

**ALIGN REPORT**

# **Teacher education and training on gender, masculinities and non-sexist education in Chile**



Francisco Vidal Velis, Marina Carrasco Soto,  
Geraldine Gutiérrez Ortega, Emily Dobbs Díaz,  
Claudia Dides Castillo, Rosa Montecinos Molina  
and Fabián Castro Valle

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# About the authors

Main research team:

**Francisco Vidal Velis** holds a PhD in Sociology and is a full professor of the Department of Pedagogical Training at the Universidad Metropolitana de Ciencias de la Educación (UMCE).

**Marina Carrasco Soto** holds a degree in Social Anthropology and is a member of the Studies and Training Area of Fundación Crea Equidad.

**Geraldine Gutiérrez Ortega** is a sociologist with a diploma in Advanced Social Data Processing and Analysis and an independent researcher.

Supporting research team:

**Emily Dobbs Díaz** holds a PhD in Education and is a full professor of the Department of Pedagogical Training at the Universidad Metropolitana de Ciencias de la Educación (UMCE).

**Claudia Dides Castillo** holds a Master's degree in Gender and Cultural Studies, a PhD(c) in Communications, and is a full Professor in the Department of Pedagogical Training at the Universidad Metropolitana de Ciencias de la Educación (UMCE).

**Rosa Montecinos Molina** holds a Master's degree in Advanced Studies in Art History and is in charge of the Colegio de Profesoras y Profesores de Chile's (Chilean Teachers' Association) Training Programme.

**Fabián Casto Valle** holds a Master's degree in Education and is an associate professor of the Department of Pedagogical Training at the Universidad Metropolitana de Ciencias de la Educación (UMCE).

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# Table of contents

About the authors	2
Acknowledgements	2
Key terms	4
Acronyms and abbreviations	5
Executive summary	6
1 Introduction	13
2 Political, social and educational context in Chile	16
3 Changes and continuities in the education system regarding GEMENS	19
4 Methodology: construction and application of instruments	24
5 Analysis of results	27
6 Conclusion	59
7 Recommendations	64
References	66

# Key terms

**Bigenderism:** 'A point of view that accepts the rules of gender and does not allow for variations, exceptions or deviations from the rule' (Gilbert and Flem, 2011: 106). It implies a greater valorisation of people considered masculine and a strict correlation between sex and gender.

**Coeducational institutions:** Schools attended by children who identify or are identified as male or female, unlike single-sex schools reserved for children of one gender only.

**Comisión Nacional de Acreditación (National Accreditation Commission, CNA in Spanish):** Autonomous state body in charge of evaluating and accrediting the quality of higher education institutions and their programmes.

**Educational establishment management staff:** Generally made up of the persons in charge of the school management, the head of the Technical-Pedagogical Unit (UTP in Spanish) and the general inspection. The person in charge can be selected through public bidding or appointed by the mayor's office.

**Educational Improvement Plan (PME in Spanish):** A central tool for planning, implementing and evaluating educational improvement in schools and high schools.

**Educational projects:** Management instrument that defines the values and educational objectives of schools, which must be developed in a participatory manner.

**Guardians:** Adults responsible for the minor student, such as the father, mother, tutor or legal guardian, who reside or are in constant contact with him/her.

**Hegemonic masculinity:** A form of dominant masculinity that holds a prestigious and desired position and which may vary according to the socio-historical context.

**Mayor:** The highest authority of the municipality, responsible for the direction, administration and supervision of its functioning.

**Memorandum:** Official document issued by public authorities, such as ministries or secretaries, to communicate specific guidelines or regulations.

**Municipalities:** Autonomous corporations under public law with the objective of satisfying local needs and ensuring community participation in social and cultural progress.

**Non-genderism:** A concept that does not assume binary gender distinctions nor does it value the masculine over the feminine.

**Non-sexist and non-genderist attitude:** Beliefs that are not based on a binary gender distinction and do not give a higher social value to one sex or gender.

**PADEM:** Plan Anual de Desarrollo Educativo Municipal (Annual Municipal Education Development Plan), which guides the educational work of municipal education.

**Psychosocial pairs:** Teams made up of a psychologist and a social worker, in charge of attending to the psychosocial needs of students.

**Sexual and gender diversity:** Sexual orientations and gender identities that challenge the binary norm and heteronormativity.

**Sexism:** A form of discrimination based on a person's sex, in which men are favoured over women because of their biological differences.

**Sexist and bigenderist attitude:** Belief that there are only two sexes and two genders, that there is a strict correlation between the two and that people considered masculine has a higher social value, undervaluing women and LGBTQI+ people.

**Social name:** Name a trans person adopts when their legal name does not match their gender identity.

**Social outburst:** A phenomenon that occurred in Chile in 2019, where millions of people demonstrated to demand profound social transformations.

## Acronyms and abbreviations

<b>ACES</b>	Asamblea Coordinadora de Estudiantes Secundarios (Coordinating Assembly of Secondary Students)
<b>CPEIP</b>	Centro de Perfeccionamiento, Experimentación e Investigaciones Pedagógicas (Centre for Improvement, Experimentation and Pedagogical Research)
<b>CRUCh</b>	Consejo de Rectoras y Rectores de las Universidades Chilenas (Council of Deans of Chilean Universities)
<b>GEMENS</b>	Género, masculinidades y educación no sexista (Gender, masculinities and non-sexist education)
<b>LGBTQI+</b>	Lesbian, gay, bisexual, transgender, queer and intersex +
<b>PADEM</b>	Plan Anual de Desarrollo Educativo Municipal (Annual Municipal Education Development Plan)
<b>PME</b>	Plan de Mejoramiento Educativo (Educational Improvement Plan)
<b>SLEP</b>	Servicios Locales de Educación Pública (Local Public Education Services)
<b>UMCE</b>	Universidad Metropolitana de Ciencias de la Educación (Metropolitan University of Educational Sciences)
<b>UTP</b>	Unidad Técnico-Pedagógica (Technical-Pedagogical Unit)

# Executive summary

Like other Latin American countries, Chile seems to be undergoing a process of transformation in the area of gender, questioning patriarchy and the models that sustain and perpetuate inequalities between men, women and sexual and gender diverse people. In the Chilean case, these transformations have been driven by social movements such as the student, feminist, and LGBTQI+ movements, which have promoted the approval of some regulations on gender, masculinities and non-sexist education (GEMENS). Legislation passed in this area includes the Anti-Discrimination Law (2012), the Three-Ground Abortion Law (2017), the Gender Identity Law (2021), the Law on Equal Marriage (2021), the Law against Gender Discrimination in Higher Education (2021) and the Law on Violence Against Women (2024), which enshrines the right to non-sexist education. In the field of education, it is also relevant to mention the teacher training activities carried out by entities such as the Ministry of Education and some universities and training centres. The social, legal and educational changes that we discuss in this report have put teachers under stress, as they have had to update their knowledge of the new regulations and find ways to incorporate them into their pedagogical practices, as well as the gender transformations among their own students. In this sense, this research seeks to investigate the importance and practical usefulness of GEMENS training for trained teachers, untrained teachers and student teachers.

## Methodology

The study included qualitative and quantitative techniques that pursued the following objectives:

- Determining teachers' reasons for training in GEMENS and the usefulness of the training for their teaching practice.
- Understanding teachers' perspectives on the GEMENS training they have received.
- Identifying facilitating factors and obstacles to implement GEMENS topics in educational institutions.
- Describing teachers' attitudes towards GEMENS topics and their perceptions of the school's performance in this area.
- Analysing possible differences in the identification of facilitating factors and obstacles to incorporating GEMENS in schools between trained and untrained teachers in GEMENS.

In order to achieve these objectives, primary data collection was carried out, which included four focus groups with:

- teachers trained in a Universidad Metropolitana de Ciencias de la Educación (UMCE) diploma degree course
- trained teachers from less urbanised areas
- untrained teachers
- UMCE student teachers.

In total, 57 people participated in the 4 focus groups: 35 women and 22 men. In addition, interviews were conducted with 5 key informants, and a survey of 48 questions, 33 multiple choice and 15 in Likert format, was completed by 466 teachers from different regions of the country.

## Results

Quantitatively, there is a low level of training in GEMENS, as 73% of the teaching staff surveyed have not participated in this type of training, while only 26% have. Moreover, most took part in such training in-service while only 8.1% received training during their initial university training. This indicates the low level of incorporation of GEMENS in teacher training.

In the quantitative and qualitative components, all groups of teachers shared a negative impression of the lack of training they received on GEMENS topics. Qualitatively, the teacher education students pointed out that they rarely had teachers trained in these issues and highlight the cost that this lack of training could have on their future work performance, as they do not feel qualified to deal with GEMENS topics with their students.

**Reasons for training.** Quantitatively, almost 65% of GEMENS-trained teachers said that the training has allowed them to feel that they do their job well, while qualitatively, they commented that previously they felt that they did not have the necessary knowledge to answer their students' questions. This is consistent with the 60% of teachers without GEMENS training who stated that they had occasionally or frequently experienced situations that they would have handled better if they had been trained in GEMENS.

Among teachers without GEMENS training 58% stated that they had not been trained because they did not know of courses of interest to them. This indicates the need to diversify the educational offer in GEMENS in order to increase the number of trained teachers.

**Evaluation of the training.** Both the qualitative and quantitative research found teachers to be positive about the GEMENS training they had received. Quantitatively, 75.8% evaluated it as good or very good, 80.6% considered it useful or very useful and 70.2% considered that it had enabled them to incorporate GEMENS in their teaching practices.

However, there is little implementation of GEMENS activities in schools, with only 25.3% stating that these activities are carried out 'usually', 54.3% that they are carried out 'rarely' and 20.4% that they are carried out 'never'. Here we find a difference between those trained and those not trained, as 32.3% of the first group say that activities on GEMENS are usually carried out in their establishment, a percentage that drops to 22.8% among those not trained.

**Factors that enhance training.** In the quantitative part, we discuss linkages between what we call the 'nature of the training' and the 'effects of the training'. The nature of the training includes the duration of the training and the evaluation of the participants. By comparison, the effects of the training incorporate its usefulness, the incorporation of GEMENS in their teaching practices, their evaluation of this incorporation and the implementation of GEMENS activities in their schools. In this respect, we found statistically significant differences in the relationship between the following variables:

- **Duration and usefulness of the training:** 100% of teachers who participated in a longer duration of training (40 hours or more) considered it to be useful or very useful, a percentage that dropped to 66.7% among those who had a shorter duration of training.
- **Usefulness of training for incorporation of GEMENS in their teaching practices:** 85.4% of those who have incorporated GEMENS into their teaching practices considered the training to be useful or very useful, a percentage that drops to 50% among those who make the same assessment, but who have only sometimes incorporated GEMENS topics.



- **Relationship between self-evaluation of their performance in incorporating GEMENS and implementation of GEMENS activities in schools:** 79.2% of those who indicate that GEMENS activities are usually carried out in their educational establishment evaluate their performance in incorporating GEMENS in their teaching practices as good or very good, a percentage that drops to 43.2% among those who work in schools where these activities are never carried out.

Participation in training also has an impact on teachers' evaluation of their performance in incorporating GEMENS into their teaching practices, with 87.1% of GEMENS-trained teachers evaluating their incorporation of GEMENS as good or very good, compared with 53.8% of teachers without GEMENS training, a statistically significant difference.

Therefore, in order to enhance the effects of GEMENS training, we must ensure that is long enough (40 hours or more) and that the participants' perspectives are considered in its programming, as these elements will have an impact on its usefulness and on the incorporation of GEMENS in their teaching practices. Key reasons for unfavourable evaluations of GEMENS training included training being too theoretical and difficult to apply, findings that should be considered when designing training programmes for teachers. The same applies to time commitment, as teachers point out both quantitatively and qualitatively the lack of time as an obstacle to accessing training and, therefore, for not being able to incorporate GEMENS into their teaching practices.

**Positive impacts of implementing GEMENS.** Teachers perceive that implementing GEMENS in educational establishments leads to a decrease in:

- traditional gender stereotypes in the student body: (mentioned by 73.8% of teachers surveyed)
- conflicts between students over GEMENS topics: (mentioned by 67.4% of teachers surveyed)
- homophobic attitudes: (mentioned by 66.7% of teachers surveyed)
- use of sexist language in the classroom: (mentioned by 66.7% of teachers surveyed).

When comparing teachers with and without GEMENS training, the former more frequently mention the reduction of traditional gender stereotypes and less use of sexist language among students. Fifty-eight (58)% of those trained say that sexist language in the classroom has reduced, a percentage that drops to 48% among those without GEMENS training. The reduction of traditional gender stereotypes is mentioned by 79% of the first group and 71% of the second. Qualitatively, they report that the training enriched their pedagogical practices and professionalised their intervention in GEMENS at the school level.

Training has also enabled teachers to become aware of their role as promoters of a cultural transformation towards a more equitable society that respects human rights in GEMENS. In addition, training has helped them to make more profound changes in the schools where they teach, in annual planning or in educational projects (schools' values and objectives). In particular, teachers highlight having incorporated GEMENS topics in educational projects, which should be formulated in a participatory way with the rest of the educational community. As this does not always happen, student participation must be strengthened in both the formulation and implementation of educational projects and sex education programmes. The latter is strongly criticised by students for its excessively biological focus, far removed from the concerns of young people.



**Facilitating factors that help incorporate GEMENS:** Quantitatively, teachers mention:

- the positive attitude of the students: 59.0%
- the existence of laws and public policies that prevent discrimination: 56.4%
- the sensitivity towards GEMENS topics of some teachers: 50%.

When comparing teachers with and without training, we see that 71% of the former mention the existence of laws, compared with only 55% of the latter, a statistically significant difference, which could indicate a greater knowledge of these regulations among the trained group. The untrained group also more commonly reports lacking the necessary knowledge to implement changes and face the new challenges that GEMENS poses to the education system.

The role of the student body in incorporating GEMENS topics in schools is also mentioned as a facilitator, since, in the teachers' opinions, it is students who push for this incorporation to take place.

**Obstacles to incorporating GEMENS:** Teachers point out the following obstacles:

- lack of trained teachers in GEMENS: 74%
- traditionalism in school culture: 51%
- resistance from parents and guardians: 50%
- lack of time of teacher staff: 48%.

When comparing teachers with and without GEMENS training, we see that teachers with training more commonly mention the resistance of family members and parents, (a 10 percentage point difference). This could indicate a greater awareness among teachers trained in GEMENS of the difficulties they face in the incorporation of GEMENS in schools.

- **Lack of trained teachers.** Qualitatively, all the groups consulted reported having had little training in GEMENS, and having to seek various forms of training, including academia, digital platforms and self-training. However, following the demands of feminist movements in 2018, universities and some secondary schools have developed protocols to address gender-based violence and have incorporated GEMENS elective courses into their educational offer. To date, there is no public policy that gives permanence, consistency and coherence to GEMENS training initiatives. Thus, only isolated actions are carried out, which are not enough to respond in a real way to the demand. Public policy that supports teacher training in GEMENS and increases the resources allocated to it is therefore needed.
- **Parents and guardians.** Certain parents and guardians are identified both quantitatively and qualitatively as a perceived obstacle to the incorporation of GEMENS topics in the educational sphere. Such parents and guardians are part of the anti-gender movements that are spreading around the world with the slogan 'don't meddle with my children'. They do not agree that the educational system has a role to play in the education of students on GEMENS topics, as they believe that this role should be fulfilled by the family, based on their values.
- **Traditionalism in school culture.** This traditionalism is reflected in the late and reactive implementation in schools of GEMENS topics, mainly mentioned by teachers in rural areas and teachers without GEMENS training. Among teachers, 40.1% consider the management staff's lack of interest in the implementation of GEMENS activities in schools as an obstacle and one-third disagree with the management team's promotion of these activities.

**Challenges of implementing GEMENS.** In qualitative terms, teachers pointed out the following elements as challenges for implementing GEMENS in schools:

- **Gender transitions.** Teachers, especially untrained teachers, report a lack of tools to address gender transitions in educational institutions. In particular, they claim to be unaware of Memorandum No. 812, which allows students over the age of 14 to use their social name in educational establishments, even if their parents do not agree.
- **Single-gender schools.** The transformation of single-gender schools to coeducational schools has been done in the belief that it will improve gender relations. However, this study shows that schools that moved from female single-gender to coeducational schools are perceived by female students and teachers as less safe and spaces where it is more difficult to address GEMENS topics.
- **Migrant families.** The qualitative research identified a perceived 'male chauvinist' culture among some migrant families that have recently arrived in the country. These families are perceived as opposed to the changes that Chilean society is experiencing in terms of GEMENS. This implies the need for intercultural education, as undertaken, for example by Jara y Vuollo (2019)

**Teachers' attitudes towards GEMENS in education.** In this report we use 'sexist and bigenderist attitude' to indicate the belief that there are only two sexes and two genders, that there is a strict correlation between the two, that masculinity has a higher social value, undervaluing women and people with diverse genders and sexualities. We also refer to a 'non-sexist and non-genderist attitude', which does not make a binary gender distinction or give a higher social value to one sex or gender. Although sexism and 'bigenderism' are not the same, in this report they are used together, since both oppose the changes in gender relations that are the focus of this study (Vidal et al., 2024).

Quantitatively, the teachers surveyed show a favourable, non-sexist and non-genderist view of the changes in GEMENS in the educational field. Thus, the majority agreed with the following statements:

- 'Student teachers should have compulsory courses in GEMENS': 71%.
- 'Student teachers should have compulsory sex education courses': 75%.
- 'No educational project should have content contrary to gender equality': 74.5%.

In addition, they show a high level of disagreement with more traditional statements, which express sexist and bigenderist attitudes:

- 'Non-sexist education contravenes parents right to choose their children's education': 58.4% disagree.
- 'If the family feels differently, schools should not say homosexuality is normal': 65.5% disagree.
- 'Transgender children should not attend traditional educational institutions': 86.1% disagree.
- 'Teachers cannot be asked to work on GEMENS topics if they are contrary to their beliefs': 53.9% disagree.

The index of teachers' attitudes towards GEMENS in the educational field shows that non-sexist and non-genderist attitudes predominate in almost 70% of cases. When analysing the influence of socio-demographic variables, we see that these attitudes predominate in:

- the younger age groups (between 23 and 39 years of age)
- women
- those who have participated in GEMENS training.

In all three cases, statistically significant differences are observed when compared by age, gender and participation in training activities.

**Perception of the performance of educational establishments in GEMENS.** Both favourable and unfavourable perceptions of the functioning of schools in incorporating GEMENS were detected in our study. On the favourable side, almost 60% of teachers agree that their school integrates gay or lesbian parents without problems and almost half think that there are no gender-biased regulations in their school. Teachers' perceptions of their school management's promotion of GEMENS is less positive, as the highest concentration of scores reflect a neutral perception.

In contrast to the index of teachers' attitudes towards GEMENS, which showed non-sexist and non-genderist attitudes, in the index of perceptions of the performance of the schools in incorporating GEMENS, the responses are concentrated in the intermediate group (i.e. had a neutral response), representing 49.3% of those surveyed. A total of 41.6% of teachers reported that their schools operate in a sexist and bigenderist manner while only 9.1% of teachers considered their schools to operate in non-sexist and non-genderist ways.

When analysing the influence of socio-demographic variables, the following groups show the most critical attitudes towards the performance of schools in GEMENS:

- the younger age groups (between 23 and 39 years of age)
- women
- those who have participated in GEMENS training.

## Conclusion

Chilean society is undergoing a process of transformation in the field of GEMENS that has had a direct impact on the education system and has made it necessary for teachers to incorporate these transformations into their teaching work. This means they need to participate in training processes in order to acquire greater knowledge and more solid tools to perform adequately in this field. In this respect, the present study shows a low level of training in GEMENS topics among the teaching staff consulted, and that their training should be promoted, both in continuing education for qualified teachers and in initial teacher training for trainee teachers. Women and the younger age groups, between 23 and 39 years old, are the most likely to be trained, which raises the need to include men and older people in this necessary training process.

Among those who have been trained, both qualitatively and quantitatively, there is a positive evaluation of the training received, which is seen to enable them to do their work better, to feel more confident and give them a better theoretical basis for working with GEMENS in their teaching practices. The need to promote GEMENS training activities has to do with the fact that, teachers

consider these activities to have led to a decrease in traditional gender stereotypes, conflicts over GEMENS topics, homophobic attitudes and less use of sexist language in the classroom. Considering these results, GEMENS activities could have an impact in reducing the high rates of school violence in the country.

Among the facilitators for incorporating GEMENS into teaching practices, the positive attitude of students, the existence of laws and public policies that prevent discrimination, and the sensitivity towards GEMENS of some teachers are mentioned. GEMENS-trained teachers most often mention the existence of laws and regulations that prevent discrimination, with statistically significant differences compared to the group of untrained teachers. This tells us that trained teachers are more involved in the reality of the incorporation of GEMENS in schools. Successful experiences in GEMENS are related to their incorporation into existing instruments in schools, such as the educational project, the Educational Improvement Plan (PME) and the Municipal Education Development Plan (PADEM).

The qualitative and quantitative components show favourable, non-sexist and non-genderist attitudes towards GEMENS in the educational environment and a critical perception of the functioning of educational establishments in the incorporation of GEMENS. These attitudes and perceptions predominate mainly among women, younger teachers and those who have been trained in GEMENS, with statistically significant differences compared to the other groups.

The results of the study suggest the need for a national public policy, which should:

- comprehensively address teacher training on GEMENS topics
- consider the facilitators and obstacles to implementation
- define the objectives and content to be addressed, the levels of complexity and depth the methodology to be used, and how it will be evaluated
- consider the specific characteristics of the groups to which this training effort will be directed
- be diverse in terms of topics
- be of a theoretical and practical nature
- be included in the teacher's workload
- be disseminated well within the teaching staff in order to reach as diverse an audience as possible.

Such a change would have a great impact on both teachers and students and would contribute to strengthening the role of Chilean educational institutions in promoting a fairer, more inclusive and equitable society in terms of GEMENS.

# 1 Introduction

The trainings will allow us to have more inclusive classrooms, where all the bodies that are in those classrooms exist... that none of the genders that are in that room feel oppressed, feel that they do not have the same possibilities of learning, that their emotions are interfered with in order to learn because they are not being considered, they are being excluded, humiliated.

Coordinator of the Council of Deans of Chilean Universities (CRUCH)

Over the last 20 years, Chilean society has undergone a process of transformation in areas related to gender, masculinities and non-sexist education (hereafter referred to as 'GEMENS'). This process encompasses changes in the legal and educational system, as well as citizen-driven and social movement initiatives, including student, feminist and sexual and gender diverse groups. Several of the regulatory changes to be analysed have been preceded by demands from these movements, which have promoted the approval of bills presented by the executive and legislative branches of government. For example, sex and gender diverse groups played a crucial role in the approval of equal marriage in 2021, as did feminist organisations in the 2017 on the Decriminalisation of Abortion on Three Grounds (see Table 1).

In addition, as this report will expand on, the feminist movement of 2018 led to significant changes in regulations on sexual harassment and abuse in the education system. These prompted the restructuring of internal policies in educational institutions and the creation of gender units and secretaries at the school and higher education levels and, recently, the incorporation non-sexist education as a right.

In recent years, social movements' demands have had a direct impact on the education system, highlighting relevant issues related to GEMENS. Some examples we can mention include:

- controversies about the transition from single-gender to coeducational schools (Villalobos et al., 2016; Camacho, 2022)
- visibility of trans students in the school system (Toro et al., 2020)
- non-binary identities (Mardones et al., 2020; Tordoff et al., 2022)
- sexual dissident student groups, such as Las Putas Babilónicas (Lillo, 2019)
- sexist behaviours in high schools and universities (León and Aizpurúa, 2020; Flores, 2019)
- allegations of sexual harassment and abuse (Lizama and Hurtado, 2019)
- demands for non-sexist education (Camacho, 2018; Azúa et al., 2019; Martini and Bornand, 2019).

These transformations have put teachers in a difficult situation, as they need to update their knowledge of the new legal regulations in GEMENS and find ways to incorporate them into their pedagogical practices.

This report will discuss how teachers have coped with these transformations, together with their actions to address them and the elements that have facilitated or hindered the integration of GEMENS

into their teaching practices. It will also evaluate teachers' perceptions of the training received, the challenges ahead, and their attitudes towards the transformations that society and the education system are undergoing in relation to GEMENS. The report analyses testimonies from both teachers who have been trained in GEMENS and those who have not, as well as the opinions of pedagogy students and five key informants with relevant technical expertise.

## 1.1 Characterisation of the Chilean education system

Before developing the issues raised, it is necessary to briefly characterise the education system in Chile. During the 1980s, under the civil-military dictatorship of Augusto Pinochet, educational establishments ceased to be state-run and became dependent on the municipalities. This change led to a number of problems, including the fact that education decisions made by mayors often depended on the political stance of the parties to which they belonged, rather than following a general guideline for all schools. For example, on issues related to sex education, the municipality could choose to implement the Teen Star programme from Universidad Católica or the Learning Programme on Relationships and Sexuality from Universidad de Chile. The Teen Star programme is fundamentally oriented towards abstinence, without providing information on preventive methods, while the programme of Universidad de Chile works on the basis of free conversations with students, taking into account their sexual and reproductive rights.

Since 2017, a process of de-municipalisation has been underway, in which educational establishments come under the control of the Local Public Education Services (SLEP), which are directly under the control of the Ministry of Education. However, this experience is still recent and the effects that this change could have on the administration and operation of schools are not yet known. The process only started in 2023 and so far, 21% of the planned SLEPs have been installed.

The Chilean education system is composed of two years of nursery or pre-school education, eight years of basic or primary education, and four years of secondary education, which can follow either scientific-humanistic or technical-professional modalities.

In terms of the type of financing, establishments are classified as follows:

- **Free of charge:** financed by municipalities or SLEPs.
- **Subsidised private schools:** financed jointly by the state and parents.
- **Delegated administration:** financed by the state through agreements with private entities.
- **Paid private:** financed exclusively by parents.

According to Ministry of Education figures (2021a), the municipal public system has 1,277,648 students, the subsidised private system has 1,961,112 and the paid private system has 324,860 students.

One of the main characteristics of the Chilean education system is the profound social and educational inequality. As Duk and Murillo point out, 'The data speak for itself, 1% of the population controls 33% of the country's wealth, which finds its correlation in education, where the distribution of educational opportunities is highly unequal and unfair, with school segregation by socio-economic and cultural origin, as well as by academic performance, being one of the most serious problems the country faces' (Duk and Murillo, 2019: 12). National learning measurement tests consistently show that students from a higher socio-economic class who attend private schools score higher than

those from a lower socio-economic class in all assessments and at all levels (Agencia de Calidad de la Educación, 2024).

## 1.2 About this report

The first part of the report will analyse the political and social context in Chile in terms of gender, masculinities and non-sexist education (GEMENS), addressing the regulations passed in recent years in both the socio-political and educational spheres. In addition, some of the progress that the education system has made in terms of greater gender equity, the gaps that persist and the actions developed by different organisations to train teachers in these issues will be discussed.

Finally, the results of recent studies on GEMENS among teachers will be described, which reveal a transformation in their attitudes. While almost a decade ago sexist and bigenderist positions prevailed, in recent years there has been a change towards more progressive positions on GEMENS topics. This change in attitudes could be related both to the social and legislative changes that the country has undergone, as well as to advances in gender equity in education. It is important to note that the education system has been one of the first spaces where the need to transform approaches to GEMENS has become evident, as the changes have been driven from the classrooms, from the students themselves.

In this report, we incorporate the concepts of 'bigenderism' and 'non-genderism' proposed by Gilbert and Flem (2011) and worked on in previous research (Vidal et al., 2020; Vidal et al., 2024). To summarise, for Araya, the term 'sexism' corresponds to 'a form of discrimination that uses sex as a criterion for the attribution of qualities, valuations and meanings created in social life' (Araya, 2004: 2). Thus, the concept would not explicitly include diverse genders and sexualities. To incorporate gender, Gilbert and Flem propose the concepts of 'bigenderism' and 'non-genderism'. Bigenderism implies 'a binary gender distinction, a higher valuation for male and masculine and a strict correlation between sex and gender' (Gilbert and Flem, 2011: 118). In contrast, non-genderism 'entails no binary gender distinction and no societal valuation making masculine more highly valued than feminine' (ibid., p. 122). Within this concept, they point out, there would be no conceptual apparatus that would allow us to define and identify sex with gender, 'approaching the ideal of eliminating sexism, heterosexism, homophobia, transphobia, and sexual discrimination' (ibid., p. 117). Thus, in this report, to refer to teachers' attitudes, we will speak of a 'sexist and bigenderist attitude' to indicate the belief that there are only two sexes and two genders, that there is a strict correlation between the two, and people considered masculine have a higher social value, undervaluing women and sex and gender diverse groups. We will also refer to a 'non-sexist and non-genderist attitude', which does not make a binary gender distinction or give a higher social value to one sex or gender.



## 2 Political, social and educational context in Chile

### 2.1 Legal and educational regulations on GEMENS topics

In recent years, a number of legal regulations that explicitly address GEMENS topics have been passed in Chile. The most relevant regulations are presented in Table 1.

Table 1 Relevant legal regulations in GEMENS

YEAR	REGULATION	CONTENT
2009	General Education Law, No. 20.370	It establishes that education in Chile must be comprehensive, inclusive and respectful of human rights, considering sexuality, relationships and gender education as part of the school curriculum.
2010	Law No. 20.418	It sets standards on information, guidance and services on fertility regulation, decreeing that state-recognised educational establishments must include a sex education programme in the secondary education cycle.
2012	Anti-Discrimination Law, No. 20.609	It establishes measures against arbitrary discrimination, including gender-based discrimination. It considers as an aggravating circumstance of criminal liability when the offence committed has a motivation based on discrimination.
2017	Law No. 21.030, Decriminalisation of Abortion on Three Grounds	It regulates the decriminalisation of the voluntary termination of pregnancy on three grounds: when the mother's life is at risk, when the foetus has malformations incompatible with life, or when the pregnancy is the result of rape.
2018	Gender Identity Law, No. 21.120	It recognises and protects the right to gender identity by regulating the procedures for the rectification of the birth certificate when it does not correspond to the person's gender identity.
2021	Equal Marriage Law, No. 21.400	It allows access to civil marriage for same-sex couples, granting recognition in matters of filiation and property regimes.
2021	Law No. 21.369, Sexual Harassment, Violence and Gender Discrimination in Higher Education	Higher education institutions shall take measures to prevent, investigate, punish and eradicate sexual harassment, gender-based violence and discrimination and to protect and redress victims in higher education.
2021	New Pedagogical Standards, Ministry of Education	They promote inclusion and the creation of respectful and discrimination-free spaces in schools.
2021	Memorandum No. 812	It guarantees the right to gender identity of children and adolescents in the educational sphere.
2023	Memorandum No. 707	It ensures equal treatment in all dimensions of education and prohibits all forms of discrimination, including those based on gender.

YEAR	REGULATION	CONTENT
2024	Law No. 21.675, Right to a Life Free of Violence Against Women	It establishes that 'educational establishments recognised by the State shall promote non-sexist and gender-equal education and shall consider in their internal regulations and protocols the promotion of equality in dignity and rights and the prevention of gender-based violence in all its forms' (Article 12).

In terms of public policies, in 2014 the Ministry of Education created the Gender Unit with the 'objective of permeating ministerial management with a gender perspective, making actions and results visible and strengthening competencies at ministerial level and in the autonomous institutions of the educational sector to contribute to the achievement of gender equality in opportunities and rights' (Ministry of Education, 2015: 24). The Ministry of Education's commitment to gender equality has materialised in the creation of the Institutional Gender Mainstreaming Plan, designed to permeate all its institutional work with a gender equity perspective.

## 2.2 Impact of social movements on GEMENS

The feminist, student, and LGBTQI+ movements have had a significant impact on education. This is evident in studies such as Martini and Bornard's, which analyses 'the transformations currently taking place in Chilean educational establishments in the context of the demands of the feminist student movement for the incorporation of non-sexist education in institutional educational projects' (Martini and Bornard, 2019: 45). Likewise, Rojas et al. point out that 'the Chilean school system is undergoing transformations in terms of the recognition of LGTBI identities, which go hand in hand with the social changes that society as a whole has experienced' (Rojas et al., 2019: 10). Astudillo et al.'s study, which includes graduate teachers and trainees, concluded that 'the association that trainees make with the feminist mobilisations of 2018 is particularly important, where issues of diversity by sexual orientation and gender expression appear as a chapter within the current debate' (Astudillo et al., 2021: 25).

### The feminist movement

Several of the educational discussions on GEMENS topics mentioned at the beginning of this report were raised by student and feminist groups in 2011 and, in particular, by the demands of the feminist movement in 2018. Some authors (Jiménez, 2020; Llanos, 2021) suggest that this movement influenced the 'social outburst' that shook the country the following year. While the student movements of 2011 laid the foundations for the feminism of 2018 (Lillo, 2019), the latter movement made visible situations of sexism, harassment and sexual abuse in the educational sphere, provoking extensive strikes and occupations in various educational institutions. These actions 'acquired a political character as women managed to make themselves visible in the dominant social order and from that space of visibility, they physically denounced injustices and presented their claims' (Saballa and Urzúa, 2021: 133). For Llanos (2021), this feminist revolution laid the foundations for the social outburst of 2019, a phenomenon that mobilised 'millions of people in the country, jointly, to demonstrate, demand and protest, to fight for the same thing, to seek fundamental social transformations that would allow them to lead a "calmer" life, with better salaries, less debt and more opportunities' (Jiménez, 2020: 953).

In the context of the social outburst, the feminist collective Las Tesis had a global impact with its performance *El violador eres tú* ('The rapist is you'), which was massively replicated around the world (East and Benavente, 2020). According to Ponce, 'this movement represents a fourth feminist wave with a multiplicity of demands and with elements that belong to other feminist waves, ranging from greater sexual freedoms and free abortion and also making the private world visible, which would

be typical of the second wave; or the visibility of identities, which would be typical of the third wave' (Ponce, 2020: 1.566). The strength of the feminist movement prompted the restructuring of internal policies in educational institutions, promoting the creation of gender units and secretaries in schools and higher education, as well as the development of guides and guidelines to incorporate a gender approach in teaching (Espinoza and Albornoz, 2023). UNDP highlights that the changes in GEMENS experienced in Chile 'have been possible as a result of intersecting institutional, cultural and political changes – many of them driven by the feminist movement – which aim to eradicate gender-based inequalities' (p45).

## The LGBTQI+ movement

Reyes and Roque highlight that feminist mobilisations also incorporated the demands of sex and gender diverse people, who actively participated in the protests for rights. 'The challenges to gender power – heteronormativity – from the street continued, but with other groups, specifically the LGBTQI+ [lesbian, gay, bisexual, trans, intersex, queer] community' (Reyes and Roque, 2019: 198).

## Anti-gender parents and guardians

However, there is also a group that opposes the demands put forward by feminist and LGBTQI+ movements, and which is represented by parents and guardians that we classify as taking an anti-gender position. This stance involves opposition to what some authors have called 'gender ideology' (Barrientos, 2020). This group is part of the political-social movement born in Peru in 2016, as an opposition to the government's public policies on integration of a gender approach in education. In Chile, this movement has had considerable political impact since 2017, when conservative sectors introduced the 'Freedom Bus', a controversial bus painted with anti-gender identity slogans, which circulated through the streets of major Chilean cities touting messages such as 'If you are born a man, you are a man, If you are a woman, you will remain a woman' and '#ConMisHijosNoSeMetan' ('#Don'tMeddleWithMyChildren').

These groups argue that the country's Constitution guarantees the preferential right of parents to choose their children's education (Cifuentes, 2023). For this reason, they highlight the slogan 'Don't meddle with my children', considering that GEMENS topics should be in line with the opinions of parents and family members, and they see the intervention of the education system as an intrusion that violates their constitutional rights. This opposition has influenced the implementation of sex education in the country because, although sex education is guaranteed by law, its contents must be in accordance with the views of this influential group (Dides et al., 2012; Arenas et al., 2017). While this has been the subject of public debate, no satisfactory solution has been reached. According to the Ministry of Health's 2023 sexuality survey, almost half of the people surveyed rated the sexuality education received in their schools as bad or very bad. This conflict is likely to become more acute in the future, as a law establishing non-sexist education as a right was passed in 2024.

# 3 Changes and continuities in the education system regarding GEMENS

## 3.1 Developments on GEMENS topics from the Ministry of Education

In Chile, gradual progress has been made in overcoming inequality between men and women in access to education. However, educational trajectories and results show that cultural patterns that reproduce traditional gender stereotypes and representations persist, perpetuating inequality and inequity (Ministry of Education, 2015). Outside higher education, there are no substantial differences in the enrolment of boys, girls and young people, with the school population being 51.6 % male and 48.6 % female (Ministry of Education, 2023). However, there is a predominance of male students in industrial, maritime and agricultural subjects, with more than 62%. In contrast, females are more represented in the technical, commercial and artistic subjects, exceeding 51% of enrolment (Ministry of Education, 2023).

In terms of the net coverage rate in higher education, there was a gender gap of 7.7 percentage points in 2023 in favour of women, with a rate of 48.6 % for women and 40.9 % for men. Looking at first-year undergraduate enrolment in 2023 by field of knowledge, the largest gender gaps in favour of women were in the fields of health, education and social sciences. In contrast, the areas with gender gaps in favour of men are technology and basic sciences (Ministry of Education, 2024).

According to the Centro de Perfeccionamiento, Experimentación e Investigaciones Pedagógicas (CPEIP; Centre for Improvement, Experimentation and Pedagogical Research), women represent 73% of the enrolment in pedagogical careers (CPEIP, n.d.), showing a positive gap in favour of women. In terms of the characteristics of the teaching staff, female participation in this function is 2.8 times higher than that of men (Ministry of Education, 2023). However, there are differences in the roles of male and female teachers within schools. In classroom teaching, female participation reaches 74.8%, while men are more represented in roles such as general inspector (53.2%) and teacher in charge of the school (41.7%) (Ministry of Education, 2023). Historically, the most responsible positions in schools, such as principals, have been dominated by men. However, this gap has narrowed over time and, currently, women have a predominant share with a difference of 30 percentage points (Ministry of Education, 2023).

## 3.2 Persistence of inequalities

Taking into consideration FLACSO-Chile's 2021 report, the Ministry of Education (2021b) points out that school spaces continues to be an area where gender inequalities are apparent. According to the teachers consulted, these inequalities can clearly be seen in classroom dynamics, where there is a clear separation between boys and girls, both in the occupation of space and in the forms of socialisation and organisation for various activities. These differences are based on a cultural script and stereotypes that structure discriminatory patterns.

Additionally, it is noted that girls tend to be judged on their appearance more often than boys, and that boys tend to dominate playgrounds and participate more actively in class, including in the virtual classroom. The report also identifies obstacles to gender equity stemming from teachers'

and principals' prejudices. However, it acknowledges the presence of teachers who challenge the hegemonic model, although they often face tensions with the relevant authorities. Underrepresentation of women in the school curriculum is also noted in areas such as art, science, mathematics, history and biology.

The following section will outline efforts that have been made to train teachers in relation to the legal and social transformations associated with GEMENS. While this is not intended to be an exhaustive review, some initiatives that have demonstrated greater stability over time are highlighted.

### 3.3 Training of teachers on GEMENS topics

#### Training from the Ministry of Education and CPEIP

In 2019, as a result of a collaboration between the Centro de Perfeccionamiento, Experimentación e Investigaciones Pedagógicas (CPEIP) and the Universidad de Chile, the course '*Prácticas Pedagógicas con Perspectiva de Género*' ('Pedagogical Practices with a Gender Perspective') was offered free of charge to 150 teachers (Lara, 2019). The programme was structured in three modules:

- Gender equality challenges for teachers and school communities
- Pedagogical practices and interactions to promote gender equality in the classroom
- Designing pedagogical proposals with a gender perspective (CPEIP, 2019)

The course had a total duration of 80 hours, offered in a hybrid learning modality. This format included 3 face-to-face sessions of 6 hours each and 62 hours of online learning, completed over a period of 2 months (Lara, 2019).

During the period 2022–2023, CPEIP implemented two courses:

- 'Inclusive School Management for Gender Equity and Diversity', which targeted management staff and aimed at promoting an inclusive school culture based on a democratic gender approach, adapted to the contexts and educational policy. In total, 797 people participated.
- 'Let's Talk about Sexuality: Promoting Inclusion in the Classroom', for teachers and education assistants, which focused on providing information and pedagogical guidance for comprehensive sex education. A total of 276 people enrolled in the course.

Three National Non-Sexist Education Days were held between 2022 and 2023. In the first, 1,364 secondary schools participated, of which 809 were from the public sector. Approximately 4,000 establishments across the country participated in the second day. The third was aimed at institutional teams and education professionals, with around 200 people attending in person and more than 500 registered for the virtual transmission.

The Ministry of Education has also developed a range of materials, guidance and resources to support the inclusion of GEMENS topics in education, including:

- Guidelines for the design and implementation of a program on sexuality, relationships and gender (2017)
- Gender focus: incorporation into school management instruments (2017)

- Curricular opportunities for sexuality, relationships and gender education (2018)
- Guidelines for promoting gender equality in kindergarten education (2018)
- Guideline for detecting gender biases and stereotypes in curricular educational material (2019)
- Gender equity for technical-professional secondary education (2020) and a Manual of pedagogical practices and management leadership for the promotion of gender equity in technical-professional secondary schools (2020)
- Guidelines for safeguarding the welfare of students with diverse gender identities and sexual-emotional orientations in the Chilean educational system (2023), an update of the guidelines presented by previous administrations
- Promoting gender equality in learning: practices to reduce gaps and promote active learning of girls and adolescents in mathematics and science (2023).

Finally, in 2014, as part of the Ministry of Education's gender mainstreaming policy, a new indicator was created within the framework of teacher evaluation, aimed at identifying the presence of gender bias in pedagogical practices. Although this indicator is measured, it does not affect the final evaluation of teachers.

## UMCE and Teachers' Association training courses

In 2021, Universidad Metropolitana de Ciencias de la Educación (UMCE) and the Colegio de Profesoras y Profesores (the Teachers' Association) conducted a training for teachers on GEMENS topics, which consisted of six sessions. These trainings were based on two research projects conducted between 2018 and 2020. Later, in 2022, 12 sessions of 3 hours each were held. The success of the 2021 version, in terms of participation, led to the signing of formal agreements with the municipal corporations of Conchalí and Villa Alemana for this new edition. In addition, teachers from rural communities of Alto Biobío, in the south of the country, were trained.

Based on the experience gained in those two years of training, in 2022 a diploma programme in Non-Sexist Education was designed, consisting of a total of 310 hours distributed in five modules, with the following classes in each of them:

- **Gender and sexual diversity**
  - Research on gender and power in Chile
  - Gender and feminisms
  - Discussions on new masculinities
  - Research on masculinities
  - Transformations in homosexualities
  - Trans people in society and in the educational system
- **Sexuality and sexual and reproductive rights**
  - Sociological and political dimensions of sexuality
  - Research on sexuality
  - Sexual and reproductive rights
  - Sexuality and HIV/AIDS prevention
  - Comprehensive sex education

- **Sexism and non-sexist education**
  - Sexist education and coeducation: strategies for its transformation
  - Socio-educational context for the work with trans children and adolescents
  - Feminist education and social justice
  - Queer pedagogy
- **Research on non-sexist education**
  - Research on sexism among teachers
  - Research on mental health of trans and LGBTIQ+ people
  - Research on curriculum and gender
  - Masculinities and gender violence
- **Workshops on non-sexist education.** This module included four sessions on the design of activities and projects in non-sexist education.

The programme had the following purposes:

- Implementing safe educational spaces for all members of the community, free of discrimination, sexual and gender-based violence, and without distinction of gender or sexual orientation.
- Proposing ways of transforming sexist pedagogical practices towards transformative practices with a social justice approach, through the design and implementation of inclusive educational strategies.
- Promoting scientific and pedagogical discussion on sexism in education, based on the generation of scientific knowledge from research in the area, in accordance with the legal regulations in force in the country.
- Designing non-sexist education projects for implementation in education systems.

The programme lasted from April to December 2023 and involved the participation of 35 teachers, of whom 31 graduated. At the end of the programme, the Continuing Education Department conducted a student satisfaction survey, in which 91.3% considered that the content covered was relevant, 82.6% felt that the objectives of the programme were met, and 82.6% stated that the programme would contribute to their professional performance. A new version of the programme began in May 2024, with 27 students enrolled.

The following section will analyse the results of some studies on GEMENS carried out in Chile in recent years, which show a change in the way in which teachers approach and accept these issues.

### 3.4 Studies on GEMENS with teachers

An analysis of the results of studies on gender and non-sexist education in Chile in recent years shows a shift from more conservative to more liberal positions. It is relevant to know teachers' attitudes and opinions about GEMENS, regardless of the level at which they teach. The literature on gender studies among teachers reveals that research conducted almost a decade ago showed sexist and bigenderist attitudes on the part of teachers (Camacho, 2017; Del Río et al., 2016; Fernández and Hauri, 2016; Vera, 2016). However, more recent studies indicate a change in teachers' attitudes towards GEMENS topics.



In relation to gender and sexual diversity, transformations are observed when comparing religious and secular schools, finding that, in the latter, 'there is a greater openness on the part of teachers and their students to address situations arising from the presence of LGBTBI students, which are not conceived as problematic' (Toro et al., 2020: 47). Other research concludes that, for teachers, 'in schools it is more common than a few years ago to find same-sex couples, as well as students who express their gender in a way that does not fit the norm and, eventually, in a non-binary logic' (Astudillo et al., 2021: 21). Azúa et al.'s research (2019) establishes differences by age group in sexist behaviour and discourse, finding that 'the younger age group (under 30 years of age) is where percentages that show less gender bias in comparison with the other age groups (over 51 years of age) are obtained, which is in line with the age of the educators' (Azúa et al., 2019: 67).

These results are consistent with research indicating a generational change in the teaching staff with respect to GEMENS topics, with younger teachers exhibiting more liberal attitudes, while older teachers tend to be more conservative. The study by Astudillo et al. concludes that 'teachers with more years of professional practice tend to report difficulties in accessing information compared to new generations, mainly as a consequence of their attachment to families or educational institutions that are comparatively more conservative than those of today' (Astudillo et al., 2021: 25). Similar results are presented by Vidal et al., who point out that 'Although many teachers, especially the younger ones, have a different disposition to approach the issues of gender and sexuality, it seems that the conflict is focused on those who have been teaching for more years and who often cause the changes promoted by the new generations to sink' (Vidal et al., 2022: 327).

# 4 Methodology: construction and application of instruments

The objective of this research was to understand the importance and practical usefulness of GEMENS training for trained, untrained and trainee teachers. To this end, qualitative and quantitative techniques were used to answer the research question.

## 4.1 Qualitative research

For the qualitative data collection, the following objectives were set:

- Understanding how teachers evaluate GEMENS training.
- Understand the challenges of training in GEMENS.
- Critically analyse personal and professional experiences related to the GEMENS theme.
- Identify possible changes that teachers have perceived in GEMENS topics in recent years, both in their teaching and student experience.
- Understand the usefulness of GEMENS training for teaching.
- Describe the challenges for the implementation of the GEMENS theme in schools.

The focus groups and key informant interviews are detailed below. The instruments used (survey, focus group guidelines and key informant interviews) are included in Annex 1.<sup>1</sup>

### Focus groups

Four focus groups were conducted between November and December 2023, involving a total of 57 participants: 35 women and 22 men. Of the 57 participants, 39 were teachers (29 women and 10 men) and 18 were student teachers (6 women and 12 men). The groups with teachers were conducted virtually, while the group with university students was conducted face-to-face. The four focus groups addressed the following categories:

- **Group of teachers who have not received training during or after their initial training.** This group focused on the teachers' perspectives on the difficulties they have faced in their work on GEMENS topics, the tools they consider necessary to address these challenges, and their opinion on their initial training in GEMENS. A total of 11 teachers participated: 9 women and 2 men, who were contacted through the Teacher Training Department of the Colegio de Profesoras y Profesores.
- **Group of teachers who took a diploma course in Non-Sexist Education at UMCE.** With this group, the objective was to investigate the teachers' perspectives on the usefulness of the programme for their work performance, whether they have been able to implement the knowledge acquired in their educational establishments and the difficulties they have encountered. Fourteen teachers participated: 10 women and 4 men, who were contacted through the programme's UCampus platform.

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<sup>1</sup> Please see separate document (only available in Spanish).

- **Group of student teachers.** In this group, we sought to discover whether the students had received training in sexuality education or in GEMENS. For those who had, we asked about how much they valued the experience, how it had helped them and what they thought it lacked; and for those who had not received the training, we explored whether they considered this to be a necessity. Eighteen student teachers participated: 6 women and 12 men, who were contacted through a request to the director of the degree course they were studying for at UMCE.
- **Group of trained teachers from rural areas.** With this group, we sought to identify whether there are differences, both in gender training and in the implementation of the knowledge acquired in the educational establishments, in comparison with teachers in the Metropolitan Region. Fourteen teachers participated: 10 women and 4 men, who were contacted through the Training Department of the Colegio de Profesoras y Profesores, the entity with which UMCE carried out this training.

## Key informant interviews

Five key informants were interviewed, four virtually and one face-to-face, between January and March 2024. The reasons for their selection are detailed below:

- Coordinator of the Gender Equality Commission of the Consejo de Rectoras y Rectores de las Universidades Chilenas (CRUCH; Council of Deans of Chilean Universities). She was contacted because of her experience in incorporating GEMENS topics at the level of Chilean public universities.
- Academic and researcher at the Universidad del Bío-Bío with extensive experience and numerous publications on issues of educational inclusion and sex-gender dissidence.
- Transgender teacher at UMCE, contacted for their knowledge and experience in issues related to transgender people in the field of education.
- Representative of the Centro de Perfeccionamiento, Experimentación e Investigaciones Pedagógicas (CPEIP), under the Ministry of Education, on teacher training issues, due to their knowledge on this subject.
- Student leader and spokesperson for the Asamblea Coordinadora de Estudiantes Secundarios (ACES; Coordinating Assembly of Secondary Students), contacted for her views on the functioning of educational establishments on GEMENS topics.

The following dimensions were considered in the development of the focus group and interview guidelines:

- Evaluation of the training received on gender and masculinities issues
  - Types of training
  - Assessment of training
- Experiences related to gender issues and masculinities
  - Professional experience
  - Practical usefulness

- Changes in masculinities in recent years
  - Gender-equality awareness among men
  - Homolesbotransphobia
- Challenges in gender and masculinities training
  - Gaps in training
  - Emerging needs in training
- Challenges in its implementation in educational establishments
  - Implementation gaps
  - Contextual difficulties for implementation in the school community

The information was processed with the ATLAS.ti programme.

## 4.2 Quantitative research

The study is of a descriptive exploratory type: that is, its essential purpose is to describe variables and analyse their incidence and interrelation at a given moment in time with a non-probabilistic sample design. The sampling universe consisted of the 53,666 teachers who were affiliated to the Colegio de Profesoras y Profesores as of May 2018. The original sample design considered 500 cases; however, the final sample reached was 466 complete cases. Considering an infinite universe (more than 50,000 persons), with a confidence level of 95%, the sampling error was set at 4.5%.

The survey was launched in May 2024 and ended on 5 June 2024. The objectives of the survey were as follows:

- Establishing the number of teachers who have had training in GEMENS.
- Determining teachers' reasons for training in GEMENS and the usefulness of the training for their teaching practice.
- Identifying facilitators and obstacles to implement GEMENS topics in educational institutions.
- Describing teachers' attitudes towards GEMENS topics and their perceptions of the school's performance in this area.
- Analysing possible differences in the identification of facilitators and obstacles to incorporate GEMENS in schools between teachers trained and not trained in GEMENS.

The survey consisted of a total of 48 questions, most of them in multiple choice format. However, the item on attitudes towards GEMENS topics and the functioning of educational institutions in this area was in Likert format.

The questions were divided into the following areas:

- |   |              |
|---|--------------|
| • Socio-demographic characterisation            | 9 questions  |
| • Training and education                        | 11 questions |
| • Work experience                               | 13 questions |
| • Attitudes towards GEMENS and education system | 15 questions |

Data processing was carried out using SPSS statistical software. This software facilitated both univariate analysis, which focused on the simple percentage distribution, and bivariate analysis, which included cross-tabulations.

For the bivariate analyses, the chi-square statistical test was applied to determine whether there is a significant association between the variables. A confidence level of 95% was established, considering that there is an association when the bilateral asymptotic significance is less than 0.005.

Details of each of the tables and the results of the chi-square test are presented in Annex 2.<sup>2</sup>

## 5 Analysis of results

### 5.1 Socio-demographic and occupational characteristics

In socio-demographic terms, the 466 people who participated in the survey had the following characteristics:

- **Gender:** 45.5% of respondents identified as female, 23.8% as male, 0.4% as trans, 0.9% as non-binary and 29.2% did not respond. Excluding non-respondents, 64.2% identified as female and 33.6% as male.
- **Sexual orientation:** 67.2% said they were heterosexual, 5.2% homosexual or lesbian, 4.3% bisexual, and 22.3% did not respond. Excluding those who did not respond, 86.5% identified as heterosexual, 6.6% as homosexual and 5.5% as bisexual. The proportion of people declaring themselves gay or lesbian in this study is higher than in other studies conducted in the country, where this figure is 4% (Ministry of Health, 2023).
- **Age range:** 26.2% were between 23 and 39 years old, 35.5% are in the 40–55 age range, and 18% are between 56 and 75 years old.
- **Geographical area:** 20.4% lived in the northern area, 33.9% in the Metropolitan Region and 45.7% in the southern area.
- **Professional area:** 52.1% worked in basic education, 24.7% in scientific-humanistic secondary education, 10.1% in technical-professional education and 6.9% in kindergarten or pre-school education.
- **Type of educational establishment:** 68.3% worked in the public system, increasing to 90% if we include municipal corporations, which, although privately owned, administer municipal funding. Only 6.9% worked in private schools.

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<sup>2</sup> Available in a separate document (only in Spanish).

Regarding the questions on gender and sexual orientation, a considerable percentage of people chose not to answer. We do not know the reasons for this, although we believe it may be due to some people's decision not to share personal information. Statistical significance tests show that it was largely the same individuals who chose not to respond on gender and sexual orientation. It is worth mentioning that no mandatory answers were included, as some questions had to be answered only by those who had received training, some by those who had not, and some by both groups.

## 5.2 Characteristics of training in GEMENS

The survey found low participation by teaching staff in training activities on GEMENS, both during their initial training and after obtaining their degree. Only 26.6% reported having participated in any formal training or course, while 73.4% had not.

In the qualitative research, teachers also mentioned the lack of training, which has had a negative impact on their teaching. They felt that they lack the necessary knowledge to adequately address their students' questions, a situation that is more evident in the untrained group:

I think that the teacher is not yet prepared for these issues and needs to be educated on how to deal with these issues, because they deal with them intuitively, the way they feel it, but they don't know if they are doing it right or wrong.

Woman, untrained group

### Characteristics of teachers with and without GEMENS training

There are no significant differences between teachers with and without GEMENS training in relation to gender, age and area of residence:

- By **gender**, among those who have participated in training, 66.7% were female and 27.6% were male. For those without GEMENS training, the corresponding percentages were 63.4% for females and 35.8% for males.
- By **age**, those who have participated in training were mainly from a younger age group, 23–39 years (31.1%). This percentage drops to 21.4% in the older age group (56–75 years). Among teachers without GEMENS training, the percentages ranged from 68% for the youngest group to 78% for the oldest, maintaining the trend that younger age groups are more likely to be trained than older ones
- By **geographical area**, the proportion of teachers have participated in GEMENS training was highest in the southern area(43.5%). This percentage drops to 33.1% in the Metropolitan Region and 23.4% in the northern area. When analysing those who have not received training, this trend continues.

**Training modality:** 40% of the training was virtual, 35% was face-to-face and 24% used a hybrid format. Virtual training was considered best, with 43.6% rating it as good or very good, a percentage that drops to 30.9% among those who attended in person. This could be related to the fact that the aforementioned trainings carried out by UMCE and the Ministry of Education have mainly been conducted virtually.

**Time of training and reasons why teachers were trained:** most teachers with GEMENS training received this training after graduation. A total of 50% attended a course after obtaining their degree, while 43.5% participated in several courses after graduation. Almost 45% were trained in universities or training institutes, 40.7% via Ministry of Education initiatives, either directly from CPEIP or through non-governmental organisations, and 23.6% in the municipality.

Only 8.1% received training during their initial teacher education. In this respect, teachers express a critical attitude towards their training in this area, with 71.5% agreeing that student teachers should take compulsory courses on GEMENS and 76.2% considering compulsory courses on sexuality and sex education to be necessary. In the qualitative analysis, participants also argue that these courses should be compulsory for student teachers:

**These things that are important should be compulsory, because I feel that we can all decide whether or not to go to a course, and most of the time you don't attend.**

Woman, students' group

The teachers who took the diploma course also argue that it is crucial that these subjects are compulsory in the curriculum for student teachers in the country. In this respect, no significant differences were observed between those who had been trained and those who had not:

**I think that, in initial teaching training, perhaps training should even be compulsory and continuous for teachers... I think that could bring about a change.**

Man, diploma course graduate group

Table 2 presents the main reasons for teachers receiving training.

Table 2 Reasons for training

It was necessary to do their jobs well	63.7%
The subject was of interest	60.0%
The educational establishment conducted training for all staff	26.0%

The qualitative research found that, for teachers, participating in formal and systematic training would enable them to deal more effectively with the challenges that arise in the classroom. They would be equipped with knowledge, theoretical foundations and appropriate tools, rather than relying solely on intuition, as the case above:

**Because it gives a theoretical foundation... So, there are certain concepts, there are theories that support us... An opinion acquires arguments when there are the backups and the basic foundations supporting what you say, and these trainings certainly allow us to enrich this area.**

Woman, rural areas group



In addition, the teaching staff believe that addressing GEMENS topics allows them to recognise their role as promoters of a cultural transformation towards a more equitable society that respects human rights:

**I think it is important in education to include talking about patriarchy and the role of men in society so that we don't keep making the same mistakes, so that we can move forward.**

Man, students' group

**I believe that gender and non-sexist education are fundamental in the initial training of a teacher, because in the end it is the teaching group that is going to educate; but if we continue with the same practices of a long time ago, social transformations will not be possible in the future.**

Man, diploma course graduate group

This was also expressed by the coordinator of CRUCH's Gender Equality Commission, who argued that training of teaching staff in GEMENS creates more inclusive classrooms, where equity is promoted, diversity is valued and encouraged, ensuring that all students have equal learning opportunities. Thus, training not only influences teachers' perceptions on the quality of their work, as the survey results indicate, but also contributes to the promotion of human rights:

**We want the teacher to have eyes to see the diversity in their classroom, and this way their intervention will promote and value that diversity.**

Coordinator of CRUCH's Gender Equality Commission

Table 3 shows the main reasons teachers report not having been trained in GEMENS.

**Table 3 Reasons for not undertaking GEMENS training**

Not having heard about courses of interest to them	<b>57.9%</b>
Schedules that did not suit them	<b>24.6%</b>
Lack of time	<b>24.0%</b>
Unable to pay the course fees	<b>19.9%</b>

As for the lack of knowledge about courses that would be of interest to teachers, there is indeed little education on offer in Chile on GEMENS topics. This should be remedied in order to increase the number of people trained. Teachers also pointed out that their working conditions, together with shortage of time and the high demands imposed by various teaching tasks, make it impossible for them to deal adequately with these subjects:

**I've been a teacher for many years and I've been hearing that there is no time to carry out these activities, that we don't have enough time to implement everything that is being done.**

Woman, rural areas group

**It has to do with the conditions in which we teachers are working, often there is weariness (exhaustion), lack of time.**

Man, untrained group

In terms of financial resources, some teachers mentioned having access to more specialised diplomas or courses, which they had to pay for themselves. This highlights both the interest and the need for solid training on gender issues. In the survey, almost 20% of respondents indicated that they were unable to get training on GEMENS because they could not afford the course fees:

**When I finished university, I was doing my thesis and I did a diploma course in Women's Studies at the Universidad de Concepción at that time, a course that no longer continues and which completed me [fully equipped me]...**

Woman, diploma course graduate group

These assertions are supported by the CPEIP representative, who mentions the scarcity of resources the organisation faces in order to be able to offer training to teachers:

**Another variable that I was going to mention a while ago, and which is extremely relevant, is the budget. We have 3 billion Chilean pesos which is not enough to train more than 10,000 teachers, when the system has 300,000 practising teachers. Therefore, we are talking about a very limited number.**

CPEIP representative

### 5.3 Evaluation of training on GEMENS

This section discusses insights from teachers' evaluation of GEMENS training, based on data from focus groups and interviews. We then report the results of a quantitative analysis of the factors that influence the way in which teachers evaluate their participation in these activities.

#### Qualitative aspects

From a qualitative perspective, the evaluation of the training in which teachers participated is very positive. These experiences were highly significant and brought about substantial changes in their educational work. The training not only enriched their pedagogical practices, but also professionalised their intervention on gender issues within the school environment:

**I have learnt many ways of looking at the subject in a much more professional way, because you always look at it from a personal point of view, with what you live, with what you do.**

Man, rural areas group

**Now I have this theoretical basis, which was what I was really missing, because I could talk about her, him, them, which was a bit of a joke, but I didn't have much of a theoretical basis either.**

Woman, diploma course graduate group

The training was also useful to promote deeper changes in the school, both in annual planning and in bringing a greater emphasis on GEMENS to the implementation of the school curriculum. This implies that GEMENS training has had a significant influence on the incorporation of a gender-transformative approach into teachers’ pedagogical approaches:

**As an experience, last year started off very well, because now that we have more tools, the planning in the classroom is changing as well.**

Woman, rural areas group

## Quantitative aspects

From a quantitative perspective, teachers were asked about various characteristics of the trainings in which they participated. These included aspects such as the duration, their evaluation, the usefulness for teaching practices, their effects on pedagogical practices, their self-evaluation of their performance in incorporating GEMENS and the implementation of related activities in their educational establishments.

For analytical purposes, we use the term ‘nature of the training’ to refer to the duration and evaluation of the training, while ‘effects of the training’ will refer to the usefulness of the training for teachers, the incorporation of the GEMENS approach in their pedagogical practices, teachers’ self-evaluation of this incorporation, and the implementation of related activities in their schools.

First, these components will be analysed individually and, subsequently, some relationships will be established between the nature of the training and the effects observed among those who participated. Finally, the differences between teachers with and without GEMENS training will be analysed in relation to their self-evaluation of their performance in incorporating GEMENS topics in their teaching practices and the implementation of GEMENS activities in their schools.

The reasons behind teachers’ evaluation of the training, its usefulness in terms of their performance in incorporating GEMENS were analysed taking into account all available answers for each selected category.

## Nature of the training

**Duration of training.** The results reveal that training hours were limited, as detailed in Table 4.

**Table 4 Duration of training**

9 hours or fewer	<b>43.5%</b>
Between 10 and 19 hours	<b>16.9%</b>
Between 30 and 40 hours	<b>12.1%</b>
41 hours or more	<b>18.5%</b>

**Evaluation of the training.** Teachers rated the training positively, as shown in Table 5.

Table 5 Evaluation of the training

Good or very good	75.8%
Neither good nor bad	19.4%
Bad	4.8%

**Reasons to rate the training as very good or good:**

- 73.4% said that the training allowed them to acquire previously unknown knowledge.
- 55.3% indicated that they had the opportunity to share experiences about GEMENS with their colleagues.
- 50% said that the training helped them to feel more confident and to have a better theoretical understanding of gender issues.
- **Reasons for assessing it as neither good nor bad:**
  - 54.2% indicated that topics they were already familiar with were addressed.
  - 37.5% said that they did not obtain the expected results for their pedagogical practices.
  - 25% felt that the training was too theoretical.
- **Reasons for rating it as bad or very bad:**
  - For 66.7%, the training did not meet their expectations in their pedagogical practices.
  - 33.3% indicate that they were already familiar with the topics addressed.

## Effects of training

**Usefulness of training.** The usefulness of training was highly valued, as shown in Table 6.

Table 6 Usefulness of training

Useful or very useful	80.6%
None or of little use	12.1%
Neither useful nor useless	7.3%

- **Reasons to consider the training as useful or very useful:**
  - 34% said this is because they were able to better substantiate their opinions about GEMENS.
  - 32% said this is because they were able to incorporate the contents of the training into their teaching practice.
  - 28% said this is because they observed that their students feel more confident to talk to them about GEMENS.
- **Reasons to consider it as neither useful nor useless:**
  - 77.8% said that the contents were not very practical to work with in the classroom.
  - 11.1% have not been able to incorporate the contents of the training into their pedagogical practices.

- **Reasons to consider it of little or no use:**
  - 80% indicated that the content was impractical to work with in the classroom.
  - 13.3% indicated that the training had caused them problems with other colleagues.

**Incorporation of GEMENS in teaching practices.** As shown in Table 7, 70.2% of teachers stated that the training had enabled them to incorporate GEMENS topics into their pedagogical practices.

Table 7 Incorporation of GEMENS in teaching practices

Have you been able to incorporate GEMENS in your teaching practice?	No.	%
Yes, I have incorporated issues of gender equality and masculinities	126	27.0%
Yes, although more focused on gender equality than on masculinities	204	43.8%
Hardly ever or never	130	27.9%
Don't know/No response	6	1.3%
Total	466	100.0%

Regarding the spaces in which teachers have incorporated these issues, 54.2% have done so in the relationship with their students in the classroom, while 21.5% have implemented them in the curriculum.

**Self-evaluation of teachers' performance in incorporating GEMENS in teaching practices.** Table 8 shows that teachers rate their performance highly in terms of integrating GEMENS in their educational practices.

Table 8 Self-evaluation of your performance in incorporating GEMENS topics

Good or very good	62.7%
Neither good nor bad	31.8%
Bad or very bad	5.6%

- **Reasons for teachers to rate their performance as good or very good:**
  - Because they consider the opinions of their students on this topic in their classes (39.4%).
  - Because in their classes, they frequently deal with GEMENS topics (32.5%).
- **Reasons to evaluate their performance badly or very badly:**
  - Because they rarely incorporate GEMENS topics in their lessons (76.9%).
  - Because teachers want to avoid problems with parents or other colleagues (15.4%).

**Implementation of GEMENS activities in educational establishments.** Table 9 shows the low degree of implementation of GEMENS activities in schools.

Table 9 Implementation of GEMENS activities in educational establishments

These activities are rarely carried out	54.3%
These activities are regularly carried out	25.3%
These activities are never carried out	20.4%

**Comparison between teachers with and without GEMENS training.** Of GEMENS-trained teachers, 32.3% reported that GEMENS activities are regularly carried out in their school, a percentage that drops to 22.8% among teachers without GEMENS training.

**Impact of activities.** Overall 31.8% of teachers reported that GEMENS activities had an impact only at the level of the school; 29.4% thought that there was little or no impact; 24.8% thought that there was an impact only at the level of the class, and only 14% thought that there was an impact at the level of the whole community.

## Relationship between nature and effects of training

The following analysis examines whether the nature of the training influences its effects. We examine whether the duration and evaluation of the training has an impact on its usefulness, on the incorporation of GEMENS into teaching practices, on teachers' self-evaluation of their performance in incorporating GEMENS activities and on the implementation of GEMENS activities in schools.

Statistically significant relationships are presented below:

- **Duration and usefulness of the training:** 100% of those who received training of more than 41 hours evaluate it as useful or very useful, while this percentage decreases to 66.7% among those who attended training of 9 hours or less.
- **Usefulness and evaluation of the training:** 97.9% of teachers who rated the training as good or very good considered it useful or very useful, while this percentage decreases to 16.5% among those who rated it as bad or very bad.
- **Usefulness of the training and incorporation of GEMENS into teaching practice:** 85.4% of teachers who have integrated GEMENS into their teaching practices considered the training they attended to be useful or very useful. This percentage drops to 50% among those who have incorporated GEMENS only sometimes.
- **Self-evaluation of teachers' performance in incorporating GEMENS into their teaching practices and implementation of GEMENS activities in their schools:** 72.9% of those who indicated that these activities are usually carried out in their establishment evaluated their performance in integrating GEMENS topics into their teaching practices as good or very good. This percentage drops to 43.2% among those who say that these activities are never carried out at their school.
- **Participation in training and self-evaluation of performance.** As shown in Table 10, participation in GEMENS training activities influences teachers' evaluation of their performance in incorporating GEMENS into their teaching practices. Among teachers with GEMENS training 87.1% evaluate their performance in this area as good or very good, compared with 53.8% among those without such training, a statistically significant difference.

Table 10 Self-evaluation of teachers' performance in incorporating GEMENS according to participation in training courses

How do you evaluate your performance in incorporating GEMENS into your teaching practice?	Have you participated in any training on GEMENS?					
	Yes		No		Total	
	No.	%	No.	%	No.	%
Bad and very bad	1	0.8%	25	7.3%	26	5.6%
Neither good nor bad	15	12.1%	133	38.9%	148	31.8%
Good and very good	108	87.1%	184	53.8%	292	62.7%
Total	124	100.0%	342	100.0%	466	100.0%

On the other hand, as shown in Table 11, participation in these activities also influences the implementation of GEMENS activities in school. Of those who have participated in GEMENS training, 32.3% indicated that these activities are usually carried out in their schools, a percentage that drops to 22.8% among those who have not participated, this difference being statistically significant.

Table 11 Relationship of school GEMENS activities and teachers' GEMENS training

Does your establishment have GEMENS activities?	Have you participated in any training on GEMENS?					
	Yes		No		Total	
	No.	%	No.	%	No.	%
Yes, usually	40	32.3%	78	22.8%	118	25.3%
Rarely	67	54.0%	186	54.4%	253	54.3%
Never	17	13.7%	78	22.8%	95	20.4%
Total	124	100.0%	342	100.0%	466	100.0%

## 5.4 Positive effects of and facilitating factors for incorporating GEMENS

In this section, we will address the positive effects of incorporating GEMENS in schools, together with facilitating factors. The difference between the two is that the positive aspects imply that GEMENS activities have already taken place, which allows the teaching staff to be aware of the positive outcomes or 'consequences' of this work. Facilitating factors refer to broader aspects, that teachers consider help GEMENS work, whether or not they have actually undertaken GEMENS activities. The same approach will be applied when analysing negative aspects and obstacles in this area.

### Positive effects of incorporating GEMENS topics

Among the positive effects of working with GEMENS in schools, Table 12 shows the elements that teachers highlighted in the survey.

Table 12 Positive effects of incorporating GEMENS topics in schools

Traditional gender stereotypes are reduced	<b>73.8%</b>
Conflicts between students over GEMENS topics decrease	<b>67.4%</b>



Homophobic attitudes among students are on the decline	66.7%
Classroom climate improves	53.2%
The use of sexist language in the classroom is reduced	50.9%

**Teachers with and without GEMENS training.** Comparing the responses of teachers with and without GEMENS training, Table 13 shows that the former group is more likely to perceive that GEMENS activities help reduce traditional gender stereotypes and less use of sexist language in the classroom. Overall 79% of teachers with GEMENS training mention the reduction of stereotypes, while this percentage drops to 71.9% among those without such training. Further, 58.1% of teachers with GEMENS training report reduced use of sexist language, in contrast to 48.2% without such training.

These results suggest that the implementation of GEMENS activities in schools could have a positive effect in terms of reducing the high rates of school violence present in the education system. This would be a very important step forward, as the national survey on school violence showed that '97.7% of parents and/or guardians consider school violence in the educational system in Chile to be a very serious or serious problem' (Asociación Chilena de Municipalidades, Chilean Association of Municipalities, 2022: 5).

**Table 13 Positive effects of working with GEMENS in educational establishments according to participation in GEMENS trainings**

Positive effects of working with GEMENS in educational establishments	Have you participated in any training on GEMENS?					
	Yes		No		Total	
	No.	%	No.	%	No.	%
Gender-related conflicts between students are decreasing	84	67.7%	230	67.3%	314	67.4%
Less sexist language is used among students in the classroom	72	58.1%	165	48.2%	237	50.9%
Homophobic attitudes decrease among students	84	67.7%	227	66.4%	311	66.7%
Traditional gender stereotypes in the student body are reduced	98	79.0%	246	71.9%	344	73.8%
A better classroom environment is perceived	68	54.8%	180	52.6%	248	53.2%
Total	124	100.0%	342	100.0%	466	100.0%

### Factors facilitating the incorporation of GEMENS topics

Table 14 shows the survey responses on factors that help implement GEMENS topics in schools.

**Table 14 Facilitating factors for implementing GEMENS in educational establishments**

Positive attitude of students	59.0%
Existence of laws and public policies that prevent discrimination	56.4%
Sensitivity towards GEMENS topics of some teachers	50.0%
Existence of psychosocial teams that support the work of teachers	45.9%

**Teachers with and without GEMENS training.** The main differences between teachers with and without GEMENS training in their views on facilitating factors to help incorporate GEMENS relate to their perceptions of laws and regulations that prevent discrimination. Overall 69.4% of teachers with GEMENS training mentioned these laws, compared to 51.8% of teachers without GEMENS training (data not shown). This difference is statistically significant. These results suggest a greater knowledge and appreciation of these regulations among the trained group, while the untrained group may be unaware of, or minimise the importance of, the implications of these regulations for teachers’ work. On the other hand, only 1.7% of teachers with GEMENS training believe that there are no facilitating factors that enable work on these issues, a percentage that increases to 5.6% among without GEMENS training. Table 15 shows some of the facilitators mentioned.

**Table 15 Facilitating factors for implementing GEMENS in educational establishments according to participation in GEMENS training**

Facilitators for implementing GEMENS	Have you participated in any training on GEMENS?					
	Yes		No		Total	
	No.	%	No.	%	No.	%
Existence of laws and policies that prevent discrimination	86	71.1%	177	55.1%	263	59.5%
The positive attitude shown by students	75	62.0%	200	62.3%	275	62.2%
Psychosocial teams that support the work of teachers	53	43.8%	161	50.2%	214	48.4%

In the following pages, we will address some of these issues in greater depth. From the quantitative approach, the first two elements (attitudes of students, existence of laws) will be analysed. Qualitative aspects will then be incorporated into the analysis, such as some ministerial initiatives in GEMENS and changes in gender roles, which seem to coexist with more traditional patterns.

### Attitude of students

The role of the student body was identified in both the quantitative research, where it is mentioned as a facilitating factor by 59% of respondents, and in the qualitative research, where the interest and motivation shown by the students when teachers address GEMENS topics are highlighted:

**They are very eager for us to address these issues, because they are concerned by them first hand.**  
 Woman, rural areas group

Coordinated work with the student body is relevant, as teachers believe that it is the students who facilitate change most effectively. Students develop actions and strategies around GEMENS in the school environment, which puts pressure on teachers to incorporate these issues:

**They are the ones who will ultimately bring about change, who will generate reflection in teachers. They are the ones who will finally question the teaching practice in the classroom and they are the facilitators.**  
 Man, diploma course graduate group

The role of the student body is also highlighted by the CPEIP representative when addressing ways of incorporating GEMENS into the education system:

**Another way to incorporate a gender perspective in the classroom is to talk about it with the students.**

CPEIP representative

At the university level, the academic interviewed from the Universidad del Biobío points out that the role of the student body has been more relevant than the actions of the institutions themselves in relation to the inclusion of sexual and gender diverse students:

**I think it is very relevant that much of what we are doing today in terms of inclusion has not so much been our initiative in the universities, but sometimes it has been the initiative of the students themselves.**

Academic, Universidad del Biobío

When teachers in rural regions are asked about the factors that facilitate their work, they also highlight their students. They mention that those who live in less urbanised areas are less exposed to various stimuli, which makes them more receptive to teachers' educational influence compared to students in large urban centres:

**Because children are more like sponges (receptive) to these changes, to acquiring knowledge, they are less reluctant to change and they don't even care if it's her or him or them, they make friends the same way.**

Woman, rural areas group

## Existence of legal regulations

In line with the quantitative analysis, where 56% considered the existence of anti-discrimination laws to be helpful, the qualitative analysis also found that teachers recognise that legal regulations in GEMENS enable them to address GEMENS issues. In particular, the Ministry of Education's guidelines and the adoption of laws protecting women's rights and gender and sexual diversity in the school environment stand out:

**We feel supported by the laws, for example, with the decrees, which are based on respect and care for diversity, in other words, that we are supported and backed by the law.**

Woman, rural areas group

**Regarding the legal aspect, we have a support to work, discuss or reflect, to raise some circumstance in some space of non-sexist or gender education. Within the establishments, we can defend it.**

Man, diploma course graduate group

The legal regulations were also highlighted by the trans teacher we interviewed from UMCE and the academic from the Universidad del Biobío, who pointed out that these regulations put pressure on the education system through the complaint mechanisms that have been established:

**Today, the way we are, and the way the laws are, when a student is discriminated against, well, you can report it to the Superintendence and change the student's school.**

Transgender teacher, UMCE

**About LGBTQI+ students, nowadays they are respected because of fear of the law, because in that sense the law has had a pedagogical sense. No one wants to be seen as discriminator. So schools are paralysed and no head teacher would dare to appear as discriminator against a student.**

Academic, Universidad del Biobío

In this area, teachers highlighted the approval of Memorandum No. 812, which recognises transgender students in their gender transition processes. However, teachers also considered that were not provided with the necessary opportunities to learn about these regulations, implement the required adaptations and face the new educational challenges:

**There are students coming up with this issue of transitions. So that's where the need for us to start doing a bit more research on the subject is just beginning to appear, because we don't really have much knowledge.**

Woman, untrained group

## Ministerial and university initiatives to incorporate GEMENS

Qualitatively, teachers identified other factors that support GEMENS work, such as specific initiatives from the Ministry of Education, including the 2022 Non-Sexist Education Days and the inclusion of the issue of gender discrimination in the curriculum through events such as the Anti-Discrimination Day:

**And the Ministry of Education's Non-sexist Education Days have also be useful as a facilitator, since, among its activities, it includes, for example, the ephemeris (acts of commemoration or celebration), the Day Against Discrimination. So we commemorate it at school.**

Woman, diploma course graduate group

In this regard, the CPEIP representative highlighted that the Ministry of Education has incorporated the promotion of gender equity in the evaluation of teacher performance:

**In the portfolio, the indicator I just mentioned is evaluated, which is the promotion of gender equity in the classroom... The results show that there is a 60.5% achievement rate at the national level of all the teachers evaluated who were given this indicator.**

Representative of CPEIP

They also mention that the Relationships, Sexuality and Gender Plan that educational establishments must have and update, represents a significant opportunity. Since 2010, Article 1 of Law No. 20.418 requires all state-subsidised educational establishments to provide training on sexuality and gender. This plan must be developed in a participatory manner and in coherence with the school's value framework. This presents significant difficulties, not only in schools with a religious character, but also in secular schools, where the need for consensus among various actors (teachers, management, parents and students) may discourage the development and updating of the plan:

**All these gender-related issues must be included in a normative plan, which is the Relationships, Sexuality and Gender Plan. From there it is very important that this plan, which has been in place for years, must be updated with the issues that are in demand today, both from young people and from us.**

Woman, rural areas group

However, as the student leader interviewed points out, there is little participation of secondary school students. There is a need to strengthen their involvement in both the formulation and implementation of educational projects and sexuality education programmes:

**All the programmes that are made, never or very rarely involve students in the formulation of these spaces. And that is a problem, as they end up not being very relevant.**

Student leader

In the case of universities, the GEMENS topic can be included in the curriculum of degree programmes through the educational model of higher education institutions:

**Educational models are modified every few years, usually in academic senates. There is an opportunity there.**

CRUCh Gender Equality Commission Coordinator

Another possibility is to work directly with the course curriculum, which are reformulated within the framework of the accreditation of each degree programme. The timeframe for reformulating these plans depends on the number of years for which the degree programme has been previously accredited:

**If a degree course is given six years of accreditation, in a way its cycle is six years. So, modifications can be made in that process, and they will be able to have a better programme thinking about their next accreditation.**

CRUCh Gender Equality Commission Coordinator

Recently, the Comisión Nacional de Acreditación (the National Accreditation Commission) introduced Criterion No. 7 on Coexistence, Gender Equity, Diversity and Inclusion, which came into force in October 2023:

**Now, for all the courses that are going to be accredited, there is a criterion that refers to gender. So, it is different from two years ago.**

CRUCh

## Social changes in traditional gender roles

This section explores the social changes in traditional gender roles that teachers perceive as factors that have facilitated the incorporation of GEMENS in schools.

**Masculinities.** Both qualitatively and quantitatively, the teachers consulted indicate that changes are taking place in traditional gender roles in Chile. Quantitatively, there is a reduction in gender stereotypes among students, as well as less use of sexist language and homophobic behaviour. The qualitative study reveals that, in the context of masculinities, student teachers see these transformations as related to the questioning of traditional gender norms, although they often coexist with more conservative ideas. Teachers, especially those with GEMENS training, also point out that these changes are gradual and encourage more reflective and critical processes in relation to the mandates of hegemonic masculinity:

**Look, I think that in men, with whom I have been with, as colleagues and friends, in recent times there has been a reflection, there are changes, little by little, but there are changes.**

Woman, diploma course graduate group

These changes are most visible in adolescents and young people, where some gender stereotypes are being broken down:

**You can see a boy who has a girlfriend curling his eyelashes at recess with his female classmates as if nothing was wrong, putting on make-up on the way out of school.**

Man, rural areas group

The transgender teacher interviewed, as well as the student teachers, are of the same opinion, as they consider that changes are taking place, that transformed masculinities and hegemonic masculinities coexist:

**Still, today there is clearly a greater visibility of new masculinities in the younger generations. I mean, I think it is. But that doesn't mean that the toxic chauvinism of the past has been eradicated.**

Transgender teacher, UMCE

**I think that men have indeed changed. I remember that, when I was a boy, the one who hit the hardest was the manliest and the one who got the women. That was the stereotype, so to speak, and it happened a lot.**

Man, student teacher group

Another issue is the veiled resistance of some male teachers to GEMENS topics, which is not openly manifested, but through attitudes that pretend to be in agreement with gender equality:

**There is a lot of resistance from many men, not just my colleagues. Many of them function on political correctness, to appear inclusive, because it's the times and it's the right thing to do.**

Woman, diploma course graduate group

Changes are also interpreted as a response of social adaptation, reflecting an inclusive discourse that does not always correspond to actual practices:

Because from the discourse people say 'No, I am super inclusive, I accept homosexuals, heterosexuals, etc., all diversity', but when they are with their group of friends or when they are in another context, they make a joke that, obviously, is a joke that discriminates.

Woman, rural areas group

This resistance also manifests itself in the discourses of some teachers, who feel threatened and displaced by narratives of female empowerment:

We talk so much about femininity, about women, about women's rights, but we also have rights. It is as if we are forgetting that we are also people and that there is also, for example, the mistreatment of a woman towards a man, sometimes we are mistreated verbally and sometimes physically. Some people mentioned dating violence, and who do you defend? You defend women! But who defends us?

Man, rural areas group

Thus, some women are sometimes suspicious of these changes because, although they observe them, they attribute them to a response by men to the demands that women have generated in different spaces, such as the feminist movement:

So I think it has changed a bit, especially after these feminist movements or outbursts, because men must know in their hearts that men who are aggressors are going to be denounced, that women are not alone.

Woman, rural areas group

**Female empowerment.** Another issue that favours the incorporation of GEMENS topics in the classroom, according to the teachers interviewed, is the empowerment of female students. They show a higher level of awareness of their rights, which they often assert in the school environment by protesting in crisis situations and organising activities to create space for reflection. This has been evident in cases of allegations of gender-based violence in external spaces, where previously schools were considered to have no role:

So how were we going to punish students for things that happened outside the school? But now there is an outburst, classes were suspended, the girls came out of the room and started appearing in an improvised assembly.

Woman, diploma course graduate group

In this way, girls are also taking on different roles at school, far removed from traditional gender stereotypes:

And actually, we have female star footballers, in fact there is a girl who plays football with boys, and she is the best. And we are there supporting her with signs 'Come on, you can do it', 'You are the number one' and she is happy. So,



in that aspect I feel very proud of them, because they have understood the message, so that's great, it's a very good thing.

Woman, untrained group

Female teachers have also noticed changes in the way they relate to GEMENS topics in the school environment, setting limits to sexism, especially those who have received training in this area:

Five years ago, I preferred to keep quiet, but now I don't, now I declare that it bothers me, that I think it's vulgar, that I think it's disrespectful and it upset me. So that joke is not being made so often now, because I am there.

Woman, rural areas group

## 5.5 Obstacles to and challenges of incorporating GEMENS

As explained in relation to the positive and facilitating aspects, the challenges of including GEMENS topics in schools refer to actions already carried out, while the obstacles reflect a more general perspective that is not necessarily based on experience of incorporating GEMENS.

### Challenges of incorporating GEMENS

Table 16 provides examples of some of the challenges of incorporating GEMENS topics in schools reported by the teachers surveyed.

**Table 16 Challenges of incorporating GEMENS topics**

Resistance from parents and guardians	53.4%
Resistance from some students or teachers	48.5%
Some students and teachers feel threatened	18.7%

**Teachers with and without GEMENS training.** In terms of the differences between the two groups, 21% of those trained consider that a challenge to the incorporation of GEMENS is that some students and teachers might feel threatened, a percentage that drops to 17.8% among those who have not been trained. Furthermore, only 1.6% of those trained believe that implementing GEMENS can increase conflict among students, while this percentage rises to 5.6% among those who have not been trained.

### Obstacles to implementing GEMENS topics

Table 17 provides examples of some of the obstacles to the implementation of GEMENS topics in educational institutions.

**Table 17 Obstacles to implementation of GEMENS**

Lack of trained teachers in GEMENS	74.0%
Traditionalism in school culture	51.3%
Resistance from parents and guardians	50.6%
Lack of time on the part of teachers	48.9%

**Teachers with and without GEMENS training.** As shown in Table 18, one of the differences between teachers' views of obstacles to GEMENS activities was their view of parents' resistance. This was mentioned by 58.5% of teachers with GEMENS training and 48.2% of those without. However, this difference was not statistically significant. This could indicate that among GEMENS-trained teachers, there greater sensitivity to problems that may arise with parents. Overall, 1.6% of GEMENS-trained teachers perceived no obstacles to incorporating GEMENS in schools, a percentage that rose to 4.4% among teachers without GEMENS training.

Table 18 Obstacles to implementing GEMENS according to participation in trainings

Obstacles to implementing GEMENS in schools	Have you participated in any training on GEMENS?					
	Yes		No		Total	
	No.	%	No.	%	No.	%
Little interest from management or teachers	53	43.1%	134	39.4%	187	40.4%
Lack of trained teachers on these issues	87	70.7%	258	75.9%	345	74.5%
Traditionalism in school culture	64	52.0%	175	51.5%	239	51.6%
Lack of time of the teaching staff	65	52.8%	163	47.9%	228	49.2%
Resistance from parents and guardians	72	58.5%	164	48.2%	236	51.0%

In the following sections, we will expand in more detail on these elements, which are mentioned in both the quantitative and qualitative analysis.

## Lack of trained teachers

The lack of teachers with sufficient training in GEMENS is reflected not only in the survey responses, where 74.5% agreed with this point, but also in the qualitative testimonies of student teachers and practising teachers. Student teachers mention their experience in secondary education, pointing out that teachers are insufficiently prepared to deal with these issues:

**I think there is a lot of ignorance and that teachers need to be trained, especially on these things.**

Man, student teachers group

Student teachers mentioned that, when addressing GEMENS topics in their secondary education, the lessons were limited to the area of sexuality from a biological approach, thus excluding gender issues:

**They also did talks about sexuality rather than gender, as well as talking about condoms, care, that sort of things, and drugs.**

Woman, student teachers group

**I only remember one class and that was in fifth grade of basic education, which was on sexuality, where they showed us what condoms and contraceptive pills were, but that was the only experience.**

Man, student teachers group

This is also the opinion of the student leader interviewed, who also points out that sex education classes in secondary school were mainly biological in nature, far removed from the real concerns of students body:

**In general, in terms of sex education, the only thing that popped up during my education was mainly what they teach you in natural sciences, such as the reproductive cycle, menstruation, ovulation, premenstrual period, etc. The use of condoms, a list of sexually transmitted infections. I dare say that's as far as it goes.**

Student leader

Students also point out that teacher training should enable them to address GEMENS topics at all levels of education:

**To train teachers should be part of the general curriculum, I don't know, from basic education to secondary education, to reinforce these issues, to deal with them in class in an educational way and also in a reflective way.**

Woman, student teacher group

The testimonies collected reflect the concern of university students about the consequences that this lack of training could have on their professional future:

**When we graduate and start our careers, we are not going to have the tools to deal with these issues. Just like they said: we are going to avoid the issues because we don't know how to deal with them.**

Man, student teacher group

On the other hand, some teachers who considered themselves not to have been trained report having received some training after graduating, mainly through workshops, but that this was not sufficiently deep and systematic to make a real contribution to the work they do as teachers:

**We have done training, but as one might say, at random, not something deep and systematic so that it can be worked on within the curriculum, within the educational project.**

Man, untrained group

Given this lack of training, and considering the profound challenges that arise in the school environment on these matters, some teachers seek to train themselves autonomously, whether formally, informally or through self-training:

**Those of us who are proactive, as in my case, and are self-taught, we look for places to train, to learn and we look for networks to have support.**

Woman, rural group

The relevance of training is demonstrated by the fact that 60.2% of teachers who have not received training reported having occasionally or frequently faced situations that felt they would have handled

better if they had received education on gender and masculinities. Only 30% said that they have rarely or never had to deal with such situations.

## Traditionalism in school culture and religious and political beliefs

**Traditionalism in school culture.** Of the teachers consulted, 51.3% mentioned traditionalism in the school culture as an obstacle to incorporating GEMENS topics in educational establishments. This traditionalism was most frequently mentioned by teachers working in schools located in rural areas, where they point out that a traditional, conservative and patriarchal culture prevails:

In a rural school that has a history where there were estate owners (authoritarian landowners) and the men and women were used to this mandate, as well as absolutely patriarchal, and also a fairly deep-rooted religious heritage. So yes, at the beginning it is difficult to introduce these issues.

Woman, rural group

It is very difficult in our regions, especially in these smaller localities... I think it is very immersed in the culture, in very stereotypical, old-fashioned family upbringing styles. There is a lot of chauvinism, the issue of a woman in certain roles and a man in other roles.

Man, rural group

This situation is also noted by the student leader interviewed, with particular emphasis on the treatment of the GEMENS issue in these localities.

In the Metropolitan Region, the spaces for discussion are a little more open, because there is a historical accumulation of forms of discussion on gender issues. However, the regions have always been more disconnected from this reality of constant protest, of constant mobilisation.

Student leader

**Political beliefs.** In political terms, GEMENS topics are often associated with a left-wing political stance, which makes it difficult to integrate them into the school environment. This is particularly the case in municipalities where the mayors belong to right-wing political parties, which tend to have a more traditional and conservative stance in this area. This is made more complex by the fact that public schools, in most cases, depend directly on the mayor's office, which is in charge of education at the local government level:

This municipality is characterised by being right-wing and those of us who are a bit more broad-minded, so to speak, to be subtle, were treated as communists, they treated us as whatever they could think of.

Woman, rural group

**Religious beliefs.** Another difficulty is related to the religious beliefs of teachers or parents, especially from traditional religious communities, such as Evangelical Christians, who often question the human rights of LGBTQI+ groups:

The problem is when we, as adults, are not open-minded enough to listen to them... when we believe that it is almost a sin if they are homosexual, or have another tendency. Unfortunately, there are still some colleagues who are castrated by the religious part, who limit them a lot.

Woman, rural group

This situation is more common among the most vulnerable groups of the population, where the influence of Evangelical Christian communities is more relevant:

And there, in the vulnerable sectors, the Evangelical Christian Church is also strongly embedded. The religious culture is very much rooted, so it also clashes with that. So it is very difficult, I think, in the most vulnerable sectors to talk about these non-sexist issues.

Transgender teacher, UMCE

## Role of parents/guardians

In quantitative terms, the role of parents appears as an obstacle and, furthermore, as a negative element working against the incorporation of GEMENS in the school environment. Qualitatively, teachers point out that some parents perceive that GEMENS topics are outside the role of schools. From this perspective, the fact that the school addresses these issues is seen as an intrusion and an imposition, rather than a contribution to the education of their children:

The first thing I thought about was the barriers that I would have in order to initiate a non-sexist education project, which are the parents, the mothers, the fathers. There is an important population there that is complex.

Woman, diploma course graduate group

If the talk is focused on the parents, there will be greater resistance, because they do not see it as useful, but rather as an imposition, as if we want to change their minds.

Woman, untrained group

In particular, it is noted that parents' resistance is stronger when it comes to issues of non-sexist education, as they consider that they have the right to educate their children in this area. This is the opinion of both the student leader interviewed and the transgender teacher at UMCE:

There are many parents who are not very receptive when it comes to talking about non-sexist education, and the same is true for other members of the teaching staff and directly for the school management.

Student leader

Parents also invoke this right in their children's education, but this parental right cannot override the rights of the children and adolescents to access truthful information.

Transgender teacher, UMCE

Teachers have a different opinion to that of these parents, since, quantitatively speaking, almost 60% believe that non-sexist education does not contradict the right of parents to choose their children's education.

The student leader pointed out that another reason these groups oppose sex education lessons is because they believe such lessons will sexualise students with content that is inappropriate for children's developmental stages:

We have to debunk this myth that we want to talk about sex in second grade. It's amazing, gross, the level of conviction of some people who really believe that sex education is talking about sex in the first grade of primary school.

Student leader

It was also pointed out that parents could influence school directors, as well as many teachers, to be more cautious or to avoid addressing GEMENS issues in the school environment, precisely because of the problems that this could cause them with families:

Another barrier would be those who work in schools, the directors, who are the ones who question everything so as not to have problems with the parents, with the guardians. So, for me, the barriers are mainly mothers and fathers.

Woman, diploma course graduate group

**Parents also hinder the transition processes of transgender students.** Although Law No. 21.120 of 2018 recognises and protects the right to gender identity and Memorandum No. 812 guarantees this right for children and students in the educational sphere, families play a negative role:

A student said to me: 'Think, professor, if my dad gets the receipt with my social name on it, he'll stop paying my university fees. They might even throw me out of the house'. So despite the tools that the university provides, they are still sometimes tied down by family issues.

Transgender teacher, UMCE

This obstacle was also addressed by the CPEIP representative, who highlighted the crisis currently affecting the relationship between parents and schools:

The rupture between the school and the family is a rupture that has been well studied, that has been mutating in certain characteristics and today is in a serious crisis with respect to hierarchy and authority, both of the teacher and of the adult parents and guardians.

CPEIP representative

## Teachers' lack of time

In quantitative terms, teachers' lack of time was mentioned as an obstacle by almost 50% of the teachers consulted. In the qualitative analysis, this factor was also pointed out:

**I've been a teacher for many years and I've been hearing it: there is no time to carry out these activities, we don't have enough time to implement everything that is being done.**

Rural group

**It has to do with the conditions in which we teachers are working, often there is weariness (exhaustion), lack of time, etc.**

Untrained group

In addition, it is important to remember that 24% of participating teachers mentioned lack of time as one of the reasons for not training. These results are consistent with the survey on work burden conducted by the Colegio de Profesoras y Profesores (2019), where 50% of teachers indicated that they spent 10 hours or more of their free time on work activities. The training experiences of UMCE in collaboration with the Colegio de Profesoras y Profesores were successful, as the training hours were included in the teachers' working day.

## 5.6 Challenges to GEMENS work in schools

Among the aspects that teachers see as challenges to their educational work, the debate on mixed or coeducational schools, transgender children and adolescents, and migrant families are mentioned in the qualitative research. These issues were not included in the section on obstacles, as they are considered part of an ongoing debate.

### Coeducational establishments

In Chile, for some years now, there has been a tendency for educational establishments to move away from being single-gender and become coeducational. Prestigious schools such as the Instituto Nacional and the Liceo Lastarria followed this path. Initially, this was viewed positively, as it was thought that students would be able to relate better to the other gender. However, in recent years, questions have been raised about this transition, arguing that single-gender schools offer women and girls a sense of security that has not been transferred to coeducational schools. This is the view of a female teacher who experienced the change from working in a single-gender school to a coeducational school:

**We don't want to be a coeducational school because this is a safe space. Now they are considering that issue, but many said at the beginning that they didn't want to be with men because they felt it was a threat, not something beneficial for them. And in this other space it has indeed been like that.**

Woman, diploma course graduate group



The same perception was reflected in the group of student teachers: they considered working in gender-segregated spaces would have enhanced their development and understanding of gender issues:

**I feel it was much better, the spaces where we could talk to each other, because we felt more comfortable, and I feel that it strengthened our knowledge of each other. I don't know, I feel it was better.**

Woman, student teacher group

## Gender transitions

The qualitative component identifies an issue that has generated considerable debate in educational communities: the increasing visibility of students who begin their gender transition during the school period. Although there are no official figures in Chile on how many transgender people there are in the country or how many are enrolled in educational establishments, the increase is undeniable. The transgender teacher interviewed reports that she worked for two and a half years in a school exclusively for transgender children, where she saw a noticeable increase in the number of students:

**I mean, just think: I started there just when the school began, with 5 students, and when I left, there were already 80, in two and a half years.**

Transgender teacher, UMCE

This situation represents an incentive for teachers in terms of seeking training, as they perceive a lack of adequate tools, as well as the promotion of GEMENS-related initiatives within the school environment:

**The urgency was because one of our students had the need since she was very young, but we realised it too late, because we didn't have the training to understand that she identified with a different gender.**

Woman, diploma course graduate group

**When I started with this, it was because there was a young child who was a woman and changed to a man, with a social name and everything else, and their civil registry.**

Woman, rural group

However, although some cases of people in transition may be well managed by the teaching staff and the school, situations of overt discrimination also occur. This is mainly evident in the reports of teachers who have not received training on gender issues:

**There was a boy who was in transition who was called Benjamín and later changed his name to Ariadna. He liked to be called Ariadna, he was in the process, he was going to have surgery and everything. Then the teachers would say 'No, you're Benjamin, not Ariadna' and they would make fun of him...**

Man, untrained group

He wanted to do all the activities with the girls, but the teachers themselves, the physical education teacher, the inspector... they all forced him to be with the boys, and to behave like a man. They told him: 'You are a man, behave like a man!' And they didn't understand that he was different.

Woman, untrained group

The incorporation of inclusive language is equally important for teachers, as it contributes to the visibility not only of trans and non-binary people, but also of GEMENS topics in general, fostering change over time:

So, I did make a tremendous change in my language, I used to talk about boys and girls. Now it is more intentional and I also talk about children<sup>3</sup> and now they are getting used to it. So I think that's a key strategy.

Woman, diploma course graduate group

The emergence of students in the process of gender transition has led to the creation of policies instructing establishments to respect their social name, such as the aforementioned Memorandum No. 812. In many cases, the social name is seen as a way of expressing respect for the gender identity of transgender people:

We had a case of a classmate who transitioned and what I liked the most was that at the valedictory's moment and at graduation she was mentioned as she wanted to be named... I felt it was much easier for her, because she had so much support, she wasn't afraid to be who she was.

Man, student teacher group

However, interviewees noted that Memorandum No. 812 is little known in educational establishments:

The Memorandum is so little known that not even the schools know it exists. You have to go and show it to them, you have to go and fight for it, you have to go and defend it, which is revictimising from the start.

Student leader

## Migrant families

One of the emerging themes in the teachers' testimonies, although it was not included in the questionnaire, is related to migrant families, a phenomenon that has experienced a significant increase in recent years in the country. According to the Servicio Nacional de Migración (National Migration Service)(2023), as of 31 December 2022, there were 1,625,074 foreigners in Chile, the most numerous being from Venezuela, Peru, Colombia, Haiti and Bolivia. Although there are many dimensions to this phenomenon, some of the teachers interviewed reported that some families that have recently arrived in the education system, especially in the public sector, tend to have a more sexist cultural perspective.

<sup>3</sup> Translator's note: Since Spanish is not a gender-neutral language, a new way to speak neutrally of a child in transition is 'chique'. This has no exact equivalent in English, where there is already a neutral word 'children'. The word 'chique' is not accepted by the Real Academia Española, but is widely used among people incorporating neutral language.

The teachers interviewed reported that this sexism takes the form of men taking the main role in education decisions, for example being the sole representatives of families in meetings with teachers. This is consistent with the findings of other studies, that found that men are more likely to take on the role of guardians than is the case among Chilean families (24.6% among migrant families and 12.3% among native-born families (Castillo et al., 2018, p31). Overall, these patterns present a considerable challenge for teachers, a situation that implies the need for intercultural educational approaches (Jara y Vuollo, 2019).

**The gender issue is also complex, because the Venezuelan and Colombian communities are very chauvinist and the girls have internalised the idea of being very feminine, sexy, sassy.**

Woman, diploma course graduate group

**Foreign students come with a chauvinist mentality. So, girls can't play football because 'you're not strong, you're weak', so they're excluded.**

Woman, untrained group

Migration and chauvinism are intertwined with socio-economic vulnerability, given that, as noted above, the foreign population predominantly uses public education:

**In general, a lot of foreign students have arrived in municipal schools, and they come with a chauvinist mentality transmitted by their parents... So, in a certain way they are a bit discriminatory**

Woman, untrained group

## 5.7 Tools to incorporate GEMENS topics in schools

Despite the obstacles, teachers who have received GEMENS training have the motivation and tools to implement initiatives at school. To do so, they use various spaces within the school environment to promote more gender-sensitive and gender-responsive environments:

**The school is holding a fair on relationships, sexuality, healthy living and environment. The two years that I have been organising this fair, we have put a lot of emphasis on gender and non-sexist education.**

Man, diploma course graduate group

**I am designing a material that will go to chef training schools nationwide and I was thinking about how to incorporate didactic proposals for classroom projects, how to incorporate some of these themes.**

Woman, diploma course graduate group

These actions sometimes represent the beginning of a strategy aimed at a more systematic positioning of GEMENS topics in the school system:

**It was when I started approaching the principal of the high school that we began to do some work. Then a group of trainees arrived who focused on comprehensive sexuality education, made posters, and also surveyed the teachers about what we knew about the topic.**

Woman, rural group

Based on their experience, teachers reported that an efficient way to incorporate GEMENS in the educational field is to integrate it into the structure of educational institutions through existing instruments, such as the school's educational project, the Educational Improvement Plan (PME) and the Annual Municipal Education Development Plan (PADEM). Thus, receiving systematic training in GEMENS allows teachers to acquire the necessary tools to influence schools' educational projects, especially in the case of trained teachers:

**I would like to let you know that the training in which we participated last year was perfect for us in the school, since last year we started the reformulation of the Institutional Educational Project, bringing it up to the standards of the 21st century.**

Woman, rural group

**So once the topic is installed with a training as long as last year's, schools start to project this into their educational project.**

Man, rural group

**You have to see what our principles are, what sustains our educational project, what are the actions that are going to be developed within the Educational Improvement Plan, what is the PME, and also within the PADEM.**

Woman, rural group

This latter recommendation is relevant as it uses tools provided by the Ministry of Education to establish specific guidelines and priorities in schools, as well as to design strategies to improve the quality of education. This, in turn, promotes the incorporation of the GEMENS theme into the structure of the educational centres, facilitating the implementation of systematic and permanent actions and strategies. However, as indicated above, both the educational project and the Improvement Plan must be developed in a participatory manner by the entire educational community, and it is crucial to generate consensus on the basis of shared perspectives; therefore, it is not always possible to incorporate these topics:

**For me, the answer is that, at a national level, all schools should have these topics embedded in their educational project.**

Man, rural group

On the other hand, some of the teachers interviewed suggested more informal strategies, such as having frequent conversations with their students and gradually incorporating related topics in the classroom. This would involve through small changes in school routines and daily life in order to minimise possible resistance.

These strategies are most frequently mentioned by the group of teachers trained in GEMENS:

**I kept thinking about how to introduce the issue of gender and non-sexist education in schools and I feel that doing it so suddenly will also create problems with parents and some students. I think that in the daily life of the school many things could be proposed, such as, for example, at breaks, playing games that involve all children and not only by gender.**

Man, diploma course graduate group

Similarly, from a creative perspective, one teacher highlighted the importance of using artistic training spaces as a way to connect with emotions, personal identity and reflective processes.

**Art facilitates a lot of space, whether music or plastic arts, it facilitates expression and from there, identities and different visions of the world are expressed. So I think that promoting art, for me, is a way forward.**

Woman, diploma course graduate group

## 5.8 Teachers' attitudes towards GEMENS and perceptions of schools' performance on GEMENS topics

This section analyses teachers' attitudes towards GEMENS topics and their opinions on how schools address GEMENS topics. First, a descriptive analysis of these variables is carried out, followed by the presentation of two indexes constructed for this study. The first analysis groups statements related to the attitudes of teaching staff towards GEMENS in the educational setting, while the second analysis focuses on teachers' perceptions of how far educational institutions have incorporated GEMENS topics.

### Teachers' attitudes towards GEMENS topics in education

In terms of the attitudes of the teaching staff towards GEMENS topics, it can be observed that, in general terms, there is a favourable attitude towards their inclusion in the educational environment. For example:

- 71.5% agree that pedagogy degree courses should have compulsory courses on GEMENS.
- 76.2% agree that pedagogy degree courses should have compulsory courses on sexuality and sex education.
- 74.5% agree that no educational project should have content contrary to gender equality.
- 67% agree that teachers have a role to play in guiding parents on GEMENS topics.

- 58.4% do not agree that ‘non-sexist education contravenes the right of parents to choose their children’s education’.
- 6.5.5% do not agree that ‘if the family thinks differently, educational establishments should stop saying that homosexuality is normal’.
- 86.1% do not agree that ‘trans children should not attend traditional educational establishments’.
- 53.9% do not agree that ‘teachers should not be asked to work on gender issues if they are contrary to their beliefs’; while 23.2% agree with this position.

**Performance of educational establishments on GEMENS issues**

Regarding teachers’ perceptions of what happens on GEMENS issues within schools, the study found the following:

- Almost 60% of teachers agreed that the school integrates gay or lesbian parents into the school community without problems.
- 45% reported that there are no documents or regulations containing gender bias in their establishment, while 19.7% thought that biased documents and regulations do exist.

39.7% neither agree nor disagree that parents are the main obstacle to work with GEMENS, although 26.2% agree with this statement.

- Only 33.7% agree that the school’s management staff should promote GEMENS activities; 33.3% neither agree nor disagree and 32% disagree.
- 42.3% agree that their colleagues continue to exhibit chauvinist behaviour in the establishment, while 30.5% disagree.
- There was no unanimous agreement on whether age influences the inclusion of GEMENS content, with 32.8% agreeing that older teachers are more reluctant to address these issues, while 35.2% disagreed. However, when disaggregating the responses by age groups, 52.1% of those between 23 and 39 years of age agreed with the statement, a percentage that dropped to 19% among those between 56 and 75 years of age. Those who disagreed with the statement belonged mainly to the older age group, with 52.4% disagreeing, a percentage that decreased to 19.8% in the younger age group.

Qualitatively, there was no consensus among participants on the influence of age on the difficulties in addressing GEMENS topics. On the one hand, older generations are considered to be more conservative and, therefore, more reluctant to incorporate a gender perspective and the rights of LGBTQI+ groups in their work:

**I think it has to do with a generational issue, either because of beliefs, teachings, values or whatever you want to name, it has to do with prejudices... because as I said, it is focused more on gender, more than on men or women, because I think it has to do with an age issue.**

Woman, untrained group

However, for others, age is not perceived as a relevant factor compared to the influence of an individual's upbringing, socialisation, values, beliefs and degree of chauvinism:

**It is not due to age stage. I don't know if I'm explaining myself, it's not this age gap between an older teacher and a younger one, because sometimes young people, depending on their upbringing, can be very chauvinist despite being young.**

Woman, rural group

On the other hand, from a qualitative point of view, teachers considered that schools do not make sufficient efforts to formally and systematically incorporate the GEMENS issue. This represents a criticism of staff in charge of these establishments. Most of the initiatives correspond to sporadic workshops or activities, which are generally more focused on sexuality and sexual and reproductive health than on gender issues as such:

**I only had a workshop in elementary school. The history teacher did a project on sexuality when we were in eighth grade where they talked about myths and things like that.**

Man, student teacher group

In turn, according to the opinions of untrained teachers, schools are incorporating actions and strategies related to GEMENS in a reactive manner – that is, when specific circumstances trigger the need for tools to address a complex situation in the school:

**We are more reactive, I believe that's the matter. In the vision that our management staff has of our schools or our leaders or whatever, it is more focused on reacting and not on preventing or preparing beforehand.**

Woman, untrained group

**It is that, for us it is not really a priority until you get the case. When you get the case, it becomes frustrating because you don't know anything about it and you look for training anywhere, YouTube videos, whatever it takes to know how to deal with it.**

Woman, untrained group

## Construction of indexes and association with segmentation variables

Indexes were constructed based on the results of attitudes of the teaching staff towards GEMENS topics in the educational setting and on their perceptions of the functioning of the educational establishment in this context. Annex 3<sup>4</sup> specifies the method used to construct the indexes. In general terms, the statements with a negative sense were transformed to positive, and all the variables were summed and divided by their total number. Following the proposal of Vidal et al. (2020, 2024), the results were classified into three categories according to the sum of the variables: a 'sexist and bigenderist' attitude (corresponding to the lowest scores); an 'intermediate' attitude; and a 'non-sexist and non-genderist' attitude (the highest scores).

4 Available separately (in Spanish).



## Index of attitudes towards GEMENS topics in education

Here we observe the predominance of a ‘non-sexist and non-genderist’ attitude, observed among 66.8% of respondents, compared with only 6.3% of respondents reporting a ‘sexist and bigenderist’ attitude.

**Characterisation of teachers with non-sexist and non-genderist attitudes.** These attitudes are concentrated in the younger age groups (75.7% of this age group); in women (67.7% of female teachers); and among teachers who have been trained in GEMENS (80.4% of this group of teachers). These relationships were found to be statistically significant using a chi-square test. As an example, Table 19 presents the results of the index according to age, where it is evident that, as age increases, non-sexist and non-genderist attitudes decrease, while sexist and bigenderist attitudes increase.

Table 19 Index of attitudes towards GEMENS according to age

Index of attitudes of the teaching staff in GEMENS	Age in segments							
	23 to 39 years		40 to 55 years		56 to 75 years		Total	
	No.	%	No.	%	No.	%	No.	%
Sexist and bigenderist attitude	1	0.9%	10	6.8%	7	10.4%	18	5.6%
Intermediate attitude to sexism and gender identity	26	23.4%	43	29.5%	23	34.3%	92	28.4%
Non-sexist and non-genderist attitude	84	75.7%	93	63.7%	37	55.2%	214	66.0%
Total	111	100.0%	146	100.0%	67	100.0%	324	100.0%

**Index of perception of the performance of educational institutions on GEMENS topics.** In contrast to the index of attitudes towards GEMENS, in this index, teachers’ responses are concentrated in the intermediate group (i.e. had a neutral response), representing 49.3% of those surveyed. A total of 41.6% of teachers reported that their schools operate in a sexist and bigenderist manner while only 9.1% of teachers considered their schools to operate in non-sexist and non-genderist ways.

**Characteristics of teachers who perceive that their schools function in sexist and bigenderist ways.** When analysing the index according to age, gender and participation in training activities, there is a prevailing perception that the educational establishment operates in a sexist and bigenderist manner in relation to the incorporation of GEMENS topics. Almost 50% of the youngest age group, 47.2% of women and 45.3% of those who have participated in training activities share this opinion. However, none of these variables were statistically significant. Table 20 presents the results of the index according to age, where it is evident that, as teachers’ age increases, perceptions that schools are operating in sexist and bigenderist ways decreases.

Table 20 Index of educational establishments performance on GEMENS topics by age

Index of perceptions of the performance of educational institutions on GEMENS topics	Age in segments							
	23 to 39 years		40 to 55 years		56 to 75 years		Total	
	No.	%	No.	%	No.	%	No.	%
Sexist and bigenderist performance	57	49.6%	66	42.0%	27	34.6%	150	42.9%
Intermediate performance	52	45.2%	77	49.0%	44	56.4%	173	49.4%
Non-sexist and non-genderist performance	6	5.2%	14	8.9%	7	9.0%	27	7.7%
Total	115	100.0%	157	100.0%	78	100.0%	350	100.0%

Therefore, although at the personal level there is a favourable, non-sexist and non-genderist attitude towards GEMENS topics, at the educational level the situation is different. Teachers do not, overall, perceive that schools are responding to GEMENS-related social transformations positively, which indicates considerable room for improvement in this aspect and a criticism of the role that school management staff play in this area.

## 6 Conclusion

The present research sought to investigate the importance and practical usefulness of GEMENS training, by speaking with both teachers who had received GEMENS training, those who had not, and trainee teachers. The results show that a common element among these three groups is their perception of the lack of teacher training in terms of GEMENS. From a qualitative point of view, the student teachers highlight that, on very few occasions, they have had teachers trained in these subjects during their basic, secondary and even university education. Furthermore, they express their concern about the cost that this lack of training could have on their future work performance, as they do not feel they have the necessary tools to address GEMENS topics with their students.

The study found a low level of training in GEMENS, as 73% of the teachers surveyed indicated that they had not participated in training on this subject, while only 26% had done so. In addition, participation in such training mostly occurred after graduation, which shows the low level of incorporation of GEMENS in initial teacher training. Based on these results, it is necessary to promote teacher training in GEMENS, both at the level of continuing education for qualified teachers and in initial training for those who are studying pedagogy.

**Motivations for training.** Most common was teachers' motivation to do their job well, reported by almost 65% of the teachers surveyed. In the qualitative research, teachers expressed that they lacked the necessary knowledge and skills to adequately answer their students' questions. This is in line with the 60% of untrained teachers who report having faced situations that they felt they would have handled better if they had been trained in GEMENS. Furthermore, teachers' sense of security in carrying out teaching on GEMENS topic work was mentioned in both the quantitative and qualitative

research; qualitatively, GEMENS-trained teachers report feeling more confident to express their opinions, propose and carry out innovative actions in GEMENS at the school level.

**Evaluation of the training.** Both the quantitative and qualitative elements of the study found that teachers considered GEMENS training positively. Quantitatively, 75.8% evaluated the training as good or very good, 80.6% considered it useful or very useful and 70.2% indicated that it allowed them to incorporate GEMENS topics into their teaching practices. However, teachers also reported scarce implementation of GEMENS activities in educational establishments, with only 25.3% stating that such activities are carried out regularly and 20.4% stating that they are never carried out. There is a difference between the teachers with and without GEMENS training: 32.3% of the former group say that GEMENS activities are carried out regularly in their school, while this percentage drops to 22.8% among teachers without GEMENS training.

**Positive impacts of GEMENS training.** Among the positive impacts teachers mention are the reduction of traditional gender stereotypes in the student body, the reduction of conflicts between students over GEMENS topics, the reduction of homophobic attitudes and less use of sexist language in the classroom. Teachers with GEMENS training mention the decrease of traditional gender stereotypes and the decreased use of sexist language in the student body more frequently than those without such training.

Qualitatively, teachers say that the training has enriched their pedagogical practices and professionalised their intervention on GEMENS topics within the school environment. In addition, the training has enabled teachers to become aware of their role as promoters of a cultural transformation towards a more equitable society that respects human rights in terms of GEMENS.

**Facilitating factors.** Factors that facilitate the implementation of GEMENS topics in schools include the positive attitude of students, the existence of laws and public policies that prevent discrimination, and the sensitivity towards GEMENS topics of some teachers. A higher proportion of teachers with GEMENS training (71%) recognise the existence of laws and policies that prevent discrimination, compared to 55% of teachers without such training. These differences are statistically significant, underlining the influence of training on awareness of the importance of legal frameworks against discrimination.

From the qualitative research, teachers without GEMENS training expressed their lack of knowledge to implement the necessary adaptations and face the new challenges of the education system. This indicates that training should include an analysis of recent legal regulations regarding GEMENS. Furthermore, the active role of students in promoting the GEMENS-inclusive approaches in schools is highlighted, since, according to teachers' opinions, it is the students who exert significant pressure to respond to the transformations that society is undergoing in this area.

**Progress on GEMENS topics.** From a qualitative point of view, the progress made on gender issues is mentioned as a facilitating element for the incorporation of GEMENS in educational establishments. The testimonies indicate that women teachers have become aware of their rights and are asserting them in their workplaces. This is probably related to the fact that it is women who have been trained the most in GEMENS and who have a more critical view of sexism, as they are the most likely to agree that their colleagues continue to display chauvinist behaviour in the educational establishment. It is also women who are more likely to have non-sexist and non-genderist attitudes towards GEMENS according to the index constructed in this study. Women are also more likely to consider that sexist and bigenderist positions predominate in their schools' operations.

**Obstacles.** Obstacles to the incorporation of GEMENS include the lack of trained teachers, traditionalism in the school culture, resistance from parents and guardians, and lack of time on the part of teachers. When comparing the responses of teachers with and without GEMENS training, it

can be seen that parental resistance was mentioned to a greater extent by teachers with GEMENS training (a 10 percentage point difference).

- **Lack of trained teachers**

From a qualitative approach, teachers recurrently emphasised the lack of specific training in GEMENS. Faced with this lack, teachers are forced to resort to various strategies to acquire knowledge, ranging from participating in academic training to searching for resources on digital platforms, and even self-training. In total 71% of teachers agreed that student teachers should have compulsory courses on GEMENS and more than 75% supported the inclusion of compulsory courses on sexuality and sex education.

- **Parents and guardians**

This group is identified both quantitatively and qualitatively, as an obstacle to the incorporation of GEMENS topics in education. Quantitatively, more than 50% of teachers consider parents' resistance as an obstacle to the implementation of GEMENS topics and almost 60% think that non-sexist education does not contradict parents' right to choose their children's education. From this perspective, ways to mainstream GEMENS training at the national level should be found, so that it is not the responsibility of the current mayor's office to determine the content to be covered in GEMENS or sex education classes.

- **Traditionalism in the school culture**

Teachers – particularly in rural areas and without GEMENS training – identified that traditionalism translates into schools responding late and reactively to the challenges posed by GEMENS topics. Of all teachers, 40.1% considered the school management's lack of interest in GEMENS activities to be an obstacle and one-third disagreed with the way their school management had addressed GEMENS activities. This is in line with the index analysing teachers' perceptions of how schools incorporate GEMENS topics, where only 10% of respondents had a favourable opinion.

**Challenges.** In qualitative terms, teachers identified as challenges issues related to trans children and adolescents, the transition from single-gender to coeducational schools, and certain chauvinist elements in the behaviour of some migrant families..

- **Transgender children**

Teachers, especially those without GEMENS training highlight a lack of tools to comprehensively address this issue, particularly in relation to Memorandum No. 812. Testimonies from both teachers and university students mention situations of discrimination, showing that some teachers do not have the necessary preparation to deal with these circumstances. For example, they insist on calling trans students by their registered name, which has negative effects on their identity process. A study with transgender people shows that the main difficulties of this group in the higher education system have been discriminatory situations caused by teachers and administrative staff, which they attribute to their lack of training in gender and diversity issues (Ojeda et al., 2024).

In contrast, trained teachers mention strategies to cope with this change, such as the use of inclusive language. In quantitative terms, teachers' favourable attitudes towards transgender people predominate, with more than 85% expressing disagreement with the statement that transgender children should not be allowed to attend mainstream educational establishments.

- **Single-gender establishments**

The process of transforming single-gender schools into coeducational schools has generated debate in the country. While some argue that this transition could improve gender relations, the testimonies collected in this study indicate that schools that have become coeducational are perceived by some female students and teachers as being less safe for women and spaces where it is more difficult to address GEMENS topics. Therefore, more systematic studies on the effects of the transition to coeducational schools are considered necessary.

- **Migrant families**

Another challenge for teachers, identified through the qualitative research, relates to the patriarchal culture of some migrant families who have arrived recently in the country. These families tend not to have a favourable view of the changes that society is experiencing in terms of GEMENS. This issue was not included in the questionnaire, but was mentioned spontaneously when respondents were asked about the difficulties they face in addressing GEMENS topics in their schools. These findings highlight the need for a more intercultural educational approach, with specific activities that aim to reach migrant families (Castillo et al., 2018; Jara y Vuollo, 2019).

**Teachers' attitudes towards GEMENS topics in education.** Among the teaching staff consulted, non-sexist and non-genderist attitudes predominated. Most of them considered that university education should include compulsory courses on GEMENS, as well as on sexuality and sex education, and that no educational project should have contents that contradict gender equality. In addition, there is a high level of disagreement with more traditional statements, such as that non-sexist education infringes on parents' right to choose their children's education, that schools should stop saying that homosexuality is normal if the family feels differently, that trans children should not attend traditional schools, and that teachers cannot be required to address GEMENS topics if they oppose their beliefs.

In the index designed to evaluate teachers' attitudes towards GEMENS topics, non-sexist and non-genderist attitudes predominate, reaching almost 70% of those surveyed. When analysing this index in relation to the socio-demographic variables, it is clear that non-sexist and non-genderist attitudes are more common in younger age groups, in women and in those who have participated in GEMENS training. In all three cases, the chi-square test reveals statistically significant differences between the groups.

**Perception of schools' performance of educational establishments on GEMENS topics.** In this field, changes and continuities are detected. In terms of changes, which indicate favourable perceptions of the functioning of the education system in terms of GEMENS, teachers believe that schools integrate gay or lesbian parents without problems, and half of them maintain that there are no gender-biased regulations in the establishment where they work. However, only 9.1% of teachers considered that their school operates in non-sexist and non-genderist ways. Meanwhile, 40% of teachers thought that their colleagues continue to show chauvinist behaviour in educational establishments.

The index measuring perceptions of schools' performance in relation to GEMENS shows a concentration of responses in intermediate (i.e. neutral) positions (49% of responses), and, secondly, a belief that schools are sexist and bigenderist positions (42% of responses). Younger teachers, women and teachers who have participated in GEMENS training activities were more likely to consider that educational institutions operate under traditional, sexist and bigenderist views. However, these differences were not statistically significant.

It is interesting to note that women and younger teachers - who have received the most training - score the highest on non-sexist and non-gender attitudes towards GEMENS, and take a more critical stance when evaluating the performance of educational institutions in this area. In addition,

these groups are most likely to perceive older people as the most reluctant to incorporate a gender perspective into their work with students.

## Possible conflict situations

From the results of this study, it is possible to envisage possible situations of conflict regarding GEMENS, both within the education community and at the political level, resulting from the potential problems summarised below.

**Tensions between teachers:** Within the educational communities, there is tension between teachers themselves, as younger teachers perceive that older teachers express resistance to incorporating GEMENS into their teaching practices in schools. This is a tension that other studies have shown (Azúa et al., 2019; Astudillo et al., 2021; Vidal et al., 2024) and that, on occasions, also includes the relationship that these teachers have with their students (Vidal et al., 2022).

**Tensions between teachers and parents:** Another potential source of conflict is the relationship between teachers and parents. In the index of attitudes towards GEMENS, the majority of teachers showed a progressive, non-sexist and non-genderist stance, which contrasts with the conservative, sexist and bigenderist demands of parents aligned with anti-gender movements, who argue that GEMENS topics should be dealt with by the family and not by the educational establishment. With the recent passing of the Law on Violence Against Women, which recognises non-sexist education as a right, we expect conflicts between teachers and parents to increase.

**Tensions between teachers and management staff:** A third source of conflict is the non-sexist and non-genderist attitudes of most teachers towards GEMENS topics in education and the critical view they express of schools' operations in this area. Overall, teachers are critical of school management's incorporation of GEMENS topics and, consequently, of the infrequent implementation of activities of this type in schools.

**Political tensions:** Finally, we see a source of conflict at the macro level, since, at least in Chile, education policies on GEMENS are highly dependent on the political parties and governments in power. Although we have previously highlighted the actions and progress made by the Chilean Government and the Ministry of Education in the area of GEMENS, there may be a setback in this area should right-wing parties triumph in the next presidential election. This is because all polls show that Evelyn Matthei, current mayor of Providencia, one of the richest municipalities in the country, remains consistently in first place in citizen preferences (Plaza Pública CADEM, 2024; The Economist, 2024). Historically, the political right has opposed laws on divorce, the decriminalisation of sodomy, sex education, the dissemination of condoms for the prevention of HIV/AIDS, the distribution of the morning-after pill in health systems, abortion on three grounds, and non-sexist education.

# 7 Recommendations

We group the recommendations into five areas: public policies, training methodology, studies, target audience and student participation. The first three areas should be responsibility of the Government of Chile, the Ministry of Education or the study centres, while the last two should be the responsibility of schools.

## Public policy recommendations:

- Promote a public policy that encourages teacher training in GEMENS and increases the resources allocated for this purpose, which are currently insufficient.
- Promote the inclusion of GEMENS in instruments already existing in educational institutions, such as educational projects and PADEM in primary and secondary education, as well as in Institutional Strengthening Plans, Educational Models and Accreditation Processes in the case of higher education.
- Discuss a public policy that uniformly integrates GEMENS training at the national level, as specific activities and content currently depend on the consensus of the school community and the political stance of the municipality.
- Promote and expand the offer of training activities in GEMENS, given that only one in four teachers in the sample of this study has received training in these topics. In addition, 70% of those who have been trained have managed to incorporate GEMENS topics into their teaching practices, indicating the utility of this training.
- Diversify the offer of training activities in GEMENS and disseminate it through various channels aimed at teachers, in order to increase their awareness of the courses available. This is especially relevant, since those who have not been trained say that this is because they were unaware of the existence of courses of interest to them.
- Accelerate the incorporation of mandatory courses on GEMENS in training for student teachers.
- Promote intercultural education policies, to include work with migrant families, and with focused GEMENS activities directed towards groups where hegemonic forms of masculinity dominate.

## Methodology of training courses:

- Training should be both theoretical and practical, since those who evaluated the courses as not very useful reported that the contents are not applicable in the classroom.
- Training should include the legal regulations approved on GEMENS topics, especially Memorandum No. 812, which is little known among teachers.
- Conduct training during working hours, since among the reasons for not receiving training is the lack of time and appropriate schedules.
- Design training in GEMENS by levels, starting from basic to more advanced, so that teachers can



gradually advance in the depth of the content.

- Allow sufficient time for GEMENS training , as the study indicates that longer duration courses and perceived quality and utility of this training promote the incorporation of GEMENS in pedagogical practices. These approaches enhance teachers' self-assessment of their performance in this integration and the implementation of GEMENS-related activities in schools.

### **Conducting studies:**

- Conduct studies on the experience of moving from single-gender to coeducational schools, as some female students and teachers feel that they are more confident in single-gender schools when dealing with GEMENS topics.
- Conduct surveys with migrant families to investigate their attitudes and opinions on GEMENS topics, as these may differ from those non-migrant families.
- Conduct studies with secondary school and teacher training students to assess their level of knowledge about GEMENS and how these issues are addressed in the classroom.

### **Target audience:**

- Conduct training for the management staff of schools, given that teachers have a negative view of their role in the incorporation of GEMENS in educational institutions.
- Promote training focused on the design of learning strategies for working in GEMENS, taking into account the differences of the student body in terms of age, gender, ethnicity and nationality.
- Conduct training for the entire educational community, given the low number of GEMENS activities taking place in schools and the unfavourable results of the index that measures teachers' perceptions of these institutions' functioning in relation to GEMENS.
- Include the whole school community, as this can strengthen the impact of training, facilitating the awareness of different actors, including parents and the management staff, who are considered not be performing well in promoting GEMENS-related activities.

### **School participation:**

- Addressing GEMENS topics in the classroom can reduce cases of school violence, as, according to teachers, tackling these issues reduces traditional gender stereotypes, reduces gender-related conflicts and decreases homophobic attitudes among young people. It is therefore essential to strengthen student participation in the formulation and implementation of educational projects and sexuality education programmes.



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**About ALIGN**

ALIGN is a digital platform and programme of work that is creating a global community of researchers and thought leaders, all committed to gender justice and equality. It provides new research, insights from practice, and grants for initiatives that increase our understanding of – and work to change – patriarchal gender norms. Through its vibrant and growing digital platform, and its events and activities, ALIGN aims to ensure that the best of available knowledge and resources have a growing impact on discriminatory gender norms.

**ALIGN Programme**

ODI Global  
203 Blackfriars Road  
London SE1 8NJ  
United Kingdom  
Email: [align@odi.org.uk](mailto:align@odi.org.uk)  
Web: [www.alignplatform.org](http://www.alignplatform.org)

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