EVIDENCE FOR SYSTEM TRANSFORMATION

TEACHERS AND TEACHING FOR GENDER EQUALITY

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1. Background

Teachers and teaching are essential dimensions of the learning process. Gender equality—in access to, within and through education—is a top priority for the global community,[1] partner country governments, and GPE. Achieving gender equality is a principle and priority of GPE 2025, with GPE committing to put "gender equality at the heart of planning and implementation of education systems" (GPE 2022a). Given their central role in the teaching and learning process, teachers are critical agents in achieving gender equality within and through education. This brief synthesizes the evidence base around the role of teachers in promoting gender equality, discussing policy approaches that can help teaching and learning be gender-responsive and support teachers in being agents of gender equality. With this evidence in mind, the brief also raises considerations for GPE's engagement on this issue.

Box 1. Key terms

Gender equality: the equal rights, responsibilities and opportunities of girls and boys, women and men. It means that women and men enjoy the same status and have equal opportunity to realize their full human rights and potential to contribute to national, political, economic, social and cultural development, as well as to benefit from the results. It is the equal valuing by society of both the similarities and differences between women and men and the different roles they play.

Gender sensitive: acknowledges gender inequalities but does not robustly address them.

Gender responsive: identifies and addresses the different needs of girls, boys, women and men and promotes equal outcomes.

Gender transformative: explicitly seeks to redress gender inequalities and empower disadvantaged populations (GPE 2023).

A growing body of research recognizes gender-based inequalities in the school experience and corresponding inequalities in learning outcomes. Evidence from partner countries points to a wide range of factors that contribute to gender inequalities in the school experience and disparities in learning outcomes between

[1] The Sustainable Development Goals aim for a world in which "all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes" by 2030, according to target 4.1.

boys and girls.[2] They include school-related gender-based violence (SRGBV), curricula and pedagogies that reinforce gendered stereotypes, sociocultural norms and attitudes (around gender broadly and related to child labor, early marriage, pregnancy and other issues), and gender imbalance in the workforce that can potentially be isolating for students and contribute to low learning and dropout. While gender inequalities can affect students of any gender, many of the inequalities discussed in this brief tend to disproportionately affect girls. That said, boys can also be affected by many of these issues, and the relationship between teaching and learning and gender can be complex; for instance, gender inequalities in learning outcomes can vary across contexts, subjects and grade levels. As such, while this brief focuses more on girls, gendered inequalities in teaching and learning can have implications for all students.

2. Evidence

Female teachers and school leaders

The relationship between the presence of female teachers and impacts on students' schooling and learning is complex and contextual, but broadly, it appears that female teachers can have positive impacts on students'—especially girls'—learning and broader wellbeing. There is particular interest in female teachers as an avenue for supporting learning among female students. Assessing the relationship between female teachers and learning is challenging given the multiple factors at play; for instance, in some settings, female teachers are more likely to be working in urban areas, which may face fewer constraints on education quality. Impacts vary by context, with some studies finding no impact and others finding benefits lasting for years; broadly, though, it appears that female teachers are as good or sometimes better for girls' learning outcomes than male teachers. Positive effects appear to be more consistent in middle school than in primary school (Evans and Le Nestour 2019). Findings from West and Central Africa and India have indicated that hiring more female teachers could help reduce gender imbalances in learning (Muralidharan and Sheth 2016; Lee, Rhee, and Rudolf 2019).

Beyond academics, the presence of female teachers may have other benefits for students' wellbeing. Evidence, largely from high-income countries, suggests that female teachers with confidence in their students' abilities can raise female students'

[2] In line with most available data on learning outcomes, this brief talks about gender in binary terms. While little evidence exists on teaching and learning in relation to other gender groups, the intention of this brief is not to overlook students who don't fall into either of these categories.

interest or confidence in fields like math and science, where stereotypes are commonly held about girls' inferior abilities (Evans and Le Nestour 2019). Rates of corporal punishment broadly appear to be lower among female teachers than male teachers (Together for Girls, n.d.), suggesting that female teachers may help to reduce school-related violence in some settings (see below), though in some settings it appears that female teachers commit corporal punishment at similar rates to male teachers (Together for Girls, n.d.; Evans and Le Nestour 2019). Female teachers appear substantially less likely to be perpetrators of sexual violence against students (see Msambwa, Fute, and Lyanga [2022] and Spear [2019] for discussion of sexual violence committed by male teachers in Tanzania and Burkina Faso, respectively), as discussed in more detail below. In some contexts, possibly driven by these factors, families prefer that their daughters be taught by female teachers (Kirk 2006; Nock and Dusenge 2012); the attendance and retention implications of such preferences can also affect girls' learning.

Evidence suggests that female school leaders can also benefit student learning, not just for girls but for all students. After classroom teaching, effective school leadership is the second most important school-based factor for student learning. A small but growing body of evidence from low- and middle-income countries shows links between women's school leadership and student learning outcomes. Specifically, an association has been found between student performance and female school leadership based on research evidence from PASEC ("Programme d'Analyse des Systèmes Éducatifs de la CONFEMEN") in 14 francophone African countries, the midline evaluation of Tusome in Kenya and Data Must Speak in the Lao People's Democratic Republic.

Evidence also suggests that female school leaders may better foster learning and teaching environments that actively engage students (for instance, with teachers checking students' work, assigning homework and teaching until all students achieve mastery). Findings from the 2018 TALIS survey suggest that female school leaders may be stronger instructional leaders, and research from Chile and World Management Survey data both suggest female school leaders may have better teacher management practices than their male counterparts. UNICEF's Time to Teach research in West and Central Africa has found that parents of children enrolled in female-led schools appear to be more involved in discussions about students' academics and behavior. Time to Teach findings also suggest that female school leaders are more likely to encourage teacher attendance and sensitize teachers to the effects of their attendance on students (Bergmann, Alban Conto, and Brossard 2022). These many factors—positive teaching and learning environments,

instructional support to and effective management of teachers, engagement of parents, teacher attendance—can all contribute to student learning.

Beyond learning, female teachers and school leaders can serve as valuable role models and support systems for female students. A study in Rwanda found that female head teachers were seen as taking girls' concerns more seriously than male head teachers (Nock and Dusenge 2012). Female teachers may serve as meaningful advocates for female students and may be uniquely equipped to create girl-friendly or gender-equitable classrooms (Kirk 2006), though more research is needed on this point. Some evidence suggests that girls' confidence can benefit from female role models at school (Marcus and Page 2016), for instance, in the form of female teachers, school leaders and counselors. Some education systems have insufficient numbers of school counselors (UNESCO Bangkok et al. 2022), and building up these roles is an important consideration. Where counselors are lacking, the presence of female teachers and school leaders may be all the more important for responding to girls' needs, promoting their well-being and ensuring that schools help model and promote gender equality.

Despite their benefits, female teachers and school leaders are often underrepresented, facing barriers in employment, retention and promotion. While globally the teaching force is about two-thirds female (and nine-tenths female at the pre-primary level), there are substantial regional disparities. Broadly, the participation rate of women in the teacher workforce is lowest in the regions that need the most additional teachers to achieve universal primary and secondary education, namely sub-Saharan Africa and southern Asia. In some sub-Saharan African countries, less than 30 percent of the teaching force is female at the primary and/or secondary level, while many parts of Asia and Latin America are majority female at the primary level (UNESCO and Teacher Task Force 2020).

In some contexts, female teachers may also be more resistant to working in rural areas because of safety concerns, poor infrastructure and other more challenging social and economic conditions (ILO 2016). The situation for female school leaders is even more severe: PASEC 2019 found that only 22 percent of students in the sample went to female-led schools (as cited in Bergmann, Alban Conto, and Brossard 2022), and in six African countries (including some where the teaching force was majority female), the share of female school leaders ranged from 9 percent (Mali) to no higher than 21 percent (Zambia) at the primary level. Across eight countries in Latin America and the Caribbean, there was a 20 percentage-point gap between the portion of female teachers and female school leaders (Bergmann, Alban Conto, and Brossard 2022).

A wide range of factors contribute to gender inequalities in the education workforce. Qualitative research in Rwanda identified several barriers to gender equality in teaching and school leadership, including poverty and women's limited control over household budgets, constraining their ability to afford tuition fees; pregnancy, nursing and insufficient childcare options interfering with entry into and progression in education careers; and domestic burdens constraining women's time, among others. The research also found that women, especially pregnant and nursing women, sometimes struggle to participate in professional development because of childcare issues, insufficient time to nurse, or even simply not being allowed to participate while nursing or pregnant (Nock and Dusenge 2012). Other systemic constraints—including norms around women working outside the home and cyclical disadvantage of low female completion of secondary education contributing to low stock of sufficiently skilled female teacher candidates—also contribute to difficulties recruiting and retaining female teachers (Rose et al. 2021; Girls' Education Challenge, n.d.).

Box 2. Female teachers in Tanzania's partnership compact

Tanzania's partnership compact focuses on the teacher workforce as the major reform area, with additional interest in gender equality and the teaching and learning environment. To this end, the compact includes efforts to improve representation of female teachers and school leaders. At present, women make up only about a third of secondary teachers, and the majority of candidates at teacher training institutes are male. Only a third of primary school leaders are female. Beyond efforts to boost female presentation in the workforce, the compact also proposes to establish scholarships for female teacher candidates to study STEM subjects and to boost representation of women on school boards. Tanzania could be a useful case study for examining how interest in women in the education workforce translates to policy and could be a setting for GPE to support generation of evidence on policy related to female representation in the education workplace.

Targeted strategies are needed to employ and retain female teachers and school leaders and deploy them equitably. Policy recommendations include paid maternity leave of sufficient duration; provision of childcare at schools, pre-service training institutes and in-service training sessions, or support for childcare costs; prevention of discrimination against pregnant and nursing women in policy and through efforts to sensitize school leaders; and provision of safe housing to teachers in rural areas (Nock and Dusenge 2012; ILO 2016). Local recruitment of teachers in rural areas should also be considered (UNESCO and Teacher Task Force 2023). To boost engagement of female school leaders, teacher training institutions and district education offices can

support female teachers' development of leadership skills during pre-service and as they move through their careers (UNESCO and Teacher Task Force 2023). More and better contextualized evidence is needed to assess the impact and cost-effectiveness of these and other possible strategies for increasing the representation of female teachers. To help break the cycle of low female educational attainment leading to low numbers of qualified female teacher candidates, incentives for female teachers to enter pre-service training and rigorous support for them to succeed there could also be considered.

Prevention of gender-based violence

School-related gender-based violence (SRGBV) can take many forms. It can be psychological, physical or sexual—ranging from bullying to physical and verbal harassment to corporal punishment, which has gendered dynamics based on the gender of the perpetrators and the victims,[3] to sexual assault. SRGBV can harm students' psychological and physical well-being and is linked to lower academic achievement and school leaving (UNESCO and UN Women 2016; USAID 2009). While SRGBV is born out of norms and stereotypes related to gender and thus manifests differently across contexts, it is widespread. Data on this violence are difficult to pin down, but evidence suggests that corporal punishment is widespread, and according to SACMEQ research, two-fifths of primary school principals in southern and East Africa say that sexual harassment has occurred between pupils in their schools (UNESCO and UN Women 2016). Many girls—estimates suggest as many as 60 million per year—are sexually assaulted at or on their way to school (GPE 2022b). Sexual harassment and assault of students by teachers—usually female students by male teachers—is also a serious concern in some settings, especially as such incidents often go unreported by students and other teachers, sometimes for fear of retribution (Msambwa, Fute, and Lyanga 2022; Spear 2019).

SRGBV can be perpetrated by adults and students. As such, teachers can be perpetrators or witnesses, and they play an important role in responding to and preventing gender-based discrimination and violence in schools. While the most effective approaches to addressing SRGBV take a multisectoral whole-school, whole-

[3] While corporal punishment can be inflicted against all genders, it takes place in the context of social norms related to gender and thus is often a form of SRGBV, used to enforce (or reinforce) gender norms and reify gendered patterns of violence. For instance, corporal punishment can aim to control girls' behavior or force them to be more submissive, or is often more violent toward—and sometimes more commonly inflicted upon—boys (Together for Girls, n.d.). For instance, some male perpetrators may see this violence as a rite of passage for male students (Humphreys 2008).

community approach (see UNESCO and UN Women [2016] for more detail), this brief focuses particularly on the role that teachers can take in combating this violence.

Teachers can play an important role in responding to SRGBV, including intervening as the violence takes place, reporting incidents of violence and referring students to avenues for support. They also play a critical role in violence prevention by modeling positive behaviors, creating safe learning environments and delivering curriculum[4] and programming intended to combat SRGBV (UNESCO and UN Women 2016; UNESCO Bangkok et al. 2022). Teachers are often on the front lines of this work in part because in some contexts, such as Nepal, insufficient numbers of school counselors exist to respond to SRGBV (UNESCO Bangkok et al. 2022). Even when teachers may be aware of what can be considered SRGBV, many teachers feel ill-equipped to tackle these challenges; research from Croatia, Finland and Spain indicates that teachers and future teachers generally feel ill prepared to handle issues related to SRGBV (Ajduković et al. 2021). Low teacher confidence in handling violence prevention and gender equality issues also appears to be an issue in many contexts (UNESCO Bangkok et al. 2022).

While teachers play an essential role in violence prevention—an important dimension of promoting gender equality *through* education—teachers' own perspectives on gender and understanding of SRGBV can sometimes deepen inequalities. Analysis examining delivery of comprehensive sexuality education in relation to prevention of gender-based violence found that teachers' poor understanding of gender issues and gender-based violence and teachers' personal opinions that conflicted with gender equality could interfere with effective delivery of programming, with teachers sometimes reinforcing bias instead of pushing back against it (Irvin 2021). A survey of teachers in the Asia-Pacific region found that teachers had a weaker understanding of sexual and psychological violence than they did of physical violence, did not always consider sexual violence against students to be a form of violence, and were sometimes more inclined to see certain behaviors as violence when perpetuated by students rather than by teachers (UNESCO Bangkok et al. 2022).

Limited understanding or high acceptability of other forms of SRGBV, such as corporal punishment, also appears to be a challenge. For instance, in some settings, teachers may believe that corporal punishment improves student performance and may not

[4] While this brief touches on teachers' role in preventing SRGBV, it is also worth noting that violence prevention can also feature in school curriculum and across school cultures (UNESCO Bangkok et al. 2022), and teachers play an important role in delivering such messaging across the teaching and learning system.

be aware of more effective alternatives (UNESCO Bangkok et al. 2022). These challenges suggest that teachers' understanding of SRGBV may be part of the problem. Moreover, evidence from Burkina Faso suggests that teachers sometimes believe that girls are to blame for sexual harassment by teachers and fail to report sexual violence or harassment by other teachers for fear of issues from reporting fellow teachers, a sense that reporting goes against teacher solidarity, a desire to protect colleagues, lack of awareness of how to report, or a sense that reporting won't result in consequences (Spear 2019). Such beliefs and concerns constrain teachers' willingness to respond to and prevent violence, pointing to the need for both support and accountability for teachers' role in violence prevention.

Training teachers on violence prevention, gender equality and positive discipline is a key strategy for preventing SRGBV. Abusive behaviors are sometimes learned in teachers' own school experiences and then more deeply engrained in teacher training settings, where teacher candidates may be exposed to violent or negative cultures (UNESCO Bangkok et al. 2022). Pre-service training programs must crack down on these abusive practices, but they also need to go further, including introducing teacher candidates to positive disciplinary practices and helping them develop strategies for nonviolent classroom management; building their awareness of key concepts and considerations related to gender equality to enable them to recognize gender dynamics in their classrooms and foster safe classroom environments; and building candidates' knowledge of and skills for violence recognition and prevention. Building on this learning in pre-service training, in-service teacher professional development must continue to guide and support teachers to (USAID 2009; UNESCO and UN Women 2016).

Qualitative findings from small-scale pilots of an SBGRV prevention program in Nepal, Thailand and Vietnam found that teachers acknowledge the need for capacity building in issues related to gender and identification of violence and appreciated peer support for SRGBV prevention. Findings from the study also underscore the need to begin equipping and preparing teachers on nonviolence and positive discipline early in their careers, starting in pre-service training and continuing through in-service training (UNESCO Bangkok et al. 2022).

Codes of conduct for teachers and other school staff should require teachers to protect students from violence and discrimination. Ethics standards and teacher responsibilities should be part of such codes. Of course, a code of conduct alone is not sufficient; it needs to be implemented and enforced effectively, with systems and strong leadership in place to report code violations (UNESCO and UN Women 2016; USAID 2009). Sierra Leone's Ministry of Education and teachers union collaborated to

develop a national teachers' Code of Conduct, with substantial input from internal and external partners in 2008 and 2009. UNICEF supported this effort by designing a training manual on the Code of Conduct (UNESCO and UN Women 2016).

School leaders, teachers unions, parent-teacher associations and other groups can play an important role in supporting teachers in violence response and prevention and ensuring accountability for teachers' role in this process. School leaders are a first step in ensuring that teachers are sufficiently skilled in violence prevention and nonviolent management strategies, and that they are aware of necessary referral and reporting pathways involved in responding to violence. School leaders also have an important role to play in holding teachers accountable for perpetrating violence, failing to intervene or committing other conduct violations that put students at risk. Teachers unions also have a critical role to play. For instance, on the violence response side, unions in Malaysia developed a joint action plan for SRGBV and accountability for school-based gender perpetrators. Unions can also help create professional networks, resources and other forms of support for teachers' work in violence prevention (UNESCO Bangkok et al. 2022).

In support of violence response, parent-teacher associations and school management committees can also play a valuable role in ensuring school accountability (USAID 2009), potentially including that teacher behavior is sufficiently monitored. School- and teacher-level accountability are key levels, but other systems—including referral, support and judicial processes—must also be in place and working effectively. Teachers and families may have a role to play in holding these systems accountable, as students and teachers may be less likely to report violence if they don't have confidence in the broader systems intended to respond to the violence. Of course, broader system reform to strengthen judicial and support systems may also be needed.

Gender-responsive teaching and school cultures that facilitate learning for all genders

Beyond preventing gender-based violence, teachers have a critical role to play in creating safe, affirming school environments that support all students' learning and development. This work requires teachers to teach in ways that respond to bias and gender stereotypes and provide gender-responsive instruction that ensures that both girls and boys have the opportunity to learn. Different institutions approach issues related to teaching and school environment differently. Some aim for gender-sensitive approaches, but such approaches don't actively promote gender equality; as such, this brief refers to gender-responsive and gender-transformative

approaches, which are more active in working for gender equality within and through education.

Gender-responsive pedagogies are a key avenue for promoting gender equality and ensuring that all students have opportunities to develop to their full potential. Gender-responsive pedagogies are teaching processes that respond to girls' and boys' specific learning needs, requiring teachers' attention to gender issues in how they plan lessons, deliver content, assess learning and manage their classroom. To implement these pedagogies, teachers need to be cognizant of the language they use in the classroom and the bias they may be conveying. They also need to be attentive to fostering participation of both male and female students. Gender-responsive pedagogies, then, may involve arranging the classroom in ways that encourage participation from all students, asking questions of both genders or encouraging both genders to participate, phrasing questions and examples in ways that reflect both genders without stereotypes, among other strategies (FAWE 2018).

Literature and programs from a range of contexts highlight the value of gender-responsive pedagogies, including combating gender stereotyping (for instance, the "Sistema de Aprendizaje" Tutorial program in Honduras encourages students to discuss gender stereotypes and look beyond them), strengthening active classroom participation for girls and boys (Forum for African Women Educationalists [FAWE] programming in several sub-Saharan African countries) and fostering girls' skill development (the Gender Equity Movement in Schools program in Mumbai) (Nabbuye 2018). For example, in Ethiopia, Malawi and Tanzania, there was a 10 percent improvement in girls' academic performance and retention among schools that used FAWE's gender-responsive pedagogy in teaching and school management (FAWE 2018). Without gender-responsive programming, dropout rates and the gender gap in unemployment may be higher, as girls may be less inclined to study subjects, including in STEM, that can lead to high-paying jobs (Nabbuye 2018). Teaching approaches can also go beyond gender sensitivity to be gender transformative. Gender-transformative approaches actively promote gender equality in the classroom and push back against gender stereotypes, bias and violence (Donville, n.d.).

Despite this value, implementing gender-responsive and gender-transformative pedagogies can be challenging, even when they exist in policy. In Uganda, for example, even as girls' enrollment in school had risen, girls were not as engaged in their studies as boys and tended to score lower on certificate exams than boys. In response, the government integrated gender-responsive pedagogy into early childhood and primary school curriculum and teacher training with the intention of

ensuring equitable learning opportunities, pushing back against stereotypes, improving girls' participation in the classroom and fostering girls' skill development. A study found a number of barriers to effective implementation of this policy, particularly with difficulties in uptake among teachers and school leaders: teachers' gender bias (usually toward girls) often went unaddressed, and teachers often did not sufficiently understand these pedagogies and feel confident using them. Training could vary in length and was often not adequate to prepare teachers to implement these pedagogies, and almost half of surveyed teachers had not been trained on use of these pedagogies (likely contributing to teachers' low confidence and understanding of these efforts). Some teachers also saw girls' equality and empowerment as the domain of female teachers and did to want to be involved themselves, and some teachers' school leaders and colleagues were not supportive of gender-responsive pedagogy work. Implementing these pedagogies was also challenging in the context of a full curriculum in which teachers were under pressure to cover large amounts of content in preparation for high-stakes exams.

Moreover, when teachers used teacher-centered pedagogies—often the default pedagogical approach—they were less likely to use gender-responsive pedagogies. Finally, persistent gaps between the policy and the corresponding goals and monitoring strategies limited the realization of gender-responsive pedagogies (Nabbuye 2018). Uganda's experience demonstrates the wide range of factors that can inform the effectiveness of gender-responsive pedagogy initiatives.

Box 3. GPE's support for gender-responsive learning and assessment in El Salvador

El Salvador was the first partner country to access the Girls' Education Accelerator (GEA). Through this funding, awarded in 2022, El Salvador is supporting development of gender-responsive teaching and revising national assessments to make them more gender equitable. This work on teaching and learning materials targets children and families and aims to help address the negative social norms that constrain girls' learning and well-being. The work on assessments responds to a finding from a review of a national assessment that the test reinforces gender bias and negative stereotypes through its representations of girls and women and its male-centric items. El Salvador's experience on gender-responsive learning materials and assessment could be a useful case study for other partner countries as more implementation and impact data become available (Najarro and Pescina 2022).

Teacher training can be a valuable strategy for improving teachers' gender-responsive and gender-transformative practices. As with any form of teacher professional development (PD), equipping teachers with the knowledge and skills to implement gender-responsive pedagogies requires targeted and consistent support; as discussed in the Uganda example above, a short or one-off training will likely be insufficient to change teacher practice, especially in the long term. Ideally, training on gender-responsive pedagogies would begin during pre-service training and continue to be reinforced and strengthened through in-service PD. PD was the most common intervention type among a review of Girls' Education Challenge II (GEC II) projects, and while some of those projects didn't regularly assess teacher competencies or connect these to girls' learning—making it difficult to gauge the full impact of this programming on girls' outcomes—it appears that PD in GEC II projects improved teachers' pedagogies and their gender responsiveness (Rose et al. 2021; Girls' Education Challenge, n.d.).

Because gender-responsive pedagogy is more likely to be implemented in more student-centered learning environments, effective implementation of these pedagogies may also require broader teacher competency-building in student-centered instruction, which is a growing priority in many partner countries. Recognizing the role of teacher training in promoting goals around gender equality, some GPE partner countries' education sector plans—among them, Burkina Faso, Burundi, Eritrea, Mali, Senegal and Uganda—have included gender mainstreaming in teacher training to build teachers' awareness of gender issues, according to a 2017 GPE gender stocktake (as cited in FAWE [2018]). Both Ethiopia and Malawi developed policies to mainstream FAWE's approach to gender-responsive pedagogy in their teacher training institutes; in Malawi, corresponding activities included development of a gender-responsive orientation manual for lecturers in teacher training colleges (FAWE 2018).

Alongside training teachers, policy and practice must also address the other barriers that limit effective implementation of gender-responsive pedagogies and broader school cultures that foster gender equity, as Uganda's experience underscores. School leaders play a key role in creating enabling environments and accountability structures that ensure gender-responsive school culture and encourage teachers to prioritize gender-responsive pedagogies. Policy also needs to ensure that gender-responsive pedagogy is well integrated into the teaching and learning system and is realistic within the bounds of the curriculum that teachers are expected to cover. Where gender-responsive pedagogies and gender equality content are add-ons to an already overburdened curriculum, teachers will be less likely to prioritize these than

the content assessed in high-stakes exams. As such, efforts to make education systems more gender-responsive require coordination between curriculum and pedagogical goals to ensure that gender-sensitive teaching is realistic given competing demands. Finally, policy must also include gender-responsive outcomes that can be monitored to ensure that policy is being translated to classroom practice (Nabbuye 2018), and district education officers should be trained to provide sufficient support and monitoring of teachers' implementation of gender-responsive and student-centered instruction (Donville, n.d.).

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