Gender-responsive education

## Toolkit for Teachers, Teacher Educators, School Managers and Curriculum Developers in Africa

UNESCO Education Sector

Education is UNESCO's top priority because it is a basic human right and the foundation on which to build peace and drive sustainable development. UNESCO is the United Nations' specialized agency for education and the Education Sector provides global and regional leadership in education, strengthens national education systems and responds to contemporary global challenges through education with a special focus on gender equality and Africa.
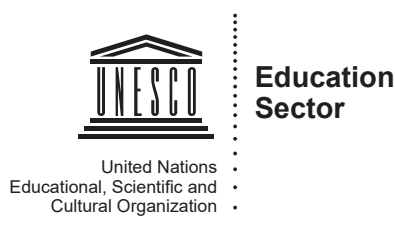
The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to *"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."* The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.

Education Sector

United Nations
Educational, Scientific and
Cultural Organization

Education 2030

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Foreword

Despite notable progress towards gender equality since the establishment of the Education for All (EFA) initiative in 2000, many countries in sub-Saharan Africa are far from achieving gender parity in education. Young women and girls are at a disadvantage not only in terms of educational participation, but also in the learning processes and in learning outcomes. The reasons for this are multiple and overlapping: gender discrimination in education, inadequate teaching and learning, and curricular practices. These are among the greatest challenges to the equal participation and progression of girls and women in education.

UNESCO, partnering with HNA Group and Hainan Cihang Foundation launched a joint project on "enhancing the quality and relevance of education for adolescent girls in Africa and Asia", following the adoption of the Framework Agreement of February 2014. In Africa, the project's main objective is to improve adolescent girls' overall educational attainment in terms of access, participation and achievement at the post-primary/secondary level. The focus was Ethiopia and Ghana over a period of five years (2015-2020).

With funding contribution from the HNA project, UNESCO's International Institute for Capacity-Building in Africa (IICBA) has supported the development of this Gender-Responsive Education (GRE) toolkit for teachers, teacher educators and education professionals in Ghana and Ethiopia.

The toolkit contributes to the enhancement of institutional capacities to develop gender responsive curricula, evaluate teaching-learning materials, organize/create gender responsive classroom interaction, and eliminate stereotypes in teaching and learning materials. The toolkit also supports improvement of the teaching methods and learning assessment techniques in schools and Teacher Training Institutes. The toolkit was tested for the training of teacher educators and education professionals in both countries and subsequently the feedback obtained was used to further improve the quality of the document. We have every reason to believe that this toolkit will achieve its objectives in other African countries.

In the development of this GRE toolkit, we acknowledge the valuable contributions made by local partners in both countries. IICBA's contribution complements and adds value to national efforts through bringing additional perspectives to GRE.

Yumiko Yokozeki, Ph.D.

Director, UNESCO-IICBA

Acknowledgements

Table of Contents

List of Tools

Acronyms

AIDS	Acquired Immunodeficiency Syndrome
CPD	Continuous Professional Development
COE	College of Education
ESDP	Education Sector Development Programme
FAWE	Forum for African Women Educationalists
GBV	Gender-Based Violence
GRP	Gender-Responsive Pedagogy
GRE	Gender-Responsive Education
HFIT	Hainan Funds-in-Trust
HIV	Human Immunodeficiency Virus
IICBA	International Institute for Capacity Building in Africa
MOE	Ministry of Education
PTA	Parent-Teacher Association
TDP	Teachers Development Programme
TTI	Teacher Training Institute
TOT	Training of Trainers
T-TEL	Transforming Teacher Education and Learning
UNESCO	United Nations Educational, Scientific and Cultural Organization

Definition of Terms

Gender: Refers to the attitudes, feelings, and behaviors associated with a person's assigned sex at birth.

Gender-based violence: violence that targets individuals or groups on the basis of their gender. Gender-based violence is any
act that results in, or is likely to result in, physical, sexual, or psychological harm, or suffering against someone based on gender discrimination, gender
role expectations, and gender stereotypes.

Gender discrimination: Any distinction, exclusion, or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment, or exercise by women, irrespective of their marital status, on the basis of equality of men and women and human rights provided through leadership opportunities and participation in political institutions.

Gender disparities: Statistical differences (often referred to as "gaps") between men and women and boys and girls that reflect an inequality in some quantity.

Gender equality: The equal valuing by society of all people regardless of gender, and equal conditions for realizing full human rights and for contributing
to, and benefiting from, economic, social, cultural, and political development.

Gender equity: The process of being fair to people regardless of their gender. To ensure fairness, measures must often be put in place to compensate for
the historical and social disadvantages that prevent all people from operating on a level playing field. Equity is a means. Equality is the result.

Gender expression: How a person communicates one's gender to others including clothing, hairstyle, voice, behavior and the use of pronouns.

Gender identity: How a person identifies as being a man, woman, neither, both, or a combination, which may or may not correspond to the sex
assigned to them at birth. Unlike gender expression, gender identity is not visible to others.

Gender justice: Equal treatment and equitable value of all genders.

School-related gender-based violence (SRGBV): All forms of violence (explicit and symbolic forms of violence), including fear of violence, that occurs in education contexts (including non-formal and formal contexts such as school premises, on the journey to and from school, and in emergency and conflict settings) which result in, or are likely to result in, physical, sexual or psychological harm of children (female, male, intersex and transgender children, and youth of all sexual orientations). SRGBV is based on stereotypes, roles or norms, attributed to or expected of children because of their sex or gender identities. It can be compounded by marginalization and other vulnerabilities. School-related gender-based violence can include physical, psychological, verbal, and sexual violence.

Gender relations: A specific sub-set of social relations uniting men and women as social groups in a particular community. Gender relations intersect with all other influences on social relations, such as age, ethnicity, race, and religion, to determine the position and identity of people in a social group. Since gender relations are a social construct, they can be changed.

Gender-roles: Social and behavioral norms that, within a specific culture, are widely considered to be socially appropriate for individuals of a specific sex.

Sexual assault: Sexual contact that a person has not consented to. This includes touching, groping, rape, forced sex, and similar acts.

Sexual harassment: Sexual harassment is unwelcome sexualized verbal or physical behavior. Examples include unwelcome sexual comments and
gestures. Sexual harassment is often perpetrated by a person in authority toward a subordinate (such as from an employer to an employee).

Sexual identity: How individuals identify their own sexuality (usually based on sexual orientation).

Sexual orientation: Emotional and sexual attraction to another person or other people who may be of the opposite gender, same gender, or another
gender identity.

Sexuality: The sexual knowledge, beliefs, attitudes, values, and behaviors of individuals. Its dimensions include the anatomy, physiology, and
biochemistry of the sexual response system; sexual identity, orientation, roles, and personality; and thoughts, feelings, and relationships. Its expression
is influenced by ethical, spiritual, cultural, and moral concerns.

Stereotype: A generalised and over-simplified idea about people based on one or a specific set of characteristics. Stereotypes are usually untrue and
often lead to prejudice and discrimination. A stereotype that refers to girls, boys, men, or women is called a gender stereotype.

Background

UNESCO considers gender equality a fundamental human right; it is one of the two global priorities of UNESCO. However, gender discrimination in education and inadequate teaching and learning practices are among some of the greatest challenges to girls' and women's equal participation and progression in education.

In line with UNESCO's programmatic priorities on gender equality in education, Ethiopia and Ghana are implementing projects to improve adolescent girls' overall educational attainment, access, participation, and achievement in upper primary and lower secondary schools, as part of the Hainan Funds-In-Trust (HFIT) under the UNESCO-HNA Partnership for Girls' Education. According to the needs assessment conducted by UNESCO on the quality and relevance of education for adolescent girls in Ethiopia and Ghana, schools lack the concept and practice of gender-responsive planning and management. This calls for an intervention of gender-responsive education and the development of this toolkit.

The purpose of this comprehensive Gender-Responsive Education (GRE) toolkit for Ethiopia and Ghana is therefore to:

- Guide the day-to-day practices of teachers, school managers, teacher educators, and curriculum and textbook developers in mainstreaming gender in all areas of their work, particularly teaching and learning practices, school management, teacher training, and gender-responsive teaching materials.

- Provide best practices and promising approaches on the inclusion of GRE in teaching and learning practices, school management, and teacher training.

- Serve as a resource to cultivate critical thinking, problem-solving and innovative approaches in relation to gender mainstreaming in the school environment, teaching and learning practices, and teacher training.

- Contribute to the enhancement of institutional capacities to develop gender-responsive curricula, evaluate teaching-learning material, organize and create gender-responsive classrooms and interactions, and eliminate gender stereotypes in teaching and learning materials. The toolkit also supports improvement of the teaching methods and learning assessment techniques in schools and teacher training institutes (TTIs).

This toolkit is primarily prepared for school management (principals, supervisors) and teacher educators and teachers (both pre- and in-service) at upper primary (7-8) and junior secondary (9-10) grades in Ethiopia and Ghana. School management can use this tool to help mainstream gender into overall school activities.

It will also be a useful guide for a wide range of education professionals on an individual basis, including educationalists like teachers and curriculum developers, planners, educational managers and leaders, and policymakers. It is envisaged that a team of gender focal points will be constituted in participating schools who will train teacher educators, teachers and educational leaders on how to use the toolkit and develop their knowledge, skills, and attitude to implement gender-responsive education.

The toolkit is expected to be implemented initially in Ghana and Ethiopia, which will serve as case countries to draw lessons and scale up the intervention. In addition to previous training workshops on the GRE toolkit held in Ghana and Ethiopia, the implementation of this toolkit draws lessons from training workshops organized by UNESCO IICBA, FAWE, and UNICEF on a GRP Toolkit they developed together, with Creative Action Institute (CAI), in 2018 for nine African countries, including Ethiopia and Ghana, from 25 February to 1 March 2019 in Lilongwe, Malawi.

Therefore, this GRE Toolkit is not a one-stop source of professional answers on gender issues. Trainers will use the toolkit as training material when designing training programs on GRE. The trainer may adapt training activities to suit their contexts and needs of the target group. It is important to carry out a training needs assessment of potential learners to help identify training needs/gaps. The results will determine the training programs, methodology, and how it may suit the target group. The toolkit is organized in modules and the trainer may use all the modules or some of them depending on what the target group requires and according to specific needs.

Organisation of the Toolkit

The toolkit contains six modules based on the teaching and learning process of children and adolescents.

Module One is devoted to the explaining of basic gender concepts. Necessary concepts including gender equity, equality, gender roles, sex roles, division of labour by gender, and gender relations. The module also contemplates how to address the gender gap in education.

Module Two, titled "Understanding Adolescence and Sexual Maturation through a Gender-Responsive Lens", aims to assist teachers in understanding adolescence and sexual maturation, the nature of these changes, and ways of dealing with them.

Module Three, "Gender-Responsive Teacher Education and School Management", outlines how educational planners and curriculum developers can best respond to gender gaps in their day-to-day professional duties.

Module Four, "Gender-Responsive School Environment", expounds on the important pillar of a gender-responsive school environment and the role of gender-responsive guidance and counselling.

Module Five, "Gender-Responsive Pedagogy and Teacher Education Curriculum", addresses the state of the classroom and provides opportunities for teachers and teacher educators to look into their actual day-to-day actions and behavior and respond to the demands of a gender-responsive pedagogy. The outcome of this relationship, in addition to what takes place in the classroom, is governed by all the crucial efforts that should be made in the preceding modules.

Module Six, the final section titled "Monitoring and Evaluation", provides guidance on how to measure the effectiveness of interventions for gender-responsive education. The section has incorporated tools that guide ways of measuring performance.

Module One:

Basic concepts

Target group of Teachers, school managers (principals, supervisors, administrators), teacher
Module One: educators, and curriculum developers

Unit One: Understanding gender

Unit One (a): Sex and Gender

Learning Outcomes

By the end of Unit One (a), participants will be able to:

- Identify differences between gender and sex
- Explain how gender roles influence perceptions of the roles and responsibilities of boys and girls

Activity 1: Review of what participants know about gender and sex (40 min.)

The facilitator starts the unit by engaging participants in the following brainstorming activity:

Variations: Gender vs Sex

Step-by-step guide

Step 1. Arrange participants in two groups: Group 1 will discuss and define the terms "gender" and "sex" and clarify the difference between them; Group 2 will discuss and define the terms "gender equality" and "gender equity".

Step 2. Ask participants to relate their definition with concrete examples from their life experiences.

Step 3. Ask the two groups to report their definitions in a plenary. Write down their answers on a flip chart and engage in a general discussion on the differences between each term.

Activity 2: What Does Each Of The Statements Indicate?

Statements about men and women (20 min).

Write down the following sentence on the white board and let participants write "gender" or "sex" next to each statement. After identifying each statement let them discuss the difference between sex and gender.

1. Males are bread winners. (gender)

2. Female teachers are better suited for primary school. (gender)

3. Women can breastfeed their babies, but men can bottle feed babies. (sex)

4. Worldwide, up to 50 percent of all sexual assaults are committed against girls who are under the age of 16 (UN Women). (gender)

5. Women give birth to babies; men do not. (sex)

6. Women are good at nurturing children. (gender)

7. Men's voices break at puberty; women's do not. (sex)

8. Educated mothers are more than twice as likely to send their children to school. (gender)

Facilitator note: Clarify the concepts sex and gender for participants during the discussion:

Sex	Gender
Sex describes the biological differences between men and women, which are universal and determined at birth.	Gender refers to the roles and responsibilities of men and women that are created in our families, our societies, and our cultures. The concept of gender also includes the expectations held about the characteristics, aptitudes, and likely behaviors of both women and men (femininity and masculinity).
Born with; natural	**Not born with; learned**
Does not vary from place to place, time to time, culture to culture.	Socially constructed; varies from place to place, culture to culture, and time to time.

Source: (UNESCO, 2003)

Facilitator note: Gender Equality vs. Gender Equity

Gender equality	Gender equity
Gender equality means that women and men have equal conditions for realizing their full human rights and for contributing to, and benefiting from, economic, social, cultural and political development. Gender equality is therefore the equal valuing by society of the similarities and the differences of men and women, and the roles they play. It is based on women and men being full partners in their home, their community, and their society.	Gender equity is the process of being fair to men and women. To ensure fairness, measures must often be put in place to compensate for the historical and social disadvantages that prevent women and men from operating on a level playing field. Equity is a means. Equality is the result.
Eg. If the school has a limited number of extra-curriculum activity classes, access to these classes needs to be provided equally to boys and girls, depending on their needs and not based on their sex.	E.g. if the school has more disadvantaged girls than boys, the school need to give better attention to girls in the provision of different supportive services.
Note: Equity leads to equality: Targeted measures need to be taken to compensate for the historical and social inequality between women and men and achieve gender equality.	

Source (UNESCO, 2003)

Unit One (b): Sex roles, gender roles and gender relations

Learning Outcomes

By the end of the session, participants will be able to:

- Examine differences in society's expectations of the behaviours and actions of men and women and girls and boys
- Understand how these behaviours and actions influence women's and men's position in society
- Examine gender roles and stereotypes, and how they influence gender relations.

Activity 3: Discussing gender roles, sex roles, and gender relations: (30 min.)

Facilitator tips: Outline the different types of daily roles performed by women and men, and explain that roles are not static and can change over time. Roles also change depending on the context and are influenced by a wide range of factors like education and living place. This is an opportunity for participants to express their feelings about being a man or a woman and to challenge gender assumptions.

1. Let the trainer create a list of common articles, roles, and activities.

2. Call out the name of each article, role, or activity from the list and ask

participants to categorize them as belonging to men or women.

Some of these articles, activities, and roles could be:

Articles	Activities	Roles
Broom	Sewing	Chef
Car keys	Cooking	Tailor
Saree	Washing clothes	Farmer
Rolling pin	Reading a newspaper	Housewife
Screwdriver	Breastfeeding babies	Breadwinner
Hammer	Bathing children	Nurse
Stove	Fixing the electric bulb	Mother
Tie	Knitting sweaters	Barber
Lipstick	Driving	Politician
Briefcase	Sweeping	Head of the family

Discuss the responses of the participants.

1. Why do we associate certain articles, activities, and roles with women, and some with men?

2. Which of the activities above have any biological basis?

3. Which activities do not have any biological basis and yet are performed by either men or women only?

Facilitator's Tips

There are several types of roles that we perform every day, but we may not always like our gender-ascribed roles. We deliberately or unconsciously perform these roles, and thus recreate gender stereotypes. Many of us may have challenged and even managed to change some of these roles, but in Ghanaian and Ethiopian educational institutions, there is still a rigid division of roles

and responsibilities between women and men. It is only by conscious reflection on our gender assumptions and stepping out of such stereotypes that we can bring about change. School principals, educators, and supervisors can take steps to ensure more gender-equal roles and promote gender equality.

Facilitator's note: sex roles, gender roles, gender division of labour, and gender relations

Sex Roles	Refers to biological functions that are determined by one's sex. For instance, pregnancy is a female sex role, because only the female sex can undertake this function. Women have special health needs as according to their specific sex roles; for instance, schoolgirls need special understanding during menstruation.
Gender Roles	Most often, gender roles are not based on biological or physical conditions but rather result from stereotypes and presumptions about what men and women should do. Gender roles become problematic when a society restricts the potential and capacity of individuals based on such preconceived notions and assigns greater value to the roles of one particular gender – usually men's.
Gender Division of Labour	Gender division of labour can be defined as the way work is allocated between men and women according to their gender roles. Gender division of labour does not necessarily relate to only paid employment, it includes the tasks and responsibilities that are assigned to women and men in their daily lives, including the family sphere. The gender division of labour may also determine certain patterns in the labour market (ILO, 2008). The allocation of activities on the basis of sex is learned, and members of a given societies are expected to understand and follow it. For instance, in many rural Ethiopian areas, women undertake productive (production of goods and services for consumption by the household or for income), reproductive (bearing and rearing children, domestic work and maintenance of the household), and community work (provision and maintenance of resources used by everyone – water, health care, education, and leadership). On the other hand, men tend to be more involved in productive and community work only. Each society divides work between women and men according to what is considered suitable or appropriate to each gender. Commonly, boys are encouraged in activities considered masculine and girls in those considered feminine. For example, in many rural parts of Africa, boys are often encouraged to select jobs that involve decision-making or bring in a large income, while girls are often expected to become wives, and/or occupy positions that involve little decision-making and pay less. These socially ascribed roles have generally influenced the position of women and men in a given society. For instance, it made men asset owners, more educated, and more frequently employed in well-paid jobs that involve decision-making. These have resulted and continue to result in a skewed relationship between men and women.
Gender Relations	Gender relations are the result of socially constructed unequal power relations between women and men and reinforce this imbalance. Gender relations are context-specific. These relations change in the course of time and with respect to different groups of individuals. They vary in relation to other social conditions such as class, race, ethnicity, disability, age, etc.

Note: Before completing the following exercise, participants should read the Glossary of Gender Terms and Concepts (Annex 1).

Activity 4: Understanding gender and related concepts (15 min.)

Instructions: For each term, find the matching definition. Place the letter from the definition next to the term in the first column.

1. _____	Gender analysis	A.	Preference given to some people based on their sex
2. _____	Gender awareness	B.	Considering and responding to the different needs of women and girls, and men and boys
3. _____	Gender discrimination	C.	Examining how access to and control over resources, decision-making power, and developmental benefits are different between girls and women, and boys and men
4. _____	Gender equality	D.	Characteristics, attitudes, or behaviors that are expected of women and girls, and men and boys
5. _____	Gender-responsive	E.	Positive or negative generalisations about the roles, attributes, and behaviors of girls and women, or boys and men
6. _____	Gender relations	F.	Biological functions that are limited to one's sex
7. _____	Gender disparity or gap	G.	Acknowledging that the differences and inequalities between women's and men's needs, roles, responsibilities, and identities require attention
8. _____	Gender sensitive	H.	Equal freedoms and quality of life, and equal outcomes in all aspects of life
9. _____	Gender blind	I.	Unaware of gender concepts and the impact they have on life outcomes for girls and women, and boys and men.
10. _____	Sex roles	J.	Knowing that there are issues, differences, and inequalities between women and men, and girls and boys
11. _____	Gender stereotype	K.	Differences or inequality between girls and boys, or men and women in how they access or benefit from resources
12. _____	Gender roles	L.	Influenced by the type of activities undertaken or the gender roles played

Unit Two: Identifying and addressing gender gaps in education through gender analysis

Target group of Module Two: Teachers, teacher educators, and school managers

Unit Two (a): Conducting gender analysis with the women's empowerment framework (Sara Longwe's framework; Longwe, 1998.)

Learning Outcomes

By the end of Unit Two (a), participants will be able to:

- Understand basic concepts of gender analysis
- Familiarize themselves with different tools used in gender analysis
- Use tools to undertake gender analysis

Gender gaps are identified through gender analysis—a process of identifying the gender-specific division of labour, access to and control over resources, and influential factors—to understand the implications for women's empowerment. Gender analysis can be used to identify gender gaps in education and to assess the way in which a policy or programme will impact girls and women, and boys and men.

Gender Analysis	UNESCO (2014) defines gender analysis as "an assessment exercise to understanding the differences and similarities between women and men with regards to their experiences, knowledge, conditions, needs, access to and control over resources, and access to development benefits and decision-making powers. It is a critical step towards gender-responsive and gender-transformative planning and programming."
	Gender analysis is a critical examination of how differences in gender roles, activities, needs, opportunities and rights or entitlements affect men, women, girls, and boys in certain situations or contexts. Gender analysis examines the relationships between women and men and their access to and control of resources and the constraints they face relative to each other. A gender analysis should be integrated into all sector assessments or situational analyses to ensure that gender-based injustices and inequalities are not exacerbated by interventions and that where possible, greater equality and justice in gender relations are promoted.
	Men and women perform different roles. So do girls and boys. This leads to males and females having different experiences, knowledge, needs, and access to and control over resources. Gender roles can result in one sex having an unequal role in decision-making or being denied the benefits from development. Gender analysis explores these differences so that policies, programmes and projects can identify and meet the different needs of women, men, girls, and boys. Gender analysis also facilitates the strategic use of their distinct knowledge and skills. It should include qualitative and quantitative data.
Gender Analytical Tools	There are several gender analytical tools including the Harvard Analytical Framework, Moser Gender Planning Framework, the Gender Analysis Matrix, the Women's Empowerment Framework, the Social Relations Framework, etc; but the most widely used gender analysis framework for education is the Women's Empowerment Framework

The Women's Empowerment Framework	This framework is designed for women's empowerment. Sara Longwe, who developed The Women's Empowerment Framework, argues that education for women's empowerment requires a very different model, one in which the participants think and work collectively, question the social and political environment, and develop strategies which will allow them to work in an area of political conflict and confrontation where there is no consensus about policies for gender equality (Longwe 1998).

This framework is intended to help policy makers, planners, managers, and evaluators assess the extent to which a policy, organization, or programme is committed to women's empowerment, and if so, to what kind of empowerment and with what impact. Women's empowerment in this context means enabling women to take greater control of their own lives. It encourages gender awareness in different types of interventions, and helps develop the ability to recognize women's issues, whether in activities that involve only women or those that involve both women and men.

Sara Longwe's framework is very flexible and can be applied to any type of intervention that works towards making change on the social, economic, and political conditions of women (or other disadvantaged groups). In the case of education, it can be applied to a policy (for example on basic education), a formal or non-formal education or training programme (such as literacy or vocational training) or a curriculum.

The five "levels of equality" in the Women's Empowerment Framework include:

1. **Welfare**- Improvement in socioeconomic status, such as income, education, better nutrition, etc. Welfare can be a factor when it is used as an encouragement to get girls into school (e.g. some countries provide free school meals, free uniforms, and scholarships).

2. **Access** - Increased women's access to factors of production (land, labour, credit, training, marketing facilities, and all publicly available services and benefits) on an equal basis with men. Access to education, particularly at the higher levels, is often very unequal, with many more girls than boys in the poorest countries denied any education at all, or not permitted to go beyond the primary level. At the junior secondary level, there may be limited places for girls, or boys may be allocated the majority of available places.

3. **Conscientisation**- An understanding of the difference between sex roles and gender roles and the belief that gender relations and the gender division of labour should be fair and agreeable to both sides, and not based on the domination of one over the other. Although schools should develop an awareness of the importance of fair distribution of labor, and lead by example, in fact they usually reinforce gendered practices by the allocation of duties to female and male staff and students on the basis of stereotypical views of what is deemed appropriate.

4. **Participation**- Women's equal participation in the decision-making process, policymaking, and planning. In the education sector this includes involvement in needs assessment, project design, implementation, and evaluation. Within a school setting, this relates to ensuring equality of opportunity for both staff and students, whether in terms of subject or career choices for students, staff-development opportunities and promotion procedures, or equal voice for students in the classroom, in extracurricular activities, and in school affairs.

5. **Control**- This is defined as equal control over decision-making, including the factors of production and the distribution of benefits. It calls on a balance of control between women and men, so that neither side takes the upper hand. In a school setting, for example, there should be equal numbers of female and male students as representatives on student committees, with equal responsibilities.

Unit Two (b): Identifying and addressing gender gaps in education

Learning Outcomes

By the end of Unit Two (b), participants will:

- Understand how to identify gender gaps by conducting a gender analysis
- Examine gender differences between boys and girls, and female educators and male educators
- Observe the impact of gender roles on girls' and boys' education

Activity 5: Gender gaps in education in schools/colleges (40 mins.)

Gender-disaggregated data refers to data collected and tabulated separately for women and men. Such data allows for the measurement of differences between women and men on various social and economic dimensions and are essential for gender statistics and gender analysis. Participants can check their school or educational institution records to see students' or trainees' performance based on the number of boys and girls who attend school.

They can then do the following exercise.

Gender Analysis Exercise using the Women's Empowerment Framework

1. **Analysing welfare, access, and participation in the educational system**

   Step one: Ask participants:

   1. Who is not going to school in your homes and neighbourhood (is it boys or girls?)
   2. What could be the reason that a certain sex group is not going to school (e.g., is it due to poverty, workload in the house, etc.?)

2. **Analysing conscientisation and participation in the educational system**

   Step one: Ask participants:

   1. How many women and men are there in the following positions in your educational institution:
      a. Head of the school or institution
      b. Head of department (units)
      c. Supervisor
   2. How many male students and how many female students are there in the school, class, or educational institution?
   3. How many female and male teachers?
   4. When visitors come to the school or the institution, who is responsible for the following tasks between female and male teachers, and girls and boys:
      a. Welcoming them
      b. Cooking and serving them
      c. Giving a brief overview of the school

   Step two: Discuss the gender equality implications of each situation above.

   Step three: Ask participants, what do you think about the fairness of such distribution of roles and division of labour?

   Step four: Discuss what kind of impact it has on the education of girls and boys.

3. **Analysing control in the educational environment**

Step one: Ask participants:

1. How many female heads are found at the different levels of decision-making in the school or educational institution?

2. How many female and male student representatives are found in the school or institution?

Step two: Ask participants:

1. Does a female head of department have the same level of control as a male head over departmental budgets and other resources?

2. Do equal numbers of female and male students serve as representatives on student committees? Do they have equal responsibilities?

Step three: Discuss what kind of impact this gender gap has on the decision-making abilities and responsibilities of girls and women, and boys and men.

Facilitators' tip:

Gender gaps are differences between women and men and boys and girls with regards to access to food, education, and healthcare, as well as their fundamental safety and integrity. Gender gaps are identified through gender analysis, including examining official data and records.

Unit Two (c): Addressing gender gaps in education

Learning Outcomes

By the end of Unit Two (c), participants will be able to:

- Differentiate between gender-specific interventions and gender mainstreaming in educational contexts
- Explain the concept of gender mainstreaming
- Understand the implications of gender mainstreaming in education

Facilitator tips: Addressing gender gaps in education entails undertaking activities at two levels—gender-specific interventions, and gender mainstreaming:

a. **Embarking upon gender-specific interventions, which include:**

- Introducing affirmative action measures (the policy of promoting the education and employment of members of groups that are known to have previously suffered from discrimination)
- Providing additional tutorial classes
- Offering guidance and counselling
- Providing assertiveness training

Facilitator note:

Gender-specific interventions	Gender-specific interventions enable women to address their immediate needs, and through capacity-building, prepare them to benefit from gender mainstreaming.
Gender Mainstreaming	Gender mainstreaming is defined by the United Nations Economic and Social Council as "a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of the policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated." From the perspective of this educational toolkit, gender mainstreaming is the process that will be used to achieve a gender-responsive education system. This includes consistent use of a gender perspective in all activities in all educational institutions and by all those working in the education sector. Gender mainstreaming requires education practitioners to examine and change those attitudes and practices that contribute to gender inequality in education. Some will be easier to change than others. It will take time and involve the need for professional development and the allocation of resources, so that gender mainstreaming becomes an integral part of educational planning and implementation. The process of building balanced relationships between women and men implies mobilization of legal instruments, financial resources, and human capacity.

Source: United Nations (2002)

Facilitator tips:

The goal of gender mainstreaming is to achieve gender equality at various levels:

- Equal distribution of workload
- Equal access to resources and opportunities
- Equal access to control over resources and benefits
- Equal access to participation in decision-making

The process of mainstreaming gender in education thus includes:

- questioning the underlying paradigm on which the educational institution policy, goals, and objectives have been based
- putting women in strategic positions (in policy-setting and decision-making) at schools and institutions
- Making women and girls visible in all data (enrolment, attrition, dropout, high scorers, graduates, committee members, etc.)
- providing training in gender analysis, methodology, and awareness.

Activity 6: Examining policies and institutional framework for gender mainstreaming (30 min.)

1. **Examining policies in educational institutions and schools**

   1. Ask participants to list down different policies in their schools and institutions. (The facilitator also needs to be knowledgeable about policies from the participants' institutions.)
   2. Ask participants to list down different gender issues found in their educational institutions (e.g. within the classroom, school administration, curriculum, etc.)
   3. Ask participants how far the identified gender issues are reflected in the different policies.
   4. Discuss the impact of the lack of gender mainstreaming on the implementation of such policies.
   5. Discuss how polices can be improved.

2. **Examining institutional frameworks for gender mainstreaming**

   1. Ask participants to identify educational institutions that ensure gender is mainstreamed throughout (The facilitator also needs to be knowledgeable about such policies from different institutions).
   2. Ask participants to provide concrete examples of how these institutions mainstream gender.
   3. Ask participants to discuss the impact of gender mainstreaming and implementation in educational institutions.

Facilitators' tip

For gender mainstreaming to be effective, teachers, teacher educators, and other education staff should take responsibility for:

- Understanding the different roles, responsibilities, and experiences of women, men, girls, and boys in accessing and succeeding in school;

- Finding opportunities to involve women and men in consultation and decision-making processes;

- Acting on women's as well as men's concerns;

- Seeking out ways to improve benefits for women as well as men;

- Being personally informed about gender issues and gender mainstreaming, and looking for ways to promote understanding and commitment with colleagues and partners; and

- Being aware of their own attitudes and behavior and the ways in which these affect students, other teachers and other partners in the education system.

Sourced from Commonwealth of Learning: Gender Mainstreaming Toolkit for Teachers and Teacher Educators, 2014.

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Module Two:

Understanding adolescence and sexual maturation through a gender-responsive lens

Target group of Module Two: Teachers and school mangers (principals, supervisors and administrators)

Unit One: Understanding adolescence

Learning Outcomes

By the end of Unit One, participants will be able to:

- Identify changes that occur in adolescents' bodies

- Explain the impacts of the physical changes on adolescents' behaviors

- Understand the external factors that influence adolescents' behaviors

- Appreciate that adolescents need to be understood and given attention, taking note also that some adolescents are more vulnerable than others

- Observe that girls and boys have different needs because of their physical differences, as well as the different societal roles assigned to them

- Understand that girls have distinctive circumstances that must be addressed

Activity 1: Understanding adolescence (20 min.)

1. Divide participants into groups: men-only groups, women-only groups, and some mixed groups of both women and men

2. Ask the men- and women-only groups to discuss the following topics.

- Physical changes observed during adolescence

- Feelings of the adolescents about these changes occurring in them: (a) bad feelings, and (b) good feelings

- Teachers' role in assisting adolescents to manage these physical changes and emotions

- The impacts that these changes may have on students' learning and how teachers can help students minimise these impacts

Adolescence

While there are no universally accepted definitions of adolescence and youth, the United Nations understands adolescents to include persons aged 10-19 years (Report of the Advisory Committee for the International Youth). Age definitions of adolescents, however, varies among different authorities. It is a period of life with specific health and developmental needs and rights. It is also a time to develop knowledge and skills, learn to manage emotions and relationships, and acquire attributes and abilities that will be important throughout adolescence and in preparation for assuming adult roles. Age is a convenient way to define adolescence, but it is only one of the characteristics that delineates this period of development. Age is often more appropriate for assessing and comparing biological changes (e.g. puberty), which are universal, than the social transitions, which vary more with the socio-cultural environment. Adolescence is a unique period of growth with distinctive characteristics including physical, psychological, intellectual, socio-emotional, moral, and spiritual (Caskey et al, 2007), as outlined below.

Physical Development refers to physical changes (i.e. biological maturity), including significant increases in height, weight, and internal organ size. Puberty is a period of intense physiological

growth with hormones signalling the development of primary sex characteristics (genitalia) and secondary sex characteristics (e.g., breast development in girls; facial hair in boys). Girls mature one to two years earlier than boys, in a period of menarche (start of menstruation).

Psychological Development: linked to the hormonal changes, there is psychosocial change with increased cognitive and intellectual capacities. It is characterized by identity formation and the quest for independence; being torn between the search for an adult identity and adult acceptance; and striving to maintain peer approval. Adolescents tend to be short-tempered and restless; they may exhibit erratic and inconsistent behavior including anxiety and fluctuations between superiority and inferiority complexes. They are often self-conscious and highly sensitive to criticism of their perceived personal shortcomings.

Intellectual Development: Adolescents exhibit wide-ranging intellectual development, including independent thinking; they tend to be curious and display wide-ranging interests. Intellectually, adolescents seek opportunities to explore their environment, are inquisitive about adults, and are often keen observers of adult behavior.

Moral Development: Adolescents move away from blanket acceptance of adult moral judgment and develop their own personal opinions; however, they usually embrace the values of parents or key adults. As they progress into the interpersonal conformity stage, they begin to reconcile their understanding of people; transitioning from a self-centred perspective to considering the rights and feelings of others.

Social-Emotional Development: Adolescents have a strong need to belong to a group—with peer approval becoming more important than adult approval. They experience conflicting loyalties to peer group and family. They are torn between their desire to conform to the peer group norms, which could be positive or negative, and their aspiration to be distinctive and independent. Adolescents may experience feelings of romantic or sexual attraction. They may be rebellious towards their parents and adults, yet tend to depend on them. They may overreact to social situations, ridicule others, and have feelings of embarrassment. When experiencing adult rejection, they may seek the social environment of their peer group.

Spiritual Development: This legitimate domain of human development is rarely considered in education. The separation of the church and the state discourages educators from taking into account this aspect of human development. Nevertheless, the exclusion of spiritual matters creates a serious void in education and other development endeavours. Scholars are now studying the spiritual development of children and adolescents, which may lead to broader recognition of this developmental domain, a critical matter in middle level education. Adolescents want to explore spiritual matters, develop connections between self and others, and gain a sense of themselves and the world.

Baker (2007), on the working document prepared for WHO, alerts us to the implications of these developments for policies and programmes in the context of health, most of which are applicable to education also. The observations directly related to students are as follows:

- Adolescents need explicit attention
- Adolescents are not all the same

- Some adolescents are particularly vulnerable depending on the existing social relations and expectations in that particular society
- Adolescents need to understand the processes taking place during adolescence (boys should understand the changes in their bodies, as well as those in girls, and vice-versa)
- To contribute positively, adults (parents, family, community, teachers – all concerned in the child's socialization process) need to understand the processes taking place during adolescence

Activity 2: What Kind of adolescent were you? (40 min.)

Introduce participants to the concept of physical development and the changes taking place during adolescence:

1. Ask participants to briefly remember and describe their time as adolescents. While participants describe their teenage behavior, encourage them to denote an adjective to each behavior. For example, participants might say that they were "timid," "sporty," or "fun-loving."

2. When everyone has described their behavior, ask these questions:

   - When you were 15 or 16, in what ways (other than physically) had you changed from the person you were at age 10 or 11?

   - How different was your desire for independence?

   - Were you thinking and analyzing situations differently?

   - What was important for you to experience on your own to become a successful adult?

3. Use the following questions, to lead a brief discussion with participants:

   - Do you see any of the above-mentioned developmental patterns with your teen students?

   - How do you understand and react to such developmental patterns?

   - How do you support your teen students to handle them properly?

Conclusion

4. Wrap up the session by asking the following questions:

   - From the discussion, what issues affecting girls and boys do you want to pay more attention to?

   - What, if anything, do you plan on doing differently with girl and boy students in your class or school?

Activity 3: How adolescence is understood (20 min).

Ask participants about the different comments they used to hear about their own adolescent maturity from their:

- Parents and family
- Neighbours
- Others

How did they as adolescents feel about such comments at the time? Were they negatively affected by it? If so, why?

Working with adolescents should start by acknowledging and understanding the changes in their bodies, and how the changes affect their behaviour. According to the WHO (2006), all societies recognize that there is a difference between being a child and becoming an adult. How this transition from childhood to adulthood is defined and recognized differs between cultures and over time. In cultures where women are discriminated against, girls suffer greatly; this summons the need to give special attention to female students.

Girls and boys have different needs arising from their biological and physiological differences, on which society bases its allocation of differential roles.

In African contexts, especially rural areas, girls are more susceptible to rape, unwanted pregnancy, school absenteeism, dropout, and low educational achievement. (UNICEF, 2000). Understanding and responding to the unique characteristics of this developmental stage is central to the principles of middle schooling (middle school refers to a school or sub-school for young adolescents).

Fundamental principles underpinning middle schooling philosophies are said to be that students in the middle years require:

- A different kind of school environment and curriculum;
- Teaching which better accommodates their educational, personal, and social needs and development; and
- Assistance in the transition between traditional primary school and secondary education and from childhood to adulthood.

Activity 4: Identifying girls' and boys' adolescent behaviours (20 min.)

1. Divide participants into mixed groups (including both women and men) of three or four.
2. Ask each group to list five or six teenage characteristics or behaviors
3. Ask participants to identify whether these characteristics are mostly specific to boys or girls
4. Ask participants why they think a certain behavior is more related to boys and girls

Unit Two: Applying a gender-responsive lens to sexual maturation

Learning Outcomes

By the end of Unit Two, participants will be able to:

- Understand basic sexual maturation patterns related to both girls and boys
- Be familiar with the need to make boy and girl students aware of physical changes, their different impacts, and the need to support each other
- Develop an awareness that girls need special attention and support during menstruation
- Be ready to develop and implement adequate action to address issues related to sexual maturation as they may affect classroom interaction

Activity 5: Access to information about adolescence behavior (20 min.)

- Ask participants:
  - Do students get explanations about the changes in their bodies at home, at school or in other places?
  - What type of information do students wish to get, and from whom?
- Discuss their responses.

Sexual maturation is the universal process of growing up, expressed in the form of both physical and emotional changes. Such fast physical and sexual changes in both boys and girls may be distracting and may interfere with their learning. These changes make them self-conscious of their bodies and impact their confidence levels. Teachers and school directors therefore need to be sensitive and offer appropriate solutions (Dahl and Forbes, 2009).

The issue of sexual maturation is one of the critical areas to be focused on within the context of teaching and learning processes, as it can affect learning outcomes. For example, most young girls experience physical pain (such as cramps) and discomfort during their monthly menstrual period. They may also be afraid of being ridiculed if their dresses get stained. Most girls in rural Africa are also unable to afford sanitary pads. According to Dahlqvist (2018), the statistics on the proportion of girls who stay home while on their period vary among different countries. However, such girls are still expected to sit for the same exams as their classmates. The school, and especially teachers, are expected to take corrective measures to support girls to catch up with their classmates and succeed in their education. Most of the time schools in Africa do not have adequate and appropriate sanitary facilities – separate toilets, water, sanitary bins, and emergency sanitary wear. About one in three primary schools in Africa do not have a toilet (UNESCO, Institute for Statistics, 2016) As a result, girls from poor socio-economic backgrounds who are inadequately equipped with sanitary towels face difficultly in managing their menstrual period in school. Boys also go through a maturation process that affects their level of concentration and makes them develop aggressive behavior as a result of pressure from their peers and the society.

Teachers and parents can alleviate young adolescents' concerns about their physical development by explaining that these changes are a natural process. Adults can provide accurate information, respond to questions, and encourage young adolescents to consult credible resources.

To support girls during their menstrual periods, school management and teachers (teachers, male students, and managers) need to understand the following:

    a.   Appropriate sanitary facilities are essential to maintain hygiene

    b.   Girls may have a belief that they bleed because they have done something wrong

    c.   Menstruation (dysmenorrhoea) may be painful for some girls.

Teachers need to support adolescents' quest for identity formation through curricular experiences, instructional approaches, and opportunities for exploration on these issues. Teachers can provide experiences such as role-playing, drama, and reading that encourage identity formation. They can also describe how self-esteem affects many aspects of life, and design classroom experiences that help build self-esteem, particularly in girls.

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Module Three:

Gender-resposive teacher education and school management

Target group of   Teachers, teacher educators, and school managers
Module Three:

Unit One: Gender-responsive teacher education policy

Learning Outcomes

By the end of Unit One, participants will:

- Understand the features of a gender-responsive teacher education policy
- Identify gender-related gaps in teacher education policy and strategies that can be used to address these weaknesses

Activity 1: Education sector policy (20 min.)

1. Do you think undertaking a gender analysis in teacher education policy is necessary? Why? What would be the benefits?

2. Think of issues in teacher education that affect men and women differently. What measures could be taken to create and improve policy?

Facilitator note:

Education sector policy

Public policies lay out a government course of action intended to address an issue or change a certain situation. They are formulated by a specific political process and adopted, implemented, and enforced by a public agency. Governments use policy to tackle a wide range of education issues such as high student-to-teacher and student-to-class ratios, poor infrastructure, high rates of wastage due to school dropout before completion, rates of repetition and absenteeism, lack of teaching and learning materials, and inefficiencies in teacher recruitment, and deployment. Some education policies focus on issues faced by girls, such as menstruation and early pregnancy. Gender-responsive policymaking in education, however, integrates gender considerations across all policies.

Education policy consists of the principles and government policies in the educational sphere, as well as the collection of laws and rules that govern the operation of education systems.

An education policy is a past or up-to-date statement or series of statements which explain, recommend or exclude a course of action or actions to be taken to run the system of education. These statements are usually written, but they could be oral. Examples of debate in education policy include school size, class size, school choice, school privatization, tracking, teacher selection, education and certification, teacher pay, teaching methods, curricular content, graduation requirements, school infrastructure investment, and the values that schools are expected to uphold and model (Wikipedia, nd). Gender-responsive teacher education policy referrers to a teacher education policy that addresses gender issues or mainstreams gender (UNESCO, 2015).

Gender-responsive teacher education policy helps to resolve barriers to the full and equal participation of girls and boys in educational institutions. It provides full and genuine access to all opportunities by linking educational rewards directly to girls' and boys' contributions and performance, and eliminating discrimination on the basis of gender, particularly in relation to classroom participation and achievement (UNESCO, 2015, UNESCO, 2017).

Policy conceptualization

Policy can be conceptualized in different ways and can assume different levels of scope and complexity depending on the target audience and intended purposes. In this toolkit, we will examine policy conceptualizations that provide us the framework to examine the gender-responsiveness of education or teacher education policies. Howlett and Cashore (2014) define policies as "actions which contain goal(s) and the means to achieve them, however well or poorly identified, justified, articulated and formulated." In a document prepared by UNESCO (2017) on Fundamentals of Educational Planning, policy is defined as "an explicit or implicit single decision or group of decisions which may set out directives for guiding future decisions, initiate or retard action, or guide implementation of previous decisions."

Activity 2: Reflection on key points in policy documents (30 min.)

a. Ask participants to identify the key concepts and words in the above policy definitions and explain how they could relate to gender-responsive education policy.

b. Ask participants to identify documents, discourse, or texts at the national or institutional level that constitute teacher education policies. Some of these documents may be labelled as guidelines, directives, blueprints, etc. For example, in Ethiopia, there is a Teacher Development Blueprint, a selection guideline for teachers (Civil service College, 2009). In Ghana, there is also a teacher education guideline entitled National Teachers' Standards for Ghana Guidelines. Such documents may be conceptualized as policy documents for the purpose of this toolkit. (Ministry of Education, 2017).

Facilitator note:

Applying a gender lens to the analysis of education policy

Applying a gender lens to the analysis of education policy is important because all policies affect girls and boys. Sometimes these policies, gender-specific or not, impact girls and boys differently. A gender analysis of education policy enables these differences to be brought to light so that appropriate actions can be taken. The starting point for any gender analysis of the education sector is to assess how gender is reflected in the overall sector vision and accompanying policies. Are gender considerations integrated across all policies or are gender considerations missing in some? Does the teacher recruitment and deployment policy, for example, consider the needs of both male and female teachers? Or is gender the exclusive domain of a separate policy? Some countries have separate gender policies for the education sector or a girls' education strategy. It is important to also remember that some policies that do not explicitly refer to gender (such as a general policy regarding school fees) may impact girls and boys differently.

Important areas to examine in a gender analysis of education sector policy include:

- What are the broad vision, principles and values that guide planning and program design in the education sector?

- To what extent do gender considerations feature in the education policy context? Do education policy documents show commitment or intent to address girls' education or advance gender equality?

- Are there other policies (e.g., on school fees, school feeding or building construction, etc.) that do not explicitly mention gender but that may impact girls and boys differently?

Teacher educational policymaking or planning needs to apply a gender lens in all the components of policy making. A gender lens needs to be applied starting from the context analysis and problem formulation stages so that gender-sensitive strategies can be designed. Gender analysis should pervade not only polices or plans designed for students, but also in teacher education staff recruitment criteria and guidelines. Tool 1 below can be used to examine whether a teacher education policy development process has been gender responsive.

Tool 1: Tool to examine gender mainstreaming in teacher education policy development

Item	Often	Sometimes	Not now
Gender analysis is conducted in male / female staff recruitment, access to professional development opportunities, reviews of career advancement			
Cultural biases that hinder gender equality are identified			
Social and economic factors that contribute to gender inequality are considered			
Policy situation analysis indicate sex-disaggregated data on teacher education dimensions			
Strategies to address these weaknesses or biases are identified and included in plans			
Fair participation of both men and women is critically considered in male / female staff recruitment, access to professional development opportunities, and reviews of career advancement			
Baseline data is sex-disaggregated and identifies current status of gender equality			
There is a clear indication of budget allocation to address identified gender gaps			
Gender specialists are involved in the policy making or planning process			
Gender equality statements are indicated in policy/plan visions and missions			
The implementation team includes both men and women			
Women and men equally participate in the implementation of plans or projects			
Policy impact is disaggregated using a gender lens			
Gender equality indicators are identified in monitoring and evaluation processes			

Activity 3: Application and reflection (20 min.)

Let participants and especially teachers identify gender-related gaps in the teacher education policy and discuss what impact it has to their day-to-day interactions with students

Unit Two: Gender-responsive policies for the selection and retention of teachers and teacher educators

Learning Outcomes

By the end of Unit Two, participants will be able to:

- Understand the need for gender-responsive policies for teacher and teacher educators' selection and recruitment

- Explain the meaning of gender-responsive staff selection, retention, and promotion

Facilitator's note:

Educational institutions need to develop gender-responsive policies for staff and students' recruitment, retention, and support to ensure that women and men are equally represented as teacher trainees, teachers and teacher educators. Policies that deconstruct the status quo are useful for social justice and women's empowerment. In Ethiopia, women teacher educators represent only 7.8% of the teaching staff in teacher education institutes (Ministry of Education, 2014/15 Education Annual Statistical Abstract). Women represent 40% of the teachers, following implementation of the teacher selection guidelines that stipulates that 40% of primary school teaching positions should be kept for women applicants. At primary level, 37% of teachers are women, compared to 17% at secondary level. In Ghana, trained teachers in primary education was 64.88 as of 2016. Its highest value over the past 17 years was 88.54 in 1999, while its lowest value was 61.93 in 2006 (UNESCO Institute for Statistics, 20017).

In addition, it is critical that students observe role models from both sexes at all levels of the education sector, including in leadership positions. There should be an equal representation of women and men among principals, deans, department heads, teachers, counsellors and supervisors. Deans and principals who have been trained to adapt a policy lens can examine whether there is gender parity among teacher educators or teachers, and whether there is a gender equality policy in the teacher education institute.

Teachers' and teacher educators' selection and recruitment

Policies, processes, and institutional arrangements for teacher selection and recruitment may vary from country to country. In Ethiopia, for example, the recruitment of teachers is left for the regional education bureaus and district education offices. The office itself announces the vacant position depending on the need of different schools in each region. Schools and teacher education institutes cannot select and recruit academic staff. In some regions, secondary and preparatory schools can recruit teachers. However, there are measures like implementation of the teacher selection guidelines that can ensure gender responsiveness in teacher recruitment.

Activity 4: (40 min.)

Divide participants into two groups of similar academic level. One group examines the first five bullet points of Tool 2 below, "Gender Responsive Staff Selection and Recruitment Assessment", and the other group focuses on the remaining five bullet points.

Each group discusses the points in the tool from their own school's or institution's perspective.

Questions that will be addressed by each group include:

- What are the gender issues related to staff selection and recruitment in your schools and institutions?
- What do the results from discussing the points indicate, and what are the measures in place to address the identified gaps?

Tool 2 can help examine whether the selection and recruitment practices promote gender equality.

Tool 2: Gender responsive staff selection and recruitment assessment tool

- Was gender analysis used in the selection and recruitment of current staff? Do the selection and recruitment guidelines identify gender parity as a major goal?
- What strategies are laid out to move towards gender parity?
- Do women and men have equal opportunities to be selected and recruited?
- Is the selection and recruitment committee composed of both female and male staff members, and in an equal number? And what ratio?
- Do the selection criteria consider staff diversity issues, such as...(list contextually relevant examples).
- Are the staff representatives fairly composed of female and male teachers? And in what numbers?
- Are female and male teachers fairly represented in the teaching of different subjects? And in what numbers?
- What strategy is there to attract more women and men to teach subjects where they are not well represented (such as science-related subjects for women)?
- Is there special support in place to encourage more male teachers where they are not well represented or vice versa, and where they could serve as role models to boys and girls?
- Is there gender parity in leadership positions?

Activity 5: Analysis of teachers' and teacher educators' selection and recruitment guidelines and practice, (30 min.)

Using Tool 2 above, examine whether the selection and recruitment guidelines and practice in your institute or school is gender responsive. Based on the findings, identify interventions to ensure that the institute or school will have fair representation of female and male staff.

To illustrate, in South Sudan in 2004, approximately only 6% of teachers were female, and the figure fell to as low as 2% in some regions. Various measures were used to recruit and increase the number of female teachers in schools. For example, when it was not possible to recruit a female teacher in the foreseeable future because they could not find as many educated women as men, schools hired female mentors to come into school on a regular basis to lead particular activities with girl students. As part of the measure, the female mentors may not have the same formal qualifications as male teachers, but should still be respected as an important member of the school community and be present at all school functions, meetings (including staff meetings) and activities, in addition to regular activities with girls.

Facilitator's note:

Teachers' retention and promotion

After the recruitment of teachers and teacher educators, there should be policy provisions that help to retain and promote them. Also, in consideration of specific organizational and national contexts, it must be ensured that there are sufficient policies that give equal opportunities to both women and men to advance to leadership positions. Mulkeen (2010) found that countries that offered a housing incentive, particularly in poor and rural areas, tended to have better opportunity in attracting both female and male teachers. In Zambia too, schools in one district who provided a safety and incentive policy were found to have better retention capacity of teachers, especially female teachers. The schools in Zambia offered an additional incentive of a special loan for female teachers to buy solar panels to supply electricity to their homes if they taught in remote schools.

The below tool (Tool 3) helps to examine whether retention and promotion practices are gender responsive at the school or institution, or at the national or regional level.

Activity 6: Assessing the gender-responsiveness of teachers' retention and promotion policy (40 min.)

- Divide participants into groups and let each group discuss two or three points under Tool 3
- Let them identify the different teacher's retention and promotion mechanisms
- How far is each mechanism gender-responsive?

Tool 3: Gender responsive teachers' retention and promotion assessment tool

- What strategies and interventions are designed to ensure that female and male teachers or teacher educators are fully represented in leadership positions?
- Are female and male teachers safe from any form of violence, including sexual harassment, within the institute or school?
- What policies are developed to protect and ensure the safety of teachers from sexual harassment and sexual and physical violence?
- What legal frameworks or polices condemn such behaviors and lead to legal action?
- Is gender equality part of the professional development program of teachers and teacher educators?
- What polices are in place to ensure pregnant teachers obtain the necessary maternal support to work and further their education?

Unit Three: Gender-responsive leadership and management

Learning Outcomes

By the end of Unit Three, participants will be able to:

- Identify measures to promote gender equality through a gender-responsive working environment or gender-responsive management

- Understand the status of women's representation in educational leadership and the factors constraining their advancement

- Develop an enabling environment to enable women's mobility to leadership positions

Facilitator's note

Women's under-representation in educational leadership

Female educational leaders are the closest to serve as role models for female students, as they are able to show them that leadership positions are within their reach. Although the number of female teachers in schools is rising in most countries, educational leadership positions in schools, colleges, districts, national, and regional level are still highly dominated by men. For instance, data from June 2018 shows that women made up 72.5% of teachers and 37.3% of principals on the state payroll in South Africa (Africa Check, 2018). The figures in Ghana also show that in 2015, in Tamale Metropolis in the Northern Region of Ghana, there were only two female heads of high schools out of twelve in the Metropolis (Segkulu, 2017). The Jimma Town Educational office annual report in 2012 in Ethiopia also reveals that among the 97 department heads and unit leaders in primary schools, only 12 (12.3%) were women (Lemessa, 2014). Moreover, in Uganda, women occupy only 12 percent of the headships and deputy headships of secondary schools (MoES, 2005, 2006).

There are many reasons for the under-representation of women in educational leadership. Some of the major factors are related to cultural expectations of gender roles, gender bias in leadership ability, and the lack of national and institutional enabling legal and policy frameworks. Moreover, women may be unwilling to take up the role of principal due to the lack of organizational supportive and threat of harassment. Ensuring gender equality in education demands that educational leadership is gender-responsive, both in terms of the representation of women in decision-making positions and in ensuring gender issues are of prime concern to educational leaders.

Gender-responsive selection and appointment of school leaders

Gender equality in educational leadership may be supported by emphasizing local selection and appointment of school leaders, rather than seeking leaders from another area or school. Local education staff and leaders know their needs best, so local hiring systems for teachers are preferable to meet staffing needs of teachers and leaders (FAWE, 2011). In Lesotho for example, the government grants individual schools a teaching position, then a local school committee of various stakeholders fills the post. This decentralized system shows promise. Lesotho reports some of the lowest student-teacher ratios (even in rural schools) and has one of the highest proportions of female teachers in rural areas; moreover, women account for 80% of the teacher population skilled enough to be promoted to leadership positions (Paramente et al., 2005).

Activity 7: Examining women's representation in school or teacher education leadership in your locality (40 min.)

Guide participants in examining the representation of women in leadership positions in their schools or local teacher education institutes. Adapt Tool 4 to fit your working context.

Divide participants into two or three groups and let them discuss the questions from Tool 4 below:

a. Are there clear targets for women's representation in educational leadership in the educational leadership guidelines for your region, college, or school?

b. Are there gender-specific interventions such as affirmative action to encourage female teachers to apply to leadership positions?

c. Are there clear and gender-responsive selection guidelines for principal, supervisor, department head, dean, and other leadership positions?

d. How many leadership positions (principal, dean, department head, committee head) in your school or college are held by women?

e. How comparable is the percentage of women school principals and deans in your region or locality to the percentage of men holding the same positions?

f. How prepared and welcoming are students and teachers toward women leaders?

g. How much are women teachers interested to assume leadership positions?

h. Are the barriers for women's mobility to leadership positions known? Are there strategies and plans in place to address these barriers?

i. Are there educational opportunities or other forms of support to prepare women to assume leadership positions?

j. Are there any sayings or proverbs that are commonly used to either encourage or inhibit women from aspiring leadership positions?

Gender-responsive education management

Education managers in schools and colleges need to institutionalize gender-responsive management. Educational managers also need to demonstrate commitment to implementing guidelines for gender mainstreaming. The following questions in Tool 4 may help to examine whether management in schools and colleges of teacher education is gender responsive.

Activity 8: Reflection on the gender responsiveness of the school management system (30 min.)

Divide participants into five groups and ask them to examine how gender-responsive their institute is by critically examining its management system. When answering positively, they should provide evidence by citing from documents or by supporting their responses through evidence. For responses that require written descriptions, they should provide supporting evidence for their claims. Tool 5 can help you to identify critical points of assessment. Let them summarize their findings and finally draw conclusions on whether they have gender-responsive management systems in their school or institute.

Tool 4: Gender-responsive School or Institute Management

a.   Does the organization have a gender policy? If so, how many of the policy ideas are implemented?

b.   Do decision-making procedures and structures of the institution demonstrate a commitment to gender equality? How?

c.   Is there a data management system or sex-disaggregated data available to identify and address gender imbalances in teaching and management staff?

d.   Do budgeting and other financial decisions consider gender-related gaps in the institution?

e.   Is the school or college management committed to providing gender-segregated bathrooms, sanitary materials, and pregnancy and childcare services?

f.   Are there positive discrimination practices in assigning girl students to preferred choices in study programs?

g.   Does the institution have a full-time staff allocated for gender mainstreaming?

h.   How are women and men distributed among staff positions?

i.   Is gender equality fully embedded in the mission, vision, or policy of the institution?

j.   How does the institution demonstrate its commitment to gender equality in its selection and recruitment practices?

k.   Does the institute's maternity leave policy encourage women to continue to work and aspire to professional development?

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Module Four:

Gender-responsive school environment

Target group of
Module Four
TTeachers, school managers (principals, administrators), and guidance counsellors

Unit One: Ensuring a safe learning environment

Learning Outcomes

By the end of Unit One, participants will be able to:

- Explain the importance of creating an enabling environment for gender equality in education

- Understand the gendered forms of institutional environments

- Examine the physical and psychological environment for gender responsiveness in their own institutions and initiate interventions.

Facilitator's note

Creating a safe learning environment

The safety, accessibility, and friendliness of schools is one major factor that influences students' enrolment, dropout, and learning in schools. Boys and girls are likely to drop out from schools where physical facilities such as separate bathrooms, clean water, and adequate classroom facilities are not available. School distance and the safety in and around schools also influence girls' and boys' enrolment and dropout. Although these factors influence both girls' and boys' education, girls are more likely to be affected by such factors. Hence educational leaders, community members, teachers, and all other concerned bodies need to establish a safe and healthy physical and psychological environment in and outside the school. In 2010, Sub Saharan Africa accounted for 31 million of the world's 61 million out-of-school children of primary school age. The situation is particularly troubling for girls, with only one out of four girls in poverty attending school (Education for All Global Monitoring Report, 2001).

Creating an enabling environment

As stated in Module Three, gender-responsive education requires global, national, and institutional policies, laws, values, commitments, and practices. The creation of an enabling environment for gender-responsiveness draw its lesson from frameworks like the Sustainable Development Goals and regional, national, and institutional commitments that encourage gender-responsiveness in education. According to the UN (2005) as cited in United Nations Girls' Education Initiative (UNGEI, 2016), an enabling environment may be defined as a set of interrelated and interdependent systemic conditions, such as policies, laws, institutional mechanisms and resources that facilitate the promotion of gender equality. Teachers, teacher educators, and educational institutions can examine the presence of an enabling environment by asking the questions from the below tool (Tool 5).

The physical and psychological school environment

Beyond the basic school infrastructure, school environment can be defined by assessing to what extent it constitutes a safe, positive, and healthy environment for both boys and girls. A safe, healthy, and positive school environment is an antecedent for educational institutions to develop gender equality. For example, safe schools ensure students are sheltered from violence including gender-based violence, exposure to weapons and threats, theft, bullying, and the sale or use of illegal substances on school grounds. School safety is related to improved student learning outcomes for both boys and girls. In particular, emotional and physical safety in school are related to academic

performance. Students who are victims of physical or emotional harassment or who are involved in the sale or use of illegal substances on school grounds are at risk for poor attendance, course failure, and dropout (UNESCO, 2017).

The recent study published in the *Journal of Adolescent Health* by Carolyn Côté-Lussier of the University of Ottawa's Department of Criminology and Caroline Fitzpatrick, a researcher affiliated with Concordia's perform Centre for preventive health, suggests that high schoolers who feel less safe at school have decreased learning potential and more emotional problems. A positive school environment is defined as a school having appropriate facilities, well-managed classrooms, available school-based health supports, and a clear, fair disciplinary policy (OECD, 2009). A healthy school environment includes factors such as physical activity, basic safety, clean air, availability of water, access to care, and education about making healthy choices. In most rural areas of Africa, school access and safety are critical issues for parents who decline to send their daughters to schools. The safety and presence of basic school and classroom facilities also influence the gender friendliness of educational institutions. And crucially, there is evidence that improved school facilities such as water and sanitation improve girls' performance in schools (UNGEI, 2016).

Tool 5: Characteristics associated with a positive school climate

- Students, staff members and parents feel – and are – safe, included, and accepted.
- All members of the school community demonstrate respect, fairness, and kindness in their interactions, and build healthy relationships that are free from discrimination and harassment.
- Both girls and boys are encouraged and given support to be positive leaders and role models in their school community; by, for example, speaking up about issues such as bullying.
- Students, principals, staff members, parents, and community members engage in an open and ongoing dialogue. All partners are actively engaged.
- Principles of equality and equity and inclusive education are embedded across the curriculum. Strategies for bullying prevention, intervention, and awareness-raising are reinforced for students and staff.
- The learning environment, instructional materials, and teaching and assessment strategies reflect the diversity of all learners.
- Every student is inspired and given support to succeed in an environment of high expectations.

(Safe Schools Action Team, 2013)

Having different types of policies to start a conversation within each school or institute about how to develop and promote a positive climate can help create a positive, healthy and safe learning environment. The questions from Activity 1 below could be used during a staff meeting to celebrate all the things that are currently taking place, or to identify areas that demand more attention.

Activity 1: Students' views on the school environment (30 min.)

1. Ask each participant to apply their observations about Gender Responsive School (GRS) or teacher education environment in Tool 6 and identify areas that demand improvement. Discuss in groups how the identified points of the survey influence girls' and boys' educational performance in their school or class.

2. Ask each participant to identify any abuses or harassments that have happened in the school or institute using some of the items from Tool 5. Discuss in group how far the school environment is gender responsive.

Tool 6: Gender-Responsive School or Teacher Education Environment

Items	Yes	No	Remark
Students and their parents do not fear that girls and boys may be exposed to sexual abuse in and around the school			
The school is close enough for girls and boys to walk to			
Both girls and boys feel safe on their way to school			
There are adequate services and regulations to ensure both girls' and boys' safety in and around the campus			
In the school and on the way to and from school, girls and boys feel safe from bullying, gender discrimination, sexual harassment, and abuse			
Girls who become pregnant are supported by the school and are free to continue attending school			
There are separate and adequate numbers of functional bathrooms for both girls and boys			
There is clean drinking water available and accessible for all students in school, including girls and boys			
There is a gender-friendly environment			
Girls and boys are treated fairly and equally by teachers outside of school			
The school environment is friendly and conducive enough that both girls and boys feel comfortable in reaching out to teachers to voice their concerns and seek consultations, knowing that appropriate action will be taken.			
Principals, teachers, and school administrators are actively promoting gender-inclusive policies and ensuring there are internal mechanisms to deal with cases of bullying, school-related gender-based violence (SRGBV), and sexual harassment that can be dealt with when reported.			
Girls and boys are fairly represented in extra-curricular clubs at college or school			

Unit Two: Gender-responsive guidance and counselling

Unit Two (a): Acknowledging and addressing sexual harassment

Learning Outcomes

By the end of Unit Two (a), participants will be able to:

- Understand what constitutes gender-based violence (GBV) and sexual harassment

- Understand the fundamentals of counselling and guidance and undertake guidance and counselling to assist female student

Activity 2: Understanding GBV: group discussion (25 min.)

1. Guide participants in identifying and discussing GBV at school, and the different forms of sexual harassment in classrooms, schools, and institutions

2. Ask them, what kind of socio-cultural practices foster sexual harassment in the community surrounding your school?

Facilitator's note

School-Related Gender-Based Violence (SRGBV)

SRGBV is any form of violence based on gender roles and relationships that take place in, on the way to, or around the school or educational institution (UNESCO, 2013). At school, this violence may happen in the lunch or recreational areas, near the toilets, in boarding houses, or in teachers' residencies. On the way to and around schools, the violence may be initiated and perpetrated by students or by adults, including teachers, administrators, parents, or transport drivers in different forms, including, beating, rape, shouting, etc. Girls are on the first line to suffer from GBV. Girlguiding's Girls' Attitudes Survey 2017 found 64% of girls aged 13-21 had experienced sexual violence or sexual harassment at school or college in the past year. https://unesdoc.unesco.org/ark:/48223/pf0000243252

Sexual Harassment

Sexual harassment is unwanted conduct of a sexual nature, which manifests as physical, verbal, or non-verbal behaviour. Sexual attention becomes sexual harassment if it persists, once it has been made clear that it is regarded by the recipient to be offensive.

https://unesdoc.unesco.org/ark:/48223/pf0000243252.

Sexual harassment may occur everywhere, including in educational institutions. In addition to forced sexual acts, sexual harassment includes offensive language and gestures, sexual advances, touching, probing, and passing unwanted notes, and character assassination through public displays like graffiti. Sexual harassment harms both boys and girls physically, psychologically, and emotionally.

School is one of the common places where sexual coercion and harassment are experienced (U.S. Department of Education, 2018). The harasser could be a teacher or a male student. Unfortunately, reporting of harassment is more difficult when the perpetrator is a teacher, school leader, or person in power. Male behavior in the workplace and in schools is a reflection of male behaviour in the society or community and reflects the socialization process they went through. Socialization teaches men how to treat women and shapes their male identity and self-image. Misguided beliefs about acceptable gendered behaviour can lead to the spread of sexual harassment within institutions.

As a result of harassment, a student may feel insecure, isolated, and helpless. This may manifest in behaviour like avoiding class or school, being reluctant to participate in class, having difficulty concentrating, losing trust in school officials, and eventually dropping out of school. Even when girls stay in school, lack of concentration may affect their learning ability and academic performance. This negative impact reinforces the stereotype that women lack potential and cannot compete with their male counterparts.

Those who are affected by sexual harassment often ignore the incident, out of fear that they will not be taken seriously, will be subjected to retaliatory measures by the harasser and their friends, be ridiculed, or be isolated by colleagues and friends. The problem is worsened by the lack of appropriate legal remedy at the national level, as well as the absence of institutional guidelines and support systems.

Unit Two (b): How can teachers/educators address SRGBV and sexual harassment?

Learning Outcomes

By the end of Unit Two (b), participants will be able to:

- Explain methods of addressing SRGBV
- Understand gender-responsive guidance and counselling
- Understand the role of guidance and counselling in preventing GBV

Brainstorming Activity 2: (20min.)

> Ask participants: As a teacher or school administrator, what can you do if you suspect that a student has experienced violence or sexual harassment, or if a student reports such acts to you?

Facilitator's note

Teachers may worry that talking about violence may have negative effects for those who have experienced violence. Nonetheless, teachers can start healthy discussions about how to prevent violence. The discussion should support students to explore the issues in a blame-free environment, which is conducive to honest engagement with the challenge of change. It encourages students to question damaging attitudes and practices without resorting to blaming or naming. In this case, teachers can use a combination of effective positive classroom management practices to deal with any potentially sensitive, uncontrollable, or harmful behavior, and provide support or referral.

Students can be reluctant to approach teachers or school officials to report violence. This can be due to feelings of shame, lack of hope or confidence, doubt that teachers can be a source of help, or fear of retribution or of escalation of the problem.

If the teacher suspects that a student may have experienced GBV, it is important to initiate follow-up conversations rather than just wait for students to come to him or her. A follow-up conversation is best conducted in a safe environment that is private, so as not to stigmatize, embarrass, or put the student at risk. Some questions that could help initiate the discussion include:

- Many young people face harassment, violence, or negative treatment by others. Have any of these happened to you or your friends or classmates at all?
- What kind of things are happening?
- Can you specify where it happened?
- How often is this happening?
- Who is the perpetrator of this incident?
- How is it affecting you?

While students are disclosing details about the harassment, it is necessary to listen and respond promptly. The teacher or administrator can say the following if a student does report any kind of experience of violence:

- It can be hard to talk about, but can you tell me more about what has been happening?

- I appreciate you told me about this.

- This should not be happening to you.

- It is not your fault when someone harasses or hurts you.

The teacher can respect students' needs for confidentiality while reporting the case to the school principal or administrator. Some acts of violence and harassment may need to be reported to local authorities. This should be done in a way that ensures the protection of the students during and after the notification process.

What needs to be done to address sexual harassment in an educational setting?

An organizational culture that has zero tolerance for sexual harassment must be created. Sexual harassment must become an integral part of the school or college disciplinary system. It is critical that all stakeholders know what sexual harassment is, why it is happening, and how it should be handled. The following actions are critical:

- The school or institution should have an anti-sexual harassment policy in place, and everyone (students, teachers, and all staff) should know about it

- There should be a station in the school or institution where victims can report cases of sexual harassment

- Orientation or raising awareness on sexual harassment must be undertaken for students, teachers, and admin staff as well as Parent Teacher Association (PTA) members

- Gender training must be given to teachers and administrative staff as well as PTA members, who can then orient parents.

Activity 3: Assessing personal, structural and institutional provisions for preventing or tackling sexual harassment (30 min.)

Let participants sit in groups and discuss the following:

1. What actions have you taken in the past when faced with a sexual harassment case? Or, what actions would you take if you were?

2. What measures can be taken to prevent teachers and school administrators from engaging in sexual harassment?

3. Does the school or institution have any rules, regulations, policies, or guidelines to prevent sexual harassment? To what extent can the school or institution enforce these rules on different staff members?

Defining counselling and guidance

Gender-responsive counselling refers to counselling that acknowledges the impact of gendered socialization on individual's psychological and interpersonal functioning and on the individual power, position, and privilege in the given socio-political-cultural system (Aparna, 2015). Comprehensive sexuality education constitutes a curriculum-based process of teaching and learning about the

cognitive, emotional, physical, and social aspects of sexuality. It aims to equip children and young people with knowledge, skills, attitudes, and values that will empower them to realize their health and social and sexual relationships; to consider how their choices affect their own well-being and that of others; and to understand and ensure the protection of their rights throughout their lives. UNESCO, 2018).

Counselling and guidance is the process of helping individuals to discover and develop their educational, vocational, and psychological potential, and thereby to achieve an optimal level of personal happiness and social usefulness (Hurlock, 2010). It is rather to orient the individual towards those opportunities given by her or his environment that can best guarantee the fulfilment of her or his personal needs and aspirations. Counselling helps a person make a well-informed decision about their situation, after they have been assisted to critically consider all information and possible options relevant to the situation.

An effective guidance and counselling programme requires personal, educational, social, and vocational guidance, as well as essential services, such as information, consultation, referral, placement, career follow-up, and evaluation. Research by the Female Education in Mathematics and Science Association in Uganda, for instance, shows that many adolescent girls feel nervous during science lessons, when topics like hygiene and reproduction are discussed (Kaahwa, 2012). The anxiety is aggravated by the fact that most science teachers at middle level school are men, and they are not sensitive to these gender issues. Hence, the need for gender-responsive counselling is paramount. It is therefore important that social guidance is a vital component of education, yet it is often ignored at school, especially at the upper primary and lower secondary school levels. A 2016 report by Central Regional Guidance and Counselling of Ghana reveals that a larger number of counsellors who manage guidance and counselling units at the basic schools are not professionals and lack the requisite knowledge. Similarly, in Ethiopia, though some schools hire psychologists, the lack of clear policy, manual, and job description for professionals make the work of counsellors invisible (Adane, 2016). As a result, students who face gender-based violence and adolescent-related problems lack proper support in their schools. This calls for providing strong attention in restructuring the guidance and counselling units.

In many Africa contexts, young students find themselves with little guidance and counselling on social issues. It is therefore necessary that the schools take on this responsibility to fill this vacuum of vital knowledge.

Activity 4: Identifying roles of guidance and counselling on preventing GBV (40 min.)

Ask participants to name any school or institution that they know has a guidance and counselling department. Participants can also mention their schools or institutions.

Participants should consider the following aspects:

1. What is the specific role of the guidance and counselling department?

2. What are the different reasons that students visit the department?

3. Is there any gender-based violence in the school or institution? If so, is there any data on its prevalence?

4. How important is it that the guidance and counselling department be available to students?

5. What are the gaps in the guidance and counselling department, and how can they be improved?

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US Department for Education, 2018

Module Five:

Gender-resposive pedagogy and teacher education

Target group of
Module Five
Teachers, teacher educators, teacher education policymakers, and curriculum designers

Unit One: Teacher education curriculum

Learning Outcomes

By the end of Unit One, participants will be able to:

- Identify gender-biased features of teacher education curricula;
- Understand how the planned and hidden curriculum of teacher education can be gender-responsive

Facilitator's note

Teacher education curriculum

At a broader level, curriculum can be conceptualized as the formal, perceived, and implemented curriculum. In this module, teacher education curriculum refers to planned, implemented, and hidden curriculum components. The formal teacher education curriculum is conceptualised as knowledge, skills, and dispositions that the program integrates in the various courses and learning opportunities or experiences designed to engage teacher candidates in learning to teach. UNESCO (2010) also defines the formal curriculum as "the planned programme of objectives, content, learning experiences, resources and assessment offered by a school." For the purpose of this module, what we consider as the curriculum of teacher education is the cumulative syllabus or courses of a teacher education program. For a teacher education program to be gender-responsive, it must prepare teacher trainees to examine the gender relationships in a society and how they can contribute towards building gender equality. The curriculum of teacher education should provide opportunities for pre-service teachers to:

- Examine their own gender biases and stereotypes, including the influence of those biases on instruction, assessment, and grading
- Identify the challenges of student learning, dropout, and repetition based on sex-disaggregated data
- Practice participatory teaching and learning methods
- Practice how to adapt the curriculum to the needs of diverse learners
- Understand a wide range of topics related to gender equality and inclusion, such as comprehensive sexuality education, disability, SRGBV, sexual harassment, and other forms of violence.

Activity 1: Identifying the hidden curriculum (10 min.)

1. Ask participants to describe what socialization between boys and girls looks like in their school or institute. Do girls and boys mix well, or not?

2. How do the textbooks they are using to teach present gender roles and relations?

Hidden curriculum in teacher education

The concept of curriculum is deeper than the planned or official curriculum stated in curriculum materials such as curriculum framework, syllabus, textbook, teacher's guides, and other official documents. The planned curriculum operates within deep and invisible interpretations, beliefs, assumptions, and values of teachers, students, and school leaders. These beliefs and assumptions not only influence how the curriculum is implemented and learned, but can also shape teachers and

students' thinking and practices in a way that is the antithesis of the planned curriculum. Hence, one needs to consider the deeper layers of the hidden curriculum—not only the formal or official one. As gender is a social construct and values and norms that define gender relationships are a result of social interaction, it appears that the hidden curriculum plays a significant role in fostering or hindering gender equality. There are different ways of conceptualizing the hidden curriculum. Some consider the hidden curriculum implicit in that hidden curriculum primarily operates through social norms and moral beliefs tacitly transmitted through the socialization process in the structure of the classroom. Others believe hidden curriculum operates through the taken-for-granted assumptions and practices of school life which are established by educational leaders, teachers, and students and considered as normal, but which reproduce certain gender relationships. Some feminists also claim that educational institutions reinforce gender stereotypes, reproduce patriarchal relations in society, and perpetuate gender inequality through norms, values, expectations, and practices, despite the fact that they adopt official missions committing to gender equality. Thus, teacher educators and academic leaders need to be aware of implicit and explicit assumptions, values, and practices that wittingly or unwittingly hinder gender equality.

Activity 2: Examining teacher education curriculum for gender-responsiveness (30 min.)

1. Ask participants to decide whether the teacher education curriculum of their school or institute is gender-responsive using Tool 7 below. If it is gender-responsive, ask them to provide evidence by citing gender-responsive elements from the teacher education curriculum.

2. Based on the analysis of the results, if the participants find the curriculum requires improvement, guide them in providing concrete suggestions for the curriculum review committee or academic dean.

Tool 7: Gender-responsive teacher education curriculum evaluation tool

Statements	Strongly	Somewhat	Not at all	NA
The curriculum framework explicitly states its commitment to gender equality in mission statements and learning outcomes				
The curriculum and syllabus make reference to the promotion of gender equality				
Course materials or textbooks are gender-responsive				
Course materials or textbooks are gender biased and contain stereotypes that perpetuate gender inequalities				
Course materials or textbooks contain attitudes and values that promote gender equality				
Courses on socio-cultural relationships of society or groups are included in the program				
The curriculum or course policy explicitly states the importance of gender equality or sensitivity to gender issues				
The curriculum helps teacher trainees reflect on their gender biases and social stereotypes				
The curriculum considers life skills such as critical thinking, negotiation, sexual practices, HIV, AIDS, etc. as themes for integration in different subjects				

Unit Two: Teaching and learning materials

Learning Outcomes

By the end of Unit Two, participants are expected to:

- Be aware of gender-biased content in textbooks, written materials, books, teachers' guides, and other resources
- Understand the importance of mainstreaming gender equality in teaching and learning materials
- Adapt and use gender-responsive teaching and learning materials
- Prepare gender-responsive teaching and learning materials

Facilitator's note

Gender-responsive teaching and learning materials

Books, textbooks, teachers' guides, and other materials that teachers and students use in the teaching and learning process can either serve as agents of change, or reproduce the values and assumptions students and teachers may have about gender relations and gender equality. Students knowingly or unknowingly associate themselves with characters, illustrations, stories, authors, pictures, and achievements that are present or not present in curriculum materials. Thus, it is imperative that teaching materials be inclusive and representative of diverse values so that no student feels excluded and marginalized. The following factors determine the gender-responsiveness of teaching materials (books, textbooks, teachers' guides, and other resources).

Examples of non-gender-responsive teaching material

Tool 8: Factors determining the gender-responsiveness of teaching materials

Frequency of appearance of female and male characters

- How many women and how many men are portrayed or mentioned in the texts and pictures?
- When and how often do female characters appear, compared to male characters?
- How often are women and men characters named in the teaching and learning materials?

Nature of appearance of female and male characters

- What types of jobs, professions, values, and works are women and men each associated with?
- How are women and men portrayed in the text or picture: as household workers, teachers, managers, leaders, soldiers, etc.?
- What types of adjectives are used to describe female and male characters in the story?
- How are family or household roles distributed to female and male characters (e.g. cooking, spending money, making decisions, caring for children or the elderly, washing clothes)?
- How do these characterizations represent gender roles between female and male characters?
- What types of personality attributes are assigned to female and male characters?
- Do the materials promote women's self-reliance, assertiveness, and empowerment?

Illustrations

- How are women and men portrayed in pictures/drawings?
- How do women appear in comparison to men, especially in terms of their picture sizes?
- Are the illustrations culturally appropriate and/or gender-responsive?
- Do the illustrations portray both women and men positively, and in ways that are free from gender bias?

Settings

- What is the place and time in which the characters are presented in pictures or drawings? (e.g. schools, offices, homes, in the field, etc.)?
- Does the setting communicate any message about the roles of women and men?

In sum, teaching and learning materials should communicate that women and men can play interchangeably different roles in society. In addition, teachers and students should be able to critically examine how knowledge construction needs the engagement of both women and men researchers, writers, and professors, and should exclude one-group bias in gender-stereotyped materials.

Activity 3: Application and reflection (30 min.)

Using the tool indicated below (Tool 9), ask participants to select one teaching and learning material (module, book, textbook, or other reading material) from their school or institute, and analyze selected sections or chapters.

Based on their findings, encourage them to provide at least three suggestions to make the material more gender-responsive.

Tool 9: Examining the gender responsiveness of teaching and learning materials in teacher education institutes and schools

Items	Yes	No	Remark
The stories, case studies, and examples include women and girls and men and boys as active participants in roughly equal numbers			
Pictures and other images show women and girls and men and boys doing a wide range of activities, and not confining to gender stereotypes			
The views of women and girls and men and boys are represented equally, both as narrators and as authors			
The adjectives used to characterize male and female roles and behaviors are positive and interchangeably used			
Women are included as role models, leaders, and historical figures in learning materials			
Learning materials meet the needs of students with disabilities through diverse presentations of contents and illustrations			
The teaching and learning material is fairly inclusive of the various groups of society along linguistic, political, religious, gender, disabilities criteria, among others			
Women and men assume diverse roles and responsibilities that can be reversed			
Women and men are equally portrayed as school principals, managers, drivers, doctors, engineers, and other non-traditional jobs			
The material is free from gender-biased names such as "chairman," "waitress," "hostess," etc.			
The content of the material promotes gender equality principles with a focus on human rights, girls' and boys' equal rights, and other women's rights			
The use of "she" or "he" is alternatively used in teaching materials			
Female characters are presented as having comparable skills, knowledge, and accomplishments as male characters, and vice versa			

Unit Three: Lesson planning

By the end of this unit, participants will be able to:

- Identify the features of a gender-responsive lesson plan
- Develop gender-responsive lessons plans
- Examine the gender-responsiveness of sample lesson plans and suggest ways to address observed problems

Facilitator's note

Preparing a gender-responsive lesson plan

Lesson planning involves a wide range of decisions: teaching methodologies, content, learning activities, learning materials, language use, classroom interaction, classroom setup, learning assessment, etc. A gender-responsive lesson plan takes into consideration the specific needs of girls and women and boys and men in all of these teaching–learning processes. A lesson plan includes the learning outcomes, contents, teachers and students' activities, and assessment of the teaching and learning process for a specific lesson. While most of these components may have already been decided and the role of the teacher is to fine-tune these components to the actual context of teaching and learning, there are key aspects that teachers need to consider in preparing a gender-responsive lesson plan.

Checklist of gender-responsive lesson plan

Teaching and learning materials: Review the teaching and learning materials. Does the material contain gender stereotypes? Does the language of the materials contain bias? If so, what techniques can be used to address these issues? For example, if the images or active participants in the stories are all men and boys, or only show women and girls in traditional roles, teachers could find examples of women or girls who contribute in similar ways. Watch for any language bias in the teaching and learning materials.

Teaching methodologies: Choose teaching methodologies that support more equal participation of both girls and women and boys and men. Examples include group work, group discussions, role playing, debates, case studies, and co-operative teaching strategies. Encourage all students to participate, and be ready to help if some students dominate the discussions or roles and others rarely contribute.

Learning activities: The lesson plan should be designed so that all students can participate in the learning activity. Make sure girls and women and boys and men can share the learning materials and any equipment and other materials; this is particularly important in face-to-face learning when supplies are limited.

Classroom setup and interaction: In face-to-face learning, lesson plans should consider the classroom setup to allow for equal participation of girls and women and boys and men: how to arrange any tables and chairs, and how people can move around in the room. Think of inclusive questions to ask during the lesson, and remember to direct questions to both girls and women and boys and men.

Manage other gender constraints: Make sure you have time to deal with gender-specific problems, if any, such as girls and women who have missed class due to menstruation, household chores, or other family responsibilities. Watch for signs of violence, sexual harassment, peer pressure, the impact of HIV and AIDS, and other problems.

Feedback and assessment: Make time to get feedback from both girls and women and boys and men to ensure that both genders have understood the lesson. Also, be open to feedback about your teaching methods and style, and do not pass any negative comments against students (FAWE, 2005).

Facilitator Notes

Reviewing teaching and learning materials for gender-responsiveness

In most cases, teachers are implementers of curriculum contents designed and decided by education policymakers or curriculum designers at the national or regional level. Even so, teachers need to review the gender-responsiveness of materials, content, stories, illustrations, and pictures they use in their lesson planning. Unit Two can be used to review the gender-responsiveness of materials teachers use to prepare lesson plans. Teachers might use additional materials or references which may not have been reviewed for gender-responsiveness. Hence, ensuring whether the material is responsive to the needs of female and male students and is free from gender prejudices and stereotypes is a necessary first step for teachers. For example, if the story in a language classroom is about a male runner, it is prudent that the lesson plan cites that there are also famous female athletes. In science and math materials in which scientists' names are associated with inventions, scientific laws, and principles, teachers need to examine whether female and male scientists are fairly represented. It is critical to examine and ensure all materials teachers prepare and use in class are gender-responsive.

Gender-responsive teaching and learning techniques

The lesson plan indicates the activities students and teachers carry out in class. These activities should be examined whether they are responsive to the specific needs of female and male students. In addition, in the planning of teachers' and students' activities, teachers need to incorporate the following techniques:

- Mixed or random grouping of students as opposed to gendered or compatibility grouping;
- Question techniques that provide equal opportunities for male and female students such as:
  - Using longer wait-time for some students who might be shy or need time to organize their answers;
  - Distributing questions equally to female and male students;
  - Using prompting and probing question techniques for both female and male students;
- Role-plays, case studies, cooperative learning, and other interactive methods;
- Interactive and diverse learning techniques that meet the interest of diverse learners.

Activity 4: Sample lesson plan analysis and preparation (50 min.)

1. Ask teachers and other participants to bring lesson plans for the various subjects they teach.

2. In two or three groups, let participants analyse whether the lesson content, learning outcomes, materials, and activities of teachers and students promote a gender-responsive classroom.

3. Based on the findings from the analysis and lesson in this unit, guide participants in preparing a lesson plan for the subjects they teach. Ask them to indicate which measures they took to ensure the lesson plan was gender-responsive.

Sample gender-responsive lesson plan

CLASS: Standard 8
SUBJECT: Mathematics
TOPIC: Volume and Capacity
DATE: 30. 03.2005
TIME: 8:30 am- 9:45 am
STUDENTS: 40 Students – 25 girls and 15 boys

OBJECTIVE:
By the end of the lesson:
1. Pupils should be able to correctly relate
   Cubic centimetres to litres: 1 litre = 1000cm3
   Decilitres to litres: 1 litre = 10dl

REFERENCE:
1. Primary Mathematics Teachers Guide – pages 35–40
2. Pupils book – pages 97–100
3. Learning Mathematics – pages 60–63

LEARNING AIDS:
1. Containers of varying capacities: 1 litre, ½ litre, 200ml, 5 litres and 20 litres
2. Water

METHODOLOGY:
1. Divide pupils into five groups of eight pupils per group (five girls and three boys), three groups headed by girls and two by boys.
2. Ask the students to decide and apply the ground rules for equal participation for both girls and boys.
3. Ensure that both girls and boys speak out and participate actively during the lesson.
4. Ask pupils to say what the units are for measuring milk, water, cooking oil, petrol and kerosene.
5. Encourage pupils in groups to compare the volumes and capacities of different containers by pouring water into them and transferring water from one container to another with boys and girls taking turns to measure.

LESSON STEPS:

Steps	Teacher's activities	Pupils' activities	Indicators to gender responsiveness
1. 10 minutes	Introduce a cube measuring 10cm by 10cm by 10cm.	Find the volume of the cube.	Girls given an opportunity to relate volume to capacity through questions and answer technique.
2. 10 minutes	Elaborate the prefix deci- (a tenth) thus introducing deci-litre as a tenth litre.	Outline how many tenths make one whole.	Girls in their respective groups given an opportunity to sample and compare litres to decilitres.
3. 20 minutes	Assign pupils to work on volume and capacity.	Pupils compare volumes and capacity of different containers in respective groups.	Both girls and boys participate as group leaders and members.
4. 15 minutes	Guide pupils through their groups to expound on their findings.	Group secretaries present their findings.	Both girls and boys present their findings.
5. 10 minutes	Ask the students to discuss the day-to-day applications of volume and capacity.	Students discuss: Measuring water while cooking. Measuring milk while cooking. Measuring water while washing. Purchasing kerosene.	Both girls and boys participate in the discussion.
6. 10 minutes	This time is allocated to dealing with any gender specific need that might arise during the lesson.		
	Conclusion: The teacher emphasizes the need for both boys and girls to actively use units of volume and capacity in their day to day lives.		

Lesson Plan developed by Martin Osambula, AIC Kajiado Girls' Primary School, Kenya.

11

Unit Four: Classroom setup and interactions

Learning Outcomes

By the end of Unit Four, participants will be able to:

- Analyze classroom practices for gender-responsiveness
- Identify major gender-related problems that characterize teacher and student interactions
- Understand the impact of the classroom setup on students' engagement
- Organize classrooms so that they promote equal participation and interaction opportunities for both girls and boys
- Demonstrate a gender-responsive classroom demeanor

Facilitator's note

Classroom setup

The seating arrangement in a classroom considerably influences teacher-student interactions. Various studies show that teachers interact more with students who are in the front row and middle of the class compared to students who sit at the back and sides of a classroom (Minchen, 2007). This area where there is maximum classroom interaction is called the action zone of the classroom. Teachers need to be aware of this and move around the class when teaching. Teachers need to also ensure that girls and boys sit randomly in the front, middle, and back row of the classroom. Assuming that the class size in schools and colleges of teacher education will stay reasonably large in number, and that classes will continue to be arranged in rows, it is imperative that teachers continue to consider the seating preferences of male and female students and design techniques to reach all students in the class.

Thus, it is imperative for every teacher to critically observe the following questions to check if the classroom setup equally enhances the learning of both boys and girls:

- Who organizes the classroom setup, and how is that decided?
- Do girls and boys sit in a balanced way in the front row of the class?
- Do girls and boys fairly share the available chairs and tables in class?
- Do girls and boys have equal access to see both the teacher and the board in the class? How many of the girls sit in the back row of the class, and why is that?

Ensuring a gender-responsive classroom interaction

Module Five shows that the hidden curriculum is as important as—if not more important than— the planned curriculum. The planned curriculum indicates content and outcomes that are the views of policy makers and curriculum developers.

One important skill in this regard is to understand characteristics of male and female students during lessons from a gender-responsive perspective and recognize the manifestations of gender-biased teacher-student interaction. Classrooms contain subtle gender biases. Male students speak

more frequently and for longer than female students. Male students also tend to be called on more frequently than female students. There is also a tendency for male students to answer or ask questions or without raising their hand. Teachers tend to nurture hidden biases in classes through encouraging quicker and louder responses, which may intimidate many students, particularly girls. Some studies also show that female students are less likely to raise their hand and less likely to seek the attention of teachers and peers (Laurie et al., (2007). For many reasons, feminists consider classrooms as areas of power struggle between males and females. Traditional approaches of teaching, such as lecturing, may favor male students.

Thus, teachers must ensure that they do not reproduce the traditional norms and values of gender relations by favouring one group of students over another. This requires:

- Teachers engage all students in learning, irrespective of their learning style differences
- Classes should not be dominated by a few students; teachers should encourage all students to participate
- Teachers should intentionally provide opportunities for students who are reluctant to speak in class by using inclusive and sensitive questioning techniques
- Feedback and support should be provided to all students
- Teachers should maintain eye contact with all students in the class; no student should feel invisible, especially girl students
- Teachers should reflect on their classroom practices, pedagogy, and content using a gender lens.

For this purpose, teachers and teacher educators may use the following tool to examine whether classroom interactions are gender-responsive. Based on the results of the observation, teachers and teacher educators can be sensitized to their practices and work towards developing a gender-responsive classroom environment.

Tool 10: Understanding the gender-responsiveness of teachers and teacher educators' interactions with students

Items	Yes	No	Remarks
The teacher calls on or addresses both female and male learners a balanced number of times			
Teachers of science and mathematics address female and male learners in a fair and balanced manner			
The teacher's oral questions are fairly distributed to male and female learners			
Classroom support is fairly distributed to male and female students			
The teacher invites both female and male students to solve and write responses on the board, read aloud, or explain ideas in class			

Both female and male students are given equal opportunity to present their work in class			
Both female and male students assume group leadership roles interchangeably or fairly in a balanced manner			
The teacher demonstrates high expectations of success for both female and male students			
The teacher carefully responds to gender-biased attitudes in the classroom			
The teacher helps students to examine their beliefs about gender inequality and stereotypes			
The teacher gives both male and female students intensive and constructive feedback			

Activity 5: Peer observation among teachers or teacher educators (a teacher education or school-based activity) (30 min.)

1. Divide participants in three groups and let each group assign one person to act as the teacher. The assigned teacher will prepare a gender-responsive lesson using content they teach, and present it to the group, as if they are students.

2. Ask group members to observe the presenter and examine the gender-responsiveness of the classroom interaction, using Tool 9.

3. Let presenters first reflect on what went well and what needs improvement. Then, let both presenters and group members share the findings of the observation and identify how the interaction can be made more gender-responsive.

Unit Five: Language use in classrooms

Learning Outcomes

By the end of Unit Five, participants will be able to:

- Understand how classroom language can exclude female or male students
- Link language use to gender prejudices and stereotypes
- Use gender-responsive language in classrooms

Facilitator's note

Language bias in classrooms

The language that teachers use sends an important message about gender equality to students and other members of the school community. It is a manifestation of deep-rooted assumptions and beliefs. Hence, teachers have to examine their language to ensure that they serve as a model for gender equality. Below is a discussion of some of the most common mistakes educators make in language use.

The use of "he" and "his" in all circumstances

Teachers most often use "he" and "his" when referring to both a male and a female common noun. For example, the subject noun "student" can be replaced by either "he" or "she". But there is a tendency for teachers to use the pronoun "he", which excludes female students. Teachers and educators must consciously balance the use of the pronouns "she" and "he". Or, they can use both "he" and "she" when it is necessary to refer to both. For example, the sentence, "If a person works hard, <u>he</u> will succeed" is exclusionary towards women. Thus, it is preferable to say, "If a person works hard, <u>she or he</u> will succeed."

Use of "man" and related phrases to refer to human beings

Teachers also use the word "man" to indicate human being's achievements, failures, successes, positions, etc. For example, some teachers use the words "chair<u>man</u>", "<u>man</u>kind", "fresh<u>man</u>", "police<u>man</u>", "<u>man</u>made", and other related words or phrases to refer to different positions, jobs, and professions. It is necessary that such terms are replaced by gender-neutral nouns such as "chair<u>person</u>", "<u>human</u>kind", "<u>first year</u>", "police <u>officer</u>", "<u>person</u>", etc. Teachers must carefully examine their choice and use of such words.

Gender-stereotyped language

Teachers also use language that communicates stereotypes to students and community members. Female names and pronouns are used in cases of food preparation, household activities, and supporting roles, whereas male names and pronouns are used to refer to leadership, out-of-home activities, and other high-level office work. Teachers need to be sensitive and interchangeably use both male and female expressions for different positions and activities.

Unbalanced use of titles

The unbalanced and stereotyped use of titles communicates to girls and boys different expectations and roles. Some titles such as Professor, Doctor, Scientist, Manager, Engineer and others that reflect high positions are often paired with male names. Whether it is for providing an example or a presentation of a case to students, teachers need to be very careful that these titles are fairly used to represent both females and males.

Use of jokes and derogatory cases with a specific sex

Classrooms should be free from jokes or sayings that refer to a specific person or sex group. Teachers should also be sensitive in their use of proverbs in classrooms. Such tendencies and behavior by students in class should also be addressed.

Hence teachers should ensure that their verbal or written communication considers the following issues:

- Balancing the representation of women and men in their reference to achievements, challenges, etc.

- Compliment, encourage, and respond to contributions of women and men equally

- Create a classroom atmosphere where female students are as interactive and as assertive as male students in expressing their views and responses

- Avoid references to appearances and physical attributes

- Avoid comments or humour that degrade female and male students

- Use gender-neutral nouns and phrases, when possible, such as "chairperson" rather than "chairman", "humankind" rather than "mankind", "first year" rather than "freshman", etc.

Activity 6: Language Use in the Classroom (50 min.)

1. Let participants randomly select three to five teachers or heads of teachers from their school or institute.
2. Ask participants to observe each of these teachers for one class session and record important events that help to analyze the language use of teachers.
3. Encourage participants to share their observations in a small seminar with colleagues and students. Do not disclose who said what. Maintain confidentiality.

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Module Six:

Monitoring and evaluation of gender resposive education

Target group of Module Six   School managers (principals and administrators) and teachers

Learning Outcomes

By the end of Module Six, participants will be able to:

- Understand the purpose and importance of monitoring and evaluation in advancing gender equality in education
- Identify the types of information needed to monitor whether or not planned activities to address gender disparities are being effectively implemented
- Acknowledge that monitoring is part of their basic responsibilities
- Monitor routine activities and record them for reporting.

Monitoring and evaluation

Monitoring and evaluation (M&E) are key activities for tracking and for assessing the changes that different projects, activities, or programs have achieved, based on stated goals and objectives. Monitoring is a management tool used for the follow-up of project achievements during implementation. Evaluation is more concerned with the assessment of progress and results towards the final attainment of project objectives.

Monitoring refers to the continuous examination of progress achieved during implementation, in order to track compliance with a plan and make decisions to improve performance. Monitoring is a continuous process of routinely gathering information on all aspects of the project. It provides information needed to:

- Analyze the current situation
- Identify problems and seek solutions
- Keep project activities focused and on schedule

For GRE, the first level of monitoring is done by teachers and staff. Supervisors are responsible for monitoring the teaching staff and tasks under them, and the school or college director or head teacher is responsible for monitoring all aspects of the project. The second level of monitoring is done by district offices, education bureaux, and ministry officials.

Monitoring reports should be timely, simple, concise, and useful. They should include results, if achieved, actions necessary to correct any deficiencies, and an activity schedule and reporting timeline for those actions necessary to correct an activity.

Evaluation refers to the periodic assessment of activities, programs, policies and other interventions in order to understand why, and the extent to which, intended and unintended results are achieved, and their impact on project activities. Evaluations aim to determine the relevance, effectiveness, efficiency, results/impact, and sustainability of an intervention. It usually involves people external to the direct management of day-to-day activities. An evaluation entails the periodic review of this progress measured against specific indicators of performance.

For this toolkit, M&E would refer to the systemic tracking and assessment of progress towards making the pedagogy gender-responsive and effective (FAWE, 2005). A monitoring system covers all aspects of the teaching and learning processes presented in the modules and units. These include knowledge of gender-related concepts, gender-responsiveness of educational programmes, the school and classroom environment, as well as community involvement.

The transformation of a school into a gender-responsive learning environment involves all stakeholders – parents, students, teachers, and school managers. Specifically, teachers have a key role to play in the process, starting with their own classrooms.

Teachers and school mangers can participate in monitoring and evaluation by:

- Setting goals and objectives for change in their respective behavior and classrooms

- Holding regular meetings with other teachers and students to discuss the gender transformation of the pedagogy

- Documenting what has worked in making the various teaching and learning processes gender-responsive

- Sharing results and experiences with other teachers, students, management, and other stakeholders, including policy makers, other schools, and education practitioners;

Gender-responsive M&E are critical to:

- Determine whether the implementation of the GRE is on track to meet gender-related targets and achieve gender-related objectives, and to determine if changes are needed. For example:

    - Has the expected proportion of female and male teachers been trained in gender-responsive pedagogy?

    - To what extent has gender balance among teachers in rural areas been achieved?

    - Have enrolment rates and retention among girls increased as planned?

- Help policy makers, implementers, donors and civil society acquire relevant information and understand the need to make informed decisions about GRE operations, and for holding stakeholders accountable for gender outcomes.

- Strengthen understanding of the multiple and interrelated factors causing gender disparities in education and the effectiveness of the responses at various levels (school, district, or national) and geographic regions.

- Help assess whether or not the intervention was successful, as well as to better understand why or why not.

- Help test expectations as to how change will be achieved; for example, the extent to which incentives were successful in increasing the number of rural female teachers, and the extent to which higher numbers of rural female teachers resulted in an increase in girls attending school.

- See whether a review of the project design is necessary, such as if monitoring results show fewer than expected numbers of female teachers taking up positions in rural schools.

- See whether the project's theory of change should be reconsidered, and whether other barriers to attendance faced by rural girls should be examined. This would be the recourse in the case that the monitoring shows that girls' attendance did not increase, despite having more female teachers.

- Help identify the most valuable interventions and best use of resources.

Monitoring progress towards planned objectives, as well as budget expenditure over time, can highlight the cost-effectiveness of interventions. M&E is an integral part of the policy cycle because it provides the necessary data and information to guide strategic planning, to design and implement interventions addressing gender disparities, and to allocate and reallocate resources in better ways, based on performance.

Tool 11. Key questions that monitoring and evaluation help answer

- Are activities leading to the expected results?
- Is the intervention making a difference? To what extent is the intervention responsible for the measured or observed changes?
- How are the results being measured? Is there a better way to measure results?
- Did it have an impact? Is it affordable and cost-effective?
- Can it be scaled up? i.e. can the intervention be adapted, replicated or built on to increase its reach or scope for a larger population or a different region?
- What interventions and strategies are most effective and cost-effective at addressing gender disparities in education?

Activity 1: (20 min.)

1. Divide teachers and teacher educators into two or three groups and ask them to reflect on the points under Tool 12.
2. After participants have reflected and identified the gaps, ask them to look at how they can integrate some of these approaches into their institutions.

Tool 12: Mainstreaming gender during monitoring and evaluation

Performance measurement

- Gender equality results are expressed, measured, and reported against using qualitative and quantitative indicators.
- Data is collected and disaggregated by sex, as well as by age and socio-economic groups.
- Qualified, locally based gender equality specialists are involved in the performance measurement.
- Information on progress in reducing gender inequalities is collected and analyzed as an integral part of performance measurement.
- A long-term perspective is taken (i.e., social change takes time).
- Participatory approaches are used, with women and men actively taking part in the planning of performance measurement frameworks, in their implementation and in the discussion of their findings.

Tool 13: Monitoring gender-responsiveness of educational programmes checklist

This checklist can help in monitoring whether education policies, programmes, or activities are gender responsive, and whether they include gender mainstreaming as a core part of the overall approach, not just a very small part of the analysis. If the programme is gender-responsive, participants should be able to answer "yes" to each consideration and issues included below. Participants can reflect on these questions and discuss ways of making their educational plans or programs gender-responsive by working together.

Consideration	Yes	No
• Do the expected outputs and outcomes seek to promote a fair share of benefits for women and men, and/or to promote women's rights?		
• Will relevant gender policies be available and used for reference?		
• Have gender considerations influenced the design?		
• Are women as well as men included as key stakeholders?		
• Are sex-disaggregated statistics available to analyze how the issue affects women and men, including barriers to equality?		
• Do the leaders and main partners have the commitment and capacity to manage and implement the activity in a gender-responsive way?		
• Will the activity support gender-responsive capacity building?		
• Does the activity show an understanding of current attitudes towards gender equality and women's rights, and of the forces for and against change?		
• Will data be gathered to assess whether women and men receive a fair share of benefits from the activity, and/or whether women's rights have been strengthened?		

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Annex 1: Answers to Activity 4

1. ___C___	Gender analysis	A. Preference given to some people based on their sex
2. ___J___	Gender awareness	B. Considering and responding to the different needs of women and girls, and men and boys
3. ___A___	Gender discrimination	C. Examining how access to and control over resources, decision-making power and developmental benefits are different between girls and women, and boys and men
4. ___H___	Gender equality	D. Characteristics, attitudes, or behaviors that are expected of women and girls, and men and boys
5. ___B___	Gender-responsive	E. Positive or negative generalisations about the roles, attributes, and behaviors of girls and women, or boys and men
6. ___D___	Gender relations	F. Biological functions that are limited to one's sex
7. ___K___	Gender disparity or gap	G. Acknowledging the differences and inequalities between women's and men's needs, roles, responsibilities, and identities require attention.
8. ___G___	Gender sensitive	H. Equal freedoms and quality of life, and equal outcomes in all aspects of life
9. ___I___	Gender blind	I. Unaware of gender concepts and the impact they have on life outcomes for girls and boys, men and women.
10. ___F___	Sex roles	J. Knowing that there are issues, differences, and inequalities between women and men
11. ___E___	Gender stereotype	K. Differences or inequality between girls and boys, or men and women in how they access or benefit from resources.
12. ___L___	Gender roles	L. Influenced by the type of activities undertaken or the gender roles played

Gender-responsive education

Toolkit for Teachers, Teacher Educators, School Managers and Curriculum Developers in Africa

This GRE Toolkit is intended to address gender equality in education through intervention across the whole education sector. More specifically, the toolkit contributes to the enhancement of institutional capacities to develop gender responsive curricula, evaluate teaching-learning materials, organize/create gender responsive classroom interaction, eliminate stereotypes in teaching and learning materials, support improvement of the teaching methods and learning assessment techniques in schools and Teacher Training Institutes.

The Toolkit is a guide for educators who plan to facilitate gender-responsive education. As such it consists of activities, tools and notes to the facilitators in addition to presenting conceptual discussions and relevant data.