

# **TRAINING MANUAL ON**

## **GENDER MAINSTREAMING IN TEACHER EDUCATION IN**

### **M Y A N M A R**

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**GENDER MAINSTREAMING IN TEACHER EDUCATION IN**  
**M Y A N M A R**

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Title: TRAINING MANUAL ON GENDER MAINSTREAMING IN TEACHER EDUCATION IN MYANMAR

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## FOREWORD

This publication is a result of Myanmar's participation in a UNESCO regional project titled "Enhancing Girls and Women's Right to Quality Education through Gender Sensitive Policy Making, Teacher Development and Pedagogy in South, Southeast, and Central Asia", together with Cambodia, Nepal, Sri Lanka and Uzbekistan. The project is an initiative to promote gender equality in the Asia Pacific region and aims to promote and mainstream gender equality in teacher education policies, curricula and pedagogies.

The manual is designed for the education policy makers and planners for their better understanding in gender issues and assess how they affect gender inequality in teacher education and trainers.

The potential of education to contribute to sustainable development for nations and their citizens has become widely accepted. As leaders of educational settings, teachers serve as powerful agents of change with the power to promote healthy behaviors, attitudes and worldviews among their students, and challenge harmful social norms and practices. Educators are thus uniquely positioned to shift the way that learners view and interact with prevailing gender norms, stereotypes, and inequalities. Improving teacher education and Pre-service teacher training in particular – can play a pivotal role in promoting more gender equitable societies. It is therefore of critical importance to understand how teacher education systems prepare and train teachers to be gender sensitive and responsive in their work, and to determine how teachers can best be supported to contribute to gender equality across all educational settings.

In this context, Training Manual on Gender Mainstreaming in Teacher Education in Myanmar is a remarkable achievement of Ministry of Education and UNESCO. It is our hope that this manual will guide policy makers and teacher educators to raise gender awareness and sensitization of gender mainstreaming and to make gender responsive teaching and learning, management towards gender equality in education in Myanmar. In conclusion, this manual will contribute to achieve Myanmar's goal on an inclusive education.



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13/5/2020

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## ACKNOWLEDGEMENT

We would like to acknowledge with great appreciation the officials and representatives from the Ministry of Education and Department of Social Welfare who contributed their knowledge and expertise in development of the Training Manual on Gender Mainstreaming in Teacher Education in Myanmar. Members of gender mainstreaming technical working group led by Department of Social Welfare are also acknowledged for their comments on the draft version of the manual.

### WHY DO WE NEED THIS MANUAL FOR GENDER EQUALITY IN TEACHER EDUCATION IN MYANMAR?

The Global Education 2030 Framework for Action for the implementation of Sustainable Development Goal 4 (SDG 4), which highlights inclusive and equitable quality education and lifelong learning for all, stresses that gender equality will not be achieved unless serious actions are taken for creating “gender-sensitive policies, planning and learning environments, mainstreaming gender issues in teacher training and curricula and eliminating gender-based discrimination and violence in schools” (UNESCO, 2015, p.iv). The SDG target 4.5 particularly underlines the elimination of gender disparities in education and equal access for all. The new agenda shifts the discourse on gender from parity to equality and advocates a symbiotic relationship between quality and equality.

In Myanmar Sustainable Development Plan (2018-2030), goal 4, especially the strategy 4.1.3 calls for the expansion of access to both the hard and soft infrastructure necessary to enable access to a comprehensive, quality, free basic education, ensuring provision of gender and disability-sensitive school facilities, technologies, including water and sanitation services. The Myanmar National Strategic Plan for the Advancement of Women 2013\_2022 (NSPAW), which is based on international frameworks aimed at ending discrimination against women and achieving gender equality, includes education and training in its twelve priority areas. The NSPAW (2013-2022) emphasises the education and training sector “to strengthen systems, structures and practices for ensuring access to quality formal and non-formal education for women” to reach gender equality.

Myanmar has embarked on education sector reform and the government of Myanmar has initiated an ambitious project to completely rebuild Myanmar’s outdated education system. The 30 -Year Long-Term Education Development Plan (2001-2031) which aims to uplift the national education through a series of reform programmes including upgrading the teaching-learning processes and the teacher education system. Myanmar enacted the National Education Law in 2014 and its amendment law in 2015. The 2015 National Education Law provides a legislative basis for sector restructuring and reform. The National Education Strategic Plan (NESP) 2016-2021, has been developed and set to introduce present modernized learning methods prioritizing problem solving and critical-thinking skills. Teacher education is one of the 12 sub-sector strategic plans of the NESP.

The long-standing efforts of governments and the international community have brought about encouraging results in bridging gender gap in education. The National Census data (2014) shows that primary school enrolment has increased, and gender parity has been achieved at the primary school levels and girls outperform boys at secondary and tertiary level. For tertiary education, about 60% of students are female, with better exam results and higher ratios of passing the exams than male students.<sup>1</sup> Female literacy has improved, reaching 90% in 2010, though still less than the 95% for men.<sup>2</sup> The development of Myanmar’s Basic Education curriculum, which will cover Grades 1-12, has been expected for completion in 2022.

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1 UNICEF (2015), Myanmar statistics, viewed as 2 February 2017, <[http://www.unicef.org/infobycountry/myanmar\\_statistics.html?p=printme#120](http://www.unicef.org/infobycountry/myanmar_statistics.html?p=printme#120)>.

2 The Republic of the Union of Myanmar (2014), Myanmar Population and Housing Data, the Union report (census report volume 2).

UNESCO is working closely with the Ministry of Education (MoE) in Myanmar to provide policy and institutional capacity development at central level within the Department of Higher Education (DHE) and at institutional level within Myanmar's 25 Education Colleges (ECs) - for the reform of the pre-service teacher education system. Through the 'Strengthening Pre-service Teacher Education in Myanmar' (STEM) project, supported by the Australian Government and the Finnish Government, UNESCO is working in close partnership with the Ministry of Education to improve the teacher education system through policy and institutional capacity development in Education Colleges (ECs). Currently, the Ministry of Education (MoE) is developing a Teacher Competency Standards Framework (TCSF) and a new competency-based curriculum for 4-year degree college programme of teacher education. Thus, many positive measures are already underway and progress has been made in Myanmar's efforts of education reform.

Notwithstanding the positive changes in the gender landscape in education, there are still room to make improvement in girls' access to better education, free from multiple barriers to accessing primary and secondary school, equal treatment at school, at home and in society, and have unequal learning opportunities. The teaching workforce remains feminised at the pre-primary, primary and higher education levels. The gender mainstreaming strategy or written policy or guidelines are not yet in place to ensure and mainstream gender equality in textbooks of teacher education. Like other countries, female teachers may face considerable challenges in a gender-biased environment from the moment they train to become teachers and throughout their teaching career. When teachers are consistently affected by widespread gender bias and when they themselves are gender-blind, it is challenging for them to take a gender-responsive stance and be the agents of change in gender matters. The policies and practices can be improved to address gender equality, different needs of male and female student teachers, campus insecurity and harassment.

The education system both mirrors and influences the larger society, and what happens in education has a flow-on effect on society. Efforts to achieve gender equality in society need to start with education. A coherent approach to gender mainstreaming is necessary, in which all components and processes of the education sector mutually support gender equality goals. Within the education system itself, teachers have the biggest influence on the future generations through their teaching practice, attitude and behaviour. They should be the change agents to promote gender equality.

The process of developing and implementing gender-responsive policies in teacher education is the key steps which will propel teachers into that position. When the teacher workforce is gender-responsive, they can enable generations of young people to think and act sensibly, with gender awareness and sensitivity. Consequently, efforts to bring about gender equality in education need to start with teachers, from pre-service training stage to the in-service continuous professional development throughout their career. The analysis of the root causes of gender inequality in pre-service and in-service teacher education is the first critical step towards addressing the bottlenecks of gender equality.

With the aim to achieve gender mainstreaming in teacher education in Myanmar, this manual provides the materials and resources to run a gender awareness and a gender mainstreaming sensitization workshop for education policy makers and planners. The manual focuses on gender awareness raising and sensitization of gender mainstreaming through reflective and participatory processes. This will enable policy-makers and planners to formulate gender-responsive policies to mainstream gender in the key areas of teacher preparation and development. The ultimate intention of this manual is to serve as a resource to use for the "training workshop on gender



mainstreaming in teacher education” with the policymakers and planners to create a gender platform to support activities that will lead to a formally recognized gender mainstreaming process within the institution.

## HOW IS THE MANUAL DEVELOPED?

Since 2015, Myanmar has been participating in a project called “*Enhancing Girls and Women’s Right to Quality Education through Gender-Sensitive Policy Making, Teacher Development and Pedagogy in South, Southeast, and Central Asia*”, together with Cambodia, Nepal, Sri Lanka and Uzbekistan. The project is an initiative to promote gender equality in the Asia Pacific region and aims to promote and mainstream gender equality in teacher education policies, curricula and pedagogies.

As the key activities of the project, Department of Higher Education (Teacher Education and Training) of Ministry of Education and UNESCO conducted “gender assessment in education” and “training needs analysis of education policy-makers and planners on gender mainstreaming in teacher education” in Myanmar between December 2017 and February 2018. The reports show that key factors needed to implement in order to achieve the goal of gender equality in teacher education in Myanmar are: awareness, understanding and appreciation of gender issues and gender mainstreaming among policy makers and planners, demonstration of commitment and building capacity of education policy-makers and planners and leading towards the goal of institutions that can support both men and women equally and fully. Unless education policymakers and planners comprehend gender issues clearly, their decisions and actions can continue to perpetuate gender inequality. The reports recommend action to build the capacity of policy-makers and planners in teacher education so they have a better awareness of gender issues and of the socio-economic, political and cultural barriers to gender equality in teacher education.

One of the components of the project, “*Enhancing Girls and Women’s Right to Quality Education through Gender-Sensitive Policy Making, Teacher Development and Pedagogy in South, Southeast, and Central Asia*” focuses on strengthening the capacity of education policymakers and planners to enable them to develop gender-responsive teacher policies in all areas across the education sector, with a focus on teacher education. As part of this capacity building effort, UNESCO Bangkok developed a training package on gender mainstreaming in teacher education based on the findings from the situation and training needs analyzes conducted in the five participating countries, including Myanmar.

The process of the development of “*Training Manual on Gender Mainstreaming in Teacher Education in Myanmar*” involves the Myanmar team’s participation at the regional workshops. The Myanmar Team is led by Department of Higher Education (Teacher Education and Training) of Ministry of Education. The Myanmar Team participated in the workshop titled “Consultation Meeting on Training Packages for Gender Mainstreaming in Teacher Education in Asia –Pacific” in Vietnam in May 2018 and “Training of Trainers Workshop on Gender Mainstreaming in Teacher Education for Education Policymakers and Planners in Asia-Pacific” in Shanghai in July 2018. Then the Manual is developed by the National Consultant of the UNESCO Myanmar with the support of the Myanmar Team led by Department of Higher Education (Teacher Education and Training).

The manual is adapted and localised by referencing “*Training Manual on Gender Mainstreaming in Teacher Education in Asia Pacific*” to enhance the knowledge and skills in gender mainstreaming of education policy-makers and planners for the development and implementation of gender-responsive policies in teacher education in Myanmar. This manual’s key reference is “*Gender Equality Manual by Department of Social Welfare, Ministry of Social Welfare, Relief and Resettlement in Myanmar*” for

understanding key gender concepts, contextualisation of Myanmar and integration of key gender issues in Myanmar. This manual reflects and integrates the findings from the analysis of “gender assessment in education” and “training needs analysis of education policy-makers and planners on gender mainstreaming in teacher education”, undertaken by the MoE and UNESCO Myanmar.

The first draft of the manual was shared to the Department of Social Welfare (DSW), Ministry of Social Welfare, Relief and Resettlement and the Gender Mainstreaming Technical Working Group of Myanmar National Committee of Women (MNCW) led by the DSW in Myanmar in order to get their comments and inputs in September 2018. Then, the Department of Higher Education (Teacher Education and Training) and UNESCO organized a consultation workshop in October 2018 with the members of the Gender Mainstreaming Technical Working Group to finalize the manual. In consideration of and cooperation with their comments, the manual has been finalised by the guidance provided by the Department of Higher Education (Teacher Education and Training).

### **WHO IS THIS MANUAL FOR?**

This Manual targets two main audiences. First, it aims at enabling education policy-makers and planners, who, through using the manual, will better understand gender issues and assess how they impact on gender inequality in teacher education. This understanding should help them in identifying appropriate policies and actions to remove gender barriers. Second, it targets trainers and professionals who will conduct and facilitate training sessions for decision-makers in teacher education institutions and schools on gender mainstreaming in teacher education. They may also be called upon to design and implement gender mainstreaming activities in teacher education.

The ultimate intention of this manual is to serve as a resource to be used for the “training workshop on gender mainstreaming in teacher education” with the policymakers and planners to create a gender platform to support activities that will lead to a formally recognized gender mainstreaming process within the institution. Therefore, the manual focuses on gender awareness raising and sensitization of gender mainstreaming through reflective and participatory processes. This will enable policy-makers and planners to formulate gender-responsive policies to mainstream gender in the key areas of teacher preparation and development.

To support trainers in effectively facilitating the training on gender mainstreaming in teacher education, the manual suggests a range of methods that include personal reflection, individual and collective brainstorming, variations of group work and explanation in plenary. During the training sessions, trainers are encouraged to create an environment that facilitates participants’ self-assessment of their experiential exposure to gender issues and the examination of all practices in teacher education through a gender lens. The critical reflection of participants – policy-makers and planners – lays the necessary foundation for developing gender-responsive policies. The trainers who use this manual need to be well familiar with the training objectives, expected outcomes, content of the modules, methods, and tools.

It is important to note that this manual primarily does not aim to be served as the gender curriculum for the student teachers and used as the comprehensive gender modules for them. While the primary audience of this manual are not the student teachers, many of the activities, materials and resources of this manual can be used by teacher trainers to raise gender awareness and sensitization of gender mainstreaming and those interested in gender mainstreaming in higher education. This manual can be easily adapted to the context of other institutions interested in challenging gender inequalities.

## HOW IS THIS MANUAL ORGANIZED?

The manual consists of six modules. The six modules cover topics from exploring gender concepts and considering gender in a higher education context to developing an initial action plan based on the workshop outcomes.

### MODULE 1: UNDERSTANDING KEY GENDER CONCEPTS

This module provides a space for participants to get to know each other and reflect on their personal experience and understanding of the differences between sex and gender, as well as helping them grasp the concepts behind key terms related to gender in the context of teacher education system. It also helps participants to see the overall picture of the entire teacher education cycle and the necessity to mainstream gender into key components of the cycle.

- 1.1 Getting to know each other and introduction to the training workshop
- 1.2 Defining and Exploring Sex, Gender, and Gender Stereotypes
- 1.3 Defining and Exploring Gender Roles, Gender Division of Labour, Gender Discrimination, Gender Inequality and Gender Equality
- 1.4 Defining Gender-Based Violence, its Forms and Consequences
- 1.5 Understanding Key Gender Concepts
- 1.6 Understanding Gender Equality in the Context of Myanmar and the Agenda 2030/ Sustainable Development Goals

### MODULE 2: GENDER MAINSTREAMING IN PRE-SERVICE TEACHER EDUCATION

Module 2 enables participants to conduct the gender analysis of different dimensions of pre-service teacher education. Section 2.2 guides participants through a process to examine gender barriers in pre-service teacher education, demonstrating the deep-rooted gender bias within the individuals, family, school, teacher education institutions and society. It helps participants understand how such gender bias sets girls and boys on career paths that do not support their genuine aspirations and potential. It is followed by the guidance on examining curriculum and instructional materials in teacher education institutions (TEIs) from the gender--perspective (Section 2.3), pedagogy of TEIs (Section 2.4) and management arrangements and institutional services of TEIs (Section 2.5). Going through these sections, participants unearth and analyze the multi-faceted gender barriers in pre-service teacher education. After conducting a gender analysis of each dimension, participants will be guided in the use of the findings from the gender analysis in order to recommend and formulate policies to mainstream gender into each dimension.

- 2.1 Defining and Exploring Gender Mainstreaming
- 2.2 Understanding Gender Barriers in Pre-service Teacher Education
- 2.3 Gender Mainstreaming in Curriculum of Pre-service Teacher Education
- 2.4 Gender Mainstreaming in Pedagogy of Pre-service Teacher Education
- 2.5 Gender Mainstreaming in Management Arrangements and Institutional Support Services of Teacher Education Institutions

### **MODULE 3: GENDER MAINSTREAMING IN IN-SERVICE CONTINUOUS TEACHER PROFESSIONAL DEVELOPMENT**

Module 3 guides participants in the conduct of the gender analysis of in-service teacher professional development, the subsequent stage in the teacher education continuum. It helps participants to explore gender-based bias in teacher induction (Section 3.1), demonstrating how gender barriers and lack of gender consideration reinforce gender stereotypes and discrimination that many of them have already experienced during pre-service training stage. The module focuses on analysing the content, pedagogy, organization of teacher development programmes and school culture through the gender lens. It helps participants to understand the multiple expressions of gender inequity and inequality, and how gender dynamics limits the effect of in-service teacher development activities. With an enhanced understanding of the root causes of gender discrimination within in-service teacher development, participants then brainstorm and recommend policies to mainstream gender into in-service professional development.

- 3.1 Making Teacher Induction Gender-responsive
- 3.2 Gender Mainstreaming in In-service Continuous Teacher Professional Development

### **MODULE 4: GENDER MAINSTREAMING IN RESEARCH ON TEACHER EDUCATION**

Research is an essential component in teacher education and can be a highly effective channel to promote gender equality. However, in the majority of developing countries, research in teacher education receives insufficient attention, and there is too little, if there is any research, on gender in education. Module 4 emphasizes the importance of promoting research on the one hand and, on the other, of incorporating gender sensitivity into research in teacher education institutions and in schools. It also points out the necessity of making gender the focus of research in these institutions and ensuring the dissemination of research results (Section 4.1). In Section 4.2, participants will generate ideas on possible research topics to promote gender equality in education and recommend relevant policies for gender-responsive research.

#### 4.1 Importance of Gender-sensitive Research in Teacher Education

#### 4.2 Developing Policies for Gender-responsive Research in Teacher Education

### MODULE 5: Gender-RESPONSIVE BUDGET IN TEACHER EDUCATION

Module 5 draws attention to the importance of gender-responsive budgets, without which many actions aimed at addressing gender issues in teacher education will amount to little change. In Sections 5.1 and 5.2, participants will analyze gender issues in the budget and expenditures in pre-service and in-service teacher development, respectively. The emphasis is on acquiring insights into different ways in which a budget can be gender-blind, thus perpetuating gender inequality. These sections also convey the importance of budget monitoring to ensure the budget is gender-sensitive and spent as planned. In Section 5.3, participants will brainstorm and recommend policies to build gender-sensitive budget in teacher education.

#### 5.1 Understanding Key Concepts of Gender-Responsive Budgeting

#### 5.2 Budget Analysis from a Gender Lens

#### 5.3 Developing Policies for Gender-responsive Budget in Teacher Education

### MODULE 6: ACTION PLANNING

Module 6 emphasises is on consolidating the input from the workshop in the form of follow-up actions that will lead to the development of an institutional gender mainstreaming response. In Section 6.1, participants will understand key concepts of action plan and the type of action planning proposed for this introductory workshop. The action plan developed in this workshop is a small but important component of the gender mainstreaming process. It aims to consolidate the increased gender awareness and sensitization developed amongst the participants by helping them to identify realistic and achievable follow-up activities that will lead towards a broader gender streaming at the institution level.

#### 6.1 Understanding Key Concepts of Action Plan and Action Plan Development

All sections have handouts and these are titled and included as Handouts at the end of the manual. The trainer can photocopy them to give to participants. The copies of PowerPoint presentations are also included in the PowerPoint section of the Annex.



## HOW TO USE THIS MANUAL?

This manual is designed for a capacity development programme for policy-makers and planners in teacher education. It is to be used for a continuous training course during five days. Modules on key gender concepts, gender mainstreaming in pre-service and in-service teacher education can also be delivered separately with different timeframes rather than a total five days at a time when the emphasis is placed uniquely on these areas separately.

These modules can also be used separately for the professionals working in relevant areas. It should be noted that in most countries policy-makers and planners in teacher education tend to be directly or indirectly involved in both pre-service and in-service teacher development, so they would benefit from going through the entire training programme. They can see the inter-connectedness between different stages of teacher education and understand the importance of integrating gender sensitivity into the teacher education continuum.

It is essential that the facilitator uses Myanmar language, Myanmar specific examples and Myanmar translations of all concepts and terms to enable ease of understanding and to ground the knowledge.

## FACILITATORS' NOTES

Each section contains Facilitators' Notes that either add or reinforce key points related to the issue under discussion. In some cases, it may include answers to the questions that participants work on during the session, as a resource for the trainers to consider.

### Training approach and methodologies

- For training sessions to be effective, it is essential to use a participatory training approach based on the principles of adult education, which, among other things, emphasize motivation, self-reflection, exchange of experience and collective brainstorming. The target groups are policy-makers and professionals in the field of teacher education who have much knowledge and experience that trainers should elicit and build on, throughout the training.
- Participants' attention, interest and engagement can be maintained only when trainers really involve them in the learning process. Hence, trainers should limit their 'lectures' to the minimum, to about 10 minutes. Keep plenary sessions short and always involve participants even when explaining new content to them. Before responding to questions from participants, elicit the response from the participants themselves.
- Group discussions and brainstorming in small groups should be the main methods, as it is the most effective approach to engage all participants, regardless of their backgrounds, experience and levels of expertise. To make group work engaging, trainers need to use a wide range of methods. Hence, they should be proficient in the use of different methods of group work to ensure that both vocal and shy participants speak their mind and contribute to the discussion equally. This is also important when participants in different positions of authority are in the same group. Those in higher positions may dominate group discussion, as they find it hard to 'leave' their work function and act as any other participant in the group. Other participants may feel too intimidated to voice their opinion. On the one

hand, trainers need to remind all participants that everyone has the right to express their opinion during group discussions, and on the other hand, make sure that all speak in equal measures. Call on a different person to speak or present each time and abstain from calling on the same active/vocal participant(s).

- When conducting group work, ask group members to take turns to document group discussions. Similarly, for group work presentation, ask group members to take turns to do so. Make sure in each group nobody dominates the discussions and avoid situations when the same person documents and presents group work.
- To help participants to absorb the information easily and to sustain their interest, trainers need to change the pace and types of activities roughly every 30 minutes. For example, alternate plenary sessions and group work. Change group compositions every morning and afternoon, or at the beginning of a new session, so that participants have the opportunity to work with, and learn from, new partners. There are different ways to form groups – sometimes by number, by birth month, by the first letter of their name, by their preference/hobby (those who like vegetables in one group, those who like meat in another group, etc.). Groups should be mixed by sex and age. If it happens that more men or more women end up in the same group, redistribute them.
- Similarly, for presentation of group results, use different methods so that everyone has the opportunity to speak up in front of others. In each session, different methods have been suggested but at the same time, trainers can adapt them or use other methods as appropriate to the context.
- Throughout the training, be observant of participants' behaviour and level of engagement. Ensure those who appear shy have the chance to voice their opinion in groups and present group work results. When you see that participants' energy level seems to be low, switch activities or use energizers. Let participants take turns to conduct the energizers.
- Facilitators can vary the discussion methods based on their specific context. In this regard, it is advisable that they are well familiar with the training content and key messages in order to choose the most appropriate methods.

### Effective discussions about gender

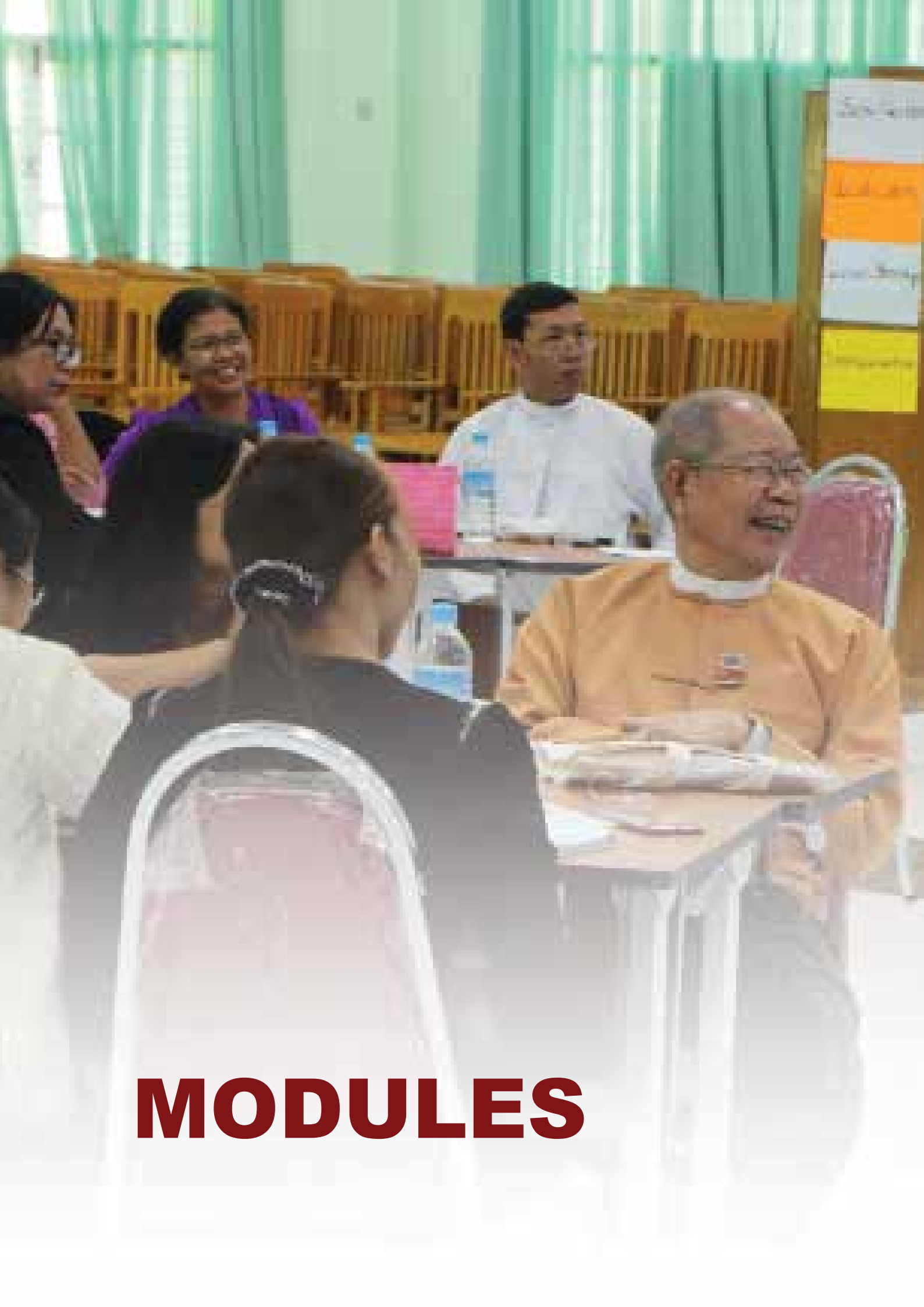
- Inform participants beforehand to obtain and bring to the training a copy of the following materials: textbook used in a teacher education institution, a school textbook, a budget document of a teacher education institution, or of a school (budget of previous years). The materials will be used in the gender analysis during the training.
- Facilitators and participants are encouraged to bring with them stories, photos and experiences about gender issues that they have from their institutions. Such materials provide valuable and diverse real life examples for exchange and discussion.
- Keep in mind that every individual is influenced by a deep-rooted gender belief they have internalised from childhood. It influences their attitude and responses when they explore gender perspectives. It is not easy for them to immediately alter their internal beliefs on gender issues. To enable participants to transform their existing gender perspectives, trainers need to provide space for them in the first instance to express their beliefs. This gives trainers an idea of the level of participants' understanding of gender dimensions in order to determine how deeply they can facilitate participants' self-reflection on their gender mind-set, questioning them and arriving at a new understanding.

- Help participants understand gender issues. Trainers should limit the use of jargon to a minimum, and use simple words and expressions instead. Always link the new concepts to what participants already know through asking them open questions and leading them from existing knowledge to new content.
- Trainers have their own gender beliefs too so they need to question their own perception about gender roles, by analysing and understanding why they have such perceptions in order to correct them if they are biased and detrimental. Trainers' readiness to challenge their own views on the topic when they themselves receive training using this Manual will subsequently help them to facilitate others in challenging and changing their existing views on gender. Trainers are advised to get to know this Manual thoroughly before conducting training to others.

## TRAINING AGENDA

### GENDER MAINSTREAMING IN TEACHER EDUCATION IN MYANMAR

TIME	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Morning	<p>Pre-training survey</p> <p>1.1 Getting to know each other and introduction to the training workshop</p> <p>1.2 Defining and Exploring Sex, Gender, and Gender Stereotypes</p>	<p>1.4 Defining Gender-Based Violence, its Forms and Consequences</p>	<p>2.1 Defining and Exploring Gender Mainstreaming</p> <p>2.2 Understanding Gender Barriers in Pre-service Teacher Education</p> <p>2.3 Gender Mainstreaming in Curriculum of Pre-service Teacher Education</p>	<p>3.1 Making Teacher Induction Gender-responsive</p> <p>3.2 Gender Mainstreaming in In-service Continuous Teacher Professional Development</p>	<p>5.1 Understanding Key Concepts of Gender-responsive Budgeting</p> <p>5.2 Budget Analysis from a Gender Lens</p> <p>5.3 Developing Policies for Gender-responsive Budget in Teacher Education</p>
Afternoon	<p>1.3 Defining and Exploring Gender Roles, Gender Division of Labour, Gender Discrimination, Gender Inequality and Gender Equality</p>	<p>1.5 Understanding Key Gender Concepts</p> <p>1.6 Understanding Gender and Gender Inequality in the Context of Myanmar and the Agenda 2030 / Sustainable Development Goals</p>	<p>2.4 Gender Mainstreaming in Pedagogy of Pre-service Teacher Education</p> <p>2.5 Gender Mainstreaming in Management Arrangements and Institutional Support Services of Teacher Education Institutions</p>	<p>4.1 Importance of Gender-sensitive Research in Teacher Education</p> <p>4.2 Developing Policies for Gender-responsive Research in Teacher Education</p>	<p>6.1 Understanding Key Concepts of Action Planning and Action Plan Development</p> <p>Post-training Reflection and Evaluation</p>



# MODULES



## MODULE 1: UNDERSTANDING KEY GENDER CONCEPTS

### 1.1 Getting to know each other and introduction to the training workshop

Session 1.1	
Objectives	<ul style="list-style-type: none"> <li>To introduce the participants to each other and to the workshop objectives</li> <li>To explain the rationale behind organising the workshop</li> <li>To brief them about the vision and way forward</li> </ul>
Outcomes	<p>By the end of the session, participants will:</p> <ul style="list-style-type: none"> <li>Have made acquaintance with each other so they can work together effectively throughout the training workshop; and</li> <li>Have built a common understanding of the training workshop's goals.</li> </ul>
Time	1 hour
Materials	Pre – training workshop survey form, paper, flip charts, markers, PowerPoint slides
Methods	Individual survey, Story – telling, Think – pair – share, Presentation, Summary in plenary and power point
Step by Step Description of Activities	<p><b>Exercise One: Getting to know each other and filling training workshop survey</b></p> <ul style="list-style-type: none"> <li><b>Step one:</b> Welcome the participants, introduce yourself and objectives of the session.</li> <li><b>Step two:</b> Pair off participants and ask them to introduce themselves. During 5 minutes, each participant tries to learn as much as possible about the other 3 participants (names, place of work and one expectation for this training).</li> <li><b>Step three:</b> In big group, each participant takes 1 minute to present the person they have met during the introduction exercise.</li> <li><b>Step four:</b> Form small groups of 4 to 6 persons at each table.</li> <li><b>Step five:</b> Distribute pre – training workshop survey form and ask each participant to fill the form individually.</li> </ul> <p><b>Exercise Two: Training workshop's Objectives and Ground Rules</b></p> <ul style="list-style-type: none"> <li><b>Step one:</b> Introduce the workshop's objectives as the following.</li> </ul> <p>By the end of this workshop, the participants will be able to:</p> <ul style="list-style-type: none"> <li>➤ Define and use key concepts related to gender.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Better understand gender and gender mainstreaming through reflective and participatory processes.</li> <li>➤ Enable policy – makers and planners to formulate gender – responsive policies to mainstream gender in teacher education.</li> <li>➤ Develop a realistic and effective action plan within their institution as an essential starting point to the gender mainstreaming process.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Step two:</b> Lead participants in developing ground rules for the workshop. As participants suggest rules for the group, write them on flipchart paper. Once you have a list, briefly discuss it and mention that the rules apply to everyone.</li> </ul>
Reference Materials	Annex I: Pre – training survey in teacher education
Notes for the Facilitator	<p>It is important that facilitator ensures participants build up a sense of confidence and trust in the beginning of the training workshop so that they can work together effectively throughout the training. It is better to start with an activity on getting to know each other in fun ways, possibly with a game.</p> <p>Pay attention and briefly go through participants’ expectations as some may think they will learn something the training workshop will not cover. Talking about expectations will prevent frustration and build a common understanding of the workshop’s goals.</p> <p>Before the training, post the rules where all can see them and encourage active participation throughout the day.</p>

## 1.2 Defining and exploring Sex, Gender and Gender Stereotypes

Session 1.2	
Objectives	<ul style="list-style-type: none"> <li>• To differentiate between sex and gender</li> <li>• To realize the role of society, education, family, religion in gender stereotyping</li> <li>• To analyze the consequences of gender stereotyping in day – to – day life in Myanmar and understand the norms and traditions which reinforce gender stereotyping</li> <li>• To be familiar with the words used in Myanmar language for terms such as gender and gender stereotyping</li> </ul>

Outcomes	<p>By the end of the session, participants will:</p> <ul style="list-style-type: none"> <li>• Understand the differences between sex and gender;</li> <li>• Understand the role of societal structures such as family, community, state, religion and tradition in constructing the concept of gender; and</li> <li>• Understand the process of socialization and gender stereotyping in day – to – day life and its consequences.</li> </ul>
Time	2 hours (excluding supplementary exercise)
Materials	Handouts, paper, flip charts, markers, PowerPoint slides, video clips, video player and sound system
Methods	Work in small groups, think – pair – share, presentation, powerpoint and plenary discussion and feedbacks
Step by Step Description of Activities	<p><b>Exercise One – Sex and Gender</b></p> <ul style="list-style-type: none"> <li>• <b>Step one:</b> Welcome the participants and introduce the objectives of the session.</li> <li>• <b>Step two:</b> Ask the participants to get into four groups and explain what will be covered in the session.</li> <li>• <b>Step three:</b> Begin the session with an exercise where participants have to imagine their friend has had twins, one boy and one girl. Ask them who they think is a boy and a girl and why? Facilitate their answers. Display PowerPoint at Annex 6-Twins. (Use PowerPoint Section 1.2)</li> <li>• <b>Step four:</b> Ask two groups to discuss the biological (sex) features of a boy and a girl – that is, characteristics we are born with and cannot be changed. Write down their discussion points on flip charts.  Ask the other two groups to discuss the gender or social characteristics/traits of women and men that are created by society in other words, we are not born with them and they can be changed and write down key points on flip charts.</li> <li>• <b>Step five:</b> Put all the flip charts on the board and ask them to read what they have written.</li> </ul> <p>Some possible biological or sexual features are identified below:</p> <ul style="list-style-type: none"> <li>➤ Men produce sperm.</li> <li>➤ Men have penises.</li> <li>➤ Men have Adam’s apples.</li> <li>➤ Women have wombs/uteruses.</li> <li>➤ Women have vaginas.</li> </ul>

- Women have monthly periods.
- Women can get pregnant and bear children.
- Women have breasts.

All these answers come under the concept of “sex” (i.e. the biological features/differences between women and men). If there are any incorrect answers, brainstorm with the participants and move the wrong answers to the right position.

Some possible social features of men are:

- Men are brave, outspoken, courageous.
- Men are the head of the family.
- Men work outside to bring income into the household. (i.e. breadwinner)
- Men are decision makers.
- Men are expected to pay when they take women out for meals/dating.
- Men drive for women. Men are taxi drivers.
- Men protect women.

Some possible social features of women are:

- Women are gentle, soft, weak.
  - Women take care of household work.
  - Women have long hair.
  - Women take care of the elder people.
  - Women cannot go out at night alone.
  - Women should not smoke or drink alcohol.
  - Women do not need higher education.
- **Step six:** Ask what the difference between sex and gender is. See if the group has a view on this. Display PowerPoint.
  - **Step seven:** Summarize the key points on the differences between sex and gender. Display PowerPoint Section 1.2 “What are the differences between sex and gender?” and use this visual to explain the differences between sex and gender. (Note: It is now possible to change sex by surgical intervention)

‘Sex’ is the biological characteristics that define humans as female or male according to reproductive capabilities.

‘Gender’ is the social construct, referring to the economic, social, political and cultural attributes and opportunities, roles and responsibilities that are associated with being a man or a woman. Gender also refers to the relationship between them.

The matrix below concisely demonstrates the differences between sex and gender.

Sex	Gender
Biologically determined, according to reproductive capabilities	Socially constructed set of roles and responsibilities
Born with	Not born with
Natural	Learned
Universal for all human beings	Multifaceted: differs within and between cultures, across geography, climate, etc.
Unchanging (unless with medical operations)	Dynamic, change over time and place
No variation from culture to culture, or time to time	Vary from culture to culture and time to time
Example: Only women can give birth.	Example: Women prove able to do traditionally male jobs as well as men.

- **Step eight:** Read out the statements one by one, asking participants whether this is a Sex or Gender-related statement. Display PowerPoint 1.2: Sex or Gender?

- Women give birth to babies, men don't. (Answer: sex-biological)
- Little girls are gentle and timid, boys are tough and adventurous (Answer: gender-cultural, stereotype, can be changed)
- Women can breastfeed, men can't (Answer: sex-biological)
- Women are in charge of raising children (Answer: gender - cultural, stereotype, can be changed)
- Men are head of the household and make important decisions (Answer: gender-cultural, stereotype, can be changed)
- Boys' voices break at puberty, girls' do not (Answer: sex-biological)
- Women are scared of working outside their homes at night (Answer: gender-cultural, stereotype, can be changed)
- Boys learn faster than girls (Answer: gender-cultural, stereotype, can be changed)
- Boys are good at maths and science and girls are good at language and history. (Answer: gender-social, can be changed)
- Women are emotional and men are rational. (Answer: gender-social, can be changed)



- **Step nine:** Confirm everyone understands the difference between sex and gender.
- **Step ten:** Explain to conclude that gender is a social and cultural construct which distinguishes differences in the attributes of men and women and girls and boys and accordingly refers to roles and responsibilities for men and women. Gender – based roles and other attributes, therefore, change over time and vary with different cultural contexts. The concept of gender includes expectations held about the characteristics and aptitudes and likely behaviours of both men and women. This concept is useful in analysing how commonly shared practices legitimise discrepancies between the sexes.

### Exercise Two – Gender Stereotypes, Socialization and Internalization

- **Step one:** Ask participants what present they would get for the girl and what they would get for the boy (if they choose clothes, ask them what colour they would be). Display PowerPoint at Annex 6- Twins.
- **Step two:** Write ideas on flipchart paper and ask participants to explain their choices. (Do not pass any opinion on the choices and explain that you will come back to this shortly.)
- **Step three:** Ask participants to reflect on their choices. Which presents were based on the ‘sex’ of either of the twins, and which were based on stereotypes (preconceptions about characteristics, traits, personality etc.) about girls and boys/women and men?
- **Step four:** By making the point that conditioning about gender and the roles that we play begins from the minute that we are born, explain to participants that they will now watch a short video about the gender stereotypes, socialisation and internalization.
- **Step five:** Following the video, ask participants to share their feelings about the film, focusing on issues arising related to sex/gender and gender stereotypes, making notes on the flipchart about key issues raised.
- **Step six:** Ask participants to brainstorm a list of the institutions and systems that create and maintain gender stereotypes in Myanmar society. (Possible responses include: school/educational system, family, religion, oral traditions such as stories, proverbs, and riddles, media, governments, law, etc.)
- **Step seven:** Either in groups or in plenary, take school/education system, which was listed and discuss the following:
  - How does the institution and/or system create and maintain gender stereotypes? Give examples of stereotypical behaviours, practices and policies in the institutions.
- **Step eight:** Wrap up the discussion by drawing key points related to gender stereotyping and by presenting again the definitions on sex and gender stereotyping. See Handout 1 – “Sex and Gender, Gender stereotyping”.

	<p><b>Exercise Three (supplementary)</b></p> <ul style="list-style-type: none"> <li>• <b>Step one:</b> Divide participants into 4 groups.</li> <li>• <b>Step two:</b> Ask each group to discuss the following 3 questions and feedbacks, which are 3 key points to the plenary discussion. <ul style="list-style-type: none"> <li>➢ How does a “good” girl behave? How does a “good” boy behave? (stereotyping)</li> <li>➢ How do boys and girls learn these “correct” behaviours? (socialization)</li> <li>➢ How do these expectations of society impact on boys and girls? (internalization)</li> </ul> </li> <li>• <b>Step three:</b> Wrap up the discussion by drawing key points related to gender stereotyping and by presenting again the definitions on sex and gender and gender stereotyping. See Handout 1- “Sex and Gender, Gender stereotyping”.</li> </ul>
Application	Ask participants to relate the learning to their own life and do a self – reflection as to how gender stereotyping has caused difficulties in their life. Get them to reflect and share their experiences in small groups of four.
Session Evaluation	Ask participants to share their feelings about how the session was conducted and what they have learnt.
Reference Materials	Handout 1- “ Sex and Gender, Gender Stereotypes, Socialisation and Internationalisation”  PowerPoint Section 1.2- Defining and Exploring Sex, Gender and Gender Stereotypes
Notes for the Facilitator	<p>This is still the introductory part of the training; therefore, the facilitator must ensure the exercise is conducted in a supportive and conducive environment for the participants. This session needs to be delivered mostly in an interactive manner by drawing on participants’ experience and reflection on their daily lives.</p> <p>Whenever possible, trainers should use available visual materials on the lives of women/girls and men/boys so as to demonstrate how they are influenced by gender. During group work, the trainer needs to move among the groups, discreetly, to observe the dynamic of the discussion, whether any group members are not having the opportunity to voice their opinion, or if they have any questions for clarification. Make sure group members are clear on the tasks and everyone feels encouraged to participate in the discussion.</p> <p>This session may sometimes give rise to debate based on participants’ individual values and beliefs on what the natural roles of men and women are. This session may raise some sensitive, emotional and controversial issues for the participants. Facilitators will need to be prepared to handle the exercises with sensitivity and use their judgement on how to present the materials. While the facilitator may facilitate an active discussion, s/he should anticipate and guard against confrontational debate or any of the participants imposing their opinions strongly on others. In such a situation, the facilitator should wrap up the</p>

discussion, summarising the main points, and not argue or attempt to reach a consensus among the participants.

If a participant holds a strong opinion that is different from the lesson objective, the trainer should use the positive responses of other participants to move forward the discussion to avoid a confrontational dialogue. Some of the doubts of participants can be discussed during tea – break and in later modules when the opportunity to re – visit the point arises. If someone starts to persuade others to accept his/her opinion, the trainer must explain that the objective of the session is not to gain the consensus of the group, but rather to share specific concepts with the participants.

In some cases, participants may ask questions on how to address the issue of trans – sexualism and that a person’s ‘sex’ can be changed. Show them that you are sensitive to this issue and that in some cultures this discussion is a taboo, whereas in some other cultures it is less so. Explain that a definition of ‘sex’ is that it is biologically unchanged and refers to the reproductive capability. Some may argue that sex can be changed with medical operations but the reproductive capability cannot be changed. Hence, the fact that some people use medical procedure to change their ‘sex’ does not fall into this category. (Ref. Gender Equality Manual (2012) Department of Social Welfare, Ministry of Social Welfare, Relief and Resettlement in Myanmar, session one)

It is important to explain that gender identity is how a person identifies as being a man, woman, neither or 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.

*(Reference –*

*Gender Equality Manual (2012). Department of Social Welfare, Ministry of Social Welfare, Relief and Resettlement in Myanmar*

*UNESCO (2016). Connect with Respect, Preventing Gender–Based Violence in School)*

### 1.3 Defining and exploring Gender Roles, Gender Division of Labour, Gender Discrimination, Gender Inequality and Gender Equality

Session 1.3	
Objectives	<ul style="list-style-type: none"> <li>To differentiate between all gender roles and identify the roles in day to day life in Myanmar</li> <li>To clarify on gender inequity and gender equality</li> <li>To relate the concepts of gender equity and equality to the work of the participants</li> <li>To understand gender discrimination and relation to gender inequality</li> <li>To apply the understanding in analysing the Myanmar societies and communities and the reality of the work women and men do</li> </ul>
Outcomes	<p>By the end of the session, participants will:</p> <ul style="list-style-type: none"> <li>Understand gender roles and gender division of labour in the household, community and society at large;</li> <li>Have deepened knowledge on the gender discrimination against women;</li> <li>Have reflected on participants' personal gender experience and better understood how gender heavily influences a person's work and life; and</li> <li>Have developed self – awareness of how perceptions of gender roles and stereotypes are formed leading to gender discrimination and gender inequality.</li> </ul>
Time	2 hours (excluding supplementary exercise)
Materials	Handouts, paper, flip charts, markers, video clips, PowerPoint slides, video player and sound system
Methods	Work in small groups, presentation, PowerPoint and plenary discussion and feedbacks
Step by Step Description of Activities	<p><b>Exercise One – Gender Roles and Gender Division of Labour</b></p> <ul style="list-style-type: none"> <li><b>Step one:</b> Introduce the objectives of the session.</li> <li><b>Step two:</b> Explain to participants that they will now watch a short film about the daily life of a family.</li> <li><b>Step three:</b> Play UN short video clip on “Impossible Dream”.</li> <li><b>Step four:</b> Following the film, ask participants to share their feelings about the film, focusing on the difference in roles and responsibilities, the division of labour, making notes on the flipchart about key issues raised.</li> </ul>

- **Step five:** Ask participants if they can relate to any of the issues raised in the film? Do they face issues relating to gender division of labour in their lives at home, in their communities (at all levels: local to national), at work, culturally, traditionally etc.?
- **Step six:** Facilitate feedback, clustering comments according to gender division of labours manifesting in home life, at work, within culture/tradition/religion, and at the state level.
- **Step seven:** Wrap up the discussion by drawing key points related to gender division of labour by presenting again the definitions on gender division of labour and gender roles. See Handout 2 – “Gender Roles and Gender Division of Labour”.

#### Areas to highlight:

- The woman has two jobs to do – to take care of her family (reproductive) and work outside the home (productive).
- The woman needs the support of her husband to make changes at home.
- She needs to enjoy the fruit of her economic contribution.
- Share responsibility for housework between husband and wife/partners.
- With family assistance, she could be a happy woman with a contented husband and children.

#### Exercise Two (Supplementary) – Gender Division of Labour

- **Step one:** Participants are asked to write, in two separate lists, the work/jobs that Myanmar women and men do as they have seen and experienced in their lives. This is an individual activity.
- **Step two:** Participants are now asked to sit in pairs and share the lists with her/his partner and learn if there are new things on the partner’s list.
- **Step three:** Now together, the pair will have to cross out the work that both women and men are capable of doing from the lists. A discussion has to be encouraged before they strike off the job/work.
- **Step four:** The facilitator will check with four or five pairs as to how many they have taken out of the lists and why? Ask them why they put these jobs separate under women specific and men specific and why they think this division can/cannot be justified? What has changed? Your thinking? Or the real world situation?
- **Step five:** Picking a few key points, generate a discussion on how the jobs are segregated under sexes just because the society/family/community/state thought so, and how the work women do is often paid lower than the work men do, including unpaid labour of women in the household.
- **Step six:** Handout 2 – “Gender Roles and Gender Division of Labour” to explain the productive, reproductive and community roles and the gender division of labour.

### Exercise Three (supplementary) – Stereotyping Gender Roles and Gender Division of Labour

- **Step one:** Ask all participants to draw a picture of a farmer. Do not mention about the sex of the farmer. Just ask them to draw the first image that comes to their mind when you said farmer.
- **Step two:** Arrange a pin board and ask them to pin the images on it.
- **Step three:** Count the images that represent different sexes and discuss whether the male roles are thought as more important. Discuss the popular notion in Myanmar of farmers being men. Ask the participants if women are farmers in Myanmar and how often they are considered as farmers who contribute to the production of the country. Discuss how women are engaged in farming irrespective of popular notion that they are not farmers or that they do not contribute to the economy of Myanmar.
- **Step four:** Ask how many of the participant's relatives are house – wives and how many are house – husbands. Discuss why house – husband is not a recognised term.
- **Step five:** Use Handout 2 (as used in Exercise One) with definitions on gender roles and explain the stereotyping of women's work and role.

### Exercise Four – Gender Discrimination and Gender Inequality

- **Step one:** Divide the participants into four groups and within each group, form pairs of two persons sitting next to each other.
- **Step two:** Ask each participant to tell their personal story of discrimination they faced in their family or work environment, whether it was due to their being male or female or third gender.
- **Step three:** In plenary, ask two volunteers from each group (one male and one female) to tell their personal story (they have told to their own group).
- **Step four:** Then, in plenary, ask the participants how gender stereotypes can lead to sexual discrimination and gender inequality, and where gender inequality takes place. Facilitate feedbacks.
- **Step five:** Explain that inequality happens in different areas such as in home life, at work, within culture/tradition/religion, and at the state level, relating back to examples that participants have already given. Display PowerPoint Session 1.3 – Understanding Gender Roles, Division of Labour, Gender Discrimination, Gender Inequality and Gender Equality: Where does inequality take place?

- **Step six:** Ask participants to give any other examples of inequality and unfairness that occur between men and women in those four places in the Myanmar context.
- **Step seven:** Explain to conclude that gender stereotyping puts pressure on both men and women to behave according to gender norms and therefore creates artificial expectations. This can limit life options and choices for both sexes but gender stereotyping undermines women as a group and leads to gender inequality that negatively impacts more heavily on women and girls.

#### Exercise Five – Gender Equality

- **Step one:** Ask participants if anyone has heard about the term “gender equality”. Facilitate responses, writing key words/ideas on the flipchart.
- **Step two:** Explain what is meant by the term. Display PowerPoint 1.3 – Gender Equality.
- **Step three:** Explain that many provisions in various legal instruments help promote gender equality. Display PowerPoint slide 1.3: International law recognizes the importance of gender equality. Ask participants if they have heard about any such laws and if so, can they give an example?
- **Step four:** Briefly introduce the Universal Declaration of Human Rights and CEDAW. Display PowerPoint slide 1.3 – Two important legal instruments.

Emphasize that gender inequality and gender discrimination are a human rights violation as articulated in the Universal Declaration of Human Rights and challenged by the Convention on all forms of Elimination against Women (CEDAW).

Stress to participants that gender equality is a fundamental human right and is just as important as other human rights, such as right to education, right to life, freedom of expression, etc.

There are several arguments demonstrating the need for gender equality: the (1) equity, social justice or human rights argument; (2) efficiency, economic growth or business argument; and (3) food security and poverty alleviation argument.

- **Step five:** Ask participants to raise their hands if they think these international laws apply to Myanmar. Explain that YES, they do! Myanmar is a member of the United Nations and is a signatory to CEDAW.
- **Step six:** Show participants the picture of a flying bird. Display PowerPoint 1.3 – Flying bird. Ask them what happens to the bird if one of its wings is not working.
- **Step seven:** Read the text and ask them to think of gender equality as being like a flying bird – both wings (men and women) working together to their full potential in harmony. Display PowerPoint 1.3 – Flying bird with text.

➤ If one of the sexes is not participating at all, like a bird with only one wing, the bird cannot fly.



	<ul style="list-style-type: none"> <li>➤ If one of the sexes is only partially participating, the bird can fly but not as well as it could.</li> <li>➤ If both sexes, men and women, are fully participating and have equal opportunities, then the bird can soar in the sky.</li> <li>➤ Make the points: Unfortunately, in many cases the ‘gender’ bird is not in balance. Women in many societies, including Myanmar, do not have the same opportunities as men and are not able to participate fully in daily life for a number of reasons.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Step eight:</b> Explain to conclude that the issue of gender and gender equality will be an important theme throughout the training workshop to work on gender mainstreaming in teacher education in Myanmar.</li> </ul>
Application	Ask the participants to reflect on their own lives and families and how gender division of labour, gender discrimination and gender inequality work in their work settings such as Education Department and Teacher Institutions.
Session Evaluation	Give three faces of like, dislike and neutral. Ask the participants a range of questions about the session – methods used, the pace, the difficulty of the content, etc. and ask them to tick their emotion for each. The facilitator asks the participants why they like, dislike and are neutral about the particular aspect of the training.
Reference Materials	<p><b>Handout 2</b> – “ Gender Roles and Gender Division of Labour”</p> <p><b>Handout 3</b> – “ Gender Discrimination”</p> <p><b>Handout 4</b> – “ Gender Equality and Gender Equity”</p> <p><b>PowerPoint Section 1.3</b> – Understanding Gender Roles, Division of Labour, Gender Discrimination, Gender Inequality and Gender Equality</p>
Notes for the Facilitator	<p>This session may raise some sensitive, emotional and controversial issues for the participants. Facilitators will need to be prepared to handle the exercises with sensitivity and use their judgement on how to present the materials. This session needs to be delivered mostly in an interactive manner by drawing on participants’ experience and reflection of their daily lives.</p> <p>Gender bias at home and in the workplace may be hard to identify because we have internalized socially constructed gender norms. We need to identify these norms and challenge them if they constrain equitable opportunities and increased wellbeing for all. This requires self – reflection and analysis and collective dialogue and action.</p> <p>Emphasize to participants that their personal experience with gender roles shows that their work and life are defined by cultural norms and traditions that are gender – based. By assuming those gender – based roles and responsibilities without questioning them, people’s attitude and behaviour are likewise influenced, based on gender assumptions.</p>



Often an individual thinks and acts in gender – insensitive ways because they follow certain cultural norms that discriminate against members of one sex – usually female.

This is how gender stereotypes and bias persist. When people understand the difference between sex and gender and how their social relations are influenced by gender bias, they can come to a realisation that everyone can make efforts to challenge their own gender perspective. In this way, everyone can play a constructive role in addressing gender issues.

Highlight that gender discrimination is the exclusion or unfair treatment of one particular person or group of people based on different traits such as sex, gender, religion, nationality, ethnicity (culture), race or other personal characteristics. An opinion or judgement held by individuals or society negatively reflects a person or group. When stigma is acted upon, the result is discrimination may take the form of actions or omissions. People who experience discrimination are prevented from enjoying the same rights and opportunities as other people. Discriminating goes against a basic principle of human rights: that all people are equal in dignity and entitled to the same fundamental rights. Discrimination causes harm because it stops people from having equal opportunities and from living in safety. Many forms of discrimination, including gender – based discrimination, occur when people or groups with more power make negative use of that power, and either participate in or allow negative treatment of particular groups. So, it is important to identify which groups tend to experience higher levels of discrimination or violations of their human rights in their community, nation and world, particularly related to teacher education setting.

Underline the participants that discrimination against transgender, intersex, bisexual and same – sex attracted people is a very serious issue. Studies have shown that discrimination can lead to poor mental health and much higher suicide rates amongst these people. Teachers themselves benefit from reflecting on their own attitudes and from ensuring that they do not use negative or stigmatising terms or practices in their classrooms.

Remind participants that work towards achieving gender equality is not about women alone, not a ‘women’s affair’, and not about pitting women against men. It is the affairs of everyone. It is about changing the perception, attitude and behaviour of both men/boys and women/girls. It should be remembered that where gender inequality exists, it is generally women/girls who are excluded or disadvantaged in relation to decision – making and access to economic and social resources. Thus, a critical aspect of promoting gender equality is the empowerment of women/girls, with a focus on identifying and redressing power imbalances. Where men/boys are disadvantaged, actions are needed to rectify the situation to achieve the gender balance.

*(Reference –*

*Gender Equality Manual (2012). Department of Social Welfare, Ministry of Social Welfare, Relief and Resettlement in Myanmar UNESCO (2016). Connect with Respect, Preventing Gender –Based Violence in School)*

## 1.4 Defining Gender – Based Violence, its Forms and Consequences

Session 1.4	
Objectives	<ul style="list-style-type: none"> <li>To define gender – based violence and enable participants to understand basic concepts of Gender – Based Violence (GBV) and GBV issues</li> <li>To understand different forms of GBV and its consequences</li> <li>To increase understanding that GBV is a serious, life threatening, global problem in need of attention and intervention</li> </ul>
Outcomes	<p>By the end of the session, participants will:</p> <ul style="list-style-type: none"> <li>Have deepened their understanding about Gender – Based Violence (GBV); and</li> <li>Have developed a basic understanding about the forms, the reasons, root causes and consequences of GBV.</li> </ul>
Time	2.5 hours
Materials	Flip charts, markers, PowerPoint
Methods	Brainstorming, Group discussion, Presentation using ‘gallery walk’ method, Plenary explanation and discussion
Step by step description of activities	<p><b>Exercise One</b></p> <ul style="list-style-type: none"> <li><b>Step one:</b> Introduce the objectives of the session.</li> <li><b>Step two:</b> As a plenary discussion, ask the participants to share their understanding of the term “violence”, using a few examples as part of their definition. Facilitate their answers and write the key words on the flipcharts.</li> <li><b>Step three:</b> Ask the participants to discuss in pair and share their ideas about the following questions. <ul style="list-style-type: none"> <li>What does gender – based violence mean? Please give examples.</li> </ul> </li> <li><b>Step four:</b> Take note of participants’ answers on the flipchart.</li> <li><b>Step five:</b> Explain the concept of gender – based violence. Highlight that the term gender – based violence does not only mean violence against women and girls but also violence against men and boys. Use the following definition for the explanation of the concept to the group. (5 minutes) <ul style="list-style-type: none"> <li>Gender – olence is defined as ‘any harmful act that is perpetrated against a person’s will and that is based on socially – ascribed (i.e. gender) differences between males and females.’</li> <li>(Reference – Inter – Agency Standing Committee Guidelines for Integrating Gender – Based Violence Interventions in Humanitarian Action 2015)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Step six:</b> Give some time for reading and ask for questions and comments.</li> <li>• <b>Step seven:</b> Remind students that in Section 1.3 they discussed many types of discrimination. People who are discriminated usually face different forms of violence. Thinking back, ask the following questions. (5 minutes) <ul style="list-style-type: none"> <li>Who are some of the groups and individuals who are more likely to experience gender – based violence?</li> </ul> </li> <li>• <b>Step eight:</b> Build a list of responses on the board.</li> </ul> <p><b>Exercise Two</b></p> <ul style="list-style-type: none"> <li>• <b>Step one:</b> Divide the participants into four groups and distribute the following questions; one question to each group. (30 minutes) <ul style="list-style-type: none"> <li>➢ What are the different forms of gender – based violence?</li> <li>➢ Who are the perpetrators and where does gender – based violence usually happen?</li> <li>➢ What are the causes of gender – based violence? Identify the root causes.</li> <li>➢ What are the consequences of gender – based violence?</li> </ul> </li> <li>• <b>Step two:</b> Tell the participants that in small groups they will brainstorm and discuss the question which is given to each group. Ask them to write their discussion points on the flip – chart.</li> <li>• <b>Step three:</b> After 30 minutes, ask groups to post their flip charts and conduct a gallery walk. While they are doing the gallery walk, they will also add their own inputs onto the flip charts.</li> <li>• <b>Step four:</b> Sum up the session by using the PowerPoint presentation on deepening the understanding of GBV. Display the PowerPoint Section 1.4. Allow for questions and comments.</li> </ul>
Application	Ask the participants whether they know of any figures and research findings concerning the prevalence/rates of GBV in Myanmar. Encourage them to think of all kinds of GBV (domestic violence, sexual harassment at the workplace, etc.). Ask them to think about three examples of GVB which can occur at the Teacher Institutions and three strategies to redress and eliminate this.
Session Evaluation	Ask the participants to write down unclear areas in the parking lot to clarify during recap the next day.
Reference Materials	<p><b>Handout 5 – “ Gender – Based Violence”</b></p> <p>PowerPoint Section 1.4 – Defining Gender – based Violence, its Forms and Consequences</p>

Notes for the Facilitator

Gender – based violence (GBV) is not simply synonymous with “violence against women”; it means rather “violence directed at a person because of her/his sex/gendered identity”. Explain that around the world women tend to experience more gender – based violence than men. Some men also experience gender – based discrimination, especially men who do not conform to gender norms. However, due to the high prevalence of violence against women worldwide, the term is often reduced to the understanding of violence against women. Also, due to the huge number of women victims, most people understand gender – based violence only as violence against women.

Remind that gender – based violence is violence that targets people on the basis of their gender. It can affect anyone, but it is most often experienced by people who do not conform to gender norms. It can go unnoticed because it is seen as part of the gender norm to use violence against those who do not conform to gender expectations. Gender – based violence often occurs as a result of unequal power relationships. This is very important that the facilitators have to bear this in mind and provide participants with a very clear explanation.

We can work against gender – based violence by learning to identify it in all its forms. Naming it as a wrong action can be a first step in our efforts to prevent or respond appropriately to the problem. We can work to reduce the harm caused by gender – based violence through a combination of prevention strategies and through effective response strategies. It is critical that we do question the inequalities and power imbalances.

Violence within schools, whether it is psychological, verbal, physical or sexual, has a range of negative effects on those experiencing it. It can cause mental and physical health harm and affect a person’s ability to learn. Being able to empathise with those experiencing gender violence can make it less likely that we will perpetrate or tolerate it in any form. In many places males, females and transgender young people tend to use and experience different forms of violence. In many places, boys are more likely to experience and be the perpetrators of physical violence, but girls are more likely to experience gender – based violence.

It is important to develop a sense of shared responsibility for making the Teacher Institution a safe and friendly space for all. As part of this process, it is important to identify what sorts of gender – based violence happen at Teacher Institutions, where and when this is most likely to happen, how it affects others, and what can be done to prevent gender – based violence and provide support for those who have been affected.

The session functions as an introduction to the basic understanding of gender – based violence so it is not exhaustive and includes fundamental concepts that have immediate relation to subsequent modules in this Manual. Participants can consult additional information about gender – based violence in related concepts in Inter – Agency Standing Committee (IASC), Guidelines for Integrating Gender – based

	<p>Violence Interventions in Humanitarian Action and UNESCO (2016)., Connect with Respect: Preventing gender – based violence in school.</p> <p>To have a better understanding of Myanmar specific cases and GBV issues in Myanmar, participants can also read the research findings in Gender Equality Network, Raising the curtain: cultural norms, social practises and gender equality in Myanmar (2015), Gender Equality Network, Behind the silence on violence against women in Myanmar (2014) and UNFPA, Powerful myths hidden secrets (2017).</p> <p>(Reference –</p> <p><i>UNESCO (2016). Connect with Respect, Preventing Gender – Based Violence in School, Inter – Agency Standing Committee (IASC) (2015). Guidelines for Integrating Gender – based Violence Interventions in Humanitarian Action)</i></p>
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## 1.5 Understanding Key Gender Concepts

<b>Session 1.5</b>	
Objectives	<ul style="list-style-type: none"> <li>To understand the meaning of key gender terms and the concepts behind these terms</li> <li>To relate the knowledge of basic gender concepts in the context of teacher education in Myanmar</li> </ul>
Outcomes	<p>By the end of the session, participants will:</p> <ul style="list-style-type: none"> <li>Have explored the meaning of key gender terms and the concepts behind these terms;</li> <li>Be able to situate key gender concepts in the context of teacher education; and</li> <li>Be able to apply the knowledge of basic gender concepts in exploring and learning subsequent modules.</li> </ul>
Time	1 hour
Materials	Handout, flip charts, markers
Methods	Group work (using ‘jigsaw’ method), Group discussion, Presentation using ‘gallery walk’ method, Plenary explanation and discussion
Step by step description of activities	<p><b>Exercise One</b></p> <ul style="list-style-type: none"> <li><b>Step one:</b> Introduce the objectives of the session.</li> <li><b>Step two:</b> Divide the whole group into several groups (of maximum 6 people).</li> <li><b>Step three:</b> Give each group two of the following terms: ‘, ‘gender relations’, ‘gender diversity’, ‘patriarchy’, ‘gender analysis’, ‘gender sensitivity’, ‘gender blindness’, ‘gender parity’, ‘gender – responsive policies or programmes’, ‘gender awareness’, ‘gender issue’, ‘gender – neutral’, ‘sex disaggregated data’ and ‘gender identity’.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Step four:</b> Distribute the pieces of paper which include terms and definition to each participants. (Prepare a separate piece of paper for each term and its definition according to Handout 6)</li> <li>• <b>Step five:</b> During 15 minutes, ask participants to read and discuss the concepts that are expressed by the 2 – 4 terms that they have been given. (Depending on the number of groups, each group may be given more than 4 terms for group discussion).</li> <li>• <b>Step six:</b> During the next 10 minutes, ask each group to discuss what these 2 gender terms mean in the field of teacher education, and add it to their flip charts. Tell groups to hang their flip charts on the wall.</li> <li>• <b>Step seven:</b> Invite groups to conduct gallery walk, in clockwise direction, so they can learn about the definitions/concepts expressed by the terms assigned to other groups. (15 minutes)</li> <li>• <b>Step eight:</b> In plenary, pick out some terms where participants’ definitions may not be accurate. Correct those definitions. Then, reiterate the concepts of all terms, using the reference material in Handout 6. (10 minutes)</li> <li>• <b>Step nine:</b> Conclude the session by stressing that through exploring and learning about different gender terms and concepts, participants can better understand about the gender origin of many occurrences and of people’s attitudes and behaviours. Understanding these concepts is essential for studying the subsequent modules in this training.</li> </ul>
Application	Ask the participants to get into their unit groups ( according to the departments/ unit in their work place) and ask them to explore the gaps in the promotion of gender equity and equality in their work plans and programmes and find reasons for the gaps. Share with the larger group the next day during recap session.
Session Evaluation	Ask the participants if they have ever felt such gender inequity and inequality in their lives and how they dealt with it. Randomly ask a few participants to share their feelings in plenary and tell how the session made them realize the root causes of these gaps.
Reference Materials	<b>Handout 6 – “Key Gender Concepts”</b>
Notes for the Facilitator	Gender bias and stereotypes are deeply embedded in people’s consciousness and can lead to the perception that certain ways of being and behaving are ‘natural’, even when such behaviours discriminate members of one sex. They limit the capacity of people to develop their personal abilities, pursue their professional careers and make informed choices about their lives and life plan. Therefore, emphasize to participants that each individual needs to reflect critically on their own gender view and see to what extent their thoughts and acts are gender – biased, and make efforts to change their thinking and action so as not to perpetuate gender bias and inequality.

	<p>In plenary at the end of the session, trainers may ask participants at random to tell the big group their understanding of key concepts behind certain gender terms that other groups have discussed and defined. This helps ensure that all participants have the right understanding of the key concepts even though their own group has not worked on these terms. In this context, tell participants to pay due attention to the results of other groups when they go on the ‘gallery walk’, and ask questions for clarification, if needed.</p> <p>The list of gender – related concepts mentioned above is not exhaustive and includes fundamental concepts that have immediate relation with subsequent modules in this Manual. Participants can consult additional gender – related concepts in UNESCO Bangkok’s Gender in Education Network in Asia – Pacific (GENIA) Toolkit: Promoting Gender Equality in Education (2009).</p> <p><i>(Reference – UNESCO (2018) Training manual on gender mainstreaming in teacher education in Asia – Pacific)</i></p>
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## 1.6 Understanding gender equality in the context of Myanmar and the Agenda 2030/ Sustainable Development Goals

Session 1.6	
Objectives	<ul style="list-style-type: none"> <li>To enable the participants to become aware of and understand gender issues in Myanmar</li> <li>To relate their knowledge of key gender concepts into the gender equality situation in Myanmar</li> </ul>
Outcomes	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> <li>Become aware of and understand gender issues in Myanmar;</li> <li>Understand the causes of and relations between the gender issues in Myanmar; and</li> <li>Focus on the potential for positive change.</li> </ul>
Time	1 hour
Materials	PowerPoint slides, Flip charts, Markers
Methods	Brainstorming, Big group discussion, Small group discussion, Presentation, Plenary discussion



<p>Step by step Description of Activities</p>	<ul style="list-style-type: none"> <li>• <b>Step one:</b> Start the session by introducing the session’s overall objectives.</li> <li>• <b>Step two:</b> Ask the participants to think whether gender inequalities exist in Myanmar or not. Ask some volunteers to share their opinions in plenary. The facilitator does not need to support or oppose their views. It is important that the facilitator is sensitive to the emotions of the participants and allows them to express themselves in ways that they are comfortable with. (5 minutes)</li> <li>• <b>Step three:</b> Divide the participants into 4 groups. Assign one of the following questions to each table to discuss at each table. They should make a note of the main points that come out of their discussion. (15 minutes) <ul style="list-style-type: none"> <li>➢ What types of gender inequalities exist in Myanmar context? What are the causes of these inequalities? How do they impact on the status of men and women?</li> <li>➢ Are there certain traditions or customs in Myanmar that suggest women are considered as inferior to men? How do they do this?</li> <li>➢ Do women and men in Myanmar have the same access to education opportunities? To health services? To the labour market?</li> <li>➢ How do social or cultural norms impact on how you dress or behave in social occasions? Are women and men treated differently during meetings and if so, in what ways?</li> </ul> </li> <li>• <b>Step four:</b> Tell them that you will present a PowerPoint 1.6 called ‘Understanding gender equality in the context of Myanmar and the Agenda 2030/ Sustainable Development Goals’. Display PowerPoint. Facilitator uses the buzz lecture approach in going through the explanation of the slides. This means that facilitator stops presenting after each slide to give participants time to discuss in pairs and to ask any questions. Encourage discussion by allowing time for questions and clarifications between each slide. (30 minutes)</li> <li>• <b>Step five:</b> At the end of PowerPoint presentation, ask participants to give their responses to the question: what surprised you? And what did not surprise you? (5 minutes)</li> <li>• <b>Step six:</b> Conclude the session by highlighting that it is important to be familiar with the gender inequalities in Myanmar context and in particular, in teacher education if we are to work on gender mainstreaming in teacher education. Characteristics of our institutions are often reflected in society as a whole. (5 minutes)</li> <li>• <b>Step seven:</b> Remind participants that gender imbalances are a global phenomenon. However, certain gender concerns may differ from country to country because they will be influenced by the specific socio – economic, political and cultural context.</li> </ul>
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	<p><b>Questions and Answers for Module 1:</b></p> <p>Clarify any points that participants may not be clear about related to Module 1. Before giving the answer to participants' questions, ask if someone from the group may know the answer and give them the opportunity to share their knowledge of the issue. (10 minutes)</p>
Application	Ask the participants to reflect on their work at Department/Unit and analyze how gender inequality exists at their work and how far they see their work as steps towards gender equality in Myanmar.
Session Evaluation	Ask the questions: What was the objective of the session? Were the objectives achieved? How did you feel? What did you learn?
Reference Materials	PowerPoint 1.6: Overview of Gender Equality in Myanmar and the Agenda 2030/ Sustainable Development Goals
Notes for the Facilitator	<p>According to research findings of “Raising the Curtain”, gender inequality in Myanmar has not been acknowledged as an issue of concern. Problem is not seen as a problem. Religious, social and cultural norms carry ideas of differential functions and worth for men and women, and it becomes a deeply rooted and difficult problem to solve. (e.g. assuming that men have ‘Hpone’ and because of this, men are given superiority, status and appropriate for leadership positions, and women are responsible for taking care of family, household chores, are restricted to their sexuality, etc. Gender norms have effect on the types of job they choose and opportunities between men and women (It is upsetting and uncomfortable to be doing the jobs that are socially accepted as opposite sex jobs). Gender norms and stereotypes are socially reproduced through education system. Sexual and reproductive health is seen as taboo and embarrassing to discuss so adequate information and services on the issue are unavailable.</p> <p>Research shows that in Myanmar gender equality is not regarded by many as a human rights issue, or central to achieving poverty reduction and economic development. It is very important to stress to participants that gender equality is a fundamental human right and is just as important as other human rights, such as right to education, right to life, freedom of expression etc. Emphasize that gender inequality and sexual discrimination are a human rights violation as articulated in the Universal Declaration of Human Rights and challenged by the Convention on all forms of Elimination against Women (CEDAW).</p> <p><i>(Reference –</i></p> <p><i>Gender Equality Network (2015). Raising the curtain: cultural norms, social practises and gender equality in Myanmar</i></p> <p><i>CEDAW(2016) (2018). Concluding observations of the Committee on the Elimination of Discrimination against Women: Myanmar</i></p>

*The Republic of the Union of Myanmar (2014). Myanmar Population and Housing Data*

*The Union report and the Republic of the Union of Myanmar (2016). Gender equality and women's rights in Myanmar, a situation analysis*

*Myanmar Demographic and Health Survey 2015 – 2016)*

## MODULE 2: GENDER MAINSTREAMING IN PRE – SERVICE TEACHER EDUCATION

### 2.1 Defining and Exploring Gender Mainstreaming

Session 2.1	
Objectives	<ul style="list-style-type: none"> <li>To clarify the key concepts of gender mainstreaming</li> <li>To internalize the need for mainstreaming gender in Teacher Education in Myanmar</li> </ul>
Outcomes	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> <li>Have developed an understanding on gender mainstreaming process, purpose and key principles of gender mainstreaming; and</li> <li>Have identified the main components of gender mainstreaming and relate these to Teacher Education Context in Myanmar and understand the gaps.</li> </ul>
Time	1.5 hours
Materials	PowerPoint slides, Flip charts, Markers
Methods	Brainstorming, Big group discussion, Small group discussion, Presentation, Plenary discussion
Step by Step Description of Activities	<p><b>Exercise One – Understanding Gender Mainstreaming</b></p> <ul style="list-style-type: none"> <li><b>Step one:</b> Start the session by introducing the session’s overall objectives.</li> <li><b>Step two:</b> Brainstorm the participants on what they understand by the concept of “gender mainstreaming”. (5 minutes)</li> <li><b>Step three:</b> Ask the volunteers from each table to share their ideas to the group. Next, tell them that you will present a PowerPoint called Gender Mainstreaming. Display PowerPoint Section 2.1 named “Understanding Gender Mainstreaming” and use the buzz lecture approach to go through the explanation of the slides. This means that you stop presenting after one or two slides to give the groups an opportunity to discuss their ideas. (30 minutes)</li> <li><b>Step four:</b> Confirm that participants understand the key elements of gender mainstreaming and clarify questions from the participants in plenary. ( 5 minutes)</li> </ul> <p><b>Exercise Two – Gender Mainstreaming in Teacher Education in Myanmar</b></p> <ul style="list-style-type: none"> <li><b>Step one:</b> Ask the participants why they think gender should be mainstreamed in teacher education? Ask a few volunteers to share in plenary.</li> <li><b>Step two:</b> Explain the participants that they will now think about the status of gender mainstreaming in teacher education in Myanmar.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Step three:</b> Ask the participants to think about the following reflective questions and discuss them in their groups. They have to write their discussion points on the flipcharts. (20 minutes)</li> </ul> <div style="background-color: #e0e0e0; padding: 10px; margin: 10px 0;"> <p><b>Reflective Questions on Gender Mainstreaming</b></p> <ul style="list-style-type: none"> <li>➤ What is the current status of gender mainstreaming in your institution?</li> <li>➤ What would gender mainstreaming within your institution entail?</li> <li>➤ How can gender mainstreaming be done at the following levels: 1) policy, 2) institutional /organizational and 3) programmes/project?</li> <li>➤ Where do you think it should start?</li> <li>➤ What challenges would you anticipate?</li> <li>➤ Who do you think should be involved in the process?</li> <li>➤ What type of coordination mechanisms would need to be in place?</li> <li>➤ Are there any existing mechanisms in place that could be built on?</li> </ul> </div> <ul style="list-style-type: none"> <li>• <b>Step four:</b> Open up the discussion in plenary by asking one group to report back. The other groups can add anything new. The facilitator should support the discussion. (15 minutes)</li> <li>• <b>Step five:</b> Explain to conclude that the gender mainstreaming will be an important theme throughout the training workshop and they will apply gender mainstreaming cycle and concepts to the rest of the workshop to implement gender mainstreaming in teacher education in Myanmar.</li> </ul>
Application	Ask the participants to sit in their department unit groups and discuss their work/programmes and analyze if their activities/programmes are related to which approach and what the possible gaps can be. The groups present their findings/analysis on the next day during recap.
Session Evaluation	Ask the participants to write down unclear areas in the parking lot to clarify during recap the next day.
Reference Materials	<p><b>Handout 7</b> – “Gender Mainstreaming”</p> <p><b>Handout 8</b> – “Gender Mainstreaming Process”</p> <p>PowerPoint 2.1 – “Understanding Gender Mainstreaming”</p>
Notes for the Facilitator	Gender mainstreaming is not an end in itself but a means towards the goal of gender equality. It is a gender perspective in all types of activities (referred to as gender mainstreaming) and is a globally accepted strategy for promoting gender equality. Mainstreaming involves ensuring that gender perspectives and attention to the goal of gender equality are central to all activities – policy development, research, advocacy/dialogue, legislation, resource allocation planning, implementation and monitoring of programmes and projects. Development of an adequate understanding of mainstreaming requires clarity on the related concepts of gender and equality.

In practice, the transformational aspects of gender mainstreaming can be side – lined when mainstreaming is reduced to integrating gender (using checklists and guidelines) into existing agendas and already formulated policies. Making gender a “cross – cutting” issue tends to diminish the focus on the necessary transformation required in gender power relations, programmes, policies, attitudes, behaviours and practices to achieve gender equality.

It is important to note that in order to redress persistent inequality, specific projects/ programmes that aim at women’s empowerment and gender equality are required, along with gender mainstreaming.

The final action plan that will be developed as part of this workshop aims to help participants to begin to define gender issues in depth and find ways to respond to these in line with the cyclical gender mainstreaming process they learn in this session. However, it is important to mention that each institutional context will differ and require a tailored gender mainstreaming process through participatory processes and gender action planning.

*(Reference –*

*Gender Equality Manual (2012). Department of Social Welfare, Ministry of Social Welfare, Relief and Resettlement in Myanmar)*

## 2.2 Understanding Gender Barriers in Pre – Service Teacher Education

<b>Session 2.2</b>	
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To understand gender bias and barriers in pre – service teacher education</li> <li>• To highlight the need to mainstream gender in all stages of the teacher education continuum</li> <li>• To enable the participants to think and recommend policies for removing these barriers</li> </ul>
<b>Outcomes</b>	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> <li>• Have examined how gender bias and barriers are exhibited during teacher – student interaction, in curriculum/teaching materials/ school text books, at schools and TEIs;</li> <li>• Have been reminded about the continuous nature of teacher education, and have an enhanced understanding of the necessity to mainstream gender in all stages of the teacher education continuum; and</li> <li>• Have gained insights into the gender barriers in the preparation and enrolment of students into pre – service teacher training institutions, and have brainstormed and recommended policies for removing these barriers.</li> </ul>

Time	2 hours
Materials	PowerPoint slides, flip charts, markers
Methods	Brainstorming, big group discussion, small group discussion, 'jigsaw' method, presentation, plenary discussion
Step by Step Description of Activities	<p><b>Exercise One – Overview of Gender Issues in Education</b></p> <ul style="list-style-type: none"> <li>• <b>Step one:</b> Start the session by introducing the sessions' overall objectives.</li> <li>• <b>Step two:</b> Ask the participants to think about the following statement:  <p style="background-color: #e0e0e0; padding: 5px;">“Sitting in the same classroom, reading the same textbooks and listening to the same teacher, boys and girls receive very different educations (Weiss 2001)”.</p> </li> <li>• <b>Step three:</b> Ask some volunteers to share their opinions in plenary. (5 minutes)</li> <li>• <b>Step four:</b> Form 4 small groups. Ask each group to discuss how gender bias and barriers are exhibited during teacher – student interaction, curriculum/teaching materials/ school text books, at schools and TEIs. Ask each group to focus on only one topic, i.e. one group focuses on the 'teacher – student interaction', another group focuses on the 'school', etc. Write results on a flip chart. (15 minutes)</li> <li>• <b>Step five:</b> Invite groups to present their results. After each group's presentation, ask other groups if they have additional points to add to what has been presented or ask questions to the concerned group for clarification. (15 minutes)</li> <li>• <b>Step six:</b> Explain that you will present a PowerPoint Section 2.2 called “Gender Issues in Education”. Display PowerPoint and use the buzz lecture approach to go through the explanation of the slides. This means that you stop presenting after one or two slides to give the groups an opportunity to discuss their ideas. (20 minutes)</li> <li>• <b>Step seven:</b> In plenary, emphasize that gender bias and barriers exist at all levels and interact with each other to constrain the aspirations of the members of both sexes. Use the additional points in the table below to reinforce participants' understanding of gender bias and barriers that negatively affect teacher education. (15 minutes)</li> </ul> <div style="background-color: #e0e0e0; padding: 10px; text-align: center;"> <p><b>The Roots of Gender Bias</b></p> <p>✓ A person is not born with gender bias, but acquires and internalises it from childhood, in the family, school, workplace and society. Gender bias stems from prejudice and misconstrued ideas about gender roles that have been perpetuated through long history, by customary laws, and by members of both sexes. Individuals are influenced by gender bias and at the same time contribute to maintaining the gender bias that is both detrimental to themselves and society.</p> </div>

- ✓ Preconceived ideas about appropriate and desirable professions for girls and boys gear girls towards teaching and boys towards engineering, law and medicine. The gender imbalance in subject choice is especially evident in vocational courses in secondary schools where boys attend hard science courses, and girls attend home economics or childcare.
- ✓ The gender – based professional orientation that starts in secondary school leads to the overwhelmingly female student population in pedagogical faculties, and to the increasing feminisation of the teaching profession at lower education levels and in the humanities subjects. When boys enter the pedagogical faculty, they tend to major in STEM subjects (science, technology, engineering and mathematics).
- ✓ Gender bias prevents both male and female students from progressing towards their potential.
- ✓ Elements that lead to the gender imbalance and inequality in the teacher workforce are already evident in secondary school – before students enter teacher education institutions. Therefore, measures to promote gender equality in teacher education need to address such barriers before students enrol in TEIs.

### Exercise Two – The Important Role of Pre – service Teacher Education in 21<sup>st</sup> Century

- **Step one:** In plenary, elicit the knowledge of participants on the nature of pre – service teacher education by asking the following questions. On each question, get answers from each table and additional comments from other tables. (10 minutes)

- ✓ What are the main objectives of pre – service teacher education in the 21<sup>st</sup> century?
- ✓ What should pre – service teacher education inculcate in students (i.e, future teachers)? Why?
- ✓ How is pre – service teacher education connected to in – service teacher development?
- ✓ Does gender bias exist in pre – service teacher education? How so?

- **Step two:** Sum up whole group discussion on the above questions by emphasising points on the important role of pre – service teacher education in the 21<sup>st</sup> century. Distribute the hand – outs. (10 minutes) (See Handout 9)

### Exercise Three – Preparation and Enrolment of Students in TEIs

- **Step one:** Tell participants that, in their existing small group, they will now discuss the next topic “preparation and enrolment of students in TEIs”. Ask each



	<p>group to use the result of previous discussion on gender bias at different levels as background information, then discuss and find responses to the following questions:</p> <ul style="list-style-type: none"> <li>➤ What are the gender – based barriers in the preparation and enrolment of students in TEIs?</li> <li>➤ What policy actions can be adopted at the education policy level in order to address gender barriers that you have identified earlier?</li> </ul> <ul style="list-style-type: none"> <li>• <b>Step two:</b> Remind them to recommend only the policy actions that fall within the responsibilities of education policy – makers and planners, as not all gender – related discrimination can be addressed by the education system. (15 minutes)</li> <li>• <b>Step three:</b> Ask each group to say out loud only one recommendation. When another group gives its (one) idea, it should not repeat what has been said by other group(s). Continue this process until all groups have said out loud all the recommendations they have come up with. Give participants recognition for their work. (10 minutes)</li> <li>• <b>Step four:</b> In plenary, explain to participants that apart from their recommendations, the policy actions in the Handout 10 can be considered to address gender issues in student preparation for TEIs. (5 minutes)</li> </ul>
Application	Through the exercise, participants will analyze different gender barriers in pre – service teacher education in Myanmar. Ask participants how they felt when they understand the existence of barriers in teacher education in Myanmar. They need to be encouraged to do such self – reflections often.
Reference Materials	<p><b>Handout 9</b> – “ The Important Role of Pre – service Teacher Education in the 21<sup>st</sup> century”</p> <p><b>Handout 10</b> – “Recommended policies for gender – sensitive preparation and enrolment of students in teacher education institutions”</p> <p>PowerPoint Section 2.2 – “Overview of Gender Issues in Education”</p>
Session Evaluation	Give three faces of like, dislike and neutral. Ask the participants a range of questions about the session – methods used, the pace, the difficulty of the content, etc. and ask them to tick their emotion for each. The facilitator asks the participants why they like, dislike and are neutral about the particular aspect of the training.
Notes for the facilitator	Facilitators are encouraged to learn more about student – centred learning, or student – centred instructional approach. In many developing countries the use of student – centred teaching approach is still rare, yet it contains a wide range of engaging and effective methodologies that help students – both boys and girls – to be active and in charge of their learning. Student – centred teaching approach consists of a combination of individual work, work in small groups and teacher explanation (for a short period). Unlike teacher – centred approach where the teacher lectures, explains the lesson, asks a few questions and in essence dominates the lesson, in student – centred approach, students are active participants in their learning and teacher acts as a facilitator of that process. A great variation of methods for group work is used to enable students

Notes for the facilitator	<p>of different abilities to be engaged. This approach can help all students, regardless of their abilities, to participate, voice their views, work in teams, solve problems, build self – confidence and achieve better learning outcomes.</p> <p>Student – centred teaching approach can be effective in the context of promoting gender equality in schools as well as in TEIs, where girls have the opportunity to participate actively in class, show and develop their potential, building their self – confidence and self – esteem. In fact, the methods used in this training stem from student – centred instructional approach, engaging participants throughout the process.</p> <p>Ask participants to keep the flip charts on which they have recommended gender – responsive policies until the end of the training. They will refer back to these policies in Module 5 on budget.</p> <p><i>(Reference – UNESCO (2018). Training manual on gender mainstreaming in teacher education in Asia – Pacific)</i></p>
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### 2.3 Gender Mainstreaming in Curriculum of Pre – Service Teacher Education

Session 2.3	
Objectives	<ul style="list-style-type: none"> <li>• To identify and analyze gender bias in the curriculum of pre – service teacher education</li> <li>• To enhance their understanding of how gender inequality can be perpetuated through a gender – biased curriculum</li> <li>• To enable the participant to think and recommend policy actions to make curriculum and teaching/learning materials gender – responsive</li> </ul>
Outcomes	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> <li>• Have identified and analyzed gender bias in the curriculum of pre – service teacher education;</li> <li>• Have enhanced their understanding of how gender inequality can be perpetuated through a gender – biased curriculum; and</li> <li>• Have used this enhanced understanding to brainstorm and recommend policy actions to make curriculum and teaching/learning materials gender – responsive.</li> </ul>
Time	2 hours
Materials	Flip charts, Markers, Post – its
Methods	Individual reflection, small group discussion, presentation, plenary discussion

<p>Step by step Description of Activities</p>	<p><b>Exercise One – Gender Biases in Pre – Service Teacher Education Curriculum</b></p> <ul style="list-style-type: none"> <li>• <b>Step one:</b> Introduce the session and its objectives.</li> <li>• <b>Step two:</b> Divide the big group into 4 – 5 small groups (making sure the previous groups now have a new composition, if possible).</li> <li>• <b>Step three:</b> Ask each participant to reflect individually and write on a post – it, or a piece of paper, 3 gender biases that occur in the area of curriculum and teaching/ learning materials in pre – service teacher education; group members then share and discuss these biases they have individually identified, make one combined list of biases on a flip chart and hang it on the wall. (20 minutes)</li> <li>• <b>Step four:</b> Ask all groups to conduct a gallery walk (in clockwise direction) to see the results of other groups. (5 minutes)</li> <li>• <b>Step five:</b> In plenary, read out the questions from the following “Reflection Questions” and elicit responses from the whole group by calling on one person from each table. Repeat the same process until all questions are responded to. (20 minutes)</li> </ul> <p>Reflect on the curriculum of TEIs and answer the following questions:</p> <ol style="list-style-type: none"> <li>1) Do you notice any differences in the messages and images of men and women being portrayed in the curriculum, textbooks and teaching materials at TEIs? What are the differences? In whose favour?</li> <li>2) Are there specific modules on gender concepts and gender – sensitive pedagogy in the pre – service teacher education programme?</li> <li>3) Have the curricula of TEIs been reviewed for gender bias?</li> <li>4) Are textbooks and teaching materials screened for gender bias and stereotyping?</li> <li>5) Are female role models featured in the teacher education curriculum?</li> <li>6) Does the curriculum provide knowledge to student teachers about how boys and girls develop their skills while at school?</li> <li>7) Which factors – including such intangibles as behaviour and self – confidence – influence male and female adolescents’ decisions about their future education and career pathways?</li> </ol> <ul style="list-style-type: none"> <li>• <b>Step six:</b> After a response is given, ask other participants if they have additional ideas on the same question.</li> <li>• <b>Step seven:</b> Summarize by reiterating the points in Handout 11 (gender – bias in pre – service teacher education curriculum) to reinforce the message about gender – blind curriculum. Explain that gender – blindness in the curriculum and teaching/learning materials perpetuate gender inequality and must be tackled at both the policy and implementation levels. (10 minutes)</li> </ul>
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	<p><b>Exercise Two – Gender –Responsive Teaching / Learning Materials in Pre – Service Teacher Education</b></p> <ul style="list-style-type: none"> <li>• <b>Step one:</b> Ask the same small groups to brainstorm and propose policy actions to make the curriculum and teaching/learning materials gender – sensitive. Write the recommended policies on a flip chart. (20 minutes)</li> <li>• <b>Step two:</b> Presentation of group work: ask the first group to present only 2 policy actions. Then, ask the second group to add 2 actions that have not been mentioned. Then, ask the third group to add 2 more actions that have not been mentioned by the first two groups, and so on until groups do not have any new actions to add. Make sure groups are not allowed to repeat the policy actions that have been mentioned by other groups. (30 minutes)</li> <li>• <b>Step three:</b> In plenary, summarize and emphasize the key policies that need to be developed to make curriculum of pre – service teacher education gender – sensitive. (10 minutes) (See Handout 12).</li> </ul>
Application	Ask the participants to reflect whether they have noticed any gender bias which has been discussed today in their school curriculum and experience of learning these.
Session Evaluation	Ask the participants to write down unclear areas in the parking lot to clarify during recap the next day.
Reference Materials	<p><b>Handout 11</b> – “Gender – bias in Pre – service Teacher Education Curriculum”</p> <p><b>Handout 12</b> – “ Recommended Policies to Make Curriculum and Teaching/Learning Materials in Pre – service Teacher Education Gender – responsive”</p>
Notes for the Facilitator	<p>For an effective gender analysis, ask participants to bring a copy of the curriculum and a textbook of the TEI where they work. Trainers need to inform participants about this beforehand.</p> <p>Gender analysis involves using relevant data, both quantitative and qualitative. It should be kept in mind that during the training there may not be sufficient data on the dimension to be analyzed. The analysis during the training will provide participants an idea of the analysis process rather than a comprehensive analysis with full results.</p> <p>When summarising the key points about gender blindness of the curriculum and policy recommendations, observe the reaction of participants carefully to see if all participants have a full understanding of the points. When necessary, elaborate on the points that are not completely clear to participants.</p> <p><i>(Reference – UNESCO (2018). Training manual on gender mainstreaming in teacher education in Asia – Pacific)</i></p>

## 2.4 Gender Mainstreaming in Pedagogy of Pre – service Teacher Education

<b>Session 2.4</b>	
Objectives	<ul style="list-style-type: none"> <li>To analyze the gender bias in pedagogy in pre – service teacher education and conduct gender analysis</li> <li>To understand the different ways gender – based discrimination can be manifested in pedagogy in TEIs</li> <li>To enable the participants to think and recommend policies to make pedagogy gender – responsive.</li> </ul>
Outcomes	<p>By the end of the session, participants will:</p> <ul style="list-style-type: none"> <li>Have analyzed the gender bias in pedagogy in pre – service teacher education and learned about how to conduct gender analysis;</li> <li>Have an enhanced understanding of the different ways gender – based discrimination can be manifested in pedagogy in TEIs; and</li> <li>Demonstrate their enhanced understanding of gender bias when making recommendations on policies to make pedagogy gender – responsive.</li> </ul>
Time	1.5 hours
Materials	Flip charts, markers, post – its
Methods	‘Think – pair – share’ in big group, individual reflection, group discussion, sharing of personal experience
Step by step Description of Activities	<p><b>Exercise One – Gender – biased Pedagogical Practices in Teacher Education Institution</b></p> <ul style="list-style-type: none"> <li><b>Step one:</b> Start by introducing the objectives of the session, and reminding participants that pedagogy generally includes class management, teaching methodology and teaching techniques. It determines the interactions between teacher educators and student teachers in teacher education institutions. Therefore, participants need to reflect on all these aspects when analysing pedagogy from a gender perspective.</li> <li><b>Step two:</b> Ask participants to recall and write on a post – it two pedagogical practices that they feel are gender – discriminatory and which they themselves were exposed to when they were university students.</li> <li><b>Step three:</b> Ask participants to share with their neighbours the discriminatory practices they had been exposed to and to elaborate on what effects such practices had on them. (5 minutes)</li> <li><b>Step four:</b> In plenary, ask one person from each table/group to share their story. (10 minutes)</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Step five:</b> Ask all participants to stick their post – its on the wall and then read all the post – its of other colleagues on the wall. This enables them to discern different gender – blind teaching practices. (10 minutes)</li> <li>• <b>Step six:</b> Summarize by emphasizing the detrimental effect of a gender – blind pedagogy: female students (who usually are the ones subject to gender – bias) feel demotivated, have low self – esteem and lack confidence. Many end up accepting the misconstrued ideas that, compared to boys, they have lower capacity and self – confidence, or cannot be good managers and leaders. Both girls and boys do not realise that the lesson they are attending is conveying gender bias – through both content (as discussed in Section 3.2 above) and the methods of the content delivery (pedagogy). By not challenging such practice, members of both sexes contribute to the continuation of gender bias. Then, use the points in the handout 13 – “Some gender – biased pedagogical practices in teacher education institution” to recap the key messages about gender – biased pedagogy. (15 minutes)</li> </ul> <p><b>Exercise Two – Gender – Responsive Pedagogy in Pre – Service Teacher Education</b></p> <ul style="list-style-type: none"> <li>• <b>Step one:</b> Form groups of 6 participants in each. Ask participants to reflect on the gender – based discriminatory pedagogical practices discussed earlier, and discuss in their group the possible policies that can make pedagogy in TEIs gender – sensitive. Groups write their recommended policies on flip charts. (30 minutes)</li> <li>• <b>Step two:</b> Ask each group to nominate one person to present their group result. Call groups at random to present. (15 minutes)</li> <li>• <b>Step three:</b> In plenary, stress the importance of student – centred teaching approach as a way to break the cycle of engrained gender discrimination. Student – centred teaching methodologies enable all learners, male and female, to overcome psychological barriers and actively participate in the lesson. Student – centred teaching approach needs to be used in teacher education institutions so future teachers can learn and apply them when they themselves teach at school and support both boys and girls to become active participants in their learning, develop their strength and achieve good outcomes.</li> <li>• <b>Step four:</b> Conclude the session by pointing out some possible policies that can make pedagogy gender – sensitive (see Handout 14). (10 minutes)</li> </ul>
Application	Ask participants to identify and share their first memory about a time at school when you realised that you were being treated in a certain way because of your gender.
Session Evaluation	Ask the questions: What was the objective of the session? Were the objectives achieved? How did you feel? What did you learn?
Reference Materials	<p><b>Handout 13</b> – "Some Gender – biased Pedagogical Practices in Teacher Education Institution"</p> <p><b>Handout 14</b> – “Gender – responsive Pedagogy in Teacher Education”</p>



Notes for the Facilitator	<p>The term ‘teacher educators’ refers to those who teach at teacher education institutions, or pedagogical universities/colleges. ‘Student teachers’ or ‘future teachers’ refer to students in TEIs who study to become teachers.</p> <p>Emphasize to participants that:</p> <ul style="list-style-type: none"> <li>✓ Pre – service teacher education provides an opportune platform for action to discard gender stereotypes, especially in the area of pedagogy.</li> <li>✓ To do away with gender – discriminatory teaching practices, teacher educators and teachers need to understand the psychology and specific needs of boys and girls, of how they learn and how gender bias can affect their learning abilities, and their academic and social outcomes.</li> <li>✓ The interdisciplinary sciences of learning shed light on effective teaching methodologies, showing the benefits of the student – centred teaching approach that motivates all learners – male and female – in their studies, and enables them to be meaningfully engaged in their learning process.</li> <li>✓ When teacher educators in TEIs adopt student – centred teaching methodologies, they proactively engage female students’ participation in class activities, praising their efforts, recognising their abilities, and thus building up their confidence. In so doing, teacher educators in TEIs can set the trend in which student teachers of both sexes are treated fairly and receive equal opportunities for participation and learning. In this process, female students become aware of their inherent strengths and of their right to participate in all activities as equal to male students. The use of student – centred methodologies with a gender lens will motivate students of both sexes towards study, while at the same time breaking down the gender barriers. This would have significant multiplier effect on generations of students, as future teachers will apply the same teaching methods in their own classroom and display gender – sensitive attitudes and behaviours, thus inculcating gender awareness and sensitivity in the young generation.</li> </ul> <p>When groups nominate a person to present group result, trainers should remind them to nominate someone who has not been the documenter of the discussion, and who has spoken less often than other group members. This provides opportunities to every participant to participate.</p> <p><i>(Reference – UNESCO (2018). Training manual on gender mainstreaming in teacher education in Asia – Pacific)</i></p>
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## 2.5 Gender Mainstreaming in Management Arrangements and Institutional Support Services of Teacher Education Institutions

Session 2.5	
Objectives	<ul style="list-style-type: none"> <li>To conduct a classroom based assessment of management and institutional practices within TEIs from a gender lens</li> <li>To foster the participants' understanding of the obvious and hidden bias within TEIs' institutional arrangements and practices that perpetuate gender inequality</li> <li>To enable the participants to think and recommend policies for making management arrangements and institutional support services gender – responsive</li> </ul>
Outcomes	<p>By the end of the session, participants will:</p> <ul style="list-style-type: none"> <li>Have conducted an assessment of management and institutional practices within TEIs from a gender lens;</li> <li>Have fostered their understanding of the obvious and hidden bias within TEIs' institutional arrangements and practices that perpetuate gender inequality; and</li> <li>Have used their new insights into gender bias in TEIs to brainstorm and recommend policies for making management arrangements and institutional support services gender – responsive.</li> </ul>
Time	2.5 hours
Materials	Flip charts, Markers, Post – its
Methods	Group work ('hot potato'), group presentation ('gallery walk'), plenary discussion
Step by Step Description of Activities	<p><b>Exercise one – Gender Bias in Teacher Education Institutions</b></p> <ul style="list-style-type: none"> <li><b>Step one:</b> Introduce the session objectives and explain to participants that some gender – based discriminatory practices within TEIs are evident but many are hidden. Participants will themselves unearth such practices by conducting a gender analysis of different aspects of TEIs.</li> <li><b>Step two:</b> In plenary, ask all participants a general question: “In what way teacher education institutions may be gender – blind?”. Call one person from each table to give a response and repeat the process until 12 responses are given. Write them on a flip chart. (10 minutes)</li> <li><b>Step three:</b> Briefly discuss the responses and ask participants to classify them into 3 categories: “Teacher educators”, “Institutional management arrangements” and “Institutional support services”. (5 minutes)</li> <li><b>Step four:</b> Form 3 groups by asking participants to take turn to say letters A, B, and C. All those who say ‘A’ will be in Group A, the ‘B’ will be in Group B, and the ‘C’ will be in Group C.</li> </ul>

- **Step five:** Explain to participants that they will work in groups to identify and analyze gender – based discriminatory practices in TEIs, using ‘hot potato’ method. Give each group a different worksheet and explain that they will work on a specific task. Write responses on a flip chart. Give them the following sets of question per group. (Facilitators to write down the questions on the flipcharts for each group.)

#### **Group A – Analysis of the level of gender sensitivity of practices related to teacher educators in TEIs**

- 1) Do female teacher educators receive the same salaries as their male colleagues working in the same job?
- 2) Are other benefits equitably distributed among men and women (e.g. participation in capacity development programmes, promotions, appointment to the posts of responsibility)?
- 3) In collective activities, who usually takes the lead – male or female teacher educators? Why?
- 4) Are female teacher educators given opportunities to be part of the strategic planning and decision – making process?
- 5) How many per cent of female teacher educators make use of the opportunities of participating in decision – making at TEIs?
- 6) What are reasons for their level of participation?
- 7) How do male and female staff members view gender relations in the TEIs?
- 8) Are there any differences in the ways teacher educators relate to male students and female students?
- 9) What are the attitudes of teacher educators towards gender? What do they show?
- 10) What gender biases were prohibited in the code of conduct of teacher educators?

#### **Group B – Analysis of the degree of gender sensitivity of institutional management arrangements in teacher education institutions**

- 1) How many women are in teaching positions?
- 2) How many women teach science courses?
- 3) How many men teach courses in the humanities?
- 4) How many women are in management positions?
- 5) What is the pattern of decision – making in TEIs– participatory or hierarchical?
- 6) What is the percentage of women who head TEIs in the country?
- 7) Are strategic plans of TEIs gender – responsive and responding to the needs of women and men?

### Group C – Analysis of institutional support services through a gender lens

- 1) Are there boarding facilities available at TEIs? If so, are they gender – sensitive?
- 2) Are there stipends or financial assistance for female staff members, and for female students from disadvantaged backgrounds (lower socio – economic strata, residents in far – off regions, ethnic minorities, speakers of other languages)?
- 3) Are there rules on sanctions of gender – based violence, including sexist and sexual violence?
- 4) Is there a mechanism in place to monitor and address cases of gender – based violence?
- 5) Do members of the institution’s management and administration receive training on gender issues?
- 6) Is there a mechanism in place to consult teacher educators and student teachers on how the institutional support service can be improved from a gender perspective?

- **Step six:** Ask each group to complete task 1 in the assigned worksheet and write responses on a flip chart and mark their flip charts with their group initial (A, or B, or C). (15 minutes)
- **Step seven:** After 15 minutes, apply the ‘hot potato’ method (see Facilitator’s Note) and ask the groups to exchange places, so Group A will now work on the task that Group B has been working on, and write their responses or add ideas to what Group B has done (see picture below). Ask them to leave their flip charts on the table for other groups to continue working on the task. (15 minutes)
- **Step eight:** After another 15 minutes, ask the groups to move again to work on the task of other groups during 15 minutes. Thus, at the end of the activity all three groups will have worked on all three tasks, built on other group’s work and provided their own inputs.
- **Step nine:** Ask groups to post their flip charts on the walls and conduct a quick gallery walk, in clockwise direction, for all participants to study the group outcomes. (10 minutes)
- **Step ten:** In plenary, lead whole group discussion. Tell participants to reflect on the results of the group work they have just conducted, and prepare responses to the questions.

### Reflective Questions

**Group A** – Having responded to the above 10 questions, what is the group’s conclusion on the status of equality between men and women in TEIs? Has it evolved over time? If yes, to what extent?

**Group B** – Having responded to the above 7 questions, what is the group’s conclusion on the institutional management arrangements in TEIs? Has it evolved over time? If so, to what extent?

**Group C** – Having responded to the above 6 questions, what is the group’s conclusion on the institutional support services in TEIs? Has it evolved over time? If so, to what extent?

- **Step eleven:** Ask one person from each group to give a response, and so on, but tell the next person not to repeat the idea that has been said by the previous participant, until all groups have provided all their responses. (15 minutes)
- **Step twelve:** Summarize key points on gender bias in TEIs, using the information from the Handout 15 “Gender bias in teacher education institutions”. (10 minutes)

### **Exercise Two – Gender – Sensitive Teacher Education Institutions**

- **Step one:** Tell participants that they will now use the insights into gender inequality in TEIs to brainstorm possible policies to mainstream gender in TEIs:
- **Step two:** Form 3 new groups which will work on policy development for gender mainstreaming in three areas: ‘teacher educators’, ‘management arrangements’ and ‘institutional support services.
- **Step three:** Write the names of the three topics on small pieces of paper and let groups choose at random a topic by picking one of the folded pieces of paper.
- **Step four:** Participants brainstorm and recommend gender – sensitive policies on the topic they have chosen. (20 minutes)
- **Step five:** Ask groups to present their group result. (10 minutes)
- **Step six:** Sum up the session by stressing that to remove the multiple gender barriers and deep – rooted bias that has profoundly conditioned the mentality and action of both men and women, deliberate policies have to be put in place. Furthermore, there must be serious monitoring to make sure what policies are carried out. It should also be remembered that achieving gender parity is a good starting point, but measures are needed to bring about gender equity and equality. Best strategies and interventions are those that respond to issues and underlying factors identified through a gender analysis and align with the gender equality goals and objectives. Use Handout 16 – “Recommended policies to make teacher education institutions gender – sensitive”.
- **Step seven:** Recap the policies that can remove. Gender – based discrimination in TEIs, using the points in Handout 16 Emphasize that concerted action, starting from policy development, to implementation and monitoring is necessary to change the status quo. The policies need to explicitly eliminate gender bias and discrimination resulting from social and cultural attitudes and practices and economic status.
- **Step eight:** Clarify any questions from the participants on the whole module. Questions and Answers for Module 2. Before giving response, elicit response from the group. (10 minutes)

Application	Ask the participants to identify one gender bias in their teacher education institutions and one policy which can be immediately implemented to make gender – sensitive teacher education.
Session Evaluation	Ask the participants to write down unclear areas in the parking lot to clarify during recap the next day.
Reference Materials	<p><b>Handout 15</b> – "Gender Bias in Teacher Education Institutions"</p> <p><b>Handout 16</b> – "Recommended Policies to Make Teacher Education Institutions Gender – sensitive".</p>
Notes for the Facilitator	<p>This session demonstrates how gender bias is both the cause and effect of a gender – blind culture of teacher education institutions (TEIs). Gender inequality stems from the unequal power relationship between men and women, the process of balancing this relationship calls for strong political will of policy – makers, strategic advocacy and sustained sensitization of all actors, from both sexes.</p> <p>The education system both mirrors and influences the larger society – what happens in education has a flow – on effect in society. Within the education system itself, teachers have the biggest influence on the teaching practice, culture and the education of future generations. When the teacher workforce is gender – responsive, they can enable generations of young people to think and act sensibly, with gender awareness and sensitivity. Efforts to achieve gender equality in society should start with education.</p> <p>The ‘hot potato’ method is very effective for small groups to work concurrently on several issues. It is energetic and helps keep participants on – task. It is advisable that trainers study the method before the training.</p> <div data-bbox="678 1339 1106 1675" data-label="Diagram"> <p>The diagram, titled "'Hot potato' method", shows three participants labeled A, B, and C arranged in a triangle. Participant A is at the top, B is at the bottom left, and C is at the bottom right. Blue arrows indicate a clockwise flow of discussion: from A to B, from B to C, and from C back to A.</p> </div> <p><i>(Reference – UNESCO (2018). Training manual on gender mainstreaming in teacher education in Asia – Pacific)</i></p>

## MODULE 3: GENDER MAINSTREAMING IN IN – SERVICE CONTINUOUS TEACHER PROFESSIONAL DEVELOPMENT

### 3.1 Making Teacher Induction Gender – Responsive

Session 3.1	
Objectives	<ul style="list-style-type: none"> <li>To understand critical importance of gender – responsive teacher induction for novice teachers</li> <li>To conduct a class – room based situation analysis of teacher induction and examine the ways in which gender inequality may be manifested</li> <li>To enable the participant to think and recommend policies to make teacher induction gender – responsive</li> </ul>
Outcomes	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> <li>Have clear ideas about the critical importance of gender – responsive teacher induction for novice teachers;</li> <li>Have conducted a situation analysis of teacher induction and examined the ways in which gender inequality may be manifested; and</li> <li>Have brainstormed and recommended policies to make teacher induction gender – responsive.</li> </ul>
Time	1.5 hours
Materials	Flip charts, Markers, Post – its
Methods	Group discussion, Group presentation using ‘addition’ and gallery walk methods, Plenary discussion
Step by Step Description of Activities	<p><b>Exercise One – Teacher Induction within the Teacher Education</b></p> <ul style="list-style-type: none"> <li><b>Step one:</b> Start the session by situating teacher induction within the teacher education continuum. Explain, using the points in Handout 17 – “Teacher induction within the teacher education continuum”. (15 minutes)</li> <li><b>Step two:</b> Form 4 new groups and ask them to identify gender – based issues in teacher induction. Ask groups to conduct discussion and document it on flip charts. Use the following questions. (Facilitators should write the questions on the flipcharts and hang them on the wall where all participants can see). (30 minutes)</li> </ul> <p><b>Reflective questions on gender barriers in teacher education</b></p> <ol style="list-style-type: none"> <li>1) Is teacher induction provided?</li> <li>2) If induction is provided only to some novice teachers, who are the recipients?</li> <li>3) What kind of support during induction is provided? When is it provided?</li> <li>4) Who provides the support during induction to teachers?</li> </ol>

- 5) How long is induction provided for?
- 6) According to novice teachers, is the induction effective? Why or why not?
- 7) Are there gender barriers in teacher induction?
- 8) If there are gender barriers in teacher induction, in what way are they demonstrated?
- 9) How do gender barriers in teacher induction affect male and female teachers?
- 10) Have there been any measures adopted to remove gender barriers?

- **Step three:** Use the ‘addition method’ for group work presentation: call any group to start presenting their work result. After 5 minutes, ask the presenter of another group to continue. However, she/he cannot repeat any point that the previous presenter has mentioned. After another 5 minutes, ask another group to present, and again the presenter must not repeat any point that has been previously mentioned by other groups. Continue this process until all groups have shared all the non – repetitive points they have come up with in their discussion. (20 minutes)
- **Step four:** In plenary, summarize key manifestations of gender bias in teacher induction by using the points in the Handout 18 – “Gender bias in teacher induction”.
- **Step five:** Emphasize that when induction is gender – blind, it does not enable male and female teachers to settle into their job equally well. It further accentuates gender – based discrimination and overtly differentiates between male and female teachers based on the preconceived ideas about women’s limited capacity, especially in mathematics and science. It sets men and women on unequal career pathways.

#### Exercise Two – Gender – responsive Induction

- **Step one:** Ask groups to brainstorm and propose policies that can make teacher induction gender – responsive and write them on a flip chart. (20 minutes)
- **Step two:** Tell participants to take a gallery walk to get to know the results of their colleagues.
- **Step three:** Acknowledge the results of groups, then summarize some essential policies necessary to make teacher induction gender – responsive, using the information from Handout 19 – “Recommended Policy Actions to Make Induction Gender – responsive”. (10 minutes)

Application	Ask participants to share their experience of teacher induction whether they were treated differently, based on their genders and how it can be bettered.
Session evaluation	Ask: What were the objectives of the session? Were the objectives achieved? How did you feel? What did you learn?
Reference Materials/ handouts	Handout 17 – "Teacher Induction Within the Teacher Education Continuum" Handout 18 – “Gender Bias in Teacher Induction” Handout 19 – "Recommended Policy Actions to Make Induction Gender – responsive"



Notes for the Facilitator	<p>When discussing teacher induction, keep in mind and remind participants that the first few years of a teacher’s career are the most sensitive period in his/her professional life. After graduation from a TEI, novice teachers face formidable challenges in a new environment where they have to use multiple competencies at the same time, applying what they have learned at university. They have to manage a class with a diverse student population, some of whom may have behaviour problems or learning difficulties. They need to be acclimatised to a new working environment, and to supervisors who may not always be accessible for support. They need to communicate with parents of students who have a certain expectation or opinion of their children’s new teacher. They are also expected to quickly get up to speed with lesson planning as well as with the school’s activities. These demands are challenging to new, inexperienced teachers.</p> <p>No matter how good initial (pre – service) teacher education is, it cannot be expected to prepare teachers for all the challenges they face during their first regular employment as a teacher. Hence, the targeted and close support during the induction stage is essential for new teachers to cope successfully with these challenges, build their self – confidence and professional commitment.</p> <p>According to research, in many countries teacher attrition tends to happen in the first five years of their work in school, probably due to the lack of, or ineffective, induction. Methodologically, the ‘addition’ method for presentation can be used as an alternative presentation method when all groups work on the same issue. It is meant to encourage everyone to listen carefully to what is being presented, and avoid repetition, thus saving time.</p> <p><i>(Reference – UNESCO (2018). Training manual on gender mainstreaming in teacher education in Asia – Pacific)</i></p>
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### 3.2 Gender Mainstreaming in In – service Continuous Teacher Professional development

Session 3.2	
Objectives	<ul style="list-style-type: none"> <li>• To understand the importance of in – service professional development and of the types of activities that can help teachers to become more competent and effective</li> <li>• To conduct a class – room based analysis of different aspects of in – service professional development from a gender perspective</li> <li>• To become better aware of how gender bias can make teacher professional development ineffective in strengthening the competencies of both male and female teachers</li> <li>• To enable the participants to think and recommend policies to make in – service teacher development gender – responsive</li> </ul>

Outcomes	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> <li>• Have an enhanced understanding of the importance of in – service professional development and of the types of activities that can help teachers to become more competent and effective;</li> <li>• Have conducted an analysis of different aspects of in – service professional development from a gender perspective;</li> <li>• Become better aware of how gender bias can make teacher professional development ineffective in strengthening the competencies of both male and female teachers; and</li> <li>• Have discussed and articulated recommendable policies to make in – service teacher development gender – responsive.</li> </ul>
Time	3 hours
Materials	Flip charts, Paper, Markers
Methods	‘Buzz group’ discussion, group work and presentations (‘addition’ and ‘gallery walk’), plenary discussions
Step by Step Description of Activities	<p><b>Exercise One – In – service Continuous Teacher Professional Development</b></p> <ul style="list-style-type: none"> <li>• <b>Step one:</b> In plenary, introduce the session’s objectives, then ask participants to conduct a ‘buzz group’ discussion (see Facilitator’s Note) to brainstorm and identify the type of activities that fall into the category of ‘in – service teacher professional development’. ( 5 minutes)</li> <li>• <b>Step two:</b> After 5 minutes, ask participants to take turn to share their findings. Call on a volunteer to write participants’ finding on a flip chart, who should not repeat any similar point. (10 minutes)</li> <li>• <b>Step three:</b> Synthesise participants’ input and stress the necessity to ensure effective in – service professional development in order to strengthen and build up teachers’ skills and competencies throughout their career. Use the information in Handout 20 – “Why is it important for teachers to have continuous in – service professional development?” for this purpose. (15 minutes)</li> </ul> <p><b>Exercise Two – Gender bias in the Content and Organization of in – service continuous Teacher Professional Development</b></p> <ul style="list-style-type: none"> <li>• <b>Step one:</b> Form new 4 groups which will examine the content and organization of in – service professional development programmes from a gender lens.</li> <li>• <b>Step two:</b> Ask Group 1 and 2 to assess gender bias in the content (Reflective questions on Content of teacher professional development programmes) in their own groups. Group 3 and 4 will assess gender bias in the participant selection and</li> </ul>

organization (Reflective questions on Participant Selection and Organization of in – service training courses). (Facilitators should write the questions on flipcharts and hang on the wall where all participants can see.)

- **Step three:** Tell participants to complete the tasks mentioned in the following questions to assess gender bias in the content and organization of in – service teacher professional development programmes. Write on a flip chart the results of the group discussion. Each group should appoint one person to document the discussion and one person to present it in plenary. (15 minutes)

#### Reflective questions on Content of teacher professional development programmes (Group 1 and Group 2)

- 1) Does the content of these programmes take into account Teachers' needs and demands?
- 2) Do the in – service teacher training programmes focus more on theoretical aspects?
- 3) To what extent these programmes provide extra knowledge and experience on subject pedagogy?
- 4) Do these programmes address gender issues? If they do, have they been effectively addressed gender issues? Why?
- 5) Are there training sessions on gender? Who attends gender training sessions?

#### Reflective questions on Participant Selection and Organization of in – service training courses (Group 3 and Group 4)

- 1) Do male and female teachers have the same opportunities to take part in professional development?
- 2) Under which circumstances do male teachers have more opportunities to take part in training?
- 3) Under which circumstances do female teachers have more opportunities to take part in training?
- 4) Does the organization of training programmes take into account teachers', especially female teachers', professional needs and personal situations?
- 5) Who are the trainers? Are they gender – sensitive?
- 6) Do school – based professional development activities improve gender – responsive teaching practices? Why?

- **Step four:** After 15 minutes of group work, facilitate group presentation using the 'addition' method. Call on one group to start their presentation on 'content' of in – service programmes. (5 minutes)

- **Step five:** After 5 minutes, ask the second group which has also worked on this topic, to continue the presentation. The representative of the second group should not repeat the points in common, and add only the points that have not been mentioned by the other group. At the end, ask the first group if they have any points that have not mentioned by the second group. (10 minutes)
- **Step six:** Use the same approach for the presentations of the remaining two groups that have worked on the topic ‘organization’ of in – service development programmes. (10 minutes)
- **Step seven:** In plenary, sum up key points about gender bias in the ‘content’ and ‘organization’ of in – service teacher development programmes. Use information from Handout 21 – “Gender bias in the content, participant selection and organization of in – service teacher professional development programmes” to elaborate on the issue. (10 minutes)

### Exercise Three – Gender bias in Pedagogy of In – service Development Programme and in School Culture

- **Step one:** Form 4 new groups and explain to participants that they will now assess ‘pedagogy’ of in – service programmes and ‘school environment and support structure’ through a gender perspective.
- **Step two:** Ask Group 1 and 2 to assess gender bias in the ‘pedagogy’ used in in – service training programmes (Reflective questions on the ‘pedagogy’ used in in – service training programmes) in their own groups. Group 3 and 4 will assess school environment and support structure (Reflective questions on school environment and support structure for continuous teacher professional development). (Facilitators should write the questions on the flipcharts and hang on the wall where all participants can see).
- **Step three:** Tell participants to complete the tasks mentioned in the following questions to assess gender bias in the content and organization of in – service teacher professional development programmes. Write on a flip chart the results of the group discussion. (15 minutes)

#### Reflective questions on the ‘pedagogy’ used in in – service training programmes (Group 1 and Group 2)

- 1) What are the methods often used during in – service training sessions?
- 2) Do methods used in training programmes reflect gender sensitivity?
- 3) How do trainers treat male and female participants?
- 4) Who are normally called upon to respond to questions or lead the discussions during the training?
- 5) Who do trainers often give credit to during training sessions?
- 6) Is there any difference in how trainers appreciate the contributions of male and female participants?

### Reflective questions on school environment and support structure for continuous teacher professional development (Group 3 and Group 4)

- 1) Is in – service teacher professional development made gender – responsive by the school support structure and school culture? If ‘yes’, how is it demonstrated? And if ‘no’, how is it demonstrated?
- 2) What constitutes a gender – responsive school culture?
- 3) What can school leaders do to create a gender – responsive school support structure?

- **Step four:** After 15 minutes, ask participants to take a gallery walk to study the results of their colleagues and also learn about gender bias in the dimension that their group has not worked on. (10 minutes)
- **Step five:** Sum up the discussion on these two topics by pointing out the varying manifestations of gender bias in these areas, as written in Handout 22 – “Gender bias in Pedagogy of in – service development programme and in school culture”. (15 minutes)

### Exercise Four – Gender – responsive Continuous Teacher Professional Development

- **Step one:** Form 4 new groups and tell them they will now discuss and recommend policies to make in – service teacher professional development gender – responsive. For an effective policy discussion, remind them to think of the gender biases they have identified in this session, and those pointed out by the trainer concerning the four dimensions of in – service teacher development: content, organization and pedagogy of in – service professional development programmes, and school culture. (30 minutes)
- **Step two:** Ask groups to take a gallery walk to get to know the recommended policies by other groups and think of elements that they want to have clarified. (10 minutes)
- **Step three:** In plenary, ask if participants have questions about the recommendations of their colleagues in other groups. Invite a volunteer from the concerned group to respond. (5 minutes)
- **Step four:** In plenary, summarize and emphasize the key policies that are needed to mainstream gender into in – service teacher professional development, as mentioned in Handout 23 “Recommended policy actions to remove gender bias in continuous teacher professional development. (10 minutes)
- **Step five:** First, acknowledge the engagement and inputs of all participants during the work on this module. Then, ask if they have any questions for clarification related to the whole module. Questions and Answers for Module 3. Before responding to the questions, elicit the inputs of other participants first and build on them. (15 minutes)

Application	Ask participants to share their experience of teacher induction, whether they were treated differently based on their genders and how it can be bettered.
Session Evaluation	Give three faces of like, dislike and neutral. Ask the participants a range of questions about the session – methods used, the pace, the difficulty of the content etc. and ask them to tick their emotion for each. The facilitator asks the participants why they like, dislike and are neutral about the particular aspect of the training.
Reference Materials	<p><b>Handout 20</b> – “Why is it Important for Teachers to Have Continuous In – service Professional Development?”</p> <p><b>Handout 21</b> – “Gender Bias in the Content, Participant Selection and Organization of In – service Teacher Professional Development Programmes”</p> <p><b>Handout 22</b> – “Gender Bias in Pedagogy of In – service Development Programmes and in School Culture”</p> <p><b>Handout 23</b> – “Recommended Policy Actions to Remove Gender Bias in Continuous Teacher Professional Development”</p>
Notes for the Facilitator	<p>Facilitators may want to use ‘buzz group’ discussions at the beginning of most sessions. ‘Buzz group’ discussion usually lasts a few minutes, serves to get participants’ mind switched on for the topic, encourage them to provide initial ideas or personal experience on the topic. This helps trainers to know what the participants already know about the specific topic and build on that knowledge. It engages every participant from the very beginning.</p> <p>Facilitators may choose to reduce or increase the time for presentations depending on the overall time availability. When there is a need to shorten the time, use gallery walk for presentation. When there is more time, use the traditional presentation methods where each group presents its work. When all groups take turn to present their work on the same issue, ask the presenters not to repeat the points that the previous presenter has mentioned. This method encourages everyone to listen carefully to the presentation.</p> <p>It is important to explain to participants the distinct nature of gender – sensitive teacher professional development programmes in general and gender training workshops. Both are intended to improve teacher competencies. However, the former includes gender dimensions in its content, methodology and organization whereas the latter focuses on gender issues as the core content. Often gender training is mistakenly perceived as training about and for women, hence few men want or are encouraged to participate in it. This seriously limits the effect of such training courses, as both men and women need to be sensitized to change their gender mindset. There is a need to convey the right ideas about the benefits of gender specific training on members of both sexes, and efforts must be made to ensure their equal participation.</p>

Facilitators may want to remind participants that there is a need to move away from the old view that in-service training courses are the main, or the only channel for in-service teacher development. The changing nature of education in the 21st century means that teachers do not need to wait for training courses for their professional improvement. They can obtain and hone many skills and acquire new knowledge through different channels, most notably school-based activities and web-based educational resources. Many school-based activities provide rich ground for teachers to learn new skills, acquire new information on the subject they teach and to put them into practice. For example, team teaching, collaborative curriculum-based projects, weekly exchange meetings among teachers teaching the same subjects, conducting action research on many aspects related to teaching and learning process, supportive supervision from school leaders and district/provincial inspectors, and so on. Therefore, teachers need to be proactive in participating in these school-based activities and school leaders need to be supportive and encouraging towards teachers in this regard. And such activities need to be organized and conducted in gender-sensitive manner.

Many teachers develop and use their self-sourced materials that they developed based on materials found on the internet and through their connection with other teachers (community of practice). In doing so, they enhance many skills, including analytical and critical thinking, learning to learn, problem-solving, and creativity, that help their own professional growth and which they can impart to their students, as well. Teachers need to be given gender-sensitive support they need in all these endeavours.

*(Reference – UNESCO (2018). Training manual on gender mainstreaming in teacher education in Asia – Pacific)*



## MODULE 4: GENDER MAINSTREAMING IN RESEARCH IN TEACHER EDUCATION

### 4.1 Importance of gender – sensitive research in teacher education

Session 4.1	
Objectives	<ul style="list-style-type: none"> <li>To have a better understanding of the important role of research in teacher education</li> <li>To sensitize towards integrating gender issues in research conducted in teacher education institutions and in schools</li> </ul>
Outcomes	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> <li>Have enhanced their understanding of the important role of research in teacher education; and</li> <li>Have been sensitized towards integrating gender issues in research conducted in teacher education institutions and in schools.</li> </ul>
Time	2 hours
Materials	Flip charts, Markers, Post – its
Methods	Group discussion, Presentation, Plenary discussion
Step by Step Description of Activities	<p><b>Exercise One – The Important Role of Research in Teacher Education</b></p> <ul style="list-style-type: none"> <li><b>Step one:</b> Start the session by introducing its objectives.</li> <li><b>Step two:</b> Conduct a ‘buzz – group’ discussion on the following questions in order to consult participants’ views on research in teacher education. Get two or three responses for each from each table. (10 minutes) <ul style="list-style-type: none"> <li>➤ Do you think research is essential in teacher education? Why?</li> <li>➤ Can research in teacher education support gender mainstreaming? How?</li> </ul> </li> <li><b>Step three:</b> Explain to participants the widespread misperceptions about research and emphasize the important role of research in teacher education, using the points in Handout 24 – “Misperceptions about research, and the important role of research in teacher education”. (15 minutes)</li> </ul> <p><b>Exercise Two – The Important Role of Research in Teacher Education</b></p> <ul style="list-style-type: none"> <li><b>Step one:</b> Ask participants to form 4 groups and tell them that in small groups they will brainstorm and discuss how to make research support gender mainstreaming in teacher education. Assign task 1 (research in pre – service teacher education) to Groups 1 and 2, and task 2 (research in in – service continuous teacher professional development) to Groups 3 and 4. (30 minutes)</li> </ul>

	<p><b>Task 1 (research in pre – service teacher education)</b></p> <p>In what ways can research on gender issues be incorporated into the pre – service teacher education programmes? Which topics can be used for research in pre – service teacher education and how to make research promote gender equality?</p> <p><b>Task 2 (research in in – service continuous teacher professional development)</b></p> <p>In what ways can research on gender issues be integrated into in – service continuous teacher professional development? Which topics can be used for research in in – service teacher education and how to make research promote gender equality?</p> <ul style="list-style-type: none"> <li>• <b>Step two:</b> After 30 minutes, ask them to stand up and change places with each other: groups 1 and 3 will now study the results of group 2 and 4 and add their own inputs. Similarly, groups 2 and 4 will study the results of group 1 and 3, and add their inputs. (20 minutes)</li> <li>• <b>Step three:</b> After 20 minutes, ask groups to post their flip charts and conduct a gallery walk so all participants get to know the final group work results. (10 minutes)</li> <li>• <b>Step four:</b> Sum up the discussion on this topic by reiterating the points on Handout 25 – “How research in pre – service teacher education supports gender mainstreaming”. (10 minutes)</li> <li>• <b>Step five:</b> Summarize key points on research in in – service continuous teacher professional development by reiterating the points on Handout 26 – “How gender – sensitive research supports in – service continuous teacher professional development”. (10 minutes)</li> </ul>
Application	Ask participants to share their experience of conducting research in their pre – service or in – service professional development and ask them how to make their research to be gender – sensitive.
Session evaluation	Ask: What were the objectives of the session? Were the objectives achieved? How did you feel? What did you learn?
Reference Materials/ handouts	<p><b>Handout 24</b> – “Misperceptions about Research, and the Important Role of Research Teacher Education “</p> <p><b>Handout 25</b> – “How Research in Pre – service Teacher Education Supports Gender Mainstreaming”</p> <p><b>Handout 26</b> – " How Gender – Sensitive Research Supports In – service Continuous Teacher Professional Development "</p>

Notes for the Facilitator	<p>It is appropriate to stress the importance of action research in enabling teachers to improve and make their teaching practices gender – sensitive, as these changes are the result of their own observation and conclusion.</p> <p>For example, teachers may conduct an action research on the connection between teaching methodologies and students’ motivation for learning:</p> <ul style="list-style-type: none"> <li>✓ When experimenting interactive, student – centred instructional methods, the teachers will record students’ reaction and level of engagement.</li> <li>✓ Then, they compare it with students’ reaction and level of engagement when a traditional, talk – and – chalk method is used.</li> <li>✓ Teachers interview students on their preference of methods, and their assessment of progress.</li> <li>✓ Combining it with their observation of student learning improvement and their involvement, teachers can come to conclusions about the effectiveness of both methods.</li> <li>✓ The results will inform teachers about elements that motivate students and help them learn.</li> <li>✓ Hence, through their own trial and error, the teachers can select the methods that most effectively support the diverse student population – girls, boys, those from disadvantaged backgrounds and having no academic support at home, those who have another language as their mother tongue, and those with learning difficulties, and so forth. The application of the action research will bring about dramatic improvement in student learning outcomes.</li> </ul> <p><i>(Reference – UNESCO (2018). Training manual on gender mainstreaming in teacher education in Asia – Pacific)</i></p>
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## 4.2 Developing Policies for Gender – Responsive Research in Teacher Education

Session 4.2	
Objectives	<ul style="list-style-type: none"> <li>• To have a better understanding of the necessity and methods of communicating research results</li> <li>• To enable the participant to think and recommend policies to make research in teacher education gender – responsive</li> </ul>
Outcomes	<p>By the end of the session, participants will:</p> <ul style="list-style-type: none"> <li>• Have fostered their understanding about the necessity and methods of communicating research results; and</li> </ul>

	<ul style="list-style-type: none"> <li>Use their enhanced understanding of issues related to research and communication to brainstorm and recommend policies to make research in teacher education gender – responsive.</li> </ul>
Time	1.5 hours
Materials	Flip charts, Markers, Post – its
Methods	Individual reflections, plenary discussion, group work, presentation
Step by Step Description of Activities	<p><b>Exercise One – Communication of Research</b></p> <ul style="list-style-type: none"> <li><b>Step one:</b> Introduce the session’s objectives.</li> <li><b>Step two:</b> Ask each participant to reflect on the question “Why is the communication of research important?” and write 2 responses on a post – it. (5 minutes)</li> <li><b>Step three:</b> Call on 4 – 6 volunteers to give their responses, making sure both men and women are called. (10 minutes)</li> <li><b>Step four:</b> Ask participants to reflect on the subsequent question “How can research be communicated to users?” and write 2 responses on a post – it. (5 minutes)</li> <li><b>Step five:</b> Call on 4 – 6 volunteers to give their responses, making sure both men and women are called. (10 minutes)</li> <li><b>Step six:</b> Summarize key points on the importance of communication of research and possible methods of communication in Handout 27 – “Why it is important to ensure the communication of research”. (10 minutes)</li> </ul> <p><b>Exercise Two – Gender – Sensitive Research in Teacher Education</b></p> <ul style="list-style-type: none"> <li><b>Step one:</b> Form new groups of 5 participants in each to work on recommending gender – responsive policies in research and write results on a flip chart. (15 minutes)</li> <li><b>Step two:</b> After 15 minutes, ask groups to present their results in plenary, using the ‘addition’ method. (10 minutes)</li> <li><b>Step three:</b> Summarize key recommendations proposed by participants and reiterate the importance of making research in teacher education gender – responsive, using the points in Handout 28 – “Recommended policies to promote gender – sensitive research in teacher education”. (10 minutes)</li> <li><b>Step four:</b> Acknowledge participants’ input throughout this module and ask if they have questions for clarification on the whole module. Questions and Answers for Module 4. (5 minutes)</li> </ul>
Application	Ask the participants to identify one policy action which they can take immediately in their institutions to promote gender – sensitive research in teacher education.

Session evaluation	Ask the participants to write down unclear areas in the parking lot to clarify during recap the next day.
Reference Materials	<b>Handout 27</b> – “Why is it Important to Ensure the Communication of Research?” <b>Handout 28</b> – “Recommended Policies to Promote Gender – Sensitive Research in Teacher Education”
Notes for the Facilitator	<p>For variation of methods and if there is limited time, facilitators can ask half of the participants to reflect on one question and the other half, on the other question. Then, during plenary, trainers can ask for responses on both questions in succession.</p> <p>Facilitators may want to ask participants if any of them has conducted research with a focus on gender and whether their research has been disseminated. Give them recognition and use it as an example to analyze the effect.</p> <p><i>(Reference – UNESCO (2018). Training manual on gender mainstreaming in teacher education in Asia – Pacific)</i></p>

## MODULE 5: GENDER – RESPONSIVE BUDGET IN TEACHER EDUCATION

### 5.1 Understanding Key Concepts of Gender – Responsive Budgeting

Session 5.1	
Objectives	<ul style="list-style-type: none"> <li>To have a better understanding about the key concepts of gender budgeting</li> <li>To become familiar with the budget process and tools to make it teacher institutions budget gender – responsive.</li> </ul>
Outcomes	<p>By the end of the session, participants will:</p> <ul style="list-style-type: none"> <li>Have fostered their understanding about the key concepts of gender budgeting; and</li> <li>Become familiar with the budget process and tools to make it teacher institutions budget gender – responsive.</li> </ul>
Time	30 mins
Materials	Flip charts, Markers, Post – its
Methods	Individual reflections, Plenary discussion, Proup work, Presentation
Step by Step Description of Activities	<ul style="list-style-type: none"> <li><b>Step one:</b> Introduce the session objectives and explain what will be covered in the session.</li> <li><b>Step two:</b> Ask each participant to explain what they understand by the term ‘budget’. Let them discuss the purpose of a budget and describe the budget cycle in their institutions. (5 minutes)</li> <li><b>Step three:</b> Ask learners to discuss what a gender – responsive budget is and why it differs from any other budget. Write down their responses on a flipchart.</li> <li><b>Step four:</b> Share the definitions on the PowerPoint slide. Display PowerPoint slides for Section 5.1 – “Gender – Responsive Budgeting”.</li> <li><b>Step five:</b> Explain to conclude that gender – responsive budgeting, therefore, is a process of preparing a budget that takes into consideration gender concerns and ensures that they are incorporated in the entire process from start to the end of period. (25 minutes)</li> </ul>
Application	Tell the participants that they will have a chance to apply this concept in the two upcoming sessions.
Session evaluation	Ask the participants to write down unclear areas in the parking lot to clarify during recap the next day.
Reference Materials	PowerPoint: Section 5.1 – “Gender – Responsive Budgeting”

Notes for the Facilitator	<p>The session covers the main concepts and ideas which are useful for participants to have. These will provide the knowledge and ideas which you will then build on in later sessions of Module 6.</p> <p>Emphasise what a budget is and what gender – responsive budgeting is. A budget is a financial plan expressed in quantitative terms, showing how resources shall be acquired and used over a specified period of time and designed to achieve a specific objective. Budgeting is the process through which budgets are prepared. Gender – responsive budgeting, therefore, is a process of preparing a budget that takes into consideration gender concerns and ensures that they are incorporated in the entire process from start to the end of period.</p> <p>Many of the ideas you introduce may be new to participants and /or will make them think about gender budgeting in a new way. You need to reassure participants that even if they feel a bit confused, or overwhelmed by this introduction, later sessions may make the concepts more concrete.</p>
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## 5.2 Budget Analysis from a Gender Perspective

Session 5.2	
Objectives	<ul style="list-style-type: none"> <li>To conduct a sample budget analysis through a gender perspective</li> <li>To understand different ways in which gender bias can be manifested in a budget and how it perpetuates gender inequality</li> </ul>
Outcomes	<p>By the end of the session, participants will:</p> <ul style="list-style-type: none"> <li>Have analyzed a sample budget through a gender lens; and</li> <li>Have grasped different ways in which gender bias can be manifested in a budget and how it perpetuates gender inequality.</li> </ul>
Time	2.5 hours
Materials	Flip charts, Markers, PowerPoint slides, Sample budget, Worksheet
Methods	'Buzz group' discussion, plenary discussion, group work
Step by Step Description of Activities	<p><b>Exercise One – Approaches for Gender Budget Analysis</b></p> <ul style="list-style-type: none"> <li><b>Step one:</b> Introduce the session's objectives.</li> <li><b>Step two:</b> Get participants ready for the session by asking them to have a 'buzz group' discussion at each table on the following questions. (10 minutes) <ul style="list-style-type: none"> <li>➤ Can there be gender bias in a budget of a teacher education institution?</li> <li>➤ If yes, how is the bias demonstrated in the budget?</li> </ul> </li> </ul>



- **Step three:** In plenary, elicit 5 – 6 responses on each question. (5 minutes)
- **Step four:** Explain to participants that there are several approaches that can be used for budget gender analysis (see box below or Handout 29). Depending on the types of budget, these approaches can be used separately or in combination with each other. (10 minutes)

#### Some approaches for gender budget analysis

Balmori (2003); Sharp (2003)

##### a. Policy appraisal:

- Are allocations in the budget consistent with policy commitments or official statements on gender equality?
- In what ways are the policies and their resource allocations likely to reduce, maintain or increase gender inequalities?

##### b. Gender – disaggregated beneficiary assessment:

- What services or resources are being provided?
- Are the services or resources meeting the needs of women and men as identified and perceived by them?

##### c. Gender – disaggregated public expenditure analysis:

- How are the budget resources distributed and used among women and men?

##### d. Gender – disaggregated analysis of the impact of the budget on time use:

- What is the link between budget allocations and the services provided through them, and the way in which different members within the teacher education institution use their time?

#### Exercise Two – Budget Analysis from a Gender Perspective

- **Step one:** Form 4 groups which will conduct an analysis of the TEI budget from a gender lens. (Facilitator should obtain a copy of the annual expenditures of a teacher education institution for the analysis.)
- **Step two:** Ask the participants analyze the existing budgetary allocation for pre – service teacher training in order to identify gaps in addressing gender equality concerns. Tell them to use the information about the gender analysis approaches above as well as the prompt questions in the worksheet in conducting the analysis. Ask them to write responses on a flip chart. Ask them to do the task by answering the following questions. (Facilitator should prepare and write the questions on the flipcharts and hang on the wall which can be seen by everyone). (20 minutes)

### Question for analysis:

- 1) Are budget allocations in line with policies or official statements of the teacher education institutions?
- 2) Are there official statements of teacher education institutions about ensuring budget allocation benefits men and women equally?
- 3) Are women's salaries the same as men's for the same job?
- 4) Does the budget have allocations specific for women or men?
- 5) Are men and women in the staff equally benefitting from the earnings associated with these responsibilities?
- 6) What specific activities in the budget require consideration of gender concerns?
- 7) What does the expenditure of the TEI tell us about its gender sensitivity?
- 8) Who made decisions about budget in a TEI – men or women?

- **Step three:** Ask groups to present their results. (20 minutes)
- **Step four:** In plenary, summarize key messages about the importance to examine and analyze gender bias in a budget, referring to the points from Handout 30 – “Budget Analysis from a Gender Perspective”. (10 minutes)

### Exercise Three – Budget Analysis of A Proposal from a Gender Perspective

- **Step one:** Form 5 new groups to conduct another budget analysis (budget of a capacity building proposal). Give participants Worksheet 1 in Annex 3 and ask them to conduct the task stated in the worksheet. (20 minutes)
- **Step two:** After 20 minutes, collect from each group the results of their discussion, by asking each group to give only one response to each question. Tell groups to take turns to give one response, without repeating the idea that has been given by previous group(s). This process continues until all groups have given all of their responses to the first question. Repeat the same process for the second question. (20 minutes)

### Exercise Four – Budget Analysis of a Sample budget of TEI

- **Step one:** Form 5 new groups to conduct another budget analysis of a yearly budget TEI as an example. Give participants a sample budget of TEI in Annex 4 and ask them to conduct the task stated in the worksheet. (20 minutes)
- **Step two:** After 20 minutes, collect from each group the results of their discussion, by asking each group to give only one response to each question. Tell groups to

	<ul style="list-style-type: none"> <li>• take turns to give one response, without repeating the idea that has been given by previous group(s). This process continues until all groups have given all of their responses to the first question. Repeat the same process for the second question. (10 minutes)</li> <li>• Summarize the key learning from the above exercise and reiterate that it is equally important to examine budget in order to unearth the gender bias and discrimination (see box below). (20 minutes)</li> </ul> <div style="background-color: #e0e0e0; padding: 10px;"> <ul style="list-style-type: none"> <li>✓ It is essential to be aware of gender hierarchies and how they influence institutional budgets and expenditures. Gender hierarchies can influence the division of labour and the allocation of responsibilities between male and female staff, resulting in inequitable distribution of benefits among them; for example, women tend to hold positions that are poorly remunerated or not at all remunerated (such as counselling, recreation services or student health services). They are often marginalized and left out of management and academic leadership positions. Women are more often denied resources for research activities, scholarships and participation in upgrading courses than male colleagues. This hierarchy leads to gender – inequitable budget.</li> <li>✓ In addition to the analysis of the budget allocation, it is important to also analyze the expenditure of activities in order to identify gender bias.</li> <li>✓ Pay attention to the fact that even when the institutional budget includes gender – oriented activities, such as gender training or gender review of the curriculum, it may be only partially gender – responsive. The discrepancy of male and female beneficiaries in such activities illustrates persistent gender discrimination.</li> </ul> </div>
Application	Tell the participants that they will have a chance to apply this concept in the two upcoming sessions.
Session evaluation	Ask the participants to write down unclear areas in the parking lot to clarify during recap the next day.
Reference Materials	<p><b>Handout 29</b> – “ Approaches for Gender Budget Analysis”</p> <p><b>Handout 30</b> – “Budget Analysis from a Gender Perspective”</p> <p>Worksheet 1 in Annex 3 and Annex 4</p>
Notes for the Facilitator	<p>Print out Handout 29 – “Approaches for Gender Budget Analysis” and distribute to participants when they begin the exercise to conduct gender analysis – Worksheet 1 in Annex 3. Please do not distribute the handout before this.</p> <p>Inform participants that they will use a sample of Teacher Institution’s Budget to conduct an analysis of budget from a gender lens. Many of the ideas you introduce may be new to participants and /or will make them think about gender budgeting in a new way. You need to reassure participants that even if they feel a bit confused,</p>

	<p>or overwhelmed by this introduction, later sessions may make the concepts more concrete.</p> <p><i>(Reference – UNESCO (2018). Training manual on gender mainstreaming in teacher education in Asia – Pacific)</i></p>
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### 5.3 Developing policies for gender – responsive budget in teacher education

<b>Session 5.3</b>	
Objectives	<ul style="list-style-type: none"> <li>To understand policies for gender – responsive budget in teacher education</li> </ul>
Outcomes	<p>By the end of the session, participants will:</p> <ul style="list-style-type: none"> <li>Have a better understanding of the necessity of achieving gender – responsive budget in teacher education; and</li> <li>Have translated their enhanced understanding in the recommended policies for gender – responsive budget.</li> </ul>
Time	1.5 hours
Materials	Flip charts, Markers, Power point slides
Methods	Group work, Presentation, Plenary discussion
Step by Step Description of Activities	<p><b>Policies for Gender – responsive Budget in Teacher Education</b></p> <ul style="list-style-type: none"> <li><b>Step one:</b> Start the session by introducing its objectives.</li> <li><b>Step two:</b> Conduct a ‘buzz group’ discussion around the question: “Why is gender – responsive budget important?”. (5 minutes)</li> <li><b>Step three:</b> Elicit 5 – 6 responses to the question. (5 minutes)</li> <li><b>Step four:</b> Ask participants to examine again the policy recommendations they have made in previous sessions and modules, and distinguish those policies that require a budget allocation and those that do not. Tell them that each table can examine the recommended policies in an area of their choice; for example, policies related to the curriculum of pre – service teacher education, or policies for gender – responsive pedagogy in TEIs, etc. (10 minutes)</li> <li><b>Step five:</b> Summarize key messages about the necessity to achieve gender – responsive budget in teacher education (see box below). (5 minutes) <ul style="list-style-type: none"> <li>✓ A budget may reflect gender hierarchies, socialized gender roles, gender relations and the position of women in society and thus, be gender – blind.</li> <li>✓ A gender – blind budget perpetuates gender bias and inequality.</li> <li>✓ Gender equality can be achieved only when there are budget allocations to address gender barriers.</li> </ul> </li> </ul>

- ✓ Many policy actions do not require a special budget for implementation, for example, legislating measures to promote gender equality; ensuring an equal representation of men and women in positions of power; organising school – based professional development activities in a gender – sensitive manner and so on.
- ✓ A gender – sensitive budget allocation is the first and important step. Yet to achieve the intended effect, policy – makers and planners also need to monitor how the budget is implemented in practice, whether they have been spent according to plan and whether they have contributed to reducing the imbalanced power relations between men and women. The result of this scrutiny provides the basis for making a case to revise and adjust the budget to address the factors that prevent progress towards gender equality. A regular monitoring of budget expenditure should be an integral part of gender – sensitive budgeting.

- **Step six:** Form 5 groups for the discussion and recommendation of policies to achieve gender – responsive budget in teacher education. Ask them to record the recommended policies on a flip chart. (20 minutes)
- **Step seven:** Emphasize the importance of policies to achieve gender – sensitive budgeting (see box below). (10 minutes)

- ✓ Oblige all teacher education institutions and schools to conduct a gender analysis of their budgets in order to identify areas of gender discrimination as part of the budget review procedure.
- ✓ Once the areas of gender discrimination are identified in the budgets, obligate teacher education institutions and schools to adjust their budget items in order to reallocate resources for activities that promote gender equality.
- ✓ Hold TEIs and school leadership accountable for the implementation of the gender – responsive budget.
- ✓ Institutionalize the conduct of periodic (annual, quarterly, post – project) monitoring of the expenditure of gender – mainstreaming activities.
- ✓ Include a ‘gender – responsive budgeting’ component into the training programme and the performance evaluation framework for the leadership of TEIs and schools.
- ✓ Make ‘gender – responsive budgeting’ one of the evaluation criteria for the leaders of TEIs and school.

Application	Tell the participants that they can think about what kind of policies they would like to develop in Myanmar.
Session evaluation	Ask the participants to write down unclear areas in the parking lot to clarify during recap the next day.
Notes for the Facilitator	<p>Many of the ideas you introduce may be new to participants and/or will make them think about gender budgeting in a new way. You need to reassure participants that even if they feel a bit confused, or overwhelmed by this introduction, later sessions may make the concepts more concrete.</p> <p><i>(Reference – UNESCO (2018). Training manual on gender mainstreaming in teacher education in Asia – Pacific)</i></p>

## MODULE 6: ACTION PLANNING

### 6.1 Understanding Key Concepts of Action Plan and Action Plan Development

Session 6.1	
Objectives	<ul style="list-style-type: none"> <li>To understand why the action plan is needed for gender mainstreaming in teacher education at institution levels</li> <li>To identify the purpose, characteristics and main steps involved in action planning</li> <li>To review the gender gaps, the impact and causes that have been raised during this workshop</li> <li>To develop a realistic and effective action plan to respond to the gender gap within their institution</li> </ul>
Outcomes	<p>By the end of the session, participants will:</p> <ul style="list-style-type: none"> <li>Have identified the purpose, characteristics and main steps involved in action planning;</li> <li>Have reviewed the gender gaps, the impact and causes that have been raised during this workshop; and</li> <li>Have developed a realistic and effective action plan to respond to the gender gap within their institution.</li> </ul>
Time	2 hours
Materials	Flip charts, Markers, post – its, Worksheet
Methods	Individual reflections, plenary discussion, group work, presentation
Step by Step Description of Activities	<ul style="list-style-type: none"> <li><b>Step one:</b> Introduce the session objectives and explain what will be covered in the session.</li> <li><b>Step two:</b> Refer the participants back to the core components of the gender mainstreaming process. Display gender mainstreaming process diagram, which was used in the gender mainstreaming in Module 2. Explain that the action planning process that is taking place in this workshop represents an initial step in the process. (5 minutes)</li> <li><b>Step three:</b> Explain the steps involved in action planning. Display PowerPoint. Explain that this is what they will be doing for their own action plans. (5 minutes)</li> <li><b>Step four:</b> Ask learners to discuss what a gender – responsive budget is and why it differs from any other budget. Write down their responses on a flipchart.</li> </ul>



- **Step five:** Share the definitions on the PowerPoint slide. Display PowerPoint session 6.1.
- **Step six:** Explain to conclude that Gender – responsive budgeting, therefore, is a process of preparing a budget that takes into consideration gender concerns and ensures that they are incorporated in the entire process from start to the end of period. (25 minutes)
- **Step seven:** Refer participants back to the following reflective questions from Module 2 : Gender mainstreaming.

#### Reflective Questions on Gender Mainstreaming

- What is the current status of gender mainstreaming in your institution?
  - What would gender mainstreaming within your institution entail?
  - How can gender mainstreaming be done at the following levels:  
1) policy, 2) institutional /organizational and 3) programmes/project?
  - Where do you think it should start?
  - What challenges would you anticipate?
  - Who do you think should be involved in the process?
  - What type of coordination mechanisms would need to be in place?
  - Are there any existing mechanisms in place that could be built on?
- **Step eight:** Ask participants to go through their reflection in groups of four or five. Leave them to discuss these alone until you feel that they have said everything that they are going to say. (10 minutes)
  - **Step nine:** Explain to them that they have reached the part of the workshop where they will draw on everything that they have learned to develop an action plan that will guide the continued development of the gender mainstreaming process that participants are embarking on. In this sense, they are taking an initial step to ensure that the gender mainstreaming process is informed by their increased gender awareness and sensitization developed during the workshop.
  - **Step ten:** Distribute the worksheet 2 in Annex 5 – “Action plan template” and ask them to develop an action plan for their groups. Ask them to discuss and develop their plans based on action plan steps. Write their discussions on the flipcharts. (60 minutes)
  - **Step eleven:** Once each group has completed their action plans, they present it in plenary. Make sure that other groups have the opportunity to briefly question and/or comment on the group’s input. It is also important to use this opportunity to assess the feasibility of each of the activities by using the guiding questions.

Application	Tell the participants that they now have action plans which can guide them to implement gender mainstreaming in their institutions.
Materials	PowerPoint Section 6.1 – “ Action Planning” Worksheet 2 in Annex 5
Notes for the Facilitator	<p>It is important to understand what the term action plan means in the context of this workshop. The action planning process is aimed at ensuring that the gender concerns and issues that have been raised during the workshop will be addressed in an effective and organized way in the context of participants’ private and public lives. In this sense, the action planning process is an initial step towards a comprehensive gender mainstreaming process and aims to guide the development of gender mainstreaming action plan.</p> <p>It is important to recognize the difference between the type of action planning proposed for this introductory workshop and a more comprehensive gender mainstreaming action planning process. There are certain characteristics that a good action planning process needs to reflect. These include the need for the local reality to inform the actions. The depth of information and analysis of the local reality is also needed; however, it may be that in the context of this introductory workshop, it is recognized that more thorough data collection is needed. Therefore, the action plan should reflect recognition of what still needs to be researched and the type of processes involved in determining and prioritizing actions that will respond to the expectations and needs of the women and men whose lives will be directly affected by gender – related policies.</p> <p>Emphasise on consolidating the input from the workshop in the form of follow – up actions for the participants to implement at their institutional levels that will lead into the development of an institutional gender mainstreaming response in the future. Explain that in the case of this introductory workshop, the action planning process is a step towards creating a gender platform to support activities leading to a formal recognized gender mainstreaming process within the institution.</p> <p>Explain that the action plan that will be developed in this workshop is a small but important component of the gender mainstreaming process. It aims to consolidate the increased gender awareness and sensitization developed amongst participants by helping them to identify realistic and achievable follow – up activities that will lead towards a broader gender diagnosis.</p> <p>It is important to make sure that the workshop ends on a positive note and that participants leave, feeling that they have achieved something, are motivated to pursue gender equality and confident that the gender mainstreaming process will be continued.</p> <p><i>(Reference – INASP (2016). Gender mainstreaming in higher education toolkit)</i></p>



# HANDOUTS

## HANDOUT 1 – SEX AND GENDER, GENDER STEREOTYPES, SOCIALISATION AND INTERNALISATION

TERM	DEFINITION ( THE CONCEPTS EXPRESSED BY THE TERM)
Sex	Sex is the biological difference between women and men. It is universal and cannot be changed naturally.
Gender	Gender is the socially constructed roles, responsibilities and status assigned to men and women in a given culture/location and the societal structures that support them. Gender is non – permanent learned behaviour that varies among and within cultures and over time. Gender relations are culturally specific and often change in response to altering economic circumstances.
Social construction of gender	Social construction of gender refers to how society values and allocates duties, roles and responsibilities to women, men, girls and boys. This differential valuing creates the gender division of labour and determines differences in access to benefits and decision making which in turn influences power relations and reinforces gender roles. This is done at various levels of gender socialization including family, religion, education, culture, peers and the media.
Gender stereotypes	Stereotypes are structured sets of beliefs about the personal attributes, behaviors, roles of a specific social group. Gender stereotypes are biased and often exaggerated images of women and men which are used repeatedly in everyday life. Patriarchy and patriarchal institutions have influenced the gender stereotyping in many ways.
Socialization	Socialization is the process where girls and boys, women and men’s characteristics, responsibilities, perceptions and beliefs are developed. For example, boys should not cry, should be brave and courageous, should be able to lead and are master of the house. Girls should be soft and gentle, have to know how to cook, take care of the house and are taught that her husband will be her first priority. From birth, parents interact differently with children depending on their sex, and through this interaction, parents can instill different values or traits in their children on the basis of what is normative for their sex. The purpose of socialization is to present role models of “good” women and men who meet the expectations of the society. In this process, they do not think about their individual desires and opinions but focus on the “correct” roles of women and men in society. In this way, they create and conform to culture and tradition.
Internalisation	Internalization is the result of socialization. The internalisation of gender norms happens throughout childhood. For example, through the types of toys parents typically give to their children (“feminine” toys such as dolls often reinforce interaction, nurturing, and closeness in girls, “masculine” toys such as cars or fake guns often reinforce independence, competitiveness, and aggression in boys). Girls and boys, women and men follow what they are taught and think that this is natural and right, and it becomes their habit. All people in the society then think, for example, that men have more leadership capacity than women. Women also think that men have more capacity so they rely and depend on men, thinking themselves not able to be a leader.  Education also plays an integral role in the creation of gender norms. Gender roles permeate throughout life and help to structure parenting and marriage, especially in relation to work in and outside the home.



(Reference – Gender Equality Manual (2012). Department of Social Welfare, Ministry of Social Welfare, Relief and Resettlement in Myanmar)

## HANDOUT 2 – GENDER ROLES AND GENDER DIVISION OF LABOUR

TERM	DEFINITION ( THE CONCEPTS EXPRESSED BY THE TERM)
Gender roles	<p>A set of prescriptions for action and behaviour assigned to men and women by society, according to cultural norms and traditions (UN Women, 2014).</p> <p>Gender roles are reflected in activities ascribed to men and women on the basis of perceived differences which are reinforced through the gender division of labour. This arises from the socialization of individuals from the earliest stages of life through identification with specific characteristics associated with being male or female.</p>
Gender division of labour	<p>It relates to the different types of work that men and women do as a consequence of their socialization and accepted patterns of work within a given context.</p> <p>Gender division of labour is the areas of work in the household and community allocated or deemed appropriate for women and men, boys and girls, specific to particular communities, social groups and periods of time. There are three roles (the productive, reproductive and community roles) that are allocated to women and men.</p>
Productive work	<p>Productive work is associated with generating income and contributing to the household and national economy. The notion is that this role is more appropriate to men and they are the income earners or breadwinners which is not the reality in the many countries, including Myanmar.</p> <p>This is work that produces goods and services for exchange in the market place for income. Some analysts, especially those working on questions of equality between men and women, include the production of items for consumption by the household under this definition, even though they never reach the market place. They say that these goods do not bring in income in terms of money but are consumed by family members. Both men and women contribute to family income with various forms of productive work. However, men dominate in productive work, especially at a higher level of salary scale. Women are often paid lower even though they do the same work.</p>
Reproductive work	<p>Reproductive work is largely unpaid activity that contributes to child bearing, rearing and maintaining the family and household and is deemed fitting for women. This notion has cornered women to their caring and rearing roles and men are expected to stay outside these roles by the families and society. Women are burdened with these roles in addition to their productive role in the modern world as men hesitate to engage in these roles due to the gendered construction of attitudes and behaviour.</p> <p>This work involves all the tasks associated with supporting and servicing the current and future workforce, i.e. those who undertake or will undertake the productive work. It includes childbearing and nurturing, but is not limited to these tasks. It has increasingly been referred to as social reproduction to indicate the broader scope of the term than the activities associated with biological reproduction.</p>

	Socially reproductive activities include childcare, food preparation, cleaning, washing, care for the sick, socialisation of the young, attention to household level rituals and cultural activities through which the society's ethics are transmitted. The fact that reproductive work is the essential basis of productive work is the principal argument for the economic importance of reproductive work, even though most of it is unpaid, and therefore unrecorded in national accounts. Women and girls are mainly responsible for reproductive work.
Community work	<p>Community work involves organizing and participating in social/cultural, civil society and political events and women and men are assigned different roles e.g. men, leadership and women, cooking.</p> <p>Women and men both engage in community work and shape their community networking and socialization of children into the communities through these roles. In certain communities roles outside the house are exclusively male and women are prevented from engaging in these activities due to religious and traditional norms and behaviours. In Myanmar men lead ceremonies and festivals and, women prepare and serve the food.</p>

*(Reference – Gender Equality Manual (2012). Department of Social Welfare, Ministry of Social Welfare, Relief and Resettlement in Myanmar)*

### HANDOUT 3 – UNDERSTANDING GENDER DISCRIMINATION

Gender discrimination refers to any distinction, exclusion or restriction made on the basis of socially and culturally constructed gender roles and norms which prevent a person from enjoying full human rights.

Discrimination can be direct or indirect. Discrimination against girls and women means directly or indirectly treating girls and women differently from boys and men in a way that prevents them from enjoying their rights.

Direct discrimination against girls and women is generally easier to recognize as the discrimination is quite obvious. For example, in some countries, women cannot legally own property; they are forbidden by law to take certain jobs; or the customs of a community may hinder girls to go for higher education.

Indirect discrimination against girls and women can be difficult to recognize. It refers to situations that may appear to be unbiased but result in unequal treatment of girls and women. For example, a job for a police officer may have minimum height and weight criteria that women may find difficult to fulfill. As a result, women may be unable to become police officers (See UN Women Training Centre Glossary, 2016).

Systemic discrimination is caused by policies and practices that are built into the ways that institutions operate and that have the effect of excluding women and minorities. For example, there are societies that believe that whatever happens within the household is the concern of household members only. As a result, the police force and judiciary organizations within the institution of the state routinely avoid addressing questions of domestic violence, leading to systemic discrimination against women who experience violence within the home.

Discrimination based on sex is a human rights violation as articulated in the Preamble of the Universal Declaration of Human Rights and the Convention on All forms of Discrimination against Women

(CEDAW). CEDAW states that discrimination against women shall mean distinction, exclusion, or restriction made on the basis of sex which has the purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.

*(Reference – UN Women Training Centre Glossary)*

## HANDOUT 4 – UNDERSTANDING GENDER EQUITY AND GENDER EQUALITY

Gender equity is concerned with the promotion of personal, social, cultural, political, and economic equality for all. The term gender equity emerged out of a growing recognition in society of pervasive gender inequities. Continuing traditions of stereotypical conceptions and discriminatory practices have resulted in the systemic devaluation of attitudes, activities and abilities attributed to and associated with girls and women. The negative consequences of stereotypical conceptions and discriminatory practices adversely affect males as well as females. However, in the short term, greater emphasis in the gender equity initiatives will be placed on improving conditions and attitudes as they affect girls and women. In the long – term, these initiatives will also improve the situation for boys and men.

Gender equality refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Gender equality implies that the interests of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not only a women’s issue but should concern and fully engage men as well. Gender equality is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people – centered development (See UN Women, 2016).

Understanding Gender equality refers to similarity of treatment as it is legally, constitutionally and divinely given and is a fundamental human right. In the context of international human rights, the legal concept of gender equality is enshrined in the 1948 Universal Declaration of Human Rights as well as United Nations Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), which was adopted in 1979 and is also known as the convention on women’s rights. CEDAW, which has been ratified by more than a 100 countries, states clearly and unequivocally that discrimination against women violates the principles of equality of rights and respect for human dignity. The governments of the world reaffirmed their commitment in 1995 to the equal rights and inherent human dignity of all women and men in the Beijing Declaration and Platform for Action.

Equality of Outcome is sometimes also referred to as ‘substantive equality’ and refers to the insight that equality of opportunity may not be enough to redress the historical oppression and disadvantage of women. Because of their different positions in society, women and men may not be able to take advantage of equal opportunities to the same extent. The systematic barriers in a society can actually impede a woman’s access to resources that are supposed to be equal for men and women. In some cases, equal opportunities can actually have a negative impact on women’s wellbeing, if women exert time and energy to take advantage of them with no result. In order to ensure that development interventions result in equality of outcome for women and men, it is necessary to design them on the basis of gender analysis. Equal treatment, therefore, does not mean the same treatment.

*(Reference – Gender Equality Manual (2012). Department of Social Welfare, Ministry of Social Welfare, Relief and Resettlement in Myanmar, UNDP Information Pack & UN Women)*



## HANDOUT 5 – GENDER – BASED VIOLENCE

Gender – based violence is defined as ‘any harmful act that is perpetrated against a person’s will and that is based on socially – ascribed (i.e. gender) differences between males and females.’ (*Reference – Inter Agency Standing Committee Guidelines for Integrating Gender – Based Violence Interventions in Humanitarian Action 2015*).

Gender – based violence is 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 to someone (male, female or transgender people) based on gender role expectations and stereotypes. Gender – based violence occurs as a result of normative role expectations associated with one’s gender, and unequal power relationships between genders. Gender – based violence can affect anyone (including males, females, intersex and transgender people).

Gender – based violence can be broadly defined into five categories: sexual violence, physical violence, emotional violence, economic violence and harmful traditional practices. Within these different categorisations there are many different types of violence:

- Sexual violence (rape, sexual assault, sexual harassment, etc.)
- Physical violence (hitting, slapping, beating, etc.)
- Emotional violence (psychological abuse, etc.)
- Economic violence (denial of resources, etc.)
- Harmful traditional practices (forced marriages, female genital mutilation, etc.).

Consequences of gender – based violence include serious, immediate and long – term impacts on the sexual, physical and psychological health of survivors. Health consequences include unwanted pregnancies, complications from unsafe abortions, sexually transmitted infections including HIV, injuries, mental health and psychosocial effects (depression, anxiety, post – traumatic stress, suicide and death). Violence also affects children’s survival, development and school participation.

Social consequences extend to families and communities. Families can also be stigmatised as a consequence of gender – based violence. For example, when children are born following a rape or if family members choose to stand by a survivor, fellow members of their community may avoid them. Economic consequences include the cost of public health and social welfare systems and the reduced ability of many survivors to participate in social and economic life.

When gender – based violence takes place in and around places of learning, it is called school – related gender – based violence. School – related gender – based violence is any type of violence or abuse that targets students because of their sex or gender. It results in sexual, physical, or psychological harm to girls and boys. While school – related gender – based violence is most often directed at girls and women, anyone (men, women, boys, or girls) can commit any type of violence, and anyone can be a victim. All types of violence hurt others and harm learners’ education.

(*Reference –*

*UNESCO (2016). Connect with Respect, Preventing Gender Based Violence in School (p.69)*

*UNFPA (2016). Facilitator’s guide reporting on gender – based violence in the Syria Crisis (p.26)*

*UNWomen Concepts and Definitions* <<http://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm>>

*World Health Organization Global and Regional Estimates of Violence against Women,* <<http://bit.ly/1oTfGVG>>

## HANDOUT 6 – KEY GENDER CONCEPTS

TERM	DEFINITION ( THE CONCEPTS EXPRESSED BY THE TERM)
1. Gender roles	A set of prescriptions for action and behaviour assigned to men and women by society according to cultural norms and traditions (UN Women, 2014). Gender roles are reflected in activities ascribed to men and women on the basis of perceived differences which are reinforced through the gender division of labour. This arises from the socialization of individuals from the earliest stages of life through identification with specific characteristics associated with being male or female.
2. Gender relations	Gender relations are the specific sub – set of social relations uniting men and women as social groups in a particular community, including how power and access to and control over resources are distributed between the sexes. Gender relations intersect with all other influences on social relations – age, ethnicity, race, and religion – to determine the position and identity of people in a social group (UN Women Glossary).
3. Gender stereotypes	<p>Gender stereotypes are (linked to perceptions of maleness or femaleness) are assumptions and ideas about girls and boys, women and men, including expectations about how they should look, behave, act and think.</p> <p>In education, gender stereotypes can be seen in the expectations that boys are good at maths, engineering and science; consequently, it is considered normal that most teachers who teach those subjects are men. It is seen more fitting for girls to handle childcare and girls are more capable in ‘softer’ subjects in social sciences, and consequently, it is perceived as normal that the majority of teachers in preschools and primary schools are women, and female teachers tend to teach subjects in the humanities.</p>
4. Gender discrimination	<p>Gender discrimination refers to any distinction, exclusion or restriction made on the basis of socially and culturally constructed gender roles and norms which prevents a person from enjoying full human rights.</p> <p>Girls who are discriminated against are discouraged to specialize or learn further those subjects thought to be masculine, such as mechanics. Boys can be discriminated against in the same way when they are teased for learning so – called “feminine subjects”, such as nursing (UNESCO, 2009).</p>
5. Patriarchy	Patriarchy refers to a traditional form of organizing society in which the father or eldest male is head of the family and descent is reckoned through the male line. Men, or what is considered masculine, are accorded more importance than women, or what is considered feminine. In patriarchal societies, property, residence and descent, as well as decision – making regarding most areas of life, are the domain of men. This way of organization lies at the root of gender inequality and continues to underlie many kinds of gender discrimination (UN Women Glossary).

6. Gender blindness	Gender blindness is the failure to recognize that the roles and responsibilities of men/boys and women/girls are prescribed to them in specific social, cultural, economic and political contexts and backgrounds. Gender – blind projects, programmes, policies and attitudes do not take into account these different roles and their diverse needs, thus maintaining status quo and unintentionally perpetuating existing gender power relations and yield benefits to those who already have better access to and control of resources and opportunities.
7. Gender analysis	Gender analysis is the process of using data in order to identify whether women and men have the same opportunities, whether development benefits and resources are equitably targeted to both women and men, whether there is disparity between them and why.
8. Gender awareness	<p>Gender awareness is an understanding that there are socially and culturally determined differences between women and men based on learned behaviour and which affect their ability to access and control resources (UNDP, 2001).</p> <p>A teacher educator, who is gender – aware, understands that special attention should be given to the way training and professional preparation is delivered to both male and female students because society (including teacher educators themselves) may value girls and boys differently. This awareness prompts them to adopt an attitude and use teaching methods that support students of both sexes effectively.</p>
9. Gender diversity	Gender diversity is a term that recognizes that many peoples' preferences and self – expression fall outside commonly understood gender norms (UN Women Glossary).
10. Gender sensitivity	<p>Gender sensitivity refers to the ability to acknowledge and highlight existing gender differences, issues and inequalities, and incorporate these into strategies and actions.</p> <p>In pre – service teacher education, policy – makers' gender sensitivity implies their ability to acknowledge that the curriculum, pedagogy and institutional culture of TEI do not recognize and accommodate gender differences, and so they adopt measures to remove gender discrimination in those areas.</p>
11. Gender parity	<p>Gender parity is a numerical concept about relative equality in terms of numbers and proportions of men and women, girls and boys. Gender parity addresses the ratio of female – to – male values (or males – to – females, in certain cases) of a given indicator. Achieving gender parity is understood as only a first step towards gender equality (UNESCO, 2012).</p> <p>As a measurement technique, gender parity provides no information about learning experience, level of participation and achievement, and the development of capacities that lead to empowerment.</p> <p>In teacher education, gender parity means there is an equal number of male and female students at the teacher education institutions, or equal number of male and female teachers participating in the upgrading training courses, or equal number of male and female decision – makers in school or TEIs.</p>

12. Gender equity	<p>Gender equity means fairness and justice in the distribution of responsibilities and benefits between women and men. Gender equity recognizes that women and men have different needs and powers, and that these differences should be identified and addressed in a manner that rectifies the imbalances between the sexes. To ensure fairness, temporary positive 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. Gender equity is one means to achieve gender equality.</p> <p>In teacher education, gender equity calls for affirmative action to enable women to be appointed to management positions and have the same level of decision – making power at whatever level they are situated.</p>
13. Gender Equality	<p>Gender Equality is the concept that all human beings are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles or prejudices. It means women and men enjoy the same status and are in the same position to access opportunities and resources, have equal conditions for realizing their right and potential, and benefiting from the results. Gender equality means that the different behaviours, aspirations and needs of women and men are valued equally. It does not mean that women and men have to become the same, but that their rights, responsibilities, and opportunities will not depend on whether they are born male or female.</p> <p>In teacher education, gender equality can be achieved when the curriculum of TEIs and the content of upgrading courses are gender – sensitive, when the pedagogy used in those courses promotes equal participation of both men and women and their views are valued. Achieving gender equality involves understanding of the inequalities between the sexes in curriculum, pedagogy, institutional practices, management, research and budget, and redressing such inequalities.</p>
14. Gender – responsive policies or programmes	<p>Gender – responsive policies or programmes are those informed by an awareness of the effects of gender norms, roles, and relations, and take measures to actively reduce those effects that create barriers to gender equality. They assess girls’ and boys’, women’s and men’s specific needs and interests, and work toward equal outcomes for them (GPE, 2016).</p> <p>A gender – sensitive policy in teacher education reflects gender awareness and recognizes the important effects of gender norms, roles, and relations. It incorporates measures to remove gender barriers in pre – service and in – service teacher education so that both women and men have the equal opportunities to study and work in an environment free of all gender bias, and their specific needs are addressed.</p>
15. Sex disaggregated data	<p>The configuration of data to show how men/boys and women/girls are affected by or impacted on by policies, work plans, activities, resource inputs, budgets and other services (OSCE).</p>

16. Gender identity	is the term is used to describe who a person feels they are – e.g. whether they feel they are male or female or something in between. While most of the time people who are born with a male or a female anatomy feel like they belong within this category based on their biological sex, some people feel that they have been born in the ‘wrong’ body. They may feel that they should really be in the body of the opposite sex. These people may identify as ‘transgender’ or ‘third gender’ people. For example, a trans – woman (male – to – female transgender person) is someone who is born with male body parts but feels more like they are really a woman. Thus, they may seek to change their physical appearance, self – expression, and roles at home and work so as they can present as a woman (or they may strongly wish to do this, but feel they can’t, due to social stigma and pressure). UNESCO (2016) Connect with Respect: Preventing gender – based violence in school (p. 35)
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(Reference – UNESCO (2018). *Training manual on gender mainstreaming in teacher education in Asia – Pacific*)

## HANDOUT 7 – GENDER MAINSTREAMING

Gender mainstreaming is about awareness of the existence of gender disparities and their causes and implications, and ensures that they are addressed. It uses gender analysis to identify the differential access to all concerned areas, and its impacts on women and men. Mainstreaming gender is about changing gender relationships between men and women, promoting more equal sharing of power and responsibility that will benefit both men and women. It is not only about changes in women’s gender roles and capacities, but also it supports changes in men’s gender roles, attitudes and behaviours. The gender analysis is used to devise measures to bring about equal participation and equal benefits for women and men (Chan Lean Heng, 2010).

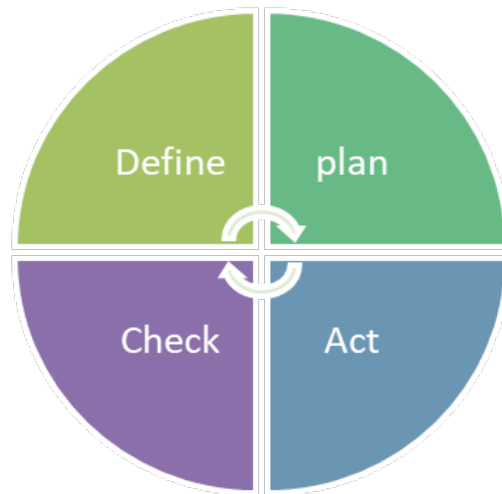
Gender mainstreaming includes incorporating gender dimensions explicitly into all levels of development effort, including policy formulation, planning, evaluation, budgeting, and decision – making procedures. In some cases, it calls for special programmes and policies to address the areas of special needs for women. Gender mainstreaming requires that gender issues cannot be treated separately from other development efforts.

In teacher education, gender mainstreaming implies incorporating gender considerations in the curriculum, teaching materials, pedagogy and institutional support structure, research and budget of pre – service teacher education and in – service continuous teacher development so that women and men, girls and boys can benefit from them equally. It also means promoting full and equal participation of women in decision – making in all areas and at all levels. It necessitates measures to facilitate the preparation of girls and boys towards the teaching profession in ways that break down the traditional gender barriers. Gender mainstreaming in teacher education may also include certain gender specific programmes, such as provision of scholarships or separate sanitary facilities for female students.

(Reference – *Gender Equality Manual (2012). Department of Social Welfare, Ministry of Social Welfare, Relief and Resettlement in Myanmar*

*UNESCO (2018). Training manual on gender mainstreaming in teacher education in Asia – Pacific*  
*INASP (2016). Gender mainstreaming in higher education toolkit )*

## HANDOUT 8 – GENDER MAINSTREAMING PROCESS



Stage	Method/Tool	Description
1. Defining the issue(s)	Gender analysis Gender statistics Gender impact assessment Gender stakeholder consultation/focus groups	Gathering and analyzing qualitative and quantitative sex – disaggregated information to identify gender inequality and gender gaps. Using the findings of the analysis to plan actions, identifying key stakeholders for focus group discussion
2. Planning the resources required	Gender budgeting Gender procurement Gender indicators	Planning the human and financial resources necessary to carry out and monitor the actions and setting indicators to monitor progress
3. Implementing actions	Gender awareness – raising Gender equality training Gender – sensitive institutional transformation	Gender training of stakeholders according to need. Everyone involved in implementation needs to be gender – aware and gender – sensitized.
4. Checking progress	Gender evaluation Gender monitoring Recommendations for planning	Ongoing gender – sensitive monitoring and evaluation according to mechanisms set out in the planning stage. This will feed back into the planning stage of the process

(Reference – INASP (2016). *Gender mainstreaming in higher education toolkit*)



## HANDOUT 9 – IMPORTANT ROLE OF PRE – SERVICE TEACHER EDUCATION IN THE 21<sup>ST</sup> CENTURY

- ✓ Pre – service teacher education is the first stage in the teacher education cycle. It prepares future teachers for the teaching profession by building their knowledge base of the subjects and pedagogical skills, as well as forming their professional attitudes and ethos.
- ✓ What student teachers learn during this stage determines what they subsequently teach pupils, hence pre – service teacher education has great potential to bring about changes that shape the knowledge and skills of future generations.
- ✓ The knowledge of the academic subject(s) that students receive at TEIs is essential, but not sufficient for them to be effective as teachers. General pedagogical skills and subject specific pedagogical skills are critical. It is the pedagogical skills that enable teachers to convey the subject knowledge to pupils in ways that are understandable and motivating to pupils. It is the pedagogical skills that maintain pupils’ interests and help them learn effectively and achieve high learning outcomes.
- ✓ In addition to subject knowledge and pedagogical skills, future teachers need to acquire, and subsequently inculcate in their pupils, essential 21<sup>st</sup> century life skills, including analytical and critical thinking, problem – solving, adaptation, inter – personal communication, ability to work individually and collaboratively.
- ✓ Pre – service teacher education is the first formal stage in the teacher education continuum, hence it is also referred to as ‘initial teacher education’. It does not produce accomplished teachers. When new teachers start working in school, they need to have good induction in the first few years. This is critical for them to adapt to the school environment and their pupils, and to handle real life classrooms problems.
- ✓ Throughout their teaching career, teachers need to continuously improve and upgrade their knowledge and competences, through in – service professional development programmes. With rapid technological development and fast changing realities, teachers must be at the forefront of new knowledge and skills, proficient in transmitting them to their pupils, and capable of supporting pupils from all backgrounds and with different levels of abilities. This teacher professional development must be continuous.

Teacher education continuum:



- ✓ Multiple gender barriers exist within pre – service teacher education, in such areas as curriculum, pedagogy, management, institutional service, teacher educators, research and budget. In fact, gender barriers already manifest themselves in school, *before* students enrol in TEIs. Concerted, multifaceted and systematic efforts are necessary to make pre – service teacher education



gender – responsive. Such efforts should start before students enter teacher education institutions.

- ✓ It is necessary to conduct a gender analysis in order to understand the qualitative differences relating to the ways women/girls and men/boys are treated in each component of pre – service teacher education process. It provides the basis to inform the development of gender – responsive policies to address the root causes of gender inequality.

*(Reference – UNESCO (2018). Training manual on gender mainstreaming in teacher education in Asia – Pacific)*

## HANDOUT 10 – RECOMMENDED POLICIES FOR GENDER – SENSITIVE PREPARATION AND ENROLMENT OF STUDENTS IN TEACHER EDUCATION INSTITUTIONS

### Recommended Policies for Gender – Sensitive Preparation and Enrolment of Students in Teacher Education Institutions

1. Periodically review and revise school curricula, textbooks and teacher education programmes to ensure that they do not perpetuate gender stereotypes.
2. Put in place measures to encourage female students to study STEM subjects, through counselling (to girls, parents and guardians) and offering apprenticeship programmes, mentoring, and scholarships for women in those fields.
3. Provide career guidance to secondary school students, prior to and following university admission, to enable them to make wise choices based on their abilities rather than on the basis of social constraints.
4. Sensitize male students towards teaching, especially in social science subjects through publicising the teaching profession as a noble public service that needs the contribution of both men and women.
5. Build capacity of teachers to use student – centred teaching methods and cognitive activation strategies that encourage girls to participate actively in class, reflect on maths problems, and decide on their own on procedures to solve complex questions.
6. Incorporate gender perspectives in all teacher training and school – based activities so that teachers can get rid of their own gender prejudices and become more gender – sensitive.
7. Establish and enforce a gender – sensitive code of conduct for teachers and students to change gender biased attitudes and behaviours.

*(Reference – UNESCO (2018). Training manual on gender mainstreaming in teacher education in Asia – Pacific)*

## HANDOUT II – GENDER – BIAS IN PRE – SERVICE TEACHER EDUCATION CURRICULUM

Gender bias can manifest in the curriculum and teaching/learning materials in different ways:

- ✓ The content of the courses<sup>3</sup> in the teacher education programme does not include gender issues or an emphasis on gender equality.
- ✓ Little attention is given to courses that equip future teachers with the knowledge about differences in the psychology between boys and girls, and the skills teachers need to help boys and girls in effective ways.
- ✓ Gender equality is not explicitly stated in the curriculum objective and delivery.
- ✓ Teacher training courses in STEM subjects cater to male – dominated classrooms, whereas female students crowd courses in the humanities.
- ✓ Textbook content is centred on men and boys, portraying them as strong, authoritative and business – like.
- ✓ The majority of role models and heroes in the textbooks and learning materials are men. Women, whenever they are mentioned in the textbooks, are described as more patient, serving in subordinate roles and fulfilling tasks mainly around the house.
- ✓ Illustrations used in textbooks are mostly about men; streets and places of interests are mostly named after male heroes.
- ✓ When there are attempts to include sessions on the concept of gender in the curriculum, they tend to be more theoretical providing little insight into how the concepts of gender equity and equality can be made operational in their work and everyday behaviour.
- ✓ Curriculum developers for TEI courses have their own gender bias which is reflected in the curriculum they produce.

(Reference – UNESCO (2018) *Training manual on gender mainstreaming in teacher education in Asia – Pacific*)

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<sup>3</sup> For example, courses in “education theories”, “psychology”, “sciences of learning”, “teaching methodologies”, “class management”, “evaluation and assessment”, and “practicum”.

## HANDOUT 12 – RECOMMENDED POLICIES TO MAKE CURRICULUM AND TEACHING/LEARNING MATERIALS IN PRE – SERVICE TEACHER EDUCATION GENDER – RESPONSIVE

Recommended policies to make curriculum and teaching/learning materials in pre – service teacher education gender – responsive

1. State explicitly that gender equality is a goal of the TEI curriculum, as well as an outcome of teaching and learning.
2. Incorporate in the performance evaluation of TEIs and their leadership a set of gender indicators related to gender – sensitive curriculum and textbooks.
3. Conduct a periodic gender audit of the curriculum, course syllabus, textbooks and learning materials of TEIs to identify and remove all gender biases, while at the same time emphasizing and applauding attitudes and values that promote gender equality. Ensure the monitoring of curriculum modification and its delivery as a result of the audit.
4. Mainstream gender issues in the curriculum and instructional materials to Sensitize future teachers of gender stereotypes and their negative effects, and to enable them to develop healthy attitudes. At the same time, dedicate a separate module on gender to provide basic understanding of gender issues and how they are expressed in professional and personal lives.
5. Develop a checklist for gender – responsive curriculum, syllabuses and textbooks of TEIs; make sure all old and new curriculum and materials are screened against this checklist.
6. Require the developers of curriculum and textbooks to participate in gender training and to use gender checklist in the development of curriculum and materials.

(Reference – UNESCO (2018). *Training manual on gender mainstreaming in teacher education in Asia – Pacific*)

## HANDOUT 13 – SOME GENDER – BIASED PEDAGOGICAL PRACTICES IN TEACHER EDUCATION INSTITUTION

### Some gender – biased pedagogical practices in teacher education institution

- ✓ Teacher educators remember names of male students and call on them more frequently.
- ✓ They wait longer for males to respond to questions.
- ✓ They readily praise the responses of male students and use them as examples for the whole class.
- ✓ They give male students more eye contact following questions.
- ✓ They use derogatory language when addressing female students.
- ✓ They seldom call on female students to respond to questions, or call the same female student(s) who are perceived as better than other female students.
- ✓ They interrupt female students before the end of their response.
- ✓ They do not praise, or water down their praise to, female students when the latter give a good response.
- ✓ Efforts made by female students are not appreciated in the same way as when they are made by male students.
- ✓ Female students receive gender – insensitive comments about the way they look, behave, and perform in class.
- ✓ The expectations of female students reflect gender stereotypes (e.g. being submissive, non – assertive).
- ✓ Male students are more often to be given the leadership roles in class discussions or projects.
- ✓ Teacher educators ask male students more questions that call for ‘higher – order’ critical thinking, and ask female students ‘lower – order’ recounting of facts.
- ✓ Some male teacher educators favour female students who are good looking, and ignore male students or other female students.
- ✓ They use gender – based seating arrangements in class (male students sit together, in front; female students sit together, at the back of the room).

(Reference – UNESCO (2018). *Training manual on gender mainstreaming in teacher education in Asia – Pacific*)

## HANDOUT 14 – GENDER – RESPONSIVE PEDAGOGY IN PRE – SERVICE TEACHER EDUCATION

### Recommended policies

#### to make pedagogy in teacher education gender – responsive

1. Incorporate gender – sensitive behaviours in the code of conduct for teacher educators.
2. Include gender awareness, gender – sensitivity, and gender – responsive teaching skills in the competency framework and standards for teacher educators.
3. Train teachers in gender responsive and student – centred methodologies to promote equal participation and learning of girls and boys, as well as any subgroup of girls/boys requiring special attention within a given country context (e.g. children with disabilities, those from socially and economically disadvantaged families).
4. Incorporate in the performance evaluation of TEIs and their leadership a set of gender indicators related to gender – sensitive pedagogy.
5. Conduct periodic gender training for teacher educators where they review their teaching practices through a gender lens and develop a plan for improvement.
6. Adopt a gender – sensitive, learner – centred teaching approach for all TEIs, promoting active engagement of female and male students in the learning process, and encouraging student teachers to use the same approach when they work at school.

*(Reference – UNESCO (2018). Training manual on gender mainstreaming in teacher education in Asia – Pacific)*

## HANDOUT 15 – GENDER BIAS IN TEACHER EDUCATION INSTITUTIONS

### Gender bias in teacher education institutions

- ✓ The culture of TEIs includes the norms, customs, and codes of behaviour. It involves the ways that staff relate to one another, what are seen as acceptable ideas and attitudes and how people are expected to behave.
- ✓ Its culture is further impacted by the support service that the institution provides. Support services to teacher educators, administration staff and students in TEIs determine the quality of their work and learning experience. Those services include the provision of safe accommodation for female educators and students, safe transport to and from home, childcare service to staff with small children, healthcare services including availability of sanitary pad in school, separate toilet for girls and female teachers, maternity leave provision, sick leave and compassionate leave, safety and protection measures against sexual harassment and bullying. These services are not gender – sensitive placing women on an unequal footing with men, and making it difficult for female staff and students to have the same enriching experience at TEIs as their male colleagues.
- ✓ The lack of political commitment on the part of institutional leadership on gender issues, the lack of knowledge of best practices to address gender issues and weak capacity to deliver on plans for gender parity and equality in TEIs contributes to the persisting gender inequality in teacher education.
- ✓ Many teacher educators themselves exhibit gender – bias, both consciously and unconsciously, due to their internalisation of gender beliefs and norms that are deeply rooted in the culture and customary laws.
- ✓ Gender stereotypes in TEIs (e.g. men are believed to be authoritative and make good leaders, women are considered emotional and suit non – managerial roles) prevent women from accessing management positions and having the same decision – making power as men. So, although there may be gender parity among the teaching staff in a TEI, management positions are disproportionately held by men, putting women in unequal power relationships. Consequently, the decisions that are made do not equally benefit men and women.
- ✓ TEIs need to be at the forefront of gender equality promotion. Efforts to remove gender barriers at TEIs have far – reaching impact on future teachers and generations of young people, enabling them to think and act in gender – responsive ways.

(Reference – UNESCO (2018). *Training manual on gender mainstreaming in teacher education in Asia – Pacific*)

## HANDOUT 16 – RECOMMENDED POLICIES TO MAKE TEACHER EDUCATION INSTITUTIONS GENDER – SENSITIVE

### Recommended policies to make teacher education institutions gender – sensitive

1. Make the equal representation of male and female staff members in leadership positions – including on committees and boards – an institutional *goal and obligation* of all TEIs.
2. Integrate the equal representation and role distribution of male and female members in the goal and policies of TEIs, and *in the decision – making and strategic planning process* of the TEIs.
3. Incorporate a gender – equitable quota in staff recruitment and replacement in all units of the TEIs in order to achieve an equal representation of both sexes. In some cases, undertake affirmative action in targeted hiring in favour of the under – represented sex, using results from surveys and gender research (see Module 4 on research).
4. Incorporate in the performance evaluation of TEIs and their leadership a set of gender indicators related to gender – sensitive institutional management and support.
5. Institutionalize periodic sensitisation for all staff to reject their own gender bias, to understand the nature and root causes of gender inequality, to recognize the problems related to gender discrimination, and to develop action plans for addressing them. This action plan will be accompanied with a road map for monitoring expected results and sanctions for non – compliance.
6. Put in place a functional mechanism for tracking the implementation of gender equality measures in TEIs and inform all staff and student teachers accordingly. The TEI Head should lead this mechanism and be accountable for its effectiveness.
7. Include gender – sensitive attitudes and behaviours in the code of conduct of all staff, and specify sanction measures in case of non – compliance.
8. Develop support policies, programmes and facilities for women, especially women from minorities and ethnic groups, and ensure institutional services in TEIs are gender – sensitive.
9. Provide scholarships and other forms of financial assistance to female students, especially from ethnic minorities and those who live in disadvantaged areas.
10. Appoint a gender focal person for women’s specific activities in order to benefit from the policy equally and equitably with others.

(Reference – UNESCO (2018). *Training manual on gender mainstreaming in teacher education in Asia – Pacific*)



## HANDOUT 17 – TEACHER INDUCTION WITHIN THE TEACHER EDUCATION CONTINUUM

### Teacher induction within the teacher education continuum

- ✓ Pre – service teacher education stage provides future teachers with the initial training for their teaching job, but does not produce ‘accomplished teachers’. The knowledge of the subjects and pedagogical skills that student teachers receive at TEIs will need to be regularly updated throughout their careers.
- ✓ In – service teacher development includes a wide variety of school – based and off – campus professional development activities, team teaching, joint lesson planning, joint project design and implementation, and action research on any aspect of the teaching and learning process. Professional development should enable teachers to strengthen their efficacy and competencies, including especially in:
  - managing their classrooms of girls and boys with varying abilities and learning styles, from diverse socio – economic, ethnic and cultural backgrounds;
  - diagnosing their students’ learning difficulties as well as their abilities;
  - using technology to improve teaching and learning – e.g. through development of digital teaching materials and use of technological devices to track students’ learning, student – led technology projects;
  - the mastery of their subject matter knowledge; and
  - the acquisition of the 21<sup>st</sup> century skills and the abilities to inculcate in students the same skills.
- ✓ Teacher induction provides the targeted and intensive support and monitoring to novice teachers in the first year of their teaching career (in many OECD countries – during the first few years). Induction programmes usually include a range of structured activities such as mentoring, coaching, peer work and special support on a regular basis. They are critical to enable new teachers to cope with the challenges in a new environment, develop a deep understanding of their school and pupils, put in practice the knowledge and skills they have learned at university and adapt successfully to the job. Effective, individualized support to new teachers enables them to cope with the many new challenges at work and gain confidence, thus enhancing their motivation and commitment.
- ✓ Gender mainstreaming is key to bringing about the positive effects of professional development on both male and female teachers, as gender inequality remains pervasive in in – service teacher development. Through gender – responsive professional development activities, teachers become better professionals, continually improve their knowledge base and competence, and have higher job satisfaction. For teachers, especially in situations where salaries are not competitive, professional growth is one of the most important motivating factors.

(Reference – UNESCO (2018). *Training manual on gender mainstreaming in teacher education in Asia – Pacific*)

## HANDOUT 18 – GENDER BIAS IN TEACHER INDUCTION

### Gender bias in teacher induction

Many practices can make the induction gender – biased, and hence accentuate gender inequality. For example:

- ✓ Female teachers are given less coaching and support, under the pretext that they cannot spend much time at school after class (they have to go home to take care of small children/family, to do grocery shopping, to pick up children from the nursery, to prepare meals for the family, etc.)
- ✓ Male novice teachers are given more mentoring and coaching as it is thought that they teach ‘difficult’ subjects such as maths and sciences, whereas female teachers teach ‘easier’ subjects and they do not have the same need.
- ✓ There are insufficient senior/experienced teachers in school to provide induction to new teachers, so school leadership focuses on those who need it most. In some cases, it can be female teachers, in other cases it is male teachers. As a result, not all novice teachers receive induction.
- ✓ Experienced teachers or school leaders who induct novice teachers unconsciously convey their own gender – bias to the next generation of teachers through the way they themselves think and act (for example, it is acceptable not to give induction to female teachers as they need to go home early to take care of the family, male teachers need support as they teach difficult subjects, some female teachers are expecting babies and they cannot spend extra time at school for induction, etc.)
- ✓ School leaders do not attach sufficient importance to induction and do not look for alternative methods to ensure all novice teachers receive effective induction, regardless of the personal circumstances of novice teachers.
- ✓ There is a lack of understanding of gender barriers that affect female teachers’ performance from the beginning of their career.

*(Reference – UNESCO (2018). Training manual on gender mainstreaming in teacher education in Asia – Pacific)*

## HANDOUT 19 – RECOMMENDED POLICIES TO MAKE INDUCTION GENDER – RESPONSIVE

### Recommended policies to make induction gender – responsive

1. Legislate compulsory induction for all novice teachers during the first year of their teaching. This will be followed by continued support and coaching in the subsequent three years, with special attention to female teachers and those from disadvantaged areas.
2. Set the timetable of induction – related activities in consultation with concerned novice teachers to make it convenient and feasible for teachers to take part in the activities.
3. Provide special support to female novice teachers to enable them settle in the job well and gain confidence.

(Reference – UNESCO (2018). *Training manual on gender mainstreaming in teacher education in Asia – Pacific*)

## HANDOUT 20 – WHY IS IT IMPORTANT FOR TEACHERS TO HAVE CONTINUOUS IN – SERVICE PROFESSIONAL DEVELOPMENT?

### Why is it important for teachers to have continuous in – service professional development?

- ✓ The dynamic nature of knowledge and skills means teachers need to have in – service teacher professional development continuously, throughout their careers.
- ✓ In – service professional development programmes need to focus on enhancing teachers' competences and pedagogical skills, not just the knowledge of the academic subjects. Teachers in the 21<sup>st</sup> century need to be able to effectively handle and give individual support to boys and girls with differing needs, learning styles and abilities, and from diverse ethnic, linguistic and socio – economic backgrounds. They need to be able to use technology to make their teaching more effective and bring about higher student learning outcomes.
- ✓ In – service teacher professional development should enable teachers to acquire, and then convey to their students, 21<sup>st</sup> century skills, including analytical thinking, problem solving, adaptability, creativity, communication, and team work skills.
- ✓ In – service professional development includes a wide range of activities: degree – training programmes, certification programmes, short – term thematic workshops, diverse school – based activities such as team teaching, joint projects, observation of colleagues' classes, experience exchanging, and regular mentoring by experienced staff developers, and so on.
- ✓ In – service teacher development can be effective when there is a strong school culture that supports application of new learning, and when it is free of gender bias.

(Reference – UNESCO (2018). *Training manual on gender mainstreaming in teacher education in Asia – Pacific*)

## HANDOUT 21 – GENDER BIAS IN THE CONTENT, PARTICIPANT SELECTION AND ORGANIZATION OF IN – SERVICE TEACHER PROFESSIONAL DEVELOPMENT PROGRAMMES

### Gender bias in the content, participant selection and organization of in – service teacher professional development programmes

- ✓ The content of those programmes has often been designed without taking into account teachers' needs and demands.
- ✓ The courses tend to be one – off training on a subject, with a focus on theoretical aspects, as a result it does not always enable teachers to translate new knowledge into changes in their teaching practice.
- ✓ The majority of in – service training programmes are gender – blind, in the following ways:
  - The content of many development programmes is silent on gender issues.
    - ❖ When there is an attempt to address gender issues, the content provides only theoretical aspects without linking them to actual teaching practices. For example, an upgrading course on teaching methods does not improve teachers' understanding of the psychological differences between girls and boys and does not give teachers the advice on how to adapt their teaching methods in order to be sensitive to the specific needs and learning styles of boys and girls. As a result, their teaching approaches may remain gender – blind and perpetuate gender bias.
  - The content of development programmes implicitly and explicitly stating differences in the abilities between men and women, thus failing to recognize the root causes of gender inequality and reinforcing gender bias.
- ✓ Due to gender bias of school leaders, it often happens that more men are able to take part in in – service training than women, and sometimes the same teachers are given the opportunity to attend different development courses and seminar, while others only have infrequent opportunities, or not at all.
- ✓ The renewed focus on STEM subjects, supported by donors, also means that donor funding is available for in – service teacher development in the STEM fields. Yet, as there are few female teachers teaching maths and science in school, professional development activities in STEM benefit more male teachers.
- ✓ For participation in professional development workshops or courses, school leaders often select teachers who appear active, vocal and self – confident. Most happen to be men. Affected by gender norms and cultural expectations, female teachers are seen as more timid, unsure of putting themselves forward and loaded with household and family matters.
- ✓ Participation in professional development programmes is sometimes considered as a reward. Due to the undervaluing of female abilities and achievement, fewer women are given the opportunity to attend those programmes.
- ✓ There is no equal representation of men or women among staff trainers.

- ✓ Teachers in remote areas are not supported with transport costs.
- ✓ The training programme is often organized during the holiday period. Without providing facilities for childcare, thus failing to enable female teachers to participate therein, as they have to take care of children who are also having school holidays.

(Reference – UNESCO (2018). *Training manual on gender mainstreaming in teacher education in Asia – Pacific*)

## HANDOUT 22 – GENDER BIAS IN PEDAGOGY OF IN – SERVICE DEVELOPMENT PROGRAMMES AND IN SCHOOL CULTURE

### Gender bias in pedagogy of in – service development programmes and in school culture

- ✓ The use of trainer – centred approach with long lectures is still prevalent in in – service training programmes, which is ineffective in imparting new knowledge and skills. Many trainers are not proficient in participatory facilitation. It reinforces the reticence and shyness of female participants and do not enhance their efficacy.
- ✓ Trainers themselves are not gender – neutral. They carry their own gender bias through years of internalisation within the family, at school and in the work place. Their behaviour as exemplified here, reinforce gender bias:
  - They primarily call on those active participants – who tend to be men given the gender internalisation throughout their life. This creates a threatening environment that is not conducive to experiential learning and spontaneous, candid participation. It makes women feel intimidated and reinforces misperceptions that men are active and women are passive and not as capable.
  - When there is participation of female participants, trainers fail to acknowledge, or give them due credit, thus discouraging them and making them feel inferior.
  - Trainers tend to dwell on points that are incomplete or inaccurate made by female participants, rather than promoting the learner – centred methodologies, which encourage everyone to be active participants and to learn from mistakes as well as from good answers.
  - Female participants are not given extra urging or deliberate opportunity to voice their views. This tends to keep them in their ‘safety zone’, rather than trying to be more assertive.
- ✓ The methods used during professional development programmes fail to convey the idea of gender sensitivity. Hence, teachers are not enabled to change their own gender – based attitudes and provide gender – sensitive teaching practices after attending the workshops.
- ✓ Participation in in – service programmes often does not lead to improvement of their teaching practices or better student learning outcomes, due to the lack of support and encouragement from their supervisors and school leaders. In some cases, school leadership does not allow teachers to apply new techniques and skills, as it is perceived as diverging from the fixed lesson plans. Moreover, there is no monitoring of the use of the knowledge and skills acquired from the in – service programmes in teaching.

- ✓ Through gender – biased behaviour and gender – insensitive language, school leaders and staff intimidate or ostracise teachers who take initiatives and are creative, discouraging them from making use of the new learning they receive from professional development activities.
- ✓ School leadership – whether assumed by men or women – criticizes female teachers for being too passive, unavailable for extracurricular work, with no recognition for the responsibilities female teachers have to assume in the family.
- ✓ Yet the unwritten rules of the school culture discourage female teachers from voicing their opinion, being assertive or protesting against gender – based injustice. In contrast, such rule does not apply to men. When men speak their mind, it is considered natural and respectable.
- ✓ There are few or no opportunities for team teaching or exchanges of experience among teachers to enable those who cannot take part in upgrading workshops to learn from those who have.
- ✓ Teachers in need of support to handle challenges at school (student behaviour, student learning difficulties, language problems, and absenteeism due to health problems, family difficulties, and poverty and so on) do not receive sufficient assistance and encouragement from the school leadership or other colleagues. This demotivates both male and female teachers.
- ✓ Gender – specific training workshops are poorly conceived and are often mistakenly understood as workshops for women. Thus few men participate and most maintain their gender mindset.
- ✓ *School – based* professional development activities are either rarely organized, or often organized as ad – hoc, one – off events. More often than not, they are not gender – responsive, and thus have limited effectiveness on promoting gender equality.
- ✓ Information about professional development possibilities is either disseminated only to some teachers, or is disseminated too late for teachers to make time for it.
- ✓ Favouritism of some staff over others and/or sexual harassment and other forms of violence against women, create an unproductive or hostile work environment.
- ✓ There is insufficient and ineffective monitoring of the implementation of learning from professional development activities, hence professional development leads to little change of views on teaching practices, attitudes and behaviours on gender issues.

(Reference – UNESCO (2018). *Training manual on gender mainstreaming in teacher education in Asia – Pacific*)

## HANDOUT 23 – RECOMMENDED POLICY ACTIONS TO REMOVE GENDER BIAS IN CONTINUOUS TEACHER PROFESSIONAL DEVELOPMENT

### Recommended policy actions to remove gender bias in continuous teacher professional development

1. Update the teacher competencies to integrate criteria of gender – sensitivity, and use those competencies as the basis for designing and organizing continuous professional development, with specific focus on ensuring gender equity and equality.
2. Put in place a mechanism to ensure all teachers have equal opportunity to attend professional development activities. In many cases, this may call for affirmative action in favour of female teachers, including provision of incentives and rewards for female teachers to enable them to participate in and make the most of professional development activities.
3. Include gender issues in the content of in – service professional development programmes.
4. Ensure that the content and methods used in professional development activities are gender – sensitive and promote gender equality, especially through promoting learner – centred, interactive training methods that enable learners of both sexes to be engaged and to strengthen their self – confidence. This also includes training teachers to recognize and address any biases they may hold about boys and girls, so they become more effective teachers and ensure that all students progress towards their potential.
5. Emphasize life skills development in in – service teacher professional programmes with a view to building self – confidence and resilience of women and girls, and promoting their social and emotional agency.
6. Train and support teachers and school leaders in the use of positive discipline practices and classroom management measures that promote gender equality and ensure that the work of the entire class does not suffer because of the disruptive behaviour of a few in this respect.
7. Conduct periodic gender audits of in – service teacher professional development programmes – both training courses and school – based activities.
8. Incorporate gender issues into the pre – service and in – service training programmes of school leaders, as well as in their performance evaluation mechanism.
9. Institutionalize periodic gender sensitization sessions and conduct gender analysis of the school culture with a view to adopting gender – sensitive measures to rectify the situation.
10. Require school leaders to encourage the application of new learning from professional development programmes in order to improve teaching practices and gender – sensitive behaviours. Include this requirement in the competency framework and performance evaluation for school leadership.
11. Build a gender – sensitive support mechanism, for example:
  - a. Provide childcare support for female teachers.
  - b. Put in place a secure mechanism for reporting gender – based bullying, sexual harassment or any forms of injustice committed on staff.



- c Ensure a follow – up on reports of abuse and enforce sanctions for violation of gender rules, including display of disrespect towards female teachers.
- d Organize monthly sessions for exchanging experience and mutual sharing (or weekly, depending on country context).

12. Put in place a functional mechanism for tracking teachers' participation in professional development and application of new learning, and inform all teachers accordingly. The school Head should lead this mechanism and be accountable for its effectiveness.

(Reference – UNESCO (2018). *Training manual on gender mainstreaming in teacher education in Asia – Pacific*)

## HANDOUT 24 – MISPERCEPTIONS ABOUT RESEARCH AND THE IMPORTANT ROLE OF RESEARCH IN TEACHER EDUCATION

### Misperceptions about research, and the important role of research in teacher education

- ✓ There is widespread mistaken assumption that research takes place only in hard sciences, and that there is little to research in the field of education.
- ✓ The reality is that most changes and improvements in education have come about thanks to research. For example, innovations in teaching methodologies, the use of technology in the development of digital instructional materials and for tracking and improving student learning achievements, differentiated instruction according to students' backgrounds and needs... are a result of the research in the sciences of learning and brain development.
- ✓ Research provides a scientific basis for new approaches and innovative practices to help improve student learning outcomes, enabling all students to realize their potential and become productive – which is the ultimate goal of education.
- ✓ Research also helps teachers' professional growth through improving their competencies, widening their knowledge base. Action research is an important research modality that can be undertaken by teacher educators, student teachers and those who are teaching in schools.
- ✓ The level of attention given to research, the choice of research topics, the selection of researchers for participation in donor – funded projects and the decision on who leads the research work are often influenced by gender considerations.
- ✓ Currently, there is far too little gender research in developing countries, which is both the cause and effect of the general lack of awareness about gender issues. Yet almost every aspect of teacher education is influenced by gender.
- ✓ Research on gender in teacher education can provide evidence – based information on such influence and identify effective ways to address gender gaps. It will also help to shape a national research programme and fund raising strategies for future research.

- ✓ For this to happen, decision – makers need to overcome their own gender bias in order to provide equal opportunities to teacher educators in TEIs and teachers in schools of both sexes in the conduct of research. Furthermore, they will need to take affirmative action to make sure that research addresses gender issues.
- ✓ Research in teacher education with a gender focus can bring about changes both on policy and implementation levels:
  - When issues of gender inequality are identified and explored in – depth, it can inform policy – makers of the need to develop policies to mainstream gender in all functions such as staffing, management, pedagogy, course content, student recruitment and budgeting.
  - Gender research in teacher education can enhance advocacy work for changes at the implementation levels as well. Results of gender research can inform school managers and teachers of the ways to improve their management and teaching practice in order to create a gender – sensitive school environment, reduce gender bias in teachers’ attitudes and behaviour and to raise student learning achievements.

*(Reference – UNESCO (2018). Training manual on gender mainstreaming in teacher education in Asia – Pacific)*

## **HANDOUT 25 – HOW RESEARCH IN PRE – SERVICE TEACHER EDUCATION SUPPORTS GENDER MAINSTREAMING**

### **How research in pre – service teacher education supports gender mainstreaming**

- ✓ Initial teacher education provides ample opportunities for research on gender for both teacher educators and student teachers. In the majority of TEIs, conducting research is an essential task of teacher educators and has far – reaching influence. On the one hand, they can use directly the results of their research in teaching future generations of teachers; on the other hand, research helps them achieve professional growth.
- ✓ With regard to student teachers, in many countries they are expected to write course papers on topics of their choice and this provides scope for the inclusion of gender research. In conducting research, they have the opportunity to be exposed to a wide range of factors and angles of the issues, which compels them to arrive at more in – depth reflections. By using gender issues as the focus of their course papers, student teachers are likely to become more sensitized toward gender issues and foster an awareness of the deep – rooted nature of gender inequality.
- ✓ Gender – sensitive research and research on gender issues is an effective tool for advocacy to support changes. The following topics may be useful for research in pre – service teacher education:
  - Education and its influence on the balance of power relationship between men and women.
  - A person’s gender identity, and career choices.

- The role of teaching methodologies in promoting gender equality.
- Gender gap among male and female student teachers in science and technical disciplines.
- Gender gap in education leadership.
- Cause of the feminisation trend of the teaching profession, and how to reverse it.
- The role of men in gender equality promotion.
- Use of technology in gender equality advocacy.
- Gender awareness and gender equality in teacher education institutions.

*(Reference – UNESCO (2018). Training manual on gender mainstreaming in teacher education in Asia – Pacific)*

## **HANDOUT 26 – HOW GENDER SENSITIVE RESEARCH SUPPORTS IN – SERVICE CONTINUOUS TEACHER PROFESSIONAL DEVELOPMENT**

### **How gender – sensitive research supports in – service continuous teacher professional development**

- ✓ Research lays the foundation for teachers’ continuous professional development.
- ✓ Action research is particularly relevant for improving teaching practice. Action research involves “action, evaluation, critical reflection and developing solutions which lead to change of practices” (Elliot, 1991). Teachers should be encouraged to conduct action research in the classrooms through observing, interviewing and collecting relevant data together with students, other teachers and parents.
- ✓ Action research with a focus on gender helps dispel many gender – based myths among schoolchildren and their families, and encourages girls towards careers in science and technology, and boys towards professions that are traditionally considered as belonging to the female domain. Gender – oriented research can facilitate both boys and girls to reject gender bias and help shape a gender – aware mindset.
- ✓ Some topics that are relevant for gender research in in – service continuous teacher professional development:
  - What constitutes a gender – responsive school environment and how it helps teachers and students?
  - Gender gap in the age of rapid technological development
  - The role of teaching methodologies in promoting gender equality
  - Correlation between gender – sensitive school leadership and teacher performance
  - Influence of gender discrimination on teacher attrition

- Children in sport
- Ways to make science and technology friendly for all students
- Gender issues in classroom and school and their effects in teaching and learning

(Reference – UNESCO (2018). *Training manual on gender mainstreaming in teacher education in Asia – Pacific*)

## HANDOUT 27 – WHY IS IT IMPORTANT TO ENSURE THE COMMUNICATION OF RESEARCH?

### Why is it important to ensure the communication of research?

- ✓ The more research results are applied in teaching and learning, the better the teaching practices and student learning outcomes. It is the application of research results that has transformed many aspects of the education process.
- ✓ Nonetheless, for research to be applied, it must be accessible to users that include policy – makers, administrators, school leadership, teacher educators, teachers, students and parents. Changes in policies and practices are possible if key players are informed by research evidence.
- ✓ The communication of research must go hand in hand with the conduct of research. Research will have limited effect if it is not communicated to a wide public, especially when the research is about changing people’s gender – related attitudes, values and behaviour.
- ✓ Disseminate research findings which are especially useful for demonstrating the necessity to adopt affirmative measures in favour of under – represented groups, who are often women, especially from ethnic minorities and living in disadvantaged communities.
- ✓ Nowadays, with the widespread use of mobile technology and social networks, the dissemination of research results is made considerably easier.

Methods for research communication for different target users:

- ✓ Via official education channels, publish short synopses of the research work that include concise analysis of issues, findings and recommendations. This targets education decision – makers, managers and school leaders.
- ✓ Use research results to advocate with the ministry and national level policy – makers for gender – responsive measures, as well as with the population at large, using different media including infographics.
- ✓ Disseminate the synopsis of the research findings and recommendations through social and professional networks – to reach out to teachers, other researchers and members of associations, encouraging them to do more research and join efforts in gender advocacy.
- ✓ Spread key messages about issues, findings and research recommendations through mobile phones, school newspapers, notice boards at school and in the communities – to inform teachers, students, parents and community members and thus facilitate change in their attitudes and behaviour on gender.

- ✓ Present research findings in in – service continuous teacher professional development workshops, periodic teacher exchange meetings and national or regional professional conferences – to enrich the knowledge base of the teaching staff, encouraging them to adopt a gender – responsive stand and behaviour in their work.

(Reference – UNESCO (2018). *Training manual on gender mainstreaming in teacher education in Asia – Pacific*)

## HANDOUT 28 – RECOMMENDED POLICIES TO PROMOTE GENDER – SENSITIVE RESEARCH IN TEACHER EDUCATION

### Recommended policies to promote gender – sensitive research in teacher education

1. Incorporate in the TEI curriculum the requirement for all student teachers to complete one research paper as part of their degree requirement, and encourage student teachers to prioritize gender issues in their research.
2. Incentivize *teacher educators* to conduct research on gender, through giving acknowledgement, allocation of research subsidies, and fast – track promotion based on track record of research work.
3. Provide incentives to *schoolteachers* who conduct action research with a gender focus, including time allowance for research, participation in professional conferences, public acknowledgement, and accelerated promotion.
4. Encourage teacher educators and teachers to disseminate their research on gender issues through all possible communication channels, mass media and social networks.
5. Legislate that the budget of a TEI or school must have a line dedicated to research with a focus on gender.

(Reference – UNESCO (2018). *Training manual on gender mainstreaming in teacher education in Asia – Pacific*)

## HANDOUT 29 – APPROACHES FOR GENDER BUDGET ANALYSIS

### Some approaches for gender budget analysis Balmori (2003); Sharp (2003)

#### a. Policy appraisal:

- Are allocations in the budget consistent with policy commitments or official statements on gender equality?
- In what ways are the policies and their resource allocations likely to reduce, maintain or increase gender inequalities?

**b. Gender – disaggregated beneficiary assessment:**

- What services or resources are being provided?
- Are the services or resources meeting the needs of women and men as identified and perceived by them?

**c. Gender – disaggregated public expenditure analysis:**

- How are the budget resources distributed and used among women and men?

**d. Gender – disaggregated analysis of the impact of the budget on time use:**

- What is the link between budget allocations and the services provided through them, and the way in which different members within the teacher education institution use their time?

*(Reference – UNESCO (2018). Training manual on gender mainstreaming in teacher education in Asia – Pacific)*

## **HANDOUT 30 – BUDGET ANALYSIS FROM A GENDER – PERSPECTIVE**

- ✓ An analysis of a budget from a gender perspective is essential to identify areas where gender – based discrimination is manifested in order to address gender concerns.
- ✓ Conducting a gender budget analysis calls for a critical assessment on the part of managers and administrators, regarding how and by whom budget decisions are made. These aspects are fundamental, yet often hidden from view.
- ✓ It is essential to keep in mind that many elements that impede gender equality may not show up in the budget. For example, the budget item ‘staff salaries’ does not show how many women are hired, or ‘transport costs’ do not show whether the beneficiaries are mainly men or women. Similarly, a budget document does not show how budget decisions have been made and whether decision – making power has been equally distributed between men and women. Hence, there is a need to examine in – depth the budget lines and identify if the budget allocation for a specific activity is gender – responsive. The question ‘*has this budget line taken into account gender considerations?*’ should be used in analyzing each element of the budget.
- ✓ Gender – responsive budgeting is not about creating a separate budget for women or solely increasing spending on women’s programmes. It is about ensuring equity for both sexes.
- ✓ It is also important to keep in mind that a gender – responsive budget that allows for the implementation of gender – responsive policy actions does not imply an unrealistic increase in the overall budget. Several actions can be done to make room for financing targeted gender – responsive actions: such as redistribution of budget lines; mobilizing extra funding from the ministry of finance; creation of a “Fund” where the private sector, donors and social organizations can contribute for gender – specific activities.
- ✓ It is essential to be aware of gender hierarchies and how they influence institutional budgets and expenditures. Gender hierarchies can influence the division of labour and the allocation of

responsibilities between male and female staff, resulting in inequitable distribution of benefits among them, for example, women tend to hold positions that are poorly remunerated or not at all remunerated (such as counselling, recreation services or student health services). They are often marginalized and left out of management and academic leadership positions. Women are more often denied resources for research activities, scholarships and participation in upgrading courses than male colleagues. This hierarchy leads to gender – inequitable budget.

- ✓ In addition to the analysis of the budget allocation, it is important to also analyze the expenditure of activities in order to identify gender bias.
- ✓ Pay attention that even when the institutional budget includes gender – oriented activities, such as gender training or gender review of the curriculum, it may be only partially gender – responsive. The discrepancy of male and female beneficiaries in such activities illustrates persistent gender discrimination.

*(Reference – UNESCO (2018). Training manual on gender mainstreaming in teacher education in Asia – Pacific)*





# **ANNEXES**

## ANNEX 1 – PRE – TRAINING SURVEY ON GENDER MAINSTREAMING IN TEACHER EDUCATION

1. What is your role? \_\_\_\_\_
2. What is your Ministerial Department? \_\_\_\_\_
3. Is this your first training on gender mainstreaming?  Yes  No

4. Circle the number that best reflects your response: 1 = not at all agree; 5 = completely agree					
I don't think that women and men have different roles and responsibilities because they are biologically different	1	2	3	4	5
Gender inequality is a women – only concern.	1	2	3	4	5
Men and women have the same rights, opportunities and access to services	1	2	3	4	5
I know facts about gender inequalities globally and nationally.	1	2	3	4	5
There are gender issues in Education in Myanmar.	1	2	3	4	5
Gender mainstreaming is a process that understands men and women as having the same needs and interests	1	2	3	4	5
Gender mainstreaming should be the responsibility of a gender unit.	1	2	3	4	5
I feel confident, discussing gender issues with both men and women.	1	2	3	4	5
I feel confident that gender inequalities can be addressed in my institution	1	2	3	4	5

(Adapted from Oxfam, 1994:p. 609)

5. What are 2 or 3 key things that you already know about gender in education in general?
  - 1) \_\_\_\_\_
  - 2) \_\_\_\_\_
  - 3) \_\_\_\_\_
  
6. What are 2 or 3 elements that you would like to know more about gender mainstreaming in teacher education?
  - 1) \_\_\_\_\_
  - 2) \_\_\_\_\_
  - 3) \_\_\_\_\_
  
7. Please describe briefly your expectations about this training.
 

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## ANNEX 2 – POST – TRAINING SURVEY ON GENDER MAINSTREAMING IN TEACHER EDUCATION AND EVALUATION

1. What is your role? \_\_\_\_\_
2. What is your Ministerial Department? \_\_\_\_\_
3. Is this your first training on gender mainstreaming?  Yes  No

4. Circle the number that best reflects your response: 1 = not at all agree; 5 = completely agree					
I don't think that women and men have different roles and responsibilities because they are biologically different	1	2	3	4	5
Gender inequality is a women – only concern.	1	2	3	4	5
Men and women have the same rights, opportunities and access to services.	1	2	3	4	5
I know facts about gender inequalities globally and nationally.	1	2	3	4	5
There are gender issues in Education in Myanmar.	1	2	3	4	5
Gender mainstreaming is a process that understands men and women as having the same needs and interests.	1	2	3	4	5
Gender mainstreaming should be the responsibility of a gender unit.	1	2	3	4	5
I feel confident, discussing gender issues with both men and women.	1	2	3	4	5
I feel confident that gender inequalities can be addressed in my institution	1	2	3	4	5

(Adapted from Oxfam, 1994:p. 609)

5.	Please describe briefly your general impressions about this training	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>
6.	Do you think the objective of the training is achieved?	<input type="checkbox"/> Fully achieved <input type="checkbox"/> Partially achieved <input type="checkbox"/> Not at all achieved

7.	What are the 3 – 4 key elements in this training that you have learned or have increased your knowledge regarding gender mainstreaming in teacher education?	1. _____ 2. _____ 3. _____ 4. _____
8.	In your opinion, which session should be given more time?	_____ _____ _____
9.	In your opinion, which session should be accelerated?	_____ _____ _____
10.	What follow – up support do you need in order to work towards gender mainstreaming effectively?	_____ _____ _____
11.	Please tick the answer that most closely matches your opinion.	<input type="checkbox"/> The speed of this training is too fast for me. <input type="checkbox"/> The speed of this training is just right for me. <input type="checkbox"/> The speed of this training is too slow for me.
12.	Describe in three words your views about this training.	_____

## ANNEX 3 – WORKSHEET 1

Read the case study below, reflect and respond to the 2 questions mentioned at the bottom of the page.

A teacher training university has been awarded a US\$ 4,000 grant to provide staff training on interactive teaching approach. The university has 60 male and 55 female staff.

The table below shows a partial expenditure breakdown and the names of staff members identified for involvement in the activity:

Expenditure items	Amount (US \$)	Staff identified
1. Internal training programme		
1.1 Trainer of trainers (2 persons)	1,000	– Mrs. A, Mr. B
1.2 Participating staff (10 persons)	1,050	– Mr. C, Ms. D, Mrs. E, Mr. F, Mr. G, Mrs. H, Mr. I, Mr. J, Mr. K, Mr. L
2. (External) workshop at the ministry of education premises		
Travel allowances for 6 persons	500	Mr. M, Mr. N, Mrs. O, Mr. P, Mr. Q, Ms. R
3. Coordination allowances		
3.1 Programme coordinator	600	Mr. S
3.2 Administrative assistant	250	Ms. T
3.3 Catering coordinator	400	Mrs. U
3.4 Security	200	Mr. V
Total budget	4,000	

1. How does this budget affect men and women?

- in terms of opportunities for in – house and external training; and
- in terms of economic benefits, i.e. allowances accrued?

2. What does this budget communicate about gender equality in the institution?

## ANNEX 4 – Sample budget of a TEI (from April to May 2018)

No	Name of expenditure	Allowance	4/18	5/18	Total Expenditure	Remaining Balance
1	Salary	128,595,000	29,273,500	29,231,935.45	58,505,435.45	70,089,564.6
2	Daily Allowance	720,000	120,000	105,000	225,000	495,000
3	Travel	598,000	0	269,425	269,425	328,575
4	Labour fee	6,585,000	1,148,400	1,404,000	2,552,400	4,032,600
5	Tax	87,000	0	0	0	87,000
6	Transportation	248,000	0	8,700	8,700	239,300
7	Office	150,000	0	92,500	92,500	57,500
8	fuel	1,723,600	0	627,200	627,200	1,096,400
9	Telephone, stamp	857,000	58,077	73,871	131,948	725,052
10	Electricity	8,000,000	1,678,250	1,135,400	2,813,650	5,186,350
11	Newspaper	70,000	5,000	5,000	10,000	60,000
12	Commercial use	300,000	0	138,500	138,500	161,500
13	Food and ration	20,996,000	8,891,000	10,455,000	19,346,000	1,650,000
14	Clothing	60,000	0	0	0	60,000
15	Printing	70,000	0	14,300	14,300	55,700
16	Competition	50,000	0	0	0	50,000
17	Repair fee	50,000	0	0	0	50,000
18	Maintenance	0	0	0	0	0
19	Others	0	0	0	0	0
20	Donation	60,000	0	0	0	60,000
21	Guest	20,000	0	0	0	20,000
22	Food and treat	29,360	0	0	0	29,360
	<b>Total</b>	<b>169,268,960</b>	<b>41,174,227</b>	<b>43,560,831.5</b>	<b>84,735,058.45</b>	<b>84,533,901.6</b>
23	Additional category	0	0	0	0	0
24	Others (educational books)	5,360,000	240,000	5,120,000	5,360,000	0
25	Kitchenware	560,000	560,000	0	560,000	0
	<b>Total</b>	<b>5,920,000</b>	<b>800,000</b>	<b>5,120,000</b>	<b>5,920,000</b>	<b>0</b>
	<b>Grand Total</b>	<b>175,188,960</b>	<b>41,974,227</b>	<b>48,680,831.5</b>	<b>90,655,058.45</b>	<b>84,533,901.6</b>

## ANNEX 5 – WORKSHEET 2

Overall goal						
Strategic Objective	Strategy	Activity	Indicators	Person or office responsible	Timeframe	Budget and other resources
1.						
2.						

### ACTION PLANNING PROCESS GUIDING QUESTIONS

To identify a strategy, activities, indicators, person or office responsible, time frame and budget and other resources, use these questions to guide you whilst working in your groups.

**Strategy: (broad plan such as advocacy work or awareness – raising)**

1. What are the most effective ways to work towards the strategic objective?

**Activities: (specific plans such as a poster campaign or a gender awareness workshop)**

1. What type of activities would work to support the strategy?

**Indicators: (for example, completion of the workshop)**

1. How do we know if the activity has been successfully completed?

2. What can we use to verify and document that the activity has been successfully completed?

**Person or office responsible:**

1. Who has time to do the task when it needs to be done, as well as the ability to do it?

2. Does the person have experience, skills, capabilities, confidence needed to do the task?

3. Does the activity complement their current work or does it unrealistically increase their workload?

4. Is it better to assign the activity to an office or an individual?

5. Do we need to hire short – term contract support? Do we have the available funds?

6. What additional support does this person or office need? Who can offer this support?

**Timeframe:**

1. What needs to be done before and after the activity is carried out and how much time does this require?

2. How much time does each step of the activity require?

3. When is a realistic starting date for carrying out the activities needed to achieve the intended result?

4. When does the activity need to be carried out by to achieve the intended result?



**Budget and other resources:**

1. Does the successful completion of this activity require a financial input?
2. Based on previous experience, what would the estimate cost be?
3. If you do not have experience of costing, will you be able to carry out a costing exercise to determine the cost?
4. Where would the funds for this activity come from?

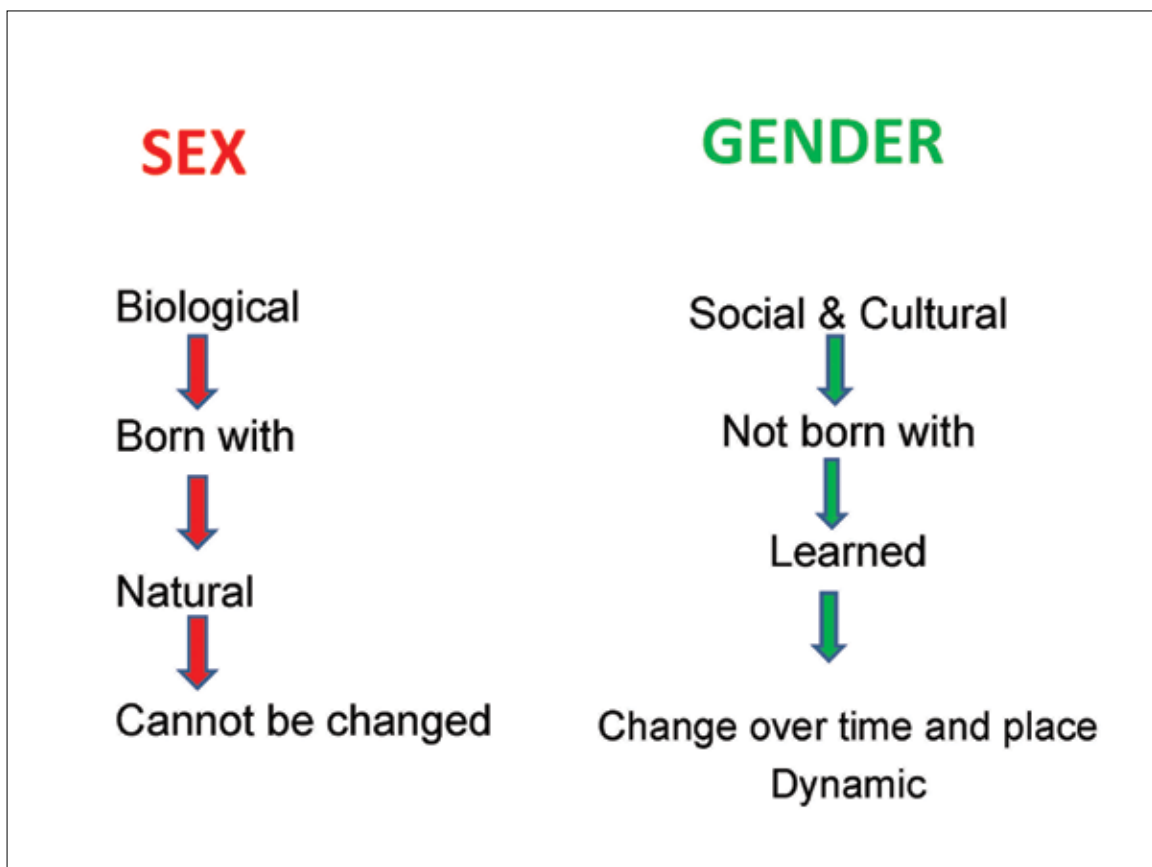
ANNEX 6 – POWERPOINT SLIDES

## 1.2 Defining and exploring Sex, Gender and Gender Stereotypes



Source – [www.thevintagenews.com](http://www.thevintagenews.com)

What are the differences  
between  
**sex** and **gender**?



## Sex and Gender Definition

**Sex** = refers to the biological characteristics which define humans as female or male

**Gender** = refers to culturally based expectations of the roles and behaviors of men and women

### Sex or Gender

- Women give birth to babies, men don't.
- Little girls are gentle and timid, boys are tough and adventurous.
- Women can breastfeed, men can't.
- Women are in charge of raising children.
- Men are head of the household and make important decisions.
- Boys' voices break at puberty, girls' do not.
- Women are scared of working outside their homes at night.
- Boys learn faster than girls.
- Boys are good at Maths and Science and girls are good at language and history.
- Women are emotional and men are rational.

### 1.3 Understanding Gender Roles, Division of Labour, Gender Discrimination, Gender Inequality and Gender Equality



Source – [www.thevintagenews.com](http://www.thevintagenews.com)

## Gender Stereotypes, Socialisation, Internalisation

- Video clip “Impossible Dream”
- Exercise – group work

## Gender Roles and Gender Division of Labour

- Video clip (Gender Discrimination in Disney movies)
- Exercise – group work

## Gender Discrimination and Gender Inequality

- Exercise – experiential sharing
- Group work on gender inequality manifesting in home life, at work, within culture /tradition / religion, and at the state level.

## Gender inequality takes place

- At home
- In the workplace
- Within cultures, traditions and religions
- At the state level



## What is Gender Equality?

Gender equality refers to the enjoyment of equal rights, responsibilities and opportunities of girls, boys, women and men.



International law helps  
promote gender equality

## Two important international legal instruments

### 1. Universal Declaration of Human Rights (1948)

An international legal document that states basic rights and fundamental freedoms to which all human beings are entitled. (Article-2)

### 2. Convention on the Elimination of all Forms of Discrimination against Women (1979)

First international treaty to systematically and substantively address the needs of women (Article-2)

**Do these apply to Myanmar?**

## Why Gender Equality?

There are several arguments demonstrating the need for gender equality:

- (1) equity, social justice or human rights argument;
- (2) efficiency, economic growth or business argument;
- (3) food security and
- (4) poverty alleviation argument.



Photo from internet

## What is Gender Equality?

Gender equality refers to the enjoyment of equal rights, responsibilities and opportunities of girls, boys, women and men.



Photo from internet

## Equal Treatment Vs Outcome?

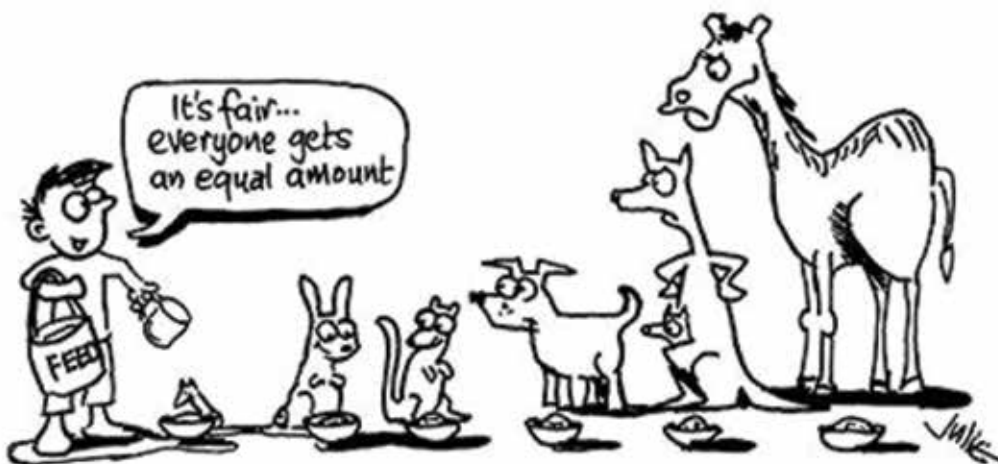


Photo from internet

## Equal treatment Vs Outcomes?

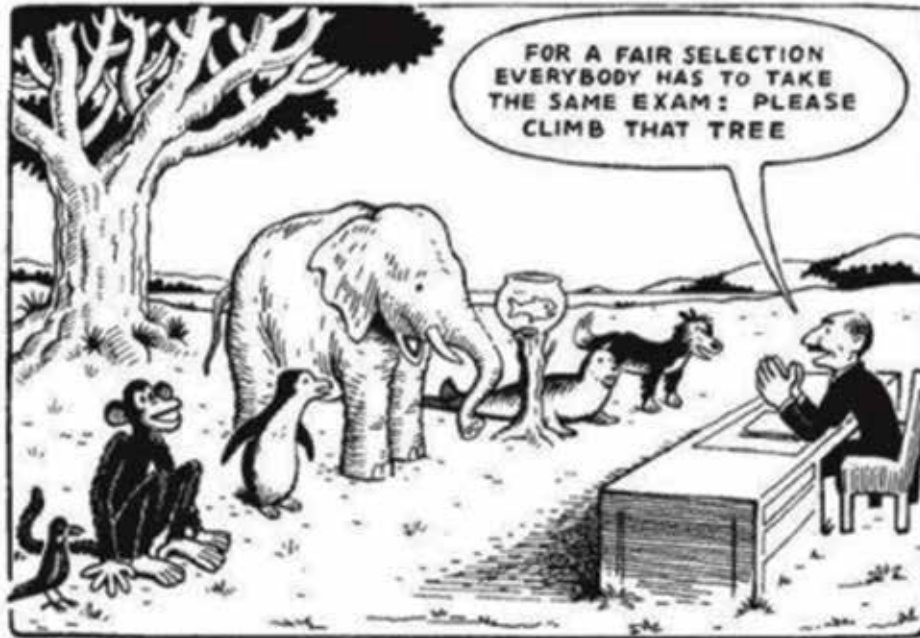


Photo from internet

## Equal treatment Vs Outcomes?



Photo from internet

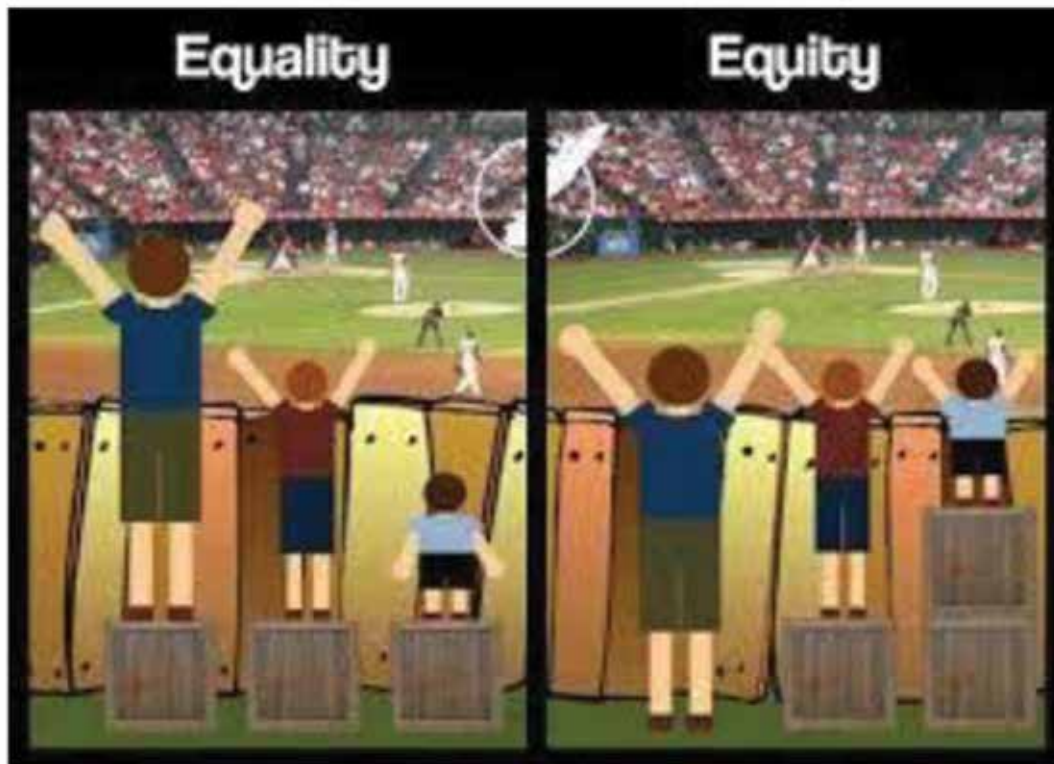


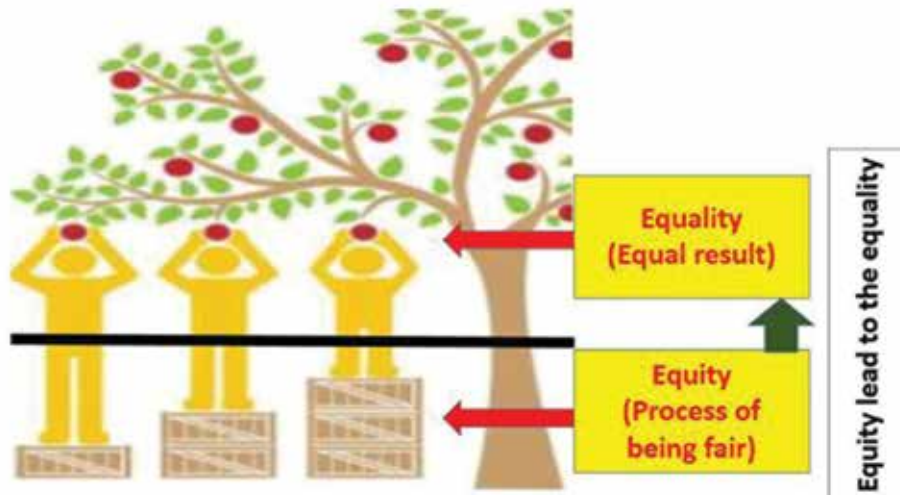
Photo from internet

## Substantive Equality

- Equality of opportunity
- Equality of access to opportunity
- Equality of results



## Equity & Equality



## 1.4 Defining Gender Based Violence, its Forms and Consequences



What is violence?

What is Gender Based  
Violence?

## Gender Based Violence

**Any harmful act that is perpetrated against a person's will and that is based on socially-ascribed (i.e. gender) differences between males and females.**

(source- IASC 2015)

## Gender Based Violence can be:

PHYSICAL	MENTAL or PSYCHOLOGICAL	SEXUAL
Bodily harm	Threats of violence, intimidation, harassment, denial of resources	Rape, attempted rape, sexual abuse, sexual exploitation, forced/early marriage
← Intimate partner violence      Trafficking/Slavery      →		

## Gender Based Violence

Who are some of the groups and individuals who are more likely to experience gender based violence?

## Gender based violence

- What are the different forms of gender-based violence?
- Who are the perpetrators and the places where gender-based violence usually happen?
- What are the causes of gender-based violence?  
Identify the root causes.
- What are the consequences of gender-based violence?

## Consequences of GBV

- **Fatal physical outcomes**  
Death of the survivor, perpetrator, family members, or people who try to help the survivor
- **Non-fatal physical outcomes**  
Ranging from temporary injury to permanent disability, even when injuries are not obvious. Outcomes also include pregnancy, HIV or STI transmission.
- **Psychological/emotional outcomes**  
Guilt, shame, withdrawal, isolation, self-harm, suicide
- **Social outcomes**  
School drop out, loss of job or livelihood,  
social stigma, forced marriage

## Global reach of GBV

- Violence against women and girls happens in every country.
- GBV is the most frequent systemic human rights abuse in the world.
- It is a SILENT crime because:
  - services are limited so most survivors never tell anyone
  - weak legal recourse so survivors feel it is pointless to report it
  - stigma attached to talking about it because it is not recognized as a crime so the survivor feels shame and guilt

## Gender Based Violence Cases reported in Myanmar

Source – Myanmar Police Force, Ministry of Home Affairs

## Number of GBV cases in 2016

No	State/Division	2016	
		Child Rape Case	Adult Rape Case
1	Nay Pyi Taw	28	15
2	Kachin State	14	20
3	Kayah State	4	2
4	Kayin State	10	8
5	Chin State	5	4
6	Sagaing State	64	46
7	Tanintharyi State	15	4
8	Bago Division	50	23
9	Magway Division	47	31
10	Mandalay Division	75	53
11	Mon State	31	22
12	Rakhine State	24	21
13	Yangon Division	160	69
14	Shan State	53	13
15	Ayeyarwaddy Division	91	98
		671	429

## Ranges of age of victims from GBV cases in 2016

No	State/Division	2 to 5	6 to 10	11 to 13	14 to 16
1	Nay Pyi Taw			14	14
2	Kachin State		1	6	7
3	Kayah State			2	2
4	Kayin State		1	4	5
5	Chin State		3	2	
6	Sagaing State		11	14	39
7	Tanintharyi State	1	3	4	7
8	Bago Division	1	5	19	25
9	Magway Division	1	4	12	30
10	Mandalay Division		9	16	50
11	Mon State	1	4	10	16
12	Rakhine State	6	5	4	9
13	Yangon Division	2	13	33	112
14	Shan State	4	8	5	37
15	Ayeyarwaddy Division	2	18	25	45
		18	85	170	398

### The relationships between victims and committed persons of GBV cases in 2016

No	State/Division	Father	Step-father	Relative	Stranger
1	Nay Pyi Taw	1	3	1	23
2	Kachin State	3		2	2
3	Kayah State				4
4	Kayin State			1	9
5	Chin State				3
6	Sagaing State	7	2	6	50
7	Tanintharyi State	4	2	1	10
8	Bago Division	6	2	3	39
9	Magway Division	1	2	3	41
10	Mandalay Division		5	2	66
11	Mon State	1			30
12	Rakhine State		1	2	21
13	Yangon Division	4	4	3	149
14	Shan State	2	2	2	58
15	Ayeyarwaddy Division	4	6	7	74
		33	29	33	579

### Number of GBV cases in 2017

No	State/Division	2017	
		Child Rape Case	Adult Rape Case
1	Nay Pyi Taw	19	8
2	Kachin State	20	8
3	Kayah State	3	4
4	Kayin State	12	3
5	Chin State	3	2
6	Sagaing State	58	55
7	Tanintharyi State	37	11
8	Bago Division	68	44
9	Magway Division	54	41
10	Mandalay Division	92	54
11	Mon State	35	12
12	Rakhine State	20	25
13	Yangon Division	157	66
14	Shan State	44	22
15	Ayeyarwaddy Division	130	77
		752	432

## Ranges of age of victims from GBV cases in 2017

No	State/Division	2017			
		2 to 5	6 to 10	11 to 13	14 to 16
1	Nay Pyi Taw	1	2	5	11
2	Kachin State		3	5	12
3	Kayah State				3
4	Kayin State			5	7
5	Chin State			3	
6	Sagaing State	2	10	16	31
7	Tanintharyi State	2	3	10	22
8	Bago Division	4	3	22	39
9	Magway Division	1	6	9	38
10	Mandalay Division	2	9	21	61
11	Mon State	4	6	4	21
12	Rakhine State		2	3	15
13	Yangon Division	4	15	40	98
14	Shan State	2	5	16	21
15	Ayeyarwaddy Division	2	15	62	50
		24	79	221	429

## The relationships between victims and committed persons of GBV cases in 2017

No	State/Division	Father	Step-father	Relative	Stranger
1	Nay Pyi Taw	1	6	1	11
2	Kachin State	1	2	1	16
3	Kayah State	1			2
4	Kayin State	2	1	2	8
5	Chin State				3
6	Sagaing State	3	2	10	44
7	Tanintharyi State	4	1	2	36
8	Bago Division	1	6	5	56
9	Magway Division	2	3	11	40
10	Mandalay Division	2		6	88
11	Mon State	1	1	5	28
12	Rakhine State	1	2	4	14
13	Yangon Division	4	6	3	147
14	Shan State	1	7	2	37
15	Ayeyarwaddy Division	2	14	23	96
		26	51	75	626



# References

- Inter-Agency Standing Committee (IASC) (2015), Guidelines for Integrating Gender Based Violence Interventions in Humanitarian Action
- The United Nations Population Fund (UNFPA)  
<http://hdr.unfpa.org/gender – based – violence>

## 1.6 Understanding Gender Equality in the context of Myanmar and the Agenda 2030/ Sustainable Development Goals

# What about Gender Equality in Myanmar?

## 1. Policy Context

### **Constitution of the Union of Myanmar (2008)**

Article 22 of the states that *all citizens shall be equal before the law, regardless of race, religion, status, or sex, enjoy equal opportunities, enjoy the benefits derived from his labor in proportion to his contribution in manual or mental labor and have the right to inherit according to law.*

Legal guarantees to gender-based parity in wages and inheritance

### **National Strategic Plan for the Advancement of Women (NSPAW) 2013-2022**



## Situation for Women and Girls

### A snapshot

- The proportion of women MPs increased from 6% to 14% of elected MPs in the Pyithu and Amyotha Hluttaws.
- Women account for only 0.25% of village tract administrators.
- Over 70% of men and women think men make better political and business leaders.
- 61% of female-headed households have access to land compared to 98% of male-headed.
- 85% of men aged 15-64 participate in the labour force compared with 50% of women.

## Situation for Women and Girls (cont'd)

- Women are less economically active than men, are more likely to be unemployed, are paid less, and make up only a quarter of employers.
- 44.7% non-agricultural wage employment, with little rural-urban difference
- Triple burden of 3 roles, including unpaid care work
- Gender based sectoral and occupational segmentation and gender wage gaps
- As 282 per 100,000 live births, MMR is the second-highest in ASEAN.
- As 72 children out of every 1000 die before the age of 5, the rate is highest in ASEAN.

Reference – 2014 Census

## Situation for Women and Girls (cont'd)

- Over half of women interviewed experienced intimate partner sexual violence
- All Forms of violence, including conflict related violence (ethnic and sectarian conflicts)
- Governed by outdated penal code till recently
- Services need to be engendered, expanded and upscaled
- Impunity and lack of access to justice
- National level parity in education masks regional and urban-rural disparities;
- Women are 29% less likely to own a mobile phone than men

## Myanmar's Nationwide Ceasefire Agreement



Source: Reuters

## Percentage of Women in Parliament

Country	Ranking	Percentage of Women in Parliament
Rwanda	1	63.8%
Timor Leste	20	38.5%
Nepal	47	29.5%
Vietnam	67	24.3%
Bangladesh	88	20%
India	144	12%
Myanmar	154	9.9%
Thailand	171	6.1%
Haiti, Qatar, Tonga, Vanuatu, Yemen,	185	0%

Source: Inter-Parliamentary Union (March, 2016)

## Myanmar Vs Global

- Gender Inequality Index (GII)- 80/188 countries
- Global Gender Gap Index- 83/144
- Human Development Index- 148/188

Source : UNDP (2015)

## Myanmar Vs ASEAN (GII)

Country	Rank /188	MMR	ABR	% Seats in parliament held by women	at least secondary education (% ages 25 & older)		Labour force participation rate (% ages 15 & older)	
					Female	Male	Female	Male
Singapore	11	10	3.8	23.9	75.5	81.9	58.2	76.4
China	37	27	7.3	23.6	69.8	79.4	63.6	77.9
Malaysia	59	40	13.6	13.2	75.4	79.1	49.3	77.6
Vietnam	71	54	38.6	24.3	64.0	76.7	78.2	83.2
Thailand	79	20	44.6	6.1	40.9	45.8	62.9	80.2
<b>Myanmar</b>	<b>80</b>	<b>178</b>	<b>16.5</b>	<b>13.0</b>	<b>27.1</b>	<b>20.0</b>	<b>75.1</b>	<b>81.8</b>
Philippines	96	114	61.7	27.1	72.8	70.3	50.5	78.8
Indonesia	105	126	49.6	17.1	42.9	51.7	50.9	83.9
Laos PDR	106	197	64.1	25.0	30.4	42.8	77.7	77.0
Cambodia	122	161	51.6	19.0	13.2	26.1	75.5	86.7

## Myanmar Vs ASEAN (GGI)

Country	Rank /144
Philippines	10
Singapore	65
Vietnam	69
Thailand	75
<b>Myanmar</b>	<b>83</b>
Indonesia	84
Cambodia	99
China	100
Malaysia	104



## Social and cultural norms

- “The son is the master and the husband is the god”
- “Women can destroy the whole world”
- “The more you beat her up, the more (she) loves you”
- “Never have pity or mercy on your ‘wife’ or your ‘cow”
- “ Men’s power is on ability while hair is for women”



**“If a hen crows, no dawn comes, but only if a cock crows, then the dawn comes.”**



**Situation of Systematical Disadvantages for Women**



## Discussion

Participants discuss the findings in small groups and present back their responses to the questions:

- What surprised you?
- What did not surprise you?

## Myanmar's commitment to gender equality

- The United Nations Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), ratified in 1997
- The 4th World Women Conference on Women (BPA).
- Constitution of the Union of Myanmar (2008)
- The National Strategic Plan for the Advancement of Women 2013–2022 (12 areas aligned with BPA)
- The Myanmar Sustainable Development Goals Implementation Plan

BPA = Beijing Declaration and Platform for Action of 1995



## Sustainable Development Goals (2015-2030)



**#4: Ensure inclusive and quality education for all and promote lifelong learning**



## Gender Equality and Women's Empowerment (GEWE) in Agenda 2030

GEWE is a standalone goal and a means to achieve other SDGs

[Preamble] "...realize the human rights of all and to achieve gender equality and the empowerment of all women and girls. They are integrated and indivisible and balance the three dimensions of sustainable development: the economic, social and environmental."

[Declaration] "Realizing gender equality and the empowerment of women and girls will make a crucial contribution to progress across all the Goals and targets. The achievement of full human potential and of sustainable development is not possible if one half of humanity continues to be denied its full human rights and opportunities... (para 20)"

## **National Strategic Plan for the Advancement of Women 2013–2022 (NSPAW)**

### **12 critical areas**

- Women and livelihoods
- Women and education and vocational training
- Women and health
- Violence against women
- Women and emergencies
- Women and economy
- Women and decision making
- Institutional mechanism for the advancement of women
- Women and human rights
- Women and the media
- Women and the environment
- The protection and empowerment of girls

## **Myanmar Sustainable Development Plan (2018-2030) and Gender Equality**

**PILLAR 3: PEOPLE & PLANET**

**GOAL 4: HUMAN RESOURCES & SOCIAL DEVELOPMENT FOR A 21ST CENTURY SOCIETY**

**Strategy 4.1.2 Eliminate abuse, discrimination, and exploitation faced by young people, including girls and other vulnerable groups, in all educational environments**

**Strategy 4.1.3 Expand access to both the hard and soft infrastructure necessary to enable access to a comprehensive, quality, free basic education, ensuring provision of gender and disability-sensitive school facilities, technologies, including water and sanitation services**

## To Achieve Gender Equality in Myanmar

- NSPAW as a way to respond to gender-related indicators in the SDGs
- Implementation of NSPAW at the ministerial level
  - » Policy Level
  - » Programme Level
  - » Project Level

For the goals to be reached, everyone needs to do their part



Governments



Private sector



Civil society



People like you

## 2.1 Understanding Gender Mainstreaming





# What is Gender Mainstreaming?

Gender mainstreaming is:

the systematic consideration of the differences between the conditions, situations and needs of women and men in all policies and actions integral to all decisions and interventions;

it concerns the staffing, procedures and cultures of organizations as well as their programmes

# What is Gender Mainstreaming?



**Gender Equality is a Goal**

If gender is 'mainstreamed': A gender perspective becomes normalized in all working practices, processes and structures

**Gender mainstreaming is the Strategy**

## Question to the Group

- What do you think gender mainstreaming is and isn't?

Is	Isn't
The concern of women and men	A women-only issue
About men and women working together	About only women taking action
Transforming the mainstream to allow women and men to participate equally	Tokenism in the form of adding gender policies or women to processes or even cancelling women specific policies or actions
Rethinking and redistributing the roles and responsibilities of women and men for the benefit of both	Only improving the position of women
Recognising different needs and interests of men and women, equally valuable and that equality requires identifying (gender-specific) disadvantage and implementing measures to counteract this	Treating men and women as if they have the same needs and interests and implementing measures that reflect this belief
The responsibility of everyone in the institution (but with direction from a gender unit/committee)	Confined to a gender unit or assumed as a given
Applying a gender perspective to all aspects of working processes and structures	Assuming that some issues, processes and structures are gender-neutral



## Main principles

- Apply a gender lens to existing structures, processes and culture
- Recognize women and men's needs and interests as different and equal
- Women and men work together to rebalance access and control over resources and power

## Why gender mainstreaming?

- Targeting improvement of women's position separately has limited success, often marginalized and underfunded.
- Underlying structural conditions which cause and perpetuate inequalities must be tackled
- Effectiveness (of an institution) depends on responding to the needs and interests of both men and women

## Question to the Group

- What are the different stages involved in gender mainstreaming?

What does the gender mainstreaming process entail?



**Gender Mainstreaming Cycle**

## Question to the Group

- Have you been involved in a gender mainstreaming process previously and, if so, which of the methods or tools are you familiar with?
  
- What methods/tools can you use in each stage?
  - Defining the issues
  - Planning
  - Implementation of actions
  - Checking progress

Stage	Method/Tool
1. Defining the issue(s)	Gender analysis Gender statistics Gender impact assessment Gender stakeholder consultation/focus groups
2. Planning the resources required	Gender budgeting Gender procurement Gender indicators
3. Implementing actions	Gender awareness-raising Gender equality training Gender-sensitive institutional transformation
4. Checking progress	Gender evaluation Gender monitoring Recommendations for planning

## Question to the Group

- What are the different levels of gender mainstreaming?

## Levels of gender mainstreaming

Gender mainstreaming can be done at the following levels:

- 1) Policy
- 2) Institutional /organizational
- 3) Programmes/project

## Question to the Group

- Who are responsible for gender mainstreaming?

## Who are responsible?

- Ownership and commitment by all stakeholders is necessary for mainstreaming
- All staff involved in implementation need to be gender-aware
- Political will, support and commitment from the top to lead and authorize process
- Gender structure/focal point to support and promote gender skills and approaches but overall responsibility for gender lies with all staff

Effective gender mainstreaming can occur if the following are in place:

1. A clear gender policy
2. Practical coordination of all gender mainstreaming initiatives
3. A clear guide on gender mainstreaming and best practices
4. Training and capacity building
5. Awareness creation and advocacy on gender mainstreaming
6. Partnerships and networking for persons and institutions
7. Research and information dissemination on gender issues
8. Sex disaggregated data
9. Resources mobilization
10. Monitoring, evaluation and reporting.

## Gender Mainstreaming in Teacher Education in Myanmar

- Why do they think gender should be mainstreamed in teacher education in Myanmar?

## Group Discussion

- What is the current status of gender mainstreaming in your institution?
- What would gender mainstreaming within your institution entail?
- How gender mainstreaming can be done at the following levels: 1) Policy, 2) Institutional /organizational and 3) Programmes/project?
- Where do you think it should start?
- What challenges would you anticipate?
- Who do you think should be involved in the process?
- What type of coordination mechanisms would need to be in place?
- Are there any existing mechanisms in place that could be built on?

## References

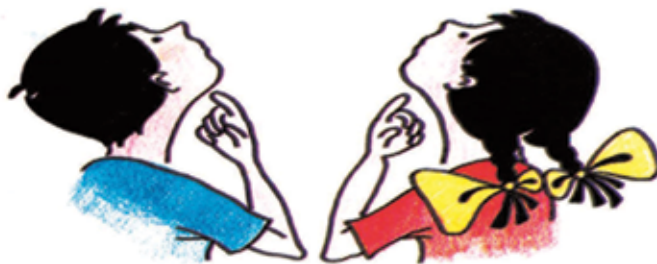
- Gender mainstreaming in high education toolkit, INASP 2016
- Training manual on gender mainstreaming, Ministry of Gender, Children and Social Development, Kenya 2008



## 2.2 Gender Issues in Education

### Food for thought

Sitting in the same classroom, reading the same textbooks and listening to the same teacher, boys and girls receive very different educations (Weiss 2001)



## Gender Issues in Teaching: What Does the Research Say?

- 1) Gender Bias in Education:
  - ❖ Teacher-Student Interaction
  - ❖ Curriculum, Teaching Materials and School's Textbooks
- 2) Gender: A Neglected Topic in Teacher Education
- 3) Gender Responsive Teacher Education

### 1) Teacher-Student Interaction

- Teacher-student interaction bias: male students receive more attention and teachers interact more with boys
- Teacher preference toward male students over female students has been acknowledged consistently across kindergarten (AAUW, 1992), elementary school (Irvine, 1986; Merrett & Wheldall 1992), and high school (Duffy, Warren, & Walsh, 2001)
- Teachers give boys more "wait time" in class discussions.
- Teachers call on and allow male students to respond to questions more frequently than female students (Hall and Sandler (1982)) and interrupt male students less frequently than female students (Sadker & Sadker, 1986).



## 1) Teacher-Student Interaction (cont'd)

- Teachers assign classroom duties based on gender differences. Even at young stages (when both males and females have similar physical abilities), teachers assign more physically demanding duties to males. (Wellhausen)
- Teachers often use biased language – using the word “he” when referring to inanimate objects or unspecified persons. (Wellhausen)
- Teachers often divide the class based on gender for competitive games and activities.
- Girls receive fewer compliments based on ability than boys do. Girls are more likely to be complimented on neatness or appearance, whereas, boys are more likely to be complimented on their educational accomplishments. (Wellhausen)



## 1) Teacher-Student Interaction (cont'd)

- Teachers apply different standards of behavior to boys and girls.
- Teachers are often known to unconsciously call on boys more often than girls. (Hong, 1998). Boys are often perceived as being better at math and science than girls. Teachers tended to criticize boys' performance on an academic task for lack of trying hard enough.
- Teachers sometimes refer to topics as a “guy” or “girl” thing.
- In some cultures, schools are characterized by a lack of praise for boys, and teachers give boys a disproportionate number of reprimands.
- Teachers do not promote a wide variety of activities throughout the day.
- Teachers promote learned helplessness in girls.



## Group Work: Challenges of Gender Issues

Recall your personal experience:

- Share your first memory about a time at school when you realised that you were being treated a certain way because of your gender. What effects had on them because of this.
- Have you ever treated a student with a certain way because of his/her gender?
- What are some ways that gender discrimination manifests itself in the classroom?

### 1) Curriculum, Teaching Materials and School's Textbooks

- Research shows "that students spend as much as 80 to 95% of classroom time using textbooks and that teachers make a majority of their instructional decisions based on the textbook." Sadker, D., & Zittleman, K.(2007).
- **Key Gender Inequalities in Curriculum, Teaching Materials and Textbooks**
  - ❖ Gendered Language
  - ❖ Gendered Roles
  - ❖ Gendered Stereotypes
  - ❖ Women in the curriculum



## 1) Curriculum, Teaching Materials and School's Textbooks (cont'd)

### Gendered Language

- Reflecting wider society, school textbooks (and teachers) tend to use gendered language – 'he', 'him', 'his', 'man' and 'men' referring to a person or people.
- This tends to downgrade women and make them invisible.



## 1) Curriculum, Teaching Materials and School's Textbooks (cont'd)

### Gendered Roles

- School textbooks have tended to present males and females in traditional gender roles- for example, women as 'Mother' and 'Housewives'. This is particularly evident in reading schemes from the 1960s and 1970s.
- Feminist research has revealed the extent of **male domination** and the ways in which **male supremacy** has been maintained.





# 1) Curriculum, Teaching Materials and School's Textbooks (cont'd)

## Gendered Stereotypes

Reading schemes have also tended to present traditional gender stereotypes. For example....

- Boys are presented as more adventurous than girls
- As physically stronger
- As having more choices
- Girls are presented as more caring than boys
- As more interested in domestic matters
- As followers rather than leaders



# 1) Curriculum, Teaching Materials and School's Textbooks (cont'd)

## Women in the Curriculum

- In terms of what's taught in schools- the curriculum- women tend to be **missing, in the background, or in second place.**
- Feminist researchers often argue that Women have been '**hidden from history**' – history has been the subject of men.  
([http://womenhistory.about.com/library/bio/blbio\\_list.htm](http://womenhistory.about.com/library/bio/blbio_list.htm))
- In one 1992 world history textbook, of 621 pages they found only 7 pages related to women.
- In subjects such as history, women are not represented as well as men. (Spring, 80)



## 1) Curriculum, Teaching Materials and School's Textbooks (cont'd)

- Two other authors (Karyn Wellhousen & Zenong Yin), in an article entitled "Peter Pan isn't a girls' part" agree with Spring that women are not fairly represented in instructional materials.

- The authors state:

*"Examples of bias in instructional resources include an absence or exclusion of females from books, stereotyping both sexes, degradation of girls, and isolation of materials which related to women. Gender biased language, which distorts students' perceptions of reality, continues to be used in published materials. Even though textbook publishers have authors' guidelines for using non-sexist language, the guidelines are not enforced."*



## 1) Curriculum, Teaching Materials and School's Textbooks (cont'd)

- According to 2015 EFA, Global Monitoring Report: gender bias in textbooks remains pervasive in many countries.
- This bias can affect children's self-esteem, lower their engagement in schools and limit their expectations about their future opportunities, including career options;
- Consistent pattern of stereotyping and misrepresentation of girls and women in textbooks reinforcing gender discrimination and inequalities (Blumberg, 2008).







**တို့ဝေဝေ**

စားဝတ်နေရေး၊ ဆရာဝန်၊ ကျေးဇူးကြီးပေးတို့ဝေဝေ

ကိုးကွယ်ခြင်း၊ ဝတ်စုံဝတ်လျှင် နီရင်တတ်ပေး တို့ဝေဝေ

အိမ်ထောင်အရေးအခဲပေး လေးစားထောက်ပံ့ပေး တို့ဝေဝေ

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**တို့မေမေ**

ကျွေးမွေးသူတံသင်၊ သက်ဆုံးပင် ချစ်ခင်စွာပေး တို့မေမေ

ငယ်စဉ်ကာလ၊ စဉ်းကမ်းပြ ဆုံးမနေပေး တို့မေမေ

အရွယ်ရောက်လာ၊ ကျောင်းအပ်ကာ ပညာပေးပေး တို့မေမေ

ကျန်းမာဖို့ရေး၊ သင့်ရာကျွေး လေးစားအပ်ပေး တို့မေမေ

ဝတ်စားဆင်ယင်၊ မြတ်နိုးကြိုက် ချစ်ခင်အပ်ပေး တို့မေမေ

ပုံ(၄) နတ်သတ်ကြီး၏ မတ်တော်မှ 'တို့ဝေဝေ' နှင့် 'တို့မေမေ' ကဏ္ဍများ

**ရွတ်ဆိုရန်**

**တို့တာဝန်**

လယ်သမားကြီး ဦးသာအောင် ပေးနေကြတာ မြည့်ကျိုးအောင်၊ ကိုရိုးမောင် အလုပ်သမား ကုန်ထုတ်တိုးဖို့ သူကြိုးစား

ဦးစိုးကျားက ကျောင်းဆရာ စာပေတတ်ဖို့ သင်ပေးတာ၊ မောင်ထွန်းသာ တပ်မတော်သား နိုင်ငံရန်ကို ကာကွယ်ထား

စာဖြန့်ဖြူးရေး မောင်သိန်းတန် စာပို့ရာတွင် အမျိန်မှန်၊ ကိုသာဇံ မီးသတ်သမား မီးသတ်ရာတွင် သူစွန့်စား



ပုံ(၄) (အပေါ် ၀) ပထမတန်းမြန်မာစာ မတ်တော်မှ 'တို့တာဝန်' ကဏ္ဍ



ပုံ(၅) (အထက်) အဘိဓာန်အားဖြင့် အဘိဓာန်အားဖြင့် အဘိဓာန်အားဖြင့်



This is Daw Thein.  
She is a woman.  
She is a teacher.



Is she a girl?  
No, she is not.

Is she a policewoman?  
No, she is not.

Is she a teacher?  
Yes, she is.

ပုံ(၆) အဘိဓာန်အားဖြင့် အဘိဓာန်အားဖြင့်

၁၃



Fig 01 : Illustration from Grade 5, English Language Textbook

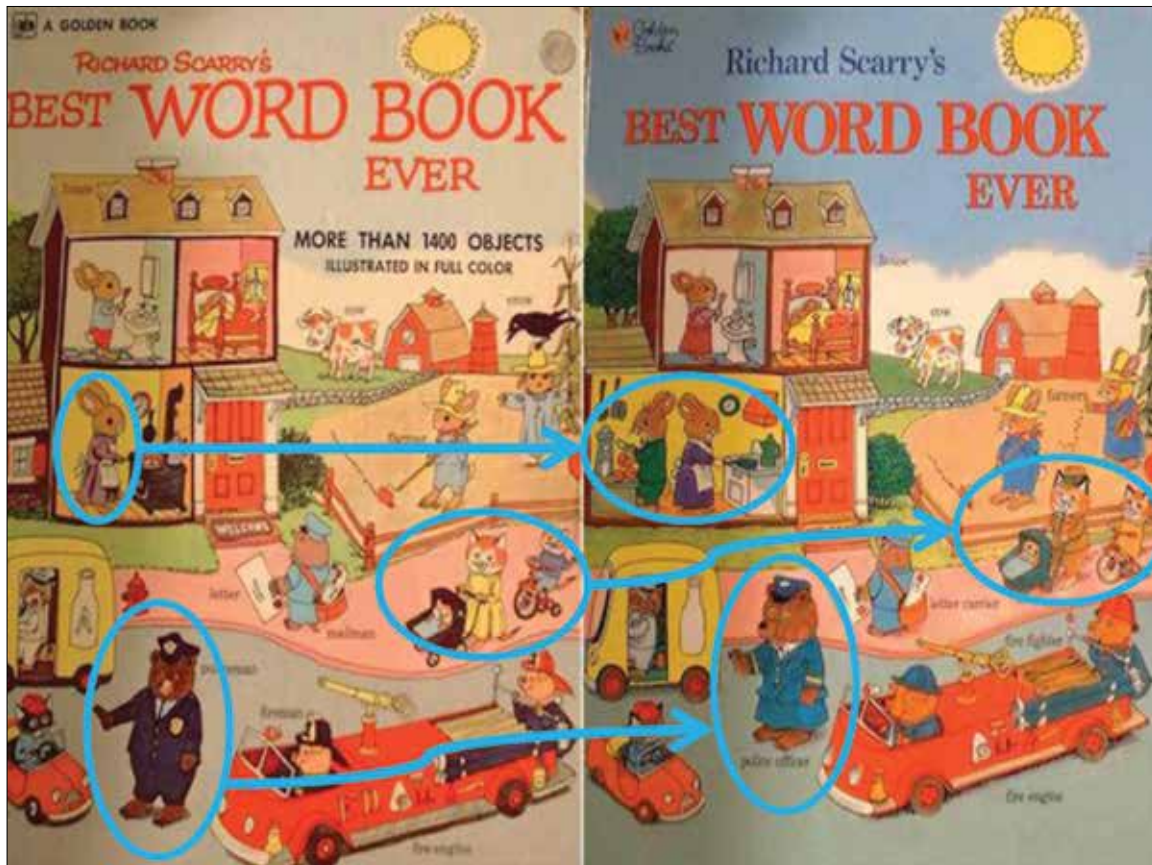
## Gender Stereotype

- Obvious and consistent patterns of gender stereotypes, particularly related to future occupational choices and opportunities.
- In a review of text books from **Grades 1-7** ,
  - boys were seen in active roles such as playing sports and climbing trees,
  - girl children were typically depicted helping their mothers and studying.
- In **Grade 4 English language textbooks** on occupational choices,
  - no less than 16 different occupational roles were associated with men (soldier, doctor, sailor, shopkeeper, tailor, gardener, farmer, engine driver, fisherman, workman, baker, fireman, postman, bus-driver and policeman);
  - only two were associated with women (nurse and policewoman), in addition to one girl, who was described as a pupil. (GEN- Raising the Curtain 2014, p.4)



## Gender Norms

- “men as leaders and breadwinners”, “women as homemakers”, are used in various contexts to promote educating men over women.
  - Myanmar’s education system reproduces these gender norms,
  - depicting boys and men as:
    - tough; externally oriented; focused on production; intelligent and responsible for national affairs.
  - Girls as:
    - quiet and well behaved; focused on reproduction; family oriented and modest.
- Vocational training continues this pattern of socialization as it prepares boys and girls for a gender segregated labour market. (GEN- Raising the Curtain 2014, p.4)





## Video Clip

### 1) Curriculum, Teaching Materials and School's Textbooks

Gender Discrimination in Disney movies



## 2) Gender: A Neglected Topic in Teacher Education

- Teacher education systems train teachers as knowledge transmitters rather than transformative agents (Freire, 1970).
- A content analysis of twenty-three teacher education texts collectively devoted only about three percent of their space to gender (Zittleman and Sadker 2003) .
- A review of education policy in 40 developing countries indicated that policies to integrate gender training into teacher education remained scarce (Hunt, 2013).
- Gender issues seen as contentious and political in teacher education in Europe. (Weiner, 2000).



## 2) Gender: A Neglected Topic in Teacher Education

- The OECD project (2010) 'Educating Teachers for Diversity' has noted that teacher educators themselves are not adequately prepared for the challenge of diversity.
- If teachers are not properly trained in their formative years of preparation on gender issues, they will believe that 'what is good for the boys will also be good for the girls.'
- Gender should be integral to teacher preparation.





## Gender Responsive Teacher Education– Broader Context

- **Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), 1979, Article 10 (c) :**
- **World Conference on Women, Beijing, 1995; Platform for Action, Chapter IV, Section B, paras. 69-79, in particular paragraph 74, (on gender-biased curricula and teaching materials):**
- **The Dakar Framework for Action, Education for All (2000)**
- **All underscores :**

The need for gender bias free curricula and teaching materials and *the imperatives for learning content and materials to encourage and support gender equality and respect.*

### Group Work: Challenges of Gender Responsive Teacher's education

What are the challenges for gender responsive teacher's education (curriculum, teaching materials & school textbooks) in your country?





### 3) Gender Responsive Teacher Education

Achieving gender equality calls for '*gender-sensitive policies, planning and learning environments; mainstreaming gender issues in teacher training and curricula; and eliminating gender-based discrimination and violence in schools*' (Education 2030 Framework for Action (UNESCO, 2015, p. iv))



### A Case for Gender Responsive Teacher Education

- Gender bias - an obstacle to gender equality in education and beyond
- Need for gender-responsive teachers who are aware of existing gender inequalities and who can equip their students with appropriate skills, knowledge and attitudes to deal with these and to make changes that lead to greater equality and respect for diversity
- Teachers a source of gender-role socialization for students – a catalyst for the promotion of gender equality
- Teachers need to be aware of structures that create differences between men and women.



## A Case for Gender Responsive Teacher Education (cont'd)

- Gender studies in teacher education contributes to teachers' sensitivity to boys' and girls' needs
- Teachers' greater understanding of gender issues will enable them to be more reflective and effective in their teaching
- A supportive teaching environment is central to girls' learning outcomes and capacity to claim rights (Lloyd et al, 2000)
- Although women are overrepresented in teaching, their voice has not dominated the profession. Integration of gender will bring women's voice forward



## A Case for Gender Responsive Teacher Education (cont'd)

- Sexist teaching practices influence students' self-concept, self-esteem, curricular choices and occupational choices (Stewart et al, 1990)
- Teacher training curriculum is dominated by subject content knowledge, methodologies and philosophies of education (Molloy, 2014) and
- Little consideration is given to the 'who' of teaching (gender identities and gender roles of teachers and students, how this influences and what happens in classrooms).
- Teacher education systems promote knowledge reproduction based on rote learning and memorization rather than promoting knowledge creation based on exploration, independent thinking and questioning.



## A Case for Gender Responsive Teacher Education (cont'd)

### The Underlying Principles - Curriculum

- Gendered representation as embodied in characters promote gender equality:
- Inclusion of characters contributes to the development of gendered representations, specifically:
  - ❖ Contain equitable representation of female and male characters as important figures who deserve recognition and respect;
  - ❖ Present authentic role models in variety of careers, demonstrating that successes are achievable for females and males, other gender identities in all ethnic/racial groups;
  - ❖ Show female and male confronting and solving problems with equal skill and resourcefulness;



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### 2.3 GENDER MAINSTREAMING IN CURRICULUM OF PRE-SERVICE TEACHER EDUCATION



### **Gender bias in the curriculum and teaching/ learning materials**

1. The content of the courses\* in the teacher education programme does not include gender issues or an emphasis on gender equality.
2. Little attention is given to courses that equip future teachers with the knowledge about differences in the psychology between boys and girls, and the skills teachers need to help boys and girls in effective ways.
3. Gender equality is not explicitly stated in the curriculum objective and delivery.
4. Teacher training courses in STEM subjects cater to male-dominated classrooms, whereas female students crowd courses in the humanities.
5. Textbook content is centred on men and boys, portraying them as strong, authoritative and business-like.

6. The majority of role models and heroes in the textbooks and learning materials are men. Whenever mentioned in the textbooks, women appear in subordinate roles and fulfilling tasks mainly around the house.
7. Illustrations used in textbooks are mostly about men; streets and places of interests are mostly named after male heroes.
8. Attempts to include concept of gender in the curriculum rest on theoretical level, with little insight on how the concepts of gender equity and equality can be translated in their work and everyday behaviour.
9. Curriculum developers for TEI courses have their own gender bias and which are reflected in the curriculum they produce.

### **Recommended policies to make curriculum and teaching/ learning materials in pre-service teacher education gender-responsive**

1. State explicitly that gender equality is a goal of the TEI curriculum, as well as an outcome of teaching and learning.
2. Incorporate in the performance evaluation of TEIs and their leadership a set of gender indicators related to gender-sensitive curriculum and textbooks.
3. Conduct a periodic gender audit of the curriculum, course syllabus, textbooks and learning materials of TEIs to identify and remove all gender biases, while at the same time emphasizing and applauding attitudes and values that promote gender equality. Ensure the monitoring of curriculum modification and its delivery as a result of the audit.

4. Mainstream gender issues in the curriculum and instructional materials to sensitise future teachers of gender stereotypes and their negative effects, and to enable them to develop healthy attitudes. At the same time, dedicate a separate module on gender to provide basic understanding of gender issues and how they are expressed in professional and personal lives.
5. Develop a checklist for gender-responsive curriculum, syllabuses and textbooks of TEIs; make sure all old and new curriculum and materials are screened against this checklist.
6. Require the developers of curriculum and textbooks to participate in gender training and to use gender checklist in the development of curriculum and materials.



## 2.4 Gender Mainstreaming in Pedagogy of Pre-service Teacher Education



### Some gender-biased pedagogical practices in TEIs

- Use of teacher-centred methods fail to recognise different needs and learning styles of male and female students
- Teacher educators remember names of male students and call on them more frequently.
- They wait longer for males to respond to questions, but interrupt female students before the end of their response.
- They readily praise the responses of male students and use them as examples for the whole class. Praise to female students are watered down
- They give male students more eye contact, following questions.
- Derogatory language is used more often when addressing female students.
- Female students are seldom called on to respond to questions, or same female student(s) are called regularly
- Efforts made by female students are not appreciated in the same way as when they are made by male students.



- Female students receive gender-insensitive comments about the way they look, behave, and perform in class.
- Stereotypical expectations of female students (being submissive, non-assertive).
- Male students are more often given the leadership roles in class discussions or projects.
- Male students are asked more questions that call for 'higher-order' critical thinking, female students - 'lower-order' recounting of facts.
- Some male teacher educators favour female students who are good looking, and ignore male students or other female students.
- Gender-based seating arrangements in class (male students sit together, in front; female students sit together, at the back of the room).

### **Recommended policies to make pedagogy in teacher education gender-responsive**

1. Incorporate gender-sensitive behaviours in the code of conduct for teacher educators.
2. Include gender-awareness, gender-sensitivity, and gender-responsive teaching skills in the competency framework and standards for teacher educators.
3. Train teachers in gender-responsive and student-centred methodologies to promote equal participation and learning of girls and boys, as well as any subgroup of girls/boys requiring special attention within a given country context (e.g. children with disabilities, those from socially and economically disadvantaged families).

4. Incorporate in the performance evaluation of TEIs and their leadership a set of gender indicators related to gender-sensitive pedagogy.
5. Conduct periodic gender training for teacher educators where they review their teaching practices through a gender lens and develop a plan for improvement.
6. Adopt gender-sensitive, learner-centred teaching approach for all teacher education institutions, promoting active engagement of female and male students in the learning process, and encouraging student teachers to use the same approach when they work at school.

## **2.5 Gender Mainstreaming in Management Arrangements and Institutional Support Services of Teacher Education Institutions**



### **Gender bias/inequality in teacher education institutions**

- The culture of TEIs\*and support service\*\* is not gender-sensitive => affected quality of their work and learning, female staff and students do not have the same enriching experience at TEIs as their male colleagues.
- Lack of political commitment on gender issues, of knowledge of best practices to address gender issues and weak capacity to deliver on plans for gender parity and equality in TEIs
- Gender-bias of many teacher educators themselves
- Persisting gender stereotypes in TEIs (e.g. men are believed to be authoritative and make good leaders, women are considered emotional and suit non-managerial roles) => few women access management positions, decisions that are made do not equally benefit men and women.

### **Recommended policies to make teacher education institutions gender-sensitive**

1. Make the equal representation of male and female staff members in leadership positions - including on committees and boards - an institutional *goal and obligation* of all TEIs.
2. Integrate the equal representation and role distribution of male and female members in the goal and policies of TEIs, and *in the decision-making and strategic planning process* of the institutions.
3. Incorporate a gender-equitable quota in staff recruitment and replacement in all units of the TEIs in order to achieve an equal representation of both sexes. In some cases, undertake affirmative action in targeted hiring in favour of the under-represented sex, using results from surveys and gender research (see Module 4 on research).

### **Recommended policies to make teacher education institutions gender-sensitive (cont'd)**

4. Incorporate in the performance evaluation of TEIs and their leadership a set of gender indicators related to gender-sensitive institutional management and support.
5. Institutionalise periodic sensitisation for all staff to reject their own gender bias, to understand the nature and root causes of gender inequality, to recognize the problems related to gender discrimination, and to develop action plans for addressing them. This action plan will be accompanied with a road map for monitoring expected results and sanctions for non-compliance.
6. Put in place a functional mechanism for tracking the implementation of gender-equality measures in TEIs and inform all staff and student teachers accordingly. The TEI Head should lead this mechanism and be accountable for its effectiveness.

### **Recommended policies to make teacher education institutions gender-sensitive (cont'd)**

7. Include gender-sensitive attitudes and behaviours in the code of conduct of all staff, and specify sanction measures in case of non-compliance.
8. Develop support policies, programmes and facilities for women, especially women from minorities and ethnic groups, and ensure institutional services in TEIs are gender sensitive.
9. Provide scholarships and other forms of financial assistance to female students, especially from ethnic minorities and those who live in disadvantaged areas.
10. Appoint a gender focal person for women's specific activities in order to benefit from the policy equally and equitably with others.

### 3.1 MAKING TEACHER INDUCTION GENDER-RESPONSIVE



#### Teacher Induction

- The first few years of a teacher's career - most sensitive period in his/her professional life\*.
- Teacher induction is critical and should provide targeted and intensive support and monitoring to novice teachers
- Induction programmes include a range of structured activities- mentoring, coaching, peer work and special support on a regular basis.
- Effective induction enables novice teachers to cope with the many new challenges at work and gain confidence, thus enhancing their motivation and commitment.

## Teacher education continuum:



### Group Discussion

- 1) Is teacher induction provided?
- 2) If induction is provided only to some novice teachers, who are the recipients?
- 3) What kind of support during induction is provided? When is it provided?
- 4) Who provides the support during induction to teachers?
- 5) How long is induction provided for?
- 6) According to novice teachers, is the induction effective? Why or why not?
- 7) Are there gender barriers in teacher induction?
- 8) If there are gender barriers in teacher induction, in what way are they demonstrated?
- 9) How do gender barriers in teacher induction affect male and female teachers?
- 10) Have there been any measures adopted to remove gender barriers?

## **Gender bias in teacher induction**

- Female teachers are given less coaching and support, under the pretext that they cannot spend much time at school after class due to family responsibilities
- Male novice teachers are given more mentoring and coaching under the perception that they teach 'difficult' subjects
- Insufficient importance given to induction => leaders do not search for alternative methods to provide induction to all novice teachers
- Shortage of senior/experienced teachers in school to provide induction to new teachers => not all novice teachers receive induction.
- Experienced teachers/ school leaders who induct novice teachers unconsciously convey their own gender-bias\*
- Lack of understanding of gender barriers that affect female teachers' performance from the beginning of their career.
- Gender blind induction further accentuates gender-based discrimination and overtly differentiates between male and female teachers\*\*

## **Recommended policy actions to make induction gender-responsive**

1. Legislate compulsory induction for all novice teachers during the first year of their teaching. This will be followed by continued support and coaching in the subsequent three years, with special attention to female teachers and those from disadvantaged areas.
2. Set the timetable of induction-related activities in consultation with concerned novice teachers to make it convenient and feasible for teachers to take part in the activities.
3. Provide special support to female novice teachers to enable them settle in the job well and gain confidence.



## 3.2 Gender mainstreaming in in-service continuous teacher professional development



### Objectives

- Enhance understanding of the importance of in-service professional development and of the types of activities that can help teachers to become more competent and effective;
- Conduct an analysis of different aspects of in-service professional development from a gender perspective;
- Become better aware of how gender bias can make teacher professional development ineffective in strengthening the competencies of both male and female teachers;
- Discuss and articulate recommendable policies to make in-service teacher development gender-responsive.

## Importance of in-service teacher education

- Pre-service teacher education stage does not produce ‘accomplished teachers’. Their subject knowledge and pedagogical skills need to be regularly updated throughout their careers, through continuous in-service professional development
- In-service teacher development includes a wide variety of both school-based and off-campus professional development activities\*.
- Professional development should strengthen teachers’ efficacy and competencies, especially in:
  - ◇ managing their classrooms of girls and boys with varying abilities and learning styles, from diverse socio-economic, ethnic and cultural backgrounds;
  - ◇ diagnosing their students’ learning difficulties as well as their abilities;
  - ◇ using technology to improve teaching and learning – e.g. through development of digital teaching materials and use of technological devices to track students’ learning, student-led technology projects;
  - ◇ the mastery of their subject matter knowledge;
  - ◇ the acquisition of the 21<sup>st</sup> century skills and the abilities to inculcate in students the same skills.

## Importance of continuous in-service professional development

- The dynamic nature of knowledge and skills means teachers’ calls for continuous in-service professional development
- In-service professional development includes a wide range of activities: degree programmes, certification programmes, short-term thematic workshops, diverse school-based activities (team teaching, joint projects, observation of colleagues’ classes, experience exchanging...), mentoring by experienced staff developers.
- In-service teacher development can be effective when there is a strong school culture that supports application of new learning.
- in-service professional development programmes can be effective if they are gender-responsive
- Gender-responsive professional development activities help teachers improve their knowledge base and competence, maintain their motivation and have higher job satisfaction.

### **Gender bias in the content, participant selection and organization of in-service teacher professional development programmes**

- The content of programmes is often designed without taking into account teachers' needs and demands.
- The courses tend to be one-off training on a subject, with a focus on theoretical aspects => do not enable teachers to translate new knowledge into changes in their teaching practice.
- The majority of in-service training programmes are gender-blind, in different ways:
  - The content is silent on gender issues.
  - Attempts to address gender issues touch on theoretical aspects without linking them to actual teaching practices\*
  - The programmes implicitly and explicitly stating differences in the abilities between men and women, failing to recognize the root causes of gender inequality and reinforcing gender bias.
- Unequal representation of male and female teachers in professional development programmes\*\*.

### **Gender bias in the content, participant selection and organization of in-service teacher professional development programmes (cont'd)**

- Renewed focus on STEM subjects => donor funding is more available in STEM subjects, hence benefitting more male teachers
- Participation in professional development programmes is often considered as a reward. Due to the undervaluing of female abilities and achievement, fewer women are given the opportunity to attend those programmes.
- There is no equal representation of men or women among staff trainers.
- Teachers in remote areas are not supported with transport costs.
- Training programmes are often organized during the holiday periods. Without support for childcare, female teachers are unable to participate.
- The method of organization and delivery of development programmes seldom take account of teachers' professional needs and personal circumstances\*
- School-based development activities are not geared up for improving gender-responsive teaching practices, fail to attract interest and participation of teachers\*\*

## **Gender bias in pedagogy of in-service development programmes and in school culture**

- Use of trainer-centred approach with long lectures - ineffective in imparting new knowledge and skills, reinforcing reticence and shyness of female participants and gender bias.
- Trainers not gender-neutral, reinforcing gender bias, failing to convey the idea of gender-sensitivity
- Lack of support from school management, gender-biased school environment\* , lack of monitoring => no application of new learning, little improvement of their teaching practices and student learning outcomes
- Unwritten rules of the school culture discourage female teachers from voicing their opinion and from being assertive. Such rule does not apply to men.

## **Gender bias in pedagogy of in-service development programmes and in school culture (cont'd)**

- Few or no opportunities for team teaching or exchanges of experience\* .
- Teachers in need of support to handle challenges at school receive insufficient assistance and encouragement from the school leadership =>demotivates both male and female teachers.
- Gender-specific training workshops are poorly conceived, often mistakenly understood as workshops for women => few men participate and most maintain their gender mindset.
- *School-based* professional development activities are either rarely organized, or organized as ad-hoc, one-off events, are not gender-sensitive =>have limited effectiveness on promoting gender equality.
- Information about professional development possibilities is not transparent.
- Favouritism of some staff over others and/or sexual harassment and other forms of violence against women => unproductive / hostile work environment.
- Insufficient and ineffective monitoring of the implementation of learning\*\*

## **Recommended policy actions to remove gender bias in continuous teacher professional development**

1. Update the teacher competencies to integrate criteria of gender-sensitivity, and use those competencies as the basis for designing and organizing continuous professional development, with specific focus on ensuring gender equity and equality.
2. Put in place a mechanism to ensure all teachers have equal opportunity to attend professional development activities. In many cases, this may call for affirmative action in favour of female teachers, including provision of incentives and rewards for female teachers to enable them to participate in and make the most of professional development activities.
3. Include gender issues in the content of in-service professional development programmes.
4. Ensure that the content and methods used in professional development activities are gender-sensitive and promote gender equality, especially through promoting learner-centred, interactive training methods, recognizing and addressing biases.

## **Recommended policy actions to remove gender bias in continuous teacher professional development (2)**

5. Emphasize life skills development in in-service teacher professional programmes with a view to building self-confidence and resilience of women and girls, and promoting their social and emotional agency.
6. Train and support teachers and school leaders in the use of positive discipline practices and classroom management measures that promote gender equality and ensure that the work of the entire class does not suffer because of the disruptive behaviour of a few in this respect.
7. Conduct periodic gender audits of in-service teacher professional development programmes – both training courses and school-based activities.
8. Incorporate gender issues into the pre-service and in-service training programmes of school leaders, as well as in their performance evaluation mechanism.
9. Institutionalize periodic gender sensitization sessions and conduct gender analysis of the school culture with a view to adopting gender-sensitive measures to rectify the situation.
10. Require school leaders to encourage the application of new learning from professional development programmes in order to improve teaching practices and gender-sensitive behaviours. Include this requirement in the competency framework and performance evaluation for school leadership.

### **Recommended policy actions to remove gender bias in continuous teacher professional development(3)**

11. Build a gender-sensitive support mechanism, e.g.:

- Provide childcare support for female teachers.
- Put in place a secure mechanism for reporting gender-based bullying, sexual harassment or any forms of injustice committed on staff.
- Ensure a follow-up on reports of abuse and enforce sanctions for violation of gender rules, including display of disrespect towards female teachers.
- Organize monthly sessions for exchanging experience and mutual sharing (or weekly, depending on country context).

12. Put in place a functional mechanism for tracking teachers' participation in professional development and application of new learning, and inform all teachers accordingly. The school Head should lead this mechanism and be accountable for its effectiveness.

### **Important notes**

- Distinction between *gender-sensitive teacher professional development programmes* in general and *gender training workshops*:
  - Both are intended to improve teacher competencies.
  - *gender-sensitive teacher professional development programmes* incorporate gender dimensions in their content, methodology and organization
  - *gender training workshops* focus on gender issues as the core content.
- Gender training is not training about and for women. Equal participation of men and women must be ensured so they both can benefit.
- Training workshops are only one of the channels for professional development. School-based activities are effective channel; should be promoted by leadership and must be gender-sensitive.

## 4.1 Importance of gender-sensitive research in teacher education



### Misperceptions about research; importance of research in teacher education

- Mistaken assumption that research takes place only in hard sciences
- Most changes and improvements in education have come about thanks to research\*.
- Research provides a scientific basis for new approaches and innovative practices to improve student learning outcomes, enabling all students to realize their potential and become productive members of the workforce.
- Conducting research helps teachers to grow professionally, improves competencies, widens knowledge base.
- *Action research* is an important research modality that can be undertaken by both teacher educators, student teachers and those who are teaching in schools.



### **Misperceptions about research; importance of research in teacher education**

- Gender bias often determines the level of attention given to research, the choice of research topics, selection of researchers for donor-funded projects and decision on who leads research projects.
- Every aspect of teacher education is influenced by gender, yet, too little gender research. This is both the cause and effect of the general lack of awareness about gender issues.
- Research on gender in teacher education provides information on gender influence and identify effective ways to address gender gaps, shape national research programmes and fund raising strategies for future research.

### **Research in PRE-SERVICE teacher education can support gender mainstreaming**

Pre-service teacher education provides ample opportunities for research on gender:

- Conducting research should be an essential task of teacher educators.
  - TEIs can use directly the results of their research in teaching future generations of teachers.
  - Research helps teacher educators to grow professionally.
- Student teachers are expected to write course papers on topics of their choice=> scope for the inclusion of gender research, in-depth reflections.
- Research in gender issues in course papers => student teachers become more sensitized toward the issues, more aware of the deep-rooted nature of gender inequality.

### **Research in PRE-SERVICE teacher education can support gender mainstreaming (cont'd)**

- Gender-sensitive research and research on gender issues - an effective tool for advocacy to support changes.
- Relevant topics for research in pre-service teacher education:
  - Education and its influence on the balance of power relationship between men and women.
  - A person's gender identity, and career choices.
  - The role of teaching methodologies in promoting gender equality.
  - Gender gap among male and female student teachers in science and technical disciplines.
  - Gender gap in education leadership.
  - Cause of the feminisation trend of the teaching profession, and how to reverse it.
  - The role of men in gender equality promotion.
  - Use of technology in gender equality advocacy.
  - Gender awareness and gender equality in teacher education institutions.

### **Gender sensitive research supports IN-SERVICE continuous teacher professional development**

- Research lays foundation for teachers' continuous professional development => Teachers should be encouraged to conduct research, especially action research
- *Action research* enables improvement of teaching practice
- Action research with a focus on gender helps dispel gender-based myths among schoolchildren and their families\*
- Topics relevant for gender research in in-service professional development:
  - What constitutes a gender-responsive school environment and how it helps teachers and students?
  - Gender gap in the age of rapid technological development.
  - The role of teaching methodologies in promoting gender equality.
  - Correlation between gender-sensitive school leadership and teacher performance.
  - Influence of gender discrimination on teacher attrition.
  - Girls in sports.
  - Ways to make science and technology girl-friendly.
  - Gender issues in classroom and school and their effects in teaching and learning.

### **An example of action research with a gender focus**

Action research on the connection between teaching methodologies and students' motivation for learning:

- When experimenting interactive, student-centred instructional methods, the teachers will record students' reaction and level of engagement.
- Then, they compare it with students' reaction and level of engagement when a traditional, talk-and-chalk method is used.
- Teachers interview students on their preference of methods, and their assessment of progress.
- They, then, combine it with their observation of student learning improvement and their involvement, teachers can come to conclusions about the effectiveness of both methods.
- The results will inform teachers about elements that motivate students and help them learn.
- Hence, through their own trial and error the teacher can select the methods that most effectively support the diverse student population – girls, boys, those from disadvantaged backgrounds and having no academic support at home, those who have another language as their mother tongue, and those with learning difficulties, and so forth. The application of the action research will bring about dramatic improvement in student learning outcomes.

## **4.2 Developing policies for gender-responsive research in teacher education**



### **Importance of communicating research results**

- The more research results are applied in teaching and learning, the better the teaching practices and student learning outcomes.
- Research must be accessible to users -policy-makers, administrators, school leadership, teacher educators, teachers, students and parents – to enable policies development and changes in practices.
- Communication of research must go hand in hand with the conduct of research
- Make intensive use of mobile technology and social networks for communication of research results

### **Methods for research communication for different target users**

- Publish in official education channels short synopses, including infographics, of the research targeting **decision-makers, managers and school leaders**.
- Disseminate synopses of research findings and recommendations through social and professional networks – targeting **teachers, researchers and members of associations**, encouraging them to do more research and join efforts in gender advocacy.
- Spread key messages about issues, findings and research recommendations through mobile phones, school newspapers, notice boards at school and in the communities – to **inform teachers, students, parents and community members**
- Present research findings in in-service continuous teacher professional development workshops, teacher exchange meetings and national or regional professional conferences – to enrich the knowledge base of the teaching staff, encourage them to adopt a gender-responsive stand and behaviour in their work.

## Recommended policies to promote gender sensitive research in teacher education

1. Incorporate in the TEI curriculum the requirement for all student teachers to complete one research paper as part of their degree requirement, and encourage student teachers to prioritize gender issues in their research.
2. Incentivize *teacher educators* to conduct research on gender, through giving acknowledgement, allocation of research subsidies, and fast-track promotion based on track record of research work.
3. Provide incentives to *schoolteachers* who conduct action research with a gender focus, including time allowance for research, participation in professional conferences, public acknowledgement, and accelerated promotion.
4. Encourage teacher educators and teachers to disseminate their research on gender issues through all possible communication channels, mass media and social networks.
5. Legislate that the budget of a TEI or school must have a line dedicated to research with a focus on gender

## 5.1 GENDER RESPONSIVE BUDGETING (GRB)



## GRB TOPICS

- What is GRB?
- Benefits and goals
- GRB requirements
- Budget process
- Five steps approach



## WHAT IS A BUDGET?

- Main policy statement and executing tool of government
- Reflection of a country's values



## WHAT IS GRB?

- Analysis of budget (expenditures and revenues) from a gender perspective
- Disaggregation of budget in terms of its impact on men and women
- Highlights the gaps between policy and resources committed
- National, regional and local levels



## WHAT GRB IS NOT

- Not a separate budget for women
- Doesn't necessarily seek to increase the amount of money spent on women
- Not an end in itself





## General Objectives of GRBs

Raise awareness of the gendered impact of policies and corresponding budget allocations

Highlight the gap between policy and budget allocations

Make government and communities accountable to gender equality

Bring about changes to policies and budgets that promote gender equality.

## GRB REQUIREMENTS

- Gender knowledge
- Budget knowledge
- Issue/sector-specific knowledge

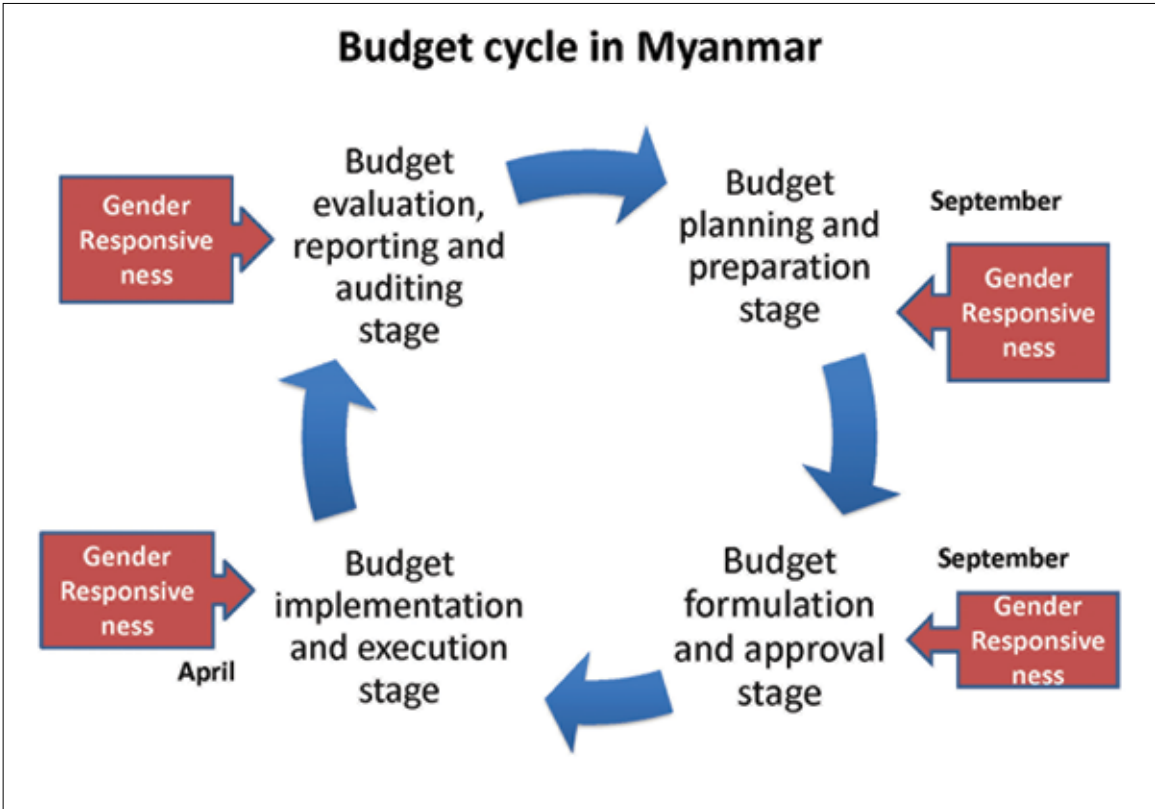


## GRB ENABLING ENVIRONMENT

- Access to the budget
- Availability of gender-disaggregated data
- Awareness of need for/benefits of GRB
- Political will
- Citizen support and clear objectives
- Adequate resources

## GRB AND THE BUDGET PROCESS

- Budget cycle: planning, execution, evaluation/auditing
- Timing of GRB is critical
- Different budgeting models require different GRB approaches



## FIVE STEPS APPROACH FOR GRB

**Step 1:** Analyze the situation of women, men, girls and boys in a given sector



## FIVE STEPS APPROACH FOR GRB

- **Step 2:** Assess the gender responsiveness of legislation, policies, and programmes
- **Step 3:** Assess budget allocations



## FIVE STEPS APPROACH FOR GRB

- **Step 4:** Monitor spending and service delivery
- **Step 5:** Assess outcomes



## GRB BENEFITS

- Promotes government transparency and accountability
- Addresses discrimination, inefficiency and corruption
- More effective use of public funds
- Improves policies and contributes to economic growth
- Strengthens citizen advocacy and monitoring

## GRB LESSONS LEARNED

- GRBs have the most impact when they are led by government and driven by civil society
- GRB has to be institutionalized
- Ongoing monitoring is essential
- Research to inform policy and support advocacy
- Donor-driven initiatives are not sustainable

## EXERCISE: PRELIMINARY ANALYSIS

- Analyze the situation (Statistics)
- Assess gender responsiveness (Policies, Programs and Legislation)
- Assess budget allocations



## References

- The National Democratic Institute- Gender Responsive Budgeting, Gender, Women and Politics

## 5.2 Budget analysis from a gender lens



### **Some approaches for gender budget analysis (*Balmori (2003); Sharp (2003)*)**

***a. Policy appraisal:***

Are allocations in the budget consistent with policy commitments or official statements on gender equality?

In what ways are the policies and their resource allocations likely to reduce, maintain or increase gender inequalities?

***b. Gender-disaggregated beneficiary assessment:***

What services or resources are being provided?

Are the services or resources meeting the needs of women and men as identified and perceived by them?

***c. Gender-disaggregated public expenditure analysis:***

How are the budget resources distributed and used among women and men?

***d. Gender-disaggregated analysis of the impact of the budget on time use:***

What is the link between budget allocations and the services provided through them, and the way in which different members within the teacher education institution use their time?



## Notes about budget analysis from a gender perspective

- Analysis of a budget from a gender perspective - essential to identify areas of gender-based discrimination and to address them.
- A gender budget analysis = a critical assessment of how and by whom budget decisions are made.
- Gender hierarchies influence the division of labour and the allocation of responsibilities between male and female staff, resulting in inequitable distribution of benefits among them\*
- Many elements that impede gender equality may not show up in the budget\*\*
- Use question '*has this budget line taken into account gender considerations?*' for analysis of each budget element.
- Gender-responsive budgeting is not about creating a separate budget for women or solely increasing spending on women's programmes. It is about ensuring equity for both sexes.
- Gender-oriented activities may be only partially gender-responsive\*\*\*

## Importance of a gender-responsive budget

- A budget may be gender-blind\*, perpetuating gender bias and inequality.
- Gender equality can be achieved only when there are budget allocations to address gender barriers.
- Many policy actions do not require a special budget for implementation\*\*
- A gender-sensitive budget allocation needs to be accompanied with rigorous and regular monitoring of expenditure and budget revision to address the factors that prevent progress towards gender equality.

## 5.3 Developing policies for Gender-Responsive Budget in Teacher Education



### Importance of a gender-responsive budget

- A budget may be gender-blind\*, perpetuating gender bias and inequality.
- Gender equality can be achieved only when there are budget allocations to address gender barriers.
- Many policy actions do not require a special budget for implementation\*\*
- A gender-sensitive budget allocation needs to be accompanied by rigorous and regular monitoring of expenditure and budget revision to address the factors that prevent progress towards gender equality.

## **Recommended policies for gender- responsive budgeting in teacher education**

1. Oblige all teacher education institutions and schools to conduct a gender analysis of their budgets in order to identify areas of gender discrimination as part of the budget review procedure.
2. Once the areas of gender discrimination are identified in the budgets, obligate teacher education institutions and schools to adjust their budget items in order to reallocate resources for activities that promote gender equality.
3. Hold TEIs and school leadership accountable for the implementation of the gender-responsive budget.
4. Institutionalize the conduct of periodic (annual, quarterly, post-project) monitoring of the expenditure of gender-mainstreaming activities.
5. Include a 'gender-responsive budgeting' component into the training programme and the performance evaluation framework for the leadership of TEIs and schools.
6. Make 'gender-responsive budgeting' one of the evaluation criteria for the leaders of TEIs and schools.

## **6.1 Action Planning**

## Steps involved in action planning

1. Identify an overarching statement of what the action plan needs to achieve
2. Identify the main concerns/problems that have come out of the workshop
3. Align the concerns/problems with causes
4. Identify strategic objectives
5. Identify strategies that correspond to the strategic objective
6. Identify specific activities that correspond to the strategies
7. Identify a person or office responsible for each of the activities
8. Decide on gender indicators to follow-up the activities
9. Decide on monitoring and evaluation roles and responsibilities
10. Decide on allocation resources to ensure that implementation is feasible

## What does the gender mainstreaming process entail?



## Group Discussion

- What is the current status of gender mainstreaming in your institution?
- What would gender mainstreaming within your institution entail?
- How can gender mainstreaming be done at the following levels: 1) Policy, 2) Institutional /organizational and 3) Programmes/project and in your personal life?
- Where do you think it should start?
- What challenges would you anticipate?
- Who do you think should be involved in the process?
- What type of coordination mechanisms would need to be in place?
- Are there any existing mechanisms in place that could be built on?

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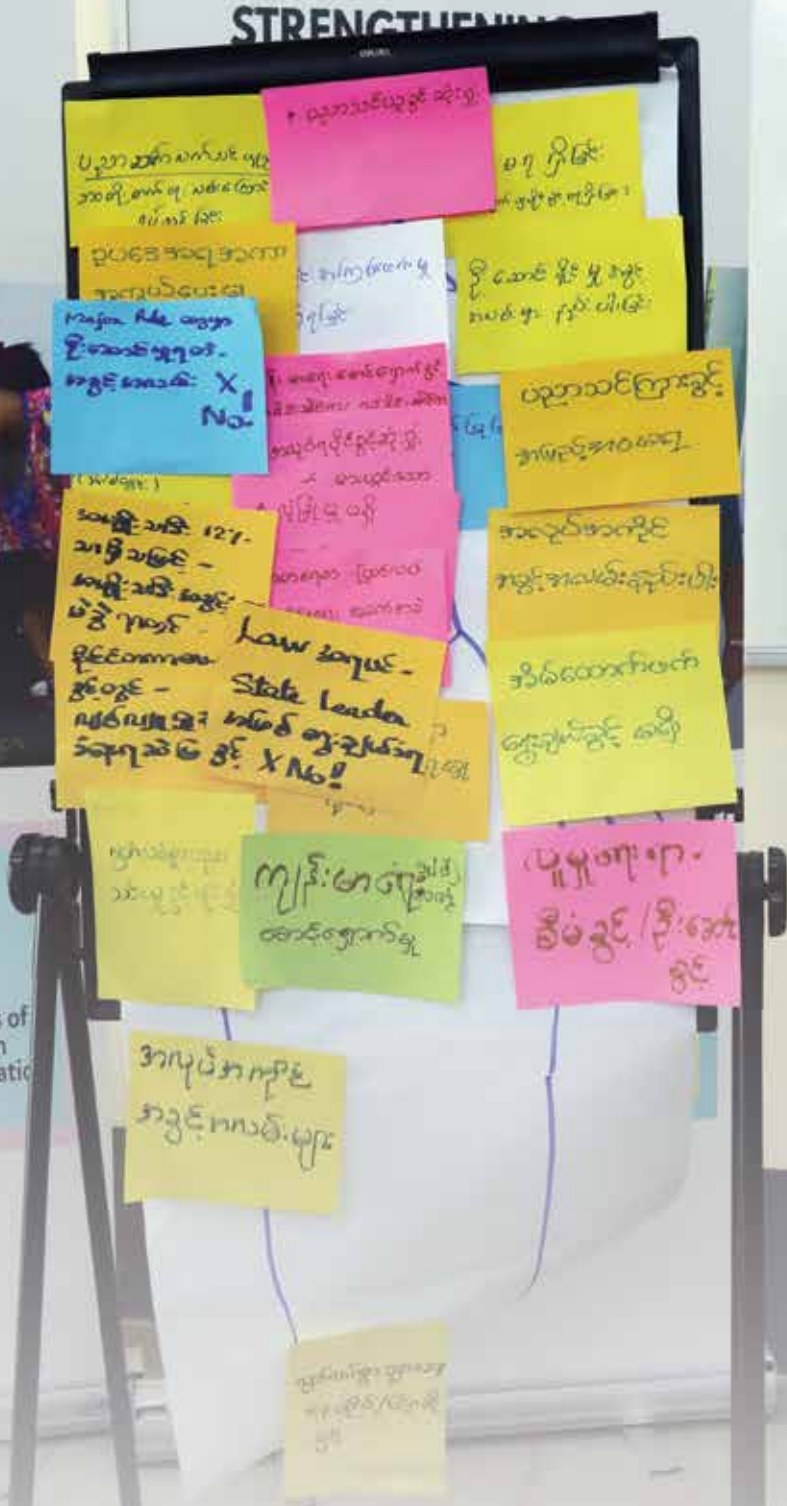


# STRENGTHENING PRE-SERVICE TEACHER EDUCATION in Myanmar



## Outcome Area 3: Management and ICT

Improve the efficiency of human and financial management systems of Colleges, and emphasize ICT as an important tool in modernizing teacher education



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# RECORD IMAGES

Training Workshops on Gender Mainstreaming in Teacher Education (November - December, 2018)











Consultation on Localized Training manual on Gender Mainstreaming in Teacher Education (October, 2018)





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