

GENDER EDUCATION IN SCHOOLS

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Background

Gender education in schools is an effort to address issues of gender discrimination, gender disparity, gender segregation and gendering by training teachers in understanding gender concepts and how gender intersects with all other aspects of life. It is an effort to create a child-friendly environment in the schools and to undo the conditioning and stereotyping with respect to gender, caste, religion, colour and other fragmenting forces.

It would enable teachers to analyse their own notions, attitudes and behaviour and critically reflect and building capacities for change.

This innovation aimed at state wide change, requires seven phases of intervention which include preparation of a concept note to clarify gender concept to senior level officials (*Phase 1*), preparation of the gender education module in collaboration with a variety of state educational institutions (*Phase 2*), training of staff of the nodal agency leading this initiative (*Phase 3*), systematic planning of the training at state, district and cluster levels (*Phase 4*) and building a cadre of master trainers in government agencies who in turn train high school teachers(*Phase 5*). These five phases together comprise the intervention to sensitize teachers on gender concepts. *Phase 6* and *Phase 7* include training on gender planning on infrastructure, behaviour, attitudes, decision making, spaces within the system and specifically on curriculum and are aimed at integrating gender in the curriculum.



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GENDER EDUCATION FOR TEACHERS

PHASE 1 — Preparation of Concept Note

A note about the rationale behind gender education is required which discusses issues of gender segregation, gendering of educational systems, marginalization and social exclusion in schools. The causes behind problems like child sexual abuse, suicide and gender discrimination as a whole are analysed.

PHASE 2 — Preparation of GET Module

A module needs to be prepared which discusses the essential sessions of the educational programme.

PHASE 3 — Train staff of nodal agency

Training of staff of the nodal agency is essential to be able to facilitate the training programme in a strategic manner as gender issues and issues of marginalization are extremely sensitive. The training has to be done systematically so that the training can be conducted simultaneously in several districts

PHASE 4 — Plan training of:
• Trainers at state level
• Trainers at district & administrative level
• Teachers' Union
• Teachers

Several planning sessions must be held for trainers at the state and district level to undertake the training on gender concepts in a systematic and phased manner.

PHASE 5 — Training on basic gender concepts

This training discusses issues of gender equity, equality, marginalization and social exclusion and focuses on enhancing social sensitivity of teachers.

INTEGRATING GENDER IN THE CURRICULUM

PHASE 6 — Training on gender planning in education

Gender planning in education aims at sensitizing educational systems and curriculum. It is an advanced course following the training on gender concepts.

PHASE 7 — Making state curriculum sensitive to gender equality and social justice issues

The steps necessary to making the state curriculum sensitive to issues of gender equality and social justice are outlined.

Prerequisites

The nodal agency leading the gender education initiative should be an organization like Mahila Samakhya which has a woman centered political orientation and philosophy.

The organization must have prior experience of working with adolescents.

The nodal agency should have developed the expertise on gender education modules through working directly with children in a variety of contexts.

The government has to have the political will to implement the gender education programme with teachers.

Convergence with government departments is necessary, specially the Ministry of Human Resource Development, Department of Education, which has to be an integral part of this programme.

Participatory and inclusive methodology of trainings need to be used which has the clarity that links and is inclusive of people of different backgrounds and religions, caste and political party differences.

The nodal agency should have an action orientation like MS, which means to engage in consciousness building and intervene in issues through mobilization of collectives.

GE training of teachers (state/district)

Phase 1 Preparation of concept note in gaining conceptual clarity

The concept note was prepared to deliberate on the need for gender education in Kerala, the issues related to marginalization and social exclusion and how this could be combated through sensitization and consciousness building of teachers. After preparation, the concept note was discussed with strategic decision makers like the Minister or Education and State Planning Board. Discussion was also held with key ranking officials of Sarva Siksha Abhiyan, State Council of Education Research and Training, Social Welfare Department and Directorate of Public Instruction to impress upon them the need for gender education of teachers.



Objectives

- To gain conceptual clarity about the rationale and the aim of gender education of teachers (GET).
- To clarify the issues of gender disparity, inequality, gender segregation within all systems in the state.

It was envisaged that the concept note would explain how GET can lead to a more egalitarian society and combat issues of violence leading to violation of child rights (child sexual abuse, student suicide, corporal punishment, marginalization and social exclusion).

Human Resources Required

- Intellectual input - Functionaries of nodal agency (specialized inputs on gender, child rights). The nodal agency has to prepare the draft and then it has to be discussed in consultation before finalizing it.
- Functionaries of the nodal agency should collect information and data (statistics)
- Functionaries of the nodal agency should collect reference materials and literature
- Functionaries of the nodal agency should facilitate discussions with national experts



▶▶ GE training of teachers (state/district)

- Prepare a power-point presentation based on the concept note to clarify concepts

Materials Required

- Draft Concept note for circulation
- Funds for the consultation

Time frame

- Preparation of concept note: 1 month
- Discussion at the Ministerial level: 3 hours
- Discussion with officials: ½ day

How

- The nodal agency must first conduct a needs assessment and a situation analysis of gender discrimination and issues faced by girls in schools.
- The nodal agency must collect information and statistics on the status of adolescent girls.



- The nodal agency must collect reference material and literature to build a strong conceptual framework for the innovation.
- The nodal agency must prepare a list of experts on gender, child rights and education within the state and nationally to consult for the preparation of the concept note.
- A draft concept note must be prepared by the nodal agency based on this needs assessment conducted by the nodal agency and on its prior work experience with adolescents. Refer to Appendix 1
- This note has to be prepared through a collaborative process in consultation with the Minister of Education and State Planning Board, Sarva Shiksha

Abhiyan, State Council of Education Research and Training,
Department of Social Welfare and Directorate of Public Instruction.

▶▶ GE training of teachers (state/district)

Points to be noted

- There should be clear information about the position and status of women and children in the state.
- Conceptual clarity of existing problems within the education system should be identified and clearly spelt out.
- A positive and optimistic attitude and approach of programme functionaries of the nodal agency towards the achievements and programmes of the Department of Education is essential. Cynical and critical attitudes have to be avoided. Hostile and defensive methods should not be used for presentation and deliberation. An environment needs to be created for inclusiveness, respect and acceptance of diverse identities.

Challenges

- Challenges arise in controversies generated around issues of “sex education” in Kerala and the likelihood of Gender Education being mistaken for sex education.
- Existing politicization of the teachers' unions could also be a barrier.

Strategies

- The nodal agency should have conceptual clarity of how gender is a concept that intersects through every aspect of life and that sex education is only a part of it. With this knowledge, the nodal agency should convince the various departments.
- It is essential to convince the teachers unions about the programme and to enable the teachers union take ownership of the programme.

Expected Outcomes *(specific to this training)*

- Creation of a detailed concept note that provides the rationale for Gender Education for Teachers and a framework for the GET innovation.
- Conceptual clarity would be gained on GET at the ministerial and official levels leading to smooth facilitation of the programmes at all levels

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Box 1: Setting up a gender unit in SSA

The impact of gender education of teachers was seen in the change that was made in the SSA. For the first time, a gender unit was set up in SSA. A senior functionary with a strong gender perspective and involved with Mahila Samakhy training was appointed in charge of the Gender unit. A nuanced understanding of gender could be observed in the behaviour and attitude of all functionaries and members of the state resource group. SSA is incorporating gender into other aspects of their work like girls education and in the communication of textbooks in their teachers manual. The state resource group is a team who are the master trainers for the gender education of teachers at the state level. The SRG comprises of DIET faculty, Block Resource Centres of SSA, Child Development Project Officers of Social Welfare Department. The faculty was deputed on the basis of their expertise in training, child rights and gender issues.

- Ownership by the Department of Education would be developed which would consequently result in the department being responsible for all official communication on the programme. Box 1 shows the impact on SSA of such ownership.

▶▶ Phase 2 Preparation of GET Module

This phase entails the preparation of a module on gender education for teachers with subject experts from government and NGOs.

Objectives

- To translate goals of gender equality and equity into a structured module to be provided to participants in a time bound manner.

- To convey the concepts and information related to gender to participants.
- To transform behavior and attitudes through inclusive and participatory training methodologies.
- To enable the transmission of knowledge where there is an integration of life skills, sex education, and gender education.

Human Resources Required

- Intellectual input from the nodal agency and expert resource persons
- Collection of data and information by nodal agency
- Discussion between experts from the state level and nodal agency
- Discussion on literature and materials on child rights, gender and education



▶▶ GE training of teachers (state/district)

Material Resources Required

- Module
- Power point presentation on gender education module to gender experts
- Funds for training
- Stationary and printing

Time Frame

- Preparation of module: 5 days
- 4 to 5 one-day workshops
- Process for module circulation, making changes according to suggestion and the workshops: 1 month

Budget

- Food
- Stationary/Printing of Modules (for circulation to all departments)
- Travel

How

- Data should be collected as well as literature and materials on child rights, gender and education to prepare the module.
- Review the state syllabus to understand how gender and issues of marginalized can be incorporated into each subject.



- The participants for the preparation of the module include experts from the various education and social welfare departments and NGOs. Subject experts and key decision makers also participate in the workshops.
- A series of 4 to 5 workshops (one day each) must be held on the drafting of the modules facilitated by the nodal agency
- The nodal agency should facilitate discussion between experts from the state level who have expertise on gender and education
- The draft module on concepts of child rights, gender

▶▶ GE training of teachers (state/district)

and life skills should be prepared with expert resource persons in the workshops.

- Suggestions of resource persons should be incorporated within the module and circulated to enable government officials and all stakeholders to gain conceptual clarity.

Points to be noted

- Adopt suggestions of all participants keeping the women-centric focus of module intact.
- SSA's syllabus of life skills (eg: 'Valicham' in Kerala) should be incorporated.
- Ensure strategic use and choice of language and subjects in the module keeping sentiments of caste, religion and sexuality in mind. The nodal agency should be prepared to make changes suggested by discussants so that religious and caste based sentiments are not offended.

Challenges

- There is a need to gain conceptual clarity distinguishing sex education from gender education. Sex education is a part of life skills education. Gender on the other hand, encompasses and cuts through life skills as well as sex education.
- Tremendous effort is required to convince trainers about the rationale behind integrating life skills within the gender education curriculum. This is important because while department of education personnel understand the significance of life skills, they do not see how every life skill has a gender dimension and possible bias

Expected Outcomes of modules *(specific to this training)*

- Draft module on gender education for teachers
- Officials involved in the preparation of the module are sensitized on the need for GET (Box 2)
- The module is effectively used in all trainings on girls' education and incorporated in the training for teachers of the Department of Education.
- The module is used by SCERT and other educational bodies responsible for developing the curriculum for teacher training.

GE training of teachers (state/district)

Box 2: Rethinking gender roles

In the case of Kerala's module on gender education for teachers, the effectiveness of this module could be seen in the integration of life-skills within other concepts like gender issues, child rights, adolescence, sexuality and child sexual abuse. This module was appreciated by all participants from SSA, SCERT and Social Welfare Department. Participatory exercises like sociogram, gender division of labour, case studies were used to explain different concepts. The module is now being used by Block Resource Centre trainers in their programme on girls' education. Several male teachers had the notion that gender was related to women and after the workshop understood gender concepts differently including the equally important implications in the lives of men. The gender division of labour was the most powerful exercise which opened the eyes of male teachers with respect to the division of labour, the time and effort spent by women and girls in household work and the different roles played by men and women. They



understood the need to rethink their roles in the family, contribute more to domestic work, and redefine the roles they have performed as men.

Phase 3

Training for Staff of the Nodal Agency

Training of staff of the nodal agency is essential to be able to facilitate the training programme in a strategic manner as gender issues and issues of marginalization are extremely sensitive. Staff training has to systematically be done such that the gender education training can be conducted simultaneously in several districts. A clear understanding of the module is essential to assist in facilitation of sessions if clarity is required from SRG or DRG and clear deliberations on the nuances of gender intersecting with caste, class and religion.

Objectives

- To gain conceptual clarity for the nodal agency to lead and facilitate the GET programme
- To develop clarity on the module at all levels
- To build capacities and confidence among nodal agency functionaries as trainers and to manage funds.

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Human Resources Required

- Staff time to attend workshops
- Staff time to be trained on communications, facilitating the district level training, budgets and monitoring

Material Resources Required

- Travel funds for staff to attend workshops
- Module on gender education

Time Frame

Four separate one-day workshops must be held before each kind of training for staff of the nodal agency

- Before the DRG training
- Before the high school teachers training
- Before the Gender planning in education (refer to *Phase 6*)

How

- District staff of the nodal agency must attend workshops among teachers to clarify concepts and module of Gender education of teachers. These workshops would help functionaries understand the planning, organizing, monitoring and reporting of programmes to be held in each district.
- Conduct discussions on how to facilitate each session and how to ensure sensitivity about class, caste, religious issues since this needs to be imbibed by staff.
- Conduct discussions of financial allocations and budgets
- Maintain post-training documentation and records (for example, attendance lists)

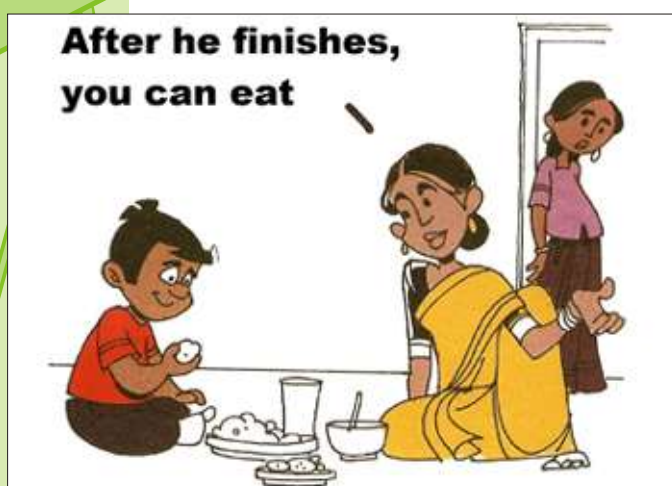
Points to be noted

- Nodal agency staff must be sensitive towards political, social, cultural background and sentiments of the DRG trainers and teachers.
- Nodal agency staff must understand the financial limits and accountability
- Skills of staff on communication needs to be built

GE training of teachers (state/district)

Challenges

- There could be a gap between the educational background of nodal agency staff and participants (teachers, DRG), which could raise apprehension among staff as to whether they would be able to communicate effectively and convincingly.
- Differences in political perspectives (of trainers/trainee) and patience (of nodal agency functionaries) to listen to the stereotypical gendered and sexist assumptions could also be a challenge.



Actual/Expected Outcomes for nodal agency staff *(specific to this training)*

- Nodal agency functionaries get clarity on the modules
- Nodal agency functionaries facilitate training effectively
- Nodal agency functionaries are able to systematically document all processes
- Nodal agency functionaries are able to manage funds and communicate effectively

Phase 4 Planning for training of trainers at state, district and administrative level, teachers union and teachers

This phase would involve the creation of a systematic, phased plan for training at state, district and cluster levels for both master trainers at the state level down to teachers in schools.

Objectives

The principle objectives of engaging in systematic planning are to:

- To enable smooth facilitation and organizing of training programmes
- To ensure the training programmes do not clash with training programmes of Department of Education.
- To ensure the implementation and monitoring is done in a time bound manner.

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- To ensure clear financial allocation for each training.
- To ensure that all departments like Department of Public Instruction, State Council for Educational Research and Training, Sarva Shikshan Abhiyan among the major educational bodies are consulted before the date, time and venue are fixed.

Human Resources Required

- All functionaries of the nodal agency involved in planning at all levels
- Time provided by departments for scheduling
- Human resources provided by departments to form the SRG and DRG.

Material Resources Required

Box 3: State and District Level Master Trainers

State resource group

- Administrative staff of Sarva Shikshan Abhiyan-
- Trainers from the Block Resource Centre from every block
- Faculties within DIET from every district
- Child Development Project Officer of the Department of Social Welfare
- Faculties within SCERT at state level

The state resource group consists of 50 expert trainers in life-skills and to some extent undertaking gender issues at the school level.

District Resource Group

- Trainers from the Block Resource Centre
- Supervisors from ICDS
- High School teachers

The district resource group was selected from each district and composed of 40 faculty who were involved in dealing with children's problems.

Letter, couriers, emails and telephonic for communication in budget allocation

Time Frame

- Planning must start 15-20 days before SRG, DRG, teachers union, administrative staff and teachers
- 1-day planning at state and district levels is required before each training

How

- The nodal agency should request all departments to prepare a list of trainers at state, district and cluster levels who will finally act as master trainers to implement GET
- From this list the nodal agency in collaboration with key decision makers should create a state resource group and a district resource group who will be involved in the training (Box 3).



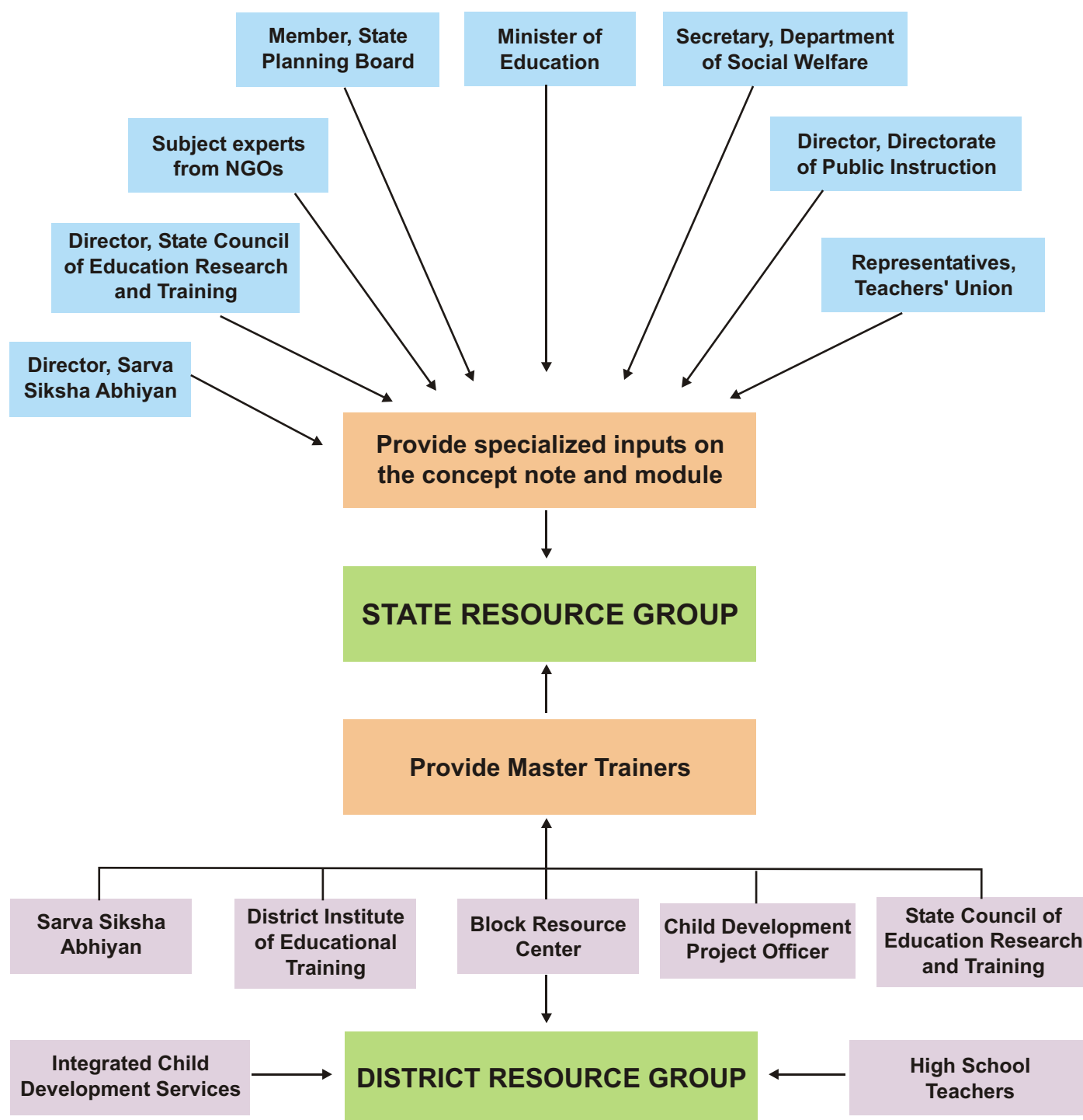
GE training of teachers (state/district)

- Consultations are held by the nodal agency with the secretaries, and directors of DPI, SCERT, SSA for fixing the time frame and venue of training.
- Letters and all communication needs to be done in collaboration with the secretary of Department of Education and the nodal agency.
- Consultations on the module must be held with the Deputy Director of Education, District Educational Officer and District Programme Officers.
- The module needs to be circulated with the teachers' unions after incorporating their suggestions and gaining their acceptance.
- It is better to gain acceptance by inviting the representatives of teachers unions to the discussion on module
- Start planning with the SRG and DRG 15 days before the training commences
- Planning at state and district levels needs to take place a day prior to the training.
- Planning at the district level for the DRG is done with the support of the SRG in all districts.
- Planning for the high school teachers is done with the SRG and DRG in all districts prior to the training of the school teachers.

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FORMATION OF STATE RESOURCE GROUP AND DISTRICT RESOURCE GROUP



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Roles of different stakeholders

Role	Agency	Person	Level
Providing specialized inputs on the concept note and module	SSA	Principle Secretary	State
	SCERT	Director	State
	DPI	Director of Public Instruction	State
	State Planning Board	Member	State
	Teacher's Union	Representatives	State
	Dept of Social Welfare	Secretary	State
Extending administrative support	DPI	Director of Public Instruction	State
Financial assistance	Dept of Social Welfare	Secretary	State
Participants and resource persons for the training	DIET	Principals	District
	Sub District level Administrators	Administrators	District
	Supervisors from ICDS	Director of social welfare	District
	Block Resource Center	District programme officer	District
Participants undergoing the training	High Schools	High School Teachers	Cluster
	Upper/Lower Primary	Teachers	Cluster

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Points to be noted

- The method of communication should be inclusive, convincing and respectful.
- Views of all departments whose emphasis may differ should be taken into consideration. For instance, SCERT may focus on life skills while the Department of Integrated Child Development Services may focus on child rights.
- GET training schedules should not clash with other training to ensure full participation.
- Transparent and non-hierarchical modes and methods of communication between the functionaries of the nodal agency should always be maintained to set an example for the entire GET programme
- Clear and precise drafts of communication should be prepared by the nodal agency in collaboration with the government.
- Transparency, accountability and prudence in financial management must be maintained.
- Trainings need to be organized in a systematic, meticulous and time bound manner.
- Roles and responsibilities of functionaries of the nodal agency at all levels as well as those of the government has to be clearly stipulated.



Challenges

- Providing information to all the departments and ensuring their involvement and ownership of the training programmes can be tedious.
- Garnering financial resources from the state departments and accurate financial management of the programmes is another challenge.

Expected Outcomes (specific to this training)

- A clear schedule for the training at SRG, DRG, administrative, teachers levels is prepared including the following: timings, venues and list of master trainers.

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- Through in-depth information and communication the relevance of training is ensured and conceptual clarity among trainers and government departments is established.
- Clarity on the division of responsibilities between different agencies and refer to table

Phase 5 Training on Basic Gender Concepts

In Phase 5, training sessions were conducted for a range of stakeholders at various levels on gender concepts (*Box 4*)

Objectives

Box 4: List of personnel trained on gender concepts

- The State resource group (SSA, BRC, DIET, DSW and SCERT) at the state level
- District resource group (BRC, ICDS and High school teachers)
- Leaders of teachers unions
- Education administrators (DDE, DEO and DPO)
- Teachers at the level of educational divisions within each district

- To build a pool of master trainers at state, district, and cluster levels.
- To sensitise teachers on gender concepts.
- To bring about changes in the attitudes and behavior of teachers.
- To achieve the goals of gender equality and social justice by imparting gender education.

Human Resources Required

- Nodal agency staff
- SRG and DRG members

Material Resources Required

- Module on gender education
- 3000 Copies of training material and modules (Spirally bound)
- Chart, Pen
- LCD Projector
- Budget for workshops

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Time Frame for the Actual Training

- SRG-4 days
 - DRG- 3 days
 - Teachers' union leaders- 3 days (state level [1 workshop])
 - Administrative staff- 2 days zonal level 2 workshops.
- Training takes about 1 year (from SRG all the way down to teacher level)



How

- Department of Education sends out communications inviting participants for the training of State resource group, district group, teachers unions and high school teachers.
- The date and venue was selected according to the convenience of the department.
- The workshop for the State Resource Group needs to be facilitated by the nodal agency.
- The training for the district group must be held in each district
- A combination of the state resource group along with the nodal agency state and district staff must facilitate the training.
- The sessions on gender must be facilitated by the nodal agency especially when the concepts need to be understood in a nuanced manner.
- The organizing and facilitation must be done by the nodal agency.
- The training for the teachers union and the administrative staff like the deputy directors and district education officers must be done by senior staff of the nodal agency.
- Planning of Gender Education of teachers was done at all levels from High School to Lower Primary levels coordinated by the nodal agency and SRG
- The training for the high school teachers should be conducted by the SRG and DRG members in collaboration with the nodal agency staff.

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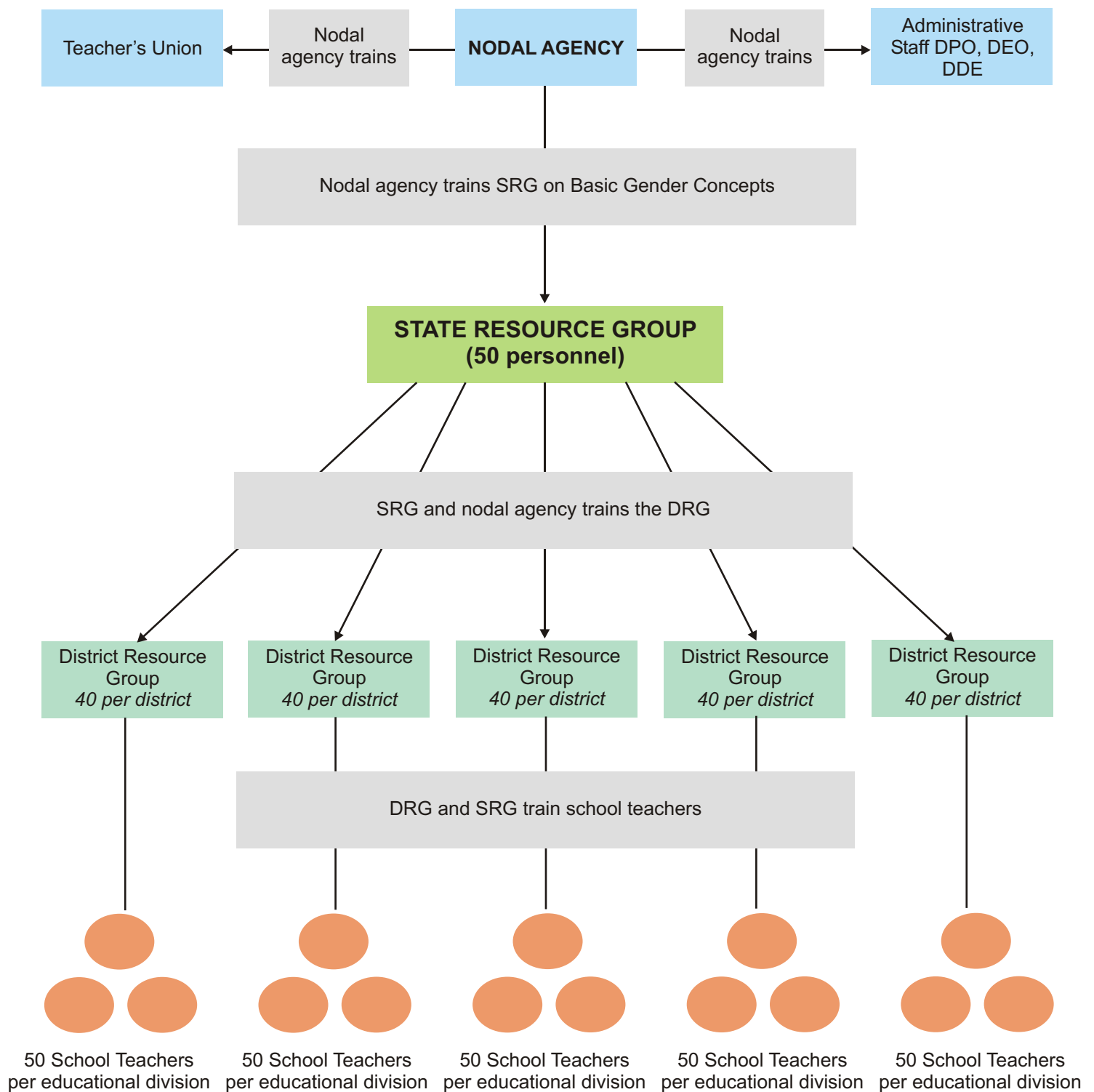
- The nodal agency must play the role of observers and intervene only when there is need for further clarification in concepts.
- Evaluation and reporting must be done systematically at the end of each workshop by the nodal agency.
- Training methods should include innovative techniques such as “sociograms” and “body mapping” Refer to Appendix 1 for the Gender Education for Teachers Module.



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FLOW CHART OF THE STATE WIDE TRAINING ON GENDER CONCEPTS



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Sessions

The following topics were covered in the training for different stakeholders

Participant	Topics Covered	Emphasis in Module	No of sessions
State Resource Group	Gender concepts and gender planning in education, planning for training	Life skills, child rights, gender concepts, gender education in planning	Nine sessions in gender concepts, child rights and life-skills Four sessions for gender planning in education
District Resource Group	Gender concepts and gender planning in education, planning for training	Life skills, child rights, gender concepts, gender education in planning	Nine sessions in gender concepts, child rights and life-skills Four sessions for gender planning in education
Teacher's Union	Gender concepts and gender planning in education, planning for training	Life skills, child rights, gender concepts, gender education in planning	Nine sessions in gender concepts, child rights and life-skills Four sessions for gender planning in education
Administrative Staff	Gender concepts and gender planning in education, planning for training	Life skills, child rights, gender concepts, gender education in planning	Nine sessions in gender concepts, child rights and life-skills Four sessions for gender planning in education
Teachers	Life Skills Gender Education Child Rights	Life skills, child rights, gender concepts, gender education in planning	Nine sessions in gender concepts, child rights and life-skills Four sessions for gender planning in education

Refer to Appendix 2 for detailed session plans

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Points to be noted

- Create an environment of openness towards learning and flexibility to enable the participants to imbibe the concepts.
- Create an environment of mutual respect, acceptance and identity
- Participatory and activity oriented methodologies should be used in keeping with the “Learning by Doing” principle
- Trainer must have enough information and knowledge to clarify and correct the stereotypical notions and help participants unlearn conditioning.
- Trainer must be sensitive enough not to offend religion, caste and sexuality based sentiments.

Challenges

Conceptual clarity was gained that sex education is only part of life skills education and gender encompasses and cuts through life skills as well as sex education. Endeavour was made to convince state resource group the rational behind integration of life skill within the gender education curriculum.

Opposition by teachers' union leaders regarding the content of module was overcome by having workshops with teachers' unions. Bringing about changes in attitudes of teachers was a major challenge.

Strategies



The facilitators and resource persons should be experts in gender and related concepts and have confidence in participatory training methodologies. The trainers have to acquire skills of communication and abide by democratic norms of participatory methodologies.

Expected Outcomes (specific to this training)

- Training on gender education is systematically conducted to reach teachers at all levels
- A pool of master trainers at state, district, and cluster levels is created to implement the GET
- Gender concepts are internalized by participants at

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personal and emotional levels and integrated into all trainings on girls education.

- Activities were introduced like discussions in MPTAs (Mother and Parent Teachers Association) on gender issues, adolescence and child rights.
- The GET would lead to change in the attitudes of teachers which in turn would lead to changes in gender roles of children of both sexes.
- Teachers would actively intervene on issues related to child rights (Box 5:)

Box 5: Teachers use vigilance committees to protect the girl's rights

Each school in Kerala sets up a Jagratha Samathi (Vigilance Committee) by government order issued from the General Education Department to deal with issues faced by children. Jagratha Samithi was constituted of sensitive teachers.



As an outcome of the training, teachers in Kerala started intervening in cases related to violation of the rights of the child. A teacher who was the coordinator of the Jagratha Samithi (vigilance committee) in a school in Kozhikode took up the issue of one of her students being sexually abused by her father. She referred the case to Kerala Mahila Samakhya Society and the case was registered in the Commissioner's office. Another teacher took up a case of a child whose mother was a commercial sex worker and she was brought to the Mahila Shikshan Kendra for future studies. Thus, after the training, the impact is visible in teachers active intervention in the issues related to protecting child rights.

Integrating gender into curriculum

Phase 6 Training on Gender Planning in Education

Gender planning in education aims to make the educational system, institutions, syllabi, curriculum gender sensitive. It is a process of looking at infrastructure, syllabus, behaviour, attitudes, decision making, and spaces within the system analytically and reflecting on how it can be imbued with gender sensitiveness which will lead to equality and ensure social justice. Refer to Appendix 3 for module on Gender Planning.

Objectives

- To enable teachers to understand the obstacles in achieving the goals of equality, equity and social justice within the educational structures, systems, institutions and syllabi.
- To assist the teachers in working towards methods to overcome the obstacles in achieving the goals (the how) of equality.
- To enable teachers to understand the lacunae in infrastructural facilities for boys and girls, gendered attitudes and behaviour, unequal and patriarchal forms of decision-making.
- To impress upon teachers the importance of equal intellectual, emotional and physical spaces for all children irrespective of colour, caste, religion and gender.
- To enable teachers to understand the need to create an enabling environment within the education system for all children to have equal access to resources and opportunities.

Human Resources Required

- Experts on gender planning for the workshops
- Time allocated by educational institutions for their staff to participate in the workshops

Material Resources Required

- Budgets for holding workshops including travel and subsistence of participants, honorariums for resource persons and other workshop related expenses
- Materials like chart, marker, whiteboard, pens and other stationary
- Reading materials

Time Frame

- SRG workshop 2 days at the state level.



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- DRG workshops 14 days (1 day workshops in each district) District level.
- DDE, DEO workshops 4 days (Two 2-day workshops) state level
- Teachers Union workshop 2 days

How

- Gender Planning Workshops facilitated for SRG and DRG by state and district staff of the nodal agency.

Box 6: Gender Planning Exercises

- Participants are asked to prepare a pictorial presentation of the positive features which helped in achieving equality and social justice in schools.
- Participants are asked to list the hindrances to achieving equality and social justice
- Participants are asked to strategize on how these hindrances could be overcome and what changes could create an equitable environment in schools.
- Initiate a session on gender planning to discuss key aspects and indicators on achieving gender equity and social justice.

- Gender Planning Workshops facilitated for DDE, DEO, DPO of SSA by senior state staff of the nodal agency.
- Gender Planning Workshops facilitated for teachers union leaders by senior state staff of the nodal agency.
- Use innovative methods such as Force Field Analysis and gender planning exercises

Method and Content

- Force field analysis (get pictorial diagram/socio gram)
- Conduct exercises on gender planning. (Box 6)
- The indicators for gender sensitive planning include:-
 - Equal access to
 - Physical spaces
 - Emotional spaces
 - Intellectual spaces
- Child friendly infrastructural facilities
- Change in the behavior of teachers.
- Change in attitude of teachers
- Change in curriculum
- Change in teaching methods of transaction of curriculum.



Integrating gender into curriculum

- Equal access to opportunities and resources

Topics Covered

- Gender Concepts
- Social exclusion and marginalization
- Gender planning including infrastructural development
- Intellectual, emotional and physical spaces
- Change in attitude and behaviour,
- Decision making
- Access to resources and opportunities

Refer Appendix 2 for session plans

Points to be noted

- Understanding gender planning in education in a nuanced manner
- Planning should be designed appropriately according to local customs and needs which would lead to practical outcomes

Box 7: SCERT facilitates gender audit of textbooks

The immediate impact of the gender education in Kerala could be seen in the conscious effort undertaken by the SCERT to integrate gender within the curriculum. The textbooks are now subjected to a gender audit. The textbooks from the 1st to the 9th standard were viewed and examined with a gender perspective and a concept note was prepared based on the review by MS. Each textbook was subjected to scrutiny through gender perspective. The language and content of each subject was examined. The concept note included guidelines on how gender concepts can be integrated in the language and content of each subject.) and the concept note was discussed in the core state resource group of the SCERT.

Challenges

- Desired outcome will require time for actual implementation and changes in practices
- Achievement of long-term goal (actual implementation of gender planning in education) will take time and resources as it requires political will and financial resources

Actual/Expected Outcomes (specific to this training)

- Clear understanding among participants about gender issues at all levels of education, especially at school level
- Long term expected outcome (within 4 years) is to achieve gender planning in education leading to an enabling environment. Box 7 shows how institutions like SCERT have used gender planning concepts.

►► Integrating gender into curriculum

►► Phase 7 Making the State Curriculum Sensitive to Issues of Gender Equality and Social Justice

This phase involves building clarity in the State Resource Group and District Resource Group and among all teachers on importance of making the curriculum gender sensitive. It is followed by actual changes in curriculum and teacher's manuals.

Objectives

- To integrate gender equality and social justice issues within the curriculum and syllabi
- To disseminate the curriculum and syllabi throughout the state and to the clusters.
- To influence and impact the intellect and emotions of children through changes in textbooks and curricula.

Human Resources Required

- Intellectual inputs from SCERT and the nodal agency

Material Resources Required

- Concept note



- CD with PowerPoint presentation (disseminated to all clusters)
- Existing syllabi
- Materials to integrate gender into the syllabi

Time Frame

- 1-day with core SRG
- 1-day with HS teachers
- 1-day with LP/UP schools

How

- Facilitate discussion between SCERT and the nodal agency on gender sensitization of curriculum through several rounds of deliberation with the Ministry of Human Resource Development, the State Planning

▶▶ Integrating gender into curriculum

Board, SRG/DRG and board members of SCERT.

- Facilitate a workshop with research officers of SCERT on:
 - a) conceptual clarity on gender concepts to be provided by the nodal agency
 - b) planning to disseminate concept note
- Review textbooks and teachers' manuals
- Prepare concept note on gender concepts to be integrated into the curriculum. Refer Appendix 3
- Prepare a PowerPoint presentation based on that note about integrating gender education in curriculum
- Train the SCERT core group within the SRG based on concept note
- Disseminate the concept to all teachers from high school to lower primary levels (by the SRG/DRG of SCERT and the nodal agency)

Points to be noted

- Conceptual clarity about guiding principles and philosophy of education
- Conceptual clarity among the SRG (core group) of curriculum framers about the methodology of gender review of curriculum

Expected Outcomes (specific to this training)

- Relevance of integrating gender concept into curriculum, from state to cluster level is established
- Dissemination of conceptual inputs and changes in the curriculum to each school takes place
- Gender and social justice concepts will be integrated into teacher's manuals
- Gender and social justice concepts will be integrated into textbooks

Overall Expected Outcomes

Short term expected outcomes

- Analyzing, reflecting and critically questioning assumption stereotypes gendered behavior, attitudes of teachers-union
- Change in behavior and attitude of teachers in their personal and professional lives
- Enabling the formation of teachers' understanding on gender concepts, status of women in Kerala
- Understanding of the teachers improves on gender disparity, gender division of labor, gendering, gender-segregation, life-skills and child rights
- Changing the topics, infrastructural facilities like seating pattern, bathroom facilities for girl children.
- Integrating gender related trainings with other trainings of education departments
- Creating an atmosphere for discussions on sexuality, sexual abuse of children etc. which were considered as taboo
- Enabling review of text books and integration of issues of gender equality and social justice within the curriculum
- Discussion of gender concepts at all clusters from high school to primary level



Long term expected outcomes

- Institutionalizing gender within trainings and curriculum
- Integration with other trainings- like girls education- High school teacher training was started as DRG training was finished- expected out come more like an impact.
- Inclusion in PTTC, BEd, MEd

Challenges and Strategies

Challenges

- Difficulty of state government officials and teachers in being able to distinguish and demarcate concepts of sex education, life skills and gender education

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- Objections raised from teachers union about not having been consulted
- Hierarchy within the nodal agency may require time for planning
- Enabling environments such as political will, convergence with other departments may not be in place
- There may be a gap in state department's understanding of the relevance of gender education
- It is difficult to integrate different departments, children, education experts to arrive at a consensus on concepts, modules and systems of implementation
- Dearth or paucity of experts may hinder delivery
- Knowing how to deliver non-offensive participatory methodologies is a challenge
- There is a tendency to dilute concepts as the content is transferred to school level, which needs to be checked and reduced
- There may be resistance towards actual translation of gender planning education into practice, due to interference of divisive/hostile forces (casteist, political, sexist, etc)

Strategies

- Creating conceptual clarity through concepts, discussion and all trainings from states, heads of departments, trainers to teachers.
- Building an explicit understanding that gender is integral component of all subjects of life
- Understanding notions of masculinity and how gender also affects the lives of men and boys
- Building an understanding of marginalization and social exclusion
- Specific case studies and illustrations from the field, especially related to children should be used (Box 8)
- Provide resource inputs and equip teachers
- Intervene in cases of violation of children's rights
- Invite, respect and affirm suggestions of various departments throughout the programme
- Organize deliberation in workshop with teachers about concept, planning and ask for their suggestions

Box 8: Examples of case studies used

1. An adolescent from an upper class family was obsessed with studies. She could not bear to lose marks or fall behind other students in her subjects. The psychiatrist diagnosed her as suffering from mood disorder. The main cause was her father's alcoholism and the subordination and harassment that her mother suffered from her husband. After her father's death, her problems worsened and she could hardly concentrate in studies or bear the competition.
2. A studious male child with slightly feminine attributes was teased after the release of the film 'chanthpottu' where Dileep, the actor acted effeminate. Unable to bear the sarcasm, he committed suicide, leaving his teachers shocked.



3. A dalit girl child was constantly teased by her teacher regarding her skin colour. Believing in stereotypical notions that a dalit child cannot be fair, the teacher teased her of being born from an illicit relation. This adolescent who had scored high marks committed suicide.
4. A brilliant girl child from a Muslim family is married at the age of 15 years to a man 15 years elder to her. After receiving one and a half lakhs rupees of dowry, he deserted her. Within one and half years she conceives and gives birth to a baby girl and her natal family is not interested in looking after her.

- Consult all education department regarding structures and modes of communication
- Enabling environment by acquiring/collecting factual information and data on women and children and explicating presenting it to the state an analysis of gender equalities within the educational system.
- This critique should be developed to human development index to establish clear connections/linkages. It is imperative to convince key stakeholders, either within government and academic so that
- Same process with other departments.
- In non-MS states, MS state programmes can be invited to share their experience and draw from it to act as a resource to the state nodal agency leading the GET programme.
- Training to create the
- Periodic refresher training to reduce loss of content
- Parent Teacher Association and management of schools through consciousness raising workshops (School Development Management Committee, Block Education Committees)