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A Guide for **Gender Equality** in Teacher Education Policy and Practices

A Guide for
Gender Equality
in Teacher Education
Policy and Practices

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FOREWORD

Education is a basic human right, and gender equality is fundamental to its full realization. UNESCO promotes gender equality in and through education so as to ensure that women and men, girls and boys have equal access to learning opportunities, as well as fair treatment in the learning processes, equitable outcomes and advancement in all spheres of life.

UNESCO's mandate involves implementing a significant and broad education agenda so as to cover many of the challenging issues such as persistent gender inequality, inequity and exclusion encountered within diverse and changing contexts. The *Guide for Gender Equality in Teacher Education Policy and Practices* has been conceived as a tool to introduce the gender perspective to all aspects of teacher education and training, notably policy and planning, budgeting, curriculum development, pedagogy and instructional materials, support services, and monitoring and evaluation. Gender mainstreaming requires a transformation in the culture of teacher education institutions, accountability, and teaching and learning processes. Progress has been made in mainstreaming gender into national sector policies in many countries, however, due to several interconnected factors, transforming institutional cultures and practices remains a challenge.

Gender inequalities around the world are manifested in many aspects of education, including access, retention, success, and career choices and opportunities. This is both a cause and a result of systemic discrimination and gender stereotyping. In some countries, the gender gap is apparent for boys and men. However, girls and women undeniably experience the worst forms of discrimination. Furthermore, the teaching profession paints a mixed picture when it comes to gender parity and equality issues. A study on the feminization of the teaching profession as well as global data for 2010 from the UNESCO Institute for Statistics (UIS) revealed that globally there are more female teachers (62 per cent) than male teachers at primary level education. Moreover, female teachers are over-represented in the teaching profession in Central Asia (90 per cent), Central and Eastern Europe (82 per cent), Latin America and the Caribbean (78 per cent), and North America and Western Europe (83 per cent). However, this dominance of female teachers did not automatically extend to secondary education where there continues to be unequal representation of female teachers. In the South, West and East Asia region and the Pacific region, significant efforts have been made to increase the proportion of female teachers from 32 per cent to 46 per cent and from 49 per cent to 62 per cent respectively between 1990 and 2010. Sub-Saharan Africa, with the lowest proportion of female teachers during the same period, witnessed a marginal change from 40 per cent to 43 per cent. If gender equality in education is to be achieved, the entire education system must adopt gender-responsive policies, plans, strategies and budgets.

Mainstreaming gender equality in system-wide teacher education institutions is crucial for two main reasons. Firstly, gender equality is a priority on the international development agenda, and secondly, teachers are central to the education system for the key roles they play in the transmission of values, knowledge, and the development of human potential and skills. For these reasons, among others, UNESCO took the decision to prioritize gender equality in its programmes, and considers that gender shall remain a central issue in the global post-2015 education agenda. The education of girls and women is not only essential for improving their own living conditions, but it also yields multiplier effects with regard to personal, social and economic development more generally. Indeed, we at UNESCO are convinced that education, especially of girls and women, is one of the most effective investments for peace and sustainable development.

Gender equality in and through teacher education is the ultimate goal of this guide. It seeks to contribute towards quality teacher education by ensuring that girls and boys, women and men are treated equally and have equal access to learning opportunities. By benefiting from education equally, students can develop their potential, feel empowered to achieve their dreams, and contribute to and benefit from social, cultural, political and economic development as equals.

It is my hope that you will find this guide useful in enhancing the capacity of teacher education institutions to transform their institutional culture. Education institutions in general, and teacher education institutions in particular wherever they are located, should champion gender equality through mainstreaming gender into teacher policies and plans, curriculum development, pedagogy, and research and communication.

It is also my personal conviction that gender equality in every sphere of life, including in education, can only be achieved when all types of discrimination are eliminated and equal access to learning opportunities, career choices, professional development and services are provided to both women and men. We must start with education.

Qian Tang, Ph.D.
Assistant Director-General for Education

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ACRONYMS AND ABBREVIATIONS

ADEA	Association for the Development of Education in Africa
AGDI	African Gender and Development Index
BRIDGE	Development-Gender Programme (Institute of Development Studies)
CIVICUS	World Alliance for Citizen Participation
CBO	Community Based Organisations
CPD	Continuing Professional Development
CSO	Civil Society Organizations
EFA	Education for All
EI	Education International
FAO	Food and Agriculture Organization of the United Nations
GAD	Gender and Development
GDRC	Global Development Research Centre
GPI	Gender Parity Index
GRB	Gender-Responsive Budgeting
IBE	UNESCO International Bureau of Education
ICT	Information and Communication Technology
IDRC	International Development Research Centre (Canada)
IFAD	International Fund for Agricultural Development
IFRC	International Federation of Red Cross and Red Crescent Societies
IICBA	UNESCO International Institute for Capacity-Building in Africa
IIEP	UNESCO International Institute for Educational Planning
ILO	International Labour Organization
ISNAR	International Service for National Agricultural Research
M&E	Monitoring and Evaluation
MDGs	Millennium Development Goals
MWFCD	Ministry of Women Family and Community Development (Malaysia)
OAU	Organization of African Unity
OER	Open Educational Resources
PATC	Pan-African Teachers' Centre
SNV	Netherlands Development Organization
TEI	Teacher Education Institute
UDHR	Universal Declaration of Human Rights
UIS	UNESCO Institute for Statistics
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
UNIFEM	United Nations Development Fund for Women (now UN Women)
UN Women	United Nations Entity for Gender Equality and the Empowerment of Women
WGHE	Working Group on Higher Education
WID	Women in Development

GLOSSARY AND CONCEPTUAL CLARIFICATIONS

Access. The ability to use a resource or opportunity.

Advocacy. The active support of an idea or cause expressed through strategies and methods that influence the opinions and decisions of people and organizations. Traditionally, advocacy is associated with processes aimed at influencing public policy and resource allocation within political, economic and social systems.

Capacity-building. The processes by which individuals and organizations continue to develop their capabilities to achieve their desired individual and social and economic goals by improving their knowledge, skills, systems and institutions. Capacity-building enables individuals and organizations to remain relevant in their societies.

Condition. The physical or material circumstances in which men and women live.

Control/power. The ability to make decisions about and derive benefits from resources and opportunities.

Curriculum, formal. Also referred to as prescribed or intended, it is a set of objectives, content, resources and assessment as formulated by a government or an educational institution.

Curriculum, informal. Also referred to as hidden or unofficial, it alludes to attitudes, values, beliefs, assumptions, behaviours and undeclared agendas underlying the learning process as formulated by individuals, families, societies, religions, cultures and traditions.

Feminism. A collection of movements and ideologies for social, cultural, political and economic equality. Feminism aims at defining, defending and establishing equal rights and opportunities for women and men. Feminism campaigns against gender-based inequalities and provides women with information that enables them to make choices and free themselves from gender-based discrimination within their environments, cultures, societies and communities. Over the decades, feminists around the world have developed theories in a variety of disciplines in order to respond to the social construction of gender. The earliest forms of feminism were largely criticized for only taking into account the perspective of white, middle-class and educated women. This criticism led to more ethnic-specific and multicultural forms of feminism as a movement.

Gender. Refers to the socially constructed relations between men and women. Societies decide which resources men and women can access jointly or separately, the work they can perform, the clothes they wear, and the knowledge they are allowed to acquire, as well as how they acquire and use it. Gender is about relationships that may change over time and place. While sex tends to be fixed, gender is amenable to change over time depending on circumstances. Gender relations between men and women may vary between classes, races and cultures. Institutions may have cultures that determine the executive, administrative and service positions of men and women. Students' specializations are also being shaped by gender.

Gender analysis. Involves interpreting and understanding the norms and values that shape and inform the behaviours of men and women. Gender analysis is the process of examining why disparities exist between men and women and how they are constructed, sustained and benefit both men and women in given circumstances and situations.

Gender audit. Before embarking on any effort that addresses gender inequality and gender inequity it is important to undertake a gender audit to fully understand the situations of men and women in the Teacher Education Institute (TEI). The gender audit largely focuses on identifying the sex and gender related gaps in such areas as enrolment, retention, achievements, academic and non-academic facilities, staffing and personnel, opportunities for progression, including at academic, and managerial and administrative positions.

Gender aware. Recognizes that issues, differences and inequalities exist between women and men. However, awareness may or may not translate into action at the personal level or within the institution such as putting in place policies and structures. A gender aware TEI is not necessarily gender-sensitive.

Gender-based violence. Any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women and girls or to men and boys, including threats of such acts, coercion or arbitrary deprivations of liberty, whether they occur in public or in private life.

Gender bias. This exists when inequitable or discriminatory thinking, activities, interventions and actions that discriminate against one gender are apparent in programmes, projects and policies. Gender bias may result in discriminatory and harmful effects and consequences for the gender treated in an inequitable or discriminatory manner.

Gender blind. A TEI will be described as gender blind when no effort is made by institutional leaders and managers to become aware or sensitive to mainstream gender in the TEI's mission, vision, policies programmes and everyday operations at all levels. More often than not, gender blindness is reinforced by historical, cultural, traditional and religious factors, requiring more effort and advocacy.

Gender budget analysis. This entails analysis of the institution's policies, work plans and activities to check whether there are allocated resources. Typically, this is followed by planning and implementation policies, activities or work plans to ensure gender equality.

Gender budget initiative. Specific actions, interventions or projects that make budgets gender-responsive. When a gender budget initiative is undertaken, its implementation and impact must be monitored and evaluated.

Gender disparity. The differential in status held by men and women in society with regard to opportunities, successes and possessions. Gender disparity also refers to differences in income, status, opportunities and power that exist between men and women in given settings. In many societies, men and women are conferred different roles, opportunities and statuses. These gender differences tend to be systematic and institutionalized, requiring concerted action to eliminate them, and bring men and women to parity. Devices and programmes for affirmative action are used to bring about gender parity in many societies.

Gender equality. This ensures that women and men enjoy the same status and have an equal opportunity to exercise their human rights and realize their full potential to contribute towards political, economic, social and cultural development, and to benefit from the results. It is the equal value attributed by society to both the similarities and the differences between women and men, and the different roles they play. Gender equality can be promoted when resources, opportunities and support are availed to men and women without regard to biological sex.

Gender equality in education. This ensures that female and male learners are treated equally, have equal access to learning opportunities and benefit from education equally. They become empowered and can fulfil their potential so that they may contribute to and benefit from social, cultural, political and economic development equally. Special treatment/action can be taken to reverse the historical and social disadvantages that prevent female and male learners from accessing and benefiting from education on equal grounds.

Gender equity. This refers to a stage or strategy in the process of achieving gender equality. Targeted measures are often needed to compensate for historical and social disadvantages that prevent women and men from otherwise being equals. These measures, such as affirmative action, may require a different treatment of women and men in order to ensure an equal outcome.

Gender gap. Findings or results of a gender audit should reveal gender gaps indicating the differences in situations between women and men, as well as provide an assessment of prevailing knowledge, attitudes, practices and behaviours that need to be addressed. A gender gap can be said to exist when men and women's scores differ on attitudes, interests, behaviours, knowledge, perspectives and preferences on such issues as voting and support for specific policies, programmes or changes in society. Gender gaps can be attributed to differences between men and women in terms of perspectives, economic and social preferences, experiences and autonomy. Gender gaps are influenced by race, class, age, marital status and religion, among others factors. When men and women of the same social class and race share the same views and feelings about specific issues then one can conclude that there is no gender gap between them.

Gender hierarchy. This refers to the ranking of people according to gender that conveys their relative position, privilege and power relations within an institution, and thus determines position or division of labour and responsibilities for decision-making and management, and access and use of resources.

Gender mainstreaming. This refers to the process in which gender equality perspectives and considerations become the norm and not just the responsibility of specific individuals (often women) or departments in isolated and unsustainable ways. Gender equality mainstreaming addresses gender equality concerns in legislation, policies, programmes and activities to ensure that all development initiatives integrate the concerns of both men and women, and that their needs are considered equally and equitably with the aim of attaining gender equality. Gender equality mainstreaming is a strategy or methodology with clear steps, including:

- The collection and analysis of sex-disaggregated data using gender analysis.
- The identification of the obvious, less obvious and least obvious gender equality issues and gender gaps through gender analysis of the sex-disaggregated data and through consultations with both women and men.
- Raising awareness about the issues/gaps through policy dialogue and advocacy.
- Building support for change through alliances/partnerships.
- Developing strategies, programmes and initiatives to close existing gaps.
- Putting these initiatives into action and backing these actions with adequate resources.
- Developing capacity of staff to plan and implement (which also requires resources).
- Monitoring, evaluating, reporting, distilling lessons learned and communication.
- Holding individuals and institutions accountable for results by securing political will and leadership.

Gender neutral. Gender neutral approaches, programmes and policies do not disrupt existing gender relations and may just sustain and/or reproduce them without any change. They may recognize the presence of gender equality issues but may not desire or aim to change or disrupt existing gender relationships.

Gender parity in education (an indicator of the ratio of girls to boys). Gender parity is reached when there is equal representation and participation of male and female learners in education. It is a useful indicator, but on its own does not measure gender equality. The gender parity index (GPI) of the EFA Global Monitoring Report measures the ratio of a female-to-male value of a given indicator. A value between 0.97–1.03 indicates that gender parity has been reached.

Gender-responsive. This refers to the articulate policies and initiatives addressing the different needs, aspirations, capacities and contributions of women and men. This is the translation of awareness into change in perception and desired actions that ensure equality and equity, which is often achieved through gender mainstreaming. Gender-responsive policies respond to the needs, requests and requirements articulated by men and women for policies that benefit one or both genders.

Gender roles. Assigned by society, examples include: teacher, farmer, driver, doctor, nurse, secretary, mother, father, husband or wife. Gender roles are clusters of socially and culturally defined expectations and activities that men and women undertake in specific situations. Gender roles are learned through socialization and may be institutionalized through education, political and economic systems, legislation, and culture and traditions. Gender roles vary and are shaped by age, class, race, ethnicity, religion and location of people culturally, socially and politically. When people's circumstances change, as happens when they acquire power and wealth, their gender roles may also change. Women may be able to exert more power and authority over household members and neighbours as their wealth increases, while men could lose authority and power when their incomes decline within the household. Women are frequently expected to play multiple roles simultaneously as wage labourers, child bearers and carers, domestic workers and managers. These simultaneous and competing roles often take a toll on women's time, energy and recreational opportunities.

Gender-sensitive. Acknowledging that the differences and inequalities between women and men require attention. A gender-sensitive policy incorporates and translates actions into programmes, strategies and activities in order to improve gender relations and reduce gender inequalities.

Gender-sensitive indicators. Refers to a number, opinion or perception that indicates whether or not policies, work plans, activities, resource inputs, budgets, and other services are delivered equitably to men and women in a timely and efficient manner. An indicator can serve as a signal or pointer to the different impacts that policies, work plans, activities, resource inputs, budgets, and other services have on male and female members of the institution.

Gender-sensitive monitoring and evaluation. The process of collecting, analysing and evaluating the implementation of policies, work plans, activities and budgets, and examining the involvement of men and women, and the different impacts (positive or negative) they may have.

Gender (-based) stereotypes. Generalized traits and qualities attributed to specific ethnic, national, cultural or racial groups that are then expected to exhibit these traits regardless of their individual inclinations and qualities. Gender stereotypes are often mobilized to justify the exploitation, disadvantage and discrimination of specific groups such as women, minorities and people with disabilities. Stereotypes generate prejudice against disadvantaged groups, such as women, who dare go beyond what is expected of them. Women who dare break free of stereotypes are often maligned and stigmatized. Stereotypes exist and may be based on gender, class, age, race, ethnicity and/or other attributes affecting both men and women.

Gender transformative. Gender transformative policies and activities challenge existing, biased or discriminatory policies, practices and programmes, and affect change for the betterment of life for all.

Human body. The entire physical structure of a man or woman.

Lobbying. The attempt to influence or conduct an activity to advance a particular cause or interest, usually involving advocacy. Individuals and interest groups (called lobbyists) lobby leaders, governments and decision-makers.

Pedagogy. The principles and practice of child education. The theoretical and historical basics that formulate teaching/learning methodologies.

Position. The status of men and women in relation to each other in a given society, as well as the power relations governing the control or decision-making on the use of resources.

Practical gender needs. This refers to the needs of women and men with respect to responsibilities and tasks associated with their traditional gender roles or to their immediate perceived needs. Responding to practical gender needs could improve the quality of life for men and women. Moreover, meeting practical gender needs *does not challenge* gender divisions or gender roles. Targeting and meeting practical gender needs, especially for women, therefore needs to address the issues of condition or access.

Sex. This refers to the biological difference between men and women, as well as the biological characteristics that define humans as female or male. Thus, a person is male or female regardless of their race, class, age or ethnicity. However, the social meaning attached to a person's biology may differ depending on their ethnicity. Some people may have both male and female biological characteristics because of physiological complications.

Sex-disaggregated data. The configuration of data or information such that it is separated out 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.

Sexual harassment. Any form of coercion, bullying, advances and requests for sexual favours that includes unwelcome or inappropriate promises of rewards in exchange for sexual favours and verbal or physical harassment of a sexual nature. Sexual harassment is a criminal offence in many modern jurisdictions. Enforcement however is a major challenge.

Strategic gender interests. Concerns the position, power, status and control of men and women over decisions and resources (in relation to each other) in a given society. To target and meet strategic gender interests means to assist both men and women in achieving greater equality and equity by changing existing unfavourable gender roles and stereotypes.

Teacher education. This refers to the policies and procedures designed to equip prospective and practicing teachers with knowledge, attitudes, behaviours and skills required to carry out their mandate. Teacher education is a continuous and life-long process because new techniques, knowledge and skills are necessary to remain relevant in the teaching profession.

INTRODUCTION

Since the 1960s, several initiatives and measures have been taken at global, regional and national levels to address gender equality and to build societies where women are both contributors to and beneficiaries of the development process. Countries took policy measures, embarked on assessments of their contexts, formulated strategies, and signed and/or ratified various international and regional instruments designed to promote gender equality. More recently, in 2011, at the 36th Session of the General Conference, an overwhelming number of UNESCO Member States – both from developed and developing countries – underlined ‘teachers’ as the key area of focus in addressing education quality, gender equality and the equitable provision of education for all. In spite of these efforts, gender equality issues, such as unequal access to resources, benefits of education, health services, land and gender-based violence, remain basic rights, as is protection from persistent gender-based violence, especially in developing countries. One important step towards achieving gender equality is to mainstream gender in the education process through curricula and teacher training. This requires that educational institutions adopt responsive policies and plans, transform institutional environments, provide gender-sensitive services, and ensure gender-responsive budgeting in their curriculum and pedagogical approaches.

In 1990 in Jomtien, Thailand, the Conference on Education adopted the World Declaration on Education for All. This World Conference on Education adopted the six Education for All (EFA) goals, with Goal 5 referring specifically to gender¹, which is also Goal 3² of the Millennium Development Goals (MDGs) in 2000. In UNESCO’s Medium-Term Strategy, including for 2014–2021, gender equality has been identified as one of the global priorities. In line with this strategy, UNESCO has taken bold steps to promote gender equality in teaching and learning through its education programme. A study carried out by UNESCO and the Commonwealth Secretariat (2011) on the feminization of the teaching profession identified several challenges, including the capacity to articulate and sustain gender-sensitive teacher education practices and culture. It is crucial to transform educational institutions and its organizational environment if we want to achieve gender equality in education. Teacher Education Institutions (TEIs) must be viewed through the lens of performance indicators in which gender is not an ‘add-on’ but an integral part of their mission.

The *Guide for Gender Equality in Teacher Education Policy and Practices* has been conceived to be a practical tool to promote a gender-responsive institutional culture. It seeks to strengthen the capacity of teacher educators, managers and student teachers to transform their practices effectively through innovative participatory approaches to teaching and learning.

-
1. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality.
 2. Promote gender equality and empower women.

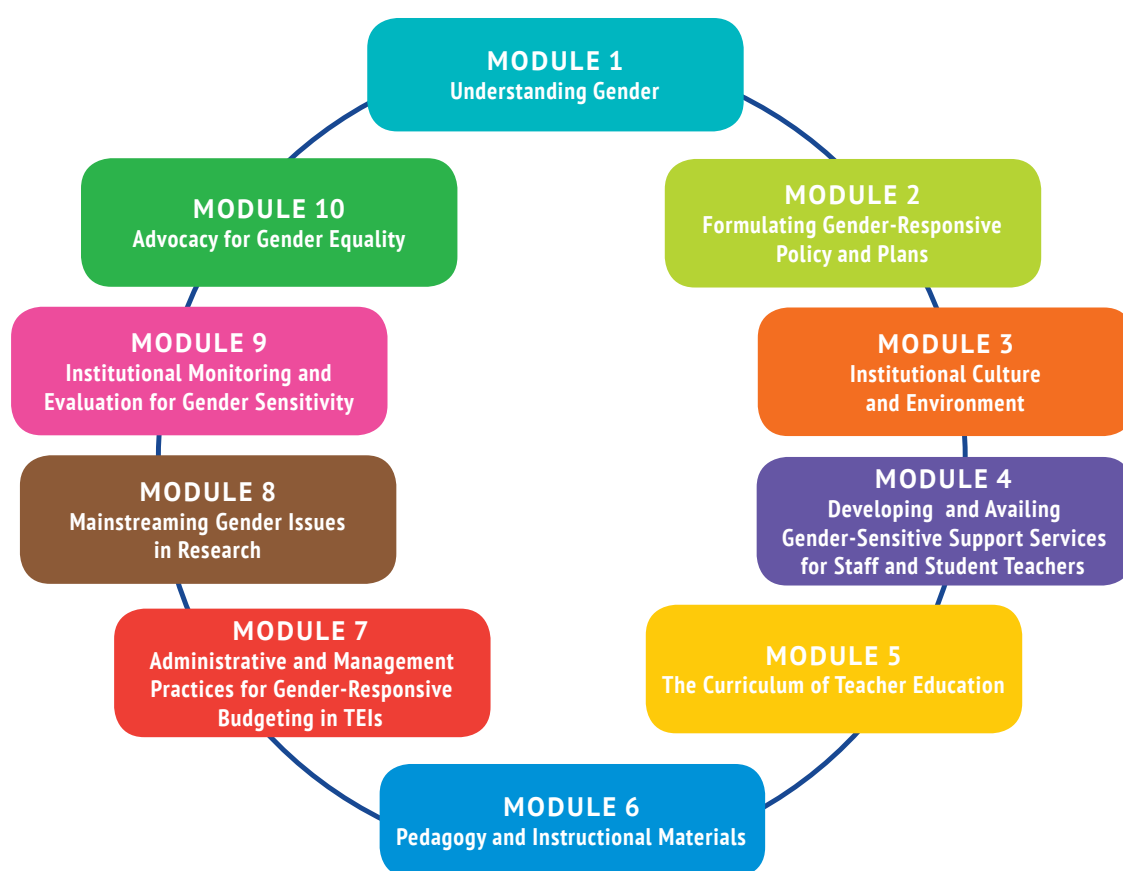
THE GUIDE

As suggested in the introduction, the objectives of this guide is to contribute to the development of capacities of teaching and non-teaching personnel and students as a strategy to promote a gender-responsive institutional culture, and to achieve gender equality in education through education. Rather than an 'add-on' the guide is intended to develop conceptual understanding about gender and the principles of mainstreaming, assist in gaining new insights, and enrich knowledge and practical skills for introducing gender in institutional policies, plans, strategies and practices in line with diverse needs and contexts.

The guide includes a glossary, key gender concepts, case studies and activities designed to assist the user in gaining new insights and understanding through reflections, discussions and practical skills. The conceptual considerations, references and selected reading are intended to enrich the user's understanding of gender issues, mainstreaming, and skills from diverse contexts.

The guide is structured around the mission and main dimensions of TEI functions, which are presented as modules, each featuring a critical aspect of teacher education in which gender mainstreaming is deemed important. The modules cover the various aspects of teacher education in a way that is specific to the theme addressed, but they highlight the interconnected nature of gender issues and therefore the inter-relationships of the modules (Figure 1).

Figure 1. The inter-relationships of the modules



The guide is designed for use in a holistic manner in which a wide range of contexts is covered with varying degrees of adaptation. The modules may be used individually for need-based targeted training. The glossary and modules 1, 9 and 10 could be used in all contexts, while modules 2, 3, 4, 5, 6, 7 and 8, the case studies, and the learning activities could be adapted to respond to diverse regional contexts.

The guide is intended to direct users in mainstreaming gender in the identified areas of teacher education, notably, policy and plans, provision of support services, institutional environment, curriculum, pedagogy and instructional materials, management, administration and budgeting, research and communication, monitoring and evaluation, and advocacy. It intends to build on achievements and ongoing work by providing examples of successful practices, case studies, references and selective sources for further reading.

Methodological attributes of the guide

- Offers international perspectives on gender.
- Invites its users to draw on the information provided.
- Provides references and selected sources for further reading.
- Provides opportunities for capacity development through case studies and examples of successful practices, which may be replicated in different situations.

How to use the guide

Following the principles of adult education, UNESCO recommends:

- A participatory approach, involving brief presentations using audio-visual teaching/learning aids.
- Participants should be free to ask questions, to forward comments and make suggestions at any time during the presentation.
- Group exercises, discussions and presentations as well as individual work could be useful in facilitating learning. With reference to their own contexts, participants could be encouraged to collect and examine sex-disaggregated data (on the number of male and female teachers at the various levels of education), as well as copies of general teacher education policy (or general education or higher education policy), and/or their own institutional policy and national education sector policy and plans for use in the learning activities, where available.

Overview: presentation of the content of the modules

Module 1 UNDERSTANDING GENDER

Module 1 discusses conceptual underpinning, provides general information, and clarifies concepts and definitions. Men and women, irrespective of the society in which they live, have different perspectives, needs, interests and roles. These differences reinforce culture, experience and traditions through socialization in society.

Module 2 FORMULATING GENDER-RESPONSIVE POLICY AND PLANS

Module 2 focuses on policy in general and teacher policy in particular. It discusses how the development of a gender-responsive teacher policy is a major step towards gender-sensitive teacher education. It discusses the assessment and formulation of international and regional policy instruments signed and ratified by countries, followed by the development of action plans and strategies to implement them. It also highlights measures to tackle gender equality issues such as unequal access to education, and career choices and opportunities for girls and boys, women and men.

Module 3 INSTITUTIONAL CULTURE AND ENVIRONMENT

Module 3 describes institutional cultures and environments, highlighting practices such as sexual harassment and other forms of gender-based violence. It describes formal and informal traditions and practices, rules and regulations, intellectual and other coordination mechanisms, and social interactions in TEIs. It explains why it is necessary and important to develop institutional rules and regulations, and create institutional environments that foster gender justice and fairness.

Module 4 **DEVELOPING AND AVAILING GENDER-SENSITIVE SUPPORT SERVICES FOR STAFF AND STUDENT TEACHERS**

Module 4 outlines some of the major support services provided in TEIs, such as accommodation, catering, transport, day care, health, ordinary and special types of leave, career guidance and security that are essential for staff, students and the surrounding community. It describes the role of specific support services in advancing gender equality in teaching and learning in TEIs, drawing attention to the difficulties and problems teacher educators and trainees face in the absence of these services, particularly disadvantaged students in post-conflict and post-disaster situations.

Module 5 **THE CURRICULUM OF TEACHER EDUCATION**

Module 5 features teacher education curriculum and its importance in the educational process in selecting and organizing knowledge, and how through knowledge the character, attitudes and behavioural patterns of learners are transformed. It defines curriculum and distinguishes between curricula types: official, intended, hidden and implemented. It focuses on how the teacher could mainstream gender into the curricula of the subject or knowledge areas in which they teach, and how to design class activities that deal with gender equality.

Module 6 **PEDAGOGY AND INSTRUCTIONAL MATERIALS**

Module 6 discusses pedagogy and instructional materials, highlighting how gender equality perspectives could be mainstreamed into teaching and learning methodologies. It adopts a holistic approach to understanding pedagogy as a process of teaching, involving interactions between the teacher and learners, knowledge and the environment. It emphasizes how mainstreaming gender could be practised in whatever pedagogical approaches or didactic methodologies an institution adopts and implements.

Module 7 **ADMINISTRATIVE AND MANAGEMENT PRACTICES FOR GENDER-RESPONSIVE BUDGETING IN TEACHER EDUCATION INSTITUTIONS**

This module discusses gender-responsive budgeting for managers and administrators in TEIs. It discusses gender-responsive budgeting as consisting of procedures and tools aimed at ensuring that resources are allocated and used in ways that contribute towards mitigating gender inequalities, and thus increasing prospects and opportunities for gender equality and women's empowerment. It is closely related to Module 2: Formulating gender-responsive policies and plans; Module 4: Developing and availing gender-sensitive support services for staff and student teachers; and Module 9: Institutional monitoring and evaluation for gender sensitivity. Managers, administrators and users of the guide are encouraged to study these modules for a better understanding of the implications for gender budgeting.

Module 8 **MAINSTREAMING GENDER ISSUES IN RESEARCH**

This module is on mainstreaming gender equality issues in research. It discusses knowledge production and highlights research types and components, processes and procedures for conducting gender-responsive and gender-sensitive research that is beneficial to both men and women in TEIs and other institutions. It suggests how gendered research findings and gender-sensitive solutions could be implemented, and recognizes the importance of the gendered nature of information and communication technology (ICT) and its use in advancing communication, discussion and dissemination of research findings beyond TEIs.

Module 9 **INSTITUTIONAL MONITORING AND EVALUATION FOR GENDER SENSITIVITY**

Module 9 introduces participatory and gender-sensitive monitoring and evaluation for managers, administrators and others in various posts of responsibility and leadership in TEIs. It emphasizes gender-sensitive monitoring and evaluation as a strategy to examine all institutional policies, activities and work plans through a gender lens. It also introduces managers and administrators to gender-sensitive monitoring and evaluation approaches.

Module 10 **ADVOCACY FOR GENDER EQUALITY**

Module 10 discusses the awareness of TEIs and partners to sustainably develop or strengthen capacities, build partnerships and mobilize resources to mainstream and advocate for gender equality and practices. It suggests that teacher educators and trainers have comparative advantage and influence in speaking out about laws, policies, traditions, beliefs, attitudes and practices that hinder equitable progress. Gender related competencies are often not mandatory or considered a key professional attribute that teachers must possess.

Understanding gender

Module 1

1.1 Introduction

Module 1 lays the foundation and tone for understanding subsequent modules. Men and women – irrespective of the society in which they live – have different perspectives, needs, interests and roles. In many instances, these differences are reinforced by factors such as class, race, caste, ethnicity, culture, traditions and era. While instances exist in which men are disadvantaged compared to women, generally speaking women and girls have lower status, fewer opportunities, less access to resources, and less power and influence than men and boys. This results in inequalities, though if addressed should lead to the equitable development of both sexes. The good news is that because gender roles are learned they are also open to change, and hence the need for continuous advocacy and training. Teacher education institutions (TEIs) play a key role in education systems, and generally have great influence beyond their walls as change agents in society. For this to happen TEIs need to fully grasp the concept of gender equality and mainstreaming gender equality perspectives in their day-to-day operations, including policies, curricula and services. The ability of TEIs to mainstream gender has great potential for advancing equal development opportunities for both men and women.

Teacher education. This refers to the policies and procedures designed to equip prospective and practising teachers with the knowledge, attitudes, behaviours and skills required to carry out their mandate. Teacher education is a continuous and life-long process because new techniques, knowledge and skills are necessary to remain relevant in the teaching profession.

1.1.1 Objectives

The objectives of this module:

1. De-mystify and provide a clear understanding of gender by explaining key concepts and terminologies, and by tracing its historical development.
2. Motivate and convince the user, in a simple way, to recognize and question personal and institutional perceptions, attitudes, behaviours and practices relating to gender.
3. Pave the way for personal and institutional actions towards addressing gender inequalities.

1.1.2 Expected outcomes

At the end of this module, institutional leaders, managers, staff, students and stakeholders of TEIs will:

1. Have knowledge and a clear understanding of the basic facts about gender.
2. Recognize gender dynamics at play and become motivated to initiate gender-responsive actions at a personal level and through institutional policies, structures and programmes.
3. Be equipped to mainstream gender perspectives in their different tasks.

Activity 1

- Recall stories, proverbs, games and songs that describe the roles of men and women in your society.
- Describe how these have shaped your own perceptions, attitudes and behaviour.

1.2 Clarifying the concept of gender

Gender is a concept that is widely misunderstood and often misapplied or used randomly to refer to an imbalance in the number of men and women in a gathering. The concept of gender however goes far beyond numbers. One simple way to understand gender is to distinguish between sex and gender.

Sex. This refers to the biological differences between men and women.

Gender. This refers to roles assigned to men and women in a given society, and the relations and representations that arise from these roles.

Gender roles and careers. These are assigned by society. Examples include: mother, father, husband, wife, daughter, son, driver, mentor, teacher, pastor, imam, chief, president, caregiver, housekeeper or cook, among others. Roles are assigned by each and every society to men and women based on society's needs and perceptions. Roles often reflect a society's economic, cultural, religious and political beliefs and teachings. Although many cultures will have similar roles for men and women, role attribution within a particular culture may differ. It is even more important to note that gender roles often determine and contribute to power dynamics within a particular society, thereby raising issues of inequality and inequity between sexes.

Gender mainstreaming. This refers to a process in which gender equality perspectives and considerations become the norm and not just the responsibility of specific individuals (often women) or departments in isolated and unsustainable ways.

Activity 2

- *Working individually, describe whether these are sex roles or gender roles?*
- *Breast-feeding*
- *Caring for children*
- *Cooking*
- *Producing sperm*

1.3 Gender characteristics

Unlike sex characteristics, which are biological, gender roles have the following dynamic characteristics:

Learned behaviour. From infancy we learn what it means to be male or female through stereotyping, such as when a boy receives a car or sports equipment and a girl receives a doll or a sewing kit as gifts. However, as awareness increases these practices are undergoing change in many societies resulting in more equal and equitable development opportunities for both sexes.

social class. For example, cultural groups may share agricultural tasks differently within the same society, and it may be the woman's role to take care of livestock, while in another culture it is the man's role.

Change over time. Historically, in many countries women have not always had the right to vote, but over time the situation has changed in these countries. Globally, the number of economically active women has also changed rapidly over time and this is influencing the roles of women and men within families and communities.

Activity 3

- *Recall an incident in your childhood when you were treated differently because you were a boy or a girl. Looking back, how did it make you feel at the time?*
- *Would you feel differently today now that you have an understanding of gender?*

Differ between cultures. In many cultures, roles (farming, cattle grazing, doctors, drivers, pilots, and so on) are reserved for a specific sex.

Differ within cultures. Role definitions within cultures may also differ as a result of social, economic, ethnic, religious, political or other factors, including

1.4 Other important characteristics of gender

Relational. Gender is relational and refers to men and women (not in isolation) with respect to how they interact and are socialized, as well as the dynamics and consequences resulting from their individual and assigned roles.

Institutional. Gender is 'institutionally' structured because it refers not only to the relations between men and women at the personal and private level, but also to social, legal and religious systems that support a particular society's values, beliefs and cultures.

Hierarchical. Gender is hierarchical because the differences between men and women (far from being neutral) tend to attribute greater importance and value to the characteristics and activities associated with certain roles, leading to unequal power relations.

Context specific. There are variations in gender roles and gender relations depending on context, ethnicity, and socio-economic and cultural factors, among others. Hence the need to incorporate a perspective of diversity in gender analysis and gender advocacy, especially as this guide is intended for use by TEIs in all UNESCO regions.

1.5 Technical terminologies related to gender

In the same way that we clarified our understanding of gender by drawing a simple distinction between sex and gender, similarly, we can draw distinctions between the following technical terminologies used by gender advocates and development experts, and which are important for a clear understanding of the concept of gender:

Access. The ability to use a resource or opportunity, for example in the case of inheritance.

Control/power. The ability to make decisions about and derive benefits from resources and opportunities.

Condition. This refers to the physical or material circumstances in which men and women live.

Position. This refers to the status of men and women in relation to each other in a given society, as well as the power relations governing control or decision-making about the use of resources.

Practical gender needs. This refers to the needs of women and men with respect to responsibilities and tasks associated with their traditional gender roles or to their immediate perceived needs. Responding to practical gender needs can improve the quality of life for men and women. However, meeting practical gender needs does not challenge gender divisions or roles. Targeting and meeting practical gender needs, especially for women, should therefore address issues of condition or access.

Strategic gender interests. This concerns the position, power, status and control of men and women over decisions and resources (in relation to each other) in a given society. To target and meet strategic gender interests means to assist both men and women in achieving greater equality and equity by changing existing unfavourable gender roles and stereotypes.

Affirmative action may therefore be needed in cases where there is evidence of imbalance in development opportunities either for men or women, which would require that they benefit equally from these development opportunities. For example, establishing a crèche or day care facility for female students, who become nursing mothers during the course of their training in the TEI, will meet their practical gender needs. However, a policy that allows such students to defer their studies and resume training after they deliver is a preferred option for meeting their strategic gender interests. Existence of such a policy enables them to make decisions about the options open to them. It also enables them to derive benefits from available resources and opportunities, where they exist, without instilling in them a feeling of loss of opportunity as a result of the pregnancy.

1.6 Clarification between practical gender needs and strategic gender interests

Table 1. This table distinguishes practical gender needs from strategic gender needs

Practical Gender Needs	Strategic Gender Interests/Needs
Refer to resources, facilities and services that make it possible for men and women to carry out/perform their roles but may not necessarily change their positions in society: • Tend to be immediate and short-term. • Involve people as beneficiaries rather than active participants. • Relate to the condition of daily life: food, housing, income, health care, welfare benefits, and so on. • Are easily identifiable by those in need. • Can be addressed by specific material inputs: food, health care services, training, and so on. • Can generally be addressed without changing traditional gender roles and relationships.	Aims to change gender roles through interventions such as access to education, economic empowerment, information, participation and decision-making. • Tend to be long-term. • Involve the people as agents, or enable them to become agents of change. • Relate disadvantaged positions of men and/or women in society, subordination, lack of resources and education, vulnerability to poverty and violence, and so on. • Are not easily identifiable by those in need. • Can be addressed by gender-sensitization, increasing women's self-esteem, self-confidence, education, skill training, political mobilization, empowerment including through affirmative action. • Can empower women and/or men and transform gender relationships.

Source: Adapted from Moser, C.O.N. 1989. Gender Planning in the Third World: Meeting Practical and Strategic Gender Needs, *World Development*, No. 17, Vol. 11, pp. 1799–1825.

Activity 4

Read out one statement at a time and ask volunteers to 'agree' or 'disagree' giving reasons for their choice. Alternatively, paste 'agree' and 'disagree' signs on opposite walls and conduct the activity with two groups. The user can also carry out the exercise individually.

- *Gender is just another word for women.*
- *Men and women can never be equal because they are biologically different.*
- *If you educate a man you educate an individual. When you educate a woman you educate a nation.*
- *All this talk about gender brings conflict to the family.*
- *Relations between men and women in the family and community are cultural and should not be challenged.*
- *Work to promote gender equality should always respect people's social and cultural context.*

1.7 Evolving perspectives and approaches to gender equality

The concepts of gender equality and gender equity have a long history of development. They have evolved with different goals, approaches and strategies, which are not only specific to global and country needs but also differ within cultures and among advocacy groups. Historically, women's equality and non-discrimination on the basis on sex was first recognized and established by the Charter of the United Nations (1945) and the Universal Declaration of Human Rights (1948). However, up until the late 1960s, the focus of achieving equality was mainly on women's reproductive roles, access to health care, adequate nutrition and birth control. In the 1970s and 1980s the focus of gender advocacy on the global stage shifted to the role of women in advancing national and international economic development. This was marked by the promotion of the Women in Development (WID) approach, as well as such important landmark events as the first World Conference on Women held in Mexico in 1975 and the declaration of the UN Decade for Women from 1976 to 1985.

The above historical events not only sought to highlight women's rights to development and the recognition of their role and contributions to national and international economies, but most importantly, they gave a voice to women, especially in developing countries. Notwithstanding landmark achievements, development experts and gender activists were quick to recognize the shortcomings of the WID approach as having fallen short of improving the unequal relationships between men and women in terms of personal and development goals. WID projects were evaluated as mostly failing to consider the multiple roles of women, leading to unsustainable development models that ultimately disadvantaged women.

The Gender and Development (GAD) approach was therefore adopted in the late 1980s with the goal to remove social, economic and political disparities between men and women in more holistic and pragmatic ways. By the 1990s gender equality perspectives had been successfully mainstreamed in the international development agenda, including Education for All (EFA) and the Millennium Development Goals (MDGs).

Gender equality. This ensures that women and men enjoy the same status and have an equal opportunity to exercise their human rights and realize their full potential to contribute towards political, economic, social and cultural development, and to benefit from the results. It is the equal value attributed by society of both the similarities and the differences between women and men, and the different roles they play. Gender equality can be promoted when resources, opportunities and support are available to men and women regardless of biological sex.

Gender equity. This refers to a stage or strategy in the process of achieving gender equality. Targeted measures are often needed to compensate for historical and social disadvantages that prevent women and men from otherwise being equals. These measures, such as affirmative action, may require a different treatment of women and men in order to ensure an equal outcome.

1.8 Distinction between Women in Development (WID) and Gender and Development (GAD)

Table 2. This table explains the meaning behind women in development and how it is different from gender in development

	Women in Development	Gender and Development
The Approach	Seeks to integrate women into the development process	Seeks to empower women and transform unequal relations between women and men
The Focus	Women	Relations between men and women
The Problem	The exclusion of women from the development process	Unequal relations of power that prevent equitable development and women's full participation
The Goal	More efficient and effective development	- Equitable, sustainable development - Women and men sharing decision-making and power
The Strategies	- Implement women's projects, women's components, and integrated projects - Increase women's productivity and income - Improve women's ability to manage their households	- Identify and address short-term needs determined by women and men to improve their condition - Identify and address women and men's longer-term interests

Source: Adapted from Canadian Council for International Co-operation. 1991. *Two Halves Make a Whole: balancing gender relations in development*. Ottawa, CCIC.

Answer the following questions in groups, and share your answers in plenary.

- Give two examples of how you perceive your institution to be reinforcing gender roles and gender inequality.
- Suggest practical ways of addressing these situations based on your current understanding of gender and that ensures the advancement of men and women.

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Formulating gender-responsive policy and plans

Module 2

2.1 Introduction

Policies that address gender equality and equity in teacher education and training, support and retention should be at the heart of national education reforms, policies and planning. Since the 1960s a number of initiatives have been taken up to address issues of gender equality so as to ensure that women are both contributors to and beneficiaries of the development process. These include undertaking assessments, formulating various international and regional policy instruments signed and ratified by States, and developing action plans and strategies, particularly at country levels. However, despite these measures, gender related issues such as unequal access to resources and benefits including the right to education, health services and land, and the protection from violence remain major challenges for women globally. One major entry point in moving forward towards gender equality is to address gender issues in the education process, and more specifically, to mainstream gender in teacher training in general and Teacher Education Institutions (TEIs) in particular. Despite this assertion, many education policies and, more specifically, the limited number of teacher education policies available in Africa do not address gender inequality and inequities prevalent in the sector. This is supported by the assessment of teacher education and education policies in three West African countries: Ghana, Nigeria and Senegal. Module 2 has been conceived to address such gaps and assist in developing gender-responsive policies.

2.1.1 Objectives

The objectives of this module:

1. Clarify the concept of policy.
2. Outline and discuss the different components of a policy.
3. Explain the policy cycle and the gender equality issues that arise at the various stages of the policy process.
4. Present the steps to be taken in mainstreaming gender in teacher education.

In order to achieve the above objectives the module is structured to contain three different sections. The first section discusses international and regional commitments as a framework for national policies. Section two focuses on what is meant by 'public policy', the policy cycle, and the process of gender mainstreaming in a policy, and section three discusses the policy implementation process. This module also contains warm up and group exercises to assist participants in internalizing and putting into practice what they have learned.

2.1.2 Expected outcomes

After this module, participants will:

1. Become aware of gender equality issues in teacher education.
2. Know the concept of policy, its basic components and the policy cycle.
3. Acquire the basic knowledge and skills necessary to mainstream gender in their institution's policy.

2.2 National policy within the framework of international and regional commitments

As explained in the 'Introduction' section of this guide, international instruments form the wider context within which countries and regions formulate policies to ensure that human rights and various development issues are addressed. For instance, at the regional level, it was the implementation of the Universal Declaration of Human Rights (UDHR) in Africa that resulted in the adoption of the African Charter on Human and People's Rights in 1981 by the

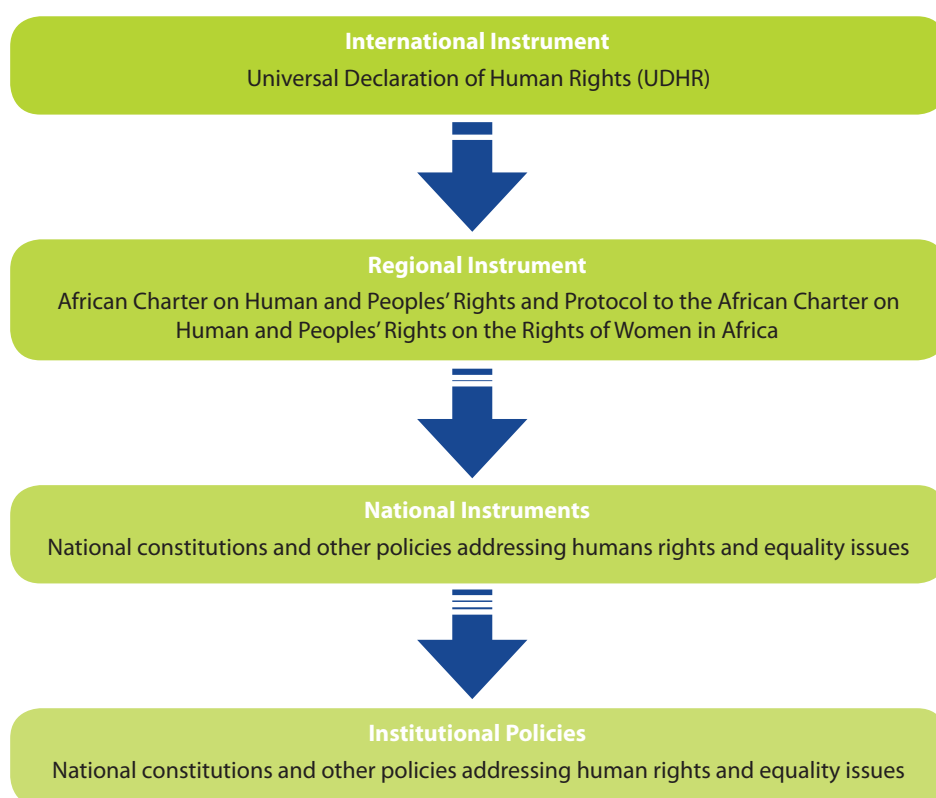
Activity 1

WARM UP

- Which international and regional gender related legal instruments are you familiar with?
- What is the link between international/regional, national and institutional policies?

then Organization of African Unity (OAU), which then entered into force in 1986. Many countries also formulated a National Action Plan on Gender Equality in order to realize their commitments, as stipulated in the Beijing Platform of Action (BPoA). We can therefore see that states have addressed human rights issues, as outlined in international instruments, through their national legal instruments such as in their constitutions, laws and policies. In most instances, national laws and policies are informed by international and regional legal instruments or are formulated in the context of international, regional and national legal instruments. In turn, national policies serve as a framework for institutions and organizations to develop their policies. As a result, a policy initiative by an institution first needs to consult national policies in order to ensure that whatever is written in the institutional policy contributes to the implementation of the national policy. Institutions can also play a role in critically looking at national policy. For example, in the context of teacher education, members of TEIs can critically look at teacher education or higher education policy from gender perspectives and bring forward these gender issues for discussion, which may lead to a policy review. Figure 1 illustrates the relationship of institutional policies to national, regional and international instruments.

Figure 1. International and regional instruments as a framework for national policies



2.3 Policy and gender mainstreaming in teacher education policy

2.3.1 Policy

Policy is defined in various ways depending on the context. In this module the definition given by Pal (2002, p. 2) is used. According to Pal, 'policy is a course of action or inaction chosen by public authorities to address a given problem or interrelated set of problems'. A similar definition is, 'a guideline or a framework chosen by public authorities to address a certain problem or interrelated set of problems'.

- *What is your understanding of policy and public policy?*
- *What is the necessity of discussing gender equality in relation to teacher education policy?*
- *What do we mean when we say gender-responsive policy?*

Activity 2

The importance of policy, more specifically education policy, has been summarized in the following manner, 'It can help to guide future decisions and actions in educational development, including those by international cooperation agencies, in a coherent way. It also represents the government's public commitment to the future orientation of the sector' (Jallade, Radi & Cuenin, 2001, p. 42).

A policy has at least three basic components: problem definition, goals and instruments. The problem is the issue in question, which the policy should deal with. For example, in the context of teacher education, the uneven distribution of TEIs in the different regions of a country, which deprives certain groups of access to training, can be seen as one problem. The identification and definition of problems may take a long time and could be the outcome of discussions at different levels. However, the actual policy document does not include all these details; the major problems are usually discussed in the background section.

The second component on goals is related to problem definition. Goals are our vision of where we want to be after addressing the identified problems. In the example given (on the uneven distribution of TEIs) our goal could be the establishment of at least one TEI in each region by the end of the fifth year after the policy has been formulated and legalized. Goals are usually classified into general goals and specific goals, both of which need to be clearly presented in the policy.

The third component is the policy instrument or the means by which the problems are addressed in order to solve the defined problem, thereby achieving the goals. Policy instruments answer the question on 'how'. In some policies the instruments are called strategies. They are simply the means elaborated in the policy by which the goals will be achieved. Instruments may contain a proposed structure to implement the policy, the identified sources of funding, and a list of the various development partners. In the example given, establishing a partnership between the government and the community, as well as a partnership between government and various international organizations to raise funding and acquire technical assistance, can be a strategy to ensure the opening of TEIs in each region.

A policy needs to have internal consistency among the three major elements: problem definition, goals and instruments. The goals should therefore be formulated to ensure that they address the identified problem and the strategies needed to enable implementers to achieve the goals. It is also expected that a policy is vertically and horizontally consistent (government action in one sector should not contradict action in another).

Activity 3

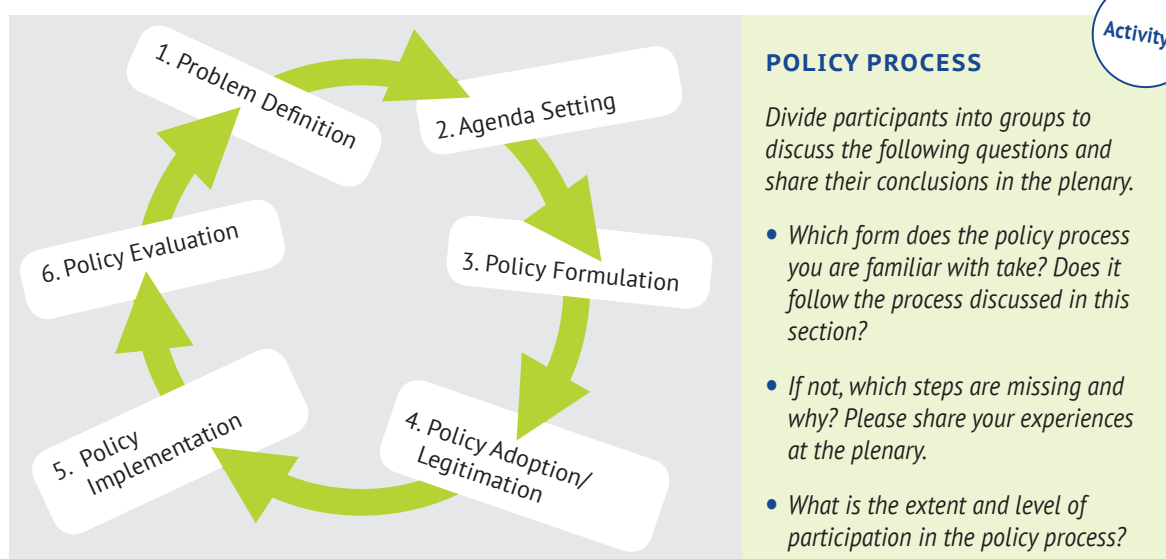
DIFFERENT COMPONENTS OF POLICY

The following activity is meant to initiate discussion about the different components of a policy, while assisting participants in understanding them better. There are twelve statements in the table. Each statement outlines a problem (dealt with through policy), a goal or an instrument/strategy. Identify each statement in the space given in the answer column.

Statements	Answer
1. Promoting awareness of the importance of teachers' welfare.	
2. Appointing gender focal persons in the teacher education divisions.	
3. School distance deters female children from attending.	
4. Quality of education is deteriorating.	
5. Establishing girls' clubs in TEIs.	
6. Fostering the notion of teaching as a life-long career.	
7. Ensuring that the teacher-pupil ratio doesn't exceed 1:40.	
8. Improving the quality of Vocational Education and Training.	
9. Increasing the proportion of women in decision-making positions.	
10. Women make up only 13 per cent of teachers at secondary level.	
11. Creating a budget line for activities related to girls' education.	
12. Streamlining curriculum, assessment, as well as the administration and financing of education to ensure uniformity.	

2.3.2 The policy cycle

Different sources of literature present different stages in the policy cycles (Haddad, 1995; Pal, 2002). However, the most common are: Problem Definition, Agenda Setting, Policy Formulation, Policy Adoption or Policy Legitimation, Policy Implementation and Policy Evaluation. Figure 2 illustrates these different phases in the policy cycle.

Figure 2. The Policy Cycle

Activity 4

2.3.3 Gender-responsive policy

Gender-responsive policy is formulated with the awareness and knowledge of the different positions women and men hold in a society, as well as the differential access to and control over resources. It aims to address gender inequalities in the specific sector in which it operates, and thus paves the way for gender equality by ensuring equal and equitable benefits from policy implementation for men and women. As such, gender-responsive policy addresses gender issues in all its basic components by way of gender mainstreaming.

In this context, gender mainstreaming is about awareness of the existence of gender disparities and their causes and implications, and ensures that they are addressed at each phase of the policy cycle or policy analyses and revision. It refers to efforts to examine and change processes of policy formulation and implementation across all areas and at all levels from a gender perspective so as to address and correct existing and emerging disparities between men and women. It is a strategy to change the process of policy design, implementation and evaluation by taking into consideration the gender specific and often diverse needs, priorities, interests and values of differently positioned men and women (True, 2003).

2.3.4 Mainstreaming gender in teacher education policy

There are two situations in which TEIs can find themselves. One is that they may not have a policy at all, and the other is that they might have a policy but that the policy may not have addressed gender issues or mainstreamed gender. In the first instance, TEIs need to develop a gender-responsive policy for their institutions, and in the second they need to review their policy from gender perspectives. In this part of the module we will look at mainstreaming gender in the different phases of the policy cycle by following the policy cycle presented in Figure 3 in this module: Problem Definition, Agenda Setting, Policy Formulation, Policy Legitimation and Policy Evaluation.

Problem definition. Problem definition explains the nature, scope and significance of the problem within the context of the current policy environment (international, regional and national legal and policy commitments). During this stage, a problem is identified and examined, and possible solutions are explored through research and discussion. It requires that we delineate the policy problem as clearly as possible. This presupposes gathering information from various documents and, whenever necessary, collecting primary data. TEIs also need to set the problem in the context of relevant national policies as well as development plans. Inquiries that would help identify problems include: What is expected of TEIs in terms of their contribution towards meeting nationally and internationally set goals such as the EFA and the MDGs? What are the issues they need to focus on, specifically the gender equality issues? Is the shortage of teachers a problem? Has the gender gap in terms of male and female teachers been an issue? Is the problem of gender disparities between girls and boys a problem? Has this been linked to gender gaps in teachers? These and other inquiries will help identify problems of teacher education, as well as gender issues that are relevant at the national level and that can be addressed by formulating policy in their applicable institutions.

Based on the exploratory view of teacher and gender issues, as reflected in national documents, TEIs will explore the problems relevant to their specific institutions. What are the problems the TEI needs to address? Some problems could be low enrolment, quality of education, lack of qualified teacher trainers, shortage of finance, and so on. Whatever the problem identified, the TEI needs to be seen from the perspective of gender equality. In order to do this, the first step is to investigate gender disparities in different areas and levels among students, teaching staff and administration. In this regard, some of the following areas can be looked at:

- Number of male and female teaching staff
- Number of male and female teaching staff by qualification
- Number of male and female staff holding key administrative positions
- Number of male and female trainees
- Number of male and female trainees by academic performance

These types of statistics and preliminary analysis will show the existence of gender disparities, which will lead us to explore the causes for these disparities. In addition, institutional attitudes, as manifested by the existence of equity or equality instruments such as

affirmative action, structures like gender offices, and other practices such as the availability of policy against gender-based violence and studies conducted in the institution, will indicate the type of policy problem one needs to address.

Agenda setting. Once a problem is identified, a decision has to be reached as to whether it requires a policy intervention. If so, efforts will be made to bring the matter and its possible solutions to the attention of relevant staff and decision-makers to make it a policy-requiring issue. Already existing policies, strategies, programmes or offices may address some of the problems. For example: Can the existing programme of Continuous Professional Development (CPD) address teacher qualification? Can gender disparity in performance be addressed by instituting tutorials instead of policy intervention? Can it be addressed by the already existing national gender policy or plan of action? In this case, the institute may need to review the policies, programmes or office structures, and also introduce a gender equality perspective to strengthen them further and address the problems more effectively. If there are gender-responsive policies available, TEIs may need to come up with a more concrete implementation plan, while other problems may require a policy initiative. In such a situation, the problem could be presented as a policy agenda to the relevant authority for consideration.

Defining goals or outputs. After defining the problem, and once the problem is considered as requiring policy intervention, goals need to be identified in order to address the problem. In the context of TEIs, the goals could range from increasing enrolment, addressing quality, acquiring resources, and mitigating high staff turnover to narrowing gender disparities.

Policy goals need to state gender concerns specifically and visibly. If female drop-out is a problem, one of the goals could be 'ensuring that both sexes complete a full cycle of their training'. In this case, one also has to realize that different measures may be required in order for women and men to benefit from the outcomes equitably. For example, in TEIs affirmative action for entry and the provision of tutorials may need to be put into place for either men or women, depending on the direction of gender disparities prevailing in that specific context. Different performance indicators and sex-disaggregated data need to be considered to capture the gender dimensions. The stated goals need to take into consideration the different gender related

barriers women and men face to benefit equally and equitably (Status of Women, 1996, p. 16).

Policy formulation. Policy formulation has two basic stages: determining the policy options and selecting the preferred option. This process may involve debate over alternative policy choices, which takes into account both the benefits and costs of each policy option. The policy alternatives are derived from a research process that investigates the problem in an in-depth manner using either primary or secondary sources of data or both. In collecting information all data relevant to TEIs have to be accessed, all relevant individuals and organizations have to be consulted, and all numerical data have to be disaggregated by sex. This stage may also entail analysis of existing policies. Based on the information gathered, the preferred policy options are presented, which will enable the policy objective to be effectively and efficiently reached.

In order to ensure that the process of analysis and discussion addresses gender equality issues, the different positions held by men and women in a society, and how differently these positions influence their enrolment and success in TEIs, have to be considered. Gender as an analytical framework needs to be considered in the analysis and the outlined options. Another consideration is that both men and women be included in the process of policy formulation.

In order to ensure gender equality perspectives in deciding policy options that address gender equality and equity, one of the criteria in choosing the policy options needs to be free of legal, economic and cultural constraints to equitable participation (Status of Women, 1996). The contribution of the policy options to the realization of other governments' policy and legal commitments would increase the likelihood of the options being accepted.

Policy legitimization. For a policy to obtain a legal status, it has to be approved as an official policy document by relevant authorities in the TEI, as well as the ministry or relevant divisions within the ministry, depending on the structures and the practices of that specific country. This is an important step as it gives the policy legitimacy. Once it is approved, a policy also serves as an advocacy instrument, as well as a document that could be used to raise funds.

Policy implementation. Implementation refers to the actual practical activities that need to be carried out

to realize the policy goals and objectives. A number of critical decisions are made at this stage: decisions about regulations, structures, budget and partnerships, all of which are necessary to implement the policy. Policy implementation requires a commitment. As observed from experience, many countries and organizations have very good policy instruments, but most of the time they remain on paper. After going through the process of policy development, which is very resource intensive, its implementation requires serious consideration. The first inquiry should determine the changes needed to implement the policy. Are new institutional rules and regulations necessary or does one need to review the existing rules and regulations? For example, in TEIs, do we need to review the regulations about in-service training to ensure that both men and women benefit equally and equitably? Do we need a sexual harassment policy? Do we need a resource mobilization strategy? Which structures need to be put in place or reviewed? Are extra budgets needed or should we review the existing budget allocation in light of gender equality (cf. gender budgeting)? How do we keep track of the implementation process? How is information compiled and shared? All these and other concerns need to be considered. For each concern raised, we have to ask ourselves: How do we create a situation in which both men and women benefit from the policy implementation? In relation to budgets, we may consider allocating budgets for specific activities targeting men or women, or those coming from underprivileged areas or individuals with disabilities, and so on.

Policy evaluation. Evaluation is monitoring and assessing the process and impact of policy implementation. Policy research and analysis are used as strategies to evaluate whether the policy goals were reached, and if there were any unanticipated positive or negative outcomes. The evaluation process also attempts to see the various types of impacts: direct versus indirect, and short term versus long term. The information gathered from the evaluation will be used as inputs in the next policy cycle or process.

Policy monitoring and evaluation is usually a challenging step as it requires consistent follow up, information collection, and efforts to compare policy goals with the outcome of activities carried out to implement the

policy. The policy goals serve as a framework for any instrument that is designed to collect and compile information for the evaluation. The instruments that are designed should ensure that gender is included as a category of analysis and that issues concerning both men and women are included in the questions. Specific women's issues, as identified in the policy problem, should be covered, and during the data collection process both men and women should be included as sources of data. In the context of TEIs the data to be gathered on enrolment, performance and achievement, in-service training, promotion, leadership and administration are to be disaggregated by sex. We also need to analyse information on the activities undertaken to address gender issues, such as sexual harassment, in order to inform policy formulation. Depending on the duration of implementing such activities, we may need to determine their short-term and long-term impacts. Since the whole intention of policy evaluation is to enable us to strengthen the strong points and minimize the weak points of a policy, the inputs from policy evaluation need to feed into the next policy cycle.

Activity 5

GENDER ANALYSIS OF EDUCATION POLICY

Participants will carry out a gender analysis of a teacher/education policy.

- *Divide into small groups.*
- *Choose a policy that you would like to analyse.*
- *Investigate the policy document following the gender mainstreaming process discussed in this section.*
- *Does the policy contain the three basic components?*
- *Does each component reflect gender equality perspectives?*
- *How was the policy process? Did it take note of gender equality perspectives at the various stages?*
- *What would be your suggestions to make the policy gender-responsive?*

2.4 From policy to planning

Policy dissemination is an important step in the implementation process. All relevant stakeholders must know, accept and develop a sense of ownership and buy into implementation. The involvement of stakeholders should therefore begin long before the policy is developed. Policy dissemination further strengthens knowledge about the policy, with implementers using the policy as a reference during the various phases of implementation.

As indicated earlier, policy is a general guideline or framework. In order to implement a policy the policy's goals have to be broken down into implementable pieces, and this is done through planning. Institutional policies are therefore usually followed by institutional plans that translate the policy objectives into specific activities that facilitate the success of policy goals. For example, a five-year implementation plan containing a baseline, targets and indicators is usually prepared to implement a TEI policy. The plan could also mention the various responsible bodies, as well as guidelines for monitoring.

Depending on the issue and the available structure and legal context, some legal measures may be needed in order to implement a policy. For example, in a TEI one may need to introduce affirmative action (if it does not exist), appoint a gender focal person, allocate budgets for women's specific activities or for those groups that require differential treatment in order to benefit from the policy equally and equitably with others, or one may need to revise regulations about dormitories or accommodation, and so on.

The implementation of a policy often requires that some of the structures are created or changed in order to monitor or take responsibility as owner of the policy issue. For instance, in a TEI the academic dean or the planning department may take responsibility for the implementation of the policy, or another office may be set up for this purpose. Once a structure is identified or created, it is important that appropriate human and financial resources be allocated for the implementation process. This is a serious issue as most complaints, especially in relation to gender equality, is related to a lack of qualified human and financial resources needed to carry out activities. In this regard, gender budgeting in the institute would mitigate the problem.

Forming partnerships is an important process in policy implementation. In many cases, not everything provisioned in a policy is funded by the TEIs. For example, in many institutions there are gender focal persons or gender officers who advocate the issues and form partnerships to raise funds, or they acquire other resources such as technical assistance. Partnerships could also be established with civil society organizations (CSOs) or community based organizations (CBOs). A number of advocacy strategies could be used in order to form partnerships. Only after the implementation of these types of pre-implementation activities does the actual implementation of policy begin.

POLICY AND PLANNING

Activity 6

This exercise enables participants to relate to all of the discussions and exercises carried out in this module by covering the main issues of discussion. Please refer to your respective teacher education or education sector plan.

- *What are the provisions on teacher education and development?*
- *Are these provisions based on the policy that you investigated earlier? Please elaborate.*
- *How are the gender equality dimensions in teacher education covered in your sectorial plan?*
- *Is there consistency in the policy provisions and sectorial plans in terms of gender mainstreaming?*
- *Summarize your points and share them at the plenary.*

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Institutional culture and environment

Module 3

3.1 Introduction

This module describes institutional cultures and environments, paying particular attention to practices such as sexual harassment and other forms of violence. The module describes formal and informal traditions and practices, rules and regulations, intellectual and other available resources, coordination mechanisms and social interactions that take place in teacher education institutions (TEIs). The module explains why it is necessary and important to develop institutional rules and regulations, and to create environments that foster gender justice and fairness in TEIs.

3.1.1 Objectives

The objectives of this module:

1. Enable all the groups in TEIs to understand the gendered forms and content of institutional cultures and environments.
2. Explain the ways in which gender is expressed in formal and informal traditions, norms and practices that might prevail in TEIs.
3. Indicate some gender specific policies and practices that might be adopted to address gender, race, class, ethnicity, age and other issues that promote gender equality and equity in TEIs.

3.1.2 Expected outcomes

At the end of this module participants will:

1. Have enhanced their understanding of the gendered culture and environment in which they operate.
2. Be able to develop rules, regulations and practices that improve workplace relationships.
3. Be able to lead the implementation of gender-sensitive institutional rules, regulations and practices in their institutions.

3.2 Definitions of institutional culture and environment

3.2.1 Institutional culture

Institutional culture comprises customs, values, rituals and ways of doing things that are accepted by all or most members of that institution. When a new member is recruited into an institution, they are inducted into that institution and told about 'how things are done'.

TEIs as academic organizations are expected to have collegial cultures in which decision-making and governance issues are discussed and shared amongst the members of the organization without too much emphasis on rank and seniority. These organizations tend to have developmental aspects that are focused on the personal and professional growth of each member. TEIs may exhibit some of the attributes and qualities of organizations with collegial and developmental institutional cultures.

TEIs are expected to foster collegial environmental and institutional cultures that prioritize the development of the academic, social and professional growth of all members of that institution. However, institutional formal hierarchical and formal structures imply the existence of formalized power of some people over others such as senior over junior staff, staff over students, and so on. These structures of power and competition may encourage domination of some officials, such as senior over junior staff, and academic or administrative staff, over students.

Academic attainment and professional performance invariably implies some form of competition for grades, performance and achievement that is recognized through promotion and seniority in pay and status through titles and designations. What is important is to manage and mediate the competitive aspects inherent in the working and learning environment in TEIs so that power relations and competition do not become damaging. The institutional culture of an organization therefore has a significant impact on its capacity for growth, change, learning and adaptation to changing circumstances or environments.

3.2.2 Institutional systems

The rules, regulations, structures and administration of TEIs comprise the institutional systems that are shaped by the authorities that sponsor, finance and govern them. TEIs may share a common mission to train teachers but their norms and values may be different. For example, TEIs sponsored by religious institutions might emphasize values such as humility, sharing, cooperation and empathy in their jurisdictions. Government institutions may focus on service delivery, according to laid down civil service rules, and the efficient training of teachers. Thus, the institutional cultures and systems may be influenced by the philosophies and values of their sponsors.

The institutional cultures and systems are shaped and influenced by the types of people who run them, their professional backgrounds, gender, racial group, class and other characteristics. TEIs may have varying institutional cultures depending on whether they train primary school, secondary school or university level teachers. In many countries in Europe, the United States, Africa, Asia and Latin America, primary school teachers are predominantly female so the TEIs for primary school teachers tend to be dominated by female academic and administrative staff, while in TEIs for secondary schools, there is a greater dominance of male lecturers and students. In some countries such as Cape Verde, the opposite phenomenon has been observed. In Cape Verde, because boys and men work in the construction sector or join gangs, the numbers of boys in secondary schools and men in tertiary institutions are lower than those of girls. This in turn affects the institutional cultures of these institutions in specific ways.

Gender, race, class, ethnicity and other attributes of the people within them influence structures of authority, such as heading institutions, departments or divisions. For example, females are expected to be more nurturing, tolerant and patient while males are expected to be more business-like, results oriented and authoritarian. Thus, in many countries infant education divisions tend to be female-dominated whereas secondary school and higher grade and form divisions tend to be male-dominated. These values also influence the institutional cultures of TEIs in shaping the conduct of training, peer relations, governance cultures, and the professional advancement of men and women in TEIs.

Activity 1

This activity is intended to help participants undertake a gender analysis of their institution and its relationship to the institutional culture and systems. It can be used to develop gender-sensitive interventions for the benefit of staff and students of various ages, classes and ethnicities in the institution.

Organize yourselves into groups of at least four with each group comprising male students, female students and, if possible, one academic and/or administrative member of staff. Your discussion should address the following questions:

- *How would you characterize the institutional culture of your organization or college?*
- *What is the gender, class, ethnicity and age composition of the academic and general staff, department heads, and overall head teachers and student teachers in your institution?*
- *How does this staff and student configuration affect the running and effectiveness of the institution?*

Compile your conclusions and present them to your colleagues in a plenary and engage your institution's executive with a view to implementing your recommendations.

3.3 Formal and informal traditions, norms and practices

Institutions have their formal and informal rules, regulations, traditions and cultures. Sometimes, the non-formal culture may shape what happens in the formal sphere. For example, there may be influential individuals whose authority derives from other sources outside the workplace. They might not have formal power, but nevertheless, wield informal influence, impacting on formal decisions and practices. Informal structures and cultures may be used to sabotage the formal rules and structures. Some individuals may have access to information that others do not. Others may have influence over their colleagues because of their political, social and economic linkages or attributes. Many institutions may also be plagued by negative practices such as sexual harassment and other forms of violence between and among staff and students, as well as favouritism and corruption in awarding marks to students. These practices may be swept under the carpet and not addressed because of fear of reprisal, penalties through poor grades, and fear of publicity.

3.4 Gender-specific policies and practices

TEIs may devise or generate rules and regulations to address gender, class, race, ethnicity, age and other issues that are critical for fostering equality, equity, fairness and justice in the workplace and education institutions.

3.4.1 Affirmative action

Among many policies, TEIs may develop affirmative and gender-specific policies, rules and regulations on issues such as recruitment, promotion, and maternity and paternity leave. This helps to maximize and democratize recruitment by gender, ethnicity, class and other base factors.

Provisions for paid maternity and paternity leave help to minimize staff erosion as a result of pregnancy and childbearing, and improve commitment to work and completion of study programmes. Eshete (2003) conducted a study that established that at Ethiopian teachers' colleges and teacher education departments in universities, women comprised only 2.3 per cent of the academic staff. In Zimbabwean TEIs, there is an affirmative action policy for women's admission that enables women students to be enrolled with one or two points less than men because many girls are disadvantaged by housework and domestic chores, negatively impacting on their schooling to a greater extent than boys. This is one example of affirmative action that may be possible in environments where girls of a specific ethnic group, class and age face a systematic educational disadvantage from an early age.

3.5 Sexual harassment and other forms of gender-based violence

Gender-based and other types of violence are quite prevalent in many TEIs and these practices create a negative institutional culture and environment. Women and men who are harassed, be they staff or students, experience a negative working and learning environment, and may be afraid to report the perpetrators, often because the perpetrators are in positions of authority as administrators, executives and lecturers.

The excerpts above show the types of sexual harassment and other forms of gender-based violence. Other types of violence may be based on ethnicity, class, age and sexual orientation. It is crucial to develop policies against sexual harassment and other forms of violence, as well as safe reporting procedures, fair systems for investigation and verification of harassment and violence, and deterrent penalties against perpetrators. Where there is resistance to such policies, existing regulations for labour, based on ILO conventions, national constitutions and labour laws may be used to assert the rights of students to education in safe teaching and learning environments. A study conducted in eleven northern European countries in 2000 by the Office for Official Publication of the European Communities found that most employees in sexual harassment cases responded by ignoring the behaviour or asking the perpetrator to stop. They feared the negative consequences of responding in other ways, believing their complaints would not be taken seriously, or were too surprised to take any action. Some tended to ignore the harassment, minimized it by treating it as a joke, tolerated it or isolated the aggressor, which was a social and emotional punishment.

CASE STUDY 1

Excerpts from a study by Katsande, J. (2008) on sexual harassment in TEIs in Zimbabwe.

1. 'Yes we have heard several rumours of female trainee teachers saying they are being sexually harassed but as a college, a rumour is a rumour, nothing more. We do not institute investigations from rumours. That is unprofessional' (College Principal).
The female trainee teachers had different stories, which did not confirm what the authorities were saying: Sexual harassment or another form of violence?
2. 'He asked me to go out for a date with him but I refused. I am afraid of him now. He is always looking at me. I told my friend about it. I now fear we are going to be branded troublemakers' (Primary school female trainee teacher).

Official collusion by default?

3. 'I do not think the college authorities will do anything about this issue. We had a students' meeting last week and agreed to write letters and put them in the suggestion box. If we complain against a lecturer it will result in more trouble than keeping quiet' (Female trainee school teacher).

Women colluding with men against other women?

4. 'The senior lady lecturer here seems to side with the male lecturers. She accuses us of wearing clothes that provoke the lecturers. Just think of it, she is the senior lady who is supposed to carry our concerns to administration' (Female trainee primary school teacher).

Sexual harassment or women's agency?

5. 'I am an adult; if he abuses me and I pass I would not worry. I know what I will be doing. In fact he also gives me some money' (Female trainee secondary school teacher)

Given the issues raised above, it is imperative for institutions to scan the options available to them in order to deal with sexual harassment and other types of gender-based violence. Institutions have different resource endowments and they may be able to use whatever they have at hand to make a start in dealing with gender-based violence. In resource constrained environments, it is imperative to scan and adapt existing structures, and to mandate personnel, after sufficient orientation, to deal with gender violence issues.

Where resources exist for creating new positions and financing personnel then they should be carried out. It is crucial to seek the assistance of, and training by, personnel from within or outside the institution who have the required skills and experience.

Activity 2

This task can be undertaken individually or in pairs, depending on the number of participants. The participants are expected to analyse the climate of their institution from gender equality perspectives. The task is intended to help participants identify gender, ethnicity, class and other issues that might afflict their institutions, and to develop workable measures to ameliorate or eradicate these problems.

Examine the 'climate' of your institution based on gender, class and ethnicity.

- What practices can be described as constituting sexual harassment and gender-based violence in your institution?
- What legal, social and other measures exist for dealing with these practices? How effective are these measures?
- What workable improvements would you suggest to your institution to eradicate sexual harassment and gender-based violence in your institution?

Use specific examples of past cases if possible, and indicate whether the resolution was satisfactory. Present your thoughts and discussions to the general group and compare your findings. You can debate your findings collectively to clarify issues and facts, and help develop measures to deal with sexual harassment in your institution.

3.6 Resources to develop gender-sensitive policies and programmes

The resources available to staff and students to fulfil the mandate of the institution will determine its success. There are different types of resources, namely financial, intellectual, legal and others. TEIs need adequate financial resources to fund libraries, technologies for teaching, student activities, and to hire qualified lecturers. In resource constrained environments, it may be necessary to improvise by approaching local, regional and international philanthropic organizations for financial, intellectual and other assistance. For example, local expertise may be available to help TEIs develop gender-sensitive policies and programmes in collaboration with funding agencies that have an interest in providing technical and financial support for gender-responsive policies and strategies for institutional transformation.

3.6.1 Coordination mechanisms

Institutionally, it is important to develop coordinating mechanisms that enable staff and students to interact and communicate effectively, both individually and collectively. Such mechanisms may include students' representative councils organized around students' disciplines, academic specializations, sports, residences and other functions. Academic and administrative staff require representative bodies to respond to their needs and to communicate with students and executive authorities. The existence of coordination mechanisms also facilitates effective communication and activities organized around services such as libraries, the scheduling of common and specific activities, and to resolve conflicts when they arise.

3.6.2 Social interactions

Social interactions, such as sports and other recreational activities, are critical for building community spirit and providing relaxed occasions that allow staff and students to communicate and understand each other beyond the confines of their academic pursuits.

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Online resources

- UNICEF focuses on educational concerns such as girls' and teachers' education and learning concerns. <http://www.unicef.org>
- Save the Children operate worldwide, focusing on education. <http://www.savethechildren.net>
- The Forum for African Women Educationalists (FAWE) publishes literature on gender and education in Africa. They have branches throughout Africa and you can connect with the branch nearest to you. <http://www.fawe.org>

Developing and availing gender-sensitive support services for staff and student teachers

Module 4

4.1 Introduction

This module outlines some of the major support services, such as accommodation, catering, transport, day care, health, ordinary and special types of leave, career guidance and security, that are essential for staff, students and other concerned parties in teacher education institutes (TEIs). The module describes the utility of specific support services in advancing gender equality in teaching and learning in TEIs, drawing particular attention to the difficulties and problems for teacher educators and trainees when such support services are lacking. An absence of support services may negatively skew the experiences of teacher education trainees, acutely affecting disadvantaged students, students with special needs, and students in post-conflict and post-disaster situations, thus abetting gender inequalities. This module is aimed at teacher education executives and administrators, head of individual institutions, teachers and students' union executives, and public and private service providers and funders across all sectors.

4.1.1 Objectives

The objectives of this module:

1. To improve the quality, conditions and environment of TEIs so as to enhance teacher education and training.
2. To explain and demonstrate the importance of providing gender-sensitive services to teacher educators and student teachers.

4.1.2 Expected outcomes

After this module, participants will:

1. Have increased understanding of, and make informed decisions for, the provision of gender-sensitive services for staff and students in TEIs.
2. Acknowledge the importance of informed, targeted and gender-responsive prioritization and planning for the provision of gender specific support services for all students and staff in public and private TEIs: teachers and students union executives.

4.2 Key role of support services

Gender-sensitive support services to staff and students in TEIs are crucial in determining both the quality of education and training, and the quality of the learning and work experiences of staff and students. It is important to assess the gender sensitivity of support services that are available to staff and students in TEIs and to improve on provision.

4.2.1 Accommodation

Accommodation usually constitutes a significant part of teacher educators and trainees' living costs. In many cities in developing countries, safe and secure accommodation is expensive and out of reach of students and civil servants. Thus, adequate, safe and affordable family and single bed accommodation near or at the workplace is needed for teacher educators and trainees whose commuting time to work and classes would be reduced. In this way, they would be spared from travelling on congested roads and on crowded public transport in the morning and evenings. This can be achieved by providing institutional transport such as buses. In turn, trainers and trainees can focus on and maximize their time on teaching and learning; ultimately reducing the costs of training by minimizing repeat classes and the numbers of failed students in the long term. In many countries, such as Zambia, Malawi and South Africa, some teachers' colleges provide residential hostels for their students and housing for single and married staff on college campuses; a trend that needs to be supported and encouraged. Where such provision is not possible, it is necessary to devise loan schemes to enable staff to purchase or build their houses. These schemes should not discriminate on the basis of gender, age or category of employee.

4.2.2 Catering and dining services

Teacher training colleges often recruit large numbers of students who may be housed in hostels and other accommodation. Catering in bulk for trainees reduces the costs of training, so it is crucial to provide bulk dining and catering services that offer affordable food. This would free students, particularly women, from the chores of cooking in their hostels. In those cases where students cannot be housed on college campuses, catering for their food needs with canteens on campuses may enable students who are out of residence to access relatively cheap and adequate food, saving them time for study at home. This also maximizes their study time and potential use of campus libraries and other learning facilities. This could also reduce 'domestic' tasks by female students who might be expected to cook and clean for male students as part of the traditional role of women as carers of men, which dominates in certain societies. It could also reduce pressure on male students who use their money to buy female students food and other necessities as part of masculine role fulfilment. Thus, TEIs may also play a useful role in reducing the socialization and reproduction of traditional mothering and fathering roles and practices that could negatively impact on the success of teacher trainees.

4.2.3 Transport

Where accommodation is limited or not provided at or near the workplace, TEIs should organize safe and secure transport for both staff and students to enable them to start their classes on time and to travel to and from the premises using safe, secure and affordable means of transport. Public transport is usually crowded and insecure, especially for women who in many countries may be subjected to sexual harassment. Some countries such as Brazil, Israel, Japan, India, Indonesia and the United Arab Emirates have women's buses or women's sections on public transport to avoid and/or minimize the sexual harassment of female commuters. Furthermore, sexual and physical harm, especially to female commuters, is compounded when travelling home after dark, making safe and affordable transportation essential for both men and women.

4.2.4 Day care services

Day care services are essential for staff and students who have children and need pre-school or after-school care. In many developing countries, children are often left in the care of female domestic workers who might be poorly paid and have little skill or training in childcare. Consequently, staff and student anxiety may result from concern over their children. Moreover, the children may also suffer from poor physical and intellectual stimulation because of the burden of domestic and other work placed on carers. The institutional provision of day care services therefore benefits female students and staff who would normally be responsible for childcare and the supervision of care workers in their home. Good quality institutional care services at TEIs help advance gender equality by availing female and male students and staff by giving parents confidence in their children's well-being, allowing them to focus on their work and studies. In addition, pre-school and after-school children can serve as models to teacher trainees and trainers for teaching and demonstration as part of the training process.

4.2.5 Recreation

The provision of recreational services is often overlooked in many institutions even though student teachers and trainers would benefit enormously from sport and recreational services, such as swimming, soccer and tennis, as well as religious, social and cultural activities, fund-raising and charity work. These activities are important for relaxation, team-building, and the physical and social well-being of men and women, students and staff. Where such services are lacking, students may resort to such harmful activities that include excessive alcohol consumption and drug use, which undermine the objectives of TEIs. Clubs and societies that teach and pass on such skills such as managing student organizations are indispensable for promoting and institutionalizing good governance in all areas of civic life. Performing voluntary work as office representatives in clubs and societies and participating in part-time temporary employment on campuses and colleges develops entrepreneurial and life-long organizational skills that prepare students for the world of work. These activities also provide female and male staff and students with opportunities to take part in recreational and associative life in relatively progressive environments that help build confidence as well as their capacity to collaborate in friendly and professional competition with one another.

4.2.6 Medical aid and health services on site

Staff and students at TEIs also need to benefit from good quality medical aid, and preventative and curative health services at or within reach of their workplaces and institutions to secure their health and well-being. Good health services will minimize time lost in teaching and learning due to illness or poor health. In particular, female student teachers have access to contraception to prevent unplanned pregnancies and student drop-out that may ensue as a result. Other services include the prevention of HIV infection and other sexually transmitted diseases that may interfere with training and delay the completion of studies or graduation by students. In short, good quality medical services that include medical and preventative intervention as well as counselling benefit both male and female staff and students, ensuring that health issues are not an impediment to academic and professional achievement.

In many developing countries, health providers may be willing to offer concessionary medical aid to students with a limited range of services, but covers such needs as contraception and common illnesses and conditions, while recognizing that young people's health profiles are different from those of older health users. Cimas, a Zimbabwean medical aid society, offers basic health packages to students in participating universities at concessional rates. Since young people in their late teens and early twenties make fewer claims on medical services than older adults, medical aid societies would benefit from a large base of subscribers with relatively low claim rates. Quite often, universities and TEIs operate health clinics to treat minor cases of illness and health concerns at reduced cost. General public health workers such as registered nurses or sessional medical practitioners are employed to work in these clinics without resort to (or limited involvement of) costly medical personnel such as senior nurses. These practices should be encouraged as they provide security to less privileged students, both male and female, who would not normally have access to good quality medical cover.

Preventative health programmes such as WASH (water, sanitation and hygiene) should also be encouraged in TEIs as this would prevent disease transmission, for example, by providing bathroom facilities for hand washing.

4.2.7 Special needs officers and services

In post-conflict and post-disaster situations in which pandemics such as HIV and AIDS can occur, and when students and staff have special and specific needs, it is important to include a plan for mainstreaming special targeted services. For example, students with sight-related disabilities may require reading materials in braille or access to audio equipment for recording material. A disability resource centre and a coordinator for students with disabilities may also be provided for. For example, the University of Zimbabwe has developed a Disability Resource Centre (DRC), which teaches visually impaired students how to navigate the campus and access reading, courses and examination materials in braille. Similarly, a New Start Centre on campus enables staff and students to confidentially test for HIV and collect condoms and other resources. Refugee students are also assisted with language and other resources through the DRC while other departments, such as those of the Dean of Students, ensures that accommodation and other needs are met. Another example, at the University of British Columbia, has a Dean for female students who takes care of the needs of all female students. Chaplains for all religious leanings, whether Muslim, Christian, Hindu or others, can also be appointed to student and staff welfare services, which allows students and staff of all faiths to affirm their beliefs. Thus, depending on finances and other endowments, TEIs can appoint deans or coordinators for students with disabilities, refugee or internally displaced students, and students with other special needs.

4.2.8 Disciplinary structures, regulations and services

Staff and students who encounter sexual harassment or an injustice need a secure place where they can report incidents, be comforted, and feel confident in the knowledge that their cases will be heard fairly and promptly. TEIs should therefore develop effective and safe procedures, and create offices where sexual harassment and any forms of injustice committed on staff and students can be reported. These structures and regulations for discussing and reporting sexual harassment and other forms of violence and injustice must be publicized, well explained and effective.

In developing disciplinary structures, regulations and services, TEIs should ensure the active participation of both teacher educators and student teachers. They also need to hold discussions and regularly raise awareness of the issues such as at the beginning of terms or the academic year. This ensures that all stakeholders understand and take responsibility for their actions, and be held accountable in the enforcement of these structures, regulations and services.

It is also vital to involve the different sectors of the community with regard to disciplinary issues. This can be achieved through advisory boards comprising the representatives of community organizations, women's and youth's associations, law enforcement, and health and sports bodies. Community organizations that may have a positive influence on trainees can be invited to discuss issues relating to the welfare and discipline of student teachers. These community organizations may include religious leaders, community representatives and owners of student accommodation for example.

Activity 1 is targeted at students, teacher trainees, teacher educators and service providers.

Activity 1

This is an individual activity. Have each participant draw up a list of support services that they wish to have at their institution. After 30 minutes, participants re-convene in a plenary session to compare notes and agree on priorities and the phasing in of such services. The list can then be submitted to the relevant authorities for consideration. Possible questions for the session may include the following:

- *What are the major support services that men, women and minority students access on your campus?*
- *What are the advantages of providing these services?*
- *If they are not available, why are they not currently available?*
- *Suggest ways of addressing the problem of lack of services that have been identified.*

4.2.9 Maternity and paternity leave and provisions

The provision of paid maternity leave for staff is important in retaining female members. Penalizing women for claiming maternity leave by refusing their seniority, depending on their length of service, should be discouraged. Many countries have maternity leave provisions that allow women to cease work for a defined period of time for maternity purposes. These policies would prevent the abuse of such leave while allowing women to exercise their right to have children without the risk of losing their jobs, pay, seniority and benefits in the workplace. Paternity leave for male members of staff also allows them to participate in caring for their spouses and children following childbirth.

4.2.10 Ordinary, sick and compassionate leave

Leave provisions are necessary to give staff breaks from work when they have worked for relatively long uninterrupted periods of time, and for when they have fallen sick, are bereaved, or experiencing stressful life events. This tells the staff that the employer considers and recognizes their need for rest and recuperation. These types of leave are mandatory in many countries and it is important that employees benefit from such leave whenever it is warranted.

4.2.11 Recruitment and staffing

TEIs need to develop gender-sensitive and progressive policies on staff and student recruitment. In many countries, ethnic and other minorities may be under-represented in educational institutions in trainee positions or as lecturers and administrative staff because of historical disadvantage and marginalization. For example, in Botswana, San people are grossly under-represented in TEIs. In Zimbabwe, Tonga students are taught non-native languages because of the under-representation of teachers, lecturers and students of Tonga origin in TEIs and tertiary education. In the Zimbabwean college system, an affirmative action programme exists to promote the

recruitment of female students. Makerere University in Uganda also runs a similar programme. Through such programmes, female students are allowed to register for programmes with one or two points less than men in recognition of the burdens of domestic chores and the cultural disadvantages faced by girls and women, particularly in rural areas. Thus, gender, class and ethnicity can be considered and used in the recruitment of students and staff to redress ethnic, racial, class, gender and other forms of discrimination.

4.2.12 Access and success

Access and success of staff and students will depend on the policies and programmes available that ensure they perform to expectation. Access is determined by the degree of openness and fairness of a system towards various population groups. Deliberate policies are necessary, especially in public institutions, to ensure that sections of the population, regardless of class, gender, race or ethnicity, can access teacher training and jobs as lecturers in

training institutions. Deliberate policies of affirmative action might be required for marginalized groups to ensure their enrolment, employment and success as students and teachers. Such policies may include quotas and scholarships for minorities, outreach to minority areas when recruiting students, and coaching and mentoring for students once enrolled so as to prevent and minimize student drop-out.

It is crucial to create inclusive learning environments that address the needs of all learners. There is also a need to ensure the physical accessibility of the institution, good teachers' behaviour, and material provisions for teachers, especially those with disabilities. Examples include braille facilities and accessories for teachers who are visually challenged, supportive software for teachers with hearing impediments, and ramps to facilitate access to buildings for teachers using wheelchairs and other walking aids.

CASE STUDY 1 Basic Education (Girls) Project, Lao People's Democratic Republic

This project aimed to improve the retention of girls in schools in un-served and under-served, small minority communities with village-based primary schools staffed by trained teachers and equipped with relevant teaching materials. The project also aimed to improve girls' enrolment and retention, and promote community participation in school management. The project also focused on teacher education to increase the number of female and ethnic minority teachers by supporting minority students, mainly females, with scholarships, health care allowances, books, educational materials, blankets, mosquito nets and torches. After completing their studies, the new recruits will teach in ethnic minority schools.

4.2.13 Career guidance and advice

Career guidance is imperative in institutions prior to and following admission to enable students to make wise choices based on their abilities rather than on the basis of social and financial constraints. In many developing countries, science and technology are usually only accessible to privileged male students whose schools have laboratories and teachers with science skills. It is crucial to train teachers to promote science and technology teaching, and provide guidance in less privileged schools, especially those attended by girls. For students who are already enrolled in teacher training, gender-sensitive career guidance helps maximize their potential and informs them of opportunities they might not necessarily be aware of in their areas of competence. Training institutions need to open up their horizons, particularly for under-privileged, minority, and female students to enable them to maximize their potential.

Activity 2

This activity can be undertaken in groups of four. After 45 minutes of discussion, each group should present its findings in a plenary session.

- *Examine the numbers, gender, ethnicity, social class and age profiles of students and lecturers at your institution.*
- *Which groups are excluded or over-represented? Why do you think this might be?*
- *How well are minority students and staff, students and staff with special needs, and refugee students and staff catered for?*
- *Suggest measures that can be taken to address the needs of under-served students and staff.*

The findings from this activity can be presented to the TEI executive for possible implementation.

4.2.14 Safety, security and well-being at colleges

Safety issues are imperative for students and staff in training institutions. There is a need for lighting, safe transport, patrols on campuses, and constant security audits to ensure that staff and student safety is assured. Institutional transport for staff and students may prevent harm to staff and students who live off campus. Strong and well enforced policies against sexual and other forms of harassment are vital to protect students in and around the workplace. The University of British Columbia in Canada has a safety bus that takes students around the campus and drops them off at the library, residences, cafeterias, bus stops, and other places on campus, which ensures the safety of male and female students on campus.

Activity 3

This is an exercise that can be conducted in pairs, preferably male and female (if culturally appropriate). Students and staff can then discuss their responses in plenary after individual responses have been presented.

- What constitutes a good campus climate and environment? What constitutes a good student?
- Critically examine the definitions of a 'good teacher/lecturer' and 'a good student'.
- What measures can your institution take to improve the campus climate and environment in your institution, from gender equality perspectives, and to enhance the well-being of students, lecturers/teachers and administrators in your institution?

4.2.15 Termination benefits

When a member of staff retires or resigns from an institution, it is important to ensure that their termination or retirement benefits are administered in good time so as to not to cause any undue inconvenience.

4.3 Conclusion

Support services for staff and students at teacher training colleges enhance the workplace experience and environment, and improve the commitment of staff and students to their work and studies. Institutions need to ensure that their procurement includes basic supplies such as stationery, food and furniture, such as chairs and desks. This ensures that trainers and learners have all the materials they need for training and learning purposes. Enlightened employers understand the need to make the teaching and learning environment gender-sensitive, friendly, nurturing and supportive of all those who work and study in these institutions.

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The curriculum of teacher education

Module 5

5.1 Introduction

The curriculum's importance in the educational process is in selecting and presenting knowledge, shaping character, setting attitudes, and developing behavioural patterns in the learner. As much as school curricula reflect a community's social norms, so we can see this in teacher education institutions (TEIs). The curriculum of TEIs exposes future teachers to consider attitudes and values that will later inspire their students. This module presents the curriculum by explaining what it is, and by highlighting the differences between official set curricula and the different types of hidden curricula found in general education and in TEIs. It focuses on how the teacher can mainstream gender considerations into these different forms of curricula, as well as how to initiate class activities that deal with gender equality.

5.1.1 Objectives

The objectives of this module:

1. To explain the different types of curriculum.
2. To point out the areas in which the curriculum has paramount effects.
3. To demonstrate how mainstreaming gender can be introduced and practised in a variety of curricula.

5.1.2 Expected outcomes

By the end of this module, the user will be able to:

1. Differentiate between the different types and levels of curriculum.
2. Analyse the factors involved in the making of a curriculum.
3. Develop own behavioural patterns towards mainstreaming gender into curricula.
4. Demonstrate good practice in promoting gender equality through and with respect to curricular material.
5. Handle gender equality issues as they appear in the curriculum of schools and TEIs.

5.2 Formal and hidden curriculum and gender

There are various definitions of 'curriculum', though it is more important to understand the concept of a curriculum as encompassing all the major characteristics, types, examples and cases concerned. The most common understanding of curriculum in education refers to the subject matter and content as presented to learners. UNESCO calls this 'formal curriculum' defined as 'the planned programme of objectives, content, learning experiences, resources and assessment offered by a school' (UNESCO, 2010). In addition, the formal curriculum can include textbooks, learning aids and various technologies used by the teacher in the teaching and learning process. Governments in most parts of the world set their own formal national curricula. These curricula are prescribed or intended, based on specific political, socio-economic agendas, to be adopted and followed by schools in their territories. The curricula are then interpreted and implemented through textbooks and learning materials. A quality curriculum must necessarily include gender equality as an outcome of teaching and learning, and the school's socialization process.

The concept of curriculum goes much deeper than the formal official documents set by governments and/or TEIs suggests, in other words, the curriculum is set as planned. This 'as planned' curriculum that is taught in classes brings with it the interpretations, beliefs, assumptions and values of its teachers, thus changing it into an 'as taught' curriculum. A deeper understanding lies in how the students in class, who have their own underlying beliefs and values, learn the curriculum. Even more underlying than all of this is how the curriculum is tested or evaluated, which is either through official nationwide exams or through localized assessment techniques. These will be affected to a large degree by the evaluator's or examiner's preconceived assumptions and beliefs towards the material being tested, as well as the characters of the candidates themselves. This said, one needs to consider the deeper layers of the curricula than the formal or official one. Most frequently referred to as the 'hidden' (or 'unofficial') curriculum, it refers to whatever 'involves all the incidental lessons that students learn at school' (UNESCO, 2010). This takes into consideration 'behaviour, personal relationships, the use of power and authority, competition, [and] sources of motivation among others'.

Student teachers need to be made aware of the types of hidden curricula, which have a direct and influential bearing on the school culture. The media, most notably television, magazines and other social media which learners are exposed to, sets one such hidden curriculum. One example is the behavioural pattern of consumerism, which the media promotes through its programming and advertisements. Invariably, the learner is 'taught' by the media how to become an avid consumer rather than a producer of goods and services. Often the consumer messages are presented with a particular gender stress. The learner is inundated by direct as well as indirect messages sent out by television stations, magazines, billboards, and other media. This 'curriculum' not only uses the natural needs and desires of the learner (ownership, selectivity, acceptance by peers, among others), but it also creates needs that the learner is unaware of by presenting new products and services, and claiming their value to the learner (i.e. fashion, home delivery, dietary and nutritional messages, and so on).

The nuclear and/or extended family sets another hidden curriculum. Here, the learner grows up with a set of rules of behaviour, roles and interaction with others whose values, beliefs and attitudes are specific to the family. The roles are strictly defined and behaviour is punished or rewarded depending upon the values set by the family. Religion also presents its own curriculum, which in most cases ties in with that of the family. Whether in performance or in values, religion makes rules that must be learned and followed. Children learn of the existence or non-existence of God or of gods, they are given an explanation of natural and supernatural phenomena, and learn about intrapersonal and interpersonal relationships to name a few. All of the above types of curricula are defined by local cultures and traditions and therefore carry with them their worldviews, values, beliefs, practices, stereotypes and role models. One cannot underestimate the importance of the hidden curriculum in forming attitudes and future behavioural patterns in learners. The subtlety by which the hidden curriculum is characterized, unlike the stated and clear formal curriculum, will leave indelible marks in the character building process, whether this takes place during the basic education period in school or the professional formation period in the TEI. Students in TEIs must be made to recognize the issues related to gender disparities in the curricula, both formal and hidden, that they will use in their teaching in order to rectify gender inequalities and instil a culture of gender fairness in the learners under their care.

5.3 Gender equality concerns in the curriculum

It is general knowledge that social and cultural norms and practices form an unconscious part of underlying curricula, whether formal or informal. In particular, gender inequality is apparent in the curriculum of both schools and TEIs. Teachers need to be able to identify practices that favour one gender over another, and which stems from the application of gender biased curricula. Physical education (PE) is one case in point where gender equality issues arise from preconceived stereotyping of boys and girls. The general conception is that boys are more responsive to physical exercise than girls, and that girls are better adapted to doing 'home' activities such as sewing, cooking, and so on. This is prevalent in many cultures around the world and is not specific to one culture alone.

Activity 1

Every week, girls and boys of grade 6 have to take one hour of PE. Invariably, boys would group and start playing competition games, whereas girls are told to do whatever they want: homework assignments, chat among themselves – in other words, just wander around aimlessly. Walking through the school grounds, the school principal notices the situation. When asked about the reason why girls are not involved in activities the PE teacher responds by saying that girls are too weak physically to participate in the games that boys play. The PE teacher suggests to the principal that administration look into the possibility of holding Home Economics classes for girls instead where they could learn how to cook, sew, and take care of the home as they will grow up to become 'housewives'.

Participants working in pairs or groups brainstorm on the following statements and make suggestions based on the case above. Take into consideration the quote from the UNESCO International Bureau of Education (IBE) (2011, p. 9) that, 'Recognition and awareness of teachers and all stakeholders that discrimination arises from differential valuation of what boys and girls can do or/and contribute, giving rise therefore to differential (and unequal) attention and resources or opportunities given to girls and boys'.

- *What is the difference between gender equality and gender equity?*
- *How can a PE programme cater for both girls and boys equally and equitably?*
- *Realizing that there are biological and physical differences between girls and boys, which type of activities would you suggest if you were a PE teacher?*
- *Which activities would you propose that should be included in pedagogy courses, and which ones would help future teachers to become more gender-sensitive?*

5.4 Curriculum language and gender

Curricular stated objectives and student learning outcomes form an essential foundation for any curriculum. Samples of curricular objectives and learning outcomes in certain curricula show however that the language used is gender biased. Occasionally, the language can express the status of being male or female, and the status of being assertive or submissive. In many cultures, the status of being male is expressed in language as being assertive. In Japan, according to Pavlenko (Norton and Toohey, 2004), female Japanese learners are led 'to see English as a language of empowerment. The students state that [...] the pronoun system of English allow[s] them to position and express themselves differently as more independent individuals than when speaking Japanese.' This illustrates how languages, which reflect cultures, are the basis for instilling gender inequalities underlying the curricula. Activity 2 is meant for users to brainstorm the issues of gender and language.

Brainstorm the following issues in the plenary:

Activity 2

- *Identify language instances that reflect gender bias.*
- *Make a list of them.*
- *Working down the list, suggest alternative forms that state the desired ideas of the original in a format free from gender bias.*

5.5 Curriculum structure and gender

The curricula adopted by TEIs in preparing future teachers should be carefully revised. A quick look at the curricula set by many TEIs around the world, i.e. teaching diplomas, reveals a grave shortcoming regarding issues of gender equality. For example, students being prepared to become schoolteachers are given courses on education theories, the psychology of learning, teaching methodologies and class management, evaluation and assessment, and one or two practicum courses. Nowhere can any emphasis on gender equality issues be seen. Even courses on curriculum design do not address such issues. This problem of omission needs to be addressed by curriculum designers of TEIs. Gender equality issues need to form an integral part throughout the curriculum in order to sensitize future teachers about gender equality so that they can become agents of change when they exercise their teaching profession in schools. It is all very well to guide schoolteachers in becoming gender-sensitive after they finish their pre-service preparation, but it is perhaps more effective to make them agents of change during their training in TEIs by mainstreaming gender into the different courses that form the curricula. The perspective of gender equality should therefore be explicitly recognized and stated in mission statements, as well as in the TEI programme and the course's expected outcomes.

BRAINSTORMING BASED ON ANALYSIS OF THE COURSE CONTENT.

Activity 3

List the areas where gender sensitivity can be mainstreamed into your course content from the following perspectives:

- *The affective (emotive) component.*
- *The cultural component (differences and similarities).*
- *The social interaction component.*

5.6 Content of instructional materials and gender

Teachers need to avoid using situations/texts/visuals that reinforce stereotyped roles. Examples are the roles of the father (reading the newspaper) and the mother (serving dinner); the doctor (male) and the nurse (female); playing ball (boy) and combing doll's hair (girl). Teachers need to be aware of gender bias favouring girls as well. Examples include bullying and noise-making (boys) and politeness and gentleness (girls). Gender bias does not exclusively favour males over females; the opposite can also be true. Both are detrimental to a healthy relationship between the teacher and the learner. In many cases, productive and active roles are assigned to males whereas passive and supportive roles are relegated to females. This is done not only in selected texts, but also in the drawings and pictures that accompany texts.

The curriculum should reflect the pluralistic character of society with all its components by increasing the number of female achievers in texts as well as in the examples cited in class. All instructional materials, whether textbooks, handouts or workbooks, need to be examined to determine if they are gender biased, gender neutral or gender-sensitive/responsive. TEI curricula need to include components that recognize gender equality issues in learning materials, as well as ways of addressing those issues faced by teachers once they take up the profession and start to use these materials in their classes. For example, the social studies/civics textbook for third graders published by the Ministry of Education and Higher Education in Lebanon begins with a drawing of a boy introducing himself, then his parents, and then his little sister. The whole textbook revolves around the boy as he introduces other aspects of his life: his home, his school, his country, his flag, and so on. This of course instils in the minds of the school students the dominance of the boy over everything around him, with his sister taking a secondary role.

Quality curriculum needs to include gender equality as an outcome of teaching and learning in both TEIs and schools. An educational system that adopts gender equality principles should be able to:

- Revise its curriculum framework to explicitly state commitment to gender equality.
- Emphasize attitudes and values that promote gender equality.
- Ensure that the content of the course syllabus includes values and attitudes of gender equality.
- Revise textbooks and learning materials to become gender-sensitive.
- Remove gender-based stereotypes that contribute towards perpetuating gender inequalities.

5.7 Assessment and gender

Assessment involves many variables that affect the outcome over and above the stated learning outcomes under assessment. Time, format, place and environment, among others, are examples. However, according to some research (i.e. Feingold, 1992), certain types of assessment favour boys over girls. Boys do better on multiple-choice questions for example, and girls do better on essay questions. Although this is open to further research, it is wise for the teacher to assess learners using different types of assessment.

In many curricula, gender is among the cross-cutting issues that teachers are meant to tackle. The main objective here is to mainstream gender issues into learning materials, thus raising awareness of gender inequalities and starting a culture of human interaction irrespective of gender. Identifying and breaking standing gender-based stereotypes needs to become a priority for future teachers. We are all aware that little can be done at this level regarding the political agendas

Activity 4

Participants working in pairs and groups brainstorm on the following issues:

- *Realizing that very little can be done regarding the assigned textbook by the government, what role can a teacher play in rectifying the gender bias reflected in a textbook similar to the one described in the case study above?*
- *Would a teacher be able to convince colleagues in formulating similar exercises with their students?*
- *What strategies of persuasion will be most effective considering people's ingrained values and beliefs?*
- *Does the curriculum of your institution take into account ways of removing gender inequalities in learning materials? Make suggestions as to how this could be done.*
- *What roles do teachers play in communicating the rewriting of textbook experiences to administrators (especially those responsible for choosing and assigning textbooks and other learning materials), and perhaps to governmental and non-governmental agencies (i.e. publishers) that produce such materials?*

Activity 5

Participants in pairs or groups brainstorm on the following issues:

- *Make two lists that categorize the advantage points of both genders.*
- *Choose a testing tool.*
- *Include the advantage points in your list in the testing tool equally, thus giving every learner a fair chance of proving their skills regardless of their gender.*

behind a formal curriculum. Also, it is often difficult to change cultural, social and religious norms. However, the teacher as a role model can be extremely influential in starting and setting trends in learners, many of whom could later rise to positions of decision-making, and will perform based on the attitudes they acquired years before as learners.

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Pedagogy and instructional materials

Module 6

6.1 Introduction

This module presents guidelines on how gender equality perspectives can be mainstreamed into teaching and learning methodologies. This module will adopt a holistic approach whereby pedagogy reflects the processes of teaching and involves interactions between the teacher, learners, knowledge and the milieu. Pedagogy includes everything that occurs in a learning environment, i.e. the teacher and learner interaction, the activities and assignments, evaluation and communication, making sure that the teacher is gender-sensitive. The didactics of this pedagogy comprise class management, teaching methodology and teaching techniques. This module seeks to show that mainstreaming gender can be practiced regardless of the pedagogical approaches or didactic methodologies the institution adopts and implements. Although educators and researchers differ in their perception of gender differences, especially those related to culture, some general concepts point to agreement. One such point is reported by Arends (2007) who observed that 'most studies have not found major, inherent differences between boys and girls in general cognitive abilities' (p. 75). Studies have also shown that differences arise in some contexts and situations but not in others. The concepts involved essentially revolve around stereotyping, or labelling groups with over-generalized characteristics and attitudes developed by social, religious, moral and ethical influences and various class or classroom strategies.

6.1.1 Objectives

The objectives of this module are to:

1. Introduce general concepts that relate to teaching methodologies.
2. Devise ways of mainstreaming gender into the learning environment.
3. Identify gender equality issues arising from interactions between teacher and learner.

6.1.2 Expected outcomes

By the end of this module, the user should be able to:

1. Identify ways and procedures to identify and deal with gender equality issues.
2. Develop awareness of one's own background and how it reflects on prejudices and attitudes.
3. Generate steps to mainstream gender in behaviour and interactions in the learning environment.
4. Develop activities that will reflect good practice when focusing on gender equality issues.

6.2 Interaction in the learning environment

Teachers and learners interact through various approaches; one frequent approach involves discussion and communication. Research shows that teachers therefore need to be aware of 'gender dynamics' so that they can avoid gender bias and the unjust treatment of learners based solely on gender. Grace and Gravestock (2009) list the following gender-based trends observed among some teachers; some do not even recognize the gender equality implications and gender stereotyping they embody. For example, some teachers do the following:

- Call on male students more frequently.
- Wait longer for males to respond to questions.
- Give male students more eye contact following questions.
- Remember the names of male students.
- Use these names when calling on male students.
- Attribute male students' comments in class discussion.
- Interrupt female students before the end of their response.
- Ask males more questions that call for 'higher-order' critical thinking as opposed to 'lower-order' recounting of facts.

6.3 Breaking gender stereotyping

Gender-based stereotyping is perhaps the most common feature of gender inequality. This can occur when someone makes a broad over-generalization on the basis of little evidence. An example is the statement that women are bad drivers based on a few personal experiences. Gender-based stereotyping is not only prevalent in the classroom environment, it is also reflected in the family, the general school culture and society. Teachers frequently form attitudes based on stereotyping acquired from their own upbringing and culture. Male stereotypes are often perceived as strong, active, hard and rational, whereas female stereotypes are perceived as weak, passive, soft and emotional. This is why it is important for teacher education institutions (TEIs) to mainstream gender issues in their programmes so that future teachers are made aware of these issues and develop healthy attitudes to replace those they had grown up with. In this respect it is important to ensure that teaching and learning methodologies are gender-responsive. Irrespective of the culture around the world, the different perspectives on gender agree that gender is a socio-cultural construct, as opposed to the physical or biological differences between the two sexes.

6.4 Class strategies supporting gender mainstreaming

Teachers need to use descriptive instead of judgmental language if they seek to mainstream gender. They also need to establish communication patterns by considering words and phrases carefully before using them in class. For instance, although the engineering profession does not exclude women, in many cultures for example in the Arab region, among others, this profession tends to favour males, thus reinforcing existing stereotypes. Teachers need also to be aware of other more subtle references so that they can avoid them when they teach or communicate with their students and other members of staff. They need to relate to female and male learners as individuals, and not through gender-based perspectives. Teachers need to focus on each individual learner's skills and/or weaknesses, and thus conduct a class session free from gender bias. Moreover, teachers need to make sure that they are fair in their treatment of students regardless of their gender.

Teachers also need to develop empathy towards attitudes that break gender-based stereotypes in class activities. For example, the common practice of appointing boys as group leaders and girls as note takers or reporters should be avoided. Such appointments should be made based on the individual skills of the learners regardless of their gender.

A fifth grade teacher studies the list of students in her class at the beginning of the school year. She needs to prepare a seating chart as per school regulations. She first checks for students with matching family names to see if there are any siblings or cousins. She needs to keep them somewhat apart from each other to avoid potential cliquing. She then looks up each student's file and writes down their height next to the names. The taller ones need to be seated in the back so as not to block the shorter ones. She also counts how many boys and girls she has on the list. She decides that she would try to mix the boys and girls as much as possible in order to diffuse the trouble-making by the boys when grouped together, and the giggling and chattering of the girls when there are no boys among them.

Activity 1

- How do you evaluate the teacher's performance in the case above?
- Should she have considered the variables or should she have allowed her students to choose their seats according to their preference?
- Should the teacher have considered seating the students according to their individual skills?

6.5 Teacher attitudes and gender

According to Bloom (1976), attitudes are a major indicator of a person's success in a subject area. Establishing a healthy, gender bias free environment in the class will render the teacher more capable of handling issues related to gender differences or other differences (i.e. racial, physical, ethnic, and so on). The Association for the Development of Education in Africa stresses that 'the sensitization of academic staff to the gender dimensions of teaching and learning is an important first step towards the transformation of the curriculum, including content, methodologies and processes' (ADEA, 2006, p. 6). Teachers need to implement effective gender-sensitive strategies in order to provide quality education. This is supported by research studies that show that teaching behaviour is largely influenced

by how teachers themselves were taught, and yet teachers 'must learn how to address the multiple needs arising because of gender, class, ethnicity, language and location' (Scott and McCollum, 1993, p. 175). Teachers need to be aware of their own beliefs and behaviour towards male and female learners. For example, they need to reject their held belief that boys excel in mathematics and that girls should catch up with boys.

The maths teacher in Grade 7 is male. He believes that boys are better equipped logically to solve maths problems than girls. He bases his conception on his own experience with his sisters when he went to school as a student. In his classes, during problem-solving exercises, he invariably explains to boys how to solve the problems, but encourages girls' helplessness by solving the problems for them.

Activity 2

- Can you find any research based evidence that validates the maths teacher's perception of the problem-solving abilities of boys and girls?
- How does your own culture view this perception?

A Grade 8 maths class is divided into groups of five students. The task is to calculate size, area, and distance using mathematical formulae. For example, one group will calculate the area of one of the school's walls by measuring and counting the bricks in the wall. Another group will try to figure out the water capacity of the school's water tanks and measure the volume of the water that will evaporate within a set period of time. Each group will prepare a written report giving the results of their work, summarizing how they have reached their results. Each group will also present their work orally to the whole class using visuals.

Activity 3

- If you were administering this activity, how would you form the groups in a gender-sensitive way?
- List the variables you would consider in forming the groups. How can you mainstream gender into group formation?

6.6 Proximity and gender

One class management issue is that of proximity. Teachers can better control student behaviour and check on their performance if they use the whole class territory as their own. However, there is always the risk of some teachers getting too close and making students uncomfortable by their very presence. It is important for teachers not to forget their own sex and to avoid encroaching on the territory of students of a different sex.

In the final analysis, the teaching and learning process can only be conducted effectively if teachers identify, and are sensitized to, their learners' skills and needs. It is established that there are differences between males and females in a general sense. However, these differences should not become stereotypes. On the contrary, it is the role of the teacher to address the differences as diversity and treat situations fairly. There may be strengths that the teacher can draw on equally and fairly for both male and female students. Gender equality needs to become a reality in every learning environment, including in discussions, teacher-learner relationships, activities, assignments and evaluation. The teacher should also become a role model in promoting gender equality, and reducing gender-based stereotypes.

Pamela and Jane are talking about their science teacher. They are 14 years old and both have a crush on their young male teacher. They feel he might be open to certain overtures since they have noticed him being usually more attentive to girls in the class than boys. Boys, on the other hand, are spreading rumours that their science teacher is not fair to them and that he favours girls. The teacher is not aware of the rumours in his class. He tries his best to treat all his students, girls and boys, fairly but does not realize that personal territories can be explained differently between girls and boys, and that he cannot get as close to girls as he can with boys.

Activity 4

- How important is it for a teacher to be gender-sensitive in class?
- Devise ways in which a teacher can show respect regarding gender differences.
- Should a teacher be in tune with body language, and how might the students interpret this? (For example, bending over a student's shoulder to explain something).

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Administrative and management practices for gender-responsive budgeting in teacher education institutions

Module 7

7.1 Introduction

This module introduces gender-responsive budgeting for managers and administrators in teacher education institutions (TEIs). Gender-responsive budgeting consists of procedures and tools aimed at ensuring that resources are allocated and used in ways that contribute towards mitigating gender inequalities and thus increasing prospects and opportunities for gender equality and empowerment. A budget reflects the allocation of resources to pursue the institution's plans and work plans. This module is related to modules focusing on 'formulating gender-responsive policies and plans' (Module 2), on 'staff and students services' (Module 4), and on 'gender-sensitive monitoring and evaluation' (Module 9). Managers and administrators are encouraged to study these modules for a better understanding of the implications for gender budgeting in this module.

7.1.1 Objectives

The objectives of this module are to:

1. Explain the meaning of gender hierarchy, gender-responsive budgeting, and gender budget analysis in the context of TEIs.
2. Identify and apply gender budget analysis approaches in a TEI setting.
3. Analyse existing budgetary allocation in order to assess opportunities and gaps in addressing gender equality concerns.

7.1.2 Expected outcomes

This module not only aims to encourage teacher educators, administrators and managers to become 'gender aware' but shows them how to translate this awareness into practice by effectively using gender-sensitive budgeting approaches and tools.

The following are the expected outcomes:

1. Improved understanding of the relevance of gender responsiveness in administrative and management practices in teacher training institutions.
2. Utilization of gender budget analysis approaches in the context of a teacher training institution.

7.2 Gender budgets in institutions

Gender budgeting is also referred to as gender-sensitive budgeting or gender-responsive budgeting. Gender-responsive budget initiatives or gender-responsive budgets comprise activities and initiatives for preparing budgets or analysing policies and budgets from a gender perspective. Three main activities are involved in gender budgeting:

1. Analyse the institution's policies and work plans with the aim of understanding gender inequalities and their sources and causes in the institution.
2. Analyse the institutional budget to see if gender mainstreaming activities have been allocated resources.
3. Plan and implement a gender-responsive budget initiative to deliberately address gender concerns.

Planning for point 3 may include restructuring the existing budget to address gender concerns. Gender-responsive budgets are therefore approaches and tools that contribute towards mainstreaming gender in the policies and work plans of an institution.

A budget will show the revenues and expenditures associated with implementing a particular policy. There exists therefore an important link between policy formulation (as explained in Module 2) and budgeting. A budget allows for what has been planned, i.e. the policy to be implemented. For example, policy issues that have top priority are allocated more resources than those that are not highly prioritized, which are allocated fewer and less adequate resources. In addition, there will be greater efforts expended to raise the revenues and resources for priority policies compared to lesser priority areas. This means that if gender equality is valued and prioritized, initiatives for mainstreaming gender in institutions will allocate the appropriate budgets and resources. Activity 1

points to the relationship that exists between, for example, gender mainstreaming policies and their budgets (by which resources are gathered, allocated or distributed). Are there any implications for men and women members of staff in the institution?

BRAINSTORMING AND REFLECTION ACTIVITY

Activity 1

1. *Gender-responsiveness with regard to budget*
 - *What gender policy does the budget support?*
 - *Are allocations in line with policies?*
 - *What specific activities in the budget require consideration of gender concerns?*
 - *Examine the institution's budget; does it have allocations specific for women or men?*
 - *What needs to change in the budget?*
2. *Staff distribution to responsibilities involving campus security, child care, hostel wardens, coordination of gender mainstreaming, gender research, gender training workshops, and so on.*
 - *Is there remuneration or monetary allowances associated with these responsibilities?*
 - *Are men and women in the staff equally benefitting from the earnings associated with these responsibilities?*

7.3 Why gender budget analysis?

It is important to analyse policies and budgets that will have different implications and outcomes for men and women because they have different needs and interests. In looking at policies and budgetary allocations, it is worth recognizing that these needs and priorities might be influenced by roles people ordinarily play in the home, in the workplace, and in society. Gender budget analysis enables us to see the opportunities presented for women and men, and whether or not these opportunities are equitable. Gaps must be deliberately addressed so that those who are disadvantaged become empowered. However, it is important to be aware that gender-responsive budgeting is not about creating separate budgets for women, or solely increasing spending on women's programmes.

With a group of colleagues, analyse the institutional budget, focusing on the following:

Activity 2

- *How does the current budgeting practice affect men and women?*
- *What is the total fund in the budget for gender issues?*
- *What funds are availed for gender education and training programmes?*
- *Are there funds for coordination of gender mainstreaming initiatives?*
- *What funds are allocated to gender research?*

Let us reiterate that a gender-sensitive budget analysis includes all efforts undertaken to assess how budgets acknowledge and respond to gender relations and differentiated needs of diverse groups of men, women, boys and girls (Balmori, 2003; Quinn, 2009). Gender budget analysis can thus be used to assess the priority given to gender equality and the advancement of women in the distribution of expenditures. It can also detect the presence of discrimination against women and girls in the distribution of expenditures (Elson, 2005). Overall, gender budget analysis helps to understand the status of advancement and empowerment, or discrimination and disempowerment among men and women. What kind of decisions can a manager or administrator make with the results of gender budget analysis? Several decisions could be made, including some or all of the following:

1. Deciding how policies need to be adjusted to achieve their maximum impact.
2. Deciding where resources need to be reallocated to achieve human development and gender equality.
3. Determining the implications and impacts for (different groups of) women and men.
4. Developing strategies toward gender equality (Quinn, 2009).

Members of the institution relate budgets with distribution, access and use of resources. Some of these resources pertain to research, training, and posts of special responsibility. Activity 3 is a simulation that will help reflect on the gendered implications of a budget designed with the purpose of enhancing staff capacity in using open education resources (OERs) in teaching and learning.

Activity 3

SIMULATION ACTIVITY TO ANALYSE ACCESS TO RESOURCES AND TRAINING

An international college has recently been awarded a US\$ 5,000 grant to provide staff training on the effective use of OERs in teaching and learning. The institution comprises 55 male and 45 female staff. The table below is the partial expenditure breakdown and the names of staff members identified for involvement.

Expenditure items	Amount (US\$)	Staff identified
1. Coordination allowances • Programme coordinator • Administrative assistant • Catering coordinator • Security	• 750 • 300 • 500 • 250	• Mr Dibango • Ms Taylor • Mrs Chulu • Ms Tina
2. Internal training programme • Trainer of trainers x 2 • Participating staff x 10	• 2,000 • 1,000	• Mr Lewis & Ms Fiona • Mrs Wang, Mr Singh, Mr Little, Ms Veronica, Mr Abbas, Mr Boleri, Mr Moyo, Mr Els, Ms Valerie, Mr Manda
3. External workshop at ministry headquarters • Travel allowances x 6	• 1,200	• Mr Dibango, Mr Singh, Mr Little, Ms Veronica, Mr Abbas, Mr Boleri
Total	5,000	

- How is this budget likely to affect men and women:
 - in terms of opportunities for in-house and external training; and
 - in terms of economic benefits, i.e. allowances accrued?
- What does this budget communicate about gender equality in the institution?
- Carry out a budget analysis of an activity in your institution. What are the implications of the budget for male and female members of staff in that activity?

7.4 Gender hierarchies, budgets and division of labour

Why must managers and administrators find gender budgeting relevant? One obvious reason is that many countries need to develop general institutional work plans based on national work plans and budgets. This module emphasizes that managers and administrators must analyse these work plans and budgets with a gender lens. Their institutional budgets must be gender-sensitive. They have responsibilities to acquire and distribute financial, human, material and technological resources equitably across the institution. The ADEA Toolkit (2006) stresses that these resources must be allocated and used with a gender perspective. This will help in understanding how the resources are likely to benefit men and women in an institution in different ways.

7.4.1 Gender hierarchies and control and utilization of resources

It must be every manager and administrator's aim to promote gender equality in the control and utilization of resources within the institution. In aiming to do so, they must be aware of the influence of gender hierarchies in society, which may be replicated in their TEI. Gender hierarchies or rankings have a major influence in the way resources are allocated to men and women in an institution. Gender hierarchies reflect socialized gender roles, gender relations, and the position of women in society and in the economy. In many societies men are more privileged than women and thus socially they wield more power, enjoy better and easier access to resources, and are generally more esteemed. One purpose of gender budgeting is to be aware of gender hierarchies and how they influence budgets, as well as their different impacts on women and men. For example, women can easily be marginalized and left out of management, administrative and academic leadership positions in an institution. Professional advancement of women can be slowed down because they are excluded in the allocation of funding for research activities, scholarships, and staff development training. Reflect on Activity 3, could the situation there reflect the possible influence of gender hierarchy?

7.4.2 Gender hierarchies and division of labour

Gender hierarchies may influence the division of labour and the allocation of responsibilities to male and female staff in an institution. This often occurs in 'service' type work, which may not be remunerated, or be lowly remunerated. Managers and administrators need to be aware of three types of gendered work roles identified by researchers and practitioners: 1) reproductive roles; 2) productive work roles; and 3) community work roles. Reproductive roles encompass tasks such as rearing and bearing children and housework, which for the most part is unpaid work. Productive work roles are those normally acknowledged as 'work' and remunerated. Community work roles include tasks performed in maintaining the life of the community outside their immediate households, including voluntary service work. Reproductive work and community service roles in TEIs can be seen among female staff in services dominated by care and nurturing functions such as hostel wardens, counselling, student welfare and catering services. Gender budgeting brings awareness to these kinds of unpaid or low paid work and reveals how women and men in the institution are not equally engaged in such work. Try Activity 4 to see and recognize unequal division of labour and remuneration in an institution.

Gender-sensitive managers and administrators will be aware of gender hierarchies and the unequal gender relations they create, and be willing to tackle them for the sake of gender equality.

Activity 4

REFLECTION ON WORK ROLES

- Analyse the representation of male and female staff in administration and management, posts of responsibility, and in important boards and committees of the institution.*
 - How are men and women positioned among the institution staff? (Analyse posts including principal, vice principal, librarian, heads of departments, wardens).
 - Who chairs or coordinates key committees and boards in the institution, i.e. academic board, board of studies, departmental board, tender and procurement committee, and so on?
 - Are these posts remunerated or paid an allowance, and if so, how much?
 - Who benefits from these allowances?
 - What are the constraints or obstacles on women and men's participation in the institution?
- Many activities in the institution may not be remunerated and reflects unpaid labour. Analyse some 'care jobs' such as counselling services, hostel wardens, recreation services, student health services, patrons to social clubs, catering committees and outreach services according to who is in charge by gender.*
 - Are men and women equally represented?
 - Are there allowances to these services?
 - Compare allowances in these 'care jobs' to those in other posts of responsibility.

7.5 Approaches and tools for gender budgeting

Let us now introduce approaches and tools for gender budgeting. Gender budget analysis calls for critical assessment and creativity on the part of managers and administrators. For example, it is important to use a gender lens to analyse assumptions made in the budget, to analyse how and by whom budget decisions are made, and to analyse who makes or influences decisions, or who is denied influence in budget decisions (Quinn, 2009; Budlender et al. This is not easy to recognize without critical reflection, meaning that these issues can remain hidden. If this happens no action will be taken to change the situation nor will it introduce processes to underpin or promote gender inequality. Besides, there are no standardized tools for gender budget analysis, but the numerous approaches in the resources listed in this module can be adapted to suit the particular needs of institutions. A useful approach used in Malaysia comprises of the following series of steps, which can be adapted to an institution or department.

1. Describe and analyse the situation and needs of women and men, girls and boys in different subgroups.
2. Assess the policy, programmes and projects in terms of their gender-policy sensitivity.
3. Assess whether adequate financial (budgetary) and other resource inputs (i.e. staff and material resources) are allocated to implement the gender-sensitive policy of Step 2 effectively.
4. Monitor whether the expenditures allocated in Step 3 is spent and outputs are planned.
5. Assess whether the policy, together with the associated impacts/outcomes expenditure, has promoted gender equity as intended and changed the situation described in Step 1.

Besides this Malaysian approach, there are numerous technical approaches and tools that are available and which are identified according to the central focus and aim of the gender budget analysis. The four examples presented here focus on policy appraisal, beneficiary assessment, expenditure benefit incidence analysis, and the impact of budget on time use (see Balmori, 2003; Budlender et al., 1998; Sharp, 2003). Below are the four approaches and the key questions they address:

1. Gender-aware policy appraisal:
 - Are allocations in the budget consistent with policy commitments on gender equality?
 - In what ways are the policies and their resource allocations likely to reduce, maintain or increase gender inequalities?
2. 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?
3. Gender-disaggregated public expenditure benefit incidence analysis:
 - How are the budget resources distributed and used among women and men, girls and boys?
4. 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 a household or institution use their time?

7.6 Gender-responsive monitoring and evaluation

When a gender budget initiative is undertaken, its implementation and impact must be monitored and evaluated. Monitoring and evaluation is explained in Module 9, which explains how all policies, activities and work plans of an institution must be monitored and assessed for their gender responsiveness. It is also explained that gender budget analysis, monitoring and evaluation require the use of participatory approaches. This will help raise gender awareness and gender sensitivity that is necessary to challenge and change attitudes and perceptions that sustain gender hierarchies and unequal gender relations.

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Mainstreaming gender issues in research

Module 8

8.1 Introduction

This module focuses on mainstreaming gender considerations in research. It indicates the types and components of research, and lays out the basic processes and procedures for conducting gender-responsive and gender-sensitive research to produce knowledge for fostering change that benefits both men and women in TEIs and other institutions. The module also outlines how gender-responsive research findings and gender-sensitive solutions to identify gender equality issues can be implemented. The module shows the need to recognize the gendered nature of information and communication technologies (ICT), and their use to communicate, discuss and advocate research findings with stakeholders in TEIs and other educational institutions.

8.1.1 Objectives

The objectives of this module are to:

1. Equip education executives and administrators, teachers and students to mainstream gender considerations while conducting research using various research methods.
2. Inform and train education executives, teachers and students to mainstream gender considerations in the packaging, communication and implementation of the research findings.
3. Equip teacher education executives and administrators, as well as the teachers and students, to integrate their research findings into their teaching, management and other functions in TEIs, bureaucracies and schools.
4. Encourage TEI executives, administrators, teachers and students to use relevant ICTs to disseminate research findings.

8.1.2 Expected outcomes

The expected outcomes of this module enable education executives and administrators, and teachers and students:

1. To develop their ability to identify and address gender equality issues in research.
2. To mainstream, communicate and implement research findings in a gender-sensitive manner.
3. To develop the capacity to use appropriate ICT to publicize and communicate research findings, and to teach and advocate gender equality issues and considerations in TEIs.

8.2 What is research?

Research is both a process and a collection of activities through which people organize and collect data for specific purposes. Research may be used to prove a point about the gendered content of specific curriculum materials, the differences between men and women in staffing, promotion and success in a TEI, or to demonstrate the different career trajectories of male and female teachers, administrators and executives who are hired at the same time. Research therefore entails collecting and using data to support a view, to contest a policy, and to advocate change in a specific direction.

8.2.1 How is research conducted?

Research is conducted by compiling statistics and information about specific phenomena such as the numbers of men and women who are hired to teach, the men and women who are hired as teacher trainees, and the men and women who are in specific functions in educational bureaucracies. Research also entails collecting information solicited from various respondents about specific issues. Research may also be executed through the observation and interpretation of actions and activities of various people and institutions that are pertinent to an issue or problem.

8.2.2 What does gender mainstreaming research mean?

While people in TEIs may be gender aware, that is, they might be conscious of the need to foster gender equality and might also be sensitive to the differentials in power, roles and relationships between men and women, they may not be willing to respond positively and act on their knowledge to develop activities to progressively

transform gender norms, roles and relations between men and women, and to foster gender equality. Thus, graduating from gender blindness to gender awareness, sensitivity and responsiveness for gender transformation through mainstreaming gender in all activities in research does not happen automatically.

Mainstreaming gender refers to a process whereby the interest and investment in gender equality is routinely and systematically realized through activities in all the sectors and concerns of an institution, and is not dealt with as a 'by the way' or 'add-on' activity or ritual for the sake of political correctness. Thus, a gender-sensitive institution will include gender as a parameter together with other attributes such as age, qualifications, skill level and type (refer to gender-mainstreaming in the glossary on p. xxx).

8.3 Gender and its influence on institutional activities and research

The types and profiles of people who make decisions in the institution affect institutional priorities in research. For example, privileged people may not understand the issues affecting the poor.

In many countries of the world, men tend to be the executives in education bureaucracies while women tend to feature as teachers in infant and lower primary school classes. In TEIs and colleges, women tend to be concentrated in the humanities rather than the sciences in many countries. Until feminists questioned the gender-biased organizations of education, it was considered 'normal' or 'natural' that all women were considered to be carers and nurturers of children. Education executives were not concerned about the gender biased nature of education bureaucracies and systems until late in the twentieth century. It took decades of lobbying and advocacy directed at both men and women for the perspectives of men and women in education to change.

Poor maternal levels of education can impact negatively on school children. Teachers routinely expect children to take home some work to complete. However, the home – like the school – is a gendered place and teachers need to recognize the reality that illiterate parents may be of limited help to children with regard to written work.

Women's education levels are generally lower than those of men in many countries. Mothers may not be able to help their children with homework in countries where women do not attend school for more than three or four years. Girls also perform domestic chores such as cooking, fetching water and cleaning the home while boys tend animals and help in the fields. Thus, children's chores may conflict with homework demands from school.

Unless teachers take into account children's workloads and parents' education, they may make wrong assumptions about the time and parental resources available to children to complete or supplement schoolwork at home.

8.3.1 Gender-sensitive research and its role in supporting change

Gender-sensitive research, which takes into account the specific needs and interests of both males and females in all functions and departments of an institution, may be used to advocate and advance gender equality in institutions. Thus, gender-responsive research conducted within the classroom may be used to explore, understand and clarify gender equality issues, factors and reasons for problems, practices or situations that may exist or develop in institutions. In order to develop gender equality policies and regulations, empirical data on the issues need to be collected and organized in ways that advance the argument for gender equality. After this, gender equality policies can be crafted to address the problems and gender equality issues raised by the research findings.

Gender equality policies and regulations that are based on empirical data stand a better chance of succeeding if implemented properly. However, they need to be supported by management, administration, staff and students to ensure that they address the identified gender equality issues.

8.4 Identifying and mainstreaming gender considerations in research

Teacher education institutions (TEIs) experience problems with regard to the relationships between men and women among the student body, the management and administrators. Some of these problems may include the following:

- Pregnancies among female trainees.
- High drop-out rates by female and male trainees.
- Poor pass rates among male and female students of a particular religion or ethnic group.
- Sexual harassment of students by staff members.
- Gender gaps among male and female student teachers in science and technical disciplines.
- Gender gaps in further qualifications such as degrees in specific disciplines in initial teacher training.
- Absence of women as heads of TEIs.

Thus, using a gender lens when approaching all these issues will facilitate the identification of legitimate gender equality concerns for research. In management and administration, gender gaps in executive and other positions and in promotions and evaluation committees are worth exploring through research. If the gender equality issues are explored, identified and considered a gender equality policy can be developed to mainstream gender as a variable in all functions such as administration, management, staffing, pedagogy, recruitment of students, and budgeting for the institution.

8.5 Who can conduct gender-sensitive research?

A variety of people and officials can conduct research as part of their advocacy for gender equality.

- Students can conduct research on enrolment by gender, race and class to advocate the need for diversity or increased enrolments of students who might be discriminated against through historical and other factors.
- Students can use their class projects, dissertations and theses for advocacy and enhance their employability by organizations focusing on human rights and gender equality issues.
- Female and male lecturers and administrators can conduct research on staffing and job promotion by gender to reveal differences between the hiring, promotion and achievements of men and women. This can help them influence institutional policies on hiring, staffing and promotion, raising their competencies and profiles in teachers' unions, and enhancing their skills in human resources spheres in private and public sectors.
- University academics can garner promotion through academic publications resulting from their research engagement in TEIs.
- Consultants from other organizations can use the information within TEIs to develop programmes to transform gender relations, enhance human resource development, and build their competencies in transforming institutions.

Thus, gender-sensitive research is a tool for advocacy to support changes in TEIs and other institutions. Questions about research on gender equality issues include for example:

- Who defines the research objectives and issues, and designs the research methodologies and the expected outcomes, outputs and impacts of the research?
- Are men and women, boys and girls involved if they are all likely to be affected by the research?
- Who are the researchers who execute the research activities?
- On what basis are they selected and what is their expertise?
- Are they gender aware, responsive and/or willing to play transformational roles as a result of their research?
- How will the findings be disseminated and used to positively transform gender relations in TEIs?

8.6 Action research

Action research is evidence based, participatory and undertaken at the point of application, involving action, evaluation and critical reflection, and is frequently undertaken to improve practice. Participants in the research undertake reflection and develop solutions, and may change practices to suit their findings (Elliot, 1991).

Thus, teachers may conduct action research in their classrooms, observing, interviewing and collating relevant data together with students, other teachers, parents and other interested parties.

Activity 1

This activity can be undertaken in groups of four participants. It is also possible for individual teachers to conduct this exercise in their classrooms. Individual teachers/group members should identify problems they have experienced among students, i.e. absenteeism, inattention, poor performance by some students during school activities, and so on.

- *The teacher should request that each student write/recite an activity chart for two or three days of the week, starting from when they get up in the morning to the time they go to bed. If the children are young and cannot write well or tell the time accurately, the teacher can have the children dictate their activities to her/him.*
- *Read each student's activity chart and identify those students whose charts show heavy workloads, frequent absences from school due to religious commitments and other obligations? How many boys and girls are affected by heavy workloads, absence from school, and so on?*
- *Correlate the problems with the child's gender.*
- *Present your findings to the school head and other teachers, and devise interventions for these children according to their gender and family situations. These interventions may include liaising and negotiating with the parents of the children concerned, as well as the school and the children to improve the situation of the child, their attendance, and performance in school.*
- *List the interventions that you consider to be relevant and practical for each child.*

8.7 Standpoint and bias

The position of the individuals in identifying research issues influences their research topics. For example, women who are discriminated against may be motivated to transform gender relations in their institutions because of their experiences of gender-based discrimination. Thus, people are motivated by their gender, ethnicity, religion, class groups or disabilities to research issues that have a direct impact on their situations. The researcher's social and economic position, rather than those of respondents, may also determine the methods of collecting data. For example, Osborne (1995) was motivated to write about the anti-female climate on campus in her university while Acker (1994) has written extensively about the gendering of education in the United Kingdom as a result of her experiences as a teacher. In order to avoid standpoint bias, a researcher needs to be aware of various issues:

- Researchers need to question their standpoint, which may be influenced by their gender, race, class, religion and ethnicity. Thus, it does not follow that a woman will be more gender aware than a man who may have experienced ethnic, racial or other discrimination.
- A researcher may select a person of the opposite sex, race or social class in order to have them cross-check the validity of findings by performing the same research activities on similar groups or populations in the research process. For example, Prof. Unni Wikan, a Norwegian anthropologist, was able to access the xanith (men of a third gender in Oman) because she was female, whereas her husband, who is also an anthropologist, was unable to do so because the xanith operated in female spaces at specific points of their lives.
- Ensure that research activities are conducted during times when respondents are likely to be free to interact with researchers. Men, women and children may have different work and domestic schedules so plan research activities with relevant groups at various times during research process to ensure thorough and gender balanced coverage.

- Research instruments and methods are imbued with bias because of education, social class, gender and other factors. For example, illiterate women and men may not respond to questionnaires and might resort to asking their children to respond on their behalf. This may generate inaccurate and meaningless results.
- Choice of respondents may also reflect on researcher bias. It is rare for researchers to interview chief executives, ministers of education, headmasters or professors. Instead, researchers tend to focus their research on students, secretaries, technicians and other service staff, a lot of them women.

8.8 Availability of resources

The resources available to any researcher will determine the types of issues and methodologies they can use to conduct gender-sensitive research. For example, primary research involving fieldwork and data gathering, which are not available in registers and other official documents in an institution, may entail the expenditure of resources for transport, interpreters, interviewers, equipment and stationery. On the other hand, secondary research, involving the use of existing data, may be less expensive as researchers may use existing institutional databases.

8.8.1 Types of data

Research on gender equality issues can be undertaken by utilizing both primary and secondary data.

Primary research data and methods

Primary data collection is fraught with gender, race, class and age-related biases. Primary research involves interviewing, observing, surveying through questionnaires and holding discussions with groups of people or individuals. In these processes, subjectivity based on age, race, gender, class and other biases can occur. This section will explain the types of primary data gathering and indicate the types of biases to guard against.

1. Observation

Advantages

- Participant and non-participant observation allows the researcher to observe specific interactions between groups and cohorts among staff and students.
- The researcher can see and hear the people who comprise the informants.

Disadvantages

- The observer may influence the interactions if they participate in the interactions.
- The observer may not have good interpretation skills and be unable to build rapport with the participants in order to garner information on the dynamics between staff and students, to identify the opinion makers, leaders and followers among the different groups, and to understand the meanings attached to specific behaviours in groups, especially if there are gender differences among the respondents.
- In order to gain entry, the groups must accept the researcher. If the researcher is excluded on the basis of gender, they might not be able to successfully conduct research through participant observation.

2. Interviews

Interviews are utilized to enable a researcher to direct questions and undertake conversations with people who can provide information about a specific issue. There are different degrees of formality in interviews but the interviewer will normally have a list of issues around which the interview is conducted.

Advantages

- The interview enables the respondent to articulate and elaborate their views, and the interviewer to probe the informant about specific issues of interest.
- If there is a rapport between the interviewer and the interviewee, a lot of useful information, which would not normally appear on official sources and records, can be volunteered and collected.

Disadvantages

- Male interviewers of female respondents and female interviewers of male respondents may not be able to establish a rapport in situations where gender relations between men and women, who are not related, are frowned upon.
- Over-identification with the respondents may impair the objectivity of the interviewer. In situations of cross-gender over-rapport, the data collected may be suspect.
- Interviewer bias and failure to build rapport with the respondent may impair the quality of the data collected.

3. Surveys

Surveys are undertaken to maximize coverage of relatively large pools of respondents. Surveys can be administered through mailed questionnaires or by the researcher who records the views of the respondents.

Advantages

- They can reach large pools of respondents in a relatively short time.
- They are cheaper to administer compared to interviews.
- Respondents are not subject to interviewer effects.

Disadvantages

- Mailed questionnaires assume literacy, motivation and interest on the part of the respondent. In many countries, women tend to have heavy workloads and poorer literacy than men and may be less amenable to dealing with mailed questionnaires.
- Questionnaires might be filled in by anybody who is literate and they may do so on behalf of the intended recipient, thereby compromising the integrity of the responses.
- Non-response rates are high with mailed questionnaires because the onus is on the recipient to mail the questionnaire back to the researcher. Alternatively, the researcher may collect it through follow-up visits, raising the cost of the research.
- Inaccurate information may be given to a researcher in a questionnaire because respondents try to present themselves in a positive light.
- If the research issues are not important to the respondent, there might be little incentive for an impoverished woman to take time out filling out a questionnaire or taking time off work to converse with a stranger for no tangible benefit.
- Mailed questionnaires can be ignored and are therefore prone to high rates of non-response whereas those that are administered by a surveyor may be more difficult to ignore due to politeness when people are requested to answer reasonable questions.

4. Focus group discussions

Focus group discussions can complement questionnaires, surveys and other research methods to validate meanings and interpretations assigned to respondents.

Advantages

- Specific issues, their meanings and interpretation can be explored and clarified in structured and unstructured conversations that focus on specific issues.

Disadvantages

- Confident, articulate or bossy participants may dominate discussions. In mixed gender, age and class groups, men, older people and the more affluent may speak more often than women, the young and less affluent participants.

There is a need for the facilitator to adjudicate the discussion and ensure that groups are not too large so as to enable all participants to speak and be heard. Focus group discussions are often used to assist in the interpretation of research findings in conjunction with interviews and questionnaires.

Secondary research data and methods

1. From school, church, the workplace or company records.

Advantages

- Already in existence and organized in specific ways that make collation of relationships easier.
- Cheaper to use as there are fewer costs involved in collating relevant information.

Disadvantages

- Data may not be sex-disaggregated. The researcher might have to cross-tabulate the names with other information such as school attended, first names, and other information that provides clues to the gender of the person.

2. Other sources of secondary data are biographies, journals, memoirs, photographs and letters, which often provide fascinating windows into people's lives.

Disadvantages

- These sources of data are often subjective, sanitized and produced with specific audiences in mind. People write about themselves to project positive portraits of themselves and their accomplishments.
- Women often get ignored because their lives are not as publicized as those of men. There are very few biographies of 'great women' in comparison with those of great men. This is due to the gendered definition of what constitutes 'greatness' in many male dominated societies.

1. Organize yourselves into small groups of four and use data available in your institution's library to compile a history of your institution, paying attention to the gender, age, and other relevant attributes of the staff and students who made a lasting mark on the institution and beyond.
2. What issues are raised by your research findings with respect to the gender of people who are considered to be the 'makers of history' in your institution?

This exercise will be a valuable contribution to your institution's awareness and experience with research. Apart from institutional records, there are other sources of secondary data such as biographies, autobiographies, journals, life histories, maps, photographs and physical traces of people who have made a mark in contemporary history. The autobiographies of historical figures such as Nelson Mandela of South Africa, Joshua Nkomo of Zimbabwe, Gamel Abdel Nasser of Egypt, Kwame Nkrumah of Ghana, Gandhi of India, Mao of China, Fidel Castro of Cuba, Juan Perón of Argentina and other politicians from colonial Asia, Africa and Latin America provide a window through which specific types of Asian, Latin American, African, male colonial experience, education and life can be understood. By the same token, the relative scarcity of biographies of African, Asian and Latin American women's autobiographies and biographies in comparison to those of men, also provides some understanding of gender relations in pre-colonial, colonial and post-colonial Africa, Asia and South America.

8.9 Interpretation of findings

Gender and other biases may negatively affect the interpretation of findings and the attribution of meanings. If meanings of findings are misinterpreted, the resultant conclusions, policies and activities may not address the gender-related problems the research is focused on.

8.9.1 Communicating research findings

Research findings can be communicated through various media, depending on the intended audiences, which include other educationists and civil service bureaucrats, partners such as donors, women's organizations, students and their organizations.

Appropriate methods for communicating research results must be used.

- For educational bureaucracies, academics and other interested parties (who need factual reports backed by data outlining causes and effects of gender, class, ethnicity, class and other biases) gender gaps and discrimination, narrative reports highlighting gaps, proportions and structures, and processes that cause or promote gender inequality may be used. These reports can be packaged appropriately showing graphs, charts and figures to outline the situations, to indicate causes and effects, and to suggest possible solutions to the gender related problems.
- Popular media, press conferences, communiqués and interviews with specific news outlets may be used to present research findings.
- For academic purposes, journal articles and seminars can be used to present and disseminate research findings.

8.9.2 Implementing research findings

Research findings may already indicate or suggest solutions.

- Gender gaps in appointments in staff and student bureaucracies can be addressed through targeted hiring; seeking and encouraging appropriately qualified candidates to apply for positions.
- Depending on findings, it might be necessary to develop support policies, programmes and facilities for disadvantaged groups such as women, minorities and ethnic groups to acquire the necessary skills.
- Scholarships for academically qualified minorities may be availed to enable them to compete for jobs and positions, and for female and minority students to qualify and apply for training.

- If there are no short-term solutions, then longer term strategies have to be adopted to enable the disadvantaged groups to access positions and succeed in them.
- Affirmative measures may be adopted to enable disadvantaged groups, such as women, to access training and other resources. Research findings are useful for demonstrating privilege and justifying affirmative action to enable disadvantaged groups, such as women and girls and ethnic, religious and cultural minorities to access TELs, and administrative and management positions in educational bureaucracies.

8.9.3 Using ICT to disseminate research findings

It is necessary to use appropriate information technologies to communicate research results. Such technologies may include the following:

- The internet, including online publications, websites list serves, and so on
- Radio
- Television
- Videos
- Video and teleconferences
- Webinars
- CD-ROMs

The choice of technologies will depend on the infrastructure available in different places and regions. In many developing countries, the absence of electricity and devices for electronic communication such as the internet may limit the possibilities for the effective dissemination and discussion of findings. However, in many countries, battery operated radio and television networks are available. Thus, educational material can be packaged for wider use by schools and colleges. Satellite television offers opportunities for developing and disseminating materials in local languages for distance learning. Radio is also a popular dissemination tool, especially in areas with little infrastructure.

It is important to disseminate research findings, especially to the groups that provide data, in order to sensitize them to the issues and enable them to utilize the findings to improve their situations.

Activity 3

Organize yourselves into research groups of four.

- *Conduct a gender audit of student enrolment or staffing in specific disciplines in your institution.*
- *Which gender, class, age group dominates specific disciplines and positions, such as student representative bodies, staff representative bodies, lecturers in technical and non-technical areas, secretaries, manual workers, executives, heads of departments?*
- *What are the reasons for such patterns?*
- *How can these patterns be democratized if they are consistently in favour of specific groups? Compile your findings in a format that you consider accessible and report your findings using technologies that will be appropriate for student and staff audiences in high schools from which your institution draws their student trainees.*

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Institutional monitoring and evaluation for gender sensitivity

Module 9

9.1 Introduction

This module introduces participatory and gender-sensitive monitoring and evaluation to managers, administrators, and others in various posts of responsibility and leadership in teacher education institutions (TEIs). It aims to inspire them to engage in the monitoring and evaluation of all functions of the institution addressed in other modules in this guide. Gender-sensitive monitoring and evaluation provides an opportunity to look at all of the institution's policies, activities and work plans with a gender lens. Module 2 provided guidelines for gender-sensitive policy formulation and planning. Module 7 outlined gender sensitivity in management and administrative practices, and throughout this guide gender mainstreaming in all areas of the institution's work has been advocated. In this module, managers and administrators are introduced to gender-sensitive monitoring and evaluation approaches that will enable them to track and assess the progress and impact in mainstreaming gender in the work of the institution.

9.1.1 Objectives

The objectives of this module are to:

1. Explain the meaning and relevance of gender-sensitive monitoring and evaluation.
2. Identify gender-sensitive indicators and explain how they are monitored and evaluated.
3. Propose practical ways of monitoring and evaluating the institution's policies, activities and initiatives for gender equality.

9.1.2 Expected outcomes

It is expected that managers, administrators, and others in posts of responsibility and leadership will facilitate internal monitoring and self-evaluation for gender sensitivity in the institution's activities and initiatives. The following are the expected outcomes of Module 9:

1. Appreciation of how policies, planned actions and resources are implemented and used to fulfil the gender mainstreaming goals of the institution.
2. Understanding of participatory and gender-sensitive monitoring and evaluation, and its role in progressing towards gender equality.
3. Effective communication and dissemination of the monitoring and evaluation results on gender mainstreaming to the institution's stakeholders.

9.2 Monitoring and evaluation

Many concepts associated with gender mainstreaming are explained in Module 1. In this module, we focus on gender-sensitive monitoring and evaluation, and ideas related to it. This guide advocates gender mainstreaming in all functions and activities of TEIs from policy formulation, student and staff recruitment, student admissions, curriculum and teaching, staff promotions, and so on. Activity 1 is expected to enable the user to reflect on the extent their own institution demonstrates gender sensitivity in its policies and activities, and how this sensitivity is tracked and assessed.

Activity 1 draws the attention of managers and administrators to the importance of establishing whether both women and men in the institution's student or staff body equally participate and contribute towards policies, and whether their perspectives and priorities are taken into account in developing and implementing work plans. These work plans must include plans for monitoring and evaluation. Monitoring and evaluation activities will help ascertain whether gender mainstreaming policies, activities and initiatives in the institution are being implemented and are making a difference to gender relations within the institution. It is worth noting that monitoring and evaluation comprise two different but related processes: monitoring and evaluation. This module insists that both processes must be participatory and gender-sensitive.

Brainstorm and reflect on your institution with a gender lens.

Activity 1

- *In which policies and activities is your institution engaged to mainstream gender?*
- *How are policies to mainstream gender tracked and reported?*
- *Is there evidence of progress and impact? Please specify.*

Monitoring is the process in which information is gathered to check progress in implementing activities and the use of resources. This information provides feedback to managers, administrators, and those in posts of responsibility and leadership on the progress being made. It becomes 'gender-sensitive monitoring' when a gender perspective is used. For example, the institution may introduce a policy of affirmative action in student admissions. In this case, it is imperative to monitor whether all the departments in the institution are implementing this policy. To do this information on admission levels separated by gender is required, i.e. data are collected and disaggregated to show male and female students, and thus used to check whether or not affirmative action is being affected. Evaluation means making a judgment on its relevance, performance and success, or the lack thereof. Evaluation tends to assess the impact and outcomes of activities or initiatives that have been implemented. Evaluation is gender-sensitive when an assessment is made from a gender perspective and will reveal whether there is a positive or negative (or undifferentiated) impact on men and women.

9.3 Participatory and gender-responsive monitoring and evaluation

Monitoring and evaluation is thus a process in which we collect data to monitor progress and evaluate (or assess or judge) the impact of activities or initiatives undertaken in the institution. Gender-sensitive or gender-responsive monitoring and evaluation entails looking at these activities or initiatives within the institution with a gender lens. As such, monitoring and evaluation need not be an additional burden to those in posts of responsibility and leadership, and neither should it be intimidating or bring about anxiety among stakeholders in the institution. Instead, managers and administrators should facilitate monitoring and evaluation activities so that more staff in the institution become involved. Involving the widest possible range of stakeholders in an institution will eliminate any fears associated with monitoring and evaluation, and ensures that members of staff and students learn from their involvement. They can become self-critical and gain wider awareness of gender issues in the institution. It is important to involve stakeholders in deciding the scope, procedures, the type of indicators and information to be collected, as well as the reporting and use of monitoring and evaluation and its results. They will contribute their thoughts and their understanding and perspectives, which will benefit the wider implementation and impact of gender mainstreaming initiatives. By reflecting on the following questions, adapted from the work of Guijt and Shah (1998), managers and administrators can fully appreciate the importance of stakeholder participation.

1. Who participates in the development of the institution's plan and strategy, implementation and evaluation, and why?
2. Are the institution's plan and strategies responding to the needs of women and men?
3. Do women and men (or certain groups of women) have a complementary or competing agenda during planning and in the implementation of activities within the institution?
4. Are the benefits (i.e. training, distribution of vehicles, research funds, opportunities to sit on major boards and committees) equitably distributed among men and women?
5. Are women and men actively and equally involved in project monitoring and evaluation?

9.4 Monitoring and evaluation in an institution's work plans for gender sensitivity

The questions in this section can be posed with respect to the functions and activities within the institution, such as those found in this guide, i.e. gender-responsive policy and plans (Module 2), institutional culture and environment (Module 3), gender-sensitive staff and students' services (Module 4), the curriculum (Module 5), pedagogy (Module 6), management and administrative services (Module 7), research and knowledge generation (Module 8), and advocacy, partnerships and resource mobilization (Module 10). It is therefore important to note that Module 9 is linked to all the other modules that seek to mainstream gender. An institution will be better informed to respond to questions raised about policies, activities and programmes when monitoring and evaluation activities are part of

its work plans. Are they gender-sensitive or are they becoming gender-sensitive?

Monitoring and evaluation for gender sensitivity helps staff in the institution to track and assess progress in mainstreaming gender and to note any differences it makes to students and staff in what they understand, believe and do. In gender-sensitive monitoring and evaluation it is also important to ask: What difference does gender mainstreaming policies, activities or strategies make? The answer can be positive or negative, or neither depending on practices and existing gender relations. It is expected that there will be a change or no change in: 1) gender relations, knowledge, perceptions, and conduct of men and women; and 2) the everyday professional practices within an institution. Monitoring and evaluation enables us to gauge whether or not an institution is realizing its gender equality goals and objectives. Activity 2 is important to get a sense of the importance of some monitoring and evaluation questions.

Activity 2

ANALYSIS AND REFLECTION ACTIVITY

Conduct some brainstorming in your institute or department.

- 1. Are there any gender mainstreaming policies or initiatives?*
- 2. How do men and women staff members view gender relations in the institution or department?*
- 3. What views do they have on the representation of women on boards and committees, such as the Senate, Academic Board, Admissions, Recruitment, and Appointments and Promotions, Procurement Committee, Research Boards, and so on? Are these views promoting gender equality or not?*
- 4. Analyse membership and who chairs these boards and committees according to gender? Are men and women equally represented? What are the perceptions of male and female members of staff on this representation?*

9.5 Gender-sensitive indicators in monitoring and evaluation

Monitoring and evaluation can be carried out at the level of specific activities or initiatives undertaken across the institution or in specific sections of the institution. In either case, gender-sensitive indicators will need to be specified. Gender-sensitive indicators are the signals that inform us whether or not inputs, activities or other services are delivered timely, equitably and efficiently, as well as on the different impacts they have on male and female members of the institution. A variety of definitions for gender-sensitive indicators can be found in the resources list at the end of this module. Taking them together, these resources tell us that gender-sensitive indicators are measures, numbers, facts, opinions or perceptions on gender mainstreaming activities and processes, and their results and outcomes. A gender-sensitive indicator can also assess the quality and degrees of change in gender awareness and sensitivity among staff and students in the institution. Gender-sensitive indicators have several characteristics:

- 1.** First, they disaggregate data/information by gender so that differences between men and women can be easily seen.
- 2.** Second, they collect qualitative information to assess and link gender issues, attitudes and perceptions to social and cultural values.
- 3.** Third, they demonstrate changes in relations between women and men over a period of time.
- 4.** Fourth, they assess empowerment by looking at changes in men and women's knowledge, attitudes, behaviours, and professional conduct that reflect gender equality.

Some examples of gender-sensitive indicators will be found in the next section in Table 1.

9.6 Monitoring and evaluating for gender sensitivity in institutional work plans and activities

Let us stress that gender-sensitive indicators may be used to gauge whether or not specific activities of the institution are gender-sensitive or are becoming gender-sensitive. Occasionally those in posts of responsibility need to examine existing strategic plans or work plans, or they need to develop new ones. They would then need to monitor and assess how far these strategies and plans incorporate gender mainstreaming activities and whether or not they achieve progress towards gender equality. When developing new strategies and work plans they will need to ask: Are the work plans gender-responsive? A part of the major responsibility for monitoring and evaluation is to examine all aspects of an institution's strategic plan or individual work plans from a gender perspective. Typically, an institution's strategic plan presents an institution's vision, core values, mission, goal(s) and objectives, activities and inputs, and outputs and outcomes following the logical framework approach (abbreviated to the 'Log-frame approach'). Activity 3 examines a strategic plan to demonstrate the various elements.

The strategic plan identifies the inputs and activities that will be delivered or implemented to realize the defined outputs and outcomes in the pursuit of the institution's goals and objectives. Are these inputs, activities, outputs, outcomes, goals and objectives gender-sensitive? It is in answering this question that managers and administrators must show leadership so as to assure that these elements are gender-sensitive. This can be accomplished by defining gender-sensitive indicators focusing on these elements. Table 3 illustrates a simplified log-frame with a gender-sensitive level for each of these elements. The specific problem addressed in Table 3 concerns the under-representation of eligible female staff in administrative and managerial posts, and in decision-making boards and committees within the institution. The column 'the means of verification' suggests the source of information or data for the evaluation of the indicator. It is important to note that the indicators will help those involved in implementing, monitoring and evaluating the activity to identify and consider the differences between women and men in terms of perceptions, attitudes, opportunities, and access to resources and decision-making when activities or initiatives are being implemented.

PRACTICAL ACTIVITY TO ANALYSE THE INSTITUTION'S STRATEGIC PLAN

Activity 3

Find your institution's (or another institution's) strategic plan. You may find strategic plans available for download on the institution's website.

- What are the elements in the strategic plan?
- Are gender issues reflected in the elements identified?
- Could they have been identified or not?
- What can be done to the elements to make the strategy (more) gender-responsive?

Table 1. Gender-sensitive log-frame

Log-frame level	Gender-Sensitive Indicators	Means of Verification
Goal: • Male and female members of staff will be equally represented and their participation in all important boards and committees in the institution valued	• Boards and committees will have at least 50 per cent eligible female staff • Male and female staff members express favourable attitudes to the inclusion and participation of female staff on boards and committees • More men and women rate the institution's policies and practices as gender-responsive	• Gender-disaggregated data; board minutes • Questionnaire survey; board minutes • Policy documents; annual reports

Log-frame level	Gender-Sensitive Indicators	Means of Verification
Objective: Staff will be oriented towards gender equality and will support equal representation of men and women in important committees	- Number of female staff in admissions committee raised to 50 per cent - All staff in academic and administrative positions trained in gender	- Admissions committee structure; minutes and reports - Training programme and attendance register
Inputs: - Gender Mainstreaming Steering Committee - Budget for mainstreaming activities	- A Gender Mainstreaming Steering Committee established with equal staff representation of men and women - A budget for mainstreaming activities and gender training	- Management board minutes - Budget
Outputs: - All staff able to recognize problem of gender inequality - Number of women on boards and committees - Increase in the number of men and women with a good perception of gender	- Number of women on boards and committees improved 50 per cent in the first 2 years - Increase in number of men and women with a good perception of gender by at least 40 per cent	- Boards and committees rosters, minutes and reports - Focus group discussions; surveys
Outcomes & Impacts: Male and female staff have positive perceptions of the balanced inclusion of eligible staff on boards and committees of the institution	- Boards and committees will have at least 50 per cent eligible female staff - Male and female members express favourable attitudes to the inclusion and participation of female staff on boards and committees	- Gender-disaggregated data; board minutes - Questionnaire survey; board minutes

In gender-sensitive monitoring and evaluation we are interested in both quantitative indicators, i.e. those that tell us 'how many'; and qualitative indicators, i.e. those that reveal changes in the quality of perceptions, attitudes, and values towards gender equality. These types of indicators are outlined in Table 3. A quantitative indicator tackles questions like: How many men and women are involved? What inputs do men and women introduce? How many men and women benefit, for example, from the training programme or from research funds in the institution? A qualitative indicator informs us about perceptions and attitudes of men and women towards gender relations and gender equality with questions such as: What are the changes that occur with regard to the attitudes and conduct of men and women? Carry out Activity 4 with members of staff. It will help establish a gender-sensitive work plan, define gender-sensitive indicators, and develop a monitoring and evaluation strategy.

GENDER-SENSITIVE WORK PLAN AND ITS MONITORING AND EVALUATION

Activity 4

As managers and administrators in TEIs you may be interested in initiating activities related to one of the areas covered in this guide or even create a work plan covering the entire institution. What do you need to do? Work with a team of staff through the proposed steps, referring to Table 3 as required.

1. Define the problem or the gender equality concerns to be mitigated.
2. Propose what could be done (interventions and activities) in order to deal with the gender equality concern.
3. Define overall gender mainstreaming goals and objectives.
4. Identify the gender-sensitive outputs, outcomes and impacts.
5. Establish and define the gender-sensitive indicators and the means of verification.
6. Plan how gender-sensitive monitoring and evaluation will be carried out.
7. Plan how information from monitoring and evaluation is going to be disseminated or shared, and used for further planning and action.

9.7 Sharing and utilizing gender monitoring and evaluation information and results

Managers and administrators are reminded that information collected in monitoring and evaluation is meaningless unless it is shared to create awareness and learnings with regard to the changes in gender relations taking place within the institution and/or its departments. Reporting the results enables people to understand how the changes took place and the factors and actions that made the difference. A monitoring and evaluation report provides feedback on progress and the ability to reflect on the results and lessons learned on gender mainstreaming and its relevance. This can be done formally or informally, depending on the purpose and the target audience. For example, formal written reports can be generated for management, boards and committees of the institution. In other cases, reporting may take the form of a report presented as a written or oral report, or by using multimedia technologies (i.e. videos, power point presentations, and so on), which can be done for departmental staff of the institution. In other cases, it may take the form of a presentation to the institution's entire community, i.e. during an open day. This may involve such group methods as drama, song, role-play, simulation or poetry performances to deliver gender equality and other social equity messages. Finally, an institution might create newsletters in which staff and students can contribute reports and experiences.

9.8 Conclusion

This module highlights the importance of monitoring and evaluating activities, programmes and work plans of a TEI for gender sensitivity. It stresses the importance of stakeholder participation and leadership, and how those with posts of responsibility can facilitate this. This presents stakeholders in the institution with a real chance to get involved in gender mainstreaming activities. They will feel that gender mainstreaming is personally relevant to them and their institution. Participatory monitoring and evaluating leads to learning that is centred around several of the following:

1. How men and women are equally empowered in the institution.
2. How men and women are equally being involved in decision-making boards and committees of the institution.
3. How men and women benefit from staff development and other capacity development programmes, research funding, promotions, and appointments to posts of responsibility.
4. How attitudes, beliefs, perceptions, knowledge, behaviours and practices of people in the institution are changing, or not changing, in ways that reflect gender equality.
5. How the overall quality and well-being of men and women in the institution is changing, or not changing, in ways that reflect gender equality.

9.9 References

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Advocacy for gender equality

Module 10

10.1 Introduction

We recall that one of the key objectives for developing this guide is to raise awareness of TEIs to develop or strengthen capacities, build partnerships and mobilize resources to mainstream and advocate gender equality in a sustainable manner. Although educators and trainers have comparative advantage and influence in speaking out about laws, policies, traditions, beliefs, attitudes and practices that hinder equitable progress, gender competencies are often not mandatory or even highlighted as a key professional competence teachers must possess. For instance, from the literature review, the closest competence reflected in the training of teachers (in Vietnam) is an admonition to ‘avoid practices and behaviours that lead to stereotypes’. According to UNESCO, research has shown that teachers, more than any other constituent group in education, determine educational quality and student learning outcomes as a result of their proximity to students. Well-trained teachers can strengthen scientific and critical thinking skills, promote tolerance, encourage dialogue, promote gender equality, advance important cultural and social values, and create a more sustainable and peaceful world.

10.1.1 Objectives

The objectives of this module are to:

1. Familiarize academics, managers, administrators, students and all relevant sectors of the TEI with the concepts and terminologies of advocacy.
2. Empower academics, managers, administrators, students and all relevant sectors of the TEI with the knowledge and basic skills to advocate gender mainstreaming.
3. Suggest ways and sources for TEIs to forge partnerships and mobilize commitment and resources for gender mainstreaming in a concerted and sustainable manner, and beginning from within the institution.

10.1.2 Expected outcomes

By the end of this module, the user will be able to:

1. Identify advocacy issues related to gender equality, and set a goal and specific objective for advocacy.
2. Identify targets, formulate appropriate messages and select communication channels.
3. Identify and mobilize resources, including partners, allies and networks.
4. Prepare an Action Plan with indicators for success.
5. Assess results/outcomes of the advocacy effort, share results and determine next steps.

10.2 Why the need for gender advocacy?

In Module 1 we learned that many cultures have similar roles for men and women. However, what one does in a particular role within a particular culture may differ. Gender roles often determine and contribute to the power dynamics within a particular society, raising issues of gender inequality and inequity. We also learned that gender refers to the different roles of women and men in a given society, and in certain cultures and traditions men determine those roles and women learn as they grow. Often gender roles are unequal and influenced by our experiences and access to resources. We learned that while there are instances where men are disadvantaged compared to women, generally, women and girls have fewer opportunities, less access to resources, lower status, and less power and influence than men and boys. There is therefore need for action and redress where necessary.

UNESCO has made teachers a top priority in its Education Programme, and the mainstreaming of gender in TEIs is equally important because gender equality is one of the global priorities for UNESCO. We can also recall from the introduction to Module 1 that TEIs, by virtue of their role as change agents in society, need to be part of national and global advocacy efforts towards achieving gender equality. While women are the world’s greatest untapped resource for development, and healthy, educated and empowered women are more likely to be economically active and significantly impact on the survival and welfare of children and families, evidence from nearly all UNESCO regions reveals that the persistence of gender inequalities continue to hold women back from fulfilling their full development potential.

10.3 Definition and forms of advocacy

Advocacy may be defined as the active support of an idea or cause expressed through strategies and methods that influence the opinions and decisions of people and organizations. Advocacy, generally, has various manifestations, ranging from lobbying at high-level meetings to the reform of gender discrimination policies, and has been initially concerned with ending injustice throughout the world by advocating women's rights. Traditionally, advocacy is associated with processes aimed at influencing public policy and resource allocation within political, economic, and social systems. Over time however, the definition of advocacy has broadened to describe actions that speak in favour of, recommend, argue for, support, defend and plead a cause or issue. Advocacy strategies include:

Lobbying for gender equality. The act of attempting to influence in order to advance a particular cause or interest. Usually lobbying targets decision-makers, leaders and persons whose actions impact or shape the cause or interest. People who lobby are called lobbyists.

Organizing. Consists of efforts aimed at building power or mobilizing specific groups or constituencies, especially in communities, and can include events, rallies, demonstrations, campaigns, and so on.

Educating and training. Are specific forms of advocacy activities that target a group or constituencies (i.e. senators) with the power, influence and ability to effect a desired change.

Research. An advocacy activity that aims to produce relevant information, materials and resources to be used in support of an advocacy issue or desired change.

Litigation and regulatory efforts. Legal actions to enforce particular rights and promulgation, monitoring and enforcement of laws and rules that protect human rights, particularly of the disadvantaged and vulnerable.

10.4 Basic steps in gender advocacy process

The following are some basic steps a TEI or interest groups wishing to embark on an advocacy initiative may follow:

Environmental scan to identify an issue. Within the broader context of the need to promote gender equality, there is a need to identify a specific issue, which a gender advocacy effort or action should address. An imbalance in access and the success of women compared to men would require advocacy and affirmative action and policy. Equally, increasing trends in male drop-out rates in comparison to female teacher trainee/student drop-out rates due to economic or migration factors will require policy for the provision of scholarships or on-campus employment opportunities and internships. An advocacy issue will have a higher chance of success if it is based on a vision of what the desired change will achieve. An issue carefully identified and crafted should, as far as possible, relate to the mission and vision of your TEI. A clearly articulated issue serves as a rallying force and creates momentum for collective action. An issue must be researched to verify any groups already advocating it and that could help in your campaign as potential partners.

Set advocacy goals and objectives. A gender advocacy campaign should have in view short-term, medium-term and long-term goals or expected results or outcomes. If this is the first time the TEI is undertaking such a campaign, it is advisable to restrict the goal to one that is broad and clearly articulated, focused and manageable, and targeted to a specific issue. A goal seeks to answer the question: 'What do we intend to achieve with this campaign?' 'By the end of this campaign we expect to have...'. An advocacy effort could envisage the elimination of incidents of sexual harassment as a long-term goal. In the medium-term, the goal may be a reduction in the

number of incidents of sexual violence reported. A short-term goal could be for the institution to have a sexual harassment policy. For manageability and ease of assessing success, objectives should be SMART.

- **(S)pecific.** The more specific the objective in terms of what, how, when, who and so on, the better and more likely the chances of success. If the issue is challenging it attracts more support, zeal and enthusiasm from the internal stakeholders as well as your partners.
- **(M)easurable.** Expected results should be narrated in measurable and precise terms of what you intend to achieve, and how you will know or what will show you have been successful.
- **(A)chievable.** It is okay to be ambitious but set realistic objectives (and goal/s) that can be realized within a specified timeframe and resources. Over ambitious goals could dampen future efforts.
- **(R)elelevant.** Objectives and goals should relate to the TEI's mission and vision, and over time, the broader societal need for equitable development.
- **(T)ime Bound.** An advocacy campaign should have a specific life span so there is need to project when you expect to achieve set goals and objectives, or adjust the timeline if necessary.

Identify target(s) and audience. Who is the gender advocacy issue aimed at or intended to speak to or influence in terms of the desired change? Target(s) should be researched and clearly specified. In sexual harassment or violence example, the targets may range from institutional leaders, policy-makers, legislators and law enforcement bodies, perpetrators and victims who should be encouraged to speak out and report. In terms of manageability, targets and beneficiaries need to be limited and specified as primary or secondary.

Mobilize partners, allies and networks. Partners, allies and networks represent groups, and in rare cases, individuals that have an interest in the gender advocacy issue. If mobilized successfully they contribute benefits, including credibility, and financial and non-financial resources. Exercise caution in choosing partners, as some partners may come with hidden agendas, which could slow down consensus-building.

Formulate appropriate messages. What do you want to communicate to your target? Here, simplicity, clarity, appropriateness are the goals to ensure that the action or change you desire will occur. Messages should target each audience. Seek assistance from communication and media experts and ensure your messages are based on facts and evidence, not just speculation or rumour.

Identify appropriate communication channels. Who or which means is best for delivering or communicating the gender advocacy messages? Channels range from institutional avenues such as memos, journals, newsletters, internet and intranets, campus radio, notice boards, handbills, flyers, posters, and so on.

Assess your capabilities and mobilize resources. What communication tools, relationships, influences, gender advocacy groups, volunteers, associations and finances can be placed at your disposal from within your institution and beyond? Would your institution commit or endorse external fundraising?

Develop an Action Plan. An Action Plan will systematically guide your process. It is best developed when all the above steps have been agreed, and is a roadmap of actions that should include timelines and milestones. It should be crafted within a logical framework with measurable progress indicators for ease of reference when tracking your results and achievements.

Agree success indicators and expected outcomes. Success indicators must relate to each step of the advocacy process and describe what is to be accomplished as a result of your advocacy effort. Where possible, indicators are quantifiable but some may be qualitative. Assessing results may require a technical process and expertise or a simplified non-technical process of mutually agreed indicators. Technical assessments provide the basis for future resource mobilization. This may require a technical process and expertise or a simplified non-technical process of mutually agreed indicators. Technical assessments provide the basis for future resource mobilization.

Share results, and determine and agree next steps. No matter the outcome of the assessment or evaluation, the results must first be shared internally then with as many stakeholders and interest groups as possible, including how the mobilized funds were applied to foster transparency and trust, and can serve as a basis for further partnership, network building and resource mobilization. Determine and agree next steps, which should take account of the assessment outcome. Some questions to guide this process are: What did we do right? What did we not do right? What could we have done better? Who else could we have involved? Were resources adequate? What could have been done more economically? Were records, including finances, properly recorded? Answers to these questions should guide your next advocacy effort.

10.5 Mobilizing sponsorship for resources

Partnership, especially with other TEIs, tertiary and broader education institutions may be your first line of action in an advocacy effort. Gender advocacy organizations will also be critical for the success of your initial efforts, as these will bring on board experience and sometimes human, material and financial resources. The United Nations and affiliated agencies and departments including UNESCO, UNICEF, UN Women and UNDP, historically have spearheaded landmark gender mainstreaming initiatives. Partnership and collaboration with these organizations, especially at country level, should be explored. A non-exhaustive list of funding opportunities is provided at the end of this module to facilitate your search for funding opportunities with the agencies. To effectively mobilize resources in a sustainable manner, TEIs will require proposal writing and fundraising skills. If these skills are not available within the institution, partnerships with business departments of nearby universities could be sought. TEIs are encouraged to also network with national, community and non-governmental organizations. In many instances organizations are also seeking partnerships with educational institutions. TEIs can incrementally commit their own internal resources to promote gender equality towards improving education quality as part of their social responsibility.

1. Read the case study:

Tutumbou College is in the news for the sexist remarks its principal, Prof. Jamal, is reported to have made during the national ruling party's parliamentary election campaign rally. A section of the media is calling for Prof. Jamal's resignation. A group of activists from Tutumbou is also demanding that the principal retracts his remarks and apologises, citing similar remarks he had made at the College Sports Festival award ceremony. Prof. Nikki, the Head of Tutumbou College Department of Culture and Social Studies recalled Prof. Jamal's habitual sexist remarks at staff meetings and is convinced the time is ripe for a sexual harassment policy and gender advocacy campaign. She submits a proposal to the Academic Board through the Board of the Faculty of Social Studies.

2. Distribute copies of this case study to each participant.
3. Allow 10 minutes for individual review.
4. Divide participants into two: Groups A and B.
5. Allow each group 30–45 minutes to answer questions.

6. Each group is to appoint a rapporteur who will report back in plenary.
7. After each group's report allow 5 minutes for comments and clarifications.
8. Conclude the session with plenary questions (a) and (b).

THE EXERCISE:

Group A

- Briefly describe the key components of Prof. Nikki's proposal to the Academic Board.
- List three key messages and communication channels she may have proposed and explain your choice.

Group B

- List six potential partners, allies and networks the campaign could mobilize.
- Justify your choice of each of the partners, allies and networks proposed.

Feedback and plenary questions:

**HOW WILL THE CAMPAIGN BE RESOURCED?
HOW WILL THE RESULTS BE MEASURED?**

Activity 1

10.6 References

Further reading

- African Union Commission. 2005. *Protocol to the African Charter of Human and Peoples' Rights on the Rights of Women in Africa (Maputo Protocol)*. Maputo, AUC. http://www.achpr.org/files/instruments/women-protocol/achpr_instr_proto_women_eng.pdf (Accessed 7 July 2104.)
- Azarbaijani-Moghaddam, S. 2007. *Gender Awareness and Development Manual. Resource Material for Gender Trainers*. Kabul, Ministry of Women's Affairs Training and Advocacy Department. Gender Equality, UNDP Afghanistan. <http://www.undp.org.af/whoweare/undpinafghanistan/Projects/dcse/GenderManuals/Gender%20Awareness%20and%20Development%20Manual.pdf> (Accessed 7 July 2104.)
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- UNESCO. 2011. *Teacher Training Modules that Address Gender Issues and Promote Gender Equality*. Ministry of Education and Training (MOET) in Vietnam, Vietnam Institute of Education Sciences (VNIES), Department of Teachers and Educational Administrators of MOET in Vietnam, UNESCO Ha Noi Office and UNESCO International Bureau of Education (IBE). https://www.academia.edu/2764201/Teacher_Training_Modules_that_address_gender_issues_and_promote_Gender_Equality (Accessed 7 July 2014.)

Websites

- Advocates for Human Rights. <http://www.theadvocatesforhumanrights.org/>
- Association for Women's Rights in Development (AWID). Formerly the Association for Women in Development is an international feminist membership organization that works to strengthen the voice, impact and influence of women's rights advocates, organizations and movements internationally to effectively advance the rights of women. <http://www.awid.org/>
- Development Alternatives with Women for a New Era (DAWN). A network of feminist scholars, researchers and activists working for economic and gender justice, and sustainable and democratic development. <http://www.dawnnet.org/>
- Equality Now. Works with grassroots women and human rights organizations since 1992 for the protection and promotion of the rights of women and girls globally. <http://www.equalitynow.org>
- Girl Effect Blogging Campaign. Initiated in 2011 is a powerful idea that seeks to draw attention to the unique ways women and girls are affected by poverty and conflict, and calls for investment, particularly for girls in developing countries, to accelerate poverty eradication, create thriving communities, and slow the spread of HIV/AIDS. <http://www.girleffect.org>

Isis International. A feminist advocacy organization engaged in research and analysis of issues affecting women globally with the main focus on grassroots women and activists. <http://www.isiswomen.org>

Isis International Feminist Activist School. Provides capacity-building in using media and communications for advocacy, social change and women's rights. http://www.isiswomen.org/index.php?option=com_content&view=article&id=1429&Itemid=354

Stop Violence against Women. A project of the Advocates for Human Rights. <http://www.stopvaw.org/>

Women's Human Rights Resources Programme (WHRR). <http://www.law-lib.utoronto.ca/diana/>

Women Living Under Muslim Laws. An international network that provides information, support and a collective space for women whose lives are shaped, conditioned or governed by laws and customs derive from Islam. WLUML extends to more than 70 countries ranging from South Africa to Uzbekistan, Senegal to Indonesia, and Brazil to France. <http://www.wluml.org>



A Guide for **Gender Equality** in Teacher Education Policy and Practices

Transforming the culture of teacher education institutions and making them gender-sensitive entities is a daunting task. However, it is not an impossible task. Understanding gender and applying gender mainstreaming are critical foundations for fostering social cohesion that goes beyond teacher education institutions and the school. Teachers are increasingly expected to play crucial roles in preparing young people to face the future with confidence, purpose, responsibility and gender sensitivity. Teacher education institutions must be ready to provide the enabling environment and training and continuing education for the development of knowledge, values, skills and gender-responsive practices that the teachers need in the 21st century.

This Guide, through its ten Modules, takes the reader through step by step on how gender can be mainstreamed in all areas of teacher education and training: from policy and planning, administration and management, gender-responsive budgeting, social services, the environment, curriculum, pedagogy, research, and to advocacy. Through this Guide, teacher educators are also reminded what teachers must know and be able to do in order to promote gender equality through education. The Modules can be used individually or comprehensively depending on the situation and context of countries.

This Guide is dedicated to all teacher educators, whose intellectual rigour and tireless efforts to foster enabling environments for inclusive and gender sensitive education, are indispensable for success in continuing education.