



**Kingdom of Cambodia
Nation Religion King**

Action Guide to promote
gender-responsiveness in Cambodian
primary and lower secondary schools

Booklet 1

Gender-responsive teaching and learning

November 2020

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Julien Dillensplein 1 bus 2A, 1060 Brussels, Belgium
Telephone: +32 2 209 07 99; Internet: www.vvob.org

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Sven Rooms
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Prologue

Through cooperation with development partners as well as development partners, the Ministry of Education, Youth and Sport (MoEYS) and the Ministry of Women's Affairs (MoWA) have developed this action guide on gender responsive teaching and learning and gender responsive school leadership. This action guide supports teacher to prepare and deliver gender-responsive lessons by covering lesson planning, teaching material development, assessment tools, etc. For management of a teacher education college or school, the action guide supports the transition of this institution to become gender-responsive through integration of gender concepts into daily management tasks. In addition, this document provides information and tools for school management on characteristic of a gender-responsive school, school-related gender-based violence, how to improve the level of gender responsiveness in planning, budgeting, as well as capacity development of education personnel. This document includes content outlining the importance of parental and community involvement to promote gender-responsiveness in schools and providing tools to increase their involvement.

The action guide and capacity development of target groups are the result of joint efforts of MoEYS, MoWA, VVOB – education for development, KAPE, PKO and GADC, thanks to the financial support of the European Union and the Government of Belgium.

The MoEYS hope that school management staff, teacher trainers at TECs and teachers will use this document as a guide to lead their Teacher Education Colleges and schools and in teaching and learning activity to promote gender-responsiveness in education sector.

On behalf of MoEYS, I would like to express my gratitude for the financial support of the delegation of the European Commission to Cambodia and to the Government of Belgium, as well as for the technical support to the working group during the development of this important document.

Phnom Penh, Date: 15 June 2020

Minister of Ministry of Education, Youth and Sport

H.E. Doctor of Academician Hang Chuon Naron

Preface

The action guide on gender-responsiveness has been developed through cooperation between the Ministry of Education, Youth and Sport (MoEYS), the Ministry of Women's Affairs (MoWA), VVOB – *education for development*, KAPE, PKO and GADC.

This guide will serve as a roadmap to facilitate capacity development of the school management and teaching staff of the Teacher Education Colleges (TEC) and primary and lower secondary schools to transform their TEC/schools into a gender-responsive learner-friendly environment that is free of gender-based violence.

To develop this document, the development committee reviewed relevant documents and conducted a survey among TEC teacher trainers and primary and lower secondary school teachers. The survey focused on how primary and lower secondary school teachers/teacher trainers deal with bullying, gender-based violence, and the existence of gendered norms and expectations in the school environment. Based on the review and the findings of this survey, the working group has developed this action guide to help guide both pre-service and in-service teacher professional development on gender-responsive education.

This action guide is divided into two parts:

1. Part 1 for teachers: gender-responsive teaching and learning. This part provides important information and tools for teachers to ensure gender-responsive teaching and learning (e.g. drafting gender-responsive lesson plans, use of gender-responsive teaching materials, use of gender-responsive assessment tools, etc.).
2. Part 2 for school management: gender-responsive school leadership. This part contains information on characteristics of a gender-responsive school/TEC, and provides tools to support school leaders/TEC management staff on preventing school-related gender-based violence, on gender-responsive planning and budgeting and on providing capacity development on gender-responsiveness to education staff. The second half of this part focuses on the importance of parental and community involvement to promote gender-responsiveness in school and provides strategies to increase their involvement.

These two parts share the same introductory part, which provides basic information/knowledge on gender (e.g. the differences between sex and gender, gender stereotypes in education, etc.).

We strongly hope that this action guide will support TEC management staff, teacher trainers, student teachers, school leaders and teachers in establishing gender-responsive Teacher Education Colleges and schools, and will promote gender-responsive teaching and learning, in turn contributing to the prevention of gender-related violence in TEC and schools.

This action guide is a living document. To continuously improve, we are happy to receive constructive feedback from readers.

Development committee

Introduction

In recent years, Cambodia has successfully narrowed the gender gap in primary school enrolment. In the school year 2018-2019, the enrolment rate for girls was 49% compared to 51% for boys. Yet, once in school many children drop out of school. In particular, learners from poor households leave school prematurely in search of a job to support their family. The transition rate to secondary level also remains a serious challenge, especially for girls. For many adolescent girls, schools become unsafe. Parents and girls fear harassment at school or on the way to school. Others cannot afford menstrual products, or the school they attend lacks decent female restroom facilities.¹ Cultural gender norms continue to stall girls' secondary education too. Many families prioritize their sons over daughters in education in the belief that their daughters will become housewives after marriage, notwithstanding their studies, with responsibility for *their* children, the housework and cooking. Clearly, there is a need to transform gender attitudes and relations. Education is a powerful means to transform persisting norms and expectations by cultivating the intellect, spirit, and skills for children to advance gender equality and contribute to sustainable development. This action guide paves the way for creating the required gender-responsive learning environment, bringing together insights, strategies and tools for TEC management staff, teacher trainers, school leaders, school management committee members and teachers alike.

¹ VVOB vzw (Ed.). (2019). *Putting SDG4 into practice: Enhancing adolescent wellbeing, learning and opportunities* (1st ed.). Brussels: VVOB vzw.

Development Committee

Management Committee

1. H.E. Doctor of Academician Hang Chuon Naron Minister, Ministry of Education, Youth and Sport
2. H.E. Doctor of Academician Nat Bunroeun Secretary of State, Ministry of Education, Youth and Sport

Counselling Committee

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13. Mrs. Yim Sophy Deputy Chief of Gender Equality, Provincial Office of Women's Affairs, Battambang
14. Mrs. Rorn Hemsoscheata Chief of District office of Women's Affairs, Krong Battambang

Author Committee

1. Mr. Say Samphon Project Manager, VVOB
2. Mr. Heang Sarym Project Manager, VVOB
3. Mrs. Karolina Rutkowska Education Advisor, VVOB
4. Ms. Lotte Van Praet Education Advisor, VVOB
5. Mr. Keo Mono Education Advisor, VVOB
6. Ms. Line Kuppens Senior Education Advisor, VVOB HQ
7. Mrs. Sun Maly Project Coordinator, VVOB
8. Mrs. Uk Sothira Gender Education Specialist Advisor, KAPE
9. Mr. Kay Lyvoeurt Gender Education Senior Officer, KAPE
10. Mr. Chhorn Chhayuth M&E/EdTech Coordinator, KAPE
11. Mr. Roeun Satya Senior Gender Officer, GADC
12. Mr. Chhuon Chamreun Project Officer, PKO

Chapter 1:
Gender and gender-responsiveness
- an introduction

Lesson 1: The difference between sex and gender

I. Introduction

Up until today, the concepts of “sex” and “gender” have often been used interchangeably. When talking about gender, some people think that it is another word for “sex”. Others even use it to refer to “women” and “girls”. “Sex” and “gender” are, however, distinct concepts.

In this lesson, we uncover the meaning of “sex” and “gender” in order to put an end to this confusion. Next, we introduce the concepts of gender roles and gender equality. This is important as it can contribute to reducing the gender gap in education.

II. Objectives

- Understand the meaning of the concepts “sex” and “gender”
- Differentiate between “sex” and “gender” without any confusion
- Explain the concepts of gender roles and gender equality
- Identify ideas and develop attitudes that promote gender equality

III. Contents

1. Definition

Gender experts define **sex** as different biological attributes between males and females which are determined at birth and cannot be changed naturally. At birth, a baby is born as “female” or “male”, depending on their reproductive organs. Sometimes, a baby is born with mixed male and female characteristics or they do not have specific characteristics as female or male. These children are neither male nor female, but “intersex”. This occurs rather seldom.

Instead of a biological attribute, **gender** is a social construct. It refers to the relationship between boys and girls, women and men, within families, communities or societies. These relationships are informed by the distribution of power, status, roles, tasks, and duties in a particular society. They are, hence, context-dependent. They are time-dependent too. Rather than fixed, they can change over time, and according to circumstances.

Theoretically, gender experts define gender as “attitudes and behaviours of men or women which are differentiated by society and culture and can change depending on the circumstance”. In other words, a society’s gender norms and expectations will inform how girls and boys, women and men, behave and interact, and what each group can aspire to.

2. Differences between sex and gender

In every society, there are many stereotypes and expectations related to gender that affect gender relations from an early age onwards. In Cambodia, parents expect that daughters must be beautiful and gentle, while sons must be strong and firm. Daughters are taught to cook, clean, and are expected to take care of siblings, while sons are motivated to become engineers or doctors. Girls’ clothing, toys and school materials are predominantly pink. For boys these materials are often blue. These differences are not natural. They are the result of prevailing norms, traditions, and gender stereotypes.

SEX AND GENDER	
Sex	Gender
Biological attributes and conditions at birth	Social attributes and conditions, not at birth
Cannot be changed	Context- and time-dependent
Examples	
1. Only women menstruate 2. Women carry the child (pregnancy) 3. Men's sperm (spermatozoid) impregnates women 4. Men grow beards and moustaches; women usually have little facial hair	1. "Girls should be gentle; boys should be tough." 2. "Women stay at home, and men work for income." 3. "Women study to become teachers, and men study to become engineers"

3. Gender roles

Gender not only plays an important role in the individual lives of people. Gender also has an important social value. There are certain social expectations regarding the role and behaviour of women and men. Gender roles are learned behaviours in a given society or community, reflected in the activities, tasks and responsibilities ascribed to men and women, boys and girls, on the basis of their perceived differences.

Because of gender expectations women often take up non-wage labour, and men wage labour which also affects the power relationships between men and women. We can distinguish three types of labour:

- **Wage labour** is the work that provides income; it refers to production or income earning for families.
- **Non-wage labour** is the work that does not provide income; it refers to caring of children and looking after household work.
- **Community labour** is the work of volunteering to generate common benefits for communities; it refers to participation in dissemination of education services, development of villages and communes, and organisation of ceremonies.

The term **gender-based division of labour** refers to the fact that generally women and men are assigned different work roles in and by society. These roles tend to be extremely discriminatory by nature. Despite social and cultural differences, women tend to dominate the category of unpaid domestic work. Because of gender stereotyping in the labour force and the education system, a significant number of women have remained in menial, low-skilled, low status, and poorly paid jobs while men tend to concentrate on higher status and better paid jobs.

Furthermore, the discrimination in the home is carried through to the public sphere, where work requiring skills stereotyped as "female characteristics" have been less valued.

The solution is not for women and men to swap jobs or for women to adopt male characteristics to the detriment of their natural biological life cycles. Rather **the solution is that both women and men achieve equal opportunities in education, training and types of work** and that contributions to the household economy and in consequence to national development are valued as much as other types of work.

4. Gender equality

Sokkanha is a very smart girl, strong in mathematics. She dreams of becoming an engineer, but her parents prefer sending her brother to school. What do you think? Shouldn't Sokkanha be motivated to become an engineer?

Gender equality², or equality between women and men, refers to the equal enjoyment - by females and males of all ages and regardless of sexual orientation - of socially valued goods, opportunities, resources, and rewards.

Equality *does not mean* that women and men are the same, but that their enjoyment of rights, opportunities and life chances are not limited by whether they were born female or male.

Gender equality:

- refers to the equal rights, responsibilities and opportunities of women and men and girls and boys to access and control social goods and resources,
- implies that the interests, needs and priorities of both women and men are taken into equal consideration,
- is not an issue for women only but should concern and fully engage men as well as women,
- is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centred development.

5. Gender equity

Gender equity is a concept close to gender equality. More particularly, gender equity refers to the conditions or means that need to be in place to achieve equality. It is a process rather than a result. The Gender in Education Network in Asia-Pacific (GENIA) Toolkit of UNESCO defines gender equity in education as “special treatment/action taken to reverse the historical and social disadvantages that prevent male and female learners from accessing and benefiting from education on equal grounds. For example, equity measures can favour girls in order to empower them and help them overcome disadvantages of chronic discrimination and catch up with boys.

Equity measures, also referred to as positive discrimination or affirmative action, are not necessarily fair per se, but are implemented to ensure fairness and equality of outcome. For example, providing scholarships or stipends for girls is considered as an incentive for increasing their access to education.

Activity A: sex or gender?

Read the statements and indicate if the statements refer to “sex” or “gender”. After that, please discuss your answer with your peers.

No.	Statements	Gender	Sex
1.	Only men like playing football.		
2.	Women breastfeed.		
3.	Women have a womb, can become pregnant and deliver a baby, while men cannot.		
4.	Women are gentle, while men are rude.		
5.	Teaching at kindergarten is a woman's job.		

² PREEEP, & GIZ. (2011). *Training Manual on Gender Mainstreaming*. Retrieved from <https://www.energia.org/cm2/wp-content/uploads/2015/04/04.-1319143629-Gendertainingmanual.pdf>

6.	In some countries, women are not allowed to drive vehicles.		
7.	Men's voice changes, while women's voices don't.		
8.	Women are at risk of getting infected by HIV when their husband has multiple sex partners.		
9.	In Cambodia, men propose marriage to women.		
10.	In Cambodia, most construction workers are men.		
11.	In the past, parents usually did not allow their daughters to pursue higher education.		
12.	Men produce sperm (spermatozoid).		
13.	Men believe that having children asserts that they are real men.		
14.	Most scientists are men.		
15.	Boys are usually strong and firm, while girls are usually weak.		
16.	Girls like the colour pink, while boys like blue.		
17.	Women's bodies are slim, while men's bodies are muscular.		

You find the solutions in Annex A on page 69.

Activity B: Examine your experiences and beliefs

- Discuss whether or not gender equality actually exists in your community:
 - Who are more likely to experience sexual and domestic violence? Women or men?
 - Who are more likely to earn a higher salary for doing the same work? Women or men?
 - Who are usually in higher positions of power at work? At home? In politics? In the community? In the schools?
 - Who bears the brunt of caring and looking after the family members, especially caring for those who are young and/or sick?
- Write down 3 statements that explain why women do not share equal status with men in all spheres of society.
- Identify 2 gender-equitable actions that **women** and 2 gender-equitable actions that **men** can take to help create gender equality in the community/school/household.

IV. Conclusion

In this lesson, we discovered the meaning of gender and sex and discussed the difference between the two concepts. Gender stands for the social attributes and opportunities associated with being male and female and the relationships between women and men, or between girls and boys. It has serious implications in daily life and affects gender equality.

Do's and don'ts:

- Distinguish between sex and gender.
- Don't assume people know the difference between sex and gender.
- Try to challenge traditional gender norms in a supportive way.
- Don't agree immediately with statements about the role and behaviour of men and women. Think critically.
- Support equality between girls and boys, women and men.

Lesson 2: Policies that promote gender equality in Cambodia

I. Introduction

Gender norms and expectations have an enduring impact on learners throughout their lives. Differences in norms and expectations can have a negative impact on learners' access to and participation in education at all levels, particularly for girls. In this lesson, we discuss how international and Cambodian policies can help to promote gender equality and provide boys and girls with equal opportunities at home and at school.

II. Objectives

- Discuss international commitments to gender equality in education
- Provide an overview of the Cambodian commitments to gender equality in education

III. Contents

1. International commitments to gender equality in education

Education is a human right and is prominent in a number of international treaties and conventions, namely, the Universal Declaration of Human Rights (1948), the UN Convention on the Rights of the Child and its general comments (1989), the UNESCO Convention against Discrimination in Education (1960), the International Covenant on Economic, Social and Cultural Rights (ICESCR, 1966) and the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW, 1979).

Gender equality in education is explicitly tackled in the UNESCO Convention against Discrimination in Education, which states: *“The State Parties to this Convention undertake to formulate, develop and apply a national policy which, (...) will tend to promote equality of opportunity and of treatment in the matter of education(...).”*³

In the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), often described as the Bill of Rights for Women, discrimination is described as: *“... any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.”*⁴

In 2015, the UN member states developed and ratified the Sustainable Development Goals (SDGs) agenda. The SDGs are the blueprint to achieve a better and more sustainable future for all, addressing major global challenges such as poverty, inequality, climate change, environmental degradation, and injustice. In total, there are 17 interconnected goals to be achieved by 2030. One of the goals focuses on ensuring quality education for all by 2030. There are two critical education targets on achieving gender equality in education: (SDG 4.1): *By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes;* (SDG 4.5): *By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.*⁵

2. Cambodian commitments to gender equality in education

In this section, we have listed laws, policies, regulations and guidelines which were prepared and ratified by the Royal Government of Cambodia to be used by relevant stakeholders aiming at promoting gender equality and preventing children from any form of abuse. This list summarizes gender-related content. If you wish to have more details, please read the original documents in detail.

³ UNESCO. (1960). *Convention against Discrimination in Education*. Retrieved from http://www.unesco.org/education/pdf/DISCR_I_E.PDF

⁴ UN Women. (1979). *Convention on the Elimination of All Forms of Discrimination against Women*. Retrieved from <http://www.un.org/womenwatch/daw/cedaw/>

⁵ UN. (2015). *Sustainable Development Goals*. Retrieved from <https://sustainabledevelopment.un.org/sdgs>

Title	Year	Gender-related content
The Constitution of the Kingdom of Cambodia	2014	<ul style="list-style-type: none"> • Art. 35: Khmer citizens of both sexes have the equal right to participate actively in the political, economic, social and cultural life of the nation. • Art. 36: Khmer citizens of both sexes have the right to choose any appropriate employment and receive equal pay for equal work. • Art. 45: All forms of discrimination against women shall be abolished. • Art. 47: Mother and father shall have the obligation to take care of their children, to raise them and to educate them in order to become good citizens. Children shall have the duty to attend to the needs of their aged parents and to take good care of them in accordance with Khmer custom.
Royal Decree on changes to retirement age of female public servants	2012	Women can voluntarily delay their retirement up to the age of 60 years old.
Chhbab Srey	19th Century	The Chhbab Srey, translated as the code of conduct for women, is a piece of Khmer poetry dating back to the 16th century that outlines what behaviours are expected of girls, or women. According to many historians the Chhbab Srey has had and continues to have tremendous impact on gender equality in Cambodia. A woman, according to the Chhbab Srey, should protect her honour, for herself, her family and for the community by behaving appropriately.
Law on family and marriage	1989	According to this law, spouses in a marriage enjoy equal rights, among others in using, benefiting from and managing joint properties which have been obtained or earned by the spouses or by either of the spouses during their marital union.
Abortion Law (male and female)	1997	Ensures the rights of women to abort foetuses (female or male) on the condition that certain procedures are followed, and conditions met that guarantee women's health.
Law to prevent domestic violence and the protection of victims	2005	In 2005, a mechanism was developed enabling a local authority to intervene and protect victims of domestic violence through regulations offered by the provincial court.
Law on the Administrative Management of the Capital, Provinces, Municipalities, Districts and Khans	2008	This law outlines a set of regulations to ensure female representation on various committees, including the roles of chief and deputy chief.
Law on Councillor Elections for the Capital, Provinces, Municipalities, Districts and Khans	2015	Ensure female candidates participate and are listed at the appropriate place on candidate lists.
Law on Education	2007	Chapter 1 describes the equal value and rights of everyone to education, regardless of gender, and article 36 outlines the rights and obligations of parents or guardians to register their child(ren) at school, to support their child(ren) and to guarantee exchange between school, family and community so that their children receive quality education.
Rectangular Strategy	2013	Recognizes the role of women as the backbone of the national economy and society.
Action Plan on Governance	2001	This plan has integrated gender equity, which is one of the five common points, with participation of the Ministry of Women's Affairs, development partners and donors.

Title	Year	Gender-related content
Sub-degree on career ethics for teachers	2008	Teachers must not impose corporal punishment or mental punishment that will affect the students' studies (article 12)
Instruction of the Ministry of Interior	2006	Identify and choose at least one woman among the 3 members of the village leadership.
Instruction of the Ministry of Public Services		Female officers should represent between 20% and 50% of the public service staff.
Recommendations of the Head of the Royal Government	2013	The Ministry of Interior encourages appointing women as deputy governors of the Capital, provinces, municipalities, districts and khans. As part of the gender mainstreaming strategy it is recommended to increase the number of women acting as civil servants in decision-making positions.
Neary Rattanak IV	2014-2018	Establishment of the Cambodian National Council for Women, the Ministry of Women's Affairs to ensure gender equality and the empowerment of women. The strategy also calls for the setting up of a Gender Working Group within the different ministries and institutions. The strategy reemphasizes the need to select women in public service (towards representation between 20% and 50%), as well as renewed calls for the nomination of women in village leadership positions.
National Action Plan to Prevent Violence Against Women	2014-2018	The National Action Plan serves to implement the Law on Prevention of Domestic Violence and Protection of Victims, as well as various other gender-based violence related laws and policies. This National Action Plan outlines 5 key strategies: <ul style="list-style-type: none"> - Primary Prevention - Legal Protection and Multi-sectoral services - Development and implementation of laws and policies - Capacity Building Monitoring and Evaluation
Strategy on positive parenting	2017-2021	The strategy recognises the important roles of parents, guardians or caregivers in promoting the growth and development of children.
Minimum Implementation Guidelines		The minimum guidelines on schools' water and sanitation requirements focus on the needs of female students and male students.
Incheon Declaration and Platform for Action towards quality, inclusive and equitable education, and lifelong education for all	2015	The Incheon Declaration constitutes the commitment of the education community to SDG4-Education 2030 and the 2030 Agenda for Sustainable Development, recognizing the important role of education as a main driver of development. according to the Declaration "all children receive quality education and lifelong education without discrimination".
4 th World Congress on Women (Beijing)	1995	Cambodia selected the following priorities to take actions on: <ul style="list-style-type: none"> - women and education - women and health - women and economy - women and legal protection - women in decision-making. Cambodia is obliged to implement the Beijing Platform, and to report on progress once every five years.

Title	Year	Gender-related content
Action Plan on Human Resources in the Education Sector	2016	Strategy 5 on the selection of education staff outlines “not <to> discriminate (against women) to serve as education staff and to receive scholarships”.
Policy on “promoting social equity and inclusion”		To ensure equity and responsiveness to gender needs in the education sector, the Ministry of Education, Youth and Sport has focused on promoting social equity and inclusiveness, in both capacity development for sub-national administration level and educational institutions, to manage and implement their functions and transferred resources.
2015-2019 Master Plan for technical education in high school	2015	Strategy 8 on “Gender Mainstreaming” should be considered as a cross-cutting issue.
National Policy on Physical education and Sports	2015	Strategy - 5.3 “promoting gender equality” <ul style="list-style-type: none"> - Promote and encourage women to take part in sports activities - Provide opportunities to women to become national champions - Increase the proportion of women in leadership of sports sector, and support women to become mentors, arbitrators, judges, ...
Policy on Equivalent Informal Education System	2008	School enrolment conditions for students: “Students of both sexes have the same rights to register”.
Policy on Technical education	2013	Strategy 5.7. focuses on “Promoting gender equality in technical education”.
Strategic Plan on Gender Mainstreaming in Education Sector	2016-2020	This strategic plan is built around the following strategies: <ul style="list-style-type: none"> - Strategy 1: research, information dissemination, and promoting understanding on gender - Strategy 2: Lobbying and seeking support - Strategy 3: Capacity Development - Strategy 4: Gender Mainstreaming in the Process of Teaching and Learning - Strategy 5: Promoting gender-responsive actions and monitoring - Strategy 6: Partnership
Child Prevention Policy, UNICEF	2016-2018	This policy focuses on: <ul style="list-style-type: none"> - Prevention of violence against children - Childcare when they are living in families - Strengthen child protection and general social services - Empower communities to protect children - Activities for adults

Title	Year	Gender-related content
Child Friendly School Programme	2004	The 4 th component provides a definition of Gender-responsiveness, which would aim “ at building positive social attitudes towards educating girls, paying attention to gender issues, arranging counselling services for girls at schools, and mainstreaming it to other components of the child friendly school programme, to have gender equity and equality in the education sector.”
6 goals of Education for All	2000	Education For All (EFA) is a global movement led by UNESCO aiming to meet the learning needs of all children, youth and adults by 2015. Goal 2, goal 4 and goal 5 refer to promoting understanding on gender equality and equity and quality among children, youth and adults who have at least completed basic education, particularly girls and women.

Activity: Understanding the gender legal framework

Having read the national and international frameworks related to gender, think about the following question:

What do you think are the benefits of integrating gender in national and international policy frameworks?

IV. Conclusion

Education is a powerful means to transform persisting norms and expectations around gender by cultivating the intellect, spirit, and skills for children to advance gender equality and contribute to sustainable development. In this lesson, you found an overview of the international and Cambodian commitments to gender equality in education. This action guide paves the way towards achieving the aims of the various policies and creating gender-responsive learning environments, bringing together insights, strategies and tools for teachers, school leaders and school community members alike.

Lesson 3: Gender stereotypes in education

I. Introduction

Cambodian gender norms are outlined in the so-called *Chbab Srey* (code of conduct for women) and *Chbab Proh* (code of conduct for men), two pieces of Khmer poetry dating back to the 16th century. The poems prescribe what behaviours are expected of girls and boys, or men and women. Notably, the *Chbab Srey* advises girls to obey their husbands, making them vulnerable to domestic violence if they do not do so. The poems used to be studied and memorised in school.

Since 2007, Cambodian learners only study a subset of these verses to introduce gender equity in the curriculum – but the poems remain influential. In 1997, textbooks were revised for gender-responsiveness: textbooks now count as many female as male depictions, although girls and women continue to be represented in traditional gender roles such as housekeepers, and not as scientists, doctors or mathematicians.

In this lesson, we will study the existence and effects of gender stereotypes in education. At the end of the lesson, you will have gained insights in developing pupils' knowledge, skills, and attitudes so as to avoid gender bias when educating Cambodia's future generations.

II. Objectives

- Identify the positive and negative effects of stereotyping in education
- Analyse gender stereotypes in teaching and learning
- Promote gender equality and responsiveness in teaching and learning to ensure equal opportunity between male students and female students

III. Contents

1. Gender stereotypes

Gender stereotypes are structured sets of beliefs about the personal attributes, behaviours, and roles of a specific social group based on their sex.

These beliefs are often biased and lead to exaggerated, or even false, images of women and men that are used repeatedly in everyday life. For example: the belief that women should take care of babies while men need to provide for the family.

Activity A: Discussion on gender stereotypes

These are commonly heard gender stereotypes in Cambodia. Please read the statements and discuss if (1) they are stereotypes, and (2) if so, whether the stereotype is positive or negative. Why?

Number	Content	Stereotypes		No stereotype
		Positive	Negative	
1	A cake cannot be bigger than its container.			
2	A seedling supports the soil, while a woman supports a man.			
3	Men can be pilots, and so can women.			
4	All children can study Science, Technology, Engineering and Mathematics (STEM).			
5	Widows are criticized by others, while single virgins can be paired with any man in the district as a husband.			
6	There is no academic subject that girls and boys cannot study!			
7	Women cannot even manoeuvre a cooker/cooking stove.			
8	Women cannot not dive deep or go far.			
9	A daughter should not pursue higher education.			

10	Dishes of food are delicious because of the ingredients, while families are prosperous because of the wife and husband.			
11	Household chores are the sole responsibility of women.			
12	Decision-making is the responsibility of men.			

2. Why gender stereotypes persist

Gender stereotypes persist as they are transferred from one generation to another through the process of socialisation.

Socialisation is the process through which people are taught to become part of a society. It describes the ways that people come to understand societal norms and expectations, to accept society's beliefs and to be aware of societal values.⁶

Caregivers are the primary agents of socialisation as – in most contexts – children spend most time with their caregivers. Next to the home environment, the school environment constitutes a prime environment for socialisation. In the following figure you observe the several layers constituting the school environment⁷:

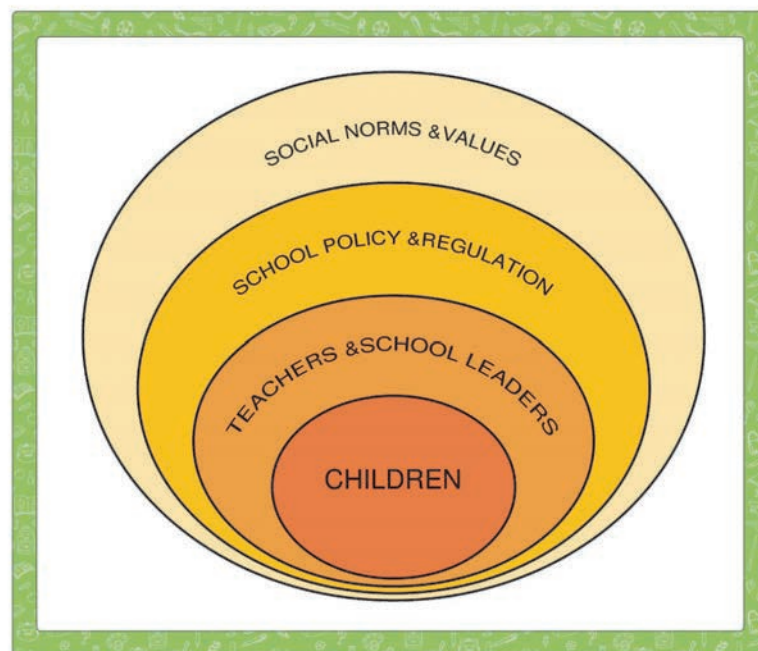


Figure 1: Socialisation process

Children are at the core. In the first place, they are in direct contact with teachers and school leaders. In a more indirect way, they also become familiar with norms and expectations through the school's policies and regulations. Those regulations, in turn, are shaped by social norms and values. Schools, in other words, are a reflection of society.

What gender practices and taboos exist within in a society depend on that society's social norms and values. For example, if kicking or beating misbehaving children is tolerated in a society, it is more challenging to introduce positive forms of discipline among teachers and school leaders.

⁶ Little, W. (2014). *Introduction to Sociology – 1st Canadian Edition*. (W. Little, Ed.) (1st ed.). Retrieved from <https://opentextbc.ca/introductiontosociology/>

⁷ Cabus, S., Sok, S., Rutkowska, K., Van Horen, K., & Nicaise, I. (2019). *The role of gender-responsive pedagogy to tackle violence against and between children in Cambodian schools*. Retrieved from https://cambodia.vvob.org/sites/cambodja/files/the_role_of_genderresponsive_pedagogy_to_0.pdf

Teachers and school leaders are nonetheless fundamental in transforming practices, attitudes, and values. They can help learners understand and practice gender equality and non-violent behaviour and encourage children to accept differences. Why teachers and school leaders? First and foremost, they are close to the child and can form a carer-child relationship. Further, teachers and school leaders translate school policy and regulations, if any, on gender-responsiveness into school practice.

3. Impact of gender stereotypes on education

Some traditional gender norms cause obstacles to providing equitable and inclusive education⁸, particularly for girls from poor and/or illiterate families:

- Some families expect their daughters to listen to their parents and their elders, to be gentle and to take care of the household. These families might provide fewer opportunities for daughters to continue to higher education. As a consequence, these girls do not have the chance to thrive and develop their full potential. What is more, they may become vulnerable to exploitation and other forms of violence.
- Teachers can think in stereotypical ways. Girls, for example, are more often praised by teachers for their clothing, appearance and for showing care towards others. Boys, on the contrary, are complimented for their physical strength, are given more complex tasks, and are given more space to express themselves in class than girls. As a consequence, girls are not provided the opportunity to develop their full potential.
- According to research in social psychology, teachers are likely to believe that maths is more difficult for girls than for boys. Because of these beliefs, they implicitly act differently towards girls than towards boys. Such beliefs also translate into different expectations in terms of achievement. These inaccurate expectations may lead to a self-fulfilling prophecy whereby girls perform poorly because teachers think they are not able to perform well, and thus do not encourage the girls sufficiently.
- In many lower and middle-income countries education for adolescents falls short in terms of quality, and decent jobs for those of legal working age are in short supply. Because of social norms that limit women to household work and/or that still condone early marriage, adolescent girls tend not to transition to secondary education or to drop out prematurely.⁹

4. How to challenge gender stereotypes?

Before **teachers** can tap into their potential and become real agents of change who successfully challenge gender stereotypes, they need to become aware of, and address, their own gender biases and belief systems. Then they can change how they translate these into their classrooms. In the booklet for teachers we discuss how teachers can transform their classroom into a gender-responsive learning environment.

But because these belief systems are very closely tied to teachers' sense of self, they are also very resistant to change. For teachers to change their beliefs, conditions need to be in place that allow teachers to become aware of and reflect on their existing beliefs. It is up to the school management to support this transition.

Hence, the **school management and the school management committee** need to be aware of their own stereotypes and beliefs as well. Only when school leaders and school support committee members acknowledge the existence of stereotypes in schools, homes, communities, and understand their detrimental impact, can they start challenging the stereotypes in their school and their community. In the respective booklet for school leaders and school management committee members, we present strategies and concrete tools to challenge gender stereotypes and to mainstream gender.

⁸ UN. *Sustainable Development Goals*. Retrieved from <https://sustainabledevelopment.un.org/sdgs>

⁹ VVOB vzw (Ed.). (2019). *Putting SDG4 into practice: Enhancing adolescent wellbeing, learning and opportunities* (1st ed.). Brussels: VVOB vzw.

IV. Conclusion

During this lesson, we analysed gender stereotypes in education. Gender stereotypes are biased and exaggerated beliefs regarding the image and role of girls and boys, women and men, that persist through time as they are passed on from one generation to the next through school or at home.

To overcome stereotypes, it is important that teachers, school leaders and the school management committee members challenge these stereotypes. Before they can tap into their potential and become real agents of change who successfully challenge gender stereotypes, they need to become aware of and address their own gender biases and belief systems.

Lesson 4: Gender-responsive teaching and learning

I. Introduction

Like anybody else, teachers hold on to social and cultural values and norms that consciously or unconsciously affect their teaching practices and, at times, translate into gender bias and gender discrimination in the classroom. Gender discrimination, and thus gender inequality, will continue to exist in the education sector if teachers remain biased and do not actively challenge traditional gender expectations and norms. Therefore, capacity building on gender-responsive teaching and learning methodologies is important.

In this lesson, we discuss the importance of gender-responsive teaching and learning and explain what causes gender discrimination in the classroom. After this lesson, you will know how gender-responsive pedagogy can contribute to preventing gender discrimination by paying attention to the specific learning needs of girls and boys.

II. Objectives

- Gain awareness of the importance of gender-responsiveness in the education sector
- Explain what causes gender discrimination in education
- Explain gender-responsive pedagogy
- Integrate gender-responsive pedagogy in teaching and learning

III. Contents

1. Why is gender-responsive education important for girls and boys?

Promoting gender-responsiveness in education is important for many reasons, both at the level of the individual and at the family, community, and national level.¹⁰ Gender-responsive teaching and learning:

- Develops the potential of all children
- Improves the confidence of girls and boys
- Improves the overall quality of education
- Ensures effective learning
- Improves the likelihood of finding employment and income earning opportunities
- Contributes to poverty reduction
- Contributes to healthier mothers and healthier children
- Has positive inter-generational education effects (children of educated parents are more likely themselves to go to school)
- Promotes social development
- Promotes civic participation

We have listed some of the benefits of high-quality gender-responsive education. Can you think of any others?

2. What causes gender discrimination in education?

To understand what causes gender discrimination, please read the following vignettes (hypothetical situations) carefully and respond to the questions.

¹⁰ IREX (Ed.). (2014). *Developing Gender-responsive Learning Environments. An IREX Toolkit for Teachers*. Retrieved from http://rtglobaltigers.weebly.com/uploads/4/4/9/7/44979895/gender_and_educationtoolkit_jan_2014.pdf

Vignette A:

While you are teaching Khmer grammar, Chanlina (girl) and Pros (boy) suddenly start quarrelling at the back of the class. You raise your voice and ask them to stop fighting and pay attention. Five minutes later, however, your class is interrupted again by Chanlina and Pros. This time, you ask Pros to come to the front of the class and write 10 times ‘I will not bully Chanlina’ on the blackboard. Indignantly, Pros asks you why Chanlina is not punished too. You ignore his question. After all, isn’t it always the boys who cause trouble?!

Reflection A

- Is this realistic? Do you agree that Pros is responsible for the fight?
- Why does the teacher only punish Pros?
- Should Chanlina have been punished too?
- Pros feels treated unfairly. How will this influence his future behaviour?
- How would you have responded to Pros’ question (i.e. why Chanlina is not punished too)?

Vignette B:

It’s the end of the year and you are announcing the exam results in class. Srey (girl) has the best grades of the entire class. When you read out her score, you add: “Who would have ever thought that a girl would have the best score in maths?!” Dara (boy) who also has a good grade in maths reacts: “She just got lucky, she studied all the exercises by heart”. Srey, who at first was very proud, suddenly feels very sad.

Reflection B

- Is this realistic? Do you think that Srey only scored well because she learned exercises by heart?
- What do you think about the reaction of the teacher?
- What do you think about the reaction of Dara?
- How could you have responded to Dara’s reaction?

Vignette C:

For the Khmer course, your learners have to write a short essay titled ‘My dream job’. Tevy (girl) writes that she would like to become a nurse, while Davuth (boy) wants to become a truck driver. Both Chamroeun (boy) and Sokunthea (girl) dream of becoming engineers. In your feedback you write to Sokunthea: ‘With your grades engineering is a good choice. Be sure, however, to toughen up. Engineering is a man’s world!’

Reflection C

- Is this realistic? What do you think about the feedback?
- What would your feedback have been?
- What would the teacher have written as feedback to Chamroeun?

Vignette D:

After class, you ask Kiri (boy) to clean the classroom. “That’s up to the girls!” Kiri responds and he walks out to go and play. You shrug and ask Maly (girl) to do it instead. Maly doesn’t say a word and starts sweeping.

Reflection D

- Is this realistic? Why (not)?
- Do you agree with Kiri that cleaning the classroom is a girl’s task?
- What do you think about the reaction of the teacher? Should (s)he have prevented Kiri from going out?
- What do you think about the reaction of Maly?
- How will this affect the lives of Kiri and Maly?

In each of these situations, a boy or girl was treated differently because of their sex. Put differently, they were discriminated against based on gender. Indeed, gender discrimination describes the situation in which people are

treated differently simply because they are male or female, rather than on the basis of their individual skills or capabilities. Gender stereotypes are not facts. A stereotype is a generalisation and often an exaggeration of a trait. In terms of accuracy, they are far from the truth or can even be completely false.

Still, gender discrimination occurs in education. Why? Here are three main reasons:

(1) Stereotype threat

The stereotype threat is a well-documented phenomenon. Imagine your sixth-grade teacher telling you that you are not good in ICT, because girls on average are not strong in ICT – imagine you are a girl for that matter, even if you are not. If your teacher then asks you to perform a test on ICT, do you think that you will perform well? Probably not, stressed as you are, determined not to confirm the teacher’s expectations. According to the stereotype threat theory, people underperform – mostly unconsciously – when they are told that they are not supposed to be good at something. Studies have proven that girls are just as capable as boys when it comes to maths. Now imagine how girls’ results may spike once we eliminate the gender stereotype that girls can’t do maths!

(2) Gender bias

Gender stereotypes drive teachers’ practices and may cause gender bias in the way teachers interact with boys and girls. Gender bias is often subconscious. Still, it has repercussions as teachers disadvantage some students over others (more on gender bias in the next sections). Without gender stereotypes, gender bias is likely to disappear.

(3) Peer pressure & bullying

Children are so often exposed to gender stereotypes (in their textbooks, through media, etc.) that they start believing that stereotype-incongruent behaviour – that is behaviour that does not correspond to that stereotype – is wrong or not normal. This can result in bullying and harassment of students who do not fit the stereotypes. By teaching students that these stereotypes are not accurate, you can teach learners to embrace the differences among themselves and contribute to ensuring they respect each other.

3. Gender-responsive pedagogy

Pedagogy is often referred to as the art and science of teaching. It translates theories of learning into practice by providing strategies and guidance for actions and judgments. Pedagogy includes understanding learners, their needs, their backgrounds, and their interests. It also guides how teachers interact with learners, and shapes the environments that teachers create to bring learning to life.

Gender-responsive pedagogy (GRP) refers to teaching that pays particular attention to the specific learning needs of girls and boys. It requires teachers and school leaders to be gender-responsive in all aspects of teaching. Many pedagogical approaches do not take gender issues into account. As an example, many textbooks, in different countries and at all levels of education, reinforce stereotypes: men often appear in active, leading roles while women merely help. Doctors and engineers are often depicted as male, while people in caring or assisting professions such as nurses and secretaries are depicted as female.

GRP prompts teachers to understand their roles as change agents for traditional gender stereotypes. It helps teachers to provide equal opportunities for all learners to engage and learn, regardless of their sex, and it provides them with the opportunity to give adequate attention to gender issues in teaching and in all interactions both within and outside the classroom. Furthermore, GRP guides teachers and school leaders to support equality among the sexes, inspires teachers to observe all children and to address individual differences in needs and skills, and promotes inclusive environments and wellbeing.

GRP encompasses all types of teaching activities, including the drafting of lesson plans, selection of teaching and learning materials, language use, setting up the classroom, disciplining and learner assessment (see figure 2). In this booklet for teachers, we will carefully unpack the concept of GRP.



Figure 2: Gender-responsive pedagogy in practice

IV. Conclusion

Promoting gender-responsiveness in education is important both at the level of the individual and at family, community, and national levels. In this lesson, we listed the benefits of high-quality gender-responsiveness education.

Taking one step back, we examined what gender discrimination is and exposed its causes. We distinguished three main reasons: stereotype threat, gender bias and peer pressure.

Last, we explained the concept of gender-responsive pedagogy (GRP). GRP prompts teachers to reflect on their own beliefs about traditional gender roles and to change their teaching practices accordingly. In the booklet for teachers we discuss gender-responsive pedagogy in depth.

Lesson 5: School-related gender-based violence

I. Introduction

Gender-based violence, and school-related gender-based violence (SRGBV) in particular, is a major obstacle to achieving gender equality. The education system provides opportunities for innovative, effective, and sustainable interventions to prevent violence against and between children, and for changes of attitudes and beliefs towards gender roles. Teachers, and school leaders in particular, are fundamental in transforming practices, attitudes and values, and instilling in learners the understanding of gender equality and the practice of non-violent behaviour.

In this lesson, you will learn more about SRGBV and its negative effects on the wellbeing and educational achievement of children and will identify strategies to eliminate SRGBV and build safe learning environments instead.

II. Objectives

- Define school-related gender-based violence (SRGBV) and its effects
- Acknowledge the importance of safe school environments
- Identify measures to stop SRGBV and create safe learning environments

III. Contents

1. What is school-related gender-based violence (SRGBV)?

School-Related Gender-Based Violence (SRGBV) is any act or threat of sexual, physical, or psychological violence occurring in and around schools, perpetrated as a result of gender norms and stereotypes, and enforced by unequal power dynamics. SRGBV is a serious obstacle to the achievement of quality, inclusive and equitable education for girls and boys¹¹.

Incidence rates of child abuse in the Cambodian school context are high for both sexes. Research¹², commissioned by VVOB, shows that male respondents in Battambang and Svay Rieng provinces report higher rates of emotional, physical, and sexual abuse than girls. Yet, in interviews and focus group discussions parents, teachers and learners primarily discuss how girls become victims of SRGBV. In the Cambodian community, girls' honour is believed to reflect on the status of the family within the community. Hence, sexual abuse of girls is more often discussed by teachers, parents, or members of the community than sexual abuse of boys. This by no means implies that sexual abuse of girls would be worse than abuse of boys - sexual abuse, no matter the sex of the victim, is unacceptable.

Gender-Based Violence (GBV) can occur in many spaces in and around school. GBV can take place in school, whether perpetrated by school management staff, teachers, or peers. It can also occur on the way to school. Particularly learners who walk or cycle to school unaccompanied are at risk of becoming a victim of violence – encourage your learners to come to school in groups, rather than alone. Although children should feel safe and protected at home, some children also experience GBV at home. In some cases, a parent or sibling may use violence towards a child. In other cases, a child may witness domestic violence between parents, siblings or a sibling and a parent. The research commissioned by VVOB shows that many children in Cambodia have already witnessed domestic violence, severely affecting their wellbeing and educational achievement. GBV also takes place in the wider community or online. When browsing or chatting, children may become victim of online bullying (cyberspace).

¹¹ UNESCO, & UN Women (Eds.). (2016). *Global guidance: school-related gender-based violence* (1st ed.). France: UNESCO.

¹² Cabus, S., Sok, S., Rutkowska, K., Van Horen, K., & Nicaise, I. (2019). *The role of gender-responsive pedagogy to tackle violence against and between children in Cambodian schools*. Retrieved from https://cambodia.vvob.org/sites/cambodia/files/the_role_of_genderresponsive_pedagogy_to_0.pdf



Figure 3: Gender-Based Violence in and around school

2. What is child violence?

Research¹³ shows that child violence, whether emotional, sexual, or physical, can heavily endanger children's wellbeing and long-term mental and/or physical health. Child violence refers to any form of harmful interactions against or between children. It comprises all interactions that are harmful to children. We distinguish 3 forms of child violence:

1. **Emotional violence** includes all interactions that are emotionally harmful to children. Isolation, verbal assault, humiliation, and intimidation are examples.
2. **Physical violence** includes all interactions that are physically harmful to children. Hitting, beating, kicking, or pulling hair are examples.
3. **Sexual violence** is the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared, or else that violates the laws or social taboos of society. This definition includes touching and non-touching behaviours.

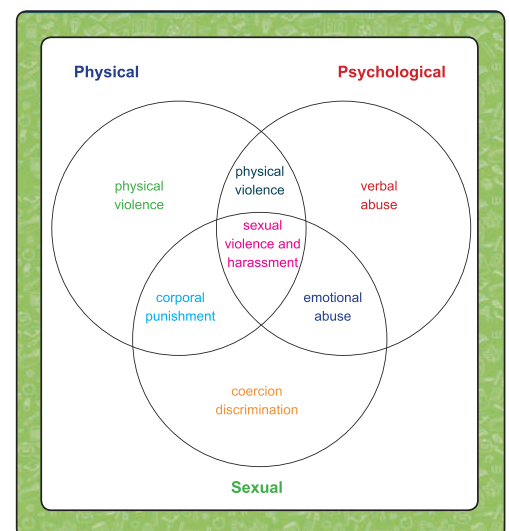


Figure 4: Emotional, physical and sexual violence

¹³ Glaser, D. (2002). *Emotional abuse and neglect (psychological maltreatment): A conceptual framework*. *Child abuse & neglect*, 26(6-7), 697-714.

Gershoff, E. T. (2002). *Corporal punishment by parents and associated child behaviors and experiences: a meta-analytic and theoretical review*. *Psychological bulletin*, 128(4), 539.

Currie, J., & Spatz Widom, C. (2010). *Long-term consequences of child abuse and neglect on adult economic well-being*. *Child maltreatment*, 15(2), 111-120.

Eliot, M., Cornell, D., Gregory, A., & Fan, X. (2010). *Supportive school climate and student willingness to seek help for bullying and threats of violence*. *Journal of school psychology*, 48(6), 533-553.

Violence is often mentioned within the scope of a carer-child relationship¹⁴. Carers include parents, guardians and other family members, as well as teachers and community members. However, child violence can also occur between children of the same or different ages - bullying at school or outside school being the most prominent examples¹⁵.

While some forms of child violence can be easily perceived by outsiders, child violence often occurs in a closed environment and is only known to the child and the perpetrator. Sometimes, child violence is not perceived as such. In many countries, physical punishment of children is not considered abusive¹⁶. The way children perceive and/or experience child violence, moreover, heavily depends on gender norms and beliefs, gender stereotypes, and perceived equality between the sexes. Gender beliefs and norms, for instance, lead to a differentiated victimisation of children according to their sex.

Activity: school-related gender-based violence in and around school

Inspect your school! Have the following types of SRGBV occurred in and around your school?

Indicate what form of violence is taking place: emotional, physical, or sexual.

Situations in and around school		Type of violence		
		Emotional	Physical	Sexual
School	A teacher uses corporal punishment to address misbehaving students in his/her classroom			
	When girls are unexpectedly strong in maths, teachers usually mock them			
	Boys who want to play rope skipping are often called “transgender” or “girls” by other students			
	Boys who show their emotions are bullied for acting “like a girl”			
	A student shows sexual images that make other students feel uncomfortable			
On the way to school	Pupils don’t feel safe travelling to and from school, because an older man often approaches the children at the corner of the street			
	Female learners always go home in small groups because they are afraid of being harassed on the way home			
Home	Parents punish their child physically when their child is performing poorly at school			
	A girl student can’t continue to study science because her parents think science isn’t for girls			
Community	Girls who have male friends are called “bad/naughty/slutty girl” in Khmer			
	Pregnant teenagers are excluded from school because they have dishonoured their family			
Cyber-space ¹⁷	A classmate sends mean text messages to another student			

¹⁴ Glaser, D. (2002). *Emotional abuse and neglect (psychological maltreatment): A conceptual framework*. *Child abuse & neglect*, 26(6-7), 697-714.

¹⁵ Huang, Y., Espelage, D. L., Polanin, J. R., & Hong, J. S. (2019). *A Meta-analytic Review of School-Based Anti-bullying Programs with a Parent Component*. *International Journal of Bullying Prevention*, 1-13.

¹⁶ Stoltenborgh, M., Bakermans-Kranenburg, M. J., Alink, L. R., & van Ijzendoorn, M. H. (2015). *The prevalence of child maltreatment across the globe: Review of a series of meta-analyses*. *Child Abuse Review*, 24(1), 37-50.

Parkes, J., Heslop, J., Ross, F. J., Westerveld, R., & Unterhalter, E. (2016). *A Rigorous Review of Global Research Evidence on Policy and Practice on School-Related Gender-Based Violence*. UNICEF.

¹⁷ Via mobile phone or internet platforms.

	A student posts rumours on social networking sites about a classmate			
	A teacher sends around embarrassing pictures or videos of one of the colleagues			

3. What is the impact of gender-based violence?

All forms of violence against children **violate the rights of the child**. The existence of gender-based violence goes against the principles of the United Nations Convention on the Rights of the Child.

GBV has a highly **negative impact on girls' and boys' health and wellbeing**. It affects girls' and boys' physical, mental, sexual and reproductive health, their self-esteem, as well as their ability to focus at school, and to perform well. GBV causes long-lasting physical, psychological and/or sexual trauma. Children who experience violence are likely to become desensitised to suffering; they may learn to see the use of violence as a legitimate means to achieve their own aims. All these risks of impairment to the development of children into adults affect society as a whole constraining their contribution to its development. What is more, GBV perpetuates **power inequalities between people and within society more generally**. At the heart of gender-based violence is the pervasive inequality between women/girls and men/boys and the discrimination that women and girls face within society as a whole. Economic and social underdevelopment is, in itself, an expression of unequal power relations and violence. Moreover, gender-based violence is the ultimate means of enforcing unequal social, economic, and political relations between women and men, at all levels of society and in all countries of the world. Hence, addressing and preventing GBV should be a priority.

4. How to eliminate school-related gender-based violence?

To protect children's rights and to safeguard children's wellbeing and physical health, it is imperative to eliminate all forms of child abuse, and SRGBV in particular.

Schools can play an important role in this respect. Schools that reject abuse propagate a strong message to their pupils regarding the use of violence, threats and/or intimidation. The education system provides opportunities for innovative, effective, and sustainable interventions to prevent SRGBV and for changes of attitudes and beliefs towards gender roles.

Teachers, and school leaders in particular, are fundamental in transforming practices, attitudes and values, and in instilling in learners the understanding and practice of gender equality and non-violent behaviour. What is more, empirical studies have shown positive long-term effects of interventions or changes in schooling programmes on children's wellbeing and school performance¹⁸.

5. Safe and welcoming schools

SRGBV can take place in and around school buildings, and on the way to and from school. Hotspots for violence include toilets, empty classrooms, corridors, and dormitories, as well as the perimeter of school grounds. SRGBV can be exacerbated by poorly designed or managed infrastructure, such as dim lighting or

¹⁸ Schweinhart, L. J., & Weikart, D. P. (1980). *Young Children Grow Up: The Effects of the Perry Preschool Program on Youths Through Age 15*. High/Scope Press, 600 North River Street, Ypsilanti, MI 48197.

Cho, H., Hallfors, D. D., Mbai, I. I., Itindi, J., Milimo, B. W., Halpern, C. T., & Iritani, B. J. (2011). *Keeping adolescent orphans in school to prevent human immunodeficiency virus infection: evidence from a randomized controlled trial in Kenya*. *Journal of Adolescent Health, 48*(5), 523-526.

Chetty, R., Hendren, N., & Katz, L. F. (2016). *The effects of exposure to better neighborhoods on children: New evidence from the Moving to Opportunity experiment*. *American Economic Review, 106*(4), 855-902.

broken locks, as well as physical isolation and inadequate supervision of facilities. Hence, the importance of a safe school infrastructure.

A safe and supportive school has appropriate physical facilities, including school buildings, grounds, water and sanitation facilities, furniture, lighting, and security equipment. While it is crucial to ensure that the physical infrastructure and spaces are safe, the school must also be welcoming to students, parents, and others in the community to encourage accountability and engagement.



Figure 5: How to ensure safe physical spaces in schools: an illustrative checklist

Activity: Participatory mapping of unsafe sites and forms of violence experienced by learners in school

Map what areas of your school are unsafe. To do so, you can involve your students. Ask them to look at places within and around the school and to tell you (or any other trusted school staff) where they feel safe or unsafe, and why.

Follow the next steps:

- Create single-sex groups, as to create safe spaces for sharing.
- Ask the boys and girls to draw a map showing the major features of their school (such as classrooms, playgrounds, toilets etc.), as well as the roads and paths leading to their school.
- After drawing the maps, ask the students to place green dots on places where they feel safe and red dots on places where they feel unsafe.
- Discuss with the children why they marked a place as safe or unsafe.

The problems highlighted by students in the participatory mapping will help you to know what actions to prioritize.

6. Safe formal and informal child-protection referral mechanisms

When children are the victim of serious or regular abuse, it is important to refer the child to specialized services to provide that child with adequate support. Each school should have a system in place for referring cases to more specialised organisations when needed. Teachers can act as a first contact point in the school referral system. It is recommended to set up counselling services in school too. Bear in mind that counsellors require training and should be trusted by learners.

Once a safe referral pathway is established, learners need to know how they can report violence and to whom they can turn. It is helpful to share referral pathways broadly, within the school but also in the community at large, so that teachers, administrators and families, in addition to learners, can report or respond to child protection issues that occur in and around school, and at home. The community can also play an important role by denouncing acts of violence by people in power, such as a teacher's use of corporal punishment.

Having transparent referral, reporting and disciplinary procedures is important in severe cases of SRGBV, but even for less severe instances of violence it is important to have clear and transparent procedures in place. Intervening in the early stages of SRGBV is often a lot easier than dealing with cases that have worsened or persisted through time.

In the case of violence among pupils, it is good practice to have the measures that will be taken against SRGBV perpetrators outlined in the school policies and regulations. Take it into account that there are national policies on child protection, and guidelines from the MoEYS that you can rely on. If in doubt, contact the higher levels of the MoEYS for support in putting solid policies in place.

Pay explicit attention to gender in these policies with, for example, a chapter dedicated to gender-related violence and a separate chapter on sexual violence and harassment. The diagram¹⁹ on the next page illustrates a possible entry point and pathway to be followed for referrals and follow-up.

In addition to having policies and referral pathways in place, leadership also needs to raise awareness and empower teachers to reflect on their practices and to monitor and report on violence. Teachers must have the competences to identify signs of abuse, neglect, violence, and exploitation, and know how to act if violence is taking place.

¹⁹ Edström, J., Long, S. & Roelen, K. (2012). *Pathways to protection – referral mechanisms and case management for vulnerable children in Eastern and Southern Africa*. Brighton: Centre for Social Protection, Institute of Development Studies. Retrieved from www.ids.ac.uk/files/dmfile/Pathwaystoprotection_finalreport_Jun12.pdf

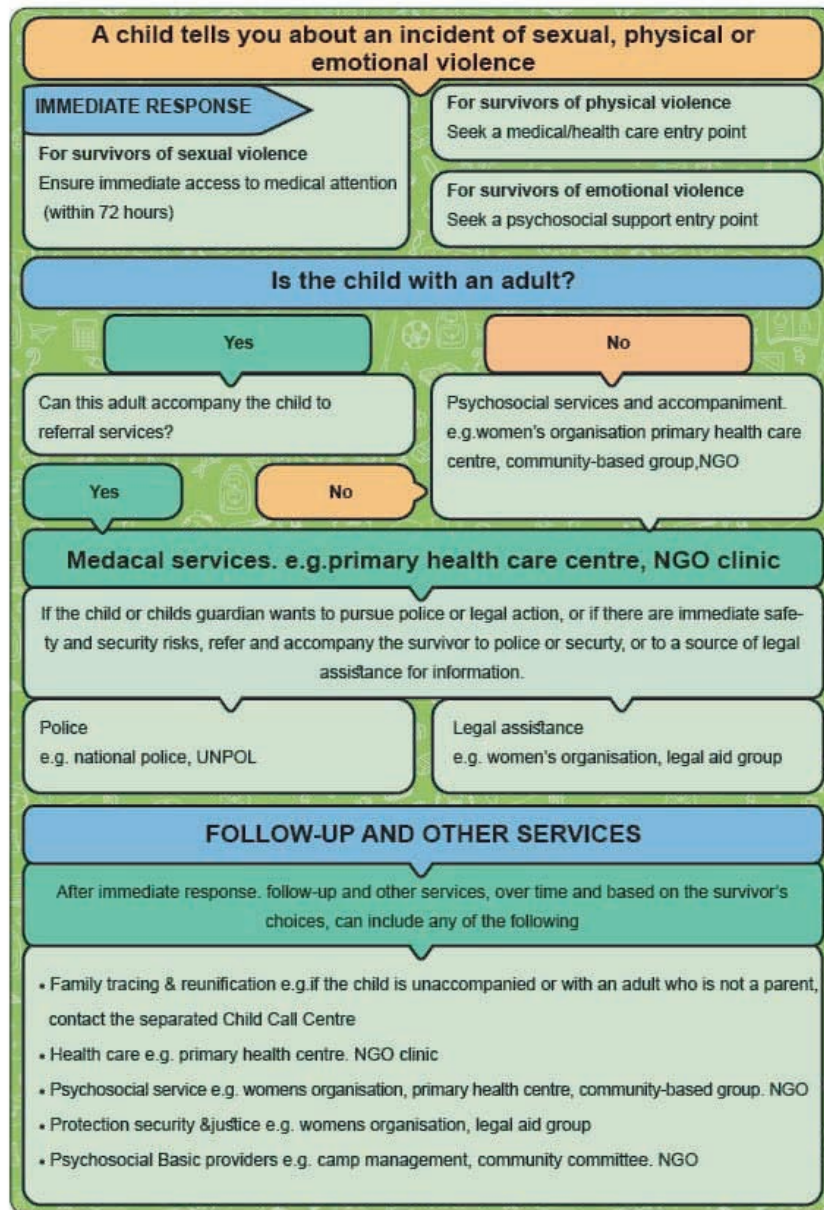


Figure 6: Referral pathway for child survivors of GBV

IV. Conclusion

In this lesson, we defined school-related gender-based violence (SRGBV) as any act or threat of sexual, physical, or psychological violence. It occurs in and around schools, and it is perpetrated as a result of gender norms and stereotypes, enforced by unequal power dynamics.

All forms of gender-based violence violate the rights of the child. SRGBV has highly negative impacts on girls' and boys' health, wellbeing, and school performance. It also has a negative impact on their social development and contributes to perpetuating unequal power relationships between men and women, at interpersonal and societal level.

Chapter 2: Gender-responsive pedagogy for teachers

This chapter focuses on gender-responsive pedagogy (GRP) in primary and lower secondary education. In other words, it outlines how you can take gender into account when preparing and delivering a lesson, when assessing students or when preparing teaching and learning materials. The Cambodian Teachers Professional Standards emphasize the importance of being a gender-responsive teacher. According to these standards, your professional knowledge requires you to know your students' learning needs, and how those are related to their capacities, family background and attitudes to learning. In addition, it is important to assess their needs from a gender perspective.

In terms of professional ethics, the framework emphasizes that effective teachers do not discriminate against students on the basis of any background characteristic, including gender. As a teacher you are expected to treat all students equally, without bias.

Hints and tips for teachers throughout the chapter make GRP practical and easy to implement.

In order to implement GRP, we analyse the following teaching and learning processes:

- Lesson planning (lesson 1)
- Teaching and learning materials (lesson 2)
- Language and interactions in the classroom (lesson 3)
- Classroom set-up (lesson 4)
- Positive discipline (lesson 5)
- Assessment* (lesson 6)



Figure 7: gender-responsive pedagogy in practice

In lesson 7, we introduce a reflection tool that will assist you in finding out how gender-responsive you, as a teacher, are. The results will help you to decide in which areas you want to improve and where in the action guide you can find relevant hints and tips to assist you on that journey. Good luck!

Lesson 1: Preparing a gender-responsive lesson plan

I. Introduction:

Lesson plans play an important role in ensuring smooth and effective teaching and learning. Generally, teachers need to prepare a lesson plan prior to each lesson, describing the lesson's steps, methodologies, activities, and teaching and learning materials used. While teachers are trained to prepare a lesson plan, generally they are not taught how to ensure it is gender-responsive. Preparing a gender-responsive lesson plan is nonetheless an important way to overcome gender inequality in the classroom. In this lesson, a number of methodologies to prepare a gender-responsive lesson plan are presented.

II. Objectives

- Describe what a gender-responsive lesson plan is
- Prepare a gender-responsive lesson plan
- Instigate the habit of preparing a lesson plan that mainstreams gender concepts

III. Contents

1. Lesson plan

Quality in a lesson depends on thorough, effective planning. Lesson planning involves a wide range of decisions – the learning materials to use, methodologies, content, learning activities, language use, classroom interaction, classroom set-up, assessment of the learning, etc. Whereas many teachers have the skills to develop good lesson plans, making the plans gender-responsive requires a special set of skills and attitudes.

A good lesson plan needs to include the following elements:

- Specific objectives (knowledge, skills, and attitudes)
- Duration (45 to 50 minutes within an hour of study time)
- Gender-responsive teaching materials (see lesson 2 on page 41)
- Teaching process:
 - 5-step teaching and learning process, approved by the Cambodian Ministry of Education, Youth and Sports, and required to use for teachers:
 1. Hygiene/sanitation and enhance discipline in class
 2. Check homework and review the previous lesson
 3. New lesson/unit
 4. Review the lesson and testing
 5. Homework
 - Activities of teachers
 - Activities of students

2. Gender-responsive lesson plan

A gender-responsive lesson plan takes into consideration the specific needs of all learners, girls and boys, throughout the teaching and learning processes. Although the content of a lesson is often determined by the curriculum or the syllabus, it is the teacher who is responsible to ensure the lesson is gender-sensitive – or even better: gender-responsive. In order to deliver a gender-responsive lesson you should reflect on the following aspects during the planning of that lesson:

- how you will deliver the lesson, keeping in mind the class composition, the number of boys and girls, and their particular needs;

- the environment, including seating arrangements;
- the activities and the learning materials needed;
- interactions with and between the learners, including the language used; and
- assessment of the students.

These aspects will also be covered in further sections of this chapter.

A few tips to prepare a gender-responsive lesson plan:

Specific objectives:

- Identify the clear purpose of the lesson by reflecting on expected results of female students and male students covering knowledge development, skills development, and attitudes development.
- Certain topics allow you to explicitly question gender roles when teaching, for example, topics about different professions, responsibilities, family members and what they do around the home.
- When planning a lesson, it is useful to think of some open, thought-provoking questions that challenge gender roles related to the lesson, for example in a lesson on Cambodia's national dishes you can ask:

“Whose father cooks?”

“Who helps their parents in the kitchen?”

You can share some experiences of your own, when you challenged gender roles.

For example:

Female teacher: “My husband sometimes cooks; he makes nice fish amok.”

Or male teacher: “I like to cook. My children love my fish amok.”

“Who remembers the doctor we saw at the health centre? What was her name?”

Make sure you have a few of these examples in mind before you enter the classroom.

Teaching materials:

- When choosing any materials, make sure that they are genuinely responsive to gender equality (see lesson 2 on page 41). For instance, before using them, review the core textbooks and other documents to see whether they have cited any male and female individuals as famous intellectuals or scientists. Or identify role models for girls in sectors dominated by men! Do you know Sau Lan Wu or Jane Goodall? Are you interested to know more about important female scientists? Check out <https://www.globalcitizen.org/en/content/17-top-female-scientists-who-have-changed-the-world/>.

Teaching process:

- Choose any teaching and learning methodologies that facilitate equitable participation of both female and male students in group work, role plays, discussions, and research.
- Facilitate learning for all students.
- Ensure that all students have an equal opportunity to lead groups or do presentations.
- Prepare some activities to be done more independently (in groups). Encourage mixed-gender groups and interaction during these activities.
- When planning activities, remember that you want learners to realise that boys and girls, women and men can do the same tasks. There is no need for you to plan separate activities

for boys or girls. To reinforce this fact, take mental notes of examples of equality and share them with your learners: “*How nice that Jana’s father likes cutting the vegetables.*” However, avoid passing judgement during these conversations with comments such as: “*Fathers who don’t cook are not nice.*”

3. Lesson delivery

During a lesson, you can create opportunities for learners to interact with one another. Use teaching methodologies, such as group work, that encourage the equal participation of all learners. When learners get the chance to interact with their peers, they will develop skills for interacting effectively and comfortably with their own and the opposite sex. These social skills will be needed later in life as, in most settings in society (workplace, community), they will have to interact and work with both men and women²⁰.

Regularly reminding learners that they are all special, with unique abilities, is important for their well-being, self-esteem, and development.

To create opportunities for learners to interact with one another during lesson delivery, teachers can²¹:

- Encourage the participation of all learners – monitor whether you give boys and girls equal turns in answering questions.
- Encourage interaction by mixing girls and boys. Seat them in mixed groups. Divide children into groups in random ways. For example, place learners whose first names start with a vowel in one group and those whose names start with a consonant in another group, or base groups on the learners’ favourite colours.
- Praise and help all learners equally.
- Give boys and girls similar tasks or chores (like sweeping or tidying away the chairs).
- Use a variety of teaching approaches to keep all learners involved.
- Invite learners to reflect on the gender roles which come out of conversations: “*Do you think some fathers can cook?*” “*Can women also drive a tuk-tuk?*”
- The objective is always to broaden learners’ thinking, never to disapprove.

Activity A: Gender-responsive lesson plan

Study the sample lesson plan (see Annex B on page 70) and identify at least five aspects that make it gender responsive.

Activity B: Lesson preparation and delivery

- Develop a gender-responsive lesson plan for your next lesson. Create a new lesson plan or use the latest lesson plan you developed and transform it into a gender-responsive lesson plan.
- Discuss your lesson plan with other teachers in your school for feedback and comments.
- Teach the lesson and assess its effectiveness from a gender perspective with your colleagues.

²⁰ Fabes, R. A., & Hanish, L. D. (2014). *Peer socialisation of gender in young boys and girls*. In R. E. Tremblay, M. Boivin & R. de V. Peters (Eds.), C. L. Martin (Topic ed.). *Encyclopedia on Early Childhood Development*. Retrieved from <http://www.child-encyclopedia.com/sites/default/files/textes-experts/en/2492/peer-socialisation-of-gender-in-young-boys-and-girls.pdf>

²¹ IREX (Ed.). (2014). *Developing Gender-responsive Learning Environments. An IREX Toolkit for Teachers*. Retrieved from http://rtglobaltigers.weebly.com/uploads/4/4/9/7/44979895/gender_and_educationtoolkit_jan_2014.pdf

II. Conclusion

Gender-responsive lesson plans help teachers to facilitate teaching and learning activities that are responsive to the needs of all students, which in turn will yield good learning results for all students, both boys and girls. Therefore, teachers need to pay attention to preparing the lesson plan by mainstreaming gender in all teaching and learning activities to achieve the lesson's common objectives.

Lesson 2: Gender-responsive teaching materials

I. Introduction

Teaching materials are attractive to students' learning and help students to understand the lesson more easily. However, teachers need to be careful in producing and using teaching materials because they can also negatively affect students if they are gender biased. This lesson will advise teachers on how to select teaching materials which will result in more in-depth and challenging lessons.

II. Objectives

- Produce gender-responsive teaching materials
- Use existing teaching materials in a gender-responsive way
- Challenge gender stereotypes in existing teaching and learning materials

III. Contents

1. Gender-responsive teaching materials

Teaching materials include textbooks, pictures, painting, videos... which are helpful for teaching and learning. You can use existing teaching materials, such as books, or make your own teaching materials, such as: flipcharts, cardboard, cardboard boxes, water bottles, cans, can rings, straws... The advantage of such materials? They are fun to produce and ... low cost!

Teaching and learning materials are fundamental to the pedagogical process and are critical for shaping young minds. Yet an examination of existing learning materials, such as textbooks, reveals that they implicitly communicate traditional gender roles.

2. Gender stereotyping in textbooks

Too often the message of the textbook is that women and girls are weak, passive, and submissive. They are mostly depicted in domestic, caregiving and supportive roles. Men, on the contrary, are portrayed as powerful, assertive and intelligent as well as leaders in society. In 1997, Cambodian textbooks were revised for gender-fairness: since then, textbooks number as many female as male depictions, although girls and women continue to be represented in traditional gender roles such as housekeepers, and not as scientists, doctors or mathematicians.²²

Personality attributes portrayed in textbooks are consistent with traditional societal notions of male superiority and authority. As a result, teaching and learning materials reinforce gender stereotypes. It is therefore important for teachers to be able to review the textbook and other teaching aids for possible gender stereotypes. They should also be able to develop and utilize gender-responsive teaching and learning materials.

Research has found that gender stereotyping is widespread in textbooks across the world²³.

²² VVOB vzw (Ed.). (2019). *Putting SDG4 into practice: Enhancing adolescent wellbeing, learning and opportunities* (1st ed.). Brussels: VVOB vzw.

²³ Rae Lesser Blumberg, R. L. (2015), *Eliminating gender bias in textbooks: Pushing for policy reforms that promote gender equity in education. Paper commissioned for the EFA Global Monitoring Report 2015, Education for All 2000–2015: achievements and challenges*. Retrieved on 11 December 2018 from <http://unesdoc.unesco.org/images/0023/002324/232452e.pdf>

There are now initiatives to screen textbooks for gender stereotypes before they are disseminated. Nonetheless, it is a good idea to check publications for stereotyping yourself, as there are still many stereotypical textbooks in circulation. Checking a book or a poster for stereotypes before you use it can help you decide whether to use it and, if so, how to do so.

You are using old textbooks in class containing gender stereotypes? No worries! From a gender perspective, there are no bad story books and picture books. **Every book, even one with stereotypes, can offer an opportunity to talk with learners about gender roles.** You can invite students, for instance, to check the textbook and let them reflect on the images used. How do they feel about only seeing men in top positions?

How to check a book or poster for stereotypes²⁴

Be aware of the gender sensitivity of your books and other teaching materials before you use them with your learners. Read the story, look at the title and the pictures, and ask yourself:

- 1. Frequency of appearance of female and male characters**
 - How many men and women are portrayed or mentioned in the texts and pictures?
 - When does the first named man appear? When does the first named woman appear?
 - How often are male and female characters named in the teaching/learning material?
- 2. Nature of appearance of female and male characters**
 - What kind of activity (productive/reproductive/community) is each person involved in?
 - How are women and men portrayed (nurturers, economic producers, leaders, victims, ...)?
 - What psychological traits (resourceful, smart, brave, cowardly, gentle, etc.) are attributed to female and male characters?
 - How are family roles distributed between male and female characters (caring for children, helping children with their homework, playing with children, cleaning the house, cooking, repairing, etc.)?
 - In what specific activities are girls and boys involved?
- 3. Illustrations**
 - How are both women and men portrayed in pictures/drawings? How do women appear in comparison with men especially in terms of their picture sizes?
 - Are the illustrations culturally appropriate and/or gender-responsive?
 - Do the illustrations portray both women and men positively and in ways that are free from gender bias?
- 4. Places**
 - Where is the action/activity taking place in pictures/drawings? Is it in a public area or in the private domain?
 - Which places signify importance and why? Are women and men both portrayed in these places?
 - What impact does the position of each person have on his/her visibility?
- 5. Results**
 - What are the implications of the activities in which the people are involved in terms of hierarchy, perceived societal importance and portrayal of gender relations? Are

²⁴ UNESCO Office Bangkok and Regional Bureau for Education in Asia and the Pacific [803]. (2019). *Gender in Education Network in Asia-Pacific (GENIA) toolkit: promoting gender equality in education (5th ed.)*. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000370875>

- men and women portrayed on an equal footing?
- Are female characters presented as autonomous individuals or only shown in relation to males?
- What issues are prominent? Think about: the multiple roles of women/girls, women taking initiative to control their lives, women/girls questioning their life conditions, women leaders/girls as classroom, school leaders, women/girls as equal partners of men/boys and women in non-traditional employment/girls in non-traditional roles.
- Is the content realistic in terms of women's/men's, girls'/boys' roles and responsibilities in your community?
- What kinds of individual role models are presented for both girls and boys? Are there any differences you can note?

Based on the answers to these questions, you can decide whether, **and how**, you will use the book or the poster. Be careful when using pictures from magazines as they often depict men, women, boys and girls in highly stereotyped ways.

How to challenge stereotypes with learners

When a book, poster or illustration confirms or challenges stereotypes, you can draw learners' attention to this. You can:

- Encourage learners to identify stereotypical characters in the book or poster. However, keep in mind that your learners do not always notice stereotypes and how these affect the characters in the book. You can help your class to become aware of this by asking questions:

“Do you notice something different about the girl/boy in the book?”

“What are the girls/boys doing in this picture?”

“Would you like to do this?”

“What do you think about this?”

“Is it always this way?”

“Is it like that in our school?”

“Do you see this often?”

- Link characters in books or on posters to real-life role models. Give other examples yourself or ask learners about examples:

“Can a girl/boy also do this?”

“Why can they do this?”

“Why can't they do this?”

If you are given the opportunity to provide feedback to stakeholders (teacher trainers, representatives from MoEYS and school leaders, for example) during the process of textbook development, you can play a vital role in raising awareness on gender stereotyping in textbooks.

Activity A: Case study

Look at the pictures below and do a reflection using the questions on page 42.

Exercise 1:

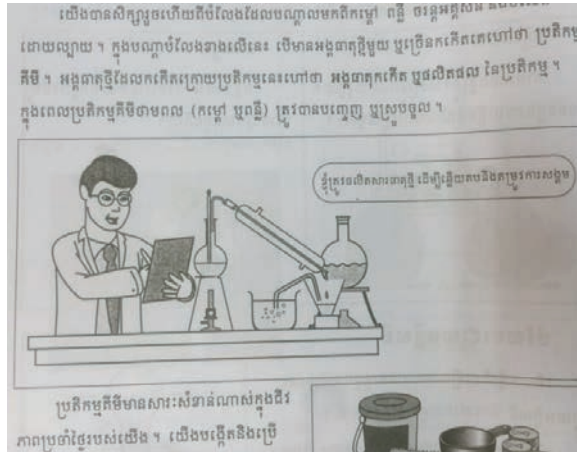


Figure 8 : Science textbook, grade 7, page 128. Printed in 2016



Figure 9: Social studies textbook, grade 9, page 162. Printed in 2018

Exercise 2:



Figure 10: Maths textbook, grade 1, page 11. Printed in 2018

Activity B: Analysing textbooks for gender stereotypes

Select one of the textbooks you are using and analyse it for gender stereotypes. Use the questions on page 42

IV. Conclusion

Teaching materials are important in the process of teaching and learning, and in reproducing or, by contrast challenging, gender stereotypes with future generations. Teachers need to review core textbooks as well as other teaching materials to avoid presenting gender stereotypes or using gender biased materials, to challenge such stereotypes. Teachers can also produce their own gender-responsive teaching materials.

Lesson 3: Use of gender-responsive language and interaction

I. Introduction

Actions and words of teachers, parents or guardians play important roles in the socialisation of students/ children. Sometimes, teachers, parents or guardians use stereotypical language or discriminate, whether or not unconsciously. Gender-responsive teachers, parents or guardians should not use any gender stereotypical language or discriminate.

By this stage, the teacher has already prepared a gender-responsive lesson plan (lesson 1) and has reviewed teaching and learning materials for gender-responsiveness (lesson 2). Now, how to deliver that content in a gender-responsive manner? In the next paragraphs, we discuss the use of gender-responsive language and interactions. In the next lesson, we will discuss the classroom set-up (lesson 4).

II. Objectives

- Learn about gender-responsive language and behaviour
- Use gender-responsive language and behaviour
- Initiate habits in using gender equality languages and other actions

III. Contents

1. Reconsidering classroom dynamics

Classroom dynamics, such as teacher-student relationships or student-student relationships, are critical to the success or failure of teaching and learning processes. They are equally important in terms of gender-responsive classroom environments. In these lessons, we discuss the following interactions:

- Content delivery by the teacher: see section 1.1.
- Teacher–student interaction: see section 1.2.
- Student–student interaction: see section 1.3.

1.1. Content delivery by teacher

There are multiple teaching methodologies that teachers can use to deliver their lesson plan, including:

- Participatory methods
- Role play
- Demonstration
- Discussion
- Experimentation
- Expository methods
- Lecture
- Storytelling
- Inquiry-based methods

These methods are not necessarily gender-responsive in and of themselves. So, how do you make such teaching methodologies gender-responsive? We discuss two examples generally used in Cambodia:

Methodology	Gender-responsive actions
Question and answer method	<ul style="list-style-type: none">• Give equal chances to both girls and boys to answer questions.• Extend positive reinforcement to both girls and boys.• Allow enough time for students to answer questions, including for girls who may be shy or afraid to speak out.

	<ul style="list-style-type: none"> • Assign exercises that encourage all students, including potentially shy girls, to speak out. • Distribute questions to all the class and ensure that each student participates. • Phrase questions to reflect gender representation – use names of both men and women, use both male and female characters.
Group discussion	<ul style="list-style-type: none"> • Ensure that groups are mixed (both boys and girls). • Ensure that everyone has the opportunity to talk and to lead the discussion. • Ensure that group leaders are both boys and girls. • Encourage both girls and boys to present the results. • Ensure that both girls and boys record the proceedings. • Ensure that groups consist of girls and boys of different academic ability. • Ensure that the topic of the group discussion takes gender into account – include both male and female heroes in a history class, both men and women in a discussion on leadership.

1.2. Teacher – student interaction

Each girl and boy bring to the classroom a different set of personality traits, learning abilities, histories, and dreams. Recognizing students' individuality will be useful in accomplishing gender-responsive classroom relationships. By taking time to understand students as boys and girls with their unique traits and diverse aspirations, teachers can be better placed to give thoughtful attention to students' work. This is an essential step towards building classroom rapport and includes focus on the following areas:

- Addressing specific needs of students
- Feedback
- Establishing relationship with students
- Gender-based distractions in the classroom

1.2.1. Addressing specific needs of students

Consider that some students are slow learners, some are gifted, and some are better in some areas than others. Don't forget to look beyond academic ability, however. Look for such characteristics as shyness, arrogance, distraction, and lack of confidence. Also, bear in mind that some learners come from disadvantaged situations – orphans, displaced, the very poor.

Watch out for the gender specific needs of students: girls who are having problems because they are menstruating, boys who are embarrassed to speak out in class because their voices are breaking, or girls who are afraid of speaking out because of their cultural background. Some girls or boys may deal with trauma, for instance because they have been sexually abused or molested.

1.2.2. Feedback

Classroom interaction is a two-way process involving the teacher and the learner. The teacher teaches and the student is expected to respond. It is important for the teacher to ensure that the students are learning. Teachers should therefore attempt to create an environment where they can receive feedback from the students to confirm that learning is taking place. The teacher should encourage – and be willing to accept – feedback from the students in order to improve the teaching and learning process. Hence, don't forget to regularly ask whether all students understood the lesson. It is crucial in this respect to reassure learners that it is normal not to understand the content at times and that therefore it is important for them to ask questions. To encourage such questions, you can also ask learners to formulate 3 questions as a homework (or classroom) assignment.

Enhance classroom participation by ensuring that both girls and boys answer questions. Allow the students enough time to answer or ask questions and do not interrupt them midway. This implies the development and practice of patience and good listening skills. Such skills are especially important when dealing with students who may need more time to express themselves, especially girls who may not be used to speaking out in public because of Cambodian cultural norms.

1.2.3. Establishing relationship with students

Learning is more likely to take place in a harmonious classroom, with good rapport between teacher and students and among students. Establishing relationship between male teachers and female students can be a tricky issue, however. Cultural norms expect men and women to maintain a distance. Professional conduct demands that such distance be respected. To avoid being misunderstood, some teachers therefore assume a demeanour of aloofness even in classroom interaction; carried to an extreme, this can be detrimental to the academic performance of both boys and girls. On the other hand, teachers have been known to break the trust inherent in their position, as evidenced by the many reported cases of (sexual) harassment of students by teachers. It is often necessary to make a deliberate and conscious effort to strike a balance between being over-aloof and over-friendly, in order to build and nurture the relationship necessary for effective teaching and learning to take place.

1.2.4. Gender-based distractions in the classroom

Negative gender-based behaviour by both teacher and students can be a distraction to the teaching and learning process. The examples are numerous – boys bullying girls, or bullying more generally, teasing, abusive language and gestures, sexual advances, touching and groping, passing notes, unkind graffiti. Such behaviour should be discouraged.

Activity 1: Teachers' gender-responsiveness interactions

Sometimes it is hard to reflect on the way you interact with learners while teaching. Therefore, it can be helpful to get a different perspective. Why not ask a colleague with a passion for GRP or even your school leader to help you by observing the way you teach? The observer can pay specific attention to how you recognize your students' unique traits, strengths, and weaker points.

If you have access to filming equipment (even a smartphone) you can also film yourself and afterwards look at the footage and reflect on your interactions.

Activity 2: Case study

A teacher asked a question and picked a female student to answer. When the girl answered incorrectly, the teacher reacted “*you fool, you have long hair, but your ideas are short.*”

After returning from school, her classmates mocked her and repeated in a teasing manner “you have got long hair, but your ideas are short,” and that made her very ashamed.

Reflective Questions

- Why does the girl feel ashamed?
- Why does the teacher use these words: “you fool, your hair is long, but your ideas are short”? Do you think it is okay to say such a thing?
- What would you do to help the girl?
- Have you already heard other teachers using inappropriate language that makes learners feel ashamed in the class?
- Can you provide examples of gender biased words or language that your colleagues use?

- What should schools do to eliminate gender discrimination and the use of gender-irresponsive language?

1.3. Student – student interaction

Activity: gender-responsiveness of language use in classroom interactions

Analyse the gender-responsiveness of language use in classroom interactions by doing the following:

- In collaboration with the students, identify terms that are used to refer to girls and to boys. Discuss whether these terms are negative or positive and how boys and girls feel when they are called as such.
- In collaboration with the students, identify the non-verbal communication among students and between teachers and students. Discuss whether the communication is negative or positive, and the impact of its use on girls and boys.

2. Reconsidering dynamics with other teachers and parents

2.1. Teacher-teacher interactions

However hard you try; you cannot change the gender-responsiveness of your school by yourself. Changes in school organisation and culture require the action and commitment of all teachers, guided by the leadership of the school. You will find more about this in the booklet for school leaders.

You can contribute, nevertheless. Your interactions with other teachers, for instance, can either reinforce or reduce stereotypical behaviour. Be mindful that learners learn a lot from observing others; the manner in which you and other teachers relate with one another is easily noticed and imitated.²⁵ This includes the way teachers address, treat and regard teachers of the opposite sex. This gives learners an impression of how being male or female is seen and influences children's perceptions of the role of men and women in school as well as in society. Male and female teachers' interaction with one another will affect the way girls and boys will treat one another.

The following hints and tips can guide you, as a teacher:

- It is helpful to regularly reflect on your communication or to exchange open feedback with your colleagues. This increases your awareness of stereotypes in what you say and how you say it. Think about behaviours that reinforce negative gender stereotypes and discuss with colleagues how these can be addressed (for example, female teachers being put in charge of serving tea during school meetings).
- Use teachers' meetings to explain to fellow teachers and school leaders the beneficial effects of GRP on the development of learners.
- Identify gender-related problems in school that require your intervention. You can discuss these with your fellow teachers and work with them to address the identified gender problems (for instance, do you have separate toilets for girls? Are there menstrual products available? Is there an ombudsman that learners can talk to?).
- Discuss with other teachers the importance of being role models in class, as well as when it comes to teacher-teacher interactions.
- Lobby for school-based professional development on gender-responsiveness so that all teachers adopt GRP.
- Advocate with the school leadership to make GRP part of the school system.

²⁵ Bosow, S.A. (1992). *Gender: Stereotypes and roles* (3rd ed.). Belmont: Thomson Brooks/Cole Publishing Co.

2.2. Teacher-parent interactions

Parents and other caregivers often unconsciously pass on their beliefs and behaviours about gender roles to their children. From the time they are born, most boys are treated differently from girls by their parents. Some common examples include girls dressed in gender-specific colours, such as pink and purple, and given toys that encourage caring for others, such as dolls. Boys are given toys that encourage critical thinking, such as cars and building blocks.²⁶ Girls are taught to be obedient, boys are taught to be strong. Sometimes girls are excessively protected and treated as though they are fragile to the extent that even male learners feel they have to protect their sisters from some unknown harm. Boys, on the other hand, are expected not to cry because it is a sign of weakness.

Parents further reinforce gender stereotypes in the way they assign chores to boys and girls. Girls are often expected to do all the household chores such as cleaning, sweeping, cooking, and washing, and boys are expected to do ‘manly’ work outside the house.

In order to deal with gender stereotypes and biases in learners’ homes and communities, work closely and respectfully with parents and other caregivers:

- It is helpful to reflect on local cultural practices, norms and beliefs that reinforce gender stereotypes with caregivers. Also think about how some of these can be addressed in your interactions with parents.
- When a learner displays gender-discriminatory behaviour, try to gain more information about their home situation and the underlying causes of that behaviour. Thereafter, have a private conversation with the parents or caregivers to discuss the benefits of equal opportunities and request their support. It can be helpful to team up with colleagues as well as your school management when involving parents.
- Remember that mutual respect is central to gaining parents’ support.
- Given the central role of parents and caregivers in shaping learners’ gender roles, touch upon this topic in a teacher-parent meeting with all parents. Encourage parents and caregivers to join you in promoting positive gender relations among boys and girls. Urge parents to allow their children to dream beyond gender-confined roles, suggesting that, for instance, a girl can dream of becoming a doctor or engineer.
- Presenting some data on the effects of gender-based discrimination can also be a powerful stimulant to both yourself and the parents.

More information on parent and community involvement can be found in the booklet for school leaders.

IV. Conclusion

This lesson first looked at content delivered by teachers and, secondly, at the use of language and interactions between learners and between teachers and learners. Lastly, this lesson looked at the interactions between teachers and the interactions between teachers and parents or caregivers. Examining these interactions is important because children observe interactions between adults. What they see and hear in such interactions will influence how they see the world and themselves.

²⁶ Martin, C.L., Wood, C., & Little, J.K. (1990). *The Development of gender stereotype components*. *Child development*, 61/6, 1891–1904.

Lesson 4: Gender-responsive classroom arrangements

I. Introduction

Classroom arrangement is fundamental, and is important knowledge that all teachers need to have in order to create a classroom environment that is attractive to all students, regardless of their sex, colour, nationality, status, disability, etc. This lesson is about arranging a gender-responsive classroom that meets the actual needs of male and female students, a classroom environment free of gender bias and discrimination.

II. Objectives

- Learn about gender-responsive classroom arrangements and decorations
- Develop skills in arranging and decorating the classroom in a gender-responsive manner
- Instil habits to arrange gender-responsive classroom arrangements

III. Contents

1. Gender-responsive classrooms

Arranging gender-responsive classrooms is to create a friendly classroom that meets specific needs of female and male students. Gender-responsive classrooms reflect multiple gender identities and encourage interaction between teachers and students of all sexes. To do so, classroom arrangements need to focus on seating arrangements, decorations, teaching and learning materials, pictures, slogans and other materials that enable the participation of all students in classroom activities equally.

Generally, students are seated in front of the teacher and whiteboard, which is suitable for some lessons, but this does not necessarily promote equal participation by all students. Often, male students end up sitting in the back rows or in the corners, limiting their opportunities to participate. Clearly, classroom arrangement is crucial for ensuring equal attention to both female students and male students in the classroom.

2. Gender-responsive classroom set-up

Many schools do not have adequate or appropriate infrastructure and furniture. These constrain the teachers' ability to organise the classroom set-up for effective learning. An overcrowded classroom makes it difficult to organise seating arrangements that can enhance child-centred learning.

Additionally, teachers may have no say about what type of furniture is found in the school. Despite these limitations, an innovative teacher should still be able to organize the classroom set-up in such a way that it is conducive to learning.

Classroom organisation must go a step further, however, and pay due attention to the gender-responsiveness of the classroom set-up. As mentioned earlier, many girls are socialized not to speak out. Seating arrangements that place them at the back or in corners reinforce this tendency, which in turn leads to poor performance. Thus, the typical traditional seating layout, with desks arranged in neat rows facing the teacher, does not encourage a student-centred learning environment, which is the most appropriate for enhancing active student participation – particularly by girls.

A gender-responsive classroom set up responds to the specific needs of both boys and girls. This approach considers the following:

- Mixing girls and boys;
- Enhancing participation of both girls and boys;
- Arrangement of the desks that encourages girls to speak out and overcome their shyness;
- Fixtures and visual aids on the walls that send gender-responsive messages.

3. Classroom arrangement process

3.1. Activities and keys for teachers

3.1.1. Classroom interaction

- Use a box to tick a student's name at random to encourage equal participation in the class
- Ensure female students and male students take turns to respond to questions to encourage equal participation
- Alternate group work with individual assignments to broaden participation
- Change the roles of girls and boys within the group and create some roles, such as group leader, researcher, or writer to challenge gender roles which were established.

3.1.2. General arrangements of the classroom

- **Seating arrangements:** Where possible, students should be encouraged to share desks with the opposite sex. This allows girls and boys to get to know and respect each other, collaborate, build trust, and break down barriers. Develop a plan that encourages student interaction, community growth, ease of movement and a variety of options for teaching and learning. You find examples for seating arrangements in the box below.
- **Class management structure:** The selection of class leader, deputy class leader and members or group needs to ensure an appropriate proportion of all students in the class. In some cases, female teachers and male teachers need to encourage female students to take the roles as class leader or group leader.
- **Classroom decoration:** Classroom decoration materials should avoid gender bias and discriminatory content; for example, displaying any slogans or pictures that may embed gender bias.
- **Learning furniture:** The classroom needs to have learning furniture, such as tables, chairs, whiteboard ..., which are usable by both female students and male students, and easy to move.
- **Creating a feedback box:** Teachers are encouraged to create a feedback box for all students to express their comments or personal feelings, particularly on gender issues.
- **Creating internal class rules:** Teachers should formulate internal class rules which will enable effective teaching and learning.

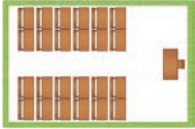
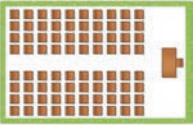



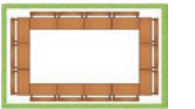
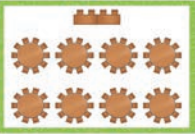
Seating Arrangement		examples of seating arrangements In this box you find examples of seating arrangements. Remember it is important to encourage boys and girls to share desks, regardless of the seating arrangement.
classroom 	Theater 	
Herringbone 	U-Shaped 	
Conference/ Ballroom 	Hollow Square 	
Banquet 	Design Your own Seating Arrangement	

Figure 11 : Examples of classroom arrangements

3.1.3 Strategies for overcrowded classrooms

Large and overcrowded classes are one of the major obstacles to ensuring equality education, and yet they are a reality in many schools throughout Cambodia. Because of overcrowded classrooms it is difficult for teachers to provide all students with the attention they require, which negatively affects their academic performance. Discipline problems are also more common in overcrowded classrooms, which may affect teachers' stress and well-being. This section provides a few strategies to manage your class effectively even when overcrowded.

Strategy for dealing with limited physical space

- **Use space outside of the classroom:** Look around your school, or even in your community, identify good outdoor areas for learning and incorporate them into your lesson plans. School grounds can be a rich resource for formal learning; they are outdoor classrooms that can be explored by children as part of their learning, and they can serve as a much more enjoyable complement to crowded classrooms. Some examples:
 - In learning about geometric shapes, students can explore the school grounds and identify as many different geometrically shaped objects as possible. Then they can sit under a tree and write down as many as they are able to recall.
 - In measurement, students can use the number of steps or number of foot lengths to measure the size of the playground / school gate / director's office.
 - In learning maths numbers, students can collect objects from outside and make a collage with them. Or make a number card with them; 1 leaf, 2 sticks, 3 stones, 4 bottle tops etc.
 - In Khmer language, students can label items outside the classroom and put word cards with different objects. During the break students will also see these words and remember them.

- In learning geometry, you can take students outside when the sun is out and ask them to trace their shadows. They can decorate the shapes they made.

Strategies for a positive learning experience in an overcrowded classroom

- **Mix up girls and boys in pairs or for small group work.** This allows girls and boys to mix, collaborate, check in with each other around their learning, ask questions, guide each other, and reflect together. Do this often. Even a one-minute pair share can give students the opportunity to speak, be heard and integrate concepts.
- **In group work, always ensure that girls and boys take turns in various roles.** You might assign and rotate clear roles to students within the small group such as...
 - a note taker: who captures the key insights or discussion points;
 - a facilitator: whose job is to make sure that everyone in the group contributes their ideas and has equal time to share;
 - a reporter: who reports their key findings to the rest of the class.
- **Check for understanding in fun ways.** You can use several quick assessment methods during your lesson, for instance:
 - Students giving a “thumb up, thumb down, thumb sideways”, or hold 1 to 3 fingers on their chest that indicate how well they understand (e.g. thumbs up or 3 fingers means “I’ve got it!”).
 - Students verbally responding to sentence starts or filling them out as written “exit slips” that they leave in a box at the end of the day with their names. For example: “The most important thing I learned today was...”; “I need help with...”; “A question I still have is...”, or “Ways that today’s topic affect boys and girls differently are...”
- **Find new and interesting ways to get to know your students,** especially when you have a large and overcrowded class, and it is hard to remember everyone’s name or specific needs. It also helps for each student to feel seen, heard and valued.
 - **Do energizing name games.** For example, stand in a circle and have students go around to say their name with an adjective that describes them, like “Strong Sophaep” or “Peaceful Ponlok”, accompanied by a physical gesture or pose (e.g. doing a peace sign) and have the rest of the students mimic their name and gesture.
 - **Make sure students say their names** when they speak and make sure to use their names as often as possible!

Activity 1: Gender-responsive classroom set-up

- Observe your classroom set-up in terms of the following characteristics:
 - Arrangement of desks
 - Wall space and fixtures
 - Height of shelves
 - Seating positions in terms of where girls and boys sit
 - Height of the stools in the laboratory
- Is all of the above gender-responsive? If not, what can you do to make them gender-responsive?

Activity 2: gender-responsive seating arrangements

Welcome to your new class!

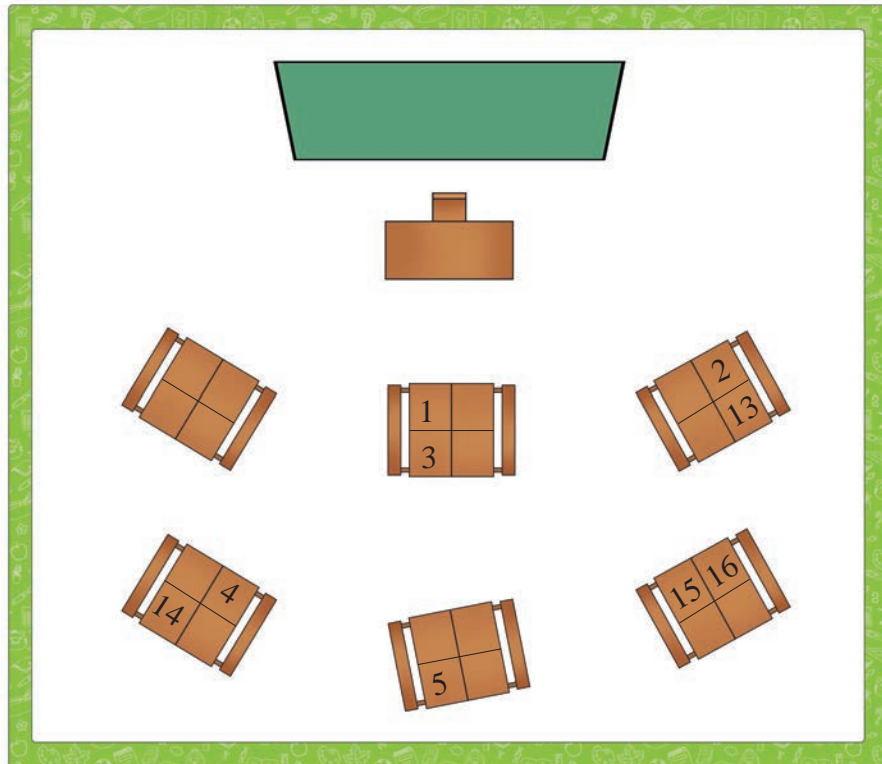


Figure 12: Classroom arrangement: case study

- 1) Can you assign a seat to the pupils in the lists below? Do take into account that some students already have a seat and try to accommodate their needs.
- 2) Assign a group leader by putting a cross
- 3) Discuss with the group why you chose this arrangement.

The pupils in your class:



The following boys already have a seat:

1. Chan has a poor memory
2. Boran is a slow learner
3. Sopheak talks a lot
4. Nemo is very bright
5. Darany does not like school

The following girls already have a seat:

13. Bopha is shy
14. Chantrea studies a lot
15. Panha is very bright
16. Kongkea talks a lot

The following boys need to have a seat assigned to them:

6. Kiry has a visual impairment
7. Leap is very shy
8. Nisay is gifted
9. Pich has poor self-esteem
10. Prak is easily distracted
11. Rithy is a rapid learner
12. Sangha does not follow directions

The following girls need to have a seat assigned to them:

17. Chenda is hyperactive
18. Sela is always chatting
19. Botum is gifted
20. Jorani is a daydreamer
21. Kolab has a hearing impairment
22. Maly is very orderly
23. Nuon is easily stressed

IV. Conclusion

In this lesson we discussed gender-responsive classroom arrangements. The way in which your learners and the classroom are arranged influences learners' involvement and learning. What is more, classroom arrangements can contribute to reducing and eliminating – or by contrast, reinforcing - gender inequality in teaching and learning.

Lesson 5: Positive discipline²⁷

I. Introduction

All teachers should want the best for their students and should be concerned with fostering confidence in their abilities and raising their self-esteem. But when your students do not listen to you, refuse to do what you ask, defy, or ignore you, it is easy to become annoyed and frustrated. This lesson explains how to refrain from using punishments – in particular corporal punishment! – and how to deal with this challenge positively and proactively instead, by preventing misbehaviour before it starts and by encouraging your students to listen and cooperate in the classroom.

II. Objectives

- Explain the difference between punishment and discipline
- Introduce the concept of positive discipline
- Discuss how positive discipline works
- Demonstrate techniques to reduce misbehaviour

III. Contents

1. What is punishment?

Punishment is an action (penalty) that is imposed on a person for breaking a rule or demonstrating improper conduct. Punishment aims to control behaviour through negative means. Two types of punishment are typically used with children:

1. Punishment involving negative verbal reprimands and disapproval; this type of punishment is also known as negative discipline. Examples include:
 - Commands – “*Sit down and be quiet!*” “*Write 100 times, ‘I will not waste my time on meaningless tasks’.*”
 - Forbidding statements – “*Don’t do that!*”
 - Explosive, angry statements – “*You’re in more trouble than you know.*”
 - Criticizing statements – “*Is that the best you can do?!*”
 - Threatening statements – “*If you don’t stop talking, I’ll send you to the principal’s office.*”
 - Belittling statements – “*When will you ever learn to write well?*”
2. Punishment involving severe physical or emotional pain, as in corporal punishment. Examples:
 - Hitting the child, whether or not with an object (such as a cane, belt, whip, shoe, book, ruler, etc.);
 - Kicking, shaking a child;
 - Pinching or hair pulling;
 - Forcing a child to stay in uncomfortable positions;
 - Forcing a child to undergo excessive physical exercise or forced labour.

²⁷ This lesson is an adaptation from UNESCO, & UNESCO Bangkok office. (2015). *Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments. Specialized Booklet Positive Discipline in the Inclusive, Learning-Friendly Classroom. A Guide for Teachers and Teacher Educators.* (5th ed.). Paris, France: UNESCO.

Both forms of punishment focus on redressing misbehaviour and may do little or nothing to help a child behave better in the future. Moreover, the child learns that the adult is superior, and that the use of force – be it verbal, physical, or emotional – is acceptable, especially over younger, weaker persons. As a consequence, learners turn to the use of force too, translated into an increasing number of incidents of bullying and violence in school, where older children dominate younger ones and force them into giving the bullies money, food, homework, or other valuable items.

Punishment makes the child angry, resentful, and fearful. It also causes shame, guilt, and anxiety. Rather than encouraging self-control, punishment results in increased aggression, and a lack of caring for others. Hence, in the long run, it will aggravate behavioural problems.

2. What is discipline?

Discipline is often misused as a concept, especially when it is mistakenly equated with punishment. To many teachers, discipline means punishment: “*This child needs disciplining.*” translates into “*This child needs spanking or caning.*” This is wrong: discipline is not the same as punishment.

While punishment is aimed at controlling a child’s behaviour, discipline shapes the behaviour, especially in matters of conduct. It teaches a child self-control and builds their confidence by focusing on what it is we want the child to learn and what the child is capable of learning. It is the basis for guiding children on how to be in harmony with themselves and get along with other people. The ultimate goal of discipline is for children to understand their own behaviour, take initiative, be responsible for their choices, and respect themselves and others.

In brief:

Discipline is:	Punishment is:
Giving children positive alternatives	Being told only what NOT to do
Acknowledging or rewarding effort and good behaviour	Reacting harshly to misbehaviour
Consistent, firm guidance	Controlling, shaming, ridiculing
Physically and verbally non-violent	Negative and disrespectful of the child
Logical consequences that are directly related to the misbehaviour	Consequences that are unrelated and illogical to the misbehaviour
Using mistakes as learning opportunities	Forcing children to comply with illogical rules “just because you said so”

3. What is positive discipline?

Evidence shows that girls and boys respond better to positive approaches, including negotiation and systems of rewards, rather than punishment through verbal, physical, or emotional abuse.²⁸

The positive disciplines are nonviolent, corporal or mental fines or punishments for children or individuals who commit any mistakes.

²⁸ Save the Children. *How To Research the Physical and Emotional Punishment of Children*. Bangkok: Southeast, East Asia and Pacific Region, 2004.

We can separate discipline into two parts: positive discipline and negative discipline:

- Positive discipline is non-judgemental and demonstrates a willingness to engage with the consciousness and conscience of the student. Positive discipline is non-violent.
- Negative discipline is based on physical punishment, distress, and coercion in all cases.

Positive discipline teaches pupils to understand and follow rules or regulations, display good behaviour both in and out of the classroom and does not engage in corporal or mental punishment. This approach does not use punishment when students make mistakes but involves dialogue for a deeper understanding and mutually agreed outcome.

Positive discipline promotes students' strengths without criticizing their weaknesses. Moreover, it encourages active participation and strengthens problem-solving skills. In short, positive discipline helps students to achieve favourable outcomes and acquire proper behaviours.

Positive discipline promotes social skills amongst students, which is crucial for the job market. In addition, it helps improve students' confidence and equips them with some skills which are necessary for them to succeed in school and in life.

4. How does positive discipline work?

While punishment is a single act, positive discipline is a four-step process that recognises and rewards appropriate behaviour in the following manner:

1. The appropriate behaviour is described: *"Everyone be quiet now, please."*
2. Clear reasons are provided: *"We are going to start our mathematics lesson, and everyone needs to listen closely. This means that you must be quiet to show respect for others."* It is a good example of treating others as you would like them to treat you.
3. Acknowledgement is requested: *"Do you see why being quiet is so important?"* Or *"When we all talk without disrupting others, everyone has the opportunity to understand the lesson."*
4. Reinforce correct behaviour through: eye contact, a nod, a smile, an extra five minutes of playtime at the end of the day, extra credit points, having a success mentioned in front of the class or school (social recognition is the greatest award). When rewards are used, they should always be immediate and small, yet gratifying.

This process is effective for individual children, as well as for groups of children. The "trick" is to make the children feel they are on a "winning team" (the class as a whole) and to praise each child's efforts in being a good team member.

Important: Catch students doing the right thing and reward them immediately. This is the core of positive discipline.

5. Techniques to reduce misbehaviour

Misbehaviour is undesirable behaviour (1) that places the child or others in danger, (2) that does not comply with social expectations or classroom rules, and/or (3) that conflicts with positive social interactions and self-discipline. If a student misbehaves, the best way to reduce or prevent such behaviour is to use positive techniques

How to reduce misbehaviour using positive techniques?

Monitor your students carefully and frequently so that you can detect misbehaviour before it becomes a big

problem and affects other students. When inappropriate behaviour occurs, avoid interrupting your teaching or calling excessive attention to the student. Instead, try:

1. Moving close to the offending student or students, making eye contact and giving a non-verbal signal to stop the misbehaviour;
2. Calling a student's name or give a short verbal instruction to stop the behaviour;
3. Redirecting the student to the appropriate behaviour by stating what the student should be doing (avoid using "don't...") and citing the rule that he or she should be following.

Misbehaviour is, however, not always intentional, or conscious. A learner might not always realise that (s)he is misbehaving. Therefore, true misbehaviour only occurs when a student deliberately chooses to behave inappropriately. Before you take action ask yourself the following questions:

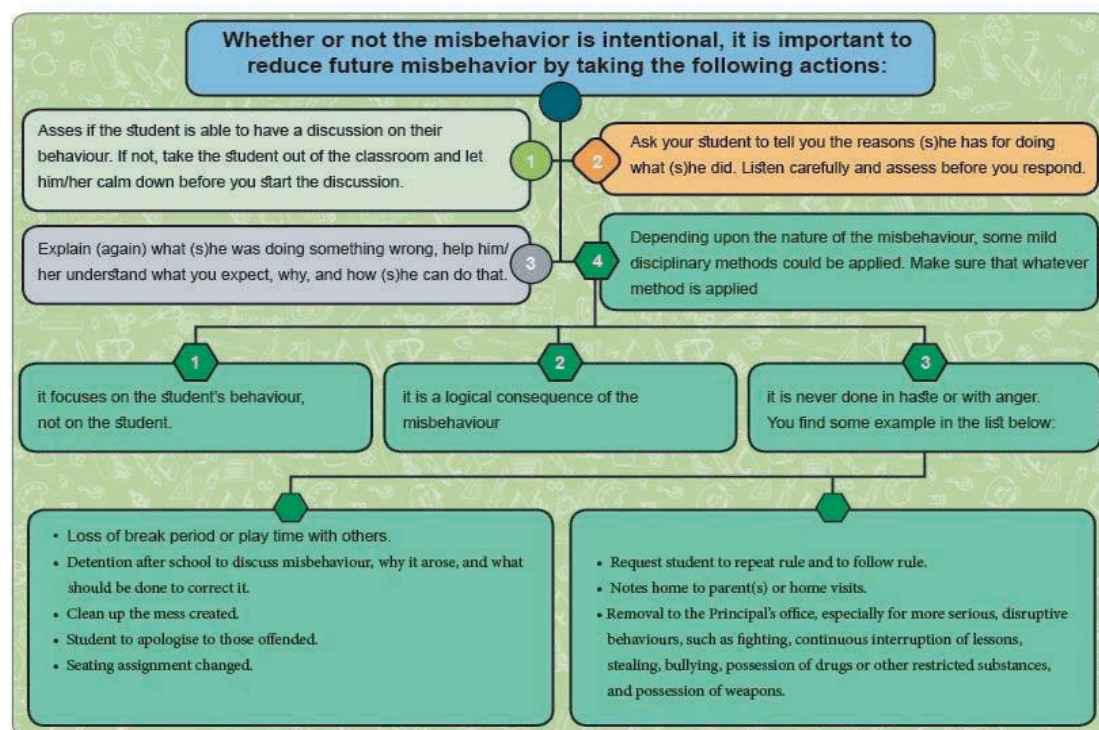
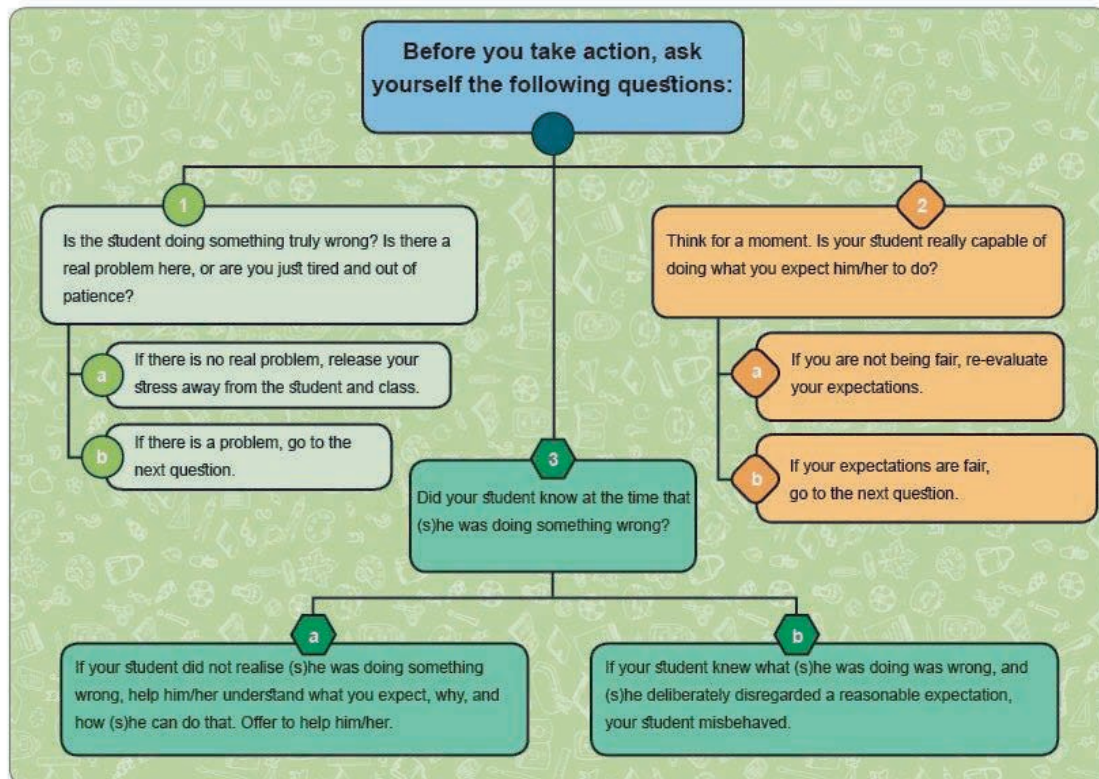


Figure 13: How to deal with misbehaviour in the classroom

Can you think of anything else that would be suitable for your classroom and students? Make sure that you do not choose a penalty that publicly humiliates or affects the physical integrity of a student.

Activity 1: Reflection on how you were disciplined and how you discipline your students

A. Think back to when you were in primary and lower secondary school. If you or one of your classmates had misbehaved, what disciplinary methods would, or did, your teachers use? Write these methods down in the table below (1).

Then, write down why this method was used (2) and how the child felt.

B. Next, ask yourself, “If I had a student who misbehaved, what would I do, and why?”

	1. Disciplinary methods	2. Why was this method used?
<i>A. Your teachers' actions</i>		
<i>B. Your actions</i>		

C. Look at the table and compare your actions to those of your teachers. Whose approach would be most effective in stopping future misbehaviour (long-term perspective)? Why?

Activity 2: Positive or negative discipline

Which disciplinary actions in the table below are positive and which are negative? Place a check mark in the appropriate column. Next, place a check mark in the last column for each action that you have ever used, or might use, to correct a child’s misbehaviour. Be honest!

Action	Positive	Negative	Have you ever used this action? Yes/No
1. Getting the student’s attention before you begin class			
2. Using direct instruction (tell them exactly what will be happening)			
3. Making assumptions			
4. Making accusations without proof			
5. Getting up and walking around the classroom			
6. Using physical force			
7. Commanding			
8. Acting in the way that you want the children to act (modelling)			
9. Generalising about a student’s behaviour			

10. Publicly comparing one child to another			
11. Enriching your classroom environment			
12. Anticipating problems			
13. Insisting that you are right and acting superior			
14. Establishing clear and consistently enforced rules			

Answers: Actions numbered 1, 2, 5, 8, 11, 12, and 14 are positive. Actions numbered 3, 4, 6, 7, 9, 10, and 13 are negative.

IV. Conclusion

In this unit, we discussed positive discipline. There are many ways to react to misbehaviour that do not involve violence. Implementing positive discipline can seem challenging at first, but you will improve over time and will reap the benefits of doing so. Indeed, positive discipline will help to improve relationships, ensure mutual respect, and contribute to a positive classroom environment.

Lesson 6: Assessment of gender interactions and stereotypes in the classroom

I. Introduction

Assessment can be used to gather and provide teachers, parents, and families with critical information about a learner's development and growth. The information coming from such assessment can also be used to adapt the teaching to learners' specific needs. Doing so can result in more efficient teaching and, eventually, in better learning outcomes. Likewise, assessing gender interactions and use of language provides crucial information on learners' gender beliefs and expectations. Based on that information, teachers can determine how best to promote gender-responsiveness in the classroom. When assessing, you can also praise behaviour that is in line with your expectations, for example, gender-sensitive play behaviour. Receiving this type of encouragement can further motivate learners.

A distinction can be made between summative and formative assessment. While the goal of **summative assessment** is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark, teachers who use **formative assessment** monitor student learning to provide ongoing feedback to improve their teaching and students' learning²⁹. Continuously assessing learners' gender beliefs and expectations is important. Therefore, formative assessment will be the focus in this lesson.

II. Objectives

- Understanding of the need to assess gender interactions
- Take action to observe learners and identify stereotypes in the classroom

III. Contents

Formative assessment on gender monitors learners' gender-responsive behaviour. The information gained can be used by you, as a teacher, to improve your gender-responsive teaching practice in your classroom (see section 1). Next, based on this assessment your students can grow and become more gender aware and responsive as well (see section 2).

1. Observation by the teachers

By observing boys' and girls' interactions in the classroom, you can assess how gender-responsive your classroom environment is. Use the information you have gathered to enhance gender-responsiveness.

The best way to assess learners is through **regular observation**. Through observation, you may identify which stereotypes are prevalent in your classroom and if these act as barriers to learning:

- Reflect on some of the behaviours that you observe among the boys in your class (and school in general) that may be interfering with the ability of the girls to learn, and vice versa.
Examples:
 - In the playground the boys may be using all of the available balls to play football, so girls cannot play with balls and balls cannot be used for other games.
 - When organising group work, you observe that three girls in your class always work together in one group. That's because girls are more likely to seek and maintain one or two close friends and to share more intimate information and feelings with their friends.
 - When working on a project in small mixed-gender groups, you notice that the boys have a tendency to ignore girls' comments and contributions to the group.
 - You observe that the boys in your class, on average, are more likely to speak up during a class

²⁹ VVOB (2007). *Learner-centered methodology. Training manual for pre-service and in-service training of primary school teachers*. Cambodia.

discussion.

Your response to these behaviours can create a more equal and gender-responsive learning environment.

- During observations (whether planned or unplanned), focus on learners’ facial expressions, gestures, body language, spoken words, actions, pictures and writing. During the course of a planned assessment, take some short notes that you can use to record learners’ gender interactions and behaviours in their individual records. Write down any relevant information. This helps you to plan appropriate action.
- You can ask individual learners questions that can help you gauge their understanding and mindsets around gender. Below are some possible questions – make sure to adjust them to your situation:
 - “What career do you want when you grow up? Why?”
 - “Which sports do you like? Why?”
 - “Who do you think should wash the dishes at home? Why? Who should sweep at home? Why? Who should put your baby brother to bed? Why?” (This list can be extended with more household chores that you think of)
 - “Which toys do you receive as gifts? Which colours do these toys have? Is that important?”
- Make your own observation tool related to gender so that it is applicable in your context. An example of an observation tool is included below.

Example of an observation tool

This sample checklist is useful for observing learners’ behaviour in class. You can adapt and add to this list to fit your classroom needs.

Name of learner	Tick where applicable	Extra information
Interacts comfortably with peers of the opposite sex		With whom?
There are no differences in non-verbal communication when talking to peers of the opposite sex		Description
Engages with peers of the opposite sex during learning activities		How often? What kind of activities?
Reacts positively to gender-responsive teaching materials e.g. doesn’t laugh or make remarks that women cannot be doctors		How?
Interventions (e.g. responses, homework assignments) do not contain stereotypes		Description
Stories and anecdotes told do not confirm gender stereotypes		Description
In the playground, the learner plays with learners from the opposite sex		With whom?

2. Students’ reflection on gender

In learner-centred and gender-responsive classrooms, students are encouraged to take ownership of their own learning. Likewise, it is important to encourage students to reflect on gender to identify together what aspects of a gender-responsive classroom environment are lacking, and preventing learners from thriving. Below you have some suggestions.

- **Analyse challenges together with your students and/or identify common symptoms of non-gender-responsive classrooms and brainstorm to find solutions:** Students have great insight into what makes a classroom non-gender-responsive and can help identify solutions by using activities such as mind mapping, making a problem tree, etc. Throughout the year, teachers can refer back to the list of the problems and solutions identified, and they can facilitate conversation about if and in what ways progress has been made.

- **Together with your learners, set classroom norms that support gender-responsive pedagogy:** When students participate and take on leadership in developing classrooms norms, the formulated norms will reflect the values of the students and the key problems they see. In turn, students will more likely live according to these norms. For instance: you can use a rights-based approach, ask your students to identify what behaviours are acceptable and what behaviours are not acceptable because they violate the rights of others. Revisit classroom rules regularly to see if some are no longer necessary. If they are unnecessary, praise your students, and then ask them if other rules are needed.
- **Let your learners monitor and evaluate their own student-to-student behaviour:** Just as teachers can improve their practices through reflection and self-assessment (see lesson 7 on page 65), have your students reflect on their own behaviour by completing a self-assessment.

IV. Conclusion

Gender-responsive assessment helps teachers to better understand their students' behaviour, use of language and participation in learning. Early detection of gender stereotypes in the classroom helps teachers to solve the problem, either by themselves or to seek on-time support from relevant stakeholders to create a gender-responsive learning atmosphere.

Lesson 7: The gender-responsive teacher – a reflection

I. Introduction

There is a saying that if you don't know where you are going, you won't know when you have arrived – and any road will take you there. A sound monitoring and evaluation (M&E) framework spells out the destination clearly – in this case, gender-responsiveness – and serves as a road-map for keeping track of and assessing progress towards that goal. It will help you stay on the right road and provide signposts to let you know you are going in the right direction. And it will guide you in determining whether you have actually ended up where you wanted to be.

II. Objectives

- Demonstrate what role an individual teacher can play in the process of monitoring and evaluating gender-responsiveness
- Explain how teachers can work out how gender-responsive they are

III. Content

1. Participating in monitoring and evaluation

The transformation of a school into a gender-responsive learning environment is a big issue, one that involves all stakeholders – caregivers, students, school managers and teachers. You, as an individual teacher, have a role to play in the process, beginning with what is going on in your own classroom.

You can participate in monitoring and evaluation by:

- Setting goals and objectives for change in your behaviour and classroom interactions.
- Holding regular meetings with other teachers and students to discuss GRP.
- Producing and presenting regular reports to the school management.
- Documenting what has worked in making the various teaching and learning processes gender-responsive.
- Sharing results and experiences with other teachers, students, management, and other stakeholders including policy makers, other schools, and education practitioners.

2. Reflection tool

You can use the checklist below **as a reflection tool** to work out how gender-responsive you, as a teacher, are. This may help you to decide in which areas you want to improve and where in the action guide you can find relevant hints and tips.

You can also use the reflection tool **with a group of teachers**. Fill in the reflection tool individually first and then discuss your scores with one another. Help one another to think about gender-responsiveness and come up with ideas for GRP in your lessons and interventions as a professional learning community. You can ask one another questions and give one another feedback. For example:

- What do you think of my scoring? Do you think I have scored myself correctly? Where do you think I can improve?
- Why did you give yourself such a poor/good rating on this statement?
- You are doing really well on this. Can you share with me what you do?
- Some of us are doing badly in this area. What can we try to do to improve?

Sometimes it is hard to reflect on your own practices. Therefore, it can be helpful to get a different perspective. Perhaps a colleague with a passion for GRP or even your school leader can **observe you** while you teach. The

observer can use the reflection tool as a checklist during the observation.

	Never	Sometimes	Often	Always	Examples of my behaviour
Gender biases (Chapter 1, lesson 3 on page 20)					
I think about my own gender biases and how they affect my learners.					
I'm aware my gender biases may be unconscious.					
I discuss my gender biases with other teachers.					
Based on my reflection, I take the following actions:					
Lesson planning (Chapter 2, lesson 1 on page 37)					
I plan a variety of activities to reach all my learners.					
I plan activities in such a way that both boys and girls are encouraged to interact.					
I prepare questions to use with my learners that help prevent gender stereotypes.					
Based on my reflection, I take the following actions:					
Lesson delivery (Chapter 2, lesson 3 on page 46)					
I encourage and monitor the participation of all my learners.					
I give girls and boys similar tasks and chores.					
I engage my learners in conversations that help them think about gender roles.					
I intervene when peer pressure discourages a learner from exploring different gender roles.					
Based on my reflection, I take the following actions:					
Teaching and learning materials (Chapter 2, lesson 2 on page 41)					
I check teaching and learning materials for gender stereotypes.					
I encourage discussion with and between my learners about the gender stereotypes we encounter in textbooks and other learning materials.					
I adjust words and illustrations in learning materials to make them more gender-sensitive.					
I produce gender-responsive teaching materials.					
Based on my reflection, I take the following actions:					

Language and interactions in the classroom (Chapter 2, lesson 3 on page 46)					
I use kind words, make eye contact, and show kindness to all my learners.					
I use the same language and tone of voice with boys and girls.					
I am careful to avoid gender-specific words. For example, I use the names of learners rather than calling them 'boy' or 'girl'.					
I compliment all learners, in a non-stereotypical way, for good behaviour.					
My class rules focus on respect for all people.					
I create equal opportunities for boys and girls to answer questions, deliver presentations or perform other activities.					
I am a positive role model for boys and girls, and I put a stop to stereotyped gender roles in my own actions.					
I use examples of role models that discourage stereotyped gender roles.					
I reflect with my colleagues on our communication and interaction with one another.					
I have a good understanding of local cultural practices, norms and beliefs that confirm gender stereotypes.					
I talk to parents and caregivers about the benefits of creating equal opportunities for all learners. I respectfully advocate for their support.					
Based on my reflection, I take the following actions:					
Classroom arrangements (Chapter 2, lesson 4 on page 51)					
The seating arrangement in my classroom encourages the participation of all learners.					
I use various ways of grouping my learners so that they can work and bond with many other boys and girls and take up different roles in group activities.					
I encourage my learners to engage in various kinds of activities, regardless of their sex.					
Based on my reflection, I take the following actions:					
Positive discipline (Chapter 2, lesson 5 on page 56)					
I always explain the reasons behind my rules and decisions.					
I monitor my classroom activities and give students feedback and reinforcement regarding their behaviour.					
When a student misbehaves, I give a polite, but firm, reprimand. If discipline is needed, I carefully consider the circumstances.					
Based on my reflection, I take the following actions:					

Assessment of gender interactions and stereotypes in the classroom Chapter 2, lesson 6 on page 62)					
During observations and planned assessment, I take note of the gender interactions and behaviours of my learners.					
I use these assessment records to plan my future lessons and interventions.					
Based on my reflection, I take the following actions:					

IV. Conclusion

In this lesson, we discussed teachers' roles in monitoring and evaluating gender-responsiveness in the classroom. Teachers can use reflection tools to determine the level of gender-responsiveness. With these findings, teachers know which areas to improve on and where to find the necessary content in this action guide to help them do so.

Annex A: Answer to activity

Answer to activity A of lesson 1 (chapter 1) on page 12: discussion on sex or gender.

N ^o .	Statements	Gender	Sex
1.	Only men like playing football.	✓	
2.	Women breastfeed.		✓
3.	A woman has a womb, can get pregnant and deliver a baby, while men cannot.		✓
4.	Women are gentle, while men are rude.	✓	
5.	Teaching at kindergarten is a woman's job.	✓	
6.	In some countries, women are not allowed to drive vehicles.	✓	
7.	Men's voices change, while women's voices do not.	✓	
8.	Women are at risk of getting HIV infections as their husbands have multiple sex partners.	✓	
9.	In Cambodia, men propose marriage to women.	✓	
10.	In Cambodia, most construction workers are men.	✓	
11.	In the past, parents usually did not allow their daughters to continue their studies at a higher level.	✓	
12.	Men provide sperm (spermatozoid).		✓
13.	Men believe that having children confirms that they are real men. and they are proud of themselves.	✓	
14.	Most scientists are men.	✓	
15.	Boys are usually strong and firm, while girls are usually weak.	✓	
16.	Girls like the colour pink, while boys like blue.	✓	
17.	Women's bodies are slim, while men's bodies are muscular.	✓	

Annex B: Sample of gender-responsive lesson plan

Sample lesson plan to activity A on page 39: gender-responsive lesson plan.

Class: Grade 1

Subject: Mathematics – Numbers

Topic: Addition and subtraction of numbers between 0-20

Duration: 45 minutes

Students: 40 students – 18 girls and 22 boys

References: Mathematics Grade 1 Textbook – chapter 11 page 56.

A. Objective

- Knowledge:
 - Students can describe the steps to follow to add and subtract numbers
- Skills:
 - Students can add and subtract numbers up to 20.
 - Students use objects in their classroom environment to show how to add and subtract numbers up to 20.
- Attitude:
 - Students can apply their knowledge of addition and subtraction of numbers up to 20 to everyday life situations, at the market and at home.

B. Teaching Materials

- Cloth hanger
- Names on cloth pin
- Real materials in the class
- Traffic light cards / red and green cups

C. Teaching progress

Steps	Teacher's activity	Content	Student's activity
Introduction 10 min	<p>Teacher welcomes the students and guides them to change their cloth hanger. Encourage to support each other if necessary.</p> <p>Teacher asks the class representative to name the students who are absent.</p> <p>Teacher divides students in mixed gender groups of 5 to 6 students.</p> <p>Teacher shares the objectives of the lesson. Today we will learn more about addition and subtraction of numbers up to 20.</p>	<p>Two cloth hangers (1 red and 1 green) with name pins for students to show their attendance.</p> <p>Student questions</p> <ol style="list-style-type: none"> 1. Who knows what addition means? 2. Who knows what subtraction means? 3. Pick a group representative and ask him / her to come out and together with other representatives, count up to 20. 	<p>Students support each other to show their attendance.</p> <p>Class representative reads out the names of the absent students for record keeping by teacher.</p> <p>Boy and girl students answer questions one after the other.</p>
Main activity 25 min	<p>Teacher writes 3 sums on the board: $12+4=$, $8+5=$, $17-6=$</p> <p>Teacher displays chopsticks on the front desk.</p>	<p>Ask the class what the difference is between the 3 sums. Allow different students to answer.</p> <p>Ask 2 boys and 1 girl to show how to solve the sums using materials in front.</p>	<p>Students who want to answer raise their hands and wait for their turn.</p> <p>Students listen to their classmates and observe the big board.</p> <p>Students raise their traffic light card to show their understanding.</p>

	<p>Ask the class if they understand the difference.</p> <p>Teacher shares notation sheet for sums and a bucket to each group.</p> <p>Teacher to support role division in groups.</p> <p>Teacher to support and observe groups around school compound. Teacher to encourage students to participate in group work.</p>	<p>Repeat the difference by using words such as: take away, add up, minus, plus, together etc.</p> <p>Explain that students work in groups and will appoint one group leader, 1 group writer and 1 collector. Others will be members.</p> <p>Each group will walk round the school compound and collect materials. For each material they will write down 1 sum.</p>	<p>Groups will appoint gender-mixed roles in their group.</p> <p>Groups collaborate, use listening skills and collect different materials to use for their presentation.</p>
<p>Evaluation 10 min</p>	<p>Teacher indicates a place in the classroom to marketplace their results.</p> <p>Teacher guides groups through the results of each group.</p>	<p>Groups marketplace their materials and sums to show to their classmates.</p> <p>A group representative will present their process and results.</p>	<p>Groups work together to show their results, make use of each other's expertise.</p> <p>Group representatives present their work. Other groups listen and observe.</p>

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