Gender Responsive Pedagogy

A Teacher's Handbook

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About FAWE

The Forum for African Women Educationalists (FAWE) is a pan-African non-government organization, founded in 1992, whose goal is to increase access, improve retention and enhance the quality of education for girls and women in Africa. FAWE's members are African women ministers of education, permanent secretaries, and university chancellors and vice chancellors who come together to wield their positions and influence in pursuit of FAWE's goal.

FAWE's mission is to work at continental, national and local levels, together with partners, to create positive societal attitudes, policies and practices that promote equity for girls in terms of access, retention, performance and quality by influencing the transformation of education systems in Africa. To put the goal into operation, FAWE has facilitated the establishment of National Chapters in 33 countries across the continent.

FAWE's strategic direction for 2002–2006 calls for action in four key areas:
⊕ Education policy
⊕ Advocacy
⊕ Demonstration interventions
⊕ Replication and mainstreaming

Underpinning these is a renewed focus on capacity building at both regional and national levels. Particular attention is given to developing the skills of National Chapters to influence policy formulation, implementation and monitoring through advocacy, and to demonstrate what works. The ultimate aim is to influence governments to replicate and mainstream such best practices, with an overall emphasis, in line with Education For All goals, on action on the ground. FAWE is supported by a variety of agencies, foundations and other donor partners.

Contents

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About the Handbook

The Teacher's Handbook on Gender Responsive Pedagogy is designed to be a practical guide for making teaching and learning processes gender responsive. Many times teachers are not even aware of situations that are discriminatory on the basis of gender. They may use learning materials that depict only one gender performing certain types of activities or they may make disparaging remarks about the capability or characteristics of either gender. This discourages the students, girls in particular, from participating effectively in the teaching and learning process.

What happens in the teaching and learning processes in the classroom plays a big role in determining how well girls and boys participate in education and whether they stay in school and do well in their studies. Because teachers are central to the teaching and learning processes, their understanding and awareness of gender responsiveness is key to the effective participation of the girls and boys in learning processes.

Gender responsive teachers understand and respond to the specific needs of girls and boys in the teaching and learning processes. They do this by being aware of the special needs of girls and boys such as sexual maturation issues and by encouraging equal participation and involvement of boys and girls in class activities and ensuring equal access to learning materials.

The major obstacle facing teachers today is an apparent lack of gender skills for instruction, yet the ability of the teacher to use gender responsive pedagogy effectively can be strengthened if the teacher is well grounded in gender responsive teaching skills.

The recognition of this gap informed the development of this Handbook. The Teacher's Handbook on Gender Responsive Pedagogy is specifically focused on how to create a gender responsive academic environment. It explores the various ways of making the teaching and learning processes respond to the specific needs of girls and boys.

The Handbook thus contributes to the ongoing debate on how to improve quality in the provision of education. What happens in the teaching and learning processes in the classroom is critical to the quality of education, and true quality cannot be achieved without addressing the gender dimension.

The Handbook is intended to be the teacher's practical guide for making day-to-day teaching more gender responsive. It will assist teachers to acquire deeper insights into gender responsive pedagogy and develop classroom practices that are gender friendly. Specifically the handbook has the following objectives:

⊕ To equip teachers with knowledge, skills and attitudes for gender responsive pedagogy.
⊕ To enable teachers to develop and use gender responsive methodologies that ensure equal participation of both girls and boys in teaching and learning processes.
⊕ To assist school management to mainstream gender issues at the school level.

It is hoped that the handbook will enable teachers to internalize and apply gender responsive teaching practices that respond effectively to the needs of learners, both girls and boys. In the long run, it is expected that this will bear positive fruits in terms of making the school environment friendlier to all learners and closing the gender gap in education.

Teachers at three schools took part in workshops to develop the handbook – the Africa Inland Church (AIC) Kajiado Girls Primary School, Kenya, FAWE Girls Secondary School, Rwanda, and Mgugu Secondary School, Tanzania. All three schools are FAWE Centres of Excellence. The teachers contributed to the development of the handbook by providing examples from their own classroom practice. The handbook was then piloted in the three schools in 2005 and additional lessons incorporated into this final version.

Unit 1: Understanding Gender

Gender is a concept that is widely used and perceived in many quarters to mean "women's issues". In reality, gender refers to socially determined roles and relations between males and females. From the wider picture, the term "gender" refers to a socio cultural classification of women and men. This classification is based on societal norms and values that define the roles men and women should play in society.

☞ Objectives

By the end of this unit, the teacher should:
1. Understand the meaning of gender and related concepts
2. Understand the social construction of gender in society

Gender roles are quite different from sex roles of men and women. Sex roles are purely biological, natural and God-given. They cannot be changed. The man makes the woman pregnant and the woman gives birth to the child and breastfeeds. Gender roles, on the other hand, are determined by the society, which assigns different responsibilities to men and women, e.g., cooking for women and decision-making for men. Gender roles can therefore be changed and vary over time and from community to community. These gender roles are consciously or unconsciously carried into the classroom dynamics by both teachers and students.

Some Fundamental Gender Concepts

A number of related concepts underlie the development of a clear understanding of gender:

⊕ *Gender discrimination:* Denying opportunities and rights or giving preferential treatment to individuals on the basis of their sex.

⊕ *Gender equality:* The elimination of all forms of discrimination based on gender so that girls and women, boys and men have equal opportunities and benefits.

⊕ *Gender equity:* Giving equal treatment to both girls and boys, women and men to access resources and opportunities. In the provision of education it refers to ensuring that girls and boys have equal access to enrolment and other educational opportunities.

⊕ *Gender relations:* Relationships between women and men acquired through the process of socialization in terms of power sharing, decision - making, and division of labour within the household and in the society at large.

⊕ *Gender stereotype:* The constant portrayal, such as in the media, conversation, jokes or books, of women and men occupying social roles according to a traditional gender role or division of labour.

In children's textbooks, for example, women are seen as cleaners, caregivers and nurses, and men are seen as drivers, doctors and leaders. The images reinforce gender roles, which are socially constructed.

⊕ *Social construction:* A process through which a given community assigns, institutionalizes and legitimizes gender roles.

⊕ *Gender mainstreaming:* The consistent integration of gender concerns into the development and implementation of policies, plans, programmes and projects at all levels, including national, community, school and classroom.

⊕ *Feminism:* A theory and social movement that focuses on women's rights and seeks to redress in equalities.

⊕ *Patriarchy:* An ideology and social system that propagates male supremacy or male power and superiority over women as natural and God given. The operating premise is that men are biologically, intellectually and emotionally superior to women. Conversely, women are considered to be weak and dependent on men for protection, guidance, upkeep and general survival. The ideology is institutionalized through active formal and informal systems, backed up by ideas, beliefs, practices and culture – and sometimes force. A patriarchal ideology is the key factor in the structural gender inequality in most of our societies.

⊕ *Gender neutral:* The claim some people make when they want to present themselves as not practising gender-based discrimination. What it often masks, however, is the failure to take gender issues into consideration, and this can translate into discrimination against girls as it fails to pay attention to the distinct and special needs of girls and boys.

⊕ *Gender blindness:* The failure to recognize the differences between males and females and therefore leading to failure to provide for the differences.

⊕ *Gender sensitive:* The ability to recognize gender issues. It is the beginning of gender awareness.

⊕ *Gender awareness:* Implies the ability to identify problems arising from gender inequality and discrimination, even if these are not apparent on the surface.

⊕ *Gender responsiveness:* Refers to taking action to correct gender bias and discrimination so as to ensure gender equality and equity.

⊕ *Empowerment:* The process through which marginalized people such as the poor, minorities, and girls and women become aware of their subordination, and acquire the skills and knowledge they need to analyse and overcome their marginalization.
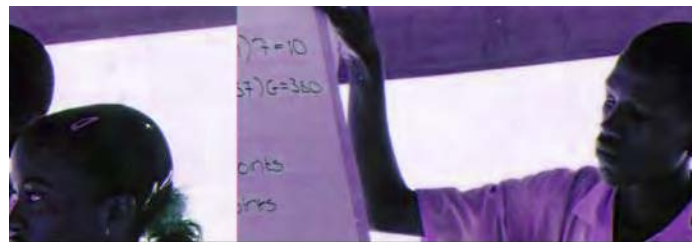
The Social Construction of Gender

Gender is a social construct that is manifested at various levels and reinforced by various structures:

- *Household:* Girls and boys are assigned different roles, rights and benefits. This begins when they are small, and persists through issues of succession and inheritance.

- *Community:* Socially constructed roles are reinforced through differential allocation of roles, rights and privileges. Women and girls cook and serve at community meetings, while men deliberate on issues and make decisions.

- *School:* Teachers treat girls and boys differently, by reinforcing stereotyped gender roles and using texts, curricula and management styles that reinforce gender stereotypes.

- *Religion:* Religion is used to reinforce gender inequalities in society by positioning women in a subordinate status to men. Text in the Christian Bible, for example, saying that wives should submit to their husbands is often used to dominate or even abuse women.

- *Government:* Gender insensitive policies and plans, as well as the absence of women in decision making processes and positions, reinforce gender stereotyped roles, rights and privileges.

- *Media:* The media play a big role in portraying stereotypical images of women and men that reinforce gender inequalities.

All these forces position women in a lower social status compared with men – socially, economically, politically and culturally.

☞ Activities

1.1 Find out information in your school about the following:

- How many women and men are there in the following positions: school board, heads of departments and prefects?
- Is the school head a man or a woman?
- Is the head prefect a girl or a boy?
- How many male students and how many fe male students are there?
- How many female teachers and how many male teachers?

- **Discuss the gender equality implications of this situation.**

1.2 When visitors come to the school who does the following tasks between fe male and male teachers, girls and boys:

- Receiving the visitors
- Cooking and serving
- Giving a brief on the school
- Presenting the visitor with gifts
- Any other activity or situation

- **Discuss the gender equality implications of this situation.**

1.3 What are the specific gender roles in the community surrounding the school. Make a list of the tasks performed by men, by women, by boys and by girls.

- **Discuss if this is a fair distribution of the tasks.**

- **What impact do these have on the education of the girls and boys?**

Unit 2: Background to a Gender Responsive School

The gender inequities pervading society are carried into the school environment. This is evidenced in school processes such as teaching, teacher–student interaction, school management, and the plan and design of the physical infrastructure. Teaching and learning materials, for example, may contain gender stereotypes. Teachers are not always aware of the gender specific needs of both girls and boys. School management systems may not sufficiently address gender constraints such as sexual harassment, and many schools do not have adequate or separate toilets for girls and boys. As a result, the schools do not provide a gender responsive environment for effective teaching and learning to take place.

☞ Objectives

By the end of this unit, the teacher should be able to:
1. Define a "gender responsive school".
2. Demonstrate an understanding of the difference between an ordinary school and a gender responsive school.

A gender responsive school is one in which the academic, social and physical environment and its surrounding community take into account the specific needs of both girls and boys. This implies that the teachers, parents, community leaders and members, and the boys and girls are all aware of and practice gender equality. It also assumes that school management systems, policies and practices recognize and address the gender- or sex-based needs of both girls and boys. In addition, in a gender responsive school the academic delivery, including teaching methodologies, teaching and learning materials, classroom interaction, and management of academic processes, is gender responsive. The students, both girls and boys, are empowered to practice gender equality and to protect the democratic and human rights of both genders. The concept extends right to the physical environment in the school – including buildings, furniture and equipment that are also gender friendly.

What Does It Take to Make a School Gender Responsive?

In order to arrive at such a school, a holistic approach involving various interventions is required. The holistic intervention package can include the following elements:

⊕ Undertaking gender sensitization of parents, community leaders and members, teachers, girls and boys in order to raise their awareness and understanding of the need to support girls' education.

⊕ Training teachers in the skills for making teaching and learning processes responsive to the specific needs of girls and boys.

⊕ Empowering girls with skills for self-confidence, assertiveness, speaking out, decision making

and negotiation in order for them to overcome gender-based constraints to their education.

⊞ Empowering boys with skills to de-link from gender oppressive attitudes and practices such as macho-ism, bullying and sexual affronts and to develop the self-confidence needed to accept gender equality positively.

⊞ Training the school community in the skills necessary to improve their reproductive health and protect themselves against sexually transmitted diseases, particularly HIV/AIDS.

⊞ Training the school community to manage sexual maturation issues of both girls and boys with particular emphasis on menstruation management.

⊞ Training teachers and students in guidance and counselling skills.

⊞ Establishing guidance and counselling desks in order to provide services for the social and psychological development of girls and boys.

⊞ Providing scholarships and support to needy girls and boys to ensure that they do not drop out of school.

⊞ Providing gender responsive infrastructure including:
  ❖ Boarding facilities in case of long distances from school.
  ❖ Separate and adequate toilets for girls and boys.
  ❖ Adequate and clean water and sanitation, especially to enhance menstruation management and the overall health of the school commu-nity.

⊞ Carrying out activities to promote the participation of girls in science, mathematics and technology (SMT) subjects.

⊞ Establishing a gender responsive school management system that ensures gender equality in the governance and operation of the school.

⊞ Undertaking gender training of the school management team, including the school board, parent–teacher association, heads of departments and prefects, in order to raise their awareness on the need to support girls' education.

⊞ Involving the community and other stakeholders in monitoring and taking action to ensure improved enrolment, attendance and performance of girls.

⊞ Establishing a database to track student performance and welfare as well as the levels of gender responsiveness of all aspects of the school

This holistic intervention package specifically addresses the gender responsiveness of the school. However, it can only be effectively applied if the basic standards of an ordinary school are in place.

What Is an Ordinary School?

Every Ministry of Education has its own basic standards for an ordinary school. Generally, an ordinary school is expected to conform to certain basic standards, as itemized below.

Physical Environment
⊞ Adequate infrastructure
  ❖ Classrooms that are adequate for the students.
  ❖ Laboratories for science, technical and ICT subjects.
  ❖ Dormitories (where needed), matron's house and dining facilities.
  ❖ Library.
  ❖ Health facilities (sick bay).
  ❖ Amenities (water, telephone, transport, electricity and sanitation).
  ❖ Teachers' houses.
  ❖ Sport and recreational facilities.
  ❖ Favourable ecological environment.

Academic Environment
⊞ Number of students that matches available facilities and infrastructure.
⊞ Adequate teaching and learning materials.
  ❖ Teachers' guides, textbooks, library books.
  ❖ Science equipment and chemicals.
  ❖ Computers.
⊞ Adequate, qualified and motivated teachers.
⊞ Effective school management systems.
⊞ Functioning code of conduct for teachers
⊞ Teacher and student-friendly school rules and regulations.
⊞ Periodic in-service training for teachers.

Social Environment

⊕ Adequate working conditions for teachers, including salaries, housing and benefits.
⊕ Sports and recreational activities.
⊕ Operational school board and parent–teacher association.
⊕ Community involvement in the school operations.
⊕ Inter-school visits and tours.
⊕ Resource mobilization through grants, income generating projects, etc.

The COE Model

Various models can be used to introduce a gender responsive environment into a school. One such model is the FAWE Centre of Excellence. To-date there are ten FAWE Centres of Excellence in Burkina Faso, The Gambia, Kenya, Namibia, Rwanda, Senegal and Tanzania. These schools are already demonstrating results in terms of transforming an ordinary – and sometimes substandard – school into a gender responsive environment, physically, socially and academically. The box below illustrates the characteristics of the Centres of Excellence

Examples of Gender Responsiveness in FAWE Centres of Excellence

⊕ Girls are empowered to express themselves freely and confidently within and outside school.
⊕ The school community has a good level of gender awareness.
⊕ The teachers apply gender equality principles in the academic processes.
⊕ The school environment encourages girls to bring out their full academic potential in all subjects particularly the sciences.
⊕ The school addresses the issue of needy girls through provision of bursaries.
⊕ Cases of sexual harassment and pregnancies have been drastically reduced.
⊕ Dropout rates are lower.
⊕ The community is actively involved in the school and in supporting girls to enrol and remain in school.
⊕ Gender responsive physical facilities are available – accommodation and boarding facilities, separate toilets, water and sanitation.
⊕ Guidance and counselling services are available.
⊕ Teachers have been trained in skills necessary for gender responsive teaching.
⊕ School management is gender responsive.

For more information, refer to The Gender Responsive School: The FAWE Centre of Excellence Model – A Handbook for Education Practitioners, FAWE, 2005.

✍ Activities

The teacher should undertake a number of activities to assess the level of gender responsiveness of the school.

2.1 Find out the following:
a. How does the school ensure that both girls and boys have equal access to textbooks, library, laboratory?
b. How does the school deal with sexual harassment? How many cases of sexual harassment are reported in a given period? Who was responsible for the sexual harassment? Who was the target?
c. Are there separate and adequate toilets for both boys and girls
d. How many teachers have received training in gender responsive methodologies?
e. What school activities are there to promote the participation of girls in science and maths subjects?
f. What action has the community taken to support girls' education? For example, curbing early marriage, reducing pregnancy rates, reducing household chores for girls, eliminating FGM, monitoring school attendance of girls, monitoring behaviour of teachers.

2.2 Indicate steps that might be taken in each area to improve gender responsiveness.
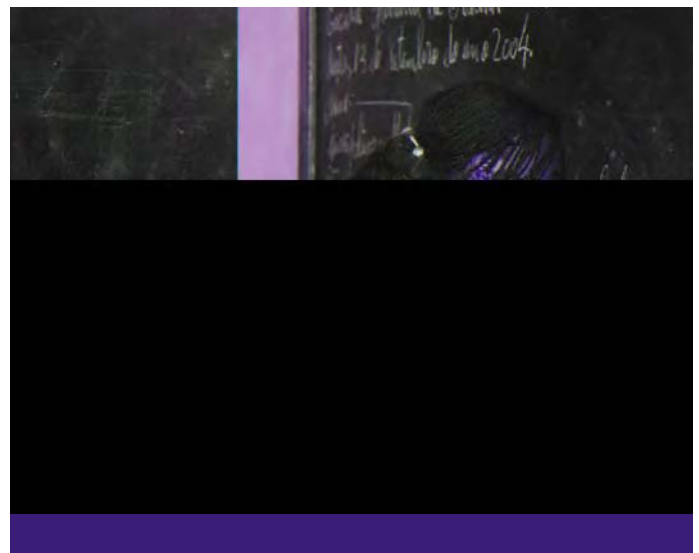
Unit 3: Gender Responsive Pedagogy

Observations of classroom practices show that teaching and learning is largely gender biased. Many teachers apply teaching methodologies that do not give girls and boys equal opportunities to participate. They also use teaching and learning materials that perpetuate gender stereotypes. Consequently, there is an urgent need to introduce gender responsive pedagogy.

☞ Objectives

By the end of this unit, the teacher should be able to:

1. Demonstrate an understanding of what is meant by pedagogy and gender responsive pedagogy.
2. Relate the knowledge, understanding and appreciation of gender and its inter-relationships with classroom teaching and learning processes

Pedagogy as a concept embraces virtually all teaching and learning processes. Within the context of classroom settings, pedagogy is a term that includes what is taught, how teaching takes place and how what is taught is learnt.

Gender responsive pedagogy refers to teaching and learning processes that pay attention to the specific learning needs of girls and boys. Gender responsive pedagogy calls for teachers to take an all encompassing gender approach in the processes of lesson planning, teaching, classroom management and performance evaluation.

Many innovative pedagogical approaches are available and in use, including role plays, group discussions, case studies, skits, demonstrations and study tours. None of these, however, is necessarily inherently gender responsive. Practical science lessons can be exciting for students, for example, but many teachers do not take into account the specific gender needs of girls and boys in planning the lessons. Teachers may not stop to think that socialization and cultural conditioning may leave girls fearful or reluctant to touch some animals or insects that are used as specimens in biology practicals. They may also forget that girls are often not inclined to handle chemicals or electricity since it is considered "dangerous" for them to do so. (Worse, they may belittle the girls for being afraid.) In such a situation boys tend to dominate learning processes to maintain their superiority in the presence of girls.

As another example, consider the typical classroom arrangement – desks lined up in an array of neat rows facing the teacher. This kind of arrangement has been popularized in most teaching institutions and has certain strengths. A big drawback is that it reinforces the traditional socialization processes. Since girls are not brought up to speak out – or rather, are brought up not to speak out – when they sit at the back of the class they are less likely to participate unless the teacher makes a special effort to involve them. A different arrangement such as breaking the class into smaller groups may encourage the girls to participate better.

In many instances, teachers are not aware that the language they use in the classroom reinforces negative gender attitudes. They may use terms and expressions – and tones of voice – that give the impression that girls are not as intelligent as boys, or that girls do not need to perform well because they will just get married.

Often, teaching and learning materials are not scrutinized for gender stereotypes. Many books and teaching aids reinforce attitudes and beliefs that men are superior to women by portraying men in lead roles and women as helpers. Doctors, engineers and pilots are nearly always men, and nurses, cooks and secretaries are nearly always women.

Good teacher–student relationships are emphasized during teacher training, but in actual practice, most teacher–student relationships are not favourable to effective learning. Teachers tend to be authoritarian, even hostile, unapproachable and distant. This makes it difficult for students, especially girls, to seek guidance and assistance from teachers for either academic or personal problems, e.g., sexual maturation issues. It also makes it difficult for teachers to be sensitive to or recognize and respond to the special needs of students.

School management systems normally do not include gender considerations in their design and implementation. School policies and regulations often do not provide for action and sanctions for gender related concerns such as sexual harassment and bullying, which affect both girls and boys. Where such rules exist, they may not be enforced. School facilities do not provide for the special needs of girls and do not avail the means to manage menstrual hygiene like privacy, water, incinerators, sanitary towels and bins.

☞ Activities

The teacher should undertake a number of activities to assess whether the teaching and learning processes and environment in the school are gender responsive.

3.1 At the personal level, answer the following questions:
a. What kind of teaching approaches do you commonly use? Which ones encourage equal participation of boys and girls
b. During your lesson planning, how do you take into account gender issues?
c. What kind of language do you use to encourage girls to perform better?
d. How do you relate to your students both academically and socially?

3.2 Do the same for the tools you use and the wider school environment:
a. How is your classroom arranged? What arrangement could promote better participation of both boys and girls?
b. How gender-responsive are the textbooks you use?
c. How do the school rules and regulations address the special needs of girls and boys? For example, girls' menstrual hygiene or boys' voice breaking.

⊕ **Now that you know about gender issues, what are you going to do to address these concerns?**

Unit 4: Gender Responsive Lesson Planning

Quality in a lesson depends on thorough, effective planning. Lesson planning involves a wide range of decisions – the learning materials to use, methodologies, content, learning activities, language use, classroom interaction, classroom set up, assessment of the learning, etc. Whereas many teachers have the skills to develop good lesson plans, making the plans gender responsive requires a special set of skills and attitudes.

☞ Objectives

By the end of this unit, the teacher should be able to:

1. Demonstrate an understanding of the fundamentals of a gender responsive lesson plan.
2. Draw up a gender responsive lesson plan.

A gender responsive lesson plan takes into consideration the specific needs of girls and boys in all the teaching–learning processes – content, learning materials, methodologies and activities, classroom arrangement, and so on.

The content of the lesson will be determined by the syllabus. Once this is decided, the teacher has to see how the lesson plan takes into account gender considerations in the delivery of this content in the class. Gender responsive lesson planning asks the teacher to do the following:

⊕ *Teaching and learning materials:* Review the teaching and learning materials for gender responsiveness. Does the material contain gender stereotypes? If so, what techniques can be used to address them? Faced with a history textbook that portrays only male heroes, draw up a list of female heroines. If a chemistry textbook portrays only male scientists as inventors, include a discussion of female scientists. Throughout, carefully review the gender responsiveness of the language used in the teaching and learning materials.

⊕ *Teaching methodologies:* Select teaching methodologies that will ensure equal participation of both girls and boys. Some teaching methodologies like group work, group discussions, role play, debates, case studies, explorations and practicals can be very effective in encouraging student participation and will therefore give the girls opportunity to participate more actively. In practice, take care that dominant individuals do not sideline less assertive ones.

⊕ *Learning activities:* The lesson plan should make allowance for all students to participate in the learning activity. When doing a practical science experiment, ensure that both girls and boys have a chance to use the equipment and chemicals. There should also be equal participation in such activities as making presentations. When assigning projects, ensure that both girls and boys are given

leadership positions and roles. Take into account how the learning materials will be distributed equally to both girls and boys, especially in cases of shortages.

⊕ *Classroom set up and interaction:* The lesson plan should consider the classroom set up. Consider how to arrange the classroom and interact with the students in a way that will promote equal participation of both girls and boys. Plan in advance to ask substantive questions to both girls and boys. Think about where to stand, sit or move about the classroom during the lesson.

⊕ *Management of other gender constraints to learning inside the classroom:* Allow time to deal with gender specific problems, if any, such as girls who have missed class due to menstruation, household chores or family responsibilities. Watch for indications of bullying, sexual harassment, adolescent hormonal upheavals, impact of HIV/AIDS, peer pressure, among others.

⊕ *Feedback and assessment:* Make time for adequate feedback from both girls and boys to ensure that both girls and boys have understood the lesson.

See the box for an example of a lesson plan that is gender responsive.

☞ Activities

4.1 Study the sample lesson plan (page 11) and identify at least five aspects that make it gender responsive.

4.2 Develop a gender responsive lesson plan for your subject area.

4.3 Discuss your lesson plan with other teachers in your school for feedback and comments.

4.4 Teach the lesson and assess its effectiveness from a gender perspective.

CLASS: Standard 8
SUBJECT: Mathematics
TOPIC: Volume and Capacity
DATE: 30. 03.2005
TIME: 8:30 am- 9:45 am
STUDENTS: 40 Students – 25 girls and 15 boys

OBJECTIVE:
By the end of the lesson:
1. Pupils should be able to correctly relate
    Cubic centimetres to litres: 1 litre = 1000cm3
    Decilitres to litres: 1 litre = 10dl

REFERENCE:
1. Primary Mathematics Teachers Guide – pages 35–40
2. Pupils book – pages 97–100
3. Learning Mathematics – pages 60–63

LEARNING AIDS:
1. Containers of varying capacities: 1 litre, ½ litre, 200ml, 5 litres and 20 litres
2. Water

METHODOLOGY:
1. Divide pupils into five groups of eight pupils per group (five girls and three boys), three groups headed by girls and two by boys.
2. Ask the students to decide and apply the ground rules for equal participation for both girls and boys.
3. Ensure that both girls and boys speak out and participate actively during the lesson.
4. Ask pupils to say what the units are for measuring milk, water, cooking oil, petrol and kerosene.
5. Encourage pupils in groups to compare the volumes and capacities of different containers by pouring water into them and transferring water from one container to another with boys and girls taking turns to measure.

LESSON STEPS:

Steps	Teacher's activities	Pupils' activities	Indicators to gender responsiveness
1. 10 minutes	Introduce a cube measuring 10cm by 10cm by 10cm.	Find the volume of the cube.	Girls given an opportunity to relate volume to capacity through questions and answer technique.
2. 10 minutes	Elaborate the prefix deci- (a tenth) thus introducing decilitre as a tenth litre.	Outline how many tenths make one whole.	Girls in their respective groups given an opportunity to sample and compare litres to decilitres.
3. 20 minutes	Assign pupils to work on volume and capacity.	Pupils compare volumes and capacity of different containers in respective groups.	Both girls and boys participate as group leaders and members.
4. 15 minutes	Guide pupils through their groups to expound on their findings.	Group secretaries present their findings.	Both girls and boys present their findings.
5. 10 minutes	Ask the students to discuss the day-to-day applications of volume and capacity.	Students discuss: Measuring water while cooking. Measuring milk while cooking. Measuring water while washing. Purchasing kerosene.	Both girls and boys participate in the discussion.
6. 10 minutes	This time is allocated to dealing with any gender specific need that might arise during the lesson.		
	Conclusion: The teacher emphasizes the need for both boys and girls to actively use units of volume and capacity in their day to day lives.		

Lesson Plan developed by Martin Osambula, AIC Kajiado Girls' Primary School, Kenya.

Unit 5: Gender Responsive Teaching and Learning Materials
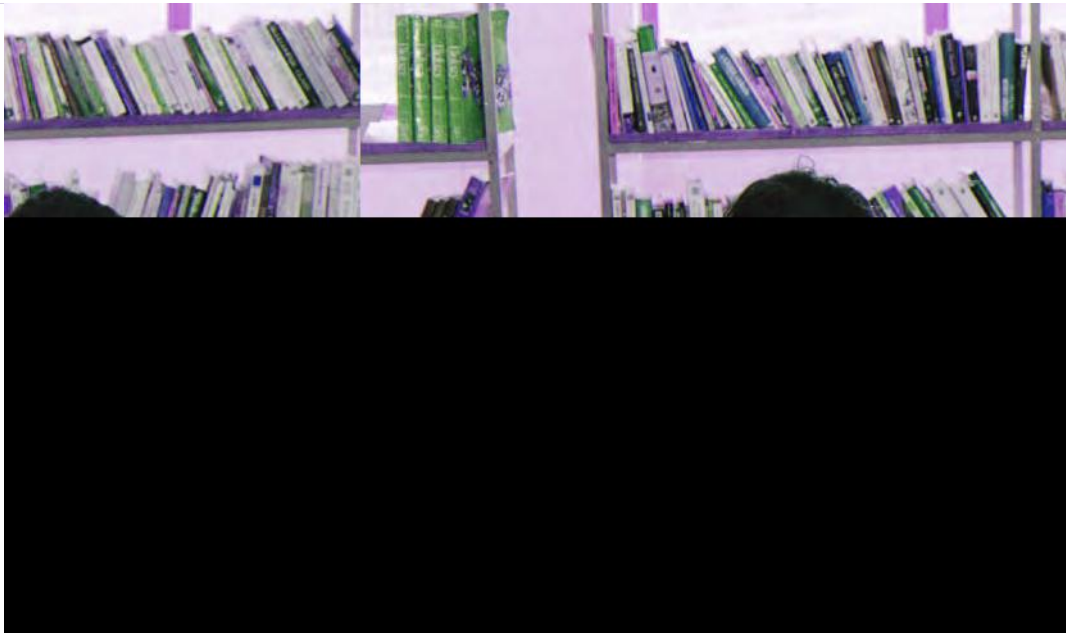
Teaching and learning materials are fundamental to the pedagogical process and are critical for shaping young minds. Yet an examination of textbooks and other learning materials reveals that they implicitly communicate traditional and limited gender roles.

Too often the message of the textbook is that women and girls are weak, passive and submissive. They are mostly depicted in domestic, caregiving and supportive roles. Men, on the contrary, are portrayed as powerful, assertive and intelligent as well as leaders in society. Personality attributes portrayed in textbooks are consistent with traditional societal notions of male superiority and authority. As a result, teaching and learning materials reinforce gender stereotypes. It is therefore important for teachers to be able to review the textbook and other teaching aids for possible gender stereotypes. They should also be able to develop and utilize gender responsive teaching and learning materials.

☞ Objectives

By the end of this unit, the teacher should be able to:
1. Identify gender stereotypes in teaching and learning materials.
2. Develop gender responsive teaching and learning materials.
3. Transform gender biased messages in existing teaching and learning materials into positive content.

An analysis of textbooks from different countries in sub-Saharan Africa shows that there are distinct gender stereotypes. Illustrations in science textbooks, for example, mostly portray only boys as carrying out experiments. Most named characters in textbooks are boys or men. History textbooks generally mention only heroes in liberation struggles, yet it is known that there were also heroines. Moreover, by some fluke in the evolution of the English language, the masculine pronouns in certain usages came to be regarded as applying to both men and women or to human beings generally. Therefore, the pronoun "he" is conspicuous in text and literature books written in English. In civics texts as well, whenever there is reference to top leadership the pronoun "he" is predominantly used.

In view of such challenges, there is an obvious need to review textbooks with to the idea of portraying positive images of women. This would involve changing language use and removing sexist language and illustrations that are damaging to the image of women.

An immediate and complete overhaul and change of textbooks may not be practical since the selection of approved texts is not determined at the school level. Nevertheless, as a first step the existing text can be adapted at classroom level to make it gender responsive. Whenever gender-biased illustrations or examples or statements appear in a textbook, the teacher can

add interpretations and examples to capture gender responsiveness. Teachers can also develop their own gender responsive teaching and learning materials.

An effort should be make to use gender responsive illustrations, charts, pictures and diagrams to fill the gender gap in textbooks. These can also be displayed on classroom walls to give a gender responsive environment.

Examples of gender stereotyping
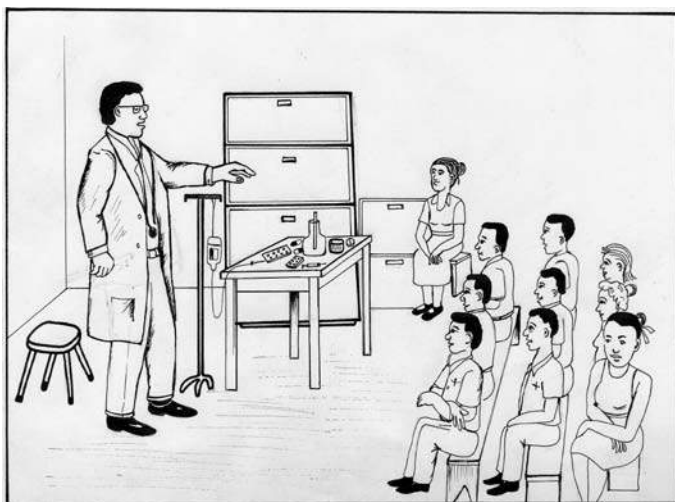
☞ Activities

5.1 Look at the illustrations provided and answer the following questions:
   a.   How many men and how many women do you see?
   b.   What roles are men playing?
   c.   What roles are women playing?
   d.   Are these pictures gender responsive?
   e.   How could the illustrations be improved to be more gender responsive?

5.2 Select one of the textbooks you are using and analyse it for gender stereotypes:
   a.   How many times do women/men, boys/girls appear in the textbook?
   b.   What roles are they playing?
   c.   Could some of the role be reversed?
   d.   In your opinion is the book gender responsive?
   e.   Select one illustration or sample text in the textbook that is not gender responsive and make it gender responsive.

Unit 6: Gender Responsive Language Use in Classrooms

Language is a tool of communication that reveals a lot about what we think and believe and therefore must be used carefully. Inappropriate language use can transmit negative messages and inhibit learning. A boy or girl whose teacher constantly tells them "you are stupid", may actually come to believe this to be true, with potential for a negative impact on academic performance. A teacher's constant use of harsh, abusive and threatening language may instil fear in the students and hinder communication between them. Language can also reinforce gender differences and inequalities and in the classroom often reflects male dominance and relegates females to an inferior position. By contrast, a teacher can enhance students' performance by using encouraging, inclusive language in the classroom.

☞ Objectives

By the end of this unit, the teacher should be able to:
1. Relate the implications of using language that is not gender responsive.
2. Use appropriate gender responsive language in their classroom interaction.

Language use in the classroom that is gender responsive treats boys and girls as equal partners and provides a conducive learning environment for both. Teachers need to re-examine the kind of language they use, to ensure that it is gender responsive.

Gender biases are expressed through language that reveals the belief that girls cannot perform as well as boys, or that boys should not allow themselves to be outperformed by girls academically – or in any other way. Teachers often discourage girls from taking science by telling them that such subjects are for boys or are too difficult for girls. When a girl is assertive, she is told to stop behaving like a boy, and when a boy cries, he is cautioned to stop behaving like a woman.

At a less personal level, teachers should be conscious of gender biases inherent in some languages and make an effort to avoid gender specific pronouns where possible so as not to exclude one gender.

But spoken language is only part of the equation. Much offensive communication is not verbal. An indifferent shrug of the shoulders or rolling of the eyes suggests that the student is too foolish or bothersome to warrant attention. Other gestures and body language, such as winking, touching, brushing, grabbing and other moves may be overtly sexual. This type of communication may go unnoticed by others for a long time, but it can be extremely damaging to classroom participation to

the one at whom the communication is targeted. It is also difficult for the victim to take action to stop it because there is often no tangible evidence. Most sexual harassment occurs and escalates in this way.

☞ Activities

6.1 **Analyse the gender responsiveness of language use in classroom interactions by doing the following:**
   a.   In collaboration with the students, identify terms that are used to refer to girls and to boys. Discuss whether these terms are negative or positive and what is the impact of their use on the boys and girls.
   b.   In collaboration with the students, identify the non-verbal communication among students and between teachers and students. Discuss whether the communication is negative or positive and the impact of its use on girls and boys.

6.2 **Analyse the language used in the teaching and learning materials you are using. From a gender perspective, is any of it negative? If so, how are you going to change it?**

Unit 7: Gender Responsive Classroom Set Ups

How the classroom is arranged can contribute positively or negatively to teaching and learning processes. Some schools put a lot of effort into creating orderly learning environments, from the layout of the furniture in the classroom or laboratory and the use of walls for illustrations, to the quality of chairs and desks as well as the overall physical infrastructure.

Other schools seem to find it difficult to address the issue of classroom set up, particularly when classes are large. It is important for teachers (and school managers) to understand how the configuration and maintenance of learning spaces affects the quality and gender responsiveness of the education provided therein.

☞ Objectives

By the end of this unit, the teacher should be able to:
1. Demonstrate an understanding of the importance of a gender responsive classroom set up.
2. Organize a classroom to be gender responsive.

A gender responsive classroom set up responds to the specific needs of both boys and girls. This approach considers the following:
⊕ Classroom set up that mixes girls and boys.
⊕ Classroom set up that enhances participation of both girls and boys.
⊕ Arrangement of the desks that encourages girls to speak out and overcome their shyness.
⊕ Stools in laboratories that are appropriate in size and shape thus enabling effective participation of both girls and boys.
⊕ Fixtures and visual aids on the walls that send gender responsive messages.
⊕ Appropriate shelf heights in the libraries.
⊕ Appropriate size, shape and weight of desks and chairs.

Many schools do not have adequate or appropriate infrastructure and furniture. These constrain the teachers' ability to organize the classroom set up for effective learning. An overcrowded classroom makes it difficult to organize seating arrangements that can enhance child-centred learning. Additionally, teachers may have no say about what type of furniture is found in the school. Despite these limitations, an innovative teacher should still be able to organize the classroom set up in such a way that it is conducive to learning.

Classroom organization must go a step further, however, and pay due attention to the gender responsiveness of the classroom set up. As mentioned earlier, many girls are socialized not to speak out. Seating arrangements that place them at the back or in corners reinforce this tendency, which in turn leads to poor performance. Thus the typical traditional seating layout, with desks arranged neat rows facing the teacher, does not encourage student-centred learning environment, which is the most appropriate for enhancing active student participation – particularly by girls. Or, high stools in science laboratories can constrain girls' participation in science practicals, especially if their uniform is fitted skirts.

☞ Activities

7.1 Observe the classroom set up in terms of the following characteristics:
- Size and shape of desks and chairs
- Arrangement of desks
- Wall space and fixtures
- Height of shelves
- Seating positions in terms of where girls and boys sit
- Height of the stools in the laboratory

7.2 Are all of the above gender responsive? If not, what can you do to make them gender responsive?
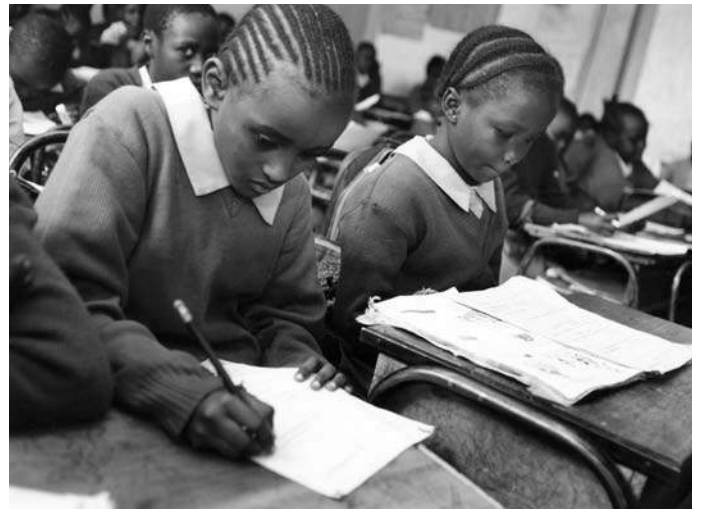
Unit 8: Gender Responsive Classroom Interaction

Classroom interaction is another important element in the pedagogical process. Students are not little robots, they are also boys and girls with gender specific needs. Especially as they mature, their gender roles and relations (and often sex roles and relationships) have an increasing impact on classroom interactions. The teacher must recognize that this is where such matters as sexual experimentation, sexual harassment, male domination and female passivity come into play. It is therefore important to create and enforce a conducive learning environment through classroom interaction that is gender responsive, age specific and respectful.

☞ Objectives

By the end of this unit, the teacher should be able to:
1. Discuss the dynamics of gender responsive classroom interaction.
2. Ensure gender responsive interaction in the classroom.
3. Eliminate inappropriate behaviour that may interfere with gender responsive classroom interaction.

Reconsidering Classroom Dynamics

There are many dynamics in classroom interaction that have an impact on teaching and learning processes. Among these are the following:
- Content delivery by the teacher (competence, mastery, knowledge of the subject, innovation).
- Teacher–student interaction.
- Student–student interaction.
- Teacher presentation (dress, physical appearance, gestures, walking style).
- Student presentation (dress/uniform, physical appearance, walking/sitting style, gestures).
- Student behaviour (bullying, arrogance, shyness, teasing).
- Teacher behaviour (harshness/empathy, arrogance/confidence, lateness/punctuality, drunkenness/propriety).
- Teacher and student morale (commitment, motivation).

All these dynamics are critical to the success or failure of teaching and learning processes. They are doubly important in considerations of gender responsive classroom interaction.

Content Delivery by the Teacher

By this stage, the teacher has already prepared a gender responsive lesson plan (Unit 4), has reviewed teaching and learning materials for gender responsiveness (unit

5), and is aware of gender responsive language (Unit 6). The classroom set up has been organized to be more gender responsive (Unit 7). What is now required is to deliver the content in a gender responsive manner.

The following are some of the common teaching methodologies used:
- ⊕ Participatory methods
  - ❖ Role play
  - ❖ Demonstration
  - ❖ Discovery
  - ❖ Discussion
  - ❖ Experimentation
- ⊕ Expository methods
  - ❖ Lecture
  - ❖ Story telling
  - ❖ Use of resource persons

As noted earlier, however, these methods are not necessarily gender responsive in and of themselves. So, how does the teacher make such teaching methodologies gender responsive? The box on page 21 contains numerous examples for a selection of methodologies.

Teacher Presentation

A teacher's personal appearance and mannerisms have a major impact on the teaching and learning processes. The teacher who is too shabbily or too flashily dressed, unkempt or untidy, tired, bored and uninterested, or provocative in manner is not likely to be a good role model. Not only will a teacher who comes to class drunk lose students' confidence, trust and respect, the condition may lead to acts of sexual harassment. The learning outcomes are apt to be negatively affected.

Student Presentation

Just as poor teacher presentation interferes with learning, so does poor presentation on the part of student. Evidence of poor presentation includes: uninspired walking, untidiness, absentmindedness, signs of dejection. Some students will display arrogance or destructive behaviour, and others may adopt sexually provocative dressing, walking and sitting styles. The teacher should take this into account and take note of the signals being sent out by the students.

Teacher–Student Interaction

Each girl and boy brings to the classroom a different set of personality traits, learning abilities, histories and dreams. Recognizing the students' individuality will be useful in accomplishing gender responsive classroom relationships. By taking time to understand students as boys and girls with diverse differences, teachers can be better placed to give thoughtful attention to students' work. This is an essential step towards classroom rapport and includes focus on the following areas:

- ⊕ *Addressing specific needs of students:* Look for such characteristics as shyness, arrogance, distraction and lack of confidence. Take into account that some students are slow learners, some are gifted and most are better in some areas than others. But it is necessary to go beyond academic ability. Bear in mind that some learners come from disadvantaged situations – orphans, displaced, the very poor.

Watch out for the gender specific needs of students: girls who are having problems because they are going through their menstrual cycle. Boys who are embarrassed to speak out in class because their voices crack, and girls who are afraid of speaking out because of their cultural background. Girls and boys alike who may have been sexually abused or molested.

- ⊕ *Feedback:* Classroom interaction is a two-way process involving the teacher and the learner. The teacher teaches and the student is expected to respond. It is important for the teacher to ensure that the students are learning. Teachers should therefore endeavour to create an environment where they can receive feedback from the students to confirm that learning is taking place. The teacher should encourage – and be willing to accept – feedback from the students in order to improve the teaching and learning process. If the teacher is male, it may be particularly difficult for girls to give feedback, as they may be socialized not to ask questions of a man or answer back. The teachers need to help the students to recognize that it is normal not to understand at times and that therefore it is important for them to ask questions.

Enhance classroom participation by ensuring that both girls and boys answer questions. Allow the students enough time to answer or ask questions and do not interrupt them mid-way. This implies the development and practice of patience and good listening skills. Such skills are especially important when dealing with female students who may need more time to express themselves, as they may not be used to speaking out in public.

⊕ *Establishing rapport with students:* Learning is more likely to take place in a harmonious classroom, with good rapport between teacher and students and among students. Establishing rapport between male teachers and female students can be a tricky issue, however. The socialization process generally maintains a distance between males and females. Professional conduct demands that such distance be respected. To avoid being misunderstood, some teachers therefore assume a demeanour of aloofness even in classroom interaction; carried to an extreme, this

> *"Eliminate your own use of gender insulting language, ban its use by your students, and speak up when fellow teachers and other adults speak this way."*

can be detrimental to the academic performance of both boys and girls. On the other hand, teachers have been known to break the trust inherent in their position, as evidenced by the many reported cases of sexual harassment of students by teachers. It is often necessary to make a deliberate and conscious effort to strike a balance between being over-aloof and over-friendly in order to build and nurture the rapport necessary for effective teaching and learning to take place.

⊕ *Gender-based distractions in the classroom:* Negative gender based behaviour by both teacher and students can be distractive to the teaching and learning process. The examples are numerous – boys bullying girls, bigger students both boys and girls bullying smaller ones, teasing, abusive language and gestures, sexual advances, touching and groping, passing notes, unkind graffiti. Teachers need to find ways of making their classroom interaction conducive to learning by eliminating this kind of behaviour.

⊕ *Anti-social and deviant behaviour:* Classroom dynamics are also affected by forces arising outside the classroom, including drug abuse, alcoholism, domestic violence, lesbianism/homosexuality, religious fundamentalism, fanaticism, occultism, demonic practices and witchcraft. Gangs, vandalism, mass hysteria and similar deviant behaviour are others. All these issues can have a negative impact on the teaching and learning processes. Teachers therefore should be aware that some of their students are affected by these issues.

Owing to the socialization processes, girls tend to be more vulnerable to being targets to join in activities such as religious fundamentalism and mass hysteria. Boys tend to be targets for gangs, alcoholism and drug abuse. Neither gender is immune to any of these influences, however, and in all such issues the impact is different on girls and on boys. For girls, apart from its other negative impacts, alcohol and drug abuse can lead to other dire consequences such as rape and early pregnancy. For boys and girls both, HIV infection is often associated with the sort of unplanned sexual encounters that may arise with alcohol and drug abuse..

The teacher needs to be able to identify the signs of deviant or anti-social behaviour in order to take preventive action. The school also needs to have an early warning system for these issues and address them before they rise to unmanageable proportions.

☞ Activities

8.1: Addressing specific needs of students:
  a. What kind of gender specific needs of students have you noticed in your class in the current school term?
  b. How did you address them?
  c. Were you successful? Would you now do it differently?

8.2: Feedback:
  a. What mechanism do you use to get feedback from your students?
  b. Do you use different mechanisms for getting feedback from boys? From girls?
  c. Discuss with your students how you can get better feedback from them.

8.3: Establishing rapport with students:
  a. Introduce ice-breakers related to the subject matter and take part in the game with the students. To demonstrate the concept of "action and reaction" in physics, for example, join a team in the game "tug-of-war".
  b. Use other methods such as role plays, skits, songs and dances, which are generally more conducive to interaction than lecturing.
  c. Break the class into groups and then join in the various group discussions. This will

help build a closer rapport even with students who are shy, and particularly girls who are not socialized to speak out. Select topics that are simple and interesting and related to the everyday lives of both girls and boys. Move from group to group to indicate an interest in all the students.

d. Assign an exercise to help students to speak out and allow them to choose and present their own topics, e.g., a memorable life experience. Without obviously singling out or embarrassing them, deliberately focus on those who are shy, give them an opportunity to present and encourage them to speak out. Participate by asking leading questions to encourage discussion and giving examples from own experience if appropriate.

8.4: Gender-based distractions in the classroom:

a. Discuss with your students the forms of gender based distractive behaviour that take place in your class. (You may not even be aware of it!) Discuss and find strategies and ways of eliminating such behaviour and making your classes gender-distractive-behaviour-free zones.

b. Agree with the class to put up a poster "Gender-Distractive-Behaviour-Free Zone" in your classroom. This campaign can be extended to the whole school.

8.5: Anti-social and deviant behaviour:

a. Discuss with the students the kind of forces that may be operating in the school that could lead to this kind of behaviour. What are the manifestations of these issues in the school?

b. Discuss with the students what strategies can be used to eliminate such deviant behaviour.

How to Make Methodologies Gender Responsive	
Methodology	**Action**
Question and answer method	⊕ Give equal chances to both girls and boys to answer questions. ⊕ Extend positive reinforcement to both girls and boys. ⊕ Allow sufficient time for students to answer questions, especially girls who may be shy or afraid to speak out. ⊕ Assign exercises that encourage students, especially girls, to speak out. ⊕ Distribute questions to all the class and ensure that each student participates. ⊕ Phrase questions to reflect gender representation – use names of both men and women, use both male and female characters .
Group discussion	⊕ Ensure that groups are mixed (both boys and girls). ⊕ Ensure that everyone has the opportunity to talk and to lead the discussion. ⊕ Ensure that group leaders are both boys and girls. ⊕ Encourage both girls and boys to present the results. ⊕ Ensure that both girls and boys record the proceedings. ⊕ Ensure that groups consist of girls and boys of different academic ability. ⊕ Ensure that the topic of the group discussion takes gender into account – include both male and female heroes in a history class, both men and women in a discussion on leadership.
Demonstration: Dissection in a biology practical lesson	⊕ Make sure that the groups are mixed (boys and girls). ⊕ Use different techniques to assure the students that is it all right to touch the specimens and deal with any fear that may be expressed or apparent. ⊕ Encourage girls to touch the specimens, without making them feel foolish or belittled. ⊕ Make sure that each student has an opportunity to work with the specimen. ⊕ Make sure that the boys do not dominate the execution of the experiment. ⊕ Ensure that girls are not relegated to simply recording how the dissection is done, but actually participate. ⊕ Make an effort to connect what is happening in the class to what happens in every day life – relating the dissection of a frog to cutting up a chicken or fish in the kitchen.

Unit 9: Gender Responsive Management of Sexual Maturation
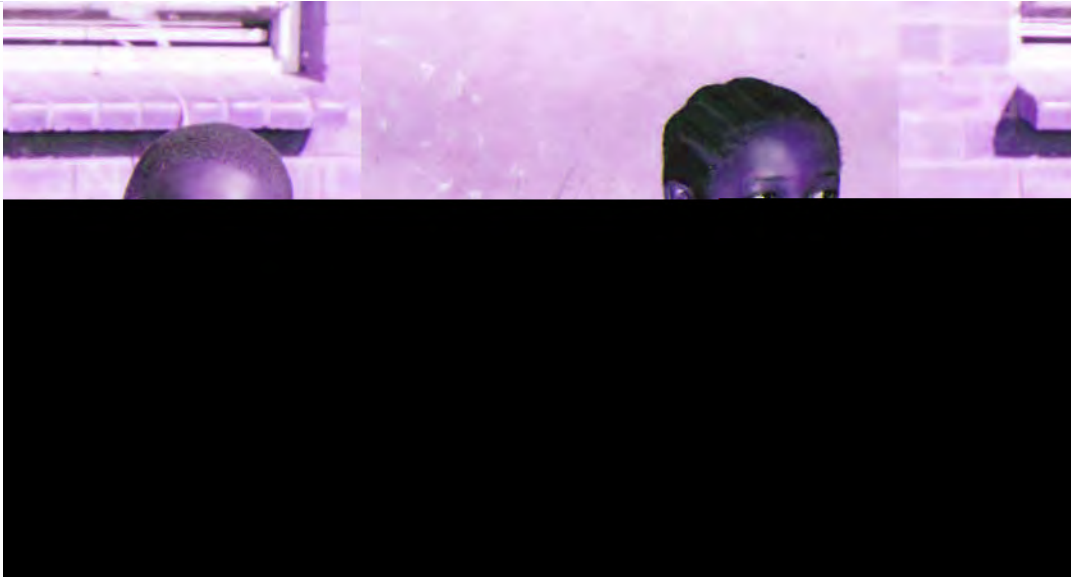
Sexual maturation is the normal process of growing up, characterized by physical and emotional changes. The rapid body changes that accompany maturation in both boys and girls may be so distracting that they interfere with learning. Both girls and boys become self-conscious of their bodies and this has an impact on their self-esteem. Moreover, much of the deviant behaviour among boys and girls discussed in Unit 8 becomes more pronounced at this time, as their body and hormonal changes become more evident. Teachers therefore need to be sensitive and offer appropriate counsel to students both girls and boys.

☞ Objectives

By the end of this unit, the teacher should be able to:
1. Demonstrate knowledge and understanding of the sexual maturation issues related to both girls and boys.
2. Take appropriate action to address the issues associated with sexual maturation as they affect classroom interaction.

The issue of sexual maturation should be carefully examined within the context of teaching and learning processes, as it will affect learning outcomes. For most young girls the monthly menstrual period produces physical pain and discomfort, as well as fear of ridicule and staining their dresses. There are also those girls who are too poor to afford sanitary pads and who therefore miss school altogether when they are menstruating. The rate of absenteeism among girls for this reason has been found to be high, as many as three days each month, which amounts to about 30 lessons of one subject per year. Yet the girls are still expected to sit for the same exams as their classmates. The teacher is expected to take remedial measures to assist such girls to catch up with their classmates.

Often schools do not have adequate and appropriate sanitary facilities – water, sanitary bins, emergency sanitary wear. Many girls from poor socio-economic backgrounds will come to school inadequately equipped with sanitary towels. This will obviously affect their classroom concentration.

As boys go through maturation changes, they also go through similar motions of lack of concentration, short attention span and day-dreaming during class sessions. Boys, too, become conscious of their bodies as they mature. Their voices break, their faces break out, they experience wet dreams and unexpected erections. They may "outgrow themselves" – becoming so

suddenly tall and muscular they are embarrassingly awkward. These physical changes make them self-conscious and they too become affected in class. Boys also tend to become aggressive because of pressure from their peers and the society.

In the African cultural context, both girls and boys often have to go through initiation rites that also encourage them to behave in certain ways to show their maturity.
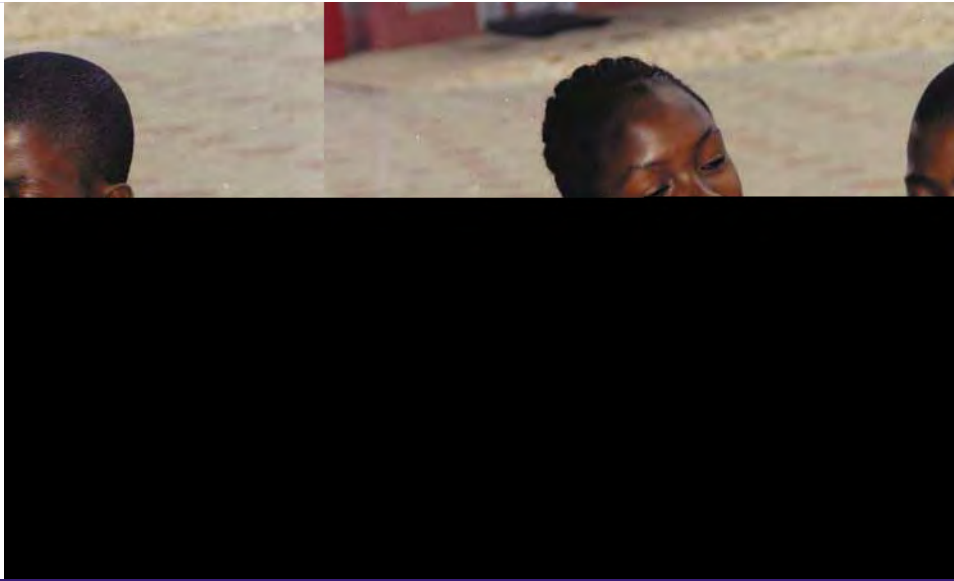
✎ **Activities**

Discuss with the students what their experiences and difficulties are in relation to their sexual maturation.

9.1 How can you as a teacher address the maturation issues of both boys and girls during classroom interaction?

9.2 How do you as a teacher respond to the issue of girls who miss classes during their menstrual cycle?
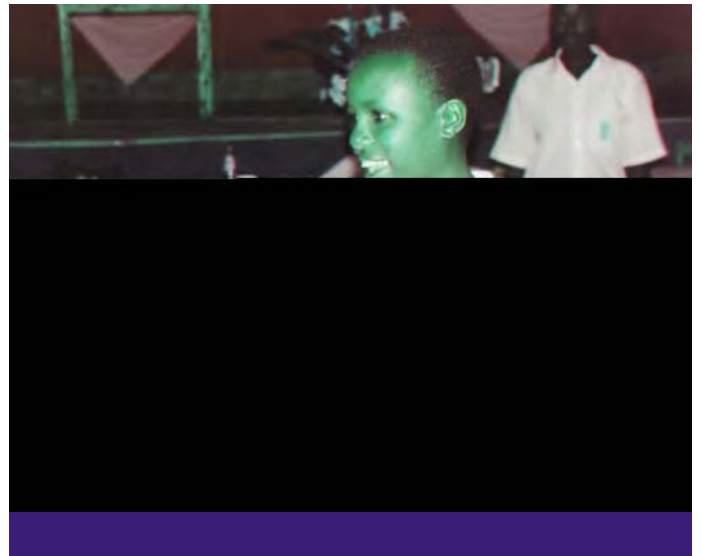
Unit 10:Sexual Harassment

Sexual harassment is an unfortunate, often damaging, experience that girls and boys face daily in their school lives. Quite apart from the ultimate forced sexual act, sexual harassment includes abusive language and gestures, sexual advances, touching and groping, passing unwanted notes, and character assassination through graffiti. The victims are often times silent sufferers, particularly when they are in the same school environment with the perpetrators. Sexual harassment harms both boys and girls physically, psychologically and emotionally. It embarrasses, humiliates and shames the victims.

☞ Objectives

By the end of this unit the teacher should be able to:
1. Demonstrate knowledge and understanding of sexual harassment issues and practices within and outside the classroom.
2. Take action to eliminate all forms of sexual harassment.

Because of the negative attitudes and practices in the African cultural set up, such as forced marriage, abduction and considering women as sexual objects, sexual harassment is unfortunately viewed as part of normal practice and is therefore widely tolerated.

Girls are particularly vulnerable, rendering them susceptible to early pregnancy and STI and HIV infection, which leads to poor performance, stigmatization, dropping out of school and possibly death. There is a lot of pressure on boys, as well, culturally and from their peers, to engage in sexual practices in order to prove their manhood. Because they are "men", the society expects them to handle such pressures. There are therefore no mechanisms to assist boys to deal with such pressures.

Teachers, like other members of society, carry the values and attitudes of their society into the classroom. Teachers themselves are frequently the perpetrators of sexual harassment in the schools. Yet sexual harassment has far reaching implications for the teaching and learning processes. Consider a girl who has just been sexually harassed by a male teacher now sitting in class taught by the same teacher. Such a girl will be traumatized and unable to concentrate on her studies. The presence of the perpetrator will elicit anger, fear and resentment that may hinder learning.

Most education systems do not adequately address the issue of sexual harassment in teacher training. Therefore teachers do not have the necessary skills to detect and handle sexual harassment in the classroom, or even to recognize its impact on teaching and learning. In addition, in case they are the perpetrators, the teachers are not willing to stop the practice.

Teachers must create a conducive classroom environment that is free of all forms of sexual harassment. This starts with the teachers themselves as educators exercising sexual self-control and avoiding any situation that may lead to sexual harassment. Teachers

must see themselves as guardians and remember that they are responsible for the students' safety, welfare and well being. They must, as well, make it absolutely clear that they will not tolerate such activity in their classroom.
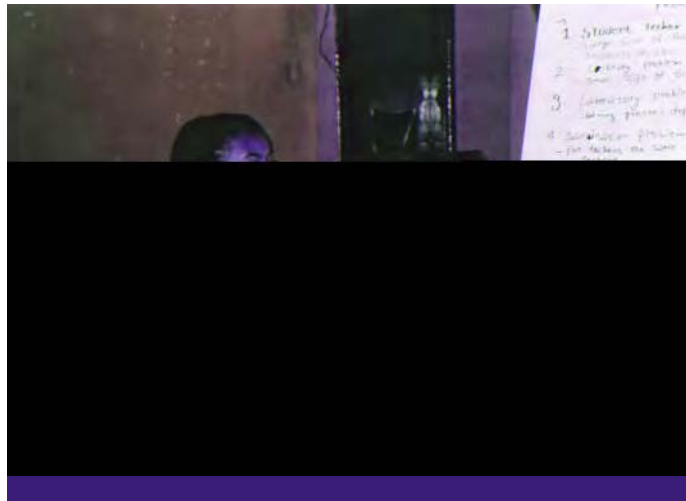
☞ Activities

10.1 With your students, identify and discuss the forms of sexual harassment that exist in your classroom. If you were aware of them, what action have you taken to eliminate them? Is there any other action you can take now?

10.2 Do you know any specific steps teachers can take to control themselves from sexually harassing their students?

10.3 Does the school have any rules, regulations, policies or guidelines related to the control of sexual harassment? How many times have these rules been enforced in your school in the last six months?

10.4 Discuss with the students what kind of socio-cultural practices foster sexual harassment in the community surrounding your school.

Unit 11: Gender Responsive School Management Systems

One teacher in isolation cannot transform the pedagogy to be gender responsive. It is a process that requires the action and commitment of all stakeholders, including teachers, parents, and students both girls and boys, led by the school management. The effort to establish a gender responsive pedagogy must be supported by a similarly gender responsive school management system.

☞ Objectives

**By end of this unit the teacher should be able to:**

1. Identify the gender related problems that require support and intervention by the school management.
2. Inform school management about the identified gender problems.
3. Work closely with the school management to solve the identified problems.
4. Influence school management to institutionalize the gender responsive pedagogy in the school.

Many of the actions needed to make a school gender responsive require the introduction of new approaches, practices and systems. Thus school management must change even as the classroom environment is changing. Simply rearranging the classroom set up to make it more participatory may involve a review of school policy, the agreement of other teachers, and the infusion of human and financial resources. More complex issues, such as dealing with a child who has been sexually harassed in the school, will require action – and policy standards – by the school management to deal with the perpetrator, the services of the guidance and counselling teacher, and the support of fellow students to ease the stigma. In all cases, the school management sets the tone – by being open and participatory itself, by establishing a gender responsive policy framework, and by adopting a zero tolerance approach to sexual innuendo, harassment and abuse.

Supportive Management Systems

The school management thus has an overarching role to play in ensuring the school environment nurtures a gender responsive pedagogy. It is the school management that provides teaching and learning materials that are gender responsive and the management that re-trains teachers in gender responsive pedagogy. In addition, it is management's responsibility to formulate, apply and monitor rules and regulations that will transform the school into a gender responsive environment. Moreover, the school management should provide the necessary human resources for efficient gender responsive management and governance of the school. When parents do not send girls to school, the management should intervene and sensitize the community about the importance of girls' education.
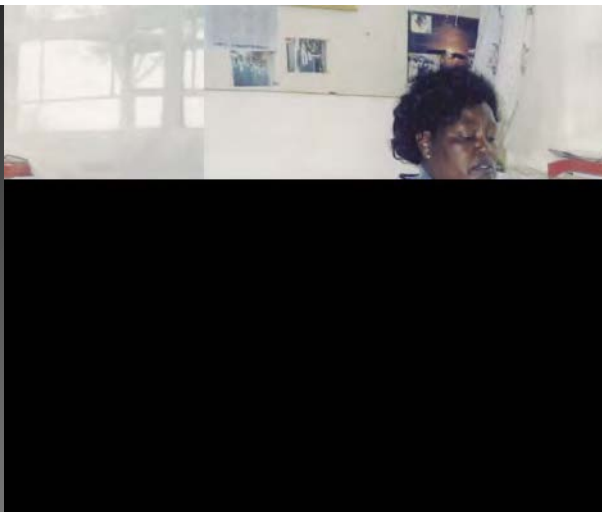
School management systems do not provide rules and regulations that cater for girls who miss school for genuine reasons such as menstruation-related causes. To the contrary, school rules and regulations often totally disregard the needs of maturing girls, setting up a situation that causes undue problems and inconveniences. Earlier we noted the impact on schooling of menstrual problems – missing school, embarrassment and so on. Policies can exacerbate this situation in many ways.

Locking dormitories for the whole day may make some sense, but it also makes it difficult for girls who are going through their menstrual period to use the dormitories to change their sanitary towels. Ensuring adequate toilet facilities may be a budget issue, but again the impact of not doing so can affect the learning process. Some schools do not have separate toilets for girls and boys, and even if they do the toilets may be too close together to provide adequate privacy for girls. In addition, the girls' toilets may not be conducive for girls to change their sanitary wear. A simple attachment like a hook or a nail to enable the girls to hang items on the inside of the toilet door may be necessary, along with a supply of water to facilitate menstrual hygiene.

☞ Activities

For the school to have a gender responsive management system, the teacher has an important role to play by working closely with the school management through regular communication on classroom related gender issues.

12.1 Discuss with students the extent to which the school management system is gender responsive.

12.2 In collaboration with the students, identify the gender responsive policies that exist in the school.

12.3 In collaboration with the students, identify and discuss gender related issues that need support from the school management.

12.4 In collaboration with the students, list the positions of leadership assigned by the school management to boys and girls and to male and female teachers. Discuss if this distribution of roles and responsibilities is gender responsive.

12.5 On the basis of the above, determine gender responsive pedagogy issues you consider to be critical for priority attention by the school management. What gender specific suggestions do you have as solutions to these issues?

Unit 12: Monitoring and Evaluation

Monitoring and evaluation refer to the systematic tracking and assessment of progress towards making the pedagogy gender responsive. An effective monitoring system covers all aspects of the teaching and learning processes presented in the previous units. These include the gender responsiveness of lesson planning, classroom interaction, classroom delivery, classroom set up, student–teacher and student–student interaction, teaching and learning materials, and language use. Evaluation entails the periodic review of this progress measured against specific indicators of performance.

☞ Objectives

By the end of this unit, the teacher should be able to:
1. Demonstrate knowledge and skills on how to monitor and evaluate the gender responsiveness of the pedagogy.
2. Articulate a plan for monitoring and evaluating a school's gender responsiveness.

Why M&E Is Important

There is a saying that if you don't know where you are going, you won't know when you have arrived – and any road will take you there. A sound monitoring and evaluation (M&E) framework spells out the destination clearly – in this case, gender responsiveness – and serves as a roadmap for keeping track of and assessing progress towards that goal. It will help you stay on the right road, and provide signposts to let you know you are going in the right direction. And it will guide you in determining whether you have actually ended up where you wanted to be.

The transformation of a school into a gender responsive learning environment is a big issue, one that involves all stakeholders – parents, students, school managers and teachers. But individual teachers have a role to play in the process, beginning with what is going on in their own classrooms. Among other things, they can participate in monitoring and evaluation by:

⊕ Setting goals and objectives for change in their respective behaviour and classrooms.
⊕ Holding regular meetings with other teachers and students to discuss the gender transformation of the pedagogy.
⊕ Producing and presenting regular reports to the school management.
⊕ Documenting what has worked in making the various teaching and learning processes gender responsive.
⊕ Sharing results and experiences with other teachers, students, management and other stakeholders including policy makers, other schools and education practitioners.

The following checklist (taken from the *Gender Responsive School : The FAWE COE Model – A Handbook for Education Practitioners,* FAWE, 2005) will guide the assessment and monitoring of the transformation of the pedagogy to become gender responsive.

Monitoring and Evaluation Checklist for Gender Responsive Pedagogy

Indicators	Questions
ACTIVITY 1: Training teachers in the skills needed to make teaching and learning processes responsive to the specific needs of girls and boys.	
Teachers should have the acquired the following skills	
⊕ Gender responsive pedagogy	⊕ How many teachers have undergone training in gender responsive pedagogy? ⊕ How many male teachers? ⊕ How many female teachers? ⊕ What was the duration of the training? ⊕ Which organization offered the training? ⊕ Where did it take place? ⊕ When did it take place?
⊕ Knowledge of gender	⊕ How many teachers have undergone gender sensitization? ⊕ How many male teachers? ⊕ How many female teachers ⊕ What was the duration of the training? ⊕ When did the training take place?
⊕ Empowerment	⊕ How many teachers have undergone empowerment training? ⊕ How many male teachers? ⊕ How many female teachers ⊕ What was the duration of the training? ⊕ When did the training take place? ⊕ Which organization organized the training? ⊕ What do the teachers think about empowered girls?
⊕ Gender responsive lesson planning	⊕ How many teachers are producing gender responsive lesson plans? ⊕ How many teachers are using gender responsive lesson plans? ⊕ Provide some samples of gender responsive lesson plans in different subjects.
⊕ Gender responsive delivery of the lesson	⊕ What type of gender responsive teaching methodologies do teachers use? Give specific examples in different subjects and provide the relevant lesson plans. ⊕ What techniques do teachers use to ensure that both girls and boys participate equally in class? ⊕ What techniques do teachers use to encourage girls to speak out? ⊕ What techniques do teachers use to know if the students have understood the lesson. Give specific examples.

⊕ Making teaching and learning materials gender responsive	⊕ How does the school ensure that both girls and boys have equal access to textbooks, library facilities, laboratory equipment and other learning materials? ⊕ Have the teachers analysed the textbooks for all subjects for gender responsiveness? ⊕ Are the textbooks used in the school free of gender stereotypes? ⊕ If the textbooks contain gender stereotypes, what action have the teachers taken to deal with the gender stereotypes? ⊕ Are the teaching aids used in the school free of gender stereotypes? ⊕ If the teaching aids contain gender stereotypes, what action have the teachers taken to deal with the gender stereotypes? ⊕ What type of gender responsive teaching aids have the teachers produced? Provide samples from different subjects.
⊕ Handling sexual harassment in the classroom	⊕ How many cases of sexual harassment in the classroom have been reported during the last six months? ⊕ Who are the perpetrators? Male teachers? Female teachers? Boys? Girls? ⊕ How do teachers handle cases of sexual harassment in the classroom? ⊕ Have the cases of sexual harassment decreased in the last one year? ⊕ How many teachers have received training on personal sexual control? ⊕ What techniques do teachers use to avoid inappropriate sexual behaviour towards students (touching, groping, winking, standing too close, coaxing, unwanted physical and verbal sexual overtures)?

⊕ Handling sexual maturation issues	⊕ How do teachers handle sexual maturation issues that have an impact on the learning processes in the classroom?
	  ❖ Girls who miss classes due to menstrual problems (period pains, lack of sanitary towels, lack of water in the school, separate toilets).
	  ❖ Boys who do not participate due to voice breaking.
	  ❖ Girls and boys who are shy because of their body changes.
	  ❖ Girls and boys having crushes on teachers of the opposite sex.
	  ❖ Girls and boys day-dreaming in class.
	⊕ How do teachers address these issues in the classroom? Give specific examples.
	⊕ Are there cases of girls who have come back to school after delivering a baby?
	⊕ What techniques do the teachers use to ensure that these girls are treated equally in the classroom?

⊕ Use of gender responsive language	⊕ How many teachers have undergone empowerment training? ⊕ Do the teachers know what kind of gender insensitive language is used in the classroom? Give examples. ⊕ Is abusive language used in the classroom? Who are the perpetrators(teachers, boys, girls) and who are the victims (male/female)? ⊕ What techniques do teachers use to eliminate such use by themselves and by the students in class?

ACTIVITY 2:	Carrying out activities to promote the participation of girls in science, mathematics and technology (SMT) subjects.
⊕ Increased number of girls taking science subjects	⊕ Do teachers encourage girls to opt for science subject? What specific approaches have been used? Give specific examples.
⊕ Improved performance of girls in SMT subjects	⊕ What was the average performance of girls in science subjects and of boys in science subjects in the last national examinations? ⊕ What specific activities do teachers organize to promote science learning for girls and for boys?
⊕ Equal participation of girls and boys in SMT subjects including practicals	⊕ What techniques do teachers use to ensure that girls and boys participate equally in SMT subjects including practicals? Give specific examples. ⊕ What techniques do teachers use to help students to overcome their fears and inhibitions, e.g., fear of animals and insects used in experiments?
⊕ Increased participation of girls in technological subjects especially computer science	⊕ How many girls take computer classes? ⊕ How many boys take computer classes? ⊕ How many male and how many female computer teachers are there in the school? ⊕ What techniques do teachers use to make sure that girls and boys have equal access to computers?
ACTIVITY 3:	Establishing a gender responsive school management system that ensures gender equality in the governance and operations of the school.
⊕ School management that is gender responsive	⊕ Does the school have a gender responsive school management system in place? ⊕ Has the school management team undergone gender training? (Board, PTA, heads of department, prefects, committees)? ⊕ How many men were trained? ⊕ How many women were trained? ⊕ What was the duration of the training ⊕ When did it take place? ⊕ Which organization offered the training?
⊕ Gender balance in school management structures (board, PTA, head of departments, prefects, student council, committees and any other)	⊕ How many men and how many women in each of the management structures: ❖ Head and Deputy ❖ School Board ❖ Parent/Teacher Association? ❖ Department heads ❖ Prefects ❖ Student council ❖ Committees ⊕ Which of these structures are headed by men and which ones by women?
⊕ School rules and regulations that ensure a gender responsive environment	⊕ Give specific examples of school rules and regulations that make the school gender responsive.
⊕ Existence and enforcement of a code of conduct for teachers and students that supports gender responsiveness	⊕ Is the code of conduct for both students and teachers gender responsive? ⊕ Does the code of conduct include how to deal with cases of sexual harassment for both teachers and students? Absenteeism? Drunkenness? Misappropriation of funds? Other deviant behaviour? ⊕ Give specific examples of how these issues have been handled. ⊕ How does the school protect the human rights of the students (human dignity, respect, to be heard, health, nutrition, security, not to be exploited for labour, not to be physically violated, e.g., caning, cultural practices such FGM, early marriage and sexual abuse)?

⊕	Existence and enforcement of gender responsive national and school policies	⊕ Does the school know of national gender-related policies (e.g., re-entry for teenage mothers, affirmative action in enrolment, bursaries)? ⊕ Give examples of the national policies which are being implemented in the school ⊕ What gender-related policies does the school have? Give specific examples, e.g., a policy to assist poor girls who cannot afford sanitary towels, zero tolerance for sexual harassment or bullying, ensuring gender balance in student leadership positions). ⊕ Give examples of how the school is implementing these policies.
⊕	Supportive structures for gender responsive pedagogy	⊕ Is the type of furniture used in the school appropriate for girls and for boys? Are laboratory stools too high for girls wearing skirts? Are library shelves too high for students to access? Are desks too small? ⊕ Does the school have an effective textbook management system to ensure that both girls and boys benefit equally? ⊕ Is there a system for awarding excellence (academic and social)? How many boys and how many girls benefited last year? ⊕ What is the system for keeping track of the enrolment, retention and performance of boys and girls? ⊕ What measures does the school have in place to ensure that girls have access to sanitary pads, especially the needy students? ⊕ What safety and security measures are in place for students, especially at night? For girls and for boys?
ACTIVITY 4:		**Establishing a database to track students performance and welfare as well as the levels of gender responsiveness of all aspects of the school.**
⊕	Effective tracking of student access by gender	⊕ How many girls and how many boys are there in each grade ?
⊕	Effective tracking of student retention by gender	⊕ How many girls and how many boys repeated a grade last year? ⊕ How many boys and how many girls dropped out last year? ⊕ How many girls dropped out of school due to early marriage in the last academic year?
⊕	Effective tracking of student performance by gender	⊕ Does the school have a gender-disaggregated database to track students' performance for each subject and grade? ⊕ What is the performance of the students by gender for every year and for each grade and in national examinations?
⊕	Effective tracking of the personal welfare of students by gender	⊕ Does the school have a gender-disaggregated database to track students' personal welfare? ⊕ How many needy girls and needy boys have received bursaries? ⊕ How many teenage pregnancies were there in the school in the last academic year? ⊕ How many girls were made pregnant by teachers, students or community members in the last academic year? ⊕ How many incidents of sexual harassment or violence (e.g., rape) were there in the school last academic year? Committed by teachers (men or women)? By students (boys and girls)? By community members (men or women)? ⊕ How many cases of bullying were reported in the school in the past one year? ⊕ How many HIV/AIDS infected students are there in the school? How many boys and how many girls?

⊞	Effective tracking of teachers performance and welfare	⊞	Does the school have a database for tracking teachers' performance and welfare?
		⊞	How many male and how many female teachers are there in the school?
		⊞	How many teachers does the school have for each subject? How many women and how many men?
		⊞	What type of qualification do these teachers have (certificate, diploma, 1st degree, 2nd degree, 3rd degree, other)? List by gender.
		⊞	How many teachers' houses are there? How many are occupied by men and how many by women teachers?
⊞	Effective tracking of the performance and welfare of non-teaching staff	⊞	Does the school have a database for tracking the performance and welfare of non-teaching staff?
		⊞	How many male and how many female non-teaching staff are there in the school?
		⊞	How many non-teaching staff have been trained in gender issues?

ACTIVITY 5: Empowering girls with skills needed for self-confidence, assertiveness, speaking out, decision making and negotiation in order for them to overcome gender-based constraints to their education.

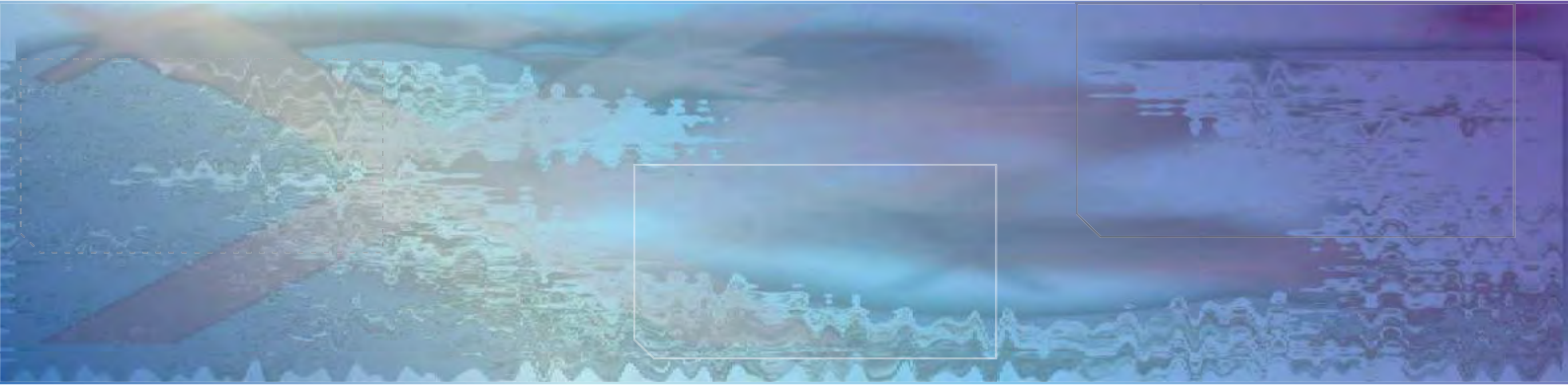|			
⊞	Girls empowered with skills in ❖ Speaking out ❖ Decision making ❖ Negotiation ❖ Assertiveness ❖ Self-confidence ❖ Leadership	⊞	How many girls have undergone gender sensitization?
		⊞	How many girls have undergone empowerment training?
		⊞	Where and when did the training take place?
		⊞	How long was the training?
		⊞	Which organization organized the training?
		⊞	Is there a TUSEME Club in the school?
		⊞	What are the specific activities of the TUSEME Club?
⊞	Improved academic performance of girls	⊞	Do girls actively participate in class (leading group discussions, making presentations, leading science experiments and projects)? Give examples.
		⊞	Has the academic performance of the girls who have been empowered improved? In what ways? Give specific examples.
		⊞	What kind of systems have the girls put in place to support each other?
		⊞	How many girls occupy leadership positions in the school? Which positions?
		⊞	What action have girls taken to solve gender related problems on their own and with the school administration?
		⊞	How many cases have the girls reported of gender-related problems facing them in the school, such as sexual harassment, bullying?
		⊞	How many girls now feel confident to speak out in public (in class, debates, school baraza and other forums)?
		⊞	How many cases have there been where the girls have successfully negotiated to get out of a situation or obtain something they wanted within the school set up?
		⊞	How many girls are actively in assisting the school management to run the school (managing the library, maintaining discipline, raising funds for needy students)?
		⊞	How many cases of indiscipline have been reported amongst girls?

ACTIVITY 6: **Empowering boys with skills needed to de-link from gender oppressive attitudes and practices such as macho-ism, bullying and sexual affronts and to develop self confidence to accept gender equality positively.**

⊕ Boys empowered with skills to accept and support gender equalit	⊕ How many boys have undergone gender sensitization? ⊕ How many boys have undergone gender empowerment training? ⊕ Where and when did the training take place? ⊕ How long was the training? ⊕ Which organization organized the training? ⊕ Are the boys members of the TUSEME Club in the school if there is one? ⊕ What are the specific activities of the TUSEME Club are the boys engaged in? ⊕ Do the boys hold leadership positions in these clubs? ⊕ Which leadership positions do boys hold in the school? ⊕ What do the boys think about the girls who are empowered? ⊕ Are the boys aware of any gender-based constraints that could negatively affect the academic and social development of girls? Which ones? ⊕ What kind of activities do the boys undertake to support the girls?

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