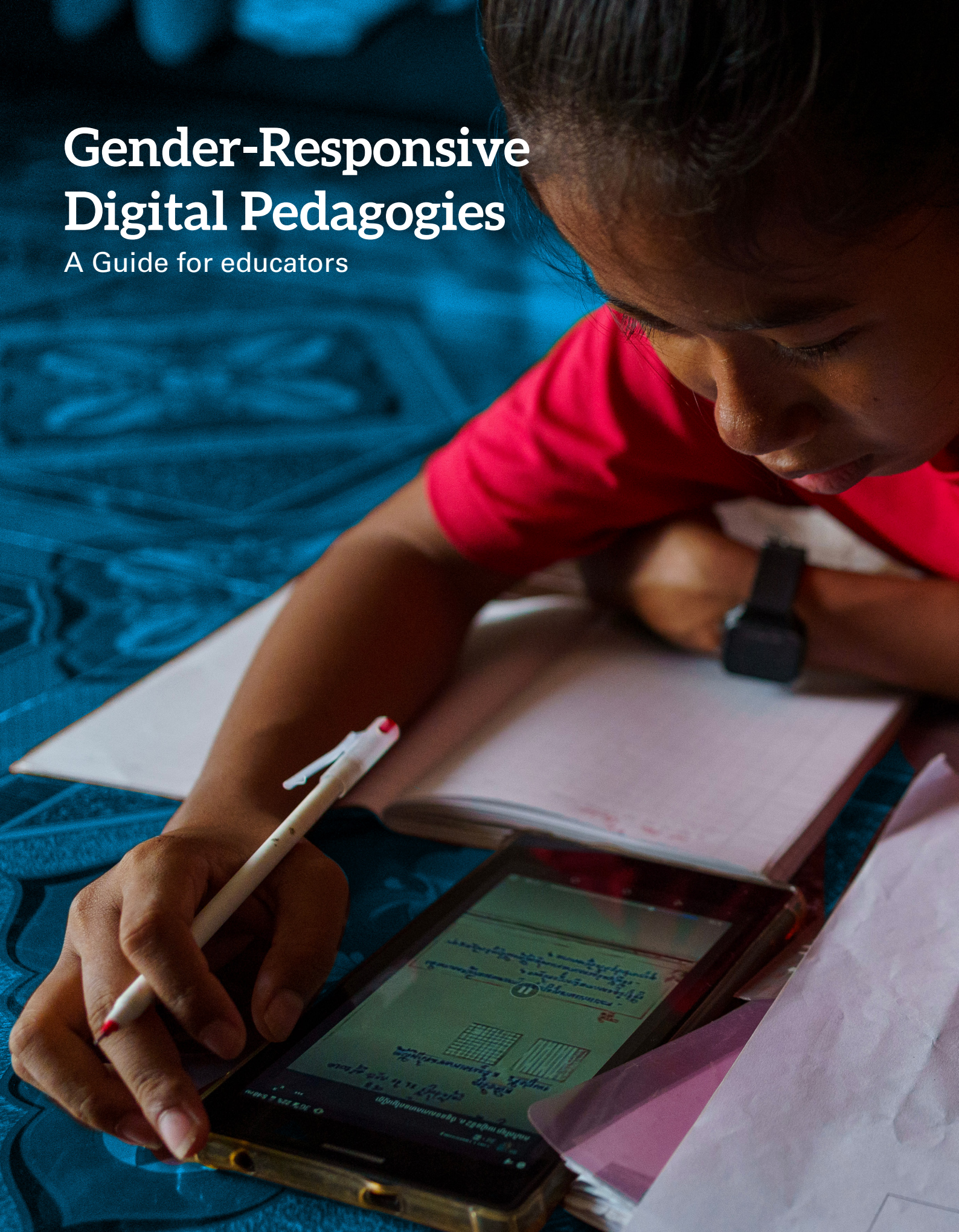


Gender-Responsive Digital Pedagogies

A Guide for educators



About the Gender-Responsive Digital Pedagogies: A Guide for Educators

This guide is a resource for educators. It introduces key concepts and self-paced activities that enable educators to apply gender-responsive practices when teaching remotely and using digital technologies.

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Introduction

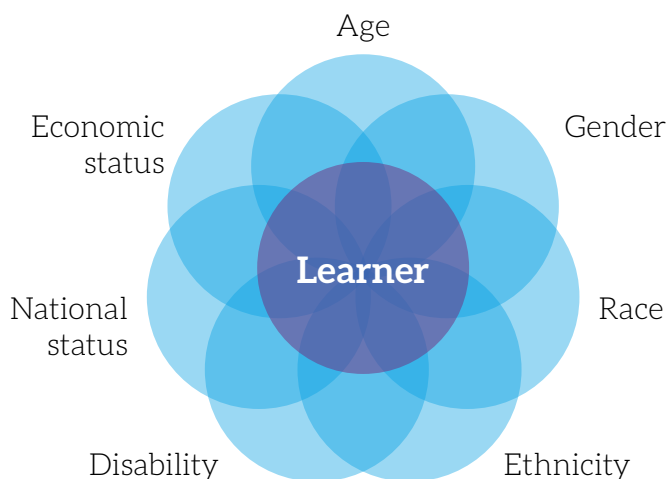
The Gender-Responsive Digital Pedagogies Guide for Educators is a resource for teachers. The guide introduces key concepts and self-paced activities that enable teachers to apply gender-responsive practices when teaching remotely using digital technology. Toolkits and guidance for promoting gender-responsive pedagogy in the traditional classroom exist. This guide addresses a gap in available resources for teachers who facilitate learning remotely using available technologies.

Gender-responsive digital pedagogy (GRDP) refers to teaching practices that deliberately respond to the learners’ specific needs as they engage in remote learning using digital technology. GRDP supports *all* learners through pedagogy that accounts for gender-specific needs and barriers. Instead of treating all learners as a homogenous group, it recognizes that girls experience comparatively greater barriers and risks to their learning compared to their male peers in many contexts – these are disadvantages that compound as girls reach adolescence and transition to secondary school. GRDP refers to teaching practices that promote gender equity and inclusion.¹

Gender-responsive digital pedagogy recognizes that girls and boys face different challenges. It includes steps to ensure the full diversity of girls and boys (and their parents) can engage with the digital content in a way that helps them learn.

The guide applies an equitable focus on girls’ education while encouraging teachers to consider the intersection between different social identitiesⁱ and factors limiting learners’ access and engagement with remote digital learning. The intersection of social identities is particularly critical for learners who might encounter discriminationⁱⁱ due to a combination of factors.

The intersection of social identities



i The approach that considers the complex relations between different social identities in reference to systems of oppression is known as intersectionality. An intersectional approach seeks to understand the learner in their complexity and not as a singular identity or category (for example gender or disability). Intersectionality is about understanding the barriers faced by the most marginalized and using this knowledge to actively address their challenges. (UN Women, 2021)

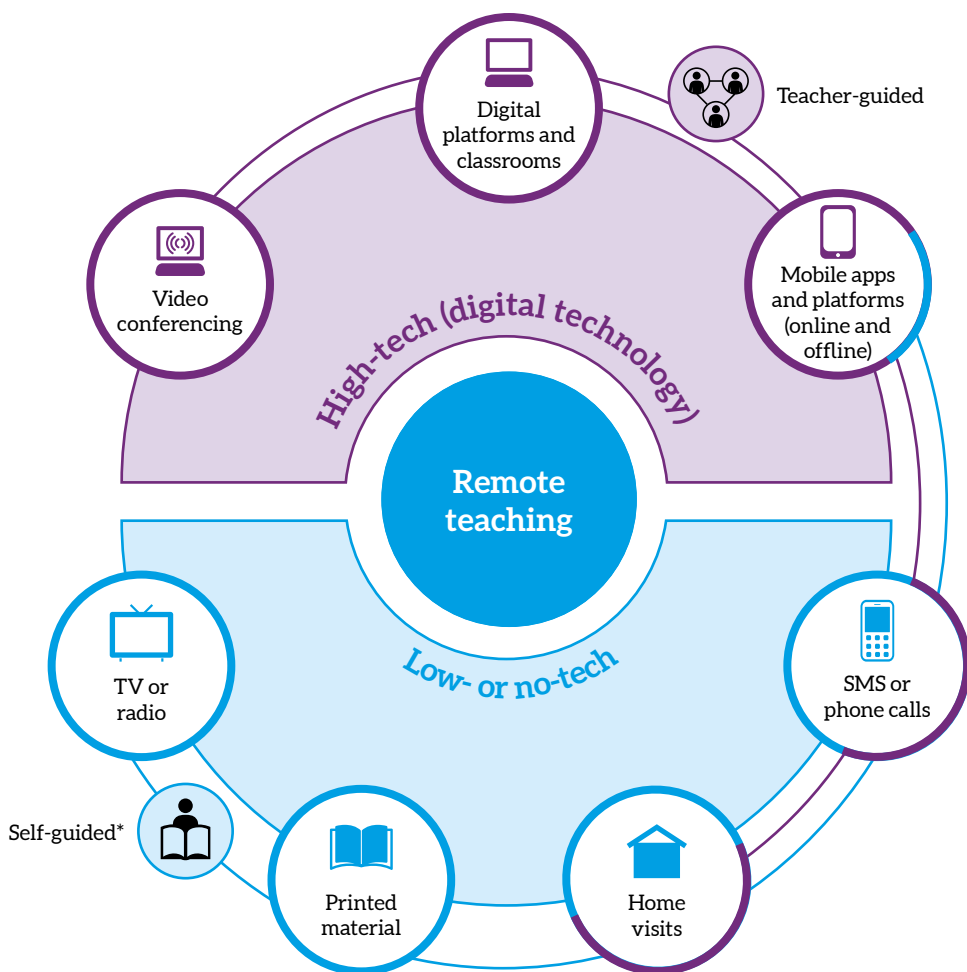
ii Discrimination, “together with other factors, such as poverty and conflict, causes the marginalisation and exclusion of certain children in society and thus increases their vulnerability to rights violations”. (Ravnbøl, 2009).

By understanding learners’ gender and social identities, teachers can modify their remote teaching practices to ensure all learners—particularly girls and the most vulnerable children—have an equal opportunity to safely continue their learning outside of the traditional classroom.

Remote teaching takes place outside of the school, classroom, or other education settings. It can be self-guided, where learners work independently, or teacher-guided, where teachers guide learners and caregivers. In remote teaching, teachers are not in the same physical space as their students.

Remote teaching may rely on different high-, low- or no-tech modalities depending on the level of electricity, Internet connectivity and digital infrastructure available.ⁱⁱⁱ Self-guided modalities, such as television, radio, paper-based, mobile and some online education platforms, should be accompanied by teacher-guided modalities, since on their own, self-guided modalities, are unlikely to be effective in ensuring learning continuity.²

Remote Teaching Modalities³



* Ideally supported by parents/caregivers

iii Synchronous teaching happens when learners and teachers engage through live video conferencing, home visits or phone calls. Asynchronous teaching or learning happens when learners use apps to learn or printed education material at home without immediate teacher support.

Who is this guide for?

This guide is for teachers reaching girls and boys through digital technologies to advance learning outside the traditional, in-person classroom setting. Digital technologies include mobile phones, tablets, and computers. Some sections in this guide focus exclusively on online interactions that require an Internet connection. Still, the guide is also relevant to teachers working with offline digital technology or other remote learning modalities (particularly television or radio).

How to use the guide

This guide is a self-paced resource. It functions like a workbook. It introduces key concepts, weaves in moments of reflection, and incorporates practical exercises that enable teachers to apply GRDP strategies and techniques.

The first four modules should be followed in chronological order. The last module ‘Spotlight: Engaging Parents and Caregivers’ may be consulted at any point. The Spotlight section includes practical tips on how to engage parents and caregivers.

The module titles are:

- Why education must be gender-responsive
- Gender-responsive lesson planning
- Gender-responsive remote teaching
- GRDP and online child protection
- Spotlight: Engaging parents and caregivers

Each module includes a summary and a glossary of key terms. Sub-modules follow the same structure.



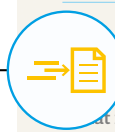
Throughout the guide, callout boxes with this icon provide additional information to teachers who rely on non-digital modalities, such as **television and radio**, to advance children’s learning.

Fast-track path

The guide includes a 'fast track' path. For a comprehensive experience, it is recommended that teachers navigate the entire guide; however, the fast-track path is an 'action-oriented executive summary' and useful for teachers with limited time or for a refresher. The fast-track path highlights priority content and key exercises.

Fast track Module 1

Fast track icon



Fast track



Module colour

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○ Introduction
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○ Module 4
○ Spotlight

What is Gender-Responsive Digital Pedagogy (GRDP)?¹⁰⁵

GRDP is the teaching and learning practices that deliberately respond to the learners' specific needs as they engage in remote learning using digital technology. It is about understanding that all learners face different challenges and ensuring all learners (including learners with different backgrounds and abilities) can engage with the digital content in a way that helps them learn while exploring their personal strengths.

To address gender inequalities in girls' access to digital technologies, you may also diversify your approach and rely on a combination of high- and low-tech platforms that girls (and boys) confirm they can access in their day-to-day lives. Moreover, you can seek input from girls, boys, and their caregivers about alternative digital platforms or modalities that will enable your learners to stay connected with you and their peers.

A GRDP approach asks you, as a teacher, to think critically about your teaching practices and ideate how to adapt them to promote an inclusive learning environment – one that provides opportunities for all learners, in all their diversity, to learn and progress equally. A GRDP approach places an equitable focus on ensuring girls' continuity of learning from childhood through adolescence.

A few examples of modifications you can make to your remote teaching with digital technology include using language that is inclusive for all learners, selecting educational content that does not reinforce gender stereotypes, and using platforms with accessibility features to assist learners with disabilities.

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The fast track continues



Fast track Module 2

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○ Spotlight

Fast track

Universal Design for Learning (UDL)¹⁰⁶ is a framework for developing inclusive lesson plans. It is based on three main principles: Multiple means of representation: Offering information in more than one format. For example, providing audio options, video, or hands-on learning. Multiple means of action and expression: This gives learners different ways to express what they know. For example, taking a test, writing a report, giving a speech or engaging in group work are ways to demonstrate their knowledge. Multiple means of engagement: Using different motivators to engage students and keep them interested. For example, creating tasks that are meaningful to them, using interactive methodologies, allowing students to make choices.

The goal of UDL is to provide a variety of teaching methods to remove barriers to learning and address every student's strengths and needs. The UDL concepts can be applied to your lesson planning to make it more inclusive for all learners. For instance, using varied forms of

instruction and accommodations to present information, allowing students with sensory and learning disabilities to understand other cues are teaching, and also ensuring that students with language or cultural differences also understand the learning objectives.

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Fast track Module 3

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Fast track

A learner-centred approach puts the focus on the learner, acknowledging their needs as central to the learning experience. It asks educators to design lessons and develop their skills and abilities. Learners are active participants who can inform their learning and their experience. This approach supports the development of girls' and boys' leadership skills. It builds their competencies in the areas of self-awareness, self-regulation, social awareness and responsible management.

By contrast, a teacher-centred learning approach is characterised by instruction where the learners' focus is on the teacher. It often involves a teacher doing most of the talking, and learners are expected to reactively listen. This is what we may refer to as a traditional learning approach, and may include the approach that you, and many of us experienced in our own education. Both options provide benefits and drawbacks, depending on what the lesson requires and which approach is most conducive to learning. Different age groups may require different levels of respect for their collaborative work.

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Fast track Module 4

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Fast track

Gender considerations for learners accessing online learning

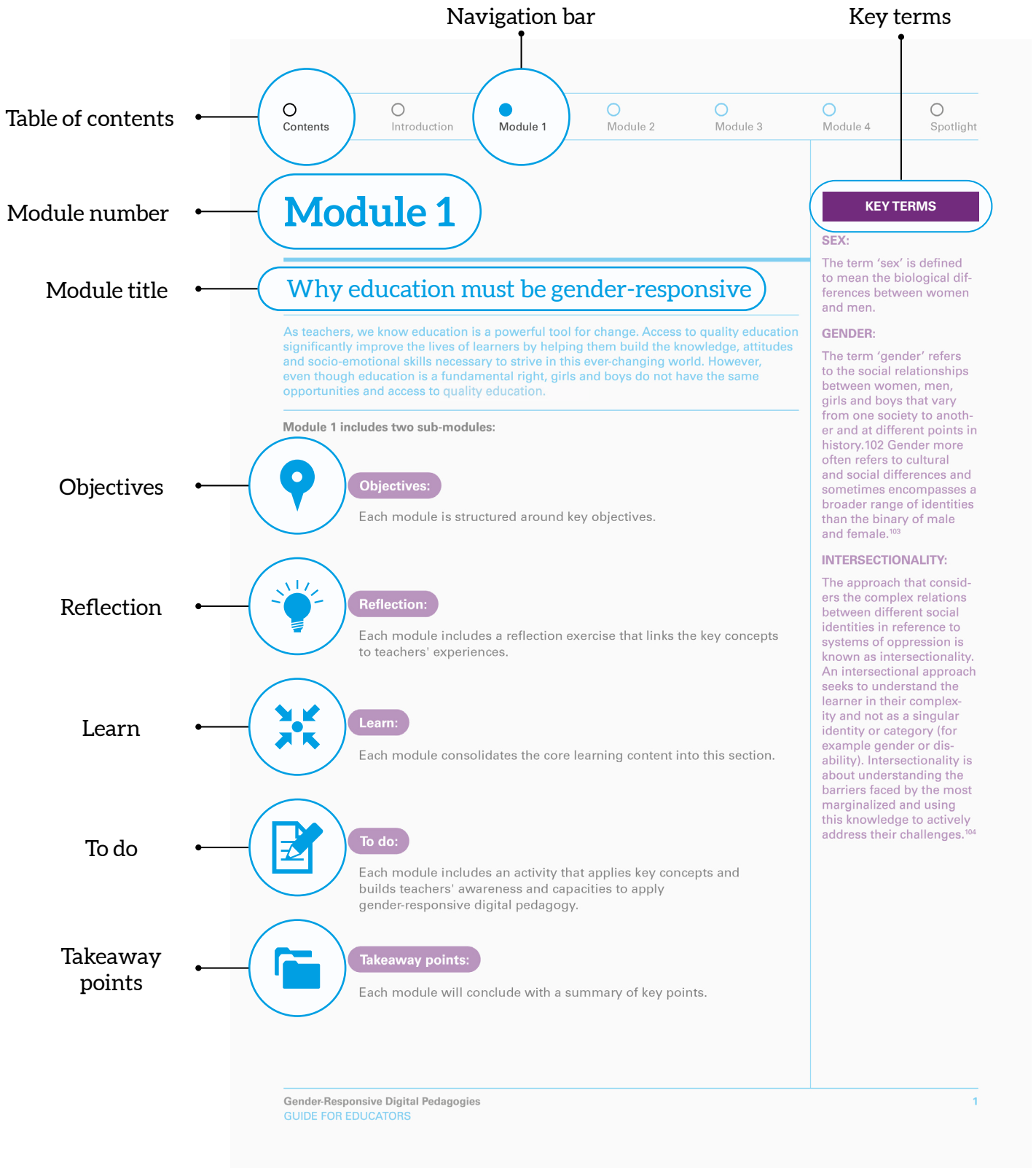
Remember, safe access to digital technology is not just about recognising the risks, and the potential for misuse, but also about ensuring that girls and caregivers are able to protect themselves. For example, girls may struggle to access safe spaces where they can use internet cafes, which may be unsafe. This may also be true for students from marginalised or vulnerable backgrounds who need to leave their communities and neighbourhoods and travel for distances to access computer labs, libraries or any space that has digital tools for them to use. There are also economic challenges. Some students, especially girls, whose parents may not value their education, may need financial resources to access digital technology. This may lead some students to resort to dangerous behaviours to obtain money for their education.

If navigated without the proper information, the internet can become an unsafe space. Online harassment and gender-based violence are significant risks. However, the solution is not to exclude girls from digital spaces. Instead of isolating girls and other vulnerable learners from online engagement, empower girls and their caregivers by

sharing information about online risks, strategies to mitigate the risks, and the positive and safe ways to use digital technology. Additionally, it is important that they agreements any online harassment, exploitation or violence.

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Here is a visual of the module's structure



Module 1

Why education must be gender-responsive

As teachers, we know education is a powerful tool for change. Access to quality education significantly improves the lives of learners by helping them build the knowledge, attitudes and socio-emotional skills necessary to thrive in this ever-changing world. However, even though education is a fundamental right, girls and boys do not have the same opportunities and access to quality education. A combination of factors including discriminatory gender and social norms are barriers to children’s access to and completion of their primary and secondary education.⁴

Module 1 includes two sub-modules:

- 1. Gender-responsive digital pedagogy (GRDP): What is it? Why does it matter?**
This sub-module is an introduction to remote teaching and GRDP. It highlights the characteristics associated with teachers who apply a gender-responsive approach and its importance to your remote teaching.
- 2. Engaging your learners: Barriers to learning using digital technology**
This sub-module explores key gender-related barriers learners experience when learning remotely using digital technologies. It introduces guidance to help you proactively address these barriers.

1.1 Gender-Responsive Digital Pedagogy (GRDP): What is it? Why does it matter?

This sub-module is an introduction to remote teaching and GRDP. It highlights the characteristics associated with teachers who apply a gender-responsive approach to their remote teaching and encourages reflection on teaching practices that are not gender-responsive.



Objectives

By the end of the sub-module, you will be able to:

1. Understand the meaning of gender-responsive digital pedagogy.
2. Identify the characteristics of a teacher who uses gender-responsive pedagogies.
3. Identify the benefits of using gender-responsive pedagogies for remote learning.

KEY TERMS

SEX:

The term ‘sex’ is defined to mean the biological differences between women and men.

GENDER:

The term ‘gender’ refers to the social relationships between women, men, girls and boys that vary from one society to another and at different points in history.⁵ Gender more often refers to cultural and social differences and sometimes encompasses a broader range of identities than the binary of male and female.⁶

INTERSECTIONALITY:

The approach that considers the complex relations between different social identities in reference to systems of oppression is known as intersectionality. An intersectional approach seeks to understand the learner in their complexity and not as a singular identity or category (for example gender or disability). Intersectionality is about understanding the barriers faced by the most marginalized and using this knowledge to actively address their challenges.⁷



Reflection

What are some of the characteristics that make you an effective teacher when teaching students remotely? If you have not yet taught remotely, what are some characteristics that come to mind?

What are some of the words you would use to describe your approach to teaching remotely? If you have not yet taught remotely, what are some words that come to mind when you think about an engaging and inclusive approach to remote teaching?



Learn

Remote teaching takes place outside a traditional school classroom or an alternative learning centre. Unlike in-person learning, where teachers and learners are in the same space, remote learning does not need to occur with a teacher and students in the same physical space. The modalities used to advance learning remotely include high-tech options such as digital classrooms, video conferencing, apps, and no/low-tech options such as radio, television and printed material. Remote teaching can rely on or be some combination of self-guided, where learners work on their own, or teacher-guided, where teachers guide learners and parents/caregivers.^{iv}

Regardless of the remote teaching modality^v you use, it is important to be conscious of your learners’ realities. If the remote teaching approach you use (modality, content, etc.) does not account for the intersection of their social^{vi} and gender identities^{vii}, the approach can be a barrier rather than an enabler for girls’ and boys’ learning.

For instance, if you plan to use digital technology in your remote teaching, bear in mind that girls and women are less likely than boys and men to own a phone, to use the Internet or social media, or to know how to safeguard information over digital media.¹⁰ Even when they have access to digital technology and the Internet, girls – especially adolescent girls – may have less time for online learning due to domestic and care responsibilities in their household.

Keeping in mind the learners’ age, gender, mental/physical ability, national origin, race/ethnicity and interests – anticipating and accommodating their needs – is essential to promoting inclusive remote education practices that give equal learning opportunities to all.

iv More information on self-guided and teacher-guided modalities in the introduction. (pg 6)
 v More information on teaching modalities in the introduction. (pg 6)
 vi More information on social identities in the introduction. (pg 5)
 vii More information on gender identities in the guide’s glossary. (pg 68)

KEY TERMS

GENDER-RESPONSIVE DIGITAL PEDAGOGY (GRDP)

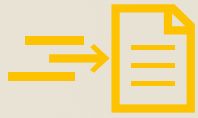
GRDP is the teaching and learning practices that deliberately respond to the learners’ specific needs as they engage in remote learning using digital technology. It is about understanding that all learners face different challenges and ensuring all learners (including learners with different backgrounds and abilities) can engage with the digital content in a way that helps them learn while exploring their personal strengths.

VULNERABILITY:

The term is often used within the human rights field to frame analysis of the ways in which social and economic factors interrelate and increase people’s disempowerment, such as poverty and low health status. This analysis of intersectional discrimination supports research on vulnerabilities by giving insight into the impact that discrimination has on the protection of the rights of the child.⁸

MARGINALIZATION

Marginalization is both a process, and a condition, that prevents individuals or groups from full participation in social, economic and political life. (insert endnote) Children and young people can be marginalized on the basis of several factors such as gender, disability, socio-economic status, race, ethnicity, religion, displacement, conflict, and sexual orientation.⁹



Fast track

What is Gender-Responsive Digital Pedagogy (GRDP)?¹¹

GRDP is the teaching and learning practices that deliberately respond to the learners’ specific needs as they engage in remote learning using digital technology. It is about understanding that all learners face different challenges and ensuring all learners (including learners with different backgrounds and abilities) can engage with the digital content in a way that helps them learn while exploring their personal strengths.

A GRDP approach asks you, as a teacher, to think critically about your teaching practices and ideate how to adapt them to promote an inclusive learning environment – one that provides opportunities for all learners, in all their diversity, to learn and progress equally. A GRDP approach places an equitable focus on ensuring girls’ continuity of learning from childhood through adolescence.

A few examples of modifications you can make to your remote teaching with digital technology include using language that is inclusive for all learners, selecting educational content that does not reinforce gender stereotypes, and using platforms with accessibility features to assist learners with disabilities.

To address gender inequalities in girls’ access to digital technologies, you may also diversify your approach and rely on a combination of high- and low-tech platforms that girls (and boys) confirm they can access in their day-to-day lives. Moreover, you can seek input from girls, boys, and their caregivers about alternative digital platforms or modalities that will enable your learners to stay connected with you and their peers.



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What are some benefits of using gender-responsive digital pedagogies when teaching remotely?

- All learners’ needs are considered, particularly those at risk of being left behind: adolescent girls and other students who face discrimination because of a combination of factors including displacement, living with a disability, and/or identifying as part of an ethnic or religious minority.
- Using a gender-responsive approach helps to identify and address some of the barriers preventing girls from receiving an education.
- All learners have the same opportunities to interact and participate, ensuring they feel represented and valued.
- Teachers help girls and boys question and challenge gender-biased attitudes about the roles of girls, women, men and boys in society.
- Teachers can be advocates for gender equality by reflecting on their own teaching and making an active effort to ensure their practices, content and interactions are gender-responsive and inclusive.

REMEMBER:

Considering the learner’s **social identities** is about understanding the learner in their complexity and not as a single identity (such as gender, race or abilities). These different identities intersect and determine the learner’s needs. For example, an adolescent girl with a disability from a minority group will have different needs than a young man with a disability from the predominant group. (UN Women, 2021)

Inclusive education is about giving all children a fair chance to learn by focusing on children that have traditionally been excluded. An inclusive education system values the unique background and experiences learners bring to the classroom. (United Nations Children’s Fund, n.d)



Considering the language, time and duration of engagements is particularly important for remote learning through radio and television. Content in different languages or dialects, and short engagements at different times of the day can facilitate learning, providing multiple opportunities for girls and boys who engage in care work or other household duties to access the lessons.

A teacher who uses a gender-responsive approach for remote teaching with digital technology:

- ✓ Is aware of local cultural beliefs, longstanding traditions, and societal expectations that may hinder learners from having equal access to remote education and compatible digital technology (e.g., gender roles and stereotypes).
- ✓ Identifies barriers to engagement among learners, particularly the most marginalized, and addresses them by adapting teaching practices or asking for additional support from parents/caregivers, headteachers, or experts in the community.
- ✓ Adapts teaching approaches to ensure all learners benefit from the lessons (e.g., the teacher uses different remote learning modalities of engagement including low- and high-tech approaches to reach learners who have specific needs, limited access to the Internet and technology, or low digital literacy).
- ✓ Prioritizes the use of content that portrays all learners equally and fairly, and does not reinforce harmful stereotypes (e.g., gender, racial or disability stereotypes).
- ✓ Focuses on safety; is well informed about local policies and referral systems to report instances of gender-based violence and takes action to ensure all learners can engage in safe digital interactions, particularly girls, younger learners and other vulnerable groups.
- ✓ Celebrates diversity and equality in the classroom by acknowledging each learner’s unique needs and strengths, ensuring classes have a chance to learn together equally.
- ✓ Monitors the remote learning of students (access to connectivity and devices at home, engagement, learning) and adjusts remote teaching accordingly.

REMEMBER:

Gender equity acknowledges that individuals have different needs and opportunities based on their sex, or gender identity or expression. It is a strategy that addresses the different needs of individuals in a way that accounts for gender inequalities.

Gender equality is the state of being equal in status, rights and opportunities without limitations set by stereotypes, gender norms, or prejudices.

(Bill and Melinda Gates Foundation n.d)



To do

Self-assessment and self-awareness. Before you can modify teaching behaviours that reinforce gender stereotypes and hamper the engagement of all learners, it is important to know how to identify these behaviours.

Read the list of remote teaching behaviours in the next page and indicate how gender-responsive you consider the behaviour to be. Use the space on the right to suggest how to modify behaviours that you identified as ‘not gender-responsive’.

Remote teaching behaviours	Not gender-responsive	Somewhat gender-responsive	Gender-Responsive	How to improve the gender-responsiveness of this behavior?
<p>1.</p> <p>Only using digital technology, assuming all learners have the same access and digital skills</p>				
<p>2.</p> <p>Planning the remote learning sessions at a time when all learners can join, considering the different demands there might be on their time in the home, their access and digital skills, etc.</p>				
<p>3.</p> <p>Creating the lesson plan around the needs of the most active learners in the class and their parents/caregivers</p>				
<p>4.</p> <p>Setting rules and guidelines around online violence and/or harassment focusing on the national safety policies for Internet users</p>				

Answer Key	1	2	3	4
	<p>Not gender-responsive. Consider the needs of all learners keeping in mind gender and social norms that can limit their access to digital technology. Combining high-tech and low/no-tech modalities for remote teaching can address some of the barriers experienced by girls and the most vulnerable.</p>	<p>Gender-responsive. Learners with different responsibilities at home (usually determined by gender roles – girls as caregivers and boys as breadwinners) might not be able to join remote learning at the same time. Providing self-guided and teacher-guided learning opportunities can help ensure all learners get an education.</p>	<p>Not gender-responsive. Girls and other vulnerable groups, such as learners with disabilities, bilingual or displaced learners might need additional opportunities to engage. Create a learning plan that presents information in different formats such as audio, video, hands-on practices, etc. Engage parents to have a better understanding of the learners' needs.</p>	<p>Somewhat gender-responsive. While creating rules and guidelines for online safety using national policies is necessary, children do not face the same online risks as adults. Set rules that focus on the well-being of your underage learners considering the risks they experience based on their social identity. Consult your school policies and ask other teachers, learners and their parents to provide feedback on the rules/guidelines.</p>



Takeaway points

- There are different modalities for remote learning and teaching, including high- and no/low-tech options.
- Gender norms, expectations and disparities are barriers that affect all learners, particularly girls and other vulnerable groups, as they access and engage in remote learning.
- Learners have different learning needs. Adapting to accommodate learners’ unique needs – considering their social identities – is essential to promoting inclusive remote education practices that give equal opportunities to all.
- A teacher that uses gender-responsive pedagogy for remote teaching reflects and adapts to ensure all learners have the same opportunities to engage and participate.

1.2 Engaging your learners: Barriers to learning using digital technology

This sub-module explores some of the barriers that learners, particularly girls, face when engaging in remote learning using digital technology. Identifying these barriers will help formulate possible actions to overcome them.



Objectives

By the end of the sub-module, you will be able to:

1. Identify some of the barriers that learners, particularly girls, face when engaging in remote learning using digital technology.
2. Determine the actions you can take to overcome barriers and ensure that all learners can engage in remote learning using digital technology.



Reflection

In your experience, how do learners engage with remote learning at the moment? If your learners do not engage in remote learning, how do they interact (with you or each other) outside the classroom?

REMEMBER:

Remote teaching can happen through different high- or no/low-tech modalities.

High-tech online modalities include digital classrooms and video conferencing that require internet connectivity.

High-tech offline modalities include apps and platforms that can be accessed without an internet connection.

Both of these modalities use digital technology such as smartphones, tablets and computers.

Low/no tech modalities include television or radio, printed material or home visits. These modalities are less reliant on technology, electricity or connectivity. (UNICEF Regional Office for South Asia, 2020).

Think about the different learners in your groups: age, gender, family situation, background, etc. Now reflect on their engagements as you facilitate your remote teaching.

How would you describe the remote engagements of:

- Girls:

- Boys:

- Married girls:

- Young mothers:

- Young fathers:

- Pregnant girls:

- Displaced girls:

- Displaced boys:

- Younger learners:

- Older learners:

- Learners from the predominant ethnic or cultural background:

- Learners from different ethnic or cultural backgrounds:

- Learners with disabilities:

REMEMBER:

Gender norms are the expectations about how people should behave based on their gender identity. It is linked to what it means to be male or female in a particular society or culture. Adhering to these norms usually results in social inclusion, while not conforming can result in social exclusion.

Examples of these norms are expectations around men being strong and aggressive, and women being accommodating and nurturing. (Bill and Melinda Gate Foundation, n.d)

Gender stereotypes are widely accepted, oversimplified and generalized ideas about the way people should behave or the characteristics they should have based on their gender. Harmful stereotypes perpetuate gender inequalities.

For examples, stereotypes that see women as better caregivers than men perpetuate inequalities, since childcare responsibilities fall primarily on women and exempt men from this duty. (OHCHR, n.d)



Learn

Remote learning can help children and young people stay connected and receive an education when other face-to-face approaches are unavailable. However, as you learned in the last module, all learners do not have the same opportunities to access and engage in remote learning. Gender norms, stereotypes and discrimination due to their background, disabilities, age, sexual orientation and socio-economic status, are some of the barriers keeping the most vulnerable from getting an education.



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Fast track

As a teacher, you cannot address all the barriers vulnerable learners face when engaging in remote learning. Limitations related to access to technology, the Internet, education, or digital literacy usually require systems-level solutions. However, you can actively address gender inequalities and barriers in your teaching practices by using a gender-responsive approach to lesson planning, content selection, learner and teacher interactions, and classroom safety.

Pedagogies and curricula that do not consider the experience and needs of all learners can exacerbate gender differences and reinforce negative gender stereotypes, including stereotypes around gender identities and sexual orientations^{viii}. Limited awareness of how to teach in a gender-responsive manner is a barrier that can obstruct children’s and adolescents’ learning.¹²



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viii More information in the guide’s glossary

Before thinking about the changes you can incorporate in your teaching to support all learners, consider some of the general barriers to remote learning with digital technologies and their gender considerations.

Barriers to remote learning using digital technologies and corresponding gender considerations

Barriers	Gender considerations
Access to digital technology and the Internet	<p>Women and girls are less likely to have access to technology and the Internet compared to boys and men. While gender gaps vary by region, the gender digital gap is more pronounced in lower-income countries where women are less likely to own a mobile phone or be online.¹³ Girls are less likely to own a mobile as well (insert endnote) or less likely to have access to a mobile shared within the household.¹⁴</p> <p>The cost of accessing tech devices and the Internet, in addition to gender stereotypes that reinforce the idea that technology is for boys and unsafe for girls, leaves girls with limited opportunities to use or engage with digital technology.¹⁵</p>
Access to education	<p>Gender norms and expectations can determine when and if learners can participate in education. In challenging contexts with limited resources, girls’ access to education (and particularly remote education) is constrained by time required for their household chores, while boys’ time is limited by the demands of their income-generating activities.¹⁶</p> <p>The intersection between gender and other social identities such as poverty, geographical isolation, safety, minority status, early marriage, pregnancy and harmful traditional gender views are some of the obstacles that limit girls’ engagement in education.¹⁷</p> <p>Education initiatives that do not acknowledge or proactively act to address these social and physical obstacles are likely to exclude girls and other vulnerable groups from getting an education.</p>
Digital literacy and skills	<p>Digital literacy is about having the skills to be able to use digital technology and the knowledge of how to do it safely.¹⁸</p> <p>While lacking digital skills can limit digital engagement for both women and men, women are more likely than men to report digital skills as a barrier to engaging with technology. This lack of digital engagement can exacerbate inequalities and exclude girls and women from economic, social or civic participation opportunities that require digital access and skills.¹⁹</p> <p>Lower levels of education, less practice using digital content and devices, and lack of products and services designed for them, are some of the factors that hamper the development of digital skills and make women and girls less likely to be online than men and boys.²⁰</p>
Intersection between gender and other social identities	<p>The intersection between gender and other social identities or contextual factors such as poverty, displacement, violence, and discrimination based on disabilities, racism, ethnicity, sexual orientation and gender identity, increases the vulnerability of learners.</p> <p>For example, 36% of refugee boys are in secondary schools, compared to 27% of girls.²¹ Barriers to education faced by girls because of their gender are exacerbated by factors like conflict.</p> <p>Age can also be a factor that increases the vulnerability of learners. For example, during puberty, caregiving activities, adolescent pregnancy, child marriage, sexual violence, period stigma and lack of water, sanitation and hygiene facilities are some of the factors that can prevent girls from completing their education.²²</p> <p>Considering the factors that make learners’ experiences unique – and how these factors intersect – is necessary to understand their access and engagement with digital education and how to support their learning.</p>

Barriers	Gender considerations
<p>Digital safety</p>	<p>Digital technology can expose learners to risks including accessing harmful content or age-restricted content, excessive violence, hate speech, incitement to self-harm or suicide, bullying, harassment, and peer-to-peer online violence across different social media, etc.²³</p> <p>For girls and vulnerable groups, online risks can mirror the challenges they already face in the real world, including sexual harassment and violence. If navigated without proper education, the Internet and other digital platforms can become hostile spaces promoting abuse and discrimination.</p> <p>Due to safety concerns, sometimes heavily based on social norms, parents, elders or caregivers may restrict access and online engagement of learners, particularly girls.</p> <p>While taking safety measures to protect girls and vulnerable groups is essential to ensure safe digital engagement, limitations set based on gender norms, disproportionately affect girls and exclude them from online resources, and engagements.²⁴</p>



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If you are using radio and television for your remote teaching, think about additional barriers that can limit your learners' engagement. Consider access limitations after content has been broadcast, literacy level of learners, limited accommodations for learners with special learning needs or disabilities, rigidity of learning content, limited opportunities for feedback or peer engagement, and in-person safety considerations.

Fast track

To understand how these barriers affect your learners consider having an open discussion with them. Provide an open and safe space and ask for their ideas on how to make your remote teaching with digital technology more gender-responsive and inclusive.

To help you lead this conversation, consider some of the questions below:

- What kind of remote learning is accessible to you? (High-tech/Low-tech) Why? (Consider asking about access to technology and connectivity).
- What are some of the reasons why you would not be able to engage in remote learning? (Consider asking about time allocation for learning, safety concerns, digital literacy and limitations specific to their own social identity, including forms of disabilities).
- What could I do as a teacher to help my students keep up with remote learning? (Consider asking about teaching methods, material format – written, oral and visual – and classroom interactions).

If possible, consider engaging in this discussion with additional actors such as parents, caregivers or other teachers in your community. Additional information on how to engage them is included in the guide's Spotlight (Pg 62).



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To do

Come up with three steps you can take to address some of the barriers your learners face when accessing and engaging in digital education. Use the template below as a guide.

I have noticed learners in my digital class have difficulties
 (include the specific barrier you would like to address).

This difficulty is particularly evident among these learner groups:
 (include the factors that make these learners particular vulnerable).

To address this barrier I have thought of three things I can actively do to make sure all learners can access, engage, feel safe and be heard in my digital lessons.

1. _____ (describe action)
2. _____ (describe action)
3. _____ (describe action)

To make sure I can accomplish these steps, I will engage learners and other people in my community including
 (think of relevant actors that could help you take action by providing expertise, support or advice).



Takeaway points

- Digital technology in education can help learners stay connected and receive an education when other face-to-face approaches are unavailable. However, without the necessary gender considerations, digital education can widen the gender gap and exacerbate inequalities.
- Access to technology and the Internet, digital literacy and skills, and the accessibility of the educational content are some of the barriers learners face when learning remotely.
- Gender norms, roles and expectations can intensify these barriers, leaving girls and other vulnerable learners behind. Several boys and girls experience intersecting vulnerabilities.
- Engaging learners in open discussions to understand their needs and the barriers they encounter as they engage with remote learning can help you modify your teaching to make it more gender-responsive.

Module 2

Gender-responsive lesson planning

GRDP requires teachers to proactively account for discriminatory gender and social norms. When you apply a gender-responsive approach to your digital pedagogy, your instruction compensates for gender-based disadvantages, avoids reinforcing gender stereotypes, and facilitates a safe learning environment for the full diversity of girls and boys learning remotely.

Module 2 includes two sub-modules:

- 1. Gender-responsive lesson planning for remote teaching**
 This sub-module explores how to make lesson planning for remote teaching more inclusive. With a focus on Universal Design for Learning, it seeks to address the barriers faced by marginalized learners including girls and children with disabilities.
- 2. Gender-responsive digital content**
 This sub-module identifies education content that is gender-responsive and provides suggestions on how to engage in critical discussion with your learners when available content is not gender-responsive or inclusive.

2.1 Gender-responsive lesson planning for remote teaching

Through practical tips and examples, this sub-module outlines suggestions on how to adapt your lesson planning to meet your learners' needs.



Objectives

By the end of the sub-module, you will be able to:

1. Make your lesson plans for remote teaching more gender-responsive
2. Understand how to use Universal Design for Learning in your lesson planning to make it more inclusive.



Reflect

Think about your current lesson planning process. How do you prepare to teach a remote or in-person lesson?

KEY TERMS

INCLUSIVE LANGUAGE:

A conscious effort to communicate by addressing boys, girls, children with disabilities, other gendered identities, and minorities in a respectful manner. It uses vocabulary that avoids exclusion and stereotyping.

LESSON PLANNING:

Advance planning of teaching sessions to define specific learning objectives, typically aligned with an existing curriculum. Lesson planning involves the selection of subject matter, decisions on pedagogical methodologies, outlining the learning material, classroom or peer interactions and learner-teacher interaction. The plan should be designed to allow for flexibility to adapt lessons to cater to all learners' needs, strengths, weaknesses and diversity.²⁵

UNIVERSAL DESIGN FOR LEARNING (UDL):

The deliberate design of instruction to meet the needs of a diverse mix of learners. UDL consists of three principles: multiple means of representation, multiple means of action and expression, and multiple means of engagement.²⁶

Do you solely rely on the instruction provided in your curriculum? Do you make adaptations? If so, what kind of adaptations?

EMPOWERMENT:

Refers to increasing the personal, political, social or economic strength of individuals and communities. Empowerment of women and girls concerns women and girls gaining power and control over their own lives.²⁷



Learn

A lesson plan is a detailed overview of your lesson, including a description of the lesson objectives, learning materials, and methodologies you will use to engage your learners. Since the fundamentals of teaching a remote lesson and a classroom lesson are the same, the lesson plans for both are similar. If you already have a plan for in-person teaching for a given lesson, you can adapt your existing plan.

Making your remote teaching more gender-responsive and inclusive

Regardless of the digital modality you are planning to use, adapting your lesson plan to make it more gender-responsive and inclusive will help you address the needs of your learners in a structured way. During your planning stage, assess if any practices, methodologies, materials, or modalities may discriminate against or alienate some of your learners and then modify them before the lessons. Consider the diverse learning needs of your students, including their different social backgrounds, learning abilities, specific gender considerations, language proficiencies and physical abilities.

The table below breaks down the different elements of a lesson plan and provides tips on how to make them more gender-responsive.

Elements of the lesson plan	Tips
<p>Lesson duration</p>	<ul style="list-style-type: none"> • Schedule the teacher-guided or synchronous^{ix} parts of the lesson at a time when all learners can engage. Think about the time learners might spend supporting their families in income-generating activities or household chores. Recall that adolescent girls are more likely than their male peers to engage in caretaking and household chores. • If you are working with younger learners, consider breaking the lessons into smaller sections, allow time for more guidance and monitoring when planning activities, and engage parents and caregivers to support their child’s learning. • Engage in conversation with learners and try to understand what works best for them. This is particularly relevant for girls and for learners with disabilities, as well as for those in situations of displacement, or experiencing discrimination or exclusion.
<p>Remote teaching modality</p>	<ul style="list-style-type: none"> • Select the modality for your remote teaching, considering your learners’ reality. For example: girls might not be allowed to use digital devices because of safety concerns; some learners might not be able to afford phone credit; other learners might be excluded from accessing digital or low-tech due to age, race, sexual orientation, or disability. • If you are using digital technologies for your engagements, ensure all learners have equal access to the digital platforms you are using. Platforms that support multiple languages and accessibility features^x can help learners with immigrant backgrounds or disabilities to actively engage. • Combine different remote teaching modalities in your lessons to play to your learners’ strengths. For example: <ul style="list-style-type: none"> - Think about incorporating text message instructions or printed material into your digital teaching, to support learners with limited access to digital technologies or with low digital literacy. - Consider strengthening your radio and television initiatives with phone calls or home-visits for younger learners who may need additional support. • Always consider your learners’ safety and ensure the chosen modality does not place them at risk. Keep in mind that younger learners, girls, and learners with disabilities are particularly vulnerable to abuse, harassment and violence. • Engage parents/caregivers, but bear in mind their limitations. As you select your remote teaching modality, think about the support learners will need at home. Parents and caregivers may not have the digital skills to provide this support. Explaining to them clearly how and when to engage can help them feel more confident as they support learners at home.^{xi}
<p>Learning objectives²⁸</p>	<ul style="list-style-type: none"> • Review the learning objectives of your lesson and make sure they are not shaped or informed by harmful gender stereotypes that enforce gendered power dynamics. • As you explore different themes in your lessons, discuss with learners how gender stereotypes and discrimination shape what we learn and how we learn it. Make gender an ongoing discussion in your lessons. • Actively assess whether learners are questioning, challenging, or aware of gender-biased behaviour, including their familiarity with concepts of gender equity and gender equality.^{xii} • When learning themes and objectives represent only the experiences of men and boys or the groups in power, the reality of many learners often gets ignored. Include themes, examples and case studies that learners can relate to, building upon their own experiences, identities and interests.²⁹

ix This refers to the ‘live’ learning in which students and teachers are in the same place at the same time. More information is in the guide’s glossary.

x These are features designed to help people with disabilities use technology, including speech recognition, and text-to-speech.

xi More information on how to engage caregivers and parents is included in the guide’s Spotlight. (Pg 62)

xii Find in the Annex (Pg 67) age considerations for gender equality learning objectives.

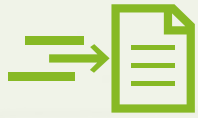
Elements of the lesson plan	Tips
<p>Learning activities</p>	<ul style="list-style-type: none"> • Use a range of methodologies including group discussions, guest speakers, books, websites, artwork, role play, debates, case studies, explorations and community projects, to appeal to the learners’ diverse needs and interests. • Each age group may require a different balance of instruction versus collaborative work; keep this in mind as you plan your learning activities. • Consider how to address behaviours, interactions or activities that can inhibit the interactions of girls or other vulnerable groups. Ensure your language and interactions do not reinforce gender stereotypes and make it clear that everyone’s experience is equally important and relevant. • Think about how to adapt some of your regular in-person activities into virtual formats such as online debates, scavenger hunts, trivia, group discussions, book clubs, classroom newspapers, etc.
<p>Education content</p>	<ul style="list-style-type: none"> • Review the content you are using to ensure it includes a fair and equal representation of girls, women, boys and men. Make sure it does not reinforce harmful gender stereotypes such as girls and women as sole caregivers, and boys and men as breadwinners. • Present content in different formats including text, video, audio and images, to appeal to every student’s strengths and needs. • If you are using digital content, keep in mind that younger learners and girls are particularly vulnerable to online discrimination and harassment. Make sure the content and platforms you use are child-friendly and age-appropriate. <p>More considerations around content will be discussed in the next sub-module.</p>

As you work on your lesson plan, keep in mind your learners’ patterns of engagement in your lessons. Learners who are too shy to speak up, struggle to keep up with the work, constantly miss lessons, or are reluctant to share in class, might be experiencing challenges that you can address in your lesson plan.

Learners who are from internally-displaced communities, who have special learning needs, or face other vulnerabilities due to their age, gender or sexual orientation, will face additional challenges as they engage in remote learning. Stigma, trauma, discrimination or a lack of resources may affect their learning and attendance. When planning for your remote lessons, be mindful of these factors and how an inclusive approach, like the Universal Design for Learning, can be used to support them.



If you are using television or radio to teach remotely, some elements of your teaching may be beyond your control. Changing the content, duration or time of the lesson might not be possible, but you can plan additional engagements to reach out to learners in need of extra support. Adaptations such as home visits, printed content, SMS instructions or other in-person activities can be included in your lesson plan to make it more gender-responsive and inclusive.



Fast track

Universal Design for Learning (UDL)³⁰ is a framework for developing inclusive lesson plans. It is based on three main principles:

- **Multiple means of representation:** Offering information in more than one format. For example, providing audio options, video, or hands-on learning.
- **Multiple means of action and expression:** This gives learners different ways to express what they know. For example, taking a test, writing a report, giving a speech or engaging in group work are ways to demonstrate their knowledge.
- **Multiple means of engagement:** Uses different motivators to engage students and keep them interested. For example, creating tasks that are meaningful to them, using interactive methodologies, allowing students to make choices.

The goal of UDL is to provide a variety of teaching methods to remove barriers to learning and appeal to every student's strengths and needs. The UDL concepts can be applied to your lesson planning to make it more inclusive for all learners. For instance, using varied forms of

instruction and accommodations to present information, allowing students with sensory and learning disabilities to understand what you are teaching, whilst also ensuring that students with language or cultural differences also understand the learning objectives.



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To do

Read the situations below. What advice would you give these teachers to adapt their lesson plans?

Situation: I am a mathematics teacher who uses digital technology to facilitate online, live learning sessions. Younger learners cannot join my lessons during working hours because they need support from parents/caregivers. I thought about changing the time of the lesson, but parents/caregivers mentioned not being able to support learners for the complete duration of the lesson (3 hours). How can I address this challenge in my lesson plan?

Advice: _____

Situation: I am a science teacher in a secondary school in the city. For my lessons I combine remote teaching modalities, short online live sessions, self-guided or asynchronous^{xiii} activities that learners complete at home, and feedback sessions via text message or phone calls. While a number of my learners can join the live sessions, learners with low connectivity have stopped participating. How can I ensure I give these learners an equal opportunity to engage?

Advice: _____

Situation: In my history class I teach primary school children about the history of our country using an online version of the national curricula. Recently I realized that all the examples in the content focus on the experience of men, excluding the role of girls, women and minorities. How can I modify my lesson plan to ensure learners understand the pivotal role girls, women and minorities play in our history?

Advice: _____

Situation: For my remote teaching I use no-tech and low-tech as well as digital modalities. All learners collect printed homework packages at the beginning of the term, and three times a week I connect with them via text message or email to answer questions and assess their learning. It has come to my attention that learners with low literacy levels, visual impairments and those who speak other languages at home are not keeping up with the work. How can I modify my lesson plan to support them?

Advice: _____

^{xiii} Independent, offline learning. Learning requirements do not occur in real time. More information is in the guide's glossary.

REMEMBER:

Learners with disabilities are learners who have long-term sensory, physical, psychological, intellectual, or other impairments. They have unique needs, face different barriers and possess many capacities.

The **exclusion and marginalization** of learners with disabilities is exacerbated by other intersecting identities that lead to discrimination on the base of their gender identity, age, ethnicity, race, sexual orientation, or on other grounds. (United Nations, 2021).



Takeaway points

- Your students have diverse learning needs and various considerations (e.g., gender-specific factors, language barriers, access to resources). You will need to consider these factors when planning your lessons.
- Universal Design for Learning (UDL) is a framework for developing inclusive lesson plans. It is based on three main principles: multiple means of representation, multiple means of action and expression, and multiple means of engagement.
- The goal of UDL is to provide a variety of teaching methods to remove barriers to learning and appeal to every student’s strengths and needs. It is intended to be ‘universal’.

2.2 Gender-responsive digital content

This sub-module looks more specifically at curating gender-responsive learning material for you to use when teaching remotely and relying on digital technology.



Objectives

By the end of the module, you will be able to:

1. Identify gender-responsive digital learning materials
2. Understand what to consider and do when the learning material is not gender-responsive



Reflect

Think about the content you currently use or will use to teach remotely.

Does the content represent all learners? Does it portray girls and boys equally? Does it reinforce or challenge gender stereotypes?



Learn

Teachers today have access to a vast and growing body of online and offline educational materials. Images, videos, audio files and games are just some of the resources you can access and incorporate in your teaching to make it more engaging and inclusive.^{xiv} As you explore available educational material to include in your remote teaching, you must keep in mind that not all content is gender-responsive or inclusive. Some content excludes learners by reinforcing bias, stereotypes and discriminatory gender norms.

To create your own selection of gender-responsive and inclusive content for your remote teaching, consider following the steps outlined below.

1. Create a pool of content by making a list of the online and/or offline educational material you plan to use for your lesson. This content must:
 - align with your lesson’s learning objectives.
 - be age-appropriate.^{xv}
 - address the language needs of your learners.
 - include different formats (audio, video, text, images).
 - be accessible to all learners (online or paid content might not be accessible to all).

2. Use the checklist below to assess if the content is gender-responsive and inclusive. If it is not, include notes on the adaptations you can make to improve it. Keep in mind that you cannot change content that is protected by copyright laws without being authorized to do so by its creator.

CHECK IF YOUR COUNTRY HAS ZERO-RATING FOR EDUCATIONAL WEBSITES

Zero-rating is when there are no data charges to access specific websites through the smartphone. Many ministries of education have created such mechanisms to support free access to specific educational websites or applications.



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xiv Offering multiple means of representation is one of the principles of UDL. Review the three principles of UDL in submodule 2.1 (pg 28)

xv Additional information on age specifications when using digital content is included in subsection 3.1 (pg 41-42)

Fast track

Main Categories	The content is gender-responsive and inclusive if it:	Is the content gender-responsive? Yes/No (circle your answer)	If no, how could you adapt it?
Does it address gender stereotypes ?	<ul style="list-style-type: none"> Avoids perpetuating discriminatory gender stereotypes Challenges gender biases and gender norms, roles, and relations. Delivers content through characters and themes that empower women and girls, presenting them as equals to men and boys, or in roles traditionally held by men and boys (and vice versa). <p>For example, it presents women and girls in leadership positions in society; both boys and men and girls and women are doing physical activity work, like construction; boys and men are portrayed in caring and domestic roles, actively engaging with household chores, and caring for children.</p>	Yes/No	
Does it present gender power relations ?	<ul style="list-style-type: none"> Addresses how gender norms, roles, and relations impact girls' and boys' access to or control over resources, and their ability to exercise their rights. Promotes strategies to advance change in power relations between girls and boys, and between women and men. <p>For example, it promotes content where girls and women have access to resources or are shown as economically independent. Women and girls exercise their agency and their right to education, health, safety, or their right to vote. Women are portrayed as equals in households decision-making and in various professions, including science, technology and math.</p>	Yes/No	
Does it use inclusive language ?	<ul style="list-style-type: none"> Reinforces inclusive language and puts emphasis on equality and non-violence. Does not use offensive language, but the actual scientific and appropriate terminology (especially when speaking about health, comprehensive sexuality education, and persons with disabilities). <p>For example, content is not offensive to other cultures, ethnicities, or race. It is sensitive to learners of other gender identities, ensuring the language used does not classify or stereotype them.</p>	Yes/No	
Does it celebrate diversity ?	<ul style="list-style-type: none"> Includes female and male characters through imagery and voice-overs from diverse ages, ethnic, racial, or religious backgrounds and physical abilities. 	Yes/No	
Does it explain concepts related to gender equality ?	<ul style="list-style-type: none"> Explains that girls, women, boys and men have specific needs and experience specific challenges. Clearly explains concepts related to gender equality.^{xvi} 	Yes/No	

xvi Includes, but is not limited, to the following terms and themes: sex, gender, gender relations, gender bias, sexuality, gender norms, gender roles, gender, gender equality, gender-based violence and gender discrimination.

3. If the content does not include most of the characteristics outlined in the checklist, consider replacing it. If it has some of the characteristics, consider implementing the adaptations you noted down in the checklist. If the content is gender-responsive and inclusive, use it in your remote teaching.

Teaching with content that is not gender-responsive and inclusive

Finding gender-responsive and inclusive content is not always easy. As a teacher, you might not always have the freedom to select what you teach and the content you use. If you are using the national curricula or if the content you need is limited (based on your learning objectives, learners' age, language needs and format), you might have to work with content that is not gender-responsive or inclusive. When that is the case, you can still adapt the content or create new material.

If you decide to adapt existing material or create new material, consider the age of the learners and other factors that might keep them from engaging with the content, such as literacy or digital skills, visual and hearing impairments, or access to digital or low-tech.

If possible, create teacher-learning circles with your colleagues and collaborate to develop your own gender-responsive and inclusive materials from magazines, books, movies, videos and online resources to fill the gender gap in learning materials. Positive portrayals of gender through images, video and audio can also be shared using digital technologies.

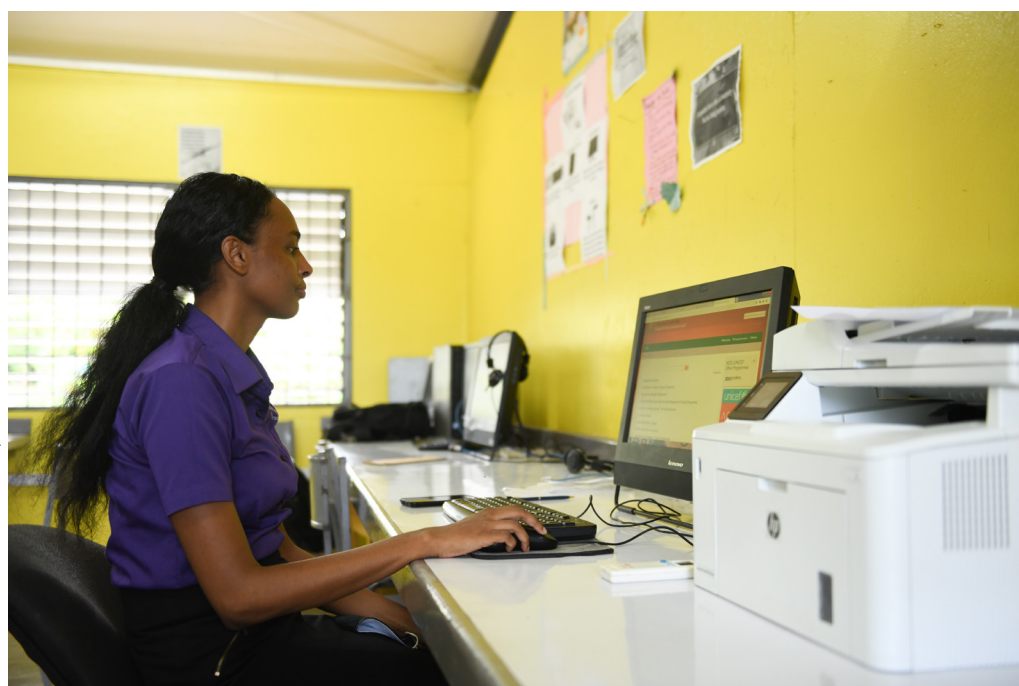
Once you have adapted or created new content, use the checklist in the last section of this sub-module to verify that the content is gender-responsive and inclusive.

To find **gender-responsive and inclusive content** visit your national **Learning Passport Platform** website (<https://www.learningpassport.org/where-we-work>) or the Learning Passport Global Digital Library (<https://unictmob.azurewebsites.net/>).

The Learning Passport is an online and offline platform that enables learners to access high-quality educational resources. As part of the platform, a Gender Equality Package has been curated. The package includes gender-responsive and inclusive content for primary and secondary school-age learners in English, French, Arabic, and Spanish.

For additional online resources visit:

- UNESCO's repository of online learning platforms and tools: <https://en.unesco.org/covid19/educationresponse/nationalresponses>
- Accessible Digital Learning portal, which includes resources for learners with and without disabilities: <https://accessibledigitallearning.org/>



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If you are using television or radio to teach remotely, you might not be able to adapt or select the content that learners will engage with. However, you can still reach out to them and discuss the content. If you are using printed homework packages or phone engagements with your learners (through text messages or calls), consider asking a few of the questions outlined in this section or create a checklist they can use themselves to assess if the content they are watching/listening to is gender-responsive and inclusive.

If content adaption or creation is not an option, you can use the content to engage learners in a discussion about gender and inclusion. Whenever you identify sections that are not gender-responsive and inclusive in your learning materials, ask critical questions to get learners thinking about gender biases, stereotypes and lack of representation in the content. To facilitate this discussion, consider using the questions below:

- What do you think of this piece of content? And who are the characters/actors in the content?
- Whose experience is best represented in this content? Do you think there could be another side to the story we are missing?
- Do you think men/boys and women/girls are equally represented in this content?
- Is there a difference between the roles men/boys and women/girls have in this content?
- Are other groups included (ethnic minorities groups, migrants, people with disabilities)? If they are, how are they represented?
- Do you think this content represents what we see in the real world? Why?
- How do you think we could modify the content to show a picture that represents all characters/actors equally and fairly?

Have an open discussion and encourage learners to share their ideas. Do not allow discriminatory or offensive comments but do not judge learners, try to use this opportunity to understand their biases. Instead of giving them the correct answer, challenge their views in a constructive manner by asking: Why do you say that? Have you seen that somewhere before? Can you give an example? Does anyone have a different idea?





To do

Review Illustrations 1 and 2 below. Both have men, women and children doing different activities. Use the guiding questions and checklist below to assess which illustration includes more inclusive and equal depictions of men, women, girls and boys.

Illustration 1



Illustration 2



Evaluate which of these two illustrations is more gender-responsive and inclusive. Feel free to expand your answer in the space provided and describe why you selected illustration 1 or illustration 2.

You may continue practicing by assessing other images in your classroom, TV, magazines, books, etc. You may refer to this checklist regularly during your lesson planning.

Guiding questions:	Illustration 1	Illustration 2
Does the content avoid traditional gender biases and gender stereotypes, norms, roles, and relations?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Are vulnerable groups (ethnic minorities, people with disabilities, marginalized genders) included?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Does the illustration empower women and girls, presenting them as equal to men and boys?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



Takeaway points

- Teachers today have access to a vast and growing body of online and offline educational materials. However, not all content is gender-responsive and inclusive.
- Educational material that is gender-responsive and inclusive must address and correct gender stereotypes and gender power relations, use inclusive language, celebrate diversity, and explain concepts related to gender equality.
- When content that is not gender-responsive and inclusive cannot be changed or adapted, discuss it with your learners and encourage them to think critically about such messaging.

Module 3

Gender-responsive remote teaching

As teachers, you play a key role in shaping the acceptable norms and behaviours that govern a safe and participatory remote learning environment. To keep all learners actively engaged, you will need to tailor your practices.

Module 3 includes two submodules:

- 1. Learner-centred remote teaching**
This sub-module reviews the dichotomy between teacher-centred and learner-centred approaches in the classroom. It will support you in developing practices that are engaging, interactive, and promote gender-responsive and inclusive teaching.
- 2. Gender-responsive interactions in remote teaching: Verbal and non-verbal communication**
This sub-module will help you to develop strategies to ensure gender-responsive and inclusive interactions when teaching remotely.

3.1 Learner-centred remote teaching

This first sub-module looks at the benefits of using a learner-centred approach and provides support in applying it to your remote teaching.



Objectives

By the end of this session, you will be able to:

1. Understand the difference between learner-centred and teacher-centred teaching, and how to apply this to remote methodologies
2. Identify age-appropriate considerations for remote teaching with digital technology



Reflect

Before beginning with this submodule, take a quick inventory of the practices you currently use in your teaching. Think about the teaching methodologies, educational materials, classroom set-up and interactions. Do these ensure all students, including girls (as well as migrant/refugee children, and other vulnerable students) are actively engaged? Write your answer in the space provided below. See the guiding prompts to help you come up with ideas.

KEY TERMS

LEARNER-CENTRED TEACHING:

Pedagogical approach that gives learners an active role in the teaching process. What is learned and how it is taught are shaped by the learners' needs, capacities, and interests.³¹

PEER-TO-PEER INTERACTION:

Peer interaction serves as the foundation for many important aspects of emotional development such as the development of self-concept, self-esteem and identity. Children learn about themselves during interactions with each other and use this information to form a sense of their own selves – who they are.³²

AGE-APPROPRIATE:

Age-appropriate refers to a developmental concept whereby certain activities may be deemed appropriate or inappropriate to a child's 'stage' or level of development. Although every child develops in a unique way, all children are expected to interact with their environment at an age-appropriate level.³³

Do learners work in groups or individually? If they are in groups, how are the groups chosen?

Do the groups change over the course of the day/activity or is their composition fixed? Are learners of similar genders working together or apart?

Do your teaching methodologies currently apply only to in-person teaching or can they be used for remote^{xvii} teaching as well?



Learn

Teacher-centred vs. learner-centred approaches

As teachers, you are tasked with the challenge of empowering all of your learners. The foundation for creating a learning environment that is challenging and engaging is through a learner-centred pedagogy. This means that the learning begins with the needs of the learners.

^{xvii} Remote teaching can happen through different high-, low- or no-tech modalities. Find additional information on pg 6 of the guide. (Include here intro page with the remote teaching modalities)



Fast track

A learner-centred approach puts the focus on the learner, acknowledging their needs as central to the learning experience. It uses interactive strategies to engage them and develop their skills and abilities. Learners are active participants who can inform their learning and their experience. This approach supports the development of girls' and boys' leadership skills. It builds their competencies in the areas of self-awareness, self-regulation, social awareness and relationship management.

By contrast, a teacher-centred learning approach is characterized by instruction where the learners' focus is on the teacher. It often involves a teacher doing most of the talking, and learners are expected to exclusively listen. This is what we may refer to as a traditional teaching approach, and may indeed be the approach that you, and many of us, experienced in our own education. Both options provide benefits and disadvantages. In most cases, it is best for educators to use a combination of approaches, depending on what the lesson requires and which approach is most conducive to learning. Different age groups may require different levels of instruction versus collaborative work.



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Gender-responsive learner-centred technique DON'Ts and DOs³⁴

DON'Ts:	DOs:	DOs: (Adaptation for remote teaching using digital technology)
<p>Don't lecture</p> <p>While you may need to spend time talking, especially when introducing new concepts in the classroom, do not rely on a lecture-based lesson plan. Maintaining focus for longer periods of time is an additional challenge for learners, especially if they are engaging using digital technologies. Moreover, this approach assumes that students have no prior knowledge of the topic and all learning has to come from the teacher.</p>	<p>Do listen actively</p> <p>Learners need to feel that they matter and that their opinions are important and make a difference. Always give your full attention, use body language and non-verbal cues (eye contact, facial expressions) to validate what a student is sharing, check for understanding by reiterating what they have said, and thank them for their contribution.</p>	<p>If possible, keep your camera on when communicating with students through video calls. This will give communications a more personal and sincere tone. If this is not an option, engage through the emoticon functions, type in the chatbox, or unmute to show your support and thank learners.</p> <p>Clearly identify the communication methods you will use (e.g. SMS, WhatsApp, email) with students and their parents/caregivers.^{xviii} Set up virtual 'office hours' so that learners know exactly when they can reach you. Respond to them as promptly as you can.</p>
<p>Don't assume what their needs are</p> <p>Students will have their own needs. Girls will have different needs than boys, children with physical or learning disabilities may have specific requirements, and there may be language barriers for other students. You will need to tailor your approach to reach all students and provide specified support.</p>	<p>Do make an effort to understand and cater to your learners' needs</p> <p>Make yourself aware of your learners' unique needs. Learn about their background, strengths, and any gender and context specific needs (e.g., are they ethnic minority children whose parents cannot speak the local language?). Identify any additional support needed.</p>	<p>When adapting to teaching remotely with digital technology remember vulnerable or marginalized students are more likely to miss classes and regress in their learning. Keep a roster of your students, detailing any specific needs you have identified. Flag the individuals facing challenges (limited access, disabilities, etc.) and come up with solutions with the learners and their parents/caregivers. Follow up with learners who miss classes and ask if there is anything that you can do to support them, or even if changing times of classes would help. Have an honest discussion without blaming them for missing sessions.</p>
<p>Don't motivate through fear and exclusion</p> <p>Fear as an approach to motivate learners can create a hostile environment in the classroom. Fear of failure, pressure to please their parents or fear of punishment or exclusion can make learners feel insecure about their abilities and cause significant emotional harm.</p>	<p>Do motivate through belief and engagement</p> <p>Learners, especially the most vulnerable, may not feel validated in the classroom. Learners who are struggling may feel frustrated and want to give up. Demonstrate your confidence in their skills, abilities, and potential through positive reinforcement, constructive feedback and offering opportunities for improvement.</p>	<p>Even during remote teaching, make time for feedback. To make this less time-consuming, use formative assessments. This allows learners to receive immediate feedback about where they stand in the course material and gauge their level of understanding. Using formative assessments lets you determine whether you need to revisit prior learning or if you can move on to the next section of a specified topic. At the beginning of a session, ask participants to share how they feel by turning their camera on or using the emoticon function.</p>
<p>Don't focus on the extroverted learners only</p> <p>Ensure that more extroverted learners do not dominate the discussion. Instead, draw out the opinions of quieter learners by inviting someone directly to share their opinion or say things more generally like: "I'd like to hear from someone who hasn't shared yet," or "Does anyone have a different idea than the one that was just shared?"</p>	<p>Do encourage inclusive interactions</p> <p>Encourage all learners to participate and share their opinions. Allow time for reflection on the class learning by providing discussion prompts, and encouraging quieter students, girls, and vulnerable learners to engage in the conversation. Affirm your students' contributions by thanking them for sharing.</p>	<p>Encourage inclusive and reflective dialogue by having students share their opinions in whatever way is accessible to them. If you use digital technology, consider using polls and voting exercises to survey the learners' views. Remember to keep track of which students are sharing and how. Encourage students to step out of their comfort zone and express themselves in different ways.</p>

xviii For additional information on how to engage parents and caregivers review the guide's Spotlight. (pg 62)

Age-appropriate considerations for remote teaching using digital technologies

Age is an important consideration. You should be mindful of learners’ development and their capacities, which vary across age. Below are some key considerations, broken down into primary, lower-secondary, and upper-secondary age ranges.

Primary learner (6–10 years old)³⁵

- Learners at this level have less self-control and less autonomous rhythms when it comes to learning processes. Therefore, they need more guidance and monitoring.
- One effective strategy to provide structure to learners at this age is for teachers and caregivers to create a daily learning schedule.
- Assignments will need to balance digital literacy with practical activities that students can do at home. This includes activities that require less supervision so the learners can start to improve independent habits. Assignments should be clear and have a prescribed duration.
- After completing an assignment, encouragement from teachers and caregivers is important.
- Activity-based sessions are more suitable for this age group than lectures.
- Online activities should be supervised by caregivers if children are at home, especially when the camera needs to be on, or during synchronous lessons. Therefore, when the learning process occurs at a distance with the use of technology, caregivers need to be facilitators. As children get older, self-monitoring of their own learning process becomes more intuitive.

Lower-secondary learners (ages from 11–14 years old)³⁶

- Learners in this age group show a more autonomous learning process. They can follow instructions and conduct activities with less supervision. The learner can more easily follow asynchronous instruction.
- At this stage, you can start utilizing their prior knowledge and abilities to find new information from people around them.
- Lower-secondary learners who have digital literacy skills can access digital materials. They can also be much more independent when using online resources.
- Learners at this age need to understand data protection and the preventative measures required to secure their personal data. They also need to be aware of the possible risks involved in the virtual space and specific interactions online, and how to assess misinformation.
- Development of critical thinking is crucial for children and adolescents to acquire sufficient technological awareness of data protection and the Internet’s various uses.
- One of the main challenges is keeping learners engaged and active in their learning. Consider developing additional learning materials to get students to collaborate on group project tasks.
- Self-evaluation allows students to check their own learning progress and provides them with useful information. It can also give teachers information on what is working and what is not regarding the learning outcomes.



To use a learner-centred approach in your remote teaching with radio or television, plan to meet or connect with the learners in a group before and after they engage with the content, if possible. In some settings, you may be able to use text messaging, phone calls, and home visits to motivate or support your learners. During these meetings, you can answer their questions, assess their learning and provide additional support if they are experiencing difficulties.

Upper-secondary learners (ages 15–18 years old)

- With older learners, the use of online resources can encourage them to develop a more autonomous learning process. Self-paced, self-guided, asynchronous learning can occur more easily with this age group.
- There are plenty of open-source online resources that allow learners to study independently, fill in their own knowledge gaps, and consolidate what they have learned. If they do not have the necessary digital skills yet to participate, remedial courses are available online to provide a basis from which they can build their digital literacy.
- Prioritize digital literacy for all learners. Guide and facilitate learning that allows adolescents to develop important skills that will prepare them for their next stages of learning.
- Consider interactive and collaborative tasks to enhance motivation and cooperation between learners. This can also serve as an opportunity for students to learn from and along with each other.

If learners engage with the content at home, help parents and caregivers create an optimal learning environment by sharing some of the dos and don'ts in this sub-module. You can also share follow-up activities with caregivers — activities they can lead at home to supplement the radio/television content.^{xix}



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^{xix} For additional information on how to engage parents and caregivers review the guide's Spotlight. (pg 61)



To do

Take an inventory of the learners in your class, particularly the ones that you consider might be experiencing challenges. Use the table below to identify the difficulties they are experiencing and brainstorm adaptations you can make to mitigate any changes that girls and boys are experiencing.

As practice, read the case study below and see how the table was filled out:

Sarah is a 12-year-old girl who enjoys art and science. She lives in a refugee camp with her father and brothers. She is currently learning through digital platforms, which often requires her to connect online with her peers and teacher. Sarah frequently misses meetings with her teacher and submits assignments late. Her teacher observed this and reached out to her for a check-in. Sarah explained that her older brothers share a smartphone that she is allowed to use for her schoolwork, but she does not always have access to it and the Internet connection is not always stable. In addition, because she is the only girl at home, she is responsible for the housework and preparing food for her brothers and father.

Learner's name	What difficulty is the learner experiencing?	What is hindering the learner's learning?	What steps/adaptations can you make to your remote teaching to support the learner?
Sarah	Limited access to digital devices and the internet; education time is also limited because of domestic chores.	Gender inequality at home is hindering her time for/access to education.	<p>Discuss with Sarah other learning and engagement options that require limited digital use, for example homework packs that she can complete remotely.</p> <p>Connect with Sarah weekly to monitor her learning and plan additional activities she can do at home to support her learning.</p> <p>If possible, reach out to her father to discuss Sarah's learning process and priorities.</p>



Takeaway points

- Creating a learning environment that is challenging and engaging happens through a learner-centred pedagogy. This prioritizes the needs of the learners, who should be at the centre of the learning process.
- Engagement is a key factor for learning. Find out what resources your students have access to and adapt your remote teaching approaches so that you reach all students.
- Be mindful of the specific needs your students have, especially girls, ethnic minorities, migrant or refugee children, and children with disabilities. Apply strategies that are inclusive and age-appropriate to support their learning process.

3.2 Gender-responsive interactions in remote teaching: Verbal & non-verbal communication

This submodule explores verbal and non-verbal communication. It examines how to engage in purposeful, supportive interactions with your students and encourage constructive peer-to-peer interactions.



Objectives

By the end of this session, you will be able to:

1. Understand the importance of verbal and non-verbal communication, specifically its impact on reinforcing gender-responsive, inclusive, and empowering learning.
2. Know how to facilitate peer-to-peer interactions that encourage a gender-responsive, inclusive and empowering remote learning environment.



Reflect

The way you speak in your classroom – the language you use, the verbal and non-verbal cues and expressions – provide a model for how your students will engage in communication. Before beginning with this submodule, take a moment to reflect on your current forms of communication and interactions with your learners, whether that is in the physical classroom or through channels of remote communication. Note down your reflections below:

How do you communicate with your learners (individual communication, group communication, or a combination of both?)



Fast track

When we consider gender-responsive interactions in remote teaching, we need to be mindful that what we are saying is just as important as how we say it. A learner-centred environment prioritizes inclusive dialogue, feedback and engagement.^{xx} The language, terminology, facial expressions, and other non-verbal cues we use when providing feedback or facilitating a discussion can indirectly imply messaging that may not promote gender equality.

Language tips to reinforce inclusive, empowering and gender-responsive teaching:

- ✓ Avoid using only-male pronouns when speaking to the complete group (e.g., “everyone should submit his assignment tomorrow”).

Instead, consider just using the indefinite pronoun, “everyone should submit the assignment by tomorrow”, use both pronouns by saying “everyone should submit her or his assignment tomorrow”, or rephrase the sentence in the passive voice, “assignments should be submitted by tomorrow”.³⁷

- ✓ Do not discourage learners from learning and growing for reasons of gender (e.g., verbally discouraging boys from expressing their feelings or emotions; verbally discouraging girls from engaging in science, technology, engineering and mathematics (STEM) subjects).

Instead, encourage all learners to explore and learn equally. In your teaching, include

examples of role models and prominent people who have challenged traditional gender roles and have thrived in their field (female scientists, presidents or football players, male dancers or nurses).

- ✓ Use your body language to show interest and support for all learners (e.g., avoid raising your eyebrows, rolling your eyes or smirking at a comment or question that a female student shares).

Let all students know their opinions are valuable. Use your body language and facial expressions to show you are listening carefully, ask additional questions to understand their ideas, and acknowledge their interventions verbally. Students are more willing to participate if they know they will not be punished or shamed for their comments.³⁸

- ✓ Do not use language that perpetuates stereotypes and discrimination (e.g., using derogatory terms to refer to minority groups, people with disabilities, women, people with different sexual identities or orientations, etc.)

Instead, use inclusive language and put emphasis on equality and non-violence. Refer to all learners with respect and empathy and avoid using proverbs that reinforce gender stereotypes, such as “you must judge a man by the work of his hands” or “to talk is womanly and to work is manly”. Consider replacing labels and titles that are gender-biased such as mankind, chairman or policeman with terms like humanity, chairperson and police officer.³⁹

xx For a refresher on learner-centred pedagogy, see submodule 3.1

Peer-to-peer interaction

To ensure that your remote teaching is gender-responsive, inclusive and empowering, you need to consider the interactions that happen between learners.

How and when you use peer-to-peer interaction in your teaching might depend on the kind of remote teaching modality you are using, the age of your students and the subject you are teaching. Regardless of these differences, peer-to-peer interactions should provide constructive opportunities for all learners to work together towards a common goal, leveraging collaboration to develop mutual respect and understanding. You should immediately address any peer interactions that exclude or place learners at risk of harm or abuse because of their gender, race, disabilities and background.

To support your learners in their interactions, review the considerations below:

1. Consider the online and/or offline environment where the interactions occur. For example, if learners have a separate chat group or use a social media platform to communicate, ask to be included in the groups or suggest moving the discussion to other safe platforms where you can engage. Since most of the remote learning interactions are happening at home, engage parents and caregivers as they support learners in their interactions. (More information on how to engage them is included in the additional resources section at the end of the guide).
2. Set ground rules for interactions and reporting misbehaviour. Together with the learners, create a set of rules about the kind of behaviours that are and are not allowed in the interactions, and create a clear reporting system so they can inform you or a trusted adult if someone is being inappropriate or offensive. Engaging learners in the rule creation will help you ensure the rules are relevant and age-appropriate based on their own experience, making it more likely for them to follow them. Review and update the rules constantly.
3. Practice and encourage effective communication skills. Continue to model these skills to learners so that they replicate them in their own peer interactions.
4. Try to create spaces for peer feedback where they can give and receive constructive feedback from their classmates. Do a few practice rounds on how to give constructive feedback before asking learners to do it alone.
5. When assigning groups, make sure they have a heterogeneous mix with learners from different genders and backgrounds.
6. Keep in mind that some digital spaces cannot be accessed by all learners equally. Safety concerns, connectivity, access to technology, limited accessibility features, gender bias and discrimination can keep learners from engaging in some spaces. If the meetings are happening online, use platforms where learners cannot engage anonymously or where only registered learners can engage. This can reduce the risk of misbehaviour or abuse.



If you are using low or no-tech modalities to engage your learner, consider forming small working groups or learning clubs to encourage peer-to-peer interactions. These spaces can be led by the learners and supported by you or other adults in the community. When creating these groups, keep in mind that some physical spaces are not accessible to all learners. Plan the activities in safe environments where learners from different ages, abilities, regions, backgrounds and social identities can engage. Avoid using places that are restricted to specific groups like members-only spaces.



To do

For this activity, think about the set of rules that you can create for yourself to ensure your verbal and non-verbal communication reinforces gender-responsive, inclusive, and empowering teaching. List a set of practical rules that you can apply and reference before each lesson. You can also share them with your learners, enabling your students to be active participants in establishing their learning environment. Your rules will model the values and behaviors that should shape their peer-to-peer interactions.

Teaching rules

To make sure all my learners feel valued, included and empowered I will ensure my verbal and non-verbal communication is gender-responsive and inclusive.

To do this, I will:

1. _____
2. _____
3. _____
4. _____
5. _____



Takeaway points

- The language you use and your verbal and non-verbal cues can reinforce gender biases and stereotypes. *What* you say is just as important as *how* you say it. And it is important to ensure that you engage girls and boys equally, being careful to avoid promoting gender stereotypes associated with select subjects. For example, teachers may subconsciously call on boys more often than girls when discussing science and math.
- Teacher-learner and learner-to-learner interactions that use gender-responsive and inclusive language help create a space where everyone feels valued, empowered, and included.

Module 4

GRDP and online child protection

Digital technologies provide new opportunities to communicate, connect, play and learn. However, digital technologies and platforms also pose new risks. As teachers, you play an active role in mitigating these risks and creating a safe environment conducive of learning.

Before you start working on this module, review the existing child protection policies that apply to your teaching environment. Most schools and national governments have laws and procedures to protect children and report abuse, harassment or violence. While this guide provides practical tips on mitigating the risks learners face online, as a teacher, you should try to have a system to identify, track, report and refer learners to support services if they experience violence.

As you prepare to teach remotely, assemble a list of the names and contact information for the individuals or organizations you can reach out to if one of your learners experiences violence. You might want to include social workers, local doctors, psychologists, child protection officers, school counsellors, child helplines and legal services.

Module 4 includes two submodules:

1. Understanding online risks for learners:

This submodule outlines the main risks learners face when navigating online spaces. It covers the potential threats, including girls' unique vulnerability to exploitation, abuse, and violence.

1. Teacher strategies to mitigate online risks:

This submodule will help you identify strategies to reduce harmful online risks. It includes examples of how to handle Internet risks and what to keep in mind to make your online interactions safe for all learners, particularly girls.

4.1. Understanding learners' online risks

This first submodule looks at the different risks learners face online. It explores when and where harmful interactions may happen in your digital learning space.



Objectives

By the end of this session, you will be able to:

1. Understand that students, especially girls, face unique risks when engaging online.
2. Identify the types of risks learners are exposed to online.

KEY TERMS

CHILD ONLINE PROTECTION:

The holistic approach to respond to all potential threats and harms children and young people may encounter online.

ONLINE CHILD PROTECTION POLICY:

A comprehensive framework of law for promoting a supportive and safer online environment for children and young people.⁴⁰

GENDER-BASED VIOLENCE (GBV):

An umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (i.e., gender) inequities between males and females. GBV includes acts that inflict physical, sexual, or mental harm or suffering, threats of such acts, coercion, and other deprivations of liberty. These acts can occur in public or in private.⁴¹ GBV encompasses all forms of violence stemming from gender inequality.⁴²

SCHOOL-RELATED GENDER-BASED VIOLENCE (SRGBV):

Acts or threats of sexual, physical or psychological violence occurring in and around schools, perpetrated as a result of gender norms and stereotypes and enforced by unequal power dynamics.⁴³



Reflect

Before beginning with this submodule, take a moment to think about what it means to feel safe at school. Is this related to the school itself, the physical environment, the classroom infrastructure, or even the commute to and from school? Can you think of examples of school-related gender-based violence?

Now, think about how this translates to the online learning environment. What are some of the risks learners can face online? Are there any safety risks that are unique to the online environment? Do all students face the same threats online?



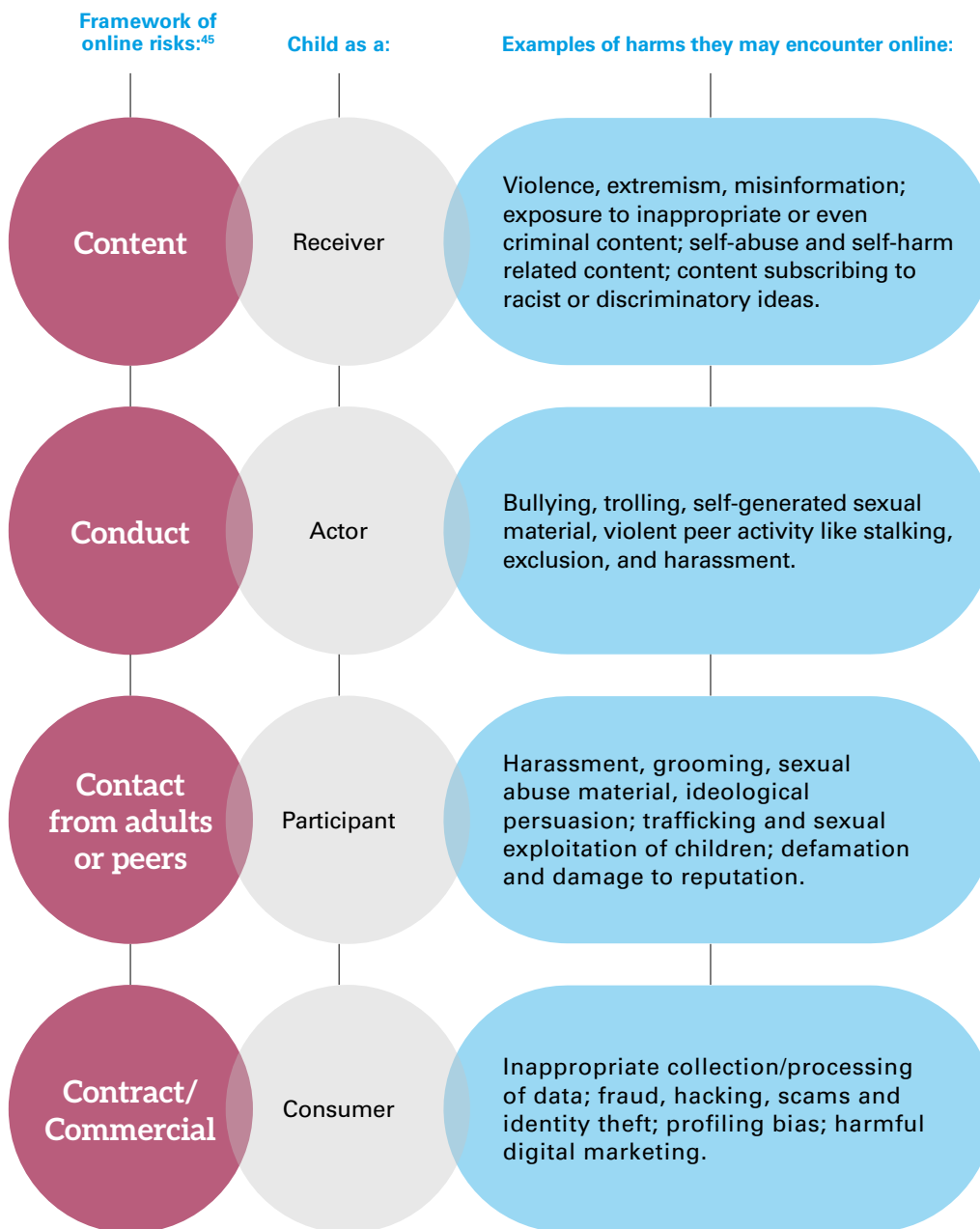
Learn

As a teacher, you may already know some of the risks learners face when at school. For example, some girls may be unable to attend school because the journey to school is too dangerous. Some girls may not attend school regularly because their community does not feel it is essential or relevant or because of safety concerns inside the classroom. School environments are not always safe – girls and boys may be exposed to sexual, physical or psychological coercion. Corporal punishment may occur, particularly towards boys. Students may experience physical or psychological violence perpetrated by adults or peers.

What is different about violence perpetrated online?
Anonymity, instant reach, speediness of interaction, the ability to easily share content across millions, amount of social media platforms to interact, among other specific characteristics.

What are some risks learners face online?

Increased time online, especially unsupervised time for younger children, may heighten the risk of children and adolescents being exposed to harmful material, unacceptable behaviour, and dangerous contacts.⁴⁴ Girls and boys might face similar safety risks. However, the vulnerabilities to these risks will vary. For example, girls may face additional risks to sexual exploitation and harassment. Some children may be more likely to experience peer-on-peer bullying, violence or abuse due to their specific identities, such as sexual orientation, ethnicity, race, religious beliefs, gender identities and migratory status.



This table describes some risks learners could face while interacting online with peers, using the Internet for homework, or using online platforms or apps. You can use the table to understand these risks and review concrete examples of how learners may be exposed to these risks.



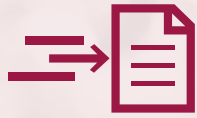
If you are using television or radio to engage your learners, think about risks relevant to these modalities—for example, exposure to adult or violent content, misinformation in the media and advertising targeting children. Think about the risks associated with the spaces where learners engage with the content since access at home might not be an option for all.



Fast track

Type of risk:	Description of the online behaviour:	Examples of how your learners may be exposed to these risks:
Cyberbullying⁴⁶	<ul style="list-style-type: none"> • Writing hurtful things through instant messaging, text messaging or online games. • Posting insulting messages on social networking sites. • Posting or sharing embarrassing photos or videos. • Using threatening language delivered via online means. • Creating a fake profile in order to humiliate someone. • Peer-to-peer online harassment. 	<ul style="list-style-type: none"> • In the WhatsApp group created for your class, you see one of your students is making jokes about another student's physical appearance. • Tsega, a 10-year-old girl explains that a group of students have created a fake social media profile, used her pictures, and called her hurtful names.
Grooming children online for the purpose of sexual exploitation and abuse	An individual builds a relationship, trust and emotional connection with a child or young person to manipulate, exploit and abuse them (facilitated, partly or entirely, by the Internet or other wireless communications). There is not always an intent to meet in person.	Ana, a 14-year-old girl, received a message on her social media account from an unknown contact. The contact complimented her pictures and asked if she could send a selfie (photo of herself).
Misuse of personal data	<p>Sharing an excessive amount of personal data without knowing how and what will be used. For example, sharing passwords or a home address on unfamiliar websites or apps.</p> <p>Sharing data without knowing how long it will be stored and how.</p>	<p>Ahmed opened an app suggested by the school. The app asks for his personal details (name, age, phone number, address, and birthday). He is not sure if it is okay to share all that information.</p> <p>Ameena, a 12-year-old girl, receives a message from someone she does not know while playing an online game. The message asked for her password and full name, promising that if she does it, she would get more points in the game.</p>
Harmful and untrustworthy digital information^{xxi}	<p>Harmful content/information: pornography, violent videos/pictures, hate speech, other content that can expose children to dangerous contacts.</p> <p>Getting advertising, pop-ups, short videos containing violence, hate speech, sexual content, and adult related products.</p>	<p>Rana uses a search engine (e.g. Google) for her science homework on the reproductive system. Unfortunately, some of the content did not align with what Rana wanted. Websites with solicitous information appears. Rana feels uncomfortable with the information displayed.</p> <p>Afiya, an 11-year-old girl, asked her older sister to use her smartphone. She opens an app and sees video postings targeting a migrant population telling them to leave their country.</p>
Sexual extortion⁴⁷	Blackmailing a child or adolescent by getting them to share self-generated pictures (revealing or personal), in order to extort sexual favours, money, or other benefits – typically by threatening to share the material beyond the consent of the depicted individual (e.g. sharing an image on social media or through chats). This can happen between peers or be carried out by adults interacting online with children or adolescents.	Siham and Tarek are both 14 years old and became friends recently. They started sometimes kissing when meeting. Tarek asks Siham to send him pictures of herself, and Siham sends pictures without her veil. Tarek now seeks more than kisses and blackmails Siham. If she does not comply, he will say to her brothers that Siham sent him a picture with no veil.
Coercion of a child into producing 'self-generated' sexual material	Action of persuading someone to take a picture or a video with sexual connotations, by using force or threats.	Yonas made an online friend, Malak, when playing an educational video game. They started exchanging messages outside the game. Malak asks for a video call in one of the interactions and suggests Yonas pose for him without his shirt. If Yonas does not do it, Malak will tell Yonas' parents that he was talking to a stranger, and they may not allow him to play again.

xxi Awareness of appropriate content online for children and adolescents should not hinder children's rights to information and freedom of expression. They should be protected from harmful material in accordance with their rights and evolving capacities.



Fast track

Gender considerations for learners accessing online learning

Remember, safe access to digital technology is not just about navigating the online world safely. Be mindful that some students may face additional risks when connecting or accessing the Internet. For example, girls may struggle to access safe spaces where they can access a computer and may have to rely on Internet cafes, which may be unsafe. This may also be true for students from marginalized or vulnerable backgrounds who need to leave their communities and neighbourhoods and travel far distances to access computer labs, libraries or any place that has digital tools for them to use. There are also economic challenges. Some students, especially girls whose parents may not value their education, may need financial resources to access digital technologies. This may lead some students to resort to dangerous behaviours to obtain money for their education.

If navigated without the proper information, the Internet can become an unsafe space. Online harassment and gender-based violence are significant risks. However, the solution is not to exclude girls from digital spaces.⁴⁸ Instead of excluding girls and other vulnerable learners from online engagements, empower girls and their caregivers by

sharing information about online risks, strategies to mitigate the risks, and the policies and laws in place to protect them. Additionally, it is important to educate girls and caregivers about the support mechanisms they can access if they experience any online harassment, exploitation or violence.



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Age considerations:

Primary learners (ages 6–10 years old) ⁴⁹	Lower-secondary learners (ages 11–14 years old) ⁵⁰	Upper-secondary learners (ages 15–18 years old) ⁵¹
<p>At this stage, learners may be using technology for the first time. They will start going online to play games or watch videos. Closer to the ages of 9–10 years, they can also use technology to socialize.</p> <p>Action: Set boundaries for use, and use parental controls to create safer online environments.</p>	<p>At this stage, learners use technology to socialize, building groups of friends. They may be exposed to inappropriate and harmful content online.</p> <p>Children of this age are more impulsive and may not be fully aware of their digital print (i.e., tracked interactions online: pictures posted on social media, replies in chats or websites).</p> <p>Action: Have the necessary conversations with your learners to discuss these risks.</p>	<p>At this stage, learners use and connect more with friends through social media. There is increased exposure and consumption of the online world. The potential overexposure could affect their self-worth, self-esteem and body image. Some possible risks relate to cyberbullying and sexting.</p> <p>Action: Have open and honest conversations with your learners, discuss online profiles and identities, and how to engage with information online critically.</p>



To do

Create a list of the risks your learners might experience. If you are using digital technology, focus on the online threats. If you are using low- or no-tech, think about the risks associated with this remote teaching modality.

First, think of all the ways and formats you use to communicate or interact with your learners. Next, identify the possible risk of those interactions. The following table has a few examples just to get you started.



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Methods of communicating or reaching learners	Identify possible risks
<p>Platforms for video calls (Zoom, Microsoft Teams, Google)</p>	<p>Learners' interactions that teachers may not be able to supervise, such as using the private chat and breakout rooms.</p> <p>Teasing or bullying students or groups of students by peers (cyberbullying).</p>
<p>Instant-messaging (WhatsApp, Telegram, Signal)</p>	<p>Inappropriate or disrespectful interactions between peers in a classroom chat or other apps.</p> <p>Sharing an embarrassing photo of a peer (cyberbullying).</p>
<p>Educational websites (interactive learning)</p>	<p>A student comes across advertising with adult content (the possibility to access harmful or inappropriate content).</p> <p>A student is asked to share their personal phone and address (misuse of personal data).</p>



Learn

It is important to recognize that some learners face different or more significant risks online than other learners. Having an open and informed discussion can help to protect learners as they navigate the Internet.⁵² The strategies you use to create safe online learning spaces should account for the various risks and students' vulnerabilities to these risks based on their gender, age, disability, among other factors. Learners with a sound support system are better prepared to deal with online threats and ask for help.⁵³

Most schools have in place policies and procedures to address child protection concerns. Ensure you know these policies and understand their alignment with national child protection frameworks (or national law). In most cases, serious incidents that happen in school need to be reported to the national authorities (e.g., mandatory reporting of child abuse). To know more about the laws and mechanisms in place, consult your Ministry of Education's website, or reach out to local organizations working on child protection.

Online risk mitigation when teaching remotely

There are several strategies for ensuring safer online spaces depending on your learners' needs and Internet usage. If you are using digital technology in your remote teaching, it is important to understand the learners' potential risks and the information they need in order for them to handle exposure to threatening situations or conduct.

At a school level, the school leader should create awareness and sensitization on children rights, especially the right to a violence-free environment. Make sure you are creating or building spaces where students are taught to respect each other's differences, and every learner feels included. Communicate this with parents and caregivers, and support them in making a plan that ensures learners are safe as they access digital learning tools and resources.^{xxii}



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xxii More information on how to engage parents and caregivers is included in the guide's Spotlight. (pg 62)



Fast track

Here are some tips to help you create your own strategy for safer online learning environments:

✓ **Promote and monitor good online etiquette**⁵⁴

Make sure all learners are informed of the expected code of conduct on digital platforms and communications. As mentioned in submodule 3.2, it is important to set ground rules for interactions in digital spaces. Students should know that the digital classroom is free of violence and is a place where everybody is treated with respect. If your school already has protocols for online safety and violence prevention, use these and adapt them to address specific gender needs.

A code of conduct should include:

- Practicing good digital citizenship by being kind and respectful to others online.
- Supporting peers who are being bullied or experiencing other forms of violence.
- Being empowered to report when they or others are mistreated.

✓ **Create supportive online learning spaces that facilitate discussion**

In remote learning, regular communication with your students can be challenging. Make sure you create spaces or interactions where they can discuss how they are feeling. Create opportunities for students to communicate what may be troubling them. Some strategies include regular check-ins, online mood boards, phone conversations, student-teacher-parent conferences. If possible, establish regular meetings. This space can help you facilitate some discussions with your students that they may not otherwise have and allow them to support their peers and address their problems. In addition, it can be an opportunity to promote emotional intelligence and conflict resolution skills.⁵⁵

Teachers and school staff also need to establish an adequate code of conduct where the basic standards of online interactions between teachers and learners are established, and information about the proper way to communicate and address each other is made clear.



Fast track

✓ Empowering learners' online use

Empowering children and adolescents with skills and information to navigate and use the online spaces is crucial for them to ask for help when exposed to harmful situations online. A teacher's role is to empower their students to make wise decisions when navigating the Internet. Have discussions with your students about the issues and risks of the online world. Encourage them to challenge the way they are using the Internet; guide them to question the information they access, social media practices, and how these can have repercussions on their self-esteem and self-perceptions.

✓ Data protection

Maintaining learners' privacy is crucial. Children and adolescents need to understand their right to privacy, particularly in relation to their personal data and the risks of using their personal data online. They should be aware of the information they can share and the information they should not share online. Address these issues with your learners. Be mindful when you are sharing educational websites or platforms. Check for privacy and security issues

Ask yourself, are the resources safe? What data will they need from the learners? If the school shares the website, ask for the proper guidelines and procedures on data protection. Schools and authorities should scrutinize the educational technologies being introduced to ensure privacy and security.



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Addressing concerns of uncomfortable, inappropriate or violent interactions

Your school should already have a code of conduct or minimum standards for interactions between learners and teachers, which you can adapt for your remote teaching interactions. It is important that, as a teacher, you observe and moderate classroom online interactions like chat groups or WhatsApp/Telegram/Signal groups, among others. Maintain administrative control and make any online groups secure or password-protected to ensure that these remain safe and inclusive spaces where all learners can participate. If you notice any instances of cyberbullying occurring, address it quickly. Explain to learners that this is bullying, even if it feels like they are just joking or having fun.

Always make yourself available for learners to reach out if they feel uncomfortable with an interaction they experience online. Provide them with information on other places they can contact for help, for example, a confidential child helpline, school counsellor, or school/community social workers. It is important that students, especially girls, can raise any concerns they may have. This will help to ensure that they stay in the learning process and do not drop out.

When a learner comes forward to share abuse or other forms of violence with you, be there to listen to them and acknowledge that the issues are real and serious. Be patient with them, do not blame them, do not question the information they are giving you or ridicule them. Refer the student to a trained and reliable source of support (school counsellor, nurse, social worker or medical staff).

If violence during school activities or other interactions needs to be reported, contact your head teacher or school leader to follow the correct protocol. The child could then be referred to a more specialized organization if required. Ensure you follow the appropriate procedures, including referrals, reporting, and tracking the case.

When teaching children remotely, constant contact or communication may be challenging, making it more difficult to observe signs of distress. Constant check-ins will help to see how students are doing. Teachers and staff should review safeguarding policies and refer to child helpline guidance in order to develop an adequate protocol for identifying and reporting child abuse or neglect via remote or virtual communication.

Signs of child distress:⁵⁶

- Sudden changes in behaviour or school performance
- Constant watchfulness, as though preparing for something bad to happen
- Behaviour that is overly compliant, passive, or withdrawn
- Learning difficulties (or difficulty concentrating) that cannot be attributed to specific physical or psychological issues
- Disclosure of abuse and/or drawings or writing which depicts violence and abuse
- Habitual absences from school without reasonable explanation
- Significant and unexplained delays in emotional, mental or physical development
- Regressive or unusual changes to behaviour (e.g., sudden decline in academic performance, nervousness, depression, withdrawal, hyperactivity, aggression, bedwetting)



To do

Create a three-step action plan to mitigate risky digital behaviours in your teaching spaces. You can use the list you created in the previous submodule to mitigate the risks. Think of additional measures for learners that are more at risk: girls, children with disabilities and children identifying with different gender identities.

1. _____
2. _____
3. _____



Takeaway points

- If you are using digital technology in your remote teaching, it is important to understand the learners' potential risks and the information they need to engage safely. Learners with a good support system are better prepared to deal with online risks and to ask for help.
- Promoting good online practices, creating supportive learning spaces, empowering learners to be well-informed Internet users, and encouraging data protection are some of the strategies you can use to create a safer online environment for your students.
- As a teacher, you need to understand the online risks that girls and boys experience. Your obligation to identify and mitigate risks and to report them as necessary, adhering to your school and national policies.
- Constant contact or communication may be more challenging in remote teaching. Plan check-in calls or meetings to see how students are doing and be prepared to refer them to services or professionals that can provide support, e.g., child helplines, social workers, emergency doctors.

Spotlight

Engaging parents and caregivers

Engaging with parents and caregivers might seem like a daunting task, but as gatekeepers to digital technology in the household, they could be either barriers or advocates for girls' and boys' education, particularly if the instruction is delivered remotely. This section will help you understand the importance of this valuable engagement in the context of adjusting your pedagogy for remote instruction.

With practical tips, this section is divided into three parts: (1) Why engage parents and caregivers; (2) How to discuss online safety with parents and caregivers; and (3) How to create learning circles for parents and caregivers.

Why engage parents and caregivers?

Their role as gatekeepers:

Since parents and caregivers generally control the remote learning environment, they can promote or limit the learner's access and engagement in digital education. This is particularly relevant for younger learners, girls and other vulnerable students who might not have access to digital technologies unless a caregiver or someone in the community, with access and resources, is supportive. Having the support of caregivers and parents will help you reach your learners and ensure their participation.

Their essential role in the learner's education process:

The kind of support and engagement needed from parents and caregivers evolves as children grow older. Younger children might need more hands-on support for everyday school tasks, while adolescents might need guidance to help them address their emotional/social needs. Parents and caregivers are role models and their support is a key factor in promoting learners' physical and mental well-being.

Their role as advocates for gender equality:

As part of a community with established social norms, parents and caregivers can perpetuate behaviours that affirm gender equality in learning and girls' education in particular. Creating awareness and engaging parents in the discussion about the benefits of girls' education can incentivise them to take action to ensure all learners can have equal access to digital learning.

Their role as allies for digital learning:

Some parents and caregivers might have limited education and digital skills themselves, and thus be reluctant or anxious about supporting learners. Providing support to this group and helping them understand the benefits of digital learning can turn reluctant parents into allies and advocates.

Their role in helping you to reach learners:

Checking in with students to gather feedback on their well-being and learning needs is an essential part of your role as a teacher, and it becomes even more important when you move to the digital realm. Reaching girls and vulnerable children with limited access might not be easy. In these cases, parents and caregivers can support your check-in efforts.

Parents and caregivers are role models to learners, they can stop misinformation, challenge gender norms and create an enabling environment where all learners feel supported and safe to engage in digital learning.

Their role in ensuring the well-being of learners:

Working with parents and caregivers to address unsafe behaviours online can help you keep learners and your digital classroom safe. Providing guidance on how to engage with technology and the Internet safely can help parents and caregivers guide learners and promote a safe digital learning environment.

How to engage parents and caregivers?

Engaging parents and caregivers requires time and planning. Many of your learners’ parents and caregivers may have a full-time job or limited time to engage. Before reaching out, think about how and when to contact them and have a clear idea of what you seek to gain from the engagement.

To prepare, consider the following questions:

Who is the parent or the caregiver?

- Just like your learners, all parents are different. When engaging, consider how their personal reality affects how they access technology and the kind of support they can provide to the learner. If you plan to engage a group of parents and caregivers at the same time, make sure they can all participate in the discussion. Keep in mind that they may also experience vulnerabilities or face different forms of discrimination (gender, racial, ethnic, etc.). Consider adapting your approach if you think it will help them feel more comfortable – this is particularly important when contacting parents or caregivers that do not speak the local language.

What do you aim to get from your engagement?

- Before connecting with a parent or caregiver, think about the meeting objective. Are you scheduling the meeting to discuss the schedule of your online lessons, to check on the well-being of the learner, or to ask them to participate in a digital sensitization workshop? Be clear.
- Having a list of key points to address will help you stay focused and provide structure. Remember you are connecting with parents and caregivers with particular experiences and in particular circumstances. Being respectful and empathetic will help you have an open and fruitful conversation.

How will you communicate with them?

- Not all parents and caregivers may have access to the Internet or to technology devices. Before reaching out, consider the options that are available to them: text messages, phone calls, home visits and emails are just a few examples of the means you can use to connect with them. Be aware that some parents and caregivers may have low literacy levels. If you are unsure about their situation, ask parents and caregivers about their preferred communication method and time to meet.

How will you follow up on the discussion?

- As you finalize the engagement, summarize the key points of the meeting and make sure the next steps are clear for everyone. It is important for you to have a follow-up plan. Engagements may require extensive follow-up or an additional meeting. Thanking parents and caregivers for their time and engagement can encourage them to stay connected and active.

Find below a simple template that can help you plan your engagements.

Parent/caregiver engagement – planning template	
Learner’s name	
Parent/caregiver’s name	
Phone number	
Home address	
Email address	
Preferred mode of engagement	
Preferred time of engagement	
Preferred language	
Aim of the engagement	
Key points to discuss	
Notes from the discussion	

How to discuss online safety with parents and caregivers

While some parents or caregivers may use digital technology themselves, others might not have any experience using it. Misinformation and lack of understanding on how to stay safe online can prevent parents and caregivers from allowing learners to use technology, particularly girls. Parents and caregivers may have valid concerns about online safety including the risks of bullying, harassment, grooming and exploitation.

As a teacher, you can use different strategies to engage parents and caregivers to discuss their safety concerns, and provide them with tips to address them. Engaging them to help empower learners with the skills to use the Internet safely is crucial to protect learners using technology for their education.

Strategies to stimulate discussion around digital safety with parents and caregivers:

- **Create spaces for open discussion:** this can be a group chat, a one-on-one conversation, a school assembly, or other forms of interaction where teachers and parents/caregivers can share their own experience with digital technology or education, and their safety concerns. Ensure this is a safe space free of judgment or discrimination.
- **Engage other actors:** reach out to teachers in your school, experts in your community or local organizations that can provide additional information and support to parents and caregivers. Think about experts in the fields of digital education, gender equality, child protection and digital literacy. Having experts to provide examples and practical guidance can improve the engagements and stimulate the discussion.
- **Acknowledge concerns and provide ideas:** as you engage in discussion, listen to the concerns brought forward without judgment. If possible, make a list of the concerns and try to address them all by providing tips and ideas on how to mitigate them. If you cannot provide a solution for addressing the risk at that moment, note it, and reach out to the parent/caregiver after the engagement to follow up. Keep in mind that parents and caregivers might adhere to social norms that exclude girls from accessing digital technology; without judgment, and if you find it pertinent, consider addressing some of the harms of gender exclusion and the benefits of gender equality during your interaction.

- Highlight their role as advocates for gender-responsive digital learning: remind parents and caregivers that as role models to learners, they can stop misinformation, challenge gender norms and create an enabling environment where all learners feel supported and safe to engage in digital learning. Allowing or even encouraging learners to use digital technology might be frightening for parents and caregivers, but with the right support and guidance, learners can take full advantage of the opportunities that digital learning and the use of technology can bring to their personal and professional lives.

Below is a list of tips to share with parents or caregivers as they support learners in their digital interactions. To find more ideas on addressing the concerns parents and caregivers may have, review Module 4 of the guide: GRDP and Child Protection.

Safe digital learners: Tips for parents and caregivers

Setting rules around tech use: setting rules and boundaries around technology use can help learners stay safe. Together, establish rules around the time and purpose of their time online. Rules can change as learners age, however, make sure to include rules about the safe and acceptable websites to access, the online behaviours and interaction that are acceptable and unacceptable, and the steps they must take if they are experience anything that makes them uncomfortable.

Open discussion on technology use: have a discussion to understand how and when their peers are using the Internet or other forms of digital technology. Do not judge. Listen and try to understand how they use technology to develop their knowledge, explore their personal interests, and engage with their peers.

Talk openly about risks: discuss the risks of digital technology and online learning. Learners might face different risks when using technology based on different factors like their age, gender identity, learning abilities, etc. Check that their devices are running antivirus programmes, keep the cameras covered when not in use, review the privacy setting to minimize data collection, and activate parental controls for younger children in particular.⁵⁷

Critical technology users: knowing how to identify reliable information and sources can help learners use technology safely. To identify credible online resources,

remind learners they should be able to identify the author, publisher, source/bibliography and date of publication of the source. If these are not identifiable, learners should be wary and question the accuracy of the source. Finding more than one source on the same topic will help them determine its credibility. Help learners recognize online ads and use the opportunity to discuss the dangers of online misinformation.⁵⁸

Be kind: as social interaction moves online, and anonymous interactions become a possibility, vulnerabilities to exploitation and violence may increase. Encourage learners to use digital technology to share ideas that can inspire or motivate their peers.

Lead by example: if you use technology yourself, model safe practices. Children and adolescents mirror adults' behaviours. Ensure the information you share digitally is accurate, be kind online, stay alert and report dangerous behaviours, verify the credibility of the sources you access and set some boundaries for your own use of technology.

Report online misconduct: familiarize yourself with school and national policies, as well as with helplines to report inappropriate online content and behaviours.⁵⁹ Make sure learners understand how to identify unacceptable online behaviours^{xxiii} and let them know they can reach out to you or a trusted adult if they are facing any form of online bullying, violence, discrimination or danger.

xxiii Review some of the risks learners can experience online in submodule 3.2.

Online safety: Additional resources

For parents and caregivers:

- Online safety tips during COVID-19, UNICEF <https://www.youtube.com/watch?v=7r4zXOjH8SU>
- Advice by Age, Internet Matters: <https://www.internetmatters.org/advice/>
- Better Internet for Kids: <https://www.betterinternetforkids.eu/practice/awareness/article?id=5822742>
- Spotlight online safety, UNICEF: <https://www.youtube.com/watch?v=bzPdIp8bHfl>
- Child Helpline Network, Child Helpline International: <https://www.childhelplineinternational.org/child-helplines/child-helpline-network/>

- COVID-19 Global Online Safety Advice for parents and carers, eSafety Commissioner: <https://www.esafety.gov.au/key-issues/covid-19/international-advice-for-parents>

For learners:

- How to stay safe online, Voices of Youth <https://www.voicesofyouth.org/act/how-stay-safe-online>
- Cyberbullying: What is it and how to stop it, UNICEF: <https://www.unicef.org/end-violence/how-to-stop-cyberbullying>
- Guideline for children (resource for younger learners), ITU: <https://www.itu-cop-guidelines.com/children>
- Being safe on the Internet (resource for older learners), AMAZE: <https://www.youtube.com/watch?v=HxySrSbSY7o>

How to create learning circles for parents and caregivers

Learning circles can help parents gather and discuss ideas, challenges and concerns. An informal learning circle should be safe, supportive spaces where parents and teachers can share experiences, brainstorm solutions to problems, and learn from each other. If your school has a parent-teacher association, consider encouraging parents and caregivers to join it.

How to create a parent learning circle?⁶⁰

- Agree with team members on what the group will discuss or work on during the meetings (e.g., barriers to digital, technical digital skills, online safety, gender barriers to digital technology and education, etc.).
- Have an overall goal for the meeting. At the end of the meeting, you should be able to go back to the goal and assess whether you reached it.
- Assign tasks to each participant (note-taker, timekeeper, moderator, etc.).
- Before starting a new learning circle meeting, review the notes of the previous gathering. If follow-up tasks were assigned, make sure everyone has done their part.
- Encourage all parents/caregivers to share their experiences. As they engage, practice supportive communication by listening actively and without judgment.
- If parents/caregivers are sharing challenges, allow them to decide if they want others to provide ideas on how to address the challenge or not. If they say yes, you can discuss as a group strategies to overcome the challenge.
- Encourage safe participation and before closing the meeting, set the goals for the next session.

Annex

Key recommendations for key learning objectives, by age group

Primary learners (6–10 years) Recommendations	Lower secondary learners (11–14 years) Recommendations	Upper secondary learners (15–18 years) Recommendations
<p>Children should:</p> <ul style="list-style-type: none"> • Understand that activities, traits, toys and skills are not gender-related • Begin to understand tolerance through gender-role fluidity and equally value all genders • Be introduced to people from real life and gain an understanding that there is more than one way to be a boy or a girl • Be able to comment positively on stories that equally value all genders • Be exposed to stories that show adult men and women in both traditional and non-traditional occupations, including women as professionals and men as caretakers • Gain basic knowledge that girls/ women and boys/ men have the same rights and obligations • Have their attention drawn to characters who defy gender stereotypes • Be encouraged to praise characters who are instrumental to the storyline for what they do versus what they look like • Learn equally about female and male role models 	<p>In addition to the previous age bracket, children should:</p> <ul style="list-style-type: none"> • Disassociate specific occupations and academic subjects with gender • Learn about the importance of assuming gender roles that they feel comfortable with and not assigned or imposed on them by others • Be exposed to texts that show how worth and happiness do not come from appearance (especially important for girls) or from physical strength (especially important for boys) • Be able to identify some rights and obligations that all girls/women and boys/men have • Understand the importance of healthy, supportive and fulfilling cross-gender friendships and relationships 	<p>In addition to the two previous age brackets, children should:</p> <ul style="list-style-type: none"> • In addition to the two previous age brackets, children should: • Be able to identify and analyse gender stereotypes during close analysis of texts, films or other media • Think critically about what power structures benefit from gender stereotypes and what people can do to resist them • Learn about girls’ and women’s rights • Be able to identify characters or people in real life who defy gender stereotypes-- for example, boys and men who express their emotions in constructive ways and girls and women who voice their needs • Be able to identify from real life or characters who have non-gender-stereotypical professions (for example, a male nurse or a female scientist) • Be able to apply steps they can take to achieve their dreams and goals regardless of their gender • Understand the multiple challenges faced by non- heterosexual people in different contexts, including the rights that protect them

Glossary

- 1. Age-appropriate:** refers to a developmental concept whereby certain activities may be deemed appropriate or inappropriate to a child's 'stage' or level of development. Although every child develops in a unique way, all children are expected to interact with their environment at an age-appropriate level.⁶¹
- 2. Age-restricted content:** online content that users who are under 18 years old should not access. More and more sites have incorporated a minimum age limit of 13 years old. In addition, tools like parental controls can help to protect children from accessing inappropriate content.
- 3. Asynchronous learning:** independent, offline learning. Learning requirements do not occur in real time. Students can satisfy these requirements on their own schedule, as long as they meet the expected deadlines.
- 4. Blended learning:** an approach that combines face-to-face interactions between students and teachers at school, with technology-supported learning opportunities at home and/or at school.⁶²
- 5. Bullying:** the act of hurting someone either by words or actions on purpose, usually more than once. The person enduring bullying feels bad because of it, and typically has a hard time stopping what is happening to them.⁶³
- 6. Child online protection:** the holistic approach to respond to all potential threats and harms that children and young people may encounter online.
- 7. Cyberbullying:** bullying (*see Bullying*) that occurs online, often through instant messaging, text messages, emails and social networks. Typically, cyberbullies may be the same age as the victims or somewhat older. If the perpetrator is an adult, it is generally called cyber-stalking or cyberharassment.⁶⁴
- 8. Data privacy:** the safe handling of your personal information or details of your identity. It has become a common term because ICT and the Internet have made it easier to collect personal data for marketing purposes.
- 9. Digital pedagogies:** most simply defined, "digital pedagogy is the study of how to teach using digital technologies." Digital pedagogy is an attitude as well as an aptitude, which engages with new technologies as they emerge and looks for their educational applications to positively impact all learners.⁶⁵
- 10. Discrimination:** any distinction, exclusion or restriction made on the basis of a person's sex, gender identity, religion, nationality, ethnicity (culture), race or other personal traits, which has the effect or purpose of harming or invalidating the recognition, enjoyment or exercise of human rights and fundamental freedom.⁶⁶ Discrimination prevents people from doing things that other people can do freely. It can happen in many ways and in many areas of life. It can happen at work, in public, and at school. For example, if a student is not allowed to go to a school because of her or his race, the school is discriminating against that student.⁶⁷
- 11. Empowerment:** the act of increasing the personal, political, social or economic strength of individuals and communities through information, education/awareness, law or social change. Empowerment of women and girls concerns women and girls gaining power and control over their own lives. It involves awareness-raising, building self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality.⁶⁸
- 12. Gender:** refers to the social relationships between women, men, girls and boys that vary from one society to another and at different points in history.⁶⁹ Gender more often refers to cultural and social differences and sometimes encompasses a broader range of identities than the binary of male and female.⁷⁰
- 13. Gender-based violence (GBV):** an umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (i.e. gender) differences between males and females. It includes acts that inflict physical, sexual, or mental harm or suffering, threats of such acts, coercion, and other deprivations of liberty. These acts can occur in public or in private.⁷¹ Gender-based violence describes all forms of violence stemming from gender inequality.^{72; 73}
- 14. Gender equality:** the state of being equal in status, rights and opportunities, without limitations set by stereotypes, gender norms or prejudices.⁷⁴
- 15. Gender equity:** the process of being fair to all genders in distribution of resources and benefits. This involves recognition of historical and existing inequalities, and requires measures to work towards equality of marginalized groups.⁷⁵

16. Gender identity: each person’s deeply felt internal and individual experience of gender, which may or may not correspond with the sex assigned at birth, including the personal sense of the body and other gender expressions, which among other things may include dress, speech and mannerisms.⁷⁶

17. Gender norms: the societal or cultural expectations about how people should behave based on their gender identity. It is linked to what it means to be male or female in a particular society or culture.⁷⁷ Gender norms are ideas about how women, men, girls and boys should be and act. Internalized early in life, gender norms can establish a life cycle of gender socialization and stereotyping.⁷⁸

18. Gender-power relation: ways in which gender shapes the distribution of power at all levels of society.⁷⁹

19. Gender-responsive: identifies and actively addresses different needs of girls and boys, women and men, promoting equal outcomes.⁸⁰

20. Gender-Responsive Digital Pedagogy (GRDP): GRDP is the set of teaching and learning practices that deliberately respond to learners’ specific needs as they engage in remote learning using digital technology. It is about understanding that all learners face different challenges and ensuring all learners (including learners with different backgrounds and abilities) can engage with the digital content in a way that helps them learn while exploring their personal strengths.

21. Gender stereotypes: widely held (flawed) generalizations – such as attributes, characteristics and roles – ascribed to people based on their gender.⁸¹ Gender stereotypes are widely accepted, over simplified and generalized ideas about the way people have to behave or the characteristics they possess based on their gender. Harmful stereotypes perpetuate gender inequalities. Gender stereotyping becomes harmful when it limits a person’s life choices, such as training and professional path, and life plans.⁸²

22. Grooming: a process intended to lure children into sexual behaviour or conversations with or without their knowledge, or a process that involves communication and socialization between the offender and the child in order to make her or him more vulnerable to sexual abuse.⁸³

23. Harassment: unwanted behaviour that someone may find offensive, or which makes them feel intimidated or humiliated. It can happen on its own or alongside other forms of discrimination.⁸⁴

24. Hate speech: language that is more than just harsh words. It can be any form of expression intended

to vilify, humiliate, or incite hatred against a group. Hate speech targets a person or group because of characteristics tied closely to their social identities, like race, religion, ethnicity, gender, sexual orientation, disability status, or sexual identity. It can occur offline or online, or both.⁸⁵

25. High-tech modality: modes of delivery (of instruction) including digital classrooms, video conferencing, apps and other platforms that can be accessed with or without connection using digital technology such as smart-phones, tablets and computers.⁸⁶

26. Inclusive education: the commitment to fulfilling the right of every child to quality education and learning. Focusing on providing children that have traditionally been excluded a real opportunity to learn, an inclusive education system values the unique background and experiences learners bring to the classroom.⁸⁷

27. Inclusive language: a conscious effort to communicate by addressing in a respectful manner boys, girls, children with disabilities, minorities and other gendered identities. It uses vocabulary that avoids exclusion and stereotyping.

28. In-person learning: learning that occurs when students are in the classroom.

29. Intersectionality: the approach that considers the complex relations between different social identities in reference to systems of oppression is known as intersectionality. An intersectional approach seeks to understand the learner in their complexity and not as a singular identity or category (for example gender or disability). Intersectionality is about understanding the barriers faced by the most marginalized and using this knowledge to actively address their challenges.⁸⁸

30. Low-tech modality: modes of delivery (of instruction) including television, radio, SMS, printed material or home visits, that are less reliant on technology, electricity or connectivity.⁸⁹

31. Lesson planning:⁹⁰ advance planning of teaching sessions to defining specific learning objectives normally aligned with an existing curriculum; this includes selection of subject matter, decisions on pedagogical methodologies, and outlining the learning material, classroom or peer interactions and learner-teacher interaction. The plan should be designed to allow for flexibility to adapt lessons to cater to all learners’ needs, strengths, weaknesses and diversity.

32. Learner-centred teaching: a pedagogical approach that gives learners an active role in the teaching process. What is learnt and how it is taught are shaped by the learners’ needs, capacities and interests.⁹¹

33. Online child protection policy: a comprehensive framework of law for promoting a supportive and safer online environment for children and young people.⁹²

34. Peer-to-peer interaction: communication or activities among children of similar age or ability. Peer interaction serves as the foundation for many important aspects of emotional development, such as the development of self-concept, self-esteem and identity. Children learn about themselves during interactions with each other and use this information to form a sense of their own selves – who they are.⁹³

35. Peer-to-peer violence: any form of physical, sexual, emotional or financial abuse, or coercive control exercised between children and within children’s relationships (both intimate and non-intimate), friendships and broader peer associations.⁹⁴

36. Remote learning: learning that students do outside the school, classroom, or other learning centre setting. For example, by learning through radio, television, online or phone-based instruction. This can also be via homework packs prepared by schools, and delivered or picked up by caregivers or students to complete at home.

37. Respect for diversity: acting in ways that show support, care and consideration for the feelings and well-being of those with differences from oneself; differences may include racial or ethnic classifications, age, gender, religion, physical abilities, socioeconomic background, intelligence, physical health, personality or appearance.⁹⁵

38. School-related gender-based violence (SRGBV): any act or threat of sexual, physical or psychological violence occurring in and around schools, perpetrated due to gender norms and stereotypes, and enforced by unequal power dynamics.⁹⁶

39. Sex: is defined to mean the biological differences between women and men⁹⁷.

40. Sexual orientation: refers to a person’s physical, romantic and/or emotional attraction towards other people. Most people have a sexual orientation,

which is part of their identity. Gay men and lesbian women are attracted to individuals of the same sex as themselves. Heterosexual people are attracted to individuals of a different sex from themselves. Bisexual (sometimes shortened to “bi”) people may be attracted to individuals of the same or different sex. Lesbian, gay and bisexual people may have any gender identity or sex characteristics.⁹⁸

41. Sexual harassment: unwelcome sexual advances, requests for sexual favours or other verbal or physical conduct of a sexual nature.⁹⁹

42. Social identities: the different groups or characteristics ascribed to an individual that indicate (in broad terms) who they are. Examples of social identities are race/ethnicity, gender, social class/socioeconomic status, sexual orientation, (dis)abilities, and religion/religious beliefs.¹⁰⁰ Understanding the learner in their complexity and not as a single identity (such as gender, race or abilities). These different identities intersect and determine the learners’ needs.¹⁰¹

43. Synchronous learning: ‘live’ learning, when students and teachers are in the same place at the same time, either virtually or physically. This can include in-person interaction or live, online meetings.

44. Teacher-centred teaching:¹⁰² a teaching system in which most of the course information comes from the instructor. A teacher-centred approach is one where activity and responsibility in the class centres on the teacher.

45. Universal Design for Learning (UDL): the deliberate design of instruction to meet the needs of a diverse mix of learners. UDL consists of three principles: multiple means of representation, multiple means of action and expression, and multiple means of engagement.¹⁰³

46. Vulnerability: a term often used within the human rights field to frame analysis of the ways in which social and economic factors interrelate, disadvantaging and disempowering people – such as for example, poverty and poor health status.¹⁰⁴

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