Enhancing Girls’ and Women’s Right to Quality Education through Gender Sensitive Policy Making, Teacher Development and Pedagogy
Content

- Rationale
- Objectives
- Project components
- Participating countries
- Implementation strategies
I. RATIONALE
I.1 UN normative instruments

- Equality between men and women enshrined in the Founding UN Charter (1945)
- Convention on the Elimination of all Forms of Discrimination Against Women (1979)
- The Fourth World Conference on Women, 4-15 September 1995, Beijing, China
For UNESCO, gender equality and education are fundamental and inalienable human rights.

UNESCO promotes gender equality to, in and through education so as to ensure women’s and men’s, girls and boys’ equal access to learning opportunities, fair treatment in the learning process, equitable outcomes, as well as access to opportunities in all spheres of life.

Education, especially girls’ and women’s education is considered to be one of the most effective investments for development.
I.III The facts on the ground

- The 2013/14 Education for All Global Monitoring Report highlighted the fact that there are still **57 million** out-of-school children, **the majority being girls**

- The situation is even worse in **rural areas** where poverty and gender stereotyping impact greatly on girls’ education opportunities

- Gender equality is **not only about girls’ access** to education, but also about enabling them to be free from **gender stereotyping** and other forms of gender-based discriminations and violence.
I.III The facts on the ground

Global number of out-of-school children and adolescents, 2000–2013

Source: UNESCO Institute for Statistics database
I.IV Call for sector-wide approach to gender equality

- Past efforts have largely looked at girls’ enrolments, without much attention to the wider issues of quality and other enabling systems.

- **Sector-wide efforts** involving policymaking and planning, budgeting, curriculum, textbooks and learning materials development, teacher preparation, and participation in leadership role are needed.

- **Gender mainstreaming** in all components and processes of the education sector to support gender equality goals.
II. OBJECTIVES
UNESCO Bangkok has initiated a five-year project: “Enhancing Girls’ and Women’s Right to Quality Education through Gender Sensitive Policy Making, Teacher Development and Pedagogy”

The overall objective of the project is to enhance girls’ and women’s right to quality education through gender-sensitive and responsive policy making, teacher development and pedagogical innovations.
II.II Specific objectives

- Strengthen **national capacity** in developing gender-sensitive education policies, curricula and teacher training materials through gender assessment of the education sector

- Enhance the **awareness** of education policymakers and planners on the significance of gender equality issues in facilitating girls’ and women’s education, as well as their capacity in formulating gender-responsive education policies focusing on teachers
II.II Specific objectives

- Promote gender-mainstreaming within teacher education institutions (TEIs) through the integration of gender awareness and responsiveness into teacher education curriculum and pedagogy.

- Empower female teachers with the capacities and skills to take leadership roles at schools.

- Facilitate school teachers to conduct gender-sensitive pedagogical innovations through school-based action research.
III. PROJECT COMPONENTS
The project components

**National and policy levels**
- Gender assessment of school curriculum, textbooks and teacher training materials
- Capacity building of education policymakers and planners on gender-responsive teacher policies

**TEI level**
- Development of ‘Gender and Education’ course for teacher educators at TEIs

**School level**
- School leadership training programmes for female teachers

**Teacher level**
- Promote gender-sensitive and responsive pedagogical innovations through school-based action research
Gender assessments of teaching and learning materials carried out both in Asia and elsewhere show that women and girls are often depicted as weak, passive and submissive with domestic, caregiving and supportive roles.

In many countries, capacity to diagnose gender issues within the education sector is very limited or does not exist.

Gender assessment will provide a baseline to inform the formation of gender-sensitive and responsive teacher policies.
III.I Gender assessment

- Develop tools to diagnose gender issues within the sector, especially in school curriculum, textbooks and teacher training materials.
- Pilot the draft gender assessment tools in the project countries to identify gender gaps and stereotypes.
- Information sharing and revision of the draft tools for possible future distribution and application in a wider context.
- Target groups: MOE officials and teacher educators from the project countries.
- Duration: November 2015 – November 201...
III.I Gender assessment

- **Expected deliverables:**
  - National gender assessment reports by project countries
  - Synthesis report of the gender assessment exercises of the project countries
  - Improved school curricula, textbooks and teacher training materials
  - Ready-to-use tools for undertaking gender assessment by other countries in the region
III.II Capacity building of education policymakers and planners on gender-responsive teacher policies

- Increased **individual** and **institutional capacity** is critical to achieving ‘**gender mainstreaming**’ to the education sector at the country level.

- One **key factor for poor progress** towards gender equality goals is inadequate commitment, weak capacity, limited appreciation and understanding of gender issues among planners and policymakers in ministries of education.

- The project will organize **systematic training programmes** on gender mainstreaming in education planning, budgeting, management, and monitoring.
III.II Capacity building of education policymakers and planners on gender-responsive teacher policies

- Situation and needs analysis
- Development of new training modules and materials
- Trainers’ training and localization of training modules and materials
- National training workshops
- Regional experience sharing meeting
- Development of the training modules into an on-line course and open educational resources to benefit other countries in this region
III.II Capacity building of education policymakers and planners on gender-responsive teacher policies

- **Target Groups:** MOE officials in charge of teacher policies
- **Duration:** November 2016 – November 2017
- **Expected deliverables:**
  - A *consolidated report* of situation and need analyses
  - *Gender toolkit* for policymakers and administrators
  - National training workshops
  - Collections of *innovative teacher policies* in favour of gender equality
  - An *on-line course* on gender-sensitive and responsive teacher policies
Gender inequalities are created and reproduced within education, including teacher education. A gender-responsive teacher training prepares teachers to be aware of the needs of both girls and boys and women and men and facilitates the creation of gender-friendly and gender-sensitive pedagogy. Development of a stand-alone, module-based course on ‘Gender and Education’. Capacity building of teacher educators in designing and delivering the course. National workshops on the course delivering at TEIs.
III. III Development of ‘Gender and Education’ course for teacher educators at TEIs

- Experience sharing among course teachers from TEIs
- Development of an on-line course on ‘Gender and Education to be shared with teacher educators from other countries in this region
- **Target groups:** leaders and teacher educators at TEIs
- **Duration:** November 2017 – November 2018
III. III Development of ‘Gender and Education’ course for teacher educators at TEIs

- Expected deliverables:
  - **Guidelines** for integrating gender equality into teacher education curriculum and teacher training
  - **Localized** course development templates
  - Collections of **good practices** in the designing and delivering of the course
  - An **on-line course** on ‘Gender and Education’ for teacher educators
Gender equality should be defining the characteristics of school management, its values and behaviour.

While teaching has been a feminized profession in most countries, female presence in leadership and decision-making roles is still very low.

Organized efforts to develop female teachers for leadership roles are needed.

This component aims at designing leadership training programmes for female teachers to enable them to acquire requisite knowledge and competencies for leadership position.
III.IV School leadership training programmes for female teachers

- **Target groups:** Teacher educators, female teachers in primary and secondary schools
- **Duration:** November 2018 – November 2019
- **Expected deliverables:**
  - **Benchmarks** on school leadership programmes for female teachers
  - Collections of good practices
  - **Localized** programme development **templates** on school leadership for female teachers
  - On-line school leadership programmes for female teachers
III.V Promote gender-sensitive pedagogical innovations through school-based action research

- Gender-responsive pedagogy calls for teachers to take a gender approach in instructional planning, teaching and learning process and assessment.

- This component aims at promoting gender-responsive pedagogical innovations through school-based teachers’ action research.

- **Target groups:** teacher educators, teachers at primary and secondary schools.

- Development of guidelines on gender-sensitive pedagogical innovations through school-based action research.
III.V Promote gender-sensitive pedagogical innovations through school-based action research

- Trainers’ training of teacher educators
- National training workshops for subject teachers
- Experience sharing of good practices with regard to the support system for teachers’ action research
- Collections of good cases of gender-sensitive pedagogical innovations from the subject teachers
- Development of an on-line course on gender-sensitive pedagogical innovations for teacher educators and teachers
III.V Promote gender-sensitive pedagogical innovations through school-based action research

- Expected deliverables:
  - Teachers’ **handbook** on gender-sensitive pedagogy
  - **Guidelines** on gender-sensitive pedagogical innovations through school-based action research
  - Reports of trainers’ training and national training workshops
  - An **on-line repository** of good cases of gender-sensitive pedagogical innovations
  - An **on-line course** on gender-sensitive pedagogical innovations for teacher educators and teachers
IV. PARTICIPATING COUNTRIES
IV.I Participating countries

- Participating countries for the stocktaking, need and situation analysis and piloting exercises:

  **South Asia**: Nepal, Sri Lanka

  **Southeast Asia**: Cambodia, Myanmar

  **Central Asia**: Uzbekistan
V. IMPLEMENTATION STRATEGIES
V.I Target the end-users

- All project components have clear target groups and deliverables
- The involvement of end-users is very important in making the project relevant to the needs of the end-users
- The more the relevance, the more the impact and the sustainability
The implementation process of this project is a process of collecting inputs from the project countries.

The roles of UNESCO and international consultants are to provide technical support to the project countries in framing the activities and consolidating inputs from the project countries.

This ensures that project countries have strong ownership of the project and are willing to implement what will be jointly achieved during the project implementation process.
The project will develop joint frameworks as a serious of benchmarks for countries to refer

All joint frameworks are flexible for local adaptation

Localization is very important for this project to have a lasting impact

UNESCO would like to be part of the national agenda, rather than impose something from outside the country
V.IV Partnership with collaboration

- Better coordination and collaboration among different department within the Ministries
- UNESCO Bangkok, together with UNESCO HQ and field offices will work together to provide technical support
- Engaging researchers, policy makers and practitioners to bring about well-informed, meaningful and evidence-based change to the project countries
Thank you very much for your attention!