



Suvi Korenius
Diaconia University of Applied Sciences
Master's Degree Program
Community Development, Human Rights and Conflict Resolution
Thesis, 2018

GENDER SENSITIVE EDUCATION

A literature review of relevant toolkits for secondary school teachers in Eritrea



ABSTRACT

Suvi Korenius

Gender sensitive education – A literature review of relevant toolkits for secondary school teachers in Eritrea

55 p. Two appendices.

December, 2018

Diaconia University of Applied Sciences

Master's Degree, Community Development Human Rights and Conflict Resolution

The thesis has been carried out in cooperation with the Finnish non-governmental organization Finn Church Aid's Eritrea office. Finn Church Aid has an ongoing "Promoting Gender Equality in Eritrea through Teacher Education" -project in Eritrea for which there is a need for a gender sensitive education toolkit for teachers in the country. Gender sensitive education can be the key in including girls and boys equally in education and providing them with the same opportunities for the future.

The aim of this thesis was to investigate existing gender sensitive education toolkits for teachers in low- and middle-income countries to find prevailing themes essential for secondary school teachers working in the Eritrean context. The literature review produced recommendations for the development of a gender sensitive education toolkit for Finn Church Aid's use.

The material consists of nine English-language gender sensitive education toolkits for secondary school teachers or facilitators in low- and middle-income countries. The material was obtained from the Internet with the search engine Google. The material was evaluated and arranged by the systematic literature review method and analyzed by qualitative thematic analysis.

Four prevalent themes were found in the toolkits: gender concepts, gender sensitive pedagogy, health and community. These prevalent themes all included several subthemes. The themes were found to be essential for a secondary school teacher in Eritrea developing his/her pedagogy towards gender sensitivity.

It was concluded that there is a need for gender sensitive education toolkits in low- and middle-income countries as so few were found online. In a new toolkit, care should be taken to ensure that the teacher has a clear understanding of what gender sensitive education is and what gender stereotypes he/she might have. Only after this can the teacher apply his/her skills to introducing gender sensitivity to the school environment. The teacher should pay special attention to: include the students in learning, setting up a gender sensitive classroom, use of language and teaching materials, health and maturity issues, and involving parents and community in the gender sensitivity effort. It was recommended that all these themes be included in the new toolkit.

In addition to the teacher's endeavours, governments need to step up to make gender equality the norm. Further research is needed on how these toolkits are used and what effects they have had on school environments.

Keywords: gender sensitive education, toolkit, secondary school, girls' education, right to education, Eritrea

CONTENTS

1 INTRODUCTION	4
2 BACKGROUND	6
2.1 Working life partner – Finn Church Aid	6
2.2 Education as a human right	7
2.3 The United Nations Sustainable Development Goals	8
2.4 Why is a girl’s education important?.....	8
2.5 Educational challenges for girls and women in sub-Saharan Africa.....	9
2.6 Eritrea and education	10
3 THEORETICAL FRAMEWORK.....	13
3.1 The importance of gender.....	13
3.2 Gender stereotypes	13
3.3 Gender sensitive education.....	14
3.4 The role of an educator.....	15
4 METHODOLOGY	18
4.1 Research objective and questions	18
4.2 Systematic literature review	18
4.3 Search strategy.....	19
4.4 Inclusion and exclusion criteria.....	21
4.5 Included toolkits	22
4.6 Data extraction and analysis	24
5 FINDINGS.....	27
5.1 Concepts of gender	27
5.2 Gender sensitive pedagogy.....	29
5.3 Health	31
5.4 Community	33
6 DISCUSSION.....	35
6.1 Recommendations for the toolkit	35
6.2 Limitations of the research and ethical considerations.....	40
6.3 Future research	41
7 CONCLUSION.....	43
SOURCES	45
APPENDIX A. The toolkits included in the literature review	52
APPENDIX B. Example of theme categorization	55

1 INTRODUCTION

Leaders worldwide are seeing the benefits of educating girls for their country's greater economic development and as a means to end poverty. Education is seen as a way to achieve global equality between men and women. However, there are still many obstacles preventing girls from attending school or succeeding as students, especially in low-income countries. As governments tackle the questions of gender equality in education, they must be ready to transform the traditional school system prevalent in their society. This means reforming school facilities, curriculum, textbooks and even teacher education.

Given the right tools, a teacher can have a profound impact on a student's life choices. One could go as far as to say that educators can be the key to even broader change – they can help transform the world. However, a lone teacher working in a rural school might have limited classroom management skills and inadequate knowledge of gender issues. The teacher might not have had much of an education herself/himself. Providing these teachers with training on gender sensitivity is quite a difficult feat as organizing and funding the training would be almost impossible due to lack of resources. However, a handheld toolkit, which the teacher can study individually or with fellow teachers, could be the answer to spreading the information in this kind of setting where internet connections are few.

Non-governmental organizations (NGOs) have a key role in developing education in low- and middle-income countries. They work in the formal and non-formal educational sectors together with governments by supplying additional resources and expertise. Finn Church Aid (FCA) is one of these NGOs. The Finnish NGO aims to transform educational sectors in fragile countries together with local partners. They use new and innovative methods free of preconceptions. One of the countries where FCA has a strong presence in developing quality education is Eritrea. The government of Eritrea considers gender equality one of the keys to success in educational development. Thus, FCA focuses, among other advancements, on finding ways to strengthen this through their activities.

Teachers throughout the country need further training on gender issues to develop more gender sensitive classroom environments and meet the aims of the government. However, training teachers is highly costly and would only reach a fraction of them. Hence, the idea of a gender sensitive education toolkit was born. Students and teachers thinking in new ways will influence the learning environment towards an open-minded outset. From school, this will - even if slowly – spread to the society around, as students graduate and make their ways to jobs that keep the wheels of society turning.

2 BACKGROUND

2.1 Working life partner – Finn Church Aid

This thesis is a cooperation project with the NGO Finn Church Aid (FCA) and their office in Eritrea. FCA is one of the largest Finnish development cooperation and humanitarian aid organizations. The NGO has activities in 14 countries with three main thematic areas: Right to Education, Right to Peace and Right to Livelihoods. Despite its alliance with the church, FCA works with all people in need regardless of their religious or political affiliation. The organization funded development in various countries, mostly in Africa and Asia, with 38,6 million euros in 2017. FCA receives funds for its work from private donors, Finland's Ministry of Foreign Affairs, institutional donors and parishes. (Finn Church Aid, n.d.)

Among other operations - like peacekeeping and humanitarian aid - FCA focuses on improving the quality of education in the countries where it works. The NGO sees learning as the solution for the future and development and in fact, FCA's motto is "Everyone has a Right to Quality Education". In 2017, FCA had 56 education projects in fragile countries targeting different sectors. For example, 763 classrooms were built or restored; over 5000 teachers received support for further training; girls were helped to attend and stay in school; and career counselling and working life skills were provided. (Finn Church Aid, 2017.) FCA's Education in Emergencies, Linking Learning to Earning and Education Sector Development -programs are developed together with governments and other stakeholders using new and innovative methods. FCA values investing in teachers and teacher education as this has been shown to be successful for educational development in Finland. (Finn Church Aid & actalliance, n.d.)

In Eritrea, Finn Church Aid is taking part in developing the country's teacher education and school curriculum with special programs in the Teacher Education College (Elo, 2017.) This thesis is related to FCA's ongoing project 'Promoting Gender Equality in Eritrea through Teacher Education', funded by the European Instrument for Democracy and Human Rights (EIDHR) 2016-2017 Country Based Support Scheme (CBSS) – Eritrea. The implementation period of the project started in August 2018 and the scope of the project is 24 months. (I. Karvinen, personal communication, September 27, 2018.)

Cooperating with FCA was straightforward and active throughout the writing of the thesis. Discussion on the topic started in February 2018. A meeting with FCA Eritrea representatives, Country Director Mr. Ikali Karvinen and Education Specialist Dr. Susan R. Bevan, was arranged in April 2018 in Helsinki. From there on, discussions continued via email. The thesis was sent to FCA for final comments in October 2018.

2.2 Education as a human right

The right to education is an important globally recognized human right, among others. The right is stated in international and regional covenants, treaties and charters. Article 26 of the Universal Declaration of Human Rights (1948) which was created in the aftermath of the Second World War states:

- (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all based on merit.
- (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups and shall further the activities of the United Nations for the maintenance of peace.
- (3) Parents have a prior right to choose the kind of education that shall be given to their children. (Right to Education Project, 2014.)

Article 28 of The Convention on the Rights of a Child (1989) states that parties to the convention recognize children's right to education, promote the development and accessibility of secondary education and offer this education free of charge or provide financial assistance. States Parties are encouraged to engage in international cooperation on matters concerning education. Article 29 states that education will develop the child to their fullest potential and teach respect for human rights, cultural identity and values of the country the child is residing in. All this prepares the child for global understanding and equality of sexes among other themes. (Right to Education Project, 2014.)

Article 10 of the Convention on the Elimination of All Forms of Discrimination against Women (1979) underlines that States Parties should act to end discrimination against women and ensure their equal right with men in education and careers. Stereotyped roles

of gender should be eliminated from education, including textbooks or curriculum. Opportunities to access education in all levels should be made equal. Special attention should be paid to girls' participation in education. (Right to Education Project, 2014.)

2.3 The United Nations Sustainable Development Goals

In 2015, following the Millennium Development Goals, the United Nations drafted the Sustainable Development Goals (SDG). The aim of these SDG's is to end poverty all over the world by 2030. To achieve this there are 17 goals and 169 targets towards which all the United Nations states can work towards together. (United Nations, n.d.)

Although all the goals are linked to each other in their pursuit to end poverty - in the light of gender sensitive education, two goals are above the rest: ensure quality education and promote lifelong learning for all and, achieve gender equality and empower women. These goals will be supported by the United Nations and carried out by governments, parliaments, authorities, businesses, academic communities and most importantly, the civil society. (United Nations, n.d.)

2.4 Why is a girl's education important?

The World Bank has researched the impacts of educating girls to at least secondary level in 18 countries in low- and middle-income countries. The key findings were positive for the girls themselves, their families, society and economy. It was discovered that universal secondary education leads to empowerment and change. (Wodon, Montenegro, Nguyen & Onagrouwa, 2018.) Other NGOs working with women and girls back these findings as it is seen that even one year of secondary education can make a profound change in a girl's life, such as reducing sexual violence, possibility of child marriage, reducing transmission of HIV and better health outcomes for the next generation (Arroyo, 2018).

The World Bank study shows that women who complete secondary or tertiary education are expected to have a higher standard of living and more likely to be part of the labor force compared to those with primary education or lower. The longer a woman is in school, the less likely they are to be married or pregnant at an early age. This in turn

would reduce fertility and thus population growth. Women would have more knowledge on nutrition and health matters relating to themselves and their children. Women would have more abilities to make decisions on their own and possibilities of helping others. The report concludes that even though providing a higher education for girls means economic investments, in the long run, it will pay itself back. (Wodon, Montenegro, Nguyen & Onagrouwa, 2018.)

2.5 Educational challenges for girls and women in sub-Saharan Africa

The main reason preventing families in Sub-Saharan Africa from sending their girls to school is poverty (Gachukia, 2012, 8). According to the World Bank Group (2018), Sub-Saharan Africa consist of 48 nations in Central, Eastern, Western and Southern Africa. Eritrea is one of these nations. Families have difficulties raising the funds to pay for school fees, school uniforms, textbooks, or transport to school. If there are several children in the family, it will most likely be the boys who are sent to school. If the parents, especially the mother, are not educated themselves, they may not see the importance of education. (Gachukia, 2012, 8.)

In Sub-Saharan Africa teenage pregnancy and marriage are keeping girls from school. As many as 40 percent of girls are married before they reach the age of 18 and 30-51 percent give birth before their 18th birthday. It is exceedingly difficult for mothers to re-enter school after they have given birth because of stigmatization, lack of childcare and costs they cannot afford. (Human Rights Watch, 2017.)

Stereotypical gender roles keep girls rather than boys at home helping with different household work like fetching water or wood, babysitting the other younger children in the family, taking care of the family's animals or farming. The older the children are, the more productive they are considered and thus household work often is prioritized when it comes to school. (Majgaart & Mingat, 2012, 70-71.)

In schools, girls face challenges related to sanitation, lack of role models, encouragement and sexual harassment (Gachukia, 2012, 8). Many girls leave school when they start menstruating as there usually are no separate toilet facilities for girls nor any sanitary products available. Peers and teachers can be unsupportive as there is still a stigma related to

menstruating and talking about it is not accepted. Girls may find themselves in danger during school days as gender-based violence – verbal or sexual assault, physical violence or even rape - is common. (Paddison, 2017.) Perpetrators of gender-based violence can be male students and even teachers. Studies show that girls are at a greatest risk in vulnerable areas where educational structures are poor. (Leach, Dunne & Salvi, 2014, 11-12.)

School curriculum is often outdated, offering only certain subjects like handicrafts or humanities to girls while boys are offered mathematics and science. Textbooks give out a gender stereotyped picture of women, portraying them in passive, traditional roles whilst men are portrayed as powerful and independent. Boys get more attention in the classroom and encouragement to follow their career of choice, while girls are steered towards nurturing jobs. (Leach, 1998, 14.) Sub-Saharan Africa is the only area globally where there are more men than women teaching in primary or secondary school. In the last two decades the number of female teachers in that region has only increased by 2%. (UNESCO eAtlas of Teachers, n.d.)

Ensuring equal access to education for boys and girls and applying gender sensitive education to teaching is essential in addressing existing gender inequalities and ensuring that children have equal opportunities in education and employment in the future. Gender sensitive pedagogy creates a safe and accepting environment for children to learn. Students are encouraged to question existing gender stereotypes and follow their interests regardless of prevailing gender roles in their society.

2.6 Eritrea and education

Eritrea - located in the Horn of Africa - is one of the poorest countries in the world. It gained independence in 1993 after 30 years of war. The years after independence have not been peaceful, as Eritrea continued to have to battle with neighboring countries. Now, there is fragile peace, but the country remains to be politically isolated. (The World Bank, 2018.)

Over half of the Eritrean population live in rural areas, living as nomads tending livestock or relying on agriculture to make a living which is difficult due recurring drought and old-

fashioned farming methods. Malnutrition has increased, and people have difficulties meeting their basic needs. (The World Bank, 2018.) There are nine different tribes in Eritrea which means that students can have a diverse cultural background (Eritrea – Ministry of Information, 2013).

In 2018, following political change in neighbor country Ethiopia, the Ethiopian Prime Minister Abiy Ahmed, only after two months in office, announced that Ethiopia would recognize the peace agreement made in 2000, which Ethiopia had at the time rejected. Diplomatic and trade relations were resumed and the 20-year-old war between Eritrea and Ethiopia was declared to have come to an end. (Last & Markakis, 2018.) In this new situation, it remains to be seen what possibilities the future has in store for the Eritrean people.

According to UNICEF's State of the World's Children Statistical information (2016), out of 15-24-year olds in Eritrea as many as 94% males and 90% of females were literate. However, the net enrolment ratio of males in primary school was 43% and in secondary school only 31%. For females it was 38% and 26% respectively. This shows us that still, many Eritrean children are missing an education (UNICEF Data, 2016.)

There are many challenges related to the educational sector in Eritrea: inadequate teacher training; lack of qualified and/or motivated teachers; poor or nonexistent infrastructure; poor facilities, resources and materials in schools; poor implementation of the school calendar especially in rural areas; low access to school; inadequate educational possibilities for disabled students; and lack of funding. ("Education Sector Plan", 2018.) In addition, families are not able to manage the indirect costs of school, communities are not involved in educational matters and cultural traditions, including early marriage or gender roles keep children away from school (UNICEF, 2013). Fewer girls than boys are enrolled in school in all levels of education. Reasons for this are many, including poverty, the need for the child to work for the family income, lack of sanitation facilities at schools, early marriage, or, parent's lack of knowledge about education. (Ministry of Education, 2013.)

The United Nations Committee on the Elimination of Discrimination against Women (CEDAW) has voiced its concerns regarding education in Eritrea after the submission of Eritrea's fourth and fifth periodic reviews in 2015 which support all these findings. CEDAW recognizes that Eritrea has made efforts to promote women's and girls' access

to education but is concerned that despite that progress enrolment of girls is still low and their dropout rate remains high, especially in rural areas. There are not enough schools in the rural areas to accommodate girls, cultural attitudes are not positive towards girl's education and that the number of female teachers is low. CEDAW is concerned that women continue to be underrepresented in vocational, technical and higher education which in turn means fewer female teachers. There is also concern for gender-based violence in schools. (United Nations, 2015, 8-9.)

The Government of Eritrea considers education extremely important and sees quality education as a priority for the development of the country. For example, there are no direct school fees from elementary school to college (Ministry of Education, 2017). In 2016 the government launched a campaign to end child marriage and has been working together with partners to accomplish this goal (Girls not Brides, n.d.). The Ministry of Education pays special attention to ensuring that the Eritrean people have equal possibilities to partake in education in the future. The country has implemented a five-year Education Sector Plan from 2018 onwards aiming at educational equality. ("Education Sector Plan", 2018.)

3 THEORETICAL FRAMEWORK

3.1 The importance of gender

A person is identified as a man or a woman by physical attributes and many believe that gender and sex are the same. However, a person's sex is what he has been born to and gender is a person's perception of themselves defined by the society and culture we live in. (The Global Partnership for Education, 2017.) Gender identity consists of three different parts: body, identity and expression. The body is gendered very much by the cultural context that the individual resides in – the body is seen through masculine or feminine attributes which then define to the outside world if the body is a male or female. (Genderspectrum, 2017.)

Society sends strong messages to girls and boys about what is acceptable or expected. When these signals hinder the possibilities of an individual, gender equality does not actualize. (The Global Partnership for Education, 2017.) Gender equity is the process of fairness to both men and women. Gender equality on the other hand is the result of equity. It means that women and men have the same possibilities to take part in society and realize their full human rights. Gender equality recognizes women and men as full partners at home, in their communities and societies. (UNESCO, 2003.)

When gender awareness replaces gender stereotyping, gender equality is possible. Only then can the individual needs and strengths of a person be utilized to their full potential. Gender awareness does not happen automatically and needs focus on girls and women, as they are still often at a greater disadvantage compared to boys. (The Global Partnership for Education, 2017.)

3.2 Gender stereotypes

Stereotypes are assumptions or generalizations connected to a certain group of people. The group is assumed to be homogeneous and all members are seen to possess certain attributes instead of being individuals with their own characteristics. This helps us categorize the world and understand it and is often done unintentionally. Stereotypes form in

our interactions with other people in the cultural context that we live in. (Cook & Cusack, 2010.) For example, someone might believe “a man’s destiny is to be his family’s provider”. Thus, because of the categorization of a man, all men are seen as someone who has a family and must provide for it.

At worst, stereotyping can limit a person’s possibilities to fulfil ones' potential, make personal plans for the future and develop one’s identity (Cook & Cusack, 2010). For instance, if a woman’s role is seen to be a homemaker and child bearer, the society around her will not approve of her plans to study and build a career instead of starting a family.

Gender stereotyping refers to classifying men and women by socially and culturally constructed categories that the genders are seen to possess. Gender stereotyping can consist of assumptions of personality, roles, behavior, appearance or sexuality. The stereotypes are not constant, as they vary according to cultural context. Gender stereotyping becomes harmful when it does not take into consideration an individual’s own wishes or needs. (Cook & Cusack, 2010.)

Gender stereotypes differ from region to region and may change in time. The history, culture and development of a country has its’ own impact as do the socio-economic backgrounds, race, religion, education and ethnicity of individuals. The gender stereotypes a woman or man faces are not identical globally but often they are united by status, i.e. male dominance and female subordination. (Anunobi, 2002.)

Reacting against gender stereotypes in a culture where they are strongly embedded requires courage. For education, this means reform and open mindedness to break gender norms. It also means a change in the whole society’s thinking because if girls are seen to be better off at home than school, then a school reform is of no use.

3.3 Gender sensitive education

Governments all over the world are seeing the benefits of educating girls for greater economic development and thus the focus on gender is growing (Paddison, 2017). Awareness of gender sensitive education is highlighted in laws and policies. Gender sensitive education can be included in teaching in all forms of education from kindergarten to university.

Punnonen (2007) has looked at youth work and gender sensitivity. He defines gender sensitivity as understanding society's expectations for men and women and how these presumptions guide us to make decisions in our own lives (Punnonen, 2007). Gender is seen as more than the biological sex of an individual. It means acknowledging the differences of men and women, being aware of gender identity formation and being able to recognize inequality. (Syrjäläinen & Kujala, 2010.) Expectations and stereotypes are noted, examined and transformed. Adolescents are encouraged to be themselves and work together equally. (Punnonen, 2007.)

Gender sensitive education is perhaps often, especially in high income countries, taken for granted. Even though societies in the high-income countries are considered to be pioneers in gender rights, the questions around gender have diversified and educators need to recognize this. The concern is not only the equality between men and women but also gender stereotypes, masculinity, femininity and binary gender. (Ministry of Social Affairs and Health, n.d.)

For a teacher working in high-income or low- and middle-income countries, the starting points in curriculum or the classroom will be different as resources and cultures differ. However, in both, the teacher must explore his/her own views on gender and be open to diversity. In low- and middle-income countries, the focus could start with how to keep girls in school despite possible drawbacks like child marriage, menstruation, labor issues or gender-based violence (Paddison, 2017).

It could be concluded that gender sensitivity has to be taken into consideration on a governmental level, in education from kindergarten to university and, in grassroots curriculums and classrooms. The teacher ensures that both girls and boys have equal means of participation. It is the educator's responsibility to support the students as individuals and break gender norms.

3.4 The role of an educator

Even though many of the issues girls and women face when it comes to education can be resolved through funding or policy making at a government or regional level, it is worth

noting that in fact the foundation of information is laid in society through education. Teachers can act as role models, challenge gender norms, and start open discussions diminishing the stigma around growing up and sexuality. They can provide equal opportunities for their students by taking less gender-stereotypical approaches to teaching. This can be done by paying special attention to gender responsive pedagogy and developing gender responsive schools.

It has been found that female teachers make going to school easier for girls. School seems more inviting and safer and thus, the probability of staying in school is higher. In addition, studies show that the number of female teachers in primary education collates with how many girls continue on to secondary education. (UNESCO eAtlas of Teachers, n.d.)

It is important for teachers to investigate their own attitudes towards gender as they spend a measurable amount of time with their students during the years the children are growing up, forming their identities and views of the world. Even though the school system might not acknowledge it, gender stereotypes are very rooted into everyday interactions in school. Teachers regard boys and girls differently, such as giving boys better grades more leniently than girls, encouraging boys towards physical activities instead of handicrafts, endure boys' noise in the classroom better than girls, praising boys for their opinions and girls for their studiousness or neatness or, asking boys instead girls for help when needing physical assistance. (Löfström, 2007.)

Teachers need to look at new ways of teaching instead of relying on traditional lecturing or repetition teaching styles. As teaching focuses more on the students, their working together and, encourages reflection, students are more inclined to critical thinking. Teaching becomes more interactive and gender roles can be challenged. (EFA Global Monitoring Report, 2013, 46.)

It is easy not to be aware of the everyday occurrences that strengthen or weaken a student's identity and define how they should act or be. It is important to acknowledge this when it comes to gender equality in schools and students feeling secure about who they want to be. (Löfström, 2007.) Igbo (2015) discovered that gender stereotypes have an influence on learning as they can cause cognitive or emotional barriers. Therefore, educators should be careful of gender stereotyping as to provide all students with the same rights and privileges. Igbo (2015) found that gender stereotypes have a profound effect

on academic learning which strengthens the need for gender sensitive teachers globally. In turn, Jegede's (1994) research detected that when girls and boys were equally motivated to study English, they achieved equal success – indicating that gender was not the reason for possible poor achievement for English language studies in Nigerian schools as was first thought.

Nevertheless, a teacher should not ignore or neutralize gender as the world outside school has very gender stereotyped expectations for girls and boys which are relayed to students in everyday relations. An educator must thus recognize gender differences and support students in forming their own gender identities whilst learning and growing up. (Kuuskoski, 2007.) To promote gender equality, a teacher needs further training and tools.

4 METHODOLOGY

4.1 Research objective and questions

The aim of this study is to identify existing gender sensitive education/pedagogy toolkits for secondary school teachers in low- and middle-income countries. The found toolkits were reviewed for the purpose of the Eritrean context to find the most relevant themes for secondary school teachers. Finn Church Aid can later utilize the themes for the development of a toolkit for Eritrean secondary school teachers. The toolkit will include basic information about gender sensitivity and instructions how to incorporate gender sensitivity into everyday teaching. At the moment, FCA has a need for a toolkit specifically for Eritrea but in future, if needed, the information can be utilized for FCA's other program countries in Africa as well. The research questions have been formed according to the needs of the working life cooperation partner, FCA, and reflected on the existing information about education in Eritrea.

The research questions are:

1. What themes are present in gender sensitive education toolkits for secondary school teachers in low- and middle-income countries?
2. Which of these themes are relevant for the context in Eritrea?

4.2 Systematic literature review

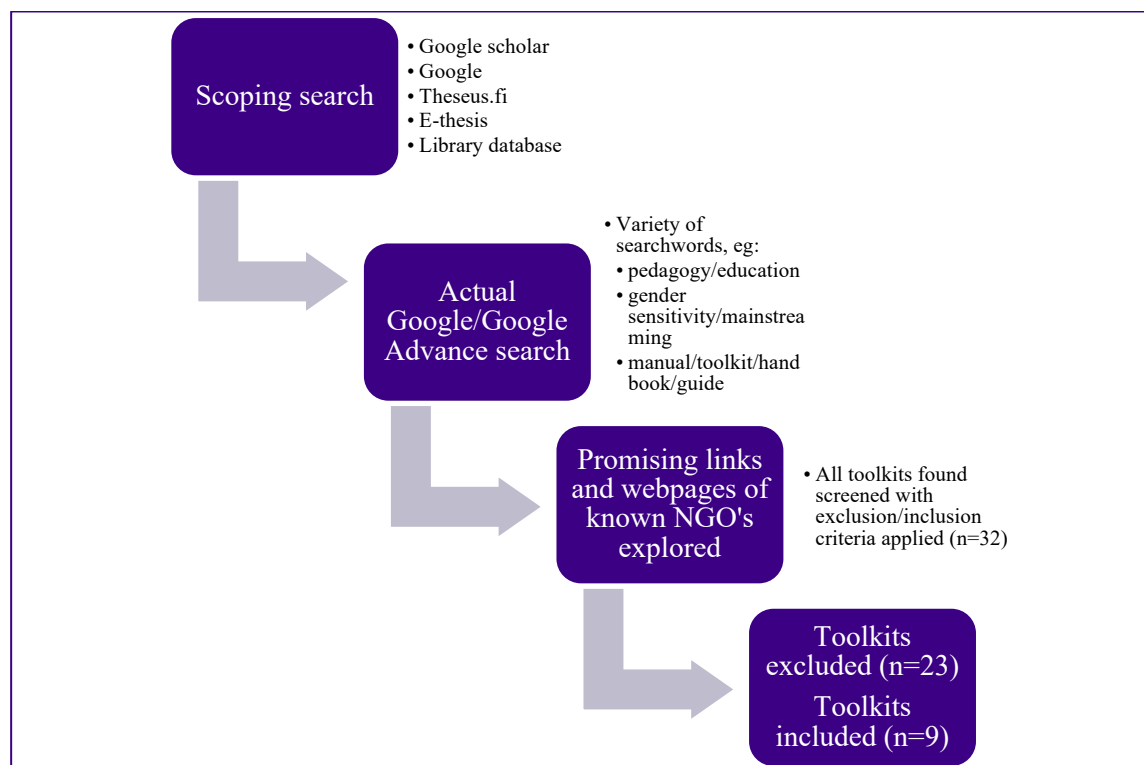
The toolkits found were researched for this thesis using the systematic literature review method. Systematic literature reviews are often associated with healthcare but are no longer restricted only to that field. Today, the systematic literature review approach is used over a wide array of disciplines. (Dickson, Cherry & Boland, 2017.) The systematic literature review was chosen because it was seen as a comprehensive way to find and assess the data available and identify the gaps in existing toolkits.

The purpose of this systematic literature review was to find, evaluate and arrange the most relevant gender sensitive education toolkits for teachers in low- and middle-income countries existing online. These toolkits were expected to bring forth answers to the second research question when mirrored with the known information about educational challenges in Eritrea. (Dickson, Cherry & Boland, 2017.) A literature review is like a jigsaw puzzle – the process combines pieces of known information into something new (Aveyard, 2014, 16).

4.3 Search strategy

The toolkits for this literature review were searched for in the manner indicated in Figure 1. The process is described in more detail below.

Figure 1. Search strategy



As toolkits for education are not scholarly articles or research papers, the only possible search engine tool for finding such toolkits narrowed down to Google. Before coming to this conclusion, a scoping search was performed on Google Scholar, Theseus.fi, E-thesis and the Diaconia University of Applied Science's library's international e-materials

search feature. This scoping search was done to identify possible toolkits and also to find possible research already completed on such toolkits. No toolkits or research on the subject in the context of this thesis was found.

The scoping search was also performed on Google. The preliminary results produced disappointingly few relevant hits and it was noted that a rigorous search exploring webpages and a variety of search words would have to be made for the purpose of locating relevant toolkits. Most toolkits that came up in the scoping search were directed to kindergarten or primary school teachers in high income countries.

The most relevant literature for this research was identified to be practical literature. Practical literature refers to written materials by practitioners, for example, information or good practice leaflets. Practical literature is something that is utilized in grassroots level which in this context is a secondary school. The hypothesis was that there would most likely be quite an amount of policy literature to be found for governments or national boards of education. Policy literature refers to policies and guidelines on a more administrative level. (Aveyard, 2014, 43-47.)

The actual search for the toolkits was laborious. Google Advance search and Google's regular search tools were utilized. Many different search words and variations of combinations were attempted such as "gender sensitive education", "gender sensitive pedagogy", "gender toolkits/manuals/handbooks/guides for education". Links with promising wordings were explored which often took to additional web pages or publication search engines. All these were examined. Web pages of known NGO's were investigated, for example, UNICEF, Plan International, UN women, UNESCO, World Bank, Oxfam, United Nations Development Program, USAID, to name a few.

Once a promising toolkit or blog was found, it was looked over to see if there were relevant themes in it. This was extremely arduous as most of the toolkits were geared more for policy makers but sometimes contained recommendations for schools and classrooms. In addition, as these were not scientific articles, there often were no abstracts and the introductions did not rely enough information. Thus, the full document had to be scanned through before including or excluding it.

It was surprising and puzzling how extremely difficult it was to find practical guides designed for teachers on how to implement gender sensitivity into the classroom. Most documents on gender sensitivity in schools or education for girls were more of a description of policies, research findings or guidelines for governments. However, it is possible that more toolkits for teachers exist, but they are simply not available online as the thesis is focused on countries where internet connections are poor and printed materials more common.

4.4 Inclusion and exclusion criteria

The inclusion and exclusion criteria used is specified in Table 1 below. The explanation of how the criteria was applied follows.

Table 1. Inclusion and Exclusion criteria

CRITERIA	INCLUSION	EXCLUSION
Year published	2000 or after	Before 2000
Language	English	Other languages
Geographic location	Asia, Africa, Middle East, South America	Europe, Australia, USA
Audience	Teachers, teacher educators	Youth workers, education in emergencies professionals, gender researchers, NGOs
School year in focus	Secondary school	Kindergarten, primary school, higher education
Type of Publication	Toolkits, handbooks, manuals, guides, modules	Blogs
Focus of toolkit	Gender mainstreaming, gender sensitive education/pedagogy	gender-based violence

The toolkits included in the literature review were all in English as other languages would have been too difficult to interpret within the time frame of drafting this thesis. Toolkits/recommendations published before the year 2000 were excluded as it was concluded that the information in these toolkits could be outdated as almost 20 years or longer has passed. The found toolkits were focused on Asia, Africa, Middle East, South America but not Europe, Australia or the USA as the context of this thesis concentrates on low- and middle-income countries. Some toolkits did not specify which region they were for and thus were interpreted to be global and then assessed for their relevancy for the review.

Manuals for youth workers, education in emergencies and instructions for gender researchers were excluded. Toolkits for teachers working specifically in kindergarten, primary school or higher education were excluded. Documents on national statistics or research findings were excluded as were toolkits for governmental or policy level if there were no information in them for grassroots teachers. Modules in pedagogy, best practices, guides, handbooks and toolkits were all examined for instructions for teachers and only included if applicable themes were found.

Toolkits for teacher educators were not automatically excluded because there were so few actual toolkits for teachers' use available. These training toolkits were included because the information they contained was to be conveyed to secondary school teachers through a facilitator. Thus, the information in them was meant for a teacher to expand their understanding of gender sensitive education.

A number of toolkits focused specifically on gender-based violence were found online. When examining the found toolkits, it was concluded that even though gender sensitivity is also part of extracting gender-based violence, looking more closely at these toolkits would be another review in itself. Thus, these toolkits were excluded.

All materials found were saved in a special bookmark category on the web browser Safari. After the rigorous search, 32 possible toolkits/recommendations were found that met the exclusion and inclusion criteria at first glance.

The 32 toolkits found were all individually critically appraised. Each one was assessed to see if the information it contained would be applicable to the Eritrean context and the recommendations for the toolkit which will later be developed. The relevance or limitations of each toolkit were looked at through the eyes of an educator. Also, the accuracy of the toolkit was appraised with what the theories of gender tell us and the known information about education for girls in low-income countries. The credibility of the toolkits was evaluated by looking into the publisher or the document's association with an NGO or other credible stakeholder. (Aveyard, 2014, 135.)

4.5 Included toolkits

Out of these 32 toolkits only nine were included in the review, as closer inspection showed that 23 of them were not targeted for teachers, were concentrated on sex education or gender-based violence, or, the recommendations for gender sensitive education were more for administrative levels. Thus, they did not answer the research questions. Of the nine included toolkits, three were specifically for India and another two were relevant globally. The rest there were for the Commonwealth nations, sub-Saharan Africa and Asia-Pacific.

Only two of the nine were exactly the kind of toolkits initially in mind for this thesis. The remaining seven were not directed solely for a teacher's use. The included toolkits were published by The Forum for African Women Educationalists (FAWE), International Research & Exchanges Board (IREX), UNICEF, UNESCO Bangkok, USAID, Karnataka Health Promotion Trust (KHPT), Commonwealth of Learning (COL), International Center for Research on Women (ICRW) and the National Council of Educational Research and Training (NCERT). All toolkits included in the review are described in more detail in Appendix A. The included toolkits were examined and listed as seen in the example in Table 2.

Table 2. Example of appraisal of toolkits

Author/Publisher/NGO	The Forum for African Women Educationalists (FAWE)
Name of toolkit	Gender Responsive Pedagogy – A teacher’s handbook
Year	2005
Audience	Teachers
Geographical region	Sub-Saharan Africa
Whole/Part	Whole toolkit
Main themes	<ul style="list-style-type: none"> Concepts of Gender Gender Responsive School Gender Responsive Pedagogy Lesson Planning (classroom, activities) Learning Materials Language Use Classroom set-up Classroom interaction student/teacher Sexuality/sexual harassment
Secondary themes	<ul style="list-style-type: none"> School management system Evaluation and monitoring
Strengths	<ul style="list-style-type: none"> Activities to activate the teacher’s thinking on gender An actual toolkit with relevant information that the teacher can use
Limitations	Only for “normal” schools (normal school defined in toolkit)

General information of the toolkit was noted: author, title, publication year, main audience and intended geographical region. In addition, themes were identified and each toolkit was appraised for its’ strengths and weaknesses.

4.6 Data extraction and analysis

The qualitative analytic method used was thematic analysis. In thematic analysis, the researcher is active in identifying reoccurring themes, selecting the most relevant ones and reporting them to the reader. Prevalent themes were recognized but also themes that were related to the research question but not reoccurring were identified. (Braun & Clarke,

2006.) The analysis of the data was theory-guided. In theory-guided analysis, the themes emerge from the data reviewed but earlier information on gender and education are important guides in theme identification. The “known” information can be seen in the emerging themes. (Tuomi & Sarajärvi, 2009, 96-97.) This analytic method was chosen because it is fairly easy to use for a novice researcher, it is flexible and it enables the identification of the meaningful topics in the data available.

The toolkits were carefully examined to discover the themes they contained. The relevant data was documented and combined in an excel format. An example of this categorization can be seen in Appendix B. This gave the researcher an overview of what was already there and what was missing. (Jesson & al., 2011.) The themes were mapped to find which reoccur and which were only seen less frequently.

When examined more closely, it may be found that one the toolkit is above all and can be used as a guide for reflecting the other toolkits. (Aveyard, 2014, 143-144.) In this literature review, one such toolkit was the handbook by FAWE (Mloma et al., 2005). This toolkit was found to be most relevant as it was specifically designed for teachers in Sub-Saharan Africa.

Thus, when labeling the themes, FAWE’s handbook was first examined and all themes from said toolkit extracted by distinguishing the main discussion points and labeling them on an excel grid. Then, the rest of the toolkits were examined individually and each one was compared to the themes found in the FAWE handbook. If the same theme emerged, the toolkit was marked underneath that theme. At this stage, themes that could not be found in FAWE’s handbook were also identified from the other toolkits.

This kind of qualitative thematic analysis was found to be an effective tool to get an idea of the main concepts would be needed for a gender sensitive toolkit (Braun & Clarke, 2006). The analytic tool was a means to identify the common aspects in the toolkits, finding those of interest for the Eritrean context and then analyzing the patterns found.

Once themes were found, they were examined again to see which themes would go under the most prevalent themes as subthemes and thus, fit together. For example, “maturation” and “different forms of harassment” were found to go under the main theme “health”. As these realizations were made, themes were also renamed. “Health” was first “sexual harassment” but then it was noted that other themes would go under this more comprehensive

theme and therefore the main theme was named “health”. After making these findings, all themes were arranged again on the excel table so that each prevalent theme had its own separate excel sheet in which the subthemes were presented.

At this point, the themes were all revisited, to check that the subthemes were in the right place and that the main theme described the subthemes sufficiently. Subthemes were still moved from main themes to another during the writing process as some were found to belong under another main theme than first thought. Going back and forth like this was done to confirm that the themes were in the correct categories. The themes discovered are presented in Table 3.

Table 3. Themes and subthemes found in toolkits

Concepts of gender
<ul style="list-style-type: none"> • Gender • Gender equality • Gender equity • Gender stereotypes • Gender discrimination • Empowerment
Gender sensitive pedagogy
<ul style="list-style-type: none"> • Hidden curriculum • Participatory teaching • Gender responsive language use • Gender sensitive classroom setups • Gender responsive teaching and learning materials
Health
<ul style="list-style-type: none"> • Sports and physical education • Maturation • Harrasment
Community
<ul style="list-style-type: none"> • Involving parents • Involving the community

Four prevalent themes were found in the toolkits: gender concepts, gender sensitive pedagogy, health and community. Under these four themes, subthemes were identified. Main themes were noted if they appeared in at least six out of nine toolkits because this showed that they were recurring themes and thus seen as important by a number of professionals. In addition, the themes found were reflected to the educational situation in Eritrea for their relevance for an Eritrean secondary school teacher. Of the subthemes, they were noted if found in four out of the nine toolkits. Each theme will be discussed in more detail in the following chapter.

5 FINDINGS

5.1 Concepts of gender

Explanations of the different concepts of gender were found in all toolkits except *Strategies for Girls' Education* (UNICEF, 2004) which takes it for granted that the reader has background information on the subject. The identified subthemes of the concepts of gender were gender, gender equality, gender equity, gender stereotypes, gender discrimination and empowerment. FAWE's (Mlama & al., 2005) handbook dedicates a whole chapter to understanding these concepts. All the six subthemes identified were found in this toolkit. It can be argued that this theme is important for Eritrean teachers as it has also been identified as a prominent topic for teachers in FAWE's focus countries. Even if a teacher is familiar with the idea of gender, it would be of good use to brush-up their knowledge to better pay attention to gender issues in teaching.

Gender is described in all the toolkits as a social and cultural construction which defines the roles, rights, entitlements, responsibilities and obligations men and women have (USAID, 2015). It is differentiated from sex. Sex is biologically fixed whereas gender is learned (Frei & Leowinata, 2014). Gender roles have changed throughout history and will continue to do so in the future. It is useful to distinguish that gender roles are defined by the cultural context they are being observed in. (UNESCO Bangkok, 2009). According to the social constructivist learning theory, these kinds of cultural roles can be transformed. Social constructivists believe that an individual should not take what he/she sees of the world around them for granted. Knowledge, concepts and categories are challenged and seen as historically and culturally specific. This worldview is created through people's social interactions and can thus be changed over time. (Burr, 2015.) Thus, a teacher has a vital role in delivering this message to the students and he/she needs a good understanding of gender concepts to do so.

Gender stereotypes are either defined or addressed in seven of the toolkits. Gender stereotypes are everywhere in school and society. The teacher himself/herself could have strong gender stereotypes and treat the students according to these generalizations. This is why it is important that a teacher can grasp the idea of what a gender stereotype is and can awaken the students to discuss the stereotypes they see in society as well. The

National Council of Educational Research and Training toolkit discusses gender stereotypes in most detail. It is defined as society's beliefs of what a man or woman should be. These stereotypes can be found vastly around us: in the media, songs, culture, customs or even religion. Parents pass on their stereotypes to their children (National Council of Educational Research and Training, Vol 1, 2013.) In school, learning materials can enforce gender stereotypes – for example, pictures in textbooks may portray a man as a leader and a woman as a helper (Mlama & al., 2005).

Gender equity is fairness of treatment of women and men. In some cases, this can mean treating men and women differently, such as having quotas for educational placements where the other gender is disadvantaged. Another example of equity is making extra effort for girls to travel to school and be able to continue their education – thus giving them the same equal opportunities boys have. Therefore, equality is the outcome of equity. (Frei & Leowinata, 2014.) For a teacher, it is essential to understand this distinction for the purpose of understanding what steps need to be done for equality to actualize in school.

Gender discrimination is a term teachers should be familiar with as it is something no teacher should practice. It refers to obstructing someone from living according to their rights on the basis of their gender. It can be exclusion, a restriction or distinction by gender stereotypes. Such as discouraging a boy to study to be a nurse (UNESCO Bangkok, 2009.) For a teacher, gender discrimination could be restricting girls from having leadership roles in group work or discouraging boys from cleaning duties in the classroom and assigning these duties always to girls.

Empowerment on the other hand was described as assisting marginalized groups become aware of their situation and help them acquire skills and knowledge to be active actors in their own lives (Mlama & al., 2005). Gender sensitive education is all about empowerment and a teacher has a vital role in it. The teacher has a role in educating the students about their rights and responsibilities and then helping them find their own assets to benefit their growth.

5.2 Gender sensitive pedagogy

The most important theme emerging from all the toolkits was gender sensitive pedagogy. The subthemes found were: hidden curriculum, participatory teaching, gender responsive language use, gender sensitive classroom setups, and, gender responsive teaching and learning materials. Of these, hidden curriculum was mentioned in four of the toolkits. Hidden curriculum is the customs in a school that are not written anywhere but which everyone takes for granted and abide by. For instance, seating boys and girls separately, assigning girls to sweep the floor of the classroom while boys play football outside. Hidden curriculum can be found in a teacher's behavior but also in books or evaluation processes. (National Council of Educational Research and Training, Vol 2, 2013.) The first thing a teacher should do, is examine the hidden curriculum in their school to become more aware of it. Mutekwe and Modiba (2012) discovered that gendered hidden curriculum steers girls towards certain subjects and thus influences their future career choices. A teacher's attitude has a strong impact on passing on gender roles and when altered can have a profound effect on opening up more opportunities for girls and women.

The main subtheme for pedagogy was participatory teaching. Many teachers in low- and middle-income countries are still dependent on traditional teaching methods, i.e. lecturing to passive students. However, participatory teaching is quite different from that and might require the teacher to make major changes in his/her teaching styles and thinking. Participatory teaching means exactly that - letting the students participate in the outcome of the lesson. This can be done by role play, discussion (class, group and pairs), games, debates, demonstration, group work and case studies (Mluma & al., 2005). Also, problem solving exercises arising from everyday life were suggested (National Council of Educational Research and Training, Vol 2, 2013).

However, applying these participatory methods in teaching is not in itself gender sensitive. The way these methods are used makes them that. Care has to be taken to make sure that girls and boys have the same opportunities to answer questions or take part in different subjects, like languages, science. Attention should also be paid on how the teacher regards quiet and loud students – making sure everyone can vocalize their thoughts in a safe environment and at the same time teaching students to listen to each other and regard each other empathically. (National Council of Educational Research and Training, Vol 2, 2013). Giving boys more opportunities to answer questions in class, is in itself, a hidden

message to girls conveying that being vocal is something that is expected of boys whilst girls are to be submissive and quiet (Hassaskhah & Zamir, 2013).

Language use was one of the recognized subthemes. Teachers need to try to recognize how they use language as it is a powerful tool in shaping our understanding. Even using the word “man” has implications. Many professions have gender laden in them, for instance “policeman” or “chairman” (National Council of Educational Research and Training, Vol 2, 2013). These characters should be called by their masculine or feminine roles, if known, like policewoman or chairwoman. If the gender is not known, they should be addressed neutrally as in, policeperson or chairperson. Family relationships should be used for both male and female characters identically, for example, mother, father, uncle, aunt. (USAID, 2015.) In speech genders should be used alternately, such as the use of him/her and he/she. Language can communicate in other ways as well – using a different tone of voice when addressing a girl or boy or using biased expressions. Harsh words or an angry tone of voice can suppress a student’s enthusiasm to participate in class. A teacher should also be aware of the use of body language, for example, how a scornful shrug of shoulders or inappropriate touching of a student causes distress in a student. (Mlama & al., 2005.)

Classroom arrangement was found to be one component of gender sensitive pedagogy. This includes seating arrangements and other aspects of the classroom. The teacher can look into the seating plan and make sure that one group is not always situated in the front or back of the classrooms and that genders are mixed. This can be done, for example, by using an alphabetical order seating plan. (National Council of Educational Research and Training, Vol 2, 2013.) A mixed seating plan is supported by the findings Hassaskhah and Zamir (2013) discovered in their research of teachers’ treatment of genders in an Iranian classroom. In class, the male and female students tended to sit separately in groups. The males made more noise, thus drawing attention to themselves, causing the teacher to be more interactive with them. Hence, when attention is paid to classroom seating and genders are mixed, all students are able to be visible to the teacher equally.

Benches or desks should be arranged in a way that students can move freely in the classroom or alternatively they can be arranged in a circular format (National Council of Educational Research and Training, Vol 2, 2013). The teacher should also ensure that he/she has the possibility of walking around freely in the classroom and thus allow engagement

equally with both girls and boys (UNESCO Bangkok, 2009). Other things to consider are appropriate shelf and chalkboard heights or the size of furniture (Mlama & al., 2005).

The classroom can have posters or other visual art making it more cheerful but at the same time the teacher has to make sure that these are not gender stereotyped in any way. (National Council of Educational Research and Training, Vol 2, 2013.) Portraying women in traditional roles inside the home, for example, in a kitchen cooking or surrounded by children, gives the hidden message of women not having the possibility to work outside the home. In addition, portraying men as leaders and women as caretakers in work life subconsciously messages gender stereotypes to the students. (Mutekwe & Modiba, 2012.)

These portrayals can also be seen in teaching materials. A study in four Southeast Asian countries showed gender stereotyping by misrepresentation and exclusion in texts and illustrations in public secondary school textbooks, with a female to male presence of 37:63. The stereotyping reflected to the socio-economic development of the country, i.e. the more women in the work force the less misrepresentation there was. Thus, it can be concluded that providing equal access to education is not enough. Gender-balance has to reach into grassroots teaching because gender stereotypes are still being presented very strongly to students through teaching materials. (Islam & Asadullah, 2016.) However, it is probable that the teacher has no power over teaching materials and restocking is highly unlikely. Unfortunately teaching materials can portray a strong message to students, even if doing so implicitly (USAID, 2015). A skilled teacher can go over the materials and assess how they reinforce gender stereotypes. Relevant questions to ask are: how many men/female characters are portrayed in the material; what kinds of roles men and women are presented in and how could the illustrations be more gender sensitive. The teacher can utilize other materials to compensate for the pictures in the teaching materials or bring attention to the gender stereotypes seen in the materials to awake discussion. (Mlama & al., 2005.)

5.3 Health

Health was found to be one of the themes mentioned in six toolkits. Health was noted to have subthemes of maturation, physical education, and, physical, sexual and emotional harassment. Secondary school students have just entered adolescence, therefore the

themes around growing up and maturing are present in the everyday life of secondary school. It would be vital for a teacher to be perceptive to these matters and be able to open conversations about them with his/her students. Both girls and boys will be noticing a change in their physical appearances and emotions. In addition, girls will start menstruating. These changes can cause self-confidence issues and absence from school. (Mlama & al., 2005.)

Physical education in school can traditionally only be assigned to boys. However, gender sensitive teachers are encouraged to include sports for girls in the curriculum. Taking part in physical activities promotes health, physical fitness, solidarity and healthy competition for both genders. Girls should be given equal opportunities to partake and also use the same equipment as boys. (Raghavendra, 2014.) Physical education gives girls a chance to enhance their leadership and social skills and build their self-esteem (UNICEF, 2014). These skills are equally important for boys. Offering physical education in school for all students is also a good way of promoting physical activities which may be overlooked especially in the rural areas where the housework the students often take part in is physical in itself, for example fetching water or sweeping (Ntwanano & Pule, 2015).

Other health related issues in school present in the toolkits were found to be lack of clean drinking water, adequate bathroom facilities, safe spaces where girls can lounge and chat together (also for boys) and ensuring girls have the facilities and accommodations for their menstrual cycle (Bever, n.d.). However, a lone teacher may not have the means to advance these, but it is still good to be aware of these health-related challenges students face as it has been found that a teacher's lack of knowledge and training of water, sanitation and hygiene (WASH) conditions can cause lack of maintenance of these facilities. Special attention should be paid to providing clean, private latrines with locks, access to handwashing water and soap, and, the possibility of disposing of sanitary items discreetly. (Alexander et al, 2014.)

In addition to being damaging to an individual, when a school is associated with physical, sexual or emotional harassment, parents will be less likely to keep their girls in school. Therefore, it is paramount for the teacher to be aware of these issues and know how to detect and handle them. The school should be a safe place where there is no threat of physical or emotional danger for the student. The danger could even be a teacher

themselves. A sexual harassment policy and securing the safety of girls in the school is essential. (UNICEF, 2004).

Furthermore, the students need information on how to recognize harassment and how to react to it. A teacher will need tools on how to talk to the students about these subjects for the purpose of raising awareness and building knowledge of rights related to these issues. (International Center for Research on Women, 2011.) There has been great progress in identifying school-related gender-based violence since the year 2000, which has resulted in policy reforms, programs and research around the subject. However, it has been found that more attention should be paid to implementing these policies at grassroots levels, i.e. in schools and communities. (Parkes, 2016.) This confirms the teacher's need for information and mechanisms to tackle gender-based violence in school.

5.4 Community

As a teacher should not be alone in educating the children in the classroom, the toolkits suggested that it would be particularly important to involve parents and the community in education in different ways. For gender sensitiveness to be possible inside and outside the classroom, parents and community have to be aware and accepting of gender sensitive education and they may need to change their attitudes considering gender stereotypes or roles.

Oguntimehin (2017) researched the influence of gender and community on children's access to education in Kadunta state, Nigeria. He found that gender has a direct link to access as girls were the most disadvantaged. He also found that the community's influence has a major role in girl's school admittance. Customs and culture have defined the community's gender stereotypes which continue to influence the community's attitudes towards girl's education. He recommends educating parents on children's right to education with the assistance of community leaders, religious leaders and cultural organizations. He also concludes that gender sensitivity of school's should be developed.

Following Oguntimehin's (2017) thoughts, the toolkits see involving parents in their children's education as a way to promote gender sensitive education. Holmarsdottir, Eken and Augestad (2011) researched gender, education and empowerment in South Africa

and Southern Sudan. In South Africa, girls have equal access to education and learn about gender issues in school. However, it was concluded that because the gender norms are so strong in society, it is difficult to implement gender equality to life outside the classroom. This confirms the importance of connecting knowledge of gender equality with the community.

There were many ideas in the toolkits how to realize the involvement of parents and communities: a workshop for parents where they would be educated about children's rights to education and gender roles in the home, such as a father's role as a parent; a seminar for parents on gender equity; parent-teacher meetings; workshops with successful female speakers for the whole family and open dialogue with parents about difficult subjects like early marriage, pregnancy and possibilities of continuing education in these situations. (Bever, n.d.) Even literacy groups for the community women were suggested (International Center for Research on Women, 2011).

In addition, it was suggested that the community and the parents could be involved in establishing community schools or take part in the management of the school. The community could also have a role in teaching as resource teachers and/or in the up-keep of the school facilities. (UNICEF, 2004.) All these could be difficult for the teacher to do alone. Involving school management or, as Oguntimehin (2017) suggests, perhaps the solution could be a Parent-Teacher -association who has knowledge of the area and prevailing situation and could be a link between the school and community.

6 DISCUSSION

6.1 Recommendations for the toolkit

The recommendations for a toolkit for Eritrean secondary school teachers are based on the themes that emerged from the data. In addition, I have added ideas based on my own professional experience and good practices that I have found online. Even though the FAWE (2005) toolkit has been developed specifically for teachers in Sub-Saharan Africa, after this review, I would recommend developing a new toolkit for the Eritrean context. The new toolkit would include the themes that have emerged, including more examples and games that teachers can use in everyday classroom interactions.

Before starting the development of the toolkit, it would be useful to know what kinds of gender materials already exist for teachers in Eritrean schools. Cooperating with Eritrea's Ministry of Education is essential, as FCA has done throughout their cooperation (S. Bevan, personal communication, October 10, 2018). The available materials could be utilized in making a new toolkit.

When developing new materials of good quality, I have discovered in my professional life that it is a good idea to form a working group instead of attempting to do all the work by yourself. In an ideal situation, the working group would be composed of members from different fields. For example, there could be FCA Eritrea staff members from Finland and Eritrea, a volunteer from Teachers without Borders, a teacher and student from Amara Community College of Education, a teacher from a secondary school in Eritrea and perhaps someone from the school administration level. It should be noted that having professionals from different hierarchy levels could cause problems because of cultural norms, such as with communication and transparency. Perhaps other NGO's in Finland working in East Africa have a need for this kind of toolkit. In such a case, a working group could be formed of staff from these NGOs in Helsinki. Alternatively, the toolkit could be developed by volunteers from Teachers without Borders who have experience on Eritrea. The toolkit could then later be reviewed by a experts in Eritrea. An example of a tentative table of contents can be seen in Table 4. The recommendations are explained in more detail after the Table.

Table 4. An example of a table of contents for the new toolkit

What is gender sensitive education?
<ul style="list-style-type: none"> • Short introduction to gender sensitive education and why it is important • Encouraging words for the teacher - you can do this! • Instruction on how to use the toolkit and introduction to what it contains
What you need to know about gender
<ul style="list-style-type: none"> • Explanations of the gender concepts identified in this thesis, why they are important • A look back! - Quiz to check that the concepts have been understood • Take a moment! - Quiz on own gender bias • What is my school teaching students about gender? - Quiz on school's hidden curriculum
Setting up your gender sensitive classroom
<ul style="list-style-type: none"> • Seating arrangement • Classroom decorating
A look at language and teaching materials
<ul style="list-style-type: none"> • Using gender sensitive language • Assessing teaching materials
Involving students in teaching
<ul style="list-style-type: none"> • What is participatory teaching and why is it important? • Role play - examples of drama exercises • Discussion/debates - how to use it in class, groups and pairs • Games - examples of games • Demonstration - how to involve students • Group work - how to compose groups • Case studies - examples of who to invite to talk in school/who to research • Problem solving - examples of exercises
The students' wellbeing
<ul style="list-style-type: none"> • Adolescence and what it means • Physical education and its' benefits • Sexual, physical and emotional harassment and how to handle these • How harassment-free is my school? • Discussing health issues with students - examples of topics of discussion
Involving the community
<ul style="list-style-type: none"> • A look at students' socio-economic and cultural backgrounds • In school • Outside school
This is not the end, it's the beginning!
<ul style="list-style-type: none"> • Inspiring ending words for the teacher
Appendix
<ul style="list-style-type: none"> • Stories • Games

The developed toolkit should be as simple and understandable as possible. The toolkit should be a practical guide that an individual teacher can use by themselves. Difficult terms or theories should be avoided. It is important that the toolkit is easy to read and interpret because the teachers using the toolkit will have to adjust to it without any training. The toolkit should be illustrated to make it more attractive for teachers. This way they will be more likely to acquaint themselves with it. The illustrations should be of culturally relevant of real-life situations from secondary schools and communities in Eritrea.

The toolkit should start with a chapter on what gender sensitive education is and why it is important. Here, information on how gender sensitive teaching advances the possibilities of both girls and boys should be explained. There should be instructions on how the toolkit works and how the teacher should proceed with using it. This chapter should be concluded with words of encouragement, pointing out the importance of a teacher to the students.

For a teacher unfamiliar with the subject, it would be important to get acquainted with the theme of gender sensitivity before attempting to incorporate it into teaching. Thus, the toolkit should begin with a look into the main gender concepts identified in this thesis and explain them in lay-man's terms. Exercises could be included here, for example, there could be a small quiz to see that the teacher has understood the gender concepts that have been explained and another quiz for the teacher to explore their own gender biases, clarifying that in this kind of pedagogy, the teacher has to be very aware of his/her own gender stereotypes, even those related to boys and ready to transform them if needed. Hidden curriculum could be explained here and questions on how to identify the prevailing hidden curriculum in school could be useful.

As the review found, classroom arrangement is important, thus, there should be a chapter about classroom setups. Seating of students could be illustrated with drawings and tips on how to arrange students in a gender sensitive manner, explaining the importance of being able to engage with all students. Tips on how to decorate the classroom in a gender friendly way could be given. Also, the teacher should be encouraged to observe how the furniture in the classroom is setup and its' accessibility to the students (bookshelves, chalkboard, etc.).

Examples of how language can be discriminating should be shown and examples of how to avoid the over- or underrepresentation of one gender when discussing professions could be given, for example, as a list. For a teacher to be able to assess their teaching materials a checklist could be included after a small introduction to the issue. The teacher could fill the check-list in whilst going through the learning materials available to him/her. USAID's *A Guide for Strengthening Gender Equality and Inclusiveness in Teaching and Learning Materials* (USAID, 2015) has a good example of such a checklist which could be utilized.

Information about participatory teaching should be in a prominent role. It should be very clearly presented so that the teacher will get an idea how to apply it easily as the idea may be new. Role play, discussion (class, group and pairs), games, debates, demonstration, group work, case studies and problem solving should be there with concrete how-to examples in separate boxes or in the appendix. These would be hands-on activities and games teachers can easily organize without the need of extra tools. There were very few games in the reviewed toolkits, but these kinds of activities would be immensely helpful for a teacher in raising awareness among the students. These activities could be, for example, group discussions about what gender is in the student's opinion and what the society's expectations are towards gender. Examples could be given of everyday situations, such as a son asking his mother to help with the cooking and a girl doing the same. Local pop culture can be observed for what kinds of messages related to gender it is passing on. After observation, the students' thoughts could be shared with the class. Gender could also be explored by the use of drama – having a boy play the role of a character who would, in the prevailing cultural context, be a girl and vice versa. Art could also be utilized, making a lesson plan for the students to draw different professions (lawyer, doctor, pilot, nurse, shop assistant) and then discuss about why they had made the decision to draw a man or a woman in the role they were assigned.

Health issues related to maturing should be discussed and a short FYI-information package should be included. This would contain information about adolescent issues for boys and girls and what steps the school could take to make these easier. For example, clean drinking water, separate bathroom facilities for girls and boys, free menstruation pads, one-on-one counselling, or boy/girl discussion groups. The benefits of physical education to both girls and boys should be explained and tips on how to arrange it on equal terms should be given.

There should be information on gender-based harassment in school, which would explain sexual, physical and emotional harassment. It is necessary to include information on what the teacher can do to prevent these or how to handle situations like these. The chapter could include a checklist for the teacher to observe how harassment-free the school is. Most importantly, there should be examples on how to discuss these issues with students and exercises the students can do together. The ICRW toolkit has good examples of this, for instance, using stories or other examples and activities to start discussions

(International Center for Research on Women, 2011, 34-43). The “No Means No Worldwide” -rape prevention program could also bring inspiration to developing this section (No Means No Worldwide, 2018). The harassment or bullying of boys and how to handle these cases should not be forgotten.

The toolkit should include ideas about how to involve the parents in gender sensitive behavior at home or how to invite them to participate in teaching in school. As many children in Eritrea live in the rural areas, differences between rural and urban school settings should be addressed. Also, families’ socio-economic backgrounds and tribal differences should be explored, so that a teacher can understand how these can affect gender stereotypes or attitudes towards education. This chapter could be done by an Eritrean expert in the field of education and culture. However, whatever their background, it would be important for parents to get more information of gender sensitivity and why it is important as there could be resistance towards gender sensitive thinking in the community. These could be ideas that are easy for a teacher to put into effect, like a parents’ discussion evening at the school around the subject. This could also be developed together with the community leaders. Both mothers and fathers could be invited to school to talk about their work or be of help as resource teachers. Ideas about topics for community workshops could be included.

The toolkit could even have a storybook/leaflet, as an attachment, with illustrated pictures. The teacher could use this to read out loud to the class. The story could be about an inspirational Eritrean individual living in Eritrea who became successful at something not usually associated with their gender. Exercises around the story could be included. There are several inspiring young women in Eritrea who have escaped child marriage or managed to continue their education despite being married at a young age and have been publicly speaking about it (Giri, 2018). Their stories could be referred to. Also, “Good Night Stories for Rebel Girls” by Elena Favilli and Francesca Cavallo could be an inspiration for the developers of the toolkit. The book has 100 short, one-page stories of extraordinary women throughout history. (Timbuktu Labs Inc., 2018.) However, not all stories in the book are culturally sensitive for Eritrea but it can bring ideas of who could be included. History lessons are good for pointing out these examples of women who have achieved success.

Last but not least, the toolkit should be encouraging. Changing one's behavior to be more gender sensitive is not an easy feat as gendered behavior often happens subconsciously. A teacher needs to be persistent and motivated. To reach their goal, teachers could have workshops with colleagues for support and motivation to discuss the difficulties and how they could overcome them.

6.2 Limitations of the research and ethical considerations

As first anticipated, the relevant toolkits were not easy to find. When searching via Google, the hits are in the thousands but with closer inspection, it can be seen that the toolkits are in fact not the types of toolkits intended for this review. In addition, if there had been more time and resources, additional toolkits may have been found by contacting NGO's working with education and their country offices directly. Requests to access the toolkits they possibly use could have been made. Because of the lack of gender sensitive education toolkits for teachers, it has been justified to include some documents not matching the initial criteria in the review, such as toolkits for teacher educators. Thus, the review has not been a comprehensive one and the evidence found may not be the best for the development of a new gender sensitive toolkit.

The search for the toolkits was done by myself only. It is possible that more toolkits could have been found, if there had been another person searching for them. Also, if a search had been done in some other language than English, for example French, it is possible that there would have been more relevant toolkits to be found. However, a detailed review of how the search was done has been described to give the reader the possibility to evaluate the credibility of it.

In addition, the review could have been more accurate if there had been two people analyzing the data as it could then have been compared and cross-checked when now it has been done by only one person. Also, the themes that have emerged may have been influenced by my own expectations of what the important themes could be.

Even though I have a master's degree in Education, I am not an expert in teaching secondary school students. My understanding of secondary school as such is limited, not to mention a secondary school in the Eritrean context. A school in an Eritrean city differs

very much from a school in the rural areas not to mention a school for children of the nomadic families. Understanding what the relevant themes for Eritrea are, is difficult from this viewpoint. As I have been researching this topic, I have been learning new concepts and tried my best to adjust my thoughts to this context. However, it is still possible that the themes that have emerged are not culturally sensitive for the Eritrean educational forum.

This thesis has concentrated on the question of girls and education. However, boys should not be forgotten either. In some development programs the focus on girls has resulted in boys underperforming or dropping out of school. The issues related to boys are often also gender related, as societies have certain expectations for boys. For example, being the bread holder of a family of having a job that is preserved as masculine.

This thesis focuses on the context of low- and middle-income countries and even though ethically dubious, the decision has been made not to include the question of gender diversity and thus the thesis concentrates on only two traditional genders: girl and boy. This train of thought could also be seen in the gender sensitive toolkits included in the review, as it was uncommon to find any mention of gender identity issues or different sexual orientation was portrayed as a challenge in education.

6.3 Future research

A research of gender attitudes and stereotypes in Eritrea within the teaching community would give interesting insight to the gender situation in schools. Children spend most of their childhood within a teacher's influence, so this information could be used to transform the school system. This research could be executed with teachers from different areas in the country, teaching a varying age of children.

Whilst searching for the toolkits included in this review, quite a number of toolkits designed specifically to tackle gender-based violence were found online. Such a toolkit containing specific information on that subject would be beneficial for Eritrea. To design one for the FCA program in Eritrea, a new literature review based on those particular toolkits would be needed.

Having looked at specific gender sensitive education toolkits, it would be in fact interesting to know have these toolkits been actually used in schools or to educate teachers. It would be of interest to research what kind of adjustments the teachers have made to their teaching styles from the ideas in the toolkits or if the training has been useful. It would also be interesting to learn if the use of a toolkit/gender training has had any effect on the children taught by the teachers utilizing them, including how the use of the information in the toolkit correlates with girls staying in school.

To take the thought further, there could be comparative analysis of two classes in the same school where a teacher has integrated the information from the FAWE (2005) toolkit to his lesson plans and another classroom that has not. The students would be asked questions about gender roles and stereotypes and these results could be compared. Of course, this study would have its' limitations as teachers are not the same and have different backgrounds and different views of gender.

The research possibilities of this subject are endless as gender sensitivity can be approached from so many different viewpoints. Specific research on all the themes found in the toolkits could be put into effect. The results would be important to awaken governments globally to the gendered atmospheres prevailing in schools. For example, attention could be paid to physical education in school in relation to boys and girls or a research could be realized on how a gender workshop for a community affects the attitudes of parents and other community members towards gender stereotypes. In addition, research on how boys are faring during this time that the focus is so strong on advancing the opportunities of girls could be an interesting research opportunity.

7 CONCLUSION

This literature review has shown that there indeed is a need for gender sensitive education toolkits for teachers in secondary schools for low- and middle-income countries. A vigorous online search resulted in finding only a small number of such toolkits and of these, the most relevant one was over ten years old. Many of the toolkits still referred to the UN Millennium Development Goals which have since been replaced by the UN Sustainable Development Goals in 2015. Having recognized that women and girls are still disadvantaged in education and that their inclusion correlates with greater development makes this discovery even more surprising. A lone teacher looking for information on the subject would have an exceedingly difficult time trying to find relevant knowledge online, much less a toolkit to utilize.

The current spotlight on girls and women does not mean forgetting boys and men. Gender sensitive education is not “female sensitive education”. It is not only focused on the girl child but considers both boys and girls, ensuring that both have equal opportunities in the future. The goal is equity of access, representation and freedom of choice for both men and women. Great care should be taken not to disadvantage either one as that would result in a reverse gender gap.

Gender sensitive education is not going to materialize miraculously into curriculum overnight. What the world needs are well-equipped, motivated teachers who are curious to learn and revolutionize teaching methods. Tomorrow's teachers may be influenced through quality teacher education but those already in profession need other sources of information or training. An accessible, uncomplicated toolkit may be the solution to bring knowledge on this subject to the field.

However, it should be noted that gender sensitive education is not easy and that it should start from kindergarten onwards. Because the gendered traditions in our societies and culture are learned and firmly etched in our thinking, the transformation into a gender sensitive teacher is not going to happen overnight. However, once a teacher becomes aware of his/her gender stereotyped behavior, making everyday changes in the classroom becomes easier. A teacher does not need to be afraid of mistakes, as long as he/she is able to acknowledge them and adjust accordingly.

Nevertheless, we cannot forget that a teacher's awareness of gender sensitivity is not a key to success on its own. Teachers need governments, legalization, school management, communities, parents and, not to forget, fellow colleagues to support and join them in this quest for equal education of boys and girls. Policy in itself is not enough either as there needs to be someone who implements it.

Time will tell if this thesis will be useful for Finn Church Aid in their mission to promote gender equality through teacher education in Eritrea. Perhaps this paper will reach teachers or education developers from different geographical locations seeking information about gender sensitive education. Hopefully, it will wake thoughts and help transform even a single classroom into a gender friendly zone where both boys and girls can feel accepted and be able to embrace the future with whatever career or life choices, they feel to be their own.

SOURCES

- Alexander, K., Oduor, C., Nyothach, E., Laserson, K., Amek, N., Eleveld, A., Mason, L., Rheingans, R., Beynon, C., Mohammed, A., Ombok, M., Obor, D., Odhiambo, F., Quick, R., Phillips-Howard, P. (2014). Water, Sanitation and Hygiene Conditions in Kenyan Rural Schools: Are Schools Meeting the Needs of Menstruating Girls? *Water*, 6(5), 1453–1466. doi:10.3390/w6051453
- Anunobi, F. (2002). Women and Development in Africa. From Marginalization to Gender Inequality. *African Social Science Review*. 2,(2), Article 3. Retrieved 2018 October 23 from <https://digitalcommons.kennesaw.edu/assr/vol2/iss2/3>
- Arroyo, C. (2018). Tyttöjen koulutus katkaisee köyhyyden kehän – suotuisat vaikutukset ulottuvat seuraaviin sukupolviin. Retrieved 2018 August 10 from <https://www.maaailma.net/uutiset/tyttojen-koulutus-katkaisee-koyhyiden-kehan-suotuisat-vaikutukset-ulottuvat-seuraaviin>
- Aveyard, H. (2014). *Doing a Literature Review in Health and Social Care – a practical guide*. 3rd edition. Open University Press.
- Bever, S. (n.d.). Creating supporting learning environments for girls and boys – A guide for educators. International Research & Exchanges Board. Retrieved 2018 August 3 from https://www.irex.org/sites/default/files/node/resource/creating-supportive-learning-environments-girls-boys_2.pdf
- Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3:2, 77-101. DOI: 10.1191/1478088706qp063oa
- Burr, V. (2015). *Social Constructionism*. Third Edition. Routledge.
- Cook, R. J. & Cusack, S. (2010). *Gender Stereotyping: Transnational Legal Perspectives*. University of Pennsylvania Press. Retrieved 2018 September 5 from <https://ebookcentral-proquest-com.ezproxy.hamk.fi/lib/hamk-ebooks/detail.action?docID=3441913>
- Dickson, R., Cherry, M.G. & Boland, A. (2017). Carrying Out a Systematic Review as a Master's Thesis. In Boland, A., Cherry, M.G. & Dickson, R. (Eds.). *Doing a Systematic Review*. (2nd Ed. p. 2-17). Thousand Oaks, CA: SAGE Publications.
- Education Sector Plan. (2018). Eritrea.
- EFA Global Monitoring Report. (2013). Teaching and learning: Achieving quality for all. Gender summary. UNESCO Publishing. UNGEI United Nations Girls'

- Education Initiative. Retrieved 2018 August 10 from <http://unesdoc.unesco.org/images/0022/002266/226662e.pdf>
- Elo, M. (2017). Opetuksen kehittäminen Eritreassa alkaa opettajista. Kirkon Ulkomaanapu. Retrieved 2018 May 5 from <https://www.kirkonulkomaanapu.fi/ajankohtaista/artikkelit/opetuksen-kehittaminen-eritreassa-alkaa-opettajista/>
- Eritrea – Ministry of Information. (2013). Eritrea's 9 ethnic groups. Retrieved 2018 October 23 from <http://www.shabait.com/about-eritrea/erina/16508-eritreas-9-ethnic-groups>
- Finn Church Aid & actalliance. (n.d). Right to Quality Education. Retrieved 2018 August 8 from https://www.kirkonulkomaanapu.fi/wp-content/uploads/2014/04/right-to-quality-education-strategy-leaflet_web_quality.pdf?x49085
- Finn Church Aid. (2017). Annual Report. Retrieved 2018 September 20 from <https://www.kirkonulkomaanapu.fi/en/us/annual-report-2017/>
- Finn Church Aid. (n.d.). About us. Retrieved 2018 May 5 from <https://www.kirkonulkomaanapu.fi/en/us/>
- Frei, S. & Leowinata, S. (2014). Gender Mainstreaming Toolkit for Teachers and Teacher Educators. Commonwealth of Learning. Retrieved 2018 August 7 from https://www.rosavzw.be/digidocs/dd-000656_2014_Gender_Mainstreaming_Toolkit_for_Teachers_and_Teacher_Educators_CoL.pdf
- Gachukia, E. (2012). Accelerating the Education of Girls and Women in Sub-Saharan Africa: A Development Imperative. *UCLA: James S. Coleman African Studies Center*. Retrieved 2018 May 15 from <https://escholarship.org/uc/item/6j83g40p>
- Genderspectrum. (2017). Understanding Gender. Retrieved 2018 May 22 from <https://www.genderspectrum.org/quick-links/understanding-gender/>
- Giri, R. (2018). National Union of Eritrean Women Reiterates its Commitment to Girl Power on the International Day of the Girl. Eritrea – Ministry of Information. Retrieved 2018 October 23 from <http://www.shabait.com/articles/nation-building/27240-national-union-of-eritrean-women-reiterates-its-commitment-to-girl-power-on-the-international-day-of-the-girl->
- Girls not Brides. (n.d.). Child marriage around the world: Eritrea. Retrieved 2018 October 23 from <https://www.girlsnotbrides.org/child-marriage/eritrea/>

- Hassaskhah, J. & Zamir, S. R. (2013). Gendered Teacher–Student Interactions in English Language Classrooms. *SAGE Open*, 3(3). DOI: 10.1177/2158244013502986
- Holmarsdottir, H. B., Eken, I.B.M. & Augestad, H.L. (2011). The dialectic between global gender goals and local empowerment: Girls' education in Southern Sudan and South Africa. *Research in Comparative and International Education*; 6(1). Symposium Journals. Retrieved 2018 September 17 from <http://hdl.handle.net/10642/648>
- Human Rights Watch. (2017). Africa: Make Girls' Access to Education a Reality. End Exclusion from School for Married, Pregnant Students. Retrieved 2018 May 16 from <https://www.hrw.org/news/2017/06/16/africa-make-girls-access-education-reality>
- Igbo, J. N. (2015). Impact of Gender Stereotype on Secondary School Students' Self-Concept and Academic Achievement. *SAGE Open*, 5(1).
- International Center for Research on Women. (2011). Training Manual for Facilitators – Gender Equity Movement in Schools. Retrieved 2018 May 16 from <https://www.icrw.org/wp-content/uploads/2016/10/Gender-Equality-Movement-in-Schools-Training-Manual.pdf>
- Islam, K. & Asadullah, M. (2016). Gender Stereotypes and Education: A Multi-Country Content Analysis Study of Secondary School Textbooks. *Thinking Gender Papers*. Retrieved 2018 June 15 from <https://escholarship.org/uc/item/38r9r094>
- Jegede, J.O. (1994). Influence of motivation and gender on secondary school students' academic performance in Nigeria. *The Journal of social psychology*, 134(5), p. 695.
- Jesson, J., Matheson, L. and Lacey, F.M. (2011). *Doing Your Literature Review: Traditional and Systematic Techniques*. SAGE Publications Ltd; 1 edition.
- Kester, K., & Booth, A. (2010). Education, peace and freire: A dialogue. *Development*, 53(4), 498-503. doi:<http://dx.doi.org.ezproxy.hamk.fi/10.1057/dev.2010.86>
- Kuuskoski, E. (2007). Miten syntyy hyvä koulu? In H. Niemi & R. Sarras. (Eds.), *Erilaisuuden valot ja varjot. Eettinen kasvatustieteellinen koulussa*. Otavan Kirjapaino Oy.
- Last, G.C. & Markakis, J. (2018). Eritrea. *Encyclopedia Britannica*. Retrieved 2018 May 5 from <https://www.britannica.com/place/Eritrea>

- Leach, F. (1998, July 1). Gender, education and training: An international perspective. *Gender & Development*. Retrieved 2018 June 4 <https://doi.org/10.1080/741922727>
- Leach, F., Dunne, M & Salvi, F. (2014). School-related Gender-based Violence. A global review of current issues and approaches in policy, programming and implementation responses to School-Related Gender-Based Violence (SRGBV) for the Education Sector. UNESCO. Retrieved 2018 May 29 from http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/HIV-AIDS/pdf/SRGBV_UNESCO_Global_ReviewJan2014.pdf
- Löfström, J. (2007). Sukupuoli ja seksuaalisuus koulussa. In H. Niemi & R. Sarras. (Eds.), *Eri-laisuuden valot ja varjot. Eettinen kasvatus koulussa*. Otavan Kirjapaino Oy.
- Majgaart, K. & Mingat, A. (2012). Education in Sub-Saharan Africa. A Comparative Analysis. A World Bank Study. The World Bank. Retrieved 2018 August 13 from <https://openknowledge.worldbank.org/bitstream/handle/10986/13143/9780821388891.pdf;sequence=1>
- Ministry of Education. (2013). Education Sector Development Plan 2013-2017.
- Ministry of Education. (2017). Eritrean Women: Twenty-five years of educational trends. Analytic report.
- Ministry of Social Affairs and Health. (n.d.). Finland is a gender equality pioneer. Retrieved 2018 August 27 from <https://stm.fi/en/finland-is-a-gender-equality-pioneer>
- Mlama, P., Dioum, M., Makoye, H., Murage, L., Wagah, M. & Washika, R. (2005). Gender Responsive Pedagogy – A teacher’s Handbook. The Forum for African Women Educationalists. Retrieved 2018 May 14 from http://www.ungei.org/files/FAWE_GRP_ENGLISH_VERSION.pdf
- Mutekwe, E. & Modiba, M. (2012). Girls' career choices as a product of a gendered school curriculum: the Zimbabwean example. *South African Journal of Education*, 32(3), 279-292. Retrieved 2018 September 28 from http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S0256-01002012000300005&lng=en&tlng=en
- National Council of Educational Research and Training. (2013). Training Material for Teacher Educators on Gender Equality and Empowerment. Perspectives on Gender and Society. Vol I. Department of Women’s Studies. Retrieved

- 2018 June 12 from <http://www.ncert.nic.in/departments/nie/dws/modules/vol1.pdf>
- National Council of Educational Research and Training. (2013). Training Material for Teacher Educators on Gender Equality and Empowerment. Gender and Schooling Processes. Vol II. Department of Women's Studies. Retrieved 2018 June 12 from <http://www.ncert.nic.in/departments/nie/dws/modules/vol2.pdf>
- National Council of Educational Research and Training. (2013). Training Material for Teacher Educators on Gender Equality and Empowerment. Gender and Women's Empowerment. Vol III. Department of Women's Studies. Retrieved 2018 June 12 from <http://www.ncert.nic.in/departments/nie/dws/modules/vol3.pdf>
- No Means No Worldwide. (2018). About. Committed to Ending Sexual Violence Since Day 1. Retrieved 2018 September 19 from <https://www.nomeansnoworldwide.org/about/>
- Ntwanano, A., & Pule, E. (2015). Psychosocial and Physical Benefits of Exercise Among Rural Secondary School Students. *European Review of Applied Sociology*, 8(11), 14-18. doi: <https://doi.org/10.1515/eras-2015-0007>
- Oguntimehin, V. (2017). Gender and Community Influence as Determinants of Children Access to Basic Education in Kaduna State, Nigeria. *Bulgarian Journal of Science and Education Policy*, 11(1), pp. 51-66. Retrieved 2018 August 28 from <http://bjsep.org/getfile.php?id=230>
- Paddison, L. (2017). Educating girls: the key to tackling global poverty. The Guardian. Retrieved 2018 June 5 from <https://www.theguardian.com/opportunity-international-roundtables/2017/oct/04/global-poverty-child-marriage-education-girls>
- Parkes, J. (2016). The evolution of policy enactment on gender-based violence in schools. Prospects: *Quarterly Review of Comparative Education* (2016) (In press). DOI:<https://doi.org/10.1007/s11125-016-9382-5>
- Punnonen, V. (2007). Sukupuolisensitiivinen sosiaalinen nuorisotyö. In *Nuorisotyötä on tehtävä: Menetelmien perustat, rajat ja mahdollisuudet*. Nuorisotutkimusseura: Nuorisotutkimusverkosto.
- Raghavenda, D. (2014). UNDERSTANDING GENDER – a training module for teachers. Karnataka Health Promotion Trust. Retrieved 2018 May 12 from

- http://strive.lshtm.ac.uk/system/files/attachments/Understanding%20Gender_Teachers%20Training%20Manual%20.pdf
- Right to Education Project. (2014). International Instruments. Right to Education. Retrieved 2018 June 12 from http://www.right-to-education.org/sites/right-to-education.org/files/resource-attachments/RTE_International_Instruments_Right_to_Education_2014.pdf
- Syrjäläinen, E. & Kujala, T. (2010). Sukupuolittietoinen tasa-arvokasvatus – vaiettu aihe opettajankoulutuksessa ja koulun arjessa. In Tainio, L., Ikävalko, E., Palmu, T., Tani, S. & Suortamo, M. (Eds.). *Sukupuoli ja tasa-arvo koulussa*. Jyväskylä: PS-kustannus.
- The Global Partnership for Education. (2017). Guidance for developing gender-responsive education sector plans. Retrieved 2018 September 3 from <https://www.globalpartnership.org/content/guidance-developing-gender-responsive-education-sector-plans>
- The World Bank. (2018). The World Bank in Eritrea. Retrieved 2018 August 5 from <http://www.worldbank.org/en/country/eritrea/overview>
- Timbuktu Labs Inc. (2018). *Good Night Stories for Rebel Girls*. Retrieved 2018 October 3 from <https://www.rebelgirls.co>
- Tuomi, J. & Sarajärvi, A. (2009). *Laadullinen tutkimus ja sisällönanalyysi*. (6. uud. laitos.). Helsinki: Tammi.
- UNESCO Bangkok. (2009). Promoting GENDER EQUALITY in Education. Gender in Education Network in Asia-Pacific (GENIA) Toolkit. Asia and Pacific Regional Bureau for Education. Retrieved 2018 May 7 from http://toolkit.ineesite.org/resources/ineecms/uploads/1113/Toolkit_for_Promoting_Gender_Equality.pdf
- UNESCO eAtlas of Teachers. (n.d.). Women in the teaching profession. Retrieved 2018 August 10 from <https://tellmaps.com/uis/teachers/#!/tellmap/-677553166>
- UNESCO. (2003). UNESCO's Gender Mainstreaming Implementation Framework. Retrieved 2018 May 19 from <http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/BSP/GENDER/PDF/1.%20Baseline%20Definitions%20of%20key%20gender-related%20concepts.pdf>
- UNICEF Data. (2016). The State of the World's Children 2016 statistical tables. Retrieved 2018 June 19 from <https://data.unicef.org/resources/state-worlds-children-2016-statistical-tables/>

- UNICEF. (2004). Strategies for Girls' Education. Retrieved 2018 June 12 from http://toolkit.ineesite.org/resources/ineecms/uploads/1113/Strategies_for_Girls_Education_EN.pdf
- UNICEF. (2013). Eritrea. Country Program Document 2013-2016. Retrieved 2018 June 12 from https://www.unicef.org/eritrea/ECO_resources_CountryProgramme2013_2016.pdf
- United Nations. (2015). Concluding observations on the fourth and fifth periodic reports of Eritrea. Committee on the Elimination of Discrimination against Women. CEDAW/C/ERI/CO/5. Convention on the Elimination of All Forms of Discrimination against Women. Retrieved 2018 October 3 from <http://evaw-global-database.unwomen.org/en/countries/africa/eritrea>
- United Nations. (n.d.). Transforming our World: The 2030 Agenda for Sustainable Development. Retrieved 2018 August 3 from <https://sustainabledevelopment.un.org/post2015/transformingourworld/publication>
- USAID. (2015). A guide for strengthening gender equality and inclusiveness in teaching and learning materials. U.S. Agency for International Development. Bureau for Africa. Retrieved 2018 June 3 from https://eccnetwork.net/wp-content/uploads/8460-3_DERP_Gender_Guide_V3_102715_r9_FNL.pdf
- Wodon, Q., C. Montenegro, H. Nguyen & A. Onagoruwa. (2018). Missed Opportunities: The High Cost of Not Educating Girls. The Cost of Not Educating Girls Notes Series. Washington, DC: The World Bank. Retrieved 2018 August 3 from <https://openknowledge.worldbank.org/handle/10986/29956>
- World Bank Group. (2018). FOCUS: Sub-Saharan Africa. Open Knowledge Repository. Retrieved 2018 September 4 from <https://openknowledge.worldbank.org/focus-sub-saharan-africa>

APPENDIX A. The toolkits included in the literature review

FAWE's *Gender Responsive Pedagogy – A Teacher's Handbook* (Mlama, Dioum, Makoye, Murage, Wagah, & Washika, 2005) is a practical tool for teachers in Sub-Saharan Africa for building their knowledge on gender sensitivity and teaching methodologies and giving the teachers tools how to incorporate it in their every-day teaching. The handbook also includes information on including gender sensitivity in school management. The toolkit's strengths are that it takes into consideration the geographical and cultural context for which it has been written, the specific questions that activate the teacher's thinking and the examples of how to include gender sensitivity into classes. The fact that the handbook can only be used in what is described as a "normal" school can be seen as a limitation because the criteria for such a school is so high.

IREX's *Creating Supportive Learning Environments for Girls and Boys – A Guide for Educators* (Bever, n.d.) is a global guide for teachers, administrators and communities to make classrooms and teaching gender sensitive. It has been designed so that the teacher reading the handbook can observe the current situation, reflect how gender sensitive it is and then act to transform the classroom and teaching practices. The toolkit recognizes the challenges coming from society towards gender equality and underlines that the guidelines introduced can be adapted to whatever cultural context they may be used in. However, some recommendations given are out of a teacher's reach, for example a teacher would have difficulty to provide students with clean drinking water if there is no water available. The boxes with teacher profiles can serve as inspiration to the teacher using the handbook.

UNICEF's *Strategies for Girls' Education* (UNICEF, 2004) is a very general toolkit for anyone working towards girls' education whether inside or outside the classroom. It does not define gender concepts at all and assumes that the reader is knowledgeable about gender issues and thus, it would not be easy to use for someone unfamiliar with the subject. However, it has a particularly good and clear way of presenting important pointers that any teacher can pick up on.

UNESCO Bangkok's *Promoting Gender Equality in Education - Gender in Education Network in Asia-Pacific (GENIA) Toolkit* (UNESCO Bangkok, 2009) has a large audience as it is for everyone promoting gender equality in education, be they policy makers,

project coordinators, teaching material developers, teachers, school heads, teacher trainers, etc. The guide is a good start to acquainting oneself with the subject but may be difficult to use even though a chart is provided where the reader can see which points are relevant for him/her. The self-analysis tools and analogies to be used in a workplace/classrooms are the strengths of this toolkit.

NCERT's Training Material for Teacher Educators on Gender Equality and Empowerment, Vol I-III (National Council of Educational Research and Training, 2013) have been specifically designed for teacher educators in India. It does not have information as such for teachers in office, but the themes are similar to what a toolkit for a teacher could entail. However, these materials are so oriented to the Indian context that they could not be used for the training of teachers in Eritrea. Also, the material is very laden with information and needs a learned person to make use of it. Volume I and II have good self-reflection tools and clear examples which could be used in a classroom.

COL's *Gender Mainstreaming Toolkit for Teachers and Teacher Educators* (Frei & Lewinata, 2014) is intended for use individually or in groups and the information is also applicable for open and distance learning environments. The user is encouraged to discuss the issues with other teachers, for example, in neighboring schools. The toolkit takes a considerable amount of time to explain the background behind the importance of gender mainstreaming, like statistics, international commitments or challenges to education. This is the only toolkit with a chapter dedicated especially for boys' education. The toolkit has good self-reflective questions and checklists to assess learning environments but for a teacher, finding the relevant information could be challenging.

KHPT's *Understanding gender – a training manual for teachers* (Raghavenda, 2014) is a manual for training India's high school teachers. Again, this tool is not particularly useful for a teacher navigating the world of gender sensitivity on their own and thus, only a small guide on how to increase gender sensitivity in the classroom has been included in this review.

ICRW's *Gender Equity Movement in Schools – Training Manual for Facilitators* (International Center for Research on Women, 2011) is for a teacher to use in school to work with students. The second year of this manual was excluded from this review because it is so focused on themes of sexuality. The first year has good hands-on activities that the

teacher can utilize in the classroom environment, including how to talk to students about gender and how to integrate these themes into subjects being taught.

USAID's *A Guide for Strengthening Gender Equality and Inclusiveness in Teaching and Learning Materials* (USAID, 2015) has been developed for African reviewers, teaching material developers and authors. However, it includes good examples of the use of language that can be utilized by teachers, even though here the examples rely on written materials. This toolkit is the only one that takes into consideration people with disabilities and their representation.

APPENDIX B. Example of theme categorization

MAIN THEME: GENDER CONCEPTS

Toolkit	FAWE	COL	NCERT	USAID	ICWR	USAID/IREX	UNICEF	UNESCO	KHPT
Gender concepts	x	x	x	x	x	x	N/A	x	x

SUBTHEMES OF GENDER CONCEPTS

Toolkit	FAWE	COL	NCERT	USAID	ICWR	USAID/IREX	UNICEF	UNESCO	KHPT
Gender	x	x	x	x	x	x	N/A	x	x
Gender stereotypes	x	x	x	N/A	x	x	N/A	x	x
Gender discrimination	x	x	x	N/A	x	x	N/A	x	x
Gender equity	x	x	x	N/A	x	x	N/A	x	x
Gender equality	x	x	x	x	x	x	N/A	x	x
Empowerment	x	x	x	x	N/A	x	N/A	x	x

Abbreviations:

x - found

N/A - no answer

FAWE - Gender Responsive Pedagogy – A Teacher’s Handbook

COL - Gender Mainstreaming Toolkit for Teachers and Teacher Educators

NCERT - Training Material for Teacher Educators on Gender Equality and Empowerment, Vol I-III

USAID - A Guide for Strengthening Gender Equality and Inclusiveness in Teaching and Learning Materials

ICWR - Gender Equity Movement in Schools – Training Manual for Facilitators

USAID/IREX - Creating Supportive Learning Environments for Girls and Boys – A Guide for Educators

UNICEF - Strategies for Girls’ Education

UNESCO - Promoting Gender Equality in Education - Gender in Education Network in Asia-Pacific (GENIA) Toolkit

KHPT - Understanding gender – a training manual for teachers