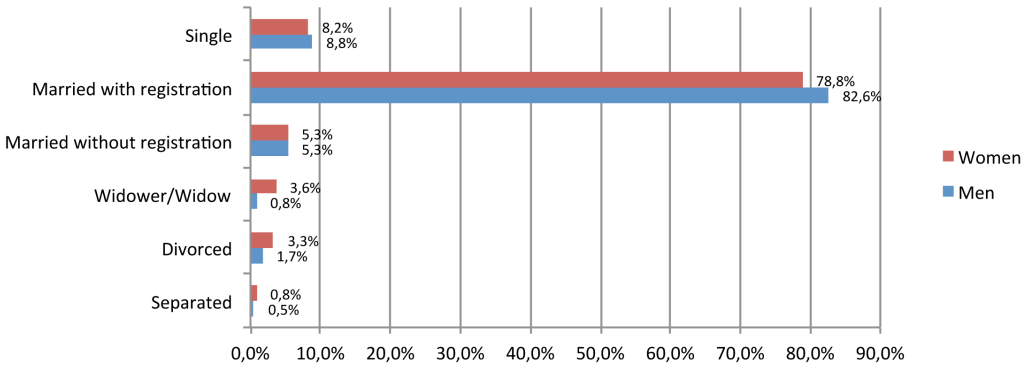
Exploring the reasons responsible for the asymmetry between men and women in positions of power and decision-making

Worksheet m1

Graph E _ Other heads of companies by gender according to marital status



Graph F _ Heads and managers of small companies by gender according to marital status



The figures presented in the graphs of Worksheet m1 were calculated using the information made available by the Portuguese Statistics Institute, based upon the 2001 Census.

By: Conceição Nogueira e Isabel Silva

Exploring the reasons responsible for the asymmetry between men and women in positions of power and decision-making

Worksheet m2

Senior management of public administration		Senior management in specialized organisations		General Managers		Directors of production, exploration and others		Other heads of companies		Heads and managers of small companies	
Categories	W M	Categories	W M	Categories	W M	Categories	W M	Categories	W M	Categories	W M
_____	__% __%	_____	__% __%	_____	__% __%	_____	__% __%	_____	__% __%	_____	__% __%
_____	__% __%	_____	__% __%	_____	__% __%	_____	__% __%	_____	__% __%	_____	__% __%

INSTRUCTIONS FOR FILLING IN

In the Categories column identify, in descending order, the two situations related to marital status that are more frequent within the respective position.

In the "W" and "M" column, write the percentages for marital status for women and men that are more frequent within the respective position.

Exploring the reasons responsible for the asymmetry between men and women in positions of power and decision-making

Worksheet m3

"According to an European survey (Eurobarometer 39.0, 1993), about 14.7% of respondents consider marriage to be an obstacle to a woman's professional life, and only 1.8% consider it an obstacle to a man's professional life. Regarding child birth, 5.2% say it is detrimental to a man's professional career, while 31.1% consider it to be a hurdle for a woman's professional life".

(Heloísa Perista, 1999: 239)

"(...) in 1996, year in which an European survey was conducted (Eurobarometer 44.3, 1997), about 79% of the surveyed Portuguese women considered equal sharing of chores to be non-existent. This percentage is about 66% for the average of the countries in the European Union. Portugal is one of the countries with the highest rate of female activity and where women are the least interrupted, in their professional life, by birth, however, it is also the country where women have less support from their spouse or partner regarding household chores".

(Heloísa Perista, 1999: 240)

"Speaking about sharing chores cannot be, exclusively, a matter of what's fashionable or "politically correct": it's a social and political issue that should persist until equality in the distribution of chores is a reality, until it's possible, for both men and women, to conciliate their family life with their professional life. The right to work and the right to have a family aren't rights that should be distributed according to gender, they are inalienable rights of each and every citizen".

(Heloísa Perista, 1999: 251)

"The average gap in employment rates between women and men is narrowing, and fell from 17.1 percentage points in 2000 to 14.2 points in 2007. But if one compares the employment rate of women and men with children under 12 to care for, this gender gap is almost doubled. Also, the employment rate of women falls by 12.4 points when they have children, but it rises by 7.3 points for men with children reflecting the unequal sharing of care responsibilities and the lack of childcare facilities and work-life balance policies."

Report from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions (2009). Equality between women and men. Brussels, COM(2009) 77 final, available online at http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:52009DC0077:PT:NOT (consulted on 25/08/09)

By: Conceição Nogueira e Isabel Silva

Exploring the reasons responsible for the asymmetry between men and women in positions of power and decision-making

Worksheet m4

Table A - Senior management of public administration by gender according to marital status

		MARITAL STATUS					
Gender	Total	Single	Married with registration	Married with-out registration	Widower/ Widow	Divorced	Separated
Men	3356	318	2742	137	24	24	33
		____%	____%	____%	____%	____%	____%
Women	2034	359	1322	92	58	58	32
		____%	____%	____%	____%	____%	____%
Total	5390	677	4064	229	82	82	65
		____%	____%	____%	____%	____%	____%

Table B - Senior management in specialized organisations by gender according to marital status

		MARITAL STATUS					
Gender	Total	Single	Married with registration	Married with-out registration	Widower/ Widow	Divorced	Separated
Men	134	16	91	17	1	8	1
		____%	____%	____%	____%	____%	____%
Women	52	10	32	0	4	5	1
		____%	____%	____%	____%	____%	____%
Total	186	26	123	17	5	13	2
		____%	____%	____%	____%	____%	____%

Table C - Managing directors by gender according to marital status

		MARITAL STATUS					
Gender	Total	Single	Married with registration	Married with-out registration	Widower/ Widow	Divorced	Separated
Men	54219	5454	43940	2904	399	1169	353
		____%	____%	____%	____%	____%	____%
Women	17502	3090	12163	873	458	752	166
		____%	____%	____%	____%	____%	____%
Total	71721	8544	56103	3777	857	1921	159
		____%	____%	____%	____%	____%	____%

Exploring the reasons responsible for the asymmetry between men and women in positions of power and decision-making

Worksheet m4

Table D - Directors of production, exploration and others, by gender according to marital status

		MARITAL STATUS					
Gender	Total	Single	Married with registration	Married with-out registration	Widower/ Widow	Divorced	Separated
Men	3356	318	2742	137	24	24	33
		____%	____%	____%	____%	____%	____%
Women	2034	359	1322	92	58	58	32
		____%	____%	____%	____%	____%	____%
Total	5390	677	4064	229	82	82	65
		____%	____%	____%	____%	____%	____%

Table E - Other heads of companies by gender according to marital status

		MARITAL STATUS					
Gender	Total	Single	Married with registration	Married with-out registration	Widower/ Widow	Divorced	Separated
Men	134	16	91	17	1	8	1
		____%	____%	____%	____%	____%	____%
Women	52	10	32	0	4	5	1
		____%	____%	____%	____%	____%	____%
Total	186	26	123	17	5	13	
		____%	____%	____%	____%	____%	____%

Table F - Heads and managers of small companies by gender according to marital status

		MARITAL STATUS					
Gender	Total	Single	Married with registration	Married with-out registration	Widower/ Widow	Divorced	Separated
Men	54219	5454	43940	2904	399	1169	353
		____%	____%	____%	____%	____%	____%
Women	17502	3090	12163	873	458	752	166
		____%	____%	____%	____%	____%	____%
Total	71721	8544	56103	3777	857	1921	159
		____%	____%	____%	____%	____%	____%

The tables were created using information made available by the Portuguese Statistics Institute, based upon the 2001 Census.

By: Conceição Nogueira e Isabel Silva

n. ACTIVITY

Professional careers and gender

Goals

Recognize that the reasons which contribute to the asymmetry between men and women holding power-related and decision-making posts are multifaceted;

Discuss the gender role as a determining factor influencing options of professional careers, in the context of this knowledge;

Reflect about actions which might support parity between women and men holding power-related and decision-making posts.

Preliminary considerations

Similarly to the Activity M, this activity, as well as the following ones, aims to confront the students with diverse reasons which might help to understand the asymmetry between women and men holding power-related and decision-making posts. It might prove useful to resort to information available on the Worksheet M3 to foster discussion of the results stemming from this as well as from the following activity.

This activity can be implemented after finishing Activity M and in this way boost the approach towards the subject.

Methodological Strategies

- Group work / Integrated Panel
- Class discussion

Suggestions:

DURATION: four 45 minute-lessons

RESOURCES AND MATERIALS
Register Worksheet

Classroom board

Activity Development

1. In the first stage the class will be divided into groups of 3 to 4 members. While creating the groups it would be recommended to ensure that they are homogeneous depending on sex and mixed groups (e.g. 2 groups consisting of girls only, 2 groups consisting of boys only and 2 mixed groups). When the groups have been formed, the teacher distributes Worksheet N1 enclosed to the Activity with one of the presented situations. It is suggested that each situation should be analysed by one of the groups composed by a certain kind of members. In each situation one person is presented – female (Situation A) or male (Situation B) and each group must take a position on some areas of "life" of the person presented in each situation. Specifically, the group is expected to take a position regarding educational, familiar and professional paths of that person. Depending on the time the teacher wishes to allocate to this subject, it is possible to restrict the scope of recommended areas.

2. Having concluded the task proposed to the groups, the next step is the second stage. In this stage we suggest the technique of Integrated Panel or an adaptation of the activity as follows.

New groups will be created and each of them will be composed of two members from two previous groups. The total number of the groups in the class shall be maintained. One of the aspects to be concerned about while creating the groups is related to target people subjected to analysis. Specifically, the new group should integrate members of the group which had analysed a path of a female person and members of the group which had analysed a path of a masculine person, in order to create a possibility of confrontation between two persons.

Another concern is the following: each group should elect one rapporteur (male or female) to present the results to the group during the next stage. After the new groups created and the rapporteurs selected, they will be asked to compare the results from their previous groups. The differences between the two characters should be written down as well as the reasons for those differences. In order to confine dispersion of the final information to be presented to the class, the teacher might choose to ask the groups to isolate those differences and reasons referring to sex from other variables which might have been used to define paths and their justifications.

Using the technique of the Integrated Panel, newly formed groups (around 4) will integrate one member from each of the previous groups. The advantage of this option is the possibility to make the students confront various paths and perspectives.

Nevertheless, this advantage might also hinder the comparison of differences between people as different paths are under analysis. In this sense we have come up with a possible alternative.

Selection of how this second stage will develop will depend on the characteristics of the class and the teacher's choise.

3. The third and last stage will include the presentation of the results to the class. It is suggested that the teacher writes down provided answers on the board taking into consideration whether they refer to a female or a male person. Based on the answers, the found results should than be discussed by the class. While discussing the results, the teacher may opt to integrate information available on Worksheet N2 enclosed to this Activity. The confrontation of the results obtained with the information made available on Sheet M3 can enrich the discussion. Finally, let us note that, during the discussion, it should given a particular emphasis to the reasons presented to justify the encountered differences. The main point is to analyse and to discuss the way in which encountered differences might impact professional life of people, in particular a chance of holding power-related and decision-making positions.

Possible Outcomes

This activity can make the most of the emerging questions related to daily life of the students leading them to select, organise and interpret information about conditioning and opportunities which put women and men in the process of constructing their professional careers. Participation in interpersonal and group activities can stir their capacity of defending their own ideas allowing space for participation of other people and promotion of working methods adapted to the objectives settled by this activity. It will be up to the teacher to decide whether to stimulate a research regarding the subject and in this way deepen the analysis of the problems.

Bibliographical Resources used along the Activity

Neto, Félix (2000), *Psicologia social* (Vol. II). Lisboa: Universidade Aberta.

Nogueira, Conceição, Saavedra, Luísa (2007). "Estereótipos. Conhecer para os transformar." in: *A dimensão de Género nos Produtos Educativos Multimédia,* Cadernos Sacausef. Lisboa, Ministério da Educação, pp. 11-30.

Further development …

The analysis of the professional paths and life of women and men can be developed in combination with the implementation of the activity O.

More information

Nogueira, Conceição, Saavedra, Luísa (2007). Estereótipos. Conhecer para os transformar. A dimensão de Género nos Produtos Educativos Multimédia, Cadernos Sacausef. Lisboa, Ministério da Educação, pp. 11-30, available also at http://www.crie.min-edu.pt/files/@crie/1220024512 03 SACAUSEF III 10a30.pdf [retrieved on 15/10/09].

Protection of Parenthood – information available online at the CITE site (Commission for Equality at Work and Employment) at http://www.cite.gov.pt/pt/acite/proteccao.html [retrieved on 30/11/09]

Mulheres e homens: Trabalho, emprego e vida familiar – information available online at the CITE site (Commission for Equality at Work and Employment) at http://cite.gov.pt/pt/acite/mulheresehomens.html [retrieved on 30/11/09]

It is recommended to use information included in the Worksheet M3.

To learn more about this subject, read Chapters 1.2, 4.1 and 6.1

Professional Careers and gender — *Worksheet n1a*

SITUATION A

Maria is 15 years old and she is attending the 9th grade at the moment. Thinking about her professional future, her greatest dream is to have a career in politics and to get a high-level political position, namely, to be elected as a Member of Parliament, and maybe one day, hold the position of Minister. In order to be able to fulfil that dream she wishes to join a youth section of a political party when she is 18.

Directions
Below you will find various questions in relation to which you should take a position bearing in mind the above-described situation. Seek answers which result from a group consensus. If you do not reach agreement, tick only two options. For each answer you should justify your choice or both options.

EDUCATIONAL PATH
Which course do you think Maria should choose during her secondary education?

Scientific-humanistic
Which? _____ Justification of the choice
Technological _____
Which? _____ _____
Specialised Arts _____
Which?_____ _____
Vocational _____
Which? _____ _____

Which education level will she need to reach in order to make her dream come true?

○ 12th grade (GCSE) Justification of the choice
○ B.A. _____
○ Post-graduate studies (M.A., PhD) _____
_____
_____
_____

By: Conceição Nogueira e Isabel Silva

Professional Careers and gender — *Worksheet n1a*

If you think that she will go for high education, which course do you think she will choose?

_____
_____

Justification of the choice

_____
_____
_____

FAMILY PATH

Marital status. Do you think she will probably:

○ Get married
○ Live as an unmarried couple
○ Get divorced
○ Stay single

Justification of the choice
_____
_____
_____
_____
_____

Children. Do you think she will have children?

○ Yes
○ No
○ If yes, how many? _____

Justification of the choice
_____
_____
_____
_____
_____

If she has child/children, who do you think will go on parental leave?

○ Probably only the mother
○ Probably both the mother and the father

Justification of the choice
_____
_____
_____
_____
_____

Professional Careers and gender

Worksheet n1a

PROFESSIONAL CAREER

In your opinion, what's the probability of fulfilling her professional dream? Circle a number having in mind the below scale:

1	2	3	4	5	6	7	8	9	10
Very low odds									Very high odds

Justification of the choice

_____
_____
_____

If you consider that there is a probability of fulfilling her professional dream, how old will she be when it occurs? (you can choose to define a range of years)

Age _____

Justification of the choice

_____
_____
_____

Enumerate the main difficulties which, in your opinion, she will be have to face while following her desired professional career:

_____
_____
_____
_____

By: Conceição Nogueira e Isabel Silva

Professional Careers and gender

Worksheet n1b

SITUATION B

Manuel is 15 years old and he is attending the 9th grade at the moment. Thinking about his professional future, his greatest dream is to have a career in politics and to get a high-level political position, namely, to be elected as a Member of Parliament, and maybe one day, hold the position of Minister. In order to be able to fulfil that dream he wishes to join a youth section of a political party when she is 18.

Directions
Below you will find various questions in relation to which you should take a position bearing in mind the above-described situation. Seek answers which result from a group consensus. If you do not reach agreement, tick only two options. For each answer you should justify your choice or both options.

EDUCATIONAL PATH
Which course do you think Manuel should choose during his secondary education?
Scientific-humanistic
Which? _____ Justification of the choice
Technological _____
Which? _____ _____
Specialised Arts _____
Which?_____ _____
Vocational _____
Which? _____ _____

Which education level will he need to reach in order to make his dream come true?
○ 12th grade (GCSE) Justification of the choice
○ B.A. _____
○ Post-graduate studies (M.A., PhD) _____
_____
_____
_____
_____
_____

Professional Careers and gender

Worksheet n1b

If you think that he will go for high education, which course do you think he will choose?

_____
_____
_____

Justification of the choice

_____
_____
_____

FAMILY PATH

Marital status. Do you think he will probably:

○ Get married
○ Live as an unmarried couple
○ Get divorced
○ Stay single

Justification of the choice
_____
_____
_____
_____
_____
_____

Children. Do you think he will have children?

○ Yes
○ No
○ If yes, how many? _____

Justification of the choice
_____
_____
_____
_____
_____
_____

If he has child/children, who do you think will go on parental leave?

○ Probably only the mother
○ Probably both the mother and the father

Justification of the choice
_____
_____
_____
_____
_____
_____

Professional Careers and gender

Worksheet n1b

PROFESSIONAL CAREER

In your opinion, what's the probability of fulfilling her professional dream? Circle a number having in mind the below scale:

1	2	3	4	5	6	7	8	9	10
Very low odds									Very high odds

Justification of the choice

_____
_____
_____

If you consider that there is a probability of fulfilling her professional dream, how old will she be when it occurs? (you can choose to define a range of years)

Age _____

Justification of the choice

_____
_____
_____

Enumerate the main difficulties which, in your opinion, she will be have to face while following her desired professional career:

_____
_____
_____
_____

Professional Careers and gender

Worksheet n2

"Stereotypes are systems of beliefs attributed to members of groups simply by the fact that they belong to those groups. (...)
Gender stereotypes concern belief systems regarding men and women and they can be conceptualized at two levels: stereotypes about gender roles and stereotypes about gender traits.
Stereotypes about gender roles are beliefs regarding the appropriation of different roles and activities by men and women. Stereotypes about gender traits are constituted by a set of psychological characteristics which we think that are typical of men more or less frequently than women".

(Neto, Félix, 2000:43)

"Generally speaking, stereotypes are used to create ideas about the groups based on age, nationality, ethnicity, race, gender, social class, profession, physical stature and sexual orientation among others. The first objective of stereotypes is to simplify and organise a complex social context making it less ambiguous. Yet, they also serve to justify the discrimination of groups and originate prejudices" (p. 13). (...)
These prejudices constitute problematic approaches as they are translated into generalities which are frequently abusive and unfavourable towards one or more members pertaining to a given group, all this without bearing in mind the great diversity which exists within the same category". (p. 24)

(Nogueira, Conceição and Saavedra, Luísa, 2007: 13 and 24)

0. ACTIVITY

Time-Budget and gender

Goals

Recognize that the reasons which contribute to the asymmetry between men and women holding power-related and decision-making positions are multifaceted;

Discuss the gender role as a determining factor influencing the amount of time dedicated to different life spheres, particularly domestic and family life;

Reflect about actions which might favour parity between women and men holding power-related and decision-making positions.

Preliminary considerations

Similarly to Activities M and N, this activity aims to confront the students with diverse reasons which might help to understand the asymmetry between women and men holding power-related and decision-making positions. However, while the activity N makes the student confront the process of developing a career, this activity makes the students face "current life" aspects of two people (female and male). Specifically, the purpose of this activity is to confront the students with (expected) differentiation of time management depending on gender, particularly in the domestic and family fields according to available studies. As far as the activity M is concerned, this one stresses, among other aspects, the fact that career-family conciliation offers additional difficulties in case of women. In this way, it constitutes an indispensable argument in a discussion on parity between men and women who hold power-related and decision-making positions. In this sense, we suggest that the activities be implemented in a sequential way, which will maximise synergies resulting from the tasks.

Suggestions

DURATION: three 45 minute-lessons

RESOURCES AND MATERIALS:
Worksheet
Classroom board
Calculator (optional)

This activity can be implemented after concluding the Activities M and N thus boosting the approach towards the subject.

Methodological Strategies

- Group work / Integrated Panel
- Class discussion

Activity Development

1. In the first stage the class will be asked by the teacher to form work groups of three or four members each; it is possible to create homogenous groups based on sex (as we will see in a description of proceedings, it might prove interesting to contrast information as per sex of the students versus sex of people under analysis). After forming the groups you distribute Worksheet 01 among the groups. In this way every single group should receive only one of the described situations: Situation A (referring to a male person) or Situation B (referring to a female person).

Each group should also receive a "schedule" included in the Worksheet, which the students should fill in, taking into consideration a situation they were allocated to analyse. As for this request, the teacher should highlight that when filling in the schedule students should bear in mind what they understand by "a typical day" of work or a typical weekend. That means that the task of filling in the schedule should be based on what the students imagine as "the most frequent situation" (real situation) and not a situation they consider an ideal one.

Regarding the fulfilment of the schedule, the teacher can also opt to define categories of activities in order to reduce variability of expected answers which might be provided in this kind of exercises.

In this way, activities described in the schedule can, for instance, be categorised into the following domains: family life (e.g. care provided to children), housework (e.g. cleaning the house), paid job (e.g. professional activity), social life (e.g. spending time with friends), leisure time (e.g. hobbies, watching TV), physiological needs (e.g. sleeping, eating), hygiene and self-care (e.g. taking a bath, getting dressed). If the teacher does not reduce the task of filling in the schedule according to a system of categorisation (e.g. the students are not provided any categories of activities when they are requested to fill in the schedule), it is recommended though to choose this option at the analysis stage as it will help to manage successfully all the information to present in the following stages.

When the task of filling in the schedule has been concluded, the second stage takes place.

Depending on time the teacher wishes to allocate to the subject, he/she can choose to reduce the number of days referring to the task (e.g. to take into consideration working days only). If the teacher thinks it will be of more interest to the students, he/she can also choose to substitute the career (e.g. substitute with a judge, a PM, etc.). The most important is to ensure that the selected job is associated to the power and decision-making process.

2. At the second stage the initial groups are reorganized and at this moment it is recommended to proceed with the technique of Integrated Panel, as in Activity N, or to proceed with its adaptation as suggested below. New groups are formed, each of them is constituted by two members from two previous groups. An important aspect to take into consideration while forming the groups now is the target people under analysis, as the new groups should include one member of the groups which had filled in the schedule regarding the female person and one member of the groups which filled in the schedule regarding the male person. Sticking to this rule is important as there are chances of comparing two people under analysis in an extended group. The teacher should request the groups to select a rapporteur who will present the results to the class. Once new groups are formed and the respective rapporteurs are chosen, the teacher requests them to compare the schedules filled in as a result of the previous stage. As it was mentioned before, it would be recommendable to make this comparison on the basis of a set of categories common to all groups. Another possibility to compare the two analysed people is to calculate time budget in each of the categories, which will allow to verify the existing differences and similarities among them. Another option can be to reduce the scope of the request asking the groups only to register those categories where differences are observed.

Using the technique of Integrated Panel, newly formed groups will integrate one member from each of the previous groups. An advantage of this option is linked to the possibility to allow students to be confronted with various paths and perspectives.
As it was stressed in the Activity N, this advantage might also hinder comparison of differences between people, since different paths are under analysis. In this sense we have come up with a possible alternative.
Selection of how this second stage will develop will depend on the class characteristics and on the option made by the teacher.

3. The last stage, the results are presented to the class, followed by a debate. It is suggested that the teacher writes the provided answers on the board taking into consideration whether they refer to a female or a male person. Based on the answers, you proceed with a class discussion of the found results. While discussing the results, we suggest a comparison of the results found by the different work groups with the information available on Worksheet O2, enclosed to this Activity. In order to enrich the discussion about the results, the teacher can opt to integrate the information available in annexes to the Activities M and N and, respectively, the Worksheets M3 and N2. Similarly to the Activity N, a particular stress should be put on differences found between the two persons, trying to understand how they can influence the chance of holding power-related or decision-making positions in each case.

Possible Outcomes

This activity, as well as the Activity N, can make the most of the emerging questions related to the daily life of the students leading them to select, organise and interpret information about constraints and opportunities facing women and men in time management. In the light of the identified problems, the students can come up with critical observations and discuss creative strategies regarding the analysed questions. They can also discuss its importance in what concerns the promotion of equality between women and men.

Bibliographical Resources used along the Activity

Perista, Heloísa (Ed.) (1999). *Os usos do tempo e o valor de trabalho: Uma questão de género*. Lisboa, Centro de Estudos para a Intervenção Social (CESIS).

Comissão para Igualdade no Trabalho e no Emprego (CITE), available online at: http://www.cite.gov.pt/pt/acite/mulheresehomes04.html (retrieved on 12/10/09).

More information

It is recommended to use resources indicated in Activities M and N.

It is advised to read the Chapters 1.1. and 4.1.

Time-Budget and Gender

Worksheet 01

SITUATION A

Manuel is 39 years´ old and he has been working as a director of a company for the last three years. He is married and has two children, Matilde (3 years old) and Mario (7 years old). His wife, Maria, is a full-time worker. Although they work in different places, both take about 30 minutes by car to their workplaces. The kindergarten and the school are situated near each other, more or less halfway between work and home of both parents.

Instructions
Taking into consideration the above-mentioned situation, please fill in the timetable included in the next page. Imagine what kind of activities the person presented above would do in defined days. For example, between 1.00am and 7.00am he or she is sleeping, at 7.00am he or she is taking a shower, getting dressed and so on. While filling in the timetable, think of activities which take at least half an hour.

While identifying the activities, think also about what you think it happens in the majority of cases and not in an ideal situation. Make sure that the schedule filled in is a result of the group consensus.

SITUATION B

Maria is 39 years old and she has been working as a director of a company for the last three years. She is married and has two children, Matilde (3 years old) and Mario (7 years old). Her husband, Manuel, is full-time worker. Although they work in different places, both of them take about 30 minutes by car to their workplaces. The kindergarten and the school are situated near each other, more or less halfway between work and home of both parents.

Instructions
Taking into consideration the above-mentioned situation, please fill in the timetable included in the next page. Imagine what kind of activities the person presented above would do in defined days. For example, between 1.00am and 7.00am she is sleeping, at 7.00am she is taking a shower, getting dressed and so on. While filling in the schedule think of activities which take at least half an hour.
While identifying the activities, think also about what you think it happens in the majority of cases and not in an ideal situation. Make sure that the timetable filled in is a result of the group consensus.

By: Conceição Nogueira e Isabel Silva

Time-Budget and Gender

Worksheet 01

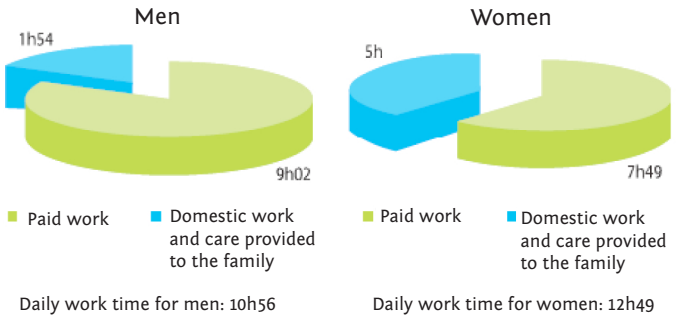
Hours	Working day	Saturday	Sunday
00.00 – 1.00			
1.00 – 2.00			
2.00 – 3.00			
3.00 – 4.00			
4.00 – 5.00			
5.00 – 6.00			
6.00 – 7.00			
7.00 – 8.00			
8.00 – 9.00			
9.00 – 10.00			
10.00 – 11.00			
11.00 – 12.00			
12.00 – 13.00			
13.00 – 14.00			
14.00 – 15.00			
15.00 – 16.00			
16.00 – 17.00			
17.00 – 18.00			
18.00 – 19.00			
19.00 – 20.00			
21.00 – 22.00			
22.00 – 23.00			
23.00 – 00.00			

Time-Budget and Gender

Worksheet 02

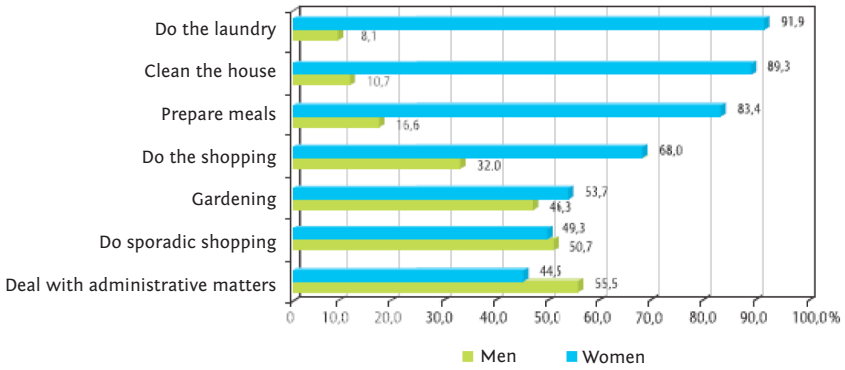
Men dedicate more time to paid work (i.e. a professional activity) than women.
However, since women dedicate three hours more to domestic chores and family care, they work, on average, two hours more than men.

Medium Duration of Different Forms of Work



Source: Comissão para Igualdade no Trabalho e no Emprego (CITE), available online at: http://www.cite.gov.pt/pt/acite/mulheresehomens04.html (retrieved on 12/10/09)

Who carries out Domestic Chores?



Women are normally the ones who prepare meals, clean the house and do the laundry. Administrative matters (insurances, taxes, banks, calculations, etc.) are the domestic tasks provided, always or frequently, by more than half of men.

Source: Comissão para Igualdade no Trabalho e no Emprego (CITE), available online at: http://www.cite.gov.pt/pt/acite/mulheresehomens04.html (retrieved on 12/10/09)

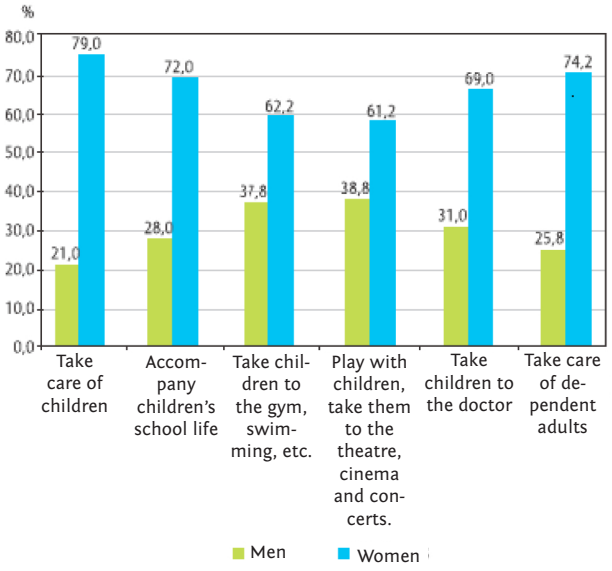
By: Conceição Nogueira e Isabel Silva

Time-Budget and Gender

Worksheet 02

Women take care of the children and/or adult dependent people. Women and men participate in a more balanced (but not equal) way in supporting their children in sports activities or leisure and entertainment.

Who provides care to the Family?



Source: Comissão para Igualdade no Trabalho e no Emprego (CITE), available online at: http://www.cite.gov.pt/pt/acite/mulheresehomens04.html (retrieved on 12/10/09)

Educational Intervention: Gender and ICT. Practical Suggestions

Education Guide: Gender and Citizenship 3rd Cycle

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5.

Educational Intervention: Gender and ICT. Practical Suggestions

5.1.

Gender and Information and Communication Technologies

The importance of gender questions in the use of ICT in schools has been widely recognised, namely as regards the desired equality for all students to have access to and opportunities to use those technologies. At the international level it seems that the gap in Internet usage (in terms of quantity) is shrinking. At the same time, gender seems to remain a factor affecting ICT use, irrespective of the socio-economic and educational groups under consideration.[1]

In Norway, research concerning gender and computers dates back to the nineteen-seventies. In this context, Merete Lie (2003) finds that gender and technologies are mutually supportive and she explains that the tools we use are more likely to be defined as technologies when they are associated with men, whereas when they are associated with women they are more readily classified in another category (such as, electrical household equipment, for example). The author says that, at the same time, technologies have been linked with masculine images and that, whilst they are associated in a different way with each sex, they have a significant impact on the construction of gender identity.

The present approach towards relations between gender and ICT in education, namely in the third Cycle of basic education, will employ a concept of gender as a continuum, stressing that gender identities are multi-faceted, thus going beyond the dichotomy of "female" versus "male". In this way, and accepting that gender identity is in a constant process of construction, this text aims to bring a contribution to ICT usage which will improve the quality and diversity of experiences and identities for both girls and boys.

Justine Cassel and Henry Jenkins (1998) were pioneers in researching and publishing this perspective and in recognising the potential offered by the use of ICT technologies in education, which make it possible to carry out and support practical activities to overcome stereotyped categories. Many other authors have also pointed out the risks of exacerbating gender inequality as a result of stereotyping ICT usage by girls and by boys.

However, there are alternative approaches whose objective is to balance the greater usage of ICT by boys, namely through creating the products – computer programmes (software) and Websites – specifically designed for girls. However, this strategy of creating computer products aimed at girls has the disadvantage of potentially further accentuating gender stereotypes and of discriminating against girls, ascrib-

[1]Selwyn, Neill, Facer, Keri (2007), available online at the following link: www.futurelab.org.uk/resources/documents/lit_reviews/Citizenship_Review_update.pdf.

By: Maria João Duarte Silva

ing to them a "difficult" relation with ICT. Hence it seems that strategies which include ICT usage should place the accent on flexibility of ICT products, that is, according to the same authors, the provision of opportunities for expression, entertainment, personal and social fulfilment in line with varied lives of children and young people today. Examples of such products are Instant Messages (Messenger) and social networks such as *hi5* and *MySpace*.

One of the main problems addressed regarding relations between gender and ICT usage in education stems precisely from gender stereotyping. On one hand, the teachers´ expectations vary considerably for boys and girls, disfavouring, of course, the latter. On the other hand, girls have a perception of the relation between gender and the use of computers which frequently leads them to believe either that they are not good at computers or to believe that, if they are, this fact runs counter to their gender identity.

The social concept that computer games (video games and the like) are games for boys has been demonstrated by various researchers and analysts as one of the main causes of this stereotyped perception ICT. It has been noted that such a concept has been increasing in various dimensions. Industry and commerce have strengthened the link between video games and masculinity-related stereotypes, not only as regards the contents of the said games, but also even as regards their advertising. One such example is: the characteristics of the protagonists, mostly male, and markedly stereotyped in terms of gender and the placing of these products in commercial areas dedicated to boys and to girls in addition to the clearly discriminatory name of the popular *Game Boy* toy.

Different studies of an ethnographic nature dedicated to this topic have shown another reason for exclusion on the basis of gender issues encountered in ICT-related contexts.[2] Girls do not wish to be associated with a nerd or geek stereotype and therefore avoid them. A nerd is someone who develops their intellectual interests, usually linked with the exact sciences or technologies, in a way which might be labelled as a "fixation" and/or "obsession". One of the best-known examples of a nerd is Bill Gates. The stereotype of nerd apparent timidity, lack of social skills and being "unfashionable" (thick-framed glasses constitute an icon of such characters). On the other hand, a geek is a form of more sociable nerd – more up-to-date, more at-ease with technology and who resorts to self-promoting strategies to achieve the success he or she desires.

In Portugal, according to data from the Ministry of Science, Technology and Higher Education, in the 2006/2007 school year, only 15.4% of all higher ICT course students were female. This percentage has decreased perceptibly in recent years (in the 1997/1998 school year the percentage was 21%). It is important also to stress that the number of women following the various ICT courses is very heterogeneous – the number is higher when it comes to courses in Design and Multimedia and lower in computer engineering courses.

Trends in percentage distribution of enrolled students in ICT courses broken down by school year and sex.

Sex	1997/ 1998	1998/ 1999	1999/ 2000	2000/ 2001	2001/ 2002	2002/ 2003	2003/ 2004	2004/ 2005	2005/ 2006	2006/ 2007	2007/ 2008	AAGR
Female	21.0%	19.1%	18.0%	17.0%	16.6%	16.0%	15.9%	15.6%	15.9%	15.4%	15.4%	-3,35%
Male	79.0%	80.9%	82.0%	83.0%	83.4%	84.0%	84.1%	84.4%	84.1%	84.6%	84.6%	0.75%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

[2]See, for example, the work carried out by Tove Håpnes and Bente Rasmussen in Merete Lie (2003).

Trends in percentage distribution of enrolled students in higher education broken down by school year and sex

Sex	1997/ 1998	1998/ 1999	1999/ 2000	2000/ 2001	2001/ 2002	2002/ 2003	2003/ 2004	2004/ 2005	2005/ 2006	2006/ 2007	2007/ 2008	AAGR
Female	56.2%	56.0%	56.6%	57.1%	57.1%	56.7%	56.1%	55.6%	55.0%	53.7%	52.9%	-0.61%
Male	43.8%	44.0%	43.4%	42.9%	42.9%	43.3%	43.9%	44.4%	45.0%	46.3%	47.1%	0.73%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

AAGR – average annual growth rate

Source: GPEARI – Gabinete de Planeamento, Estratégia, Avaliaçãoe Relações Internacionais (Office for Strategic Planning, Economic Policy, and International Relations) (2008), Oferta e Procura de Formação em TIC no Ensino Superior (*Supply of and Demand for Training in ICT in Higher Education*) [1997-1998 to 2007-2008], page 37, [available online at the following link: http://www.gpeari.mctes.pt/archive/doc/TIC_1DEZ08.pdf [accessed in May 2009]

At the international level, numbers regarding female representation on ICT-related courses in higher education are similar. But that was not always the case. At the dawn of computer sciences, women played a very considerable role –programming of the first electronic computers was done by women during the Second World War. This shows that the current ratios of women and men as regards computers and ICT are the fruit of social phenomena linked with gender. Jennifer Taylor (2005) stresses that the initial advantage of women in the computing field was gradually reduced because of a post-war society which was attempting to return to "normal".

The attempts to reduce gender inequalities presented above, namely as regards video games and women´s participation in ICT-related courses, have not proved successful. On the other hand, there seems to be a consensus concerning the advantage of making gender issues visible within the companies and educational institutions whenever the promotion of equity is aimed aiming to promote of equality. Numerous studies, undertaken to ensure that the problems of discrimination and equality of opportunities are no longer ignored or misunderstood[3], have demonstrated the importance of the monitoring and publication of data relating to a number of people of male and female sex in a variety of activities, job posts and positions as well as the scale of opportunities offered to people of the male sex in comparison with the scale of opportunities offered to people of female sex.[4]

As far as young people in Portugal are concerned, data collected from a face-to-face and an on-line survey published in an *E-Generation* Report coordinated by Gustavo Cardoso (2007), reveal gender differences as regards ICT usage. According to the data mentioned, the Internet plays a larger and more important role in boys´ lives whereas a mobile telephone seems to play a more relevant role in girls´ lives.

The national face-to-face survey in question shows a greater proportion of male respondents who go online every day (approximately 33%) and a greater percentage of regular users (approximately 91%), revealing that, among young female respondents, around 29% use the Internet every day, whereas the proportion of female regular users is 80%. Additionally, faced with the

[3]See, for example: MIT Completes Ground-Breaking Studies on Status of Women Faculty, available online at the following link: http://web.mit.edu/newsoffice/2002/genderequity.html, [consulted in April 2009].

[4]The website of the Commission for Equality at Work and in Employment offers various publications which explain this kind of inequality on the basis of current national up-to-date data. CITE (COMISSÃO PARA A IGUALDADE NO TRABALHO E NO EMPREGO – Portuguese Equal Opportunities Commission), available online at the following link: http://www.cite.gov.pt/pt/acite/publicacoes.html, [consulted in June 2009].

data relating to Internet access at home and at school, the study under consideration demonstrates that:

In general, school has become a very important environment for the integration and socialization of young people regarding Information and Communication Technologies and thus constitutes a crucial means for overcoming exclusion from information among young people. (Cardoso et al., 2007: 63). A more thorough analysis of the E-Generation project´s results demonstrates, however, some disparities in ICT usage by girls and boys. These disparities should be taken into account in teaching activities, given that Information and Communication Technologies are being increasingly applied in the curricular contexts.

The analysis of data related to ICT usage by girls and boys makes it possible to determine differences and similarities between them. However, in order to determine instances of gender inequality, consideration must be given to the differences and similarities identified. As will be shown next, not all differences are synonymous with inequality and not all similarities are synonymous with equality.

The main issue is to determine whether differences and similarities in ICT usage compromise access to information or the development of search skills and critical reflection on that information or even whether they hamper the development of communication skills and cooperation in different contexts. If so, we shall be faced with a situation of inequality, since access to information and the mentioned skills that ICT helps to develop, are not only able to contribute to school success and the social integration of young people, but also currently highly valued throughout the working world .

To give an example, it is important to highlight that the differences in access to the Internet and communication services, such as electronic mail, SMS or Instant Messages can indicate inequalities given that they can limit the access to information and the sharing of information.
Apart from the question of access, it is necessary to take account of frequency. Opportunities for access to information, particularly for the purposes of school work, are very different for those who have the possibility to access the Internet once a week at school and for those who have access every day from home. It is worth remembering that the costs of the Internet access via mobile phones are decreasing rapidly and will probably become more affordable to everyone in a short time.

Other differences in usage that can indicate to potential inequalities are those which include operations of more informatics-related content, such as, for instance, downloading of files or installation of software. If, as it often happens, these activities are considered masculine and, as a result, are performed more by boys than by girls, opportunities of access to resources will be greater for boys than for girls because such activities make it possible to use a greater diversity of multimedia information. It is also highlighted that these kinds of activities are relatively valued in professional contexts given that they make it possible to solve the ICT functioning problems in "real time" and in different situations, such as during elaboration of documents or public presentations.

In another perspective, some differences in usage might not create inequality. A greater usage of one kind of a communication service to the detriment of another (for instance of Messenger to the detriment of Discussion Groups or vice-versa) does not necessarily limit the development of skills considered as educationally relevant.

Very often, only a more contextualized approach allows for understanding this sort of questions with some degree of depth. The E-Generation Report provides and scrutinizes, in some detail, data regarding ICT usage by the young people in Portugal. Nevertheless, the surveys carried out within the classroom and in school can make it possible to hold a more specific discussion of these aspects.

In a document published by a British non-profit-making organization – called Futurelab – whose objective is to use ICT potential to improve learning quality, Neil Selwyin (2007) finds that, in the context of formal education for citizenship, the ICT have been used essentially as instruments

facilitating: 1) access to and use of information; 2) participation in public debates; 3) publishing of the information, namely on websites and blogs. He also refers to the importance of using educational software to simulate social contexts and problems and start a discussion thereon.

In the school environment, the teachers´ roles can be fundamental to the development of a genuinely inclusive ICT usage. Assessment and selection of the ICT resources and pedagogical strategies of how to use them can be very relevant to overcome a digital gender-gap created by gender issues (digital gender gap). Nevertheless, it is essential to say that the approach taking into account a relation between gender issues and ICT makes it important to consider a set of other discrimination factors, namely economical, cultural, racial and ethnic.

The SACAUSEF[5] project created a set of integrated resources in order to support the assessment and certification of the software and websites dedicated to education in Portugal. In this project, gender is one of the dimensions to take into account when assessing interactive educational resources. Different SACAUSEF[6] Booklets and the *Guião de Apoio à Avaliação de Produtos Multimédia* (Support Guide for Multimedia Products Assessment) (included in Booklet III) are resources which might be used by the teachers whilst carrying out complex assessment tasks and selecting ICT products, as well as for devising gender-inclusive strategies for using ICT within the curriculum.

Besides the communication activities developed in the previously mentioned social networks, it is important to note, as an example, that the creation and development of blogs has also shown potential as regards the use of ICT by all students. The nature of blogs allows for a great diversity of use, namely as regards the publication of more informative or more personal material, with a lesser or higher degree of technical sophistication, whether or not retaining the authors´ anonymity. For this reason, blogs have become widely used, both nationally and internationally, by boys and girls, men and women.

Another fundamental strategy for promoting gender inclusion is to approach questions of Internet safety without creating, as often happens in this and other areas, more prohibitions for girls than for boys.[7] As in all questions of safety, the best strategy will be to encourage each girl and boy to think about their own risk behaviours and their consequences and about the most adequate forms of preventing those risks, so that they are thus able to continue to take benefit from the educational potential of ICT.

Media Use by Children and Young people in Portugal: Some Excerpts from the E-Generation Study

"The uses of new pedagogical tools, such as multimedia encyclopaedias, word processing software and finding useful information via search engines, are mentioned quite frequently by online respondents and they are part of their school work. Nearly all of the respondents confirm that they use a word processor to do their homework and nearly three in four present their work via PowerPoint or websites – this is quite a different reality when compared with other groups of young people and with what used to happen more than ten years ago. They are a type of users who take greater benefit from new learning issues as a way of solving problems, questionnaires or tests available online and who tend to make greater use of a computer either to work with a CD or DVD-ROM or to learn a foreign language. But a computer is also a form of discussing studies: around 80% of young Internet surfers communicate and ask their school colleagues for help via chat-lines or other forms of online communication, whereas almost a quarter of them contact their teachers".

Gustavo Cardoso et al., 2007: 393-394.

[5]Available at the following link: http://www.crie.min-edu.pt/index.php?section=92
[6]Available on the same site.
[7]See the studies carried out by the Instituto de Estudos Jornalísticos (Institute for Journalist Studies), (2002); Gustavo Cardoso (coord.), Rita Espanha and Tiago Lapa (2007), available online at the following link: http://cies.iscte.pt/destaques/documents/E-Generation.pdf.

"If we ask a young person what he/she is doing on the Internet, the odds are that he/she is visiting websites, communicating via a chat-line or a Messenger service or reading his/her electronic mail. Playing online games or the downloading of music, software or films are also, however, significant activities for more than 40% of young people surveyed online. As far as the contents of what their net searches are concerned, music tops the list followed by games, sports information and information related to software and informatics. Content related to general news, education, culture and hobbies are the least popular. Playing online games, downloading music, software or films and participating in forums or discussion groups are more popular activities among young males than young female Internet surfers. It is also the boys who most frequently search for information on the Internet related to sport, games, software and IT, whereas young female Internet surfers tend to look for culture, education and music-related content."

Gustavo Cardoso et al., 2007: 394.

5.2.

Activities to be developed in curricular areas

Introduction

This chapter presents twenty-one proposals for activities which, drawing from different topics set out in the first part of this Guide – body, health, leadership, Information and Communication Technologies, personal and professional life – suggest specific approaches to considering the issue of gender and inequality with pupils.

Each activity can be performed as a whole or in part. It can be adapted to a specific context in which it will be applied and it can also serve as a point of departure for a longer-term project aimed at expanding and deeping the topic under discussion and/or intercrossing several proposals included within different activities. The dynamics can be introduced in the Civic Training area, or possibly linked with the Project Area and can involve other curriculum disciplines.

Explaining the intentions behind every activity – the objectives, background and possible results – the authors present or suggest citizenship skills (explained further in the theoretical chapters) which will tie in with general basic education skills and some specific aspects at a disciplinary level. Thus, it is recommended that the activities be expressly integrated into the Class Curriculum Plans.

These activities were designed, at first, for the third school Cycle (approximately 13 years old and upwards) in line with the purpose of this Guide. However, according to teachers who evaluated and implemented some of the proposals, whom we mention in the introduction to this Guide, it is possible to carry out almost all of the activities, with greater or lesser adjustment, either in the second school Cycle (approximately 9/10 years) or in secondary schools. This provides a vertical link which the present grouping of schools encourages.

By: Teresa Pinto

p. ACTIVITY

Technologies and everyday spaces

Goals

Share experiences and contexts.
Identify a variety of contexts where technologies are daily used.

Recognize that the use of technologies in day-to-day activities and spaces are very often linked with gender roles.

Consider the consequences and gender bias' influence on different kinds of technology usage.

Preliminary considerations

Everyday spaces, such as schools and homes, are spaces that have private and public dimensions. The locations and uses of technologies in those spaces are influenced by gender roles but also by gender identities.

Everyday tools and machines are frequently identified as technologies when they belong to the male sphere, yet when they are associated with women, they are classified as electrical household appliances. In this way gender has an influence on what is recognised as technology.

However, technology users frequently overcome images of technology marked by gender stereotypes. Microwave ovens were initially targeted towards young men who did not want to spend much time cooking and who wanted to use those ovens to warm up pre-prepared meals. In the same way, radio and telephone devices were first intended for the target group of businessmen.

Suggestions

DURATION: four 45-minute lessons
RESOURCES AND MATERIALS:

1. A pen, an eraser, a ruler, plain paper and graph paper.
Worksheets.
2. A classroom board or alternative board to display the registers. Adhesive tape or other material to fix the registers.
3. Classroom board and chalk or a computer and multimedia projector or a computer and interactive screen. Worksheet.
4. Worksheet. One computer per group.
5. A computer and a multimedia projector or a computer and an interactive screen.

Methodological Strategies

- Individual work
- Group work
- Class discussion

Activity Development

1. The first task in this activity includes the preparation of a register, by each student, of the different usages of technologies/appliances found in their own home.

The register can be prepared in the form of a text, a drawing or a chart, according to each student´s preferences.

Information regarding what is required should be prepared beforehand on a Worksheet distributed to each student. This first task of the activity is of an individual nature.

The activity Worksheet (Worksheet P1) with possible suggestions for an individual register and an example of a chart (Worksheet P2), with some examples filled in as a start, are appended.

2. As a follow-up to the initial activity, the students are invited to place their registers on the board, so that they are seen and in order to prompt discussion among the students.

3. Within the class group, the number of registers presenting similar usages for each technology should be counted and written down. In the attachment you will find an example of the Chart (Worksheet P3) to be filled in by the class group.

4. The students are split into mixed groups with approximately four members each. After the negotiation between the groups and the teacher, each group is responsible for preparing a presentation with data related to one kind of technology/specific appliance.

In the attachment you will find possible instructions (Worksheet P4).

5. Each group gives a presentation to the entire class. At the end, the teacher points out the main conclusions, presenting them in context. It is important to address the reasons for and consequences of the differences observed.

Possible Outcomes

This activity aims to make the students recognise gender differences as regards the day-to-day usage of technologies.

The students will be able to list some of those differences, situating them in the classroom context. They might also explain whether they already had an idea of those differences and of their consequences, as well as what they have learned.

Further development ...

This activity can be taken further and deeper in various ways:
- Including also the register of technologies used by adults within the family and not only by younger members;
- Analysing the everyday uses of technologies in other places, such as school and town;
- Using audio-visual registers of different technologies used in different places. In order to create these registers, they can use available technologies, such as mobile telephones or cameras;
- Geo-referencing the registers created, integrating them into maps or virtual globes, such as Google Earth.

More information

FAULKNER, Wendy; LIE, Merete (2007), "Gender in the Information Society: Strategies of Inclusion". *Gender, Technology and Development*, 11, 2, pp 157-177.

Boyer, Kate (ed.) (2006). Gender, Space and Technology. A special issue of ACME: An International E-Journal for Critical Geographies, 5, 1, available online at the following link: http://www.acme-journal.org/Volume5-1.htm [accessed 31/01/2009].

To learn more about this topic, see the Chapters 1.1. and 5.1.

By: Maria João Duarte Silva

Feedback on Implementation

THIS ACTIVITY WAS CARRIED OUT DURING THE WORKSHOP ON GENDER AND CITIZENSHIP IN PRE-SCHOOL EDUCATION, ELEMENTARY AND SECONDARY EDUCATION HELD AT THE REYNALDO DOS SANTOS BASIC AND SECONDARY SCHOOL (VILA FRANCA DE XIRA):

Implementation within the Vocational Training Class, discipline of the Portuguese Language, yielded the following results: "basic technological home appliances are used by both sexes (however, some boys said they were using them, although they did not know the names of some technological kitchen appliances). It seems there are few entertainment appliances, since they are concentrated in the living room, used normally by everyone – with or without the family. As far as DVD and music appliances are concerned, only boys referred to using them, either in the living room or in the bedroom. All respondents state that they have a laptop, which they use either in the living room or in their bedrooms during periods when the family is in the living room" (teacher: Isabel Paulo).

Implementation in the 9th grade, disciplines of the French language and Introduction to ICT. Performance of the activity led to the conclusions that: "the majority of boys, say that they are very interested in technology, whereas the girls are only slightly interested (...). As far as Science is concerned, boys and girls express the same degree of interest (a little), however there are more girls who would like to pursue a scientific or technology-related career (...). As regards skills required to use a computer, both boys and girls state that they have more difficulties in creating and programming a website, but more girls report those problems. Boys seem to be capable of performing more tasks than girls (...). It was possible specifically to study gender differences in the use of technologies, promoting self-knowledge and opening up new paths" (teacher: Rosalinda Nicolau).

Technologies and Everyday Spaces — *Worksheet p1*

Think in silence about day-to-day actions which you perform at home from the moment you wake up until you go to bed. Identify the technologies/appliances you use during those actions. With the help of a text, drawing, diagram or chart, register the technologies/appliances located in various places in the house, mentioning the tasks you use them for, with whom you perform them and how long the tasks take.
You can put your name on the register or not (the choice is yours). Nevertheless, it is important to indicate whether the registers have been compiled by a girl or a boy.

Technologies and Everyday Spaces — *Worksheet p2*

Living room	Bedroom	Office	Kitchen	...
I watch television for around one hour a day with my whole family	I speak on the mobile telephone with my male and female friends	...	I warm my lunch in the microwave oven	...

By: Maria João Duarte Silva

Technologies and Everyday Spaces — *Worksheet p3*

	Living room	Bedroom	Office	Kitchen	...
Video games console	X girls play video games with their female friends in the living room Y boys play video games with their male friends in the living room				
TV	...				

Technologies and Everyday Spaces — *Worksheet p4*

Your group´s task is to present to the whole class an analysis of the registers regarding use of the technology attributed to you. Presentation should take 10 minutes at the most.
In order to prepare your synthesis, you can create or use graphs, diagrams, drawings and short sentences...
Try to make it clear to the whole class if you encountered any differences in the use of technology by girls and by boys.

q. ACTIVITY

Gender and ICT activities

Goals

Recognize the fact that interpretation of reality is influenced by expectations and presuppositions and not only by the information we receive at a given moment.

Consider the reasons behind these expectations and presuppositions as well as their consequences.

Preliminary considerations

Gender stereotypes are present in different dimensions of everyday life and, by creating expectations and presuppositions, they often influence the way we perceive the world, our small daily choices and even life projects. Identification of these stereotypes and reflection on them are educational tasks which are becoming even more important since:
- Such stereotypes can generate serious obstacles to the realization of projects and to young people´s quality of life;
- Very often gender stereotypes are lived and transmitted without their victims´ being aware of it.

Methodological Strategies

- Individual work
- Group work
- Role play
- Class discussion

Activity Development

1. The first task comprises reading the text on the Worksheet appended (Worksheet Q1). Reading can be done individually by each student or together in class. After reading the text the teacher asks the following questions orally:

- Is Robin a girl? Or a boy?
- Is Alex a girl? Or a boy?

Students are then instructed to write down, individually, answers to the questions asked and to give reasons for those answers before opinions about the text are shared. Each student should keep his or her answers to the questions without sharing them. The answers will be used again at the end of the activity.

2. This task entails role play where a dialogue will be played out regarding Alex´s study options. The following characters take part in the dialogue: Alex, his mother, his father and Robin. The Class is divided into four groups where one member of each group will represent one character. Four groups should be organized within the class, so that one person in each group plays the role of one character. Each group should prepare its arguments to be presented by the respective character in relation to Alex´s future. The arguments should be jotted down.

Suggestions

DURATION: four 45-minute lessons

RESOURCES AND MATERIALS
1. to 3. Paper and pen; Worksheets.
4. Blackboard and chalk or one computer per group and a multimedia projector or cards and marker pens. Support Sheet for the teacher.

By: Maria João Duarte Silva

While assigning the characters to the groups, Robin´s and Alex´s sex should not be mentioned and it should be made clear that it is up to each group to define the characteristics of their characters.
Once the role play is completed, the arguments put forward are considered relating them to Robin´s and Alex´s sex.

3. Further to the initial activity, the students, divided into the same groups, should try to answer the questions put in the Worksheet appended (Worksheet Q2) giving reasons for their answers. The questions are provided in writing and distributed one per group.

4. Each group should present to the whole class their answers to questions inserted on the Worksheet Q2.
Each group´s presentation can be given orally or in a more elaborate way, such as, for instance, the use of posters or through multimedia presentation. All presentations completed, the teacher will be able to systematise the answers provided by the different groups and present them with some information (available in the teacher´s Support Sheet appended– Worksheet Q3) on the activities carried out by boys and girls via the Internet and on the percentage of male and female students in some of the computer engineering, design and multimedia and fashion design courses. It will be important to consider with the male and female students whether gender differences are truly relevant and also whether the existence of a minority of young people of one sex on a given course means that such a course is not suitable for people of that sex. The teacher should address again the initial questions.

- Is Robin a girl? Or a boy?
- Is Alex a girl? Or a boy?

Each student, having consulted his/her answers, should tell the class whether his/her opinion has changed and why.

5. In order to finish this activity, it is important for the teacher to identify, along with the class, examples of problems which gender expectations and presuppositions can create for girls and boys. Namely, with regard to the creation of obstacles to daily use of specific technologies and resistance, sometimes strong, to the choice of a course or profession. The teacher can also highlight the fact that, generally, professions considered as masculine are linked with a probability of higher salary and that those considered as feminine are linked with a probability of lower salaries (for example, in terms of software development, the computer engineering activities are generally better paid than those related to design).

Possible Outcomes

At the end of this activity, the students should realise that the text does not reveal elements which allow us to know the sex of Robin and Alex. The students should recognise that it is necessary for everyone to reflect on questions of gender when they analyse daily events.

Further development ...

This activity can be taken further and deeper in many ways:
Use Internet search engines to:
- Find successful female computer engineers (example of the URL address: http://aspi.leiforum. com/?q=node/8)
- Find successful male stylists/fashion designers.

More information

CARDOSO, Gustavo (coord.), ESPANHA, Rita, LAPA, Tiago (2007), E-Generation: Os Usos de Media pelas Crianças e Jovens em Portugal, Lisboa, CIES/ISCTE – Centro de Investigação e Estudos, available online at the following link: http://cies.iscte.pt/destaques/documents/E-Generation.pdf, [consulted in February 2009].
Digital Youth Research: Kid's Digital Learning with Digital Media, available online at the following link: http://digitalyouth.ischool.berkeley.edu/, [accessed 30/04/2009].
Gray, Gay, Hyde, Heather, A Picture of Health: Strategies for Health Education, LDA.

To learn more about this topic, see Chapters 1.1, 1.2 and 1.3.4.

Gender and ICT activities

Worksheet q1

READ THE FOLLOWING TEXT

Robin and Alex are young people attending the same school. They have known each other since childhood and have maintained a close friendship for as long as they can remember. They are almost always in touch, exchanging messages via their mobile telephones and the Messenger.
They have been collaborating on homework for ages, using such instruments as search engines, electronic mail and the Messenger.
In their free time, Robin can spend hours exploring the most recent video games available on the Internet, whereas Alex spends much of his free time developing the school's design club.
Robin wants to study computer engineering and create a games company. The family has always been enthusiastic about this project. In contrast, Alex´s family has always opposed the idea of Alex's becoming a fashion designer for real and virtual people. Alex thinks that Robin is very lucky to have the family´s support and still has not given up trying to show the family the importance of following one´s vocation.

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[1]An idea to create a text where the characters´ names do not permit us to identify their sex making it easier to identify the reader´s prejudices was adapted by Gray, Hyde, Heather in *A Picture of Health: Strategies for Health Education*, LDA.

By: Maria João Duarte Silva

Gender and ICT activities

Worksheet q2

ANSWER, AS A GROUP,THE FOLLOWING QUESTIONS:

1. In your opinion, which of the activities referred to in the text are more frequently practiced on the Internet by girls than by boys? What are those most frequently practiced by boys rather than by girls? Place a cross (X) in the appropriate box below. If you believe that they are practiced equally by girls and boys, you can put an equals sign (=) in the columns.

Activities on the Internet	Practiced more frequently by girls than by boys	Practiced more frequently by boys than by girls
Communicate via Messenger		
Carry out research using the search engines		
Collaborate on homework using the electronic mail or the Messenger		
Play video games on the Internet		
Publish information in a blog		

2. In your view, what might be the reasons for which Robin´s family approves of the plan to study computer engineering?

_____
_____

3. What might be the reasons for which Alex´s family does not approve of Alex´s wish becoming a fashion designer?

_____
_____

4. Are they professions considered appropriate for only one of the sexes? Why?

_____
_____

5. In your view, are they professions with similar employment opportunities? And with similar salaries?

_____
_____

Gender and ICT activities

Worksheet q3

Some information about the activities practiced on the Internet by boys and girls on the percentages of male and female students on some IT, multimedia design and fashion design courses.

Activities practiced on the Internet	Boys %	Girls %
Online games	40.2	29.6
Write in a blog or a website	7.4	11.0
Look for study-related information	80.2	93.8
Go on chat-lines or virtual communities	25.8	18
Instant message service (e.g. Messenger)	30	33.2

Results of the face-to-face questionnaire with regard to the question: Do you use Internet or e-mail for one of the following purposes?
Source: http://cies.iscte.pt/destaques/documents/E-Generation.pdf

Courses	Boys %	Girls %
Informatics and Computer Engineering, Technical University of Lisbon, Technical Superior Institute	87	13
Informatics and Computer Engineering, Superior Institute for Work and Company Science ICT	89	11
University of Lisbon – Faculty of Design and Multimedia Sciences	64	36
University of Coimbra - Faculty of Sciences and Technology	63	38
Plastic Arts and Multimedia, Polytechnic Institute of Viseu – Superior School of Education in Viseu	50	50
Fashion Design Technical University of Lisbon, Faculty of Architecture	16	84

Data regarding enrolment in the higher education for the year 2008 – 1st phase.
Source: http://www.acessoensinosuperior.pt/indcurso.asp?letra=D&frame=1

By: Maria João Duarte Silva

r. ACTIVITY

Boys´ and girls´ activities with ICT - School survey

Goals

Identify differences and similarities in ICT use by girls and boys;

Develop gender difference recognition skills through data analysis;

Consider the consequences of gender differences in ICT usage.

Preliminary considerations

An analysis of data recording numbers or percentages of female and male persons constitutes an efficient strategy to promoting awareness of inequalities and/or discrimination based on gender issues. We are referring here to a strategy widely used in the context of formal education and dissemination as well as in informal education.

This activity, in addition to the strategy of data analysis uses, like several other activities included in this Guide, a strategy of data collection and processing.

It is also emphasized that conducting and interpreting the surveys in school promotes the development of important skills regarding collection (formulation of various questions within the survey), processing (registering the answers and representing them as numbers and percentages), interpretation (verbal synthesis of the results and discussion of different possible explanations) and, finally, data presentation (using different information media, such as charts and graphs).

Suggestions

DURATION: six 45-minute lessons

RESOURCES AND MATERIALS:
1. Paper and pencil. One computer per group, if possible. Worksheets.
2. Paper and pencil. One computer per group, if possible.
3. A set of questions (or questionnaires) corrected and photocopied. Pencil and paper.
4. Computer or paper and pencil.
5. Classroom blackboard and chalk / a pencil or a computer and a multimedia projector or a computer and screen or cards and markers.

Methodological Strategies

- Group work,
- Research,
- Class discussion.

In order to see an example of how this strategy was used, it is worth consulting, on the website of the Commission for Citizenship and Gender Equality (http://www.cig.gov.pt/) a site named Women and Equality. That site offers different documents presenting and analysing national data concerning gender (in)equality in the most crucial areas of our society, such as Power and Decision-Making, Work and Employment, Health and Reproductive Rights. Gender equality or inequality in every one of these areas is demonstrated by presentation of specific information on the female and male population.

Activity Development

1. In order to carry out this first task, the teacher divides the class into five groups. Each group is requested to:

a) Analyse one of the charts appended (Worksheets R1, R2, R3, R4 and R5),

b) Write a short summary of the main similarities and differences as regards ICT use by girls and boys demonstrated in this Worksheet.

All groups should read out their texts to the class after which there should be a short discussion following presentation of each text.

2. Every group should carry out the following task: prepare a set of questions concerning computer usage; the questions will be answered by as many of the school students as possible.

The five sets of questions to be prepared will concentrate on the same topics as the charts analysed in the previous task and presented on the appended Worksheets:

- Ways to use a computer and the Internet to study;
- Ways to use a computer and the Internet outside study time;
- Internet services used;
- Frequency of use of a computer and the Internet;
- Ways to use a mobile telephone.

The teacher should remind the students that the charts presented on Worksheets R1 to R5 are charts presenting the answers. The students will have to formulate the questions which could yield the same kind of results; they will be able to select only some of those presented and/or add others.

The teacher should make sure that the students include characteristic of the respondents in the spaces (age, gender, school year and course).

At the end of this task, each group will provide their set of questions either in digital form or in writing.

3. This task focuses on preparing to conduct the surveys among the pupils.

The teacher should make it clear for everyone that each group will be responsible for presenting the set of questions they have prepared. In this way, there will be five different surveys in accordance with the number of groups. Each of the five surveys will have a space dedicated to the respondent´s characteristics where information on sex, school year and course should be introduced. The teacher can then explain to the students what corrections s/he has inserted in the surveys.

The surveys being carried out among their own classmates can take place at this stage and will serve as a rehearsal before the surveys are carried out among the other students at the school.

The number of surveys to be conducted per group can be decided jointly by the students and the teacher. Surveys conducted among the students from other classes should take place out of school hours, within a time-limit agreed between the class and the teacher. For example, a period of one week in which to conduct the surveys.

4. This task focuses on processing the surveys´ results.

Each group of students should enter the survey results on the charts, with a view to analysing the percentages of girls and boys interviewed.

They can prepare graphs to make it easier to visualise the results.

Each group should prepare a short analysis of the results of the survey which they conducted, focussing on the similarities and differences in ICT usage by boys and girls.

5. Each group of students will present to the class the results they obtained plus their analysis thereof.

At the end there should be a discussion in a large group on different results presented in an attempt to make a synthesis of the work car-

ried out by the different groups. The teacher can use WorksheetsR1 to R5 as a basis and guide for the discussion. The teacher should also make a synthesis of the similarities and differences in ICT usage by girls and by boys discovered in this activity. It is important to put into perspective with the pupils what might be the consequences of gender discrimination in terms of ICT usage for school success and also for future work opportunities (see "Preliminary considerations"),

Possible Outcomes

This activity should make students more aware that it is essential to process data relating to sex as a necessary precondition for analysing gender-related questions in ICT usage.

At the end of this activity the pupils should be able to determine the main similarities and differences in ICT usage by girls and boys within their school and the main consequences of those differences and similarities.

It is also important to make the pupils aware that the same surveys conducted in different schools might obtain different results.

Further development ...

This activity can be continued inviting other schools to conduct the same or other similar surveys. It would be interesting to analyse the similarities and differences between the schools.

More information

CARDOSO, Gustavo (coord.), ESPANHA, Rita, LAPA, Tiago (2007), E-Generation: Os Usos de Media pelas Crianças e Jovens em Portugal, Lisboa, CIES/ISCTE – Centro de Investigação e Estudos, available online at the following link: http://cies.iscte.pt/destaques/documents/E-Generation.pdf, [accessed 25/02/2009].

To learn more about this topic, see Chapters 1.2. and 5.1.

Boys´ and girls´ activities with Information and Communication Technologies – School Survey

Worksheet. Introduction

This attachment presents the results of three different surveys.

Charts 1, 2, 3 and 4 show the results of the E-Generation Report.[1] It is a report from the national survey regarding media usage by young people.

Charts 1 and 2 show the results of the on-line survey (total answers considered as valid: 1353), Charts 3 and 4 show the results of the survey conducted face-to-face (total replies: 276).

Chart 5 shows the results of the survey concerning the use of mobile telephones conducted among 24 students (11 boys and 13 girls) in the third Cycle of a school in Setubal.[2]

The five charts presented here make it possible to analyse the differences in ICT usage by boys and girls.

[1]CARDOSO, Gustavo (coord.), ESPANHA, Rita, LAPA, Tiago (2007), E-Generation: Os Usos de Media pelas Crianças e Jovens em Portugal, Lisboa, CIES/ISCTE – Centro de Investigação e Estudos, available online at the following link: http://cies.iscte.pt/destaques/documents/E-Generation.pdf, (consulted in February 2009)

[2]FERREIRA, Eduarda (2009), Jovens, Telemóveis e Escola, M.A. Project in E-Learning Systems Management). Lisboa, Universidade Nova de Lisboa (A survey conducted among 24 students in the third Cycle and a secondary school).

By: Maria João Duarte Silva

Boys´ and girls´ activities with Information and Communication Technologies – School Survey

Worksheet r1

Chart 1 –ICT use for study.
Source: http://cies.iscte.pt/destaques/documents/E-Generation.pdf

	Gender of the respondent			
	Male		Female	
	N	%	N	%
I look for information in multimedia encyclopaedias	418	67.7	325	70.0
I look for information on Websites to study	539	87.4	421	90.7
I write my work using word processing, such as Word	575	93.2	443	95.5
I present my work in PowerPoint or via Websites	456	73.9	340	73.3
I use the computer to study and do exercises with a CD	187	30.3	187	40.3
I solve problems, prepare questionnaires, tests and simulations online, on the Internet	262	42.5	234	50.4
I use the computer to practice and learn a foreign language with a CD.	140	22.7	131	28.2
I use the computer to communicate with and ask my friends for help	497	80.6	374	80.6
I use the computer to communicate with and ask my teachers for help.	159	25.8	101	21.8

Boys´ and girls´ activities with Information and Communication Technologies – School Survey

Worksheet r2

Chart 2 – Which of the following Internet services do you use regularly?
Source: http://cies.iscte.pt/destaques/documents/E-Generation.pdf

	Gender of the respondent			
	Male		Female	
	N	%	N	%
To visit Websites	545	88.3	403	86.9
Chat or Messenger	536	86.9	409	88.1
E-mail	512	83.0	411	88.6
Online games	330	53.5	180	38.8
Forums or Discussion Groups	150	24.3	35	7.5
On-line shopping	69	11.2	22	4.7
To download music files, software and films	290	47.0	182	39.2

Boys´ and girls´ activities with Information and Communication Technologies – School Survey

Worksheet r3

Chart 3 – Internet use for purposes other than study.
Source: http://cies.iscte.pt/destaques/documents/E-Generation.pdf

	Gender of the respondent			
	Male		Female	
	N	%	N	%
To look for study-related information	84	80.2	86	93.8
To look for information on events in my area	17	16.4	22	23.9
Send files	28	26.6	22	23.7
Send photographs	24	23.1	20	22.3
Publish photographs	12	11.1	6	7.0
Download music or films from the Net	23	22.2	12	12.8
Download software from the Net	12	11.8	4	4.2
Search for information on a product I wish to purchase	12	11.9	4	4.7
Compare the prices of a product	12	11.9	2	2.4
Write on a blog or website	8	7.4	10	11.0
Read other people´s opinions on their websites	17	16.0	10	11.0
Play online games	42	40.2	27	29.6
Access to chat-lines or virtual communities	27	25.8	16	18.0
Access to TV-related websites	15	14.2	9	10.1
Interaction with TV	5	5.0	1	1.1
Listen to the radio via the Internet	26	24.5	14	15.7
Watch TV or available films on the Internet	21	19.9	6	6.1

By: Maria João Duarte Silva

Boys´ and girls´ activities with Information and Communication Technologies – School Survey

Worksheet r4

Chart 4 – Regardless of the place where and why you use the Internet, how often do you use it?
Source: http://cies.iscte.pt/destaques/documents/E-Generation.pdf

	Gender of the respondent			
	Male		Female	
	N	%	N	%
Every day	35	33.3	26	28.9
3 to4 times a week	25	23.6	17	18.8
Once or twice a week	35	34.0	29	31.9
At least once a month	5	4.5	100	11.0
Less than once a month	2	1.9	9	9.8
Don't know/no reply	3	2.8		

Boys´ and girls´ activities with Information and Communication Technologies – School Survey

Worksheet r5

Chart 5 – Which functions on your mobile telephone do you use?
Source: Eduarda Ferreira (2009), Jovens, Telemóveis e Escola. *op.cit*.

Functions	Frequently				Infrequently				Never use			
	Boys		Girls		Boys		Girls		Boys		Girls	
	Nº	%	Nº	%	Nº	%	Nº	%	Nº	%	Nº	%
Voice call	5	45	9	69	4	36	4	31	2	18	0	0
SMS	11	100	12	92	0	0	1	8	0	0	0	0
MMS	3	27	3	23	5	45	5	38	3	27	5	38
Games	8	73	6	46	3	27	5	38	0	0	2	15
Radio	1	9	1	8	4	36	8	62	6	55	4	31
Mp3 Player	9	82	10	77	1	9	0	0	1	9	3	23
Video recorder	8	73	4	31	3	27	5	38	0	0	4	31
Sound recorder	7	64	3	23	4	36	6	46	0	0	1	31
Camera	10	91	10	77	1	9	2	15	0	0	1	8
Calendar	6	55	5	38	2	18	7	54	3	27	1	8
Calculator	3	27	8	62	7	64	5	38	1	9	0	0
Clock	10	91	13	100	1	9	0	0	0	0	0	0
Alarm clock	7	64	9	69	2	18	1	8	2	18	3	23
Internet (websites)	2	18	4	31	2	18	3	23	7	64	6	46
E-mail	4	36	3	23	0	0	5	38	7	64	5	38

S. ACTIVITY

Gender and internet safety

Goals

Identify potential risks of the uses of Internet by boys and girls;

Analyze different approaches to risks associated with Internet usage by young people, identifying gender issues;

Consider non-discriminatory strategies to reduce the risks associated with the use of technologies, bearing in mind that deprivation of Internet use implies deprivation of important learning opportunities.

Preliminary considerations

By using the Internet and its various tools, young people are exposed to various risks and, for this reason, it is very important for them to possess adequate skills to minimize those risks. In the attachment (Worksheet S1) you will see a chart with information regarding some of the possible risks inherent in performing different educational activities on the Internet.
Different kinds of behaviour demonstrated by boys and girls, sometimes conditioned by social stereotypes, may increase or decrease exposure to the above-mentioned risks. Better known examples of behaviour entailing a greater risk to physical integrity are those related to the publication of photographs and provision of an address or other information which make it possible to locate young people.

In February 2009 various social media reported, with their right to prime time and magazine covers, stories of sexual crimes or attempts to commit such crimes, which all had their origins in Internet relationships. In Portugal, as in Anglo-Saxon countries, in social media and Safe Internet campaigns, it is mainly girls who are exposed to risk and who fall victim to crimes. In the case of Portugal, according to studies carried out by the Information Unit of the National Judiciary Police, the number of reported cases of sexual abuse of under-age girls is higher than the number of cases of sexually abused boys; however, the latter number cannot be regarded as negligible.[1]

It is indispensable to work with young people to make them aware of the risks entailed in us-

Suggestions

DURATION: five 45-minute lessons

RESOURCES AND MATERIAL
1. Pencils, erasers and sheets of paper or a computer with a multimedia projector.
2. Classroom board and markers/chalk in different colours or a computer with a multimedia projector. A Worksheet.
3. Classroom board and chalk or a computer with a multimedia projector.
4. One computer per group and a multimedia projector. A Worksheet.
5. Classroom board and chalk or a computer with a multimedia projector.
6. One computer per group; a multimedia projector. A Worksheet.

By: Maria João Duarte Silva

ing the Internet; it is also crucial for them to be prepared to handle risks in an effective way if it is not possible to avoid them altogether. Nevertheless, none of these strategies should compromise young people's opportunities to socialize and learn as well as to develop their socio-cognitive awareness, whilst are using the Internet, which nowadays is the most important of the Information and Communication Technologies.

The 20th century history of Information and Communication Technology in Western societies has witnessed many moments where girls and women have found their opportunities and freedom compromised in the name of their "fragility" and for fear of destroying their "innocence". Very often, the means of protecting girls from potential risks have been associated with prohibitions. More concretely, in the case of technologies, girls have been confronted with inequality as regards access to using the technology

A critical analysis of the Internet safety campaigns, as well as of the rules introduced in schools and at home, can contribute in a significant way to guaranteeing that risk prevention will be effective for all girls and all boys and that such prevention will not compromise opportunities. On the other hand, the creation of rules by young people themselves can help to reduce inequalities caused by gender issues.

Methodological strategies

- Group work,
- Class discussion.

Activity Development

1. This first task aims to determine the students' initial knowledge, to deepen it and to make sure that subsequent tasks are meaningful and rich in content.

In this task the students should make a list of the risks that can be faced by girls and boys whilst using the Internet. The teacher should, therefore, request the students to split into groups of four, specifying whether the groups are to comprise girls only, boys only, or a mixture of girls and boys or, alternatively, the students may be allowed to create their groups freely.

Next, each group should list the potential risks associated with Internet usage, specifying whether there are specific risks for girls and for boys. Registers prepared by the groups can be presented as lists or charts.

If it is possible to use a computer with a multimedia projector, the teacher can invite the students to look at the following Internet site in order to identify more risks: http://www.internetsegura.pt/pt-PT/Perigos/ContentDetail.aspx - this Internet Segura (Safe Internet) consortium is dedicated to risk prevention.

http://www.seguranet.pt/jogo/ - games website of the SeguraNet Project. We recommend games such as "Verdadeiro ou Falso" ("True or False") within the chapters "Virus", "Redes Socials" ("Social Networks"), "hi5", "Sites falsos e phishing" ("Fake Sites and Phishing") and "Direitos de Autor" ("Copyright").

2. The second task consists in integrating the work done by different groups in a chart drawn on the board or on a computer. Each group chooses one student who will record, in a different colour, the ideas reached by the group. Worksheet S2 appended shows a suggestion for a chart to be compiled in the class group.

3. The teacher leads a discussion in the class group to consider the registers in the chart. It would be important to ask questions to make the discussion more productive, for example:

[1]Grupo de Prevenção de Abuso e do Comércio Sexual de Crianças Institucionalizadas (2008), Relatório Exploratório: Excertos para Divulgação pela Comunicação Social, (online), available at: www.pgr.pt/portugues/grupo_soltas/gpaci%202. doc, (consulted in Februray 2009).

- Who among young people run more risk whilst using the Internet? Boys? Girls?
- Do girls and boys demonstrate different types of behaviour whilst on the Internet?
- What are the kinds of behaviour which entail the greatest risk?

The teacher will be gradually providing additional useful information which might enrich the discussion and will also register the conclusions drawn by the class. The chart presented in the attachment (Worksheet S1) might serve as the teacher´s support material for this task. It is important to discuss the fact that the risks are associated with types of behaviour, not with being a boy or a girl and that gender stereotypes often make boys feel "fearless" and girls "more vulnerable".

The following sentence can be used as a catalyst for a discussion about using the Internet for communication activities (instant message services in social networks or in Messenger, for example):

- "Girls are more likely to enjoy chatting online, which leaves them more exposed to online harassment of sexual nature" (http://www.microsoft.com/portugal/athome/security/children/kidtips13-17.mspx).

In order to encourage such a discussion, the following questions can be introduced:

- Do girls enjoy chatting online more than boys do? Is that a characteristic which all girls have? And if a girl does not like chatting, - is there something wrong with her? And if a boy really enjoys chatting online there something wrong with him?
- If a boy chats more online than a girl, is he exposed to more or fewer risks than she is? Is it possible to chat online in safety? Only for boys? Or for both girls and boys?

4. The groups watch and analyse some educational videos regarding Internet safety; the videos are available at the following web addresses:

Klicksafe project Where is Klaus, [online], available at the following link: http://www.youtube.com/watch?v=Q36zaNjYOEI, [consulted in June 2009].

The video is in German but has English subtitles. The protagonist: mother of a boy and a girl. This video shows risks associated with Internet usage by boys and girls and has a strong gender bias.

The National Center for Missing and Exploited Children, Everyone knows your name, Think before you post campaign, [online], available at the following link: http://www.youtube.com/watch?v=hOwpGF1SOQM [consulted in June 2009].
The video is in English. The protagonists: teenage girls (14-15 years old). This video is related to the public nature of the information posted on the Internet.

CEOP Centre Film, Clare thought she knew, [online], available at the following link: http://www.thinkuknow.co.uk/11_16/bbc/ [consulted in June 2009].
The video is in English. The protagonist: a girl on the brink of her teenage years (11-12 years old). This video focuses on the difference between what is real and what is imaginary in Internet communications and the related risks.

> Even though translation of these videos is not available in Portuguese, they convey a simple message, easy to summarise in a few sentences. If these videos are no longer available at the links provided, we suggest that you look for other videos dedicated to this topic. You can do so by introducing the words "Internet Safety" in the Google search engine.

Each group should answer the following questions:

- What are the messages conveyed by these videos? Who seems more vulnerable? Who seems to demonstrate more risk behaviour: boys or girls?
- Do girls need to be more careful than boys? How? Why?

Now, each group should analyse the chart in the attachment (Worksheet S3) and answer the following questions:

- According to these young people´s answers, which activities reveal a greater difference between what is forbidden for girls or for boys? What would be the reason for these differences?
- The percentage of boys whose parents "don´t forbid them to do anything" is higher than the percentage of girls who are not forbidden to do anything? What would be the reason for that?

5. Each group makes a presentation of their answers to the whole class. At the end, the teacher highlights the main conclusions, placing them in context. It is important to address the following questions:

- How can young people benefit from using the Internet? What are the consequences of preventing girls from using the Internet?

These questions can lead to different answers. Using the Internet can offer opportunities to learn such as, for instance: access to information in the form of text, image and sound; downloading and publication of files with text, image and sound; utilization of navigation tools in different geographical environments. Besides these benefits, utilization of the Internet by young people plays a very important role in peer communication and collaboration.

6. Each group is invited to draw up a plan for a school campaign for safe Internet utilization. Worksheet S4, appended, presents an example of instructions to be distributed to each group.

Final Product

Preparation of a plan for a school campaign concerning safe use of the Internet.
To help students to perform this task, the teacher can advise them to consult resources, such as the following:

Microsoft, Suggestions on the protection of children (aged between 13 and 17) available online at the following link: http://www.microsoft.com/portugal/athome/security/children/kidtips13-17.mspx [consulted in April 2009].

MuidosSegurosNa.Net Project, [online], available at http://www.muidossegurosnanet/ [consulted in April 2009].

InSafe (European Network for Internet Security), (2005), Social Networking, [online], available online at the following link: http:// www.saferinternet.org/ww/en/pub/insafe/safety_issues/faqs/social_networking.htm [consulted in February 2009].

Possible Outcomes

This activity aims to make students aware of the potential risks associated with the ways in which the Internet is used and of the safety rules which might help to avoid those risks.

It is hoped that young people will be able to look critically at gender-related issues at the level of Internet safety rules and campaigns, in order to be able then to identify stereotypes and discriminatory approaches. Our intention is to enable young people to develop skills to create and participate actively in establishing rules and inclusive campaigns.

Further development ...

This activity can be taken further and deeper by elaborating upon the results obtained and/or by implementing the campaign drawn up.

More information

Cassell, Justine, Cramer, Meg, (2007),"Hi Tech or High Risk? Moral Panics about Girls Online", in T. MacPherson (org.) Digital Youth, Innovation, and the Unexpected, The MacArthur Foundation Series on Digital Media and Learning, Cambridge, MA, MIT Press, 53-75, [online], available at the following link: http://www.mitpressjournals.org/doi/pdf/10.1162/dmal.9780262633598.053 (consulted in February 2009).

The study presenting the information on the use of the Internet by children and young people in Portugal:
CARDOSO, Gustavo (coord.), ESPANHA, Rita, LAPA, Tiago (2007), E-Generation: Os Usos de Media pelas Crianças e Jovens em Portugal, Lisboa, CIES/ISCTE – Centro de Investigação e Estudos, [online], available at the following link: http://cies.iscte.pt/destaques/documents/E-Generation.pdf, (consulted in February 2009).

To learn more about the topic, see chapters 3.1. and 5.1.

Gender and Internet Safety

Worksheet s1

Activities on the Internet	Potential Risks
Search for information related to studies or to leisure time activities;	Get viruses, worms and Trojan horses which can seriously damage computers. Receive unwanted information, which can be offensive, such as violent or pornographic content.
Download software to process text, image and sound,; Download games; Download music or films.	Get viruses, worms and Trojan horses which can seriously damage computers. Commit, unwillingly, crimes, such as, for example, downloading illegal copies (piracy) of commercial products. Use unsafe forms of payment causing situations where credit cards can be exposed to counterfeiting and serious thefts.
Publish photographs (on flickr, panoramio...); Write on a blog or on a website; Create pages in social networks such as hi5, MySpace or Facebook; Use Messenger or electronic mail to exchange messages and files;	Get viruses, worms and Trojan horses which can seriously damage computers. Receive unwanted information, which can be offensive, such as violent or pornographic content. Provide personal information which can be used for criminal purposes, such as identity theft, unauthorized or distorted publication of photographs and blackmail for the purposes of extortion or of sexual abuse.
Play online games	Get viruses, worms and Trojan horses which can seriously damage computers. Receive unsolicited information which can be offensive, such as violent or pornographic content. Provide personal information which can be used for criminal purposes, such as blackmail, identity theft, unauthorized or distorted publication of photographs. Develop addiction to play one or more games.

Gender and Internet Safety — *Worksheet s2*

	GIRLS	BOYS
Risks related to types of Internet usage		

Gender and Internet Safety — *Worksheet s3*

What do your parents forbid you to do when you surf the Internet?

	Boys		Girls	
	N	%	N	%
Shopping	247	40.0	201	43.3
Chat	52	8.4	54	11.6
Provide personal information	221	35.8	199	42.9
Fill in questionnaires	36	5.8	18	3.9
Download files (music, games, etc.)	94	15.2	80	17.2
Send SMS messages	26	4.2	13	2.8
Send e-mails	14	2.3	8	1.7
Play online games	54	8.8	26	5.6
I am not forbidden to do anything	277	44.9	189	40.7

Results of the on-line survey
Source: http://cies.iscte.pt/destaques/documents/E-Generation.pdf

By: Maria João Duarte Silva

Gender and Internet Safety

Worksheet s4

Imagine that the European Union has invited you to create a campaign promoting safe ways to use the Internet. Your group will have the task of imagining how it would be possible to warn all your colleagues about the risks; you should make them more aware of potential risks and think of ways to avoid them, whilst still taking advantage of the opportunities offered by those Internet spaces. The campaign to be developed must encompass girls and boys in a non-discriminatory way, i.e. without compromising the opportunities for people of both sexes.

The group will have to decide what resources they will create (e.g. posters, leaflets, newspapers, blogs, meetings or other social events…) and the contents of those resources (e.g. recommendations, news, interviews, etc.).

t. ACTIVITY

Overcoming the gender stereotypes of characters in computer games

Goals

Identify feminine and masculine traits related to gender stereotypes.

Recognize that many people we like do not have the traits determined by gender stereotypes.

Recognize that advertising and video game images are almost always gender stereotyped.

Create computer game characters which overcome gender stereotypes.

Preliminary considerations

It is widely known that, traditionally most computer games which have achieved commercial success have boys and young men as their sole target population, and also that they are full of gender-stereotyped characters. The male characters are associated with power, violence and courage, whereas the female characters are portrayed as weak, submissive and resigned. It is also noted that the female figures are drawn exaggerating their physical shapes, supposedly to make them more desirable in men´s eyes. In the last decade, new games have been appearing aimed at a female audience. However, the majority of these games represent female universes which are, in some way, also stereotyped.

As time went by, girls had the opportunity to play games designed for boys, and they also had the opportunity to use many other instruments designed for the "masculine world". Social tolerance of such utilisation is not symmetrical in the case of boys - that is, boys are not supposed to play girls´ games.

The creation of games which might be considered suitable "for boys and for girls", without stigmatization or gender stereotypes, is a goal which has still not been generally achieved. It has been shown by different studies that the new Web 2.0 or Social Web has contributed to the creation of spaces used equally by boys and by girls. Examples of such spaces are MySpace and hi5.

Methodological Strategies

- Brainstorming
- Group work
- Class discussion

Activity Development

1. The first task in this activity focuses on identification, through a technique of brainstorming, of the stereotyped traits of women and of men. To accomplish that, the teacher asks the students to suggest the traits which are traditionally ascribed to women and to men and writes down the ideas on the classroom board.

By: Maria João Duarte Silva

Suggestions

DURATION: four 45-minute lessons. The duration was established to develop a general concept of the game but not the details of the game.

RESOURCES AND MATERIALS:
1. A classroom board and chalk. Other material which might be used: a computer with a multimedia projector.
Examples of other resources which might be used are:
a) The "Sexpresan" – a multimedia product intended for affective-sexual education, created and distributed by the Harimaguada project. This product contains an interactive activity called "Being a man, being a woman" which may be particularly useful (available at the following link: http://www.harimaguada.org).
b) The Spanish didactic Guide "Multimedia para el análisis de los videojuegos" (Multimedia for the analysis of videogames) which includes an activity called: "Frente a frente" (Face to face) (activity 16) may also serve as a support for the task in question - available online at the following link: http://www3.unileon.es/dp/ado/ENRIQUE/Documento/guiadidactica.pdf).
2. A classroom board and chalk. Other material which might be used: a computer with a multimedia projector; a classroom board or smaller board for displaying the groups' work.
3. A classroom board or smaller board for displaying the groups' work.
A computer and a multimedia projector.
Other material which might be used: a computer and an interactive board; one computer per group.
4. A classroom board or a smaller board for displaying the groups' work or one computer per group with a multimedia projector.

If it is possible to use a computer with a multimedia projector, the teacher can use some technological resources to assist the brainstorming.

At the end of this task, the teacher should find a consensus regarding this subject and present the main ideas in a systematised form.

2. In the second task of this activity, the students are divided into groups with four members. All groups should have the list of traits drawn up in the previous task. This list must not be divided into "feminine" and "masculine" traits and it can be organised in alphabetical order, for example. For that purpose, if it is possible to use a computer with a multimedia projector, the teacher can organise the list in alphabetical order and project it. Alternatively, the teacher may, use the classroom board and chalk in order to perform this task together with the whole class.

Each group chooses one person known and liked by all its members. The group should describe the traits of that person, backing their description with the traits on the list which they consider the most appropriate and without taking into consideration whether these traits are traditionally considered to be feminine or masculine.

Each group presents to the whole class the traits of the people they chose (it is not necessary to disclose their identity). Then the whole class can analyse whether or not the people selected correspond to gender stereotypes or whether they show traits traditionally considered feminine and traits traditionally regarded as masculine. The teacher will make a final synthesis of this task.

3. In this task each group of four students selects two advertisements, preferably for motor vehicles or toys and two computer games known to all members of the group. To make sure that all groups can accomplish this task, the teacher can use a computer with a multimedia projector to present some examples of advertisements and of computer games (which can be requested from the students in advance).

Next each group should list the traits of the main character in each advertisement and in each video game, on the basis of the following expressions: The character : is caring; shows initiative; has leadership qualities; is strong, affectionate, attractive, able to cry, sensual, creative, courageous, adventurous, emotional, confident, insecure, concerned about justice.

Together, the class analyses the results obtained by the different groups. It is important to discuss the different types of men and women, boys and girls presented in the advertisements and computer games and analyse the consequences for behaviour patterns, attitudes and values shared by young people.

4. Each group is asked to imagine that the Ministry of Education is promoting a competition to create computer games which do not convey gender stereotypes. Each group should begin to develop a proposal for a game in this competition. In the first place, it is important to define the scenario for the game, the main activity of the player and of one or two main characters.

The work produced by different groups is presented to the class and then discussed.

Final Product

The design of a computer game which does not convey gender stereotypes.

Possible Outcomes

This activity aims to raise awareness regarding the problem of transmission of gender stereotypes via computer games and other media products.

In order to evaluate the learning processes throughout this activity, is it essential to promote, observe and systematize the various conclusions, arguments and comments made by the students as regards: 1) the impact of gender stereotypes on young people´s quality of life; 2) the advantages that overcoming gender stereotypes will bring to each person's development.

Other possible criteria for the evaluation of this activity: collaboration within the working groups as they are producing their projects; design of products with multiple representations (drawings, texts, outlines, etc.).

If the groups are able to use a computer to perform their tasks, the following evaluation criterion becomes relevant: mobilisation of potential ICT applications for producing the game in groups in particular in several forms.

Further development ...

This activity can be continued in various ways:
- Deepening the cultural dimension of gender stereotypes and addressing differences within different cultures;
- Extending the context for analysis of gender stereotypes to different websites (e.g. websites with didactic products, with advertisements for computer games, etc.);
- Continuing the challenge to create a computer game, namely in what concerns the specification of events and of potential dialogues, or even creating an advertisement for the game devised.

More information

Example of a computer game whose characters are not marked by gender stereotypes: Ways of Knowing Trail, (2005), available online at the following link: http://www.brookfieldzoo.org/pagegen/wok/index_f4.html, (accessed in January 2009)

Guide with didactic activities for the analysis of computer games: Multimedia para el análisis de los videojuegos (Multimedia for the analysis of video games), (2004), available online at the following link; http://www3.unileon.es/dp/ado/ENRIQUE/Documento/guiadidactica.pdf (accessed in January 2009)

Example of a multimedia product for affective-sexual education which examines gender stereotypes: Sexpresan, (2008), available online at the following link: http://www.harimaguada.org (accessed in January 2009).

To learn about the topic, see Chapters 1.1 and 5.1.

By: Maria João Duarte Silva

Feedback on Implementation

THIS ACTIVITY WAS CARRIED OUT DURING THE WORKSHOP ON GENDER AND CITIZENSHIP IN PRE-SCHOOL EDUCATION, ELEMENTARY AND SECONDARY EDUCATION HELD AT THE REYNALDO DOS SANTOS BASIC AND SECONDARY SCHOOL (VILA FRANCA DE XIRA):

Implementation in an "Education and Training Courses" lesson within the scope of the Classroom Management activity: "the majority of the groups chose the Game (...) as an example of a game addressed to boys, since it is violent and the Game (...), which is funny, adventurous, etc. as appropriate for both sexes; (...) they created in groups computer games where the scenario and respective fictitious characters did not reproduce gender stereotypes; the class conclusion was that the only games they could imagine of this type would need to have a mixed cast or a cast of animals." (teacher: Daniela Santos).

Implementation in a class in the 11th year, in the Portuguese Language discipline: "three games were chosen and only one group, composed of girls only, selected one with an image of a female warrior; all the other girls and all the boys selected two war games. All opinions indicate an idea of force, violence, leadership and victory. They also mention these concepts when commenting on the game with the image of the woman, since they think that she transmits and triggers the same feelings or desires in the potential (male or female) player; (...) sex stereotypes are inherent in the creation of the games, in the image they sell and in the understanding of the respondents, both female and male". (teacher: Isabel Paulo).

Educational Intervention: Gender and Vocational Choices. Practical Suggestions

Education Guide: Gender and Citizenship 3rd Cycle

Teresa Pinto (ed.),
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CIG
Comissão para a Cidadania e a Igualdade de Género

6.

Educational Intervention: Gender and Vocational Choices. Practical Suggestions

6.1.

Gender Asymmetries in Vocational Choices

Even though, due to the current instability of the labour market, choosing a career is no longer necessarily a decision for life, it is still one of the first major responsibilities placed upon young people today. Bearing in mind that this choice not only has implications at the professional level but also shapes, to a large extent, other dimensions of life (e.g. family, leisure, participation in public life and domestic labour), it is important that the choice should be made with the minimum of personal and social constraints. This being the case, young people should be fully aware of their interests and aptitudes, of the various aspects they value in a certain profession, of what they value outside professional context (for example, having time for their friends or for physical exercise) and of the constraints and barriers which they must overcome, in order to make their choice as freely as possible, optimising their real interests, aptitudes and values. Gender is a notable barrier, placing the greatest limitation on the freedom of choice among young girls and young boys, both in terms of school and profession, influencing the way in which they put into practice their decisions throughout their lives (we cannot forget that, in basic education, the vocational choice which is imposed on young people is the first in a series of many).

On account of this influence, girls and women continue to shun areas of activity associated with the Sciences called exact sciences (essentially Physics and Mathematics), IT and Engineering, tending, rather, towards areas associated with Letters or entailing an essential element of "caring" for others, as in the case, for example, of Psychology, Nursing Sciences, Medicine or Social Work. This same gender-based influence prevents boys and the men from following their school and professional activities in fields which are more associated with the female gender; they are to be found mostly in those areas where females are in a minority.

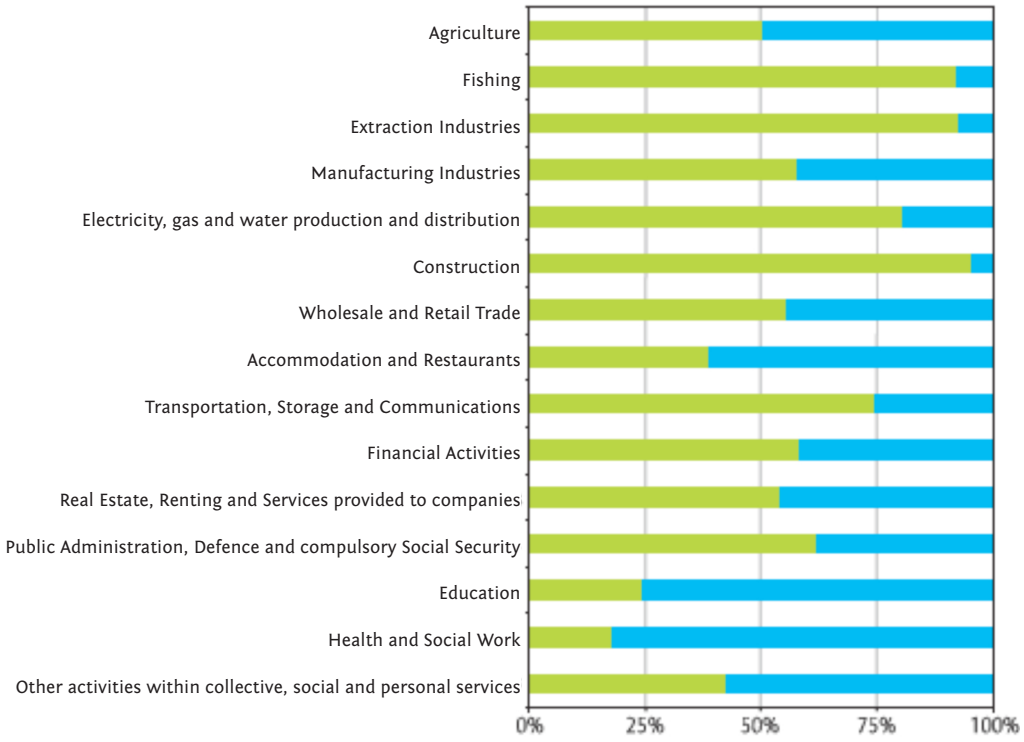
Portugal has not managed to escape from this norm, as is demonstrated in the data presented by the Commission for Gender Equality and referring to the number of female students who graduated in 2004.

However, research data indicate that the number of girls and boys who express an interest in Sciences, Engineering and Technologies (SET) is the same until the age of twelve or thirteen, after which a decrease is noted in the number of girls who choose those areas at all levels of subsequent education. Specialist works refer to this as the "leaky pipeline effect". The term illustrates the idea that, as a student progresses in his/her education and, later on, in a professional career, the number of female individuals continues to decrease. It is known that women tend to leave these areas in three main situations: at the moment when they (do not) choose a career, in a transitional period between a degree course and a post-graduate course and when they must decide whether or not to continue in leadership or coordination positions within an academic or industrial context, especially if those environments are perceived as hostile to those women.

By: Luísa Saavedra

Scientific Area	% of females
Education	86.3%
Health and Social Welfare	79.8%
Arts and Humanities	66.5%
Social Sciences, Commerce and Law	64.9%
Engineering	33.4%

Employed Population by Activity Sectors, 2006



Source: INE, Inquérito ao Emprego, 2006 (Survey on Employment)

There is a marked predominance of women largely in the Health and Social Work Sectors (81.9%), Education (75.7%) and Accommodation and Restaurants (61.4%). In contrast, more male-dominated activities are those relating to Construction (95.4%), the Extraction Industries (92.5%), Fishing (92.3%), Electricity, Gas and Water (80.5%) and Transportation, Storage and Communications (74.7%).

A slightly incongruous situation seems to occur when men choose to work in professions considered traditionally as feminine. In such a case it is frequent and easy for men to climb the career ladder and to hold managerial posts, whether in the business or academic world.

This reason, in addition to the fact that the professions avoided by women are related

to greater social prestige and better pay, explains why theoretical concerns, research and intervention in the vocational area are focused mainly on the female gender. However, recent research conducted by Ruth Simpson (2004) analysed the impact of gender identity in men working in traditionally feminine professions. This kind of work is considered equally important if we bear in mind that many boys and future men avoid areas for which they have motivation and possess skills only because they are "women's things".

Gender continues to spread its influence at many levels, affecting the aspirations, expectations and vocational choices of adolescent girls and women at the personal and contextual level, in particular as regards:

a) Interests and self-efficiency in relation to SET;
b) Difficulties which teenage girls and women have in handling questions associated with femininity and masculinity in professions considered as typically masculine;
c) Anticipation of difficulties when it comes to balance between family roles and work, especially in the SET-related professions;
d) Perceptions of discrimination associated with the labour market where men are in the majority.

Vocational Interests and SET Self-Efficiency

The divergence between boys´ and girls´ interests from a certain age, onwards mentioned previously, can be accounted for mainly through socialization. Each individual person will be prematurely conditioned (through their parents, friends and the media) as to what is regarded as socially appropriate for their gender (the tasks, roles, attitudes and types of behaviour) at various levels and also at the vocational level.

Linda Gottfredson (2002, 2005) was an authoress who developed a particular interest in understanding the vocational development of children and young people. She concluded that children between six and eight years old start to realise that the adult world is organized in professional terms and that having a job is a part of the structure. At the same time, they start to become aware that there are professions more appropriate for each gender. In this way, this gender-related "structure" in the professional world will be very difficult to re-shape when the child reaches adolescence, the moment when he/she is required to take the first important decisions regarding his/her career (what kind of career to choose, how long to stay in education, which profession, etc.). According to the author, it is only during adolescence that interests, capacities and values are used to determine a range of choices, but before that gender has already exercised its selective influence, determining motivation for certain tasks and activities in the detriment of others. This theory adduces an idea that, ideally, intervention in the vocational field should take place early in order to prevent gender stereotypes from gaining a hold.

Self-efficiency expectations play an equally important role in this interaction between the professional world and the world of gender, affecting the vocational behaviour of adolescents of both genders. However, they tend in general to affect women more, limiting their aspirations and achievements and, as a consequence, restricting the scope of their career exploration processes and vocational development. The typical socialization process of girls often prevents them from building high self-efficiency expectations in relation to areas usually associated with the male gender and those include SET.

According to Nancy Betz and Gail Hackett (1981, 1985), girls avoid these areas on account of an association of factors, particularly: difficulties as regards personal achievement in the field of mathematics, little experience of models where women are present in non-traditional fields, higher levels of anxiety whilst performing tasks associated with masculinity, especially mathematics and less encouragement received, in comparison with boys, to pursue their careers. Thus, in a general way, girls and women have lower and less generalised self-efficiency expectations than men as regards their career, which would make it possible to explain their more limited range of professional choices and under-utilisation of their capacities.

In an empirical study devoted to the relation between self-efficiency expectations and profes-

sional choices, Sue Stickel and Rhonda Bonett (1991) found that women believed that they have a higher capacity for performing professions traditionally considered as feminine and greater difficulty performing non-traditional jobs. This gender stereotyping in the vocational domain has repercussions on and influences the way in which female and male students perceive themselves and the world, in particular affecting the way in which female students tend to feel less secure in attaining their vocational goals and less satisfied with the information obtained during vocational exploration. Female students are less systematic and goal-orientated and show higher levels of anxiety related to vocational exploration and decision-making. Additionally, girls make more effort to increase their self-knowledge and ascribe considerable value to that source of knowledge, which is a further cause of indecision in female students.

To sum up, it could be stated that gender socialization has led boys and girls to develop skills and interests differentiated by activities culturally defined as more appropriate from the point of view of gender; the result is distinct vocational options, which are translated into gender asymmetries on the labour market with a clear disadvantage for women, since they often avoid areas associated with high social prestige and pay; it is difficult for them to attain senior positions, which tend to go to men.

Perceptions concerning Femininity

One of the reasons which might difficult a girl´s decision for SET or for sport is linked with questions associated with a certain image of what it means to be feminine. Throughout their school career, female students seem to feel, both because of colleagues and because of teachers, that it is not appropriate for them to enjoy certain school subjects. Some female authors have observed that girls who do well at school, for instance in mathematics, are marginalized by their female colleagues and ridiculed by boys, which gives rise to a sense of guilt and ambiguity in relation to their femininity.

Another approach to the issue is to consider that the mathematics curriculum is not adapted to girls´ characteristics and that many female students do not regard this discipline as useful in relation to their present or future life. In this sense, many female students consider this discipline to be too distant and cold. Only a minority of them regard mathematics as an educational dimension, acknowledging that: "it favours a certain mental propensity for overcoming obstacles and trying to solve problems and also teaches you how to persevere", so that, for some female students it means "a rich lesson full of opportunity for shaping personalities" (Tarizzo & Marchi, 1999: page 17). In contrast, when confronted with the same topic, boys see this discipline as "training of the mind, teaching rationality, reasoning and logic" (idem: page 17).

In the context of the world of work and also of environments associated with industry or research, occupied mainly by the male gender, it seems to be difficult for women to assert their femininity.

Julia Evetts establishes a link between certain masculine traits and upward mobility within companies where the masculine traits are: assertiveness, competitiveness and individualism. People more orientated towards cooperation and team work tend not to get promoted in such an evident way.

The same authoress observes that, on the other hand, women who have attained success in professional terms tend to adopt a strategy which includes maintaining a feminine appearance, both in the way they present themselves and in their acceptance of traditional expectations as regards maternity and family responsibilities. On the other hand, they demonstrate behaviour associated with the business world, such as: being competent, competitive and having clearly defined career-orientated goals. That seems to be the way in which many adult women assert their position within organizations. Similarly, in general terms, the style adopted by successful women scientists reveals a delicate balance between masculine attributes (aggression) and feminine attributes (accommodating behaviour). What is more, on account of management expectations and demands, these women tend to avoid maternity in order to minimise the

demands of family life. This decision does not, of course, help to build an image favourable to many adolescent girls when they consider the possibility of following these professional paths. In fact, it accentuates the apprehensions relating to a certain traditional image of femininity.

Anticipation of the Family-Work Conflict

It is known that in recent decades large numbers of women have come on to the labour market, particularly in the areas formerly regarded as the most masculinised. Hence greater attention has recently been paid to the management of family, domestic, maternal and conjugal roles in conjunction with a professional role. As a matter of fact, in some social strata, it was women who undertook all those roles related to the private sphere, whilst men were destined for the professional and public domain. That situation gave rise to a certain way to look at roles associated with men and with women which, in spite of the changes which have taken place, have still not altered.

Due to that, still today, masculinity is linked with a career, whereas femininity is closely associated with family, marriage and maternity. Thus, whilst work and family are regarded as complementary life roles for men, the same roles give rise to conflict for women. Although recent studies have shown that, when men have children, they tend to share to a greater or lesser degree some family and domestic work, they also experience some difficulties in managing the different life roles. It seems certain, though, that in nearly all Western countries, it is women who play the main role, taking responsibility for "home" matters. In Portugal, in what concerns real time spent on family and domestic duties, women spend three hours more than men on them.

Various female authors, namely Rachel Cinamon (2005), Luísa Saavedra and Maria do Céu Taveira (2007) claim that anticipation of the family-work conflict is established early as a barrier to decision-making among adolescent girls. Bearing in mind that the precedence of different life roles (family, work, domestic sphere, leisure and citizenship) occupies an important place in the career planning of young people, anticipation of the negative effects of the family-work conflict can interfere with adolecents and young people´s aspirations leading both boys and girls away from one of these aspects, contrary to what they might really wish.

Studies carried out with middle-class adolescents and young adults indicate that, when taking vocational decisions, girls, in particular, take

Rate of employment for women between 20 and49 years with children under 12

Countries	Without children	With 1 or 2 children	With 3 or more children
Germany	80	62	38
Belgium	75	70	49
Denmark	77	81	67
Spain	62	42	41
Portugal	77	77	60
UK	83	65	38

Eurostat, *statistiques en bref* (Brief Statistics), in CIG 2007.

As may be concluded from the table, although in the majority of countries the rate of employment for women decreases when the number of children is equal to or higher than three, in the remaining cases (even with two children) the percentage of women working outside the home is relatively high. Portugal is among the countries with the highest rate.

By: Luísa Saavedra

into consideration the role of the family and of work, intending to adapt themselves to more or less traditional gender roles. The research indicates that these adolescents and young adults are fully aware that choosing a profession which gives access to high salaries, high prestige and upward mobility, generally entails dedication of more time and energy. On the other hand, the young people who plan to devote more time and energy to their families can search more or less consciously for jobs which will enable them more easily to reconcile work and family.

Taking into account research conducted in Portugal by Luísa Saavedra and Maria do Céu Taveira (2007) with female adolescents, it became clear that the conciliation of family and work roles or the perspective of conflict between these roles in life is taken into account for the decision-making process, even though with a different degree of awareness and of coercion. On the other hand, it is certain that people are able to spend less time in the family circle if they have a partner who is willing to dedicate himself/herself preferentially to the family chores or is willing to hire domestic help, possibly counting on help from older relatives or choosing not to have a child/children or postponing their birth until more stable times in terms of career. All these strategies have been referred to throughout the above-mentioned study, thus indicating that it is urgent to include these dimensions as a crucial factor in the decision-making process for both sexes, but mainly for girls, since they continue to regard the family role as the one which has been ascribed to them preferentially, even if they make less conventional choices from the gender perspective or if they avoid the choices mentioned because they cannot find ways of dealing with this conflict.

Structural Conditions of Work

Structural conditions of work, namely the perception of discrimination, lack of support at work and an atmosphere of intense competition have also been indicated as significant determining factors of gender differences existing in career patterns, that is, men and women choose to follow different kinds of vocational courses.

Evetts found considerable structural differences in men´s and women´s careers within organizations. At the beginning of their careers, there were no considerable differences as regards the possibilities for promotion, as they are essentially based on merit. However, later on women tend to beat a disadvantage, since subsequent promotions are "by invitation" or are based on subjective criteria.

Some studies even indicate that discrimination at the workplace is conveyed through the use of language itself. University research conducted by Thorgerdur Thorvaldóttir demonstrates that in the candidate selection process, feminine traits are employed to render the men feminine or render the women undesirable or to question their credibility as a scientist. Qualifications or positive attributes were generally expressed in masculine language. Other projects carried out in different Universities report the use of embarrassing language along with a masculine culture in departments with significantly fewer women.

Reference is also made to a sense of exclusion, which leads to reduced collaboration, lack of contacts and recognition as well as a general feeling of isolation. Exclusion of women from managerial posts prevents them from developing their contacts and demonstrating their capabilities, which increases the gender-sensitivity of those work posts-. Thus, and as a result of existing gender stereotypes, women feel in general that in these workplaces, they have to work twice as hard to show their capabilities. They also mention that there is a conflict between the way men see them and how they see themselves.

Many women still think it is difficult to build their reputation in the industrial environment because, generally, the initiatives taken by men are seen as more serious than those taken by women.

Studies are, therefore, needed to make it possible to understand in what extent adolescent girls are aware of discriminatory factors on the labour market at the crucial moment of choosing a profession. Yet, above all, these attitudes and prejudices need to be overcome since, women holding managerial posts or working in professions regarded as less traditional from the

gender point of view, adopt individual strategies which do not prevent perpetuation of the notion that some fields are considered to be masculine fields. Government initiative is therefore required for important systemic changes at the organizational and structural level, so that the potential of each individual can serve the Nation.

Conclusion

Teachers and psychologists play an essential role in fighting social inequalities in general and gender inequalities in particular. The success of any type of change towards greater social justice depends on the ability of teachers, psychologists and school principals to assume an active, responsible and reflective attitude in this matter.

Activities presented here will certainly allow teachers and students to be aware of the camouflaged and hidden manner by which gender issues influence everyone's life, restricting their freedom of action and our capacity for taking free decisions on vocational matters, amongst others. In fact, there are numerous types of gender barriers conditioning aspects which are more or less directly related to processes pertaining to vocational decisions. It is imperative to clarify that certain educational practices (school, family and the media) are not "necessary" or "unavoidable", but that they result from the influence of some historical and cultural contexts.

Specialists in vocational guidance are in a privileged position as agents for change and as promoters of gender equality, basically on two levels. At the level of direct intervention with young people in the third school Cycle (and in Secondary Education), building vocational guidance programmes which would include gender-sensitive activities, and at the same time, remaining alert to gender barriers which interfere covertly with the decision-making process.

At more indirect level, they can collaborate in the organisation of discussions, meetings and seminars and provide information prompting reflection on how gender stereotypes are conveyed through the hidden curriculum. They can still promote strategies of vocational exploration and of contact with the world of work (even through curriculum infusion) which make it possible to dismantle prejudices related to gender and the professions. By assuming an essentially preventive and advisory role, vocational guidance specialists may become a central core (since they are not bound by any curricular programmes) in a process involving the parents, teachers and school managers in these questions.

To sum up, we would say it is fundamental that all agents of education (parents, teachers, school principals and vocational guidance specialists) understand that gender is constructed through family influences, the media and society in general. As such, women´s and men´s behaviour patterns and attitudes are associated with specific cultural contexts and can be subject to modification for the sake of greater equality between all men and all women.

6.2. ACTIVITY

Activities with Psychologists and Teachers

Benchmark

Based, to a large extent, on what Frank Parsons stipulated in 1909, vocational intervention has, for many years, focused preferentially on individuals or groups of individuals, attempting to link personal variables (such as interests, values and aptitudes) with environmental variables (professional demands and characteristics of the professions). These approaches, however, have relegated contextual dimensions, such as social, family, gender, economic and political factors, etc., to second rank.

In an attempt to overcome some of the limitations which these approaches placed upon vocational psychology practice, some new broader-based intervention proposals have recently started to emerge. They demand that the vocational counsellors should have skills to recognise cultural diversity (considering here the diversity of being a man or a woman, of having non-normative sexual orientation or belonging to a racial or ethnic minority) and that they should make a commitment to a social change. Commitment to social action or change has, at the same time, as a remedial effect (since it entails action within the situation which is causing the problem) and as prevention, which entails working with an individual or a group to prevent them from sliding back into situations or positions which compromise authority they have recently acquired.

However, if this is to happen, the counsellor should in the first place possess certain skills, in particular self-awareness, i.e. understanding how his/her personality dynamics interfere with the consultation. He/she must have interpersonal awareness, which means understanding the client´s point of view regarding the world surrounding him/her as well as the psycho-social context which shaped that point of view. The counsellor also needs to have systemic awareness, i.e., to understand the impact of the environment which interferes with the client, so that he/she is able to intervene at the level of the systemic barriers which influence the client´s development. This last level of awareness serves as an essential pillar for social action which takes place through understanding that the environment, as much as or more than interpersonal factors, is the main determining factor for individual behaviour. Another idea, closely related to the previous one, is that the counsellor has a social and moral responsibility to interfere with the social, economic and political conditions which negatively influence the client´s behaviour, working to dismantle the conditions which promote discrimination, whether on grounds of gender, ethnicity, race or sexual orientation. In line with these ideas; a counsellor wishing to be an agent of social change should have two fundamental goals: to help the client to develop awareness regarding the influence of the social context and help him/her to acquire personal authority, supporting him/her in the process of implementing the strategies which reduce and eliminate all types of discrimination.

Thus, instead of working to make people adapt themselves to social conditions which influence vocational choices or unemployment and which are oppressive and restrict their authority, it is

important for psychologists to concentrate on the social conditions which are instrumental in restricting that authority in order to eliminate them. In terms of gender issues, instead of helping young people (either boys or girls) to adapt themselves to vocational choices appropriate to their sex, even if we see that their interests, values and aptitudes indicate other professional areas, it is important to help them to overcome these barriers, providing them with the tools to enable them to attain greater professional and personal achievements, even if they are afraid of facing them because the other path seems easier and short-term. It is true that girls frequently avoid certain professional areas which are less-typically feminine – as is the case with engineering and research – even if they are skilled and interested in these areas, because they are afraid that they will not be able to appropriately combine family roles (mainly maternal) and professional roles without compromising their feminine image to some extent. Similarly, boys avoid certain courses considered socially as typically feminine (such as psychology or nursing), as they do not regard them as compatible with their masculine identity and, thus, they run a risk of being socially categorized as homosexuals. To that effect, it is clearly important to address certain aspects which go beyond the individual level and demand more systemic intervention either in a microsystem, mesosystem or macrosystem.

In the case of girls and women, for example, vocational counsellors should specifically address the way each girl experiences individually the conditions imposed by the macrosystem as regards taking care of others. It is known that the macrosystem has imposed on women, since their childhood, the idea that they have responsibility for taking care of children, home, husband and even their parents and that their career should be secondary to this principal and primary obligation. Following this line of thinking, it might be beneficial to prompt discussions, during the vocational psychology consultation process, about how women can put into practice collective or collectivist values in different careers. At the same time, it is possible to provide examples of women who are able to manage family, domestic and professional priorities in a balanced way, either because they manage to negotiate more flexible working hours or because they negotiate with their partners/husbands to share family and domestic responsibilities. The truth is that many women still contribute to the predominance of inequality of responsibilities in the domestic sphere because of the powerful role of gender socialisation, not knowing how to change their situation. Thus, it is necessary for the vocational counsellor to help these women gain authority and make adolescent girls more aware that their life, both in family and domestic terms, does not necessarily have to follow the same pattern of their family of origin. This is an important dimension which leads many girls towards vocational projects, considered traditional from the gender point of view, since they are not equipped to handle the situation. Psychologists can assist these girls to understand that there are means of support (in particular in terms of support with the children they will have – between families taking children to school or providing help when they are sick) and strategies to alleviate the domestic workload. This psychological intervention can equally contribute to men's understanding of the benefits in terms of affection and relationships arising from the sharing of domestic and family chores and contribute, in this way, to equality within their relationship. It is relevant here to point out that the current Law on Parenting (Decree-Law No. 91/2009 of 9 April 2009[1]) grants paternity leave to fathers to take care of new-born infants.

Bearing these considerations in mind, it seems to us fundamental, in practical terms, that psychologists, who intervene at the level of school and professional counselling for young people in the third school Cycle, should take account of these questions as regards their practical implementation.

In specific terms, at the level of vocational intervention, they can opt for three levels separately or in conjunction: (1) on an individual or a group level changing only their perception of the process of school or professional decision-making and introducing questions or support insofar as

[1]Available online at http://www.cite.gov.pt/pt/legis/DLei091_2009.html.

the cases require specific treatment; (2) carrying out, via what is available at school, intervention programmes, analysing specifically questions of gender and citizenship via activities which help to identify those problems, reflection upon the problems as well as on coping strategies: (3) intervening, in consultation with the teachers so that they can implement the activities promoting development at the level of gender and citizenship; The psychologists themselves should lead the activities which fall within the scope of individual or group vocational psychology consultations where these and other questions in the vocational field are addressed in a more specific and limited way.

Next, we will concentrate, in a more detailed manner, on each of the levels of intervention, suggesting some types of action.

Level 1 – A Gender and Citizenship Perspective on Counselling Process

At this level, it is important to assess how some young people, be they boys or girls, may "running away", in a more or less consciously, (but, generally, sub-consciously) from certain choices which are considered less typical from the point of view of gender. Thus, at all stages of the decision-making process, but mainly at the moment of making an evaluation of the decision itself, it is important to highlight gender issues and determine whether they can act as obstacles to a decision-making process. Particular attention should be paid to situations when young people obtain extremely high school grades in disciplines considered untypical from a gender point of view and when the student does not really take them into consideration in making his/her decision.

In such situations, the students should be presented, clearly but carefully, with new courses or professions and encouraged to consider those courses or professions, even if they think they have already made up their mind. It is thus imperative to foster vocational exploration at the same time as gender issues are being addressed. It will be important, in the case of girls, to analyse the potential conflict anticipated between family and work, the perception of gender stereotypes and fear of sexual harassment in higher education or at work. In the case of boys, it seems fundamental to address some possible fears related to their sexual orientation or more general threats to their masculinity.

In the case of young people who do not do well at school or for whom higher education is not an option, professional psychologists should take account of gender issues, checking to what extent typically feminine choices are leading girls into unemployment. In this way, bearing in mind their vocational interests, they should give some thought to the possibility of suggesting courses where the job market is less saturated, which will enable those girls to realise their personal and professional potential.

In the case of boys, the issues mentioned previously in this chapter must be taken into account and an assessment made of the extent to which (through evaluation of their vocational interests) they might avoid certain choices because of fears bound up with masculinity.

Level 2 – Integration of Gender and Citizenship Activities in Group Programs and Vocational Counselling

At this level of intervention, a psychologist can include some specific activities in order to promote reflection and change as regards questions of gender and citizenship, by means of programmes which he/she usually designs to help for pupils in the 3rd school Cycle within the scope of their school career and/or to help professionals working with students after the 9th year who are following alternative paths, such as courses in education and training and professional courses at Level II.

The activities we propose here are merely suggestions and can be integrated either in the self-knowledge stage, vocational exploration stage or the career planning stage.

Self-knowledge

In this phase of any programme aimed at educational and professional orientation, the psychologists usually prepare Worksheets and questionnaires or tests which permit the students to acquire, confront or systematise knowledge about themselves, both on a personal and professional level. It will therefore not be difficult to add some extra activities which promote intentional and personal reflection on the way gender influences who we are and how we take personal (regarding our family, leisure time, etc.) and professional decisions.

However, before we address these questions in a more individual way, it is important to make the students reflect on gender issues and their impact on the vocational decision-making process.

As a starting point, we suggest watching and discussing a film which makes it possible to identify many of the issues related to gender and the professions.

OBJECTIVE: Awareness of gender stereotypes associated with professions and how to overcome them in the process of vocational decision-making.

ACTIVITY: Watching and Discussing the Film (Billy Elliot)

1. Watching the Film entitled "Billy Elliot". This film raises several potential s gender issues, making it possible to:

a) Identify parents´ expectations as regards professions as a function of gender,

b) Identify gender stereotypes regarding professions,

c) Understand that these expectations and stereotypes vary according to socio-cultural contexts,

d) Understand the importance of family support on vocational decisions.

Original Title: Billy Elliot
Starring: Julie Walters, Gary Lewis, Jamie Bell and Jamie Draven
Director: Stephen Daltry
Production: Stephen Daltry
Year: 2000

SUMMARY: When Billy, an eleven-year old boy, discovers a ballet course hosted at the boxing club gym, there is something magical in movement that catches his attention. He quickly switches from boxing classes to ballet classes without his family's knowledge. Billy´s father and brother, both engaged in the miners´ strike, struggle to put food on the table. They are furious when they find out that Billy is spending the money intended for boxing classes on an occupation not considered very masculine. The ballet teacher persuades Billy to continue with his lessons free of charge but she fails to make Billy´s father understands his son´s talent. Enraged by his family's lack of understanding, Billy performs his dance only for his friend Michael, but is seen by his father in the middle of the performance. Having thus discovered his son´s talent, the father assures him that he will have his chance to attend an audition in London. With help of other miners, Billy and his father arrive finally in London for the big day…

2. After the end of the film, a discussion follows in small groups with in order to enable everyone to consider the matter further in group with discussion of the following questions:
- Why did Billy practice ballet in secret?
- Why did his parents think it was bad for him to practice ballet?
- Why did he feel ashamed to practice ballet?
- Why did Billy´s father change his mind about his son´s vocation?
- Why is it normal to think that ballet is suitable for girls and not for boys?
- Could he have pursued that option without his family´s support?
- What kind of support does his family give him?
- From whom did he have most support and what form did that support take?
- Do you think you would do the same if you were Billy?
- How do you think your family would react? And your friends?
- What are the consequences of such stereotypes on career choices (since there is a great disproportion in the percentage of men and women in certain professions)?
- What can happen in personal terms because of

these stereotypes (not choosing professions you like the most and for which you have a particular talent)?
- Give examples of professions rarely selected by men and by women (ask each student to write down a list of five professions rarely selected by women and five other professions rarely selected by men; prepare a list together).

3. For that purpose, the discussion held in small groups should be extended to the whole class with the various groups presenting and debating their points of view leading to a discussion on different ideas.

Note: This activity can be included in Level 3 (working in consultation with teachers).

I ***OBJECTIVE*** : Assessment of personal aspirations and goals (in terms of family and leisure), professional terms and degree of security (of aspirations and goals) in terms of future prospects; evaluation of indecisions and conflicts within these dimensions.

ACTIVITY: "Professional and Family Aspirations" Questionnaire

1. Completion of the "Professional and Family Aspirations" questionnaire

2. The psychologist makes an initial general survey of the answers provided by the group members in order to obtain a first impression of possible conflicts or instances of "shying away" from choices. Then the psychologist decides whether to ask the students to share their answers with the group or whether to limit the activity to a global analysis, depending on the group characteristics.

- See Worksheet 1

II ***OBJECTIVE:*** Awareness of the importance of different life roles, especially in the family and professional aspect and how they are shaped through socialisation processes and whether they can, as such, be altered.

ACTIVITY: My family and I – arguments over domestic and family tasks

1. Role-play: one boy and one girl are chosen to create a situation where they are arriving home after a day at work and have to improvise how to distribute the different chores to be done. This role-play can include a son or a small daughter so that the tasks of caring for the son or daughter can be allocated too.

Once the role-play activity is completed, reflection and discussion are encouraged to see whether gender stereotypes were reproduced in the division of domestic chores and care of the son/daughter.

2. Completion of the "Domestic tasks in Family" questionnaire. Entering the answers provided by the group on the classroom board and analysing the data in terms of gender: check, for example, the tasks most frequently performed by the father (or male person present in the household) and by the mother (or another female adult present in the household) and whether these tasks are likely to be, performed in accordance with what is socially determined for each sex. Check also if the same applies to the tasks performed by brothers and sisters.

- See Worksheet 2

3. For completion of the "Domestic tasks in my Future" questionnaire each student is invited to reflect upon any similarities between the chart of chores performed within the family and their own prediction for the future. Consider how far the way in which the tasks are distributed at home today might have conditioned what the students think about it whether by opposition and dissatisfaction in relation to the family situation or by approval and wishing to replicate this model. Consider the extent to which that process was conscious.

- See Worksheet 3

4. Write down individually the main differences and similarities between the two charts: specify whether the student has already thought about the subject or not and then indicate how they would like the family situation to be maintained or changed and why.

Exploring Courses and Professions

In general, all Educational and Professional Orientation group programmes consider activities related to exploring courses and professions. The students are often invited to make this exploration on the basis of courses and professions which they had already selected through results obtained in questionnaires on professional interests or other handouts prepared beforehand by vocational counsellors or merely on the basis of ideas they had formulated before the programme began.

In this context, the idea is to extend this exploration to other courses and professions which did not emerge before by these means, mainly in situations where a psychologist suspects that certain possibilities are being pushed aside due to the gender issues mentioned previously.

III ***OBJECTIVE:*** extension of the exploration of courses and professions which did not emerge in the previous vocational exploration.

We know that the questionnaires on interests indicate, generally speaking, two or three stronger study or professional areas. Bearing this fact in mind, the objective of these activities will be to lead the students to explore as deeply as possible, the professional activities indicated by these questionnaires. In this context, it is important to stress that the more information the psychologist can provide to his/her students (or encourage individual research) in the area/areas they are considering and their target educational level, the more their clients will benefit. As an example, a case is presented of a girl who shows interest in office work and does not plan to go on to higher education, considering the possibility of taking a professional course in the secretarial field. If she does fairly well in mathematics and does not dislike the subject, it might be suggested that she should research, as extensively as possible, different courses in the IT area.

Another female student wants to go on to higher education and in the questionnaire on interests she expressed an interest in scientific and social areas and mentioned that she is thinking of studying psychology. Although it may be considered that her choice is appropriate from the point of view of her interests and skills, it might be suggested that she should also explore other courses in the science domain; here we can suggest the domains of biology, chemistry, physics and mathematics, depending on which domains interest her the most. She can also consider (if she has also shown interest in the field of technology) looking into courses in engineering, which might prove even more advantageous from the point of view of the job market.

The boys, even those who show the interest in social areas, generally avoid those domains. There might be some work to do here in the sense of exploring courses or professions in this context leading boys to consult curricular plans and career options in this area and evaluating the extent to which they might ignore these alternatives for other reasons mentioned previously.

Another strategy might be to ask all students within the group to indicate the courses they would choose if they were of the opposite sex. This aspect can be introduced at this stage through a Diagnostic Sheet/current situation of the decision-making process to be included in an initial identification worksheet or in the "Questionnaire on Professional and Family Aspirations" mentioned previously.

Career Planning

This module aims to propose activities to prompt the students to reflect upon the gender issues which are implicit in their career planning.

IV ***OBJECTIVE:*** Evaluation of which role, family or professional, they value more and consideration of how this result interferes with or makes them reconsider the vocational option to attracts them most.

ACTIVITY: Outlook on the Family-Work relation

1. Encourage the students to think about the importance ascribed to work and family in different dimensions, where the importance ascribed to each of the roles can be addressed through

guided discussion.

2. Assess how these results meet the vocational option/options which the students are considering. This implies analysis of how far each option makes it possible to reconcile family and professional roles, bearing in mind that the different professional demands within each profession will mean that some professions make it easier to reconcile those roles than others.

This activity can be performed completely orally, in a group (confronting the results and professions in question, listening to perceptions expressed by different members of the group, their fears, analyses, conflicts, etc.) or can be performed by compiling a written worksheet for this purpose, such as, for example, the Worksheet entitled "Me at the age of 30 in my family and at work".

- See Worksheet 4

V OBJECTIVE: Acquisition of coping strategies to manage the Family-Work relation

ACTIVITY: How to confront domestic and family chores

1. In a small group, prepare a list of strategies which make it possible to acquire time-management skills and strategies to tackle domestic and family chore management (such as finding a support network for children, nurseries near the workplace or home, preparation of food for several days, hiring domestic help , division of domestic chores, etc.).

2. The list prepared by each sub-group should be presented to the whole group for group discussion.

3. Preparation of the joint list which will be written on the classroom board.

4. The list should then recorded individually by each member and included in a File together with all material prepared during the course of the educational and vocational orientation programme.

Note: This activity can be included in Level 3 (working in consultation with teachers) under Objective VIII.

Level 3 – Working in Advisory with Teachers

The following activities can be performed exclusively by teachers in the disciplines of Civic Training or the Project Area. They can be prepared together with a psychologist or can be carried out jointly by a teacher and a psychologist.

The intention is to present suggestions or illustrations of what can be done; they can be also be carried out on the basis of other sources and explored in a different manner. What is important is that there should always be a physical record of the activity and of the results achieved, so that the goals can be achieved more successfully.

VI OBJECTIVE: raising the students´ awareness regarding gender asymmetries in professions and their impact on vocational choices.

ACTIVITY: Gender asymmetries in secondary school courses

1. Divide the class into small groups where each of them will be responsible for conducting research among the classes from the 10th to 12th years in their schools, making a survey of the number of boys and of girls in different areas of scientific-humanist courses and in any professional courses that may exist at school. Each group will be responsible for a given number of classes and all existing classes will be divided by the number of groups.

2. Systematise, in computer format, the data found for presentation to the class.

3. Once the presentation is completed, the students should reflect on the reason/reasons which might explain the different distribution of boys and girls in different areas:

- Make the students aware of the socialisation aspect and of the tools which act as a medium

for that socialisation.

4. Reflect on the consequences of these concepts for the vocational plans of each student: understand that girls avoid certain areas and boys avoid others, which entails disadvantages in terms of vocational interests which are not realised and in terms of the employment market (understand that the typically feminine courses correspond to a higher rate of unemployment).

5. Ask each student to think and write what different courses he/she could opt for if he/she were of the opposite sex.

6. Anonymously, (and indicating only the gender of the student) conduct a survey of those choices and submit them for a class discussion.

Number of lessons – three to four

VII *OBJECTIVE:* Provide models for non-traditional professions

ACTIVITY: History of women´s lives

1. From a list of names drawn up beforehand, the class, working in groups, chooses the name to be researched, using the websites indicated below or other resources such as encyclopaedias.

2. Once the information has been gathered on the person in question, each group should prepare a summary of the more significant facts from that person´s life history.

3. After that, each group will present to the whole class the person whose life they have researched; the intention is to make the whole class familiar with various female figures throughout history.

4. Once the various projects have been presented, the teacher asks the class to identify some difficulties and how they were dealt with, writing the conclusions on the board as they emerge.

RESOURCES – some names which can be studied on Internet websites:
- Hypatia of Alexandria (415 – 350 B.C.)
http://www.csus.edu/indiv/o/oreyd/sylabi/hypatia.htm
http://pt.wikipedia.org/wiki/Hip%C3%A1tia
- Mary the Jewess (384 – 322 B.C.)
http://pt.wikipedia.org/wiki/Maria,_a_Judia
- Anne Marie Lavoisier –
http://pt.wikipedia.org/wiki/Marie-Anne_Pierrette_Paulze
- Augusta Ada Byron - http://pt.wikipedia.org/wiki/Ada_Lovelace
http://www.miniweb.com.br/atualidade/tecnologia/artigos/ada_%20byron.html
- Caroline Lucretia Herschel
http://pt.wikipedia.org/wiki/Caroline_Lucretia_Herschel
- Marie-Sophie Germain (1776 -1831)-
http://pt.wikipedia.org/wiki/Marie-Sophie_Germain
- Marie Curie (1867-1934) - http://pt.wikipedia.org/wiki/Marie_Curie
http://pt.wikipedia.org/wiki/Marie_Curie
- Mileva Mari (1875-1948) -
http://pt.wikipedia.org/wiki/Mileva_Mari%C4%87
- Irène Joliot-Curie (1897 -1956) http://pt.wikipedia.org/wiki/Ir%C3%A8ne_Joliot-Curie
- Lise Meitner (1878-1968) - http://pt.wikipedia.org/wiki/Lise_Meitner
- Barbara McClintock (1902-1992) –
http://pt.wikipedia.org/wiki/Barbara_McClintock

Other names which could be studied in encyclopaedias:
Sophia Brahe (1556 – 1643)
Elisabeth Hevelius
Maria Winkelman
Sofia Kovalevskaya (1850 – 1891)
Chien-Shiung Wu (1912 – 1997)
Maria Goeppert-Mayer (1906 – 1972)

At the following site: http://www.matematica.ucb.br/sites/000/68/00000074.pdf you can consult the history of the main female figures in mathematics.

At the following site: http://www.betaniamaciel.com/textos/valladolid99_p.htm you can find different references to women in various areas of science and throughout different eras.

ACTIVITY: History of men´s lives

This activity should be organised and examined

in the same way as the previous one as regards points 1, 2 and 3. In point 4 the groups should compare women´s careers in professions considered as typically feminine with men´s careers in professions considered as typically masculine. The objective is to:

- Evaluate (and discuss) which of the sexes faces greater difficulties in asserting their profession,
- Analyse stereotypes regarding each of the sexes in different professions,
- Analyse the questions associated with femininity and masculinity.

RESOURCES:
- John Galliano (designer) – http://pt.wikipedia.org/wiki/John_galliano
- Yes Saint Laurent – http://pt.wikipedia.org/wiki/Yves_Saint_Laurent
- Jamie Olivier (chef) – http://pt.wikipedia.org/wiki/Jamie_Olivier
- Marie Antoine Carême (chef in the 18th century) – http://pt.wikipedia.org/wiki/Marie-Antoine_Car%C3%AAme
- George Auguste Escoffier (chef) – http://pt.wikipedia.org/wiki/Auguste_Escoffier
- Nijinski (ballet dancer) – http://pt.wikipedia.org/wiki/Vaslav_Nijinski
- Mikhail Baryshnikov (ballet dancer) – http://pt.wikipedia.org/wiki/Mikhail_Baryshnikov
- Rudolf Nureyev (ballet dancer) – http://pt.wikipedia.org/wiki/Rudolf_Nureyev
- Maurice Béjart (choreographer) – http://pt.wikipedia.org/wiki/Maurice_B%C3%A9jart

ACTIVITY: Colloquia with men and women working in non-traditional positions from the point of view of gender.

Invite women and men working in professions which challenge gender stereotypes (women working as engineers or men working as infant school teachers) so that they can talk about their life experience and be available to answer questions.

1. The students should think how to "locate" such professionals suggest the names of some people who might be contacted..

2. They should also prepare various questions to be asked in case the professionals do not respond spontaneously.
Questions to be asked should cover information on:

a) The amount of time in the profession,

b) How the person entered the profession,

c) If she experiences additional difficulties because she is a woman,

d) If she has fixed working hours,

e) What is her family situation (married/single, whether she has children),

f) How does she manage the balance between her personal and professional life.

3. After the colloquium has ended, the activity should be considered in the group with evaluation of the following:

a) Stereotypes to which she/he was exposed and what she/he felt,

b) Main difficulties she/he faced (in her/his choice, on the course, at work, in the family),

c) Discrimination of which she/he was a victim,

d) Strategies she/he uses to handle the family-work balance,

e) General information about the person interviewed, such as physical appearance, posture, social status as well as image of femininity or masculinity.

Note: This activity can be implemented with all interested students between 7th and 12th years. However, it should be prepared and implemented in a small group.

ACTIVITY: Interviews conducted among students on non-traditional (from the gender point of view) professional and higher education courses.

Interview female students on professional or higher education courses considered typically masculine and students from courses considered typically feminine. Possible difficulties encountered, namely in finding people having this profile, can constitute a subject for discussion.

1. The courses selected for the interviews must be chosen as a function of the study alternatives which group members are considering for their further studies.

2. Preparation of the questions to ask the interviewees and preparation of a reporter to ask the questions (it is suggested that the group should consist of two to four members).
Our suggestion regarding the questions is that they seek information about:

a) Hesitations or conflicts experienced in choosing the course,

b) Support from the family, teachers or friends,

c) Difficulties encountered during the course in terms of rapport with other students and/or teachers,

d) Difficulties envisaged on the labour market,
e) How is it planned to overcome these difficulties,

f) What difficulties are envisaged in personal terms and in the relation between professional and family life,

g) What strategies are envisaged to overcome these difficulties?

3. Presentation of the principal answers provided by the interviewees to the questions prepared. Other relevant information may also be presented.

Activities with Psychologists | ***Worksheet 1***

"PROFESSIONAL AND FAMILY ASPIRATIONS" QUESTIONNAIRE

1. What do you plan to do after you complete the 12th year?
○ Go to work ○ Work and study at the same time ○ Go to university ○ I don´t know yet

2. If there were no obstacles regarding your choice of profession, what would you like to do?

_____

I am torn between _____
○ I don´t know

3. When you consider various factors, what profession would you think of following at the moment?

_____

I am torn between _____
○ I don´t know yet

4. Would you like to marry (or to live with someone)? ○ Yes ○ No
5. If so, at what age do you plan to marry or live with someone?

_____

6. How important is it for you to marry (or to live with someone)?

_____

7. Would you like to have sons/daughters? ○ Yes ○ No
8. If so, how many? _____
9. If you plan to have children, from what age would you like to have them?

_____

10. How important are children for you?

_____

_____

11. How do you imagine the balance between your professional, family (fatherhood/motherhood and conjugal) and domestic life?

_____

_____

Note: Points 1- 3 of this Questionnaire assess decision/indecision regarding aspirations and goals; the remaining points of this Questionnaire assess possible conflicts between the choices considered more or less traditional and more or less traditional family projects?

Activities with Psychologists

Worksheet 2

QUESTIONNAIRE ON DOMESTIC TASKS WITHIN THE FAMILY

Among the following family and domestic chores indicate who performs them. When you give your answer, think that they can be performed by one person only or shared and that they can be performed also by a domestic employee, by you or by your brothers/sisters, if you have any.

Cooking	
Setting the table	
Washing the dishes	
Cleaning and tidying the house	
Laundry	
Shopping for the household	
Take care of the car	
Do small home repairs	
Mending of clothes	
Collecting children from school	
Taking care of the children	
Helping the children with their homework	
Taking the children to health centres	
Attending school meetings	
Taking care of relatives	
Take relatives to health centres	
Other activities (indicate which)	

Activities with Psychologists

Worksheet 3

"DOMESTIC TASKS IN MY FUTURE" QUESTIONNAIRE

Among the following family and domestic chores, indicate with a cross those which you would like to perform, those which you would like to see performed by your partner/husband or partner/wife, those which you would like to share and those for which you think of engaging paid domestic help?

Cooking				
Setting the table				
Washing the dishes				
Cleaning and tidying the house				
Doing laundry				
Do shopping for the household				
Taking care of the car				
Doing small household repairs				
Mending clothes				
Get the children back from school				
Taking care of the children				
Helping the children with their homework				
Attending school meetings				
Taking the children to health centres				
Taking care of relatives				
Taking relatives to health centres				

Activities with Psychologists — *Worksheet 4*

ME AT THE AGE OF 30 IN MY FAMILY AND AT WORK

Try to imagine yourself at the age of 30; what would the family-work relation be like?

1. Think if you would like to spend more time on activities related to work or to the family (consider here marrying or living with someone, having children, being with your parents or other relatives):

a) Much more time at work ○
b) More time at work ○
c) The same amount of time at work and with the family ○
d) More time with the family ○
e) Much more time with the family ○

2. Now think how the profession (or professions) you are considering might interfere with your family life:

a) Does it entail working without any fixed working hours(more than 8 hours a day and weekends)
○ Yes ○ No
b) Does it entail working in shifts? ○ Yes ○ No
c) Does it require constant training? ○ Yes ○ No
d) Does it entail taking work home? ○ Yes ○ No
e) Does it entail bringing worries home? ○ Yes ○ No

3. Is/are the profession (or professions) you are considering compatible with the answer you gave to Question 1?
○ Yes ○ No

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1. THEORETICAL FRAMEWORK

1.1. Gender and citizenship

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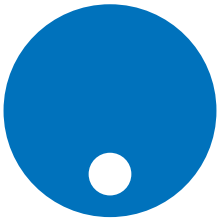

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