

**GENDER, SCIENCE AND EDUCATION IN CHILE:
DISCOVERING GENDER IN THE PEDAGOGIC SPEECH
(FORMAL STUDY PLAN) OF THE THIRD CYCLE
EDUCATION, UNIVERSIDAD AUSTRAL DE CHILE
2003-2004¹**

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An exploratory quantitative study that included 1579 plans executed in the period 2003-2004, to identify gender specificities in basic, technical and transversal competences indicated in the curricular structure, the gender language as an inclusive or exclusive resource in the gender relationships in basic and Pre-professional programs, also to identify attitudes, implicit behaviours in objectives, contents and techniques with gender perspective in the development of competences at last to identify methodologies that develop attitudes for a competent work in: collaborative work, relationships, equity, democratic participation taking into account men and women perceptions. The results for students of 30 Professional Schools for different institutes, shows that the incorporation of gender perspective **never** was not found, in description and aims in 0,99, competences in 0,993; thematic units in 0,99, methodology with regard to practices and educational exercises to modify cultural generic guidelines in 0,994 and, **never** included spaces to stimulate the leadership of women and men in equality of conditions in 0,999. The structure of the curricular meshes of all the undergraduate careers of the University Austral de Chile does not incorporate the gender perspective and the language does not do visibly the participation of the woman, in his condition of student and teacher, in the speech of the educational process of the third cycle.