Kingdom of Cambodia
Nation Religion King

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

Booklet 2

Gender-responsive school leadership

November 2020

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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.

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

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Chapter 1:
Gender and gender-responsiveness - an introduction

<h3 style="text-align:center">Lesson 1: The difference between sex and gender</h3>

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

A.   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.

A. 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"

B. 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 domestic 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.

C. 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 equality[2], 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.

D. 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.

N°.	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.		
6.	In some countries, women are not allowed to drive vehicles.		

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

7.	Men's voice changes, while women's voice don't.		
8.	Women are at risk of getting infected by HIV when 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 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 75.

Activity B: Examine your experiences and beliefs

1. 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?

2. Write down 3 statements that explain why women do not share equal status with men in all spheres of society.

3. 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.

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[3] UNESCO. (1960). *Convention against Discrimination in Education*. Retrieved from http://www.unesco.org/education/pdf/DISCRI_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	• 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.
Chbab Srey	19th Century	The Chbab 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 Chbab Srey has had and continues to have t r e m e n d o u s impact on gender equality in Cambodia. A woman, according to the Chbab 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 o n 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: - 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".
4th World Congress on Women (Beijing)	1995	Cambodia selected the following priorities to take actions on: - 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" - 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 S e c t o r	2016–2020	This strategic plan is built around the following strategies: - 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: - 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 4th 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 on 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.			

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.

<div align="center">**Lesson 4: Gender-responsive teaching and learning**</div>

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.

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[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 the booklet for teachers, we will carefully unpack the concept of GRP.

Chapter 2:

Gender-responsive school leadership

Often, gender inequities present in society are reproduced in school. As such, schools actually contribute to the persistence of gender inequities. Gender inequities are evident in many school processes such as teaching, teacher–student interactions and the composition of school management for instance. It is also evident in the way a school is organised. Many schools, for example, do not have adequate or separate toilets for girls and boys. In booklet 1 'Gender-responsive pedagogy for teachers', we discuss how teaching and learning materials can contain gender stereotypes and how teachers can use these materials to challenge existing stereotypes or how they can create gender-responsive teaching materials. We also underline the need to raise awareness among teachers with respect to the gender-specific needs of both girls and boys.

In this booklet, we outline how the school management should support teachers to implement gender-responsive pedagogy and to ensure that schools constitute a gender-responsive environment for effective teaching and learning to take place. This chapter focuses on gender-responsive school leadership. By providing hints and tips, this chapter helps school leaders and their management team to establish gender-responsive school climates in a practical and easy to understand manner.

In order to become a gender-responsive school leader, we discuss the following topics:
- Gender-responsive schools
- Change management
- Gender-responsive budgeting
- Approaches to develop capacity of teaching staff
- Integrate gender-responsiveness in planning, monitoring and evaluation

Lesson 1: Gender-responsive schools

I. Introduction

School leadership plays a crucial role in creating a gender-responsive school environment. How your school is set up, first, can reinforce existing gender stereotypes. It is necessary, for instance, to separate toilets by sex, especially if half doors are in place. But avoid making the signage pink for girls and blue for boys. Instead, use the same gender-neutral colour. The composition of the management team, moreover, carries important implicit messages with respect to gender relations. Is your management team diverse and gender-balanced? If all team members are male, this might pass on the belief that women cannot be part of the management team. Similarly, it is important that the teaching staff includes male and female teachers. Female board members and teachers can act as strong role models for girls. Your school's vision and set of values will heavily influence what actions you as a school leader will undertake to ensure that your school becomes a gender-responsive environment that caters to the needs of all learners, boy or girl.

In this lesson, we define a gender-responsive school and we provide strategies to develop a vision and set of values that promote equality between boys and girls, and guidelines on how to ensure that school policies, budgets and planning reflect that vision and its values.

II. Objectives

- Define a gender-responsive school
- Develop a gender-responsive, shared vision and values for your school
- Understand the importance of ensuring parental and community involvement and acting as a gender-responsive role model

III. Content

1. Definition
In a gender-responsive school community, the academic, social, and physical environment takes the specific needs of both girls and boys into account:

1) <u>Academic environment:</u> teaching methodologies, teaching and learning materials, classroom interaction, and management of academic processes are gender-responsive (see booklet 1 for teachers);
2) <u>Social environment:</u> there is no gender bias in the relations between and among learners, teachers, school management and the community;
3) <u>Physical environment:</u> physical infrastructure (e.g. toilets), play area, furniture and equipment are gender-responsive.

A gender-responsive school requires leadership that ensures that gender-related considerations are always tabled when designing and/or implementing activities or effecting any changes.

It follows that the school management, teachers, parents, community leaders and members, as well as all boys and girls will become aware of, and promote, gender equality.

2. What does it take to make a school gender-responsive?

Creating a gender-responsive school environment requires a holistic approach, or in other words, a whole-school approach. That means that all school actors must be involved, and that all aspects of schooling must be examined. The holistic intervention package includes the following elements:

1) For a gender-responsive <u>academic environment</u>:
- Conduct gender sensitisation of teachers and students by organising activities to raise awareness on gender equality and understanding of gender-responsiveness.
- Support teachers in using a gender-responsive pedagogy (see booklet 1 for teachers):
  - Promote gender-responsive delivery of education.
  - Support teachers to develop and use gender-responsive teaching and learning materials.
  - Encourage teachers to challenge stereotypes in teaching and learning materials.
  - Encourage teachers to apply a gender-responsive lens in terms of language use, interactions in the classroom and equal access to learning materials.
  - Promote positive discipline among teachers and supervise the elimination of corporal punishment.
  - Encourage teachers to assess learners' development needs and ensure they adapt their teaching to those needs.
- Build in opportunities for teacher professional development on gender-responsive pedagogy.
- Institute activities to promote the participation of girls in Science, Technology, Engineering and Mathematics (STEM) subjects, for example: organise study groups or exposure to female role models.

2) For a gender-responsive <u>social environment</u>:
- Organise activities to raise awareness on gender-responsiveness targeted at parents, community leaders and members, teachers, and students. For example: you can bring people together to discuss gender-related topics, see box 'Men Dialogue and Gender Café'.
- Empowering girls and boys to overcome gender-based constraints. Think about enabling girls to be self-confident, assertive, speak out and make decisions. Encourage boys to change gender oppressive attitudes and refrain from practices such as 'macho-ism', bullying and sexual affronts.
- Establish guidance and counselling services and train teachers to provide such services for the social and psychological development of girls and boys.
- Provide scholarships and support to girls and boys in need, to ensure that they do not drop out of school.

Good practice: Men Dialogues and Gender Cafés

In our TIGER project we bring together school leaders and teachers to discuss gender-based violence in and around schools in order to eliminate its occurrence in the future:
- In Men Dialogues men are stimulated to reflect on their own masculinity and how masculine attitudes and behaviours can contribute to gender-based violence. Their awareness grows about their role in society and in perpetuating gender-based violence. Positively, they also discover how they can contribute to changing the unequal status quo.
- Conversely, Gender Cafés provide safe, non-judgmental spaces for women to express themselves about their experiences with gender-based violence. The aim is to build their confidence in exercising their human rights and inform them of the steps they can take to protect themselves and their daughters from becoming victims of gender-based violence.

In both cases, the meetings are driven by the participants themselves, as they are the experts in their specific context and of their specific experiences. The input from the facilitator is limited. Men Dialogues and Gender Cafés help to build community and trust between colleagues to eventually help each other out of difficult situations and become agents of positive change.

The Men Dialogues and Gender Cafés are important mechanisms to support the transformation of schools into gender-responsive school environments. Self-reflection and constructive dialogue between peers are key in changing deeply set, age-old cultural norms and traditions. Without addressing those norms and traditions, sustainable progress cannot be made.

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3) For a gender-responsive <u>physical environment</u>:

- Ensure the provision of gender-responsive infrastructure including:

    o Boarding facilities in case of long distances from school;
    o Separate and adequate toilets for girls and boys
    o Provision of menstrual products for girls;
    o Adequate and clean water and sanitation, especially to enhance menstruation management and the overall health of the school community.

- Ensure the provision of adequate water supply at the school to improve general hygiene (e.g. hand washing).
- Acquire appropriate and quality school furniture (e.g. school benches, bookshelves, …).
- Ensure that adequate classroom and teaching materials are provided to support the teachers in setting up classrooms for effective learning.
- Encourage teachers to supervise (outside) play during recreation, encouraging mixed-gender play, and ensure material is available and accessible to all pupils, such as balls, skipping ropes, chalk, etc.
- Make sure school decorations are gender-responsive and reflect the diversity of the community.

This holistic intervention package outlines how to create a gender-responsive school environment. The effective implementation of this package requires a gender-responsive school management system, and thus school leader. The school management must lead the process of transforming the school into a gender-responsive environment. In lesson 2, on page 41, we discuss change management and shared leadership, to ensure that you have the needed leadership skills to transform your school into a gender-responsive school.

IV. Activities

Activity 1: case studies

Read the case studies below and discuss the accompanying questions.

<u>Case study 1</u>

Halfway through the school year, three girls drop out of school because they have found jobs. They think that earning money is more important than going to school. Last year, 5 other girls dropped out for the same reason.

<u>Case study 2</u>

During breaktime, Sokha sees the boys playing football. Sokha has been wanting to join for a long time. One day she decides to join them, but the boys start to shout at her and tell her to leave the game.
The girls from her class, moreover, now laugh at her and refuse to play with her. The following days the other pupils continue to make fun of her and exclude her.

<u>Reflection questions:</u>

- What gender issues are apparent in these cases?
- Is/are the issue(s) related to the academic, social and/or physical environment of the school?
- How would you address this issue in a gender-responsive manner?

Activity 2: School assignment

Inspect your school for gender-responsiveness, by answering the following questions:

- Does your school have separate toilets for boys and girls?
- Does your school provide menstrual products to girls in need?
- Does your school have a policy on gender?
- How many men and women are part of the school management team?
- How many men and women are teaching in your school?
- Are school decorations gender neutral or gender friendly?
- Have measures been put in place by the community and school to safeguard the safety of learners on

their way to and from school?
- Do teachers in your school use corporal punishment?
- Are the discipline techniques directed towards girls and boys free of gender stereotypes?

Follow up: choose 3 items on which you would like to improve and describe an intervention:

1. Intervention 1:
2. Intervention 2:
3. Intervention 3:

V.   Conclusion

In this lesson, we defined what a gender-responsive school is and looks like. A gender-responsive school is a school in which the academic, social, and physical environment and its surrounding community take into account the specific needs of both girls and boys. It implies that all stakeholders (school management, teachers, students, parents, school management committee and the community) are all aware of gender equality.

Transforming a school into a gender-responsive school is challenging. Since achieving gender-responsiveness is usually a long-term process, establishing a gender-responsive school requires systematic action, involving all actors, to ensure its success and sustainability.

In lesson 5 on page 56, you will find a gender-responsive school assessment tool. You can use this tool to collect the required information. First, you collect the information by filling in the self-assessment tool – you are also encouraged to have colleagues complete the assessment. Next, you analyse the data you have collected by asking the following questions:

- Based on the data, what are the issues and needs of your school?
- What are the specific needs of your students (girls/boys)?
- What are the specific needs of your teachers (female/male)?
- What are the priority areas for action in your school?

Step 2. Build a guiding coalition

Transforming your school into a gender-responsive school will require many changes. For these changes to be implemented effectively, it is necessary that all the stakeholders be involved right from the beginning to avoid resistance.

Once the school has reached a consensus on becoming a gender-responsive school, action should be taken to get the approval and commitment of the following stakeholders:

- Teachers
- Students
- Parents
- School management committee members
- Important community members, including monks, local authorities, and the district office of education

During consultation, the roles and responsibilities of the different stakeholders in the transformation of the school should be clearly specified. It is recommended that consultations are undertaken face to face.

Step 3. Form a strategic vision and initiatives

The next step is creating a vision on a gender-responsive school to help direct the change effort. Developing strategies for achieving that vision are also needed. The vision and strategies will give you an idea of what your school will look like after the change has been implemented.

An example of a vision on a gender-responsive school:

All girls and boys are empowered to express themselves freely and confidently within and outside school. The teachers apply gender-responsive principles in the academic processes. The school environment encourages girls and boys to reach their full academic potential. And the community is actively involved in the school and in supporting girls and boys to enrol and remain in school.

It is important to involve important stakeholders in the formulation of the vision and to ensure everybody has a common future idea for the school to become gender-responsive. The next step is action, which requires the development of an action plan to translate the vision into reality.

Examples of possible strategies you find in lesson 1, on page 37. Don't forget, creating a gender-responsive school requires a holistic approach.

Activity: Development of a shared vision

A good way to develop a shared vision is to bring teachers, students, school management, parents, community leaders and members, and local Ministry of Education officials together (in one session or in separate sessions) and ask them to describe their ideal school for gender-responsiveness:

- What would a gender-responsive school leader do?

- What would a gender-responsive teacher do?

- What would learners in a gender-responsive school become?

- How would parents be involved in a gender-responsive school?

- How would the community be involved in a gender-responsive school?

Ensure that all learners, boys and girls alike, will have the opportunity to succeed and develop their full potential.

Once there is a clear and shared understanding of what kind of school you want to be, you can ask all stakeholders to list core values:

- List all values.

- Try to bring the number of values down by grouping together similar values, until you reach five or six core values that everybody can agree on.

Having established your school's shared vision and values, it is important to distribute and disseminate them widely so that everybody involved in the school community is aware of them.

Step 4. Communicating the vision

Communicate your vision. Tell, in every possible way and at every opportunity, about the why, what and how of the changes.

Step 5. Enable action by removing barriers

Empower broad-based action. Involve people in the change effort, get people to think about the changes and how to achieve them rather than thinking about why they do not like the changes and how to stop them.

The action plan (see step 3) has already highlighted the initiatives to be undertaken to transform the school into a gender-responsive school. Now it is time to implement the action plan and steer the transformation of the school.

Step 6. Generate and celebrate short-term wins

Generate short-term wins. It is important to see change happening and bearing its fruits. Recognise the work being done by people towards achieving the change.

Step 7. Sustain acceleration

Consolidate gains and produce more change. Create an energy for change by
- building on successes in the change;
- motivating people;
- developing people as change agents.

Step 8. Institutionalise change into the culture

Failure to institutionalise change may mean that changes achieved through hard work and effort slip away as people tend to revert to the old and comfortable ways of doing things. Make sure to invest in continuing professional development on gender-responsive education.

IV   Conclusion

In this lesson, we explained the concept of change management. Next, we introduced John Kotter's 8-step change model as framework to transform your school into a gender-responsive environment for learning and teaching. The 8 steps cover the process to create a climate for change, engage and enable the whole school and implement and sustain change.

Lesson 3: Gender-responsive budgeting

I.   Introduction

Gender-responsive budgeting (GRB) is a means of integrating a gender perspective into all steps of the budget process — planning, implementation and evaluation — so as to ensure that budget policies take into consideration the gender issues in society, and neither directly nor indirectly discriminate against either women or men. Governments, policy makers, researchers and community groups all have an interest in GRB as a strategy for promoting gender equality, because it is through budgets that policies and programmes are taken beyond paper promises and put into practice[21].

In line with the Gender Mainstreaming Strategic Plan in Education Sector (2016-2020), schools also need to mainstream gender issues into their workplan – and thus, their budget. In this lesson we will discuss the concept of gender-responsive budgeting and its benefits. To this end, we introduce some questions that can be useful in performing a gender-responsive budget analysis.

II.   Objectives

- Describe the concept of gender-responsive budgeting
- Discuss the benefits for gender-responsive budgeting in schools
- Introduction on how to perform a gender-responsive budget analysis

III.   Content

1. What is gender-responsive budgeting?

Gender-responsive budgeting (GRB):
- is an approach designed to mainstream the gender dimension into all stages of the budget cycle (planning, implementation and evaluation);
- is the analysis of the impact of any form of public expenditure or method of raising revenues on women and girls as compared to men and boys;
- can take into account other categories of inequality such as age, religious or ethnic affiliation, or the place of residence (urban/rural, different provinces), which can then be incorporated into gender-responsive analyses;
- comprises the drawing up of proposals designed to reprioritise expenditures and revenues, taking into account the different needs and priorities of women and girls on the one hand and men and boys on the other;
- results eventually in gender-responsive budgets.

GRB is **not** about whether an equal amount is spent on women and men, but whether the spending is adequate to women's and men's needs. Hence, a gender-responsive budget does **not equal** a separate budget for women.

In short, GRB refers to **analysing budgets to assess the different impacts on men (boys) as compared to women (girls)**. Such an analysis allows for budget allocations to be made that can promote gender equality as well as empower women.

2. Benefits of gender-responsive budgeting for schools

The process of gender budget analysis has the following benefits for schools:
- Reviews the budgeting process with a gender lens revealing how and by whom budget decisions are made.
- Enables school management to see the opportunities presented for girls and boys, women and men, and whether or not these opportunities are equitable.

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[21] Ichii, Reina. *Gender-responsive Budgeting in Education - Advocacy Brief.* Bangkok: UNESCO Bangkok, 2010

- Allows school management to identify and address gaps in the budget, so that those who are disadvantaged become empowered.

3. Gender-responsive budgeting in schools

A school's budget reflects the allocation of resources and its work plan. As a gender-responsive school, school administrators should review existing budgets and/or create new budgets with gender in mind. Again, it is essential to be aware that gender-responsive budgeting is not about creating separate budgets for girls and women.

Some of the questions that can be useful in performing a gender-responsive budget analysis include the following:
- Does the school have a policy on mainstreaming the gender dimension into all stages of the budget cycle?
  - Who has a voice in budget development and decisions?
  - Who else should be included to have diverse perspective at the table?
- How does the current budgeting practice affect girls and boys, and female and male teachers?
- Is there a gender-specific budget line? Why or why not? What is the total fund in the budget for gender issues?
- What funds are available for gender equity and training programmes?
- What funds are available for designing, monitoring and evaluating efforts to make the school more gender-responsive?
- What needs to change in the budget to ensure it supports a gender-responsive school?

IV.   Conclusion

Preparing a gender-responsive budget contributes to reducing the gender gap and gender inequality. When education institutions have prepared the gender-responsive budget, male students and female students will receive equitable and inclusive education. Schools need to follow their prepared plan effectively, accountably and transparently with regular monitoring.

Lesson 4: Approaches to develop capacity of teaching staff

I.   Introduction

Teachers play very important roles in ensuring the quality of education. To guarantee high quality teachers, strong initial teacher education and regular continuing professional development (CPD) are required. This lesson will help you to guide teacher professional development by providing regular activities. This lesson is not confined to gender only; the methodologies can be used to focus on a variety of subjects.

II.   Objectives

- Understand why continuing professional development is crucial
- Strengthen continuing professional development activities for teachers
- Promote life-long learning

III.   Contents

Importance of teacher continuing professional development (CPD):
- Continuously learn and improve pedagogical content knowledge and skills;
- Ensure high quality teaching;
- Keeping up to date with the latest innovations in teaching methodologies;
- Establish a community of practice whereby teachers exchange best practices.

To provide CPD opportunities, the school management needs to:
- Study teachers' professional needs;
- Advise staff to develop a professional development plan;
- Support and mentor teachers during their professional development;
- Encourage peer learning and exchange;
- Provide opportunities for individual and group learning;
- Mobilise budget to implement professional development activities;
- Implement professional development activities;
- Monitor and evaluate professional development activities.

The teachers need to:
- Evaluate their own professional needs;
- Formulate a professional development plan and submit it to the school management;
- Take part in professional development activities;
- Gain new skills and dare to test them;
- Discuss what they have learnt with their colleagues;
- Share new knowledge and skills with colleagues;
- Research and implement new approaches, invest in life-long learning.

There are various methodologies that are effective for teacher professional development:

➢ **Library and reading clubs**
- Create a small library or provide a cabinet for books and documents that teachers and other education staff can consult to increase their knowledge
- Arrange books and documents by subject and grade to facilitate searching
- Advise teachers who teach the same subject or grade to read those books and discuss them in a group
- Advise reading clubs to take place at set times and at a given location (time to start the reading, time to stop the reading and time to share/discuss in the group)

number by 3, the multiplier; you will get the total score of 60. If the total ticks in the 'Somehow agree' is equal to 15, you need to multiply that number by 2, the multiplier; you will get the total score of 30. If the total ticks in the 'Do not agree' is equal to 19, you need to multiply that number by 1, the multiplier; you will get the total score of 19.

- After that you need to add all the scores up to get the total score.
- After this, you will know what level of gender equality promotion in your teaching and learning is by reviewing the grading table.

Gender Equitable Scale

Total score		
Score	**Level**	**Note**
141-156	3 – Gender-responsive	High gender equality
115-140	2 – Gender-sensitive	Average gender equality
52-114	1 – Indifferent to gender	Low gender equality

C. Evaluation bulletin on school gender equality response

Note:					
1	Do not agree	2	Somewhat agree	3	Agree

Grading:

1	Average	2	Above average	3	Good
	Ask female and male students		Observe female and male students		Check female and male students
	Ask teachers		Observe teachers		Check teachers
	Ask school management committee		Observe school management committee		Check school management committee
	General observation		Review documents		

No	Contents	Methods/interviewee	Score	Notes
I.	**Gender-responsive teaching and learning methods**			
1	Teachers identified lesson's objectives in the teaching plan that reflect gender concepts. • *Agree (reflects lesson's expected results on knowledge, skills and attitudes, disaggregated by female students and male students within the objective)* • *Somewhat agree (reflect some parts)* • *Do not agree (no objectives or no teaching plan)*			
2	Teachers developed teaching and learning materials • *Agree (reflects lesson's expected results on knowledge, skills and attitudes, disaggregated by female students and male students within the objective)* • *Somewhat agree (reflects some parts)* • *Do not agree (no objectives or no teaching plan)*			
3	Teachers produced teaching and learning materials • *Agree (produced a lot of materials)* • *Somewhat agree (produced a few)* • *Do not agree (No) (skip to question 5 and 6)*			
4	Teachers produced or chose materials (textbooks, slogans, pictures by subject, other tables) displaying gender equality among girls, boys, women and men, and that reflect social roles, capacity, and a number of participants displayed courage, and independence • *Agree (between 70% and 100%)* • *Somewhat agree (between 40% and 69%)* • *Do not agree (from 0% to 39%)*			

No	Contents	Methods/interviewee	Score	Notes
5	Teachers have used all the materials that are responsive to various needs of female students and male students correctly and effectively • *Agree (teachers used and provided opportunities to students who have different needs to use the materials)* • *Somewhat agree (teachers have used the materials less than the description in the teaching plan)* • *Do not agree (teachers have not used the materials or did not use them for the right needs)*			
6	Teachers provided opportunities to female students and male students equally to answer questions, deliver presentations, or perform other activities in the teaching and learning process. • *Agree (both female and male students, more than 70%, actively participated in the teaching and learning process)* • *Somewhat agree (both female and male students, between 40% and 69%, actively participated in the teaching and learning process)* • *Do not agree (both female and male students, between 0% and 39%, actively participated in the teaching and learning process)*			
7	Teachers provided equal opportunities to female students and male students to study any subjects of their choice, and there is no subject that is arranged for either female students or male students. Example, the Science, Technologies, Engineering and Mathematics (STEM) is for all. • *Agree (teachers encouraged and provided opportunities to female and male students equally)* • *Somewhat agree (teachers had no strong views about teaching STEM)* • *Do not agree (teachers did not encourage, but prevented female students from learning STEM)*			
8	Teachers distributed tasks without considering what type of tasks for female students or for male students, such as cleaning classrooms, toilets, whiteboards, and arranging materials, etc. • *Agree (distributed tasks regardless of consideration of sex)* • *Somewhat agree (distributed tasks with little consideration of sex (below 50%))* • *Do not agree (distributed tasks with consideration of sex)*			
9	Teachers assigned leadership roles to both female students and male students equally, and encouraged them to make brave decisions. • *Agree (assigned leadership roles to female students and male students equally, and encouraged them to make brave decisions)* • *Somewhat agree (distributed leadership roles to female students and males students equally, but did not encourage them to work together)* • *Do not agree (distributed leadership roles to only female students or male students)*			
10	Teachers set group work with a mix of female students and male students, and encouraged them to participate equally. • *Agree (mix of female students and male students, between 45% and 55%)* • *Somewhat agree (mix of female students and male students, lower than 45% and higher than 55%)* • *Do not agree (No group work with a mix of the sexes)*			

No	Contents	Methods/interviewee	Score	Notes
11	Teachers used language (words) reflecting male or female roles (for instance, female teacher, male teacher, female director and male director that reflects the promotion of female leadership) • *Agree (used language (words) reflecting male or female roles))* • *Somewhat agree (still used words that did not reflect some roles)* • *Do not agree (did not use these words)*			
12	Teachers used words that were appropriate and respectful of female students and male students without gender exploitation or abuse. • *Agree (used appropriate and respectful words for female students and male students equally)* • *Somewhat agree (still used some inappropriate words)* • *Do not agree (used inappropriate words or with sexual harassment)*			
13	Teachers paid attention to advising students who displayed inappropriate attitudes or gender discrimination, and provided assistance to the victims. • *Agree (advised students who had inappropriate attitudes or gender discrimination, and assisted the victims)* • *Somewhat agree (did not assist the victims)* • *Do not agree (did not pay attention to advising students who displayed inappropriate attitudes)*			
14	Teachers arranged the classroom in a way that responds to gender needs, particularly, displaying pictures and slogans that demonstrate roles of men and women as equally important actors, pictures of girls and boys learning STEM, etc. • *Agree (demonstrated roles of men and women as equally important actors* • *Somewhat agree (there are some pictures and slogans, but with gender bias)* • *Do not agree (no display of pictures or slogans)*			
15	Teachers arranged seating for female students and male students, particularly those with special needs to sit according to pedagogical norms, which ensured that all students could see the whiteboard and listen to the teacher's explanations clearly. • *Agree (arranged proper seats for all conditions of students, and easy for mobility)* • *Somewhat agree (arranged appropriately for only some students' conditions)* • *Do not agree (no seat arrangement)*			
16	Female students and male students have adequate seats and that are responsive to their needs: • *Agree (have adequate seats and that are responsive to their needs)* • *Somewhat agree (have adequate seats, but not in order)* • *Do not agree (inadequate seats, or students are squeezing)*			
17	Teachers did not use physical, mental or sexual violence on female students or male students. • *Agree (did not use any form of violence on students)* • *Somewhat agree (used light violence on students)* • *Do not agree (used those forms of violence on students frequently)*			

No	Contents	Methods/interviewee	Score	Notes
18	Schools instructed male teachers and female teachers to give students homework that incorporates gender related topics and encouraged students to discuss the topics with their parents or family members. • *Agree (instructed and gave students homework at least twice)* • *Somewhat agree (instructed and gave students homework twice or less)* • *Do not agree (no instruction)*			
	Total score for section I:			
II.	**Gender-responsive school structure (gender balance)**			
19	School staff have adequate knowledge on gender to instruct female students and male students. • *Agree (received training/mentoring on gender, and disseminated the knowledge to, and instructed, the students)* • *Somewhat agree (received training/mentoring on gender, but did not disseminate the knowledge to or instruct students)* • *Do not agree (did not receive training/mentoring on gender knowledge)*			
20	School has a proportionate number between teachers and female students and male students in their roles as class leaders and deputy class leaders. • *Agree (between female students and male students, between 45% and 55%)* • *Somewhat agree (between female students and male students, lower than 45% and higher than 55%)* • *Do not agree (no assignment of roles with a mix of the sexes)*			
21	School has a proportionate number between women and men in the management committee structure. • *Agree (school management committee has a proportionate number of women and men, between 45% and 55%)* • *Somewhat agree (school management committee has a proportionate number of women and men, lower than 45% and higher than 55%)* • *Do not agree (no mixed management committee)*			
22	School has a proportionate number between women and men within the school management committee structure and school management committee or school development committee. • *Agree (proportion between women and men in the mix structure, between 45% and 55%)* • *Somewhat agree (proportion between women and men in the structure, lower than 45% and higher than 55%)* • *Do not agree (no mixed structure)*			
23	School has a proportionated number between women and men who are chiefs and deputy chiefs of technical working groups. • *Agree (proportion between women and men, between 45% and 55%)* • *Somewhat agree (proportion between women and men, lower than 45% and higher than 55%)* • *Do not agree (no mixed structure)*			

No	Contents	Methods/interviewee	Score	Notes
24	School has proportionate numbers of female staff and male staff. • *Agree (proportion between women and men, between 45% and 55%)* • *Somewhat agree (proportion between women and men, lower than 45% and higher than 55%)* • *Do not agree (no mixed structure)*			
25	School has a vision and mission that reflect gender concepts. • *Agree (gender concepts are reflected)* • *Somewhat agree (vision and mission are available, but do not reflect gender concept)* • *Do not agree (neither vision, nor mission)*			
26	School has a workplan and budget that reflect gender equality. • *Agree (has workplan and budget that reflect gender equality)* • *Somewhat agree (has workplan and budget, but they do not reflect gender equality)* • *Do not agree (neither workplan, nor budget)*			
27	School has transparency in managing revenues and expenditures (drawing up a balance sheet and disseminating it publicly). • *Agree (has records of revenues and expenditures, draws up a balance sheet, and publicly disseminates it)* • *Somewhat agree (has records of revenues and expenditures, but does not prepare balance sheet and disseminate it publicly)* • *Do not agree (no records of revenues and expenditures)*			
28	School has guidelines to promote gender equality that includes child protection principles, procedures to prevent and respond to cases of sexual harassment and to eliminate gender-based violence in school. • *Agree (has all of these)* • *Somewhat agree (has some)* • *Do not agree (no guideline and document on this), (skip question 29)*			
29	School has strengthened the guidelines to promote gender equality. • *Agree (implemented the guidelines to promote gender equality)* • *Somewhat (implemented some)* • *Do not agree (not implemented)*			

No	Contents	Methods/interviewee	Score	Notes
30	School has gender focal points (women/men) who are actively promoting gender equality. • *Agree (has gender focal points and they are proactive)* • *Somewhat agree (has gender focal points, but they are not proactive)* • *Do not agree (no) (skip question 31)*			
31	Gender focal points join the meeting organized by the commune/sangkat women and children focal points regularly. • *Agree (regularly attended the meeting)* • *Somewhat agree (attended the meeting occasionally)* • *Do not agree (did not attend)*			
32	School management committee has regular meeting with girl advisor and children/youth club. • *Agree (meeting regularly)* • *Somewhat agree (meeting occasionally)* • *Do not agree (no meeting)*			
33	School has strengthened effectiveness of the counselling system for male students and female students. • *Agree (has active counselling system and process)* • *Somewhat agree (has the counselling system, but not properly functioning)* • *Do not agree (no counselling system)*			
34	School has monitored and analysed the learning results of female students and male students. • *Agree (analysed and explain the learning results of students disaggregated by sex and organized meeting to identify solutions)* • *Somewhat agree (analysed and explained the learning results)* • *Do not agree (did not monitor)*			
35	School has prepared reports with specific data and information on gender (example: female students and male students enrolled, passed the grade, repeated the grade, and dropped out…) • *Agree (prepared report with specific information and data on gender)* • *Somewhat agree (prepared report with data, but lack of specific gender information)* • *Do not agree (no report has been prepared)*			
36	School has staff capacity development plan (for both female staff and male staff) related to gender equality in teaching and learning. • *Agree (has the capacity development plan and provided opportunity to staff to develop capacity)* • *Somewhat agree (has the capacity development plan or provided opportunity to staff to develop capacity)* • *Do not agree (No plan)*			

No	Contents	Methods/interviewee	Score	Notes
37	School has organized teacher meetings to share and document experiences related to gender equality in teaching and learning, at least twice a year (at the beginning and in the middle of the academic year). • *Agree (meeting regularly)* • *Somewhat agree (meeting occasionally)* • *Do not agree (no meeting)*			
38	School has security guards who were trained in gender-based violence to prevent violence and provide safety to female students and male students. • *Agree (has security guards who were trained in gender-based violence)* • *Somewhat agree (has security guards, but were not trained in gender-based violence* • *Do not agree (no security guards)*			
39	School has a map of households which details the number of girls and boys who are reaching/have reached school age, and has identified some challenges to their school enrolment. • *Agree (has prepared and updated the map annually)* • *Somewhat agree (has prepared the map, but did not update)* • *Do not agree (no map has been prepared)*			
40	Toilets at school: • *Agree (there are adequate and separate bathrooms - toilets for female students, male students, teachers, and people with disabilities; has enough soap and water for the whole academic year)* • *Somewhat agree (has toilets, but are not separated or not adequate)* • *Do not agree (no toilet or not function)*			
41	School has taught female students and male students about how to practise sanitation. • *Agree (educated them regularly)* • *Somewhat agree (educated them occasionally)* • *Do not agree (has not educated them)*			
42	School has an adequate library and learning materials that can be used equally by female students and male students in their learning. • *Agree (has a library and enough learning materials which are safe for both female students and male students)* • *Somewhat agree (has a library and some learning materials)* • *Do not agree (no library, no librarian, or non-functioning)*			
43	School has feedback box to receive constructive feedback related to gender, from female students, male students, parents and guardians. • *Agree (has a box to receive constructive feedback, and holds meetings to solve gender related issues)* • *Somewhat agree (has a box to receive constructive feedback, but not functioning)* • *Do not agree (no feedback box)*			
44	School has displayed slogans and proverbs that teach gender equality o n the school premises.			

No	Contents	Methods/interviewee	Score	Notes
	• *Agree (has slogans or proverbs promoting gender equality; at least 4)* • *Somewhat agree (has slogans or proverbs, but they are not teaching gender equality)* • *Do not agree (neither slogans, nor proverbs)*			
45	School has enough safe premises, sport tools/materials, and toys that meet the needs of female students and male students. • *Agree (has enough premises, sport tools/materials and toys as required)* • *Somewhat agree (has premises, and some sport tools/materials and toys, but are gender biased)* • *Do not agree (has only the school premises)*			
	Total score for section II:			
III.	**Partnership with community**			
46	School has disseminated guidelines and a school development plan to promote gender equality among parents, guardians and communities. • *Agree (educating regularly)* • *Somewhat agree (educating occasionally)* • *Do not agree (no educating)*			
47	School has organized meetings with parents and guardians to discuss gender in school and outside school, and has prepared a joint response plan. • *Agree (at least two meetings within an academic year)* • *Somewhat agree (one meeting within an academic year)* • *Do not agree (no meeting)*			
48	School has disseminated to communities information on positive parenting and the value of education for sons and daughters, and on the elimination of gender-based violence. • *Agree (disseminated at least twice per academic year)* • *Somewhat agree (disseminated once within the academic year)* • *Do not agree (no dissemination)*			
49	School has conducted dissemination to promote gender equality in communities. • *Agree (has disseminated once in an academic year, and has responded to different problems of girls and boys)* • *Somewhat agree (conducted dissemination once in an academic year, but has not responded to different problems of girls and boys)* • *Do not agree (no dissemination)*			
50	School has organized experience sharing by speakers (men or women) who are successful in changing gender stereotypes and promoting gender equality. • *Agree (has organized sessions at least twice in an academic year)* • *Somewhat agree (has organized one session in an academic year)* • *Do not agree (has not organized any session)*			
51	School has linked up with communities, local authorities and generous people to build gender-responsiveness within . the school • *Agree (has good relationships; communities actively involved in helping the school to become gender-responsive)* • *Somewhat agree (has good relationships; communities have low involvement)* • *Do not agree (no good relationships; no community involvement)*			

No	Contents	Methods/interviewee	Score	Notes
52	School enjoys good collaboration with local authorities, community police, and communities to protect the safety of all students, male teachers and female teachers. • *Agree (local authorities and communities actively involved in protecting the safety of all students, male teachers and female teachers)* • *Somewhat agree (low involvement of local authorities and communities to protect the safety of all students, male teachers and female teachers)* • *Do not agree (no involvement of local authorities and communities)*			
	Total score for section III:			
	Grand total (sections I+II+III)			

This assessment tool for gender responsiveness in school can also be filled in digitally in Khmer with this following link:
https://ee.humanitarianresponse.info/x/#te2lfG5l

IV.   Conclusion

In this lesson, we demonstrated what role you, as a school leader or school management committee member, can play in the process of monitoring and evaluating the gender-responsiveness in your school. We have presented a tracking system to monitor the transformation of your school into a gender-responsive school environment that focuses on all aspects of the academic, social, and physical environments. Based on this tool, you can identify in which areas your school is performing strongly already and in what areas your school needs to improve.

Chapter 3:
Partnership with parents and communities to promote gender-responsiveness

Productive and positive parent-community-school partnerships play a critical role in promoting students' learning and wellbeing. Parents are the first educators of their children and they continue to influence their children's learning and development throughout the school years. Given the limited time that children spend in school, interaction with family and community members is likely to have more impact on a child's social development than school-based interactions[22]. For this reason, parental and community involvement in gender-responsive education are critical.

It is worth noting that throughout this guide, the term 'parents' is used to refer to all primary caregivers. This recognizes that there are children, in Cambodia and globally, with unique family situations that involve different family or non-family members.

In this chapter the following lessons are included:
1. The involvement of parents and the local community in the school
2. Epstein's framework of six types of involvement
3. Parental and community involvement – a reflection tool

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[22] UR-CE (2018) *Continuous Professional Development Diploma in Effective School Leadership, Student Manual,* Volume 1, 2nd Edition, Kigali.

Lesson 1: The involvement of parents and the local community in the school

I. Introduction

The school should be a welcoming environment where school leaders and teachers value and understand the important role of parents and the community in children's education. Ideally, parents and community members are active participants in the school and feel connected to each other, to school staff, and to what children are learning.

In this lesson, we discuss the value of parent and community involvement in general. Next, we explain why it is important to involve them in the promotion of gender-responsive education. Having grown up in an environment that has perpetuated, or even reinforced, gender stereotypes, parents and community members are likely to be biased and hold gender prejudices. Without including them in the transformation of the school, they are likely to resist or contradict what their children learn in school. This could severely reduce the positive effects of gender-responsive education on children's attitudes and beliefs.

II. Objectives
- Value the importance of involving parents and the local community to transform schools into gender-responsive schools
- Discuss barriers in the community that stand in the way to gender-responsive education

III. Content

1. Why is parent and community involvement important?

International evidence makes a strong case that schools alone cannot be responsible for the education of children, but that this is the shared responsibility of schools, families, and local communities. Research shows that children who benefit from engaged parents and supportive community environments are much more likely to succeed in school than those who do not.[23] Specifically, these students tend to have better learning outcomes, higher completion rates, higher attendance and better attitudes towards school.[24] This evidence is true for primary and secondary school students, regardless of their parents' education level, their family's socio-economic status or where they live.[25]

Effective parent–school partnerships are collaborative relationships which involve school staff, parents and the school wider community. This collaborative relationship is based on mutual trust and respect and shared responsibility for the education and learning of all students. By regularly participating, parents help to share the responsibility for learning, and are less likely to blame teachers when students fail.[26]

Involving parents in the schooling of their child has positive effects on parents as well. Among others, it helps parents to develop confidence in their ability to help their children succeed academically, it creates positive ties with teachers and school leadership, and it increases their understanding of the school's needs. Parents who are involved in school also improve their communication with their child at home. Positive teacher-parent relations are also beneficial to teachers. Research shows that the latter experience

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[23] Henderson, A. T., & Mapp, K. L. (2002). *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Annual Synthesis 2002*. National Center for Family and Community Connections with Schools.
[24] Jeynes, W. H. (2003). *A meta-analysis: The effects of parental involvement on minority children's academic achievement.* Education and Urban Society, *35*(2), *202–218*.
[25] Henderson, A. T., & Mapp, K. L. (2002). *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement.* Annual Synthesis 2002. National Center for Family and Community Connections with Schools.
[26] Florez, A. (2011). *Active schools: Our convictions for improving the quality of education*. Washington, DC: FHI360.

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greater job satisfaction and receive better evaluations from parents and administrators when they have good relations with parents.[27]

Parent-school interaction is poor in Cambodia. Often, parents and community members are not aware of the impact they can have when they engage with the school of their children. Parents (male and female, rich and poor, literate and illiterate, parents with and without disability) can also bring unique expertise and insights to the school and help the school in becoming more inclusive.

Activity A: Parent and community involvement

Read the following statements. Agree or disagree? Why?

1. Parents that are not interested in the schooling of their child should not be involved in school.
2. The main purpose of involving parents is to raise funds for the school.
3. It is the school's responsibility to help parents to support their children with their education.
4. Parents who are illiterate cannot do much to support their children at school.
5. It is a good idea to organise literacy courses for parents after school hours or during weekends.
6. Parents don't have time to be involved in school.
7. Parents should be able to observe lessons of their children in the school.
8. The school management committee meetings suffice to involve parents in school.

2. Barriers in the community that stand in the way of gender-responsive education

Parents and communities play an important role in creating gender-responsive school environments. A survey, done by IREX in nearly 70 countries including Cambodia, shows that approximately 85% of their survey respondents indicated that there are barriers in their community that stand in the way of gender-responsive education. They identified the following challenges[28]:

Cultural challenges:
- Restrictive gender norms and roles, for instance: Girls are expected to stay at home and do household chores and boys are expected to work
- High incidence of early marriage and pregnancy
- Valuing boys over girls
- Limited parent engagement at school

Economic challenges:
- Cost of schooling
- Earning potential of males vs. females
- Pressure on males to support the family
- Girls have to stay home to care for siblings
- Lack of investment in education

It is very important to address these barriers by discussing gender issues with parents and community members. Such discussions can be informal - what about some small talk at the gate – or formal – you can organise a dedicated meeting or even a Gender Café or Men Dialogue (see page 38). Bear in mind that parents, like teachers or yourself, are not aware of their gender biases and most likely do not consciously discriminate based on gender. Hence, rather than pointing fingers, raise awareness in an open and respectful manner.

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[27] Nyatuka, B. O. (2015). *Assessment of the effectiveness of family-school-community partnerships in Kenya's child friendly schools.* University of South Africa, Pretoria.
[28] IREX (Ed.). (2019). *Creating Supportive Learning Environments for Girls and Boys.* Retrieved from https://www.irex.org/resource/creating-supportive-learning-environments-girls-and-boys-guide-educators

IV.   Conclusion

Learning does not only occur in school, but also outside of school. There is a need to develop and foster appropriate, effective linkages between students, their families, their schools and their communities to support the learning of all students. While there is no magic bullet, evidence suggests concerted efforts can succeed in creating enabling environments among the home, school and community that support learning.

I. Introduction

Building effective parent–school partnerships requires effort. What can your school do to increase parental involvement? Joyce Epstein, an American educator, developed a successful framework that differentiates between six major types of involvement. The framework supports schools to foster comprehensive school and family partnerships. In this lesson, we present the framework, and we list strategies for including parents in a gender-responsive school environment.

II. Objectives

- Introduce Epstein's Model for School-Family-Community Partnerships
- Demonstrate ways to involve parents and the local community in the school

III.   Content

1. Epstein's Model for School-Family-Community Partnerships

Joyce Epstein has been studying and writing about school-family-community partnerships for over thirty years. Over time, she has developed and refined a framework for successfully involving parents and community members in school.[29] While this framework was developed in and around American schools, these principles, when contextualised, are applicable to the Cambodian context too.

In total, there are six types of community and parental involvement that schools can foster.

	Types of parental and community involvement	Examples of activities
1	**Parenting:** Assist families with positive parenting skills, family support, understanding child and adolescent development and setting home conditions to support learning. Assist schools in understanding families' backgrounds, cultures and goals for children.	Teachers give suggestions for home conditions that support learning (e.g. to do homework). Organise home visits at transition points and/or when problems occur. Neighbourhood meetings to help families understand school policy and regulations and to help schools understand families.
2	**Communicating**: Communicate with families about school programs and student progress. Create effective, reliable two-way communication channels between school and home.	Consultations with every parent at least once a term, with follow-ups as needed. Organise and motivate parents to attend school activities, teacher-parent meetings, exhibitions, …. Hold regular informal chats at the school gate, at school events, ….

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[29] Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L. (2002). *School, Family, and Community Partnerships: Your Handbook for Action.* United States: SAGE Publications Ltd.

3	**Volunteering:** Improve recruitment and training to involve families as volunteers and as audiences at the school. Enable educators to work with volunteers who support students and the school. Provide meaningful work and flexible scheduling.	Support school and classroom volunteer programs to help teachers, administrators, students, and other parents. Assign a class parent or organize another structure to provide all families with needed information. Invite parents to assist in making teaching and learning materials.
4	**Learning at home:** Involve families with their children in academic learning at home, including homework, goal setting and other curriculum-related activities.	Information on homework policies and how to monitor and discuss schoolwork at home. Information on how to assist students to improve skills on various class and school assessments. Calendars with activities for parents and students to do at home or in the community.
5	**Decision-making:** Include families as participants in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, and other organisations.	Active parent organisations, advisory councils, or committees (e.g. curriculum, safety) for parent leadership and participation. District-level councils and committees for family and community involvement. Network to link all families with parent representatives.
6	**Collaborating with the community:** Coordinate resources and services for families, students, and the school with community groups (including businesses, agencies, cultural and civic organizations, and colleges or universities).	Information for students and families on community health, cultural, recreational, social support and other programmes and services. Information on community activities that link to learning skills and talents. Service integration through partnerships involving school, civic, counselling, cultural, health, recreation agencies/organisations/ businesses.

Activity 1: Your current practices in relation to Epstein's model

Have a look at Epstein's 6 types of parental involvement. In which of these ways are parents involved in your school? Indicate in the following table whether the type of involvement takes place in your school and who initiated the involvement.

	Current practices			
	By teachers	By school leaders	By school management committee	By parents
Parenting				
Communicating				
Volunteering				
Learning at home				
Decision-making				
Collaboration with the community				

Activity 2: Activities that promote gender equity in education

Think about activities to promote gender equity in education using Epstein's model. Formulate at least 2 activities for each type of parental and community involvement.

BOX: What's positive parenting?

> **Definition**
> According to the Ministry of Women's Affairs (MoWA), positive parenting means raising children without using any form of violence. It concentrates on providing support, fostering warm feelings, and promoting a deep understanding of your children's daily lives. Positive parenting does not make use of corporal punishment. Instead, it turns to positive discipline in the belief that children only follow the rules because they understand those rules and not because you have control over them. Positive parenting encourages mutual dialogue and communication, as well as children's participation in decision-making.
>
> *Note: This information is quoted from Positive parenting strategies 2017-2019, developed by the Ministry of Women's Affairs*

2. Strategies for involving parents in a gender-responsive school environment

To build a gender-responsive school environment, it is crucial to involve parents and the community. As mentioned earlier, parents and communities can play an important role in promoting gender equity and building children's resilience to rigid gender stereotypes. When schools transform into gender-responsive schools, it is needed to generate parental support.

Below we list strategies[30] for building a gender-responsive school environment.

Strategies for engaging parents:

- Invite parents to attend a school career fair as an opportunity to **educate parents** on the importance of allowing their sons and daughters to complete their studies and pursue higher education.

- **Organize meetings with parents** to encourage them not to assign duties at home based on gender.

- **Arrange seminars for parents** on gender equity in collaboration with school counsellors.

- Work with parents **to promote the role of the father** in raising children and forming their personalities.

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[30] IREX (Ed.). (2019). Retrieved from https://www.irex.org/resource/creating-supportive-learning-environments-girls-and-boys-guide-educators

- Encourage parents **to support their children's dreams**. For example, if a student wants to be a lawyer, practice calling him/her attorney [First Name] to keep the dream alive.

- Hold teacher-parent meetings to regularly **build trust with parents** and discuss the investment of their children's education.

- **Arrange focus-group discussions** with successful female leaders and invite boys and girls and their parents to attend.

- Collaborate with parents and teachers to **provide special assistance** for girls who may face early marriage or pregnancy. For instance, offer guidance on what can be done if they miss school. Offer to reschedule exams or prepare remedial activities so that they can finish their secondary education.

Strategies for gaining community support:

- Conduct **gender sensitization of community leaders and members**. For example: you can bring people together to discuss gender-related topics, see box 'Men Dialogue and Gender Café' on page 40.

- **Engage with faith-based leaders** to support community discussion about issues facing the community, such as gender-based violence or early marriage.

- Train students to serve as **ambassadors in their own communities**. For example, train "child rights" ambassadors to educate their peers and community members on the prevention of early and forced marriage.

- Partner with local community members to train boys and girls. In India, a teacher worked with the local police to provide self-defence training for girls between 11 and 15 years old. Another teacher developed a partnership with a coaching centre to create a Human Rights Club. The club organizes workshops on gender equity, and students also perform theatre plays on similar topics.

- **Appoint males who have promoted gender equality** in the education or school system as "gender ambassadors" or role models.

- **Partner with community organisations** and invite male and female role models to speak with students.

- Become involved with **gender-related community initiatives** such as
  - 16 Days of Activism against Gender-Based Violence: The 16 Days of Activism against Gender-Based Violence is an annual international campaign that kicks off on 25 November, the International Day for the Elimination of Violence against Women, and runs until 10 December, Human Rights Day.
  - The HeForShe solidarity movement: HeForShe is an invitation for men and people of all genders to stand in solidarity with women to create a bold, visible, and united force for gender equality.

- Increase collaboration with **local authorities and community police** to ensure safety for girls and boys during their travelling to and from school.

Activity: Barriers to the active engagement of parents

Step 1: Answer the following question individually: Why are parents not involved in your school?

Step 2: Discuss your answer with your colleagues and the members of the school management committee.

Step 3: Together you can discuss what strategies you can use in your school to solve the issue and how you can implement those strategies.

IV.   Conclusion

In this lesson, we have discussed Epstein's types of parental and community involvement as an inspiring framework to involve parents and the community. Parents and communities can play an important role in promoting gender equity and in building children's resilience to rigid gender stereotypes. When schools transform into gender-responsive schools, it is needed to generate the support of the children's parents within the community.

Lesson 3: Parental and community involvement – a reflection tool

I. Introduction

This reflection tool can assist a school in establishing parent and community involvement.

II. Objectives
- Reflect on your school's role in ensuring parental and community involvement.
- Develop and implement an action plan to promote gender equality in communities and schools

III. Content

Think individually about common practices in your school and indicate whether the statements in the table below are valid for your school.

Next, share and discuss your answers with your colleagues. On which statements do you have the same opinion, and on which did you make a different assessment?

In our school	Strongly agree	Agree	Disagree	Strongly disagree
Parents and school staff are active partners in ensuring learners' academic success.				
Our School management committee plays a vital role in co-creating policies, practices and programs that continuously improve the school.				
In our school, the administration and teachers value and understand the important role of parents in ensuring children's education success.				
Information is shared monthly between school and parents through a variety of communication channels to promote ongoing constructive dialogue.				
Parents and school staff continuously collaborate to support children's academic progress both in the classroom and at home.				
Parents and school staff actively promote the needs of all children and make sure learning environments are gender-responsive.				
Our school serves as a centre for community learning events and requests support for extra-curricular activities.				

IV Conclusion

This lesson encourages you to reflect on your roles in school in order to ensure that parents and community participate in school activities. Base on results of this reflection, you can plan and implement activities to increase the level of gender responsiveness in your school and community, which also includes the participation of parents and community

Annex A: Answer to activity

Answer to activity A of lesson 1 (chapter 1) on page 13 : discussion on sex or gender .

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 woman's job.	✓	
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 with HIV when 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 pursue higher education.	✓	
12.	Men provide sperm (spermatozoid).		✓
13.	Men proudly believe that having children asserts 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: References

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