

TRAINING MANUAL for TEACHERS and DIRECTORS

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I. Training tasks

The manual is developed in a way to serve as a basis for providing training of all target groups of adults, included in the project “Career Rocket: Respect, Opportunities, Choice, Knowledge, Equality and Training”, after tailored revision from the trainers’ side. These types of training and the respective target groups are:

1. **Training for teachers that will test the Guides for mainstreaming gender in specific subject matters**
2. **TOT Program for training of teachers-peer trainers**
3. **Training of Educators and Carrier counselling experts**
4. **Capacity Building Seminar for school managers**

II. How to use the Manual

This is a suggestion for a Training Manual on Gender Equality Basic Concept (Gender Awareness) and on Gender Mainstreaming in Education. It is not a one stop source of professional answers on gender issues. Trainers have to use the manual as reference material when designing training programmes on the above mentioned four types of needs, which means that the trainers may adapt training activities to suit their contexts and needs of the target group. It is also recommendable, country examples from the project’s survey and curricula suggestions to be included in support of the theory.

In this respect, it is important to carry out a training needs assessment of potential learners to help identify training needs/gaps. The results will determine the training programs, methodology and how it may suit the target group. The manual is organized in 2 modules and the trainers may use all the modules or some of them depending on what the target group requires and according to specific needs.

The author is providing theoretical material with the purpose to support the trainer with background information and some instructions on how to plan, organize and implement the training programs. In particular, it provides essential information on designing a training program, training methods, principles of adult learning, the role of a trainer and preparation of a training session.

At organizational level, the training should influence achievement of desired attitudes towards learners' improved performance in the area of gender. Training should encompass Knowledge, Attitude, Skills and Habits (KASH). The training needs should focus on these four key features. It is also in these features that the impact of training is evaluated.

Knowledge

Knowledge refers to new information on the subject, additional insight on the topic and awareness created during the learning process. As a trainer you should ensure that required knowledge is relevant and useful.

Attitude

Attitude refers to change of view, perceptions and/or opinion on a given topic. This change should be positive to enhance learning. The attitude will also enable the participants to deal with the influencing factors and become gender sensitive and gender responsive. Knowledge acquired during training will enable participants to adopt positive attitude.

Skills

Skills refer to the technical know-how. These skills range from human resource management and behavior. Skills improvement is the core of performance-oriented training. It is where performance indicators are pegged at the training needs assessment, time, development of the curriculum, monitoring of training and finally the evaluation of the training and follow-up.

It is at this level that trainers and training programs are evaluated, because the skills training determine the training impact. The skills performance indicators should focus on the training needs/ gaps which translate to the impact of training.

When developing training programs, it is important to segment skills in three categories as follows:

- General skills that participants should have in gender or gender mainstreaming.
- Important skills that participants should be equipped with to carry out gender mainstreaming in Education
- Relevant skills based on Training Needs Assessment (TNA) and which are for immediate use.

The trainers should focus on the third category. Participants will be happy to learn skills that are relevant and of immediate use in their daily work. This is where we draw the key learning points, which are also referred to as take home points.

Habits

A habit is a change in behavior that occurs as a result of gaining knowledge and skills.

Learning will take place more effectively if the training is designed using participatory learning approach, better known as Participatory Learning in Action (PLA). This approach requires that the training is conducted using participatory methods and appropriate and relevant training materials, with minimal theoretical/academic handouts.

1. The Training Cycle

A participatory gender awareness/mainstreaming training cycle has the following steps:

Step 1: Situational analysis

This refers to analysis of the goals and objectives in regard to training as capacity building intervention.

Step 2: Target group

Identification and selection of the target group to be trained. If the selection is not adequately done then there is very big likelihood of training packages for the wrong group, hence the impact of training can be negative.

Step 3: Training needs assessment (TNA)

A Training Needs Assessment should be conducted to determine the training needs/gap.

Step 4: Objectives

SMART (Specific, Measurable, Achievable, Realistic and Time bound) objectives should be set and lesson plans developed.

Step 5: Training methods

Decide on the appropriate participatory training methods and source of training materials and equipment.

Step 6: Training program design

The program design is the next step followed by conducting the training.

Step 7: Monitoring and evaluation

Monitoring and evaluation of the training is a continuous exercise that should be done during the session, day to day and/or periodically at every stage of the training cycle.

Monitoring and evaluation of training assists in ensuring that the planned activities are being carried out. The training should be evaluated to determine the impact.

2. Suggested Training Methods

The following training methods can be used alone or in combination: brainstorming, discussions, lecture/talk, question and answer session, role-plays, case study.

1. Brainstorming

What is brainstorming?

A topic is written on the flip chart. Participants give their ideas on the topic. These are listed on the flip chart. The ideas are then sorted out and linked to the main subject of the topic. There are no wrong answers.

Why use brainstorming?

- To switch the course from one subject and focus on the next
- To examine the width of a subject
- To create a lively atmosphere
- To get a lot of ideas quickly

When to use brainstorming?

- At the start of a new topic
- When learners are encouraged to come up with new ideas

2. Discussions

Be flexible with the timing and sequence of the discussion phases:

- Identify the problems
- Identify the cause
- Identify how the problem could have been avoided
- Identify possible solutions

3. Lecture/talk

A lecture is where you stand in front of your audience and deliver the material by talking to them.

4. Question and answer

Why use question and answer?

- To maintain interest in a topic
- To avoid any obstruction - this is very helpful for starting specifically gender equality topics' training: giving the audience first a space to express any opinion – usually they demonstrate low level of knowledge and understanding on the issue, you can provide after that statistics or analyses in favor of your thesis that will block any further resistance
- To find out about the experience of the group
- To check their understanding
- To help someone come to a conclusion

When to use question and answer

- Whenever you are talking to a group of participants and want to keep everyone involved and thinking
- To introduce a new topic

5. Role play

What is a role play?

A role play is a method whereby participants use drama to convey a message. This is in order to have a simulation of a real-life situation in an interesting manner.

Why use a role play?

- To allow a player to practice reacting to conflict and other stressful situations
- To gain insight into human interactions

- To help a learner modify his/her own behavior patterns by getting feedback from others who have watched him/her play a role
- To open up communication channels to release some of the inhibitions which may otherwise hinder open and relaxed discussions on some gender issues.

When to use the role play

- Effective role playing can take place in almost any setting
- Role playing is a very useful training technique, which can be employed in almost any training context.

6. Case study

A case study is where a real-life situation is summarized in the form of a story so that participants can identify the issues in it and suggest appropriate courses of action.

3. Adult Learning Principles

- a) Adults learn best when they want to
- b) Adults learn best when information is given to them in a logical order and consist of small units
- c) Adults learn best when they are treated like adults
- d) Adults learn best when they do something
- e) Adults learn best when they get an opportunity to practice what they are learning
- f) Adults learn best when they know how well they are doing and when they get some feeling of success
- g) Adults learn best when the training and topics are of use in their daily lives
- h) Adults learn best when there is repetition
- i) Adults learn best when the trainer recognizes that they have experience and makes use of this experience in the training
- j) Adults learn best when the new knowledge is related to something they already know
- k) Adults learn best when they feel free to ask questions and there is some discussion between learners and the trainer.

During the training

- Setting the training arrangement including the sitting pattern
- Guiding and directing the learning process
- Ensuring full involvement and participation
- Controlling the patterns of learning interactions and contributions from the learners
- Carrying out continuous assessment of the way learning is taking place and taking immediate action to retain orderliness and proper learning
- Carrying out an evaluation at the end of each session and module.

After the training

- Carrying out an analysis of the evaluation results
- Noting the areas that need to be corrected in future
- Compiling a report of the training.

4. Evaluation of The Training Session

Training can be evaluated at three levels as follows:

- After each session
- At the end of the training workshop
- Continuously at the work place

III. Opening Session “Getting To Know Each Other”

Objectives: To give opportunity to the participants to get to know each other and to overcome any communication barriers

Duration: 30 minutes

Activity 1: Distribute paper strips that contain statements on gender issues. The strips have to be cut in half in various ways so that each piece can only be matched with its original mate.

Materials: 15 Paper strips with statements cut in half

Duration: 10 minutes

The statements to be matched are as follows:

- Men can take care of children as well as women.
- Technical skills can place men and women on an equal footing.
- If we want society to view us differently, we must first view ourselves differently.
- Women do two-thirds of the work but receive only one-tenth of the total income.
- If you have not heard her story, you have heard only half of history.
- Women can work as hard as men can.
- When one thinks of an engineer, one hardly ever thinks of a woman.
- Women need skills that will allow them to earn more money, to better address survival needs, and to become autonomous.
- The role of women is viewed as limited to that of house wives, mothers and unpaid family labour in our society.
- Given equal opportunities for education and training, women can be as successful

as men.

- Nowadays, more and more women earn their own income and support families.
- Women's contribution to the well-being of the family is as important as that of men.
- Women are good at childcare because they have so much experience caring for other people's children before they have their own
- Because of their caring role and social networks women are better placed than men to provide information about household issues
- Women may have different perspective in relation to use community resources

Activity 2: Tell participants that they must find the matching half to the piece of paper they are holding. When they find the right match, they form pairs with the person who has the matching piece. Each person in the pair then interviews the other one to answer the following questions:

- What is your name?
- What is your job/profession?
- Why are you at this training?

Duration: 10 minutes

Activity 3: Each person in each pair introduces his/her partner to the group. The trainer writes the most important information on a flip-chart, name etc. Especially the expectations of the participants with regard to the training could be collected and grouped carefully (to look back at them in the middle and at the end of the training. In the middle to see what has been completed and what is missing. In the end to see what has been met.

Duration: 10 minutes

IV. Opening Session “Gender Equality Pre- and post-testing”

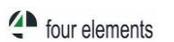
Objectives: To provide information about participants' level of knowledge on the issue;
To provide a base for comparison with the final evaluation

Duration: 20 minutes

Materials: Questionnaires; Training Programme

Activity 1: Every participant receives a questionnaire (Annex 2) and is asked to answer as quickly as possible. The Trainers collect them and review them during the Coffee break. Another option might be the questionnaire to be sent and collected from the participants in advance by e-mail.

Activity 2: One of the Trainers presents the Programme (Annex 3) of the training and discusses its objectives with the participants.



V. Training Module 1: Gender Equality Basic Concept

Target group: school teachers/educators, school managers, school career counseling experts, students, representatives of national and local institutions in the field of education

Training objectives

- To introduce learners to basic concepts of gender equality
- To increase the learners' knowledge and sharpen their skills on gender awareness
- To enlighten learners' on the prevalence of gender based violence as a violation of human rights

Content:

- Definition of gender
- Difference between gender and sex
- Gender related concepts

Duration: 3 Hours

Methodology:

- Group exercises
- Questions and answers
- Presentation/Lecture
- Discussion

Trainers' guidelines

Activity 1:

Tape a sheet of paper marked **AGREE** on one wall of the room and a sheet marked **DISAGREE** on the opposite wall. Tell the participants that you will be reading aloud a series of statements about the roles and status of women. As each statement is read, participants are to decide whether they agree or disagree with the statement and move quickly to the wall that indicates the opinion they favour. Those grouped together under the same sign will discuss their reasons for agreeing or disagreeing and appoint a reporter to share their reasons with the other group.

Duration: 15 minutes

Materials: Paper and masking tape

Statements:

Agree	Disagree
In some countries, women make up almost half of the total number of engineers.	Engineering takes a lot of intelligence and concentration. It is too complicated for women.
Given enough role models for women, there will surely be more women engineers.	The engineering work is too hard, and women are physically weaker than men.
When men want to and get an opportunity to learn to raise babies, they can be good at it.	Women’s nature is not conducive to engineering work. That’s why there are not many women engineers.
Intensive involvement of men in child rearing will help children become more balanced.	Women have natural maternal instincts.
As more women work outside the home, it will become necessary for more men to help rear children.	Men have not and cannot develop the gentleness and sensitivity required in raising children.
Some tasks are too physically demanding for women	Men are heads of their families. They earn income to support their families
Nowadays, it is normal that more and more women earn their own income and support families.	Men are better at making decisions.

Activity 2:

What is gender?

Duration: 25 minutes

Materials: Flip-chart list with preliminary drawn Table 1

Hold a discussion in plenary about the difference between sex and gender. Many people confuse the terms “sex” and “gender” or aren’t sure what exactly they mean. Start by asking the participants to define the two terms. Write their definitions on the flip chart. Then put the list with the Table 1 on the flip-chart and without going into the truth or falseness of the statements below, indicate by tick next to each one whether it is about sex or about gender. Facilitate a discussion about what each of these terms means. Make sure participants understand that characteristics that are based on sex are true for all members of that sex and are usually unchangeable, while characteristics based on gender are usually not true for all members of a given sex and are typically things that can be changed.

Table 1

Statement	Sex?	Gender?
Men can't cook		
Women earn less money than men do		
A husband cannot follow his wife on a diplomatic posting		
Women have larger breasts than men		
Girls drop out of school more than boys do		
A man is the head of the household		
Men don't cry.		
Girls dress in pink, boys dress in blue		
A wife cannot initiate sex with her husband		
Women menstruate, men don't		
There are more male leaders than female leaders		
It is not the job of the father to change nappies		
A girl cannot propose marriage to a boy		
There are more male miners than female miners		
A man cannot get pregnant		
The man is the breadwinner		
Men make good doctors, women make good nurses		
Women cannot be religious leaders		

Activity 3: Gender – related terms/concepts

Use the method of lecture (via power point presentation, based on the proposed below material for Trainers' support) to introduce the different terms related to gender equality basic theory. Discuss them in plenary. If/when needed use supportive country examples from the project survey or the developed subjects' curricula.

Duration: 2 hours 20 minutes

Theory in Trainers' support

Gender

This refers to the socially and culturally constructed differences between men and women; as distinct from sex which refers to their biological differences. The social constructs vary across cultures, religion, culture and time.

Sex

Sex refers to the biological and physiological differences between males and females as determined by nature. It is universal and non-changeable.

Social construction of gender

Refers to how society values and allocates duties, roles and responsibilities to women, men, girls and boys. This differential valuing creates the gender division of labour and determines differences in access to benefits and decision making which in turn influences power relations and reinforces gender roles. This is done at various levels of gender socialization including family, religion, education, culture, peers and the media.

Gender and culture

Culture refers to people's way of life, systems of beliefs, values, rituals, interaction patterns and socialization which determine attributes, roles, responsibilities, and expectations in a society. It determines what the society wants and expects from women, men, girls and boys. It defines the status and power relations between women, men, girls and boys. Gender concerns are as a result of cultural context and socialization in society.

Examples of these are:

- Preference for a boy to a girl child
- Heir to property
- Naming systems
- Initiation ceremonies
- Marital practices
- Gender based violence

Gender Roles

Gender roles are different socially ascribed attitudes, behaviors, work or responsibilities assigned to Men and Women, Boys and Girls. They reflected in activities ascribed to men and women on the basis of perceived differences which are reinforced through the gender division of labour. This arises from the socialization of individuals from the earliest stages of life through identification with specific characteristics associated with being male or female.

Gender Roles are:

- Changeable
- Affected by age, class, religion, ethnicity
- Not fixed, vary within and between cultures
- Specific to historical context

Gender Relations – these are the social relations between men and women, including how power, access to and control over resources are distributed between sexes. Cultural and social norms generally assign lower value to attitudes, abilities and roles conventionally associated with women or with those perceived as violating traditional sex/gender norms. This result in hierarchical, unequal gender relations.

Gender Division of Labour

It relates to the different types of work that men and women do as a consequence of their socialization and accepted patterns of work within a given context. **Gender norms** determine how each society divides work among men and women, boys and girls, according to socially established **gender roles**.

Roles

Men:

- Productive Role
- Community Politics Role

Women:

- Reproductive Role
- Community Managing Role

Traditional expectations to:

Men:

- Economic provider for the family
- Allowed to make major decisions in the name of family
- Valued for their rational approach to problem solving.

Women:

- To take charge of caring for all family
- Allow to make day-to-day household administrative decisions
- Valued for their role as nurturers of their family emotional well-being

Gender practical needs / interests

These are needs related to the roles of reproduction, production and community work of men and women which, when met, do not necessarily change their relative position/condition in society, which arise from the gender roles.

Gender strategic needs / interests

Refers to higher level of needs of women and men which, when met, help change their status in society. Examples of such needs are decision making and access to information. A critical mass of sensitive and supportive people is needed for meeting the strategic needs/interests!

Practical needs	Strategic interests
(a) short-term, immediate (e.g., clean water, food, housing, income)	(a) long-term
(b) unique to particular women	(b) common to all women (e.g., vulnerability to physical violence, legal limitations on rights to hold or inherit property, difficulty of gaining access to higher education)
(c) when asked, women can identify their basic needs	(c) women are not always in a position to recognize the sources or bases of their disadvantages or limitations
(d) involves women as beneficiaries/ participants	(d) involves women as active agents
(e) problems can be met by concrete and specific inputs, usually economic inputs (e.g., water pumps, seeds, credit, employment)	(e) problems must be consciousness raising, educations, and political mobilization at all levels of society
(f) benefits the condition of some women	(f) improves the position of all women in a society
(g) is a potentially successful in ameliorating the circumstances of some women	(g) has the potential to transform or fundamentally change one or more aspects of women's lives. This is called "transformative potential".

There are gender expectations regarding the Gender Socialization of both sexes that are connected with:

- Toys that boys and girls are given
- Place where boys and girls play
- How expected to behave boys and girls
- How boys and girls may express their emotions.

We can find the roots of inequality in the unequal gender relations, namely:

- Patriarchy
- Male domination and female subordination
- Systematic organization of power
- Traditional form of society organizing all is domain of Man

Unequal power relations limit women's:

- Choice and autonomy (physical, economical, decision-making)
- Access and control over resources and earnings (Men land holding's average 3 times those of Women)
- Decision-making (government, parliamentarian and legislative bodies; areas of arts, sport, media, education, religion, trade unions, banks, academia)
- Control over their sexuality (1 in 3 girls in developing countries will probably be married before she's 18)
- Autonomy (Women account for 2/3 of the 774 million adult illiterates in the world)

Gender transformation

It describes a situation where women and men change their way of thinking from patriarchal towards a gender equality perspective

Gender sensitivity

This is the ability to perceive existing gender differences, issues and equalities, and incorporate these into strategies and actions.

Gender Stereotypes

Stereotypes are structured sets of beliefs and generalization about the personal attributes, differences, behaviors, roles women and men. Gender stereotypes are biased and often exaggerated images of women and men which are used repeatedly in everyday life. These assumptions are not supported by science. They are connected with the Gender Roles.

- Women are: concerned about public good; nurturing, connecting, caring, group oriented, cooperative
- Men are: concerned about private good; competitive, confrontational, independent, autonomous, acquisitive

Gender Stereotypes lead to Gender based Discrimination, which is:

- Violation of Human Rights
- Unfair treatment of person or group for any reason

Discrimination against women and girls is:

- **Direct** - treating women less favorably because of their sex.

Example: Pregnancy as a reason for not recruiting a job applicant.

The Court sees this as direct discrimination because only women can be pregnant.

- **Indirect** - occurs where an apparently neutral provision, criterion or practice would put woman/girl at a particular disadvantage compared with man/boy, unless that provision, criterion or practice is objectively justified by a legitimate aim and the means of achieving that aim are appropriate and necessary
- **Multiple** – case of Roma women, for example: they are discriminated as member of the ethnic group and within it, as women

Gender Discrimination could exist throughout the Life Cycle:

- Pre-infancy
- Childhood
- Adolescent
- Adulthood
- Old age

Violence against Women and Girls: perpetrators are men

Gender Based Violence: violence because of her/his sex; anyone can do

- Globally, 47 per cent of murders of women are committed by an intimate partner or family member, compared to less than 6 per cent of murders of men.
(Source: UN Women, September 2016)

Gender Equality: Women and Men have equal conditions, treatment, opportunities for realizing their full potential, human rights and dignity and for contributing to (and benefiting from) economic, social, cultural and political development. Therefore, Gender Equality is equal valuing

by society of the similarities and differences of men and women, and the roles they play; women and men being full partners in the home, community and society.

Gender analysis: The process of examining roles and responsibilities or any other situation in regard to women and men; boys and girls, with a view to identifying gaps, raising concern and addressing them; investigating and identifying specific needs of girls and boys, women and men for policy and programme development and implementation.

Gender inequality is undesirable and therefore a specific “affirmative” actions/interventions are needed for balancing the power relations of both sexes. Part of this process is the so-called “women’s empowerment” instrument:

Empowerment of women and girls:

It is important to stress, than when we use “empowerment” as an approach, we will perceive a feminist perspective of the process. Empowerment should be seen as a way by which women and girls realize their place among others, their rights and the need to transform the situation and establish equality in human relationships. It is a long process, not necessary easy and often predisposes support from outside in order to build the ability of a woman/girl to think like a free person and take independent decisions, for converting unequal relations of both parties in certain respect.

Empowering woman/girl is also an awareness of the right to have rights, and gaining confidence to achieve her own goals. Women/girls build their independence from other authorities when acquiring self-confidence, sense of security and protection of the right to be what they are. Through the process of empowerment they begin to make decisions and take control over their bodies. They understand that the main reason for practicing any kind of violence is the need to express power and control over the other person. The moment at which women and girls understand the essence of the concept of empowerment, they can take the decision to get out of the violent relationship, including by proceeding to economic independence.

The women’s and girls’ empowerment cannot be done by someone else. The role of the professionals is to facilitate the process of empowerment allowing the woman/girl to actively participate in it. Her/his task is to help women/girls to discover how much knowledge they have already, to encourage them to learn more and to explore and increase their potential. The professional creates a favorable environment for learning, experimenting, exploring and growing. This is a process of sharing, of giving and taking; not just about one person who is an "expert" in building the knowledge and skills of others.

Gender Equality affect all people and as a process requires the full participation of men and boys! men and boys to become Agents of Change!

Men's roles are changing recently as well:

- Braking connections between Masculinity and Violence
- More cooperative = Shifting of Power
- Sharing responsibilities in the household

There is a need to work with men and boys, if we want the changes to accelerate. Here are some possible topics for the purpose:

- Family planning and sexual reproductive rights
- Fatherhood and care and raising children
- Gender Based Violence
- HIV and AIDS

VI. Training Module 2: Gender Mainstreaming In Education

Target group: school managers, representatives of national and local institutions in the field of education

Training objectives:

- To introduce the definition of “Gender Mainstreaming” approach to the school managers
- To increase the school managers’ knowledge and sharpen their skills on Gender Mainstreaming in the field of education
- To ensure the school managers’ support for the project activities implementation

Content:

- Concept of gender mainstreaming
- Gender mainstreaming in education

Duration: 3 Hours

Methodology:

- Lecture
- Questions and answers
- Discussion

Trainers' guidelines

Ask learners to explain their understanding of the term 'gender mainstreaming' and agree on a working definition.

Then start presenting the concept via power point presentation, diversifying the process with questions to the audience. Include as well some examples in support of the theory material.

Theory in Trainers' support

1. Gender mainstreaming concept

Gender mainstreaming has been embraced internationally as a strategy towards realizing gender equality. It involves the integration of a gender perspective into the preparation, design, implementation, monitoring and evaluation of policies, regulatory measures and spending programs, with a view to promoting equality between women and men, and combating discrimination. Integrating the gender perspective in a policy means that equality between women and men, as the overarching principle, should be taken into consideration in all decisions, in each phase of the policy-making process, by all the actors involved.

Gender mainstreaming is not a policy goal in itself, but a means to achieve gender equality. Equality between women and men is recognized by the EU as a fundamental right, a common value of the EU, and a necessary condition for the achievement of the EU objectives of growth, employment and social cohesion.

Since 1996, the Commission committed itself to a 'dual approach' towards realizing gender equality. This approach involves **mainstreaming a gender perspective in all policies**, while also implementing **specific measures** to eliminate, prevent or remedy gender inequalities. Both approaches go hand in hand, and one cannot replace the other.

For receiving a positive impact of the policy implementation/legislation amendments, the gender mainstreaming actors will need relevant statistics and sex-disaggregated data; gender analyses of data; and identification of gender gaps.

2. Gender Mainstreaming in Education

Education can be examined as an indicator of gender equality within the sector, both among students and education professionals. Equally important, however, is approaching the education sector as a potential opportunity and entry point for challenging the gender stereotypes that largely contribute to sustained gender inequalities in society more broadly. "Education and gender equality are very closely connected, with the classroom providing an ideal place to break-down gender stereotypes early on. However, educational settings can also reinforce them. For example, through textbooks which show women working in traditional roles, such as nurses and teachers and men working as engineers and scientists," said Jolanta Reingarde, senior researcher at EIGE.

For early childhood education, the European Commission has set out the priority of improving access to and the quality of services from birth to the start of compulsory schooling. By 2020 at least 95% of preschool children aged four years or older should participate in early childhood education.

Gender inequality in education is one of the top three challenges for gender equality in the EU (together with imbalances in decision-making roles and uneven distribution of time, e.g. hours spent on domestic tasks), according to EIGE's Gender Equality Index.

In the Training MODULE 1 it was already mentioned the role of gender stereotypes as predetermined ideas that attribute specific characteristics, roles and behaviours to women and men according to their gender. In the field of education, gender stereotypes can limit the development of natural talents of girls and boys, women and men, as well as their educational and professional experiences. They are a big challenge that can influence the subject choices girls and boys make when they are young, which can determine their future career aspirations. As a result of different educational choices between girls and boys, there is also a division in the type of work they choose.

On average in the EU, there are twice as many women as men studying education, health and welfare, humanities and arts. More boys end up in engineering and IT jobs, while girls dominate teaching and caring professions. These job choices will also affect their future prospects, and many women will be worse off financially as the type of jobs they go into are usually valued less and paid less, e.g. child-care workers. [Figures on social inclusion and employment rates, and job quality indicators show that women remain at greater risk of social exclusion, unemployment and low-quality jobs in the EU. Women also remain, on average, slightly more likely to be unemployed than men with the same level of education. This situation contrasts sharply with the overall higher success rates of girls and women in the EU in terms of completing school education, accessing higher education or participating in lifelong learning.](#) This should translate into more women being in better jobs. Therefore, it is essential that gender-based stereotypes are deconstructed and challenged in the areas of education and training, in the teaching materials and school curricula. The only way of integrating or mainstreaming gender issues into the curriculum should be directly through the teachers and the leadership of schools at an institutional level. However, one of the main problems remains how to motivate teachers and school leaders, and how to make this a normal part of the curriculum at each school level.

Gender equality in education and training continues to be affected by a number of factors:

- Gender-based choices across study fields
- The feminization of the teaching profession v. the masculinization of teaching in tertiary education
- Gender stereotypes in education
- Gender and low achievement in school
- Gender and early school leaving
- Gender and training
- Gender-based violence at school

VII. Training Module 3: Practical Examples of Gender Mainstreaming in Education System, based on the main issues/factors

Target group: school managers, representatives of national and local institutions in the field of education

Training objectives:

- To ensure the school managers' support for the project activities implementation

Content:

- I. Equality in Enrolment and Completion Statistics
- II. Structural Equality within the Teaching Profession
- III. Gender Roles and Stereotypes: School Curricula and Teacher Training
- IV. Parent Involvement in Education

Content of each section (based on the scheme of A. Neimanis):

- *What is the Issue? What is the Goal?*
- *Why Bother?*
- *Measuring Progress*
- *Possible Interventions and Entry Points*

I. Equality in Enrolment and Completion Statistics

What is the Issue? What is the Goal?

Globally, the standard measure of gender equality in the education sector is the **number of girls enrolled in school and/or who have completed school (at all levels) in comparison to the number of boys**. Equal overall enrolment rates often hide persevering inequalities in specific types of education and fields of study. For example, girls typically still lag far behind boys in information technology programmes, while there are fewer boys than girls enrolled in humanities, education, cultural programmes and in some countries - medicine and social work. **Completion rates** should also be examined from a gender perspective. Even if they tend to somewhat “equal” for boys and girls, reasons may vary and these need to be examined from a gender perspective: **do more boys than girls drop out to enter the labour force?** Are girls leaving school due to teenage pregnancy? Are more boys than girls from poor homes runaway?

As regards enrolment and completion rates, the goal should thus be two-fold:

- **equal enrolment** (45%-55%) between boys and girls in all faculties, programmes of study, and levels of education;
- **equal completion rates** between boys and girls in all faculties, programmes of study and levels of education.

Why Bother?

- **Justice:** Many international and regional human rights instruments oblige States parties to ensure gender balance in enrolment. For example, Article 10 (a) of CEDAW specifically calls on states parties to ensure equal participation between men and women in all levels and areas of education.
- **Credibility and Accountability:** Programmes or projects looking to raise completion rates need to examine the different reasons why boys and girls leave school – otherwise the basis for these programmes will lack credibility, and will ultimately fail to adequately address their target audience.
- **Efficiency:** Gender inequality in education is bad for economic growth, as states cannot capitalize on the full productive and creative potential of its population. Furthermore, sex segregation in certain subject areas will ultimately lead to wasted human potential and capacity, and thus place a barrier on the growth potential of the nation as a whole.
- **Quality of Life:** If both women and men can choose their field of expertise, unhampered by stereotypes and de facto sex segregation, their level of satisfaction and fulfilment rises. This leads to a happier, healthier, more productive population.

EU: *The long-term consequences of early school leaving are very different for women and men. One of the main reasons girls leave school early is because of pregnancy or, in the case of some girls from ethnic minority backgrounds, early marriage. In many cases, early school leaving leads to pregnancy and the consequent spiral of poverty for those women and their children. Boys who drop out of education also experience difficulties, but the various consequences and challenges for girls and boys need to be addressed separately.*

(<http://webarchive.nationalarchives.gov.uk/20130323061246/https://www.education.gov.uk/publications/eOrderingDownload/DFES-03905-2006.pdf>)

- **Chain Reaction:** There is a link between gender gaps in school programmes and gender gaps in certain sectors of the labour market. Gender gaps in education can be responsible for gender gaps in terms of unemployment and underemployment rates in the labour market. Furthermore, girls are often encouraged to study subjects whose logical career is less prestigious and lower paid – this is directly linked to high risk of poverty in female-headed households, as well as the low value placed on female-dominated sectors of the labour market.

EU: *Early school leaving is an obstacle to economic growth and employment. It hampers productivity and competitiveness, and fuels poverty and social exclusion. Young people who leave education and training prematurely are bound to lack skills and qualifications, and face serious, persistent problems on the labour market. Recent figures show that 11.1% of people aged 18 to 24 (12.7% of men and 9.5% of women) were early leavers from education and training, with at most a lower secondary education. The overall share of early leavers from education and training fell by 3.1 p.p. between 2007 and 2014. This improvement, if continued, means that the Europe 2020 target of less than 10% for early leavers from education and training (aged 18 – 24) is within reach.*

(Source: http://ec.europa.eu/eurostat/statistics_explained/index.php/Early_leavers_from_education_and_training)

Gender patterns are also at play in terms of educational attainment. Women now outperform men in educational attainment, as shown by the percentage of women and men at EU level who have completed tertiary level education. The Eurydice report on gender differences in educational outcomes showed that boys are more likely to repeat a school year (although data on repeating a school year is not systematically collected) or drop out from school.

(http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/120en.pdf)

Ways for Measuring Progress

INDICATOR	Level of measurement	What does it measure?	What does it not measure?	Source of information
Male/Female ratio of enrolment at all levels of schooling (primary, secondary, vocational, post-secondary)	district region national	Gender balance/gaps in enrolment; differences that may exist according to region, school district	Reasons for gender gaps Enrolment trends among boys and girls from different socio-economic groups or ethnic groups	Enrolment statistics – national statistical institutes
Male/Female ratio of enrolment in all subjects in secondary, vocational and post-secondary education	district region national	Gender balance/gaps in different areas of studies, i.e. “pipeline” reasons for gender-based occupational segregation		Class attendance logs Departmental enrolment statistics
Male/female ratio of completion rates at all levels	district regional national	Gender balance/gaps in completion rates	Reasons for non-completion (differences between boys and girls)	School records

Possible Interventions and Entry Points

- **Curriculum Changes** - Firstly, measures need to be taken to eliminate sex segregation, if it exists, in subjects that are traditionally considered to be only for boys or girls.
- **Additional Research** – If information is lacking on the above issues, it is necessary to first undertake information collection activities. For example, sociological surveys that investigate reasons for non-completion, and which highlight differences in causality between boys and girls, are instrumental for designing programmes to help address truancy and non-completion
- **Targeted Recruitment and Encouragement** - If significant inequalities in enrolment in subjects that are theoretically open to both boys and girls are identified, special efforts must be made to encourage more balanced enrolment. For example, if female enrolment in information technology programmes is lagging, guidance counsellors, teachers and school principals should all be personally encouraging more young women to take these courses. Mentoring programmes might also help; Role models – successful women working in this profession – should come to speak at career fairs or other such activities. Similar steps can be undertaken to encourage boys to become teachers or social workers or whatever subject areas they are underrepresented in.
- **Campaigns and Awareness Raising** - Because sex segregation in various subject areas is theoretically a “choice” that students make, it is important to ensure that both boys and girls are making informed decisions based on real choices. Information and awareness campaigns about all of the options open to both young men and women may help broaden their choices.

II: Structural Equality within the Teaching Profession

What is the issue? What is the Goal?

Many countries exhibit patterns whereby the majority of teaching staff are female. Notably, day-care and pre-school positions in particular are heavily dominated by women. Managerial positions, such as principals, on the other hand, are often (although not always) held disproportionately by men. The result is a sector which is disproportionately dominated by women, except perhaps in those positions with higher wages and prestige. Structural equality within the teaching profession is thus both an issue of equal opportunities and sex-based occupational segregation within the labour market. In this sense, the questions raised here need to be linked to employment policies and actions within the labour market. On the other hand, this is again an issue of stereotypes and gender models. A lack of male teachers, for example, means a lack of male role models for children. This can reinforce stereotypes about which gender is responsible for guiding, teaching and to some extent, caring for children in their formative years.

The goal in terms of structural equality in education is therefore:

- promoting equal participation of both men and women at all levels and in all areas of the teaching profession.

Why Bother?

- **Justice:** A lack of females in top-level (higher paid and more prestigious) education jobs is an issue of equal opportunities and anti-discrimination, and at the very least deserves attention from this perspective. At the same time, equal opportunities for men must be ensured in terms of pre-school and primary school teaching positions.

EU: *The new international classification of education allows for a closer look at the current share (37.9%) of 30 to 34-year-olds with tertiary education attainment. Tertiary education attainment includes bachelor's and master's degrees, as well as short-cycle tertiary education and doctoral degrees. However, more women have short-cycle, bachelor's and master's degrees than men in all Member States. Moreover, women are over-represented, as previously mentioned, in social sciences and humanities and, at the same time, they have attained a much higher education degree in teaching compared to men (around 4 times higher than men).*
(http://ec.europa.eu/dgs/education_culture/repository/education/library/publications/monitor15_en.pdf)

In most EU Member States, women are over-represented as teachers at the levels of primary and lower secondary education. With a few exceptions, such as Finland where there is a near gender balance, the share of women teachers in primary schools usually exceeds 75%. This figure is 66% for upper secondary education. The proportion of women teachers at upper secondary level has increased in most countries since 2000.

(http://ec.europa.eu/eurostat/statistics-explained/index.php/Education_statistics#Women.C2.A0in_the_teaching_profession)

*Gender segregation in education is widely acknowledged as one of the causes of different choices made by women and men in research fields of study. In spite of the efforts to change this situation over the last decades, choices of fields of study remain largely gendered. According to data gathered in *She figures*, gender segregation in research is eroding; however, major differences among subject areas are still persistent. While men comprise the vast majority of those at the masters and PhD levels in natural science and technology subjects, women tend to dominate in medicine and health sciences. As for scientific research, women still remain a minority, accounting for 33% of researchers in the EU-28 in 2012.*

(<http://genderedinnovations.stanford.edu/Norway2014Policy.pdf>)

Despite the over-representation of women in this professional category, their representation within decision-making positions is rather low, especially in tertiary education. The over-representation of men in senior academic positions, which prevails in most EU Member States, continues to undermine the status of women in tertiary education. Gender imbalance in senior

positions in academia was shown in the 2010 She figures data; there appeared to be clear vertical segregation in academic and research institutions. Women constitute over half of university graduates, but this changes at PhD level, with more men receiving a PhD degree on average in the EU. Differences become much more pronounced in the highest positions in academia. At the same time, the lack of men teachers in primary and secondary education can reinforce stereotyped gender roles in the classroom. (https://ec.europa.eu/research/swafs/pdf/pub_gender_equality/she_figures_2015-leaflet-web.pdf)

- **Efficiency:** Occupational segregation within the education sector results in inefficiency within the labour market, as less mobility and choice is available to both men and women, resulting in an inflexible labour market. Particularly in times of economic crisis or transition, such inflexibility can greatly exacerbate gender gaps in unemployment rates.

EU: *The ‘sticky floor’ and ‘glass ceiling’ phenomena – both of which are evident in universities – describe a situation in which women encounter difficulties in achieving senior positions. This not only concerns disciplines where women are heavily under-represented as students and professors, such as MST or ICT, but also those where they are present in greater numbers, such as the social sciences or law. According to EIGE’s gender equality index, from 2005 to 2012 human health, social work and education were the most women-dominated sectors, with 30% of women and 8% of men employed in these sectors in the EU-28. This indicates a significant gender gap (22 p.p.) between women and men workers aged 15 to 64 in these fields in the EU-28.*

- **Chain Reaction:** In many countries, teachers receive very low wages in comparison to professionals employed in the private sector.

Furthermore, teaching staff often tends to be predominantly composed of women. This combination, unfortunately, makes teaching a low prestige profession, which in turns drives quality and the value of the sector down.

Measuring Progress

INDICATOR	Level of measurement	What does it measure?	What does it not measure?	Source of information
Male/Female ratio of teaching staff	District, Regional, National	Gender balance/gaps in teaching staff		Labour market survey (provided that disaggregation of jobs education sector is provided)
Male/Female ratio in top-level education management positions (school and institution directors, principals, rectors, deans)	District, Regional, National	Gender balance/gaps in higher paying and more prestigious education professions		Labour market survey (provided that disaggregation of jobs education sector is provided)

Possible Interventions and Entry Points:

- Equal Opportunities and Anti-Discrimination Policies: If women are being kept out of top-management positions due to systemic gender discrimination, this needs to be addressed with anti-discrimination policies and legislation, coupled with enforcement mechanisms. Equal opportunities policies that actively promote and encourage women in management positions can also be effective.
- Wage Review in the Context of Educational Reform: Seeing as part of the reason for sex segregation in education sector jobs stems from the low pay that accompanies these jobs, governments should consider reviewing teachers wages in the context of sectoral reform, with the aim of boosting the prestige of teaching professions.
- Targeted Recruitment of Men: Men should be actively encouraged to join the education sector. This can be done through campaigns stressing the importance of male role models, perhaps in cooperation with teachers' unions.

III: Gender Roles and Stereotypes: School Curricula and Teacher Training

What is the Issue? What is the Goal?

What is taught in the classroom and how can either exacerbate pervasive gender stereotypes or serve as an entry point for challenging and overturning them. However, at present, this opportunity is not sufficiently taken advantage of, and the school system may be doing more to validate gender stereotypes than challenge them.

In the area of education and training, sexist stereotypes are reinforced both by teachers and by the educational support material that teachers are given. Access to formal primary, secondary and tertiary education, as well as the content of the curriculum as taught to girls and boys is a major influencing factor on gender differences and, correspondingly, on choices and access to rights. The stereotypes that still exist with regard to the educational and professional options available to women help to preserve inequalities. This has serious repercussions on the labor market, limiting career diversification and often placing women in occupations that are less valued and remunerated.

... young women students are expected to be more passive and inactive than boys ... further studies in Finland and England found strong evidence that teenage girls are treated differently and expected to behave in ways that encourage good academic results but constrain personal development and autonomy

<http://www.nesse.fr/nesse/activities/reports/activities/reports/gender-report-pdf>

In order to transform this barrier into an opportunity, several related issues deserve consideration:

- **School Curricula:** There are various opportunities at the primary and secondary school level where instruction on gender roles and stereotypes could be formally integrated into the curricula. Particular areas of focus for in-depth coverage of gender roles and relations should be:

Health education and sex education – i.e. gender equality in interpersonal relations, the family and the household; gender-based violence;

Civic studies – i.e. gender equality issues in political representation and participation; civil society and NGO efforts in supporting gender equality;

Human rights education - i.e. issues of justice and fairness; anti-discrimination on the basis of sex and other “differences”.

It is equally important that a gender perspective be integrated in all subject areas – otherwise positive messages in specific “gender-aware” classes will be undermined by contradictory messages in other classes

- **Post-secondary Programmes:** At the post-secondary school level, it is becoming increasingly common for universities and colleges to offer gender studies programmes. These are often interdisciplinary, including such perspectives as literature, sociology, psychology, political science, development studies, cultural studies and philosophy. Such programmes offer students with a special interest in gender the opportunity to become specialists in the field – this can largely address “pipeline issues” for preparing future gender experts to contribute to gender mainstreaming efforts in public policy.
- **Teaching Materials and Textbooks:**
Is a gender equality perspective mainstreamed into textbooks and other teaching materials? For example, are men and women, boys and girls always portrayed in stereotypical gender roles, or are children introduced to alternative, more egalitarian models of gender relations as well?
- **Teacher Training:** The way teachers present any materials – from maths to health education to social studies – can serve to either challenge or confirm stereotypical gender roles. For example, sociological research in North America and Europe has often revealed gender biases that are propagated by teachers in the classroom. These biases take many forms, from favouring male students in maths or science classes, to reinforcing gender stereotypes in classroom exercises (role plays that have the mother staying at home and the father out working, etc).

Treatment of students is a related question. At times teachers have been shown to be more lenient with boys about completing assignments or misbehaving in class. This reinforces

the message that it is acceptable for boys, but not for girls, to express aggression or frustration in certain ways – this can lead to problems for both genders in future social interactions.

- **Student Councils and Extra-curricular Activities:** The school environment is also an important site of socialization and interaction of young people with other young people. Models of behaviour enforced at this level will often be replicated in adulthood. After-school activities and student councils should also therefore be examined from a gender perspective. Are both boys and girls offered equal opportunities to engage in activities that are both “traditional” and “non-traditional” for their gender? Do student councils respect principles of equal participation and gender equality?

In summary, the goals here are several:

- to eliminate unhelpful gender stereotypes from teaching materials and curricula content;
- to capitalize on the opportunities offered by the education system to challenge gender roles and stereotypes and offer alternative, more egalitarian models;
- to identify and eliminate biases within the classroom that favour either boys or girls, or which reward or punish behaviour of one gender.

Why Bother?

- **Justice:** Fair and equal treatment in the classroom teaches children about the principle of equality by example. Conversely, the lack of fair treatment enforces the idea that equality may be a theoretical principle, but not applicable to everyday life.
- **Accountability:** As education is for the most part funded by public resources, teachers, administrators and education policy-makers are accountable to both parents and society for providing young people with the highest quality of education possible. Parents and other members of society thus have a right to demand that issues of fair treatment and elimination of gender stereotypes are taken seriously by educators, and that necessary resources are diverted to ensure this.
- **Chain Reaction:** While there are many complex and interrelated reasons for gender inequality in societies, inequality to a large extent at some level always stems from gender stereotypes and gender roles that are inherited generation to generation, but not questioned or challenged in terms of benefits or barriers they may present to the development of a just and prosperous society. Such stereotypes can greatly limit potential – both in terms of boundaries that women and men place on themselves, and in terms of unjust boundaries imposed upon others by individuals and societies.

Because of these far-reaching consequences, addressing stereotypes in the school system, both early on and in a sustained manner, can help break this intergenerational cycle.

Measuring Progress

INDICATOR	Level of measurement	What does it measure?	What does it not measure?	Source of information
% of school boards offering gender sensitivity (mainstreaming) training to teachers	National District	Commitment of educational sector to ensuring promotion of gender equality in the classroom	Quality of this training; How this training is translated into practice in the classroom	Survey of school boards
% of teachers trained in gender sensitivity	National District	Coverage of gender sensitivity training	Quality of this training; How this training is translated into practice in the classroom	Surveys or training records
Existence of gender studies programme(s) at the post-secondary level	National	Existence of option available to students at post-secondary level to specialize in gender issues	Programme quality	Survey of post-secondary institution calendars
Male/Female ratio of participants in all extra-curricular activities and clubs, disaggregated by type of activity (e.g. team athletics, arts clubs, literary clubs, etc)	school, school district, regionally, nationally	Gender balance/gaps in extra-curricular activities		sign-up and attendance records of extra-curricular activities

Possible Interventions and Entry Points

- **Guidelines and Methodological Materials:** Policy makers should ensure that there is a mandate for the integration of a gender-perspective in primary and secondary school curricula. This should be followed up with the production of guidelines and concrete methodological materials that can assist teachers in implementation. Guidelines and methodological materials on gender sensitivity should also be developed for inclusion in pedagogical college (teacher training) curricula.
- **Cooperation with Local Governments and School Boards:** While national policy makers often have responsibility for the development of policies and guidelines for educational curricula, concrete implementation most likely rests at the local and school district level.

Thus, it is crucial that school boards and local government officials responsible for education are trained and offered support in gender mainstreaming initiatives.

- **Text-book audit:** Text-books and other teaching materials used in the classroom should be reviewed (ideally, by a gender specialist or someone with sufficient gender training) and the portrayal of non-egalitarian gender roles and stereotypes should be noted. This same audit should include recommendations and suggestions for how these examples could be amended, and other potential entry points for challenging gender stereotypes should be highlighted.
- **In-service Training Seminars:** While optimally, teachers should receive gender sensitivity training during their initial professional education, in-service teacher training (seminars, conferences) may be a less expensive stop-gap measure.

Some examples: *Varied measures for tackling gender stereotyping within the curriculum are being implemented in the EU Member States. Gender roles, stereotypes and equality are, for example, discussed in social studies or history subjects in the Danish Folkeskole. The Czech gender equality situation under the Ministry of Education, Youth and Sport and the proposal of the mid-term strategic plan for gender equality is addressing the consequences of gender stereotypes as one aim of education policy. In Croatia, the standards for textbooks prescribe that “textbooks must prepare both sexes for effective and equal participation in all areas of life” and “promote gender equality”. The Pedagogical Institute, the Greek authority for production of school materials, has taken steps to remove offensive stereotypes of women through the inter-thematic integrated curriculum frameworks (2004). The Hungarian national curriculum includes a focus on teaching human rights, including awareness of, and attitudes towards, equality between women and men. Horizontal and vertical segregation is addressed by several Member States targeting choices of girls and boys in compulsory education. The Ministry of Education and Children in Cyprus prepared an action plan on gender equality (based on the national action plan for gender equality), to achieve a comprehensive and systematic approach to gender equality policies in education and training. [The Finnish equality programme \(2008\) promotes and coordinates measures aimed at improving gender equality with a focus on increased equality awareness in schools and alleviating segregation.](#)*

To tackle gender segregation across study fields, various measures are being implemented in the EU Member States. The Polish Government supports the girls as engineers and girls as scientists campaigns of the Perspektywy (Perspectives) Educational Foundation and the Conference of Rectors of Polish Technical Universities which encourage women and girls to study technical and scientific subjects. The Austrian Public Employment Service (AMS) offers tailored programmes to reduce barriers and inspire girls and young women to opt for educational/vocational training and careers, and atypical professions. Associations such as Sprungbett — Counselling Centre for Girls and Young Women in Austria (Vienna) are supported to foster women’s and girls’ access to vocational training, further training, technology and science. In Germany, the annual event girls’ day — future prospects for girls — is government-funded and motivates girls and young women to opt for training or studies in fields traditionally not attracting women. Enterprises, universities, and research institutions organise an open day for girls aged 10 to 17, offering an insight into, and practical experience in, a wide range of careers and professions. This broadens the range of vocational choices for girls, as it is mainly STEM careers that are concerned. Germany has an initiative called new paths for boys and boys’ day that encourages young men to open up new perspectives for their future, to widen the range of both their role options and their career choices — including teaching (<http://eige.europa.eu/sites/default/files/documents/MH0414886ENN.PDF>)

IV: Parent Involvement in Education

What is the issue? What is the Goal?

Parent involvement in their children’s education is an important part of the equation in education programmes, policies and projects. This involvement takes various forms: afterschool support to children in completing assignments and homework, helping children and young people make choices in terms of programmes they wish to take or educational models they wish to pursue, formal involvement in parent associations or school boards. For these reasons, it is crucial that parents also be supported and offered guidance in terms of enhancing gender equality in the education sector.

Teachers have an important role to play in mediating parent involvement in their children’s education. For example, it is worth considering the messages that teachers pass on to parents and children that might unintentionally entrench gender stereotypes in family life: which parent do teacher contact when they wish to discuss a child’s performance or behaviour? Which parent is invited to school meetings? Which parent is contacted when a child is sick or injured at school? The assumption is often made that only mothers are involved in the schooling and raising of children, and teachers might support this assumption by shutting fathers out of parent-teacher dialogue, whether formal or informal.

The **goal** in terms of parent involvement is thus: promoting **equal participation** of both female and male parents in all aspects of their children’s education.

Why Bother?

- **Chain Reaction:** Parental responsibility for and involvement in their children’s education is an important aspect of reproductive labour. For various reasons, ranging from greater efficiency to improved quality of life and reduction of poverty, it is important to achieve more balance in the division of reproductive labour between men and women. Educators can assist by encouraging more active participation of men.

Measuring Progress

INDICATOR	Level of measurement	What does it measure?	What does it not measure?	Source of information
Male/Female ratio of membership on school boards, parent associations	District, Regional, National	Gender balance/gap in formal parental involvement in education management	Gender gap in informal involvement	School board records
Male/Female ratio of parents attending teacher-parent conferences	School, District, Regional, National	Gender balance/gap in parental involvement in formal teacher-parent dialogue	Reasons for gender gap; Division of parental involvement at home	Teachers’ records

Possible Interventions and Entry Points

- **Guidelines and Training for Teachers:** Teachers can be supplied with guidelines produced by school boards or the Ministry of Education (perhaps in cooperation with other stakeholders) that provide information on the importance of involving fathers and practical advice on how this can be done. Gender sensitivity training for teachers can also incorporate parent-teacher dialogue as one element for consideration.

Annexes

Annex 1 : Pre- and Post-testing Questionnaire

Rate to what extent you agree or disagree with the following statements, by checking the response that best describes YOUR OWN OPINION

STATEMENTS	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
It is not so important for women to have a job, as it is for men					
It's the woman's duty to take care of children					
It's the man's duty to take care of children					
It is okay if the father stays at home and looks after the children and the mother goes to work					
It is okay if the mother stays at home and looks after the children and the father goes to work					
It is very important for women to get married and have children					
It is very important for men to get married and have children					
Women are better than men in taking care of children					
Men are better than women in taking care of children					
It is more effective when a father disciplines child than the mother					
It is a problem for a couple if the woman earns more money than the man					
It Is the woman's responsibility if the family breaks down					
It is more acceptable for a man to have many intimate partners than it is for a woman					
Girls expect from boys to protect them, when needed					

Annex 2: Provisional Programme for 1-day training (of School Managers)

- 9:00 - 9:30 Registration of participants. Coffee
- 9:30 – 10:00 Opening Session: **Getting to Know Each Other**
- 10:00 – 10:20 Opening Session: **Gender Equality Pre-testing**
- 10:20 – 13:20 Training Module 1: **Gender Equality Basic Concept**
- 13:20 – 14:00 Lunch
- 14:00 – 16:00 Training Module 2: **Gender Mainstreaming in Education**
- Concept of gender mainstreaming
 - Section I. Equality in Enrolment and Completion Statistics
 - Section II. Structural Equality within the Teaching Profession
- 16:00 – 16:30 Coffee brake
- 16:30 – 17:30 Session 6: **Gender Mainstreaming in Education** (prolongation)
- Section III. Gender Roles and Stereotypes: School Curricula and Teacher Training
 - Section IV. Parent Involvement in Education
- 17:30 – 18:00 Session 7: **Post-testing and Overall Evaluation**

Annex 3: Overall Evaluation of the “Train the Trainers” Seminar

Instructions: Please complete this evaluation by responding to the topics below. Your feedback will assist us in evaluating the quality of the teacher training seminars. This information will be kept confidential and used only for the purpose of evaluating the services provided to you.

a) Content and structure of the seminar

To what extent do you agree with the following statements?						
Q	Please use the following scale: 1 = Completely disagree 2 = Partially 3 = Neither agree nor disagree 4 = Partially agree disagree 5 = Completely agree					
		1.	The goals of the seminar were clear to you	1	2	3
2.	Seminar activities were well organized	1	2	3	4	5
3.	Seminar activities allowed interactive participation	1	2	3	4	5
4.	Seminar activities enhanced your knowledge regarding gender equality issue	1	2	3	4	5
5.	Seminar activities were easy to follow	1	2	3	4	5
6.	There was enough time to complete the seminar activities	1	2	3	4	5
7.	Seminar activities were suitable for the subject of the workshop	1	2	3	4	5
8.	Seminar content was relevant to your practice	1	2	3	4	5
9.	The seminar matched your expectations	1	2	3	4	5

b) Seminar activities

	To what extent do you agree with the following statements regarding the activities of the seminar?					
Q	Please use the following scale: 1 = Completely disagree 2 = Partially disagree 3 = Neither agree nor disagree 4 = Partially agree 5 = Completely agree					
10.	You have understood activity's goal	1	2	3	4	5
11.	It is a useful activity	1	2	3	4	5
12.	It is an interesting activity	1	2	3	4	5
13.	It is an easy-to-complete activity	1	2	3	4	5
14.	You were supported during the activity	1	2	3	4	5

c) Trainers

	To what extent do you agree with the following statements regarding your trainers?					
Q	Please use the following scale: 1 = Completely disagree 3 = Neither agree nor disagree 2 = Partially disagree 4 = Partially agree 5 = Completely agree					
15.	They had adequate knowledge on the subject	1	2	3	4	5
16.	They communicated well with you	1	2	3	4	5
17.	They were well prepared	1	2	3	4	5
18.	They devoted enough time to answer to your questions and issues	1	2	3	4	5
19.	They guided you well, throughout your learning experience	1	2	3	4	5

d) Overall satisfaction

Q	To what extent do you agree with the following statements regarding your satisfaction?					
	<p>Please use the following scale: 1 = Completely disagree 3 = Neither agree nor disagree 2 = Partially disagree 4 = Partially agree 5 = Completely agree</p> <p>I feel satisfied by...</p>					
20.	The overall organization of the program	1	2	3	4	5
21.	The content of the program	1	2	3	4	5
22.	The seminar activities	1	2	3	4	5
23.	The training resources and materials given by the organisers	1	2	3	4	5
24.	The communication (face-to-face and online)	1	2	3	4	5
25.	I am pleased I attended this seminar	1	2	3	4	5
26.	I am pleased with the facilities provided during the seminar	1	2	3	4	5
27.	I am pleased with the materials provided during the seminar	1	2	3	4	5

e) Impact

Q	To what extent do you agree with the following statements?					
	<p>Please use the following scale: 1 = Completely disagree 3 = Neither agree nor disagree 2 = Partially disagree 4 = Partially agree 5 = Completely agree</p>					
28.	I will use the knowledge in the future	1	2	3	4	5
29.	I feel that knowledge on the gender equality is useful for my professional career	1	2	3	4	5
30.	It would be good if other colleagues learnt more about gender equality and its application in school	1	2	3	4	5

f) Please write in your personal responses

31. Have your objectives for the seminar been met? What were these?
32. What did you like about the format of the seminar? Name 3 things.
33. What didn't you like or could be improved? Name 3 things.
34. Other comments

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