

Regional Meeting on Gender Assessment in Teacher Education in Asia

30 – 31 May 2017, Bangkok, Thailand

Preliminary Findings of Gender Assessment in Teacher Education in Nepal

Nepal



1. Introduction: Assessment Scope

2. Findings

3. Conclusion

4. Recommendations

Assessment Scope



Institutional Participants

TEI Classroom Observations	7 TEIs (5 pre-service, 2 in-service) 28 Teacher Educators 56 lessons on : Nepali, Maths, Social Studies, Science, English, Education
TEI Surveys	7 Surveys (5 Pre-Service, 2 In-service) <i>Head of TEI as respondent</i>

Assessment Scope

Curriculum Authority Representatives

School Curriculum Authority	1 Survey, (Curriculum Development Center-MoE) <i>Curriculum Deputy as respondent</i>
TEI Curriculum Authority	2; Survey(s), National Centre for Educational Development-MoE; Faculty of Education-TU <i>Deputy as respondent</i>

Assessment Scope



Individual Respondents

School textbooks writers	11 Surveys (8 males, 3 females) <i>School textbook writers as respondents</i>
TEI teaching & learning guide writers	10 Surveys <i>TEI T&L material writers as respondents</i>

Assessment Scope



Teaching and Learning Materials

School textbooks	Grade 1, 3, 8, 11; Subjects: Nepali Grade 1, 3, 5; Subjects: Maths, Grade 3, 5, 8; Subjects: Social Studies, Grade 5, 8, 11, 12; Subjects: Science, Grade 1, 3, 5, 8, 11, 12; Subjects: English, Total = 20 Textbooks
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Assessment Scope



Teaching and Learning Materials

<p>TEI teaching & learning materials</p>	<p>In-service (and pre-service): 7 sets Nepali-TG (G1), Maths-TG (G2), Social Studies-TG (G3), English-TG (G1), Teacher Professional Development Guides (3 sets)</p> <p>Pre-service: 8 sets Nepali (G11) Science (G11), Maths (G11) Education including curriculum (5 sets)</p> <p>Total = 15 T&L materials</p>
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2. Findings at the Policy Level (TEIs)

- ❖ Efforts have been made by the Constitution of Nepal, Education Act, NCED/MoE policy, and periodic education plans like SSRP (2009-2015), SSDP (2016-2023) on:
 - Social Justice/Gender awareness
 - Incentive provision: Scholarship for females in teacher education
 - Residential facility for in-service; and Feeder hostel for pre-service
 - Special support for women such as special quotas for recruitment, priority for female educators to become roster trainers, head teachers (+20% additional points for experience), and ECD facilitators
 - Attempts to remove social disparities related to gender, caste, ethnicity, region and religion.

2. Findings at the Policy Level (TEIs)

- ❖ Gender responsive budget allocation in all sectors, including education
- ❖ But, no direct budget for gender support in TEIs
- ❖ Targeted scholarship programmes for socio-economically marginalized and geographically disadvantaged girls (by MoE, University Grants Commission)
 - The government also plans to scale up these programme
 - Increased gender awareness and job opportunities in teaching profession for girls or disadvantaged group
- ❖ Teacher selection preparation classes being conducted by Education Training Centers (ETCs)

Findings (by Domain)



2. Findings at the Policy Level (TEIs)

- ❖ Emphasis on female enrolment at all levels
 - As a result, more than 75-80% enrollees are females in Grade 11-12 teacher education programme (pre-service).
- ❖ Selection of candidates based on their academic performance at previous level
- ❖ Assessment through Written Examinations (Essay and objective type) and Practice Teaching

Findings (by Domain)



3. Findings at the Policy Level (Curriculum & Textbook Development for Schools)

- ❖ National Curriculum Framework guides overall curricular policy
 - Currently, gender neutral
 - Under revision to make it more gender and disabled-friendly (Curriculum diversification)
- ❖ Curriculum and Curricular material development guideline
 - In subject expert committee, compulsory presence of female teacher as member
- ❖ Textbook and Material Development
 - In practice: Representation of females in writer group is prioritized

4. Findings on Teaching and Learning (TEI Classrooms)

Classroom management

❖ Pre-service TEIs

- Desk and chairs are not movable
- No gender biased in seat arrangement for teacher trainees
- Physical environment of the classroom is poor
- Limited access to ICT

❖ In-service TEIs

- No gender–biased segregation (seating arrangement)
- U-shape or moveable
- The overall quality of physical learning atmosphere of the classroom is welcoming and conducive

4. Findings on Teaching and Learning (TEI Classrooms)

Pedagogical Aspects

❖ Pre-service TEIs

- Focused on lecture method.
- Traditional and ritual classrooms

❖ In-service TEIs

- Mix modes of delivery were used.
- Equal accessibility of ICTs to both male and female, where available
- No gender discrimination inside the classroom

4. Findings on Teaching and Learning (TEI Classrooms)

- ❖ No significant difference between male and female regarding participation in learning activities (**M: 49.35%; F: 50.65%**).
- ❖ Classroom atmosphere/environment of TEIs are gender friendly.
- ❖ Teacher educators seemed to be sensible and responsive from gender point of view (**M: 48.64%; F: 51.36%**).
- ❖ Differential treatment regarding teachers' support for learning, providing feedback, assessment of learning was not observed.

5. Findings on Teaching and Learning Materials

- ❖ 90% textbook writers/editors were male.
 - Most of the experts in curriculum designing were also male
 - Textbooks of Grade 11 and 12 was designed some time ago i.e. more than 15 years ago.
- ❖ Male character was mentioned 1730 times, female 1287 times, neutral 674 times in all reviewed textbooks.
 - Male characters were seen more in Social, English and Maths whereas Nepali and science had comparatively lesser.

Findings (by Domain)

5. Findings on Teaching and Learning Materials

- ❖ Most of the roles were presented as **both male and female**:
 - Players (M:F = 108:77),
 - farmers (9:4),
 - teacher (3:12),
 - health worker/doctor (3:4),
 - poets/writers (27:6).
- ❖ The roles for **only males** were: scientists (10), politician/leader (5), police (20)
- ❖ Whereas, roles for **only females** were: community workers (4), nurse, business women (9), administrator (4), house maker (8).

5. Findings on Teaching and Learning Materials

- ❖ Most of the textbooks attempted to make gender equality such as:
 - ❖ **Less than 25%:** English (G12), Nepali (G1, G11), Education (G11);
 - ❖ **Between 26-50%:** English (G8, G11), Science (G5, G8, , Social Studies (G3);
 - ❖ **Between 51-75%:** English (G3), Nepali (G8), Social studies (G5, G8);
 - ❖ **Between 76-100%:** English (G5), Nepali (G3, G8, G11), Social studies (G1, G3), Maths (G1, G3), Child Development & Learning (G12)
- ❖ 406, 490 and 221 illustrations (and pictures) depicting male, female and neutral respectively.

5. Findings on Teaching and Learning Materials

- ❖ The main activities related to males and females (M:F) were:

receiving advice (9:5)	playing (14:5)
teaching (2:2)	studying (51:49)
singing (4:1)	writing books (3:3)
earning money (2:9)	
- ❖ The activity “leading a historical movement” (3) is related to **only male** and the activities such as “treating sick people” (3), “organizing community” (11), “taking care of babies” (3), “cooking” (2) were related to **only females**

Findings (by Domain)



5. Findings on Teaching and Learning Materials

❖ The main attributes related to males and females:

Male	Female
helpful, brave, kind, intelligent (13)	creative female (8)
hospitable (10)	passive (8)
friendly, clever (8)	submissive, friendly (8)
responsible (5)	hospitable (8)
fat, lazy (3)	helpful (7)
kind, bold	brave, kind (2)
	strong, active, intelligent, pretty etc.

Key Findings (Highlights)



1. Findings Highlights At a Glance

i. Most prominent data trends

- ❖ Inadequate inputs/training on gender mainstreaming among the TL materials writers, which suggests the additional need of developing training packages and effective implementation
- ❖ Minimum preferential treatment to male or female trainees at the TEIs, however school classroom situation needs to be investigated from gender lens.
- ❖ Portrayal of social roles which used to be gender-based traditionally is minimum, however there are still room for improvement.

Key Findings (Highlights)



1. Findings Highlights At a Glance

ii. Findings that is predictable

- ❖ Poor physical facilities;
- ❖ Use of traditional modes of teaching;
- ❖ Inadequate support facilities to female trainees;
- ❖ Inadequate realization on the need of gender responsive policies, planning and pedagogy within TEIs;
- ❖ Less number of female textbook writers, editors in TL materials

Key Findings (Highlights)



1. Findings Highlights At a Glance

iii. Findings that surprised the team

- ❖ Gap in policies on gender mainstreaming in curricula and TL materials;
- ❖ Unavailability of gender-disaggregated data in TEIs on enrollment, pass rates, drop out rate, by level and subjects;
- ❖ Inadequate targeted incentive programmes for females to opt mathematics and science as major subjects; and
- ❖ Poor ICT infrastructure in TEIs (pre-service)

Key Findings (Highlights)



1. Findings Highlights At a Glance

iv. Areas for improvement

- ❖ A coherent approach among all agencies relating to TE and School Education;
- ❖ Building capacity of stakeholders including administrators, policymakers, educators, TL materials writers/editors towards gender-responsiveness with appropriate gender-responsive and transformative education packages;
- ❖ Ensuring Gender Equality a "lived reality" in terms of quantitative and qualitative indicators

Conclusions



1. Good Practices Showing Gender Equality

- i. Government/MoE has made clear policy for gender equality in teacher education/training programmes
- ii. More girls enrolled in pre-service teacher education programmes can scale up the female force in teaching

Conclusions



2. Areas for Improvement

- i. Make gender responsive policy for pre-service TEIs.
- ii. Support towards capacity building for both pre-service and in-service providers, teacher educators, trainers and teacher trainees on mainstreaming gender in pedagogical aspects.

Recommendations



1. Policy

- ❖ Internalization that achievement of gender equality requires mainstreaming of gender in all dimensions of TE, including the change of mindsets among the policy makers and TE service providers
- ❖ Clear policies on TE be framed to mainstream gender issues in TE curricula, pedagogical aspects and eliminating GBV.
- ❖ New agenda for Nepal should be “**parity in quality**”.

Recommendations (contd.)



2. Gender-Responsive Pedagogy

- ❖ Concerted efforts to be made to prepare Teacher educators/trainers to design TL Resources and implement Pedagogical approaches/processes with due consideration of mainstreaming gender – contributing to make a school as a gender-responsive School.

Recommendations (contd.)



3. TL materials/Resources

- Specific programmes be designed and organized to operationalize mainstreaming gender equality in text materials among the Writers. Obviously, number of Female writers and Editors be increased.
- TL materials be updated through gender perspective. More graphics, illustrations and pictures be included depicting equal focus on males and females on high profile.
- Development of supplementary materials with inclusion of contents regarding gender inequities pervading within the family/community are carried out inside the classroom practice.

THANK YOU!