Exchange of good practices on gender equality

Gender training
in education
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Discussion Paper - Portugal

Justice

Guides for Education
"Gender and Citizenship"

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1. Description of the main elements of the good practice

1.1 Background and general policy context of Portugal

The Commission for Citizenship and Gender Equality (CIG)[1] and the commissions that preceded it[2] have consistently focused on gender and education/citizenship issues (Monteiro, 2011). However, the idea of Educational Guides - *Gender and Citizenship* results from international agreements ratified by Portugal which, in part, arise from the Strategic Objectives of the Beijing Action Platform (1995) regarding education, and in particular the Strategic Objective B.4. This aims to develop non-discriminatory education and training, and is also evident in Article 5 of the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW), and particularly in Article 10 concerning Education. Thus the Guides are a response to the recommendations for Portugal from the CEDAW Committee in November 2008.

At national level, the Guides address gender equality and education issues set out in the 3rd and 4th National Plans for Equality, Citizenship and Gender (2007-2010 and 2011-2013 respectively). They cover school and vocational guidance, school curriculum, school organisation, fighting and preventing discrimination and violence, as well as professional training. In addition, the Guides respond to the recommendations for an *Action Plan for Education and Training for Citizenship* (2008) from the *Forum on Education for Citizenship* (2006 and 2008). These were convened at the initiative of the former Ministry of Education and the former Secretary of State of the Presidency of the Council of Ministers and they focused on strategic objectives 4, 5 and 6 (namely pedagogical materials, the school as a place of citizenship, and teacher education and training).The Organic Law of 2007 made the CIG the public mechanism with responsibility for the area of citizenship, including citizenship education.

In effect the *Educational Guides, Gender and Citizenship* are an extension of the Commission´s activities where education has been a priority since the 1970's. The Guides Project was developed by the CIG as a new phase planned over time to include several intervention projects in the education field, together providing a medium-term strategy of continuity, consolidation and assessment of outcomes. The Guides are an integral part of this strategy and are focused on the identification of

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[1] The mission of the CIG is to ensure the execution of public policies in the framework of citizenship and the promotion and defence of gender equality, http://www.cig.gov.pt/

[2] Before the CIG (from 3 May 2007):Over the period 1991-2007 the following were in place: CIDM: Commission for Equality and Women's Rights; 1973-1991, CCF: Commission for the Female Condition.

the barriers, gaps and reactions of the different education stakeholders to changes within the educational system and teachers' practices (CIDM, 2000; 2004). The work carried out by the CIG has been successful in establishing the National Co-education Network comprising specialists and researchers in the field of gender, education and training, higher education specialists and those in non-governmental organisations (Pinto, 2001). Currently this network is an indispensable national resource in the area of educational intervention and in the field of gender equality and represents a sustainable scientific and pedagogical asset. Furthermore, the network provides the majority of the authors of the Guides.

Importantly, Education for Citizenship is a cross-curricular activity affecting all levels of education in Portugal, though has no specific subject or programme in the curriculum. Therefore, teachers experience difficulties in integrating the contents of Education for Citizenship within the confines of their subjects. The Guides aim to mainstream gender into the initiative by offering teachers a range of concrete and common themes from a gender perspective to work on with their pupils and students, such as concerning the body, health or security, stereotypes, ICT, decision-making and responsibility skills, as well as conveying a common conceptual language to aid understanding.

The education system in Portugal

The education system in Portugal is organised into three levels (Figure 1) as follows:

Figure 1: The Portuguese school system

Age	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Grade				1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Level/ cycle	Pre-primary education			1st cycle				2nd cycle		3rd cycle			Secondary education		
				Basic education											

Source: Santiago et al., 2012, p.14

- Pre-primary education or pre-school (ages 3 to 5);

- Basic education (typical ages 6 to 14) with three cycles:

  ° 1st cycle: grades 1-4; 2nd cycle: grades 5-6; and 3rd cycle: grades 7-9;

- Secondary education (typical ages 15 to 17).

Within this overall structure there are a number of important characteristics, as summarised below:

- All the levels offer mixed-gender education[3];

- Compulsory schooling was extended to 12 years for any pupil enrolled in the 7th Grade or below as of 2009/10;

- The majority of children attend a public (state) school (pre-school 52%; basic education more than 80%);

- The school curriculum and programmes are set centrally by the Ministry of Education and apply nationwide;

- Education for Citizenship is a cross-curricular activity;

- The provision of schools is the responsibility of the Ministry of Education, leaving local authorities to provide pre-school and the 1st cycle of basic education;

- The training of teachers is mandatory and provided by institutions recognised by the Ministry of Education, such as training centres, school associations, universities, and higher schools of education.

1.2 Goals and target groups of the good practice

The main purpose of the *Educational Guides Gender and Citizenship* is to mainstream consideration of gender in formal educational practices within educational establishments, thus gradually eliminating gender stereotyping. The Guides were designed to contribute to an effective education for citizenship for girls and boys with a strong gender dimension, ensuring that   it became a cross-cutting initiative in the national curriculum.

The Guides offer a theoretical and a practical approach with the following key aims:

- To mainstream gender equality into the education system;

- To effectively integrate a gender dimension and promote equality between women and men in teaching;

- To place gender equality at the centre of the Education for Citizenship programme.

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[3]   Except schools of Opus Dei.

The specific target groups of the project are as follows:

- Teachers;

- Pupils and students;

- Professionals in education;

- Professionals in vocational guidance.

The project began in the school year 2008-09 and is set to end in 2012-13.

1.3 The legal and financial provisions to implement the good practice

The Project was financed by the Operational Programme for Human Potential/National Strategic Reference Framework (POPH/NSRF[4]) with a budget of € 99.581.00. The project complies with all national legal obligations and regulations, and the costs are shared by the CIG and Ministry of Education and comprise four main elements – development, training, publishing, and distribution (see Table 1).

Table 1: Costs (%) by funding body

	Development	Training	Publishing	Distribution
CIG	100%	86%	100%	100%
ME	0%	14%	0%	0%

Development: research, contents' production scientific and pedagogic consulting and design.
Training: 150 hours of teacher's training during the process.
Publishing: 2 guides (paper and online http://www.cig.gov.pt/guiaoeducacao/)
Distribution: by mail by 545 school libraries, 12 universities/higher education schools.

1.4 Implementation - Institutional arrangements and procedures

The Guides were developed and published by the CIG. The Directorate-General for Innovation and Curriculum Development (a department of the Ministry of Education) accompanied the project and considered the Guides appropriated to the curriculum. This validation appears in both editions of the Guides (paper and digital). A cooperation agreement was established with the Higher School of Education of Santarém as the centre for training teachers. Another agreement was signed with a school cluster (Reynaldo dos Santos), as the pilot school for the project. In the second wave, the Guides were implemented in seven more school clusters.

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[4] The national programme which implements economic and social cohesion community policy in Portugal for the period 2007-2013, subsidised by the European Social Fund.

Figure 2 illustrates the integration of the different partnerships for implementation of the Guides.

Fig. 2: Integration of different partnerships for implementation of the Guides.
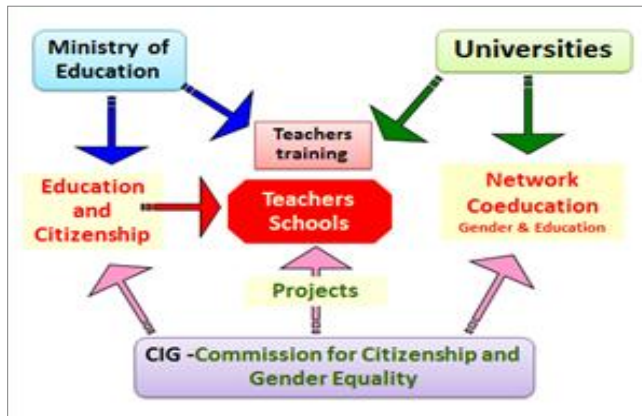
1.4.1 Process Steps

Diagnosis

The school system in Portugal still tends to reinforce traditional gender stereotyping (CIDM, 2004). These outdated perceptions are conveyed uncritically to pupils of different ages with the potential to have a negative influence on their lives, reflected in their school and in their personal and social development and in their general life projects (Bui, 2007).The educational and academic expectations of the teachers and pupils are gender stereotyped (Brophy, 1983) and this highlights two fundamental traits commonly assigned to boys and girls - the absence of a culture of caring for self and others among boys (which can legitimise a greater tendency to risky behaviour and a lack of individual autonomy) and the lack of assertiveness and independence among girls (which can legitimise the acceptance of rules defined by others and reinforce stereotypes about the inability for leadership and decision-making (Nogueira & Saavedra, 2008). Moreover, it suggests that women can suffer a reduced level of political citizenship, with secondary roles in many public fields, such as economic and technological development or decision-making (Cardoso et al., 2007).

Products and phases of implementation

The initial project focused on the design, editing, dissemination and application of Education Guides for the integration of gender issues in education for citizenship from pre-school to the end of secondary education. However, due to the availability of funding, the process has been phased, as shown in Table 2.

Table 2: Overview phases of development /implementation by school year

PHASES	
School year 2008/09	The Guides for preschool and basic education (3rd cycle) were produced.
	Teachers' training for pre-school and 3rd cycle, in 2009.
School year 2009/10	The Guides were validated by the Ministry of Education as adequate to the national curriculum guidelines.
	The two Guides were made available online and the printed version was distributed by 545 school network libraries and by 12 universities / higher schools of education providing initial and continuous training of teachers.
School year 2010/11	The Guides were implemented and both the CIG and the Ministry of Education monitored their application in 7 school clusters, covering 93 teachers, and 1,573 pupils (52% female and 48% male; 26% of the preschool).
	A National Seminar, organized by the CIG and the Ministry of Education, was held in Lisbon to disseminate the results of the application of the Guides to a broader public. 100 teachers attended the seminar.
	The Guides for the 1st and 2nd cycles (1st to 6th grade) were produced.
	Teachers' training for pre-school and 2nd and 3rd cycles, in 2011.
School year 2011/12	The new Guides were validated by the Ministry of Education as adequate to the national curriculum guidelines.
	The new Guides were made available online and the printed version was distributed by 701 school network libraries and by 12 universities / higher schools of education providing initial and continuous training of teachers.
	The first two Guides were translated into English.
School year 2012/13	All the Guides will be implemented and both the CIG and the Ministry of Education will monitor their application in several school clusters to ensure a wide use of the Guides.

In order to get an early intervention on gender and citizenship education, priority was given to working with pupils attending the last three years of basic education and with young children as soon as they enter the educational system.

Organising themes and activities

In relation to the content of the Guides, the CIG set the following guidelines:

- The Guides should have a theoretical approach, with added value from addressing gender issues in citizenship education, as well as stressing the need for a strategy to integrate gender issues in the national curriculum;

- The Guides should propose activities to mainstream gender issues into several curricular areas and school projects, for example on health in general, sexual and reproductive health education, security (including internet security), non-violent dating relationships, etc., which are priority areas of the Ministry of Education.

In accordance with these requirements, the guides are divided into two distinct parts. In the first part there is a theoretical framework - Gender and Citizenship - that is common to all (e.g. the relationship between gender and citizenship, and clarifying concepts) along with other coverage specific to the grade/level of pupils. In the second part, practical suggestions are given on implementation, based on topics covered in the first part of each Guide. The specific contents of each Guide resulted from decisions by the author teams and their coordinators and this freehand about the contents helped promote ownership.

Table 3: Example of contents in both Guides:

Preschool	3rd cycle
1. Theoretical Framework	**1. Theoretical Framework**
Gender and citizenship	Gender and citizenship
What do we mean when we talk about gender?	What do we mean when we talk about gender?
Gender as a social category	Gender as a social category
The formation of gender identity	The formation of gender identity
Gender stereotypes	Gender stereotypes
What do we mean when we talk about citizenship?	What do we mean when we talk about citizenship?
What are the relationships between gender and citizenship?	What are the relationships between gender and citizenship?
What do we mean when we talk about citizenship and education?	What do we mean when we talk about citizenship and education?
Constructing practices for citizenship	Constructing practices for citizenship
Gender and curriculum in early childhood education	Gender and Curriculum
Education for citizenship and gender equality in early childhood education (from 3 to 6 years old)	The Cross-sectional Nature of Gender in Educational Intervention

Preschool	3rd cycle
2. Gender, Citizenship and Educational Intervention: practical suggestions	**2. Educational Intervention: Gender and Body:** (Re)educating the ways of seeing the body; gender & sports practices …)
Organising the educational environment	**3. Educational Intervention: Gender and Health. Practical Suggestions** (gender and health-risk behaviours; gender, sexual & reproductive health, …)
Organisation of the group	**4. Educational Intervention: Gender and Leadership**
The role of the educator. Examples of activities	**5. Educational Intervention: Gender and ICT** (gender & internet safety; gender stereotypes in computer games, ...)
(Self-)evaluation	**6. Educational Intervention: Gender and Vocational Choices. Practical Suggestions**
Involvement of families and community	Benchmark
Content areas. Examples of projects	Level 1 – A Gender and Citizenship Perspective on Counselling Process
Institutional projects	Level 2 - Integration of Gender and Citizenship Activities in Group Programs and Vocational Counselling
Final thoughts	Level 3 - Working in Advisory with Teachers
References, Websites, …	References, Websites, …

The Guide for Pre-school Education was aimed at overcoming the difficulties in promoting the educational goals of the personal and social development area in which gender issues are crucial. The practical suggestions addressed: family, educational environment organisation, school-specific projects, and projects resulting from everyday situations. Furthermore, the suggestions included the teachers' proposals collected during teacher training sessions.

The intersection of gender with some thematic areas has been identified as the main priority for the Guide for the 3rd Cycle of Schooling with the aim of tackling gender asymmetries, in particular the dissociation of boys in the areas of care, and in the lack of decision-making capacity by girls. Therefore, five areas were considered as fundamental in the citizenship development of girls and boys. This included analysing the impact of gender on girls and boys and men and women, with regard to their relationship with the body and health, decision-making situations, the use of ICT, and vocational choices.

Coordination, authorship and consultation process

Coordination

- The project was coordinated by the CIG, and each Guide was led by an expert. This was the core of the central coordination that ensured a similar structure to the Guides and a high degree of coherence between them (see Figure 3 further below).

Authorship teams

- Each Guide had an author team responsible for the decisions concerning specific contents.

- According to the central coordination on the structure of the Guides, the main theoretical chapter (common to both Guides) was conceived by three authors (two from the pre-school Guide and one from the 3rd cycle Guide) and coordinated by one of them.

- The teams were made up of experts in education and gender, as well as teacher training from several higher education institutions and also from the Ministry of Health, with work in key areas initially defined for the Guides.

- Each team reflected an interdisciplinary and inter-institutional character.

- Each team had an important role in reaching a consensus on the theoretical approach, deciding collectively on some practical aspects of each Guide, such as the structure of activities, and sharing texts during the writing process in order to avoid repetition and encourage correspondence and flow between the different chapters. However, this process did not hamper individual intellectual freedom, and the specific contents of each text are the responsibility of their respective authors.

- The authors of the Guides accepted that teachers are already experts in education and accordingly tried to avoid introducing technical and methodological innovations, instead choosing to focus on how to make girls and boys, and women and men aware of gender equality issues through easily applicable activities, that could be enriched and/or adapted by each teacher according to their interests, possibilities and delivery context.

- The gender issue formed the key overall aim of the activities and so it was considered essential to explain what is intended to be achieved with each activity.

- The development of the proposed contents/activities set a theoretical framework that each teacher could adapt accordingly to the delivery context.

Consultancy

The project brought together three external consultants who advised and supervised the design of the Guides. Each brought their own experience base as follows:

- Gender Studies;

- Pre-school curriculum, with experience in the gender area;

- The curriculum of basic education, with experience in the gender area.

Close correlation between the various coordinators and external consultants was established and this led to the integration of important suggestions for better adaptation of the Guides to the integration of gender issues in the curriculum and to the age levels each Guide is addressed to.

Figure 3: The coordination, authorship and consultation for the Guides
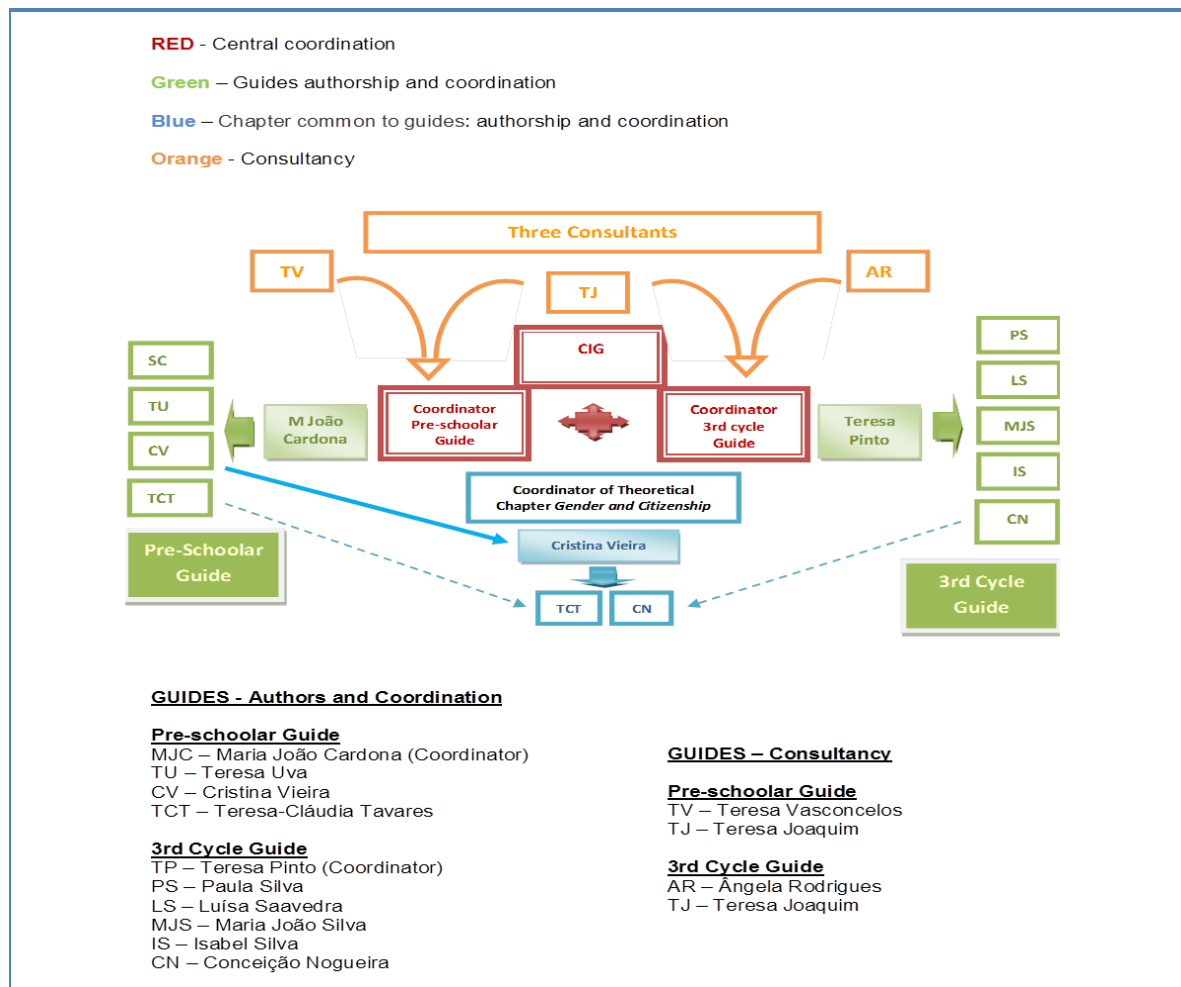
The training of teachers

The CEDAW Committee (UN), the Council of Europe and the European Union are of one voice in saying that it is not enough to produce good material about gender and education, the training of teachers is also vital to maximise the impact of the Guides on teachers and therefore on young people of both genders not only during their time in school but throughout their lives.

There is a requirement in Portugal that in order to progress in their careers, teachers should receive continuous training and in line with this, specific training on gender and citizenship has been developed to tie-in with use of the Guides. This involves the following:

- Teachers' training, (validated by the Ministry of Education) was provided in the pilot schools during the development of the Guides in 2008/09, where inputs were gathered from educational experts (pre-school educators, teachers and psychologists). Some 150 hours (3 x 50 hours) of teacher training were held.

- The authors of the Guides used this training to pre-test the Guides' activities. During this phase, eight activities were tested by teachers who attended the training workshops, coordinated by the author teams, and this helped to assess and improve the delivery of the overall approach.

- During the monitored application process in 2010/11 of the first two Guides (for preschool and for 7th to 9th grades), teacher training (validated by the Ministry of Education) was provided for teachers in four different locations across the country, amounting to 120 hours (4 x 30 hours).

- Training was also provided for the team of evaluators of the digital educational resources of the Ministry of Education. This training included mixed learning, which combines traditional face-to-face classroom methods with more modern computer-assisted activities, and b-learning on gender, amounting to 100 hours (2 x 50 hours) of teacher training.

1.4.2   Implementation of the guide

In the school year 2010-12, the Guides were implemented in the cross-curricular area education and citizenship and in several subjects of the national curriculum for pre-school, basic and secondary school, as well as in school projects on health and sex education.

In the first quarter of the same school year, the Ministry of Education and the CIG agreed on the different stages of the monitoring of the Guides and proceeded to the selection of the seven school clusters, covering 93 teachers (88% female, 12% male) and 1.573 pupils (52% female and 48% male, with 26% of the total pre-school). The Ministry of Education ensured the dialogue with the Regional Education Departments (RED)[5] and promoted a meeting for each RED with the selected schools in their area. Representatives from the Ministry of Education, the CIG, RED and from schools (School Board and teachers of the two levels of schooling) participated in the meetings. The agenda covered the following: (1) the Guides were presented, (2) the monitoring process was clarified, (3) the invitation for participation in the monitored implementation was formalised, and (4) identification of the coordination elements for implementation in each group was requested.

In the second quarter of the year, the Ministry of Education drafted a monitoring form and, after being approved by CIG, sent it to each school cluster. The data requested of the schools included: names of the teachers who would apply the Guides; levels of education or teaching, subjects or subject areas in which the Guide's activities would be applied; and the school projects which eventually would integrate the use of Guides.

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[5]   North, Centre, Lisbon, Alentejo and Algarve.

In the second and third quarters of the year, the Ministry of Education and the CIG organised and conducted a training workshop, comprising both theoretical and practical aspects (all accredited) to support in a more systematic way those teachers to be involved in monitoring the implementation phase. This training action was carried out in four of the five REDs and was attended by teachers of the seven school clusters. The four training workshops were led by three trainers (one from the Ministry and two from the CIG), alongside CIG-invited experts in gender and education (mostly the authors of the Guides).

The training covered 43% of all teachers who participated in the monitored implementation of the Guides in the seven school clusters. At the end of the school year, the monitoring ended with a national seminar held in Lisbon, in which were presented the following:

- Results of the implementation in each school cluster, including providing a context in each case;

- Activities implemented;

- Successes and the difficulties;

- Teachers involved and the dynamics of their collaboration;

- Impact among the pupils/students;

- Future prospects for the use of the Guides in the school clusters.

The implementation process of the Guides is still ongoing. In the school year 2011/12, the Guides for the 1st to 6th grades have been published and distributed. In 2012/13 implementation of the two new Guides will be set up along with the monitored application of the four Guides (from pre-school to the 9th grade of schooling) both by the CIG and the Ministry of Education. This will provide a basis for reaching more schools and teachers, and therefore more children and young people at the national level.

2. Results of the good practice and its impact on gender equality

2.1 Key results in relation to the baseline situation and to the goals and target groups

The evaluation was based on the reports from teachers on how they used the Guides, and on the results presented at the national seminar in June 2011 by the seven pilot school clusters involved in the monitored application of the Guides.

In the final evaluation of application of the Guides, the relevance and appropriateness of the structure, organisation, methodology and action materials were stressed by most participants. The findings showed that the Guides increased

teachers' knowledge[6] and skills in the target areas. Furthermore, the reports from teachers stressed that:

- Training and follow-up actions were very useful, particularly in view of the complexity of analysis from a gender perspective;

- The Guides were very helpful for implementing the Education for Citizenship contents;

- The Guides provided a more critical awareness, both personal and professional, of gender issues in education;

- Teachers claimed that further training was needed.

The benefits of collaborative work in the development of coordinated strategies to implement education projects on gender and citizenship was also stated. It was felt that this empowers both horizontal (interdisciplinary) and vertical (within all school levels, from pre-school to twelfth grade) articulation in school clusters. The strengthening of vertical articulation in school clusters was an unexpected positive impact. In Portugal, schools at all levels are grouped locally, but the articulation is often hampered by distance between schools of the same cluster or through recent clustering.

The curricular impact in the pre-school application of the Guides took place mainly in the areas of the curriculum, such as "World Knowledge", "Personal and Social Education" and "Expression and Communication". In the 3rd cycle, teachers have given priority to certain curricular areas (chosen by 62%) such as gender and body, and gender and health. However, the Guides were also used in subjects such as Natural History, History, French and Psychology. The Guide for pre-school education was also used as a text book in a professional education course (level III) (covering three years, from 10th to 12th grades) that provides training to assistants in pre-school education.

Assessing the online access to the Guides in terms of page views and downloads can be considered as another indication of the impact of the project (as set out in Table 3).

Table 3: Online access of the Guides: Page views and downloads

Year, Semester	Guides' Home page	Download 3rd Cycle	Download Preschool
2010, 2nd	4.475	2.109	3.278
2011, 1st	3.012	1.734	2.601
2011, 2nd	1.383	1.575	1.841
2012, January- May	1.247	1.307	1.155
Total	**10.117**	**6.725**	**8.875**

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[6]   Teachers having both gone through the training and used the Guides.

Overall, the monitoring team believes that the aims of the Guides have been achieved, in particular with regard to the integration of gender issues in school educational projects. This would seem to ensure its continuity of use in subsequent years. An indication of this embedding is that several schools have decided to adopt the Guides as text books for the cross-curricular area education and citizenship.

2.2 Challenges, barriers and constraints

The availability of adequate funding for the project was a major constraint that limited the number of teachers that could be trained and so restricted the spread of the project to other regions of the country. A possible barrier in this respect is the financial sustainability of the project at a time of economic crisis. However, failing to prioritise funds to this project involves significant risk. Previous experience has demonstrated that in difficult times, the abuses of citizenship are even more likely and that inequality between men and women does not diminish. In addition, a decision based on the assumption that gender is no longer a problem is untrue and could set back progress already made in gender equality.

Here citizenship education and gender equality policies are complementary and must continue to be promoted.

A key challenge will be to keep the network active so that the initial enthusiasm is maintained and that everyone who delivered the training, received the training or participated in the experience in some other way, continue to spread the good practice. A necessity is to extend the network of trainers because it is important to keep the Teachers' Associations fully engaged and to develop the training of trainers on gender and citizenship in all curriculum areas. It is important to extend the training credited to secondary education and eventually to higher education institutions, who have responded in a very positive way to dissemination of the Guides.

A major challenge will be to motivate and to support local authorities that have funded projects for the implementation of Local Plans for Equality, so that they consider education as a priority area for action and so enhance their skills in pre-school and in the 1st grade.

The Guide and, in general, the work performed, were assessed positively by teachers. However, the real impact on both students and teachers is not known either in the short or in the long term. To this end, it would be necessary to develop specific assessment tools able to evaluate any specific impact.

3. Assessment of the strengths and weaknesses of the good practice

Strengths

The following key strengths of the good practice are identified:

- The project development and the building of the partnerships were done simultaneously to optimise the use of resources.

- The fact that the established partnerships were self-formed is a strong point because it allowed the experience of teachers and institutions in pre-existing networks and collaborations to be harnessed.

- Transferability of the project was demonstrated where the two Guides were used as course material on courses other than teacher training.

- The structure of the Guides allows them to serve as a model and to be applied and tested in different countries, assisted by the existing translation of the 3rd grade and of pre-school Guides into English.

- The Guides use a robust but accessible language style, attractive to those who have no experience of tackling the gender dimension in their previous teaching experience.

- The proposed activities and tasks are grounded in the theoretical content of the Guides, but remaining practically oriented.

- The Guides do not have the intention to create extra work for teachers, as they can use the Guides in the context of their existing teaching practices.

- The Guides aim at achieving gender mainstreaming in the education system, integrating it into the axis of citizenship education as part of the compulsory education system.

- To work on the proposed themes constitutes a means of empowering the gender issue.

- There is a strong association between the elaboration of the Guides and continuous training that should run alongside.

- The use of external consultancy allowed a better articulation between the content, the gender dimension in the curriculum, proposed activities, and age groups.

- The role of the CIG among school staff is important to achieve integration of the gender dimension in education and in teaching practice.

Weaknesses

The only point that can be considered really weak is related to the implementation of the Guides and to the corresponding delivery of the teacher training. Training was particularly limited in Continental Portugal and there was none in the Azores and Madeira archipelagos. The project implementation was promoted in Portugal (seven school clusters) taking into account the five REDs (North, Centre, Lisbon, Alentejo and Algarve). However, examination of the geography of Portugal, sub-divided into 18 districts, appears to show that the implementation only occurred in six of these. This tends to indicate that the availability of resources of various kinds was insufficient in this crucial aspect of the project.

Furthermore, the fact that in the academic year of 2011-2012 more implementation of the Guides has not been monitored or evaluated may call into question whether the results previously observed remain relevant. In particular it prohibits any assessment of whether the change observed in 2010-11 is permanent or temporary. This information would be extremely valuable for informing the future direction of policy.

4. Main questions and issues for debate

Portugal is implementing its IV Plan for Equality. In all such plans, education has always been taken into account and there are at least 16 years of work: campaigns, training, and production of teaching materials to draw on. However, the Ministry of Education has not, and has never had, a public policy that includes, the appreciation of gender in teacher education and training and in what needs to be covered in education for citizenship, in teaching materials, in the educational treatment of the contents.

Questions:

1. How can continuous teacher training be promoted?

2. How to improve the monitoring processes and the evaluation of the implementation of Educational Guides to be used by teachers?

3. In which ways can governments improve the internalisation of gender in education? Is the training of teachers the most effective way or can other tools be explored?

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