



# Preliminary Findings of Gender Assessment in Teacher Education in Sri Lanka

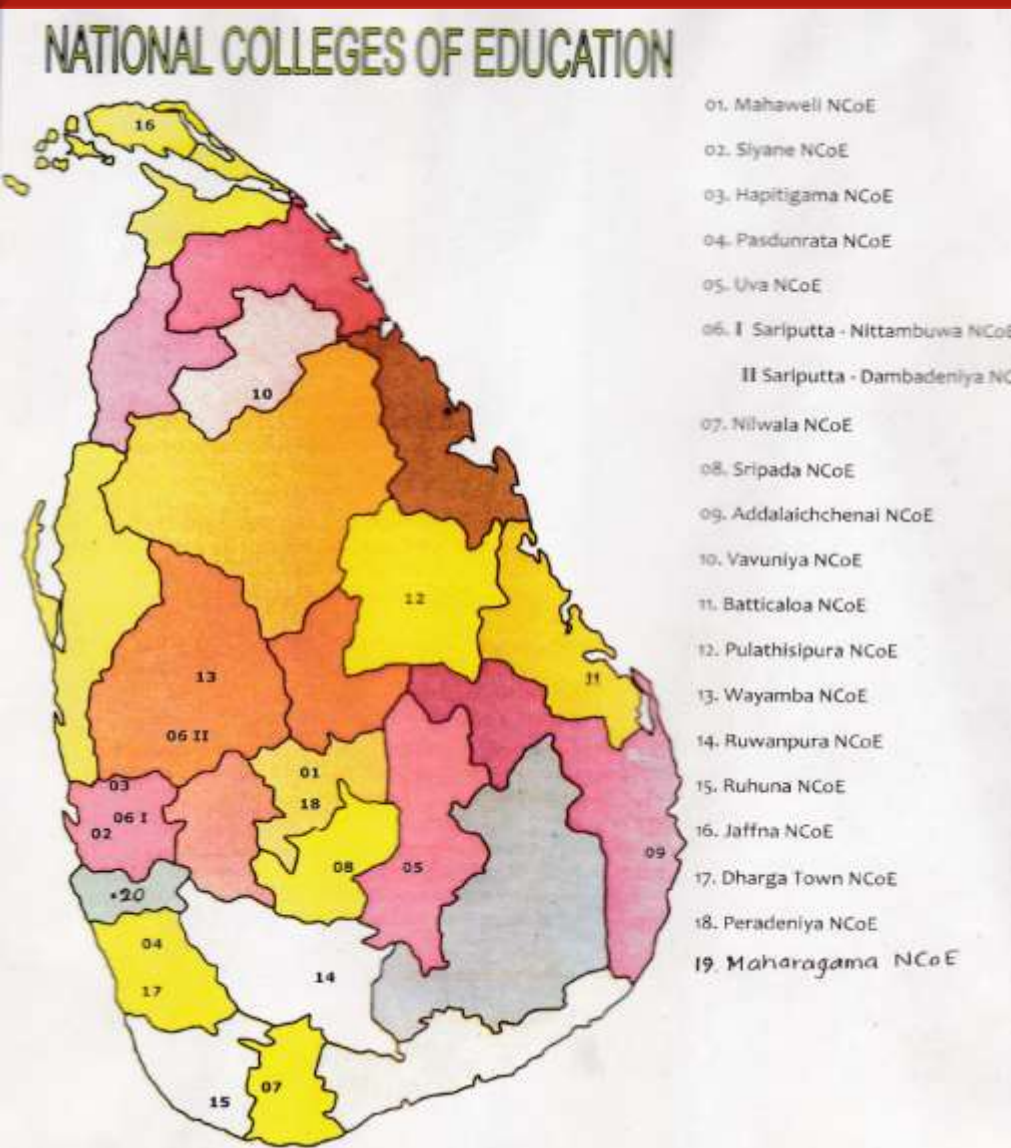


1. Assessment Scope
2. Findings
3. Conclusion
4. Recommendations

## Nature of Sri Lankan Teacher Education system

- Two types of Teacher Education programs are functioning
  - Pre service Teacher Education program implemented by National Colleges of Education (NCoE)
  - In-service Teacher Education program implemented by Universities, NIE, Teachers' Training Colleges.

# Sri Lankan Teacher Education system



- 19 National Colleges of Education all over the country
- Medium of instruction
  - Sinhala
  - Tamil
  - English
- 4000 prospective teachers are recruited per year.



# Institutional Participants



## TEI Classroom Observations

05 TEIs

20 Teacher Educators

40 Lessons

**Subjects:** Science,

First Language (Sinhala/Tamil)

Civic Education

English

Mathematics

Primary Education (Mother Tongue- Sinhala/Tamil)

## TEI Surveys

5 Surveys

*5 Presidents from 5 NCoEs*

*(President is the head of a NCoE)*

<b>School Curriculum Authority</b>	<b>1</b> Survey Completed by the Head of the Educational Publication Department (Commissioner of Education Development)
<b>TEI Curriculum Authority</b>	<b>1</b> Survey Completed by the Head of the Department of Science, <i>NIE</i> (Director)

# Individual Respondents

<b>School textbooks writers</b>	<b>10 Surveys</b> <i>School textbook writers</i>
<b>TEI teaching &amp; learning guide writers</b>	<b>05 Surveys</b> <i>TEI, teaching and learning material writers as respondents</i>

Grade	Level	Subjects	Medium
1	Primary	Reading & Work book Mathematics Religion ( Buddhism)	Sinhala & Tamil
6	Junior Secondary	Mother Tongue Mathematics, English, Science Civic Education	Sinhala & Tamil
10	Upper Secondary	Mother Tongue Mathematics, English, Science Civic Education	Sinhala & Tamil



## TEI teaching & learning materials

Pre-service: **17** sets, used by teacher educators.

**Subjects:** Science

Mathematics

English

Tamil Language

Primary Education – Mother tongue Sinhala & Tamil

Civic Education

Measurement and Evaluation in Education

Elements of Education & School Management

Education Psychology

**Some materials used by both TE and Prospective Teachers – e.g.:**

**Mother tongue (Sinhala and Tamil)**

**Total = 17**

## 2. Findings at the Policy Level (TEIs)

### i. Enrolment, selection criteria

- The method of selection is based on the 'Z score' obtained by the students at the G.C.E. (A/L) examination.
- Majority of applicants for the admission are females. e.g.:

Female	83.54%
Male	16.46% (2015)

## 2. Findings at the Policy Level (TEIs)



### Budget allocation for gender support services

There is no special budget allocation for gender support services in the Teacher Education section.

## 2. Findings at the Policy Level (TEIs)

### *Support services and facilities*

- Separate lavatories have been provided for female and male prospective teachers and teacher educators.
- Separate accommodation has been provided for male and female prospective teachers.
- No special transport facilities for prospective teachers
- No childcare service provided for academic and non academic staff
- No medical aid and health services with nurses and doctors but separate sick rooms are available with a sick attendant
- Adequate sport facilities available for both sexes

## 2. Findings at the Policy Level (TEI)



### Assessment in TEI

**Summative** – Final external examination conducted by the Department of Examination and final Internal examination conducted by the NIE.

**Formative** – Continuous assessment

teacher competencies; Assessed by the respective NCoEs.

## Curriculum development policy

Curriculum Design, Monitoring and Evaluation  
under the provisions of NIE Act No. 28 of 1985

Gender concept has not been indicated in the TEI  
curriculum.



- i. Curriculum developers' and reviewers' profile  
Curriculum development carried out by  
relevant departments of the NIE.

Gender factor is not considered at the curriculum  
developing panel appointments.

### ii Textbook development policies

- Textbooks were reviewed at each curriculum revision. No gender based written policy is observed. However according to the observations, male representation is greater than that of the females in science and mathematics textbook panels and female representation is higher than that of males in humanity subjects.

## i. TEI classroom culture & practices

- Female prospective teachers outnumber the male. All of them have the opportunity to be seated according to their preference.
- Prospective teachers are seated separately by sex.

e.g.: In 27 classes separate seating and in 12 classes mixed seating observed.

- Male and female trainees have separate allocation of seats.
- Seats are arranged as rows.

# Findings on Teaching and Learning (TEI Classrooms)



i. Access to learning (ICT and other resources)

The main technological equipments of learning – teaching process used by teacher educators in the classrooms are computers, OHPs and multimedia projectors.

Prospective teachers do not have the opportunity to use technological equipments.



# Findings on Teaching and Learning (TEI Classrooms)





## i. TEI materials used

- Teacher education curriculum is designed by the NIE. It is focused on competencies, competency level, subject content and learning outcomes.

- No specific Gender bias has been observed in Learning materials in teacher education.
- No gender responsive vocabulary has been used during classroom practice in Teacher Education.

## Textbook – General findings

- There is no reference, technical terms and glossary in all the textbooks reviewed.
- All textbooks are local publications.
- Male characters are represented in textbooks as players, principals, philosophers, businessman, policeman etc.... in illustrations.
- Female characters are represented in textbooks as housewives, and teachers in illustrations. Male characters are represented studying, playing etc.
- Both male and female characters are represented as doctors, players, singers and dancers.

# 5. Findings on Teaching and Learning Materials



## Textbook - Grade – 1

- There is equal representation of male and female authors in some panels
- In textbooks males are more represented than females by composition.

# 5. Findings on Teaching and Learning Materials

## Textbook - Grade – 1

- Main mode of presentation of the textbooks in Sinhala medium and Tamil medium in Grade 1 are interactive and activity oriented.

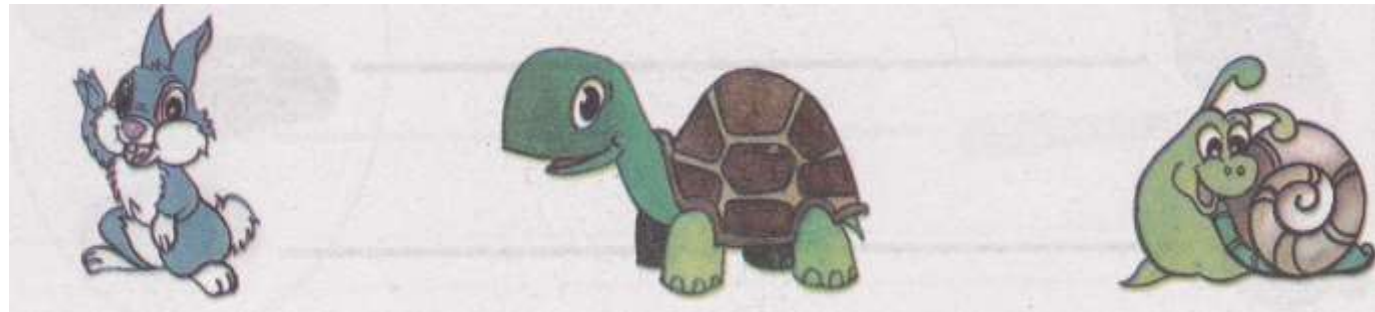
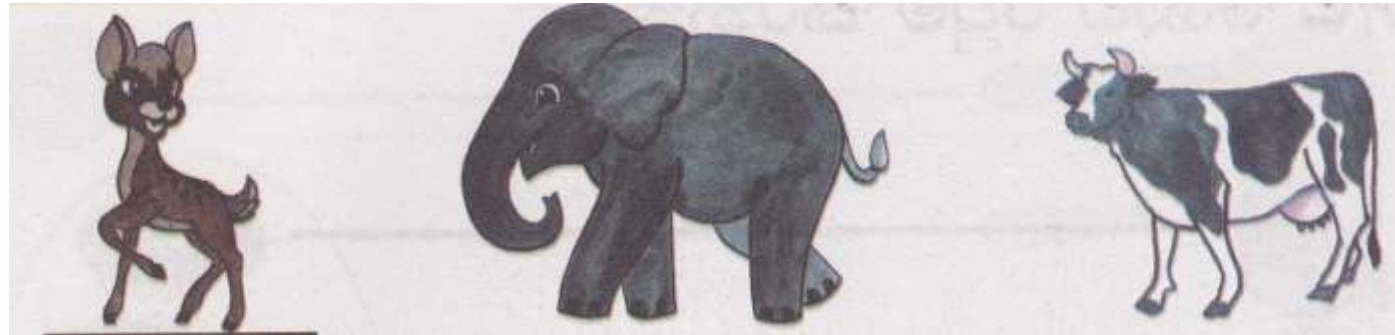
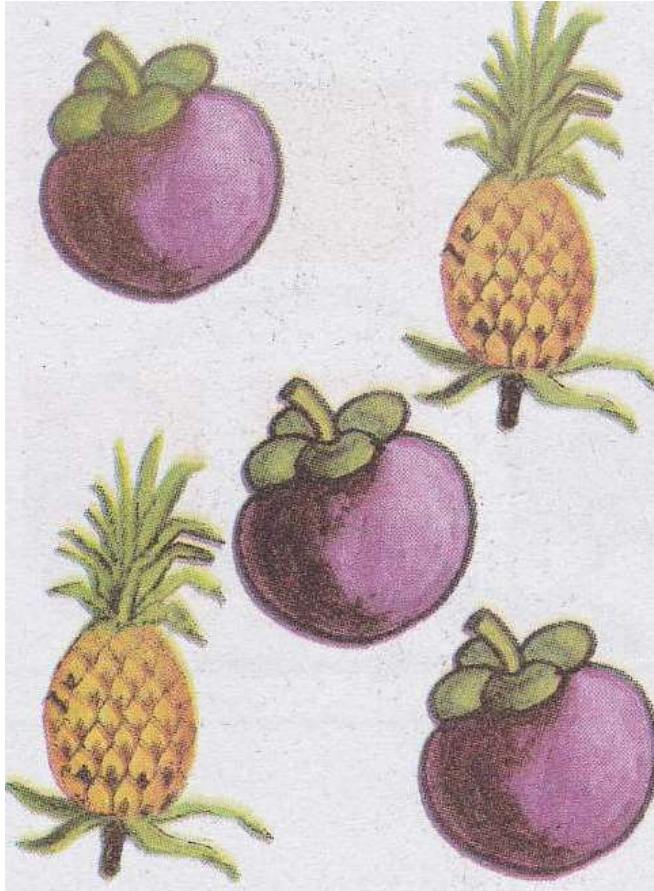
e.g.: Many pictures and illustrations

- Mostly pets, toys and fruits
- Using gender stereotyped pictures

e.g.: Always mother is preparing meals in the kitchen and the father is going for work and earning money.

# 5. Findings on Teaching and Learning Materials

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# 5. Findings on Teaching and Learning Materials

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# 5. Findings on Teaching and Learning Materials

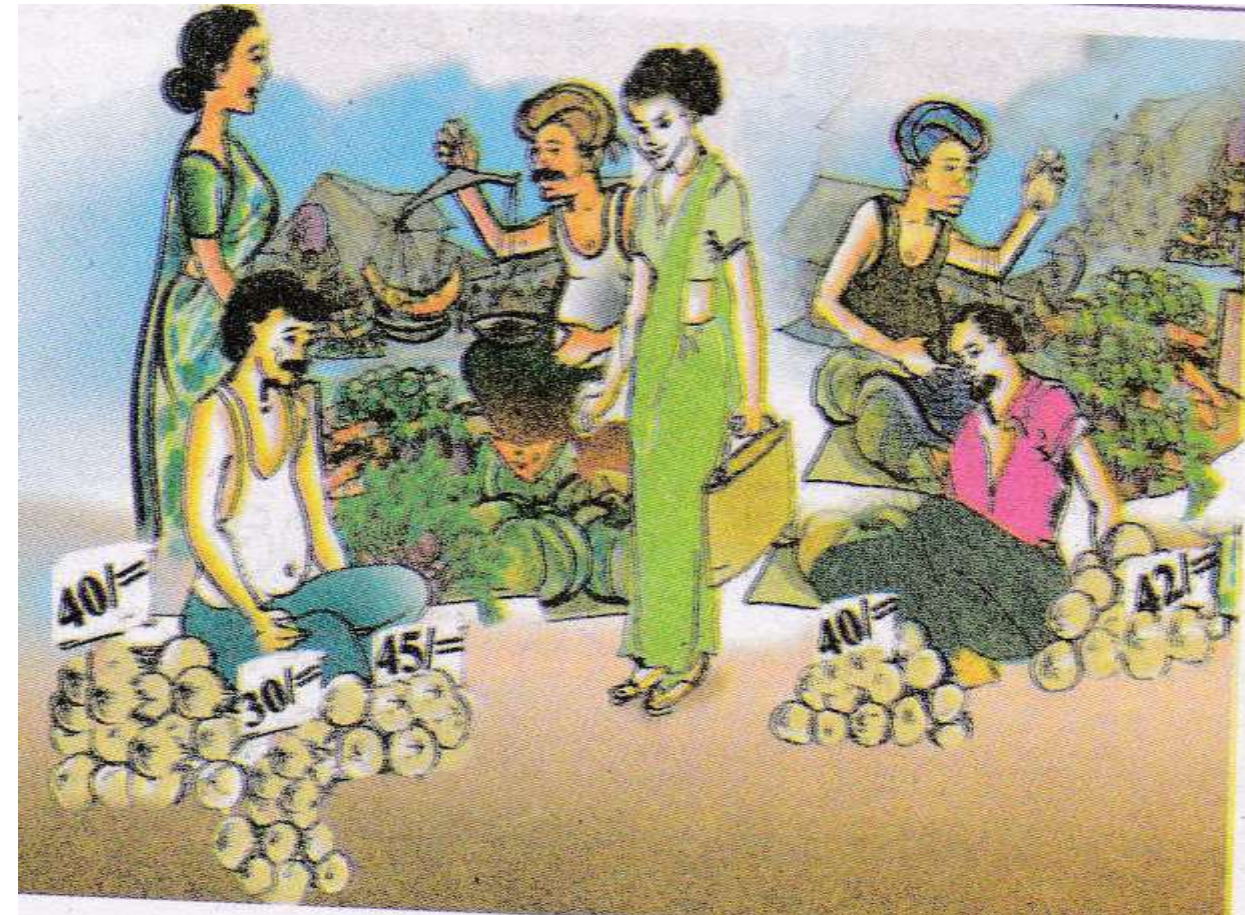
## Textbook - Grade – 6 and 10

- There is no discussion in content related to the gender concepts, gender equality or inequality, harassment or importance of awareness.
- Masculine and feminine words have been discussed only in English work book in Grade 6.
- Gender stereotyped illustrations appear in textbooks.  
e.g.: Mother is cleaning house, preparing meals, serving family members, purchasing and carrying goods.



# 5. Findings on Teaching and Learning Materials

## Textbook - Grade – 6 and 10



# 5. Findings on Teaching and Learning Materials



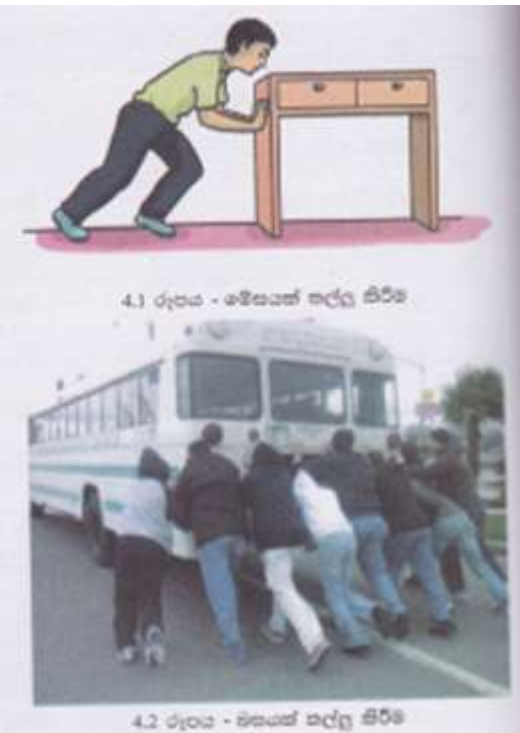
## Textbook - Grade – 6 and 10 Cont.....

- Main mode of presentation of the textbooks in grade 6 and 10 is heavy text
- All the illustrations and pictures in grade 10 Science textbook indicate the roles of male characters as applying force, using machines, driving etc...



# 5. Findings on Teaching and Learning Materials

## Textbook - Grade – 6 and 10 Cont.....



# Highlights of Finding at a Glance



- No gender policy observed – participation and Recruitment
- use of Gender Sensitive Indicators not observed
- Gender stereotype to be removed in illustrations of learning materials.
- Y gender attraction to be a teacher is on increase. Gender balance in the educational sector will be skewed



## The areas that need much attention

- More contribution of x gender is needed during preparation of teaching learning materials.
- x gender participation is needed as authors/ as editors

# Highlights at a Glance (Cont....)



- High caliber professionals mentioned in TEI curriculum are mostly represented by Y gender. (Psychologists, Philosophers, Educationists and Mathematicians)

## 1. Good Practices Showing Gender Equality

- i. Minimum level of gender stereotype was observed in Teacher Education even without a specific policy.
- ii. Gender wise harassment is minimally observed in the Teacher Education sector.
- iii. Higher participation of X gender in education may be feminize the education system in near future.

## 1. Areas for Improvement

- i. Development of a gender policy
  - National, Institutional levels
- i. Integration of gender concept at national level in planning and financial activities.

# Recommendations

- i. Establishment of a gender sensitive monitoring and evaluation process is needed in Education sector.
- ii. A cross-curricular approach should be adopted regarding gender conceptualization, parity and sensitivity.
- iii. Gender awareness program is needed in Teacher Education Sector.

*Thank You*