

Indicator name
Extent to which government policy promotes teacher education and teaching practices that are gender-sensitive and inclusive
Aggregable indicator
No
Indicator type (quantitative/qualitative)
Qualitative
Thematic area of engagement
Promoting economic and social rights and empowering girls and women
Related objectives in the Gender Action Plan III
Overall thematic objective: Women, men, girls and boys, in all their diversity, fully enjoy and exercise their equal economic, labour and social rights. Specific thematic objective 6: Reduction in gender disparities in enrolment, progression and retention at all levels of education and lifelong learning for women, men, girls and boys
Technical Definition
This indicator intends to measure the progress achieved by the partner government in implementing a policy promoting gender-sensitive and inclusive teacher education and teaching practices in the classroom. The following definitions apply: - <u>Teacher education</u> refers to formal teacher training (pre-service or in-service) designed to equip teachers with the knowledge, attitude, behaviour and skills required for teaching at the relevant level.¹ - <u>Teaching practices</u> refer to classroom organization and management practices that support effective instruction.² According to the OECD, “high-quality instruction is often defined as the use of a variety of classroom teaching practices, allowing for both teacher-directed and self-regulated learning. For educational policy and teacher education, the results support calls for a good balance among the three dimensions of classroom teaching practices: (a) enhanced activities including challenging tasks and content, (b) student- oriented, supportive practices and (c) teacher-directed practices that provide structure and clarity”.³ - <u>Gender-sensitive educational policies</u> refer to those policies that take into account the particularities pertaining to the lives of both women and men, while aiming to eliminate inequalities and promote gender equality, including an equal distribution of resources, therefore addressing and taking into account the gender dimension.⁴

¹ [UNESCO Glossary](#)

² [Brophy, J. \(1999\): Teaching. UNESCO International Academy of Education. Educational Practices Series-](#)

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³ [Svenja Vieluf, David Kaplan, Eckhard Klieme, Sonja Bayer \(2012\): Teaching Practices and Pedagogical Innovation. Evidences from Talis. OECD, Teaching and Learning International Survey Centre for Educational Research and Innovation](#)

⁴ Adapted from: [EIGE Glossary & Thesaurus. Entry: gender-sensitive](#)

- Inclusion in education implies to remove the barriers limiting the participation and achievement of all learners, respect diverse needs, abilities and characteristics and eliminate all forms of discrimination in the learning environment.⁵

Rationale

To prevent the marginalisation of children and young people, it is vital to have inclusive and equitable education systems that foster cohesive societies and lay the foundations for active citizenship and enhanced employability. Ensuring effective equal access to quality inclusive and gender-sensitive education for all learners, including those of migrant origins, those from disadvantaged socioeconomic and minorities backgrounds, those with special needs and those with disabilities is indispensable for achieving more cohesive societies. Therefore, policies that address gender equality and inclusion in teacher education and teaching practices should be at the heart of national education policies.⁶

Teachers are an important resource for promoting gender equality at school as their gender stereotyped or non-stereotyped beliefs and educational practices can influence the way students understand gender equality as well as their own gender differences substantially.⁷ The reasons why girls are more likely than boys to be out of school relate to social power structures and socially-constructed norms that define the gender roles that boys/men and girls/women should play. These gender roles affect their rights, responsibilities, opportunities and capabilities, including their access to and treatment in school.⁸

While learning is influenced by many factors, such as a student's family background and skills and motivation, the single most important factor within schools that impacts student learning is teaching. The quality of teachers is key for effective learning, be it in early childhood education and care, schools, vocational education and training or adult education. Teachers interact with students on a daily basis and help students acquire the knowledge and skills that they are expected to have by the time they leave school. However, classroom practices still exist in some countries that have a particular adverse impact on girls. These may include, e.g., corporal punishment, teacher-centric methodologies, language-of-instruction, high repetition, unequal access to teaching and learning materials, among others. Considering teachers' role in learning, ensuring a high-quality teaching workforce is high on policy agendas for any form of education. Teacher education and practices are essential for the quality of teachers as it equips them with the knowledge and skills to teach effectively and to meet the needs of all their students at all levels.⁹

Data source and calculation

Reporting covers cooperation, development humanitarian (if applicable) initiatives, and investment frameworks funded by the EC (INTPA, NEAR, FPI, ECHO) and EEAS.

EUMS may provide information related to their interventions through their contributions to GAP III reports or through the EUDs, e.g., in cases of joint dialogue (i.e., as part of joint programming or TEI).

⁵ [UNESCO, Inclusion in education](#)

⁶ [Council Recommendation \(2018\) on promoting common values, inclusive education, and the European dimension of teaching.](#)

⁷ [UNESCO \(2021\): From access to empowerment. Operational tools to advance gender equality in and through education.](#)

⁸ [SIDA \(2017\): Gender and Educational attainment](#)

⁹ [OECD GPS Education](#)

Data sources:

The intervention's monitoring and reporting systems, e.g., inception, interim and final reports from implementing organisations (including governments, international organisations, national and international civil society organisations, private sector, etc.), ROM reviews and evaluations. Administrative records from schools and educational centres within the scope of the EU action/intervention as well as the data available at the Ministry/regional department of Education and the national/regional statistics offices.

Surveys/interviews conducted and budgeted by the intervention can also be relevant data sources.

Baseline and endline studies conducted and budgeted within the EU intervention. These studies can be conducted as part of the gender country profile and / or gender sector analysis, or be based on existing official reports and published data. Baseline and endline studies should be conducted using the same data collection methodology.

Calculation:

- Application and effectiveness of gender-sensitive and inclusive policies in teacher education and teaching practices.
- Change in knowledge, skills and attitudes of teachers towards more gender-sensitive and inclusive practices and pedagogy in the classroom.
- Analysis of teaching gender-sensitive policies by skilled gender and education specialists.

Worked examples

In country A, the EU has supported the implementation of the National Education Strategy by reinforcing the capacity in the formulation of gender-responsive teacher policy and building the capacities of teacher trainers as well as school leaders and teachers to promote gender-sensitive and inclusive teaching and learning environments at all levels.

The end of intervention evaluation has showed:

- a) 70% of trained teachers apply gender-sensitive teaching both in creating syllabus (i.e., including materials that take a gender-sensitive approach; giving homework that involve students thinking about the gender dimension of the subject; stimulate critical thinking) and in class conduct (i.e. treating students of both sexes and different identities equally; promote equal participation; explaining and avoiding gender bias and stereotypes).
- b) Curriculum and textbooks are revised according to gender-sensitive requirements.
- c) The Ministry of Education has 100 teacher trainers who apply gender-sensitive training techniques.

Baseline

Data from official counterparts where possible and applicable (i.e. Ministry of Education, schools/education institutes, national women's machinery, national gender observatories, statistical institutes, etc.). Data from international and national organisations or other independent non-state actors working on education, including in humanitarian, vulnerable, fragile, crisis and conflict-affected contexts, and global crises. If baseline data are lacking, a mapping can be done at the start of the intervention using surveys/ interviews.

Disaggregation

N/A

Availability and Timeliness
Information should become available annually, depending on the duration of the intervention.
Related DAC CRS code
111 - Education / 11110 – Education policy and administrative management / 11130 – Teacher training
Associated SDGs
SDG 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all Target 4.5, Indicator 4.5.1 (See Metadata) Target 4.7, Indicator 4.7.1 (See Metadata) Target 4.a, Indicator 4.a.1 (See Metadata) Target 4.c, Indicator 4.c.1 (See Metadata) SDG 5 Achieve gender equality and empower all women and girls. Target 5.1, Indicator 5.1.1 (See Metadata) Target 5.c, Indicator 5.c.1 (See Metadata)
Other issues
The gender country profile and/ or gender sector analysis can be relevant sources of information for establishing baselines. If there is no gender analysis available at the EUD, it is recommended to look at the analysis undertaken by EU Member States or other trusted partners (UN, World Bank, human rights national and regional mechanisms, etc.) as well as the national-level reviews carried out in 2019 by UN Women and the partner countries to assess progress made and challenges encountered in the implementation of the Beijing Declaration and Platform for Action. Special attention should be paid to following up on partner country institutions reached with EU support.