

UNESCO Hanoi Office  
UNESCO IBE



Ministry of Education and Training  
(MOET)



**Workshop to pilot test**

# **Teacher Training Modules**

**that address gender issues and promote  
Gender Equality**

**3-5 November 2010**

**Do Son**

**Concept Note and Agenda**

## Pilot workshop dates and venue

Dates: 3-5 November 2010

Venue: Do Son

## Pilot workshop organizers

- Ministry of Education and Training (MOET)
- Vietnamese National Institute for Education Sciences (VNIES)
- UNESCO Ha Noi Office
- UNESCO International Bureau of Education

## Participants

Up to 25 participants, including:

- 8 MOET teacher trainers (including participants from Hoa Binh workshop)
- 2 participants from MOET Teachers Department
- 3 curriculum specialists (including participants from Hoa Binh workshop)
- 3 teachers from UNESCO ASPNet Schools
- 1 VVOB participant
- 2 participants from other international organizations and/or education NGOs.
- Ms Do Thi Bich Loan, VNIES
- Mr Santosh Khatri and Ms Heidi Kivekas, UNESCO Ha Noi
- Ms Dakmara Georgescu and Ms Jean Bernard, for UNESCO IBE

## Workshop context and rationale

UNESCO Ha Noi Office cooperates closely with MOET/VNIES to implement the project “*National textbook review and analysis from gender perspective, including piloting teacher-training programmes to incorporate Gender Equality issues in line with the Law on Gender Equality and the Law on Domestic violence Prevention and Control*” as part of the *UN Joint Programme on Gender Equality (JPGE)*.

In 2009, the Programme focused on the analysis of primary textbooks from gender perspectives. As stated in the *Recommendations of the Report of findings*, “Gender equality training of curriculum specialists, textbook authors and teacher trainers should address both conceptual aspects (i.e. what is understood by gender; gender equality; gender biases), as well as practical know-how of how to identify, correct and avoid gender biases in curricula and textbooks, while putting also in place gender-sensitive teaching and learning practices at school and classroom level”. Moreover, given the

important role of teachers in implementing gender-sensitive curricula and textbooks, the above-mentioned *Recommendations* formulate guidance for teachers, such as:

- Be aware of gender biases and avoid reinforcing them in school and classroom practices.
- Trust boys and girls to possess equal potential to learn and achieve. Consequently, equally motivate and encourage boys and girls to perform, while also equally support them to cope with their learning problems and difficulties.
- Ask boys and girls to play and work together in the context of interchangeable roles. Support both boys and girls in identifying their strengths and weaknesses, talents and interests while making them aware of, and exposing them to a wide range of equal opportunities for them to develop competencies for studies, life and work.
- Learn from schools and colleagues that are successful in promoting gender equality. Engage in sharing and dissemination processes, including via the Internet.
- Establish and sustain communities of practice that promote gender equality at school and community level via teacher and school networks.

Such teacher competencies to address gender issues and promote gender equality should be promoted through customised pre- and in-service teacher training programmes on a regular basis. As mentioned in several analyses of the current TT system in Vietnam<sup>1</sup>, TT course in Vietnam usually address cross-cutting issues such as Environment education; peace education; HIV&Aids. However, despite the favourable normative framework of Vietnam, to date there is no specific focus on incorporating gender issues and promoting gender equality through pre- and in-service TT courses. Incorporating gender issues and promoting gender equality in, and through TT courses consequently constitutes a priority for the development of appropriate capacities of teachers, as stakeholders and duty bearers to implement the laws effectively in the context of education.

Given the project's focus in 2010 on incorporating Gender Equality in teacher training programmes, a workshop to develop gender training content for teacher training was held in Hoa Binh in May 2010 and was attended by more than 25 MOET curriculum and teacher training specialists and gender and education specialists from UN and the civil society.

The participants in the Hoa Binh workshop contributed to the development of a detailed *Outline of Teacher Training Modules (TTM)* to be pilot tested in fall 2010. The teacher training modules form a comprehensive, generic resource package which teacher training institutions can customize for specific pre-and in-service trainees, local contexts and needs.

The modules provide a conceptual and methodological framework for teacher training institutions to address gender issues and incorporate Gender Equality in their teacher training programmes. They are meant to explain and support the development of the competencies teachers need to address gender issues and promote Gender Equality in

---

<sup>1</sup> See, for instance, the analysis presented during the workshop in Hoa Binh (May 2010).

their schools and classrooms while also acting as promoters of Gender Equality at community level.

The draft TTMs are composed of the following chapters:

- **Introduction** (context and rationale of developing the TTM; potential users; how to use the TTM)
- **Module 1:** Gender Equality – Conceptual and normative framework
- **Module 2:** Using gender lenses for curriculum, textbooks, teaching and learning(T&L), and assessment strategies
- **Module 3:** Involving stakeholders
- **Module 4:** Monitoring and Evaluation
- **References**
- Annexes (including Glossary)

After pilot testing the TT modules, a finalised version of the modules be presented to MOET for the rolling-out of enhanced teacher training courses that effectively incorporate gender issues and promote Gender Equality based on the views and recommendations of Vietnamese stakeholders. Throughout the pilot testing, attention will be given to

- the relevance, clarity and effectiveness of the training content
- the modalities of delivering the modules in order to develop appropriate teacher competencies
- how to make the modules useable for teacher training institutions.

## Workshop objectives

The *overall workshop objective* is to pilot test the draft TTM on Gender Equality through hands-on activities.

*More specific objectives* are as follows:

1. To share and analyse the draft TTM through concrete training activities focusing on incorporating gender issues and promoting Gender Equality in education;
2. To collect participants' feedback on the relevance and usefulness of the TTM in responding to teachers' training needs;
3. To collect participants suggestions on how to best integrate the modules into existing pre- and in-service teacher training programmes.

## Expected outcomes

*The workshop outcomes* are as follows:

1. An evaluation form to assess the overall quality, relevance and usefulness of the draft TTM;

2. Participants' enhanced awareness of gender issues in education and of how TT programmes (both content and methods) can address them effectively;
3. Participants' feedback on overall improvements needed for finalising the TTM, as well as detailed suggestions for improving different sections/specific modules;
4. Recommendations on how to make the modules useable for TT institutions;
5. Suggestions for follow-up activities for finalising the TTM for MOET endorsement.

## Working methodology

As in previous workshop jointly organised by MOET/VNIES and UNESCO Ha Noi Office, in order to facilitate high levels of interaction of participants and the productive participation of everyone, the workshop methodology is based on balancing plenary discussions and hands-on group activities.

The purpose of plenary sessions is to

- present and discuss issues of common interest, such as the draft version of the TTM, the evaluation forms that the participants will use to assess the different TT modules.
- present the outcomes of group activities and reach consensus on different issues, such as suggestions and recommendations to improve the TTM and/or on how to make them useable for Vietnamese TT institutions.

Working languages: Vietnamese and English. Simultaneous and consecutive translation will be assured by at least two specialised interpreters.

Supporting materials:

- Vietnamese translations of the TTM
- Workshop Concept Note and Agenda
- Evaluation forms to be used for assessing the TTM
- Guiding questions and tasks for group work
- Individual workshop evaluation form

During the workshop, the Agenda can be flexibly adjusted according to participants' needs and/or additional issues of interest that might need to be included.

Based on the workshop proceedings and participants' suggestions and recommendations, the teacher training modules will be finalized at UNESCO IBE and a report on the next steps to integrate the modules in existing TT programmes will be presented to MOET.

## Draft Workshop Agenda

### Workshop to pilot-test Teacher Training Modules (TTM) that address gender issues and promote gender equality

3-5 November 2010

#### DAY 1

Timing	Activities
a.m. (1)	<b>Introductory session</b> <ul style="list-style-type: none"> <li>- Welcome speeches (MOET; UNESCO)</li> <li>- Agenda overview (objectives; outcomes; working methodology)</li> <li>- Discussion: participant questions and expectations</li> </ul>
<b>Tea break</b>	
a.m. (2)	<ul style="list-style-type: none"> <li>- <b>Plenary session: Overview of the first draft of the TTM (UNESCO IBE)</b> Discussion</li> <li>- <b>Agreeing on an evaluation form to assess the relevance and usefulness of the TTM (UNESCO IBE)</b> Discussion</li> </ul>
<b>Lunch</b>	
p.m. (1)	<b>Introduction and Module 1: Gender Equality - Conceptual and Normative Background</b> <ul style="list-style-type: none"> <li>- Training activities based on <b>Introduction</b> and <b>Module 1</b></li> <li>- Assessment of <b>Introduction</b> and <b>Module 1</b></li> </ul> <p>Group work facilitated by the IBE team and Vietnamese experts (groups will carry out and assess different activities included in the TTM)</p>
<b>Coffee and Tea break</b>	
p.m. (2)	<ul style="list-style-type: none"> <li>- Plenary sharing of group work</li> <li>- Suggestions for improving <b>Introduction</b> and <b>Module 1</b></li> </ul>

**End of day 1**

## DAY 2

Timing	Activities
a.m. (1)	<b>Module 2: Using Gender Equality lenses for curriculum, textbooks, Teaching &amp; Learning, and assessment strategies</b> <ul style="list-style-type: none"><li>- Training activities based on <b>Module 2</b></li><li>- Assessment of <b>Module 2</b></li></ul> <p>Group work facilitated by the IBE team and Vietnamese experts (groups will carry out and assess different activities included in the TTM)</p>
<b>Tea break</b>	
a.m. (2)	<ul style="list-style-type: none"><li>- Plenary sharing of group work</li><li>- Suggestions for improving <b>Module 2</b></li></ul>
<b>Lunch</b>	
p.m. (1)	Training activities based on, and assessment of <b>Modules 3 &amp; 4 (Involving stakeholders; and Monitoring and Evaluation)</b>  Group work facilitated by the IBE team and Vietnamese experts (groups will perform and assess different activities included in the TTM)
<b>Tea break</b>	
p.m. (2)	<ul style="list-style-type: none"><li>- Plenary sharing of group work</li><li>- Suggestions for improving <b>Modules 3 and 4</b></li></ul>

End of day 2

## DAY 3

Timing	Activities
a.m. (1)	<b>Plenary discussion and small groups:</b> <ul style="list-style-type: none"><li>- Improving the TT modules: additional suggestions and recommendations, and synthesis of discussions</li><li>- How to make the TT modules useable for TT institutions</li></ul>
<b>Tea break</b>	
a.m. (2)	<b>Plenary discussion:</b> <ul style="list-style-type: none"><li>- Follow up issues</li><li>- Concluding remarks</li><li>- Workshop evaluation</li></ul>
<b>Lunch</b>	
p.m.	<b>Departure of participants</b>

End of workshop