

MODULE 5:

Gender-transformative education

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Key messages

- Gender-transformative education aims to create educational environments where a student's gender does not affect the education they receive or their opportunities. It builds on the potential of education to shift norms in society.
- Effective gender-transformative education responds to its particular social and cultural context. It takes an intersectional approach, recognising how different aspects of identity interact with gender to shape a student's experiences.
- Teacher education is a critical entry point that builds teachers' skills and confidence to understand gender norms and stereotypes, and to counter sexism, misogyny and other forms of discrimination.
- In the long term, education systems are more likely to nurture equitable gender norms if different elements (curriculum, teacher education, classroom practice, etc.) are aligned to support that goal. Transformative change can begin with small steps and become more comprehensive over time.
- Gender-transformative education can provoke backlash and resistance. It is essential to safeguard students and teachers and ensure that mitigation plans are in place at both the policy/system and school levels.

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About this module

This module outlines actions that education systems can take to nurture equitable gender norms – often known as implementing a gender-transformative approach. Signalling the varied levels of evidence for each approach, it spans actions from the policy and system levels to the school level, and actions with families and communities. It highlights promising actions in national education policies, curriculum, teaching and learning materials, pedagogy, teacher education, supportive school environments and outreach to families.

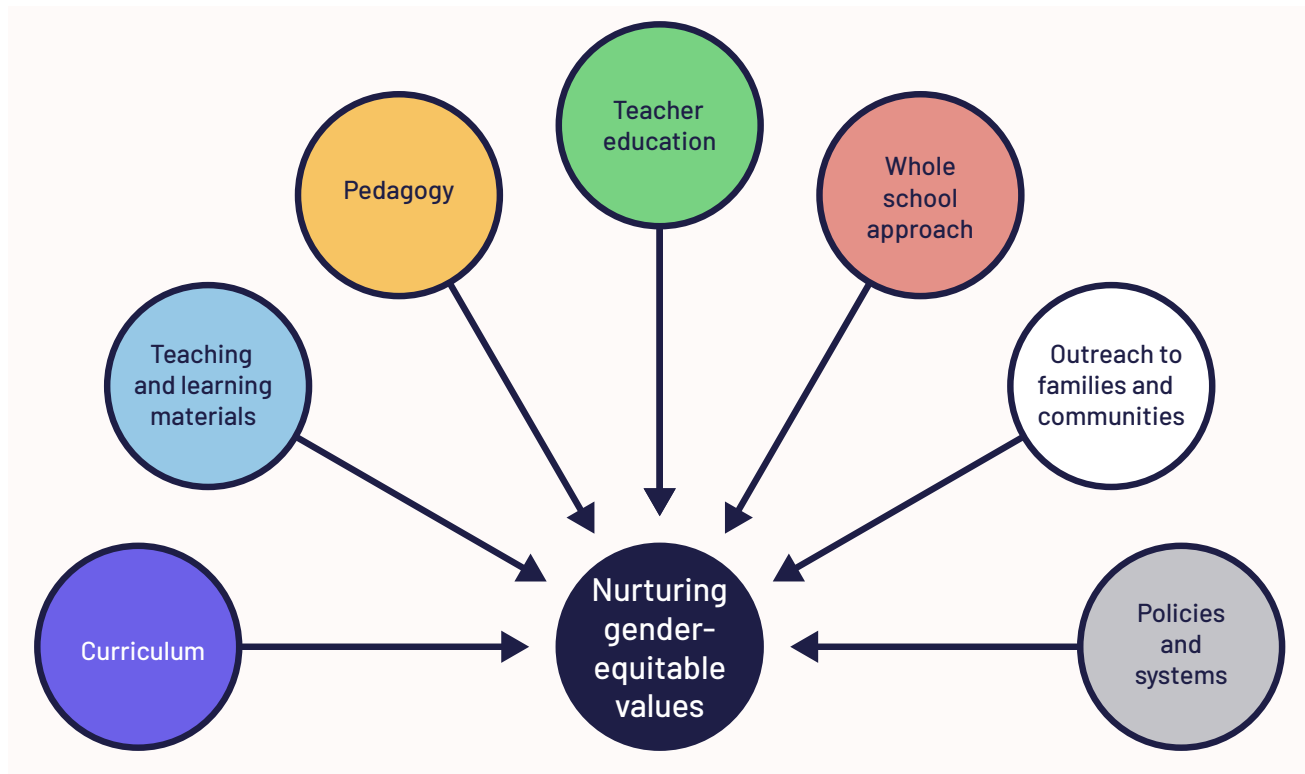
Gender-transformative education aims to create a world where a person's gender does not affect their access to power, resources or opportunities ([UNGEI, 2024](#)).

Key entry points for gender-transformative education

The term 'gender-transformative' education has become widely used in recent years to refer to education that nurtures gender-equal attitudes and behaviour. Also known as gender-equitable education or feminist education, it aims to help create a world where a person's gender does not affect their access to power, resources or opportunities ([UNGEI, 2024](#)). It seeks, therefore, to embed norms that emphasise equality and non-discrimination, shifting individual attitudes while creating structures and systems that uphold these values, backed by a shared commitment to them.

Education systems are much more likely to nurture equitable gender norms if different elements are aligned to support that goal (Figure 5.1). This said, action on any of these elements – whether national-level policy or bottom-up innovation – can help to kick-start supportive policies and initiatives in other parts of an education system. Transformative action need not wait until all elements are aligned.

Figure 5.1: Key entry points to nurture gender-equitable norms through education



Source: Adapted by author from [Marcus et al. \(2024\)](#).

Curriculum

Efforts to nurture gender-equitable norms through education often start with the curriculum and take three main forms:

- discrete gender equality courses and workshops
- the integration of gender equality content into specific subjects, (typically life skills) and approaches (socio-emotional learning)
- mainstreaming across all subjects.

Life skills courses that cover gender equality content tend to include it within relationships and sex education (where this is provided). Socio-emotional learning courses often embed gender, and other forms of equality, within broader learning on critical thinking and empathy.

There are, however, wide variations in the depth of focus and amount of time dedicated to gender equality, and this complicates conclusions about the relative effectiveness of each approach.

Case study: Long-term shifts in men's attitudes to gender equality: evidence from Colombia's high school curriculum



One promising example of integrating gender equality in a broader course – in this case, civics – comes from Colombia. In 1994, the country introduced a compulsory course for high school students on its 1991 Constitution, which includes principles of gender equality. A study of its impact found that men who had taken this course were 2-3 percentage points more supportive of gender equality than those who had not, rising by 8 percentage points for men with female relatives under 18 in their household. This suggests that the impacts of the course were greater among men who were motivated to support the empowerment of younger family members.

Source: [Galindo-Silva and Herrera-Idárraga \(2025\)](#).

Case study: Taaron ki Toli – integrating gender equality into school curricula in India



The Taaron ki Toli (TkT) programme was initially developed in Haryana state, India, in 2013–2014. Facilitators from the originating organisation, Breakthrough, provided a gender equality course, delivered through one 45-minute session every three weeks during school hours. Over a period of two and a half years, Breakthrough-funded facilitators reached 18,000 11–15-year-olds in government schools in four districts. A rigorous evaluation found the programme had contributed to significantly more gender-equitable attitudes and behaviour among both girls and boys ([Dhar et al., 2022](#)).

Subsequently, TkT has been scaled up in the state education systems of Punjab and Odisha, where it is known as Chanan Rishman and Barnali, respectively. Breakthrough worked with both state governments to tailor the original curriculum to the specific needs of each state. In Punjab, it was integrated into the English and Social Science curricula; in Odisha, it was delivered through supplementary textbooks for the first year and has been adapted to cover locally important issues such as child marriage and cyclone relief. The curriculum has also been adopted by private schools.

To support this scale-up, Breakthrough and evaluation partner J-PAL South Asia have worked with state education departments as part of expert technical committees to provide ongoing technical support, monitor the delivery of the curriculum and advise on revisions. In both states, memorandums of understanding outline cooperation arrangements and Breakthrough's role.

Source: [Bedi and Satpathy \(2023\)](#), [Breakthrough \(2023\)](#).

Standalone courses, including life skills curricula, are evaluated more frequently than integrated curricula, perhaps because it is easier to evaluate discrete initiatives. Both types of course show promise ([Marcus et al., 2024](#)). In brief, standalone courses have the potential for greater depth and focus on gender equality but are much harder to sustain than integrated courses.

Evidence is mixed on how far the length of a course matters. There is some evidence that longer courses (spread over two school years) have a greater impact on students' attitudes to various aspects of gender equality, while well-delivered short courses (up to six weeks) have also been shown to have long-lasting impacts ([Marcus et al., 2024](#); [Haberland and LaHote, forthcoming](#)).

There is far less evidence available on mainstreaming gender equality content throughout the curriculum. A study of the Sistema de Aprendizaje Tutorial's approach in Honduras found that it can be effective to embed content that challenges inequitable gender norms across a variety of subjects, as part of building critical thinking skills ([Pacheco-Montoya and Murphy-Graham, 2022](#)). In India, content from Breakthrough's Taaron ki Toli programme has been adapted and mainstreamed into the state English and Social Science curricula in Punjab ([Bedi and Satpathy, 2023](#)). Lessons from the evaluation of this approach will help to fill an evidence gap on the integration of gender equality content across different subjects.

Discussions of gender equality can lead to students surfacing and disclosing experiences of violence, even when this

is not explicitly part of the curriculum. This means that schools need clear safeguarding protocols and pathways to refer students to sources of support, which may include health services, police, helplines and civil society-run programmes for survivors of violence ([UNGEI, 2019](#)).

Teaching and learning materials

As outlined in [Module 2](#), learning materials frequently reinforce gender stereotypes. Revising learning materials is costly, but periodic revisions to align them with updated curricula are opportunities to ensure that materials do more to challenge stereotypes. However, those involved in drafting and approving the materials may need additional gender-awareness training to prevent biases being replicated ([UNESCO, 2020](#)). The rise of digital and artificial intelligence (AI)-generated learning materials raises new risks of reinforcing gender biases and stereotypes ([Hu, 2026](#)). See 'Useful resources' (end of this module) for examples of guidance on eradicating gender stereotypes.

Pedagogy

Gender equality courses, no matter how they are incorporated into the curriculum, are much more likely to nurture norm change if they create space for reflection on existing norms and practices. Experience suggests that courses that ground discussions in students' lived experiences and enable children to open up to new viewpoints and challenge deeply held beliefs are most likely to lead to lasting change ([Sell et al., 2021](#)). This requires skilled facilitation to create safe and accepting environments that recognise that change in beliefs is often a long-term process while also challenging discriminatory views.

Interactive learner-centred approaches can enable reflection on entrenched norms, not least because they are often more fun and can make a memorable change from classes focused on absorbing factual content; some initiatives have also found that including practical student-led projects can be helpful. This is particularly important where learning at school is competing with messages from online influencers that are often presented in a more engaging and youth-oriented way ([Marcus et al., 2024](#)).



Helping students understand gender inequalities as systematic inequalities embedded in all cultures can help avoid the risk of appearing to 'blame' boys for gender inequalities.

Even in crowded and under-resourced schools, it is usually possible to include some more interactive activities, such as pair discussions. Because of the close relationships between learner-centred approaches and norm change, teacher education programmes sometimes build learner-centred pedagogy into modules on gender equality, while gender equality modules may, in turn, feature learner-centred teaching approaches. Courses are most effective when they include specific attention to both issues.

How teachers frame gender equality content also influences its effectiveness. Helping students understand gender inequalities as systematic inequalities that are embedded in all cultures can help to avoid the risk of appearing to 'blame' boys for gender inequalities ([Sahni, 2019](#)). At the same time, effective courses show students that they have the potential to help change

these inequalities and inspire them to do so. Some studies have also found that a mix of gender-segregated sessions and mixed-gender sessions can be helpful in providing space to understand unequal norms and commit to change ([Boost and Rosscornes, 2020](#)). See [Module 6](#) for a more detailed discussion of ways to promote gender-equitable masculinities.

Teacher education

Learning materials are much more likely to stimulate change in norms and stereotypes if teachers themselves align with the values they communicate. Teacher education courses – both in-service and pre-service – are increasingly including training on how to nurture gender equality ([Brussino and McBrien, 2022](#)), which is often known as training in gender-responsive pedagogy (GRP) ([Walsh et al., 2025](#)), or non-sexist education. Elsewhere they form part of modules on equality, diversity and inclusion. This integration with other equality issues can help teachers understand how gender intersects with other inequalities and how gender norms may affect different groups of students differently. A potential risk with such courses is that they do not allocate enough time to understanding the specific dynamics of each inequality.

Box 5.1: What helps teachers to teach for gender equality?

Key initiatives for helping teachers include:

- embedding gender equality content in pre- and in-service training
- courses that give teachers time and space to reflect on gender stereotypes in their society and their own biases ([Sahni, 2019](#); [Mills, 2024](#))
- courses led by specialists who are skilled in responding to the specific needs and circumstances of teachers ([Mills, 2024](#))
- ensuring that training is closely aligned with the curriculum and training materials that teachers will be using ([Nkala, 2026](#))
- including practical strategies to help teachers address gender biases effectively
- supportive school environments (see next section on importance of a whole school approach), and particularly school leadership ([Nabbuye, 2018](#); [Mills, 2024](#))
- sustained peer-led professional support networks and communities of practice that help teachers address practical challenges and maintain commitment to gender-equitable approaches ([Serrano et al., 2024](#)).

Gender equality courses have become much more commonplace components of teacher education since the previous version of this guide was published in 2019, and the volume of evaluation and research on their effectiveness has ballooned. Overall, most studies that have examined how far pre- and in-service gender equality courses increase teachers' knowledge, or their confidence to incorporate principles of gender equality into their teaching, have found that they are effective in both areas. Examples include studies in Chile ([Vidal Velis et al., 2024](#)), Morocco ([Aafaf et al., 2025](#)) and Rwanda ([Mukagiahana et al., 2024](#)).

Fewer studies, however, have examined concrete changes in teachers' practices. One study that did so found training in gender and inclusive pedagogies in Bangladesh, Nepal and Viet Nam increased the likelihood that teachers would use gender-neutral language, monitor gender parity in classroom discussions, and select teaching materials that represent diverse identities ([Zinnah and Ahsan, 2024](#)). Given the gender biases and stereotypes in many learning materials, teacher education can also play an important role in helping teachers to integrate challenges to those stereotypes into their teaching ([Nugroho et al., 2022](#)).

Whole school approaches

Schools are much more likely to nurture gender equality if they adopt a ‘whole school’ approach. This goes beyond what is taught in the classroom and brings all staff and students on board to promote gender-equal values and practices (UNGEI, 2019). Key elements include:

- **supportive school leadership** that endorses gender equality as a key value and leads by example
- ensuring **supportive school procedures and regulations** that are consistent with these values, and sensitising all staff – not only teachers – to uphold and promote gender equality
- creating **supportive environments outside the classroom**, including through displays and extra-curricular activities
- providing **space for student leadership**.

Some definitions also include working with families and communities.

Supportive school leadership. Studies from settings as diverse as Lesotho, Rwanda, Sierra Leone and Uganda highlight that principals and other senior staff play a key role in setting expectations that gender-equitable behaviour is required of all students and staff – from cooks through to guards and finance managers (Marcus et al., 2024). However, school leaders rarely receive training in nurturing gender equality (IDRC, 2024). For example, 70% of school leaders in a study in Afghanistan, Pakistan and Nepal had never participated in any professional development or training on inclusion (Dawadi et al., 2022). Where gender equality courses have been scaled up from pilot initiatives into state or national curriculum, ensuring that school leaders are equipped to support implementation underpins effective roll-out (Marcus et al., 2024).

Supportive school procedures and regulations. A whole school approach to gender equality also means identifying procedures and systems that may reinforce gender inequalities. These can include dress codes that make it harder for girls than boys to be physically active, lack of opportunities for their equal participation in different subjects and sports, and assigning girls and boys gender-specific chores. Examples of change include gender-neutral school

Case study: Developing gender-sensitive school leadership in Jharkhand, India



As part of its multi-level approach to the Gender Equality Movement in Schools (GEMS) curriculum in Jharkhand, International Centre for Research on Women (ICRW) ran a series of training workshops for headteachers and middle-tier education sector officials: block and cluster resource people. These covered topics such as: gender and power, role of schools in reinforcing and ending gender discrimination and violence, and actions that post-holders could take to create an inclusive and responsive learning environment.

A study found that this investment paid off: many participants had played a key role in encouraging teachers to participate and supporting them to implement the overall approach (curriculum plus additional whole school sensitisation activities). In some cases, education leaders’ range of responsibilities limited their active support of the programme.

Source: [ICRW \(2025\)](#).

uniforms in Kerala (India) and Mexico City (Lopez, 2019; Ellis-Petersen and Shaji, 2022). Another key is putting systems in place to respond to gender discrimination or gender-based violence (GBV); the United Nations Girls' Education Initiative (UNGEI) has developed a set of eight minimum standards to effectively prevent and respond to GBV (UNGEI, 2019). Pro-gender equality policies sometimes form part of broader anti-bullying and anti-discrimination policies that mandate respect for others, and that prohibit racism, ableism, casteism, homophobia and other forms of discrimination. In these cases, policies need to be clear, and staff trained to recognise and respond to forms of bullying and discrimination that may intersect. It is vital that all school staff – not only teachers – are sensitised to whole school gender equality approaches and equipped to model gender-equal values and behaviour.

Supportive environments outside the classroom. Visual displays (of posters, motivational slogans, etc.) around school grounds, and songs and other mass activities, are a common way to communicate school values, and to reinforce commitment to gender equality (Rarieya et al., 2025). Extra-curricular activities, such as life skills clubs, gender equality clubs and other clubs (e.g. health clubs, environment clubs), can provide spaces to challenge discriminatory norms and practices (Marcus et al., 2019). They can also increase participants' engagement with school, leading to greater retention and, sometimes, to academic success (Mills, 2024). With smaller numbers of participants than a school class, activities are often more participatory and have a stronger emphasis on boosting participants' confidence, as well as sharing information on health, children's rights, gender equality, and sources of help and support.

Girls often report feeling more empowered and confident through taking part in extra-curricular clubs. Clubs that include boys have also led to greater understanding of gender inequalities, and commitments to (for example) take on more domestic chores. They have also helped to raise boys' awareness of GBV (Hatton and Ridout, 2022; Chuta et al., 2025).

Case study: The Gender Equality Charter Mark



The Gender Equality Charter Mark provides a framework to help schools implement a whole school approach to gender equality, with the aim of contributing to a reduction in gender-based violence and widening students' subject and career choices. The approach has been developed and adapted in seven European countries: Austria, Croatia, Finland, Greece, Hungary, Italy, Poland, Slovakia and the UK. It provides a set of questions in the areas of school leadership, curriculum, school environment, attitudes and relationships, and community engagement. Some example questions designed to stimulate self-reflection in schools include:

- to what extent is Gender Equality (GE) part of the long-term vision of the school/setting? (Leadership)
- to what extent are students involved in non-stereotypical extra-curricular activities? (Curriculum)
- to what extent is GE represented in the physical environment? (Environment)
- to what extent do children/students understand that they have choices in the way they behave and present themselves, and that these should not be restricted according to gender? (Attitudes)
- to what extent do school/setting staff engage families with GE work? (Community)

For full details and example resources see [Gender Equality in Schools website](#).

Because participation is usually voluntary, extra-curricular gender equality clubs tend to reach a relatively small proportion of students, yet their impact can extend beyond immediate participants if they nurture or inspire student leadership and activism ([Marcus et al., 2017](#)). They should always be a complement to formal curriculum content on gender equality rather than the only place where gender equality is discussed.

Space for student leadership. Peers are critical influences on gender norms among children and adolescents. Where schools make space for student-led and peer-peer initiatives, this can help engage some students who are not motivated by more formal teaching. In Eastern Cape, South Africa, for example, [Omojemite and Cishe \(2024\)](#) found that peer education programmes among secondary school students greatly increased their knowledge of gender issues, their awareness of gender-based violence, and their understanding of stereotypes. They also found that peer education initiatives have contributed significantly to fostering a culture of respect and inclusivity among students and have empowered students to advocate for gender equality within and outside their schools. To be effective, however, peer educators need training and mentoring on a rolling basis as one cohort of graduates leaves and is replaced by younger students.

Outreach to families and communities

Outreach to families and wider communities is a vital part of building a supporting environment for gender-transformative education. Outreach to families can also help to explain and reinforce ideas and practices children are learning at school, such as encouraging equal participation in chores. Without this, it is easy for misinformation about the content of gender equality courses and the purpose of gender-equitable school practices to take root.

Experiences from South Africa and India show how effective outreach to families and communities can be in building support for new curricula ([Rutgers, 2021](#); [Kok et al., 2023](#)). Some promising approaches include school-based information meetings, home visits, community dialogues, parents' groups, and parent-teacher associations. Outreach to locally influential actors – politicians, and religious or community leaders – is also important to prevent myths taking hold about what schools are teaching.

Policies and systems

When combined with broader equality policies, sector policies provide a framework and mandate for action to promote gender equality within the education system. Examples include Ethiopia's National Gender Strategy ([CRADLE Training and Research Center, 2024](#)), Sierra Leone's Radical Inclusion policy ([Ministry of Basic and Senior Secondary Education, 2021](#)) and the Philippines Gender-Responsive Basic Education Policy ([Villegas et al., 2025](#)). To be effective, such policies require buy-in at all levels, from central government to district education offices, as well as budget commitments ([Gender at the Centre et al., 2023](#)).



Outreach to locally influential actors – politicians, and religious or community leaders – is also important to prevent myths taking hold about what schools are teaching.

Awareness of such policies among classroom teachers is often associated with increased implementation of actions that promote gender equality, but studies have found awareness to be highly variable (Villegas et al., 2025). As discussed in [Module 2](#), policies that promote gender equality through education and/or recognise and respond to the needs of LGBTQI+ learners often face organised backlash, including litigation, political mobilisation, or administrative stalling, which lead to gender-transformative content being removed or watered down (GPE, 2023; D'Angelo et al., 2024).

Overcoming resistance to gender-transformative education

Gender-transformative education can provoke resistance, organised backlash and violence against teachers and students (Module 2; D'Angelo et al., 2024; Serrano et al., 2024). Planning at both the education policy/system levels and within individual schools must, therefore, include explicit activities to mitigate risk. Some key ways to do this include:

- conducting stakeholder risk assessments before policies or curricula are rolled out
- preparing and protecting teachers
- ensuring that safeguarding/referral pathways are in place and known, for both students and teachers
- phasing the introduction of content so that students have time to digest new ideas before proceeding to content that is more challenging
- communicating transparently with parents and communities
- monitoring for unintended harms and adapting quickly when risks emerge.

Summary

Figure 5.2 provides a reference sheet to help identify the potential to strengthen gender-transformative schooling.

Figure 5.2: Continuum from gender-discriminatory to gender-transformative schools

	Gender discriminatory Inequitable norms are reinforced	Gender neutral Some potential for norm change	Gender transformative Strong potential for norm change
Curriculum	Teachers dismiss or ignore curriculum content on gender equality 	Introduces new knowledge and ideas that underpin more egalitarian gender norms 	Includes additional content on gender equality 
Teaching practices	Teachers reinforce biased norms and stereotypes, consciously or unconsciously 	Standard teaching approaches are assumed to benefit boys and girls equally 	Teachers make sure boys and girls have equal learning opportunities 
Teaching and learning materials	Learning materials reinforce gender stereotypes 	Mixed: some materials reinforce and others challenge gender norms and stereotypes 	Learning materials challenge gender discriminatory norms and stereotypes 
School ethos	Active resistance to gender equality ('against our culture/religion') 	Little or no explicit commitment to gender equality and only ad hoc efforts to promote it 	Strong commitment to gender equality through a 'whole school approach' 
School physical environment	Lack of safe clean toilets; playgrounds largely reserved for boys' games 	May provide safe, clean toilets, but weak commitment to equal use of space 	Provides safe, clean toilets and encourages equal use of school space and facilities 
Approach to misogyny and GBV	Victim-blaming; violent behaviours excused (e.g. 'boys will be boys') 	Action taken when incidents occur but no significant preventive measures 	Not tolerated; significant efforts raise awareness and systems respond to GBV 

Source: Author.

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Tools to promote change in education systems

[Breakthrough \(2024\)](#) - *How can we make our classroom environment gender equitable?* provides practical tips for teachers and schools based on Breakthrough's work in India.

[ECW and Plan International \(2025\)](#) - *Promising practices and enablers for gender transformative EiEPC* is a learning brief that is accompanied by in-depth case studies from Bangladesh, Nigeria, Pakistan, South Sudan and Uganda. It focuses on the potential for gender-transformative education in emergencies and protracted crises.

[Evidence for Gender and Education Resource \(no date\)](#) - The *Global Accountability Dashboard* is a frequently updated site with resources on promoting gender equality in and through education.

[GPE \(2023\)](#) - *Going further together: A partnership approach to gender equality* outlines promising ways to shift embedded social and gender norms to transform education systems.

[GPE, UNGEI and UNICEF \(2017\)](#) - *Guidance for developing gender-responsive education sector plans* is an educational toolkit available in English, French, Spanish and Portuguese.

[Nugroho et al. \(2022\)](#) - *Tackling gender inequality from the early years: strategies for building a gender-transformative pre-primary education system* highlights strategies for building a gender-transformative pre-primary education system. This report, published by UNICEF Innocenti – Global Office of Research and Foresight, sets out a systems perspective for a gender-transformative approach in pre-primary education.

[ShiftEd Alliance \(no date\)](#) - The *Our partners* section of their website provides case studies of promising strategies to shift adolescent gender norms in the classroom and beyond, developed by ShiftEd Alliance (formerly the Accelerator for Shifting Gender Norms through Education). See also ShiftEd library with evaluations, toolkits and other resource materials for nurturing gender equality through education.

[UNESCO/IICBA \(2020\)](#) - *Gender responsive education: toolkit for teachers, teacher educators, school managers and curriculum developers in Africa* aims to inform day-to-day practices and strengthen institutional capacities for gender-responsive education.

[UNESCO Kingston Office \(2026\)](#) - *The road to gender transformative education in the Caribbean: a teacher training module on gender equality* combines clear explanations of key concepts with practical tools and guidance.

[UNGEI \(2023\)](#) - *Learning brief: Ending gender stereotypes in schools – good practices, experiences and lessons learned* brings together examples of promising practices from 12 countries.

[UNICEF \(2022\)](#) - *Gender-responsive digital pedagogies: a guide for educators* introduces key concepts and activities that enable teachers to apply gender-responsive practices when teaching via digital technology.

Guidance on eradicating gender stereotypes from learning materials

[Brussino and McBrien \(2022\)](#) - *Gender stereotypes in education: Policies and practices to address gender stereotyping across OECD education systems* provides examples from varied OECD countries.

[UNESCO \(2009\)](#) - *Promoting gender equality through textbooks* is a methodological guide and is set to be updated and expanded in 2026.

[UNESCO Asia and Pacific Regional Bureau for Education \(no date\)](#) - *Mainstreaming gender equality in curricula and teaching and learning materials* highlights the importance of a gender perspective in the analysis of curricula and teaching and learning materials.

[UNGEI \(2025\)](#) - *Results framework and indicator reference sheet for ending gender stereotypes through schools* is intended for use by practitioners and organisations implementing gender equality programmes in schools.

[USAID \(2016\)](#) - *A guide for strengthening gender equality and inclusiveness in teaching and learning materials* provides examples of inclusive text and images to inspire revision of learning materials. It covers gender equality, freedom from racial stereotyping, and inclusion of people with disabilities, among other issues.

E-learning courses

[UNESCO-IICBA, FAWE and UNICEF \(no date\)](#) - *Gender-responsive pedagogy e-learning course: Parts 1 and 2* are Africa-focused courses (available in English and French) on teaching and learning and ending gender-based violence.

[UNICEF \(no date\)](#) - *Gender-transformative education e-learning course: reimagining education for a more just and inclusive world* is a course on mainstreaming gender transformative education in development and humanitarian programming (available in English, French and Spanish).

[UNICEF \(no date\)](#) - *Preventing school-related gender-based violence (SRGBV)* is an e-learning course that aims to equip participants with knowledge and understanding for addressing school-related gender-based violence.