



# FOCUS 'N GE

Plan International Canada 9 April 2018



## A MESSAGE FROM THE GENDER EQUALITY TEAM

Hello Colleagues!

Welcome to the fifth edition of **Focus 'n GE**, which continues on a series of themes that highlight how gender equality is at the forefront of our work and to let you know how our team is furthering our commitment to achieving gender **transformative outcomes** across our programming. You'll recall from previous newsletters, gender-transformative programming explicitly transforms unequal gender power relations and tackles the root causes of gender inequality. Transformative programming takes a rights-based approach that supports positive changes at individual, social, institutional

## GLOBAL CONTEXT FOR GENDER EQUALITY IN EDUCATION

The global education sector is increasingly prioritizing gender equality in and through education. While the Millennium Development Goals (MDGs) and Education For All (EFA) focused on equal access to basic education for all girls and boys, the Sustainable Development Goals (SDGs) recognize that to achieve this goal, emphasis must be placed on *delivering quality, equitable and inclusive* education. In other words, ensuring the quality of the experience for all girls and boys *at school* once they have overcome the barriers to *getting there*. Notice how the targets in the box on the right establish gender equality and human rights as a core element of

and policy levels. In this way we aim not only to improve the daily **condition** of girls but also to advance their **position** and value in society.

In this edition of Focus 'n GE, we take a closer look at our gender transformative programming in the **education sector**, highlighting a Plan International Canada developed child-centered teacher training package called **Gender Responsive Pedagogy Teacher Training** (GRPTT). Keep reading to learn more about our gender transformative approach to education programming, where the GRPTT is being implemented and researched, and when you can expect the finalization and official launch of the GRPTT.

Enjoy!

*The Gender Equality Team*

### SUSTAINABLE DEVELOPMENT GOAL 4

**SDG 4:** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**TARGET 4.7.1:** Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment.

education and not as an ancillary component. This requires fundamental shifts in the way children's education is approached, structured and delivered.



# PLAN INTERNATIONAL CANADA'S GENDER RESPONSIVE PEDAGOGY TEACHER TRAINING (GRPTT)

## WHY DID WE DEVELOP THE GRPTT?

As a part of Plan International Canada's commitment to support and implement programming that empowers girls to **Learn, Lead, Decide and Thrive**, our work with students, teachers, school administrators and ministries of education must support the creation of an enabling environment for the realization of the right to quality education for girls, boys and children of all gender identities. This means ensuring that their experience at school is one that promotes gender equality in an inclusive environment, and challenges gender stereotypes that limit opportunities, especially for girls.

In spite of the global emphasis on gender equality in education, [recent literature](#) and discourse in the education sector point to gaps in existing approaches to the integra-

tion of gender considerations in teaching practices and the promotion of gender equality in learning environments. Often teachers receive no training on gender equality barriers or considerations, and when they *are* trained in gender equality, it is usually treated as a discreet topic and delivered *separately* from their pedagogical training. However, there is a limited but growing [body of evidence](#) suggesting that exposing teachers to gender responsive teaching techniques *during pedagogical training* can facilitate **learner empowerment** in classrooms and **challenge the stereotypical expectations of boys and girls**.

Within the current landscape of approaches that respond to this gap, the Forum for African Women

## KEY TERMS

**Pedagogy:** The method and practice of teaching.

**Gender Responsive:** Refers to components or tools of a program, service or policy wherein gender norms, roles and inequalities have been considered and measures have been taken to actively address them. Such actions go beyond raising sensitivity and awareness and proactively put in place measures to respond to gender inequalities.

**Gender Responsive Education:** Gender Responsive Education ensures that the specific needs and barriers of boys, girls and children of all genders are considered and addressed through the management, physical situation and service delivery of the education system.

Educationalists (FAWE) can be credited as a thought leader. FAWE developed the Gender-Responsive Pedagogy (GRP) model to address gender equality considerations in both the teaching practices and environment in schools across eastern and southern Africa. Plan International Canada's GRPTT package has built on this *concept* of gender responsive pedagogy-taking it a step further, and has applied it across a program of pedagogical training for teachers.

The GRPTT **integrates gender equality** into **practical child-centered** pedagogical training. For example, while teachers are building their skills for informal assessment, they are exploring how to avoid gender bias and understand how to address barriers to participation. This practical integration affords teachers the opportunity to explore the application of gender considerations in their day-to-day teaching practices and activities.

"I have participated in so many trainings on gender, talking about the need to include gender approaches in the classroom, but this one is very different. What makes this training different from the others is the practical approach of handling the themes. We thought that gender in school is only related to the number of girls and boys in the classroom but the training showed us that gender is beyond number, it's about power relations, and it's about opportunity and justice."

**Octávia Leonardo, AMOR Program Officer**

# GENESIS OF PLAN INTERNATIONAL CANADA'S GRPTT

## Education projects in Mozambique and South Sudan

The GRPTT package was designed by Plan International Canada in 2016, and was first implemented in the Apoio para Melhores Oportunidades para Raparigas (AMOR) project in Mozambique and the Stop Unique Challenges Compromising (Girls') Education in South Sudan (SUCCESS) project in South Sudan, which were both funded by Dubai Cares and Plan International Canada. While the package can be adapted to many contexts, its original design intent was to ensure that the content provides practical ideas and solutions for teachers in low-resource environments that face particular challenges, such as large class sizes and limited teaching and learning materials.



AMOR is a five-year project launched in 2014, designed to improve girls' primary school completion and transition from primary to secondary school. Girls in Mozambique face multiple barriers to and within education. Mozambique ranks 129th (of 144 countries) in terms of gender equality in educational attainment and has the 9th highest child marriage prevalence rate in the world at 48%. According to a study by ActionAid International in 2013, 80% of girls in primary school had experienced some form of violence (including corporal punishment) in the previous 12 months, and 39% had experienced some form of sexual violence.



SUCCESS was launched in 2014 and the project aimed at improving access to quality basic education in South Sudan. Its ultimate outcome was to address key challenges of marginalized children, including conflict-affected children especially girls, in Juba, Lainya and Yei counties of former Central Equatoria State, South Sudan to realize their rights to access and complete basic primary education in safe, quality learning environments, and acquire improved social and personal assets. In South Sudan, girls are less likely to go to school than boys: boys' enrollment in grade 1 is 34 percentage points higher than that of girls'. Only 18% of teachers are female. South Sudan also has the 5th highest child marriage rate in the world with 52% of girls being married by 18 years old.

## CONTENT OF THE GRPTT PACKAGE

The content of the 10-day GRPTT is organized in four modules:

1. Gender responsive schools
2. Learning and teaching
3. Positive discipline
4. Engaging the community

Days 1-3 set the foundation for gender responsiveness by introducing the concept and inviting teachers to explore their own personal experiences of gender, and by mapping out key issues for boys and girls in and around their own schools, for example identifying and responding to school-related gender based violence. Gender considerations are then mainstreamed and discussed across the pedagogical, positive discipline and community engagement sessions. The training

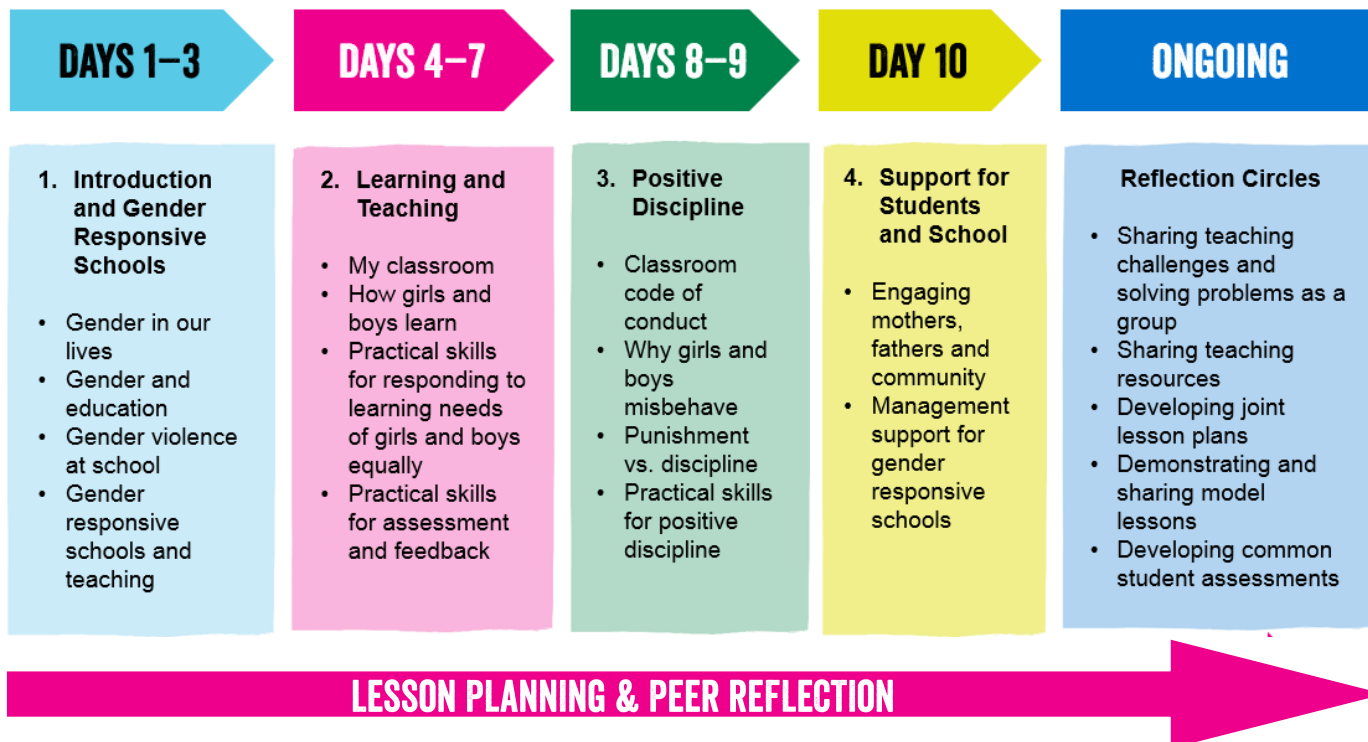
content is strengthened through ongoing teacher reflection circles facilitated by Head Teachers and supported by local education authorities throughout the year. This approach to teacher development is

supported by research in the education sector demonstrating that ongoing teacher professional development is more effective than one-off training workshops. See graphic of the GRPTT on the next page.



Four teachers pictured after the May 2017 training in Yei, South Sudan.

# THE GRPTT MODULES AT A GLANCE



## TEACHER TRAINING IN EMERGENCY CONTEXTS

The GRPTT was adapted for emergency contexts when violence broke out in South Sudan in July 2016. Due to security constraints, the SUCCESS project closed in September 2016, but key activities were continued by Plan International until July 2017, including the GRPTT. In early 2017, the package was adapted mid-course to the emergency context. The adapted package included guidance on implementation in the response and recovery phases of a conflict, with specific sessions to emphasize, and opportunities to integrate conflict-sensitivity throughout.

In May 2017, 67 teachers from schools in South Sudan's conflict-affected Yei town were trained in the adapted GRPTT package. A teacher who spoke on behalf of the participants said they appreciated the training because it was the first time in their lives that they were able to take part in such a training, which benefits them and the schools where they teach.

The GRPTT package uses a localized cascade training approach by building the capacity of local Ministry of Education trainers to deliver the GRPTT. This ensures Ministry ownership of the program, promotes sustainability and prepares Head Teachers to lead ongoing reflection circles. These trainers then train teachers on the package during school holidays, supported by senior Ministry staff and Plan International project staff when needed.

Recent feedback from our team in Mozambique highlights the use of the GRPTT to fill current gaps within the education sector and promote practical strategies to

achieve gender responsive education and learning environments.

*“The Ministry of Education and Human Development in Mozambique has just launched its National Gender Strategy. At a meeting to introduce the strategy, Plan was invited to present the GRPTT to district directors of education and gender focal points. After the presentation, the heads of the district services praised the project and said that this is the missing component for the full implementation of the strategic plan of the education sector. Teachers need this kind of training so that they can really pro-*

*mote gender equality in the classroom.”*

The GRPTT not only provides teachers with the conceptual foundation for gender responsive education, but it also guides teachers to develop the practical skills for promoting gender equality in the classroom. After completing the 10-day training, teachers are expected to recognize the unique challenges and barriers that girls and boys face in accessing and completing school and respond by using child-friendly teaching practices that provide equal opportunities for both girls and boys to learn and thrive at school and promote gender equality in the classroom.



# ASSESSING WHETHER THE GRPTT WORKS

## PROFILE OF THE RESEARCH

Plan International Canada is researching the implementation of the GRPTT approach through the AMOR project in Mozambique in order to **assess its effectiveness** in fostering gender-responsive learning environments. This research builds on [existing research](#) around teacher training and skills development shaping pedagogical change by seeking to better understand what teachers are doing in classrooms towards progress in achieving gender parity and equality in schools. The GRPTT package will be adjusted according to the results of this research and beneficiary feedback.

By building the evidence base on an integrated approach to quality and inclusive education, the research will seek to demonstrate the benefits of an approach to teacher training that builds gender equality considerations *into* the practical development of teaching skills. As well, such an evidence base will contribute to global education sector dialogue on how to effectively transform teaching practices and learning environments to make them more gender responsive.

## RESEARCH DESIGN

The GRPTT research aims to **track changes** in **teacher knowledge, attitude** and **practice** in five intervention schools (AMOR project schools) and five comparison schools in Jangamo District, Mozambique. The research methods explored six measures of gender equality inclusion:

1. *Attitudes and aspirations*
2. *Participation*
3. *Teaching & learning materials*
4. *Instructional methods*
5. *Classroom management*
6. *Perceptions of student and teacher actions*

The research tools include teacher surveys, student surveys, and classroom observations. The same methods will be employed in May-June 2018 (endline), almost one year after the delivery of the 10-day teacher training in July 2017 and the commencement of regular reflection circles, which have been ongoing since September 2017.

## FINDINGS FROM THE BASELINE DATA

The baseline results from the GRPTT research reveal some interesting findings that reinforce the need for the GRPTT package.

### Gender based differences in perceptions and experiences

Girls and boys surveyed have broadly similar experiences at school and similar perceptions of teacher behaviors and practices. For example, their experiences related to opportunities to participate in decisions in the classroom and at school. There are, however, some exceptions, which suggest that girls have a more negative experience at school in several respects: Girls were more likely to report knowledge of an incident of physical violence in school, perpetrated by a teacher, that was not related to behaviour (15% boys; 26% girls); boys were more likely than girls to report that their teachers take time to highlight good behaviour in class (86% boys; 76% girls), while more girls reported that the teacher had humiliated their classmates within the past year (20% boys; 30% girls).

### Teacher knowledge and attitudes vs. practice

One of the more revealing findings of the baseline research relate to the analysis of teachers' knowledge, attitude and practice, and the differences between teachers' self-assessments and the observed reality of their behaviour in the classroom. The following table demonstrates the difference between the *knowledge and attitude* of teachers in different assessment areas on the one hand, and their *application* in the classroom on the other. What this table shows is that teachers in the target areas of Mozambique generally

possess good knowledge and positive attitudes related to gender equality, child rights and positive discipline; however, this is not reflected in their *day-to-day teaching practices*. In other words, teachers seem to know about and agree with key concepts related to gender responsive pedagogy, but they are not putting this knowledge into practice in the classroom.

The strongest area of teachers' knowledge was an understanding of children's' right to education and equal treatment in the classroom. The weakest area of teachers' knowledge was school related gender-based violence (SRGBV). In particular, one-third of teachers felt girls could be blamed for sexual harassment due to their behaviour or dress, and 56% said bullying is a normal part of childhood that should be accepted. These beliefs were reflected only somewhat in their teaching practice or daily interaction with girls and boys in the classroom. On the other hand, while teachers had strong knowledge of positive, non-violent

Assessment Area	Teachers' Knowledge and Attitudes	Teachers' Practice
Gender equality	AVERAGE	POOR
Education and child rights	GOOD	GOOD
School related gender based violence	POOR	AVERAGE
Equality in the classroom	GOOD	AVERAGE
Equality of positive discipline	GOOD	AVERAGE
Discipline and punishment	GOOD	POOR

discipline methods, they did not always use these in the classroom.

These findings further emphasize the need to support teachers to make changes in their teaching practice through highly practical, interactive training (like the GRPTT) that moves beyond a focus on theory and conceptual frameworks. Training should equip teachers with concrete methods, tools and materials to implement the positive knowledge that they already largely possess.

Evidence-based gender-responsive teacher training programs can lead to more gender equitable education systems that go beyond the scope of the AMOR project in Mozambique. The AMOR project's endline analysis due in May-June 2018 will assess *if changes in teachers' practice are seen* following the implementation of the GRPTT, and *which variables influence observed changes*. This endline data will help shape our future work in influencing and programming for strengthening gender responsive education systems.



## WHAT IS NEXT FOR THE GRPTT?

- ◆ The GRPTT package is currently being reviewed within Plan International and finalized. Once complete, the GRPTT will be launched by Plan International Canada widely within Plan International and among global education sector networks.
- ◆ Research findings, expected to be available by autumn 2018, will be shared widely throughout Plan International and within education sector networks through sharing opportunities such as conferences and webinars to contribute to the evolving body of best practices associated with gender responsive education.
- ◆ Once the package is finalized, based on the tools used for the research, the M&E, education and gender equality teams at Plan International Canada will collaborate to develop a framework and tools for monitoring and evaluation of the GRPTT.
- ◆ The package has currently been translated to Portuguese for implementation in Mozambique. When finalized, Plan International Canada will seek to translate the GRPTT into French and Spanish for use across all Plan International regions.



## GE UPDATES

- ◆ Following the adoption of the new [Plan International Global Policy on Gender Equality and Inclusion \(2017\)](#) the organization wide training program "Planting Equality" is currently being revised with greater focus on unpacking gender transformative programming and the intersecting factors of exclusion including all gender identities and expressions for greater inclusion programming.
- ◆ The Gender Equality team at Plan International Canada is always striving to enhance its own technical capacities and build office-wide understanding of gender equality issues. To this end in mid-June 2018, the Inclusion lead from Plan International Headquarters will be coming to Toronto to deliver a hands-on training. Colleagues from cross-functional units have been invited to participate and cascade the learning to their own departments.
- ◆ You have surely heard the great buzz around Plan International Canada's Architecture for Gender Transformative Programming and Measurement, right? Well time for a deep-dive! As of end March this year, we have started rolling out the Architecture systematically across Plan International Canada and beyond!

## FEEDBACK AND NEXT BULLETIN

We hope this was useful! But we would love to hear your comments, questions, thoughts and topics that you would like to see in the next editions of **Focus 'n GE!** The next issue due in June 2018 will explore the question of intersectionality!

Send a line to our amazing Programs Assistant, Daniela: [DDonia@plancanada.ca](mailto:DDonia@plancanada.ca)