

UNESCO Hanoi Office  
UNESCO-IBE



Ministry of Education and Training  
(MOET)



## **Project**

**"National Textbook review and analysis from 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" (Joint Programme activity 1.3.15)**

## **Concept Note**

**Promoting gender equality in, and through in-service teacher training**

**Workshop to develop teacher training content**

**Hoa Binh, 26-28 May 2010**

## **A. ORGANISATION**

### **1. Workshop organizers**

- Ministry of Education and Training (MOET)
- UNESCO Hanoi Office
- UNESCO International Bureau of Education (IBE)

### **2. Contact persons**

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### **3. Workshop venue**

V'star-Resort Hoa Binh

### **4. Participants**

Education and gender specialists (see the List of participants)

- MOET specialists on, and responsible for in- and pre-service teacher training
- curriculum and textbook specialists
- Teachers
- Representatives of NGOs and international organisations

## B. WORKSHOP OVERVIEW

### 5. Context and background

#### 5.1 UN Joint Programme on gender equality

In 2009, UNESCO Hanoi office and MOET, with the technical assistance of UNESCO IBE, launched the project “*National textbook review and analysis from 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*”. The project is part of the *Joint Programme on Gender Equality* that brings together 12 UN Agencies and national partners to assist national and provincial duty bearers to better implement, monitor and report on the above mentioned laws on gender equality.

As mentioned in the *Law on Gender Equality*, “the 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.” (Vietnam, 2006, p. 2).

#### 5.2. Gender issues and gender equality in the Vietnamese context

While acknowledging the many progresses in Viet Nam with regard to gender equality, the laws on gender equality, as well as the different programmes aiming at enhancing the capacities of duty bearers to implement them effectively and monitor their impact and effects, there are still some outstanding gender issues rooted in gender equality that need to be addressed in education, as well as in other areas, such as the persistence of gender biases and discriminatory attitudes and behaviors, including violence.

In 2009 phase primary textbooks for different learning areas and subjects were analysed from a gender perspective with a view to identifying gender biases, as well as good practices. The findings of the primary textbook analysis show that textbooks contain both examples of good practices of raising gender sensitivity and awareness, as well as different categories of explicit or more subtle gender biases. The *Report of findings* (2009) shows the importance of revising textbooks and other learning resources from a gender perspective in order to facilitate equal opportunities for quality learning and equitable and stimulating learning conditions and environments for both girls and boys. The report also points to different solutions for developing the capacities of policymakers, curriculum developers, textbook authors, teachers and other stakeholders to effectively integrate and promote gender equality in education.

Quality learning materials, including textbooks, can promote gender equality only if they are translated into meaningful school- and classroom practice by competent and

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committed headmasters and teachers. It is thus logical and imperative to link the revision of textbooks (and other resources) with meaningful professional development programmes for teachers both in pre-and in-service settings.

In 2010, the UNESCO-MOET project will explore efficient models of integrating gender dimensions and promotion of gender equality in teachers' professional development. The aim is to develop an in-service (generic) training course/module(s) that, based on its pilot testing during the summer of 2010, (i) can be flexibly integrated in existing pre-and in-service teacher education and training programmes, (ii) can be conducive to the improvement of overall teacher education and training policies in Viet Nam.

### 5.3 Promoting gender equality in, and through in-service teacher training

Gender equality is one important Human Rights and social justice principle, objective and practice. Men and women are biologically different (the concept of *sex*) and may embrace specific socially constructed roles (the concept of *gender*). However, biological differences should not give raise to social, cultural, political and economic inequalities between men and women. 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 have equal opportunities to fulfill their potential;
- Men and women have equal potential to learn and develop as persons and members of a community.

Gender mainstreaming refers to infusing and mainstreaming gender perspectives and gender equality in, and throughout school and out-of-school education via the curriculum (as cross-cutting/transversal, as well as subject-bound approaches); teaching and learning methodologies; school and classroom management; assessment; and links between school and community.

International analyses of gender issues in education point to some outstanding categories of challenges that education systems, agents and stakeholders need to address as to foster inclusive and fair societies:

1. Problems related to education access, attainment, retention and success rates (the so-called "gender gap"). Despite progresses in the context of EFA efforts the world over, 60 million girls, compared to 45 million boys, are still not enrolled in schools. Girls have less access than boys into upper stages, especially secondary and tertiary education. They are also usually more affected in the case of conflicts and disasters, as well as in remote and/or deprived areas.

2. Inequalities within schools are being sometimes reinforced. As shown through extensive research, teachers tend to show more attention to boys and display a lower opinion of girls' abilities. While the teaching profession is in many countries

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“feminized”, especially in primary and lower secondary education, female teachers do not necessarily take up managerial/leading positions. In addition, teachers’ poor pay often correlates with the lower social status of the “feminized” profession.

3. Context barriers are also very important, including in societies that have introduced political and legislative changes aiming to promoting gender equality. Context barriers are related to specific cultural and social backgrounds and traditions and are reflected mainly through gender biases, such as prejudices and stereotypes. Other categories of biases include habits of ignoring/disregarding women’s contributions in different fields; or presenting such contributions as isolated exceptions; of tackling gender equality in a superficial manner (at the surface gender equality may be proclaimed, but more subtle biases are still recurrent in both the discourse about, and practice of gender equality).

Education agents and stakeholders are called upon to put in place appropriate solutions for such problems, among which are the following:

- carry out “gender audits” at international, national and local levels and collect relevant data, including disaggregated gender indicators;
- invest in boys’ and girls’ education (while the “gender gap” usually points to situations where girls are underprivileged, boys can also be affected, e.g. the current phenomenon of low achievements rates and drop out affecting especially boys in industrialized countries);
- analyse gender issues and problems against country/environment-specific contexts (provide contextualized gender-scanning);
- address gender issues in the school and class openly, responsively and effectively in order to carry out transformative action in the context of both school and community;
- facilitate enhanced school-community links;
- integrate school and out-of-school experiences/programmes promoting gender equality;
- monitor and evaluate such programmes and cater for sustainability of transformative actions.

*What competencies do teachers need to become active, responsible and effective promoters of gender equality and agents of transformative change?*

Teachers and headmasters need to be first of all aware of international and national policies that promote gender equality, including with regard to education (i.e. education equity, quality and accountability).

Throughout their careers, teachers and headmasters need to develop and mobilize their knowledge, attitudes and skills relevant to promoting gender equality, such as:

- understand gender issues, be gender sensitive and be knowledgeable of gender-relevant policies and effective practice;

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- be able to undertake “contextual scanning” from gender perspective to identify gender issues in their school and community (i.e. what gender images are being promoted? What are main concerns with regard to gender equality?);
- design and carry out learning activities that meet students’ gender specific needs (i.e. in terms of physical facilities, as well as curriculum, learning styles and methods, and counselling);
- include the community and stakeholders, such as civil society organizations promoting gender equality programmes;
- tackle and fight against gender biases, discrimination and violence;
- promote initiatives supporting gender equality (i.e. empowerment and promotion of girls/women for/in leading positions);
- provide enabling learning environments conducive to gender equality.

In order to be effective, professional development programmes for teachers ought to integrate gender equality as a central cross-cutting theme. However, teachers also need specialized training, accompanied by monitoring and sustained follow-up support.

Teacher training courses may target a variety of topics, among which are:

- Classroom relationships and styles of learning;
- Gender-equitable curriculum, teaching and assessment;
- Gender-equitable education governance at all levels;
- Teaching and living gender equality;
- Linking school and community more effectively.

Today, professional development programmes for teachers tend to promote teachers’ reflective and transformative attitudes in the context of whole-school and networked approaches favoring the development of teacher communities of learning and practice. Such communities should be open to partners in the broader society with the support of whom coherent changes may be brought about at both school and community levels. Teachers are increasingly being recognized a pro-active role in their own professional development especially via the usage of modern technologies that make possible distance and e-learning.

Notwithstanding many paradigmatic changes of professional development programmes for teachers over the last decades, tailoring the TT content to suit the format of the training remains a major challenge that this workshop will also address by aiming to develop appropriate responses to teacher needs in the context of the Vietnamese education system.

## 6. Workshop objectives and expected outcomes

### 6.1 Workshop goal

The goal of the workshop is to develop teacher-training course/module(s) that incorporate Gender Equality issues in line with the *Law on Gender Equality* and the *Law on Domestic Violence Prevention and Control*.

### 6.2 Expected results

At the end of the workshop, the participants have developed:

- A clear conceptual and methodological model for the integration of gender equality issues in line with the *Law on Gender Equality* and the *Law on Domestic Violence Prevention and Control* in in-service teacher training programmes in Viet Nam
- An inventory of the main issues relating to gender equality that should be addressed in the in-service teacher training content to be developed (i.e. the need to align curricula, textbooks, classroom practices and assessment from perspective of learner-centredness and gender equality)
- Decision on the format of in-service TT content (such as a number of modules to be integrated in existing TT curricula)
- A preliminary outline of and content for a tailored in-service teacher training course/module(s) integrating and fostering gender equality in both primary and secondary education
- A preliminary plan for pilot workshop(s) to be organized in 2010

### 6.3 Learning outcomes for participants

At the end of the workshop, participants will have an enhanced understanding of

- Concepts and issues relating to gender equality in education (i.e. gender issues; gender equality; biases; gender-sensitive attitudes and behaviours)
- Training methodologies (i.e. learner-centredness; whole-person approach; whole-school development; quality, equity and fairness in the context of interactive teaching and learning methodologies; inclusive education; learning environments conducive to gender equality)

## 7. Agenda overview and working methodology

The three-day workshop will be carried out in an interactive manner as to allow a high degree of involvement of all participants. Plenary discussions will alternate with group work, and exchanges will be focusing, as much as possible, on concrete examples and cases.

*Agenda overview: session aims and expected outcomes*

**Day one, Wednesday 26 May 2010**

Timing	Activities	Expected results
09:30-10:00	<b>Participant registration</b>	
10:00-11:30	<b>Introductory session</b> <ul style="list-style-type: none"> <li>Welcome speeches (10 min)</li> <li>Agenda overview and expected results (20 min)</li> <li>Presentation of participants and expectations (30 min)</li> <li>Overview of the Joint UN Programme on Gender Equality and presentation of the project (15 min) - UNESCO</li> <li>Presentation of the Law on Gender Equality and the Law on Domestic Violence Prevention and control (15 min)</li> </ul>	<ul style="list-style-type: none"> <li>- Shared understanding of the programme and workshop context and scope</li> <li>- identification of specific expectations of the participants &amp; possible adjustments to the Agenda</li> <li>- Understanding of the legislative framework, the JPGE and the project</li> </ul>
11:30-12:30	<b>Lunch</b>	
12:30-14:50	<b>Session on in-service TT in Vietnam and gender issues in education (plenary)</b> <ul style="list-style-type: none"> <li>In-service TT in Viet Nam (types of programme; content; examples of gender training) – MOET (40 min)</li> <li>Lessons learned from initiatives to integrate cross-cutting issues in TT – Dang Tuyet Anh, VVOB (20 min)</li> <li>Q &amp; A (15 min)</li> <li>Gender issues in education (UN</li> </ul>	Shared and enhanced understanding by the participants of: <ul style="list-style-type: none"> <li>- Current in-service TT systems in Viet Nam</li> <li>- Conceptual aspects related to gender equality</li> <li>- Gender based violence issues in education</li> <li>- Gender issues in primary textbooks (i.e. gender biases; but also good practices to be expanded/scaled up)</li> </ul>

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	<p>specialist or Dakmara Georgescu, IBE) (30 min)</p> <ul style="list-style-type: none"> <li>• Gender Based Violence prevention through education – Frauke de Kort, UNICEF (20 min)</li> <li>• Gender issues in textbooks – MOET/TT (15 min)</li> </ul>	
<b>14:50-15:05</b>	<b>Tea and coffee break</b>	
<b>15:05-17:00</b>	<ul style="list-style-type: none"> <li>• Promoting gender equality through in-service TT: overview of international practices – Dakmara Georgescu, IBE (45 min)</li> </ul> <p><b>Plenary discussion:</b></p> <ul style="list-style-type: none"> <li>• Gender issues and Teacher Training (45 min)</li> <li>• Summary of the day (15 min)</li> </ul>	<p>- Examples of teacher competencies developed through in-service TT internationally and nationally, with focus on gender equality</p> <p>- Preliminary inventory of issues to be considered in developing the TT course/module</p>

**Day two, Thursday 27 May 2010**

<b>Timing</b>	<b>Activities</b>	<b>Expected results</b>
<b>08:30-10:00</b>	<p><b>Introductory session: Designing the structure and content of a tailored in-service teacher training course promoting gender equality</b></p> <ul style="list-style-type: none"> <li>• Agenda of the day (10 min)</li> <li>• Concepts and models for in-service TT (Dakmara Georgescu, IBE) (30 min)</li> </ul> <p><b>Group work (50 min)</b></p> <ul style="list-style-type: none"> <li>• Efficient formats for integrating gender issues in in-service TT</li> <li>• Content and methodologies to be covered addressing teacher needs</li> </ul>	<p>- Suggestions for effective and innovative formats of in-service TT integrating gender dimensions</p> <p>- Inventory of teacher roles and related competencies to be addressed through a meaningful selection of content and methodologies</p> <p>- Summary of suggestions (content and methodologies to be integrated in a generic course/module)</p>
<b>10:00-10:15</b>	<b>Tea and coffee break</b>	
<b>10:15-</b>	<b>Group work continued</b>	

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<b>11:30</b>		
<b>11:30-13:00</b>	<b>Lunch</b>	
<b>13:00-14:00</b>	<b>Groups report to the plenary</b>	
	<b>Discussion</b>	
<b>14:00-15:00</b>	<b>Group work</b>	- Inventory of national and local good practices to be considered/to capitalize upon - Suggestions for the course/module(s) format and content in compliance with different education stages
	<ul style="list-style-type: none"> <li>• Customizing the course/module based on existing materials and methods that work in Viet Nam</li> <li>• Customizing the course/module according to education stages</li> </ul>	
<b>15:00-15:15</b>	<b>Tea and coffee break</b>	
<b>15:15-16:45</b>	<b>Plenary discussion:</b>	
	<ul style="list-style-type: none"> <li>• Groups report back (60 min)</li> <li>• Summary of the day (30 min)</li> </ul>	

**(DG, MOET and UNESCO Hanoi work in the evening on pulling together a first comprehensive outline of the course/module)**

**Day three, Friday 28 May 2010**

<b>Timing</b>	<b>Activities</b>	<b>Expected results</b>
<b>08:00-09:10</b>	<b>Next steps</b> <ul style="list-style-type: none"> <li>• Summary of recommendations: draft outline of the course/module (20 min)</li> <li>• Discussion/Feedback (30 min)</li> <li>• Plan for finalising the course/module content (20 min)</li> </ul>	- Feedback to improve the Outline - Suggestions for a Work Plan to fully develop and finalise the course/module(s)
<b>09:10-09:30</b>	<b>Tea and coffee break</b>	

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<b>09:30-11:00</b>	<b>Plenary discussion (60 min)</b> <ul style="list-style-type: none"><li>• How to pilot test the course/module?</li><li>• How to integrate the course/module as part of TT in Viet Nam?</li></ul> <b>Summary and closing speeches (15 min)</b> <b>Workshop evaluation (15 min)</b>	- Preliminary brainstorming about pilot testing the course/module(s) - Suggestions with regard to policy recommendations on integrating gender issues in TT systems - Clarity about task distributions and responsibilities & tentative calendar
<b>11:00-12:00</b>	<b>Lunch and departure</b>	

**End of the workshop**

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### Web links:

Teacher education

<http://www.unesco.org/en/teacher-education/>

Gender and education

<http://www.unesco.org/en/gender-and-education/>

<http://www.unescobkk.org/index.php?id=40>

UNESCO. Gender Lens to Create Curriculum and Textbooks Free of Gender Bias:

[http://www.egyptpsu.com/Uploads/Gender\\_Lens\\_to\\_create\\_Curriculum\\_&Texts\\_Free\\_of\\_Gender\\_Bias.pdf](http://www.egyptpsu.com/Uploads/Gender_Lens_to_create_Curriculum_&Texts_Free_of_Gender_Bias.pdf)

Enhancing quality of Teacher Education in Hong Kong and International Trends:

[http://www.ugc.edu.hk/eng/doc/ugc/publication/report/hkied\\_review\\_report/chapter\\_2\\_e.pdf](http://www.ugc.edu.hk/eng/doc/ugc/publication/report/hkied_review_report/chapter_2_e.pdf)

Policy issues in Teacher Training in Asia:

[http://www.google.ch/search?hl=fr&rlz=1R2ADSA\\_enCH349&q=Policy+Issues+in+teacher+training+ict+ASIA&meta=&aq=f&aqi=&aql=&oq=&gs\\_rfai=](http://www.google.ch/search?hl=fr&rlz=1R2ADSA_enCH349&q=Policy+Issues+in+teacher+training+ict+ASIA&meta=&aq=f&aqi=&aql=&oq=&gs_rfai=)

Inservice Training of Primary Teachers Through Interactive Video Technology: An Indian Experience:

<http://www.springerlink.com/content/hr707x704w001502/>