

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, Viet Nam

Workshop Summary Report

(Preliminary version)

1. Workshop Context and Background

The *Workshop to Pilot-Test Teacher Training Modules (TTM) that address Gender Issues and Promote Gender Equality* was implemented from 3-5 November in Do Son as part of the 2010 phase of the *Programme on National Textbook Review and Analysis from a Gender Perspective*¹ within the broader framework of the *GoV-UN Joint Programme on Gender Equality (JPGE)*, which aims to support line ministries in implementing the Law on Gender Equality (GEL, 2006) and the Law on Domestic Violence and Control (DVL, 2007). This Programme, which was launched in 2009, was undertaken by the UNESCO Ha Noi Office in partnership with Vietnamese Ministry of Education and with support from the UNESCO International Bureau of Education (IBE)

During the first phase of the Programme, a comprehensive analysis of primary school textbooks from a gender perspective was carried out by the MOET Technical Team, resulting in a set of recommendations for promoting gender equality through revised curricula and textbooks. The report of the textbook analysis team also acknowledged the critical role of teachers in implementing gender-sensitive curricula and learning materials by putting in place gender-sensitive teaching and learning practices. In 2010 the Programme is focusing on incorporating gender issues into teacher training programmes.

As a first step toward developing effective interventions in existing teacher training programmes, a planning workshop (*Promoting Gender Equality in and through In-Service Teacher Training*) was held in Hoa Binh in May, 2010. In accordance with general recommendations for teachers resulting from the textbook analysis reported by the MOET Team, together with the growing recognition of the need to develop strong and enduring teacher competencies for addressing gender issues, participants in the Hoa Binh Workshop reached agreement on a detailed *Outline of Teacher Training Modules (TTM)*. This plan was based on a **shared vision of the TTM as a comprehensive, generic resource package which provides a conceptual and methodological framework for addressing gender issues and promoting gender equality for teacher training programmes and institutions to customize according to their specific in-service and pre-service training needs**. As envisioned in the *Outline* developed at the Hoa Binh workshop, the draft TTM consists of the following:

- **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

¹ Complete title of the Programme : “*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*” (JPGE activity 1.3.15) - henceforth in this document called “*Programme*”.

- Annexes (including Glossary)

The objectives of the Do Son workshop were formulated in direct response to the outcomes of the previous Programme workshops. Based on the findings of the textbook analysis and the recommendations of the Hoa Binh workshop, UNESCO Ha Noi Office and UNESCO IBE prepared a complete draft (in English and Vietnamese) of the TTM.

The Do Son workshop was planned as a major activity for the pilot testing of the draft teacher training package (Teacher Training Modules – TTM) prior to their finalization and dissemination in cooperation with the UNESCO Ha Noi Office, MOET, and VNIES. The comments and suggestions collected from participants in the Do Son workshop were intended to inform and guide the finalization process in ways that will make the finalized TTM optimally suitable for adaptation to specific teacher training contexts throughout Viet Nam.

2. Organizers

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

3. Participants

Altogether, 33 education experts participated in the workshop, including:

- Ms. Nguyen Thi Nghia, Vice Minister of Education of Viet Nam
- Mr. Vu Manh Tra, Director, Department of Education and Training (DOET), Hai Phong
- Ms Do Thi Bich Loan, Vietnamese National Institute of Education Sciences
- Ms. Nguyen Thi Thuy, Ministry of Education and Training/Department of Teachers
- Ms. Dinh Phuong Thao, Flemish Association for Development Cooperation and Technical Assistance, Belgium (VVOB)
- Representatives from:
 - o The National College of Education
 - o MOET Personnel Department, Section for Women’s Advancement
 - o MOET Kindergarten Department
 - o MOET Trade Union Department
 - o University of Education, Ha Noi
- Mr Santosh Khatri and Ms Heidi Kivekas, UNESCO Ha Noi
- Ms Dakmara Georgescu and Ms Jean Bernard, for UNESCO IBE

4. Workshop Objectives

The *overall objective* of the Workshop was **to pilot test the draft TTM on Gender Equality through hands-on activities.**

More specific objectives were 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.

5. Expected Outcomes

The workshop outcomes were as follows:

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

6. Workshop Methodology

In view of the limited timeframe for accomplishing the challenging task of pilot testing the draft TTM, the workshop methodology was designed to elicit participants' in-depth comments and concrete suggestions on the modules as efficiently as possible.

This was accomplished through a series of hands-on activities selected from each module, with participants simulating the role of teacher trainees in actual teacher training contexts. Activity types selected for pilot testing included guided small group discussions, information gap exercises, games, drama, and debates. Following an initial orientation to gender issues, the progress on gender equality in Viet Nam and a brief overview of the normative and conceptual framework underlying the development of the draft materials, the entire workshop was devoted to pilot testing, discussing, and providing detailed feedback on the draft materials.

Participants were requested to provide their comments immediately after each session as well as a summative assessment of the structure and content of the modules for the purpose of aligning the package more closely with the Vietnamese social, cultural and economic context.

The two main instruments used for collecting written feedback were (1) an assessment form for each activity focusing on the structure, content and clarity of instructions and (2) an overall assessment form eliciting comments and suggestions on the overall clarity, relevance and methodology of the draft TTM as a whole. Feedback from both forms was collected, analyzed and presented by a MOET team on the final day of the workshop, and

participants were invited to send additional comments to the workshop organizers following conclusion of the workshop. After the workshop, the participants' feedback was further on processed by UNESCO Ha Noi and UNESCO IBE with the help of MOET/Department of Teachers and VVOB who graciously helped in translating the completed Vietnamese forms into English, as well as clarifying different views and recommendations that the reviewers expressed

7. Preliminary Outcomes and Conclusions

The workshop activities and reflective discussions succeeded in providing the organizers and the UNESCO IBE Technical Team with a rich collection of concrete suggestions for improving the TTM as a training tool and for making the content more relevant to the Vietnamese context.

Comments from participants on the structure, content and methodology of the draft TTM provided the following guidelines for finalization:

1. *Structure:*

- Structure the TTM according to the Vietnamese teacher training style
- In each module, introduce activities for assessment and self-assessment.
- Develop a bank of Gender Equality-related situations/stories.
- Identify activities by title (not only by letters)
- Use additional illustrations
- Provide more space for trainees to add local content (e.g. situations, scenarios)

2. *Content:*

- Clarify the incorporation of Gender Equality issues in different subjects and education stages.
- Discuss misconceptions about gender and Gender Equality
- Situations/examples should be relevant to the Vietnamese social, cultural and economic context.
- Experiences and situations from other countries should be included, as well as obstacles to GE (examples from Viet Nam and other countries).
- Develop a bank of GE-related situations/stories.

3. *Methodology:*

- Include step-by-step instructions/recommendations for teacher trainers.
- Introduce activities for assessment and self-assessment in each module.
- Tackle more skills and provide a progressive approach to skills.
- Within the activities, state elements/examples clearly, such as: title; objectives; contents, including mentioning the source for situations, i.e. whether they are hypothetical or not; expected outcomes; instructions for teacher trainers and trainees, including rationale for the methodology and issues that may come up/teacher trainers shall pay attention to, and be prepared to handle; place for the trainees to provide their feedback; timing.

As follow-up to the Do Son workshop, the UNESCO IBE Technical Team, in cooperation with the UNESCO Ha Noi Office, is in the process of integrating participants' feedback into a second revised version of the TTM to be finalised by the end of November 2010. A new structure of the TTM as well as a template for a detailed presentation of each activity were already discussed with MOET/Department of Teachers who gauged them as being modern, technical and inspirational. The revised TTM will also include more detailed instructions for teacher trainers and facilitators of school-based training.

It is envisioned that, based on the revised and finalised TTM, MOET/Department of Teachers can develop a handbook for teachers², as well as other guiding materials to facilitate the implementation of the TTM in the context of customized in-service teacher training courses. At the same time, MOET can further explore the best ways of incorporating GE issues in pre-service teacher training curricula, including by using the TTM as a generic resource package.

According to their evaluations of the Do Son workshop, the participants warmly welcomed this initiative to reinforce the promotion of GE in Viet Nam by means of incorporating gender issues and promoting GE in and through teacher training courses. The TTM are seen as an important step forward for addressing existing gaps, such as the fact that GE issues are not yet part of regular teacher training courses, either in pre-service or in in-service contexts. The participants also appreciated the highly interactive manner of conducting the workshop as well as the opportunities given to participants to effectively share their own experiences, concerns and suggestions for improving the TTM.

² Discussed as a follow up activity based on the TTM to be used, for example, as a set of school-based, ongoing professional development activities led by principals or trained head teachers.