TEACHERS TRAINING ON GENDER MAINSTREAMING WITHIN LEARNING AND SCHOOL ENVIRONMENTS

Assessment of developing a professional development course for teachers on gender with Jordan's Ministry of Education

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ACRONYMS

IREX   International Research and Exchanges Board

GoJ   Government of Jordan

MoE   Ministry of Education

TOT   Training of Trainers

SRGBV   School-Related Gender-Based Violence

GBV   Gender-Based Violence

CEDAW   Convention on the Elimination of All Forms of Discrimination Against Women

COVID-19   Coronavirus Disease of 2019

EXECUTIVE SUMMARY

Through the Strategy on Gender Equality in Education (2018-2022), Jordan's Ministry of Education (MoE) committed to promote gender equality across education planning and administration, to education content, delivery, and assessment. To support the Ministry in integrating gender-responsive pedagogy in teacher trainings, USAID Takamol partnered with the MoE Gender and Strategic Partnerships Department to design and test an in-service teacher training curriculum as a means to increase the knowledge of public school teachers in grades one-12 in Jordan, and their ability to mainstream gender-responsive practices in education. This report examines the effectiveness of a training of trainers (TOT) for the Teachers Training on Gender Mainstreaming within Learning and School Environments, to identify strengths, weaknesses, and recommendations for improving the implementation of the training before the anticipated rollout of cascade trainings to approximately 5,000 teachers annually.

EVALUATION PURPOSE

The assessment evaluates the TOT program delivered to 84 supervisor trainers and focuses on the training's main objective to increase teacher's and trainer's knowledge, attitudes, and skills toward gender and gender mainstreaming in education.

1. Knowledge of Gender Concepts: Do supervisor trainers demonstrate an increase in knowledge of gender equity concepts and gender-responsive pedagogy?
2. Gender Perceptions: Has there been a change in attitudes and perceptions amongst supervisor trainers toward gender-equitable norms and roles in the classroom?
3. Trainer Skills: How prepared are TOT participants to deliver cascade trainings as in-service teacher trainers?

The assessment was conducted over a period of 13 weeks from 5 December 2020 to 1 March 2021 and utilized ten training observation days, 34 in-depth interviews, and pre- and post-surveys collected during the trainings.

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Supervisors who completed the TOT significantly increased knowledge of gender terminologies, qualities of gender-sensitive pedagogy and educational materials, and identifying school-related gender-based violence (SRGBV). After the trainings, supervisors were able to summarize the basics of key training concepts and recall examples of gender-responsive educational practices that were used within the training. At this level of knowledge, supervisors would be able to deliver the training if relying heavily on the provided training slides and utilizing a lecture format. To be effective trainers, the supervisors would need to develop more in-depth knowledge and practice explaining the training concepts to others. Greater depth of understanding is required to be able to answer questions and synthesize information in ways that would support participant

understanding. The supervisors could also benefit from further practice applying interactive and participatory learning methods.

Supervisors reported stronger agreement with statements supporting gender equity after the training. A small group of approximately five-six supervisors would not be able to deliver the training content using the desired messages about gender equity because their personal views support rigid gender norms and they do not view gender equity as being rooted within local values. For other supervisors, the training opened their eyes to the ways education curricula and teaching practices can reinforce gender stereotypes, and increased their conviction that teachers should take an active role in dismantling those stereotypes and addressing SRGBV. Despite the positive personal perceptions reflected in surveys, supervisors were not comfortable facilitating discussions on gender issues when encountering points of resistance that gender equity values are against Jordan's culture and/or religion. When preparing to rollout the training to more teachers, USAID Takamol recommends that the MoE provide additional refresher trainings, including opportunities to practice responding to common points of resistance to gender concepts.

"I am a believer 100%. I enjoyed this training a lot because it has me re-evaluate my value system, my beliefs, how I interact with female and male teachers. Now I browse through the primary years books to see where I can apply these new concepts, how we can adapt these messages to change perceptions on gender roles, we need to diversify gender roles. We cannot wait for everyone to attend a workshop; we need to start promoting these simple messages and concepts."

Woman, Petra Directorate/Ma'an

Although training materials have been well developed and adapted to the Jordanian context, challenges in the supervisors' preparedness to deliver future trainings present limitations. This is attributed in part to a lack of in-depth knowledge of key concepts, hindering supervisors' ability to engage and communicate topics effectively to peers. This can be overcome in time with practice and exposure to additional trainings and content.

The greatest limitation posed by the coronavirus disease of 2019 (COVID-19) restrictions is the limited opportunity for supervisor trainers to apply skills and implement and share new concepts and practices.

To improve the overall effectiveness of the training, supervisor trainers require additional preparation. This can be achieved by having additional practical training sessions focused on applying practices and use of interactive and participatory learning methods, as well as one-to-one sessions with supervisor trainers before and after trainings. Furthermore, supervisor trainers must be exposed to opportunities to respond to teachers' common points of resistance on gender concepts. To guide supervisor trainers, an updated toolkit is also recommended to assist in the implementation of activities. Given the limited time provided for

training, to improve the overall quality and capacity of supervisor trainers, the MoE is recommended to consider reducing the target number of supervisor trainers in order to provide a limited number of supervisor trainers with intensive training. Quality of delivery of trainings can also be improved if conducted in pairs, with female and male co-trainers. Lastly, the development of follow-up activities to support master trainers after the delivery of the training is important for the implementation, monitoring, and improvement of the activity.

ACTIVITY BACKGROUND

Learning environments implicitly convey stereotypes, values, and norms about gender that influence the behavior, aspirations, and choices of students. Incorporating gender-responsive pedagogy within teacher training programs is an opportunity to encourage teachers to support equal learning opportunities and disrupt traditional gender roles and attitudes that impact educational outcomes. The MoE's Strategy on Gender Equality in Education (2018-2022) recognizes the importance of integrating gender-sensitive practices in education. Under *Strategic Objective 12: Ensure teacher policies, recruitment, training, and deployment are based on and promote gender equality*, one of the MoE's priority interventions is integrating training on gender-transformative pedagogy in pre- and in-service teacher training for both male and female teachers and teacher trainers of all specializations. USAID Takamol partnered with the MoE Gender and Strategic Partnerships Department to design and test in-service teacher training curriculum to increase the knowledge of approximately 5,000 public school teachers in grades one-12 in Jordan annually, and their ability to mainstream gender-responsive practices in education.

In January 2020, the MoE issued national criteria that stipulate the skills every teacher needs to be promoted and advance in their teaching career. Based on the updated national criteria, the MoE plans that the Teachers Training on Gender Mainstreaming within Learning and School Environment will be a mandatory training for the most junior-rank of teachers to be promoted to

A Note on Terminologies

Objective 12 of the MoE's gender equality strategy is to ensure that educational policies are gender-sensitive (تمايز بين الجنسين). Throughout the Teachers **Training on Gender Mainstreaming within Learning and School Environments** curriculum and evaluation surveys, gender-responsive (المستجيبة للنوع الاجتماعي) is used because the training aimed to not only make educators gender-sensitive but develop techniques for being gender-responsive. The assessment report uses "gender-responsive" to reflect the terminology used within the curricula and surveys.

What is the difference between gender-sensitive and gender-responsive education practices?

Gender-sensitive education practices recognize and respect the different experiences and needs of boy and girl students. Gender-sensitive educators can identify gender inequities, including gender biases within training materials and their own teaching methods. Gender-sensitive education practices aim to create learning environments that equally serve both boys and girls.

Gender-responsive education practices go beyond identifying gender inequities by taking action to address those inequities. Gender-responsive educators can apply techniques to counteract gender bias and intentionally support boys and girls to overcome gender barriers.

the next rank. The new, three-day training program will increase the knowledge of public school teachers on gender concepts and skills for gender-responsive pedagogy and classroom behavior management to improve designing, teaching, and learning processes. The training will develop teacher understanding of how the education system relates to gender equality, and what they can do within their roles as teachers to promote gender equality. The Ministry requested one day of the training be dedicated to SRGBV, including how to identify and respond to gender-based violence (GBV).

After the development of the Teachers Training on Gender Mainstreaming within Learning and School Environments curriculum, USAID Takamol and the MoE Gender and Strategic Partnerships Department held curriculum feedback sessions with the MoE staff from the Training Department, as well as a three-day training to test the curricula with teachers. Then, a Training Lead Consultant, supported by co-trainers from USAID Takamol and the MoE Gender and Strategic Partnerships Department staff, conducted a series of TOT workshops across Jordan to increase the knowledge of the MoE supervisors in each directorate whose job is providing in-service teacher training, including the new curriculum.

The MoE Gender Department selected 84 supervisors to be trained on the Gender TOT by asking each of the 42 directorates to nominate two men and two women who are supervisors. The 168 nominees were asked to complete a survey that asked perception questions about gender equity and education. The Gender Department and USAID Takamol analyzed the survey responses and selected one man and one woman from each directorate with responses that were most supportive of gender equity and challenging traditional gender stereotypes through education.

Between December 2020 – February 2021, the MoE held six, four-day TOTs and trained 84 trainers (43 women, 41 men)[1] who work as supervisors from all 42 MoE directorates[2] across the north, south, and middle of Jordan. In this report, these TOT participants are referred to as supervisors and supervisor trainers.

Training-of-Trainers

Training Lead: The consultant who developed the training curriculum with USAID Takamol and MoE.

Co-Trainers: Staff from MoE Gender Department and/or USAID Takamol.

delivered to 84 **supervisors** (43 females, 41 males) from all 42 Education Directorates across Jordan

Pilot Training

2 **supervisor trainers** with co-training support from the Training Lead Consultant and MOE Gender Department

delivered to 10 **teachers** (5 females, 5 males)

PLANNED

Cascade Trainings

to be delivered by **supervisor trainers** to 5000 **teachers** (grades 1-12) across Jordan

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[1] The 84 trainer participants attended all four ToT days; participants who attended some but not all of the training are excluded from analysis.
[2] Al Jama'a Directorate, AlJeeza, Ain Al-Basha, Zarqa 1, Zarqa II, Rusaifa, Salt, Madaba, Theban, South Suna, Deir Alla, Na'ur, Mwagar, Qwaysmeh, Marka, Sahab, Amman Qasaba, Wadi Seir, Northern Jordan Valley, the northeastern Badia, the northwestern Badia, Mafraq, Jerash, Ajloun, Irbid, Northern Mazar, Bani Kinana, Bani Obaid, Tayba-Wasatyeh, Ramtha, Koura, Karak, Aqaba, Maan, Tafilah, Al Qasr, Southern Mazar, the Southern valley, Buseira, Petra, Shobak, Southern Desert

Agenda of TOT for Teachers Training on Gender Mainstreaming within Learning and School Environment

Day 1: Introduction to Gender Concepts
- Understanding differences between sex and gender, and equality and equity
- Gender stereotypes and their effects
- Gender roles
- Analyzing practical and strategic gender needs

Day 2: Gender Mainstreaming within Education
- Gender mainstreaming
- Gender Equality and the Right to Education through Human Rights Conventions
- Mainstreaming gender in school environments
- Community, parents, and school

Day 3: Mainstreaming Gender in Teaching and Learning Strategies
- Strategies for planning gender-responsive lessons
- Analyzing learning materials from a gender perspective

Day 4: Responding to School-Related Gender-Based Violence (SRGBV)
- Understanding SRGBV- definitions of common terms and concepts
- Root causes and consequences of SRGBV
- The role of education staff in challenging gender and social norms around SGBV
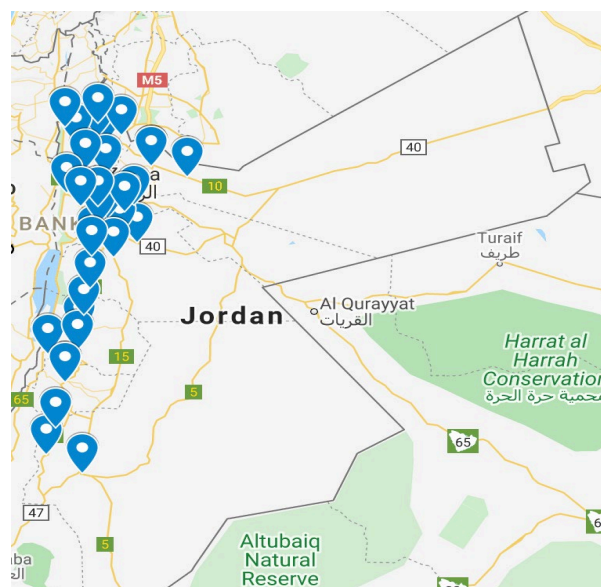
Due to time constraints with the USAID Takamol program closing and COVID-19 conditions, only one training was delivered by the supervisor trainers. In February 2021, a three-day cascade training was delivered by two supervisor trainers to ten teachers (five women, five men) from Amman who teach high school. The two supervisor trainers, one man and one woman, were selected because they demonstrated that they could, during the TOT, connect the content to their personal experiences. USAID Takamol met with the supervisor trainers before the training to plan for the training, and during the training, the Training Lead Consultant and the MoE Gender Department delivered sections and/or answered questions as needed. In this report, the cascade training led by the supervisor trainers is referred to as a pilot training and the training participants are referred to as teachers.

EVALUATION METHODS AND LIMITATIONS

EVALUATION PURPOSE AND QUESTIONS

The main purpose of this assessment was to evaluate the TOT activity and assess the effectiveness of the TOT program delivered to the 84 supervisor trainers. By documenting the strengths and weaknesses of the activity, the assessment seeks to identify strengths, challenges, lessons learned, and recommendations for improving the future rollout of the Teachers Training on Gender Mainstreaming within Learning and School Environments. The evaluation focus on the effectiveness of the activity is based on the training's main objective to increase teachers' and trainers' knowledge, attitudes, and skills toward gender and gender mainstreaming in education.

The assessment was guided by three questions about (1) knowledge of gender concepts, (2) gender perceptions, and (3) trainer skills.

The assessment seeks to **measure an increase in knowledge about gender concepts and gender-responsive pedagogy**.

Question One – Knowledge of Gender Concepts: Do supervisor trainers demonstrate an increase of knowledge on gender equity concepts and gender-responsive pedagogy? Are supervisor trainers familiar with gender concepts such as gender, SRGBV, gender-inclusive language, and gender mainstreaming? How knowledgeable are supervisor trainers in identifying stereotypes in education materials?

The assessment seeks to **measure changes in attitudes and perceptions related to gender norms and roles in the classroom**.

Question Two – Gender Perceptions: Has there been a change in attitudes and perceptions amongst supervisor trainers toward gender-equitable norms and roles in the classroom? Have supervisor trainers self-reported feelings toward classroom experiences related to gender, GBV, or other practices? What are the supervisor trainers' perceptions on gender-mainstreaming and SRGBV? Do supervisor trainers believe strongly in mainstreaming gender in the classroom and in teaching materials? Why or why not? Do they defend gender-inclusive practices?

The study seeks to assess the TOT's **effectiveness in preparing the MoE supervisors to train teachers** on the Teachers Training on Gender Mainstreaming within Learning and School Environments. Due to the

limited sample of supervisor trainers (two out of 84) who delivered a pilot training for teachers, the assessment has limitations in being able to assess how effectively supervisor trainers developed the skills to deliver the training (See section below on Limitations). Through the one pilot training delivered by two supervisor trainers and interviews with supervisor trainers about how prepared they felt to deliver the training, the study collected information on question three in order to provide recommendations to the MoE on how to prepare TOT participants to deliver the training to teachers.

Question Three – Trainer Skills: How prepared are supervisor trainers to deliver cascade trainings as in-service teacher trainers? Do supervisor trainers demonstrate sufficient knowledge and understanding of gender, gender-mainstreaming, GBV, SRGBV, use of gender-neutral language, and national, regional, and international agreements on gender equality? How comfortable are supervisor trainers with the content of training material? What are the challenges in preparing qualified supervisor trainers? Do supervisors have sufficient knowledge on how to integrate, communicate, and apply learned concepts in the classroom and school setting?

DATA COLLECTION METHODS

The evaluation consultant employed a mixed-methods approach to collect data, including analysis of secondary data, surveys, in-depth interviews, and observations. Surveys and interviews focused on assessing participants' knowledge of gender concepts, gender-responsive pedagogy, Jordan's international obligations related to mainstreaming gender equity in education, SRGBV, and mandated roles of the MoE staff in contributing to more effective state response to domestic violence. Surveys and interviews also probed the change of attitudes and perceptions related to gender norms and roles in the classroom. The evaluation consultant sought to document the strengths and weaknesses of the activity and recommend ways to improve the effectiveness of future rounds of the TOT and trainings.

Data collection took place over a period of 13 weeks from 5 December 2020 to 1 March 2021.

- **Ten training observation days:** three from a curriculum testing session, four from TOT sessions, and three from the pilot training;
- **Thirty-four in-depth interviews:** 26 supervisor trainers (11 men, 15 women) who attended the TOT; two supervisor trainers (one man, one woman) who delivered the pilot training, four teachers (two men, two women) who attended the pilot training, one MoE Gender Department representative, and one Training Lead Consultant;
- **Pre- and post-survey questions on gender perceptions:** 80 of the 84 supervisor trainers who attended the TOT, and nine of the ten teachers who attended the pilot training; and
- **Pre- and post-retrospective self-assessment survey questions on change of knowledge:** 82 of the 84 supervisor trainers who attended the TOT, and ten out of ten teachers who attended the pilot training.

Desk Review (Secondary Data Source)

The consultant reviewed the MoE 2018-2022 Strategy on Gender Equality in Education and the TOT training materials. The MoE gender equality strategy was examined to understand how the training fits within the Ministry's strategy. The trainer's guide and PowerPoint were studied to be familiarized with the materials available to support supervisor trainers in delivering the training to teachers. The review examined if the materials were appropriate for the capacity of supervisor trainers and provide enough guidance and clarity to help the supervisor trainers deliver the training on their own. When the assessment was conducted, USAID Takamol and the MoE were in the process of developing three videos for trainers to use to explain the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), SRGBV, and how children are socialized to understand gender norms from a young age.

Training Observations (Primary Data Source)

The evaluation consultant observed three curriculum testing days and seven training days to inform the analysis of the TOT delivered to the supervisor trainers, as well as the training delivered by the supervisor trainers to the teachers (see Table 1). The evaluation consultant designed a tool to document observations and to assist the MoE staff in assessing if the learning objectives were met. The observation tool, in Annex II, can be the basis of valuable feedback for the supervisor trainers in the future.

TABLE 1. TRAININGS AND DAYS OBSERVED BY THE EVALUATION CONSULTANT

TRAINING	DIRECTORATE(S)	PARTICIPANTS	DAYS OBSERVED BY EVALUATION CONSULTANT
Curriculum Testing Session for Teachers Led by Training Lead Consultant with co-trainers from USAID Takamol and the MoE Gender Department staff **(26-28 August 2020)**	Central Jordan: Al Jama'a Directorate	12 (six women, six men)	Three days, all days of curriculum testing
TOT for Supervisor Trainers Led by Training Lead Consultant with co-trainers from USAID Takamol and the MoE Gender Department staff **(14-17 December 2020)**	Central Jordan: AlJeeza, Ain Al-Basha, Zarqa 1, Zarqa II, Rusayfeh, Salt, Madaba, Theban	16 (eight women, eight men)	Day #1 of four-day TOT
TOT for Supervisor Trainers Led by Training Lead Consultant with co-trainers from USAID Takamol and the MoE Gender Department staff **(27-30 December 2020)**	Southern Jordan: Karak, Aqaba, Shubak, Maan, Tafilah, Al Qasr, Southern Mazar, Southern Valley	14 (seven women, seven men)	Day #4 of four-day TOT

TOT for Supervisor Trainers Led by Training Lead Consultant with co-trainers from USAID Takamol and the MoE Gender Department staff **(18-21 January 2021)**	Northern Jordan: Irbid, Northern Mazar, Bani Kinana, Bani Obaid, Tayba Wasatyeh, Ramtha, Koura	14 (eight women, six men)	Day #3 of four-day TOT
TOT for Supervisor Trainers Led by Training Lead Consultant with co-trainers from USAID Takamol and the MoE Gender Department staff **(24-27 January 2021)**	Northern Jordan: The Northern Jordan Valley, the Northeastern Badia, the Northwestern Badia, Mafraq, Jerash, and Ajloun	12 (six women, six men)	Day #2 of four-day TOT
TOT for Supervisor Trainers Led by Training Lead Consultant with co-trainers from USAID Takamol and the MoE Gender Department staff **(14-17 February 2021)**	Central Jordan: Na'ur, Marka, Al Jama'a Area, Mwagar, Qwaysmeh, Sahab, Amman Qasaba, Wadi Seir, AlJeeza, Zeiban, Madaba, Zarqa, Aien Al Basha, Rusaifa, Salt	16 (eight women, eight men)	No days
Pilot training for teachers Led by Supervisor Trainers with support from Training Lead Consultant and the MoE Gender Department staff **(23-25 February 2021)**	Central Jordan: Al Jama'a Directorate	Ten (five women, five men)	Three days, all days of pilot testing

In-depth Interviews (Primary Data Source)

A total of 34 interviews were conducted with stakeholders, including supervisor trainers, teachers, a Gender Department representative from the MoE, and the Training Lead Consultant. The breakdown of the interview sample is detailed in the table below. Interviews followed a semi-structured approach and for each stakeholder group, a set list of questions was developed. Interview questions were designed to respond to specific evaluation questions and were adapted to the specific type of stakeholder and their involvement. Due to COVID-19 considerations, interviews were conducted by phone calls (audio only); although this format prevented the consultant from being able to incorporate body language into interview responses, the consultant did not identify the format as posing limitations to the study.

Through the interviews, the evaluation consultant sought information to compare to survey data to assess whether learning objectives were met related to participant knowledge, attitudes, and skills. The consultant also collected feedback on the TOT experience, format, and materials in order to assess what further support is needed to prepare supervisor trainers to train. The interviews helped in identifying lessons learned from the supervisor trainers, teachers, Lead Training Consultant, and the MoE Gender Department.

TABLE 2. IN-DEPTH INTERVIEW SAMPLE

STAKEHOLDER	DIRECTORATE(S)	DATE OF INTERVIEW
26 Supervisor Trainers (11 men, 15 women)	Nine Central, Eight North, Eight South	5 January–21 February 2021
Two Supervisor Trainers who delivered the Training (one man, one woman)	Two Central	28 February 2021
Four School teachers who received the training (two men, two women)	Four Central	28 February 2021
One MoE Gender Department staff who contributed to curriculum development and co-training TOTs (one woman)	Ministry level, Amman	1 March 2021
Training Lead Consultant for designing and delivering training (one man)		1 March 2021

A total of 26 out of 80 supervisor trainers, and four out of ten teachers surveyed were interviewed. A total of 18 women out of 32 were interviewed (56%) and a total of 14 out of 32 men were interviewed (44%).

The interview sample of supervisor trainers and teachers was selected by the evaluation consultant in coordination with USAID Takamol and the MoE Gender Department. For each of the six TOTs and one pilot training, four of the most active participants were selected while also considering gender balance and geographic distribution. One of the four participants from each training was selected to be interviewed because they showed resistance to gender equity concepts and the rationale for the training. This method of selecting interviewees likely resulted in an interview sample with more vocal opinions on the training, providing contrasting views from participants with both positive and negative feedback.

Pre- and Post-Surveys & Retrospective Pre-Post Surveys of Supervisor Trainers and Teachers (Primary Data Source)

Surveys with supervisor trainers and teachers were used to assess change in gender perceptions and knowledge resulting from the TOT.

- Pre- and Post-survey questions on gender perceptions: Participants were asked to rate their level of agreement on statements related to gender-equitable norms and gender roles in education. The survey questions were asked of all supervisor trainers and teachers on the first and last days of the training.
- Retrospective Pre-post survey questions on knowledge: On the last day of the training, participants were asked to rate their level of knowledge on a scale of one to five before and after the training. Participants retrospectively assessed their level of knowledge before the training. This method (known as a retrospective pre-post) was used because participants may over or underestimate their knowledge on a pre-test survey without being aware of the complexity of information associated with each knowledge topic.

Surveys were given to all 84 supervisors who attended the TOT. The survey sample for each question can be found within the report findings, as some supervisors did not complete all questions. Pre-surveys on gender perceptions were not collected on all questions for participants of the 14-17 February TOT , but the participant group's post-survey perceptions aligned with the other TOTs. When a participant did not have both pre- and post-survey answers, their response was excluded from the sample for that question.

LIMITATIONS

Limitations concerning the implementation of the activity impacted the ability to fully assess the TOT. Due to delays associated with COVID-19 disruptions, the majority of supervisor trainers who completed the TOT did not have time to deliver pilot trainings before the end of USAID Takamol. The MoE originally planned to train 5,000 new teachers during the fall of 2020, but no induction teacher trainings were offered because of the COVID-19 pandemic conditions. Six TOTs were completed but due to USAID Takamol closing in April, only two supervisor trainers were able to deliver a pilot training to teachers in time to be included in this assessment. Most of the supervisor trainers did not have an opportunity to deliver the training on their own because the Ministry was not scheduling in-person teacher trainings due to COVID-19 considerations.

Because only two supervisor trainers delivered the training, the study was limited to data from the one pilot training (surveys and observations by the independent evaluation consultant), and stakeholder interviews to assess evaluation question three, how prepared are TOT participants to deliver the training. The findings are based on the self-reflection of two supervisor trainers and not the applied experience of the entire cohort of supervisor trainers delivering the training, therefore limiting the ability to verify if all 84 trainers have sufficient knowledge to deliver the training. Analysis for question three is primarily based on interview questions about how comfortable and prepared supervisor trainers felt.

Because only one pilot training took place for teachers, there is a limited sample size for teachers who received the training. Retrospective pre-post and post-post quantitative surveys were conducted with ten

teachers (n=10), and the sample size of in-depth interviews with teachers was four (n=4). It is unknown how the existing level of gender knowledge and perceptions for the participating teachers compares to teachers nationwide, and the sample size is not representative of that population. Based on a subset of the perception questions from the training surveys, an online survey could be conducted with a nationwide control group of teachers who did not receive the training in order to develop a baseline of perceptions related to gender-equitable norms and roles in education among teachers. This data can be used to compare how the gender perceptions of supervisors and teachers participating within this activity compared to a larger sample of teachers, and to develop baseline data that can be tracked over time as the MoE rolls out the training.

As the 2020-2021 school year has taken place primarily online, supervisor trainers and teachers had limited opportunities to test the knowledge and skills they acquired in training within schools and classrooms. The remote-learning conditions limited assessing behavior change after the training. The teachers who received the training were not able to be in the classroom to begin practicing new behaviors because education is taking place remotely. Any behavior change was limited to data collected through the self-assessment of trainers and new teachers, and not observations of behavior change.

The limitations in skills application opportunities prevented the study from being able to measure the trainings' effectiveness in building teacher skills in gender-responsive practices. If the trainings are delivered to more teachers, an additional question on skills application and behavior change should be incorporated within any follow-up evaluation of the training.

Question Four – Behavior Change: Has the training effectively built teachers' skills to apply gender-responsive practices in the classroom? What is the likelihood of participants going on to apply gender-responsive practices in their teaching methods? Which practices are they most likely and least likely to apply? Is the training material relevant, coherent, and transferrable via in-service teacher training? What new skills have teachers acquired post-training? How have they applied new skills and knowledge? What lessons can be learned? What are the challenges in applying gender-responsive practices in teaching methods?

FINDINGS

The TOT workshop training increased the knowledge of supervisor trainers by introducing them to new concepts, clarifying previous misconceptions, and providing them with information on gender-responsive practices. This report organizes findings for this question around the following areas of knowledge:

1. Knowledge of basic gender concepts;
2. Knowledge of regional and international conventions regarding gender and education;
3. Knowledge on SRGBV; and
4. Knowledge on gender-responsive educational environments and practices.

Each section presents findings from the self-assessment knowledge surveys completed by supervisor trainers after the training and compares these results to interview data. The survey analysis did not show any significant differences between the perceptions of men and women on the gender perception statements. The pilot training experience is used to illustrate if those two supervisor trainers demonstrated the application of new knowledge gained by teaching on the new concepts. The pilot training observations are presented in a "Knowledge Application" section at the end of each knowledge area.

Question One – Knowledge of Gender Concepts: Do supervisor trainers demonstrate an increase of knowledge on gender equity concepts and gender-responsive pedagogy?

Knowledge of Basic Gender Concepts

	At the end of the TOT, participants were asked to rate their level of knowledge on a scale of 1 to 5 before and after the TOT.		All TOTs		
	Statement	N	Average Pre	Average Post	Change in Knowledge
1	My knowledge of the concept of gender	79	2.72	4.73	2.01
2	My ability to differentiate between sex and gender	79	3.14	4.90	1.76
3	My knowledge of the concept of gender stereotypes	78	2.59	4.81	2.22
4	My ability to differentiate between equity and equality	79	3.25	4.86	1.61

5	My knowledge of gender roles	79	2.77	4.78	2.01
6	My ability to differentiate between practical and strategic gender needs	79	2.03	4.66	2.63
7	My knowledge of the concept of gender mainstreaming (inclusion)	78	2.23	4.70	2.47

The majority of supervisor trainers, 96.2% (76/79) assessed that they gained knowledge on gender concepts during the TOT, with 98.7% (78/79) rating their level of knowledge as a four or five, out of five, after the TOT. Interview data verified that the supervisor trainers strongly believed their knowledge on gender concepts improved because of the training, but also suggests supervisor trainers may have overestimated their depth of knowledge, both before and after the training.

For example, in the self-assessment knowledge surveys completed after the TOT, 59.5% (47/79) of supervisor trainers rated their prior knowledge of the concept of gender to be a three or higher, out of five. During the in-depth interviews, however, only four out of 26 supervisor trainers (15.4%) expressed having prior familiarity with gender. Some had taken a one-day training but could not define gender.

Through interviews and observations during the TOT, some supervisor trainers came to the training with an understanding of gender as promoting concepts against Jordanian culture, including the emancipation of women, mixed-gender environments, homosexuality and the breakdown of families. Early on during the TOT sessions, supervisor trainers expressed doubts related to the compatibility of gender equity and sociocultural norms and traditions, and confusion on gender-related concepts, such as gender roles.

During interviews after the TOT, supervisor trainers no longer attributed gender as a concept exclusive to women, but rather as inclusive of both women, men, girls, and boys. Interviewees could articulate that gender is about more than women's rights and women's empowerment, and also incorporates concerns of men. However, they were unable to articulate specific ways that men benefit from gender equality and only referred to unique circumstances like men who may be subjected to violence from their wives.

"One of the new things I learned is that gender includes both males and females, marginalized persons, minorities, that it is not only relevant to women."

Man, Na'our Directorate/Na'our

Knowledge Application: Experience of TOT Participants Delivering Pilot Training to Teachers

During the introductory session on gender terminology, including the difference between gender and sex, the supervisor trainers did not cover the section on male and female genetic make-up. This is an important section because it shows genetic make-up for males and females is fixed, in contrast to gender which is a social construct and thus more subject to variation over time, place and individuals. When prompted to include this section by the Training Lead Consultant, supervisor trainers did not have the knowledge, and thus this section was covered by the Training Lead.

"An enjoyable new experience that changed my way of thinking, revised and improved my understanding of key concepts."

Man, Aljam'aa Directorate/Amman

Knowledge of Regional and International Conventions Regarding Gender and Education

During the third day of the TOT, a session presented information about key regional and international conventions related to gender equity and education. The supervisor trainers were introduced to the Arab Charter for Human Rights, Universal Declaration of Human Rights, the CEDAW, the Convention on the Rights of the Child, and the Covenant of Children's Rights in Islam, and how Jordan has ratified these agreements. During this session, supervisor trainers learned about the binding nature and applicability of the agreements and examined how the rights within these agreements are reflected in Jordan's Constitution, laws, and national policies. This session grounded the TOT in Jordan's priorities and commitments to gender equity and quality education.

	At the end of the TOT, participants were asked to rate their level of knowledge on a scale of 1 to 5 before and after the TOT.		All TOTs		
	Statement	N	Average Pre	Average Post	Change in Knowledge
10	My knowledge of international and regional conventions regarding gender and education	79	2.06	4.48	2.42

Self Assessment of Knowledge Before Session | After Session

My knowledge of international and regional conventions regarding gender and education

■1 ■2 ■3 ■4 ■5
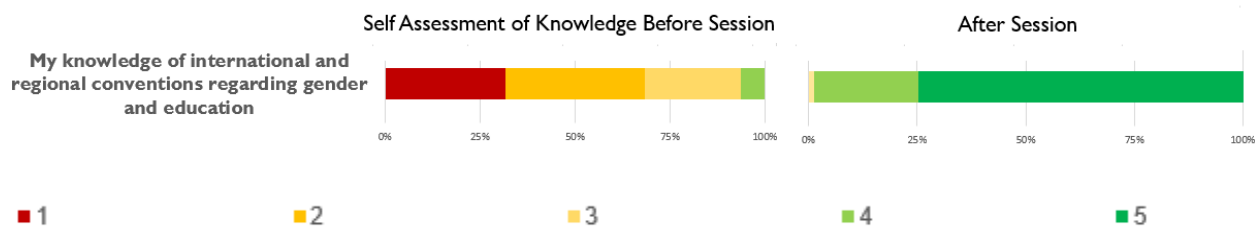
In the self-assessment knowledge surveys, supervisor trainers reported little prior knowledge of regional and international conventions on gender and education, rating their knowledge as 2.06/5 on average, which is the second lowest rating of all knowledge questions surveyed. Interviews and observations revealed that supervisor trainers had heard of the CEDAW but many have not heard of the other conventions. Prior to the TOT, the CEDAW was perceived by some supervisor trainers as an example of a foreign agenda for women's rights, but during the training, they worked to overcome participant biases and reframe their understanding in order to view the CEDAW as one of many international agreements that share common commitments with national and regional agreements, including the Arab Charter for Human Rights. With regard to the function of agreements, supervisor trainers during the sessions demonstrated a lack of understanding of the legal nature of the agreements that Jordan has ratified.

"To be honest I wasn't aware of all these agreements. I thought CEDAW was about increasing women's power, but I was wrong. We have to revise and study this component of the training well, explore the case of Jordan, what has and what hasn't been done, and learn from that."

Man, Al Qaser Directorate/Karak

Knowledge Application: Experience of TOT Participants Delivering Pilot Training to Teachers

During the supervisor trainers' delivery of the component on national, regional, and international agreements, it was clear that they lacked sufficient knowledge on agreements and conventions, and required support from the Training Lead and the MoE representative during the training on delivering the component to teachers. Although the supervisor trainers followed the activities provided in the guide, they were not able to facilitate the discussions amongst teachers on this component, or clarify key concepts. Both supervisor trainers expressed during the interviews that they did not feel equipped to deliver this component, and that they required additional preparation and in-depth knowledge when delivering future trainings.

Knowledge on School-Related Gender-Based Violence (SRGBV)

Based on the request of the MoE, USAID Takamol and the MoE Gender Department devoted a full training day to SRGBV. The training introduced basic concepts and terminologies associated with GBV, as well as the root causes and consequences of SRGBV. Supervisor trainers learned about addressing violence and bullying and when GBV needs to be reported to a school counselor or administrator.

	At the end of the TOT, participants were asked to rate their level of knowledge on a scale of 1 to 5 before and after the TOT.		All TOTs		
	Statement	N	Average Pre	Average Post	Change in Knowledge
9	My knowledge of the Ministry of Education policy on gender-based violence in schools	79	2.14	4.57	2.43
11	My knowledge of basic terminology and concepts related to gender-based violence	79	2.33	4.70	2.37
12	My ability to identify children affected by gender-based violence in school	79	2.54	4.65	2.11
13	My ability to intervene early to prevent school-related gender-based violence	80	2.49	4.54	2.05
14	My ability to recognize size of violence or bullying	80	2.66	4.68	2.02
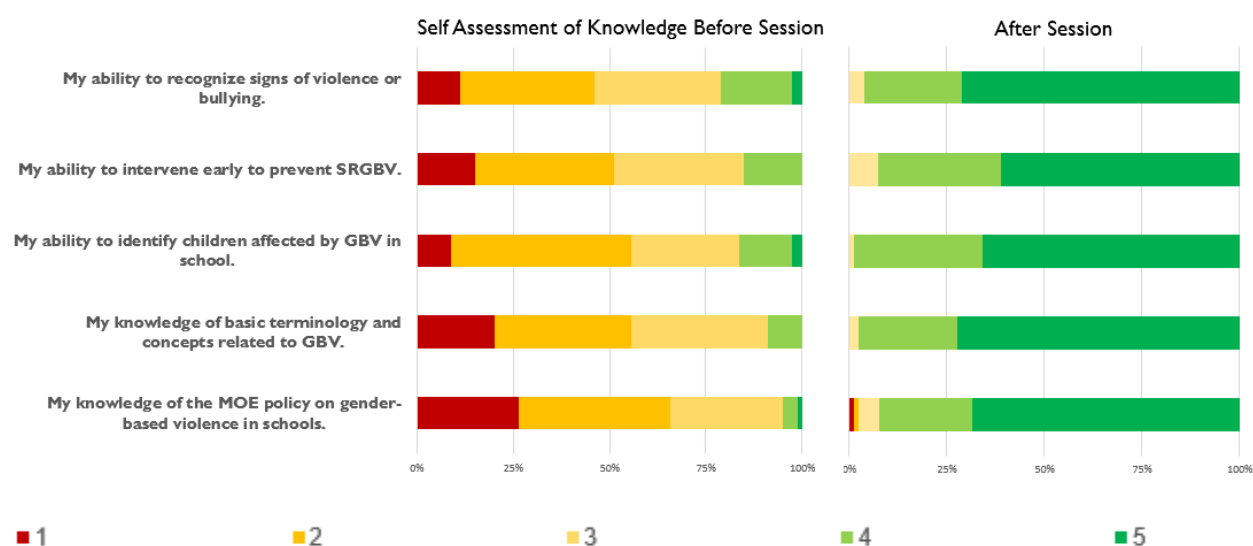
Although SRGBV was a new term for the supervisor trainers, during the training observations, they identified and recognized the gender-based roots of many forms of violence they witnessed in school and in society, sharing references and connections to past experiences.

All 26 participants who were interviewed shared that they felt the training's SRGBV content was the most relevant to the education setting and could be implemented directly with teachers. Supervisor trainers showed a willingness to apply gender-responsive practices to address SRGBV, as well as find ways to reduce SRGBV in their schools. Interviewed supervisor trainers shared that they were provided with sufficient information to prepare teachers on how to identify school children affected by violence and bullying, as well as signs of SRGBV.

During the in-depth interviews, all supervisor trainers also stated that they felt the component on SRGBV is the most likely to be accepted and adopted by teachers. These components contained in-depth content and effective activities to assist the supervisor trainers in understanding the reporting mechanisms for SRGBV. During the training, supervisor trainers were informed of the recommended MoE reporting mechanism, that is reporting and referring the case to the school counselor. It should be noted that supervisor trainers were not aware of any mechanisms for reporting SRGBV prior to the training, as was observed during the TOT. Supervisor trainers rated their prior knowledge of the MoE's policies on GBV in schools as the knowledge area they had the third lowest level of knowledge on prior to the training.

Discussions during the TOTs and interviews raised challenges in implementing the MoE's policies related to SRGBV. The MoE's policy requires a school counselor in every school with more than 250 students, however, this policy is not fully implemented. Some schools of over 250 students do not always have a counselor while other schools in marginalized areas have fewer than 250 students but would still benefit from a counselor. During the discussions among supervisor trainers during the TOT, participants also indicated that school counselors are most often sociologists not trained in psychology, and they felt that in certain cases this is not sufficient training to deal with cases of SRGBV, and instead a psychological expert may be required.

Knowledge Application: Experience of TOT Participants Delivering Pilot Training to Teachers

At the pilot training, the supervisor trainers were able to deliver the content explaining the roots of GBV and the signs of SRGBV on their own. However, the supervisor trainers need further preparation to deliver the SRGBV content about the MoE's policies. During the pilot training, the Training Lead and the MoE Gender Department Representative intervened during the SRGBV session when the supervisor trainers falsely informed teachers on reporting mechanisms not supported by the MoE. The supervisor trainers advised teachers in cases of SRGBV to directly contact parents, rather than reporting directly to the school counselor, which is the recommended mechanism.

Knowledge of Gender-Responsive Educational Environments and Practices

	At the end of the TOT, participants were asked to rate their level of knowledge on a scale of 1 to 5 before and after the TOT.		All TOTs		
	Statement	N	Average Pre	Average Post	Change in Knowledge
8	My knowledge of a gender-responsive school environment.	79	2.52	4.77	2.25
15	My knowledge of the basics of a gender-responsive lesson plan.	80	2.44	4.78	2.34
16	My ability to employ effective strategies that promote a gender-inclusive culture.	79	2.52	4.77	2.25
17	My ability to identify linguistic and conceptual contexts in the textbooks and other educational materials that are not gender-responsive.	80	2.55	4.85	2.30
18	My ability to discover gender bias and stereotypes in the textbook and other educational materials.	80	2.60	4.79	2.19
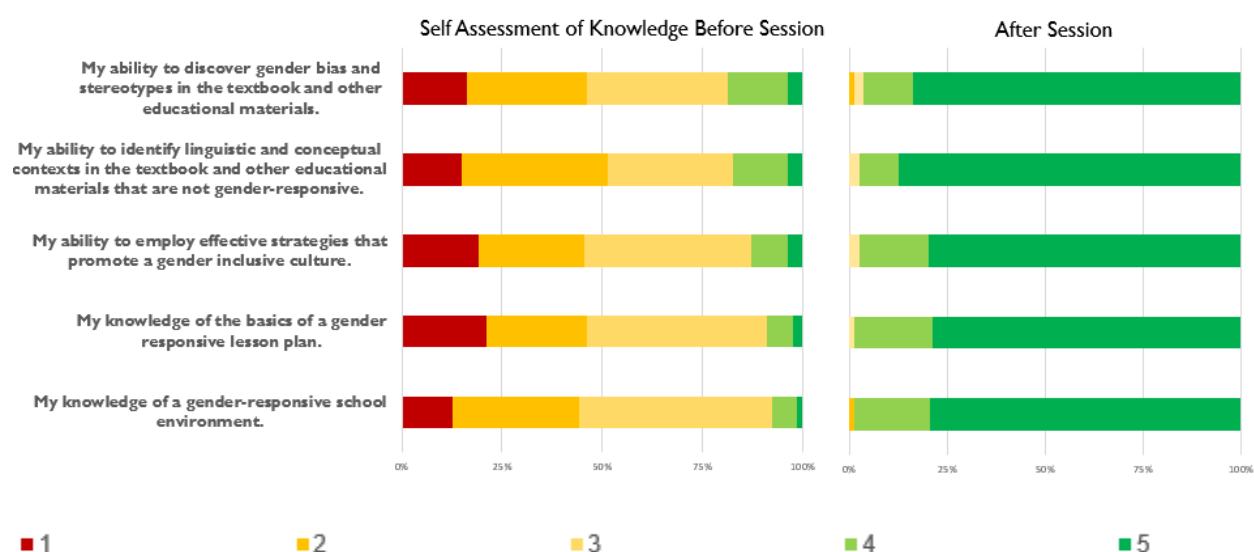
The retrospective pre-post survey asked five questions related to gender-responsive educational environments and practices, and all but one supervisor trainer assessed that they increased knowledge in these areas. Two questions (Q17 and Q18) asked about a their ability, or skills, in identifying gender stereotypes and bias within educational materials. During the TOT, supervisor trainers practiced these skills by reviewing textbooks while utilizing a checklist for identifying elements of gender stereotypes and bias. One survey question (Q16) asked about the their ability to employ strategies to promote a culture of gender inclusion, a topic supervisor trainers learned strategies for during the training, but will not be able to apply until physically in a classroom or school environment.

Due to COVID-19 conditions, no in-person learning took place after the TOT sessions and the participating supervisor trainers had little to no experience applying new gender-responsive education practices. The limitations of the remote learning platform meant that most supervisor trainers (as well as the teachers from the pilot training) had limited interaction with teachers and students, even digitally. The findings for this section are limited to the self-assessment knowledge survey and interviews probing if supervisor trainers had concrete ideas for ways to apply gender-responsive practices, but due to the limitation of remote learning, no change in behavior could be assessed.

During the trainings and interviews, all supervisor trainers expressed confidence in their ability to apply gender mainstreaming in education, albeit limited to the specific techniques introduced through the TOT. Supervisor trainers described that they can now use gender-neutral language, challenge images within the curriculum that promote gender stereotypes, integrate gender-mainstreaming considerations in promoting different career paths, encourage all students to express feelings and emotions, and integrate sport and art activities to support well-rounded students not limited by gender stereotypes . During interviews, supervisor trainers expressed that they would like to highlight gender mainstreaming in education, specifically regarding the language used in the curriculum, and promote the use of gender-neutral language in the classroom. Several supervisor trainers interviewed indicated they would like to start using gender-neutral language in the classroom when addressing female and male students. However, when supervisor trainers were asked during interviews how they would apply gender mainstreaming practices in the classroom beyond gender-neutral language, none could answer with specific examples. During the interviews, the supervisor trainers also expressed that they did not feel that the training equipped them with the practical tools needed to assist them in applying gender-mainstreaming practices in a classroom setting. (During interviews with a small number of teachers following the pilot training, many teachers shared similar answers and feedback to the supervisor trainers, particularly that they could not answer with specific examples of applying gender mainstreaming practices in the classroom beyond using gender-neutral language and that they did not feel equipped with the practical tools needed to assist them in applying gender-mainstreaming practices).

> "Overall, the training was good, but in general as a trainer, I did not feel we learned any applicable skills, or that it was relevant or helpful for teachers, for me it was important that the training would also focus more on applicable teaching techniques and practices."
>
> *Woman, Al Quismah Directorate/Amman*

Knowledge Application: Experience of TOT Participants Delivering Pilot Training to Teachers

As noted above, due to remote learning conditions, the assessment could not examine if supervisor trainers applied their new knowledge of gender-responsive education practices in the workplace. As observed during the pilot trainings, the supervisor trainers delivered the content on gender-responsive education as per the guide, describing how to undergo text-analysis of school textbooks, and how to conduct a gender review, ensuring that materials and texts are gender-responsive.

Question Two – Gender Perceptions: Has there been a change in attitudes and perceptions amongst supervisor trainers toward gender-equitable norms and roles in the classroom?

Attitudes toward gender equity, gender roles, and education were assessed through pre- and post-surveys asking supervisor trainers about their level of agreement with certain statements. The statements ranged from general statements about perceptions of rights and roles for men and women, to education-specific statements about the perception of the role of teachers and student behaviors. When possible, the survey results were reviewed in light of observation and interview data. The survey analysis did not show any significant differences between the perceptions of men and women on the gender perception statements.

The analysis of this question is organized according to the following types of gender perceptions:

1. Attitudes towards equal rights and opportunities for men and women;
2. Attitudes towards gender roles;
3. Attitudes towards the role of education in promoting gender stereotypes; and
4. Attitudes towards the role of teachers in countering gender stereotypes.

At the end of the section, survey results are compared to data about the same questions surveyed during other USAID Takamol trainings, as well as interview data and observations seeking to verify the strength and effect of gender perceptions on a supervisor trainer's ability to champion gender equity.

Attitudes Towards Equal Rights and Opportunities for Men and Women

	At the beginning and end of the TOT, participants were asked to rate their level of agreement with the following statements. (2= Strongly Agree; 0= Neutral; -2= Strongly Disagree).	All TOTs			
	Statement	**N**	**Average Pre**	**Average Post**	**Change in Knowledge**
1	Women should enjoy equal rights with men	78	1.31	1.69	0.38
11	I support equal access to opportunities and services for men and women	61	1.52	1.79	0.27
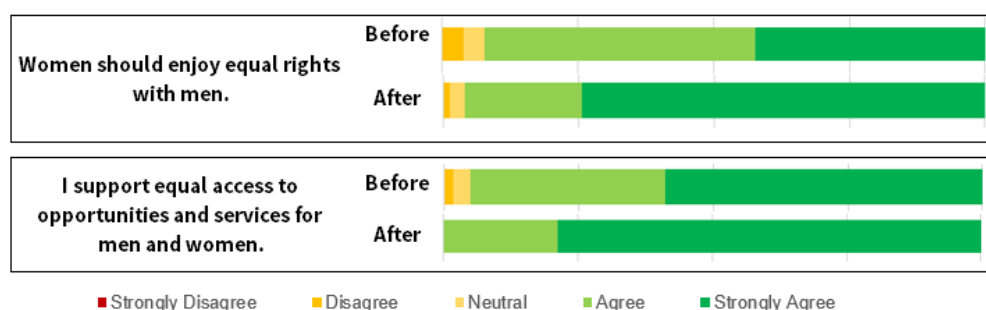
On the statement that women should enjoy equal rights to men (Q1), 38.5% of supervisor trainers (30 out of 78) showed increased support after the TOT. The vast majority of supervisor trainers (92.3%, 72 out of 78), agreed or strongly agreed that women and men should enjoy equal rights before the TOT (Q1), and their agreement was stronger after the TOT.[3] The percentage of supervisor trainers strongly agreeing with this statement increased from 42.3% (33 out of 78) to 74.3% (58 out of 78). Of the six supervisor trainers who were neutral or disagreed with the statement before the training, three reported agreement after the training.

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[3] This data verifies that the supervisors have views that are more supportive of gender equity than the general population. In a national SMS survey conducted by USAID Takamol in July 2017, 71% of Jordanians agree or strongly agree with the statement that women should enjoy equal rights with men. 15.6% more of the participating supervisors agreed with the statement before the session compared to Jordanians of a similar education level.

Considering supervisor trainers were selected based on a higher-level of support for gender equality identified through the pre-TOT survey of potential participants, the small number of supervisors who were neutral or disagreed with this foundational gender equality statement is notable.

During interviews,15 out of 26 supervisor trainers (11 men, 4 women) expressed they were initially hesitant to participate in the Gender TOT because they perceived gender concepts to be contrary to cultural norms and traditions. They shared that this perception changed after the TOT. The interview results suggest a large portion of supervisor trainers held reservations that gender equality priorities are not compatible with Jordanian cultural norms. The extent to which these reservations were removed was not fully assessed, however the overall post-training perception results revealed only eight percent of supervisor trainers did not agree with the statements supporting gender equality.

Attitudes Towards Gender Roles

Based on observations during the TOT, five out of 84 supervisor trainers (one person in five of the six TOT sessions) were identified by the Monitoring & Evaluation Consultant, the MoE Head of Gender Department, and the Lead Trainer consultant as highly resistant to gender equity principles. These individuals were highly-critical of changing conventional gender roles, such as encouraging roles for women outside the household through entering the workforce or studying abroad. They held strong views that gender equality promotes homosexuality and other Western values that are against religion. These supervisor trainers continued to hold these beliefs throughout the training and would not be able to deliver the training content using the desired messages about gender equity. While they would not be effective trainers, their inclusion benefited the overall quality of the TOT by simulating a more likely environment in which trainers meet resistance. Supervisor trainers were able to observe the Training Lead model ways of responding to different perspectives.

Results to more nuanced statements, as shown in the table below, reveal that supervisor trainers simultaneously express support for equal rights and opportunities for men and women while also holding stereotypical views that certain roles and responsibilities are better suited for men or women.

	At the beginning and end of the TOT, participants were asked to rate their level of agreement with the following statements. (2= Strongly Agree; 0= Neutral; -2= Strongly Disagree).		All TOTs		
	Statement	N	Average Pre	Average Post	Change in Knowledge
2	In general, men are better political leaders than women	78	0.65	1.23	0.58
3	When job opportunities are scarce, men have more rights than women to find work	75	0.51	1.20	0.69

7	It is better for women to work in specific fields such as education and nursing	61	0.46	1.23	0.77
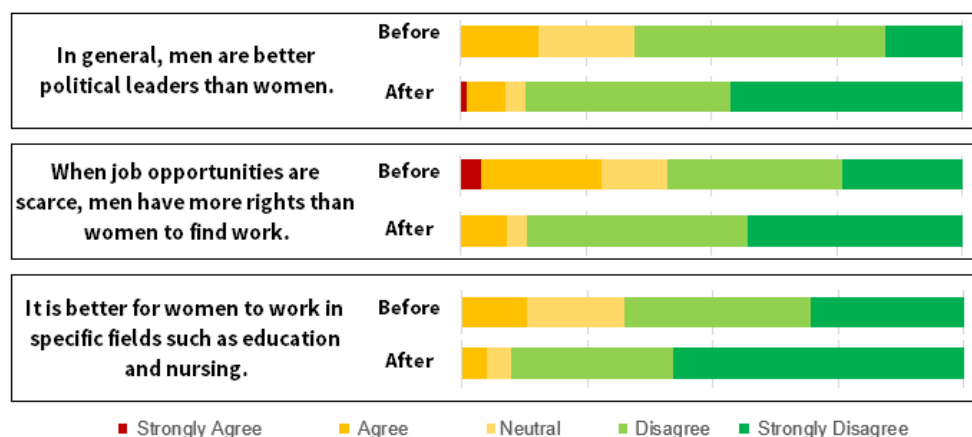
Disagreement with the statements above reflect views more supportive of gender equity. Disagreeing with the statements reflect perspectives that men and women do have equal capabilities, whether to serve as political leaders or caretaking fields, and women and men should have equal rights to employment opportunities. After receiving the training, 24.3% more supervisor trainers disagreed with these statements.[4] Between five to seven supervisor trainers continued to support the statements after the training, suggesting a small group of supervisor trainers may, because of their personal beliefs, be more likely to promote gender stereotypes in an educational environment.

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[4] For questions two, three, and seven there were 132 response out of 214 before the TOT who disagreed with the statements, and 184 response out of 214 after the TOT that disagreed with the statements. For comparison, across USAID Takamol trainings with 191 participants from October 2019 – September 2020, 24% of participants increased disagreement with Q2 and 34.4% with Q3.

Attitudes Towards the Role of Education in Promoting Gender Stereotypes

The next set of analyzed perception questions relate to the role of education in promoting gender stereotypes.

	At the beginning and end of the TOT, participants were asked to rate their level of agreement with the following statements. (2= Strongly Agree; 0= Neutral; -2= Strongly Disagree).		All TOTs		
	Statement	N	Average Pre	Average Post	Change in Knowledge
9	Education curricula and teaching methods play a role in reinforcing gender norms and stereotypes	62	0.85	1.44	0.59
10	Education curricula in Jordan focuses on the role of women as mothers and wives in the home	62	-0.15	0.69	0.84
17	Schools should have the same learning standards for boys and girls in all subjects	62	0.98	1.26	0.28
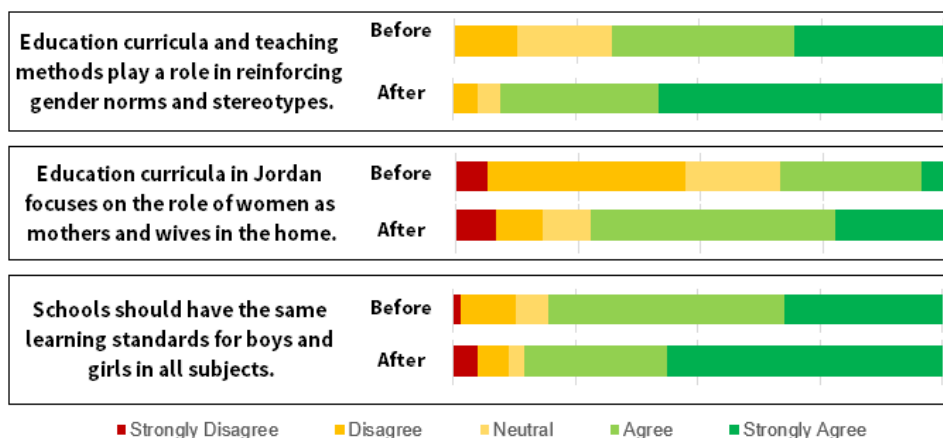
Questions nine and ten show the TOT opened supervisor trainer's eyes to the ways in which educational curriculum and teaching methods shape students' understanding and internalization of gender roles. After the training, 22.6% more supervisor trainers agreed that education curricula and teaching methods play a role in reinforcing gender norms and stereotypes (increase from 42 to 56 out of 62 responses). Notably, 33.8% more supervisor trainers (24 out of 62 responses) agreed that Jordan's curricula present women mostly as mothers and wives inside the home. Only 33.3% believed the curricula presented gender stereotypes before the TOT, but 72.5% did after examining examples of textbooks presenting more active and heroic roles for men and more domestic and care-giving roles for women. But notably here, too, the small group of more conservative supervisor trainers contradict the standards.

Attitudes Towards the Role of Teachers in Countering Gender Stereotypes

The next set of analyzed perception questions relate to the role of teachers specifically. Question 15 is about teachers not promoting gender stereotypes, while questions 13, 19, 20, and 21 are about teachers intentionally countering gender stereotypes through their teaching methods.

	At the beginning and end of the TOT, participants were asked to rate their level of agreement with the following statements. (2= Strongly Agree; 0= Neutral; -2= Strongly Disagree).		All TOTs		
	Statement	N	Average Pre	Average Post	Change in Knowledge
15	Teachers should not promote stereotypes of masculine and feminine traits within the classroom, whether through language, activities, or how students are treated.	62	1.05	1.68	0.63
19	The teacher should encourage the dismantling of stereotypes of the role of women as the caregiver of the family and children.	62	1.06	1.52	0.46
20	The teacher should contribute to dismantling gender stereotypes about the role of males is to be responsible for decision-making and the protection of females in the family.	62	0.69	1.47	0.78
21	Educators should encourage girls to pursue opportunities where women are less represented, such as leadership roles and decision-making places.	62	1.26	1.60	0.34
13	Female students should be encouraged to pursue their ambitions outside the framework of caring for the home and children.	62	0.95	1.63	0.68

	Before/After	
The teacher should encourage the dismantling of stereotypes of the role of women as the caregiver of the family and children.	Before	
	After	
The teacher should contribute to dismantling gender stereotypes about the role of males is to be responsible for decision-making and the protection of females in the family.	Before	
	After	

■ Strongly Disagree　■ Disagree　■ Neutral　■ Agree　■ Strongly Agree
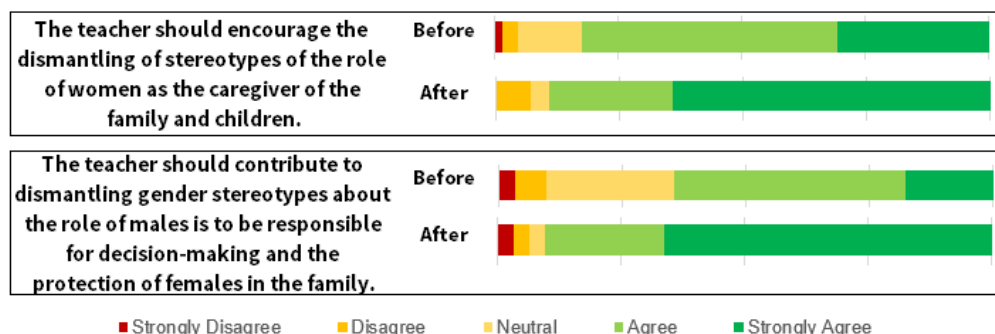
Supervisor trainers most frequently agreed with these statements before the TOT and strongly agreed with the statements after the TOT. On average for these statements, 34.6% strongly agreed with the statements before the training and 58.4% strongly agreed after. Before the training, 19.6% were neutral or disagreed with the statements, but only 5.9% did after the workshop. The survey results show increased support for teachers taking an active role in dismantling gender stereotypes.

The area of most change in these statements was related to dismantling male gender stereotypes. Before the training, 82.3% (51 out of 62) of supervisor trainers supported discouraging stereotypes of women as primarily caregivers, while only 64.5% (40 out of 62) felt the same way about discouraging stereotypes of men as primarily responsible for decision-making and protection of female family members. By the end of the training, 90.3% (56 out of 62) supported addressing male stereotypes, bringing their responses in line with support for addressing female stereotypes (also 90.3%, 56 out of 62).

Comparison to other USAID Takamol Training Data

In supplementary data provided by USAID Takamol for contextual comparison, the TOT results of standard USAID statements to assess gender attitudes were compared to results of trainings conducted by USAID Takamol with 191 participants from October 2019-September 2020. The majority of the 191 participants surveyed attended a one-day "Introduction to Gender" session which covered the concepts of gender versus sex, gender identity, masculinity versus femininity, gender roles and gender division of labor. The table below compares results for the Gender TOT sessions to the Introduction to Gender session, illustrating a significantly higher change in perceptions for the supervisor trainers who attended longer and more in-depth sessions. These results underscore that trainings related to gender require in-depth and tailored content to begin affecting participant's own perceptions and attitudes towards gender equality.

	Percentage of participants showing increased agreement with gender equality.	Gender TOT Sessions	Other Trainings	Difference
1	Women should have equal rights with men and receive the same treatment as men do.	38.5%	23.4%	15.1%
2	In general, men make better political leaders than women.	57.7%	24%	33.7%

3	When jobs are scarce, men should have more right to a job than a woman.	69.3%	35.5%	33.8%
	Participants with increased agreement with gender equality on one or more of the above statements	**72.5%**	**44.5%**	**28%**

Verifying the Strength and Effect of Gender Perception Survey Results

Verifying change in gender perceptions and determining the impact of that change is challenging. Answers to individual surveys, especially in an environment in which the participants are aware of the preferred responses, may not be reliable. Even the most reliable perception data does not indicate if the perception change will be long lasting and result in behavior change (such as within interpersonal relationship) or normative change (such as the expected behaviors of others).

The effectiveness of the TOT requires not only positive gender perceptions so that the supervisor trainers themselves model the gender-responsive teaching practices being introduced within the training, but that they also need to be able to respond to teachers who hold views that oppose gender equality. The assessment was able to gather some data through the pilot training observation to address this point.

During the pilot teachers training, one teacher attempted to challenge the supervisor trainers on the history of gender, claiming that gender is a Western concept which promotes the interest of feminist movements, contradicts Jordanian traditions and norms, and violates religious beliefs. Due to the supervisor trainers lack of knowledge on history of gender and lack of experience defending gender equality within local values, the MoE Gender Department representative intervened to provide clarifications and respond to the resistance expressed by the participant.

Question Three – Trainer Skills: How prepared are supervisor trainers to deliver cascade trainings as in-service teacher trainers?

Ability of TOT Participants to Deliver the Training

Under evaluation questions one and two, observations from the pilot training included within the "Knowledge Application" and "Verifying the Strength and Effect of Gender Perceptions" sections revealed limitations in the ability of supervisor trainers to deliver the training content. However, there was only one pilot training, and so the ability of the supervisor trainers to deliver the training was only examined for two supervisor trainers. Other supervisor trainers would have different experiences and may find delivering certain sections easier or more challenging than the one pilot training used as this assessment's sample. This section uses the in-depth interviews with 26 supervisors to present analysis of common considerations that impact the ability of supervisor trainers to deliver the training to teachers.

During the in-depth interviews, five out of the 26 supervisor trainers expressed a fear in their ability to deliver the training and transfer the knowledge and skills they had learned throughout the TOT. Out of the 26 supervisors interviewed, 21 expressed that they felt they did not have sufficient knowledge and required additional time to deepen their understanding. They, however, did not express resistance to delivering the training, unlike five other supervisor trainers who were highly resistant. Interviewees felt the least comfortable with topics on the history of gender, the history of feminist movements, how to respond to religious concerns, and the role and applicability of national, regional, and international conventions and agreements.

Supervisor trainers attributed their inability to deliver adequate trainings to the short duration of the training, which introduced the trainers to new terms and concepts, including GBV and SRGBV. All those interviewed felt that the level of difficulty of the training was appropriate, and that the training provided them with the general knowledge needed, but not the level necessary for becoming a trainer on the curricula.

"A 4-day intensive training is just not enough…a trainer needs to have a clear understanding and knowledge of the training content or it can be more harmful than useful. I don't think that the skills and knowledge I've gained throughout the training qualify me to give the training to other teachers."

Woman, Tafilah Directorate/ Tafilah

Interviewed supervisor trainers also expressed concerns on how to address resistance from participants if they were to deliver the training. Supervisor trainers expected that for some teachers, gender concepts would be viewed as contrary to cultural norms and traditions. Supervisor trainers mentioned women working in certain fields, mixing gender in the workplace, and travel for work or for studies without a chaperon as examples of resistance that teachers could have. All 26 of the interviewed supervisors indicated that misconceptions among teachers related to gender as a Western concept would pose a challenge in delivering trainings.

The interviews revealed supervisor trainers would require significant learning and preparation to be comfortable with teaching the training content, as well as improve skills in responding to resistance towards gender equality. It is unlikely that supervisor trainers would be able conduct this preparation in a self-directed way, even though all 26 supervisor trainers recognized the gap in knowledge and skills for effectively delivering the training.

Based on the pilot training observations of the consultant, the Training Lead, and the MoE Head of the Gender Department, the supervisor trainers had not prepared at the level necessary to deliver the training, as evidenced by their teaching approach and lack of ease in explaining concepts to teachers. During the

teacher pilot training, the Training Lead and the MoE representative had to intervene each time the supervisor trainers misinformed the teachers, which happened on various occasions.

One of the two supervisor trainers who delivered the training expressed that she would require additional preparation and self-teaching prior to delivering future trainings, whereas the other supervisor trainer expressed over-confidence in their ability to deliver the training. It should be noted, however, that this supervisor trainer was observed as the weaker trainer of the two; he was not well prepared and did not have clear knowledge on topics. He strictly followed a lecture-style in his teaching, and, skipped key information, and at times, provided misinformation to the teachers.

The MoE Head of the Gender Department shared that she considers that the TOT's focus is to change the attitudes and perceptions of supervisors on gender, and given the limited length of training, the training cannot comprehensively provide practical teaching methods for mainstreaming gender practices in the classroom. She recognized the shortcomings of supervisors as trainers because they do not utilize adult-learning techniques, and instead utilize lecture-based teaching methods. Addressing the skills gap of supervisors as trainers was considered a factor that affects the effectiveness of the ToT, but a shortcoming which the Gender Training is not able to address.

"I felt in all delivered trainings we accomplished a positive change in the attitudes and perceptions of supervisors on gender, the effect may however be temporary if further training is not provided to instil this change."

Head of Department, Ministry of Education

Finally, the interviewed supervisor trainers raised concerns about limitations in the delivery and follow-up of trainings. Most interviewed supervisor trainers shared logistical challenges including accessing equipment, an appropriate training venue, and other needed materials to deliver trainings. Another challenge is the absence of monitoring and follow-up mechanisms or indicators to measure the ability of teachers to implement gender-related concepts in their teaching practices and in the classroom. This was raised by both supervisor trainers and the MoE Head of Gender Department during interviews. Before rolling out more trainings, the MoE should prepare follow-up methods to assess the impact of the training. Many of the tools used within this evaluation can be used as a starting point.

Despite shortcomings within the delivery of content during the pilot training, survey results indicate the training resulted in significant increases in knowledge and change in gender perceptions, similar to the TOT sessions. Due to the limited sample size for the pilot training (n=10), the results were analyzed in aggregate and compared to the TOT results. Teachers reported higher levels of change in positive gender perceptions and knowledge than the supervisor trainers who participated in the TOT. The teachers assessed themselves as having lower levels of existing knowledge before the training, and did not rate themselves as advanced in knowledge afterwards, but teachers reported a higher level of knowledge increase than the supervisors.

Similarly, teacher responses to the gender perception questions were less supportive of gender equity before the training when compared to the supervisor trainers, but had higher levels of increase for statements supporting equity after the training. While the surveys alone cannot provide comprehensive assessment of the impact of the pilot training on teachers, the results show positive change despite the areas of improvement for supervisors in delivering the training.

Comparison of Pilot Training and TOT Survey Results	Pilot Training for Teachers			Average of six TOTs		
	Average Pre	Average Post	Change	Average Pre	Average Post	Change
Level of agreement with perception statements related to gender perceptions (Scale of -2 to two)	0.82	1.45	0.63	1.06	1.52	0.45
Level of knowledge across all training topics (Scale of 1 to 5)	1.69	4.48	2.79	2.53	4.72	2.20

CONCLUSIONS AND RECOMMENDATIONS

Supervisor trainers gained knowledge in gender terminologies, qualities of gender-responsive pedagogy and educational materials and identifying SRGBV. During interviews after the training, supervisor trainers were able to summarize the basics of key training concepts and recall examples of gender-responsive educational practices that were used within the training. At this level of knowledge and without further preparation, they would be able to deliver the training, if relying heavily on the provided training slides and utilizing a lecture format. However, to be effective trainers, the supervisors would need to develop more detailed knowledge and gain more experience explaining the training concepts to others. Greater depth of understanding is required for being able to answer questions and synthesize information in ways that would support participant understanding.

Supervisor trainers reported stronger agreement with statements supporting gender equity after the training. A small group of supervisor trainers (approximately five-six), as demonstrated through survey results and observations, would not be able to deliver the training content using the desired messages about gender equity because their personal views support rigid gender norms and because they do not view gender equity as being rooted within local values. For others, the training was eye-opening for seeing how education curricula and teaching practices can reinforce gender stereotypes, and supervisor trainers felt more strongly that teachers should take an active role in dismantling gender stereotypes within the classroom. Despite the positive personal perceptions reflected in surveys, supervisor trainers were not comfortable facilitating discussions on gender issues when encountering points of resistance that gender equity values are against Jordan's culture and/or religion. The TOT should provide opportunities for them to practice responding to common points of resistance to gender concepts.

After the four-day TOT, supervisor trainers required more preparation before delivering the training on their own or in pairs. The TOT was not sufficient to prepare supervisor trainers to deliver an adequate training, as they lacked the in-depth knowledge and understanding to challenge perspectives of teachers, and the skills to integrate the application of concepts into teaching approaches and mainstreaming practices. Furthermore, delivering a training should entail modeling interactive learning methods and approaches. Supervisor trainers expressed a lack of confidence in applying interactive learning methods, although this was covered during the training. The more the TOT can increase the capacity of supervisor trainers to apply interactive and participatory learning methods, the stronger the trainings will be for teachers.

Supervisor trainers would require additional guided preparation to improve and deliver an adequate training to teachers. Supervisor trainers could be more prepared if an additional day is added to the TOT or structured follow-up steps are put in place after the TOT. For example, a knowledge refresher and practice session could reconvene them with the expectation that they review the training materials ahead of the session and be ready to practice delivering training sections.

It is worth noting that the full toolkit of training materials was not made available to the two supervisor trainers who delivered the pilot training because USAID Takamol and the MoE were in the process of

finalizing the materials. When complete, supervisor trainers will receive a trainers manual, slides, and three videos that illustrate the key points of the training. One video is aimed at addressing resistance to the CEDAW, a second is about SRGBV, and a third illustrates how educational environments send messages about gender roles and expectations to children at a young age. The two supervisors that led the pilot training utilized the draft trainers manual and slides, but the videos were not completed. Providing the full training toolkit to supervisor trainers with the expectation that they prepare with the content, will improve the quality of trainings delivered to teachers. The toolkit should include explanations on how to implement activities, including the suggested sequence and time allocation for each activity. Creating an online library of sources and references could be helpful for both supervisor trainers and teachers.

The MoE may consider focusing on building the capacities of a smaller set of supervisors to become expert trainers on this training and other gender-related trainings. While training two people from each directorate was the Ministry's preferred approach for this TOT, training a total of 84 trainers resulted in varying levels of quality. As described earlier, improving the quality of trainings to teachers will require greater time and preparation from supervisor trainers. By investing in a fewer number of supervisor trainers, the Ministry would be able to ensure a higher and consistent level of training quality. With more staffing resources, the Gender Department could consider a model in which Department staff deliver or co-deliver trainings throughout the country with supervisor trainers. This assessment does not recommend a specific alternative approach to qualifying supervisor trainers but notes that a more centralized approach that qualifies fewer may result in a higher quality training delivered to teachers. Some of the supervisors trained by this TOT would not be effective trainers, even with more preparation.

Finally, additional planning should prepare what steps will be taken after the training is delivered to teachers that will support the application of new concepts, and how the Gender Department will monitor and evaluate the effects of the training. As a start, the perceptions and knowledge surveys used within this assessment may be used at the beginning and end of the training sessions. The pre-survey on gender perceptions could be given to all teachers in order to establish a baseline of existing perceptions towards gender and the role of education, as well as identify any trends across regions or grade levels. Investing resources after the training to identify if there is behavior change among teachers, even if only for a subset of training participants, would support the Gender Department in understanding if the training translates into changing practices within the classroom. Follow-up surveys and interviews can be used to collect data on if teachers have identified gender-bias within their schools and classrooms, tried new pedagogy practices, and/or experienced cases in which they identified and addressed SRGBV. These follow-up steps will require additional resources than are currently available to the Gender Department.

The **Teachers Training on Gender Mainstreaming within Learning and School Environment** is a substantial step for integrating gender considerations within Jordan's public schools. The training goes beyond a one-day introduction training on gender and looks specifically at how gender relates to curricula, teaching practices, and school-related violence. The supervisor trainers and participating teachers from this study were introduced to gender-responsive pedagogy practices and methods for addressing SRGBV that they continued to think about and show enthusiasm for after the training. Before investing in rolling out the training to a larger group of teachers, further efforts to increase the quality of supervisor trainers and prepare them for responding to resistance to gender concepts would improve training outcomes.

SUMMARY OF RECOMMENDATIONS	
1	Increase the training period to include one additional training day, to serve as a refresher and practice session.
2	To increase effectiveness of the training delivery, supervisor trainers require practice and preparation for a greater depth of understanding.
3	Training should provide supervisor trainers with opportunities to practice responding to common points of resistance to gender concepts.
4	Increase capacity of supervisor trainers in applying interactive and participatory learning methods.
5	Update toolkit to include explanations on how to implement activities, including the suggested sequence and time allocation for each activity.
6	Develop an online library of sources and references for supervisor trainers.
7	Decrease the number of targeted supervisor trainers and provide more intensive training to a smaller set of selected supervisors.
8	The MoE should have supervisor trainers deliver the trainings in pairs of co-trainers to increase the quality of trainings.
9	Plan and develop follow-up activities after the delivery of trainings, including follow-up surveys and interviews.
10	Offer one-to-one sessions to support supervisor trainers to prepare to deliver the training.
11	Update the MoE selection criteria for supervisor trainers to include screening questions to identify resistance to gender concepts.

DATA TABLES

TABLE 1. RETROSPECTIVE PRE-POST KNOWLEDGE SURVEY, AVERAGE ACROSS ALL TOTS

At the end of the TOT, participants were asked to rate their level of knowledge on a scale of 1 to 5 before and after the TOT.		n	All TOTs		
			Average Pre	Average Post	Change in Knowledge
1	My knowledge of the concept of gender	79	2.72	4.73	2.01
2	My ability to differentiate between sex and gender	79	3.14	4.90	1.76
3	My knowledge of the concept of gender stereotypes	78	2.59	4.81	2.22
4	My ability to differentiate between equity and equality	79	3.25	4.86	1.61
5	My knowledge of gender roles.	79	2.77	4.78	2.01
6	My ability to differentiate between practical and strategic gender needs	79	2.03	4.66	2.63
7	My knowledge of the concept of gender mainstreaming (inclusion)	78	2.23	4.70	2.47
8	My knowledge of a gender-responsive school environment	79	2.52	4.77	2.25
9	My knowledge of the Ministry of Education policy on gender-based violence in schools	79	2.14	4.57	2.43
10	My knowledge of international and regional conventions regarding gender and education	79	2.06	4.48	2.42
11	My knowledge of basic terminology and concepts related to gender-based violence	79	2.33	4.70	2.37
12	My ability to identify children affected by gender-based violence in school	79	2.54	4.65	2.11
13	My capacity for early intervention to prevent school-related gender-based violence	80	2.49	4.54	2.05
14	My ability to recognize signs of violence or bullying	80	2.66	4.68	2.02
15	My knowledge of the basics of a gender sensitive lesson plan	80	2.44	4.78	2.34
16	My ability to employ effective strategies that promote a gender culture	79	2.52	4.77	2.25
17	My ability to identify linguistic and conceptual contexts that do not respond to the gender included in the textbook and other educational materials	80	2.55	4.85	2.30
18	My ability to discover gender stereotypes in the textbook and other educational materials	80	2.60	4.79	2.19
19	My knowledge of the changes that need to be made through parents, the Parents Council and the local community to reduce gender stereotypes	80	2.43	4.73	2.30
	Average All		**2.53**	**4.72**	**2.20**

TABLE 2. RETROSPECTIVE PRE-POST KNOWLEDGE SURVEY, COMPARISON ACROSS TOT SESSIONS

At the end of the TOT, participants were asked to rate their level of knowledge on a scale of 1 to 5 before and after the TOT.	n	TOT 1 (Aqaba, 6-8 Dec 2020)		TOT 2 (Amman, 14-17 Dec 2020)		TOT 3 (Amman, 27-30 Dec 2020)		TOT 4 (Irbid, 18-21 Jan 2021)		TOT 5 (Jerash, 24-27 Jan 2021)		TOT 6 (Amman, 14-17 Feb 2021)	
		Avg. Pre	Avg. Post	Avg. Pre	Avg. Post	Avg. Pre	Avg. Post	Avg. Pre	Avg. Post	Avg. Pre	Avg. Post	Avg. Pre	Avg. Post
1 My knowledge of the concept of gender	79	2.82	4.64	2.86	4.86	2.57	4.64	2.64	4.79	2.64	4.64	2.80	4.80
2 My ability to differentiate between sex and gender	79	2.91	4.91	3.14	4.86	3.43	4.86	3.00	5.00	3.09	4.82	3.20	4.93
3 My knowledge of the concept of gender	78	2.91	4.91	2.54	4.85	2.79	4.71	2.71	4.86	2.55	4.64	2.13	4.87
4 My ability to differentiate between equity and	79	2.91	4.73	4.00	4.86	3.29	5.00	3.43	4.93	2.91	4.64	2.87	4.93
5 My knowledge of gender roles	79	2.73	4.73	2.71	4.64	2.86	4.71	3.07	4.86	2.82	4.64	2.47	4.93
6 My ability to differentiate between practical and strategic gender needs	79	2.36	4.64	1.79	4.43	1.79	4.71	1.86	4.71	2.45	4.73	2.07	4.73
7 My knowledge of the concept of gender mainstreaming	78	2.36	4.73	2.07	4.36	2.46	4.71	2.14	4.86	2.09	4.64	2.27	4.87
8 My knowledge of a gender-responsive school environment	79	2.73	4.82	2.71	4.57	2.36	4.77	2.64	4.86	2.45	4.64	2.27	4.93

At the end of the TOT, participants were asked to rate their level of knowledge on a scale of 1 to 5 before and after the TOT.

		n	TOT 1 (Aqaba, 6-8 Dec 2020)		TOT 2 (Amman, 14-17 Dec 2020)		TOT 3 (Amman, 27-30 Dec 2020)		TOT 4 (Irbid, 18-21 Jan 2021)		TOT 5 (Jerash, 24-27 Jan 2021)		TOT 6 (Amman, 14-17 Feb 2021)	
			Avg. Pre	Avg. Post	Avg. Pre	Avg. Post	Avg. Pre	Avg. Post	Avg. Pre	Avg. Post	Avg. Pre	Avg. Post	Avg. Pre	Avg. Post
9	My knowledge of the Ministry of Education policy on gender-based	79	2.18	4.55	2.14	4.14	2.36	4.57	1.86	4.79	2.00	4.45	2.27	4.87
10	My knowledge of international and regional conventions	79	1.91	4.55	1.93	4.07	2.36	4.50	2.07	4.57	2.00	4.45	2.07	4.73
11	My knowledge of basic terminology and concepts related to	79	2.09	4.64	2.64	4.57	2.50	4.79	2.64	4.79	2.18	4.64	2.13	4.73
12	My ability to identify children affected by gender-based violence in	79	2.36	4.45	2.86	4.50	2.71	4.79	2.64	4.71	2.09	4.45	2.47	4.87
13	My capacity for early intervention to prevent school-related gender-	80	2.55	4.55	2.60	4.20	2.71	4.57	2.43	4.64	2.18	4.55	2.40	4.73
14	My ability to recognize signs of violence or	80	2.18	4.45	2.93	4.67	2.57	4.64	3.00	4.86	2.45	4.55	2.67	4.80

At the end of the TOT, participants were asked to rate their level of knowledge on a scale of 1 to 5 before and after the TOT.

	n	TOT 1 (Aqaba, 6-8 Dec 2020)		TOT 2 (Amman, 14-17 Dec 2020)		TOT 3 (Amman, 27-30 Dec 2020)		TOT 4 (Irbid, 18-21 Jan 2021)		TOT 5 (Jerash, 24-27 Jan 2021)		TOT 6 (Amman, 14-17 Feb 2021)	
		Avg. Pre	Avg. Post	Avg. Pre	Avg. Post	Avg. Pre	Avg. Post	Avg. Pre	Avg. Post	Avg. Pre	Avg. Post	Avg. Pre	Avg. Post
15 My knowledge of the basics of a gender responsive lesson plan	80	2.27	4.73	2.87	4.73	2.29	4.79	2.57	4.86	2.27	4.64	2.27	4.87
16 My ability to employ effective strategies that promote a gender culture	79	2.50	4.90	2.87	4.80	2.36	4.71	2.57	4.86	2.36	4.55	2.40	4.80
17 My ability to identify linguistic and conceptual contexts that do not respond to the gender included in the textbook and other educational	80	2.45	4.82	2.60	4.80	2.64	4.86	2.79	4.93	2.36	4.73	2.40	4.93
18 My ability to discover gender stereotypes in the textbook and other	80	2.55	4.82	2.80	4.60	2.57	4.79	2.79	4.93	2.36	4.55	2.47	5.00
19 My knowledge of the changes that need to be made through parents, the Parents Council and the local community to	79	2.36	4.45	2.86	4.50	2.71	4.79	2.64	4.71	2.09	4.45	2.47	4.87
Average All		2.47	4.71	2.68	4.59	2.58	4.72	2.58	4.82	2.39	4.60	2.42	4.85

TABLE 3. RETROSPECTIVE PRE-POST KNOWLEDGE SURVEY FOR ALL TOTS, SEX DISAGGREGATED DATA

At the end of the TOT, participants were asked to rate their level of knowledge on a scale of 1 to 5 before and after the TOT.		n	Average Female		Average Male	
			Average Pre	Average Post	Average Pre	Average Post
1	My knowledge of the concept of gender	79	2.60	4.73	2.84	4.74
2	My ability to differentiate between sex and gender	79	2.98	4.90	3.26	4.89
3	My knowledge of the concept of gender stereotypes	78	2.50	4.85	2.68	4.76
4	My ability to differentiate between equity and equality	79	3.35	4.88	3.11	4.84
5	My knowledge of gender roles.	79	2.75	4.85	2.76	4.79
6	My ability to differentiate between practical and strategic gender needs	79	1.83	4.70	2.18	4.68
7	My knowledge of the concept of gender mainstreaming (inclusion)	78	2.10	4.73	2.32	4.71
8	My knowledge of a gender-responsive school environment	79	2.50	4.85	2.50	4.76
9	My knowledge of the Ministry of Education policy on gender-based violence in schools	79	1.98	4.60	2.26	4.63
10	My knowledge of international and regional conventions regarding gender and education	79	2.08	4.53	2.00	4.50
11	My knowledge of basic terminology and concepts related to gender-based violence	79	2.40	4.75	2.21	4.68
12	My ability to identify children affected by gender-based violence in school	79	2.60	4.75	2.45	4.58
13	My capacity for early intervention to prevent school-related gender-based violence	80	2.50	4.50	2.44	4.62
14	My ability to recognize signs of violence or bullying	80	2.55	4.68	2.72	4.67
15	My knowledge of the basics of a gender responsive	80	2.45	4.80	2.38	4.77

	lesson plan				
16	My ability to employ effective strategies that promote a gender culture	79	2.48	4.83	2.50	4.74

At the end of the TOT, participants were asked to rate their level of knowledge on a scale of 1 to 5 before and after the TOT.		n	Average Female		Average Male	
			Average Pre	Average Post	Average Pre	Average Post
17	My ability to identify linguistic and conceptual contexts that do not respond to the gender included in the textbook and other educational materials	80	2.58	4.95	2.46	4.79
18	My ability to discover gender stereotypes in the textbook and other educational materials	80	2.50	4.90	2.64	4.72
19	My knowledge of the changes that need to be made through parents, the Parents Council, and the local community to reduce gender stereotypes	80	2.35	4.73	2.44	4.74
	Average All		**2.48**	**4.76**	**2.53**	**4.72**

TABLE 4. RETROSPECTIVE PRE-POST KNOWLEDGE SURVEY FOR ONE PILOT TRAINING DELIVERED TO TEACHERS, SEX DISAGGREGATED DATA

At the end of the training, participants were asked to rate their level of knowledge on a scale of 1 to 5 before and after the training.		Teachers Training (Amman, 23-25 Feb 2021)			Average Female		Average Male	
	Knowledge Area	n	Avg. Pre	Avg. Post	Change in Knowledge	Avg. Pre	Avg. Post	Avg. Pre	Avg. Post
1	My knowledge of the concept of gender	9	1.56	4.89	3.33	1.60	5.00	1.50	4.75
2	My ability to differentiate between sex and gender	9	2.00	5.00	3.00	2.60	5.00	1.25	5.00
3	My knowledge of the concept of gender stereotypes	9	1.78	4.67	2.89	2.40	4.40	1.00	5.00
4	My ability to differentiate between equity and equality	9	2.00	4.56	2.56	2.40	4.20	1.50	5.00
5	My knowledge of gender roles.	9	1.67	4.67	3.00	1.80	4.40	1.50	5.00
6	My ability to differentiate between practical and strategic gender needs	9	1.44	4.56	3.12	1.60	4.40	1.25	4.75

| 7 | My knowledge of the concept of gender mainstreaming (inclusion) | 9 | 1.44 | 4.67 | 3.23 | 1.60 | 4.40 | 1.25 | 5.00 |
| 8 | My knowledge of a gender-responsive school environment | 9 | 1.67 | 4.67 | 3.00 | 1.80 | 4.40 | 1.50 | 5.00 |

	At the end of the training, participants were asked to rate their level of knowledge on a scale of 1 to 5 before and after the training.		Teachers Training (Amman, 23-25 Feb 2021)			Average Female		Average Male	
	Knowledge Area	n	Avg. Pre	Avg. Post	Change in Knowledge	Avg. Pre	Avg. Post	Avg. Pre	Avg. Post
9	My knowledge of the Ministry of Education policy on gender-based violence in schools	9	1.67	3.89	2.22	1.60	3.20	1.75	4.75
10	My knowledge of international and regional conventions regarding gender and education	9	1.44	4.00	2.56	1.40	3.40	1.50	4.75
11	My knowledge of basic terminology and concepts related to gender-based violence	8	1.38	4.13	2.75	1.40	3.60	1.33	5.00
12	My ability to identify children affected by gender-based violence in school	9	1.67	4.56	2.89	1.60	4.20	1.75	5.00
13	My capacity for early intervention to prevent school-related gender-based violence	9	1.67	4.22	2.55	1.20	3.60	2.25	5.00
14	My ability to recognize signs of violence or bullying	9	2.22	4.33	2.11	1.80	4.00	2.75	4.75
15	My knowledge of the basics of a gender responsive lesson plan	9	1.78	4.44	2.66	2.00	4.00	1.50	5.00
16	My ability to employ effective strategies that promote a culture that supports gender equity.	9	1.67	4.44	2.77	1.80	4.00	1.50	5.00
17	My ability to identify linguistic and conceptual contexts in the textbook and other educational materials that are not gender-responsive.	9	1.78	4.44	2.66	1.80	4.00	1.75	5.00
18	My ability to discover gender stereotypes and stereotypes in the textbook and other educational materials.	9	1.89	4.56	2.67	1.80	4.20	2.00	5.00
19	My knowledge of the changes that need to be made through parents, the Parents Council and the local community to reduce gender	9	1.56	4.33	2.77	1.20	3.80	2.00	5.00

	stereotypes									
20	My ability to use some training materials to integrate gender in the classroom	9	1.56	4.56	3.00	1.20	4.20	2.00	5.00	
	Average All		**1.69**	**4.48**	**2.79**	**1.73**	**4.12**	**1.64**	**4.94**	

TABLE 5. PRE- AND POST-GENDER PERCEPTION SURVEY QUESTIONS, AVERAGE ACROSS ALL TOTS.

	At the beginning and end of the TOT, participants were asked to rate their level of agreement with the following statements. (2= Strongly Agree; 0= Neutral; -2= Strongly Disagree)*.		All TOTs		
		n	Average Pre	Average Post	Change in Perceptions
1	Women should enjoy equal rights with men	78	1.31	1.69	0.38
2*	In general, men are better political leaders than women	78	0.65	1.23	0.58
3*	In the event that job opportunities are scarce, men have more rights than women to find work	75	0.51	1.20	0.69
4	Women and men should have equal access to jobs, including senior management	77	1.45	1.83	0.38
5	Women and men must have equal income in the same field of work	76	1.64	1.82	0.18
6	Women and men have the capabilities that qualifies them equally to occupy political positions	77	1.45	1.73	0.28
7*	It is better for women to work in specific fields such as education and nursing	61	0.46	1.23	0.77
8	Male and female students can enter any major they want equally.	62	1.37	1.71	0.34
9	Education curricula and teaching methods play a role in reinforcing gender norms and stereotypes	62	0.85	1.44	0.59
10	Education curricula in Jordan focuses on the role of women as mothers and wives in the home	62	-0.15	0.69	0.84
11	I support equal access to opportunities and services for men and women	61	1.52	1.79	0.27
12	I support achieving fair treatment of men and women, taking into account the different experiences and needs of each	62	1.61	1.77	0.16
13	Female students should be encouraged to pursue their ambitions outside the framework of caring for the home and children	62	0.95	1.63	0.68
14	Male students should be directed to express their feelings and feelings	62	1.21	1.53	0.32
15	Teachers should not promote stereotypes of masculine and feminine traits within the classroom, whether thorugh language, activities, or how students are treated	62	1.05	1.68	0.63
16*	Boys should be disciplined more severely than girls due to	62	0.60	1.16	0.56

	the way boys behave at school				
17	Schools should have the same learning standards for boys and girls in all subjects	62	0.98	1.26	0.28
18	Education should prepare students to develop the same sets of skills and behaviors, whether they are male or female	62	1.27	1.60	0.33
19	The teacher should encourage the dismantling of stereotypes of the role of women as the caregiver of the family and children	62	1.06	1.52	0.46
20	The teacher should contribute to dismantling gender stereotypes about the role of males is to be responsible for decision-making and the protection of females in the family	62	0.69	1.47	0.78
21	Educators should encourage girls to pursue opportunities where women are less represented, such as leadership roles and decision-making places	62	1.26	1.60	0.34
22	The teacher should report if a student is exposed to domestic violence	62	1.55	1.76	0.21
	Average All**		1.06	1.52	0.46

* The scale for statements 2, 3,7, and 16 is reversed in order for "2" to correlate to answers supporting gender equity.

**Average data only includes questions one-six for TOT 6 because pre survey data was not collected on the remaining questions.

TABLE 6. PRE AND POST GENDER PERCEPTION SURVEY QUESTIONS, COMPARISON ACROSS TOT SESSIONS

At the beginning and end of the TOT, participants were asked to rate their level of agreement with the following statements. (2= Strongly		TOT 1 (Aqaba, 6-8 Dec 2020)		TOT 2 (Amman,
Statement related to gender perceptions		Avg. Pre	Avg. Post	Avg. Pre
1	Women should enjoy equal rights with men	1.30	1.20	1.40
2*	In general, men are better political leaders than women	0.00	0.60	0.05
3*	In the event that job opportunities	-0.10	1.10	0.30
4	Women and men should have equal access to jobs, including senior management	1.30	1.60	1.50
5	Women and men must have equal income in the same field of work	1.50	1.60	1.90
6	Women and men have the capabilities that qualifies them equally to occupy political	1.40	1.70	1.20
7*	It is better for women to work in specific fields such as education and nursing	0.00	1.00	0.50
8	Male and female students can enter any major they want	1.30	1.80	1.40
9	Education curricula and teaching methods play a role in reinforcing gender norms and stereotypes.	1.00	1.40	0.80

TOT 2	TOT 3 (Amman, 27-30 Dec 2020)		TOT 4 (Irbid, 18-21 Jan 2021)		TOT 5 (Jerash, 24-27 Jan 2021)	
Avg. Post	Avg. Pre	Avg. Post	Avg. Pre	Avg. Post	Avg. Pre	Avg. Post
1.90	1.40	1.70	1.40	1.90	1.00	1.60
1.0	0.50	1.30	0.90	1.70	0.90	1.40
1.1	0.30	1.30	0.70	1.40	1.10	1.50
1.9	1.30	1.70	1.50	1.90	1.60	1.80
1.90	1.50	1.70	1.80	2.00	1.50	1.60
1.50	1.50	1.80	1.50	1.90	1.50	1.60
0.90	-0.30	1.20	1.20	1.70	1.00	1.40
1.60	1.30	1.80	1.30	1.90	1.60	1.60
1.50	0.80	1.20	1.20	1.70	0.60	1.40

* The scale for statements 2, 3, 7, and 16 is reversed in order for "2" to correlate to answers supporting gender equity.

At the beginning and end of the TOT, participants were asked to rate their level of agreement with the following statements. (2= Strongly ...

Statement related to gender perceptions	TOT 1 (Aqaba, 6-8 Dec 2020)		TOT 2 (Amman, ...)
	Avg. Pre	Avg. Post	Avg. Pre
10 Education curricula in Jordan focuses on the role of women as mothers and wives in the home	1.30	0.20	-0.30
11 I support equal access to opportunities and services for men and women	1.40	1.80	1.70
12 I support achieving fair treatment of men and women, taking into account the different experiences and needs of each	1.70	1.70	1.60
13 Female students should be encouraged to pursue their ambitions outside the framework of caring for the home and	1.00	1.50	1.20
14 Male students should be directed to express their feelings and	1.10	0.90	1.40
15 Teachers should not promote stereotypes of masculine and feminine traits within the classroom, whether through language, activities, or how	0.80	1.60	1.20
16* Boys should be disciplined more severely than girls due to the way boys behave at school	0.50	1.40	0.10

At the beginning and end of the TOT, participants were asked to rate their level of agreement with the following statements. (2= Strongly …

Statement related to gender perceptions	TOT 1 (Aqaba, 6-8 Dec 2020)		TOT 2 (Amman, …)		TOT 3 (Amman, 27-30 Dec 2020)		TOT 4 (Irbid, 18-21 Jan 2021)		TOT 5 (Jerash, 24-27 Jan 2021)	
	Avg. Pre	Avg. Post	Avg. Pre	Avg. Post	Avg. Pre	Avg. Post	Avg. Pre	Avg. Post	Avg. Pre	Avg. Post
17 Schools should have the same learning standards for boys and girls in all subjects.	0.60	1.40	0.90	1.00	0.00	0.20	-0.40	1.20	-0.40	0.90
18 Education should prepare students to develop the same sets of skills and behaviors, whether	0.90	1.50	1.10	1.60	1.30	2.00	1.60	1.80	1.60	1.80
19 The teacher should encourage the dismantling of stereotypes of the role of women as the caregiver of the family and children	0.90	1.10	0.90	1.60	1.80	2.00	1.50	1.70	1.60	1.90
20 The teacher should contribute to dismantling gender stereotypes about the role of males is to be responsible for decision-making and the protection of females in	0.60	1.30	0.20	1.40	0.60	1.90	1.20	1.50	0.80	1.90
21 Educators should encourage girls to pursue opportunities where women are less represented, such as leadership roles and decision-	1.20	1.50	1.40	1.60	1.20	1.90	1.20	1.70	1.20	1.50
22 The teacher should report if a student is exposed to domestic violence	1.70	1.70	1.40	1.30	0.90	1.80	1.20	1.80	1.30	1.90
Average All**	**0.90**	**1.30**	**1.00**	**1.30**	**0.50**	**0.50**	**0.90**	**1.00**	**1.10**	**1.60**

* The scale for statements 2, 3,7, and 16 is reversed in order for "2" to correlate to answers supporting gender equity.

TOT	Measure							
	Avg. Post	0.90	1.70	1.50	1.10	1.60	1.90	1.50
TOT 3 (Amman, 27-30 Dec 2020)	Avg. Pre	1.20	1.40	1.40	1.00	1.20	1.60	1.0
	Avg. Post	1.30	1.50	1.70	1.70	1.60	1.60	1.50
TOT 4 (Irbid, 18-21 Jan 2021)	Avg. Pre	1.30	1.30	0.90	0.60	1.20	1.50	1.10
	Avg. Post	1.20	1.50	1.90	1.90	1.70	1.90	1.70
TOT 5 (Jerash, 24-27 Jan 2021)	Avg. Pre	1.00	1.70	1.30	1.10	1.40	1.60	1.20
	Avg. Post	1.60	1.70	1.50	1.50	1.60	1.60	1.50

* The scale for statements 2, 3,7, and 16 is reversed in order for "2" to correlate to answers supporting gender equity.

** Average data does not include TOT 6 because pre-survey data was not collected for questions seven-22 and the post-survey data is similar to other TOTs.

TABLE 7. PRE AND POST GENDER PERCEPTION SURVEY QUESTIONS FOR TOTS, SEX DISAGGREGATION

At the beginning and end of the TOT, participants were asked to rate their level of agreement with the following statements. (2= Strongly Agree; 0= Neutral; -2= Strongly Disagree)*.	Average Female		Average Male	
Statement related to gender perceptions	Average Pre	Average Post	Average Pre	Average Post
1 Women should enjoy equal rights with men	1.3	1.6	1.3	1.8
2* In general, men are better political leaders than women	0.6	1.2	0.7	1.3
3* In the event that job opportunities are scarce, men have more rights than women to find work	0.4	1.1	0.6	1.3
4 Women and men should have equal access to jobs, including senior management	1.4	1.8	1.5	1.9
5 Women and men must have equal income in the same field of work	1.6	1.8	1.7	1.8
6 Women and men have the capabilities that qualifies them equally to occupy political positions	1.4	1.7	1.5	1.7
7* It is better for women to work in specific fields such as education and nursing	0.4	1.4	0.6	1.1
8 Male and female students can enter any major they want equally	1.2	1.6	1.6	1.8
9 Education curricula and teaching methods play a role in reinforcing gender norms and stereotypes.	1.0	1.4	0.8	1.5
10 Education curricula in Jordan focuses on the role of women as mothers and wives in the home	-0.5	0.6	0.2	0.8
11 I support equal access to opportunities and services for men and women	1.3	1.7	1.7	1.8
12 I support achieving fair treatment of men and women, taking into account the different	1.4	1.7	1.8	1.8

	experiences and needs of each.				
13	Female students should be encouraged to pursue their ambitions outside the framework of caring for the home and children	0.8	1.5	1.1	1.7

At the beginning and end of the TOT, participants were asked to rate their level of agreement with the following statements. (2= Strongly Agree; 0= Neutral; -2= Strongly Disagree)*.		Average Female		Average Male	
Statement related to gender perceptions		**Average Pre**	**Average Post**	**Average Pre**	**Average Post**
14	Male students should be directed to express their feelings and feelings.	1.2	1.3	1.3	1.8
15	Teachers should not promote stereotypes of masculine and feminine traits within the classroom, whether through language, activities, or how students are treated.	1.0	1.7	1.1	1.6
16*	Boys should be disciplined more severely than girls due to the way boys behave at school.	0.6	1.2	0.6	1.1
17	Schools should have the same learning standards for boys and girls in all subjects.	1.1	1.4	0.9	1.2
18	Education should prepare students to develop the same sets of skills and behaviors, whether they are male or female.	1.2	1.5	1.3	1.7
19	The teacher should encourage the dismantling of stereotypes of the role of women as the caregiver of the family and children	1.2	1.4	1.0	1.6
20	The teacher should contribute to dismantling gender stereotypes about the role of males is to be responsible for decision-making and the protection of females in the family.	0.7	1.5	0.7	1.5
21	Educators should encourage girls to pursue opportunities where women are less represented, such as leadership roles and decision-making	1.1	1.5	1.4	1.7

	places.				
22	The teacher should report if a student is exposed to domestic violence.	1.4	1.8	1.7	1.8
	Average All	**1.0**	**1.5**	**1.1**	**1.6**

* The scale for statements 2, 3,7, and 16 is reversed in order for "2" to correlate to answers supporting gender equity.

TABLE 8. PRE AND POST GENDER PERCEPTION SURVEY QUESTIONS FOR ONE PILOT TRAINING DELIVERED TO TEACHERS, SEX DISAGGREGATED DATA

At the beginning and end of the TOT, participants were asked to rate their level of agreement with the following statements. (2= Strongly Agree; 0= Neutral; -2= Strongly Disagree)*.			Teachers Training (Amman, 23-25 Feb 2021)			Average Female		Average Male	
	Statement related to gender perceptions	n	Avg. Pre	Avg. Post	Change in Perceptions	Avg. Pre	Avg. Post	Avg. Pre	Avg. Post
1	Women should enjoy equal rights with men	10	0.8	1.7	0.9	0.8	1.6	0.8	1.8
2*	In general, men are better political leaders than women	10	-0.9	1.0	1.9	-1.0	0.8	-0.8	1.2
3*	In the event that job opportunities are scarce, men have more rights than women to find work	10	-0.4	0.8	1.2	0.0	0.8	-0.8	0.8
4	Women and men should have equal access to jobs, including senior management	10	1.1	1.8	0.7	1.2	1.6	1.0	2.0
5	Women and men must have equal income in the same field of work	10	1.0	1.7	0.7	1.0	1.4	1.0	2.0
6	Women and men have the capabilities that qualifies them equally to occupy political positions	10	0.9	1.8	0.9	0.8	1.6	1.0	2.0
7*	It is better for women to work in specific fields such as education and nursing	10	-0.1	1.1	1.2	-0.6	0.3	0.4	1.8
8	Male and female students can enter any major they want equally.	10	1.6	1.8	0.2	1.4	1.8	1.8	1.8
9	Education curricula and teaching methods play a role in reinforcing gender norms and stereotypes.	10	1.0	1.6	0.6	0.8	1.2	1.2	2.0
10	Education curricula in Jordan focuses on the role of women as mothers and wives in the home	10	0.0	1.1	1.1	0.6	1.4	-0.6	0.8

	Statement	n	Avg. Pre	Avg. Post	Change in Perceptions	Avg. Pre	Avg. Post	Avg. Pre	Avg. Post
11	I work to change stereotypes that I notice in curricula and the learning process.	10	1.0	1.7	0.7	0.8	1.6	1.2	1.8
12	I support equal access to opportunities and services for men and women	10	1.1	1.6	0.5	0.8	1.4	1.4	1.8

At the beginning and end of the TOT, participants were asked to rate their level of agreement with the following statements. (2= Strongly Agree; 0= Neutral; -2= Strongly Disagree)*.			Teachers Training (Amman, 23-25 Feb 2021)			Average Female		Average Male	
	Statement related to gender perceptions	n	Avg. Pre	Avg. Post	Change in Perceptions	Avg. Pre	Avg. Post	Avg. Pre	Avg. Post
13	I support achieving fair treatment of men and women, taking into account the different experiences and needs of each.	10	1.6	1.6	0.0	1.4	1.4	1.8	1.8
14	Female students should be encouraged to pursue their ambitions outside the framework of caring for the home and children	10	1.4	1.8	0.4	1.0	1.6	1.8	2.0
15	Male students should be directed to express their feelings and feelings.	10	1.7	1.9	0.2	1.4	1.8	2.0	2.0
16	Teachers should not promote stereotypes of masculine and feminine traits within the classroom, whether thorugh language, activities, or how students are treated.	10	0.6	1.3	0.7	0.6	0.8	0.6	1.8
17*	Boys should be disciplined more severely than girls due to the way boys behave at school.	10	-0.6	-0.7	-0.1	0.0	-0.4	-1.2	-1.0
18	Schools should have the same learning standards for boys and girls in all subjects.	10	0.7	1.5	0.8	0.0	1.0	1.4	2.0
19	Education should prepare students to develop the same sets of skills and behaviors, whether they are male or female.	10	1.6	1.8	0.2	1.4	1.8	1.8	1.8

20	The teacher should encourage the dismantling of stereotypes of the role of women as the caregiver of the family and children	10	1.2	1.7	0.5	0.6	1.6	1.8	1.8
21	The teacher should contribute to dismantling gender stereotypes about the role of males is to be responsible for decision-making and the protection of females in the family.	10	1.0	1.7	0.7	0.6	1.6	1.4	1.8

At the beginning and end of the TOT, participants were asked to rate their level of agreement with the following statements. (2= Strongly Agree; 0= Neutral; -2= Strongly Disagree)*.		Teachers Training (Amman, 23-25 Feb 2021)			Average Female		Average Male	
	Statement related to gender perceptions	n	Avg. Pre	Avg. Post	Change in Perceptions	Avg. Pre	Avg. Post	Avg. Pre	Avg. Post
22	Educators should encourage girls to pursue opportunities where women are less represented, such as leadership roles and decision-making places.	10	1.1	1.4	0.3	1.0	1.6	1.2	1.2
23	The teacher should report if a student is exposed to domestic violence.	10	1.5	1.7	0.2	1.6	1.6	1.4	1.8
	Average All		**0.80**	**1.50**	**0.60**	**0.70**	**1.30**	**0.90**	**1.60**

* The scale for statements 2, 3,7, and 17 is reversed in order for "2" to correlate to answers supporting gender equity.

ANNEX I: TRAINERS SELECTION FORM

نموذج ترشيح المدربين

تدريب المدربين – وزارة التربية والتعليم

موضوع الجلسة: [_____]   التاريخ: [_____]

اسم المتدرب: [_____]   المحافظة: [_____]

عدد سنوات الخبرة في التدريب: [_____]   التحصيل العلمي: [_____]

مهارات التدريب

ضعيف	مقبول	جيد	جيد جداً	ممتاز	معايير التقييم	
					القدرة على إدارة الحوار	1
					القدرة على إيصال الأفكار بلغة بسيطة وواضحة، وتلخيص أهم الأفكار	2
					الإستماع بفعالية، واستخدام لغة الجسد (الحركة) بشكل مناسب	3
					القدرة على التنسيق والربط بين موضوعات التدريب	4
					القدرة على التقاط الملاحظات	5
					القدرة على تقبل الأراء المعارضة واحتوائها بسلاسة	6
					القدرة على استخدام أساليب متنوعة للتدريب	7

تقييم المدرب/الميسر

ضعيف	مقبول	جيد	جيد جداً	ممتاز	معايير التقييم	
					مستوى المعرفة بمواضيع التدريب قبل الاشتراك	8

					مستوى المعرفة بمواضيع التدريب بعد الانتهاء	9
					مستوى المعرفة بأساسيات الاستراتيجيات المستجيبة للنوع الاجتماعي	10

الخبرات المرتبطة بالتدريب

ضعيف	مقبول	جيد	جيد جداً	ممتاز	معايير التقييم	
					خلقية في إعطاء تدريبات وتسير تدريبات للمعلمين	1
					خبرة في إعطاء تدريبات متعلقة بحقوق الإنسان والنوع الاجتماعي	2
					خبرة في تقييم الاحتياجات من منظور جندري	3
					استخدام لغة مراعية للحساسية الجندرية	4
					المعرفة في قضايا النوع الاجتماعي وتعميم النوع الاجتماعي والعنف المبني على النوع الاجتماعي	5
					معرفة بالالتزامات الدولية والإقليمية المتعلقة بالنوع الاجتماعي وتعميمه	6
					معرفة السياسات الوطنية المتعلقة بتعميم النوع الاجتماعي والعنف المبني على النوع الاجتماعي	7
					القدرة على ربط المعرفة المتعلقة بالنوع الاجتماعي (قضايا محلية، التعليم، البيئة المدرسية)	8
					القدرة على استيعاب واحتواء المقاومة والتحيزات فيما يتعلق بقضايا النوع الاجتماعي وتجاربهم الخاصة	9
					مدى القناعة بالرسائل التي يحملها التدريب وخاصة تعميم النوع الاجتماعي في وزارة التربية والتعليم	10

ملاحظات للجنة
ممتاز 5 درجات

جيد جداً	4 درجات	
جيد	3 درجات	
مقبول	2 درجة	
ضعيف	1 درجة	
اعلى درجة = ممتاز=100		
أقل درجة = ضعيف = 20		

ANNEX II: TRAINING OBSERVATION FORM

Observer Instructions:

Attach a copy of the training agenda and highlight the agenda items you observed. If observing a team, use the initials of the trainer you are observing to indicate individual observed.

Trainer(s): [_____]   **Observer:** [_____]

Curriculum/Program: [_____]   **Date:** [_____]

INTRODUCTORY ELEMENTS

INSTRUCTION	INCLUSION			OBSERVATIONS
Introduces her/himself and participants	☐ Yes	☐ No	☐ N/A	
Provides icebreaker/warm-up activity	☐ Yes	☐ No	☐ N/A	
Reviews and/or provides logistical information	☐ Yes	☐ No	☐ N/A	
Reviews goals and objectives for training	☐ Yes	☐ No	☐ N/A	
Reviews the training agenda	☐ Yes	☐ No	☐ N/A	
Develops and posts group norms	☐ Yes	☐ No	☐ N/A	
Solicits and posts participant expectations	☐ Yes	☐ No	☐ N/A	

BODY

INSTRUCTION	INCLUSION			OBSERVATIONS
Provides the rationale for	☐ Yes	☐ No	☐ N/A	

the TOT		
Provides an orientation to topic and curriculum manual, including updated content information	☐ Yes ☐ No ☐ N/A	
Provides skill-building sessions focused on the teaching methods employed in the curriculum	☐ Yes ☐ No ☐ N/A	
Facilitates a practice-teach session where participants teach curriculum lessons that focus on skills-development (TOT training) • Modeling by trainer • Prep time for participants • Small-group practice Feedback beginning with self-reflection	☐ Yes ☐ No ☐ N/A	

CLOSING ELEMENTS

INSTRUCTION	INCLUSION	OBSERVATIONS
Facilitates a processing discussion	☐ Yes ☐ No ☐ N/A	
Provides closure	☐ Yes ☐ No ☐ N/A	
Administers the written evaluation (on last day of training)	☐ Yes ☐ No ☐ N/A	
Provides time for implementation (action) planning	☐ Yes ☐ No ☐ N/A	

AREAS OF COMPETENCY

INSTRUCTION	INCLUSION			OBSERVATIONS
Demonstrates knowledge about the subject matter	☐ Yes	☐ No	☐ N/A	
Models a variety of teaching strategies/techniques	☐ Yes	☐ No	☐ N/A	
Demonstrates ability to address specific questions/concerns	☐ Yes	☐ No	☐ N/A	

Draws on group resources and ideas	☐ Yes	☐ No	☐ N/A	
Creates an effective, functional learning environment	☐ Yes	☐ No	☐ N/A	
Finds ways for learners to be successful	☐ Yes	☐ No	☐ N/A	
Acknowledges participants' concerns regards the discussed topics (CEDAW for example)	☐ Yes	☐ No	☐ N/A	
Provides regular opportunities for participant reflection and self-assessment	☐ Yes	☐ No	☐ N/A	
Promotes the use and value of meaningful self-reflection and promoting best practices	☐ Yes	☐ No	☐ N/A	
Examines and reflects on her/his own attitudes and behavior regarding diversity/ change in attitudes	☐ Yes	☐ No	☐ N/A	
Is flexible, tolerant, and fair	☐ Yes	☐ No	☐ N/A	
Values different points of	☐ Yes	☐ No	☐ N/A	

view				
Involves all learners	☐ Yes	☐ No	☐ N/A	
Diplomatically handles sensitive situations	☐ Yes	☐ No	☐ N/A	
Allows for participation	☐ Yes	☐ No	☐ N/A	
Functions as an effective member of the training team (if applicable)	☐ Yes	☐ No	☐ N/A	
Demonstrates a commitment to the mission and values	☐ Yes	☐ No	☐ N/A	

OBSERVER COMMENTS (SENSITIVE SITUATIONS)

Chapter 1: Gender Terms

Chapter 2: Equality in Gender and the Right to Have Access to Education

Chapter 3: Gender Mainstreaming in School Environment

Chapter 4: Gender-Based Violence

Areas of Concern/Recommendations:

ANNEX III: DATA COLLECTION INSTRUMENTS

IN-DEPTH INTERVIEW QUESTIONS

IN-DEPTH INTERVIEW (SUPERVISOR TRAINERS)		
Question 1	What do you think about the gender training? (Introductory question)	Attitudes
Question 2	In your opinion, what difficulties you will encountered while training the gender training? Are you able to identify anything as troublesome for you during the training process? What was it and how you will deal with it?	Challenges Attitudes
Question 3	What adaptations you will made to the gender training material (method/examples/explanations)? (Please support your answers with specific examples).	Skills
Question 4	Do you believe in messages delivered in the training including those to mainstream gender in the Ministry of Education?	Attitudes/perceptions
Question 5	What strengths/and or weaknesses have you observed while participating in the gender TOT?	Attitudes Lessons learned Recommendations
Question 6	Which factors had an important role in the implementation of the gender training? What barriers, if any, you might face in implementing some parts of the training?	Challenges
Question 7	Do you anticipate challenges in implementing gender concepts and gender mainstreaming? If yes, what are they, if not, why?	Challenges
Question 8	Are you more interested in gender? And eager to developing your knowledge in the field of gender?	Attitudes/perceptions Skills
Question 9	Which areas do you believe require development with respect to capacity-building of teachers, training activities?	Recommendations Skills
Question 10	What topics/themes did you find to be the most successful? (Successful = high engagement of participants and ability to adapt concepts)	Lessons learned Recommendations
Question 11	What are the objectives you aimed to achieve during the gender training, do you believe they have been achieved? If yes, how, and if	Knowledge Skills

		Perceptions
Question 12	Do you think your attitudes toward gender changed? Why and how?	Attitudes/perceptions
Question 13	Do you think you have a better understanding of stereotypes and how stereotypes formed?	Knowledge Attitudes/perceptions
Question 14	Tell me about a situation you witnessed/faced related to gender, if you could go back to that moment, how would you act?	Attitudes/perceptions Knowledge
Question 15	Tell me about a success story from your experience in applying gender mainstreaming teaching in or out of the classroom.	Recommendations Lessons learned
Question 16	In your opinion, how can we mainstream gender in the teaching process, at school and in the school environment? Did you acquire sufficient skills and knowledge to mainstream a gender perspective in your work and in your educational institution?	Skills Knowledge Recommendations
Question 17	What is your opinion of Jordan's international and regional commitments related to mainstreaming gender in education? What is your opinion of national legislation and policies related to gender-based violence?	Skills Knowledge
Question 18	Is there anything else you would like to share with us?	Lessons learned Recommendations Best practices

IN-DEPTH INTERVIEW (TEACHERS)		
Question 1	What is your opinion on the gender training? What are the strengths and weaknesses of the training format?	Attitudes Lessons learned Recommendations
Question 2	We are interested in your impressions of how the gender training has impacted your daily life. Overall, how have you been impacted by the tools and knowledge you have gained from the gender training in the education process? (Please support your answers with specific examples and evidence).	Attitudes
Question 3	What information have you shared with your family/and or friends related to gender and GBV? (Please support your answers with specific examples and evidence).	Knowledge
Question 4	What changes have you noticed with yourself when dealing with students, please support your answer with specific examples related	Attitudes Skills

	to gender mainstreaming during teaching process and inside the school environment?	Knowledge
Question 5	What difficulties/barriers have you faced to includes gender mainstreaming and the SGBV in the classroom including access to resources, references, or knowledge?	Challenges
Question 6	What practices have you applied in the classroom with students related to the gender?	Recommendations, Practices
Question 7	Do you think your attitudes toward gender changed? Why and how?	Attitudes/perceptions
Question 8	Do you think you have a better understanding of stereotypes and how stereotypes formed?	Knowledge Attitudes/perceptions
Question 9	What do you think about the supportive materials/resources, pedagogy approach, etc.? What changes/additions would you like to see made the gender training material such as supportive materials/resources, pedagogy approach, etc.? Is there anything that you believe can be removed or altered?	Recommendations
Question 10	What challenges, if any, have you encountered in applying gender mainstreaming and gender-sensitive practices as a teacher, or in your teaching practices?	Challenges
Question 11	Tell me about a success story from your experience in applying gender mainstreaming teaching in or out of the classroom.	Recommendations Lessons learned
Question 12	Tell me about a situation you witnessed/faced related to gender, if you could go back to that moment, how would you act?	Attitudes/perceptions Knowledge
Question 13	In your opinion, how can gender mainstreaming be integrated into the school environment and in teaching practices?	Skills Knowledge Recommendations
Question 14	What is your opinion of Jordan's international and regional commitments related to mainstreaming gender in education? What is your opinion of national legislation and policies related to gender-based violence?	Skills Knowledge
Question 15	Given your knowledge that national curriculums can only be changed by the government, what role do you/ and other teachers play in eliminating gender-biases at the school curriculum level?	Skills Perceptions Knowledge
Question 16	As a teacher, do you feel capable of identifying gender-biased practices present? (In the classroom, school environment, books, other teaching materials, etc.) Please support answer with examples.	Skills Perceptions Knowledge

Question 17	Is there anything else you would like to share with us related to the gender training and or the gender training?	Recommendations Lessons learned

SURVEYS

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نموذج تقييم التوجهات والاعتقادات

تدريب المعلمين – وزارة التربية والتعلي

موضوع الجلسة: [_____]   التاريخ: [_____]

اسم الجهة: [_____]   المحافظة: [_____]

نرجو التكرم بتعبأة النموذج أدناه. شاكرين لكم تعاونكم.

الرمز (آخر 4 أرقام من رقم الهاتف): [_____]   العمر: ☐ 10-17   ☐ ذكر
☐ 18-29   ☐ أنثى
☐ 30-49
☐50 فأكثر

عدد سنوات الخبرة في التعليم: [_____]   الصفوف التي تقوم بتدريسها: [
[_____]   ☐ ذكور   ☐ إناث   ☐ مختلطة

لا أتفق بشدة	لا أتفق	محايد	أتفق	أتفق بشدة	إلى أي مدى توافق أو تعارض كلاً من العبارات التالية	
					يجب أن تتمتع المرأة بحقوق مساوية لحقوق الرجل	1
					بشكل عام، الرجال أفضل كقادة سياسيين من النساء	2
					في حالة ندرة فرص العمل، فللرجال الحق أكثر من النساء في الحصول على العمل	3
					يجب ان تتمتع المرأة والرجل بفرص متساوية في الحصول على الوظائف من ضمنها الإدارة العليا	4
					يجب ان يكون دخل المرأة والرجل متساويا في نفس مجال العمل	5
					المرأة والرجل لديهم القابلية (القدرة) التي تؤهلهم بشكل متساوي ليشغلوا مناصب سياسية	6

</div>

						من الأفضل عمل النساء في مجالات محددة مثل التعليم والتمريض	7
						يستطيع الطلاب والطالبات الدخول في أي تخصص يرغبون به بشكل متساو.	8
						تلعب مناهج التعليم وطرق التدريس دورًا في تعزيز المعايير والقوالب النمطية الجندرية.	9
						تركز مناهج التعليم في الأردن على دور المرأة كأم وزوجة داخل المنزل	10
						أؤيد المساواة بين الرجال والنساء في الوصول إلى الفرص والخدمات	11
						أؤيد تحقيق العدالة في المعاملة بين الرجال والنساء بحيث يتم الاخذ بعين الاعتبار اختلاف الخبرات والحاجات لكل منهما.	12
						يجب توجيه الطالبات الى السعي وراء طموحهم خارج إطار رعاية البيت والأولاد	13
						يجب توجيه الطلاب الذكور إلى التعبير عن مشاعرهم وأحاسيسهم.	14
						على المعلم / المعلمة عدم تعزيز الصور النمطية لصفات الذكورة والانوثة داخل الغرفة الصفية سواء من خلال اللغة المستخدمة، الأنشطة أو طريقة التعامل مع الطلاب والطالبات.	15
						يجب تأديب الأولاد بشكل أشد من الفتيات بسبب طبيعة تصرفاتهم في المدرسة.	16
						يجب أن يكون للمدارس نفس معايير التعلم للبنين والبنات في جميع المواد.	17
						يجب أن يهيئ التعليم الطلاب لتطوير نفس المهارات والسلوكيات ، سواء كانوا ذكورًا أم إناثًا.	18
						يجب ان يشجع المعلم/ المعلمة في تفكيك الصور النمطية لدور المراة على انها مقدمة الرعاية للاسرة والأطفال	19
						يجب ان يساهم المعلم في تفكيك الصور النمطية لدور الرجل على انه المسؤول عن الإناث في الأسرة وعن حمايتهم واتخاذ القرارات المتعلقة بهن.	20
						يجب على المعلمين تشجيع الفتيات على متابعة الفرص التي تكون فيها النساء أقل تمثيلاً ، مثل الأدوار القيادية وأماكن صنع القرار.	21
						على المعلم/المعلمة الإبلاغ في حال اكتشاف تعرض احد الطلاب للعنف الاسري.	22

لا أتفق بشدة	لا أتفق	محايد	أتفق	أتفق بشدة	في بعض الأحيان ينزعج الزوج أو يغضب من بعض تصرفات زوجته، إلى أي مدى توافق أو تعارض أن من حق الزوج ضرب زوجته في الحالات التالية	
					إذا خرجت دون أن تخبره	1
					إذا أهملت أطفالها	2
					إذا تجادلت معه	3
					إذا لم تطعه	4
					إذا احرقت الطعام	5

شاكرين لكم تعاونكم، نرجو التكرم بتقييم معارفك ومهاراتك قبل التدريب / الجلسة الحوارية وبعدها باستعمال هذا النموذج.

بعد POST					عناصر التقييم الذاتي للمعارف والمهارات ELEMENTS OF SELF-ASSESSMENT OF KNOWLEDGE AND SKILLS	قبل PRE				
أقل				أعلى		أقل				أعلى
١	٢	٣	٤	٥		١	٢	٣	٤	٥
					معرفتي بمفهوم النوع الاجتماعي					
					قدرتي على التفريق بين الجنس والنوع الاجتماعي					
					معرفتي بمفهوم الصور النمطية للنوع الاجتماعي					
					قدرتي على التفريق بين مفهومي العدالة والمساواة					
					معرفتي بأدوار النوع الاجتماعي					
					قدرتي على التفريق بين حاجات النوع الاجتماعي العملية والاستراتيجية					
					معرفتي بمفهوم تعميم (إدماج) النوع الاجتماعي					

					معرفتي بالبيئة المدرسية المستجيبة للنوع الاجتماعي					
					معرفتي بالسياسة التي تتبناها وزارة التربية والتعليم حول العنف القائم على النوع الاجتماعي في المدارس					
					معرفتي بالاتفاقيات الدولية والاقليمية فيما يخص النوع الاجتماعي والتعليم					
					معرفتي بالمصطلحات والمفاهيم الأساسية المتعلقة بالعنف القائم على النوع الاجتماعي					
					قدرتي على تحديد الأطفال المتضررين من العنف القائم على نوع الجنس في المدرسة					
					قدرتي على التدخل المبكر لمنع العنف القائم على النوع الاجتماعي المرتبط بالمدرسة					
					قدرتي على التعرف على المؤشرات التي تشير إلى وجود عنف أو تنمر					
					معرفتي بأساسيات خطة الدرس المستجيبة للنوع الاجتماعي					
					قدرتي على توظيف استراتيجيات فاعلة تعزز ثقافة النوع الاجتماعي					
					قدرتي على تحديد السياقات اللغوية والمفاهيمية التي لا تستجيب للنوع الاجتماعي الواردة في الكتاب المدرسي والمواد التعليمية الأخرى					
					قدرتي على اكتشاف القوالب والصور النمطية في النوع الاجتماعي الواردة في الكتاب المدرسي والمواد التعليمية الأخرى					
					معرفتي بالتغييرات التي يجب إجراؤها من خلال الأهالي ومجلس أولياء الأمور والمجتمع المحلي للتقليل من الصور النمطية في النوع الاجتماعي					