

COP WEBINAR 7 FOLLOW-UP DISCUSSION – SUMMARY OF COUNTRY DISCUSSIONS

Gender Equity in PRESETT



PRESETT institutions across the region are moving beyond simple notions of equality towards a deeper understanding of equity, responsiveness, and inclusion, while recognising that meaningful transformation requires both local sensitivity and long-term commitment.

Where Are Educators on the Gender Equity Continuum?

-  **KAZAKHSTAN:** Mostly gender-blind to gender-aware, with a few gender-responsive educators.
-  **KYRGYZSTAN:** Between gender-blind and gender-aware, with emerging gender-responsive practice.
-  **TAJIKISTAN:** Predominantly gender-blind to gender-aware; awareness exists but action remains limited.
-  **TURKMENISTAN:** Generally, between gender-aware and gender-responsive.
-  **UZBEKISTAN:** Participants largely viewed themselves as gender-responsive, though some reported gender-blind leadership.



Challenge 1. Gender Is Rarely Embedded in PRESETT Programmes

Gender equity is not systematically incorporated into curricula, observation tools, mentoring frameworks, or assessment systems.

Challenge 2. Cultural and Social Norms Shape Practice

Strong influence of cultural expectations, family roles, religion, community values, and gender stereotypes.

Challenge 3. Equality Does Not Always Mean Equity

Female students often face additional family responsibilities, childcare demands, or social expectations that affect participation and achievement.

What Information Is Needed to Become Gender-Responsive?

- Classroom participation by gender.
- Leadership opportunities during practicum.
- Teacher expectations and feedback patterns.
- Student reflections regarding safety, voice, and inclusion.
- Family responsibilities and pressures affecting learning.

Practicum as a Tool for Awareness

Participants believed that school practicum provides meaningful opportunities for student teachers to:

- Observe classroom participation patterns.
- Analyse teacher-student interactions.
- Examine leadership roles and classroom responsibilities.
- Compare urban and rural experiences.
- Reflect critically on observed gender norms and expectations.

Strategies for Building Gender Awareness

Staff Engagement:

- Professional development workshops.
- Communities of Practice and collaborative reflection.
- Staff surveys and feedback mechanisms.
- Training mentors to ask gender-sensitive reflective questions.

Student Engagement:

- Anonymous surveys.
- Small-group discussions.
- Debates and reflective dialogue.
- Reflective journals and practicum diaries.
- Creating safe spaces where students can discuss experiences openly.



Key Regional Insights

- Awareness is increasing, but systematic implementation remains limited.
- Practicum-based observation and reflection are widely viewed as the most promising entry point for developing gender awareness.
- Evidence-based approaches are preferred over assumptions or ideology.
- Cultural context matters, and gender equity initiatives must be adapted to local realities.
- Gender-transformative education is viewed as achievable, but only through sustained institutional commitment.