

**MINISTRY OF
EDUCATION AND
TRAINING**



"National Textbook review and analysis from a gender perspective, including piloting teacher-training programmes to incorporate Gender Equality issues in line with the Law on Gender Equality and the Law on Domestic Violence Prevention and Control" (UN/Government of Viet Nam Joint Programme on Gender Equality – JPGE activity 1.3.15)

Teacher Training Modules that address gender issues and promote Gender Equality

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Preface

Following the adoption in Viet Nam of *The Laws on Gender Equality* (GEL, 2006) and on *Domestic Violence Prevention and Control* (DVL, 2007), a Government of Vietnam/UN Joint Programme on Gender Equality was launched in 2009. The Programme brought together 3 national implementing partners and 12 UN Agencies, including UNESCO with a view to supporting and enhancing the capacity of national and provincial duty bearers to better implement as well as monitor and report on the effects and impact of the two above-mentioned Laws.

In the context of the Programme, UNESCO Ha Noi Office and the Vietnamese Ministry of Education and Training (MOET) carried out a Project on *National Textbook review and analysis from a gender perspective, including piloting teacher-training programmes to incorporate Gender Equality issues in line with the Law on Gender Equality and the Law on Domestic Violence Prevention and Control* (UN/Government of Viet Nam Joint Programme on Gender Equality – JPGE activity 1.3.15).

The UNESCO International Bureau of Education (IBE) provided technical support for the two phases of the project, namely: (a) analyzing primary textbook from gender perspective (2009); and (b) developing and pilot testing teacher training courses that address gender issues and promote gender equality (2010).

Given the project's focus in 2010 on incorporating Gender Equality in teacher training programmes, a workshop to develop gender training content for teacher training was held in Hoa Binh in May 2010 and was attended by more than 25 MOET curriculum and teacher training specialists and gender and education specialists from UN and the civil society.

The participants in the Hoa Binh workshop contributed to the development of a detailed *Outline of Teacher Training Modules* (TTM) to be pilot tested in fall 2010. The TTM are conceived as a comprehensive, generic resource package which teacher training institutions may customize for specific pre-and in-service trainees, local contexts and needs.

In November 2010, a second workshop took place in Do Son with a view to pilot testing a first comprehensive draft of the TTM. More than 30 specialists representing MOET, VNIES and education NGOs participated in the pilot implementation of the TTM in the context of concrete training sessions. Based on the feedback received during and after the workshop, the modules were finalised and presented to MOET for the rolling-out of enhanced teacher training courses that effectively incorporate gender issues and promote Gender Equality based on the views and recommendations of Vietnamese stakeholders.

Introduction

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If you want to gather a lot of knowledge, act as if you are ignorant.

Vietnamese Proverb

Participants in the Hoa Binh workshop,
May 2010



1. Why is Gender Equality important?

Gender equality is one important Human Rights and social justice principle, objective and practice. Men and women are biologically different (which is reflected in the concept of *sex*) and may embrace specific socially constructed roles (which is captured in the concept of *gender*). However, biological and other differences between men and women should not give rise to social, cultural, political and economic inequalities and discrimination. Gender equality is underpinned by principles such as:

- Gender roles are socially constructed and interchangeable;
- Men and women are equal in front of the law (i.e. they have equal rights and responsibilities);
- Men and women are given equal opportunities to fulfill their potential;
- Men and women share equal potential to learn and develop as persons and members of a community;
- Men and women support one another and cooperate in view of reaching individual and community progress and well being.

Given its importance to creating just, inclusive and cohesive societies, as well as its role in supporting individuals, both men and women, to fulfill their potential in the absence of discriminatory barriers, gender equality is part of the Millennium Development Goals (MDGs) agreed in 2000:

- **MDG2:** achieve universal primary education, with the target of ensuring that all boys and girls complete a full course of primary schooling by 2015;
- **MDG3:** promote gender equality and empower women, with the target of eliminating disparities in primary and secondary education by 2005, and in all levels of education by 2015.



In order to promote full equality of men and women, Article 4 of the *Law on Gender Equality* (p. 2) stipulates that gender equality goals are

...to eliminate gender discrimination, to create equal opportunities for man and woman in socio-economic development and human resources development in order to reach substantial equality between man and woman, and to establish and enhance cooperation and mutual assistance between man and woman in all fields of social and family life.



Gender is a social construct, not a biological one, and discrimination on this basis is consequently difficult to assess and to address. Distinctions based on biological sex can be measured statistically, whereas gender differentials entail more subtle distinctions on male and female roles. Achieving gender parity (equal numbers of boys and girls) in school is just one step towards gender equality in and through education. While parity is a quantitative concept, equality is a qualitative one. The human rights protection and promotion of gender equality requires more than numerical equilibrium, it also requires conceptual equilibrium, and a conscientious effort to redress inequality, as it exists.

(Wilson, 2004, p. 12)

2. How does Gender Equality relate to other cross-cutting issues?



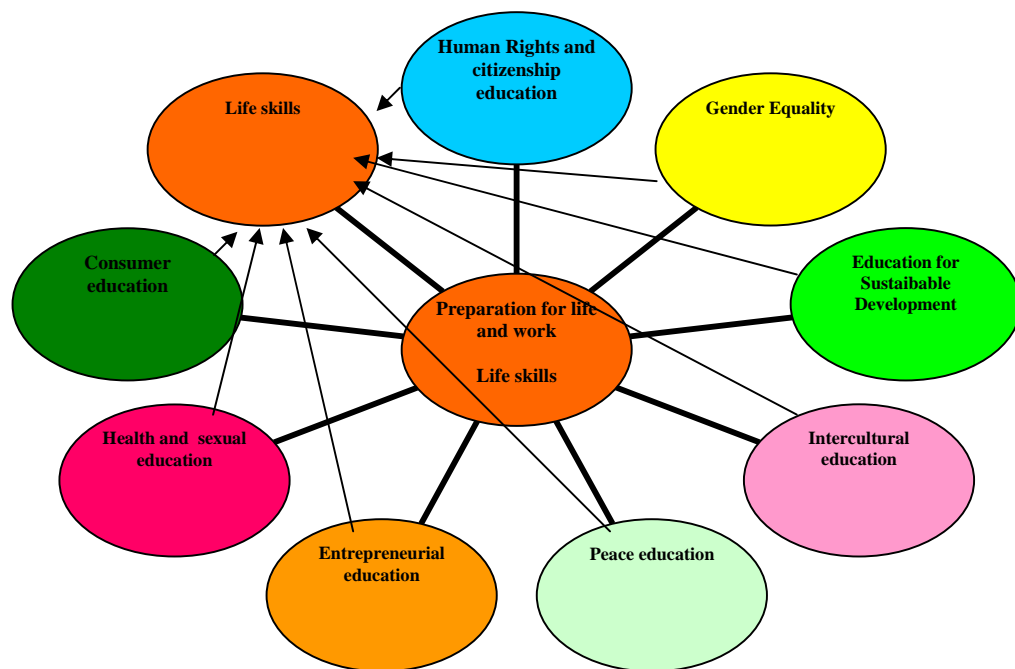
If we are committed to achieving education for all, we must not view gender as a separate or additional piece of work in education programming. We must instead use a 'gender lens' when planning, implementing, monitoring and evaluating all of our work. A gender lens is like putting on a pair of spectacles. Through one lens of the spectacles we see the participation, needs and realities of girls and women. We see boys' and men's participation, needs and realities through the other. To get the full picture in any situation we must look through both eyes.

INEE, 2010, p. 15

Gender equality should be addressed as a cross-cutting issue in education and the curriculum that all learning areas/subjects, as well as school and classroom practices should incorporate and promote in specific ways. Among other cross-cutting issues are:

- Human Rights and citizenship education;
- intercultural education;
- peace education, including constructive management of conflicts;
- education for sustainable development, including environmental education;
- entrepreneurial education;
- health education, including sexual education and HIV and AIDS education;
- consumer education;
- Life skills (that may also be part of the above-mentioned issues).

The profile of “Life skills” depends on whether they are infused in areas such as those mentioned above or treated in a special carrier-area called “Life skills”, where different elements of the above-mentioned dimensions may be combined to include, for instance, the constructive management of conflicts, communication skills, the exercise of rights and responsibilities, decision making and risk taking, and other.



Cross-cutting issues have an important role in supporting competency development and the preparation of children and young people for life and work. While the objectives and topics of cross-cutting issues sometimes overlap, it is nevertheless true that their focuses complement each other in responding to the challenges of today’s and tomorrow’s world. For instance, gender equality, as a special cross-cutting issue, overlaps with Human Rights and citizenship education (i.e. through promoting fairness and equal rights and

responsibilities), as well as with other areas, such as education for sustainable development and health education (i.e. through addressing gender-based violence/GBV; sexual health and reproduction issues; family education).

However, over the past decades gender equality has become a field in its own right addressing gender-related issues, as shown in the table below:

Examples of gender issues in education	Examples of Problems/Gaps identified/addressed
Access, attainment, retention and success rates: the “gender gap”	Worldwide, 60 million girls, compared to 45 million boys, are still not enrolled in schools Only one third of 171 countries reporting on secondary education enrolment had achieved parity at secondary level
Need of gender “audit”	Constrained access in conflict affected and fragile states Constrained access in remote areas
Investing in girls’ and boys’ education	Are school facilities adequate for promoting gender equality? Are there effective strategies put in place to motivate both boys and girls to learn and improve? Are there effective strategies put in place to cope with learning difficulties? How do schools work with the families and the community to enhance girls’ school attendance and performances? What is being done to prevent GBV?
Importance of disaggregated gender indicators	How many boys and girls completed basic education? What is the boys’ <i>versus</i> girls’ drop-out ratio?
Inequalities within schools	In some cases women teachers are under-represented. Teachers show more attention to boys and

	<p>display a lower opinion of girls' abilities.</p> <p>There are different – and very often discriminatory - expectations for boys and girls.</p> <p>Men teachers have more chances to occupy leadership positions.</p> <p>In some cases girls are not allowed to practice physical education (PE).</p>
Analyse gender issues & problems against the country-specific context	<p>What are gender biases (i.e. on gender roles; aspirations; capacities) and how to fight against them?</p> <p>What are context barriers to gender equality (i.e. traditions & customs; beliefs)</p>
Address gender issues in schools and classes	<p>What topics and methods to use in the context of different learning areas/subjects, as well as extra-curricular activities?</p> <p>How to assess competencies?</p>
Facilitate enhanced school-community cooperation on promoting gender equality	How to involve stakeholders and promote synergies between school and community action?
Make use of monitoring and evaluation of gender-related projects and activities	What are the needs for teacher capacity development?

Cross-cutting issues emerge along with developments in society, economy, knowledge and technology. However, addressing cross-cutting issues in the curriculum does not mean necessarily that new learning areas/subjects are needed as new education needs arise. Instead, curriculum planners and developers ought to map out the best ways of incorporating cross-cutting issues in the existing curriculum by considering “carrier subjects” for specific topics and approaches. While identifying/selecting specific carrier-subjects for specific issues, curriculum developers, as well as teachers should also pay attention to the potential of all the other subjects to contribute to the development of competencies for life and work. Competency development should be also supported by comprehensive and integrative teaching and learning, including integrative assessment. Gender equality is commonly not dealt with as a special new learning area/subject, but as a common concern that all learning areas/subjects need to address. Gender equality also supports and complements other cross-cutting issues (i.e. HR and citizenship education; peace education; ESD) with a view of developing competencies for learning to live together (LTLT) and sustainable development by focusing on a constructive approach of

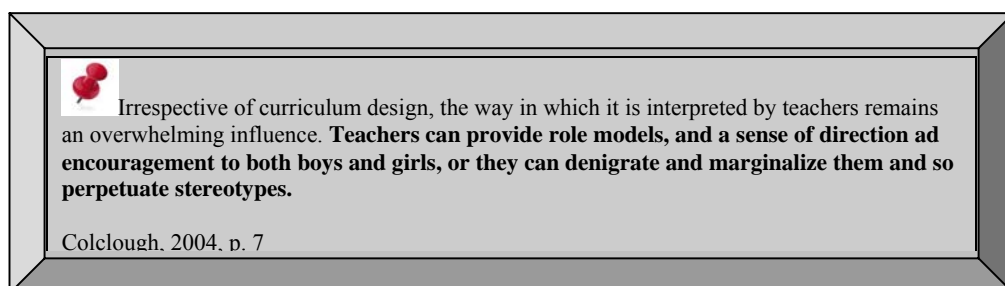
gender differences, cooperation between genders, as well as the avoidance of all forms of gender-based discrimination and violence.

3. What is the role of teachers in promoting Gender Equality?

In 2009, UNESCO Ha Noi Office and MOET carried out an analysis of primary education textbooks from gender perspective, in order to identify the achievements as well as the gaps related to promoting gender equality in several primary curriculum areas (i.e. Vietnamese, grades 1-5; Mathematics, grades 1-5; Natural and social studies, grades 1-3; Sciences, grades 4-5; History and Geography, grades 4-5; and Civics, grades 1-5)⁴.

Among other findings, the Report concluded on the important role of teachers in implementing the curriculum and textbooks and listed the following recommendations for them:

- Be aware of gender biases and avoid reinforcing them in school and classroom practices.
- Trust boys and girls to possess equal potential to learn and achieve. Consequently, equally motivate and encourage boys and girls to perform, while also equally support them to cope with learning problems and difficulties.
- Ask boys and girls to play and work together in the context of interchangeable roles. Support both boys and girls in identifying their strengths and weaknesses, talents and interests while making them aware of, and exposing them to a wide range of equal opportunities for them to develop competencies for studies, life and work.
- Learn from schools and colleagues that are successful in promoting gender equality. Engage in sharing and dissemination processes, including via the Internet.
- Establish and sustain communities of practice that promote gender equality at school and community level via teacher and school networks.



Quality learning materials, including textbooks, can promote gender equality only if they are translated into meaningful school- and classroom practice by competent and committed headmasters and teachers. It is thus logical and imperative to link the revision of textbooks (and other learning resources) with meaningful professional development programmes for teachers both in pre- and in-service settings.

⁴ See Report of findings, 2010.

4. What are the scope and objectives of the Teacher Training Modules (TTM)

While acknowledging the progress in Viet Nam with regard to gender equality, such as the enactment of the two Laws on gender equality mentioned above, as well as the different programmes aiming at enhancing the capacities of duty bearers to implement the Gender Equality legislation effectively and monitor their impact and effects, there are still some outstanding gender issues that need to be addressed in education, as well as in other areas, such as the persistence of gender biases and discriminatory attitudes and behaviours, including gender-based violence.

Domestic violence has legal, economic, health and educational dimensions. And it is a human rights issue cutting across all cultures, religions, geographic boundaries, and social and economic groups...As this report clearly shows, the home is not always a safe place for women in Viet Nam, as women are more at risk of experiencing violence from their husbands or family members than from anybody else. This violence also affects children, either directly or because they witness violence in their homes.

National Study of Domestic Violence Against Women in Viet Nam, 2010

In education, there is especially a need to revise curricula and textbooks from gender perspectives and develop the capacities of headmasters and teachers to address gender issues and promote gender equality at school, classroom and community levels.

Such teacher competencies to address gender issues and promote gender equality should be promoted through customised pre- and in-service teacher training programmes. As mentioned in several analyses of the current TT system in Vietnam⁵, TT courses in Viet Nam usually address cross-cutting issues such as Environment education; peace education; HIV/Aids. However, despite the favorable normative framework of Vietnam, to date there was no specific focus on gender issues and the promotion of gender equality through pre- and in-service TT courses. Incorporating gender issues and promoting gender equality in, and through TT courses is consequently a priority for teachers' capacity development as they are stakeholders and duty bearers who need to implement the GE laws effectively in education.

TTM as a generic tool

As a generic tool, these Teacher Training Modules (TTM) provide a conceptual and methodological framework for teacher training institutions to address gender issues and incorporate Gender Equality in their teacher training programmes. The modules explain and support the development of the teacher competencies that are needed to address gender issues and promote Gender Equality in schools and classrooms as well as at community level.

⁵ See, for instance, the analysis presented during the workshop in Hoa Binh (May 2010).

Today, professional development programmes for teachers tend to promote teachers' reflective and transformative attitudes in the context of whole-school and networked approaches favouring the development of teacher communities of learning and practice. Such communities should be open to partners in the broader society who can support the changes at both school and community levels. Also, teachers are increasingly recognized as having a pro-active role in their own professional development especially through using modern technologies that enable distance and e-learning.

These TTM promote a view of teacher's professional development that incorporates the aspects tackled above on gender issues and gender equality, while promoting also an active and interactive pedagogy based on exchanges and learning from one-another through, as much as possible, hands-on activities.

Some **basic assumptions** of the TTM are that:

- ⇒ Teacher trainers are aware of gender issues in education and committed to promote gender equality.
- ⇒ They are willing to combine traditional methods, such as lecturing, with interactive pedagogy, such as group and project work.
- ⇒ Teacher trainers have a positive and constructive attitude towards their trainees.
- ⇒ Teacher trainers are willing to focus on the comprehensive development of knowledge, skills and attitudes in their trainees.
- ⇒ They pay also attention to linking theory to action and practical problem-solving.
- ⇒ Teacher trainers pay attention to the assessment and self-assessment of training activities.

5. Who are potential users?

The TTM are intended primarily for the usage of teacher trainers⁶. However, they may also be useful for policy makers, curriculum and textbook developers, as well as for community stakeholders who may all find inspiring elements for their own work, as well as for better aligning curricula, textbooks, and classroom strategies with broader developments at community level in order to promote GE.

Users and beneficiaries of the TTM

Direct users and beneficiaries

- ⇒ Provincial and national teacher trainers
- ⇒ Headmasters and lead-teachers at school level
- ⇒ Teachers themselves (as trainees or for self-study)

Indirect beneficiaries

- ⇒ Teachers
- ⇒ Policy makers
- ⇒ Curriculum and textbook developers
- ⇒ Students
- ⇒ Community stakeholders

6. How are the TTM structured?

The draft TTMs are composed of the following chapters:

1. **Introduction** (context and rationale of developing the TTM; potential users; how to use the TTM; suggestions for baseline assessment of teacher learning needs)
2. **Module 1:** Gender Equality – Conceptual and normative framework

Module 1 focuses on the mastering by trainees (teachers) of some main conceptual aspects related to gender issues in education, such as the difference between “sex” and “gender” or between “gender parity” and “gender equality”, as well as the connotations of gender biases, discrimination and gender-based violence (GBV). The Module is also addressing the normative framework for promoting gender equality both in Viet Nam and internationally. The teacher competencies developed through Module 1 will be further on reinforced through the other modules with specific reference to teachers’ activities in their schools and communities.

3. **Module 2:** Using gender lenses for curriculum, textbooks, teaching and learning (T&L), and assessment strategies

Module 2 focuses on teachers’ competencies and tasks in applying gender lenses in education. Using “gender lenses” means that teacher will be looking at the curriculum, textbooks, classroom and assessment practices from a gender perspective, thus avoiding gender stereotypes; exposing both boys and girls to the same learning experiences and career options while nevertheless paying attention to individual learning interests and needs; and fighting against gender inequality, discrimination and violence in the context of team work, “whole-school approaches” and through reinforcing the links between school and community.

4. **Module 3:** Involving stakeholders

Module 3 refers to the strategies teachers and schools can put in place to involve stakeholders in activities devoted to addressing gender issues in education and promoting gender equality. Among stakeholders to be involved are parents, students, community representatives, business representatives, political leaders and the media. Issues of better linking formal and non-formal education, as well as school and community are also addressed, such as implementing community service projects through cooperation between schools and education NGOs.

5. **Module 4:** Monitoring and Evaluation

Module 4 addresses issues such as the implementation of gender equality policies in an effective way and quality assurance at different levels of the education system. It focuses also on identifying the capacity development needs of teachers and other stakeholders, as well as designing effective professional development strategies and incentives.

Annexes (including a Glossary)

Each chapter is introduced by questions that the module will address, followed by different sections, including:

1. Main conceptual issues (i.e. explanations, definitions and illustrations; textboxes on cases, examples, quotations and questions for reflection);
2. Suggested training activities (games; group work; project work; individual activities; drama and role playing);
3. Activities for evaluation and self-evaluation);
4. Recommendations for teacher trainers (i.e. scenarios of training agendas; scenarios to adjust training activities to different learning areas/subjects and education stages);
5. Resources and links.

7. How to use the TTM?

The TTM constitute a comprehensive and well-sequenced package. However, the package was designed as an open and flexible training package, so that, according to specific needs, different issues and training activities may be adapted for customized courses.

Ideally, the whole training package should be delivered in the proposed order on page 16. It is nonetheless possible to select specific modules and /or sections and activities for specific purposes.

It is important that trainees read the modules before participating in concrete training activities, so that they base their work on a preliminary understanding of some conceptual aspects.

Since the TTMs were developed as a generic package, it is also recommendable that trainees and trainers use the modules as a basis for developing their own customized training activities and materials by creatively enriching the present TTM in accordance with local needs and contexts.

8. Recommendations for teacher trainers

8.1 On the training concept

The TTMs are designed in compliance with the following training concept:

- Teacher training courses should be organized flexibly and adjusted to the needs and interests of different target groups/beneficiaries.
- To be appropriately trained, teachers do not only need knowledge, but also attitudes and skills so that knowledge can be used independently, responsibly and competently to solve problems and contribute to transformative action at school and community levels.
- Teachers should be, as much as possible, involved in the selection, design and implementation of their training activities.
- Trainees should be aware of the goals of different activities/sequences of training, their gains from such training, and the way they can use their acquired competencies in the context of their school and classroom practice.
- Teacher trainers should encourage trainees to actively make reference to their own experiences, express their opinions and collaborate with others in the context of different tasks.
- Teacher trainers should use a variety of methods by balancing lecturing/frontal instruction with group work and other forms of interactive pedagogy.
- During training activities, emphasis should be put on reflective activities based on developing critical thinking and other higher-order intellectual skills.

- Training activities should provide the space for teacher trainers and trainees to link theory with practice in the context of project work, problem-solving, debates, role play, games, etc.
- They should equip trainees with skills to manage controversies and controversial issues, as well as take decisions, compromise and solve conflicts constructively.
- Teacher training should actually embed the principles and good practice of GE (i.e. incorporate gender issues; avoid gender biases, discriminations and GBV; promote equal participation and opportunities for girls/women and boys/girls).
- Trainees should be given a chance to evaluate training activities and trainers, as well as self-evaluate their learning progress.

8.2 Handling interactive pedagogy

Interactive pedagogy is a concept enrooted in constructivist approaches emphasising the social construction of knowledge and meaning, as well as the benefits of collaborative learning based on flexible and open task sharing, leadership and coordination.

Traditional methods, such as lecturing, can be used during training courses, however teacher trainers should also introduce interactive and participatory methods that will allow trainees to share their own experiences and opinions.

Below are some recommendations for teacher trainers with regard to minimum preparations needed to handle interactive and participatory methods:

Examples of interactive methods	Examples of minimum conditions for success
1. Group work	<ul style="list-style-type: none"> - Teacher trainers need to possess good organizational and facilitation skills. - Teacher trainers should be able to make the introductions to the group activity by providing adequate information or guiding the group members to adequate information sources. - Select the group size according to the task. However, smaller groups should not exceed 10-12 members. Ideally, to foster true interaction among the group members, 3 to 5 members constitutes the ideal size. - Make sure the group members understand the rules of group work, for instance that each of them can take up a specific role; that roles are interchangeable; that members of the groups have to be respectful to one another; that time keeping is important. - Make sure that roles in the small group are distributed fairly and flexibly (i.e. leader; facilitator; rapporteur; time keeper; member).

	<ul style="list-style-type: none"> - Make sure the group understand their tasks, are well aware of the activity goals and of their gains generated by that respective learning experience. - Encourage the group members to use different means of expression, including oral and written expression; music; drawings; non-verbal expression. - Groups can display their results on flip charts, computer screens; through posters, drawings and pamphlets; can organize information “booths”, etc. - Allow sufficient time for real interaction and in-depth exchanges to happen (i.e. activities of minimum of one hour or one hour and half). - Encourage members of the smaller groups to debate, negotiate, compromise and reach consensus on issues the group has to present as the group’s opinions/work. - Make sure that smaller groups present their results to the other groups, so that, based on comparing different outcomes, the most relevant aspects for learning can be identified.
2. Pair work	<ul style="list-style-type: none"> - For some activities, two people can work together in pairs (for warming up activities/ice breakers, to exchange; to brainstorm on issues). - Pair work can be also used as a sub-type of working in smaller groups, for instance, in the case the smaller group has to deal with different tasks so that its members have to be divided in pairs to cover more issues.
3. Role play and drama	<ul style="list-style-type: none"> - Individual trainees, pairs and groups can be asked to simulate situations, stories, roles, etc. in the context of role play and drama. - Trainees should be encouraged to use and /or creatively produce supporting tools, such as puppets and scenery; using ICTs.
4. Games	<ul style="list-style-type: none"> - Members of smaller or larger groups, depending on the tasks, can be engaged in different games, such as quizzes or “card playing”. - They should be encouraged to use their imagination in creating their own games (i.e. defining the strategy; setting the rules).
5. Project work and community service-oriented activities	<ul style="list-style-type: none"> - As part of interactive and practically-oriented training, trainees can be asked to either carry out or simulate project work (i.e. researching different aspects with a view of problem-solving) and community service-oriented activities (such as identifying needs for action and support in their community; working cooperatively with stakeholders to address problems/issues and find solutions). - Teacher trainers need to make sure that trainees understand

	their tasks; share tasks fairly, collaborate with one another in a constructive way; have the capacity and opportunity to accessing the adequate information, and have also the capacity to process information independently and ethically.
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8.3 Putting in place customized training agendas

Depending on the training context and needs, teacher trainers may put in place different formats of training:

- ⇒ In the case of in-service teacher training, for instance, at least two full working days should be considered to cover the main issues by combining the inputs of the trainer/lecturer and the activities of the trainees.
- ⇒ In the case of pre-service teacher training, the teacher training institutions and trainer shall decide on how to incorporate the TTMs and sequence their content across the regular teacher training curriculum.
- ⇒ In the case of the school-based training delivered regularly (i.e. every week) by the headmaster or a lead-teacher, the trainers ought to select the type of knowledge and activities they deem appropriate in the context of their overall school-based training programme. Based on the TTMs, they may also develop customised training materials that are adjusted to their local school and community.

9. Suggested training activities: Self-assessment of teacher training needs

Throughout the TTMs, the different suggested training activities are presented following a common template (see below).

Before starting a training, it is important that the trainers proceed with a baseline assessment of their trainees' needs, as indicated in the following activity:

Baseline self-assessment of teacher training needs



Introduction: Activity 9.1

Baseline self-assessment of teacher training needs




60 minutes (30' + 30')

Learning objectives	<p>Participants will be able to:</p> <ul style="list-style-type: none"> - list a series of knowledge, skills and attitudes that teachers need in order to address gender issues and promote gender equality - assess their strengths and weaknesses with regard to the above - identify, formulate and prioritise their training needs - work in groups, share and pull together some results of collective thinking
Rationale	<p>In order to contribute to the promotion of gender equality in their schools, classes and communities, teachers ought to develop certain competencies, understood as an articulation of knowledge; values; skills; and attitudes that they can mobilise independently, efficiently and responsibly, in order to foster their students' learning and solve problems.</p> <div data-bbox="552 1296 1090 1688" data-label="Diagram"> <pre> graph TD Skills --> Knowledge Knowledge --> Values Values --> Attitudes Attitudes --> Skills </pre> </div> <p>Below is a list of suggested competencies teachers should possess in order to promote gender equality.</p> <p>In order to address the trainees' needs and interests in a meaningful way, a preliminary exercise of self-assessing the trainees' strengths and weaknesses/lacks is recommended.</p>

Instructions for participants	<p>Work in small groups (3-5), based on the following tasks to be carried out during 30 minutes:</p> <ol style="list-style-type: none">1. First read the suggested list individually and self-assesses your training needs by ticking one of the appropriate boxes;2. Add examples of training needs/examples of competencies that you think should be included;3. After having completed your self-assessment exercise, share your list with your colleagues. Give them also some examples of competencies that you feel you master, as well as competencies that you think you need to develop.4. Choose, as a group, three to five competency components (i.e. knowledge, skills and attitudes) that you consider as priorities for your own professional development. <p>During additional 30 minutes:</p> <ol style="list-style-type: none">5. A group rapporteur will share your group’s views with the other groups.6. The facilitator of the group work will draw a list of commonalities and differences among the different presentations and will summarise the outcomes of the exercise. <p><i>Self-assessment sheet</i></p> <table><tr><th rowspan="2">Competency components</th><th colspan="3">Training needs</th></tr><tr><th>Low</th><th>Moderate</th><th>High</th></tr><tr><td colspan="4">Examples of Knowledge</td></tr><tr><td colspan="4">(What do we have to know)</td></tr><tr><td>Understanding of key concepts related to gender and gender equality</td><td></td><td></td><td></td></tr><tr><td>Awareness of Vietnamese and international normative settings/instruments promoting GE</td><td></td><td></td><td></td></tr><tr><td>Knowledge of methods and procedures of applying gender analysis in education</td><td></td><td></td><td></td></tr><tr><td>Linking traditional values</td><td></td><td></td><td></td></tr></table>	Competency components	Training needs			Low	Moderate	High	Examples of Knowledge				(What do we have to know)				Understanding of key concepts related to gender and gender equality				Awareness of Vietnamese and international normative settings/instruments promoting GE				Knowledge of methods and procedures of applying gender analysis in education				Linking traditional values			
Competency components	Training needs																															
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Awareness of Vietnamese and international normative settings/instruments promoting GE																																
Knowledge of methods and procedures of applying gender analysis in education																																
Linking traditional values																																

	with GE (i.e. what are cultural aspects to be considered for promoting GE)			
	Other?			
	Other?			
	Examples of Skills (what do we need to be able to do)			
	Capacity to carry out contextual scans to identify relevant gender issues at school & community level			
	Capacity to apply gender lenses to syllabuses and textbooks			
	Capacity to select and apply appropriate solutions to address gender inequalities and discrimination			
	How to address different learner styles			
	How to create student friendly environments?			
	Capacity to plan and evaluate GE-related activities at school and classroom level			
	Capacity to develop school-community links and involve stakeholders			
	Communication skills			
	Networking skills			
	Advocacy skills			
	Other?			
	Other?			
	Attitudes			
	Developing gender awareness and sensitivity			

	Interest in taking up new teacher roles and responsibilities			
	Interest in fighting against manifestations of gender inequality in our school/community			
	Other?			
	Other?			
Materials needed	<ul style="list-style-type: none"> - Individual copies of the self-assessment sheet have to be prepared for each participant. - In order to present their results, each group should be able to either use a flip-chart sheet or a computer point presentation on screen 			
Facilitators' Notes	<ul style="list-style-type: none"> - Introduce the exercise and give appropriate background information (for instance, use the Glossary to explain concepts such as “contextual scan” or “gender lenses”) - Make sure that the trainees understand the tasks and keep the time - Make sure that unclear issues are discussed and clarified - Make sure that the groups are well formed and that the trainees know how to share tasks in preparing the group's contribution - Use the results of the exercise in order to adjust your training format and a baseline to assess the progress of the trainees at the end of the training 			
Assessment	 <p>At the end of the activity, brainstorm with the broader group about the following:</p> <ul style="list-style-type: none"> - What did you learn from this activity? - Why do you think is such an exercise important? - What training needs would you prioritise for your self? - How could such an exercise be done differently? 			

Module 1: Gender Equality – Conceptual and Normative Framework

1.1 Conceptual issues

- 1.1.1 Basic concepts related to gender equality and gender issues in education
- 1.1.2 Normative background: international instruments and national legislation
- 1.1.3 Gender equality issues in Viet Nam and internationally

1.2 Suggested training activities

1.3 Assessment

1.4 Recommendations for teacher trainers

1.5 Resources and links

What will you learn from this module?

Upon completion of this module, you will:

- ⇒ Understand the difference between *sex* and *gender*
- ⇒ Be able to distinguish between *gender parity* and *gender equality*
- ⇒ Be familiar with the historical roots of gender inequality
- ⇒ Be able to identify relevant gender issues in your own context
- ⇒ Propose possibilities for *gender mainstreaming* in education
- ⇒ Use the *normative background* of gender equality to implement gender-sensitive policies and practices in accordance with local needs and contexts



<http://www.ofmdfmmi.gov.uk/gender-cartoons-eleven>

1.1 Conceptual issues

1.1.1 Basic concepts related to gender equality and gender issues in education

Main issues	Main concepts
<p><i>1.1.1.1 What is 'sex' and what is 'gender'?</i></p> <p><i>1.1.1.2 What is gender equality?</i></p> <p><i>1.1.1.3 What are gender biases, discrimination and gender-based violence?</i></p> <p><i>1.1.1.4 What is gender mainstreaming?</i></p>	<ul style="list-style-type: none"> • gender • gender equality (GE) • gender parity • gender inequality • gender biases • gender-based violence (GBV) • gender mainstreaming • sex

1.1.1.1 What is 'sex' and what is 'gender'?

Sex refers to the biological differences between men and women. Some of the main biological differences pertain to the roles men and women have in human reproduction, such as the fact that women give birth to babies, while men do not have this role. The fact that men are usually taller and stronger than women is also an expression of such biological features. However, physical characteristics may be particular to each individual (for instance, some women may be taller than some men).

Key Messages

- Sex refers to biological differences between men and women.
- Gender refers to socially constructed roles for men and women, boys and girls.
- Intellectual differences are influenced by social and cultural expectations.

Feminist theory tends to consider that, historically speaking, the physical power imbalance between men and women represents the archetype of all power relations between those in command and those who have to obey. As in the case of other differences between individuals (such as the color of one's skin), physical differences between men and women were at the origin of discriminatory attitudes. In most societies, women have traditionally been considered the 'weaker sex'. More recently, psychological studies and brain research have promoted the idea that men and women have different brain architectures and tend to use their brains differently (i.e. women being dominated by the right side of the brain, while men by the left side). However, even those claiming that there is scientific evidence of such differences have acknowledged that different brain architectures do not determine the learning

"Women do not possess a sense of orientation, men cannot stand pain, women cannot tell jokes, men instinctively like blue, women are gentle and men are tough .. these are but macho clichés that researchers may give a scientific appearance. However there are no major neurological differences between sexes. There may be slight variations between the brains of men and women, but the neurological networks are flexible and changeable."

cf Cordelia Fine, University of Melbourne cited by Guardian (15.08.2010)

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potential and achievements of individuals. Today, many scientists tend nevertheless to overcome what they call *neurosexism* by demonstrating that intellectual differences between boys and girls are not innate, but rather a result of social and cultural expectations of boys and girls¹.

Gender refers to socially and culturally constructed roles that men and women may embrace. For instance, traditional gender roles often assign women to household work and men to intellectual professions and leadership in the public sphere. These roles are related to gender, as there are no biological or physical reasons that make it impossible for women to carry out public tasks or for men to take care of domestic duties. Rather, these roles are perpetuated by social and cultural traditions that are increasingly being challenged by new developments in society, economy, knowledge, culture and technology.



<awaiting permission to use this>

“Women are like raindrops: some fall on palaces, others on ricefields”.- Vietnamese saying

What about men?

Questions for reflection and discussion:

- What do you think are the important changes in your community with regard to the roles of men and women?
- Do you think such changes are irreversible?
- Do you think such changes are positive? Why or why not?
- What changes with regard to gender roles would you personally welcome? Why?

¹ See, among other, Lise Eliot, Chicago Medical School, cited in *The Observer*, Aug. 2010

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1.1.1.2 What is gender equality?

Throughout history, in the development of most societies, differences between men and women have contributed to social, cultural, political and economic inequalities between the two sexes. These inequalities have both solidified and perpetuated the inferior status of women. For instance, in societies where women were considered inferior or weaker than men, their access to education was restricted, as was their access to professional life and the performance of public duties. Women were also very often deprived of equal rights to property, legal rights and political rights (i.e. to be heard in court to testify; to seek justice; to vote; to run for public office) until the early to late 20th century.²

Among inequalities that are especially harmful to women and girls, educational inequalities are particularly critical. The lack of education places seemingly insurmountable obstacles in the path to achieving gender equality because it promulgates and reinforces other inequalities, such as those related to family life, the world of work and the public sphere.

Gender inequality can also affect boys and men in a negative way. For example, boys may be discouraged from showing emotion, or restricted from entering certain professions (such as nursing or pre-school education).

The principle of *gender equality* advances equal status and equal rights among men and boys, women and girls. As defined by the Vietnamese Law on Gender Equality (2006), gender equality “indicates that man and woman have equal position and role, and are given equal conditions and opportunities to develop their capacities for the development of their community, family and equally enjoy the achievement of that development” (Article 5.3).

Key Messages

- *Gender inequalities* have existed for long in societies around the world.
- Gender inequality is especially harmful to women and girls, but can also affect men and boys.
- *Gender equality* advances equal rights for both genders.
- *Gender parity* refers to equality measured in numbers.
- *Gender disparity* indicates an imbalance in educational access or achievement.
- Gender parity is an important step toward gender equality.

“Educational inequality is linked to much wider discrimination against girls and women...”

First, acting on the social context is required by recognizing that the educational inequality is both a cause and consequence of much wider discrimination against girls and women in society. Not surprisingly, the most marked gender inequalities are found in countries and regions where women are confined to the home. Patrilineal principles of inheritance and descent, early marriage, resources under the control of the senior male member of the family and restrictions on participating in the public sphere drastically curtail women’s life chances. Such societies ...also tend to be characterized by marked ‘son’ preference. “

cf. Kabeer, 2003

² For example, women in France only gained the right to vote in 1944.

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Questions for reflection and discussion:

- What kinds of educational inequality have you experienced in your school and community?
- Does educational inequality also affect boys and men in your community? In what ways?
- What professions is it difficult for women and men to enter in your community?
- What has changed in recent years in your school and community with regard to promoting gender equality in education?

In fighting against gender inequalities, including educational inequalities, attaining *gender parity* is an important step. Gender parity refers to equality in numbers, for example, the enrollment of girls and boys in primary school. While gender parity is measured in numbers (How many?), gender equality refers to qualitative aspects (What kind of roles do the women teachers have as compared to the male teachers?)

Gender disparity in education is the opposite of gender parity in that it indicates an imbalance in educational access or achievement. For example, if 60% of the students who drop out of a secondary school are boys, the school is in a situation of gender disparity.

The *Gender Parity Index* (GPI) is a statistical measure used to assess gender differences at a given level (primary, secondary or tertiary) of an educational system. The GPI is calculated by the number of girls divided by the number of boys enrolled at that level. UNESCO has defined a GPI value of between 0.97 and 1.03 as the achievement of gender parity.³ The *Gender Development Index* (GDI) is a broad measure of gender equality calculated on the basis of life expectancy, educational level and per capita income of men and women.

³ UNESCO Institute for Statistics, *Global Education Digest*, 2010

“Parity and equality are intertwined. To achieve equal enrolments and ensure that all children complete the education cycle, policies are required that take account of the reasons why girls are held back in the first place.”

Colclough, 2004, p. 4

“Disparities in primary and secondary education have been reduced since 1999, but not eliminated. In 2005, only 59 (about one-third) of 181 countries with data available had achieved gender parity in their gross enrollment ratios (GERs) for both primary and secondary education...In countries where gender disparities still prevail, they are often greater at higher education levels...”

UNESCO, 2007, pp. 79-80

A UNICEF report (2008) places the average GPI for primary level in Viet Nam at 1.00, and for secondary 0.96, with significant differences between urban and rural areas.

According to the *UNDP Human Development Report 2007* the GDI for Viet Nam is 0.732, which gives the country a rank of 105th out of 177 countries with data.

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– Questions for reflection and discussion:

- What examples of gender disparity can you identify in your school and community?
- At what level of schooling do you think gender disparity is highest?
- Does gender disparity also affect boys and men?
- What notable progress can be identified in your school and community with regard to gender parity?

1.1.1.3 What are gender biases, discrimination and gender-based violence (GBV)?

Biases (or prejudices) are flaws in judgment generated by incorrect thinking, such as people's tendency to draw conclusions very quickly based on insufficient or irrelevant data. This leads to distorted and unfair characterization of a person, situation or idea through either exaggerating their positive aspects (positive prejudices, such as girls are soft and gentle) or their negative aspects (negative prejudices, such as boys are naughty).

Three main categories of gender biases⁴ are:

⇒ *stereotypes*, or the unfair and often inappropriate attribution of collective features by ignoring individual differences, such as assuming that all girls are shy;

⇒ biases resulting from *a lack of visibility* of women or men with regard to their presence and participation in different situations (including imbalance and selectivity; and fragmentation and isolation, such as in through pictures depicting only men scientists; or the presentation of women's achievements as something exceptional);

⇒ *cosmetic* biases refer to situations where biases have apparently been eliminated, but

Key Messages

- *Biases (or prejudices)* are generated by incorrect thinking that result in unfair characterisations.
- Biases can be positive or negative.
- Stereotypes are biases resulting from an inappropriate attribution of collective features without taking into account individual cases.
- Biases result also from a lack of visibility of either women or men in a certain situation.
- Cosmetic biases occur when the biases have been apparently eliminated, but such changes are only superficial, while prejudices still persist in a more subtle way.

"A person is a person because he recognizes others as persons."

-Desmond Tutu (South Africa)



⁴ See Report of findings, 2010, pp. 16-20, bias categories adapted based on the model proposed by Blumberg (2007).

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in fact they persist because the changes made to eliminate them are only superficial. For example, textbooks may mention the participation of women in society, but their contributions are only associated with secondary or supportive roles (such as doctors' assistants), while men are more often portrayed in professional and leadership roles.

As in the case of other differences between individuals, such as skin color, ethnic background and religion, gender differences are quite often sources of positive and negative prejudices. Such prejudices can engender marginalization and violence on the ground of beliefs that the 'otherness' is inferior and/or threatening.

Gender-based discrimination takes different forms, among which are unfair attitudes and treatments, including barriers in education, employment and the exercise of social and political rights (i.e. for the same job women are paid less than men; women have more difficulty accessing leadership positions than men; girls are not allowed to go to school or to have access to higher levels of education; girls are married against their will; women do not have the right to defend their rights in courts or to vote).

While girls and women are mostly affected by gender-based discrimination, boys and men can be also subject of inequalities, such as in the case of today's phenomenon in some countries of men's (long term) unemployment as against higher rates of (also sometimes better paid) employability in women. Such phenomena draw the attention to the need to address gender equalities comprehensively by taking into account the many challenges facing both women and men. Men can be also hampered with regard to their career aspirations (i.e. "men should embrace certain occupations"), educational attainment (i.e. "men should not register for certain schools") and family roles (i.e. "men should not take care of children and household"), and may suffer from the pressure to succeed.

Gender bias in school textbooks is a worldwide problem:

"Virtually all of the studies concluded that textbooks have not adequately reflected the range of women's roles and occupations in the real world. In general, it seems gender biased images remain strongly present in school textbooks throughout the world."

Ikuko Anjo Jassey, 1988, p. 88



<http://www.medzilla.com/images/MZ>

Henriette Bui, who was Viet Nam's first woman doctor, recalls this incident from her days as a medical student in France (1922-34): "We were very few females: ten women for every one hundred men in the medical school. The professors didn't appreciate female students too much, and they rarely missed an opportunity to criticize us. For example, when we didn't know the answer to a question, they told us: 'You would do better to return to the kitchen!'"

Tran Thi Lien, interview with Henriette Bui, 1993

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Gender-based violence (GBV) is any form of ill-treatment arising from gender differences, such as physical abuse, psychological pressure, insults and forced actions. GBV can take place in different realms of social life, such as schools, work places and leisure places as well as in the home (domestic violence). GBV mostly affects women and girls, but boys and men may also be victims. In education, GBV can affect boys for example through corporal punishment. In Viet Nam, the problem of domestic GBV is, addressed through the *Law on Domestic Violence Prevention and Control* (DVL, 2007).

The Vietnamese Law on Domestic Violence Prevention and Control (DVL - 2007) prohibits such acts as:

- Corporal beating, ill-treating, torturing or other purposeful acts causing injuries to one's health and life;
- Insulting or other intended acts meant to offend one's human pride, honour and dignity;
- Isolating, shunning or creating constant psychological pressure on other family members, causing serious consequences

Questions for reflection and discussion:

- What kinds of gender biases are present in your school and community?
- Why do you think such biases exist?
- How does your school and community fight against gender discrimination?
- Why do you think domestic gender-based violence (GBV) is a problem in Viet Nam?
- What more can be done in your school and community to prevent GBV?

1.1.1.4 What is gender mainstreaming?

Gender mainstreaming is strategy for achieving gender equality in different realms of social life. In education, gender mainstreaming refers to processes through which:

⇒ Women's, as well as men's concerns, perspectives and experiences are integrated into the design, implementation, monitoring and evaluation of all education legislation, policies and programmes so that women and men benefit equally.⁵

Key Messages

- *Gender mainstreaming* is a strategy for achieving gender equality.
- In education, gender mainstreaming involves participatory processes of planning, decision-making and implementation at all levels and by all stakeholders.

⁵ Cf. Gender Team, UNESCO Bangkok 2009: Gender Capacity Training Programme for MOET and DOET Managers..

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- ⇒ Both women's and men's learning and development needs are taken into account in the planning, design and implementation of curricula in both formal and non-formal education.
- ⇒ Women and men are equally involved in all levels of decision making.
- ⇒ *Sex disaggregated data* (for example, on school enrollment and achievement) are available. In addition, research is conducted to generate gender analytical information as part of gender-based 'audits' as well as other assessments of school and classroom environments, curricula, textbooks, teaching and learning practices, assessment strategies and management.
- ⇒ Specific actions to promote gender equality are carried out at school and community levels in compliance with local contexts and needs.
- ⇒ Curriculum and textbook developers, teachers, headmasters and other stakeholders are constantly working to improve their competencies to address gender issues and promote gender equality through specific capacity development activities, such as exchanges, networking, training workshops and on-the-job training.
- ⇒ School staff works as a team in order to address gender issues and promote gender equality as a 'whole school' approach, meaning that everybody in the school is actively promoting gender equality in a comprehensive and consistent way.

"The range of people who will be impacted directly or indirectly by an education intervention should be represented in participatory planning or implementation activities – women, girls, boys and men. The inclusion of women should be ensured. Women have particular needs and contributions but typically have less access than men to decision makers. Issues such as language and literacy skills, less representation in formal community leadership, or mobility and time due to childcare or household duties can limit women and girls access to programme and policy decision making processes. The promotion of young people's participation – both young men and young women – in organizing activities is also important."

INEE Pocket Guide for Gender, 2010, p.



UNESCO/MOET Workshop, Do Son, Viet Nam

"The ultimate goal of gender mainstreaming is to achieve gender equality."

-Gender Team, UNESCO Bangkok

Questions for reflection and discussion:

- What education interventions have contributed to gender mainstreaming in your school and community?
- How can women be included in decision making at all levels of the education system?
- What activities can be carried out in your school so that teachers are aware of the learning interests of both boys and girls, as well as the problems they are facing in learning?

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1.1.2 Normative background: international instruments and national legislation

Main issues	Main concepts
<p>1.1.2.1 What major instruments promote gender equality internationally?</p> <p>1.1.2.2 What are the key components of the laws for promoting gender equality and preventing domestic violence in Viet Nam?</p>	<ul style="list-style-type: none"> • convention • declaration • goals • human rights • international commitment • instrument • legislation • normative background

1.1.2.1 What major instruments promote gender equality internationally?

Since the founding of the United Nations in 1945, member states have agreed to several important declarations, conventions and other *international instruments* that underpin the struggle for gender equality. Some of these are especially concerned with affirming and protecting women's rights and equality as the gender more likely to suffer from discrimination, marginalization and violence.

Major International Instruments Concerned with Gender Equality	
1948	United Nations Universal Declaration of Human Rights (UHDR)
1979	Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW)
1989	Convention on the Rights of the Child (CRC, 1989)
1993	Declaration and Programme of Action of the World Conference on Human Rights
1995	Declaration adopted at the Fourth World Conference on Women (Beijing Declaration)
2000	United Nations Millennium Development Goals (MDGs)
2000	Education for All Goals (EFA Goals)

Key Messages

- Several key *international instruments* form part of the normative background for promoting gender equality.
- Some of these instruments specifically refer to the rights of women and girls to participate in education as well as in all spheres of public life.
- The UN Millennium Development Goals (MDGs) and Education for All (EFA) Goals both call upon nations to achieve gender equality in education by 2015.



United Nations General Assembly

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In the field of education, the Universal Declaration of Human Rights (UDHR) proclaims the right of *all people* to basic education, and declares that higher education should be available to everyone on the basis of their intellectual and academic capacities rather than on such factors as gender, race or religion.

CEDAW, which was adopted by the UN General Assembly in 1979, calls upon nations to promote gender equality by eliminating practices based on stereotyped roles for men and women. In Article 7, it focuses on eliminating all forms of discrimination against women and ensures their specific right to participate in public and political life.

The CRC (1989) re-affirms the right of every child to education ‘with a view to achieving this right progressively and on the basis of equal opportunity.’ Article 29 specifically calls upon States Parties to prepare children for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among peoples, ethnic, national and religious groups and persons of indigenous origin

The ‘equal status and human rights of women’ are further underscored in the Declaration and Programme of Action of the World Conference on Human Rights (1993), and the Declaration adopted at the Fourth World Conference on Women in Beijing (1995) establishes the rights of women and girls as an ‘indivisible part of all rights and fundamental freedoms.’ The Beijing Declaration further links the advancement of women to attaining the *goal* of world peace.

In addition to the above declarations and conventions, three of the eight Millennium Development Goals adopted by the UN General Assembly in 2000 refer specifically to gender:

“States parties shall...ensure to women, on equal terms with men, the right:

- (a) To vote in all elections and public referenda and to be eligible for election to all publicly elected bodies;
- (b) To participate in the formulation of government policy and the implementation thereof and to hold public office and perform all public functions at all levels of government;
- (c) To participate in non-governmental organizations and associations concerned with the public and political life of the country.”

CEDAW, Article 7

“We are convinced that...

Women’s empowerment and their full participation on the basis of equality in all spheres of society, including participation in the decision-making process and access to power, are fundamental for the achievement of equality, development and peace,
14. Women’s rights are human rights;...
18. Local, national, regional and global peace is attainable and is inextricably linked with the advancement of women, who are a fundamental force for leadership, conflict resolution and the promotion of lasting peace at all levels;
19. It is essential to design, implement and monitor, with the full participation of women, effective, efficient and mutually reinforcing gender-sensitive policies and programmes, including development policies and programmes, at all levels that will foster the empowerment and advancement of women.”

Declaration of the Fourth World Conference on Women, (Beijing, 1995)

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- ⇒ **MDG 2:** achieve universal primary education, with the target of ensuring that all boys and girls complete a full course of primary schooling by 2015.
- ⇒ **MDG 3:** promote gender equality and empower women, with the target of eliminating disparities in primary and secondary education by 2005, and in all levels of education by 2015.
- ⇒ **MDG 5:** reduce by three quarters, between 1990 and 2015, the maternal mortality ratio and achieve, by 2015, universal access to reproductive health.

In addition to the MDGs, the six Education for All (EFA) goals established in 2000 strongly emphasize the elimination of gender disparities in education, and Goal #5 (the 'gender goal') calls for:

- ⇒ **EFA 5:** Eliminating gender disparities in 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.

Every year, UNESCO publishes two major reports that monitor countries' progress toward the EFA Goals: The Global Monitoring Report and the EFA Global Education Digest (GED). According to the 2010 GED, less than 40% of countries provide equal access to girls and boys. This means that if present trends continue, only 85 countries will have achieved gender parity by 2015⁶, especially at the secondary level.

Global agreements are supplemented in some areas by regional instruments, such as the European Charter for Equality of Women and Men in Local Life (CEMR). This Charter, which was passed in 2006 by the Council of European Municipalities and Regions invites local and national governments of Europe to formally commit to the principle of equality of women and men and to implement, within their territory, the principles identified in the Charter.

⁶ UNESCO Institute for Statistics, Global Education Digest, 2010. Retrieved from <http://www.uis.unesco.org/>

"Achieving these goals will pull us on a fast track to a world that is more stable, more just, and more secure."

*-Ban Ki-Moon
Secretary-General, United Nations*



www.unesco.org/en/efareport

Some fundamental principles of the European Charter for Equality of Women and Men in Local Life:

- Equality of women and men is a fundamental right.
- In order to ensure the equality of women and men, multiple discriminations based on ethnic origin, disability, sexual orientation, religion and socio economic status must also be addressed.
- Gender stereotypes and the attitudes and assumptions that arise from them must be eliminated.
- A gender perspective must be taken into account in all activities of local and regional government.

CEMR, 2006

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Questions for reflection and discussion:

- Do international normative instruments on gender equality have an impact on education in your community and school? Why or why not?
- How can these instruments be further used within school systems as a means of eliminating gender disparities and strengthening gender equality?
- Which countries do you think will reach the EFA ‘gender goal’ by 2015? Why?

1.1.2.2 What are the key components of the laws for promoting gender equality and preventing domestic violence in Viet Nam?

In addition to global and regional commitments to promoting gender parity and gender equality, a number of countries, including Viet Nam, have enacted comprehensive *national instruments* that protect the rights and outline the responsibilities of both women and men. Since the turn of the millennium, new legislation promoting gender equality in different parts of the world includes:

Selected National Instruments Promoting Gender Equality		
2002	Denmark	Gender Equality Act
2004	Albania	Law on an Equal Gender Society
2004	Laos	Law on Protection and Development of Women
2006	Viet Nam	Law on Gender Equality
2006	United Kingdom	Equality Act
2006	Germany	General Act on Equal Treatment
2006	Scotland	Gender Equality Duty

These laws reinforce and strengthen the international normative framework by specifying certain principles, directives and enforcement procedures within their national and local contexts.

Key Messages

- Increasingly, nations around the world are adopting national legal instruments for promoting gender equality.
- National laws help strengthen international agreements.
- The Vietnamese Law on Gender Equality (GEL - 2006) specifies principles and responsibilities of groups and individuals in regard to gender equality.
- The Vietnamese Law on Domestic Violence Prevention and Control (DVL - 2007) defines domestic violence and lays out specific measures for its prevention and control.



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The Vietnamese Law on Gender Equality (GEL, 2006) ‘provides for principles of gender equality in all fields of social and family life (Article 1). It also stipulates the responsibilities of different state institutions, agencies, organizations, families and individuals in exercising gender equality in different fields of social, economic and family life. For example, the Law states that in families throughout Viet Nam, “female and male members of the family have the responsibility to share housework’ (Article 18.5). Furthermore, the Law calls upon parents to provide their daughters and sons with equal care, education, and opportunities to study” (Article.18.4).

Article 14 of the Law sets forth five additional principles for promoting GE in education and training. These principles ensure the equal rights of men and women, boys and girls in both formal and non-formal education. Among these, the second principle stipulates that both genders have equal access to schooling and training in the professions and occupations of their choice. The Law also provides for assistance for mothers with young children wishing to participate in training courses or workshops (Article 14.5). In terms of gender parity, the Law aims toward establishing equal numbers of men and women at all levels of education, and by helping female workers in rural areas to access vocational training.

Legislation granting women certain rights, such as the right to education and the right to vote, had a visible and immediate impact. While the longer term social and economic impact of the more complex national legal instruments for promoting gender equality have yet to be measured in a comprehensive way, preliminary studies suggest that “such policies can help if they are applied comprehensively for a long period.”⁷

⁷ Dolado, 2007.

Fundamental principles:

1. Man and woman are equal in all fields of social and family life.
2. Man and woman are not discriminated in terms of gender.
3. The measures aimed at promoting gender equality are not considered the gender discrimination.
4. Policies aimed at protecting and supporting the mother are not considered gender discrimination.
5. Ensuring the gender mainstreaming in the process of development and implementation of laws.
6. Exercising gender equality is the responsibility of agencies, organizations, families and individuals. (GEL, Art. 6)

Specific principles for education and training:

1. Man and woman are equal in terms of age for schooling, training and fostering courses.
2. Man and woman are equal in choosing professions and occupations for learning and training.
3. Man and woman are equal in accessing and benefiting from the policies on education, training, fostering of professional knowledge and skills.
4. Female officials, public servants bringing along their children less than 36 months of age when participating in the training and fostering activities shall be given assistance and support as provided by the Government.
5. Measures to promote gender equality in the field of education and training include:
 - a) To provide for the proportion of man and woman participating in the study and training;
 - b) To assist female workers in vocational training under the law.(GEL, Art. 14)

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In addition to the Law on Gender Equality, Viet Nam has also enacted legislation that deals specifically with domestic violence. The Law on Domestic Violence Prevention and Control (DVL), adopted by the National Assembly in 2007, defines domestic violence as “purposeful acts of certain family members that cause or may possibly cause physical, mental or economic injuries to other family members” (Article 1.2).

As mentioned above in Section 1.1.3 on gender-based violence, the DVL not only prohibits acts of physical violence against family members, but also acts causing psychological distress such as insulting or offending a person’s pride, honor and dignity (Article 2.1.c)

In order to prevent and control domestic violence, the Law places high priority on “communication and education on family values, counseling and reconciliation in line with the fine traditional and cultural practices of Viet Nam” (Article 3.1). The education system is therefore called upon to mainstream the prevention of domestic violence into teaching and learning curricula as well as in the community through art, literature and community life or other popular cultural activities (Article 11.3, 11.4).

In Viet Nam, a national study on domestic violence against women, ‘more than half (58%) of women reported having ever experienced at least one of the three types of violence: physical, sexual and emotional’.

Keeping silent is dying. Results from the National Study on Domestic Violence against Women in Viet Nam 2010. 2010, p. 20-21.

Additional responsibilities of the Ministry of Education and Training and other education institutions (DVL, Article 39)

1. The Ministry of Education and Training shall instruct the measures to prevent and control domestic violence acts to be integrated into the academic curriculums appropriate to the requirement from the disciplines, subjects being taught at each educational level.
2. Schools and other training institutions in the national education system shall be obliged to integrate the knowledge of domestic violence prevention and control into their curricula.

Questions for reflection and discussion:

- Why is it important for countries to have national instruments to promote gender equality in addition to international commitments?
- How have the two Laws on promoting gender equality and preventing domestic violence in Viet Nam impacted your school and community?
- What more can be done to fight against gender discrimination and prevent gender-based violence in Viet Nam and internationally?

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1.1.3 Gender equality issues in Viet Nam and internationally	
Main issues	Main concepts
<p>1.1.3.1 What issues persist internationally?</p> <p>1.1.3.2 What problems remain to be solved in Viet Nam?</p>	<ul style="list-style-type: none">• achievement rate• curriculum• glass ceiling• hidden curriculum• representation• status• suffrage• vote• workplace

1.1.3.1 What issues persist internationally?

Internationally, the movement for women's emancipation started quite recently. Women's social, economic and political rights have been progressively claimed and won over the last 150 years. Among the first countries in their respective regions to grant women the right to vote and hold office were New Zealand (1893), Australia (1902), Finland (1906), Belgium (1919), the United States (1920), Burma (1922), and Bolivia (1938). Vietnamese women were officially granted suffrage in 1946.

However, even in Western countries, some rights, especially the right to vote and run for public office, have only been acknowledged within the last few decades. For instance, women in Switzerland were only given the right to vote at federal level in 1971. Progress toward gender equality in the *workplace*, especially in the form of equal opportunities for advancement to supervisory and managerial positions, has also been relatively slow.

Despite the many gains in the *status* of women over the last 150 years, there remain numerous gender issues to be tackled and solved. In education, these can be summarized as follows:

Key Messages

- The international movement for gender equality began relatively recently.
- The right to vote and run for public office is seen as a major achievement.
- Although there have been significant gains toward gender equality, there are still many obstacles to it in different areas of private, professional and public life.

“The glass ceiling remains....women are concentrated in the lowest ranked and lower-paid occupations within a given profession.”

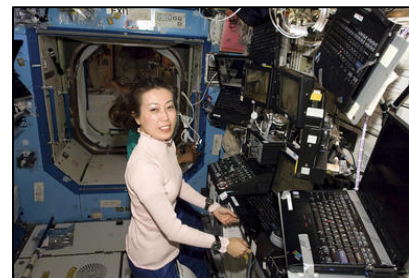
-Ray B. Williams and Lisa Martin

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- ⇒ In many countries, access to quality education (especially to upper levels) is still not granted for all girls of school age;
- ⇒ In countries with large gender disparities in education, girls are typically more likely to drop out than boys, and they usually have lower *achievement rates*⁸. However, in some parts of the world (for instance, in many European and Latin American countries⁹, the opposite is true;
- ⇒ Curricula and textbooks are still dominated by a male perspective, where women are given little space and/or a low profile.
- ⇒ Negative biases about women (i.e. women are not ‘technical’; they are too emotional; they are not good leaders) are quite widespread even though not always intentionally; these biases usually reflect a rather traditional and inflexible male/female role distribution as an influence of the *hidden curriculum*;
- ⇒ Only cosmetic or apparent changes are sometimes brought about in curricula and textbooks by focusing on superficial and/or less relevant aspects of gender equality, such as ‘quota representations’ of women in different areas. Such changes also include exceptional contributions of women to different domains (cases of women’s leadership, for instance). Being presented as exceptions, such cases may instil in students’ minds the idea that women’s leadership does not represent the norm).

“However measured – in lines of text, proportions of named characters, mentions in titles, citations in indexes – girls and women are under-represented in textbooks and curricula. In India, more than half the illustrations in the average primary school English, Hindi, mathematics, science and social studies textbooks depict only males, and only 6% show just females. In Chinese pre-primary and primary textbooks, males are disproportionately represented, and females appear frequently only in reading materials for very young children.”

EFA Global Monitoring Report 2008, p. 88



Japanese astronaut Naoko Yamazaki (NASA/Reuters)

“When the enemy is at the gate,
the woman goes out fighting”
-Vietnamese saying

⁸ However, girls consistently perform better than boys on international assessments of language and reading skills.

⁹ In Uruguay, for example, in 2005, girls enrolled in secondary school outnumbered boys by a ratio of 10:8.

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1.1.3.2 What problems remain to be solved in Viet Nam?

In Viet Nam, equal access to education (including to secondary and tertiary levels) does not generally represent a problem, although completion rates remain disproportionately low for girls in rural areas and among many of Viet Nam's 54 ethnic minority groups. In order to advance progress toward true gender equality, however, there are several issues that education should address, such as¹⁰:

- ⇒ The prevalence of traditional views about women as inferior to men, thus having to totally obey men (as well as elderly persons), and be assigned only traditional roles in family and social spheres;
- ⇒ The need to encourage the promotion of women in leadership positions in all areas of public and professional life;
- ⇒ The need to make more transparent and disseminate more effectively women's contributions to community and social development, including in non-traditional areas, such as science, technology, culture, education, politics, sports and the media;
- ⇒ The need to fight against domestic violence, discrimination, marginalization and exploitation of women in all forms.
- ⇒ The need to tackle the problem of Viet Nam's imbalanced sex-ratio at birth (SRB) by putting an end to the practice of sex selection.

Key Messages

- Gender parity in education has generally been achieved, but imbalances persist in some areas.
- Viet Nam has taken a leading role in advancing women's status.
- Persistent problems, especially those related to gender bias, gender discrimination, and gender based violence are being actively addressed.



Goals of the Viet Nam Women's Movement 2007-2012

- To raise all-sided capacity and knowledge and improve the material and spiritual life of women;
- To cultivate Vietnamese women who are patriotic, knowledgeable, healthy, skilful, dynamic, innovative, cultured and kind-hearted;
- To build and develop an organizationally strong Viet Nam Women's Union (VWU) which can play a key role in motivating and protecting the legitimate rights and interests of women.

Questions for reflection and discussion:

- In your opinion, what has been the most important achievement of the women's movement internationally and in Viet Nam?
- What are the most pressing problems to be solved in your school and community?
- How do you think life may change for the next generation in Viet Nam as a result of current educational programmes and initiatives promoting gender equality?

¹⁰ Idem.

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1.2. Suggested training activities



Sex and Gender

Activity 1.2.1 : Sex and Gender



30 minutes (15' group work + 15' discussion/sharing)


Learning objectives	<p>Participants will be able to:</p> <ul style="list-style-type: none">- Distinguish between human characteristics that pertain to sex, gender or both;- Base their responses on group discussions and sound arguments;- Understand that some human characteristics may pertain to both sex and gender, which shows that distinctions between sex and gender are not simple and should not be treated in a simplistic way.
Rationale	<p>This activity is based on the analysis of several statements that refer to human characteristics. In some cases, such characteristics reflect biological features of boys/men and girls/women. In other cases, such characteristics stated in the sentences below reflect rather culturally- and socially determined differences. There is also a third category of statements (i.e. “Girls tend to care for others”) where sex and gender characteristics are not easy to be separated. As claimed, for instance, by contemporary brain research and psychological studies such as those carried out on moral judgments by Kohlberg and Gilligan¹¹ women seem to have indeed a natural tendency to care for others, which Gilligan considered as basis for the “moral of care” as opposed to a rather “masculine” “moral of duty”.</p>



¹¹ See Kohlberg, 1983. Kohlberg’s research on the stages of moral judgments showed that while men tend to reason morally rather from the perspective of the norm (i.e. “It is not good to steal because the law forbid it”), women tend to consider circumstances (i.e. “It is not good to steal, but sometimes people are forced to do it, because...”). Kohlberg’s assistant, Dr. Carol Gilligan, later developed a theory of the “moral of care” stating that through their care for the others and consideration of particular cases women are at the heart of social cohesion and wellbeing. Gilligan also asks that Western societies value both moral equally.

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Instructions for participants	<p>Work in small groups and discuss the situations below. In your opinion, which characteristics pertain to “Sex”, which to “Gender” and which to both, and why?</p> <table><tr><th>Situations/Statements</th><th>Sex?</th><th>Gender?</th><th>Both sex and gender?</th></tr><tr><td>Men are 16 times as likely as women to be colour-blind.</td><td></td><td></td><td></td></tr><tr><td>Girls tend to care for others.</td><td></td><td></td><td></td></tr><tr><td>There are much less women political leaders than men.</td><td></td><td></td><td></td></tr><tr><td>Girls tend to enter puberty earlier than boys.</td><td></td><td></td><td></td></tr><tr><td>Girls are usually shy.</td><td></td><td></td><td></td></tr><tr><td>Girls/Women are usually not selected for leadership positions.</td><td></td><td></td><td></td></tr><tr><td>Girls play with dolls, while boys like to play with cars.</td><td></td><td></td><td></td></tr><tr><td>Girls like to read, while boys to play soccer.</td><td></td><td></td><td></td></tr></table>	Situations/Statements	Sex?	Gender?	Both sex and gender?	Men are 16 times as likely as women to be colour-blind.				Girls tend to care for others.				There are much less women political leaders than men.				Girls tend to enter puberty earlier than boys.				Girls are usually shy.				Girls/Women are usually not selected for leadership positions.				Girls play with dolls, while boys like to play with cars.				Girls like to read, while boys to play soccer.			
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Materials needed	<ul style="list-style-type: none">- Individual or collective copies of the table above- In order to present their results, each group should be able to either use a flip chart sheet or a computer presentation on screen																																				
Facilitators’ Notes	<ul style="list-style-type: none">- Introduce the exercise and give appropriate background information by defining “sex” and “gender” based on examples.- Mention also the issue of the controversies with regard to what is “nature” and “what is “culture” or “upbringing”. For instance, current research on primates shows that males prefer technical toys while females prefer dolls, which raises again the question of the roots of some gender differences i.e. whether they are due to cultural & social circumstances or can be associated with natural/biological characteristics.- Select one statement from the table above and use it as an input example (i.e. “There are much less women political leaders than men” is a statement valid for both the Vietnamese and international context, however it pertains to gender, not to sex, for there are no biological features that would prevent women from being a political leader.- Make sure that the trainees understand the tasks and																																				

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	<p>keep the time.</p> <ul style="list-style-type: none"> - Make sure that unclear issues are discussed and clarified. - Make sure that the groups are well formed and that the trainees know how to share tasks in preparing the group's contribution.
Assessment	 <p>Compare your group's responses with the ones of the other groups. Did you provide the same answers? What can be learnt from this exercise? (For instance, that in the case of some features, gender and sex characteristics may be interwoven, which is however open to discussion and/or subject to controversies with regard to the intricate relation between nature, culture and nurture).</p>

<div style="display: flex; justify-content: space-between; align-items: center;">  <i>Sex and Gender</i> </div> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 20px;">  <div> <p>Activity 1.2. 2: Expectations for boys and girls</p> <p>40 minutes (20' group work + 20' discussion/sharing)</p> </div> </div>	
Learning objectives	<p>Based on this activity, participants will be able to:</p> <ul style="list-style-type: none"> - Share their experiences with regard to the expectations for boys and girls in their school and community; - Identify cases of gender biases and discrimination that are linked with such expectations; - Highlight changes that have possibly occurred more recently with regard to gender-related expectations; - Recognize situations of gender biases and discrimination that require attention and pinpoint possibilities to take action individually and collectively to addressing/eliminating them.


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Rationale	<p>Gender biases, inequality and discrimination are very often linked with traditional expectations for boys and girls, such as that girls should mainly prepare to become mothers and wives, while boys should rather prepare for public and professional life. In school, teachers very often have lower expectations for either girls or boys because they consider them not interested in carrying out certain tasks or able to accomplishing them. For instance, teachers may presume that girls are not interested in Maths, while boys are not interested in home economics, such as household and cooking, or in the Arts.</p> <p>Gender-based expectations are linked to the culture and traditions of different communities. In Viet Nam, like in many other societies, women and girls may indeed feel proud and happy to take care of their family, which is seen as their traditional duty. Gender equality does not mean to overturn all customs and traditions, but to understand and accept that gender roles can be inter-changeable and that they are not pre-determined by nature. Expectations for boys and men can also include the fact that they can take care of their family and children, while expectations for women and girls may also include the fact that they may embrace professions that were previously gauged as rather “masculine”.</p> <p>Different gender-related expectations become problematic if there is a clear tendency to always rigidly associate girls/women and boys/men with specific activities and situations, as if that would be pre-determined and unavoidable.</p>						
Instructions for participants	<p>Work in small groups and discuss the questions addressed in the table below. Complete the three columns with appropriate examples (at least two for each column), based on reaching a consensus in your group with regard to the most relevant cases to be shared with the other groups.</p> <table><tr><td>In your community/school, what is expected from boys?</td><td>In your community/school, what is expected from girls?</td><td>In your community/school, what changed over recent years with regard to what is expected from boys and girls?</td></tr><tr><td></td><td></td><td></td></tr></table>	In your community/school, what is expected from boys?	In your community/school, what is expected from girls?	In your community/school, what changed over recent years with regard to what is expected from boys and girls?			
In your community/school, what is expected from boys?	In your community/school, what is expected from girls?	In your community/school, what changed over recent years with regard to what is expected from boys and girls?					

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	<table> <tr> <td></td> <td></td> <td></td> </tr> </table>			
Materials needed	<ul style="list-style-type: none"> - Individual or collective copies of the table above - In order to present their results, each group should be able to either use a flip chart sheet or a computer presentation on the screen 			
Facilitators' Notes	<ul style="list-style-type: none"> - Introduce the activity by discussing the issue of gender-based expectations as a possible source of gender biases, inequalities and discrimination. Use examples that are easy to be understood, such as that girls are expected to be rather interested in languages than in sciences or that boys are expected to be interested in football, and not in dancing. - Mention that sometimes specific gender-based expectations (such as that girls and women should take care of their family) are enrooted in one's culture and traditions. Gender equality does not mean that such traditions should be disregarded, but that women, for instance, should not exclusively be associated with their household roles. - Explain that gender equality requires however that gender roles are interchangeable, meaning that men and boys should also be prepared to take care of their families and/or deal with household work. - Present examples from Viet Nam and/or from other countries showing that changes with regard to gender roles are possible and that they may have a positive influence on the personal and community wellbeing (for instance, that more women are working in scientific areas or as economic and political leaders and that mean are increasingly contributing to the care and education of children). - Make sure that the trainees understand the tasks and keep the time. - Make sure that unclear or controversial issues are discussed and clarified. - Make sure that the groups are well formed and that the trainees know how to share tasks in preparing the group's contribution. 			

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Assessment	 <p>Compare your group's responses with the ones of the other groups. Did you provide the same answers? What are some recurrent issues that the groups raised in their answers? What can be learnt from this activity? (For instance, that different expectations with regard to gender roles may depend on culture and traditions, such as family traditions. However, from a gender equality perspective, while respecting local traditions and customs, it is important to envisage the interchangeable character of gender roles and the fact that gender roles may be subject of changes in time).</p>
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<div style="display: flex; align-items: center; justify-content: space-between;"> <div style="text-align: center;">   </div> <div style="text-align: right;"> <p style="color: green;"><i>Gender Parity and Gender Equality</i></p> <p>Activity 1.2.3: Gender Parity and Gender Equality</p> <p>40 minutes (20' group work + 20' discussions/sharing)</p> </div> </div>	
Learning objectives	<p>Based on this activity, participants will be able to:</p> <ul style="list-style-type: none"> - Operate correct distinctions between gender parity and gender equality; - Explain why gender parity is a necessary step towards gender equality; - Assess correctly different situations from the point of view of gender balance; - Imagine solutions for providing gender parity and gender equality in different situations characterized by gender imbalance.
Rationale	<p>This activity will show trainees the importance of correctly assessing a situation from gender perspective. While gender parity refers to the numeric equality of men and women, gender equality embeds much more, including the equality of status, roles, rights, responsibilities and opportunities between women</p>


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	<p>and men. If gender parity is not the same with gender equality, it is nonetheless an important precondition of gender equality. The lack of gender parity leads to gender imbalance in the detriment of either boys and men or girls and women. In order to promote gender equality, it is thus important to always assess whether, in the context of different activities and situations, gender parity is observed in the first place. If a presidium of a meeting is composed of several men and only one woman, there is no gender parity. Vice-versa, if in a panel mainly women are sitting and only one or two men, there is a case of gender imbalance in the favour of women. Sometimes, for different reasons, it is difficult to ensure gender parity in all situations. However, the equal participation and representation of boys and men and girls and women should be a leading principle of people’s activities in their families, as well as in their professional and public lives. For instance, when organizing a training seminar, the organizers should take care that both genders are equality represented in the case of both trainers and trainees. In order to enhance the participation of women in professions that were traditionally considered as masculine, such as politics or the leading of economic enterprises, in some countries a “quota” system was introduced requiring for instance that at least 40% of the Parliament seats be occupied by women. Despite some positive effects, the “quota” system remains quite controversial for the promotion of women in leadership positions should be based on professional competence and not on their gender. Among the positive effects of the “quota” system was the recognition of the fact that very often in the cases of equal performance men are still preferred to women, which should be avoided as detrimental to both the women’s self confidence and the situation of gender equality at societal level more broadly.</p>															
Instructions for participants	<p>Work with a pair and decide which of the situations below express gender parity; gender equality; both gender parity and gender equality; neither gender parity, nor gender equality:</p> <table><tr><th>Situations</th><th>Gender parity</th><th>Gender equality</th><th>Both gender parity and gender equality</th><th>Neither gender parity, nor gender equality</th></tr><tr><td></td><td>Why?</td><td>Why?</td><td>Why?</td><td>Why?</td></tr><tr><td>School staff is composed of equal</td><td></td><td></td><td></td><td></td></tr></table>	Situations	Gender parity	Gender equality	Both gender parity and gender equality	Neither gender parity, nor gender equality		Why?	Why?	Why?	Why?	School staff is composed of equal				
Situations	Gender parity	Gender equality	Both gender parity and gender equality	Neither gender parity, nor gender equality												
	Why?	Why?	Why?	Why?												
School staff is composed of equal																

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	numbers of men and women, however only men are part of the school leadership.				
	Both boys and girls register for basic education in proportion of more than 95%, but girls' drop-out rates are twice higher than those of boys.				
	Both boys and girls are equally represented in student associations (such as literary or math associations), but mainly boys are chosen as leaders and speakers.				
	Both boys and girls are equally represented in student associations, and they have also equal roles in leading those associations.				
	Men and women can equally apply to post-graduate training, but men are not accepted for certain professions, such as nursery				
	In university, there is gender balance between women and men students of sciences, but most graduate women will work as teachers in basic education (primary and lower secondary) while most graduate men will work in high schools and universities.				

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	<div>Other examples?</div> <div></div> <div></div> <div></div> <div></div>
Materials needed	<ul style="list-style-type: none"> - Individual or collective copies of the table above - In order to present their results, each group should be able to either use a flip chart sheet or a computer presentation on the screen
Facilitators' Notes	<ul style="list-style-type: none"> - Introduce the activity by discussing both the distinctions and links between gender parity and gender equality. Since this is usually a difficult issue, select a relevant example to illustrate the difference between gender parity and gender equality, but also the fact that gender parity is a necessary basis for gender equality. For instance, gender parity is when in a group of trainees there is an equal number of men and women. However, this does not automatically mean gender equality. If, for instance, men and women trainees are been treated differently and always assigned specific tasks according to their gender, while gender parity may be observed, it is clear that gender equality is not. - Try to identify the difficulties the trainees have with regard to understanding gender parity and gender equality. Explain again by also asking your trainees to help find appropriate examples. - Make sure that the trainees understand the tasks and keep the time. - At the end of the activity, ask the trainees to make suggestions with regard to the actions that should be taken in order to observe gender parity and gender equality in each of the situations if gender imbalance or gender inequality identified.
Assessment	 <p>Compare the responses give by different pairs. Did you provide the same answers? If not, why do you consider it is difficult to distinguish between gender parity and gender equality? What can be learnt from this activity? (For instance, that there are situation where gender parity is accomplished without though reaching gender equality; or that gender imbalance is usually concerning girls and women, but it can also affect boys and</p>

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	men).
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<div style="display: flex; align-items: center; justify-content: space-between;">  <div style="text-align: right;"> <p><i>Gender Parity and Gender Equality</i></p> <p>Activity 1.2.4: Gender equality: what needs to be achieved?</p> </div> </div> <div style="display: flex; align-items: center; justify-content: space-between; margin-top: 10px;">  <p>50 minutes (25' group work + 25' discussions/sharing)</p> </div>	
Learning objectives	<p>Based on this activity, participants will be able to:</p> <ul style="list-style-type: none"> - Discuss what needs to be achieved in schools/communities so that gender equality is observed; - Use drawings and other means to express their ideas; - Put themselves in the shoes of the other to project what girls or boys would want to be achieved in their school/community in terms of gender equality.
Rationale	<p>This activity will allow the trainees to use different means of expression, including drawings and words, to illustrate what boys and girls may want to be achieved in terms of gender equality. The trainees, as adults, have to put themselves in the shoes of boys and girls while trying to empathize with their situation. At the same time, women trainees should try to think as boys, and men trainees as girls. The exercise, focusing on people's capacity to empathize with the others and express one self with different means, is useful to create a warm and joyful working environment. Participants can choose to express themselves by poetry, songs, drawings, jokes, etc. It is important that each group uses the figures below as a support for developing their group illustration of gender equality, as it may be envisaged by boys and girls in the school and/or community.</p>
Instructions for participants	<p>Work in small groups. Use the pictures below of a boy and a girl to draw/write around them symbols/words/short sentences/poems/proverbs/lyrics, etc. depicting what you think boys and girls would want to be achieved in their school/community in terms of GE:</p>

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	 <p>Share your drawings with the other groups, display them and comment one another's work.</p>
Materials needed	<ul style="list-style-type: none"> - Individual or collective copies of the drawing above. - In order to present their results, each group should be able to display them on a board. - The sharing of the results can be organized based on the “exhibition booths” method. Each group will dispose of a place to display their drawings and will designate one or two members to explain the work and respond to questions and comments from the other groups. The groups can visit the different “booths” in the order that is suggested by the trainer (for instance, moving clockwise and orderly around the room and remaining 2-3 minutes in front of each group's work).
Facilitators' Notes	<ul style="list-style-type: none"> - Introduce the activity by emphasising the importance of empathy in human relations, as well as the possibilities to express oneself through different means, including drawings, poetry and songs. - Make sure that the trainees understand the tasks and keep the time. - If you decide to use the “exhibition booth” method to share the results, explain it to the participants before the activity. Explain that each group is free to produce their group drawing that will be then displayed on a board. Ask the group to designate one-two members to present the work to the others and respond to questions and/or comments. Establish how the groups will share their results, for instance by moving from one booth to the other clockwise and remaining 2-3 minutes in front of each group's “booth”.

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	<ul style="list-style-type: none"> - At the end of the activity, ask a trainee to make a summary of some recurrent elements, for instance what most groups mentioned as issues to be achieved in terms of gender equality from the perspective of boys and girls (for instance, it may come up that different groups mentioned that boys would like to get rid of biases that they are naughty, while girls would like to establish a soccer team or feeling secure and respected).
Assessment	 <p>Compare the works of the different groups. The trainer may propose different procedures to assess the quality of the group's works, such as using a scale from 1 (min.) to 10 (max) or using colored circles (i.e. yellow – weak; green – average; red – very good; blue, excellent). The trainees should assess each work/drawing and the one considered the best will be rewarded a price (for instance, the drawing will be send to be published in the local newspaper; or the other groups will sing a song in the honor of the winning team). Draw attention to the fact that the participants' assessment should be based on some commonly agreed criteria, such as (a) the relevance of the issues raised by the group; (b) the way the work was explained to the others; (c) the aesthetics of the design.</p> <p>What can be learnt from this activity? (For instance, that people may experience joy in using different means of expression, not just words; that it is useful to put oneself in the shoes of the other; that assessing one's own work and the work of others shall be based on some clear and fair criteria and procedures).</p>


 <p style="text-align: right;"><i>Gender biases</i></p> <p>Activity 1.2.5: Gender biases (card playing)</p>  <p>50 minutes (25' group work + 25' discussions/sharing)</p>	
Learning objectives	<p>Based on this activity, participants will be able to:</p> <ul style="list-style-type: none"> - Identify gender biases in different statements;

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	<ul style="list-style-type: none"> - Explain why a certain statement contains gender bias(es); - Experience how serious issues can be dealt with in the context of joyful activities, such as card playing;
Rationale	<p>This activity is designed as a joyful card-playing session, where the cards contain different statements, some of them promoting gender biases. The discussion of each card revealed by the participants aims to ascertain whether the statement on the card contains gender biases and why.</p> <p>In order to identify gender biases in statements, one should pay attention to the definition of biases, as well to the different categories of biases mentioned in the chapter, such as stereotypes; visibility and balance; and cosmetic biases. At the same time, one should pay attention to more subtle aspects, such as the level of generalisation a statement embeds. For instance, the statement “All girls in my class like dolls” may not express a prejudice against girls if the situation is indeed true with regard to each girl in that classroom.</p> <p>The exercise is important for very often people use statements non-critically without paying attention to the biases generated by different assertions or the ways of using the language.</p>
Instructions for participants	<p>Work in small groups and ‘play cards’ on gender stereotypes. The cards you use should each contain statements such as the ones below¹²:</p> <ul style="list-style-type: none"> • Girls are clean and ordered. • Boys are able to use modern technology. • Nhung is nice and lovely. • Men are always good leaders. • This boy is able to work hard. • Boys are very good in mathematics. • This boy is quite untidy. • All girls like dolls. • All girls in my class like dolls. • Boys are smarter than girls. <p>In turns, members of the group take a card and give their opinion whether the statement on the card is a stereotype and</p>



¹² The statements are taken from the Report of findings (primary textbook analysis from gender perspective), 2010.

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	<p>why.</p> <p>Members of the groups may add their own statements, as to enrich their ‘card’ collection.</p> <p>The groups may work based on different sets of cards. The cards can be prepared beforehand or they can be prepared by the group itself, as a first step of the task.</p> <p>When the cards are ready, they will be put up-side down in front of the group. Each member will reveal a card and will read loudly the statement on the card. Then he/she should express their opinion whether the statement contains gender bias and why. In the case of more difficult answers or controversies, the main facilitator may be asked for assistance.</p> <p>Based on revealing and discussing their cards, the groups can be asked to select two examples of statements that are free of gender biases and two statements that contain such biases that the group considers most relevant. These examples can be then shared during the second part of the activity, namely the discussion and sharing with the other groups.</p>
Materials needed	 <ul style="list-style-type: none">- “Cards” containing different statements that are either prepared beforehand, as a set, or are prepared by the members of the group (i.e. each group member is requested to select from a material or create at least three statements or paragraphs that ideally contain characterisations of people, situations, events, etc.). For a group of 5 members, one should prepare at least 15 cards. The groups will give the cards they prepared to a different group, so that they are not familiar with the statements on the cards.- The cards could be rectangular pieces of paper or cardboard (A5 or smaller) imitating real cards. Different sets of cards could be using different colours as background.- Textbooks or other materials where the trainer highlighted different paragraphs, so that the trainees can select the statements/paragraphs they want to use

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	for the cards.
Facilitators' Notes	<ul style="list-style-type: none"> - Trainers should decide whether they need to prepare the “cards” set in advance or will leave this to the group members. In the case the group members will be asked to prepare the cards, the trainers should see and validate those texts. - Trainers should introduce the exercise, by explaining the concept of gender bias based on some appropriate examples. He/she should also draw attention about the need to be careful about nuances, because sometimes statements that seem to promote biases are actually bias-free, while those which seem bias-free may actually embed more subtle biases.
Assessment	 <p>Trainees can be asked to assess different aspects linked to the activity, such as, on a scale from 1 (min.) to 10 (max):</p> <ul style="list-style-type: none"> - how interesting it was; - how enjoyable it was; - whether they plan to use such activities with their students as well, and why. <p>What can be learnt from this activity? (For instance, that people may experience joy in dealing with serious things in a joyful way; or that one should pay attention to different aspects, such as the types and levels of generalisation in statements, in order to assess whether a statement contains gender biases or not).</p>



<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p style="color: #00AEEF; text-align: center;"><i>Gender biases, inequalities and discrimination</i></p> <p>Activity 1.2.6: Experiencing gender inequalities and discrimination</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>50 minutes (25' group work + 25' discussions/sharing)</p> </div> </div> </div> </div>	
Learning objectives	Based on this activity, participants will be able to:

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	<ul style="list-style-type: none"> - Share some personal experiences of gender inequalities and discrimination from their family or professional life; - Understand that gender inequalities and discriminations may affect both women and men; - Identify solutions to fight against gender inequalities and discrimination in a constructive way.
Rationale	<p>Gender discrimination and inequality have a negative impact on both individual and societal development. For individuals, inequalities related to gender (engendering also discrimination, violence and marginalization) may trigger low self-esteem, frustrations and resentment. At the same time, it hinders boys and girls from achieving their full potential and benefiting equally from their education and work, as well as restricts their roles in society and family because of biased expectations. On a societal/community scale, gender inequalities hinder economic growth, social cohesion and social justice. Gender inequalities in family and the broader society easily provide negative models for children and young people of 'legitimate' ways of treating others unfairly, of exploiting them and depriving them of their human rights.</p>
Instructions for participants	<p>Work in groups and share your personal experiences with regard to gender inequalities and discrimination, based on the questions below:</p> <ul style="list-style-type: none"> - Have you ever personally experienced gender inequality and discrimination? - How did you feel about it? - What consequences did it have on you? - Have you tried to fight gender inequality and discrimination? How? <p>After sharing your experiences in the group, decide which experience you want to share with the other groups. Assign a representative of the group to this task.</p>
Materials needed	<ul style="list-style-type: none"> - List of questions placed on a board or on hand-outs; - An introductory video-footage or other illustrative material that the trainer may use to introduce the activity. - Flip-charts and/or computers for the trainees to register their responses as a group.
Facilitators' Notes	<ul style="list-style-type: none"> - The trainer may introduce the activity based on a video-footage or a CD-Rom or other illustrative materials,

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	<p>such as news articles and pictures.</p> <ul style="list-style-type: none"> - He/she will present the activity by also mentioning that trainees may decide not to talk about experiences that are too sensitive or painful. - The trainer shall also make sure that the participants do not only share their experiences, but also different solutions to fight against gender inequalities and discrimination in a productive way by referring to the law and making good usage of personal, collective and institutional initiatives, capacities and responsibilities.
Assessment	 <p>What can be learnt from this activity? (For instance, that people may experience different types of gender inequalities and discrimination that in no circumstances should be accepted as “normal”. Citizens should fight against such gender inequalities and discrimination by being aware of legal provisions and of the institutions and people able to assist them. Fighting against gender inequalities and discrimination should be productive, meaning that justice should be sought in compliance with legal provisions and means and in view of durable solutions).</p>

<div style="display: flex; align-items: center; justify-content: space-between;">  <div style="text-align: right;"> <p><i>Gender-based violence (GBV)</i></p> </div> </div> <div style="display: flex; align-items: center; justify-content: space-between; margin-top: 10px;">  <div> <p>Activity 1.2.7: Gender-based violence (GBV)</p> <p>50 minutes (25' group work + 25' discussions/sharing)</p> </div> </div>	
Learning objectives	<p>Based on this activity, participants will be able to:</p> <ul style="list-style-type: none"> - Use drama to depict and discuss situations of gender-based violence, such as domestic violence; - Identify the causes of such situations of domestic violence; - Share solutions to fight against domestic violence.

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Rationale	<p>As stated in the National Study on Domestic Violence against Women in Viet Nam (2010) (“<i>Keeping silent is dying</i>”), situations of domestic violence in Viet Nam are quite wide spread affecting mainly women, children and elderly. Victims of domestic violence very often do not talk about their experiences or do not even see them as violence. They are not aware of legal provisions and do not seek for support until it is sometimes too late. Domestic violence has different forms, from linguistic violence (i.e. cursing) and moral harassment to unjust and inhumane treatments, including physical violence (i.e. beatings, sexual abuses) that affect victims both psychologically and physically.</p> <p>It is thus important to recognise situations of domestic violence and take action to prevent them and/or support their victims.</p>
Instructions for participants	 <p>Work in small groups. One part of the group will imagine a situation of domestic violence that they will play to the other part. The other members of the group, after watching the drama and analyzing the depicted situation, will propose solutions to prevent and control such situations of gender-based domestic violence.</p> <p>After each group has performed their tasks, two-three groups may be invited to share their work with the broader group. Based on this sharing, the trainer will draw attention on some concluding aspects, such as:</p> <ul style="list-style-type: none"> - Typical/wide-spread and non-typical/less wide-spread situations of domestic violence; - What can be done to prevent such situations and/or assist the victims of domestic violence.
Materials needed	<ul style="list-style-type: none"> - Introductory illustrative materials that the trainer may use (i.e. CD-Roms, posters, drawing, pictures); - Photo or video camera to record the drama; - Flipchart to record the conclusions of the activity.
Facilitators’ Notes	<ul style="list-style-type: none"> - Make sure that the participants are familiar with drama

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	<p>playing and are willing to engage in this exercise.</p> <ul style="list-style-type: none"> - Be prepared to handle sensitive issues and/or controversies, for not all participants would deem a certain situation as domestic violence. For instance, some would share traditional views that husbands or parents-in-law may beat the wife if she is not obeying or doing something wrong. In some families, women are forced to abortion because of the sex of their child, which is a clear case of GBV, but widespread in certain communities as an “accepted behaviour”. Symbolic violence should be also tackled, such as the fact that the families with boys enjoy more honours in society than families with girls. - Pay attention to identify some relevant issues that may be recorded as conclusions to this activity, for instance what are cases of domestic violence that occur more frequently; what are cases that occur rarely, but are still worrisome,; what can victims do to protect themselves and ask for justice; what can others do to protect victims and ask justice for them, or prevent such things to happen.
Assessment	 <p>What can be learnt from this activity? (For instance, that people may experience domestic violence fro different reasons, but that in no case it should be legitimized as “normal” or “traditional”. Domestic violence, and all other forms of GBV needs urgent action to protect victims and to prevent such things to happen. The state, communities and families should put in place effective mechanisms for preventing GBV and protecting its victims including by legal provisions; public awareness campaigns, and the work of specialized institutions, such as shelters for women and children or NGOs- specialized in dealing with GBV).</p>



Gender mainstreaming

Activity 1.2.8: Gender mainstreaming

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60 minutes (30' group work + 30' discussions/sharing)

Learning objectives	Based on this activity, participants will be able to: <ul style="list-style-type: none">- Enhance their understanding of gender mainstreaming and their familiarity with regard to different possibilities of gender mainstreaming in the school and community;- Be aware of possibilities of action individuals, institutions and communities can put in place to promote gender mainstreaming;- Highlight the benefits of gender mainstreaming and gender equality for individuals, institutions and communities.											
Rationale	This activity is meant to help the participants understand that gender mainstreaming can be achieved through different means and that it depends not just on legal provisions, but also on the capacities and attitudes of individuals, institutions and communities to address gender issues and promote gender equality. Gender mainstreaming refers to both strategic and comprehensive measures to foster gender equality, but also to all the little steps and actions of each and everyone towards addressing gender issues and observing gender equality on a daily basis.											
Instructions for participants	Below are some (imaginary) examples of gender mainstreaming actions relevant to education. Work in groups and discuss the potential benefits of such actions for your school and community: <table><tr><th>Examples of actions to mainstreaming gender in education</th><th>Potential benefits for your school and community</th><th>Have such actions already been implemented in your school/community? What results have been achieved?</th></tr><tr><td>The Education Act encourages the girl's access to, and completion of higher levels of education.</td><td></td><td></td></tr><tr><td>MOET calls for applications for curriculum and</td><td></td><td></td></tr></table>			Examples of actions to mainstreaming gender in education	Potential benefits for your school and community	Have such actions already been implemented in your school/community? What results have been achieved?	The Education Act encourages the girl's access to, and completion of higher levels of education.			MOET calls for applications for curriculum and		
Examples of actions to mainstreaming gender in education	Potential benefits for your school and community	Have such actions already been implemented in your school/community? What results have been achieved?										
The Education Act encourages the girl's access to, and completion of higher levels of education.												
MOET calls for applications for curriculum and												


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	textbook development committees. The call for application encourages women to apply, as well as teachers from outside the capital city.		
	Textbook authors and illustrators are trained to address gender issues and promote gender equality in primary and secondary textbooks (for instance, on how to avoid gender stereotypes).		
	MOET publishes gender disaggregated data that show that girls' drop out in primary schools is higher than in the case of boys. Based on the available data, schools organize debates at community level in order to find solutions for attracting girls to, and keeping them in schools.		
	The school inspectorate is organizing a training for future school managers. Both women and men teachers are called to apply for the training.		
	Teachers attend a training workshop on different learning styles. They learn how to individualize learning by addressing learner needs, interests and contexts.		

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	The school is organizing a celebration with parents and community representatives were both boys and girls are praised for different achievements.		
	The school is organizing a counseling and orientation session for students. Boys and girls participate in this orientation session, so that they are exposed to the same options for future studies and the world of work.		
	The school invites a NGO devoted to gender equality in education to identify possible areas for the development of joint community service projects.		
	What other activities to mainstream gender in your school and/or community would you suggest (please focus especially on the classroom level)?		
	Share your group's outcomes with the other groups by highlighting two such possibilities of action your group considers as priorities to be addressed in their school/community.		
Materials needed	<ul style="list-style-type: none"> - Handouts/copies of the table above; - Board or computers and screens to display the results 		
Facilitators' Notes	<ul style="list-style-type: none"> - As an introduction to the activity, make sure that the participants understand the concept of gender mainstreaming (i.e. ask the participants to provide you 		

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	<p>with some relevant examples);</p> <ul style="list-style-type: none"> - Invite the participants to contribute with as many examples as possible from their own experience by also insisting on highlighting the positive effects of gender mainstreaming. Be though prepared to also listen to less good experiences (such as failed attempts to promoting gender equality or controversial/ambivalent results with regard to promoting gender equality). 																																							
Assessment	<div>  </div> <p>Based on this activity, the participants can assess their own and other’s active contribution so far to gender mainstreaming.</p> <p>On a scale from 1 (min) to 10 (max), how would you assess the contribution to gender mainstreaming of:</p> <table> <tr> <th></th> <th>Rating</th> <th>Why?</th> </tr> <tr> <td>- Yourself</td> <td></td> <td></td> </tr> <tr> <td>- Your parents</td> <td></td> <td></td> </tr> <tr> <td>- Your siblings</td> <td></td> <td></td> </tr> <tr> <td>- Your friends</td> <td></td> <td></td> </tr> <tr> <td>- Your school</td> <td></td> <td></td> </tr> <tr> <td>- Your headmaster</td> <td></td> <td></td> </tr> <tr> <td>- Your colleagues</td> <td></td> <td></td> </tr> <tr> <td>- MOET</td> <td></td> <td></td> </tr> <tr> <td>- Textbook authors</td> <td></td> <td></td> </tr> <tr> <td>- Doctors</td> <td></td> <td></td> </tr> <tr> <td>- The Media</td> <td></td> <td></td> </tr> <tr> <td>- Other</td> <td></td> <td></td> </tr> </table> <p>What can be learnt from this activity? (For instance, that it is in the hands of each and everyone to contribute to gender mainstreaming; and that different education agents and stakeholders, at different levels, can do specific things in order to promote gender equality).</p>		Rating	Why?	- Yourself			- Your parents			- Your siblings			- Your friends			- Your school			- Your headmaster			- Your colleagues			- MOET			- Textbook authors			- Doctors			- The Media			- Other		
	Rating	Why?																																						
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- MOET																																								
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- Doctors																																								
- The Media																																								
- Other																																								



Normative background

Activity 1.2.9: Normative support for gender equality

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120 minutes (60' group work + 60' discussions/sharing)

Learning objectives	<p>Based on this activity, participants will be able to:</p> <ul style="list-style-type: none"> - Get familiarized with specific legal provisions in Viet Nam (such as GEL and DVL) and internationally that support and promote gender equality; - Identify relevant aspects in such legal provisions that may inspire their action at school and community level in support of gender equality; - Explore possibilities of taking action and working with partners by simulating different types of dissemination & advocacy activities.
Rationale	<p>It is important that people are aware of the international and national instruments that support and promote gender equality, especially the two Laws (GEL and DVL) that were recently adopted in Viet Nam. Through studying such instruments, people become aware of their rights as well as of the responsibilities individuals and institutions have in promoting and observing human rights, including gender equality. In order to become effective, laws and other normative instruments should be nevertheless translated into practice. This activity will give a chance to the participants to explore the relevance of such normative acts to their own lives and environments, while also helping them explore different ways of action to disseminate the content of such acts with a view to raising public awareness on the importance of promoting gender equality and stopping gender-based violence.</p>
Instructions for participants	<p>Work in small groups and discuss based on the following questions:</p> <ul style="list-style-type: none"> ➤ Which three aspects of GEL and DVL are most relevant for your school and community? Explain why and give examples. ➤ Based on group discussion, list three priority issues with regard to each Law that the group considers important to be addressed in your school/community. ➤ How would you plan to work with partners from the school and community in order to address these gender issues and promote gender equality? Below are some examples of possible action to be taken:

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	<p>1. For instance, based on your individual reading, discuss with your group and choose three issues related to gender equality that you would like to reinforce in your school and/or community. Compose a <i>Manifesto</i> (an advocacy paper) stressing the issues; why they are important; and how your school/community will take action to reinforce gender equality. Share the results of your work with the other groups. In stead of a written Manifesto (Advocacy paper), you may want to design a poster or produce a leaflet.</p> <p>Share the ideas of your group with the other groups.</p> <p>2. Based on the above legal texts, develop a plan for a dissemination activity at school level that will involve students, parents and teachers. The dissemination activity should raise awareness on the two Laws and touch on issues relevant for the local school and community. How would you organize such an activity to make it interesting and useful? Share your individual scenario with other colleagues. In your group, try to assess the strengths and weaknesses of each scenario. Based on the group's assessment, select the scenario that seems to be more appropriate to be implemented successfully.</p> <p>Share your group's selected scenario with the other groups.</p> <p>3. You may propose different other activities in your group. The group will then decide which activity to consider for the simulation.</p>
Materials needed	<ul style="list-style-type: none"> - Handouts/copies of abstracts from the Vietnamese laws and international documents (such as UDHR; CEDAW; Beijing Declaration and Platform for Action – see in Annex to this chapter); - Paper or computer for the participants to document their ideas;
Facilitators' Notes	<ul style="list-style-type: none"> - Introduce the exercise by mentioning the importance of the normative background for human rights and gender equality, including the two recently adopted Laws in Viet Nam (GEL and DVL); - Mention also that very often people are not aware of such instruments, which are though mind-opening and inspirational for defending and promoting human rights, such as the respect of the dignity of a person and the right to equal and fair treatment without any discrimination;



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	<ul style="list-style-type: none">- Make sure that in each group participants have sufficient hand outs of the texts they should read and work upon;- Explain different ways of taking action, such as what does dissemination mean and what are possibilities to disseminate information about the normative background of gender equality, including through advocacy. Make sure that all terms are well understood.- Invite each group to assign a member that will present the groups proposed action to the larger group.																																				
Assessment	<div></div> <p>At the end of the exercise, the participants can be asked to assess the quality of the group’s work, based on the scale below:</p> <table><tr><td></td><td>Very weak</td><td>Weak</td><td>Average</td><td>Good</td><td>Excellent</td></tr><tr><td>Group 1</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Group 2</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Group 3</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Group 4</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Group 5</td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Each group will assess their own work, as well as the work of all the other. The group’s assessment will be communicated by a group representative. The group representative should also state the reasons behind the group’s assessment.</p> <p>What can be learnt from this exercise? (for instance, that it is important to be aware of the normative background of gender equality and that this can be done by studying legal documents, such as GEL and DVL in Viet Nam; that it is important to “spread the word” by means of dissemination and advocacy to inform and convince those who have little or no access to such information; that different means can be used for dissemination and advocacy and that it is important to work with partners).</p>		Very weak	Weak	Average	Good	Excellent	Group 1						Group 2						Group 3						Group 4						Group 5					
	Very weak	Weak	Average	Good	Excellent																																
Group 1																																					
Group 2																																					
Group 3																																					
Group 4																																					
Group 5																																					




Advancement of gender equality in Viet Nam **Activity 1.2.10: Project work (research on gender issues)**

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50 minutes preparation in the class + two days of work outside class + 50 minutes presentations/sharing of the results	
Learning objectives	<p>Based on this activity, the participants will be able to:</p> <ul style="list-style-type: none"> - Carry out a research project in small groups with a view to document different aspects of the advancement of gender equality in Viet Nam; - Identify, select and organize the appropriate information to complete their project report; - Become aware of achievements in their school/community with regard to gender equality, as well as of remaining problems and challenges to be addressed and overcome.
Rationale	<p>This activity gives the trainees an opportunity to apply the project work method by focusing their investigation on the issue of the advancement of gender equality in Viet Nam, either in their community or at national level. Trainees will be able to plan their research and share tasks in the attempt to document real facts and developments in their society with regard to gender equality. At the same time, they will be able to assess the present situation by comparing it with past situations while taking also into account new, emerging aspects related to gender equality. For instance, if in the past women were mainly victims of gender inequalities and GBV, today boys and men are increasingly affected by low achievement in schools, corporal punishment in schools and/or unemployment and marginalisation.</p>
Instructions for participants	<div style="text-align: center;">  </div> <p>Build a small group and carry out a research project with your colleagues on the advancements of gender equality in Viet Nam. In the preparation of your project, address the following questions:</p> <ul style="list-style-type: none"> ➤ What rights have women had in the family in the past and what are their rights now? ➤ What social and political rights have women had in the

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	<p>past and what are their rights now?</p> <ul style="list-style-type: none"> ➤ What are areas where women's rights are not yet fully observed? ➤ Are there emerging problems for boys and men in terms of gender equality? <p>In preparing your project, make use of as many resources as possible, such as:</p> <ul style="list-style-type: none"> - information in newspapers and other media, including on Internet; - information in articles and books; - oral history (i.e. information and stories you collect from the people in your family and community). <p>Based on the information collected, prepare a presentation of the results of your project by using also images, diagrams, etc. The presentation of your project could be done in a paper format, or as a power point presentation; a leaflet; or a poster.</p> <p>Share the result of your project with the other groups (you may use the "exhibition booth" method, i.e. each group displays the project results on a flip chart; members of the groups move around and visit each booth; one group representative is providing explanations and responses to questions).</p>
Materials needed	<ul style="list-style-type: none"> - Computers and Internet access for research on the web; - Magazines, newspapers, books and other information materials; - A template of a research project Report that the trainer may share with the trainees (i.e. topic and objectives of the research; means of investigation; sources of information envisaged; main findings, conclusions and recommendations); - Photo and video cameras for those who would like to produce & use visual information.
Facilitators' Notes	<ul style="list-style-type: none"> - Make sure that trainees understand the concept of project work and the different steps required to produce a good project report; - Provide sufficient time for the research process and the pulling together of findings; - Encourage trainees to use a multitude of research methods, including oral history (questioning the people in the community that are the living memory of if).
Assessment	

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	What can be learnt from this activity? (for instance, that project work is important to provide access to real data from your community; that gender equality, as human rights, has a history and is a dynamic concept; that such “scanning” of one’s context/environment is important to identify both the achievements in terms of gender equality, as well as the remaining challenges that need attention and action).
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1.3 Assessment

1.3.1 **Gender biases.** Work individually and assess the statements in the table below. Decide which statements are **always true**, which are **always false**, and which may be **both true and false, depending** on certain conditions/circumstances:

Statements	True – why?	False – why?	Both true and false, depending on...
Men cannot take care of babies.			
Women cannot make fair judgments because they are emotional.			
Men are better leaders than women.			
Girls enter puberty sooner than boys.			
Women are bad drivers.			
Best teachers are women.			
Women are not skilled for technical professions, such as engineering.			
Women like gossiping.			
Girls are better in literature and arts, while boys are better in mathematics and sciences.			

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Girls are more diligent than boys.			
Men have a better sense of orientation.			
Men are not good cooks.			
The best doctors are men.			

Share your results with a pair. Did you have the same answers? In the case of difficulties or controversies, ask the trainer to assist you.

1.3.2 Gender audit. In order to identify the problems and gaps with regard to gender equality in your school/ community, it is important to, in the first place, carry out a *gender audit*. A gender audit is an assessment of achievements and shortcomings with regard to gender issues in your local context.

Based on the (imaginary) situations in the table below, work with a pair and discuss, based on arguments, which attitudes and behaviors are favorable to promoting gender equality in schools. You may complete the table with your own examples/situations.

Examples of attitudes and behaviors	Why are they fostering GE?	Why are they hindering GE?	What would be the right attitudes and behaviors to foster GE?
A girl wants to become a surgeon. Her school advisor discourages her by stressing that it is a tough and stressful profession.			
Men are always preferred as school headmasters and inspectors, for it is assumed that men have more authority.			
Science teachers believe that girls are not that interested in math and science, hence they pay more attention to challenging boys with complex problem-solving. Boys are not expected to be good in literature and arts, thus they are not			

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that involved by their teachers in cultural activities.			
When students have to deliver a public speech (such as during a school celebration), boys are always preferred to girls, for girls are more emotional and hence unpredictable.			
Other?			
Other?			

1.3.3 Achievements & additional Training needs. Please assess the competencies you acquired through this chapter by answering the questions below:

How do you gauge your mastering of the following issues/aspects:

	Very poor	Poor	Average	Good	Excellent	Additional training needs
Sex and gender						
Gender equality						
Gender biases						
Gender mainstreaming						
Gender Based Violence						
Normative background to GE						
Advancements of GE in Viet Nam						

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Group work						
Project work						
Simulations						
Other?						
Other?						

1.4 Recommendations for teacher trainers in facilitating these activities

What to do (DOs)	What to avoid (DON'Ts)
<ul style="list-style-type: none"> ➤ Carry out a baseline assessment of your trainees' knowledge, skills and attitudes with regard to gender equality. ➤ Make sure the trainees possess the basic skills to work in groups (i.e. dividing tasks and sharing responsibilities; time keeping; choosing a leader and a rapporteur; using civil dialogue – i.e. listening to the others and talking orderly - ; compromising, reaching consensus and taking decisions). ➤ Before engaging in group work, make sure that the trainees possess the required conceptual knowledge or that they have access to it during the activity. ➤ Use a variety of methods, by combining “traditional” lecturing or short input presentations in front of the larger group with small group, peer and individual activities. ➤ Since many group activities are based on nuanced discussions among members, it is recommended 	<ul style="list-style-type: none"> ➤ Do not take anything as granted. Make sure that the trainees understand the concepts and the working procedures, including the learning objectives of the activity and their potential benefits from it. In the case of sensitive issues, make sure that the trainees feel at ease with the exercise and are willing to engage in it. ➤ Do not always build homogenous groups – heterogeneous groups work sometimes better and allow for the pulling together of the different strengths of their members so that they complement and support one another. ➤ Do not always assign trainees the same roles, but try to apply the principle of inter-changeable roles in group work. ➤ If topics are too sensitive, do not push trainees to make reference to their or others' (painful) experiences. ➤ Do not punish trainees for their lack

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<p>that in each group skilled facilitators are identified that are able to manage the discussion and draw appropriate conclusions.</p> <ul style="list-style-type: none">➤ You may reward the work of the groups, establish hierarchies, etc., however try to combine the spirit of fair competition with the active solidarity among groups in the context of mutually-enriching learning from one another.	<p>of understanding or quality work, but try to encourage them to identify their learning problems and overcome them progressively.</p> <ul style="list-style-type: none">➤ Do not pay attention only to conceptual aspects, but try to focus on the articulation of knowledge, skills and attitudes.
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1.5. Resources and links

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ANNEX – Normative background

Different international documents and instruments underpin the struggle for gender equality the world over, especially with regard to affirming and protecting women's rights and equality as the "gender" more likely to suffer from discrimination, violence and marginalization.

Among such important declarations and conventions are:

International documents promoting Gender Equality	Examples of statements
<i>Universal Declaration of Human Rights</i> (1948)	<p>Article 1.</p> <p>All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.</p> <p>Article 2.</p> <p>Everyone is entitled to all rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.</p> <p>Article 16.</p> <ol style="list-style-type: none">(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.(2) Marriage shall be entered into only with the free and full consent of the intending spouses.(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State. <p>Article 26.</p> <ol style="list-style-type: none">(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages.

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	<p>Elementary education shall be compulsory. Technical and professional education shall be generally available and higher education shall be equally accessible to all on the basis of merit.</p>
<p><i>Convention on the Elimination of all Forms of Discrimination against Women</i> (CEDAW, 1979)</p>	<p>Article 2</p> <p>States Parties condemn discrimination against women in all its forms, agree to pursue by all appropriate means and without delay a policy of eliminating discrimination against women...</p> <p>Article 3</p> <p>State parties shall take in all fields, in particular in the political, social, economic and cultural fields, all appropriate measures, including legislation, to ensure the full development and advancement of women, for the purpose of guaranteeing them the exercise and enjoyment of human rights and fundamental freedoms on a basis of equality with men.</p> <p>Article 5</p> <p>States Parties shall take appropriate measures:</p> <ul style="list-style-type: none"> (a) To modify the social and cultural patterns of conduct of men and women, with a view to achieving the elimination of prejudices and customary and all other practices which are based on the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women. (b) To ensure that family education includes a proper understanding of maternity as a social function and the recognition of the common responsibility of men and women in the upbringing and development of their children, it being understood that the interest of the children is the primordial consideration in all cases. <p>Article 7</p> <p>States Parties shall take all appropriate measures to eliminate discrimination against women in the political and public life of the country and, in particular, shall ensure to women, on equal terms with men, the right:</p> <ul style="list-style-type: none"> (a) To vote in all elections and public referenda and to be eligible for election to all publicly elected bodies; (b) To participate in the formulation of government policy and the implementation thereof and to hold public office and perform all public functions at all levels of government; (c) To participate in non-governmental organizations and associations

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	concerned with the public and political life of the country.
<i>Convention on the Rights of the Child</i> (CRC, 1989)	<p>Article 2</p> <p>1. States Parties shall respect and ensure the rights set forth in the present convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.</p> <p>Article 28</p> <p>1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:</p> <ul style="list-style-type: none"> (a) Make primary education compulsory and available free to all. (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child...; (c) Make higher education accessible to all on the basis of capacity by every appropriate means,... (d) (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates. <p>Article 29</p> <p>1. States Parties agree that the education of the child shall be directed to:</p> <ul style="list-style-type: none"> (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential... (b) ... (c) (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among peoples, ethnic, national and religious groups and persons of indigenous origin; (e) The development of respect for the natural environment.
<i>Declaration and Programme of Action of the World Conference on Human Rights</i> (1993)	Part 3 - Equal status and human rights of women

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<p><i>Declaration adopted at the Fourth World Conference on Women</i> (Beijing, 1995 - Beijing Declaration and Platform for Action)</p>	<p>Stating</p> <p>“the full implementation of the human rights of women and of the girl child as an inalienable, integral and indivisible part of all rights and fundamental freedoms”.</p> <p>We are convinced that:</p> <p>13. Women’s empowerment and their full participation on the basis of equality in all spheres of society, including participation in the decision-making process and access to power, are fundamental for the achievement of equality, development and peace,</p> <p>14. Women’s rights are human rights;...</p> <p>18. Local, national, regional and global peace is attainable and is inextricably linked with the advancement of women, who are a fundamental force for leadership, conflict resolution and the promotion of lasting peace at all levels;</p> <p>19. It is essential to design, implement and monitor, with the full participation of women, effective, efficient and mutually reinforcing gender-sensitive policies and programmes, including development policies and programmes, at all levels that will foster the empowerment and advancement of women;</p>
<p><i>Millennium Development Goals (MDGs, 2000)</i></p>	<ul style="list-style-type: none"> • MDG 2: achieve universal primary education, with the target of ensuring that all boys and girls complete a full course of primary schooling by 2015. • MDG3: promote gender equality and empower women, with the target of eliminating disparities in primary and secondary education by 2005, and in all levels of education by 2015.

Vietnamese Laws:

Law on Gender Equality (2006)	Law on Domestic Violence Prevention and Control (2007)
<p>In order to promote full equality of men and women, Article 4 of the Law on Gender Equality (p. 2) stipulates that gender equality goals are</p> <p>...to eliminate gender discrimination, to create equal opportunities for man and woman in socio-economic development and human resources development in order to reach substantial equality between man and woman, and to establish and enhance cooperation and mutual assistance between man and woman in all fields of social and family life.</p>	<p>Article 3. Principles of domestic violence prevention and control</p> <ol style="list-style-type: none"> 1. Taking combined and integrated measures to prevent and fight domestic violence with preventive measures as key and special attention paid to communication and education on family values, counselling and reconciliation in line with the fine traditional and cultural practices of Viet Nam. 2. Domestic violence acts must be timely discovered, stopped and dealt with in

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<p>Article 6 (p. 3) states the basic principles of gender equality as follows:</p> <ol style="list-style-type: none"> 1. Man and woman are equal in all fields of social and family life. 2. Man and woman are not discriminated in terms of gender. 3. The measures aimed at promoting gender equality are not considered gender discrimination. 4. Policies aimed at protecting and supporting the mother are not considered gender discrimination. 5. Ensuring the gender mainstreaming in the process of development and implementation of laws. 6. Exercising gender equality is the responsibility of agencies, organizations, families and individuals. <p>Article 14 (p. 6) provides more specific provisions related to the field of education and training, such as:</p> <ol style="list-style-type: none"> 1. Man and woman are equal in terms of age of schooling, training and fostering courses. 2. Man and woman are equal in choosing professions and occupations for learning and training. 3. Man and woman are equal in accessing and benefiting from the policies on education, training, fostering of professional knowledge and skills. 4. Female officials, public servants bringing along their children less than 36 months of age when participating in the training and fostering activities shall be given assistance and support as provided by the Government. 5. Measures to promote gender equality in the field of education and training include: <ol style="list-style-type: none"> a) To provide for the proportion of man and woman participating in the study and training; b) To assist female workers in rural areas in vocational training under the law. <p>Article 23 (p. 9) stresses the importance of education, along with information and communication, for promoting and implementing gender equality:</p> <ol style="list-style-type: none"> 1. The information, education and 	<p>accordance with laws.</p> <ol style="list-style-type: none"> 3. Victims of domestic violence must be timely protected and assisted in accordance with their actual conditions and situation, and the national socio-economic situation; giving priority in protecting the legal rights and benefits of children, elderly people, disabled people and women. 4. Compensating for the damages and losses caused to the domestic violence victims when required in accordance with the Law. <p>Article 8. Acts strictly forbidden</p> <ol style="list-style-type: none"> 1. Domestic violence acts defined in Article 2 of this Law. 2. Forcing, provoking, urging and enabling other persons to commit domestic violence acts. 3. Using and diffusing information, images and sounds to provoke domestic violence acts. 4. Revenging or threatening to revenge the people who help the victims of domestic violence, discover, report and prevent the domestic violence acts. 5. Obstructing the discovery, reporting and settlement of domestic violence acts. 6. Making use of domestic violence prevention and control to make profits or to carry out illegal activities. <p>Complicity, covering up, avoiding settlement and miss-settlement of domestic violence acts and non-compliance with the Law.</p> <p>The ‘Law on Domestic Violence Prevention and Control’ (Article 39, p. 14) addresses additional responsibilities of the Ministry of Education and Training and other education institutions in the national education system with regard to promoting gender equality and fighting against gender-based violence:</p> <ol style="list-style-type: none"> 1. The Ministry of Education and Training shall instruct the measures to prevent and control domestic violence acts to be integrated into the academic curriculums appropriate to the requirement from the disciplines, subjects being taught at each educational level. 2. Schools and other training institutions in the national education system shall be obliged to integrate the knowledge of domestic violence prevention and control into their curricula.
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<p>communication on gender and gender equality are the important measures to enhance the awareness of gender and gender equality issues.</p> <ol style="list-style-type: none">2. The information, education, communications on gender and gender equality shall be included in the education syllabus in schools, in activities of agencies, organisations and community.3. The information, education, communications on gender and gender equality shall be conducted through the education programmes, publications, broadcasts and television programmes and other forms. <p>Among the violations of the law (Art. 40, p. 15), there are several references related to education and training:</p> <ol style="list-style-type: none">a) Laying down different ages for training and enrolling between man and woman;b) Agitating or forcing other people to leave schools for gender reasons;c) Refusing to enrol those that are qualified for training and fostering courses for gender reasons or because of their pregnancy, raising newborns and children;d) Career-oriented education, compilation and dissemination of textbooks that contains gender preconception.	
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Module 2: Using gender lenses for curriculum, textbooks, teaching and learning (T&L), and assessment strategies

2.1 Using gender lenses (Conceptual issues)

2.1.1 Using gender lenses for curriculum and textbooks

2.1.2 Using gender lenses for teaching and learning (T&L)

2.1.3 Using gender lenses for assessment

2.2 Suggested training activities

2.3 Assessment

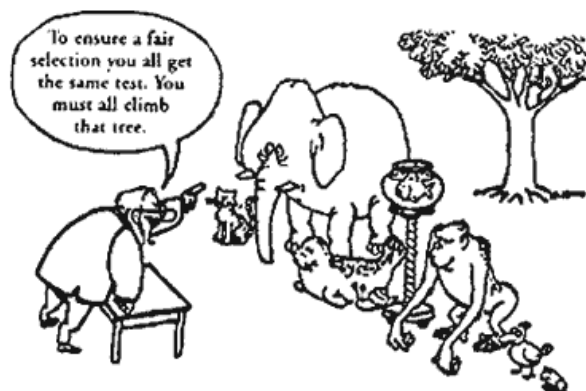
2.4 Recommendations for teacher trainers

2.5 Resources and links

What will you learn from this module?

You will:

- ⇒ Develop teacher competencies to carry out gender audits in your environment
- ⇒ Understand how curricula and textbooks can either foster or hinder gender equality
- ⇒ Avoid gender biases in curricula, textbooks and classroom practices
- ⇒ Develop teacher competencies to apply gender-sensitive teaching and learning methods
- ⇒ Develop teacher competencies to cater for learner empowering methods and environments
- ⇒ Develop teacher competencies to apply progressive means of assessment
- ⇒ Develop teacher competencies (knowledge, skills and attitudes) to fight against gender inequalities, discrimination and GBV



<http://www.ofmdfmi.gov.uk/index/equality/gender-equality/gender-cartoons/gender-cartoons-fourteen.htm>

<http://www.cartoonstock.com/newscartoons/cartoonists/ksm/lowres/ksmn31321.jpg>

Module II: Using Gender Lenses

2.1 Using gender lenses (Conceptual issues)

2.1.1 Using gender lenses for curriculum and textbooks	
Main issues	Main concepts
2.1.1.1 What are gender lenses?	<ul style="list-style-type: none">• contextual scanning• critical thinking• gender blindness• gender lenses• gender sensitivity• contextual scanning and gender 'audit'• curriculum (pl. curricula)• textbooks• gender equality as a cross-cutting issue• critical thinking
2.1.1.2 How to carry out gender audit in one's own context	
2.1.1.3 What is the role of curricula and textbooks in promoting gender equality?	
2.1.1.4 How to tackle gender biases, discrimination and GBV in curricula and textbooks	

2.1.1.1 What are gender lenses?

'Gender lenses' is a term that is widely used to refer to a person's capacity to incorporate gender perspectives in all areas of human life, including education. Using gender lenses, one becomes more aware of the perspectives, experiences and needs of both women and men. Without clear and well-focused gender lenses, a condition known as *gender blindness* may develop, which only allows a person to see only the perspective, voice, or participation of one gender. The use of gender lenses is linked to developing *gender sensitivity*, or the awareness of an insight into the state of both genders. A good pair of gender lenses also sharpens a person's ability to *think critically*; that is, to use a system of clear reasoning to process new information and ideas from a gender-friendly perspective. People wearing gender lenses are, in all situations, keenly aware of the perspectives of both genders and open to applying them in the context of their family, public and/or professional lives.

Key Messages

- Gender lenses are a way of seeing the world from the perspectives of both genders.
- With the help of gender lenses, one can develop gender sensitivity and avoid gender blindness.



"In addition to analysis of curricula, the content of textbooks and other teaching materials should also be examined. Often we do not notice the gender and cultural discrimination that teaching and learning texts and images can portray, because we have become so used to seeing them."

INEE Pocket Guide to Gender, 2010, p. 52

Module II: Using Gender Lenses

Questions for reflection and discussion:

- Why is it important to use gender lenses in daily life?
- Is using gender lenses something natural, or does it require training?
- Have you ever applied gender lenses to activities in your family, school and/or community? Please explain.
- In your opinion are there situations where gender sensitivity is not needed? Please give an example.

2.1.1.2 How to carry out a gender audit in one's own context

Before taking action to incorporate gender issues in education to promote gender equality, teachers and other stakeholders should first try to identify gender issues in their own context. Since teaching and learning are affected by a multiplicity of factors both in and out of the school premises, issues that occur within families and in the broader community should also be discussed. *Gender audits* are part of what is called '*contextual scanning*', meaning the process of analyzing one's local environment to identify factors fostering gender equality, as well as those hindering it. The results of gender audits will indicate factors and situations one can build upon in order to enhance gender equality within one's own context. They will also indicate which factors and situations need attention as possible obstacles in the path toward reaching the ultimate goal of gender equality.

Some typical questions asked in conducting a gender audit in one's own school, family, and community context are as follows:

- ⇒ Do teachers pay more attention to girls (or boys) in the classroom?
- ⇒ Do women participate in the leadership of the school and community?
- ⇒ Do parents with sons have more status than parents with daughters? Do parents encourage their sons to carry out household chores such as cleaning and cooking?
- ⇒ Do women always have to obey men?
- ⇒ Are there cases of gender-based violence?

Key Messages

- A gender audit is a way of identifying problems related to gender in a school or community.
- Positive and negative features (i.e. achievements in, and obstacles to gender equality) are identified through a process called contextual scanning.
- Gender audits are usually customized and undertaken at school and/or community level.

"Both teachers and pupils often have very set ideas about the ways in which girls and boys should behave, and the organization of the school day can reinforce those ideas. Chores such as fetching water, cleaning classroom, and cooking for a male head teacher are often assigned to girls and female teachers. Some teachers have deep-seated beliefs that boys are naturally superior to girls, that they perform better than girls, and that a woman or girl should not challenge male authority. These beliefs can result in girls not achieving to their potential and can restrict their aspirations for further study. Harassment of girls by male teachers is a major reason for girls dropping out of school."

Aikman & Unterhalter, 2007, pp. 18-19

Module II: Using Gender Lenses

Questions for reflection and discussion:

- Which of the issues mentioned in the textbox above are relevant for your school environment?
- Do contextual scans and gender audits depend upon the auditor's experience with, and attitudes towards, gender issues and gender equality? How can biases based on the auditor's experience and attitudes be avoided?
- Is it possible to promote gender equality where the majority of people believe that women are inferior to men?

2.1.1.3 What is the role of curricula and textbooks in promoting gender equality?

As the main blueprint for shaping teaching and learning processes, the formal school *curriculum* has a central role in promoting gender equality. *Textbooks*, the most visible manifestation of the curriculum, convey messages that not only instil knowledge but also help shape attitudes, values, and behaviours. For example, if both boys and girls are portrayed doing household chores or working together to clean up the school yard, children of both genders are encouraged to participate in these tasks cooperatively. As another example, equal representation of men and women in scientific and technical work gives learners of both genders the clear impression that they have equal potential for these roles.

Worldwide, however, studies show that gender imbalances in curricula and textbooks remain as significant obstructions to achieving gender equality.

Gender bias in textbooks does matter; it turns out to be one of the best camouflaged—and hardest to budge—rocks in the road to gender equality in education.”

-Rae Blumberg

Key Messages

- Curricula and textbooks have a key role in promoting gender equality.
- Gender biases, such as imbalances and stereotypes, can be found in textbooks worldwide.
- Additional research using gender lenses is needed to improve gender balance in textbooks.



Module II: Using Gender Lenses

As a way of avoiding such biases, the content of curricula, textbooks and other learning materials should be closely examined. In many cases, examples of gender discrimination in both text and images contained in these materials are not obvious to users, partly because they have become so used to them. To help educators apply gender lenses to identify biases in learning materials, the following questions are offered.

- ⇒ How frequently are male and female characters portrayed? e.g. Does the maths textbook only include images or names of boys?
- ⇒ How are the male and female characters portrayed? For example, are only girls shown doing housework?
- ⇒ How are roles and relationships between males and females portrayed? E. g. Is the mother always telling the children what to do? Is the father always disciplining the children?
- ⇒ What adjectives are used to describe male and female characters? E. g. Are females ever referred to as strong? Or are males ever referred to as caring?¹

While most teachers in Viet Nam may not be directly involved in curriculum and textbook development², they need nevertheless to be aware of how curricula and textbooks can either foster or hinder gender equality. On one hand, through their comments and feedback provided to curriculum and textbook specialists, teachers may draw attention on issues to be changed and improved. On the other hand, if teachers are aware of gender issues in education and committed to fostering gender equality, then can rectify any shortcomings of curricula and textbooks in their practice.

¹ INEE Pocket Guide to Gender, 2010, p. 52

² Curriculum and textbook development are the responsibility of MOET and VNIES. Teachers are consulted, but those responsible for curriculum and textbook development are education specialists of MOET and VNIES working on different specialised committees.

Gender-responsive curricula and textbooks in Viet Nam

The primary textbooks analyzed provided ...a number of examples of good practice in terms of promoting gender equality:

1. Textbooks portray situations where boys and girls work together and share tasks in a balanced way.
2. Life, study and work situations depict boys and girls as equally trusted to achieve and fulfil their potential.
3. Textbooks portray situations that suggest interchangeable roles for women and men.

Examples of good practices were found mainly in illustrations, but also in stories, real life examples, poems and exercises embedded in lesson units.

UNESCO Ha Noi, Report of Findings, 2010



<add ref>

Module II: Using Gender Lenses

Questions for reflection and discussion:

- In your opinion, are all social roles interchangeable between genders?
- Are there situations when girls/women and boys/men should play or work separately?
- How would you describe a gender-sensitive textbook?
- Do you always succeed in being gender-balanced in your teaching practice?

2.1.1.4 Gender biases, discrimination and gender-based violence in curricula and textbooks

Sometimes gender biases, gender discrimination and gender-based violence are present in curricula and textbooks without intention, simply because people are used to such situations and do not think they are unfair or that they need to change.

Gender discrimination and gender-based violence can be present in curricula and textbooks through stories, examples, activities or illustrations where women, for instance, are paid less than men for equal jobs or need approval from someone else to take certain decisions or carry out certain activities. Gender-based violence may be present in textbooks through images or stories depicting physical violence against girls/women or boys/men, but also through verbal violence (gender-related insults) or symbolic violence (i.e. situations of girls'/women's oppression; or pressure to achieve that is exerted on boys/men).

Key Messages

- Gender biases in textbooks may be obvious or subtle.
- Such biases are not always intended.
- Other problems, such as GBV, can be present in different forms (stories, images, etc.)



“When women thrive, all of society benefits, and succeeding generations are given a better start in life.”

-Kofi Annan



Module II: Using Gender Lenses

Questions for reflection and discussion:

- If curricula and textbooks contain gender stereotypes, should teachers teach them as such, or discuss them with students, as to correct/nuance the messages textbooks and other learning resources deliver?
- Can gender-sensitive textbooks be used in conservative environments, where people still think that women are inferior to men, or that women should obey men?
- Do you think it is a good idea for teachers of different subjects to meet and discuss gender stereotypes in the textbooks they use while also sharing strategies for how to avoid reinforcing them in classroom practices?

2.1.2 Using gender lenses for teaching and learning

Main issues	Main concepts
<i>2.1.2.1 How to implement gender-sensitive teaching and learning strategies</i>	<ul style="list-style-type: none">• learning styles• interactive pedagogy• learner-centered approaches• gender-sensitive learning environment
<i>2.1.2.2 How to cater for a gender-sensitive and empowering learning environment</i>	<ul style="list-style-type: none">• student counseling• communication and advocacy skills• motivation
<i>2.1.2.3 How to provide for gender-sensitive counselling and extra-curricular activities</i>	<ul style="list-style-type: none">• organizational climate• psychosocial dimension• social environment• teachers as reflective practitioners

2.1.2.1 How to implement gender-sensitive teaching and learning strategies

Although curricula and textbooks may result from the fruitful collaboration of highly skilled subject specialists and pedagogical experts, teachers are the ones who translate curricula and textbooks into classroom practices. If teachers do not have adequate competencies, even excellent curricula and textbooks may be distorted and used ineffectively. On the contrary, well trained teachers can overcome shortcomings in curricula and textbooks, including with regard to the way the materials address gender issues and promote gender equality.

Key Messages

- Teachers have a critical role in facilitating learning free of gender biases
- Good teachers with well developed gender lenses must sometimes overcome shortcomings in curricula and textbooks.
- A list of guidelines can help develop good practices and avoid pitfalls.

Module II: Using Gender Lenses

Overall, the best approach is to continue to develop and apply one's own gender lenses to teaching and learning contexts. However, there are some simple 'DO's' and 'DON'Ts' that can be used as a practical guide.

DO	DON'T
<ul style="list-style-type: none"> • Trust that both boys and girls have the same potential to learn. • Be aware of different learning styles. • Adopt new teacher roles, such as to be a facilitator of learning. • Be prepared to use a wide range of methods that balance tradition and innovation. • Provide space for boys and girls to work and play together. • Be aware of: <ul style="list-style-type: none"> – situations of gender inequality, gender discrimination and GBV in the school and community; – institutions, persons and mechanisms that may provide support in dealing with gender issues. • Trust and treat with respect both: <ul style="list-style-type: none"> – men and women in leadership positions; – mothers, fathers and community stakeholders. • Work with the local community to promote gender equality. • Be a reflective practitioner who questions routines and dares to be innovative. 	<ul style="list-style-type: none"> • Privilege one gender perspective over the other. • Devote more attention to one gender over the other in classroom or extra-curricular activities. • Use different methods of discipline for boys and girls. • Mock students, colleagues parents, or anyone (in general, but especially because of their gender). • Promote gender stereotypes, discrimination and GBV. • Discourage boys or girls from taking new, non-traditional roles. • Limit your role as teacher to only transmitting information. • Use assessment to punish or humiliate students. • Accept the presence of gender stereotypes, discrimination or GBV, either in the context of classroom practices or leisure activities. • Allow gender stereotypes to dominate your own thinking and teaching

Ha Noi primary school classroom
Justin Mott, UNESCO Photobank

Teacher attitudes and perceptions reveal harmful biases internationally

"Sexist practices by teachers persist in many countries. Boys generally enjoy more challenging interactions with teachers, dominate classroom activities and receive more attention than do girls. In the United States, such favoritism was found in the 1980s and 90's (American Association of University Women, 1992) and continues today (Klein et al., 2007)...in other instances, teacher perceptions may favor girls."

EFA Global Monitoring Report, 2008, p. 87

"Awareness raising on gender equality needs to start at a very early age, when children form their character, they need to be aware of this issue."

-Dinh Thi Le Hang



Module II: Using Gender Lenses

Questions for reflection and discussion:

- What more can you add to the above list of things teachers should and should not do to promote gender equality in their teaching and learning strategies?
- Imagine that you are in the teachers' room and hear some female teachers gossiping and laughing about a boy who prefers to play with dolls. What would you do and why?
- What kinds of methods could you use to help your students and colleagues reflect on finding balances between innovation and tradition as your school and community move forward toward the goal of gender equality?

2.1.2.2 How to cater for a gender-sensitive and empowering learning environment

Learning environments consist of both physical and social dimensions. Such factors as the shape of classrooms and other learning spaces, lighting and sound, access to fresh water, food and toilets, are aspects of the physical learning environment. The social dimension of a learning environment, also known as the *psychosocial dimension*, refers to the ways teachers and learner interact with each other as well as to the ways individual learners interact with each other. The social dimension of a learning environment is partially determined by the physical environment, and partially by the social and cultural norms of the surrounding community of which it is a part. The quality of a learning environment is also shaped by its *organizational climate*, or the collective perception of the way the school is managed in terms of its rules, schedules, structures and day-to-day routines.

A *gender-sensitive* learning environment is considered to be one which is safe, healthy, inclusive and conducive to learning. The safety of both girls and boys is a growing concern, as recent studies have shown that both physical and psychological violence and harassment are commonly found in schools throughout the world³. Strategies for prevention of all forms of violence, including gender-based violence, are essential to creating inclusive, enabling learning-environments. In addition, access to

Key Messages

- Learning environments have both physical and social aspects.
- Both dimensions are interrelated and equally important to learning.
- The learning environment is also shaped by the organizational climate of the school.

“In today’s world, learning environments must constantly evolve in response to the changing needs of the societies they serve. Innovations can be relatively simple and inexpensive, such re-arranging schedules and seating patterns to allow additional time and space for guided group practice or collaborative problem solving...in another example, teachers, school managers parents and learners respond to the increasing occurrence of verbal abuse and physical violence by collaborating on the development of a viable policy for constructive school discipline.”

UNESCO Institute for Statistics,
Background Paper on Enabling
Conditions for Learning, 2010

³ Pinheiro, World Report on Violence Against Children, 2006.

Module II: Using Gender Lenses

separate toilets for male and female students, health services, counseling, and equal access to sports and recreation facilities are all important features of such environments.

While teachers normally have little or no control over the physical structure of a school, there is a lot they can do to create positive, gender-sensitive learning environments. Within classrooms, for example, learning aids and supplements such as wall charts, posters, and teacher-made materials should reflect the principle of gender balance. Rather than leaving student chairs and desks in static rows facing the teacher, which reinforces an autocratic, authoritarian style of teaching, seating can be re-arranged to facilitate small cooperative learning groups involving equal participation by boys and girls. Teachers can also encourage open discussions in their classrooms on solutions to issues as bullying and gender-based violence.

The organizational climate of schools is shaped by elements such as instructional time, class size, discipline codes, management structure, parent and community involvement and overall school atmosphere. In assessments of educational quality, the health of a school's organizational climate is sometimes measured in terms of its rule clarity, degree of participation by teachers and other stakeholders, and its capacity to respond to change.⁴



<add ref>

"School climate is something like the air we breathe – it tends to go unnoticed until something is seriously wrong."

-H. Jerome Freiberg

Questions for reflection and discussion:

- What are the positive features of your classroom and school learning environment? To what degree is it safe, healthy, inclusive and conducive to learning for both genders?
- What are some problems with the physical and social dimensions of the learning environment? How could they be improved with regard to promoting gender equality?
- Does the organizational climate of your school allow for positive change? Why or why not?

⁴ Moos, 1979 and Freiberg, 1999.

Module II: Using Gender Lenses

2.1.2.3 How to provide for gender-sensitive counselling and extra-curricular activities

In addition to addressing gender issues and promoting gender equality through curricula/ and textbooks, teaching and learning strategies, learning environments and assessment, teachers play also an important role in planning and implementing other types of gender equality activities. These include developing skills for *counselling* students on gender issues and planning for *extra-curricular activities* involving the broader community.

Teachers are often the first to be aware of problems related to learners' personal and social lives. Even in cases where victims of gender-based discrimination or violence are fearful of approaching a teacher for help, they characteristically exhibit observable symptoms of depression, withdrawal and inability to focus on classroom activities. Dilemmas resulting from gender inequalities, discrimination and violence can occur with varying intensity among all age groups, and if not addressed can lead to serious obstructions to learning and even dropout. Therefore, it is important for teachers to have access to gender-sensitive counselling skills, including training in the capacity to recognize problems that should be referred to specialized counselling and health professionals.

Extra-curricular activities organized by teachers and learners in collaboration with the community to promote gender equality include clubs, artistic and sports contests, celebrations, and community service projects. These activities have the added value of giving learners the opportunity to build teamwork, communication and leadership skills that can be used in later life. In Viet Nam, the nation-wide Youth Union has millions of members and has branches in all communes and districts. The VYU works with other organizations such as the Viet Nam Women's Union as well as with schools and local communities to organize activities that address the problems of young people, including those based in gender discrimination and violence.

Key Messages

- Teachers need to have gender-sensitive counselling skills.
- Extra-curricular activities organized by teachers, learners and the community are a powerful way to promote gender equality and prevent gender-based violence.

Research on school self-improvement helps teachers focus on issues of equity

"In one of the study schools—the middle school—the seminars motivated the entire school to further examine itself as an institution. The seminars continue to focus on self-awareness and self-examination, but also now make room for teachers to look at and analyze patterns in their school to answer questions of inequity, such as what kinds of students get sent to student support, what kinds of students do well on test scores... and so on."

Cf. Ila Deshmuth Towery, 2007, p. 11

"In Ethiopia, communities have taken the initiative to establish Girls' Education Advisory Committees, which have created girls' clubs that serve as safe spaces for girls to talk and encourage them to report harassment and abuse. These and other initiatives have combined to reduce girls' dropout rates.

EFA Global Monitoring Report, 2008, p. 125

Module II: Using Gender Lenses

2.1.3.1 Assessment for learning

Student assessment can be used for different *purposes*, such as:

- ⇒ to evaluate students' strengths and weaknesses (diagnostic or baseline assessment);
- ⇒ to evaluate students' achievements over a certain period of time or at the end of a learning cycle (summative assessment);
- ⇒ to select students for different activities or

Key Messages

- There are several different ways to assess student learning.
- Each type of assessment has a distinct purpose.
- All forms of assessment should be gender-sensitive, and should serve to improve the quality of learning.

2.1.3 Using gender lenses for assessment	
Main issues	Main concepts
2.1.3.1 Assessment for learning	<ul style="list-style-type: none">• Assessment purpose• Assessment for learning (formative and progress assessment)• Self-assessment• Self-confidence and self-respect• Motivation• Gender sensitive assessment

- schools (selective assessment);
- ⇒ to highlight the students' potential areas of growth, as well as their problems in learning (prognostic assessment);
- ⇒ progress in learning (*formative* or *progress* assessment).

Module II: Using Gender Lenses

Each of the different forms of assessment is important (and, as stated above, may be applied for different purposes). Today, however, innovative education systems tend to put more emphasis on the usage of formative and progress assessment, as the approach most compatible with a child-centered concept of learning. In some countries formative assessment is called ‘assessment *for* learning’ in contrast to the more traditional ‘assessment *of* learning’. Although these two forms of assessment are intended for different purposes, they can be used within a system or school to complement one another. For example, teachers can use assessment of learning to be aware of the learner’s achievements and problems in learning. For example, assessment results can be used to reveal gaps in achievement between boys and girls in different areas for the purpose of correcting gender imbalances in teaching and learning.

Assessment for learning (formative and progress assessment) also stresses the importance of assessing not only memorized (pre-fabricated) knowledge, but also higher order intellectual skills (i.e. critical thinking; problem solving), as well as other essential skills (i.e. communication skills, social, emotional, motor etc. skills) and attitudes for living and working in the 21st century.

With the help of gender lenses, results from both formative and summative assessment can be used by teachers to design gender-sensitive supports for students’ learning progress and personal development. Assessment should never be performed to punish and/or humiliate students by publicly revealing gaps and weaknesses in their knowledge or skills. Rather, *gender-sensitive assessment* should be used to help both teachers and learners become aware of their strengths and problems with a view to supporting their progress in learning as well as their development as human beings.

“Performance scales for all subjects in general education are not gender sensitive. Evaluation guidelines do not contain recommendations against gender-biased evaluation. But there is a gender-bias problem: girls are always favoured in evaluation because they are more disciplined, while boys are more punished because they are undisciplined. This problem can be solved by a specific technique of evaluation and by making clearer the distinction between the evaluation process and the punishment/reward process. “

Mihaela Miroiu, A Case Study of Romania in Prospects 129 (Open file: Gender Equality and Gender Education for All)

Exit Tickets – an example of creative formative assessment by classroom teachers to improve their T & L strategies

1. Give students ‘tickets’—small pieces of paper that look like tickets but have room for writing.
2. Ask students two questions – one factual question on today’s lesson and a second question requiring explanation of a concept.
3. Give students five minutes to write their answers (they do not write their names, but can identify their gender).
4. Students must give you their ‘exit tickets’ before leaving the class.
5. Compile the answers to each question to see how well they have grasped both the factual information and the concepts.
6. Use this feedback to review and plan new learning activities as needed.

Questions for reflection and discussion:

- What types of learning assessment are used at your school? Are they used in a gender-sensitive way?
- What are some additional examples of formative assessment that could be used at your school to monitor learners' progress?
- How can the assessment tools used at your school be better applied to improve teaching and learning?

2.2 Suggested training activities



Gender lenses


Activity 2.2.1: Gender lenses: “Pros” and “Cons” (Debate exercise)



90 minutes (70' preparation and debate + 20' conclusions)

Learning objectives	Based on this activity, participants will be able to: <ul style="list-style-type: none">- Enhance their understanding of gender lenses and of their added value in promoting gender equality;- Develop their argumentation skills;- Realise that while, from a logical point of view, one can argue either for (“pro”) or against (“con”) an idea, in social action it is important to link ideas with values and principles, i.e. to be committed to those ideas.
Rationale	This activity is proposed as a debate exercise. Inspired by logical argumentation contests popular in many cultures, especially during the Antiquity and the Middle Age, a debate requires that the same individual and/or group in turns argue(s) in favour of an idea while afterwards arguing against it. The exercise is valuable in developing people's ability to think logically and express their ideas based on interesting and credible arguments. While acknowledging the value of the exercise in developing argumentation skills, some point also to the risk of developing a sense of theoretical and moral relativism in students (i.e. if any idea can be defended logically,

	<p>tit is thus not that important whether that idea is true or morally valid). In order to fight against such theoretical and moral relativism, at the end of the exercise the facilitator will have to stress the importance of associating ideas with values and attitudes, based on which people become committed to an idea or cause.</p>
Instructions for participants	<p>Divide the larger group into two sub-groups and carry out a debate on the usefulness of applying gender lenses. One sub-group will advocate in favour of applying gender lenses, while the other sub-group will claim that gender lenses are not important. The facilitator of the discussion will list the arguments used by both parties on a flip chart.</p> <p>Each sub-group will have 15 minutes to prepare their intervention and maximum 20 minutes to make their case (10' for each sub-group). After 20 minutes, the two parties will switch roles, meaning that those who have claimed that gender lenses are not important will now have to find arguments in favour of using gender lenses, however other than the ones already used by the other group. The two sub-groups will have again 15 minutes to prepare and 20 minutes to present (10' for each group). After the 20 minutes of presentations, the facilitator will summarise the outcomes of the exercise and will stress the advantages of using gender lenses</p> <p>Each sub-group will have to organise themselves, i.e. choose their leader/moderator, timekeeper and speaker(s), as well as the way they will make their case (i.e. one speaker is representing the whole group, or each idea/argument is presented and defended by different members of the group, so that all of them can talk).</p> <p>Three members of the larger group can be asked not to participate in the debate, but assess the performances of their colleagues and decide the winners of the debate.</p>
Materials needed	<p>- Paper and/or computers for the participants to write down their ideas and/or prepare their presentation.</p>
Facilitators' Notes	<p>- Explain the concept of the "debate exercise" as an opportunity for participants to develop their argumentation skills.</p> <p>- Explain the rules of the activity: the larger group will be split in two sub-groups. During the first part of the exercise, sub-group 1 will advocate in favour of using gender lenses (i.e. they help us understand the perspective of both genders), while sub-group 2 will argue that gender lenses are not needed or useful</p>

	<p>(i.e. they may lead to confusions or promote artificial “gender perspectives”). After a preparation time of 15 minutes, the two sub-groups will have 10 minutes each to present their ideas. During the group’s presentation no comments are allowed. Then the subgroups will switch roles: sub-group 1 will defend the thesis that gender lenses are not needed or useful, while sub-group 2 will defend the idea that they are useful and important.</p> <ul style="list-style-type: none"> - At the end of the exercise, the facilitator/trainer will summarise some of the most relevant “pros” and “cons”. He/she will also point to the fact that human & social action is based on commitments to ideas, meaning that people associate ideas with values and attitudes. In other words, the logical debate and argumentation is not the same with being committed to an idea. The debate exercise may be important to develop argumentation skills, but, in order to take action, people need to believe in their ideas and value them. - In case there are more and stronger arguments against using gender lenses than in their favour, this might be an indicator of the group’s lack of gender awareness and sensitivity, based on which additional adequate training should be provided.
Assessment	 <p>Ask three participants not to participate in the debate, but observe the two sub-groups and assess their performances based on some commonly-agreed criteria (such as 1. the quality of arguments; 2. the quality of the oral presentation; 3. the overall impression of the group’s work). The assessment team can develop their criteria during the first 15 minutes of preparation for the two sub-groups. Based on their assessment, they should decide the winning presentation and motivate their choice in front of the other participants.</p> <p>What can be learnt from this activity? (For instance, that commitment to an idea or cause is based not only on logical/theoretical aspects, but rather on the values attached to that idea or cause; while it is important to develop argumentation skills – based on which one can defend theoretically/logically even wrong ideas or “bad” causes -, it is the values that make people believe in certain ideas and be committed to them).</p>



Gender audit


Activity 2.2.2: Gender audit check list



90 minutes (45' group work + 45' discussions/sharing)

Learning objectives	Based on this activity, participants will be able to: <ul style="list-style-type: none">- Enhance their understanding of gender audit and of its importance for promoting gender equality;- Develop a customized check list to carry out a gender audit in their school/community;- Base gender audit questions on relevant gender issues.						
Rationale	This activity invites the trainees to develop a gender audit check list that is relevant for their school and/or community. Developing a check list is based on an in-depth understanding of gender issues, as well as on the capacity to identify/anticipate certain problems in one's environment, such as gender biases, discrimination and gender-based violence. In developing the check list, the trainees have to give reasons for including their questions that address certain gender issues (for instance, parents may not encourage their sons to learn household chores although this would be important in terms of gender equality).						
Instructions for participants	<p>Work in small groups and develop a check list for a gender audit in your school and community. Use the examples below as a basis for enriching your list. In the second column, give reasons for why you think the question/item is important. Share your list with the other groups and identify the similar questions/issues that may lead to a "consolidated" check list of the larger group.</p> <table><tr><th>Questions/items to be addressed in the gender audit</th><th>Why is this question important?</th></tr><tr><td>Do parents encourage their sons to learn household chores?</td><td></td></tr><tr><td>Do women have to always obey men and elderly persons?</td><td></td></tr></table>	Questions/items to be addressed in the gender audit	Why is this question important?	Do parents encourage their sons to learn household chores?		Do women have to always obey men and elderly persons?	
Questions/items to be addressed in the gender audit	Why is this question important?						
Do parents encourage their sons to learn household chores?							
Do women have to always obey men and elderly persons?							

	Are women participating in leadership structures of the school/community?	
	Are women allowed to express their opinions?	
	Are there widespread ideas about women's inferiority towards men?	
	Are there cases of GBV?	
	What kinds of gender discrimination can be observed?	
	Other?	
	Other?	
	Other?	
Materials needed	<ul style="list-style-type: none"> - Handouts/copies of the table above; - Paper and/or computers for the participants to develop their check list - Flip chart and/or computer to prepare the larger group's consolidated check list 	
Facilitators' Notes	<ul style="list-style-type: none"> - Introduce the activity by explaining the concept of gender audit and giving examples of issues that may be looked at during such an audit; - To be sure that all is well understood, ask the participants to provide examples of aspects that could be considered in carrying out a gender audit; - Present the table above and select one aspect that you discuss with the trainees as an example (for instance, question 3 – “Are women participating in leadership structure of the school/community” is important for gender audit because very often such leadership positions are occupied by men. Gender equality requires nevertheless that women are equally capable and entitled to occupy leadership positions). - Split the participants in small groups and ask them to develop their own customised list, according to the gender issues they consider relevant in their school/community. 	

	<ul style="list-style-type: none">- Allow time for the groups to present and share their lists. Trainees can be invited to ask questions for clarification or give comments.- As facilitator, provide a consolidated list that includes the recurrent questions (i.e. those that appear more often), as well the questions that are interesting and/or particularly relevant.																												
Assessment	<div></div> <p>The consolidated check list developed through this activity can be enriched by adding a scale, so that different aspects can be measured more accurately:</p> <div><table><tr><th rowspan="3">Questions/items to be addressed in the gender audit</th><th colspan="5">Scale</th></tr><tr><td colspan="5">1 – not at all 2 – very rarely 3 – average 4- quite often 5- always/in all situations</td></tr><tr><th>1 (min)</th><th>2</th><th>3</th><th>4</th><th>5(max)</th></tr><tr><td>Example</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Are women allowed to express their opinion?</td><td></td><td></td><td></td><td></td><td></td></tr></table></div> <p>What can be learnt from this activity? (For instance, that developing a good gender audit check list is based on an in-depth understanding of both gender issues and one’s local environment).</p>	Questions/items to be addressed in the gender audit	Scale					1 – not at all 2 – very rarely 3 – average 4- quite often 5- always/in all situations					1 (min)	2	3	4	5(max)	Example						Are women allowed to express their opinion?					
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Example																													
Are women allowed to express their opinion?																													



Textbooks and gender equality

Activity 2.2.3: Textbooks and gender equality




90 minutes (45' group work + 45' discussions/sharing)

Learning objectives	<p>Based on this activity, participants will be able to:</p> <ul style="list-style-type: none"> - Apply gender lenses to identify features in textbooks that foster gender equality; - Be aware of possible features in textbooks that hinder gender equality; - Develop, as teachers, skills to address gender issues in textbooks and correct possible gender biases.
Rationale	<p>Teachers have an important role in the delivery of textbooks. They may be also involved in textbook development and the piloting of new textbooks. It is thus important that teachers have the capacity to identifying gender biases in textbooks, as well as enriching textbooks, if needed, with examples of good practice related to gender equality.</p> <p>As stated in the <i>Report of findings</i>⁵ on primary textbook analysis from gender perspective, gender biases, especially stereotypes can be found in textbooks in different situations, such as:</p> <ul style="list-style-type: none"> • <i>Stories in lessons</i>, such as in Lesson 16 (Vietnamese, Grade 1) the story of father and mother crane, with roles well defined and not interchangeable (father crane fishes, while mother crane feeds her young); the story of the bird and white daisy (Vietnamese, Grade 2) that were put by two boys into a cage and died (boys being hence unconsidered); the story of Uncle Cuong is very strong (idem) stereotyping that men are strong and women are weak; the sisters who are telling lies (Vietnamese, Grade 4) promoting a stereotype of women/girls not being trustworthy. • <i>Topics/elements</i> in lessons about family whereas men have “male” jobs, such as being a pilot, a soldier or a doctor, while women are dealing mainly with household; mother asking daughter to visit the sick (Vietnamese language, Grade 1); lesson about Innovations (Vietnamese, Grades 2 and 3) where only male scientists/innovators are mentioned; • <i>Illustrations</i>: for instance, in the case of Natural and Social Sciences (Grade 1), where boys are anyway prevalent in all illustrations, ¾ of the illustrations related to activities/behaviours to be avoided depict boys, which associates automatically boys and men with bad, dangerous and immoral conduct; • <i>Exercises</i> in the case of Civics, where different situations presented as a basis for discussions and different other tasks reflect different types of stereotypes about boy and girls (such as what are typical

⁵ See UNESCO Ha Noi et. al, *Report of findings*, 2010.

	occupations to be expected for women).																								
	Based on this activity, trainees are invited to reflect upon the features of textbooks that may either foster or hinder gender equality.																								
Instructions for participants	<p>Based on the above-mentioned examples, work in small groups and complete the table below with features that, in curricula and textbooks, may either foster gender equality, or hinder it. Use the examples given in the table as starting points for your own thinking and discussions.</p> <table border="1"> <thead> <tr> <th>What features of curricula and textbooks foster gender equality?</th><th>What features of curricula and textbooks hinder gender equality?</th></tr> </thead> <tbody> <tr> <td>Boys and girls are presented as studying and playing together.</td><td>Boys and girls are always doing different things separately.</td></tr> <tr> <td>Curricula and textbooks depict a fair and inter-changeable task distribution between girls/women and boys/men in the context of daily, professional and public activities.</td><td>Girls/women are mainly depicted in connection to household activities, while boys/men in connection to challenging and complex professional activities.</td></tr> <tr> <td>Curricula and textbooks focus on individual characteristics of boys and girls, and not on collective characteristics (i.e. gender stereotypes)</td><td>Boys and girls are depicted stereotypically, such as boys are prone to risky and destructive activities, while girls are always sweet and gentle.</td></tr> <tr> <td>Both women and men contribute to the development of curricula and textbooks as authors.</td><td>Mainly men are contributors as curricula and textbook authors.</td></tr> <tr> <td>Women and men are equally mentioned as heroes, scientists, artists, etc.</td><td>The contribution of women as heroes, scientists, artists, etc. is rather exceptional and isolated.</td></tr> <tr> <td>Girls and boys are equally depicted as able to be trusted with challenging and complex tasks and responsibilities.</td><td>Those usually depicted in leadership positions are boys/men.</td></tr> <tr> <td>Curricula and textbooks propose differentiated activities that address individual learning styles.</td><td>Curricula and textbooks segregate activities based on gender-based on the assumptions, such as assuming that girls do not like science and technology, or that preparation for life and work should be different for girls and boys (i.e. girls need cooking course, while boys need computer classes)</td></tr> <tr> <td>Other?</td><td>Other?</td></tr> <tr> <td>Other?</td><td>Other?</td></tr> <tr> <td>Other?</td><td>Other?</td></tr> <tr> <td>Other?</td><td>Other?</td></tr> </tbody> </table>	What features of curricula and textbooks foster gender equality?	What features of curricula and textbooks hinder gender equality?	Boys and girls are presented as studying and playing together.	Boys and girls are always doing different things separately.	Curricula and textbooks depict a fair and inter-changeable task distribution between girls/women and boys/men in the context of daily, professional and public activities.	Girls/women are mainly depicted in connection to household activities, while boys/men in connection to challenging and complex professional activities.	Curricula and textbooks focus on individual characteristics of boys and girls, and not on collective characteristics (i.e. gender stereotypes)	Boys and girls are depicted stereotypically, such as boys are prone to risky and destructive activities, while girls are always sweet and gentle.	Both women and men contribute to the development of curricula and textbooks as authors.	Mainly men are contributors as curricula and textbook authors.	Women and men are equally mentioned as heroes, scientists, artists, etc.	The contribution of women as heroes, scientists, artists, etc. is rather exceptional and isolated.	Girls and boys are equally depicted as able to be trusted with challenging and complex tasks and responsibilities.	Those usually depicted in leadership positions are boys/men.	Curricula and textbooks propose differentiated activities that address individual learning styles.	Curricula and textbooks segregate activities based on gender-based on the assumptions, such as assuming that girls do not like science and technology, or that preparation for life and work should be different for girls and boys (i.e. girls need cooking course, while boys need computer classes)	Other?	Other?	Other?	Other?	Other?	Other?	Other?	Other?
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Other?	Other?																								
Other?	Other?																								
Other?	Other?																								

	<div></div> <p>In order to identify other possible examples of features in textbooks that either support or hinder gender equality, you may browse different samples of textbooks that the facilitator will make available.</p>
Materials needed	<ul style="list-style-type: none"> - Handouts/copies of the table above - Flip chart or computers for the participants to add other examples to the table offered as basis for discussion - Samples of textbooks for different grades and subjects that the participants may browse to identify good practices and shortcomings in textbooks with regard to promoting gender equality. - The UNESCO Ha Noi et al. <i>Report of findings of primary textbook analysis</i> (2010).
Facilitators' Notes	<ul style="list-style-type: none"> - Introduce the activity by stating the importance of textbooks in supporting gender equality. - Explain that textbooks may contain good practices with regard to gender equality, but that they can be also vehicles for gender biases. - Recall, based on examples, the different types of gender biases that can be found in textbooks (i.e. biases related to visibility and balance; stereotypes; cosmetic biases). - Give one or two examples of both such good practices, as well as gender biases in textbooks. - Split the participants into small groups and explain the tasks. - Make sure that trainees have access to copies of the UNESCO Ha Noi et al. <i>Report of findings</i> (2010) and to samples of Vietnamese textbooks. - After the first 45 minutes, ask the groups to share their ideas and provide a synthesis of what are possible features in textbooks that support gender equality, as well as features that work against gender equality.
Assessment	 <p>As an additional activity or homework, ask trainees to assess individually three textbooks of their choice by using the following scale:</p>

Textbook identification	Scale				
	1= Free of gender biases 2= Only rare gender biases 3= Average 4= Quite a lot of gender biases 5= Extremely gender biased				
	1	2	3	4	5
Textbook 1					
Comments and examples					
Textbook 2					
Comments and examples					
Textbook 3					
Comments and examples					

The results can be discussed during a special sharing session.

What can be learnt from this activity? (For instance, that teachers have an active role in identifying gender biases in textbooks, while also enriching textbooks with good practices of promoting gender equality through curricula and textbooks.)



Gender equality as cross-cutting dimension

Activity 2.2.4: How to incorporate gender equality as a curriculum and/or extra-curricular dimension?



90 minutes (45' group work + 45' discussions/sharing)

Learning objectives

Based on this activity, participants will be able to:

- Identify effective possibilities to incorporate gender issues and promote gender equality in different learning areas/subjects and as extra-curricular activities;

	<ul style="list-style-type: none"> - Share good practices and learn from one another; - Develop creativity, as a teacher, with regard to how to incorporate gender equality as a cross cutting dimensions in accordance with local contexts, needs and resources. 						
Rationale	<p>Gender equality does not have to be treated as a separate (new) subject, but as a cross-cutting dimension incorporated in all subjects, as well as in extra-curricular activities.</p> <p>This activity invites trainees to share their experiences with regard to incorporating gender equality as a cross-cutting dimension and learn from one another how to use the potential of different subjects, as well as of extra-curricular activities to this purpose.</p>						
Instructions for participants	<p>Work in small groups and discuss how you would incorporate gender issues in different subjects and/or as extra-curricular activities. You may refer to specific references in the official/formal curriculum or imagine your own possibilities, depending on local contexts, needs and resources. Use the examples given in the table below only as suggestions based on which you can develop your own ideas.</p> <table border="1"> <thead> <tr> <th>Learning area/subject</th><th>How to incorporate gender issues as a cross-cutting dimension</th></tr> </thead> <tbody> <tr> <td>Vietnamese language</td><td> <ul style="list-style-type: none"> - Select and discuss stories where boys/men and girls/women appear in non-traditional and interchangeable roles (such as a newspaper story about a female doctor who saved the lives of her patients) - Always balance in stories and activities the names of boys and girls - Give examples of poems or novels written by both men and women - Discuss gender-sensitive ways of using language with students (i.e. avoiding using language in a way that allows one gender to dominate; or avoiding expressions that perpetuate/reinforce gender-based insults, discrimination and inequalities) <p>Etc.</p> </td></tr> <tr> <td>Mathematic</td><td> <ul style="list-style-type: none"> - Use illustrations were girls solve mathematical problems at the blackboard </td></tr> </tbody> </table>	Learning area/subject	How to incorporate gender issues as a cross-cutting dimension	Vietnamese language	<ul style="list-style-type: none"> - Select and discuss stories where boys/men and girls/women appear in non-traditional and interchangeable roles (such as a newspaper story about a female doctor who saved the lives of her patients) - Always balance in stories and activities the names of boys and girls - Give examples of poems or novels written by both men and women - Discuss gender-sensitive ways of using language with students (i.e. avoiding using language in a way that allows one gender to dominate; or avoiding expressions that perpetuate/reinforce gender-based insults, discrimination and inequalities) <p>Etc.</p>	Mathematic	<ul style="list-style-type: none"> - Use illustrations were girls solve mathematical problems at the blackboard
Learning area/subject	How to incorporate gender issues as a cross-cutting dimension						
Vietnamese language	<ul style="list-style-type: none"> - Select and discuss stories where boys/men and girls/women appear in non-traditional and interchangeable roles (such as a newspaper story about a female doctor who saved the lives of her patients) - Always balance in stories and activities the names of boys and girls - Give examples of poems or novels written by both men and women - Discuss gender-sensitive ways of using language with students (i.e. avoiding using language in a way that allows one gender to dominate; or avoiding expressions that perpetuate/reinforce gender-based insults, discrimination and inequalities) <p>Etc.</p>						
Mathematic	<ul style="list-style-type: none"> - Use illustrations were girls solve mathematical problems at the blackboard 						

		<ul style="list-style-type: none"> - Discuss with students cases of girls winning mathematic contests - Invite women scientists to talk to students about their careers and work <p>Etc.</p>
	Sciences	?
	History	?
	Geography	?
	Civics	?
	The Arts	?
	Sports	?
	Technology	?
	Extra-curricular activities?	
	Other?	

	<p>Share the results of your work with the other groups. Designate a member of the broader group to draw a list of suggestions for all subjects based on the most interesting proposals. Use the list in further capacity development and sharing activities with your colleagues from your school and/or community.</p>	
Materials needed	<ul style="list-style-type: none"> - Samples of curricula and textbooks for different subjects; - Video footage, if available, or other audio-visual material documenting gender equality activities incorporated in subjects and/or extra-curricular activities; - Handouts/copies of the table above; - Paper and computers for the participants to prepare their responses; - Flip chart and/or computer to record a “consolidated” version of the table, including the most interesting experiences shared. 	
Facilitators’ Notes	<ul style="list-style-type: none"> - Introduce the activity by defining the cross-cutting nature of gender equality, i.e. as transversal dimension of all learning areas/subjects, as well as in extra-curricular activities; - Give one-two examples of possibilities to incorporate gender equality as a cross-cutting dimension (ask trainees to contribute with such examples from their own experience); - Explain the tasks and make sure that trainees understand the exercise and can make use of resources (i.e. their own experiences; the experiences of other; samples of textbooks and curricula; their own creative ideas; audio-visual material); - Based on the group presentations, that can be done either through the exhibition booth method or frontal presentations, designate a group of three-four trainees that should pull together a common list of such suggestions to incorporate gender equality as a cross-cutting dimension. The list can be used in further capacity building activities for teachers, decision makers, headmasters or textbook authors. 	
Assessment		



Trainees may select different suggestions to incorporate gender equality as a cross-cutting dimension and assess whether and how difficult it would be to apply them in their own classes, as well as what additional training and resources they would need to do so:

Examples of activities	Scale			
	1= very difficult 2= average 3= quite easy			
	1	2	3	Comments i.e. why? What additional training and/or resources are needed))
Example 1				
Example 2				
Example 3				
Etc.				

What can be learnt from this activity? (For instance, that gender –sensitive activities can be incorporated in all learning areas/subjects in a natural and sustained way, so that they become part of the daily routine in schools and classrooms. In addition, extra-curricular activities can be put in place to tackle specific aspects of gender equality).



Teachers and gender equality

Activity 2.2.5: Gender-sensitive teacher behaviour



60 minutes (30' group work + 30' discussions/sharing)

Learning objectives	Based on this activity, participants will be able to: <ul style="list-style-type: none"> - Understand the need for gender-sensitive teacher behaviour and the negative implications of inappropriate behaviours from gender perspective; - Provide an inventory of gender-sensitive teacher behaviour; - Develop skills to assess their own teacher behaviour from gender perspective and correct inappropriate deeds. 				
Rationale	<p>It has been demonstrated in studies that in the classroom even female teachers tend to unconsciously encourage boys rather than girls, which is determined by a long tradition of trusting boys with higher achieving potential than girls, especially with regard to academic studies and higher-order intellectual skills. This may be also triggered by the fact that girls are sometimes considered more “self-directing”/autonomous, thus not needing as much attention as boys.</p> <p>This activity invites trainees to assess teacher behaviour from gender perspective with a view to identify the teachers’ gender sensitive classroom behaviour. At the same time, it provides an opportunity to reflect upon the negative consequences of inappropriate teacher behaviour, as well as on one’s own teaching practices from gender perspective.</p>				
Instructions for participants	<p>Work in groups and complete the table below with appropriate teacher behaviour in the classroom. Use the examples as suggestions and sources of inspiration. Share the list with the other groups. Designate a member of the larger groups to draw a consolidated list based on the most interesting and relevant suggestions from all groups. The finalised, consolidated list can be used in further training activities promoting gender-sensitiveness through teacher behaviour, as well as for supporting classroom observation from gender perspective (i.e. as a check list of gender-sensitive teacher behaviour).</p> <p>Teachers’ gender-sensitive classroom behaviour</p> <table border="1"> <thead> <tr> <th>Examples of appropriate behaviour</th><th>Why would the opposite be a mistake from gender perspective?</th></tr> </thead> <tbody> <tr> <td>Teacher always invites both boys</td><td></td></tr> </tbody> </table>	Examples of appropriate behaviour	Why would the opposite be a mistake from gender perspective?	Teacher always invites both boys	
Examples of appropriate behaviour	Why would the opposite be a mistake from gender perspective?				
Teacher always invites both boys					

	and girls to provide answers to questions.	
	Teacher always invites both boys and girls to ask questions and/or engage in debates.	
	Teacher assigns different tasks and responsibilities to both boys and girls in a fair way (i.e. by rotation).	
	Teacher searches eye contact with both boys and girls.	
	Teacher never mocks/humiliates neither boys nor girls (and especially not for being boys or girls).	
	Teacher avoids enforcing gender stereotypes.	
	Teacher does not use violent methods to punish students.	
	Teacher builds mix groups where both boys and girls are equally participating.	
	Teacher motivates girls and boys equally to learn and achieve.	
	Teacher never uses discouraging or insulting expressions, or statements (i.e. I don't need girls for this mathematic course; for The Arts course only girls should apply; This is no task for a boy or a girl; Since when are girls interested in that?)	
	Other?	
	Other?	
	Other?	
	Other?	
	Other?	
Materials needed	<ul style="list-style-type: none"> - Handouts/copies of the table above - If possible, video footage or other audio-video material on teacher behaviour from gender perspective 	
Facilitators' Notes	<ul style="list-style-type: none"> - Introduce the activity by raising the importance of gender-sensitive teacher behaviour; 	

	<ul style="list-style-type: none"> - Ask participants to illustrate gender-sensitive teacher behaviour with examples from their own practice; - Build small groups and explain the tasks by insisting that trainees should reflect upon the negative consequences of inappropriate teacher behaviour from gender perspective while using each example/situation to also assess their own teaching behaviour; - Ask groups to present their results by highlighting especially issues/aspects that the other groups did not raise. - A representative of the larger group (or a team of two-three) will pull together a consolidated list of gender-sensitive teacher behaviour that can be used as support for further training activities or for classroom observation from gender perspective. - As a conclusion, mention that gender-sensitive teacher behaviour is an important dimension of quality teaching and learning that is learner-centred and inclusive in the context of an enabling learning environment. 																				
Assessment	<div data-bbox="544 1037 683 1167" data-label="Image"> </div> <p>How would you assess your teacher behaviour from gender perspective before and after this activity/training course?</p> <table border="1" data-bbox="544 1308 1353 1850"> <thead> <tr> <th>Your teacher behaviour was:</th> <th>Not at all gender sensitive</th> <th>Average</th> <th>Gender sensitive</th> </tr> </thead> <tbody> <tr> <td>Before the activity/course</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Comments (why):</td> <td></td> <td></td> <td></td> </tr> <tr> <td>After the activity/course</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Comments (why):</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>What can be learnt from this activity? (For instance, that</p>	Your teacher behaviour was:	Not at all gender sensitive	Average	Gender sensitive	Before the activity/course				Comments (why):				After the activity/course				Comments (why):			
Your teacher behaviour was:	Not at all gender sensitive	Average	Gender sensitive																		
Before the activity/course																					
Comments (why):																					
After the activity/course																					
Comments (why):																					

	sometimes teacher behaviour is unconsciously vehicle for gender biases; or that there is a need for each teacher to assess their classroom behaviour from gender perspective).
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Counselling issues


Activity 2.2.6: Gender equality counselling



90 minutes (45' group work + 45' discussions/sharing)

Learning objectives	Based on this activity, participants will be able to: <ul style="list-style-type: none"> - Identify situations where students may need gender equality counselling; - Share good practices of student counselling from gender perspective; - Develop skills to respond to such needs in an effective way. 				
Rationale	<p>Student counselling may be provided by professional counsellors and psychologists. However, teachers have equally an important role in counselling students, including on gender issues. There is conversely a risk that teachers lacking adequate training behave inappropriately thus harming students more than counselling them and solving problems. In order to avoid that, teachers should be able to accurately identify situations when gender counselling is needed and take action with professionalism, meaning by applying effective counselling strategies without harming those in trouble and/or seeking advice.</p> <p>This activity provides an opportunity for trainees to share their experiences of student counselling from gender perspective while reflecting upon the adequate actions to take depending on the situation and the problems to be solved.</p>				
Instructions for participants	<p>Work in small groups on counselling issues. Address the situations/issues in the table below and imagine possible teacher actions. Complete the table with other real or imaginary situations you think could come up in the context of student counselling.</p> <table border="1"> <thead> <tr> <th>Situations/issues</th><th>Adequate teacher action (what should the teacher do?)</th></tr> </thead> <tbody> <tr> <td>A girl in middle school is asking your help because</td><td>Example:</td></tr> </tbody> </table>	Situations/issues	Adequate teacher action (what should the teacher do?)	A girl in middle school is asking your help because	Example:
Situations/issues	Adequate teacher action (what should the teacher do?)				
A girl in middle school is asking your help because	Example:				

	her family wants to keep her home to care for her younger siblings.	- Teacher visits the family together with a community representative, trying to convince parents to let their daughter stay in school while also looking for alternative solutions for taking care of the other children.
	A boy in secondary school is complaining about a teacher that is always mocking him in front of the other for his lack of language skills and good manners.	
	A group of girls is complaining about being harassed by boys from upper grades.	
	Teacher notices that several boys and girls in her class are afraid of men teachers, including the headmaster.	
	Teacher notices that a boy in his/her class clearly shows marks of physical violence.	
	A group of boys in middle school is complaining about being constantly bullied by older students.	
	Other situations/issues?	
	Other situations/issues?	
	Other situations/issues?	
Share your group's results with the other groups and try to establish some Guidelines for student counselling with regard to gender issues and gender equality to be used in your school by other colleagues as		

	well (i.e. (what kinds of situations may occur; what to do; what to avoid).																								
Materials needed	<ul style="list-style-type: none">- Handouts/copies of the table above,- (If possible), video footage or other audio-video material as inputs;- Paper and/or computer fro the participants to fill in their tables																								
Facilitators' Notes	<ul style="list-style-type: none">- Introduce the activity by mentioning the role of teachers as counsellors and the different situations when a teacher may be taking action to counselling students on gender issues;- With the help of trainees, give examples of skills needed for effectively counselling students.- Divide the participants in small groups and explain the tasks by insisting on the need that trainees identify and discuss in-depth appropriate actions to be considered in each situation, including whom to address for support and/or with whom to partner in solving a problem.- At the end of the exercise, provide a sharing of the large group, if possible by the “exhibition booth” method. In order to gain time, each group may be asked to choose the most relevant situation discussed and present it to the others.- Conclude the activity by stressing the importance of adequate teacher skills to provide appropriate counselling services from gender perspective.																								
Assessment	<div></div> <p>Assess your own counselling skills based on the table below.</p> <p>To what degree you possess the counselling skills listed in the table below?</p> <table><tr><th>Counselling skills</th><th>1=Very low</th><th>2=Low</th><th>3=Average</th><th>4= High</th><th>5= Excellent</th></tr><tr><td>Good communication skills</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Capacity to identify a problem</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Capacity to gain the trust</td><td></td><td></td><td></td><td></td><td></td></tr></table>	Counselling skills	1=Very low	2=Low	3=Average	4= High	5= Excellent	Good communication skills						Capacity to identify a problem						Capacity to gain the trust					
Counselling skills	1=Very low	2=Low	3=Average	4= High	5= Excellent																				
Good communication skills																									
Capacity to identify a problem																									
Capacity to gain the trust																									

	of the other					
	Gender Sensitivity					
	Empathy					
	Capacity to decide whether professional help is needed (such as the support of psychologists; doctors; local authorities; police; youth & women protection agencies)					
	Capacity to respect privacy and confidentiality					
	Capacity to work with others to solve a problem					
	Problem-solving skills					
	Other?					
	Other?					
	<p>What do you plan to do to improve your counselling skills, especially of those that are still quite weak?</p> <p>What can be learnt from this activity? (For instance, that teachers may take over counselling roles, but that counselling requires complex sets of skills so that no harm is produce to those seeking advice or in the need to solving a problem).</p>					



Gender-sensitive assessment


Activity 2.2.7 : Gender-sensitive assessment



60 minutes (30' group work + 30' discussions/sharing)

Learning objectives	Based on this activity, participants will be able to: <ul style="list-style-type: none">- Enhance their knowledge of principles of, and conditions for gender-sensitive assessment;- Assess their own assessment practices from gender perspective;- Avoid gender-biased assessment in their daily school practice and in the context of formal examinations.		
Rationale	In many cases, although extremely important for aligning curricula, teaching and learning practices and assessment, the need for gender-sensitive assessment is disregarded. This activity provides an opportunity to investigate the principles and approaches of gender-sensitive assessment with a view to develop an awareness of good practices in teachers. It is also an opportunity for trainees to share their experiences and learn from one another.		
Instructions for participants	Work in small groups and discuss the situations depicted in the table below. In your group’s opinion, which are cases of gender-sensitive assessment, and which are cases of gender-biased assessment? Always give reasons for your assessment of such cases.		
	Examples of assessment-related situations	Gender-sensitive assessment? Why	Gender-biased assessment? Why?
	Teacher assesses a girl with the highest grade in Math, however mentions that it is unusual for girls to score well in Mathematics.		
	Two boys want to present the class a project that is a result of their peer work, however the teacher does not allow them to do so. He/she is mad at them for their last week’s unruly behaviour.		

	A boy and a girl present the class a creative literary work they each produced. The boy is more vocal and self confident, and gets the better mark, although the two works are of similar value.		
	Teacher presumes that girls are never cheating during tests and keeps an eye only on boys.		
	When asking for answers to difficult questions, teacher always looks first at the girl who is the best student of the class.		
	Teacher does not encourage girls to take part in extra-curricular activities for he/she presumes that they need more time to do home work and prepare for the next day, while being also busy with household tasks.		
	Other situations?		
	Other situations?		
	Other situations?		
Materials needed	<ul style="list-style-type: none"> - Handouts/Copies of the table above - (If possible) Video footage and/or other audio-video material as inputs - Flip chart and/or computer for the participants to write down their contributions and comments 		

Facilitators' Notes	<ul style="list-style-type: none"> - Introduce the activity by referring to the need of aligning curricula, teaching and learning strategies and assessment from gender perspective because in many cases effective gender-sensitive classroom practices are contradicted by gender-biased assessment. - If possible, use audio-video material for illustration. - Stress the concept of assessment for learning (i.e. formative assessment), but make clear that all types of assessment should be gender-sensitive. - Give an example of gender-sensitive assessment and ask trainees to comment on it: why is it gender sensitive, what are some of its positive consequences, what may be consequences of gender-biased assessment? - Divide the trainees in small groups and explain the tasks. - At the end of the exercise, organise a sharing of the group's results by asking each group to present and comment one relevant situation that is different from the ones presented by the other groups. - The selected cases/examples could be used as support for further training activities or as support to develop check lists for classroom observation of teacher behaviours and assessment strategies.
Assessment	 <p>What can be learnt from this activity? (For instance, that teachers may apply gender-biased assessment strategies without being aware; and that there is a need for gender-sensitive assessment to truly align curricula, teaching and learning strategies and assessment form gender perspective).</p>

2.3 Assessment

2.3.1 Textbook scanning from gender perspective. (For both primary and secondary teachers): Work in small groups that are ideally composed of teachers of different

subjects.⁶ Each group member should choose a lesson or a chapter from his/her subject textbook and try to identify at least three examples of gender biases and three examples of good practices that promote gender equality. Based on the group members' analysis and presentation, the group work facilitator will provide a list of both good practices and gender biases identified in the textbooks analyzed. Group members will have to decide whether the example given by their colleague is a gender bias or a good practice, and why. A "consolidated" list of both gender biases and good practices, resulting from the group consensus, may then be presented to the other groups.

2.3.2 Assessing child-friendly and gender-sensitive schools. Read the list of characteristics of a child-friendly and gender-sensitive school below⁷. Assess your school first individually with regard to how well it meets such characteristics. Then, in small groups, share your views with your colleagues. Based on the group discussion, identify three to five priority actions that schools should consider in order to become child-friendly and gender-sensitive environments.

School characteristics	How well are such characteristics met?		
	Not at all	So and so	Very well
Are community leaders and parents equally supportive of boys and girls attending this school?			
Do community leaders and parents value female and male teachers equally?			
Does the principal treat male and female teachers the same?			
Is the school close enough for all school-age boys and girls to walk safely to it?			
Do girls and boys feel safe from bullying, discrimination and sexual harassment in this school?			
Do teachers encourage girls and boys to speak and contribute equally? Do teachers value the views of boys and girls equally?			
If the school has more than one teacher, are there female teachers who can be role models for girls and male teachers who can be role models for boys?			
Does the curriculum reflect the lives of boys and girls?			
Does the class go into the community? Or, are community women and men with special knowledge or skills brought into the class as resources?			

⁶ Primary teachers usually teach a wide range of subjects anyway.

⁷ Cf. UNESCO Bangkok, The GENIA Toolkit for Promoting Gender Equality, 2002.

Do boys and girls feel confident in making subject choices that may not be traditionally male or female subjects?			
Do girls participate and achieve equally with boys in maths and sciences, in literature and history?			
Does the curriculum promote peace and equality for boys and girls regardless of their race, socio-economic status, religious or ethnic background?			
Do teacher and learner materials portray girls and boys of varying socio-economic backgrounds with equal prominence, potential and respect?			
Do extracurricular activities equally attract participation of boys and girls?			
Do teachers have relevant training and support to girls and boys on reproductive health?			
Are there activities organized by teachers or children that will create a gender-friendly culture of peace in the school? (sports, culture events, etc.)			
Will girls who get pregnant and boys or girls who are affected by HIV/AIDS be supported by the system?			
Are there separate well-maintained latrines for girls and boys?			
Other?			
Other?			
Other?			
Other?			
Other?			
Other)			

2.3.3 Assessing teacher attitudes. Work in small groups and develop a questionnaire to measure teachers' attitudes towards gender equality.⁸ Take the examples below as inputs for your own thinking and discussions (you may add as many questions as you think important and/or change the ones already given).

Teacher questionnaire (suggested model)

⁸ The questionnaire can be also developed to measure students' attitudes towards gender equality.

Please complete the questionnaire below. Your answers will be taken into account by teacher trainers to adjust their professional development strategies.

Age: Gender: Rural/Urban area: Education stage and subjects you are teaching: Have you every benefitted of gender training?

1 - Not at all; 2 - Very little; 3 – Average; 4 – Quite a lot/quite important; 5 – Very much/Very important

Items	1 – Not at all	2 – Very little	3 – Average/So and so	4 – Quite a lot/Quite important	5 – Very much/Very important
1. Do you think gender equality is important for quality learning? Your comments (why):					
2. Are you interested in learning about gender equality? Your comments (why):					
3. Do you equally encourage boys and girls to learn?					

<p>Your comments (how):</p>					
<p>4. For important tasks, would you work in teams with teachers of the other gender?</p> <p>Your comments (why):</p>					
<p>5. Do you think gender equality is important for education equity?</p> <p>Your comments (why):</p>					
<p>6. Have you noticed gender inequalities, discrimination and/or GBV in your school?</p> <p>Your comments (what kinds of...):</p>					
<p>7. Have you ever taken action against gender-biased student assessment?</p> <p>Your comments (how):</p>					

8. Other question					
9. Other question					

Once your group has finalised the questionnaire, ask the members of another group to fill it in (and other groups will ask you to fill in their questionnaires).

At the end of the exercise, a facilitator of the larger group should comment on the outcomes, based on questions such as:

- What can be learnt about how to construct such a questionnaire and how to apply it? (For instance, that the teacher attitude questionnaire should not be too large and focus on some important/relevant aspects).
- What can be learnt about how to summarise the outcomes of such a questionnaire? (For instance, that one should count the responses ticked by respondents on a scale while also considering their comments in the case of the semi-closed questions. The narrative answers - i.e. participants' comments - need to be codified and then processed as closed answers. Codifying answers to open or semi-closed questions means to identify different patterns/recurrent answers that are associated with a specific code to make processing easy).
- What can be learnt from such an activity in terms of adjusting one's capacity development strategies to the teachers' profiles and needs?

2.3.4 Knowledge quiz. For each question, choose the right answer from the different possibilities mentioned below (only one answer is correct):

1. Gender lenses are	<ol style="list-style-type: none"> 1. Spectacles for elder people. 2. The capacity to see the world through the eyes of a woman. 3. The capacity to apply both gender perspectives (i.e. of man and women) in all situations.
2. Gender-sensitive textbooks are	<ol style="list-style-type: none"> 1. Textbooks that have nice illustrations. 2. Textbooks that avoid gender biases. 3. Textbooks that contain working activities for

	students.
3. Gender-sensitive teachers are	<ol style="list-style-type: none"> 1. Teachers that do not smoke. 2. Teachers that are nice to students. 3. Teachers that apply gender lenses in their activity, avoid gender biases and discrimination, and promote gender equality.
4. Gender-sensitive assessment is when	<ol style="list-style-type: none"> 1. Students don't get grades. 2. Students are not punished for bad results. 3. The results of students are not influenced by their gender.
5. Gender equality is a cross-cutting issue because	<ol style="list-style-type: none"> 1. It is not subject to examination. 2. It is an issue tackled in the Media. 3. It is common to all learning areas and subjects, and is also tackled in extra-curricular activities.

2.4 Recommendations for teacher trainers

What to do (DOs)	What to avoid (DON'Ts)
<ul style="list-style-type: none"> ⇒ Carry out a baseline “audit” of your trainees’ knowledge, skills and attitudes with regard to gender equality so as to better define training needs ⇒ Define training needs in cooperation with your trainees, based also on the self-assessment of their needs, gaps, interests and aspirations ⇒ Adjust your training strategies to teachers’ professional development experience (i.e. insist more on basic issues with regard to teaching and learning with non-qualified teachers or with those lacking adequate in-service training) ⇒ Make sure that your trainees are familiar with the principles and practice of interactive pedagogy (i.e. group work; project work) and with specific working procedures, such as debates 	<ul style="list-style-type: none"> ⇒ Do not apply automatically the same training strategy to all your trainee groups ⇒ Do not use excessive lecturing, but combine lecturing (or input presentations of topics) with hands-on activities involving your trainees in an active way ⇒ Do not impose views on your trainees, but facilitate the group’s reflection and discussion on issues ⇒ Do not avoid controversial and sensitive issues, however manage productive debates in a climate of confidence and respect ⇒ Do not push trainees beyond limits that make them feel uncomfortable

<p>⇒ Involve your trainees in the clarification of the learning objectives of each session and the selection of activities, and encourage them to assess their personal gains from different activities</p> <p>⇒ During group work and other training activities, assign tasks fairly to women and men teachers in the context of inter-changeable roles (i.e. group leaders; timekeepers; rapporteurs; facilitators; moderators)</p> <p>⇒ Make available the necessary handouts and other support materials for different training activities (i.e. textbooks to be analyzed; instructions for group work; paper sheets to record the group's views)</p> <p>⇒ Ask trainees to assess different training sessions so as to give you feedback on their effectiveness, based on which you may readjust your training strategies</p>	
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2.5 Resources and links

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Module 3: Involving stakeholders and mobilizing resources

3.1 Conceptual issues

3.1.1 Involving stakeholders in designing and implementing gender equality programmes

3.1.2. Advocating for gender equality

3.1.3 Mobilizing resources for promoting gender equality

3.2 Suggested training activities

3.3 Assessment

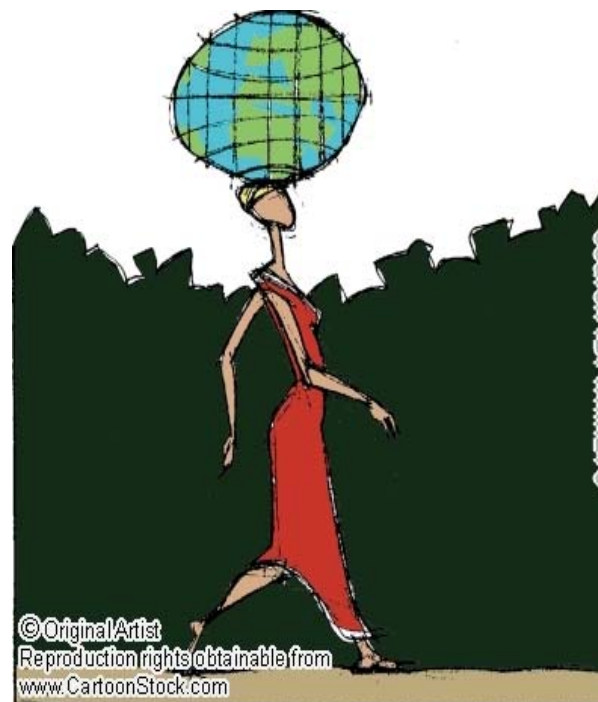
3.4 Recommendations for teacher trainers

3.5 Resources and links

What will you learn from this module?

You will:

- ⇒ Develop capacities to involve stakeholders in your programmes that promote GE
- ⇒ Understand, and be able to apply, principles of advocacy for GE
- ⇒ Develop capacities to design, implement and monitor advocacy programmes for GE at school and community level by also involving stakeholders
- ⇒ Be aware of how to mobilize resources for promoting GE and how to pro-actively cater for programme sustainability



3.1 Conceptual issues

3.1.1 Involving stakeholders in designing and implementing GE programmes	
Main issues	Main concepts
<i>3.1.1.1 Who are the stakeholders and why should we involve them?</i> <i>3.1.1.2 How to involve stakeholders effectively</i>	<ul style="list-style-type: none">• education stakeholders• participatory and inclusive approaches• partnerships• ownership• accountability• sustainability

3.1.1.1 Who are the stakeholders and why should we involve them?

Education stakeholders are individuals and organizations with legitimate interests in supporting education at different levels, including at school level. Schools do not work in a vacuum, but within a community whose members are entitled to express their opinions, formulate recommendations, contribute to activities, and monitor the quality of educational services. As education agents, policy makers, curriculum and textbook developers, school inspectors, teachers, headmasters and others, need to work closely with different stakeholders. The active involvement of these stakeholders constitutes a key element in supporting education efforts in a sustained way.

In communities around the world, education stakeholders often include:

- ⇒ parents;
- ⇒ community leaders;
- ⇒ non-governmental organizations (NGOs)
- ⇒ representatives of business;
- ⇒ representatives of political organizations;
- ⇒ religious leaders;
- ⇒ members of professional associations.

Key Messages

- It is important for the education system to work with education stakeholders at all levels.
- Key stakeholders in a community include parents, leaders, and representatives of local and national organizations



“It takes a village to raise a child.”

-African proverb

In Viet Nam, key education stakeholders at local level may include:

- ⇒ Head of the People's Committee
- ⇒ Head of the Executive Committee
- ⇒ Representative of the Parent Teachers Association (PTA)
- ⇒ Representative of the Viet Nam Women's Union (VWU)
- ⇒ Representative of the Viet Nam Youth Union (VYU)
- ⇒ Representatives of the Viet Nam Fatherland Front
- ⇒ Trade union representatives
- ⇒ Representative of NGOs
- ⇒ Business leaders

"In brief, quality education would ideally provide a learning environment that provides children, their parents and communities opportunities for participation in the educational process and recreational activities that complement formal instruction activities. This is the concept of Child Friendly Schools (CFS).

United Nations Girls' Education Initiative (UNGEI), *A Guidance Note for Gender Review in Education*, p. 2

Questions for reflection and discussion:

- Who are the stakeholders you usually work with in your school?
- Which stakeholders do you think should be involved in promoting GE?
- Are all stakeholders favorable to GE?
- How should stakeholders who may not be favorable to GE be approached?
- Why is it important to involve stakeholders in education and in promoting gender equality more specifically?

3.1.1.2 How to involve stakeholders effectively

In order to involve stakeholders effectively in programmes promoting gender equality, several principles should be observed:

- ⇒ Stakeholders need to be clearly and timely informed about the programme you have in mind, as well as the potential contribution of the stakeholders.
- ⇒ They should be asked to contribute to the programme intellectually, not just financially and logistically.
- ⇒ Stakeholders should be involved in the programme from its early phases (conception) to implementation, including monitoring and evaluation.
- ⇒ Stakeholders should have compatible agendas with the ones of your programme promoting gender equality.

Key Messages

- It is important for the education system to work with education stakeholders at all levels.
- Key stakeholders in a community include parents, leaders, and representatives of local and national organizations



- ⇒ They should be convinced about the added value of the programme, as well as of the benefits for the school, community and themselves.
- ⇒ Stakeholders should be accurately acknowledged for their contributions and motivated, including through an enhanced visibility of their efforts, to support the school's efforts in a sustained way.
- ⇒ The process of involving stakeholders in the programme planning, design and implementation should reflect the principles and practice of gender equality, meaning that gender balance should be observed, and the voices of both men and women heard.

“The challenge in developing capacity among stakeholders involved in national development planning is building consensus around gender equality priorities. A successful approach requires mobilization of stakeholders; facilitating partnerships among them; managing dialogues among various groups; mediating divergent interests; establishing collaborative mechanisms. Each of these processes entails gender role expectations and power relationships that capacity development approaches must take into account so that engagement is inclusive.”

United Nations Development Funds for Women (UNIFEM), 2007, p. 4

Questions for reflection and discussion:

- Has your school ever engaged in partnerships with stakeholders?
- What are the preconditions for stakeholders to feel ownership of programmes promoting gender equality?
- Do stakeholders also need gender equality training? How might such training be organized?
- What mechanisms can be used to mediate among conflicting agendas and interests?

3.1.2 Advocating for gender equality	
Main issues	Main concepts
3.1.2.1 <i>How to advocate for gender equality</i>	<ul style="list-style-type: none"> • advocacy • awareness raising • campaign • gender block • mandate • mass media • target public

3.1.2.1 *How to advocate for gender equality*

Advocating for gender equality entails actions such as:

- ⇒ expressing publicly one's commitment to the principles and practices of gender equality;
- ⇒ analyzing one's own environment from a gender perspective (using gender lenses) to recognize achievements to build upon, as well as to identify gaps and issues that require action;
- ⇒ identify stakeholders and partners that can be approached for problem-solving and for enhanced promotion of gender equality;
- ⇒ putting in place strategies to raise awareness on gender issues;
- ⇒ and persuading education partners and stakeholders to support gender equality programmes.

As an example of advocacy at the international level, the Campaign for Gender Equality Architecture Reform (GEAR) comprising 82 organizations in over 35 countries promotes the empowerment of women and their human rights throughout the world. As a result of the work of this *campaign* as well as other global advocacy groups, the Member States of the United Nations

Key Messages

- There are many ways to advocate for gender equality at international, national and local level.
- A new UN agency has been created to strengthen global progress toward gender equality.
- Viet Nam is a regional leader in Asia with regard to GE, but still has challenges to be addressed.



Advocating for gender equality in New York USA, 1971

“UN Women will significantly boost UN efforts to expand opportunities for women and girls and tackle discrimination around the globe.”

*-Michelle Bachelet,
Head of UN Women*

voted unanimously in July 2010 to create ‘UN Women’, a new agency dedicated to accelerating progress toward the goal of gender equality worldwide. As a major part of its *mandate*, UN Women will help Member States live up to their commitments to international declarations and conventions that protect the human rights of women and girls.¹

Over the past 15 years, Viet Nam has become a regional leader in the promotion of gender equality. As acknowledged by participants in a recent seminar on women’s rights (Beijing + 15, ‘Looking Back, Reaching Forward in Viet Nam’, 12 March 2010)², Viet Nam has created ‘a favourable *environment* to build and implement policies on women’s advancement’³ through the enactment of strong national legislation on gender equality and the prevention of domestic violence.⁴ In addition to mainstreaming gender issues into the education system, the legislation ‘encourages agencies, organizations, families and individuals to take part in gender equality promoting activities.’⁵ Stakeholders are also called upon to make use of such *communication channels* as “*mass media*, art, literature, community life, or other popular cultural activities”⁶ to prevent domestic violence and further advocate for the principles embedded in the law.”

However, participants at the same seminar also acknowledged that many challenges to achieving gender quality in Viet Nam remain. These include, for example, limited awareness of gender issues among the general *public*, especially in rural areas and among ethnic minority groups in the mountainous regions.

“**Women in Viet Nam** are well protected within the family context, although some traditional practices sustain male domination. The Marriage and Family Law sets the minimum marriage age at 18 for women and 20 for men. Early marriage nevertheless occurs in rural and mountainous regions; a 2004 United Nations report estimated that 8 per cent of Vietnamese girls between 15 and 19 years of age were married, divorced or widowed. In marriage, men and women are generally treated equally. Parental authority is granted to both parents, but women are typically responsible for childcare and domestic chores.

Social Institutions & Gender Index (SIGI), OECD Development Centre



©UNICEF/HQ99-0838/LeMoyné
Women from the H'mong ethnic group participate in a training session organized by the Viet Nam Women's Union

¹ Such as the UNDHR, CRC, CEDAW, MDGs and EFA Goals (see Module, 1, Section 2 p. xx)

² <http://vietnam.unfpa.org/public/>

³ Suzette Mitchel, UNIFEM country representative

⁴ Socialist Republic of Viet Nam, Law on Gender Equality (2006) and Law on Domestic Violence Prevention and Control (2007)

⁵ Law on Gender Equality, Article 7.4

⁶ Law on Domestic Violence Prevention and Control, Article 11

In education, advocating for gender equality may sometimes be particularly difficult, even in schools where teachers and administrators are in the process of implementing gender awareness strategies and programmes. In some cases, staff may mistakenly believe that gender equality has already been achieved in their school and community, thereby closing the door to further awareness raising. It is common in these contexts for teacher trainers to encounter ‘*gender blocks*,’ or the inability to recognize the various subtle ways in which teachers may inadvertently continue to perpetuate gender bias in their daily practice.⁷



<or similar, drawn for VN context>

Questions for reflection and discussion:

- Which of the actions listed in this section do you think are most relevant for your school and community? Why?
- What is the role of the school in advocating for gender equality? What role can teachers have?
- What specific gender issues would you like to draw attention to in your school and/or community?
- How would you go about sensitizing your colleagues and the broader public?
- What mechanisms can be used to mediate among conflicting agendas and interests?

⁷ Sadker, 2000, p. 80.

3.1.3 Mobilizing resources for gender equality	
Main issues	Main concepts
3.1.3.1 How to mobilize resources for gender equality	<ul style="list-style-type: none"> • pro-active promotion of GE • personal and collective creativity • networks • communities of practice • effective strategies • oral histories • resources • sustainability

3.3.1 How to mobilize resources to promote gender equality

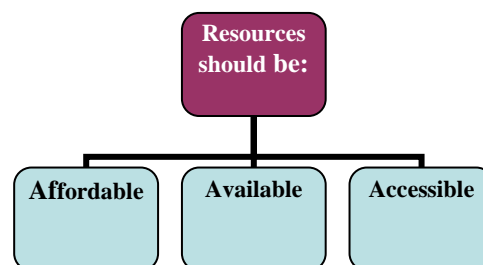
In order to be *pro-active* and more effective in promoting gender equality, teachers, headmasters and schools should apply their personal and collective *creativity* so that resources can be identified and used in a *sustainable* way. It is also desirable for teachers and headmasters, along with education stakeholders and partners, to engage in developing new resources that are customized to local conditions and needs.

As a general rule, resources for carrying out gender equality awareness activities should be affordable, available and accessible. In other words, the materials, technology, *networks*, *communities of practice*, *talents* and skills for communicating messages to the public on promoting gender equality do not need to be imported from outside the school and community in order to be effective.

Some possible resources that meet these *criteria* in the context of rural communities include collections of photographs, artwork, posters, collections of poetry, stories, songs and *oral histories*.

Key Messages

- Sustainable resources are identified within communities or customized to local conditions and needs.
- Resources for gender equality should be affordable, available and accessible.
- It is equally important to draw upon local talents and skills as it is to use new technologies to create,

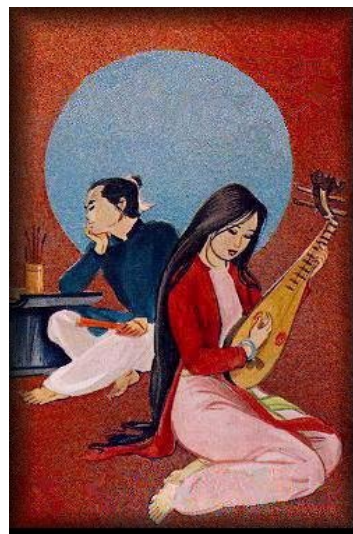


Module III: Involving stakeholders and mobilizing resources

For example, an exhibition featuring the works of local artists on gender related themes could be organized. The collection of oral histories through student led interviews of older community members is also a powerful way of exploring issues and raising intergenerational awareness.

Similarly, a reading or dramatic performance of a well-known story, such as the classical epic, ‘The Tale of Kieu’⁸ by renowned 18th century poet Nguyen Du, could be used to frame a public discussion of gender and gender roles in traditional Vietnamese society.

Increasingly, as access to the Internet becomes more widespread, schools and communities will become enabled to set up networks for resource sharing. Through such networks, teachers and other stakeholders can exchange ideas, experiences and news as well as gain access to a wide range of resources available on the sites of organizations promoting gender equality (such as UN Women, GEAR, and the Viet Nam Women’s Union).






A scene from ‘The Tale of Kieu’

Questions for reflection and discussion:


- Do you think that there should be special funding focused on promoting gender equality? Why or why not?
- What resources are affordable, available and accessible in your community? How could they be mobilized?
- What possible obstacles might stand in the way of using these resources effectively?

⁸ Nguyen Du (1766-1820). The poem relates the tragic story of Kieu, a beautiful, talented and well-educated young woman who endured exile and extreme hardship in order to save her family.

3.2 Suggested training activities

 	<p style="text-align: right;"><i>Involving stakeholders in promoting GE</i></p> <p>Activity 3.2.1: Involving stakeholders to identify gender issues, as well as possible solutions to addressing them effectively</p> <p>90 minutes (60 minutes simulation activities + 30 discussions/sharing)</p>
Learning objectives	<p>Based on this activity, participants will be able to:</p> <ul style="list-style-type: none"> - through simulating the roles of school leadership and stakeholders, put themselves in the shoes of different parties that may cooperate on promoting GE ; - develop their capacity to engage in public discussions on GE; - identify possibilities for developing effective school-community partnerships in promoting GE.
Rationale	<p>Stakeholders should be involved in activities promoting GE not just to support such activities in different ways (i.e. through training; sharing of experience; funds; facilities), but also to give their views on different issues such as local gender issues, gender equality challenges and needs; or how to work more effectively in promoting gender equality.</p> <p>This activity invites participants to engage in a simulation of discussions between school leadership and representatives of the local community through which gender issues relevant to the local context are identified and school-community partnerships are build with a view to enhancing gender equality.</p>
Instructions for participants	 <p>Divide the larger group into smaller teams of three. Half of the teams play the role of the school leadership. The other half plays the role of stakeholders. The stakeholder teams are given cards where their roles are indicated (i.e. doctors; education NGO members, representatives of local businesses).</p>

	<p>Two teams (one for the school leadership and the other for the stakeholders) simulate a discussion on engaging in a partnership on GE. The discussion (10 minutes) should focus on issues such as:</p> <ul style="list-style-type: none"> - what are the gender issues to be addressed; - what experience different participants have with these issues; - what kind of partnership is envisaged and why; - what is expected from this partnership; - how will responsibilities be divided. <p>Once the simulation is over, the main facilitator will ask the other participants to assess the strengths and weaknesses of each of these discussions. The other teams will also pair up and simulate their own discussions. Based on the group's assessment of the simulations, a list of issues to be considered when working with stakeholders will be developed (e.g. what schools should insist upon; what they should be careful about; how to maximize the impact of working with stakeholders).</p>
Materials needed	<ul style="list-style-type: none"> - Cards prepared in advance that indicate the stakeholder category a small group of three will play (i.e. doctors; parents; representatives of local authorities; representatives of professional associations) - Paper for participants to prepare their simulation (write their ideas) - Flipchart to summarise the outcomes - Photo camera and/or video recorder to record the activities
Facilitators' Notes	<ul style="list-style-type: none"> - Introduce the activity by addressing the importance of school-community partnerships in promoting gender equality. - Explain that the activity is about simulating discussions between the school leadership and representatives of local communities and make sure that participants understand the different steps of the activity. - Give an example of how the discussion between the school leadership and the community representatives could be started: for instance, the school director greets the participants and explains the objective of the meeting; there is an introduction of all the participants; the school director talks about the need to promote gender

	<p>equality in partnership with community representatives; he/she tackles some of the gender issues that the school thinks are relevant; he/she invites the members of the community to give their views.</p> <ul style="list-style-type: none"> - Divide the larger group into smaller groups of three and then pair up two such smaller groups where one group will play the school leadership and the other will pull a card and will play the stakeholders the card designates. - Make sure that time is kept so that all groups can simulate their discussions. - Draw also attention to the participants that after the simulations of discussions, there will be a discussion on assessing the strengths and weaknesses of each simulation in order to learn how to improve their public discussion skills. - On a flip chart, the facilitator or another designated member of the group will make a list of the strengths and weaknesses participants identified in each simulation.
<p>Assessment</p>	 <p>The simulations of discussions between school leadership and community representatives could be assessed based on different criteria, such as:</p> <ul style="list-style-type: none"> - The relevance of the gender issues addressed during the discussion; - Whether all the participants in the discussion could express their ideas; - Whether the discussion was constructive; - Whether it led to some clear partnership ideas and future common activity for promoting gender equality. <p>What can be learnt from this activity? (For instance, that stakeholders should be involved in discussions on school-community partnerships in promoting gender equality. Such discussions may be important for identifying both gender issues to be addressed, i.e. priorities, as well as possible ways of addressing them effectively).</p>



Working with stakeholders


Activity 3.2.2: How to engage stakeholders in effective partnerships?



90 minutes (60 minutes group work + 30 discussions/sharing)

Learning objectives	Based on this activity, participants will be able to: <ul style="list-style-type: none">- Share ideas on how to effectively engage stakeholders in partnerships for promoting gender equality;- Enhance their capacities to organise activities based on fair tasks distribution;- Develop their writing skills for addressing stakeholders and invite them to join different activities/partnerships.			
Rationale	In order to establish effective partnerships with stakeholders in promoting gender equality, it is important to both identify the relevant stakeholders, as well as attract their interest to joint the expected partnership. Addressing stakeholders, especially in writing, is thus an important first step. This activity is a simulation with regard to imagining possible activities and partnerships with stakeholders, as well as practising the writing of letters to stakeholders to invite them partner with your school.			
Instructions for participants	1. Work in small groups and fill in the table below. Based on the examples, discuss and decide as a group which stakeholders to invite for different activities, and how to engage with them in effective partnerships.			
	Activities to promote GE	Stakeholders to involve	How to communicate with them	What partnerships to establish? (i.e. How to join forces; how to divide tasks)
	Career orientation session for secondary schools (School meeting)	<ul style="list-style-type: none">- Parents- Representatives of local businesses- Psychologists- Media representatives	<ul style="list-style-type: none">- Letters of invitation- Phone contacts and e-mails	<ul style="list-style-type: none">- The school will provide the meeting venue and refreshments, as well as a planning of the meeting and a facilitator- The invited guests will commit to provide short presentations of 10-15 minutes each, plus they will distribute brochures and other information materials; they will also commit to promoting GE in their presentations- Media representatives will present a documentary about new trends in the world of work and will cover the event so as to promote GE- After the event, business representatives will invite groups of students to their firms to facilitate gender-sensitive career orientation
	Community service project against domestic violence	<ul style="list-style-type: none">- Parents- Representatives of local authorities (city hall; police)- NGO	<ul style="list-style-type: none">- Letters of invitation and personal discussions	<ul style="list-style-type: none">- School defines community service (extracurricular) activities, such as providing support for learning (or psychosocial support) to children in shelters for abused women- NGOs, doctors, psychologists and representatives of local authorities accompany students and teachers during this

		<ul style="list-style-type: none"> representatives - Doctors - Psychologists 		project; they provide appropriate training for teachers and students; and help the school to monitor and evaluate the project
	Other ideas?			
	Other ideas?			
	Other ideas?			
	Other?			
<p>2. In you small group, choose one of the suggested activities and prepare a letter of information/invitation to different stakeholders you want to involve (not longer than a page). In the letter, explain the activity you have in mind; its goals; its expected outcomes, the way in which it will be organized; why you think stakeholders' involvement is important; what you expect from the stakeholders; and how soon you expect their response as to be able to establish a the partnership in time.</p> <p>Share your letter with the other groups and display them on a board, so that they can be also read by the others. The other groups will be asked to evaluate your letter by indicating what they think are strong points in the letter, and what aspects need improvement.</p>				
Materials needed	<ul style="list-style-type: none"> - Handouts/copies of the table above - Paper for the participants to write their letter - Board to display the letters produced by the groups 			
Facilitators' Notes	<ul style="list-style-type: none"> - Introduce the activity by mentioning that, in order to involve stakeholders, schools should work pro-actively and be able to convince stakeholders about the overall benefits of their participation in school-community partnerships that promote gender equality. - Explain the two parts of the activity by taking one example of a situation from the table above and analyzing it with trainees. You may also invite the trainees to come up with their own example of a possible activity to promote gender equality that the school may envisage. Discuss with trainees about which stakeholders to address and how, in order to raise their interest and conduct a successful activity based on fair tasks distribution. - Provide an example of a short letter or message the school can use to address stakeholders (i.e. by mentioning ideas/issues as bullet points on a flip chart). - After completing their tasks, ask the trainees to display their group's letters on a board, so that the others can see the letters and assess their strengths and weaknesses. Next to each of the letters displayed, the members of the larger groups could write down their comments on two sheets of papers (possibly coloured differently): 			

	<div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 20px;"> <div style="border: 1px solid black; background-color: yellow; padding: 10px; width: 45%; text-align: center;"> STRENGTHS </div> <div style="border: 1px solid black; background-color: cyan; padding: 10px; width: 45%; text-align: center;"> WEAKNESSES </div> </div> <ul style="list-style-type: none"> - Conclude the activity by stressing the importance of gaining the interest of stakeholders through appropriate ways of addressing them and involving them in supporting school-community partnerships in promoting gender equality.
Assessment	 <p>In assessing the quality of the letters produced by the groups, participants may rely on criteria such as:</p> <ul style="list-style-type: none"> - Whether the message is clear, - Whether it is convincing; - Whether the activity proposed and the tasks distribution are appropriate. <p>What can be learnt from this activity? (For instance, that the stakeholders' interest in joining schools to promote gender equality may not be self-evident, meaning that schools should be able to address stakeholders effectively in order to raise their interest to contribute in the context of school-community partnerships).</p>



Stakeholder involvement


Activity 3.2.3: Gender-sensitive and effective partnerships with stakeholders





90 minutes (60 minutes group work + 30 discussions/sharing)

Learning objectives	Based on this activity, participants will be able to: <ul style="list-style-type: none">- Share their views on good practices of involving stakeholders in the context of school-community partnerships to promoting gender equality;- Highlight gender sensitive ways of involving stakeholders;- Avoid mistakes in involving stakeholders, for instance promoting gender biases in the context of such partnerships or ineffective strategies.								
Rationale	<p>In carrying out school-community partnerships on gender equality, it is important to pay attention to possible mistakes, such as promoting or reinforcing gender biases by involving only one gender or through gender stereotypes.</p> <p>This activity provides the trainees an opportunity to analyze and highlight the pre-conditions of gender sensitive and effective ways of involving stakeholders, so that partnership strategies do not contradict the principles and practices of gender equality and that effective stakeholder involvement may be sustained.</p>								
Instructions for participants	<p>Work in small groups and discuss which of the situations in the table below are examples of good practice with regard to involving stakeholders in promoting GE and why:</p> <table><tr><th>Examples of situations with regard to involving stakeholders</th><th>Are they examples of good practice – Why?</th><th>Are there shortcomings in the way stakeholders are being involved – Why ?</th></tr><tr><td>A school is organizing an inter-generational “cooking festival” where families present their favorite dishes and talk about gender-sensitive task distributions in their households. The food served by families can be purchased by the participants who will this way contribute to</td><td></td><td></td></tr></table>			Examples of situations with regard to involving stakeholders	Are they examples of good practice – Why?	Are there shortcomings in the way stakeholders are being involved – Why ?	A school is organizing an inter-generational “cooking festival” where families present their favorite dishes and talk about gender-sensitive task distributions in their households. The food served by families can be purchased by the participants who will this way contribute to		
Examples of situations with regard to involving stakeholders	Are they examples of good practice – Why?	Are there shortcomings in the way stakeholders are being involved – Why ?							
A school is organizing an inter-generational “cooking festival” where families present their favorite dishes and talk about gender-sensitive task distributions in their households. The food served by families can be purchased by the participants who will this way contribute to									


	fundraising for a school excursion. Two months before the planned event, the school principal writes to different stakeholders to invite them and asks them to make suggestions with regard to their contribution and how the event should be organized (i.e. local enterprises; city hall; local shops).		
	A school is organizing a commemorative day of the community heroes. It invites the mayor and male army veterans to sit on the presidium and share experiences.		
	A school is organizing a presentation & discussion about new trends in the labor market. Representatives of local businesses are invited, however only one week before the event, which gave them little time for preparation. The school does not invite journalists, so there is no media coverage.		
	A school is organizing a debate about interchangeable roles in the family. Only mothers, women doctors and psychologists are invited as resource persons.		
	A school is organizing a community service project for its students focusing on preventing gender-based violence. Different stakeholders (i.e. local authorities, parents; NGOs) are invited to a preparatory meeting, where they brainstorm, among others, programme goals; expected outcomes; activities/interventions; resources needed; timelines; and task distributions.		



	Other situations you may want to propose?		
	Other situations you may want to propose?		
	Other situations you may want to propose?		
	Share the results of your discussion with the other groups.		
Materials needed	<ul style="list-style-type: none"> - Handouts/copies of the table above - Paper or computer for the groups to fill in the table - Board or computer & screen to display the results 		
Facilitators' Notes	<ul style="list-style-type: none"> - Introduce the activity by mentioning that one should avoid gender biases in the context of school-community partnerships, thus such partnerships should be scrutinized by using gender lenses. It is also important that stakeholders are happy about their involvement, so that their sustained interest for such partnerships may be sustained. - Explain the activity by using an example/situation from the table above. For instance, inviting only male war veterans to a commemoration of war heroes (second situation in the table) is an example of perpetrating gender biases despite the good intention of promoting gender equality. - At the end of the activity, ask different groups to share one example from their table and show why it is a good practice or not. 		
Assessment	 <p>In assessing the different situations/examples, trainees may consider the following criteria:</p> <ul style="list-style-type: none"> - Is the situation free of gender biases? - Do stakeholders get a chance to be fully involved? - Do they get enough visibility? - May they be interested to continue participating in such partnerships? 		

	What can be learnt from this activity? (For instance, that it is important to avoid gender biases in the context of school-community partnerships to promoting gender equality, such as to invite only representatives of one gender).
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<div>   </div> <div> <p style="text-align: right;"><i>Advocacy for gender equality</i></p> <p>Activity 2.3.4: Strategies for gender equality advocacy</p> <p>90 minutes (60 minutes group work + 30 discussions/sharing)</p> </div>	
Learning objectives	<p>Based on this activity, trainees will be able to:</p> <ul style="list-style-type: none"> - Enhance their understanding of pre-conditions for successful advocacy for gender equality; - Identify appropriate activities and methods for successful gender equality advocacy - Develop their skills to prepare appropriate advocacy materials;
Rationale	<p>In order to be successful, gender equality advocacy should take into account different factors, such as the target public or audience; the issues raised and potential sensitivities; appropriate messages and ways of delivering them; quality monitoring.</p> <p>This activity invites trainees to simulate situations of gender equality advocacy through different methods and materials.</p>
Instructions for participants	<p>Work in small groups. Each group will pick up a card with suggestions for gender equality advocacy:</p> <ol style="list-style-type: none"> 1. Writing a letter to request MOET to include gender equality issues in teacher training courses on a regular basis; 2. Writing a letter to request MOET to organize training sessions for teachers on avoiding gender biases in the classroom; 3. Media campaign (i.e. radio, television, internet) to disseminate good practices of schools in promoting gender-

	<p>balanced leadership;</p> <ol style="list-style-type: none"> Organizing a school exhibition on students' expectations on, and aspirations for gender equality; Organizing a debate with parents with regard to preventing and avoiding gender-based violence; Organizing a school performance (i.e. music and drama) to celebrate diversity and to promote gender equality. <p>In compliance with the group task, each group will then develop their advocacy means/materials, by trying to:</p> <ul style="list-style-type: none"> - be as explicit as possible with regard to their goals; - use powerful arguments to persuade education partners and stakeholders; - use different appropriate and suggestive means of expression to enhance the message and capture the audience's attention, including photos, drawings, audio-video materials, such as vide-tapes; power point presentations; - include elements of monitoring and assessing the impact of your action. <p>Share the result of your work with the other groups.</p>
Materials needed	<ul style="list-style-type: none"> - Cards prepared in advance suggesting different advocacy methods - Paper and/or computer for the participants to work on their advocacy materials - Board to display the materials
Facilitators' Notes	<ul style="list-style-type: none"> - Introduce the activity by mentioning the importance of effective advocacy; - Explain the activity to trainees by presenting the cards suggesting different advocacy situations. Take one suggested activity and use it as a basis to explain the tasks (for instance, organizing a school exhibition: how can this activity become an activity for gender equality advocacy? what objectives can be set? how to organise it/what to display; how to involve stakeholders; how to evaluate the effectiveness of such advocacy?) - Make sure that after having completed their tasks, trainees can display their work on a board – i.e. if, possible, use the “exhibition booth” method, meaning that each group will display their work in a certain place and the other groups will move around the room and stop in front of each “booth” for 5 minutes to get information about the work and assess what was

	<p>produced.</p> <ul style="list-style-type: none"> - At the end of the activity, ask trainees to give some examples of good practices in carrying out gender equality advocacy with reference to the works displayed by their colleagues.
Assessment	 <p>In order to assess the quality of gender advocacy methods and materials, trainees may rely on criteria such as:</p> <ul style="list-style-type: none"> - Are these methods and materials gender sensitive? - Is their message clear and adequate to the target public/audience? - Do they have the capacity to convince the target audience? - Are they able to produce positive reactions from the target public/audience? (i.e. such as their desire to take action for promoting gender equality). <p>What can be learnt from this activity? (For instance, that it is important to adjust advocacy methods and materials to the target audience; and that, in order to be effective, advocacy should be based on clear purposes, messages and expected outcomes).</p>

 <p style="text-align: right;"><i>Mobilizing resources for gender equality</i></p> <p>Activity 2.3.5: Networking for gender equality</p>  <p>60 minutes (40 minutes group work + 20 discussions/sharing)</p>	
Learning objectives	<p>Based on this activity, participants will be able to:</p> <ul style="list-style-type: none"> - Enhance their understanding of adequate resource mobilization in promoting gender equality (i.e. through school networking);

	<ul style="list-style-type: none"> - Develop their capacity to plan and put in place effective school networking to promote gender equality; - Identify good practices of school networking one can build upon.
Rationale	<p>In advocating for a cause, such as gender equality, school networking and the establishment of communities of practice (i.e. school teams of teachers, students and parents devoted to a common goal and sharing good practices) are important resources. Competent and committed human resources and their networked action are important preconditions of any type of advocacy. Material means may be also important, but the will, talents and creativity of the people and schools involved can overcome all kinds of materials constraints.</p> <p>This activity invites trainees to simulate putting in place effective school networking for gender equality based on sound partnerships and planning.</p>
Instructions for participants	<p>Work in small groups and develop a school networking plan, by addressing issues such as:</p> <ul style="list-style-type: none"> - Why to network, for what purpose? - Which schools to include and why? - What GE issues to address? - How to share experiences and work together? - How to learn from both strengths and weaknesses? - How to assess the effectiveness of the networking? <p>Share your school networking plan with the other groups. Based on your contributions, the main facilitator will draw a list of practical advice for effective school networking.</p>
Materials needed	<ul style="list-style-type: none"> - Paper and/or computer for trainees to write their ideas/develop the school networking plan; - Flipcharts or boards for the participants to display their school networking plan; - Photo camera and/or videos to record the activity (i.e. the presentations of the school networking plans)
Facilitators' Notes	<ul style="list-style-type: none"> - Introduce the activity by explaining the idea of networking and communities of practice and stressing the fact that networking is one important resource that schools can mobilise in promoting gender equality programmes. - Give an example of school networking that is ideally based on real situations (i.e. that participants in the

	<p>training can share from their own experience; for instance, schools could network via Internet to create an on-line data base on advances on gender equality in their communities, based on oral history).</p> <ul style="list-style-type: none"> - Explain the tasks and make sure that time is kept. - At the end of the activity, ask the groups to share their plans for school networking. If time does not allow for all groups to present, ask one or two groups to present in the plenary, while the other plans for school networking will be displayed on a board, so that they can be read by the other groups.
Assessment	 <p>What can be learnt from this activity? (For instance, that school networking may be an important tool in promoting gender equality, and/or that communities of practice can be build around the idea of promoting gender equality especially through using new technologies and the Internet).</p>

3.3 Assessment

3.3.1 Quiz activity. For each question, choose the right answer from the different possibilities mentioned below (only one answer is correct):

1. Education stakeholders are	<ol style="list-style-type: none"> 1. People who like school. 2. People who support education efforts by having a legitimate interest and participation in schooling activities. 3. People who read about education.
2. Advocating gender equality means	<ol style="list-style-type: none"> 1. To explain what gender equality means. 2. To promote gender equality values, principles and practices with a view to convince education stakeholders and partners to adopt and support them. 3. To defend women's rights.
3. School networking means	<ol style="list-style-type: none"> 1. To apply the same extra-curricular activities in a number of schools. 2. To have the same teacher teaching in different schools.

	3. That schools work together towards common goals, in the context of a common project and by sharing resources, working strategies and outcomes.
4. Communities of practice exist when	1. People have the same hobbies. 2. People know each others' names. 3. People work based on sharing common views and working practices toward reaching a commonly-envisaged result.

3.3.2 Self assessment. Assess your understanding of the issues mentioned below before and after the training:

My understanding of issues	Before the training			After the training		
	Low	Average	High	Low	Average	High
How to carry out advocacy on gender equality						
How to engage my school in school networking						
How to mobilise resources for promoting gender equality						
How to involve stakeholders in the activities of my school						
How to assess the effectiveness of activities with stakeholders						

3.4 Recommendations for teacher trainers

What to do (DOs)	What to avoid (DON'Ts)
<ul style="list-style-type: none"> ➤ Encourage teachers' pro-active attitudes in mobilizing resources (i.e. so that they can actively identify/develop the needed resources in their environment; not be satisfied with a passive usage of resources, but to actively and critically assess the value of such resources and make the best out of them) ➤ Develop teachers' capacities to become developers of customized materials based 	<ul style="list-style-type: none"> ⇒ Giving teachers the impression that GE can be promoted only based on very expensive and sophisticated resources, such as ICTs ⇒ Giving teachers the impression that resources to promote GE have to come from outside their school or

<p>on creative and responsible use of local resources (i.e. using oral history)</p> <ul style="list-style-type: none"> ➤ Demonstrate to teachers the advantages of a “whole-school” approach and school networking (i.e. exchanging and sharing resources) ➤ Balance the usage of modern technologies and more traditional methods, based, for instance, on using handwriting, drawings, music, drama, role play ➤ Demonstrate to teachers that their own training on gender equality is an important resource 	<p>environment</p> <p>⇒ Ignoring the personal gender biases of teachers that should be actually addressed and challenged</p>
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3.5 Resources and links

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Module 4: Monitoring and evaluation

4.1 Conceptual issues

4.1.1 Quality issues in promoting gender equality (GE): Why is monitoring and evaluation important?

4.1.2 Teacher roles in monitoring GE programmes

4.1.3 Evaluating learning inputs, processes and outcomes from gender perspective

4.2 Suggested training activities

4.3 Assessment

4.4. Recommendations for teacher trainers

4.5 Resources and links

What will you learn from this module?

You will:

- ⇒ Develop competencies to incorporate monitoring and evaluation in your programmes promoting GE
- ⇒ Be able to define quality criteria and indicators relevant for your GE programmes
- ⇒ Use different gender-sensitive quality monitoring tools and strategies
- ⇒ Apply gender lenses in evaluating learning inputs, processes and tools from a gender perspective
- ⇒ Be able to use the results of monitoring and evaluation to improve your work as teacher, as well as that of your school and community



<http://www.dreamstime.com/royalty-free-stock-photography-equality-image11632207>

4.1 Conceptual issues

4.1.1 Quality issues in promoting GE: Why are monitoring and evaluation important?	
Main issues	Main concepts
<p><i>4.1.1.1 Quality issues in promoting gender equality</i></p> <p><i>4.1.1.2 What are monitoring and evaluation?</i></p> <p><i>4.1.1.3 Why are monitoring and evaluation important?</i></p>	<ul style="list-style-type: none"> • enabling inputs • evaluation • good practice • indicator • learning outcomes • quality • quality criteria • quality indicators • monitoring

4.1.1.1 Quality issues in promoting GE

Gender equality activities embedded in the teaching and learning of different school subjects, extra-curricular activities; and community service-oriented activities are bound to have an impact. However, good intentions are not sufficient to guarantee that positive results can be achieved and sustained over time. Ensuring the *quality* of GE interventions should be a concern for everyone involved at all stages of a programme, from its very inception and throughout its design and implementation.

Global definitions of the quality of learning are often related to *learning outcomes* such as literacy, numeracy and other skills that are essential to children's success in life. Outcomes that serve to enhance children's creativity and "provide them with the values and attitudes that enable them to become active and engaged citizens"¹ are also taken into account. The quality of a learning innovation or reform aimed at promoting GE can be assessed in different ways. For instance, the impact of a programme can be through gains in test scores in targeted subject areas, or through more qualitative measures such as the observation of changed behaviours in the learning environment.

Key Messages

- Monitoring and evaluation are important for ensuring the quality of GE programmes.
- The ways in which quality is measured depend on how it is defined.
- Assessments are usually carried out according to established criteria.

EFA Goal 6:

"Improving every aspect of the quality of education, and ensuring their excellence so that recognized and measurable outcomes are achieved by all, especially in literacy, numeracy and essential life skills."

Dakar Framework for Action, 2000

"Strong wood is worth more than painted wood."
-Vietnamese saying

Do you agree?

¹ EFA Global Monitoring Report, 2008, p.

Module IV: Monitoring and evaluation

Whichever measures are applied, the assessment of quality should be based on clear *criteria* and *indicators*. Criteria are the standards of judgment chosen to be considered (or rules and principles for assessing things), based on anticipated outcomes. Indicators are ways of knowing how much (or how little) progress toward that standard has been made. Quality indicators are often formulated in terms of *enabling inputs* (teacher training, textbooks, learning environment) and *learning processes*, as well as *learning outcomes*. Some examples of quality criteria and quality indicators for GE activities are given below.

Quality criteria	Quality indicators
Illustrations and graphic elements of textbooks should be bias-free.	1.1 Roles to which girls/women and boys/men are associated 1.2 Frequency of depicting girls/women and boys/men in different situations (i.e. whether gender balance is respected) 1.3 Cases of good practice (i.e. gender-sensitive and gender-balanced representations)
Both girls/women and boys/men should be actively involved in decision making at school level	2. 1 Proportion of boys/men and girls/women in school decision-making bodies (i.e. student council; school board) 2.2 Number of suggestions made by boys/men and girls/women to improve the schools GE programmes
Teachers in all subject areas should encourage critical dialogue on gender.	3.1 Completion of in-service teacher training programmes focusing on strategies for gender awareness. 3.2 Evidence in textbooks/teachers' guides of suggestions to teachers and learners for engaging in critical dialogue

“Building on progress achieved towards Universal Primary Education (UPE), the focus of education policies and reforms for the 2000 decade are shifting towards quality improvement. Ultimately this to realize education’s potential as a driving force for development and the means to support Viet Nam’s transition toward a more modern, knowledge-based and globally competitive society.”

Socialist Republic of Vietnam,
National EFA Action Plan, 2003-2015, p. 8



UNESCO Photobank/Justin Mott

Questions from the ‘**Checklist for the assessment of quality and school climate in Dutch elementary schools**’ (Dimension C: Teacher behavior):

“Do teachers create a relaxed classroom climate?”

- showing a relaxed attitude and no acting superior;
- creating a safe atmosphere;
- making students feel free to ask and answer questions;
- encouraging students to engage in discussions;

Creemers & Reezigt, 1999, p. 42

Module IV: Monitoring and evaluation

Questions for reflection and discussion:

- What is your definition of quality in the context of GE programmes?
- If the goals and expected outcomes of GE programmes are well formulated, is this enough for their success?
- In your view, what is the relation between quality education and good practice?
- How can one assess ‘good practice’?

4.1.1.2 What are monitoring and evaluation?

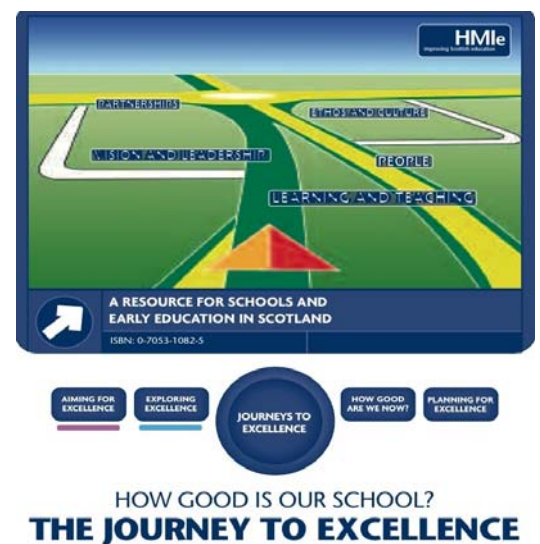
Monitoring and evaluation are interconnected and are sometimes even considered as synonyms. However, there are clear differences between these terms and the processes they represent. In fact, monitoring is only the first step in an evaluation process. While monitoring is based on ongoing data collection with a view to becoming aware of the state of something, evaluation refers to the systematic collection of data during or after a project in order to analyze and interpret the collected data against specific quality criteria and standards. Evaluation shows not just what happens, but also whether what happens is...

- ⇒ good or bad;
- ⇒ in compliance with expectations (or not);
- ⇒ a case of good practice (or not).

In other words, evaluation is a process for determining whether or not a programme, a school or a whole school system is a successful one, and why. The main purpose of both monitoring and evaluation (M&E or M+E) is to inform decision makers (and other stakeholders) in order to improve the quality of ongoing projects as well as future programmes.

Key Messages

- Monitoring and evaluation are closely related, but not the same
- Monitoring keeps track of what is happening
- Evaluation determines whether what has happened meets programme objectives



Cf. HM Inspectorate of Education,
Scotland: Training and self-
assessment tool for schools

Questions for reflection and discussion:

- Do you think monitoring is an important step towards evaluation? Why or why not?
- Can evaluation be carried out without monitoring? Do you know of examples where this has happened?
- When should monitoring and evaluation be performed?
- In your view, how can monitoring and evaluation be used to prevent things from going wrong?

4.1.1.3 Why are monitoring and evaluation important?

Monitoring and evaluation should be embedded in all education programmes, including GE programmes, from the very beginning. M&E should not just serve to assess project when it ends, but as planning and implementation tools throughout the whole life of the programme. Rather, it should be carried out on an ongoing basis “to ensure that the aims and objectives of the project are met and to readjust programming based on the lessons learned to date.”²

Since monitoring is usually an internal process, it can help inform teachers, parents and other community members whether (or not) progress is being made. For instance, the introduction of gender-sensitive teaching and learning practices can be monitored in terms of disaggregated data on boys’ and girls’ performance assessments in targeted subject areas; and/or changes in attitudes and behaviours may be documented. If, over the course of time, the monitoring process reveals that a gender gap in achievement is not being closed, the GE strategy should be reviewed to consider whether strengthened or more focused interventions may be needed.

Evaluation may be carried out for purposes that are internal, external or both. An evaluation process, for example, may be designed to help a national education system know how well schools are progressing toward system-wide quality goals.

Key Messages

- M&E are important for finding out whether a programme has been effective, and in what ways.
- The results of M&E help plan the next stage or new programme.

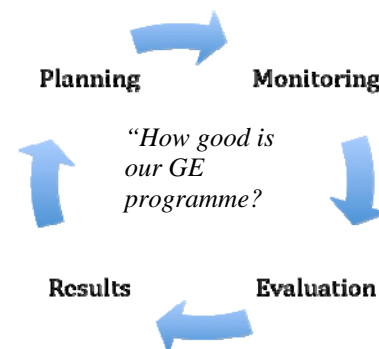


Fig...: Project/Programme planning “cycle”



UNESCO Photobank/Justin Mott

² UNESCO, 2009, p. 11

Module IV: Monitoring and evaluation

Questions for reflection and discussion:

- Do you think that you, as a teacher, should be involved in both monitoring and evaluation?
- What can be done if monitoring shows that the project or programme is not on track
- How can a process of monitoring and evaluation avoid being considered too subjective?

4.1.2 Teacher roles in monitoring GE programmes

Main issues	Main concepts
4.1.2.1 How to monitor GE programmes in your school and community	<ul style="list-style-type: none">• monitoring tools• monitoring strategies• participatory and inclusive approaches

4.1.2.1 How to monitor GE programmes in your school and community

What can teachers do to monitor the quality of their GE programmes? While most teachers are not professional evaluators or researchers, their contribution to monitoring GE programmes is very important. First of all, it is important to define the monitoring questions, such as:

- ⇒ Is the process functioning according to the plan?
- ⇒ What are the shortcomings/difficulties of the process?
- ⇒ What can be done to improve the process?

Once these questions have been defined, the next step is to develop and put into place a simple monitoring strategy. Throughout the process, teachers should take advantage of opportunities to use monitoring for sharing and mutual learning.

Key Messages

- As a teacher, there are many ways you can be involved in monitoring GE.
- First, define the monitoring questions.
- Then define each part of the monitoring process.
- Carry out, share and learn from the monitoring process

Module IV: Monitoring and evaluation

For example, monitoring provides teachers with the opportunity to learn how to use appropriate methods, such as questionnaires, observation, interviews and focus groups as tools for data collection. With professional assistance (if needed), they can also acquire skills for analyzing and synthesizing the collected data. Finally, teachers can participate with colleagues in making decisions that ensure that the outcomes of the monitoring process are properly used. Additional details for each of these components of the monitoring process are provided in the box below.



All of the pieces of a good monitoring strategy fit together

Teacher's roles in monitoring processes

What can teachers do to monitor the quality of GE programmes?	
Develop a simple monitoring strategy	<ul style="list-style-type: none">• Define your objectives;• Plan your activities according to a realistic timeline;• Identify the human and other resources needed (Who will do it? What tools and facilities are needed?);• Ensure that those involved in monitoring have had appropriate training;• Ensure coordination with the school leadership and staff, as well as with community stakeholders;• Collect data and systematize it;• Ensure that communication among education stakeholders and partners is functioning well, and is based on transparent and reliable data.
Use monitoring for capacity development	<ul style="list-style-type: none">• Approach monitoring as:<ul style="list-style-type: none">– a capacity development opportunity;– an opportunity for sharing and mutual learning;– an opportunity for implementing pedagogical innovations in order to improve one's own practice.
Use appropriate tools for data collecting	<ul style="list-style-type: none">• Inquire the opinions of education stakeholders through questionnaires; interviews, focus groups• Carry out classroom observation (including by using modern technologies)• Keep a teacher journal recording your observations with regard to the programme achievements and problems• Create a programme “portfolio” collecting contributions to the programme of yours students, colleagues, yourself and other stakeholders• Get involved in the analysis of student and school documents;• Get involved in the analysis of curricula and textbooks.

Module IV: Monitoring and evaluation

What can teachers do to monitor the quality of GE programmes?	
Collect and systematize data (if needed, with professional help)	<ul style="list-style-type: none"> • Make sure that your data are transparent, reliable and relevant • Make sure that your data is not distorted by subjectivity, including gender biases • Make sure that your data is offering, as much as possible, gender disaggregated information
Make sure that the outcomes of monitoring are used properly	<ul style="list-style-type: none"> • Discuss with your colleagues the main findings of monitoring in terms of programme achievements and shortcomings: what can be learnt from this? • What aspects of your programme need improvement and how? • How can your programme be adjusted so that expectations are realistically set and efficiently met?

Questions for reflection and discussion:

- What approach would you use to get colleagues involved in monitoring GE projects or programmes at your school?
- What types of professional assistance do you think you would need to plan and implement the monitoring process?
- What obstacles do you anticipate? How would you and your colleagues overcome them?

4.1.3 Evaluating learning inputs, processes and outcomes from a gender perspective

Main issues	Main concepts
<p><i>4.1.3.1 Evaluating learning inputs, processes and outcomes</i></p> <p><i>4.1.3.2 How to use the results of evaluation to improve GE programmes</i></p>	<ul style="list-style-type: none"> • accountability • impact • feedback • participatory evaluation • programme improvement • programme adjustment • reflective practitioners • sustainability

Module IV: Monitoring and evaluation

4.1.3.1 Evaluating learning inputs, processes and outcomes

Programme or project evaluation is usually carried out by professional evaluators and is very often external. However, teachers can and should be involved in the *participatory evaluation* of GE programmes, especially for the following reasons:

- ⇒ To give *feedback* (their opinions) on how GE programmes in their school and community have contributed to producing the expected *effects*;
- ⇒ To contribute to assessing the short-, medium- and longer-term *impact* of such GE programmes on the quality of school and community life;
- ⇒ To contribute, *as reflective practitioners*, to the improvement of their own teaching practice;
- ⇒ To contribute to improving the school *accountability*, as well as the *sustainability* of GE programmes through building on achievements and tackling obstacles constructively;
- ⇒ To contribute to inclusive and participatory processes embedded in, and reflecting the principles and practice of GE;
- ⇒ To constantly apply gender lenses in their daily work when dealing with learning inputs, processes and outcomes.

Since evaluating GE programmes is based on value judgments, one has to always take into account that, despite using professional (i.e. 'objective') approaches, different categories of stakeholders may see things differently. Therefore teachers, as practitioners, have also an important role in pondering different stakeholder views from the perspective of the learning and development needs of their students and communities.

Key Message

- Involvement of teachers in participatory evaluation of GE can have many positive effects, such as first-hand feedback from practitioners and enhanced ownership.



<http://clearhorizon.com.au>

Evaluation difficulties and dilemmas

“Ask a dozen educators to evaluate the most popular programs and an argument will quickly ensue. ‘It was great,’ exclaims the first teacher, noting improvements in student achievement and engagement. ‘It was worthless!’ counters the second, explaining failures in technology, training, leadership support, and available time. Advocates of the program in question will insist that if results are inconsistent, it is because the administrators and teachers involved failed to exhibit adequate fidelity to the reform model. Critics will argue that the flows of the program itself were to blame.”

Reeves, 2010, p. 10

Module IV: Monitoring and evaluation

Questions for reflection and discussion:

- Do you think changing schools and teacher routines is difficult? Why?
- What can you, as a teacher, do for such change to happen? (i. e. making GE to become a key concern in your school and community?)
- How can the results of M&E inform the improvement of GE programmes?
- In your view, when and how do changes become sustainable?

4.1.3.2 How to use the results of evaluation to improve GE programmes

Evaluating GE programmes is not a goal *per se*, but a means to understand how such programmes produce desired effects and impacts, such as:

- ⇒ Whether, as a result of the programme, teachers are more aware of gender issues in education and able to avoid gender biases, discrimination and gender-based violence in their daily practice;
- ⇒ Whether the links between school and community have improved, and the participation of stakeholders reflects gender balance;
- ⇒ Whether, based on the programme, improvements can be documented with regard to the school attendance and achievements of both boys and girls;
- ⇒ -Whether the GE programme(s) has influenced other schools and/or community agencies in changing their approaches and becoming more interested and competent in promoting GE;
- ⇒ Whether the programme effects and impact are sustainable;

Key Messages

- Evaluation results are important for improving a GE programme and overcoming obstacles.
- Valuable lessons can be learned from evaluation for planning the next phase or project.

How to put in place successful change strategies

“Failure in change strategies need not to be inevitable. In fact, it is avoidable if change leaders will balance their sense of urgency with a more thoughtful approach to implementing change. If we have learned anything about effective change in schools or any complex organization, it is that neither managerial imperatives nor inspirational speeches will be sufficient to move people and organizations from their entrenched positions. Fortunately, there are practical steps that leaders can take to maximize their probabilities of success.”

Reeves, 2009, p.7

Which may be, in your opinion, such practical steps?

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- ⇒ What can be learned from such evaluations with regard to improving learning inputs, processes and outcomes (i.e. how to develop and implement gender-sensitive learning resources, such as textbooks; assessment; classroom strategies; how to enhance teacher competencies to address gender issues and promote gender equality).



“A day of travelling will bring a basketful of learning.”
-Vietnamese saying

Questions for reflection and discussion:

- Do you think changing schools and teacher routines is difficult? Why?
- What can you, as a teacher, do for such change to happen? (i. e. making GE to become a key concern in your school and community?)
- How can the results of M&E inform the improvement of GE programmes?
- In your view, when do changes become sustainable?

4.2 Suggested training activities



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Activity 4.2.1: Factors influencing the quality of GE programmes



60 minutes (35' group work + 25' discussions/sharing)

Learning objectives

Based on this activity, participants will be able to:


- Define quality criteria to assess GE programmes in their school and community;
- Identify factors that may support/enhance the quality of GE programmes;

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	<ul style="list-style-type: none">- Spot factors that may hinder the quality of GE programmes, as well as solutions to overcome problems.								
Rationale	<p>As stated by the 2005 EFA Global Monitoring Report³, better learning depends on a variety of factors, among which are:</p> <ul style="list-style-type: none">• Teachers (pre-, and in-service training systems; status; incentives);• Learning time (instruction time is a crucial correlation of achievement – minimum of 850-1,000 hours of instruction per year for all pupils);• Core subjects (such as giving priority to literacy – reading and writing, as a critical tool for the mastery of other subjects);• Pedagogy (the choice of the language of instruction, preferably the learner’s first language (especially in early years);• Learning materials (of quality, available and affordable);• Facilities (appropriate classrooms; clean water; sanitation; access for disabled students);• Leadership (school autonomy; equitable distribution of resources; clear responsibilities and accountability systems). <p>Similar to learning, the quality of GE programmes can be influenced by a variety of factors internal and/or external to one’s school and community. This activity invites trainees to work on identifying factors that influence the quality of GE programmes in their school and community, while also exploring solutions to overcome problems.</p>								
Instructions for participants	<p>Work in small groups and discuss what factors, in your opinion, influence the quality of GE programmes in your school and community. First brainstorm this question, then the small group facilitator moderates the completion of a working sheet based on the following questions and template:</p> <table><tr><th>What criteria for quality GE programmes would you consider?</th><th>What factors may support the quality of GE programmes? Why?</th><th>What factors may hinder the quality of GE programmes?</th><th>How do you think factors hindering the quality of GE programmes should be approached/overcome?</th></tr><tr><td>Example: - Inclusive participation in defining the school’s priorities with regard to GE programmes Other?</td><td>- School leadership often consults teachers, parents and students; - School Radio.</td><td>- The links between the school, parents and the broader community are not strong</td><td>- A parent committee is formed to help school design its GE programmes</td></tr></table>	What criteria for quality GE programmes would you consider?	What factors may support the quality of GE programmes? Why?	What factors may hinder the quality of GE programmes?	How do you think factors hindering the quality of GE programmes should be approached/overcome?	Example: - Inclusive participation in defining the school’s priorities with regard to GE programmes Other?	- School leadership often consults teachers, parents and students; - School Radio.	- The links between the school, parents and the broader community are not strong	- A parent committee is formed to help school design its GE programmes
What criteria for quality GE programmes would you consider?	What factors may support the quality of GE programmes? Why?	What factors may hinder the quality of GE programmes?	How do you think factors hindering the quality of GE programmes should be approached/overcome?						
Example: - Inclusive participation in defining the school’s priorities with regard to GE programmes Other?	- School leadership often consults teachers, parents and students; - School Radio.	- The links between the school, parents and the broader community are not strong	- A parent committee is formed to help school design its GE programmes						

³ UNESCO, 2004 (EFA GMR for 2005).

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	Share your completed working sheets with the other groups.
Materials needed	<ul style="list-style-type: none"> - Handouts/copies of the table above; - Paper and/or computers for participants to write down their ideas.
Facilitators' Notes	<ul style="list-style-type: none"> - Introduce the activity by mentioning the importance of identifying factors that may either support or hinder the quality of GE programmes. - Use the example in the table above or another example given by yourself or the trainees to discuss the factors influencing the quality of GE programmes in correlation with some set quality criteria. For instance, if the quality criteria chosen is the number of participants from the community attending a GE activity of the school, a factor positively influencing attendance is good communication. Organizing the activity on an inappropriate day may on the contrary hinder attendance. A solution to overcome such a problem would be to consult members of the community with regard to the date and time of the event. - Ask participants to work in small groups and come up with at least three such examples in each group. - Ask the groups to share their examples with one another by selecting the example they think is more relevant/interesting. - Draw conclusions with regard to the work of the groups (i.e. provide a summary of factors that may support or hinder the quality of GE programmes; discuss whether the same factor may sometimes support and sometimes hinder the quality of GE programmes, depending on circumstances).
Assessment	 <p>What can be learnt from this activity? (For instance, that before planning and implementing GE programmes, it is important to identify factors that may help the programme thrive, as well as factors that may hinder its quality; and that in planning and carrying out GE programmes it is important to anticipate problems in order to address and overcome them timely and effectively).</p>

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Activity 4.2.2: How to avoid wrong-doings?



60 minutes (35' group work + 25' discussions/sharing)

Learning objectives	<p>Based on this activity, participants will be able to:</p> <ul style="list-style-type: none"> - Identify (potential) wrong-doings in the context of GE programmes; - Make a difference between good intentions and quality delivery of GE programmes; - Explore possible actions that can be put in place to avoid wrong-doings or correct their effects.
Rationale	<p>Good intentions to carry out GE programmes are important, but not enough to secure the quality of such programmes, including their positive impact on schools and communities. It is also important that education agents and stakeholders carry out such programmes competently, i.e. that they are equipped with the knowledge, skills and attitudes such programmes require so that the way these programmes are implemented is consistent with their underpinning values and principles, main objectives and expected results.</p> <p>This activity invites participants to scrutinise potential wrong-doings in the context of GE activities with a view to be aware of possible pitfalls and identify strategies to either prevent them and/or correct their (negative) effects on individuals, institutions and communities.</p>
Instructions for participants	<p>Work in small groups and consider what can go wrong in your programme on GE. For instance, teachers, instead of avoiding gender biases, may unconsciously reinforce them. Or instead of preventing GBV, they may use violent methods (including verbal violence) against their students. Brainstorm and draw a list of such possible wrong-doings and obstacles, and make suggestions of possible actions to avoid/overcome them.</p> <p>Share your examples with the other groups. With the help of the main facilitator, select three to five examples that you think are relevant to be used in further teacher training activities (such examples could be collected in a special teacher training portfolio).</p>

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Materials needed	<ul style="list-style-type: none">- Paper and/or computers for the participants to write down their ideas- If possible, video footage and/or pictures of good practices and less effective practices in promoting GE																		
Facilitators' Notes	<ul style="list-style-type: none">- Introduce the activity by stating the importance of avoiding the promotion of GE by the wrong means, especially attitudes and behaviours that are contrary to the values and principles of GE.- If possible, use audio-video material to illustrate both cases of good practices and less effective practices in promoting GE.- Explain the activity based on an example (i.e. as above: Teachers that are gender biased, but teach about gender equality). Trainees can be also asked to add an example from their own experience (i.e. a speaker talking about gender issues that makes gender-biased jokes).- Split the group into several smaller groups and make sure the tasks are understood and time is kept.- At the end of the activity, ask the groups to share their examples, while also pointing to the way such attitudes and behaviours could be prevented/corrected.- Summarise the outcomes of the exercise by pointing to some commonly-met wrong-doings in promoting gender equality, as well as to strategies to avoid and/or correct them.																		
Assessment	<div></div> <p>Analyze the examples below. Which, in your opinion are “wrong-doings” from gender perspective and why:</p> <table><tr><th rowspan="2">Situations/cases</th><th colspan="2">Wring-doings?</th><th rowspan="2">Why?</th></tr><tr><th>Yes</th><th>No</th></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td>A teacher tells students that GE is important, but that it cannot be fully applied in practice.</td><td></td><td></td><td></td></tr><tr><td>A teacher tells parents that corporal punishment is not that bad for boys, for they are stronger & more resistant than girls.</td><td></td><td></td><td></td></tr></table>	Situations/cases	Wring-doings?		Why?	Yes	No					A teacher tells students that GE is important, but that it cannot be fully applied in practice.				A teacher tells parents that corporal punishment is not that bad for boys, for they are stronger & more resistant than girls.			
Situations/cases	Wring-doings?		Why?																
	Yes	No																	
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A teacher tells parents that corporal punishment is not that bad for boys, for they are stronger & more resistant than girls.																			

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	A teacher is dissuading parents to send their children to different schools or prepare them for different careers because of their gender.			
	A teacher selects only boys for a Math contest, although girls are also willing to participate.			
	What can be learnt from this activity? (For instance, that those promoting GE should be not just willing to engage in this endeavour, but also competent to do it).			



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Activity 4.2.3: Pilot testing new GE programmes




90 minutes (60' group work + 30' discussions/sharing)

Learning objectives	<p>Based on this activity, participants will be able to:</p> <ul style="list-style-type: none"> - Enhance their understanding of pilot testing GE activities/programmes; - Visualise GE activities/lessons they may implement and how to monitor them; - Develop their capacities to carry out monitoring of GE programmes that are fair and reliable (i.e. free of gender biases).
Rationale	<p>Pilot testing (trying out) of new education programmes (i.e. including of new curricula and textbooks) is part of monitoring approaches.</p> <p>This activity invites trainees to imagine situations of pilot testing new GE programmes (i.e. lesson plans) based on sound and reliable strategies that are respecting the values and principles of GE.</p>

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Instructions for participants	<p>Work in small groups and imagine a situation of pilot testing new lesson plans on GE in your school:</p> <ol style="list-style-type: none">1. Define the content of the lesson plan(s) (What activities to choose so as to address GE and promote GE);2. Define the means of monitoring the implementation of the lesson plan (How will you do it?), as well as what to do and what to avoid in order to obtain reliable and relevant data (for instance, do not ask too many questions in a questionnaire, do not influence the respondents; do not ask irrelevant questions);3. Discuss how you will collect and systematize the data;4. Discuss how you will use the monitoring data;5. Discuss about how to make sure that the monitoring strategy and data are not affected by gender biases. <p>Share your monitoring plan with the other groups. With the help of the main facilitator, draw recommendations on 2-3 main monitoring means/tools that you think teachers should be trained on in more depth (while also giving reasons why, i.e. what the training should focus on).</p>
Materials needed	<ul style="list-style-type: none">- If possible, audio-video or other resources documenting processes of pilot testing to be shown as illustrations of the pilot testing process- Handouts/copies of the list above- Paper and/or computer for the participants to write down their ideas
Facilitators' Notes	<ul style="list-style-type: none">- Introduce the activity by explaining the process of pilot testing. Ask participants who have been in such processes to describe them briefly.- Explain this activity as a simulation of pilot testing lessons plans that incorporate GE aspects.- Make sure that all tasks are well understood by participants.- Divide them into small groups and make sure time is kept so that participants have time enough to work collaboratively and reach the expected results, i.e. the monitoring plan of GE activities/lesson plans.- After the group work, ask each group to display their monitoring plan and present it to colleagues. In order to gain time, the "exhibition booth" method can be used, meaning that each group will display their results on a board and the other groups will move from one "booth" to the other to observe the monitoring plans, receive explanations and

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	<p>comment on the strengths and weaknesses of those plans.</p> <ul style="list-style-type: none">- Conclude the activity by stressing some of the monitoring strategies teachers may use in their classroom (such as to address short questions to students at the end of the lessons; or tape an activity that can be analyzed afterwards in order to document classroom interactions).																								
Assessment	<div></div> <p>Work in pairs and assess your and your colleague’s training needs with regard to the competencies listed in the table below. State the result of your joint deliberation and explain to the larger group how would you like that training to be conducted:</p> <table><tr><th>Training needs for...</th><th>Low</th><th>Average</th><th>High</th></tr><tr><td>Developing a monitoring questionnaire for students</td><td></td><td></td><td></td></tr><tr><td>Developing a classroom observation plan</td><td></td><td></td><td></td></tr><tr><td>Taping classroom activities/collecting other forms of evidence form classroom activities</td><td></td><td></td><td></td></tr><tr><td>Organizing pilot testing of new materials/approaches</td><td></td><td></td><td></td></tr><tr><td>Involving stakeholders in monitoring processes</td><td></td><td></td><td></td></tr></table> <p>What can be learnt from this activity? (For instance, that simple or more complex monitoring strategies can be put in place by every teacher to collect data with regard to how GE lessons or other activities are carried out).</p>	Training needs for...	Low	Average	High	Developing a monitoring questionnaire for students				Developing a classroom observation plan				Taping classroom activities/collecting other forms of evidence form classroom activities				Organizing pilot testing of new materials/approaches				Involving stakeholders in monitoring processes			
Training needs for...	Low	Average	High																						
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Involving stakeholders in monitoring processes																									

4.3 Assessment

4.3.1 Knowledge quiz. From the statements below, select the appropriate response (only one response is correct):

1. Monitoring refers to	1. coaching someone during a process. 2. inquiring whether a process/an activity is
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	being carried out according to the plan. 3. assessing whether the process/activity has good results.
2. Evaluation is	1. the same as monitoring. 2. an examination of the outcomes of a process/activity. 3. a complex judgment of a process/activity against some established objectives and quality criteria to find out whether it was effective/made an impact
3. Monitoring and evaluation of GE education programmes should be carried out	1. only as external processes, by certified specialists. 2. by teachers who have the necessary training and competencies. 3. by any teacher involved in GE school programmes.
4. Evaluation results should be used	1. to punish those who failed. 2. to learn from both good and less effective practices and improve GE programmes. 3. to make publicity to the school and teaching staff.
5. Monitoring and evaluation of GE programmes should target	1. learning inputs, processes and outputs. 2. only the results of GE programmes. 3. only the quality of teachers.

4.3.2 Assessing monitoring and evaluation attitudes and behaviours from gender perspectives. Work in pairs and discuss the examples of different attitudes and behaviours associated with the implementation of different monitoring means/tools. Decide whether such attitudes and behaviours are appropriate, and why (including from gender perspective). In case you gauge them as inappropriate for a good monitoring process, state how the right attitude & behaviours would look like:

Monitoring strategies and tools (examples)	Are they appropriate? Why?	How would you improve them?
The school director wants to elaborate a questionnaire on the need for GE programmes in the school. He gives the task to elaborate the questionnaire to the Math teacher, a woman trained in GE issues.		

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Two teachers apply interactive methods in their classroom with a view to foster the participation and collaboration of both boys and girls in the context of small group activities. The school leadership decides to invite five students to a focus group where students are be asked to assess the usefulness of these new methods. The classroom activities are recorded for analysis.		
Teachers from different schools are invited to comment on new primary textbooks for Vietnamese language and Civics from gender perspective, however they did not receive specific training to do so.		
Other?		
Other?		

Share your views with the larger group by choosing one example from the list. What conclusions can be drawn from your analysis?

4.3.3 Assessing the quality of GE programmes. Work in small groups and choose one hypothetical GE programme you would like to carry out in your school/community. Based on discussions in your group, fill in the table below referring to appropriate quality criteria to be considered and indicators that may be defined to assess the quality of inputs, processes and outcomes:

Example of GE programme	Quality criteria	Indicators of success/good practice
Example	Examples	Examples

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<p>Puppet show (performed by secondary education students for primary students) against gender-based violence</p> <p>Other?</p> <p>Other?</p>	<ol style="list-style-type: none"> 1. Articulation of the story (i.e. what GBV aspects are being tackled, how) 2. Message delivered (i.e. that both boys and girls can be victims of GBV; that the school and the community have a role to play to prevent and control GBV) 3. Student and stakeholder involvement 	<ol style="list-style-type: none"> 1.1 Original story imagined by students 1.2 Puppets designed and built in collaboration by boys and girls from different classes 2.1 Echoes in the local media or in the local community 2.1 Requests for performances in other schools 2.2 Identification, following the activity/performance, of cases of GBV involving students that need attention/action 3.1 Proportion of girls and boys involved in the project 3.2 Stakeholder support (i.e. financial, material; intellectual)
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Share the results of your group work with the other groups. With the help of the main facilitator, select 2-3 examples of possible GE programmes and their quality criteria and indicators that could be used as examples in further teacher training activities.

4.4 Recommendations for teacher trainers

What to do (DOs)	What to avoid (DON'Ts)
<ul style="list-style-type: none"> ⇒ Ask teachers to make reference to their concrete experiences in M&E at school and community level ⇒ Discuss teachers' roles in promoting education change from the perspective of a "whole-school" approach ⇒ Support teachers in understanding 	<ul style="list-style-type: none"> ⇒ Do not promote monitoring and evaluation as means for blaming and punishing teachers and schools for their educational failures ⇒ Do not ask teachers to be involved in monitoring and evaluation beyond their capacities and responsibilities

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<p>the difference, as well as the connections between programme goals; interventions/activities; outcomes (including products) and results (i.e. longer-term impact)</p> <p>⇒ Emphasise that monitoring and evaluation do not necessary imply sophisticated and costly means to be relevant and effective</p> <p>⇒ Emphasise the importance of constructive approaches to monitoring and evaluation (i.e. as means for learning and professional growth)</p>	<p>⇒ Do not claim that, once performed, evaluations are infallible, but show that stakeholders can have different views on the programme results, depending on their agendas</p>
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4.5 Resources and links

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Annex 1 : How to use the TTMS ?

How to use the TTMs ? (Examples of possible agendas for in-service training)

As explained in *Introduction*, the TTMs constitute the basis for customized in-service teacher training. At the same time, they may be used to design pre-service teacher training courses that incorporate gender issues and promote gender equality.

Below are examples of possible Agendas for customized in-service teacher training courses of two-three days that combine the delivery of theoretical knowledge with practical activities, including assessment and self-assessment. The workshop Agendas should be developed based on considering the different trainee needs that will guide the **selection** of the appropriate knowledge and activities to be selected from the TTMs.

Before the workshop, trainees may be asked to complete the questionnaire suggested in *Introduction*, Activity 9.1.

Example: Three-day in-service training

Timing	Day 1	Day 2	Day 3
08:30-10:00	Opening session Welcome speeches Introduction of the participants Workshop objectives and agenda overview Participants' expectations	Session 4: Gender lenses (Conceptual issues: power point presentation based on Module 2) Questions and answers (possibly based on the Questions for Reflection and discussion in Module 1)	Session 8: Monitoring and evaluation (Conceptual issues: power point presentation based on Module 4) Questions and answers (possibly based on the Questions for Reflection and discussion in Module 1)
Tea & coffee break			
10:30-12:00	Session 1: Gender equality (Conceptual issues: power point presentation based on Module 1) Questions and answers (possibly based on the Questions for Reflection and discussion in Module 1)	Session 5: Group work Option 1: all small groups work on Activity 2.2.5: Gender-sensitive teacher behavior Option 2: the small groups work on different activities (i.e. two on	Session 9: Group work Activity 4.2.1 (Factors influencing the quality of GE programmes) for all groups, or, if groups will work on different activities, two groups can work on 4.2.1;two on 4.2.2 (How to avoid wrong-doings);and two

Annex 1 –How to use the TTMS ?

		2.2.3:Textbooksand gender equality; two on 2.2.1:Gender lenses; and two on 2.2.5)	on 4.2.3(Pilot testing new GE programmes)
Lunch			
13:30-15:00	Session 2: Group work Option 1: All groups work on the same task (for instance, Activity 1.2.1: Sex and Gender) Option 2: If the lager group is split into six smaller groups of five members each, two groups can work on Activity 1.2.1; two groups on Activity 1.2.2; and two other groups on Activity 1.2.3. This way, more activities can be covered and the groups' sharing will be more intensive and interesting.	Session 6: Plenary sharing of the groups' work (as in Day 1)	Session 10: Plenary sharing of the groups' work (as suggested before) Individual assessment based on 4.3.1 (Knowledge quiz)
Tea & coffee break			
15:30-16:30	Session 3: Plenary sharing of the groups' work If time does not allow that all groups present their work, the facilitator can choose to: <ol style="list-style-type: none"> 1. ask only one-two groups to present; 2. organise the sharing based on the “exhibition booth” method (i.e. the smaller 	Session 7: Assessment and self-assessment The facilitator may choose assessment and self-assessment activities based on suggestions in Module 1 & 2	Session 11:Closing session Main outcomes of the workshops Evaluation of the workshop by participants Diplomas Follow up (i.e. individual study and/or school-based dissemination and training) and

Annex 1 –How to use the TTMS ?

	<p>groups display their results in specific places and designate one-two representatives to give explanations to the others; the colleagues from the other groups that are not designated to present their group's work, will walk from one booth to the other in order to observe and assess the outcomes).</p> <p>Summary of the activity and conclusions</p>		<p>concluding remarks</p> <p>Workshop closure</p>
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Facilitator's preparation

- Make sure that you are aware of the trainees' needs (i.e. by asking them to complete in advance the questionnaire in Introduction, Activity 9.1).
- Develop an appropriate Agenda of training in accordance with the time at your disposal and the training needs of the participants.
- Once having decided on the workshop length and training objectives, construct the overall workshop Agenda (i.e. define how many sessions; what should they cover; expected outcomes) as shown above.
- Then browse the TTMs to select the appropriate information and activities for each session.
- Be **selective** about the different aspects you want to cover. Because not all the aspects in the TTMs can be covered during the workshop, give trainees follow up tasks, either in the form of individual study or as tasks to disseminate the training outcomes with their colleagues by organizing school-based training activities.

Annex 1 –How to use the TTMS ?

- Make sure that you master the different training techniques you want to use, such as splitting participants into small groups; organizing the small group activities; organizing the collective sharing in an effective way, for instance by using the “exhibition booth” method; and/or managing discussions, such as questions and answers sessions and debates, including on sensitive and controversial issues.
- During the workshop, involve the trainees as much as possible and make sure they understand the objectives of different sessions, as well as their gains (i.e. expected outcomes/competencies) from different activities and the overall workshop agenda.
- Prepare your own set of support information and activities that may supplement/complement the TTMs. This will constitute your creative **portfolio** as a gender equality trainer based on collecting issues and examples/cases from your own school/community, national context and/or the audio-video materials and literature you may consult.

Glossary

Advocacy (in education)	Process of persuading stakeholders and the broader public of the importance of introducing and promoting & supporting changes in education
Assessment	Process of judging something in accordance with specific quality criteria
Attitudes	Internal preparation or disposition to face and address challenges and tasks in a certain way – attitudes are influenced by knowledge and values and are usually triggering behaviors (though the links between attitudes and behaviors is not that linear)
Capacity development	Process of developing the people's knowledge, skills and attitudes in compliance with their working needs, based on building on their strengths and identifying and addressing weaknesses/lacks that need to be overcome
Competencies	Outcomes of learning as articulation of knowledge, skills and attitudes that learners can mobilize independently and efficiently to solve problems
Cross-cutting issues	Transversal learning objectives and themes/topics that all learning areas/subjects should address in specific ways
Curriculum	Systematic and intentional articulation of knowledge, skills and attitudes in the context of learning experiences and opportunities for students in both formal and non-formal education
Sex-disaggregated indicators	Statistical information that is disaggregated by sex (i.e. how many girls and boys completed basic education)

Domestic violence	Verbal, emotional and/or physical violence that is exerted against family members
Education policy	Coherent set of visions and decisions with regard to the directions education should follow in compliance with certain goals and in order to attain certain results
Gender	Cultural differences between men and women
Gender audit	Assessment of a community, situation, etc. from gender perspective in order to identify the achievements and gaps with regard to achieving gender equality
Gender-based violence (GBV)	Abuses (symbolic, language-based and/or physical) against one's dignity and integrity that are triggered by gender differences and affect usually women, which does not mean that boys/men cannot be affected
Gender biases	Prejudices or distorted images/characterizations based on gender – they can be positive (generalizing features considered valuable) or negative (generalizing features considered bad or appalling)
Gender equality	Aspiration and practice of considering that, despite biological differences, men and women are equal and should be treated equally (i.e. equal opportunities; equal rights; equal responsibilities; equal entitlements) – gender differences should not legitimate gender discrimination
Gender lens or perspective	Looking at different issues by taking into account the gender dimension including participation, needs and realities of girls and women, as well as of boys and men
Gender mainstreaming	The process and outcome of integrating gender issues throughout the formal and non-formal curriculum, as well as through other education components, such as school and classroom organization and practices, assessment; and school-community links

Gender parity	Equal participation or representation of women and men in education, professions, decision-making bodies, etc.(rather from a numeric point of view). Opposite: <i>gender disparity</i> , meaning that one gender is under-participating or underrepresented.
Hidden curriculum	The values, knowledge, skills and attitudes that students and teachers share in private – they can be different from the ones promoted by the official curriculum
Implemented curriculum	The curriculum that results from classroom interactions between teachers and students (applied curriculum)
Indicators	Qualitative or quantitative expressions of the findings on characteristics of the situations, populations, processes or phenomena analysed
Intended curriculum	The curriculum that is envisaged by education authorities and is usually official and written – it can be laid down in the form of curriculum frameworks; syllabuses; textbooks; teacher guides
Interactive pedagogy	Teaching and learning that is based on students' active participation in the context of classroom interactions (i.e. peer and group work; project work)
Interchangeable roles	Refers to the fact that men and women can take on similar/identical roles meaning they are not confined to segregated, static and rigid functions and expectations in work, studies, communities and families
Knowledge	Component of learning that includes information about concepts, facts and opinions as well as procedural aspects pertaining to reasoning
Learning	The process and outcome of acquiring and integrating new knowledge, skills and attitudes into existing structures that trigger changes at cognitive, emotional and/or motor level
Learning inputs	Items that are indispensable for a learning process to happen (i.e. teachers, curricula, textbooks, education facilities)

Learning outputs	Results of learning processes, such as student competencies or the impact of learning on individual and societal progress
Sex	Biological differences between women and men
Skills	Operational side of knowledge; knowledge in action about how to do things (know-how)
Stereotypes	Rushed and unfair attribution of group characteristic to a person, situation, item
Textbook	Resource for students that pulls together the content of learning for a specific learning area/subject/grade in a systematic way. Textbooks are usually developed based on a syllabus and should observe quality criteria such as relevance, adjustment to students' needs and capacity to inspire interactive teaching and learning
Textbook analysis	Process of exploring specific aspects in textbooks based on analytical concepts and criteria developed in compliance with the research purpose and scope
Textbook revision	Process of changing and improving textbooks in line with specific quality criteria, including education/learning goals, expected outcomes (students competencies) and teaching and learning, including assessment, practices

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