



पोखरा विश्वविद्यालय
POKHARA UNIVERSITY



Co-funded by the
Erasmus+ Programme
of the European Union

Course Title

Gender Equality and Inclusive Education

Nature of the Course: Theory and practice

Credit hours: 3

Teaching hours: 48+96 (48 for tutorial and 96 for Readings, Practice, community Engagement and Project work)

Course description

Gender is a socio-cultural construct that shows differences in representation, roles and language. Gender equality is sought not only in education but also in all other social sub-systems. Gender equality in education is a key factor in the development of society. The UNESCO Education 2030 agenda recognizes that gender equality requires an approach that ‘ensures that girls and boys, women and men not only gain access to and complete education cycles, but are empowered equally in and through education.’ The concept of inclusive education has been emerged with an aim of

creating equal space in education to the people of different class, gender, caste, ethnicity, religion, and territories. One of the fundamental aims of inclusive education is to promote gender equality and inclusiveness in society. The promotion of gender equality has been one of the focused areas in inclusive education for several decades. Nevertheless, the access, enrollment and the treatment of male and female students in education is still very unbalanced. Though the changes happened in the last few decades indicate a strong equalisation in terms of rights and duties of the two genders, the vast differences in equal opportunities in educational practices are yet to exist to date. In this context, this course has been designed to delineate the concept of gender and inclusive education in general and gender equality and imperatives for inclusive practices in teaching and learning in particular.

The course aims to develop a sense of understanding gender inclusiveness and equality in education. It explains the factors that tend to maintain the inequality in global as well as regional contexts. The course practitioners get opportunity to analyze the processes and social actors that inhibit the change and explore the consequences of gender inequalities that are far more than just personal. The participants are exposed with the practices that hinder gender equality and thereby inclusive education for all learners. At first, it gives an overview of the gender and inclusiveness in education. Then, it explains implementation of gender equality through education as a goal of inclusive education. Next, it reviews the practices that promote gender equality within educational institutions, including classroom discourse, course books and teachers'-student interaction. Finally, it discusses possible measures to be taken by the academic institutions and teachers to achieve practices that are correspondent with gender equality in order to achieve the goal of inclusion of both genders in higher education.

The course has been organized and delivered within the context of inclusive education delineating the meaning of equality, inclusiveness, empowerment and the strategies. So, it has **the four major components: gender equality in education, practices that promote gender inclusiveness in education, working to transform education for gender empowerment, and the strategies for putting gender inclusion into action.** The final section is for practical activities. The course has potential to motivate the teacher educators to avoid gender stereotypical wording and visual representations. It engages the course participants identify gender-based issues in education and involve in devising a gender inclusion plan for teaching in the classroom.

Participants: University teachers, teacher educators, social activists and academicians.

Course objective:

The aim of the course is to introduce the concepts of gender equality and inclusiveness in education and present gender-sensitive education as perspective rather than a volume of knowledge. It intends to expose the participants on how to integrate gender component in education and develop strategies and efforts to overcome the gender inequalities. It engages the course participants in reflection and analytical pedagogical thinking. Doing so, they will explore effective strategies for gender friendly instruction in their own schooling and will map broader gender aspects of education.

Course resources

The participants of the course will get the syllabus and will be engaged in the discussion and reflection. The fundamental conceptions on gender equality and inclusiveness in education will be discussed in intensive form putting education in perspective towards transformative society. The opportunities will be created to share the experiences of dealing with gender issues and working for gender inclusive instruction. They will make a plan for teaching gender inclusion and select gender neutral terms to address in the classroom.

The course components:

The structure of the course is subsumed on following four domains:

- Conceptualizing gender, equality and education
- Practices to promote gender inclusiveness in education
- Working to transform education for gender empowerment, and
- Putting gender inclusion in action

Based on the above domains, the following contents are proposed for the discussion:

First Chapter

An overview of Gender and Inclusive Education

The aim is to provide an overview of gender equality in education and gender in structures and processes.

Contents:

- Gender, gender norms and education
- Gender in structures and processes
- Gender inequality in education
- Equality, inclusion and diversity
- Rights and justice in gender issues
- Education that advances gender
- Student gender in the classroom
- Common gender biases

Second Chapter

Practices to Promote Gender Inclusiveness in Education

The aim is to develop the knowledge, attitude, skills and practices for gender friendly instruction in the classroom and beyond for social change/transformation.

Contents:

- Gender gaps in education
- Gender aspects of education
- Inclusive classroom culture and socio-cultural values/norms
- Gender equality for transformation in educational practices
- Strategies for change: respect for gender rights and acceptance
- Cultural, political and economic barriers for gender equality in education
- Cases of best practices in gender inclusive pedagogy

Third Chapter

Working to Transform Education for Gender Empowerment

The aim is to engage the course participants in the discussion of gender offensive cases and encourage them to explore gender friendly techniques/strategies.

Contents:

Gender-led networks in education
Gender in education in Nepalese context: Perspectives and the problems
Strategies to support teaching for gender inclusiveness
Gender-fair classroom activities
Gender offensive language
Gender stereotypical wordings and visual representation
Gender-neutral language
Gender and teaching: Applications of the activities and materials
Gender in teacher education

Fourth Chapter

Putting Gender Inclusion into Action in Education

The aim is to engage the course participants in preparing lesson plan for gender-balanced instruction, sharing experiences of critical incidents in gender, and developing gender-fair materials.

Contents:

Gender balanced vs. gender biased approaches
Planning for teaching in gender balanced way
Developing gender-fair materials
Project work: discourse analysis of gendered language, gender offensive cases and measures to be taken.

Learning Outcomes:

- Integrate the knowledge about gender into understanding broader context of inequalities.
- Foster gender equality in higher education.

- Enhance the quality of education in order to promote inclusiveness in the educational institutions.
- Create a sense of equality, equity, respect for human rights through socially inclusive democratic values.
- Explain the value of gender in teacher education and the role of gender equality in an inclusive society.
- Get trained to positively increase the impact of gender-balanced strategies/techniques.
- Develop systems and methodologies to promote a more gender friendly pedagogy.
- Outcast the importance of gender and development in education.
- Reflect gender-biased situations, social, cultural and political barriers, and measures to be taken for gender friendly practices.
- Develop lesson-plans for gender-friendly instruction, design materials and discuss the potential benefits of planning and materials.
- Carry out case analysis and projects on finding out gender stereotypical wording and gender-neutral language.

Learning and Teaching Methods/strategies/techniques:

- Critical reading
- Brainstorming and Informed action
- Pair and group discussion
- Exploring online resources
- Project works
- Problem – Solving Activities.
- Dialogic engagement
- Critical and creative thinking
- Think-pair and share

Evaluation

The course will end with an evaluation of competencies developed by the course participants throughout the discussion, sharing and action by the end of the four modules. Some feed-back questions will be developed and distributed to the participants to identify the strengths and things for improvement of the entire training session. Small scale projects will be assigned for developing activities to promote gender inclusiveness and equality. Some cases of gender studies will be given to them and later they will be engaged material development tasks.

Description of the activities	Weightage	Pass Mark
Regularity in participation of the training (80% is mandatory).	15	8
<i>Active involvement in sharing and discussion.</i>	10	5
<i>Completion of the assigned project being active member of the group.</i>	25	12

Recommended resources:

Anu R., Vu, P. (2018) Gender Inequality in Education and Kinship Norms in India, *Feminist Economics*, 24:1, 142-167, DOI: 10.1080/13545701.2017.1364399

Bhattacharya, Prabir C. (2006). “Economic Development, Gender Inequality, and Demographic Outcomes: Evidence from India.” *Population and Development Review* 32(2): 263–92. doi: 10.1111/j.1728-4457.2006.00118.

Goodman, J., Martin, J. (2002). *Gender, Colonialism and Education. An International Perspective.* London. Routledge.

Kambhampati, U. S. (2009). “Child Schooling and Work Decisions in India: The Role of Household and Regional Gender Equity.” *Feminist Economics* 15(4): 77–112. doi: 10.1080/13545700903153997

Nakray, K. (2018). Gender and education policy in India: Twists, turns and trims of transnational policy transfers. *International Sociology*, 33(1), 27–44. <https://doi.org/10.1177/0268580917745769>

- Colclough, C. 2007. Global Gender Goals and the Construction of Equality: Conceptual Dilemmas and Policy Practice. RECOUP Working Paper 2. Department for International Development. Available at <http://recoup.educ.cam.ac.uk/publications/wp2-CC.pdf>
- Dunne, M., and F. Leach. 2005. Gendered School Experiences: The Impact of Retention and Achievement in Botswana and Ghana. Department for International Development. Available at <http://www.eldis.org/vfile/upload/1/document/0708/DOC17761.pdf>
- Ifegbesan, A. 2010. Gender-stereotypes belief and practices in the classroom: The Nigerian post-primary school teachers. *Global Journal of Human Social Science* 10(4):29–38.