



Knowledge hub - Collection of best practices

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

Policy on gender-responsive teaching and learning material in Nepal

2. Country or countries where the practice is implemented *

Nepal

3. Please select the **most relevant** Action Track(s) the best practice applies to *

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

Ministry of Education Nepal

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

development of gender-responsive teaching and learning material, textbooks, review, guidelines, gender audit, girls and boys

6. What makes it a best practice? *

Outcome: teaching and learning material became more gender-responsive; impact: increase in female literacy rate; process: institutionalization of gender review of textbooks

Description of the best practice

7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? *

i) Teachers and learners were affected.

ii) Teaching and learning material in Nepal were gender-biased. Low female literacy rates persisted.

iii) Development of guidance on making teaching and learning material gender-responsive and development of a Policy on Developing Teaching and Learning Materials.

8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation?

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I) Nepal introduced guidance in 1999 on drafting gender-responsive teaching and learning materials in grades 9 and 10 for English, Nepali, history and social studies. A gender expert was appointed that year to review gender responsiveness in textbooks. The guidelines were later applied to other grades and accompanied by gender audits and the appointment of a gender link officer. A policy introduced in 2007 called for all materials to be reviewed every 5 years and revised every 10.

II) These activities were carried out between 1999-today.

III) The Curriculum Development Center along with subject experts' group, a coordination committee, university and school teachers and the Ministry of Education are involved in the development of teaching and learning material.

IV) A gender link officer (gender expert who evaluates the gender responsiveness in a textbook) was appointed.

9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? *

i) Change in policy, impact on management process, and on teachers and learners. A government policy of creating gender responsive textbooks for students was introduced in 1999, including guidelines to make teaching and learning material more gender-responsive. A gender audit of textbooks and a gender-link officer (gender expert who evaluates the gender responsiveness in a textbook) were introduced.

ii) While more work needs to be done, teaching and learning material has become more gender-responsive. Female youth and adult literacy rates have significantly increased from 35% in 2001 to 54% in 2015, which may be linked to more inclusive teaching and learning material.

iii) A case study was conducted in the framework of Beijing+25 by UNESCO and the Global Education Monitoring Report. It shows that as a result of the reforms, textbooks have become much more gender-sensitive. Current textbooks use pictures of women extensively to represent all professions. However, a holistic overhaul of all gender stereotypes has not yet happened. Terms like 'clever' and 'responsible' are often used only for males, while females are shown to be passive and submissive. In social studies, science, English and education in grades 1, 3 and 5, for example, women are shown in jobs like treating sick people, cooking, caring for infants and organizing the community. Even in 2017, most textbook writers were male, and gender audits have been completed only twice since 199.

10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? *

The introduction of a policy, guidelines and gender audits for teaching and learning material, helped institutionalize the development of gender-responsive teaching and learning material.

Yet, gender audits needs to be conducted in higher frequency. The Curriculum Development Center along with subject experts' group, a coordination committee, university and schoolteachers and the Ministry of Education are involved in the development of a coursebook. Gender parity in this task team needs to be ensured.

11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”. What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? *

This intervention can be considered successful, because it institutionalized a review (audit) of teaching and learning material in order to determine if it is gender-responsive.

Developing gender-responsive teaching and learning materials requires strong national leadership and has to be embedded in general policies on gender equality in education. Gender audits of teaching and learning materials should be conducted regularly. Textbook revision processes must be inclusive: women’s equal participation must be ensured and women’s views heard. Revisions should be based on research, and those participating should receive training in development of gender-responsive materials. The gender dimension has to be explicitly inscribed in tenders, terms of reference and contracts relating to the drafting of teaching and learning materials. Last but not least, teachers need to be trained in the use of gender-responsive teaching materials.

12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. *

UNESCO. 2020. Gender Mainstreaming on Nepal’s Pedagogy from 1995 – 2020. Background paper prepared for the Global Education Monitoring Report Gender Report Inclusion and education. Paris, UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000374507>

UNESCO. 2020. Global Education Monitoring Report: Gender report, A new generation: 25 years of efforts for gender equality in education. United Nations Educational, Scientific and Cultural Organization (UNESCO). <https://unesdoc.unesco.org/ark:/48223/pf0000374514>