

Gender and development (GAD) integration in the teaching-learning process at Mainit I District

Riel S. Salamputan

Agusan Colleges, Inc.

Butuan City, Philippines

Email: riel.salamputan@deped.gov.ph

Abstract: This study investigated the integration of Gender and Development (GAD) principles into the teaching-learning process among secondary school educators in Mainit I District. The primary objectives were to assess the extent of GAD integration, determined the relationship between teacher profiles and GAD integration levels, and develop a comprehensive GAD Integration Manual. The research involved a population of 72 secondary school teachers from Mainit National High School, Magpayang National High School, and Paco National High School. Employing cluster sampling, teachers with a minimum of one year of teaching experience and holding permanent positions were selected. Data were collected through a validated, researcher-designed survey questionnaire, ensuring both content validity and reliability (Cronbach's alpha = 0.8816). Results indicate a diverse teacher profile: predominantly mid-career, female, with varied educational attainments and specializations, significant teaching experience, and extensive participation in GAD training. Findings show a high level of GAD integration across structured lessons, visual materials, instructional delivery, assessment and evaluation, and performance tasks. Teachers consistently incorporate GAD principles to promote gender equality and inclusivity. Statistical analysis revealed significant relationships between teacher profile and GAD integration levels. Teachers handling multiple subjects and those with higher academic ranks demonstrated more effective GAD integration, particularly in social studies and literature. Based on these findings, the study proposed a GAD Integration Manual tailored for Mainit I District educators. This manual includes subject-specific strategies, adaptable approaches for all teaching ranks, innovative instructional methods, and guidelines for creating gender-fair materials.

Keywords: Gender and Development, GAD Integration, Secondary Education, Teaching-Learning Process, Inclusive Education

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INTRODUCTION

In the realm of education, the integration of Gender and Development (GAD) principles stands as a critical initiative aimed at advancing gender equality and fostering social justice. Despite concerted global and national efforts to promote GAD in education, persistent challenges impede progress toward achieving educational equity and social inclusion, particularly at the grassroots level.

Education is the bedrock of societal advancement, shaping individual growth and societal progress. Yet, entrenched gender disparities continue to thwart endeavors to attain educational parity. Within Mainit I District, these inequities manifest subtly but pervasively, influencing the dynamics of teaching and learning and perpetuating unequal opportunities across genders. International frameworks such as the Sustainable Development Goals (SDGs) underscore education's pivotal role in promoting gender equality. However, the translation of GAD principles into practice remains a formidable challenge despite mandates like Department of Education (DepEd) Order No. 32, s. 2017, which advocates for integrating GAD perspectives in

education. Persistent barriers, rooted in entrenched patriarchal norms and gender biases, persistently hinder progress (Chikuvadze, 2020).

In Mainit I District, student concerns voiced during a school-wide forum highlighted evident gender biases in classroom interactions and instructional materials. Instances included male students being disproportionately called upon for science and mathematics discussions, while female students were steered toward humanities and arts activities. Textbook reviews revealed skewed representations favoring male figures in historical and scientific achievements, reinforcing traditional gender stereotypes. These practices detrimentally impact students' self-esteem and academic performance, with female students exhibiting diminished confidence in STEM subjects and male students disengaging from perceived 'feminine' subjects.

Recognizing education's transformative potential, it becomes imperative to challenge stereotypes, cultivate inclusive norms, and foster critical consciousness. Education, thus, emerges as a catalyst for societal change and sustainable development. However, fully leveraging this potential necessitates a thorough understanding of the current status of GAD integration in teaching practices (Manalang, 2023).

Against this backdrop, this research endeavors to address existing knowledge gaps by examining the practical integration of GAD principles within the local educational context. By exploring the pervasive impact of gender biases throughout the teaching-learning process, this study aims to provide empirical insights for evidence-based interventions and policy reforms. Through rigorous inquiry, it seeks to contribute substantively to the discourse on GAD integration in education, offering pathways toward fostering more inclusive and equitable educational environments.

The researcher, who is one of the secondary school teachers in Mainit I District of the Division of Surigao del Norte, is interested in determining the extent of Gender and Development (GAD) integration in the teaching-learning process, hence, this study.

Problem Statement

The study endeavored to explore the extent of Gender and Development (GAD) integration in the teaching-learning process among secondary school teachers at Mainit I District.

Specifically, the study sought answers to the following concerns;

1. What is the profile of secondary school teachers?
2. To what extent do secondary school teachers integrate GAD concepts into various aspects of the teaching and learning process?
3. Is there a significant relationship between the profile of secondary school teachers and the level of GAD integration in their teaching practices?

Theoretical framework

This study is anchored in Albert Bandura's Self-Efficacy Theory developed in 1977, which posits that individuals' beliefs in their capabilities influence their motivation, effort, and perseverance in achieving goals or tasks. In the context of integrating Gender and Development (GAD) principles into the teaching-learning process, the theory helps understand teachers' confidence in their ability to incorporate these principles. Teachers' beliefs shape their motivation and engagement with GAD initiatives, with past successes and failures impacting their self-efficacy.

By applying the Self-Efficacy Theory, this study examines how teachers' beliefs about GAD integration affect their engagement with these principles. It aims to assess teachers' confidence, identify factors that influence their self-efficacy, and propose strategies to enhance it.

Understanding these beliefs can inform interventions and support mechanisms to promote more effective GAD integration in education, contributing to broader reform initiatives aimed at gender equality and social justice.

This approach provides a lens to analyze GAD integration dynamics in the teaching-learning process. By examining how self-efficacy beliefs influence teachers' practices, the study offers insights into the challenges and opportunities associated with GAD integration. It highlights the importance of teacher confidence in implementing educational reforms and underscores the need for systemic support to enhance self-efficacy, leading to more equitable and inclusive educational environments.

METHODOLOGY

Research design

This study utilized a descriptive-correlational approach. This approach is a method that combines elements of both descriptive and correlational research, aiming to describe the characteristics of a phenomenon and explore the relationships between different variables. In this study, this design aimed to provide a comprehensive description of the integration of Gender and Development (GAD) principles in the teaching-learning process among secondary school teachers in Mainit I District as it seeks to examine the correlations between various factors, such as the profile of the respondents and the level of integration of GAD concepts, using appropriate statistical treatments to arrive at drawing conclusions.

Locale of study

The setting of this study was at the three component schools within Mainit I District, namely Magpayang National High School, Mainit National High School, and Paco National High School, all falling under the jurisdiction of the Schools Division of Surigao del Norte in the Caraga Region. The said schools were among the schools in the division which had equal access to resources and equity in various opportunities regardless of gender.

Respondents of the study

The study involved a population of 89 secondary school teachers who are distributed in the three secondary schools of Mainit I District. Of this number, 72 teachers each of whom had at least one (1) year of teaching experience and held permanent teaching positions were chosen as the respondents of the study.

Selection and description of respondents

This study employed cluster sampling to select the respondents of the study. The population was divided into clusters based on the three secondary schools within Mainit I District: Mainit National High School, Magpayang National High School, and Paco National High School. This method ensures representation of diverse perspectives and experiences across different schools, enhancing the generalizability of the findings.

Data gathering instruments

This study used a researcher-made survey questionnaire. The survey questionnaire was divided into two parts. The first part was on the demographic characteristics and professional profiles of

secondary school teachers concerning: age, sex, highest educational attainment, specialization/subjects taught, years of teaching experience, academic rank, and participation in any GAD training. The second part consisted of questions and aspects on the extent of secondary school teachers' incorporation of GAD concepts into various aspects of the teaching and learning process, encompassing: structured lessons, visual materials, instructional delivery, assessment and evaluation, and performance tasks, and lastly, on the extent to which Gender and Development (GAD) was integrated into the teaching and learning process.

Data gathering procedure

To ensure respondents fully understood the purpose of the study and could provide accurate answers based on their actual teaching practices, a comprehensive focus group discussion was conducted initially. This discussion aimed to clarify the study's objectives, emphasize the importance of honest and reflective responses, and address any questions or concerns the respondents might have. By fostering a clear understanding of the study's goals, the reliability and validity of the data collected were enhanced.

Following the focus group discussion, structured questionnaires were distributed to the respondents. The questionnaires were designed to capture detailed information on the integration of Gender and Development (GAD) principles in their teaching practices. Respondents were given ample time to complete the questionnaires thoughtfully, ensuring that their responses were considered and accurate reflections of their experiences and practices.

Once the questionnaires were completed, the researcher collected them systematically to ensure all responses were accounted for. The collected data was then meticulously recorded and subjected to rigorous analysis using appropriate statistical methods, allowing the researcher to draw informed and hypothetical conclusions.

Data analysis procedure

After gathering the required data, it was systematically tabulated according to the sections of the survey questionnaire. The weighted mean for each indicator was calculated to identify the most prevalent responses across all parts of the questionnaire. These survey results served as the foundation for developing a Gender and Development (GAD) Integration Manual, addressing the core issues identified. The study employed a comprehensive set of statistical treatments to analyze the data and explore the relationship between teacher profiles and the integration of Gender and Development (GAD) concepts in the teaching and learning process.

First, frequency count and percentage were used to describe the distribution of respondents across key profile variables such as age, sex, highest educational attainment, specialization or subjects taught, years of teaching experience, academic rank, and participation in any GAD training. This provided a clear demographic and professional snapshot of the study participants, setting the foundation for deeper analysis.

Next, the weighted mean was applied to determine the average responses regarding the extent to which GAD concepts were integrated into teaching and learning. This measure helped capture the general level of GAD integration as perceived by the respondents, offering insight into the overall trends and consistency of GAD-related practices in classrooms.

To explore the relationship between specific profile variables and GAD integration, the study used two correlational methods. The point-biserial correlation coefficient was employed to examine the association between binary or categorical variables—such as sex, highest educational attainment, subjects taught, and participation in GAD training—and the level of

GAD integration. This allowed the researchers to determine whether differences in these categorical factors were meaningfully related to variations in GAD practices.

Finally, the Spearman rho correlation coefficient was utilized to analyze the relationship between ordinal or ranked variables—such as age, years of teaching experience, and academic rank—and the level of GAD integration. As a non-parametric test, Spearman rho was well-suited for capturing monotonic relationships, even when the data were not normally distributed.

Overall, these statistical treatments combined descriptive and inferential approaches, enabling the study to provide both a detailed profile of respondents and an analytical understanding of how their characteristics influenced the integration of GAD principles in educational settings.

DISCUSSION OF FINDINGS

Profile of secondary school teachers

This section delves into the demographic and professional profile of the secondary school teachers at Mainit I District in terms of age, sex, highest educational attainment, subjects taught, years of teaching experience, academic rank, and participation in any Gender and Development (GAD) training.

Among the 72 teachers, the majority (41.7%) are aged 30 to 39, representing a group likely characterized by a blend of experience and adaptability. Following this, 30.6% are aged 40 to 49, indicating a significant presence of mid-career professionals who bring substantial institutional knowledge and pedagogical expertise. Teachers aged 20 to 29 make up 15.3% of the sample, offering youthful energy, fresh perspectives, and modern teaching methodologies. Finally, 12.5% of the educators are aged 50 and above, highlighting the commitment of seasoned professionals who provide wisdom, stability, and continuity in the educational landscape.

The sex profile shows a clear gender disparity, with females comprising the majority (68.1%) and males representing only 31.9% of the teaching workforce. This imbalance reflects broader societal trends where teaching is often perceived as a female-dominated profession, raising important considerations about the diversity of role models available to students and the potential influence of gendered career pathways. The underrepresentation of male teachers suggests that societal perceptions of masculinity, combined with recruitment practices or career choices, may shape male participation in the field, warranting further exploration of how gender dynamics affect the teaching profession.

In terms of educational attainment, a notable portion of teachers are master's degree unit earners, signaling strong engagement with ongoing professional development and advanced study. This high level of academic preparation is likely to enhance instructional quality and ensure that teachers remain current with educational innovations. Furthermore, the presence of doctorate degree holders (22.0%) reflects a commitment to scholarly inquiry and positions some teachers for leadership or specialized roles. Meanwhile, the presence of teachers with only baccalaureate degrees (22.2%) contributes to the diversity of educational backgrounds, fostering a multifaceted teaching workforce with varied experiences and perspectives.

The analysis of subjects taught reveals that a majority of teachers (62.5%) specialize in a single subject, emphasizing depth and subject-specific expertise, which can positively impact student mastery. Conversely, the 37.5% who teach multiple subjects demonstrate adaptability and versatility, managing different curricula and instructional approaches that enrich their pedagogical practice through broader experience.

Looking at teaching experience, the largest segment of teachers (43.1%) has been in the profession for 6 to 10 years, representing a mid-career group that has moved past the adjustment phase and developed a strong foundation in classroom management and pedagogy. These teachers not only contribute to instructional stability but also play key roles in mentoring newer colleagues and driving continuous improvement within the school setting.

Regarding academic rank, the data reveal a structure heavily concentrated in entry-level positions, with 40.3% of teachers holding the rank of Teacher I. The presence of 33.3% at Teacher II and 20.8% at Teacher III reflects a progressive but narrow advancement pathway, while the limited numbers at Master Teacher I (4.2%) and Master Teacher II (1.4%) — and none at Master Teacher III — suggest potential barriers to promotion, such as stringent criteria or limited leadership positions, that could affect career progression and professional motivation.

Finally, the findings on Gender and Development (GAD) training participation show that 63.9% of respondents have attended at least one GAD training session. This high level of engagement indicates growing awareness and commitment among teachers to incorporate gender equity principles into their teaching, supporting more inclusive and equitable learning environments.

Overall, the data point to a workforce characterized by gender imbalance, strong academic preparation, varying levels of specialization, solid mid-career representation, hierarchical career advancement structures, and encouraging levels of gender-awareness training. Together, these factors shape the instructional environment and hold implications for both classroom practices and institutional strategies aimed at enhancing educational quality and inclusivity.

Secondary school teachers' in the integration of gad concepts into various aspects of the teaching and learning process

In the lesson design teachers frequently incorporate gender-sensitive examples that reflect the interests and hobbies of all genders ($M = 4.12$), underscoring their commitment to inclusivity and engagement. However, slightly lower attention is given to addressing cross-gender topics in lesson plans ($M = 3.82$), reflecting challenges such as curricular limitations and resource scarcity, especially in traditionally content-heavy subjects like mathematics and science. These results align with Airton and Woolley (2020), Yuden (2020), and Korenius (2018), all of whom emphasize the importance of inclusive lesson planning to foster engagement and equality.

For visual materials (Table 4), teachers excel in using diverse and inclusive examples ($M = 3.88$), ensuring students see themselves represented in classroom visuals. Yet, challenges arise in equal gender representation through colors and shapes ($M = 3.68$), where unconscious biases and limited design resources may lead to unintentional reinforcement of stereotypes. Studies by Scheflan-Katzav (2021), Aguilar-Delavin (2022), and Shallaita et al. (2021) support these findings, highlighting the need for training and resources to promote truly gender-neutral visual designs.

In terms of instructional delivery teachers show very high levels of GAD integration, particularly in ensuring topics are not gender-biased ($M = 4.46$). This reflects a clear commitment to equitable presentation and the creation of supportive classroom climates, consistent with Canuto and Espique (2023) and Tarayo (2021). However, incorporating diverse voices in classroom discussions ($M = 4.32$) presents a slightly greater challenge, likely due to student reluctance, societal norms, or the sensitive nature of gender topics, as noted by Rohde-Abuba et al. (2019).

In the area of assessment and evaluation, the highest achievement is seen in fair point allocation regardless of gender ($M = 4.49$), demonstrating equitable grading practices. However, designing questionnaires that accurately reflect diverse genders ($M = 4.02$) remains a challenge, partly due to persistent gender binaries in assessment tools. These findings are consistent with the work of Bascos et al. (2023), Masangya et al. (2022), and Saygin (2020), who emphasize the need for more nuanced, gender-sensitive assessment methods.

Finally, performance tasks reveal the strongest commitment to GAD principles, with the highest mean observed for providing equal opportunities to all genders ($M = 4.61$), followed closely by incorporating diverse perspectives into content and materials ($M = 4.57$). These excellent ratings reflect deliberate teacher efforts to challenge stereotypes and promote critical thinking, as highlighted by Koç and Aksoy (2018), Peterson et al. (2018), and Viana and O’Boyle (2023). Despite some constraints like time and resources, teachers maintain a strong dedication to inclusive performance-based learning, consistent with the findings of Awang-Hashim et al. (2019) and De Las Penas et al. (2021).

Overall, the consistently high mean scores across all areas—lesson planning, visual materials, instructional delivery, assessment, and performance tasks—demonstrate a commendable and systematic integration of GAD principles in Mainit I District. Teachers’ efforts not only promote gender equity but also contribute to creating inclusive, supportive, and socially responsive learning environments. These findings highlight the importance of continued institutional support, targeted training, and resource allocation to sustain and further strengthen the integration of GAD concepts in educational practices.

Significant relationship between the profile of secondary school teachers and the level of gad integration in their teaching practices

The Point-biserial correlation analysis reveals a significant positive relationship ($r_{pb} = 0.246$, $p = 0.037$) between the number of subjects taught by teachers and their level of GAD integration in structured lessons. This suggests that teachers handling multiple subjects are more likely to incorporate gender-sensitive content and activities into their instructional practices. Such versatility may reflect broader pedagogical flexibility and the ability to adapt GAD perspectives across various domains. Salvador-Garcia (2022) supports this interpretation, emphasizing that teachers who engage in reflective practice across different subject areas are better equipped to embed gender awareness and inclusivity into their lessons. The rejection of the null hypothesis here affirms that subject breadth meaningfully enhances the integration of GAD principles, contributing to more inclusive learning environments.

Employing Spearman rho correlation analysis, the researcher uncovered significant negative relationships between teachers’ academic rank and their integration of GAD concepts, specifically in instructional delivery ($\rho = -0.259$, $p = 0.028$) and performance tasks ($\rho = -0.237$, $p = 0.045$). This means that as academic rank increases, the incorporation of GAD elements in these areas tends to decrease. This trend is likely influenced by the shift in responsibilities that comes with higher rank: senior teachers and department heads often balance administrative tasks, leadership roles, and oversight of curricular standards, leaving them with less direct classroom engagement. As a result, they may have fewer opportunities to implement innovative or gender-inclusive strategies in their teaching. Studies by Farmer et al. (2019), Abasolo et al. (2021), and Malm (2020) reinforce this interpretation, pointing out that junior teachers, by contrast, are often

more flexible, attuned to contemporary pedagogical shifts, and eager to incorporate modern issues like gender diversity into their instructional practices.

Additionally, the negative correlation between academic rank and GAD integration in performance tasks suggests that higher-ranked teachers may face particular difficulties in aligning assessments with GAD principles, partly due to time constraints and partly due to the institutional emphasis on maintaining traditional assessment methods. This aligns with the insights of Argaman (2022) and Green (2021), who argue that hierarchical structures in schools can inhibit innovation, creating barriers for junior teachers attempting to adopt more progressive approaches. Similarly, Chang (2018) highlights how the pressures of educational leadership can limit senior educators' capacity to engage deeply with evolving equity-focused paradigms.

Proposed GAD integration manual

Based on the study's findings, a proposed Gender and Development (GAD) Integration Manual emerges as a vital tool to enhance the consistent and effective incorporation of GAD concepts into teaching practices across secondary schools. The teacher profile analysis reveals a predominantly experienced workforce with varied academic attainments and subject specializations, emphasizing the need for a manual that offers tailored strategies addressing these diverse professional backgrounds. This demographic diversity calls for a flexible, adaptable resource that can resonate with both junior teachers seeking innovation and senior educators navigating leadership roles.

The correlation findings strongly shape the proposed manual's design. The positive relationship between the number of subjects taught and structured lesson planning ($r_{pb} = 0.246$, $p = 0.037$) suggests the need for subject-specific lesson templates that demonstrate how to embed diverse gender perspectives across different disciplines. Providing concrete examples of how GAD principles can be naturally woven into varied subject matter will empower teachers to translate inclusive concepts into actionable practices, no matter the subject they handle.

Conversely, the negative correlations between academic rank and both instructional delivery ($\rho = -0.259$, $p = 0.028$) and performance task integration ($\rho = -0.237$, $p = 0.045$) highlight a critical gap: higher-ranking teachers, often burdened by administrative responsibilities, may have fewer opportunities or less recent exposure to innovative, gender-sensitive pedagogical strategies. Thus, the manual should feature innovative instructional strategies, updated performance task frameworks, and reflective practice tools designed to help senior teachers stay engaged with evolving GAD integration trends, ensuring that leadership roles do not unintentionally distance them from classroom inclusivity efforts.

Supporting this proposal, Korenius (2018) stresses the urgent need for gender-sensitive education toolkits in low- and middle-income countries, noting the scarcity of accessible online resources and the importance of addressing teachers' awareness of gender stereotypes. Korenius identifies essential components for such toolkits: promoting student engagement, fostering gender-sensitive classroom environments, selecting inclusive language and materials, addressing health and maturity topics, and involving families and communities in gender sensitivity efforts. These themes should be comprehensively embedded in the proposed manual to create a holistic approach.

Additionally, Yuden et al. (2020) advocate for gender sensitization and professional development through the use of gender-responsive teaching manuals and in-service training. This highlights the manual's potential not just as a static guide but as a dynamic professional development tool

that can reshape pedagogical practices and cultivate a sustainable culture of inclusivity within schools.

In summary, the proposed GAD Integration Manual should serve as a practical, context-sensitive, and development-oriented resource, offering subject-specific templates, innovative teaching strategies, inclusive performance assessment frameworks, and reflective tools. Designed to meet the needs of both junior and senior teachers, it will support continuous professional growth, promote gender-sensitive education, and foster more equitable, inclusive school environments.

Output of the study: A Gender and Development (GAD) Integration Manual

This Gender and Development (GAD) Integration Manual serves as a comprehensive guide for educators seeking to embed principles of gender equality and inclusivity into every aspect of the teaching-learning process. It begins by contextualizing Gender and Development within the educational sphere, exploring its historical evolution, theoretical foundations, and contemporary relevance. Through an in-depth analysis, educators gain a nuanced understanding of how gender norms, stereotypes, and inequalities intersect with educational practices, shaping learning outcomes and experiences. The manual underscores the transformative potential of GAD integration in challenging societal norms, fostering critical thinking, and empowering learners to become advocates for gender equality.

Central to this manual is an exploration of the multifaceted significance of GAD integration in education. It delves into how GAD principles contribute to the creation of inclusive learning environments, where all learners, irrespective of gender identity, feel valued and respected. By challenging stereotypes, promoting empathy, and fostering a culture of respect for diversity, GAD integration prepares learners to navigate complex social realities and contribute positively to their communities. Through case studies and best practices, educators gain practical insights into the tangible benefits of GAD integration in promoting academic achievement, social-emotional development, and holistic well-being among students.

The manual also elucidates the crucial role of educators in championing GAD integration within educational settings. It outlines the responsibilities of teachers in integrating GAD perspectives into curriculum design, instructional delivery, assessment, and evaluation. By providing concrete strategies and tools for incorporating GAD principles into lesson planning, classroom management, and subject-specific instruction, the manual empowers educators to create transformative learning experiences that challenge stereotypes, promote critical thinking, and foster equitable opportunities for all learners. Through collaborative efforts and sustained commitment to GAD integration, educators can contribute to building a more just, inclusive, and equitable society.

CONCLUSION

In conclusion, the study reveals that secondary school teachers in Mainit I District demonstrate a very satisfactory integration of Gender and Development (GAD) principles across multiple dimensions of the teaching and learning process, including structured lessons, visual materials, instructional delivery, and assessment and evaluation, while achieving an excellent level in the area of performance tasks. This strong integration is shaped by a blend of positive and negative correlations between teachers' profiles and their GAD practices.

The findings show that teachers with graduate-level education and substantial teaching experience possess the content knowledge, pedagogical skills, and professional grounding necessary to embed GAD concepts effectively into their teaching. A significant proportion of teachers having attended GAD training sessions further supports their capacity to apply gender-sensitive approaches within the classroom. This combination of education, experience, and specialized training equips them to create inclusive, equitable learning environments.

However, the study also highlights how specific aspects of teacher profiles influence GAD integration: teaching multiple subjects positively correlates with more robust inclusion of GAD principles in structured lessons, while higher academic rank correlates negatively with integration efforts in instructional delivery and performance tasks. This suggests that as teachers ascend to more senior positions, administrative responsibilities may limit their direct classroom engagement, making it more challenging to maintain hands-on, gender-sensitive practices.

Recognizing these dynamics, the study underscores the need for a proposed GAD Integration Manual as a key resource. This manual would offer teachers practical, subject-specific strategies, innovative instructional approaches, performance task frameworks, and reflective tools to support effective GAD integration, regardless of their specialization or career stage. Ultimately, this resource aims to strengthen teachers' ability to sustain inclusive, gender-responsive educational practices and promote lasting equity in the classroom.

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