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
### 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)  
<p>|                           | <em>Head of TEI as respondent</em> |</p>
<table>
<thead>
<tr>
<th>School Curriculum Authority</th>
<th>1 Survey, (Curriculum Development Center-MoE) Curriculum Deputy as respondent</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEI Curriculum Authority</td>
<td>2; Survey(s), National Centre for Educational Development-MoE; Faculty of Education-TU Deputy as respondent</td>
</tr>
</tbody>
</table>
## Individual Respondents

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>School textbooks writers</td>
<td>11</td>
<td>Surveys (8 males, 3 females)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School textbook writers as respondents</td>
</tr>
<tr>
<td>TEI teaching &amp; learning guide writers</td>
<td>10</td>
<td>Surveys</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TEI T&amp;L material writers as respondents</td>
</tr>
</tbody>
</table>
### Teaching and Learning Materials

<table>
<thead>
<tr>
<th>School textbooks</th>
<th>Grade 1, 3, 8, 11; Subjects: Nepali</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade 1, 3, 5; Subjects: Maths,</td>
</tr>
<tr>
<td></td>
<td>Grade 3, 5, 8; Subjects: Social</td>
</tr>
<tr>
<td></td>
<td>Studies,</td>
</tr>
<tr>
<td></td>
<td>Grade 5, 8, 11, 12; Subjects:</td>
</tr>
<tr>
<td></td>
<td>Science,</td>
</tr>
<tr>
<td></td>
<td>Grade 1, 3, 5, 8, 11, 12;</td>
</tr>
<tr>
<td></td>
<td>Subjects: English, Total = 20</td>
</tr>
<tr>
<td></td>
<td>Textbooks</td>
</tr>
</tbody>
</table>
### Teaching and Learning Materials

| TEI teaching & learning materials | 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)  
Pre-service: 8 sets  
Nepali (G11), Science (G11), Maths (G11)  
Education including curriculum (5 sets)  
Total = **15** T&L materials |

*Assessment Scope*  
Gender Assessment of Teacher Education in Asia (5-Country Study) | Presentation | Bangkok, 2017
Findings (by Domain)

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)
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
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
Findings (by Domain)

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 were 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.
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:

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>helpful, brave, kind, intelligent (13)</td>
<td>creative female (8)</td>
</tr>
<tr>
<td>hospitable (10)</td>
<td>passive (8)</td>
</tr>
<tr>
<td>friendly, clever (8)</td>
<td>submissive, friendly (8)</td>
</tr>
<tr>
<td>responsible (5)</td>
<td>hospitable (8)</td>
</tr>
<tr>
<td>fat, lazy (3)</td>
<td>helpful (7)</td>
</tr>
<tr>
<td>kind, bold</td>
<td>brave, kind (2)</td>
</tr>
<tr>
<td></td>
<td>strong, active, intelligent, pretty etc.</td>
</tr>
</tbody>
</table>
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.
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.
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!