



LGE LOCAL GENDER EQUALITY

Guide for the integration of the gender
perspective at the local level in

Education

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Title

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My Municipality
for Equality.

Locally We Build a Better
Life for Women and Men.





Groundings

The motifs?

The European Charter for Equality of women and men in local life

Article 13 – Education and Lifelong Learning

(2) The Signatory undertakes, within the range of its competences, to secure or promote equal access to education and vocational and continuing training for women and men, girls and boys.

(3) The Signatory recognises the need to eliminate any stereotyped concept of the roles of women and men in all forms of education. In order to do this it undertakes to carry out or promote, as appropriate, the following measures:

- The revision of educational materials, of school and other educational programmes and teaching methods, to ensure that they combat stereotypical attitudes and practices
- The undertaking of specific actions to encourage non-traditional career choices
- The specific inclusion, within courses of civic education and education for citizenship, of elements that emphasize the importance of the equal participation of women and men in the democratic processes.

4. The Signatory recognises that the ways in which schools and other educational establishments are governed represents important models for children and young people. It therefore undertakes to promote the balanced representation of women and men at all levels of school management and governance.

(CMRE, 2006: 21)

In about 1/5 of boys, between the ages of 14 and 24, stopped studying or attended training without completing high-school.

(Pordata, 2016a)

› Nowadays, among younger generations, there are more girls than boys in the education system, as they study longer. Boys now suffer higher rates of early school dropouts. (Pordata, 2016a).

- › However, this does not mean that some categories of women and girls stopped suffering from discrimination regarding access to education, in particular the eldest or those belonging to certain ethnic minorities, who show higher illiteracy rates.

- › The access to education is still difficult, especially for girls, in some population groups such as the Roma people. The National Study on the Roma Communities (Estudo Nacional sobre as Comunidades Ciganas (Mendes, Magano e Candeias, 2014: 172)) show very low educational standards for both sexes, but even lower for Roma women, as they seldom go beyond primary school. Also on the level of representation, Roma people surveyed acknowledged that their boys should have longer educations, with this almost-consensus going down when it comes to girls.

- › The use of new technologies puts women in Portugal at a clear disadvantage in relation to men. This disadvantage in Portugal is higher than in the case of other Southern European countries, putting women at a relative disadvantage in the most demanding processes, in terms of adapting to technological changes (Pereirinha, 2010: 21).

- › The education sector, reflecting the idea that this is mostly a duty for women, is a highly feminised one. Women account for around two-thirds of all active teachers in pre-school, primary and secondary education (Pordata, 2016b).

- › Pre-schooling (where the image of the educator is one of a mother or grand-mother) holds the record for female prevalence, the number of men being practically residual. This situation does not promote gender diversity in the education system, besides the fact that it reproduces the idea that childcare is the exclusive responsibility of women.

A recent study shows that children are more likely to express stereotyped views of “appropriate” activities for boys and girls when teachers distinguish between sex-based activities.

The research covered 57 children aged 3 to 5 years in two pre-school schools.

In one, teachers were asked to make gender distinctions in the activities to be developed in the classroom; In another they were discouraged to do so. Children whose teachers made sex distinctions in the activities revealed an increase in stereotyped attitudes in terms of gender (eg “only girls” should play with dolls).

(Hillard e Liben, 2010)

The report of the 2014 Health Behavior in Scholl-Aged Children (HBSC) study reveals that in Portugal, among the 8th and 10th grade students who had had their first sexual intercourse, almost 1 / 5 I would rather this happened later or I did not really want to have sex.

Analyzed the data by sex, it is more the girls who accuse this discomfort with the height of the first relation.

(HBSC, 2015)

› Women are currently in the majority among students in higher education (around 55% since the 1990s), but they are not equally represented in the sectors of education and training. They represent more than 80% in Education and more than two-thirds in Health and Social Protection, but a bit less than one-quarter in Engineering, Processing Industries and Construction (Pordata, 2016c).

› In most countries, including Portugal, the educational structures continue to be resistant towards changes in favour of a more egalitarian gender system. This may be related to the lack of reflection about gender issues in process of training teachers, as well as the non-inclusion of research on gender into education (European Commission, 2012).

› The education sector plays a central role in preparing children and young people to their roles and responsibilities as adults, with the duty to provide them the knowledge that will enable them to make responsible choices, including sexually. More and more often, young people have their first sexual experience while they are still at school, which makes this institution a key actor in the education around sexual and reproductive health.

In the HBSC study, less than half of the young people in the 6th, 8th and 10th grade respondents claimed to have had “classes / sessions / conferences where they talked about sex education” in the school year.
(HBSC, 2015)

› Despite being under regulation since 2009 (Law 60/2009, of August 9th), in practice, in the education system in Portugal, sexual education is not included in the curriculums nor in the school policies and, even in its more occasional form, it is not widespread.

› School is also strategic in the promotion of physical education and sports practice, especially since it is well known that the majority of people who develop early habits of physical exercise maintain these habits throughout their lives (European Commission, 2010). However, the involvement of girls in sports is still under-valued at school (APMD, 2009). The importance of gender equality in physical education and in school sports is justified by the fact that, in Portugal, for the majority of girls, school is the only opportunity to receive an organised sports practice along with the benefits this can provide (APMD, 2009).

It is estimated that over 246 million boys and girls are harassed and abused every year in and around schools.
(UNGEI, 2015)

› Gender-based violence in schools can take the form of psychological, physical or sexual violence. In Portuguese society, school violence and safety issues are raised in relation to the forms of bullying that both students and school personnel face. The HBSC survey of 2014 revealed that almost 40% of polled students of the 6th, 8th and 10th grade declared having suffered provocations at school and little under 30% had provoked others. Boys are at the simultaneously more protagonists and more victims of bullying in the school context.

› Reports related to dating violence that were filed to the police (PSP) in the context of the Safe School Programme have been increasing, which might be the result of an increased awareness of the phenomenon. In nearly 80% of cases of psychological violence, girls are the plaintiffs (*Público*, 13 April 2015).

› During the academic 2013/2014, the police (PSP and GNR) registered 119 criminal occurrences relating to the possession or use of narcotics (Sistema de Segurança Interna, 2014). A survey of students in secondary school, on the use of drugs and others psychoactive substances (Ministry of Health/SIDAC, 2011) showed that more boys had experienced a situation of intoxication than girls (close to one-third). On the other hand, recent tobacco consumption equally affected about half of boys and girls. Cannabis use is again higher in boys, one-third of them having tried it, compared to one-quarter of the girls.



› Toys constitute one of the main vehicles for reproducing gender stereotypes, in the way they are designed, presented, who they target and how they are marketed. Shopkeepers display items in different departments or shelves depending of they are targeted to boys or to girls, and this division often-times is reproduced in crèches and kindergartens.

Target, the second-largest retailer in the US, announced in August 2015 that it would stop labelling toys for boys or for girls. The toy sector will introduce the toys by type and the corridors will no longer have colours indicating the sex of the children to whom they are supposed to be addressed. The decision was made in the wake of complaints and denunciations from fathers and mothers, namely a tweet from a mother who became viral, denouncing that, for the brand, construction games are targeted, by default, at the boys.

(The Washington Post of August 9, 2015)

Principles and methodologies

How to proceed?

Article 3 of the Decree-Law no. 7/2003, of January 15, defines the Municipal Education Council as “an instance of coordination and consultation, whose objective is to promote, at the municipal level, the coordination of the Educational policy, articulating intervention within the educational system, educational agents and social partners concerned, analysing and monitoring the functioning of said system and proposing actions deemed appropriate to promote higher standards of efficiency and effectiveness.

- › The area of education, in the sense in which it educates and shapes people, is or has the potential to be one of the most efficient and effective tools for gender equality.
- › Municipalities have seen a raise in their spheres of responsibility in the education sector. They have generally materialise in pre-school and primary school education (Law 159/99, September 2014), including curricular enrichment activities (CEA), family support supplements (FSS) and family animation and support activities (FASA) (Dispatch no. 12591/2006, Dispatch no 14460/2008, Ordinance 644-A/2015).

What is gender mainstreaming?

Gender mainstreaming in education is the process of assessing the implications for girls and boys / women and men of any planned action, including legislation, policies or programs, at all levels of the education system.

It is a strategy to take the interests and experiences of girls and women, as well as boys and men, an integral dimension of the design, implementation, monitoring and evaluation of education policies and programs so that girls and boys / women and men benefit Equality, and inequality is not perpetuated.

The ultimate goal is to achieve gender equality in education.

(Adapted from UN ECOSOC Resolution 1997/2 at UNESCO Bangkok, 2009)

The Organization also encourages the mainstreaming of gender equality issues at all levels of education (from early childhood to higher education), in all formal, non-formal and informal modes and in all policy areas (from the Planning of infrastructures to the training of teachers).

(Unesco, *Gender Equality in Education*, <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/gender-and-education/>)

› However, municipalities constitute a privileged partner at all levels of education and all educational fields, as recognised by the creation of the City Councils on Education and the Education Charter, which are based on the principle of decentralisation (Decree-Law 7/2003, anuary 2015).

› Attention to the issue of gender equality should be present across educational policies and practices, at all levels and subjects of teaching.

› The 5th National Plan for Gender Equality, Citizenship and Non-discrimination (V Plano Nacional para a Igualdade de Género, Cidadania e Não-discriminação (PNI)) “aims to strenghten intervention in the field of education, in particular through the integration of issues of gender equality as one of the structuring strands of the guidelines for pre-schooling, primary and secondary school” (Resolution of the Council of Ministers n.º 103/201, 31 December 2013).

› It also aims to “integrate the dimension of equality between men and women in school organising and functioning” (Resolution of the Council of Ministers n.º 103/201, 31 December 2013).

› In 2015 the new National Programme for School Health (DGS, 2015) was launched, which aims to develop skills in the educational community to allow them to improve their physical, mental and social well-being and contribute to the improvement of their quality of life, as research shows that most health problems and risky behaviours, associated with the environment and lifestyle, can be prevented or significantly reduced through an efficient school health programme.

› The inclusion in the educational and training curricula for adults of content related to gender equality is particularly relevant, as older generations often show values and practices that are less egalitarian.

Inclusion of Roma communities in education

Strategies that facilitate the adherence of this community to the frequency of the education system and to combat failure and school drop-out may pass from its inclusion in the school community, either as mediators, as auxiliaries or even as teachers, and by fostering collaboration between the school and families.

› Focus on the training of women, including those of older generations, in new information and communication technologies (ICT), either through formal or non-formal education, also constitutes a way of fighting against or preventing the perpetuation of gender inequalities, given the importance that the ICTs are gaining in current societies.

› Special attention should be paid to the schooling of people with different cultural backgrounds, in particular Roma people, thus meeting EU objectives (COM (2011) 173, April the 5th) and the National Strategy for the Integration of Roma Communities (Estratégia Nacional para a Integração das Comunidades Ciganas) (Resolution of the Council of Ministers no. 25, of April 17, 2013). Measures promoting the access to and continued presence in the education system must be worked with an awareness of cultural differences, notably in relation to gender representations and practices.



› Equal opportunities for women and men must be fostered in all training fields, which will be reflected in the type of professions pursued. This is a work begins early in childhood with the promotion of gender equality in the types of toys and games available. Awareness measures need to be developed for boys and girls in the areas where one group or the other is over-represented. When justified, positive measures for the inclusion of the under-represented sex need to be implemented.



The Breaking the Mould project, developed by the NUT for two years in five primary schools, included research on gender stereotypes in the classroom and showed how children still often self-limit themselves according to what they think boys and girls can do.

(NUT, 2013)

Article 10 of the Convention on the Elimination of All Forms of Discrimination against Women

States Parties shall take all appropriate measures to eliminate discrimination against women in order to [...] (c) The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods.

(AR, 1980: 1878)

› There is a wealth of research available that demonstrates that deconstructing gender stereotypes has positive effects on the quality of school results for both sexes, helping young people and adults maintain respectful and gratifying relationships and improving classroom behaviour (NUT, 2013).

› The gender equality perspective needs to be present in the curricula of teacher training courses, in all subject fields, as well as refresher training actions.

› In order to guarantee the mainstreaming of gender equality is transversal in education, it is also essential to review handbooks and other educational materials from a gender perspective, at all levels and in the form of education and training subjects, in interaction with the research that is being done.

› All communication in and from the school – written language, images and signage – needs to respect the principle of gender equality (for example, mentioning “male and female pupils¹”, and to include images of boys and girls).

› The role of school in promoting gender equality in sports is central, as it is easier for girls to practice sports in safe spaces with teachers they know and trust (Council of Europe, 2011).

¹ In Portuguese, “pupil” is a gendered word. It is recommended to use it in both its male and female form. (NdT)

› Municipalities have responsibility in relation to the CEA, FSS and FASA, in which they must ensure that sports activities are not segregated by gender, in the teaching practices, in the conditions of access and frequency (including facilities and materials) and in the type of offers that has to take into account the preferences of both sexes. Municipalities can also promote connections between schools and sporting structures and their communities in town in order to encourage young people to keep practising sports after they leave school, especially girls, because they are the ones who give up most.

› Sexual education must be present in the educational system, integrated within a framework of relevant school policies and with precise contents (UNESCO, 2008). It must not be explored exclusively in its biological dimension and taught in classes such as biology. It must contemplate gender equality, gender and sexuality-based violence and bullying, including when it is motivated by sexual orientation and gender identity.

› Schools must form themselves into “safe spaces”, where learners can express themselves without worrying about being humiliated, rejected or treated inappropriately (UNESCO, 2008). Gender-based violence constitutes a serious human rights violation and hampers the children’s rights to education; it affects their psychological, physical and social well-being and their ability to learn. When schools are free from gender-based violence, there is a positive chain reaction beyond the classroom, including a transformation of traditional gender narratives and changes in the way girls and boys see and interact with the world around them (UNGEI, 2015).



The Global Gender-Based Violence Task Force (SRGBV) is made up of more than 30 partners working to end gender-based violence in schools. The group set out 16 steps - targeting all actors involved, from United Nations agencies, states, to boys and girls themselves. These steps were announced in a 16-day campaign of activism.

Statute of the Student and School Ethics

The student has the right to: a) Be treated with respect and correction by any member of the educational community, under no circumstances may be discriminated against due to ethnic origin, health, sex, sexual orientation, age, Economic, cultural or social or political, ideological, philosophical or religious beliefs; B) To enjoy education and quality education in accordance with the law, in conditions of effective equality of opportunity (...).

(Statute of the Student and School Ethics, Law no. 51/2012 of September 5, Article 7 - Rights of the student)

UK Equality Act

The Equality Act 2010 stipulates that since April 2012 all UK schools, including primary schools, are required to provide proof that they are taking steps to ensure that transgender people are being treated equally within the organization. They have to demonstrate that they have policies in place that support the inclusion of transgender people. Includes staff, parents and students.

(<http://www.legislation.gov.uk/ukpga/2010/15/contents>)



Since 2014, McDonalds has announced that "teams [in Portugal] will be instructed to describe toys by their qualities and not offer certain toys to boys and girls..

(Diário de Notícias March 1, 2016)

› Gender stereotypes, in particular when connected to the construction, demonstration and reproduction of femininity and masculinity, are behind forms of verbal and physical discrimination that take place in schools and need to be monitored. One way of intervening in a sustained manner is to create mechanisms that allow the filing of complaints about the acts, guaranteeing confidentiality and anonymity for the people affected or those with information, for example through online platforms. "Watch centres" of discrimination and violence in schools could be created.

› Adequate conditions must be ensured for educational environments that are inclusive of gender diversity during childhood and youth: gender-neutral bathrooms or bathrooms allowing individual choices; the possibility of using a different name than the legally established one; access for pupils to educational material and information that allow them to fully live their gender identity; information and support for parents.

› All children, irrespective of their sex, must be given equal opportunities to play with any kind of toys or games, and these toys or games must not constitute a perpetuation of gender stereotypes and rules. Efforts must therefore be made - together with heads of nurseries, kindergartens and officials of primary education, books and games librarians and shopkeepers - in order to put an end to segregating practices at playtime.

› This concern should be taken into account in granting of funds and in the acquisition of material, as well as the monitoring of space for children. Awareness-raising actions should also be undertaken for shopkeepers, along with campaigns targeting the general public.

- › For campaigns to raise awareness about non gender segregation at playtime, the municipal communication channels – social communication channels, public spaces for information and advertising – should be made available as well as city spaces directed at children (in particular books and games libraries or events for children).

- › All activities, public spaces and events directed at children (for example the International Children’s Day celebrations) must guarantee compliance with the principle of non-gender segregation (in the organisation and signalling of the space, in the activities that are offered, in the images and texts advertising the event, etc.).

- › School activities under the responsibility of local governments should be privileged spaces for the promotion of gender equality. The CEA, FSS, FASA and activities occupying the periods of school vacations must include this principle in the types of topics studied and the cultural and sporting activities that are offered.

- › The decisions and interventions about education at a local level must be supported by a diagnosis of the town situation in terms of gender equality.

Instruments

Which resources?

› The following are examples of questions that should be answered in order to make a diagnosis of the education situation from a gender perspective. There are multiple stakeholders to involve in the diagnosis, starting from the decision-makers, especially mayors and schools, and the City Council on Education, as well as human rights and gender equality associations and other third sector representatives. The set of indicators presented in Table 2 should be used in response to the listed questions.

› Tabler 1 – Examples of questions for a diagnosis on gender equality in the education sector

What is the level of inequalities between women and men in educational qualifications? What initiatives/actions have been developed in order to raise the qualifications of older generations, especially women? To fight school drop-out, especially by boys? To raise the school attendance among Roma children and young people, especially girls?

What are the skills of men and women in the municipality, especially the eldest, in relation to new information and communication technologies? What actions/initiatives have been developed in order to increase the access to Internet and ICT skills, especially for older women?

How has gender equality been incorporated into the education and training of the adult population? What kind of actions/initiatives to promote gender equality have been developed in the different courses?

Does the school environment respect gender equality, regarding curricula, handbooks and other educational material, practices and facilities? What actions/initiatives have been developed in order to ensure that these are respected in curricula, handbooks, educational practices and facilities?

What kind of actions/initiatives for gender equality training/awareness have been developed for school administrative staff and assistants?

› **Table 1 – Examples of questions for a diagnosis on gender equality in the education sector**

What kind of actions/initiatives to promote gender equality in the learning process (in the curricula, in extra-curricular activities, in projects, in celebrations, etc.) have been developed for pupils at different levels of education?

What kind of actions/ initiatives have been developed towards a greater parity (leadership and director functions, teaching staff, and assistants) where inequalities are most significant?

What kind of actions/ initiatives to promote gender equality have been developed for fathers, mothers and guardians?

What actions/initiatives have been developed to promote sexual education (in schools, health centres, youth associations, etc.?) What organisations have participated?

What actions/initiatives have been developed in order to measure and fight against sexual, homophobic and transphobic bullying?

What actions/initiatives to promote gender equality have been developed in the general community? What kinds of public have been covered (older people, the adult population, young people, and children)? What kind of organisations has participated?

What initiatives have been developed to promote gender equality on the level of product presentation and marketing for children? What organisations and institutions have been included?

› Table 2 – Gender indicators in the education sector

Area	Indicator	Source
Statistical information available at the municipal level		
Schooling	Female resident population by education level in % of global population by highest education level completed, according to the censuses	INE, PORDATA
	Resident population aged 15+ without secondary education by sex, according to the censuses	INE, PORDATA
	Illiteracy rate by sex, according to the censuses	INE, PORDATA
	Registered pupils in pre-school, by sex	DGEEC/MEC, PORDATA
	Registered pupils, by their level of non-tertiary education, by sex	DGEEC/MEC, PORDATA
	actual pre-schooling rate	DGEEC/MEC
	% of female pupils by level of non-tertiary education	DGEEC/MEC, PORDATA
	Pupils enrolled in university and polytechnic higher education by sex	DGEEC/MEC, PORDATA
Teaching staff	Female teachers in % of active teachers in pre-school, primary and secondary schools, by teaching cycle	DGEEC/MEC, PORDATA

› Table 2 – Gender indicators in the education sector

Area	Indicator	Source
Statistical information to be collected/produced by the municipality		
	- Number of people attending literacy courses, by sex and age	Teaching and training institutions
	- Number of people registered in RVCC process, by sex and age	Organisations with RVCC (Recognition, Validation and Certification of Skills)
	- Number of people attending ICT courses, by sex and age	Organisations that lecture ICT, Professional Training Centres ¹
Adult education	- Number of actions for gender equality (GE) in the education and training of adults, by type of action and type of course	IEFP, GIP, organisations with education/training courses for adults
	- Number of adults in adult education and training included in GE actions, by sex, age and type of course	IEFP, GIP, organisations with education/training courses for adults
	- Number and % of pupils attending senior /intergenerational university, by sex and age	Senior /intergenerational university
School dropout	- Early female and male dropout rate	Schools grouping
Pupils with NEE	- Number and % of pupils with Special Educational Needs by sex	Schools grouping
Curricular enrichment activities	- Number and % of municipal institutions with curricular enrichment activities (CEA)	Municipality
	- Institutions promoting curricular enrichment activities (CEA) in the town, by type of promoting institution (municipalities, school groupings, parents associations, Private Institutions of Social Solidarity)	Municipality
	- Evolution of the number of pupils in municipality reached by curricular enrichment activities (CEA)	Municipality
Family animation and support activities	- Number and % of institutions with family animation and support activities (FASA)	Municipality
	- Evolution of the number of pupils in town reached by family animation and support activities (FASA)	Municipality

› Table 2 – Gender indicators in the education sector

Area	Indicator	Source
Family support supplements	- Number and % of institutions with family support supplements (FSS)(CAF)	Municipality
	- Evolution of the number of pupils in town reached by family support supplements (FSS)	Municipality
Feminisation	- Number and % of representatives in the City Council on Education, by sex	City Council on Education
	- Number and % of representatives in the General School Councils, by sex	Schools grouping
	- % of women in the school management boards	Schools grouping
	- % of educational assistants by sex	Schools grouping
	- % of female class representatives, by teaching cycle	Schools grouping
	- % of mothers in all parental representatives, by teaching cycle	Schools grouping
	- Number of actions promoting the balanced representation of women and men in the school management and boards, by type of actions	Schools grouping
Gender equality skills	- Number and % of teachers trained in GE, by sex, age and training area	Schools grouping
	- % of teachers trained in GE in all the teaching staff, by teaching cycle	Schools grouping
	- Number and % of educational assistants trained in GE, by sex, age and training area	Schools grouping

› Table 2 – Gender indicators in the education sector

Area	Indicator	Source
Actions/ initiatives promoting gender equality	- Number of actions for GE in schools, by teaching level (including crèche and pre-school) and type of promoting institution	Municipality, schools grouping, IPSS
	- Number and % of pupils reached by actions for GE in schools, by teaching cycle	Municipality, schools grouping, IPSS
	- Number of actions promoting GE for teachers, by type of actions and teaching cycle	Municipality, schools grouping, IPSS
	- Number and % of teachers reached by actions promoting GE, by sex, educational fields and teaching cycle	Municipality, schools grouping, IPSS
	- Number of actions promoting GE for educational assistants, by type of actions and teaching cycle	Municipality, schools grouping, IPSS
	- Number of educational assistants reached by actions promoting GE, by sex and teaching cycle	Municipality, schools grouping, IPSS
	- Number of actions promoting GE for school directors, by type of actions	Municipality, schools grouping, IPSS
	- Number and % of school directors reached by actions promoting GE, by sex	Schools groupings
	- Number of actions promoting GE for parents and guardians, by type of actions and teaching cycle	Schools groupings
	- Number of parents and guardians reached by actions promoting GE, by sex and teaching cycle	Schools groupings, parents and guardians associations
	- Number of actions promoting GE in curricular enrichment activities (CEA), by type of actions	Schools groupings, parents and guardians associations
	- Number and % of pupils reached by actions promoting GE in curricular enrichment activities (CEA), by school year	Schools groupings
	- Number of actions promoting GE in FSS/FASA activities, by type of action and teaching cycle	Schools groupings
	- Number of pupils reached by actions promoting GE in FSS/FASA activities, by teaching cycle and school year	Schools groupings
	- Number and % of teachers who use resources developed for the promotion of GE, by teaching cycle and sex	Schools groupings
	- Number of partnerships established between schools and others institutions for the development of GE initiatives	Schools groupings
	- Number and % of schools/schools groupings that established partnerships/protocols for the development of GE initiatives	Schools groupings
- Number of initiatives (special day celebrations, exhibitions, contests, thematic schoolwork) promoting GE developed in schools, by type of initiative and teaching cycle	Schools groupings	
- Number and % of pupils reached by initiatives promoting GE developed at school during the school year, by type of initiative and teaching cycle	Schools groupings	

› Table 2 – Gender indicators in the education sector

Area	Indicator	Source
Gender equality in school activities	- Number of initiatives to revise textbooks, curricula, methods and school practices to combat stereotyped attitudes and practices, by type of initiatives and teaching cycle	Schools groupings
	- Number of initiatives promoting GE in the classes that work on citizenship issues	Schools groupings
	- Number and % of classes that work on the GE theme, by school year	Schools groupings
	- Number and % of schools with initiatives for introducing the Education Guides – Gender and Citizenship	Schools groupings
Sports	- Number and % of boys and girls with at least one registration in school sports	Schools groupings
	- Number of registrations in school sports, by sex, type of sports and teaching cycle	Schools groupings
	- % of boys and girls attending sports in the CEA, by type of sports	Schools groupings
	- % of boys and girls attending sports in the FSS/FASA, by type of sports and teaching cycle	Schools groupings
	- Number of actions promoting the sports practice of girls, by type of action and teaching level	Schools groupings
	- Number of protocols concluded between schools/municipalities/IPSS for the sports practice of girls or including girls	Schools groupings
Libraries	- Number of available resources on GE in the school libraries, by type of resources	Schools groupings
	- Investment in resources promoting GE in the school libraries, by type of resources and teaching cycle	Municipality, schools groupings
	- Number of available resources on GE in the city libraries, by type of resources	Schools groupings
Childhood	- Number of initiatives to monitor gender equality in spaces for children (organisation of space, resources, use of colours, texts and images, etc.)	Municipality
	- Number of awareness campaigns for gender equality in toys and games	Municipality
Violence	- Number and % of reports on dating violence, by sex of the victim and sex of the aggressor	Schools groupings Safe School Programme
	- Number and % of incidents/participations connected to <i>bullying</i> , by sex of the victim and sex of the aggressor(s)	Schools groupings Safe School Programme
Drugs use	- Number and % of cases of possession/use of drugs, by sex and type of drugs	Schools groupings Regional Health Administration Safe School Programme
	- Number and type of initiatives for preventing and fighting the use of drugs	Schools groupings Regional Health Administration

› Table 2 - Gender indicators in the education sector

Area	Indicator	Source
School social action	- Number and % of pupils benefitting from school social action, by sex and type of family	Schools groupings

With who?

Municipalities should combine with a set of other institutions in order to develop strategies and actions in the area of education. The City Councils on Education, as an body that assembles different institutions and areas, are particularly well situated to become the driving force for change.

- › City Council (Department of Education);
- › Parish councils;
- › Inter-city communities (ICC);
- › Ministry of Education (Regional Department of Education);
- › City Council on Education;
- › Schools and school groupings in town, including the public, private and cooperative sectors;
- › General School Councils;
- › Teaching institutions for older people (senior citizen or inter-generational universities);
- › Researchers, research centres and universities;
- › Education professionals, including teachers, directors, trainers;
- › Teacher associations and trade unions;
- › Teacher-training institutions;
- › Sports clubs, associations and communities;
- › Other IPSS in town
- › Publishing companies;
- › Businesses (bookstores and stationers', shops and supermarkets, etc.);
- › Students associations;
- › Young people, represented in their diversity and in the diversity of organizations and associations that work with them;
- › Parents and guardians and their associations;
- › Associations of women and promoters of gender equality;
- › Immigrants associations;
- › LGBT and LGBT people's parents associations;
- › Other NGOs;
- › Social communication bodies (local, regional and national).

Best practices

What examples?

What follows is a list containing concrete types and examples of good practices. These must be adapted to each context and concrete reality. Some of the identified good practice have in the municipality their main promoter; others are based on partnerships and protocols where the municipality can contribute to their implementation in a variety of ways (encouraging initiatives, exerting influence, giving logistical, material and financial support, informing and publicising).

Information gathering and data production

- › Implementing mechanisms to collect and analyse data that is broken down by sex and other relevant variables and that inform municipal decision-making about education.
- › Producing municipal diagnoses on education, with a gender perspective.
- › Supporting the realisation of research papers (master's degree, PhD, research projects) in the area of education that focus on the town reality.

As part of the “Gender Equality Project”, implemented in 19 Norwegian municipalities between 2011 and 2013 by Gender Equality of Hamar, one of the areas worked with municipalities was education, at the level of kindergartens, in the sense of introducing the gender perspective in education. To answer the question of whether employees give equal opportunities and treat boys and girls equally, surveys and observation grids have been implemented. Observation has identified subtle forms of inequality of treatment that are not consciously perceived by the persons responsible for the education of children. For example, they have counted the times when girls and boys were treated by name and found that for girls a preference was chosen for a “my dear” and “love” type of treatment instead of the proper name, which was not the case with the boys. This has identified the need to foster dialogue and reflection among those who educate in the sense of changing gender representations and practices.

In the Klokkegården Kindergarten, a kindergarten located in the municipality of Drammen, Norway, there is a training program for young boys working after school in the kindergarten. This is a measure of positive hiring discrimination in a professional area traditionally occupied almost hegemonically by one of the sexes, in this case women. The twin objective is to increase the number of male members in child-care facilities and to increase the skills and experience of men as caregivers.

- › Promoting or supporting studies or projects of gender research in school, allowing inferences about practises and the return to participants in the school community.



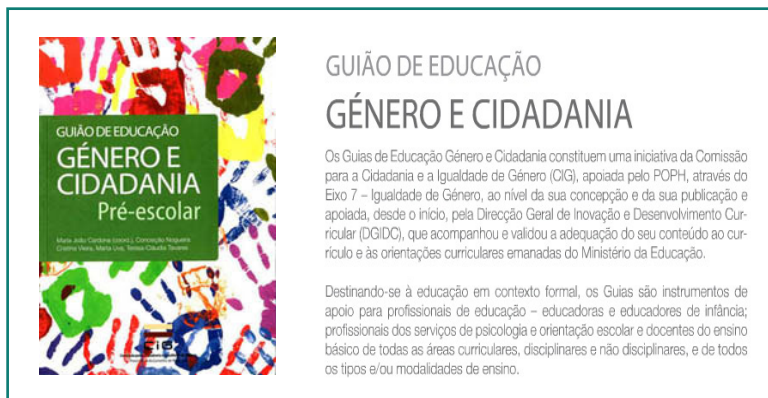
Taking as a starting point an ethnography of the daily life of an 8th grade class from a school in Lisbon, the study “Fazendo Género no Recreio”, by Maria do Mar Pereira, questions the performativity of gender, that is, the way masculinities and femininities are negotiated in the interaction. Examining how young people construct and challenge gender

boundaries has demonstrated that gender is a laborious daily construction that produces both pleasure and unity as discomfort and exclusion, and in which boys and girls invest in an active but ambivalent way. In the presentation of the study to the students of the group studied, boys and girls voiced an awareness and willingness to change attitudes, which was later confirmed by teachers and parents.

(https://www.imprensa.ics.ulisboa.pt/index.php?main_page=product_book_info&products_id=18)

Advocacy, awareness raising and community mobilisation

- › Promoting the equal representation of women and men in the management and governing bodies of schools.
- › Promoting parity-building measures in educational institutions, including the curricular enrichment activities (CEA), Family support supplements (FSS) and Family animation and support activities (FASA).
- › Facilitating the launching in the municipal schools of the “Guides to Education, Gender and Citizenship”, available for teaching levels up to secondary education.



- › Promoting the introduction of issues of gender equality and gender diversity in educational curricula.
- › Promoting or supporting initiatives to revise school textbooks, curricula, methods and practices in order to guarantee they combat stereotyped attitudes and practices.
- › Promoting and monitoring the inclusion of the theme of gender equality in the classes that work on citizenship.
- › Guaranteeing that the curricular enrichment activities (CEA) integrate and work on gender inclusion and equality issues.
- › Guaranteeing that the activities developed in the context of the Family support supplements (FSS) and the Family animation and support activities (FASA) integrate a gender equality perspective
- › Promoting or supporting initiatives that fight gender stereotypes in professions.



In the scope of the “Crescer + Igual” Project, promoted by the Questão de Igualdade - Association for Social Innovation, and developed in partnership with several municipalities of the country, “Gender and Professions” workshops were held - Reflection on the gender stereotypes associated with choice of profession. (<http://www.questaodeigualdade.pt/>)

GENERATION F

YOUNG
FEMINISTS
IN ACTION

In the United Kingdom there are various ways of organizing student groups in schools to promote gender equality.

One of these modalities is supported by the UK Feminist Association, which develops actions in schools and colleges (workshops, campaigns), including a program to set up a feminist group in schools, making available the "Guide for the constitution of a group Feminist at your school or college".

(<http://ukfeminista.org.uk/take-action/generation-f/>)

› Supporting the creation of "Equality Centres" or "Equality Embassies" in school from the second cycle, betting on the pupils who are more sensitive to the issue. They should include teachers and parents who are also more sensitive, more interested and convinced. They will also involve other actors, such as city associations, and combine with the City Councillor for Equality.

› Creating the figure of the "Young Mediator on Equality", responsible for the mediation between the municipality and the schools. Such a position can be filled through the training programmes for young people.

› Inserting modules/contents/initiatives on gender equality and non-discrimination in adult trainings, including actions in educational and vocational training and non-formal education or in senior-citizen and inter-generational universities.



"Avóz da Igualdade" is a project promoted by the Questão de Igualdade - Association for Social Innovation, which focuses its intervention on the population in the age group between 55 and 70 years, students of the 3rd cycle and the community in the region of Évora and Beja. It aims to promote a cultural change and mentalities towards the construction of a society based on the principle of equality; to promote, along with the older population, the elimination of stereotypes, myths and socially constructed beliefs and to diminish the legitimacy and social tolerance of any kind of gender violence; and to create, in schools, an intergenerational dialogue for the promotion of gender equality and for the prevention of gender-based violence. It develops actions in partnership and with senior groups and senior universities of sensitization for the prevention and fight against gender violence.

(<http://www.questaodeigualdade.pt/>)

- › Promoting courses in new technologies of education and communication for older people.



Several municipalities promote ICT courses for the elderly population. One of these municipalities is that of Ferreira do Alentejo.

The project **Avós Na Net** project, promoted by the City Council of Ferreira do Alentejo, has been running since 2009, aiming to respond to the needs felt by the population over 55, who seeks to know and use the new technologies, thus accompanying the evolution of the times.

(<http://www.ferreiradoalentejo.pt/index.php/atividade-municipal/informao-mainmenu-234/notcias/item/2066-o-que-e-o-projeto-avos-na-net>)

Project “Eu, Tu, Nós... Gestos de Igualdade de Palma e Meio”

promoted by the Municipality of Odivelas, directed to the kindergartens of the public network and IPSS with this valence and population in general, the project aimed to awaken the youngest to the recognition of the benefits of gender equality, joint taking of decisions that can contribute to the establishment of relations characterized by greater cooperation, and facilitating equal opportunities in an educational process that respects different ways of being and knowing. It aimed to contribute to the reflection on how to deal with differences, the acceptance of diversity and the elimination of stereotypes and adjacent violence, reinforcing the participation of each child in society.

(<http://www.cm-odivelas.pt/index.php/igualdade-e-cidadania#projeto-eu-tu-nos-...-gestos-de-igualdade-de-palmo-e-meio>)

Encouraging and promoting educational and pedagogical practices in favour of gender equality and diversity in kindergartens.



In the city of Gävle (Sweden), in day-care centers for children aged 1 to 6 years, gender equality is defined as one of the objectives of pedagogical action. Each child is seen as an individual rather than a reflection of any sexual stereotype, and should be able to develop their unique skills. Girls and boys are encouraged to overcome the qualities and defects usually associated with each sex, and both are shown to be proud of their gender membership. Educators have produced a report and a film about

how they work to promote gender equality.

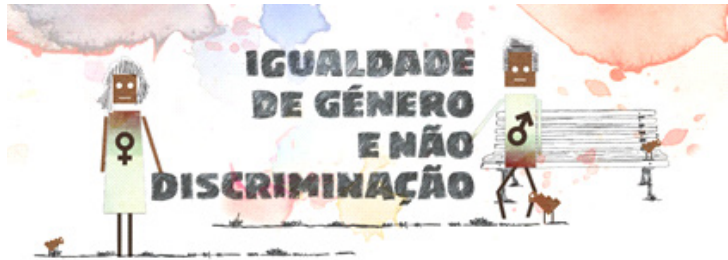
In the Klokkegård kindergarten, kindergarten located in the municipality of Drammen, Norway, the pedagogy practiced, where unstructured outdoor activities are privileged (the kindergarten is located in the forest) and Presence of toys, attenuation of sexual segregation, the choice of friends and the type of games, thus providing an egalitarian environment between girls and boys. Gender diversity in childhood is also an object of attention, with work being carried out between kindergarten staff and the parents and mothers of children to create conditions for a full experience of gender identity.



Within the scope of SIGO - Service for the Promotion of Gender Equality, of the Municipality of Póvoa de Lanhoso, **actions of promotion of gender equality are developed continuously for the school community**, especially students, from kindergarten to higher education, including using the Gender and Citizenship Guidelines. Topics include equal opportunities, bullying and cyberbullying, discrimination based on race and sexual orientation.

(www.mun-planhoso.pt/accao-social-e-habitacao/servico-para-a-promocao-da-igualdade-de-genero.html)

- › Promoting or supporting initiatives/projects on gender equality directed to the educational community (training/awareness actions, conferences, workshops, exhibitions, etc.).



In the scope of the project “**Igualdade de Género e Não Discriminação**”, promoted by the Abrantes City Council and the Miguel de Almeida Schools Group, awareness-raising activities were developed in schools (2nd and 3rd cycles, secondary, professional and higher) on citizenship, multiple discrimination, dating violence, bullying, gender stereotypes and educational and professional options, and practical workshops on citizenship, gender equality and non-discrimination, for kindergarten and 1st cycle students. It also included four workshops called “ - Que Igualdade?” In basic schools in the county, aimed at parents, teachers, teachers and non-teachers, who wanted to raise awareness of the importance of education free of stereotypes and Promoter of gender equality. During the realization of the workshops, and in a logic of conciliation of professional life, it was ensured the dynamization of a practical workshop for children. (<http://igualdade.cm-abrantes.pt/>)

The **Gender Equity Weeks**, promoted under the BIG project of UMAR, in several municipalities in the Alentejo Region, were outlined and implemented with local partnerships based on the needs identified by municipalities, schools and civil society. The project was presented to the Local Social Action Councils, or other existing local network, so that local agents took knowledge of it and could identify needs, share doubts and wishes. The topics covered in the seminars, in the actions / debates and in the work of students in schools or with other publics, integrated in the “Weeks for Gender Equality” were the choice of the partnerships.

(<http://umarfeminismos.org/projectobig/index.php/projecto-biig/semanas-pela-igualdade>)



The “**Crescer + Igual**” Project, promoted by the Questão de Igualdade - Association for Social Innovation, and developed in partnership with several municipalities in the country, addressed the 3rd cycle, covering key people involved in the educational process: teachers , parents and students. The project developed awareness actions on gender equality for teachers; for mothers and fathers; workshops for students; awareness campaign for the promotion of gender equality in schools; equality days; construction of the pedagogical game - Crescer + Igual; Pedagogical kit “Crescer + Igual” for Teachers; Seminar “Coeducation and Equal Opportunities intervention strategies in the 3rd Cycle of Basic Education - The experience of the project Crescer + Igual”.

(<http://www.questaodeigualdade.pt/>)

› Supporting or establishing protocols for acquiring educational materials promoting gender equality and diversity in the school libraries.



In the framework of the big - Ei - Libraries for Gender Equality - School of Equality, promoted by UMAR, bibliographic **kits were delivered to school and municipal libraries** whose schools or municipalities had a partnership protocol with the "BIG / Equality School" project.

(<http://umarfeminismos.org/projectobig/index.php/o-que-e-o-big-ei/kit-bibliografico>)



In 2015, ILGA Portugal, as part of a collaboration with the Lisbon Libraries, offered the children's book "**Primeiro Nasci no Coração**" to all libraries in the public network - 1st cycle and kindergartens of the Lisbon School Groups, as well as such as the city's library network.

(<http://familias.ilga-portugal.pt/primeiro-cresci-no-coracao-nas-escolas-e-bibliotecas-de-lisboa>)

Sexualidade - Uma perspetiva emocional e fisiológica, its a project promoted by the Municipality of Loures, schools and the Associação Positivo for young people attending the 2nd and 3rd cycles of basic education and secondary education, developed information actions in the field of sex education energized in school. Its objectives are to provide a knowledge of the human psycho-sexual development throughout the different stages of life, the multiplicity of sexual behaviours and manifestations, and also to create a space for dealing with themes related to sexuality, facilitating the discussion of ideas and reflection on Personal and social values that are involved.

- › Developing or supporting initiatives promoting sexual health and education.
- › Implementing measures to combat sexual, gender-based, homophobic and transphobic bullying at schools and other spaces attended by young people.

- › Enabling schools to prevent and respond to situation of violence in school context.



COOLKIT - Games for non-violence and Gender Equality. Educational resource that integrates a set of playful pedagogical activities (group activities, cooperative games, roleplaying activities and other techniques) designed to tackle gender issues and work on conflict management skills with teenagers and young people.

This resource is intended to be at the educators' disposal, be they teachers, trainers, youth workers, parents or volunteers working in educational activities, in order to talk to young people about essential human rights topics and contribute to the development of a culture that promotes gender equality and non-violence. It was designed in the context of the "Zero Violence" project, from a pilot experiment produced by CooLabora in Quinta das Palmeiras secondary school, in Covilhã.

(<http://www.coolabora.pt/publicacoes/coolkit.pdf>)



Project Portal B. Training and Prevention of Violence in School Context. The Municipality of Lagoa signed a protocol with all the agents of the public school network aiming at equipping the school groups with competences regarding prevention and action in situations of violence in a school context. The project provides the parents' association with technical and logistical support

to coordinate a project in this area; provides spaces to discuss this issue, either through training workshops/discussion of cases by each type of social actor in a school context, or through counselling to groups, providing resources and strategies to act in the context of prevention in the classroom context. As well as through the provision of one day per month of monthly service to the general public in the local authority's premises, allowing an external and objective look at the matter.

They also aim at create an **Observatory for School Coexistence**, a permanent body in the collection of information about school life, with the objective of contributing to the evaluation and diagnosis, analysis of conflicts and presentation of proposals and resources that promote the performance and training of the various actors in order to mitigate this kind of behavior, working in the monitoring, but above all in the prevention and promotion of assertive behaviours and acceptance of the difference, self-respect and for other people.

(<http://www.cm-lagoa.pt/pt/noticias/5060/camara-de-lagoa-e-agrupamentos-de-escolas-parceiros-no-%E2%80%9Cprojeto-portal-b---formacao-e-prevencao-da-violencia-em-contexto-escolar%E2%80%9D.aspx>)

- › Developing and publicising educational tools that promote gender equality and prevent bullying at school.

› Supporting the implementation of “discrimination watch centres” in schools where pupils or other participants in the school community could report discrimination cases.

OBSERVATÓRIO DE EDUCAÇÃO LGBT



Relatório sobre Homofobia e Transfobia

The “**LGBT Education Watch Centre**”, promoted by the Rede Ex-Aequo, offers to record situations of homophobia and transphobia at schools in Portugal, through an online form which can be filled by either victims or witnesses.

(www.rea.pt/observatorio-de-educacao/)

Supporting anti-bullying campaigns at schools.



As part of the Inclusion Project, launched in 2009 by the Rede Ex-Aequo, which aims to combat homophobic and transphobic bullying in schools and among young people, a **campaign** was launched, supported and financed by CIG. The project has distributed **posters, postcards and leaflet**, answering some questions about sexual orientation and gender identity. The campaign includes training actions on gender identity and sexual orientation for teachers and other professionals working with young people.

(www.rea.pt/projeto-inclusao/)

› Supporting information actions on sexual orientation and gender identity directed at the school community.

Questions and Answers on Sexual Orientation and Gender Identity

The Rede Ex-Aequo **LGBTI Education Project** has produced educational materials such as «Questions and Answers on Sexual Orientation and Gender Identity» and «Educating for Diversity, a guide for teachers on sexual orientation and gender identity. The project supports the travels, to basic and secondary schools, of youth teams to stimulate sessions with students and teachers from grades 7 to 12, as well as teachers trainers and trainee teachers and students of higher education.

(www.rea.pt/projeto-educacao/)



› Hosting and supporting travelling initiatives promoting gender equality.



The “**Carrinha da Igualdade**”, part of the “Opening Path to Equality” project, promoted by FNAJ - National Federation of Youth Associations, bets on the local dissemination component, working with young people in raising awareness of equality and non-discrimination in order to promote the exercise of citizenship and the construction of a culture of peace and non-violence and the deconstruction of stereotypes and social prejudices. The “Carrinha da Igualdade” becomes a stand in its interior are available computers with games and playful work proposals, whose questions call for the reading of the exposed contents.

(<http://www.fnaj.pt/igualdade/>)



In the ambit of the big- Ei - Libraries for Gender Equality ~ School of Equality, promoted by UMAR, the **Gender Equality Olympics** were promoted. High school students from public or private schools in the municipalities participated in the initiative. The Olympics took place in two phases. The first inter-county and the second that put in competition the winning teams of each county. Gender equality is promoted through the visual arts, literature, photography, reporting / video and music composition. The prize was a trip to Amsterdam to visit the Aletta Documentation Center - Institute for Women Studies. This could be a type of activity to develop at the level of the Inter Municipalities.

(<http://umarfeminismos.org/projectobig/index.php/o-que-e-o-big-ei/olimpiadas-da-igualdade>)



The project BIIG - **Itinerant Library for Gender Equality**, developed by UMAR, began on July 1, 2011 and toured the Alentejo region until December 2012, focusing on the promotion of local dynamics among municipalities, schools, associations, cooperatives and informal groups, towards more and better gender equality and citizenship.

It included an Itinerant Library for Gender Equality with books, informational materials and pedagogical games. It also intended to be a space for debate on the challenges posed to gender equality and the role of the different agents as agents of education and change.

(<http://umarfeminismos.org/projectobig/index.php/projecto-biig/semanas-pela-igualdade>)

› Launching or supporting contests to promote gender equality directed at the school community.



DIGITALCOOL was a school competition developed by CoolLabora, in partnership with Covilhã City Hall and the University of Beira Interior, with the aim of sensitizing young people to the importance of gender equality. The works may consist of short films, videos, animations, presentations or interactive games with a maximum duration of 5 minutes. Students from the district of Castelo Branco who attend a level of education equal to or higher than the 3rd cycle of basic education may apply.

(<http://www.coolabora.pt/pt/evento/85>)

› Broaden the range of sports types offered in pre-school and school, in particular regarding CEA, FSS and FASA, taking into account boys' and girls' interests.

A number of municipalities are promoting or supporting (transportation, sports facilities) sports programs for pre-school and first-cycle children, which provide equal access for boys and girls to sports, and to create sporting habits from an early age. One such example is Lisbon.



The **Curriculum** Swimming Support Program, promoted by the Lisbon City Council, is intended for students in the first cycle of studies of public schools and seeks to create the necessary conditions so that, at the end of the four years, the adaptation to the aquatic environment is concluded, as defined in the National Program of Expression and Physical-Motor Education. Participation in this program is free, upon registration of the schools. The program uses the pools and the human resources of the municipality, establishing partnerships with other entities, when these are insufficient. Transportation is provided by the local authority, so there is no cost to the schools.

(<http://www.cm-lisboa.pt/viver/educacao/dentro-da-escola/projetos-promovidos-pelo-municipio>)

- › Promoting physical activity programmes in pre-school and primary schools that promote the development of motor skills and familiarity with the types of sports and sports structures and equipment available in town.

- › Combining municipal sports services and other sports participants in the town (clubs, associations) with school sports, in particular by publicising, informing and promoting the continuity of sports activity for girls outside of school.

- › Revising the participation rules of sports contests in favour of equality of opportunities between girls and boys in school sports practice.

- › Promote and support initiatives and projects that encourage equal opportunities between girls and boys in school sports practice.

The project **More Sport in School** was promoted by the Portuguese Women and Sport Association in the academic years 2004/2005 and 2005/2006 in partnership with seven schools of the district of Porto. The aim of the project was to contribute to the reduction of early school leavers, to sensitize teachers to the issues of equal opportunities in sports participation and to disseminate non-sexist practices of dynamism and sports animation in schools. The project involved more than 200 students from grades 7 to 11, 9 teachers and 30 high-level athletes. It also had the participation of key actors from the municipalities, such as local elected representatives, sports and community leaders and *Jornal Norte Desportivo*. It involved visits to clubs and local authorities to understand the reality of sport in the county, with a gender perspective.

- › Developing and publicising educational tools and materials promoting gender equality in physical activity and school sports.



From the experience of the project More Sports in the School, the **Awakening Manual for Equality- More Sports in the School** was elaborated. It's a guide to activities that aim at the knowledge and reflection on the national and local reality of sports practice and proposes practical exercises for the promotion of gender equality in school sports.

(http://www.igualdade.gov.pt/IMAGES/STORIES/DOCUMENTOS/DOCUMENTACAO/PUBLICACOES/MIOLO_DESPORTO_NA_ESCOLA.PDF)

PAFiC Guide for the Promotion of Girls' Physical Activity (2010). Elaborated by the team of gender studies in physical activity and sport of the Complutense University of Madrid is a practical tool to train the faculty of physical education for the promotion of equality and transmission and egalitarian values and attitudes in the practice of school physical education and in physical activity.

(http://www.csd.gob.es/csd/estaticos/myd/CarreraMujer/GUIA_PAFiC.pdf)

› Promoting programmes/measures that encourage the continuation of education of pupils belonging to communities with a high school dropout rate, such as Roma children and young people, especially girls.

› Publicising or supporting campaigns that promote gender equality in toys and games, for example through the provision of advertising boards, billboards, newspapers and other means of communication and dissemination.



Since 1995, the Andalusian Women's Institute has developed a **"Non-violent, Non-Sexist Toy and Game Campaign"** in order to raise awareness among the general population about the need to eliminate the sexist and violent content of many games and toys and to encourage a critical attitude about their consumption and advertising. This initiative has been used by different entities to carry out activities in the period of Christmas, height of greater concentration of advertising to games and toys in the media.

(<http://www.juntadeandalucia.es/institutodelamujer/index.php/fondo-documental/publicaciones/>)



The **"Let toys be toys. For Girls and Boys "**, based in the United Kingdom, aims to alert the reproduction (or even reinforcement) of gender stereotypes conveyed by toys. In addition to denouncing sexist marketing, it recognizes best practices by awarding the "Toymark" certification. It has actions aimed at commerce, schools and the media. Their site provides educational materials (including lesson plans) for primary education; materials to stimulate discussion about gender in class; directs to a vast set of pedagogical resources for the deconstruction of gender stereotypes; and also provides resources for the intervention of mothers and fathers if they identify situations of perpetuation of gender stereotypes.

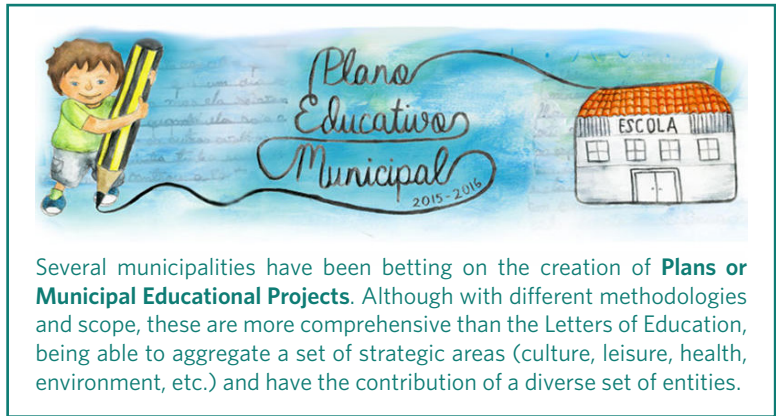
Gender equality in municipal practices and services to the community



Several municipalities are part of the Territorial Network of Educating Cities, which is based on the principle that “Municipalities should effectively exercise their competencies in education. Whatever the scope of these competences, they should provide for a broad educational policy with a cross-cutting and innovative character, comprising all forms of formal, non-formal and informal education, as well as the different cultural manifestations, sources of information and ways of discovering Reality that occur in the city”.

(Carta das Cidades Educadoras, novembro de 2004, <http://comunidadesdeaprendizagem.org.br/Cartadascidadeseducadoras.pdf>)

- › Integrating supramunicipal networks for the promotion of education, such as the network of educational cities.
- › Designing and implementing integrated and participatory Educational City Plans or Projects, with defined goals and objectives.



Several municipalities have been betting on the creation of **Plans or Municipal Educational Projects**. Although with different methodologies and scope, these are more comprehensive than the Letters of Education, being able to aggregate a set of strategic areas (culture, leisure, health, environment, etc.) and have the contribution of a diverse set of entities.

- › Combating early school dropout.



The **Second Chance School of Matosinhos**, a member of the European Network of Secondary Schools, is the only full-time socio-educational response in Portugal dedicated to young people in low-skilled school leaving, deviant life paths, drug use, lack of family and social support, absence of professional and life projects and, therefore, at risk of social exclusion. The project of this school aims at the inclusion of these young people through the support to the transition from the situation of school drop-out to a successful integration in vocational training, employment and citizenship courses. It results from a partnership between the Association for Second Chance Education, the Municipality of Matosinhos and the General Direction of School Establishments.



The **Generation Orchestra | Sistema Portugal** is a project to combat school dropout and failure that uses the teaching of music as an incentive to substitute a possible course of school dropout for a promising course and to create opportunities. Since the creation of the first Generation Orchestra in 2007, in Casal da Boba (Amadora), the Generation Youth Orchestra has been expanding a bit throughout the country, but especially in the municipalities of the Lisbon Metropolitan Area. The project results from a partnership between the municipalities and the groups of schools of these municipalities.

(<http://www.orquestra.geracao.aml.pt/>)

› Enhancing school success.



Municipal Program for the Empowerment of School Success, sponsored by CM de Pombal, in partnership with EPIS - Association of Entrepreneurs for Social Inclusion, since the 2014/2015 school year, its a pilot project with students from the 1st cycle, with the objective of helping all students to enter the second cycle with skills for school success up to 12 years of schooling. The system of signaling students with risk factors for failure and drop out is organized into four axes - Student / Family / School / Territory. The objectives are: i) To increase the basic skills of 1st cycle students, ensuring early completion of compulsory schooling for 12 years; ii) Promote equal opportunities and foster educational and formative success for smart, sustainable and inclusive growth through: strengthening the social role of the municipality, promoting measures to combat indiscipline and absenteeism; Support for pupils with special educational needs in order to promote their inclusion by providing the necessary technical support; reinforcement of the school social action component at the level of food, school transportation, support to the family, promotion of extracurricular activities and provision of health care; iii) contribute to the strengthening of institutional partnerships in the community and with school groups, including businesses, cultural agents, third sector entities and society in general; iv) Contribute to the personal fulfilment of children, through the full development of their personality, the formation of their character and education for citizenship; v) Ensure the right to difference, through respect for personalities and individual projects, as well as the consideration and appreciation of different knowledge. The project is operated by a multidisciplinary team of technicians contracted by the municipality (mediators), and with the participation of local institutions, such as, in addition to the organs and protagonists of the schools, the health center and the CPCJ.

(<http://educa.cm-pombal.pt/homepage/pombal-2020.html>)

› Developing programmes to occupy free time during school vacations (trips to the beach, swimming-pool, museums, green spaces, etc.) that, more than just a conciliation measure in the sense of facilitating family lives, promote the access of children and young people from under-privileged families to culture and leisure and include in their activities the perspective of gender inclusion and equality.

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