# GENDER RESPONSIVE PEDAGOGY



## A TOOLKIT FOR TEACHERS AND SCHOOLS

2ND EDITION

# PREFACE

The quality of teaching across all levels of education has a significant impact on academic access, retention and performance of girls and boys in Africa. This includes the systematic professionalization of both teaching and non-teaching roles within education, by improving teacher training and support for teachers. Notably, many teachers in sub-Saharan Africa, conditioned by patriarchal values in their communities, employ teaching methods that are not conducive for equal participation of both girls and boys. Neither do these methods take into account the individual needs of learners, especially girls. Equipping teachers with knowledge, skills and attitudes to enable them to respond adequately to the learning needs of girls and boys through using gender-aware classroom processes and practices ultimately improves learning outcomes and enhances gender sensitivity in the delivery of education services.

The Forum for African Women Educationalists (FAWE) in 2005 developed the Gender-Responsive Pedagogy (GRP) model to address the quality of teaching in African schools. The GRP model trains teachers to be more gender aware and equips them with the skills to understand and address the specific learning needs of both sexes. It develops teaching practices that engender equal treatment and participation of girls and boys in the classroom and in the wider school community. It advocates for classroom practices that ensure equal participation of girls and boys, including a classroom environment that encourages both to thrive. Teachers are trained in the design and use of gender-responsive lesson plans, classroom interaction, classroom set-up, language use in the classroom, teaching and learning materials, management of sexual maturation, strategies to eliminate sexual harassment, gender-responsive school management systems, and monitoring and evaluation.

Since its development, the GRP Teacher's Handbook has been used as a reference material by in-service teachers in different teacher training colleges and schools in Burkina Faso, Chad, Ethiopia, The Gambia, Guinea, Kenya, Malawi, Namibia, Rwanda, Senegal, Tanzania, Uganda and Zambia. Given the need for accelerated efforts not only for girls' access, but also their retention and progression through secondary education and beyond, there is renewed interest in scaling up this model. The review of the GRP Teacher's Handbook has been necessitated by changing trends both in education systems, and in teaching and learning processes. Therefore, the review seeks to contribute to greater educational impacts for girls and boys. The review was also intended to modify the Handbook to fit pre-service as well as in-service, unlike the original handbook which was only designed for in-service training. It is in this regard that FAWE in March 2018 entered into a partnership with UNICEF ESARO and WCARO, UNESCO IICBA and UNGEI with the aim of developing a Gender Responsive Toolkit that can be used to advocate and support African education systems to mainstream GRP in pre-service and in-service/Continuous Professional Development activities of Ministries of Education. This revised GRP Toolkit will also form a core component of support towards implementation of the FAWE and AU/CIEFFA commissioned gender equality strategy of the AU's CESA 2016-2025.

# ACKNOWLEDGMENTS

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# GUIDELINES FOR USING TOOLKIT

## ABOUT THE TOOLKIT

This toolkit builds on the *Gender Responsive Pedagogy: A Teacher's Handbook* developed by the Forum for African Women Educationalists in 2005, synthesizing best practices from more recently developed and implemented gender responsive pedagogy toolkits as well as research on gender equality and gender-responsive education in the African context that has emerged since then. It is intended as:

- a practical tool for training new teachers and refreshing knowledge and skills of seasoned teachers;
- a reference full of creative and participatory activities for classroom teachers to create inclusive classroom environments where all students can thrive and become critical and creative thinkers without gender-bias;
- a reference for school management to ensure the school supports teachers' training, learning, and application of gender responsive pedagogy (GRP) through policies, observation and guidance, and monitoring and evaluation; and
- a reference for teachers and school management to creatively engage a wide range of community stakeholders in GRP and related topics, since students and schools do not exist in isolation but in an ecosystem of social and cultural norms that may not necessarily align with GRP.

## INTENDED AUDIENCES

Teachers have always been pivotal in creating classrooms that are inclusive and in which students have equal opportunity to access quality education. As a result, this toolkit is intended for use by pre-service and in-service teachers at primary and secondary schools. However, school leadership and management are critical to creating an environment where teachers are empowered and accountable for creating a gender-responsive classroom. Positive outcomes from FAWE's extensive experience training administrators in GRP and their Centres of Excellence model – as well as the field research conducted in conjunction with the development of this toolkit – underscores how important it is for school management to be trained in GRP and to help drive its implementation.

As a result, this toolkit is also intended for use by school directors, lead teachers, and other school management personnel and will support their ability to monitor and evaluate their progress toward the creation of a gender-responsive learning environment.

## METHODOLOGICAL ATTRIBUTES OF THE TOOLKIT

- The toolkit provides foundational information and guidance in each unit, as well as activities, case studies, examples and self-assessment questions.
- Learners as well as teachers have contributions and experience that will enrich the understanding of any topic, so the toolkit offers activities to draw out the knowledge of participants.
- Art and creativity are powerful and experiential ways for learners to access and analyse information; share their thoughts, experiences, and hopes; and engage others; so activities embed drawing, poetry, theatre, etc. not as the goal of the activity but as part of the process.
- The topics of gender equality; access to education; elimination of gender-based violence and discrimination; and access to sexual and reproductive health and rights are tackled with a human rights approach.

## HOW TO USE THE TOOLKIT

While we encourage teachers and administrators to review all the units in the toolkit, we have divided the toolkit into units that are color-coded with a sidebar. Teal units are geared towards teachers; purple units are geared towards school leadership, managers, and administrators; and orange units are for both. Where units are intended for both teachers and administrators, we have also indicated, in text, which pieces of the unit are for which user.

Units 1-2 offer foundational information for teachers and administrators. Unit 3 provides background for administrators and tools for management. Units 4-7 include more tactical approaches and activities for teachers to apply GRP in the classroom. Units 8-11 are for teachers and school management to create a school environment that is gender responsive as well as engage the community in which schools exist in the process. Unit 12 serves as a basic guide in the design, monitoring and evaluating needed in the deployment of GRP in a school and offers tools for school management, teachers, students, and other stakeholders to participate in the process.

Activities throughout the toolkit are primarily geared towards in-service teachers either to apply in the classroom or to reflect on their own skills and teaching habits. If activities are too complex for the primary school setting, suggested adaptations are offered.

For pre-service teachers, it is recommended that the activities be practiced through role-play, with pre-service teachers taking turns being teachers and students. They should ensure there is enough time to reflect on the experience, what worked, and what could have been done differently, so that they are ready to apply these tools in the classroom setting.

Self-assessment questions are included at the end of each unit. An answer key is included at the end of the toolkit. These could be used as quizzes in the Teacher Training Colleges in combination with demonstration of knowledge of GRP in the classroom setting.

In addition to providing in-depth tools to make classrooms and schools more gender responsive, this toolkit covers a number of topics linked to GRP. For further information about particular topics presented, there are additional resources and a full bibliography of sources used at the end of the toolkit.

# GLOSSARY OF ACRONYMS

| | |
|---|---|
| **AIDS** | Acquired Immunodeficiency Syndrome |
| **AUC** | African Union Commission |
| **BoG** | Board of Governors |
| **CESA 16-25** | Continental Education Strategy for Africa 2016-2025 |
| **CoE** | Centres of Excellence |
| **DES** | Directorate of Education Standards |
| **DM&E** | Design, Monitoring, and Evaluation |
| **DTED** | Department of Teacher Education and Development |
| **EFA** | Education for All |
| **ESP** | Education Sector Policies |
| **FAWE** | Forum of African Women Educationalists |
| **FAWEMA** | Forum of African Women Educationalists - Malawi |
| **FGM** | Female Genital Mutilation |
| **GBV** | Gender-Based Violence |
| **GDP** | Gross Domestic Product |
| **GES4CESA** | Gender Equality Strategy for the Continental Education Strategy for Africa 2016-2015 |
| **GRP** | Gender Responsive Pedagogy |
| **HIV** | Human Immunodeficiency Virus |
| **ICPD** | International Conference on Population and Development |
| **INEE** | Inter-Agency Network for Education in Emergencies |
| **M&E** | Monitoring and Evaluation |
| **MSC** | Most Significant Change |
| **PTA** | Parent Teacher Association |
| **SDG** | Sustainable Development Goal |
| **SMC** | School Management Committees |
| **SRH** | Sexual and Reproductive Health |
| **SRHR** | Sexual and Reproductive Health and Rights |
| **STEAM** | Science, Technology, Engineering, Arts and Mathematics |
| **STEM** | Science, Technology, Engineering and Mathematics |
| **STI** | Sexually Transmitted Infection |
| **TTC** | Teacher Training College |
| **UNGEI** | United Nations Girls' Education Initiative |
| **UNESCO** | United Nations Educational, Scientific and Cultural Organization |
| **UNICEF** | United Nations Children's Fund |

# TABLE OF CONTENTS


**PREFEACE**.....I
**ACKNOWLEDGEMENTS**.....II
**GUIDELINES FOR USING TOOLKIT**.....III
**GLOSSARY OF ACRONYMS**.....IV
**TABLE OF CONTENTS**.....V

**SECTION 1** *For Teachers and Administrators*
**Background, Commitments & Rationale**.....01

**UNIT 1 Background, Commitments & Rationale**.....02
**1. 1** History, Key International Strategies and National Case Studies
**1. 2** Impact of GRP Training on Teachers and Students
**1. 3** Rationale – Why Education Must Be Gender Responsive

**UNIT 2 Gender & Human Rights**.....07
**2. 1** Overview
**2. 2** Human Rights
*Activity: Human Rights Values*
**2. 3** Fundamental Concepts of Gender and Power
**2.3.1** Gender Concepts
**2.3.2** Power Concepts
**2.3.3** Social Construction of Gender
**2.4** Intersectionality and Multiple Forms of Discrimination
*Activity: Gender Boxes*
**2.5** Self-Assessment Questions

**SECTION 2** *For Administrators*
**Gender Responsive Schools & Management Systems**.....16

**UNIT 3 Gender Responsive Schools & Management Systems**.....17
**3. 1** Overview
**3. 2** Gender Responsive School Management
**3. 3** What Does It Take to Make a School Gender Responsive?
**3. 4** Best Practice Models of Gender Responsive Schools and Management Systems
**3. 5** Child Protection and Security Measures
*Activity: Forum Theatre*
**3. 6** Inclusive Schools for Students with Disabilities
*Activity: Together We Are Able*
**3. 7** Gender Responsive Budgeting
**3. 8** Self-Assessment Questions

**SECTION 3** *For Teachers*
**Gender Responsive Pedagogy & Learning**.....29

**UNIT 4 Gender Responsive & Learner-Centred Pedagogy**.....30
**4. 1** Overview
**4. 2** Gender Responsive Pedagogy
**4. 3** Learner-centred Pedagogy
*Activity: Problem Tree/Solution Tree*
**4. 3. 1** Multiple Intelligences
**4. 3. 2** Arts in Education
*Activity: Art Codes*
**4. 3. 3** Appreciative Inquiry
*Activity: Appreciative Inquiry*
**4. 4** Teaching Skills for Learner-Centred Pedagogy
*Activity: Practicing Learner-Centred Teaching Skills*
**4. 5** Self-Assessment Questions

**UNIT 5 Gender Responsive Language Use**.....43
**5. 1** Overview
**5. 2** Gender-bias
*Activity for Teachers: Gender Bias Self- Assessment*
**5. 3** Gender Responsive Language
*Activity: Playing with Proverbs*
**5. 4** Providing Constructive Feedback
**5. 5** Self-Assessment Questions

**UNIT 6 Gender Responsive Lesson Planning**.....51
**6. 1** Overview
**6. 2** Fundamentals of a Learner-Centred & Gender Responsive Lesson Plan
**6. 3** Self-Assessment Questions

**UNIT 7 Gender Responsive Teaching and Learning Materials**.....56
**7. 1** Overview
**7. 2** Assessing and Revising Teaching and Learning Materials
**7. 3** Adapting Learning Materials to be Gender Responsive
**7. 4** Tips for Teaching with Limited Resources
*Activity: Image Theatre*
*Activity: This is Not a Trash Can*
*Activity: Recycling Innovation Challenge*
*Activity: Oral "Herstory" Project*
**7. 5** A Note Regarding Gender Responsive STEM Education
**7. 6** Self-Assessment Questions

**SECTION 4** *For Teachers & Administrators*
**Gender Responsive & Safe Classroom Environments**.....67

**UNIT 8 Gender Responsive Classroom Set-Up & Management**.....68

**8. 1** Overview

**8. 2** Considerations for Teachers and School Management

**8. 3** Strategies for Overcrowded Classrooms

**8. 3. 1** Strategies for dealing with limited physical space

**8. 3. 2** Strategies for a positive learning experience in an overcrowded classroom
*Activity: Introduce Your Friend*

**8. 4** Classroom Interactions
*Activity: Creating Group Norms*
*Activity: BOB/WOW*
*Activity: Walk your Walk Name Game*
*Activity: Where the Wind Blows*

**8. 5** Emotional Intelligence
*Activity: Building an Emotional Vocabulary*
*Activity: Finger Holds*
*Activity: When I Feel Sad*
*Activity: Anger Ball*

**8. 6** Conflict Management

**8. 7** Self-Assessment Questions

**UNIT 9 Sexual & Reproductive Health for Gender Responsive Schools**.....84

**9. 1** Overview

**9. 2** Sexual Reproduction Health and Rights as Human Rights

**9. 3** Gender and Adolescent SRHR
*Activity: Healthy Relationships*

**9. 3. 1** Issues That Effect Girls

**9. 3. 2** Issues That Effect Boys

**9. 4** The Role of Schools and Teachers

**9. 5** Access and Barriers to Sexual and Reproductive Health
*Activity: Affirming the Body*
*Activity: Transforming Limiting Beliefs*

**9. 6** Self-Assessment Questions

**UNIT 10 School-related Gender-Based Violence, Sexual Harassment & Trauma**.....97

**10. 1** Overview

**10. 2** Dimensions of Gender-based Violence

**10. 3** Causes and Contributing Factors of GBV

**10. 4** Responding to Reports of Gender-Based Violence
*Activity: Ally or Bystander*

**10. 5** Gender and Education in Conflict and Emergencies

**10. 6** The Role of Gender Responsive Education in Conflict

**10. 7** Trauma-Informed Teaching Practices
*Activity: Leadership Trees*

**10. 8** Self-Assessment Questions

**SECTION 5** *For Teachers & Administrators*
**Engaging Stakeholders & Advocacy**.....110

**UNIT 11 Engaging Stakeholders & Advocacy**.....111

**11. 1** Overview

**11. 2** Who is a Stakeholder in Gender-Responsive Pedagogy?

**11. 3** Benefits of Stakeholder Engagement

*For Teachers*

**11. 4** *Engaging Girls*
Activity: Words on Fire Poetry

**11. 5** Engaging Boys and Men
*Activity: Step Into the Circle*

**11. 6** Engaging Parents
*Case Study: "Take Girls to School" Stakeholder Engagement*

*For Administrators*

**11. 7** Engaging Community Stakeholders for Systems Change

**11. 8** Basic Steps of Advocacy

**11. 9** Making SMART Goals
*Activity: World café*

**11. 10** Know your audience: Gender-Sensitive Stakeholder
*Activity: Identifying Key Stakeholders*
*Activity: Stakeholder Empathy Mapping*

**11. 11** Communicating your Message

**11. 12** Creative Tactics for Engaging Communities
*Activity: Creative Action Planning*
*Activity: Sing Loud and Proud*
*Activity: Colourful Signs*
*Case Study: One Billion Rising*

**11. 13** Self-Assessment Questions

**SECTION 6** *For Teachers & Administrators*
**Design, Monitoring & Evaluation**.....135

**UNIT 12 Design, Monitoring & Evaluation**.....136

**12. 1** Overview

**12. 2** Gender Responsive Design, Monitoring and Evaluation

**12. 3** Goals, Indicators and Targets

**12. 4** The Evaluation Cycle

**12. 5** Roles and Assessment Tools

**12. 5. 1** School Management
*Activity: Utilizing Gender Responsive Pedagogy*

**12. 5. 2** Teachers

**12. 5. 3** Students
*Activity: Most Significant Change*

**12. 5. 4** Parents and School Community

**12. 6** Self-Assessment Questions

**SECTION 7 Resources & Appendices.....147**

Bibliography
Resource Page
**Appendix A:** Ally or Bystander Situation Sheet
**Appendix B:** Power and Control Wheel
**Appendix C:** Malala's Story
**Appendix D:** Malala's Poem
**Appendix E:** Blank Poetry Template
**Appendix F:** GRP Baseline Checklist
**Appendix G:** School Management M&E Template
**Appendix H:** GRP Assessment Card
**Appendix I:** Self-Assessment Answer Key

# SECTION 1 Background, Commitments & Rationale

**UNIT 1** BACKGROUND, COMMITMENTS & RATIONALE

- **1.1** History, Key International Strategies and National Case Studies
- **1.2** Impact of GRP Training on Teachers and Students
- **1.3** Rationale – Why Education Must Be Gender Responsive

**UNIT 2** GENDER & HUMAN RIGHTS

- **2.1** Overview
- **2.2** Human Rights
  *Activity: Human Rights Values*
- **2.3** Fundamental Concepts of Gender and Power
  - **2.3.1** Gender Concepts
  - **2.3.2** Power Concepts
  - **2.3.3** Social Construction of Gender
- **2.4** Intersectionality and Multiple Forms of Discrimination
  *Activity: Gender Boxes*
- **2.5** Self-Assessment Questions

# UNIT 1 BACKGROUND, COMMITMENTS & RATIONALE



*Photo Credit: FAWE, Ethiopia*

## 1.1 HISTORY, KEY INTERNATIONAL STRATEGIES AND NATIONAL CASE STUDIES

Quality education and gender equality are increasingly recognized as essential to achieving sustainable development, ending poverty, effectively addressing issues of climate change and ensuring human rights around the world. At the national level, governments throughout Africa are addressing gender disparities in education by adopting national gender strategies, implementing legislative reforms and working to create more gender responsive schools, curriculum and gender sensitive learning environments.

Countries across Africa remain committed to regional and global treaties such as the African Charter on the Rights and Welfare of the Child, Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa and the African Youth Charter; and African human rights instruments that guarantee the right to education. Several, as part of their efforts to achieve quality education, have put in place frameworks, national education sector policies (ESPs) and action plans. The ESPs and national structures promote equity and equality in education, and push for the implementation and mainstreaming of gender sensitive and responsive curriculums, teacher training and communities.

A number of countries have embarked on establishing initiatives to eliminate gender disparities in education across Africa. Some of these programs include curriculum reviews to include a gender lens, rewriting textbooks to remove gender stereotypes, creating gender-responsive school environments, constructing separate sanitary facilities for boys and girls, promoting sexual and reproductive health (SRH) education, recruiting more female teachers to achieve gender balance and providing gender-responsive professional development for all teachers.

**FOLLOWING ARE REGIONAL EXAMPLES OF EFFORTS TO ACHIEVE GENDER EQUITY/EQUALITY IN EDUCATION IN AFRICA:**

Rwanda developed national sensitisation programs that exist to encourage parents and communities to send and keep their girls in schools. They also developed initiatives focused on training teachers in using learner-centred interactive teaching methods, ensuring teachers are supported by the school head teacher or principal, and the incorporation of a Child Friendly School Approach in In-Service Education and Training (INSET), head teacher training, and curriculum and teaching resource development. These efforts have reduced dropout and repetition rates for girls at primary level, leading to girls' increased access to formal and alternative education opportunities. (Ministry of Education of Rwanda, 2015).

In its efforts to reduce gender disparity in education, the government of Tanzania has committed to develop the Instrument for Mainstreaming Gender into the Curriculum (2007) which includes revising curricula and other educational gender responsive materials. Additionally, they have implemented the TUSEME Theatre-for-Development Program (2005) in 163 schools to build girls' leadership and improve girls' retention and achievement in secondary schools (UNESCO, 2018).

In Kenya, teachers who used the FAWE GRP tools and strategies felt empowered and suggested that the program had a significant impact in areas over which teachers had more control, such as their instructional strategies, and their ability to create a more open and safe learning environment for students (FAWE, 2009). The government, with the support of UNICEF, has also implemented the Child Friendly Schools concept, which addresses the learning needs of every child and inclusive strategies to address their vulnerabilities.

At the sector level in Uganda, the Gender in Education Policy (2009) provides a guiding framework for the implementation and monitoring of gender sensitive and responsive education system. The Policy also indicates that achieving gender equality at all levels of education is regarded as a human rights issue (Ministry of Education and Sports, Uganda, 2013).

Burkina Faso established The Directorate for the Promotion of Girls' Education (DPEF), within the Ministry of Basic Education and Literacy (MEBA) to promote activities to reduce gender-based inequalities (Vachon, 2007).

Countries such as Burkina Faso, Mali, Senegal, Burundi, Eritrea and Uganda have gender mainstreaming in teacher training included in the ESP in efforts to raise gender awareness among teachers in their pre-service and in-service training (Global Partnership for Education, 2017).

In Niger, the national policy for girls' participation in education and training recognizes systemic factors that are barriers to girls' education and offers information on issues such as school violence and discriminatory attitudes towards girls and invests in creating safer environments for children in schools (Global Partnership for Education, 2017).

Both Ethiopia's and Malawi's Ministries of Education made mainstreaming FAWE's GRP in teacher training colleges (TTCs) a policy. Malawi also adopted the integration of learner-centred pedagogies (Chirwa & Naidoo, 2014) that aims to make education relevant by addressing the interests, values and needs of both boys and girls (Maluwa-Banda, 2003). Quality pre-service and in-service gender-sensitive training help teachers to assess and challenge their own gender biases and learn ways to diversify their teaching and assessment styles.

Morocco has embraced gender equality in a number of

ways, from its annual budget, which is referenced for disaggregating spending by gender for transparency, to increasing girls' enrolment in primary school from 54% in 1995 to 98% in 2014. (ESCWA, 2016).

In Ethiopia, Malawi and Tanzania, schools that adopted FAWE's gender responsive pedagogy in their teaching and school management practices, experienced a 10% improvement in girls' retention and academic performance rates. In Ethiopia, girls gained life skills, ICT skills and comprehensive sexuality education knowledge, which contributed to reduced rates of teenage pregnancy in the schools. In Tanzania, through the establishment of girls' clubs, including FAWE's TUSEME clubs, and equipping girls with skills on how to create income generating activities, more girls from disadvantaged backgrounds were able have access to education (Atangana-Amougou, 2017).

In Malawi, schools made sanitary facilities and menstrual hygiene management resources available including the provision of water, sanitary pads, soap, and separate washroom facilities for girls, resulting in decreased rates of girls' absenteeism from schools because of their menstrual periods ("Fact Sheet - UN Joint Programme on Girls Education (JPGE) - Malawi", 2018).

Teachers trained in the GRP were reportedly able to create inclusive and learner friendly environments that allowed for students to be more engaged in the classrooms and highly motivated to learn. Girls raised their hands more in classrooms where a teacher had been trained on GRP and they spoke up more when faced with challenges in school. In Burkina Faso and Zambia, girls were empowered to speak out when the teacher inequitably favored boys in the classroom (Jaafar, 2010).

The achievement of schools where GRP has been implemented and had impact, has offered guidance to policy and decisions makers involved in the implementation of girls' education strategies at both the national and regional levels. In Ghana, for instance, working with experts in the Ministries of Education, Health and Culture and strengthening their capacities in GRP, led to the validation of Comprehensive Sexuality Education modules that included activities on diversity, non-discrimination and gender equality in the classroom (Atangana-Amougou, 2017). Schools where GRP has been implemented such as in Uganda and Rwanda, such as the FAWE Centers of Excellence, have become model schools for gender-sensitive teaching and learning of mathematics and science among girls.

In Malawi, the incorporation of FAWE's GRP resulted in the establishment of a gender committee and appointment of a point person in all the TTCs across the country focused on gender, the establishment of a gender balanced student councils, the development of a gender policy at the TTC level and the development of a Gender Responsive Orientation manual for TTCs lectures (FAWE Malawi, Programs).
Introducing elements of gender equality in education in TTCs in Mali, has resulted to an increase in the completion rates among women students as well as a reduction in the repetition rates of women in the institutes. Teachers trained in many best practices from FAWE's GRP demonstrated their skills in how they handled large classrooms, how to provide an inclusive learning environment for children with special needs, how to teach science and mathematics with a gender sensitive lens, how to analyze classroom practices and how to design and develop new gender-sensitive curricula and make changes to text book writings where necessary (Atangana-Amougou, 2017).

Yet despite strong efforts, gender equality in education is yet to be achieved: 62 million girls between the ages of 6 and 15 years are still out of school, with 11 of the highest concentrations in West and South Asia and Sub-Saharan Africa (World Bank, 2018). International frameworks have served as a guide for many countries. The Sustainable Development Goals set by the United Nations include a focus on achieving inclusive and equitable quality education for all, with a target specifically aimed at eliminating gender disparities in education and ensuring equal access for vulnerable populations. Additional international agreements such the Continental Education Strategy for Africa include strategic processes to accelerate gender equality and equity. Within Agenda 2063, The Africa We Want, an aspiration is put forth to lift up women as central players in the development of Africa. It explicitly seeks to end all forms of gender-based violence and discrimination (social, economic, political) against women and girls, and stop harmful social practices (especially female genital mutilation and child marriages) and combat barriers to quality health and education for women and girls eliminated (African Union Commission, 2015). The Gender Equality Strategy for CESA 16-25, an initiative by FAWE, provides guidance to the AU member states on strategic approaches of how to integrate gender equality, equity and inclusion into and through education at all levels including technical and vocational training with the aim that all learners including those who have been historically excluded, have an equal chance and opportunity to achieve their full potential. GES is geared towards having the national educational plans align with CESA's vision of inclusion in access, participation and learning. (Luswata, S., 2018)

To support the implementation and operationalization of these strategies, The Forum for African Women Educationalists (FAWE) is among the key players in promoting a holistic approach to girls' and women's education in sub-Saharan Africa. In response to research revealing that teaching and learning practices were highly gender-biased, FAWE developed a Gender Responsive Pedagogy (GRP): A Teacher's Handbook in 2005 to support teachers in acquiring the knowledge, skills and attitudes

they would need to create a gender-sensitive learning environment that served both boys and girls. Thirteen of the thirty-three countries they work in have adopted the Gender-Responsive Pedagogy approach, with a focus on training teachers in aspects such as the design and use of gender responsive lesson plans, language in the classroom, classroom interaction, and classroom set-up (FAWE, 2005). UNESCO and UNICEF also play strategic roles in promoting gender equity. UNESCO's work is aligned with Sustainable Development Goals 4 and 5, which focus on quality education and gender equality. Specifically, it focuses on retention of girls in school, gender capacity-building in teacher training institutes, the production of gender sensitive teaching materials, and literacy training for women utilizing information and communication technology (UNESCO, 2017b) as a part of the UNESCO Priority Gender Equality Action Plan for 2014-2021. UNICEF has made significant early contributions with the development of the Child Friendly Schools Manual, and together with Global Partnership for Education, United Nations Girls' Education Initiative (UNGEI) and government partners, to improve the quality of education systems, address gender disparities and reduce gender-based violence in schools.

## 1. 2 **IMPACT OF GRP TRAINING ON TEACHERS & STUDENTS**

Gender bias amongst teachers in many African countries remains prevalent and is a significant barrier to achieving gender equality. Without proper training and "unlearning" gender-biased beliefs and behaviours, teachers continue to apply teaching methods that do not address the specific needs of boys and girls, draw upon gender-insensitive materials and reinforce gender stereotypes. For example, girls are asked fewer questions, assumed to be better at reading and are often given domestic roles in the classroom such as cleaning and fetching water, while boys receive more praise and attention, are held to higher expectations, given more leadership roles, expected to do more strenuous physical tasks, and thought to have greater abilities in STEM (Frei & Leowinata, 2014).

Teachers play a pivotal role in setting norms and nurturing the next generation of learners. When they have the training and support to create a gender responsive classroom, teachers are eager to do so. Research and interviews conducted in the creation of this toolkit – as well as that done by UNGEI who documented GRP as a best practice by FAWE – showed that those who were directly exposed to the GRP training changed their attitude and teaching practices to become more gender-sensitive. In fact, Teacher Training Colleges and schools that implemented the FAWE GRP showed that some teachers stopped using discriminatory, abusive, and threatening language; and consequently, the learners felt more encouraged to participate and support each other in learning. The teachers' improved ability to motivate and provide appropriate feedback increased students' self-esteem and confidence, particularly in girls who were able to answer teachers' questions and engage in classroom activities (Wanjama & Njuguna, 2015). Specifically, teachers have noted improvements in their own ability to make classroom planning, management and teaching strategies more gender responsive, as well as an increased capacity to analyse teaching materials for gender bias and counter negative stereotypes of girls and boys (Bever, 2014).

Beyond their own personal transformation, teachers observed improved learning outcomes for their students when they applied the GRP strategies for a gender-inclusive classroom. According to findings from United Nations Girls' Education Initiative and interviews conducted by Creative Action Institute in Kenya and Ghana, teachers trained in GRP noted positive change in student behaviour and attitudes, improved academic performance and achievement for girls, and greater participation by girls in classroom processes when they integrated gender-inclusive strategies. Additionally, they saw higher retention rates, more girls participating in school committees and leadership roles, a reduction in teenage pregnancies, higher gender awareness among boys and success in implementing gender empowerment projects and extracurricular programs in their schools and communities (Bever, 2014).

## 1. 3 **RATIONALE – WHY EDUCATION MUST BE GENDER RESPONSIVE**

It is essential to consider gender in constructing policies and teaching methods to ensure both boys and girls are equally supported. The following statistics support the case for a gender lens in teaching:

- Of the world's one billion poorest people, three-fifths are women and girls.
- About 16 per cent of the world's adult population cannot read or write, and almost two-thirds of them are women.
- 70 per cent of the 130 million children out of school are girls.
- Early and forced marriages frequently impede girls' capacity to complete their education: One in three girls in the developing world is married by age 18, one in nine by the time she's 15.
- Religious and political beliefs may prevent the education of girls and women based on what is believed they should or can do.
- Evidence shows that African women are the backbone of Africa's economy and remain key actors in many of the core economic sectors, particularly in agriculture where women account for more than 70 per cent of the labour force (Food and Agriculture Organization of the United Nations, 2011). However, they tend to be concentrated in the lower rungs of these sectors, working in difficult environments with minimal pay.
- Long-standing beliefs about social and cultural roles can also be difficult for boys/men because they are expected to have the power in relationships with girls/women and to use violence to demonstrate their power.
- Research has shown that the academic difficulties experienced by boys and young men can be seen at all levels of education, starting from the early years. The under education of boys/men has large negative consequences for society. A study on violence against children found that men who have completed secondary education are less likely to use violence against women, more likely to be present during childbirth and to be involved in child care, and hold more gender-equitable attitudes.
- Girls in many countries are still being denied their right to education especially at the primary and secondary level. However, at the tertiary levels, this is reversed with higher numbers of women in 62% of countries.

*Sources: African Union Commission, (2015) African Gender Scorecard; Frei, S. & Leowinata, S. (2014). Gender Mainstreaming Toolkit for Teachers and Teacher Educators. Commonwealth of Learning.*

As we have seen in the international frameworks and strategies, gender equality in education implies both a human rights and development perspective. Quality education for all is a basic human right and integral to achieving all dimensions of inclusive and sustainable development. Education enables girls and boys, women and men to participate equally in social, economic and political life and is foundational for democratic societies. An international coalition of scientists and researchers recently identified that the empowerment of girls through education and family planning rank 6 and 7 of the top 100 solutions to address and mitigate climate change (Hawken, 2017). Research reveals that education of girls is one of the most powerful levers available for avoiding emissions by curbing population growth as women with more years of education have fewer and healthier children, actively manage their reproductive health and are less likely to marry as children or against their will (Hawken, 2017). Educated girls also realize higher wages and greater upward mobility, contributing to economic growth and community prosperity. The rates of infant and maternal mortality drop, and educated girls have lower incidence of HIV/AIDS. Education also shores up resilience and equips girls and women to face the impacts of climate change, thus creating more resilient communities. Armed with the information they need, they can be more effective stewards of their natural resources such as food, soil, trees, and water, and have greater capacity to cope with shocks from natural disasters and extreme weather events.

In summary, gender equality in education is fundamental to promoting women's social, political and economic empowerment, increasing a country's GDP, improving community health and resilience in the face of climate change, combating the spread of HIV/AIDS and other sexually transmitted diseases, promoting women's sexual and reproductive health and effective family planning, and preventing gender-based violence and insecurity in local contexts and around the world (SADEV, 2010).

African Heads of States have made commitments through instruments such as CESA 16-25, that relate to the Sustainable Development Goal 4 of the 2030 Sustainable Development Agenda, to transform the lives of all people through education, a key factor to sustainable development. (Doroba, H., 2017) According to GES for CESA 16-25, for there to be an inclusive and equitable education for all, there has to be the integration of gender dimensions in the national frameworks that guide the development of teaching and learning materials; otherwise, lack of this will result to the exclusion of women, girls and vulnerable persons. Research from FAWE's Research Series 30, has stipulated that for social economic development to take place in Africa, gender-responsive education has to be at the core. (Luswata, S., 2018) Addressing gender issues in society requires designing educational systems and approaches in ways that adequately recognise and address the different needs, opportunities and hopes of girls, women, boys and men. *Let's get started!*

# UNIT 2 GENDER AND HUMAN RIGHTS




*Girls from Kenya advocate for girls' education as a human right, as part of a campaign to enrol more girls in school. Photo Credit: Loima Girls Secondary School*

Every human being is entitled to human rights, enshrined in international law, which include:

- right to equality
- freedom from discrimination
- freedom of speech and expression
- freedom of thought, conscience and religion
- economic, social and cultural rights
- right to education

Human beings have the right to live free from discrimination and not be denied opportunities or rights based on their race, sex, gender, socio-economic status, religion, ability or other social identity. Regardless of where you live, gender equality is a fundamental human right, though gender inequalities continue to persist. Women and girls experience multiple and intersecting forms of discrimination which excludes them from accessing resources such as education, health care, food, water, housing and land. Men and boys may also experience intersecting forms of discrimination that prevent them from equal access to resources and opportunities, although gender is not usually one of them. This system of exclusion and discrimination harms the safety, development and well-being of all human beings.

As an educator, understanding different gender concepts allows you to be respectful of differences and to promote safe learning environments for all learners. Gender and sex are often used interchangeably but 'sex' refers to biologically-determined reproductive anatomy, while 'gender' generally refers to socially constructed roles for males and females, or norms that define the characteristics, capacities and behaviours expected of boys/men and girls/women.

Gender equality and freedom from discrimination are human rights. While there may be different political or religious opinions on gender, we all have an obligation to ensure that no one is mistreated, marginalized or discriminated against. Everyone in society deserves to be treated with respect.

Educators can help to build the foundation of an inclusive society that respects and protects the dignity and rights of all people, by fostering feelings and behaviours of self-worth and social respect in and out of the classroom. To do this effectively, educators must understand the basic concepts of gender and human rights.

**OBJECTIVES**

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

1. Define the meaning of human rights and articulate its connection to gender
2. Define the meaning of gender and intersectionality
3. Define basic definitions of power and oppression
4. Describe what contributes to the social construction of gender in society

The Office of the United Nations High Commissioner for Human Rights (OHCHR) defines human rights as the following:

> *Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible.*
>
> *Universal human rights are often expressed and guaranteed by law, in the forms of treaties, customary international law, general principles and other sources of international law. International human rights law lays down obligations of governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals or groups.*

Human rights are universal and inalienable, which means they apply to everyone and should not be taken away, except in specific situations and according to due process.

The principle of non-discrimination is connected to the principle of equality, as stated in Article 1 and 2 of the Universal Declaration of Human Rights. Article 1 states, "All human beings are born free and equal in dignity and rights." Article 2 states, "Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status."

Since the founding of United Nations in 1945, equality between men and women has been among the fundamental human rights guaranteed. In 1967, United Nations Member States adopted the Declaration on the Elimination of Discrimination against Women, which states that discrimination against women is an offence against human dignity and calls on States to "abolish existing laws, customs, regulations and practices which are discriminatory against women, and to establish adequate legal protection for equal rights of men and women" (OHCHR 2014). In 1979, it became an international treaty known as the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), which means that it is a legally binding agreement between states. All African countries except Sudan and Somalia have ratified or agreed to CEDAW, as of 2018.

Gender equality is at the heart of human rights. Gender responsive schools play a critical role in lifting up every child's right to safety, dignity and education, regardless of gender. A human rights framework can support teachers and schools to raise awareness and dismantle harmful gender practices and stereotypes, so that girls and women, along with boys and men, can bring forth their needs and desires, as well as their creative ideas and brilliance to address the social and environmental issues of our time.

### THE PROTECTION OF HUMAN RIGHTS IN AFRICA

The protection of women's rights are also enshrined in the Protocol to The African Charter on Human and Peoples' Rights on the Rights of Women in Africa, or the Maputo Protocol, which guarantees comprehensive rights to women, including the elimination of discrimination and harmful practices, the right to dignity, education and training, health and reproductive rights, economic and social welfare rights, and the special protection of women in armed conflict and women with disabilities, among others.

ACTIVITY

# HUMAN RIGHTS VALUES

**LEARNING OBJECTIVES**

To encourage young people to think about their own values and human rights; to understand the human rights values of inclusion, respect, cooperation and respect for diversity.

**MATERIALS**

4 large pieces of paper, markers

**PROCESS**

**1** Explain that we all have a right to express our views and be free of discrimination or mistreatment regardless of our different identities. In order to enjoy this right, we need to learn what our values are, and to learn to respect other people's views.

**2** Write one of the following human rights values on each large piece of paper and place them in 4 different places around the room. Human rights values: inclusion, respect, cooperation and respect for diversity.

**3** Ask students to stand next to the value that is most important to them. Form a team with the students who have gathered around the same value.

**4** Ask the teams to discuss, in their group, what the value they selected means to them in their daily lives, and to give concrete examples.

**5** Have the teams prepare a short skit (can also do a song, dance or drawing) to illustrate the human rights value they have chosen.

**6** Have each team present their skit. After each skit, the rest of the group comments on the skit and discusses the value that was demonstrated.

**7** For each skit, read the definition for the corresponding human rights value provided below. Ask students if they agree with the definition.

**TIPS FOR TEACHERS**

For younger children, explicitly teach concepts such as respect, inclusion, cooperation and diversity. Define it with them. Brainstorm as a class what respect looks like, sounds like, and feels like. Give them age-appropriate vocabulary and examples needed to express respect. Have children draw, write, tell stories or act out what respect means to them. Have them share it with the class or in small groups. Repeat the process with other values that you want to teach.

| INCLUSION | COOPERATION | RESPECT | RESPECT FOR DIVERSITY |
|---|---|---|---|
| the process of improving the terms of participation in society for people who are disadvantaged on the basis of age, sex, disability, race, ethnicity, origin, religion, or economic or other status, through enhanced opportunities, access to resources, voice and respect for rights | the process of working together for common, mutual, or some underlying benefit, as opposed to working in competition for selfish benefit | acting in a way that shows care or concern for another's feelings and well-being | acting in ways that show support, positive feelings and care for the feelings and well-being of those with differences from oneself including in racial or ethnic classifications, age, gender, religion, physical abilities, socioeconomic background, intelligence, physical health, personality or appearance |

**GROUP REFLECTION**

After the activity, have students reflect on the experience. You can use the questions below as a guide. Make sure to give students enough time during the group discussion to think of their response.

- What feelings came up during this activity?
- Why are these human rights values important in our school? In our daily lives?
- Some adults say that youth don't have rights or values. Do you agree with this statement? Why or why not?
- Are there rights which deserve to be more widely recognized and better respected? How can we be more inclusive of all genders?
- What can we do to promote these rights and ensure that they are better respected in the classroom?

*Source: Adapted by Creative Action Institute from: Equitas – International Centre for Human Rights Education, Speaking Rights Human Rights Education Toolkit for Youth.*

## 2. 3 **FUNDAMENTAL CONCEPTS OF GENDER & POWER**

Gender and sex are often used interchangeably but 'sex' refers to biologically-determined reproductive anatomy, while 'gender' generally refers to socially constructed roles for males and females, or norms that define the characteristics, capacities and behaviours expected of boys/men and girls/ women. Gender roles are learned through socialization via family, community, schools, culture, religion, government, and media.

Effectively ensuring students' human rights requires a comprehensive understanding of gender as well as the associated power dynamics that have an impact on all aspects of life. Power relations based on gender, class, disability, ethnicity and other social identities directly influence both the teaching and the learning process. When teachers become aware of the negative impact that discriminatory gender constructs, norms, bias and expectations have on all learners and academic performance, they can more skillfully mitigate these issues, identify each learner's needs and build each child's skills, strengths and confidence in the areas that most need support. Teachers can learn to use their power appropriately to shift the power dynamics in the classroom so that each student feels empowered, valued and safe to learn and grow.

### 2. 3. 1 **GENDER CONCEPTS**

**Gender**
A concept that refers to the roles and responsibilities of women/ girls and men/boys that are defined in our families, our societies and our cultures, including what characteristics, aptitudes and behaviours are expected of each gender. These roles and expectations are learned; they are not biologically predetermined and can change.

**Gender stereotypes**
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.

**Gender bias**
Gender bias is a preference or prejudice toward one gender and results in unequal expectations, attitudes, language use and treatment. Bias can be conscious or unconscious, and may manifest in many ways, both subtle and obvious.

**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 expression**
How people express their gender. Everyone expresses their gender in different ways: for example, in the way they dress, the length of their hair, the way they act or speak and in their choice of whether or not to wear make-up.

**Gender discrimination**
Denying opportunities and rights to individuals on the basis of their gender.

**Gender equity**
Giving equal treatment to both girls and boys, women and men to access resources and opportunities, according to their respective needs. The concept recognises that women and men have different needs and power in society and that these differences should be identified

and addressed in a manner that rectifies the imbalances between genders. This may include equal treatment, or treatment that is different but enables girls/women and boys/men to equally exercise rights, benefits, obligations and opportunities.

**Gender equality**
The elimination of all forms of discrimination based on gender, so that all people have equal opportunities and benefits.

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

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

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

**Gender sensitive**
The ability to recognize and respect the experience and needs of all genders.

**Gender responsiveness**
Taking action to correct gender bias and discrimination in order to ensure gender equality and equity.

*Sources: Adapted from sources: FAWE. (2005) Gender Responsive Pedagogy: A Teacher's Handbook. Nairobi: Forum for African Women Educationalists.; Frei, S. & Leowinata, S. (2014). Gender Mainstreaming Toolkit for Teachers and Teacher Educators. Commonwealth of Learning; Leavon (2003) Power and Privilege Definitions. Visions, Inc. and the MSU Extension Multicultural Awareness Workshop.*

## 2. 3. 2 **POWER CONCEPTS**

**Power**
Refers to the capacity to act – to exercise agency and to realize the potential of rights, citizenship or voice.

**Power-over**
Refers to the ability of dominant groups to control, dominate, influence or have authority over the rights, actions and thoughts of others.

**Power-with**
Refers to the synergy and possibilities which can emerge in a relationship through collaboration with others, or through processes of collective action and alliance building.

**Power-within oneself**
Refers to gaining the sense of self-identity, confidence and awareness that is a pre-condition for action.

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

**Patriarchy**
An ideology and social system that promotes male power and superiority over female. The belief is that men are biologically, intellectually and emotionally superior to others. Conversely, patriarchy promotes the false notion that women are weak and dependent on men for protection, guidance and general survival. Patriarchy is the key factor in the structural gender inequality in most societies.

**Prejudice**
A negative judgment or opinion of others that is formed on insufficient grounds or stereotypes. Prejudices are learned and can be unlearned.

**Privilege**
Privilege gives advantages, favours, and benefits to members of dominant groups at the expense of others.

**Oppression**
The combination of prejudice and institutional power which creates a system that discriminates against some groups and benefits other groups. Examples of these systems are racism, sexism, ableism, classism and ageism. These systems enable dominant groups to exert control over target groups by limiting their rights, freedom, and access to basic resources such as health care, education, employment, and housing.

**Internalized oppression**
The process whereby people in marginalized groups believe that the lies, prejudices, and stereotypes about them are true. Internalized oppression can create low self-esteem, self-doubt, and even self-loathing. It is the ultimate outcome of power-over others, as the victims of internalized oppression believe they are subordinate.

**Ally**
An ally is a person whose commitment to dismantling oppression is reflected in a willingness to do the following:

- educate oneself about oppression and human rights;
- learn from and listen to people who experience discrimination and oppression;
- examine and challenge one's own prejudices, stereotypes, and assumptions;
- work through feelings of guilt, shame, and defensiveness to understand what is beneath them and what needs to be healed;
- learn and practice the skills of challenging oppressive remarks, behaviours, policies, and institutional

structures;
- act collaboratively with members of the target group to dismantle oppression.

**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.

**Feminism**
A theory and social movement that focuses on equal rights for people, male and female, and seeks to redress inequalities from an intersectional lens.

*Sources: Adapted from Leavon. (2003). Power and Privilege Definitions. Visions, Inc. and the MSU Extension Multicultural Awareness Workshop.*

### 2. 3. 3 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. For example, girls might be expected to clean the house and boys are expected to take care of the animals.

**Community**
Socially constructed roles are reinforced through allocation of roles, rights and privileges. For example, in a community where the gender construct says only women cook and only men are decision-makers, a boy might not realize he can be a chef and a girl might not realize she can become a member of parliament.

**Education System**
Education systems can positively contribute to the construction of gender, including by selecting curricula that is not gender sterotyped, encouraging males and females to enter all fields, and having men and women in leadership roles.

**School**
Teachers can contribute to the social construction of gender by the way they treat girls and boys equally or unequally, by using texts, curricula and management styles that reinforce or breakdown gender stereotypes. For example, they might expect girls to do better in reading and boys to perform better in math or science.

**Religion**
Religion can be used to reinforce traditional gender roles and inequality in society by positioning women in a subordinate status to men. For example, text from the Christian Bible or Islamic Koran can be interpreted to mean that women should be submissive to their husbands and therefore incorrectly justify their mistreatment or abuse.

**Government**
Governments, policies, laws, decision-making processes and positions that are absent of female representation and gender equality frameworks can reinforce gender stereotyped roles, rights and privileges.

**Media**
The media can play a big role in portraying stereotypical images of women and men that reinforce traditional gender norms and constructs. For example, the media often portrays images that objectify women as sexual objects or promotes tough and violent images of masculinity.

*Source: Adapted from FAWE. (2005). Gender Responsive Pedagogy: A Teachers' Handbook. Nairobi: Forum for African Women Educationalists.*

## 2. 4 INTERSECTIONALITY & MULTIPLE FORMS OF DISCRIMINATION

It is important to understand that someone's experience of gender does not exist in isolation. Multiple and intersecting forms of discrimination exist and exacerbate the barriers and unequal treatment that women face including age, marital status, profession, geographic location, racial or ethnic background, religion, health, particularly HIV/AIDS and disability, as well as poverty, among others. For example, a young girl with disabilities who is a member of a minority ethnic group is at the intersection of multiple social identities that experience discrimination, compounding the likelihood of her mistreatment, neglect and vulnerability.

Human rights law requires that countries address the particular obstacles that girls and women face in accessing education, such as early marriages, unwanted pregnancies, child labour and violence. The needs of girls suffering from multiple forms of discrimination should also be considered. For example, creating gender responsive and inclusive schools may need to also address the financial barriers of girls living in poverty or access issues for girls with disabilities (OHCRH 2014).

ACTIVITY

# GENDER BOXES

**LEARNING OBJECTIVES**

To understand the social construction of gender roles, gender bias and their impacts.

**MATERIALS**

Big paper or chalkboard, markers/chalk

**PROCESS**

**1** Introduce the activity by presenting the learning objectives.

**2** Divide participants into two groups. Group 1 will discuss 'acting/being like a man/boy,' and Group 2 will discuss 'acting/being like a woman girl.' If you have access to magazines or online media, you can also ask the groups to find examples of these messages.

**3** Ask Group 1 to discuss and write their answers to the following questions:

**A** What are examples of messages that men/boys are given when they are told to 'act like a man/ boy'?

**B** Where (e.g., home, schools, etc.) and whom do these messages come from?

**C** How are these messages told, sent or conveyed (e.g., through TV, traditional songs, books, stories, laws, school, etc.)?

**D** Ask Group 2 to discuss and write down their answers the following three questions:

- *What are examples of messages that women/ girls are given when they are told to 'act like a woman/girl'?*
- *Where and whom do these messages come from?*
- *How are these messages told, sent or conveyed?*

**4** After the discussion, draw two boxes – one box around the messages from Group 1, and the other box around the messages from Group 2. Call these boxes 'The Gender Boxes'.

**ACT/BE LIKE A MAN/BOY**

**ACT/BE LIKE A WOMAN/GIRL**

**TIPS FOR TEACHERS**

For younger children, simplify this process by brainstorming different lists of "What boys like" and "What girls like". Go through each point on the list and ask if all kids can like that. Be prepared for students to say something is only for boys/ girls. Remind them that there could be some people that might like the thing in question. Using yourself and/or a "friend" as an example can work great. You may also wish to gather examples from the media ahead of time to help. Create a third list of "What kids like" and combine everything, inviting students to add to this list throughout the day or year.

*Source: Institute for Human Education*

**GROUP REFLECTION**

Ask each group to continue their discussions by answering following questions:

- What happens to men/boys and women/girls who do not conform to the messages inside the box?
- What ways can these boxes limit how people can imagine their futures and the kind of work they can do, or things they can study? What ways can these boxes limit how people can express themselves? (e.g. boys aren't allowed to cry or be a caregiver and girls aren't encouraged to be assertive or in positions of power)
- What methods are used to keep men/boys and women/girls inside the box? (e.g. punishment, shaming, violence, socialization, bullying)
- Are there examples of people who live outside the box?
- What are the benefits of creating a culture where these boxes don't exist? (e.g. people feel respected and valued for who they are; people can contribute their gifts and talents to society regardless of their gender)

*Source: Regional Learning Community for East and Southeast Asia (RLC). (2013). East and Southeast Asia Regional Curriculum on Transforming Masculinities Towards Gender Justice*

**MULTIPLE CHOICE** Circle all the correct answers that apply for each question. There may be more than one correct answer listed.

**1** Gender is:
- **A** Fixed
- **B** Socially constructed and can change.

**2** Gender expression is:
- **A** How a person expresses his or her gender, such as length of hair, clothing, etc.
- **B** The same for everyone.

**3** Human rights:
- **A** Pertain to all people
- **B** Pertain to only some people

**4** Human rights include:
- **A** Freedom of expression
- **B** Freedom of thought, conscience and religion
- **C** Right to education
- **D** Right to live free from discrimination on the basis of gender, race, religion, socio-economic status, etc.

**5** Gender discrimination is:
- **A** Denying opportunities and rights to individuals on the basis of their gender.
- **B** A violation of human rights.
- **C** 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.

**6** Gender discrimination:
- **A** Exists in a vacuum and does not interact with other issues.
- **B** Often intersects with other forms of discrimination.

**SHORT ANSWER** Please answer the following questions.

**7** Explain why gender discrimination in the classroom is a violation of human rights.

**8** Give an example of intersecting forms of discrimination which might exacerbate gender discrimination.

**9** Give examples of how the following structures may affect the construction of gender:
- **A** Households:
- **B** Communities:
- **C** Schools:
- **D** Religion:
- **E** Government:
- **F** Media:

**10** Define the following terms and provide a brief example that illustrates the concept:
- **A** Power:
- **B** Power-over:
- **C** Power-with:
- **D** Power-within:

# SECTION 2 Gender Responsive Schools & Management Systems

**UNIT 3** GENDER RESPONSIVE SCHOOLS & MANAGEMENT SYSTEMS


**3.1** Overview

**3.2** Gender Responsive School Management

**3.3** What Does It Take to Make a School Gender Responsive?

**3.4** Best Practice Models of Gender Responsive Schools and Management Systems

**3.5** Child Protection and Security Measures
*Activity: Forum Theatre*

**3.6** Inclusive Schools for Students with Disabilities
*Activity: Together We Are Able*

**3.7** Gender Responsive Budgeting

**3.8** Self-Assessment Questions

# UNIT 3 GENDER RESPONSIVE SCHOOLS & MANAGEMENT SYSTEMS




*Students pose outside of a FAWE Centre of Excellence in Kenya. Photo Credit: FAWE, Kenya*

## 3. 1 **OVERVIEW**

A gender responsive school is one in which the academic, social and physical environment take into account the specific needs of both girls and boys. This implies that all stakeholders understand the educational principles and practices that promote gender equality. For example, the teaching methodologies, language use, educational materials, classroom set-up, interactions, and physical environment should all be gender responsive and learner-centred.

Teachers should understand and protect the human rights of all students (Unit 2) and be able to provide youth-friendly and age appropriate sexual and reproductive health information (Unit 9). Teachers should be equipped to prevent and address gender-based violence (Unit 10) by developing the emotional intelligence, empathy and conflict resolution skills of students, engaging in trauma-informed teaching practices (Unit 8) and providing adequate referrals and reporting mechanisms to support students. Teachers have an important role to play by working closely with the school management system through regular communication on classroom-related gender issues.

A gender-responsive school also implies that management systems, policies and practices recognize and address the gender-based needs of both girls and boys. This includes ensuring adequate infrastructure for girls and students with disabilities, such as separate toilets for girls and boys or wheelchair ramps, engaging in gender-balanced hiring practices, providing opportunities for ongoing teacher training, developing and enforcing teacher codes of conduct, establishing student safety and protection measures, and using gender responsive budgeting.

### OBJECTIVES

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

**1** Define what a gender responsive school is.

**2** Articulate what makes a school gender responsive and why that promotes gender equality in education.

**3** Articulate the responsibilities of management and teachers in making a school gender responsive.

**4** Assess the level of gender equality in school leadership.

**5** Describe key factors in enhancing child protection and security and be able to engage the school community in identifying problems and solutions.

**6** Build empathy for students with disabilities.

**7** Create sensitivity towards gender responsive budgeting across school projects and programmes.

## 3. 2 **GENDER RESPONSIVE SCHOOL MANAGEMENT**

To analyse whether a school has gender-responsive management and leadership, ask these questions:

**1** What is the current understanding of gender mainstreaming?
**2** How is gender reflected in the following bodies or committees in school listed in the table to the right? Are there some school bodies that have less representation by women? Are they some areas that have less representation by men? Discuss why that might be and what could be done to ensure all areas are gender inclusive.
**3** How is gender reflected in the *leadership* of the school bodies? Are there school bodies that are dominated by female leadership? Which ones are dominated by male leadership? Discuss why that might be and explore what could be done to ensure representation of men and women in leadership positions.
**4** Discuss cultural practices or norms that can hinder gender equality in education.
**5** Discuss any existing rules, regulations and practices in the school that may or may not respond to gender equality.

| SCHOOL BODIES | | # FEMALES | # MALES |
|---|---|---|---|
| SCHOOL ADMINISTRATION | LEADERSHIP | | |
| | TOTAL | | |
| TEACHING STAFF | LEADERSHIP | | |
| | TOTAL | | |
| BOARD OF MANAGEMENT | LEADERSHIP | | |
| | TOTAL | | |
| PARENT TEACHER ASSOCIATION | LEADERSHIP | | |
| | TOTAL | | |
| CLASS REPRESENTATION | LEADERSHIP | | |
| | TOTAL | | |
| CLUB COMMITTEES | LEADERSHIP | | |
| | TOTAL | | |
| HEAD OF DEPARTMENTS | LEADERSHIP | | |
| | TOTAL | | |
| PREFECTS | LEADERSHIP | | |
| | TOTAL | | |
| NON-TEACHING STAFF, E.G., COOKS, JANITORS, ETC. | LEADERSHIP | | |
| | TOTAL | | |

## 3. 3 **WHAT DOES IT TAKE TO MAKE A SCHOOL GENDER REPONSIVE?**

In order for a school to be gender responsive, a holistic approach can include the following elements.

### 1 Equality between male and female teachers

- Use non-discriminatory, participatory and transparent recruitment and selection of teachers and other education staff.
- Work towards competency-based human resource management.
- Provide equal pay, equal teaching conditions, equal representation in management positions and equitable division of work.
- Use fair assessment and evaluation.
- Allow for flexible schedules and other accommodations that address teachers' family responsibilities, such as access to adequate childcare facilities.

### 2 Gender-responsive policies

- Develop and enforce codes of conduct for teachers, staff and students, including a zero-tolerance policy to sexual harassment and physical, verbal or sexual abuse of students, teachers, or staff by any other student, teacher, or personnel, including head teachers, superintendents, administrative and technical staff. Ensure male and females have active roles in enforcing these codes of conduct.
- Commit to encouraging boys/men and girls/women to take the full range of subjects and plan for careers in any area.
- Commit to fairly sharing chores amongst boys/men and girls/women at schools and in teacher education institutions.
- Commit to ongoing gender audits and the gathering of sex-disaggregated data.
- Commit to inclusion in school, including having accessible classrooms and toilets and addressing negative attitudes towards marginalized individuals.
- Commit to the development of building and infrastrucutral norms and policies that ensure adequate and separate water, sanitation, and health amenities, including a private space where girls can wash, change sanitary pads, and access disposal bins and sanitary supplies, where possible.
- Enact and implemnt policies allowing pregnant girls or girls/women with children to continue their education, with accommodations as necessary given their added family responsibilities.
- Accommodate learners who live far away or have domestic or other work commitments that affect their attendance, as well as girls/women who have to miss school for menstruation-related reasons. Options could be to modify the timetable, change starting times, have flexible starting times or provide ways for students to make up for lost time.
- Ensure equal access to sports and extracurricular activities for boys/men and girls/ women.
- Promote active participation of boys/men and girls/women in the decision-making processes at schools and teacher education institutions.
- Provide health education and services, including for sexual health, teenage pregnancy, HIV and AIDS, sanitation and hand washing.

### 3 Curriculum and training

- Review the curriculum, textbooks, other learning materials and teachers' guides to consider how gender, disability, HIV, AIDS and other issues relevant to equity and inclusion are addressed and included in the entire curriculum. Ideally, this work is done in collaboration with other schools or teacher education institutions in the district or province, or as a nationwide effort.
- Ensure that local content — people, stories, examples — is added to the curriculum and that men/boys and women/girls are clearly visible in that content, and not only in traditional roles. Where appropriate, provide equal opportunities for male and female students to be involved in developing learning material.
- Train teachers and principals in gender-responsive teaching, including: equity issues and learner-centred education; gender-responsive teaching approaches and tools; conflict resolution; trauma-informed practices; addressing and preventing sexual harassment and physical and sexual abuse; and school management and leadership.
- Ensure that teachers are aware of local, regional and national sex-disaggregated data on access and success in schools at different grade levels.
- Train boys/men and girls/women in peer-to-peer support to fight gender inequality, such as anti-violence initiatives and the inclusion of people with disabilities.

**4 Cost and infrastructure barriers**

- Encourage the establishment of scholarships or stipends for poor girls/women, boys at risk or other vulnerable children and families, as well as income supplements for child-headed households.
- Develop and look for funding for second-chance/ re-entry programs and bridging programs for child workers and illiterate adults returning to school or other learning environments.
- Look for funding to abolish school fees and reduce hidden costs, such as uniforms and books.
- Look for funding to provide incentives for teachers, including females, to work in rural areas.
- Look for funding to provide food at schools and education institutions, as well as access to health services in schools.
- Look for funding to have an adequate supply of teaching and learning materials, and to develop new, gender-responsive teaching materials.
- Look for funding to upgrade schools and teacher education institutions with water, electricity, sex-segregated toilets, facilities and supplies that support menstrual health management and adequate desks, chairs and other equipment, including ones that students with disabilities can use.

**5 Connecting with the community**

- Share information within your communities on: the importance of educating girls/ women and boys/ men; sexual health, including HIV and AIDS; sexual harassment; and physical, verbal and sexual abuse. Consult with traditional leaders, elders, and local women's groups in preparing these information sessions, work with community partners and get input from women in the community.
- Create participatory projects that involve local schools and education institutions, students, teachers, administrations, parent–teacher associations, other parents and the community at large in developing local solutions to increase the participation of boys/men and girls/women in education.
- Coordinate the creation of Mothers' Educationalists Groups. (See page 22 in this unit for more on the best practice developed by FAWE.)
- Work with the community to address the safety of male and female students and teachers when they travel to and from school.
- Involve members of the community in school committees and parent–teacher associations, and in developing gender-responsive policies and programs for the school. Ensure that women and men are equally represented.

Refer to Unit 11 for ideas to engage in constructive dialogues with the different stakeholders/participants such as school leadership and management, students, teachers and parents in the creation of a gender responsive and inclusive school environment.

*Sources: Adapted from: Frei, S. & Leowinata, S. (2014). Gender Mainstreaming Toolkit for Teachers and Teacher Educators; FAWE (2005) Gender Responsive Pedagogy: A Teachers' Handbook.*

This holistic approach 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. See the next page for what an ordinary school is.

**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<br>· Adequate classrooms<br>· Laboratories and spaces for STEAM<br>· Dormitories (if needed)<br>· Dining facilities<br>· Library<br>· Health facilities<br>· Amenities (water, telephone, transport, electricity and sanitation)<br>· Teachers' housing<br>· Sport and recreational facilities<br>· Favourable ecological environment |
| **Academic Environment** | · Student population that matches available facilities, resources and infrastructure<br>· Adequate teaching and learning materials:<br>  · Teachers' guides, textbooks, library books etc.<br>  · Science equipment and chemicals<br>  · Computers<br>· Adequate, qualified and motivated teachers<br>· Effective school management systems<br>· Functioning Professional Code of Conduct for Teachers<br>· Teacher and student-friendly school rules and regulations<br>· Periodic in-service training for teachers |
| **Social Environment** | · Adequate working conditions for teachers, including salaries, housing and benefits<br>· Organized student leadership<br>· Sports and recreational activities<br>· Operational School Management Committees (SMCs)<br>· Boards of Governors (BoGs)<br>· Parent Teacher Associations (PTAs)<br>· Community involvement in the school operations<br>· Inter-school visits and tours<br>· Resource mobilization through income generating projects, grants, etc. |

*Source: FAWE (2005) Gender Responsive Pedagogy: A Teachers' Handbook. Nairobi: Forum for African Women Educationalists.*

## 3. 4 BEST PRACTICE MODELS OF GENDER REPONSIVE SCHOOLS & MANAGEMENT SYSTEMS

Teacher colleges and school management should ensure that teachers are properly trained and equipped to create gender responsive classrooms and curriculum. In addition to what teachers learn in their pre-service training, ongoing professional development opportunities such as refresher courses and peer groups can support them to continuously improve their skills in gender-responsive pedagogy. The more teachers and school leaders who are trained in GRP, the more effective the school will be at creating a conducive gender-responsive environment, thereby making education more accessible to all students.

### THE CENTRE OF EXCELLENCE (COE) MODEL

Various models can be used to introduce a gender responsive environment in a school. One such model is the FAWE Centres of Excellence Model (FAWE, 2005), in which the academic, social and physical environment of a school and its surrounding community take into account the specific needs of both boys and girls.

### CHARACTERISTICS OF GENDER RESPONSIVENESS IN FAWE CENTRES OF EXCELLENCE:

- Girls are empowered to express themselves freely and confidently within and outside school.
- School community has a good level of gender awareness.
- Teachers apply gender equality principles in the academic and social process.
- School environment encourages girls to bring out their all academic potential in all subjects, particularly the STEAM subjects.
- School addresses the issue of needy girls and boys through provision of bursaries.
- Cases of sexual harassment and pregnancies have are drastically reduced.
- Dropout rates are lower and completion rates high.
- Community is actively involved in the school and in supporting girls to enroll and remain in school.
- Gender responsive physical facilities are available, e.g. accommodation.

## SOME BEST PRACTICES USED WITHIN FAWE CENTRES OF EXCELLENCE:

### Mothers' Educationalists Groups

A Mothers' Educationalist Group is a group has fourteen community members, including a head teacher, local leader, Parent Teacher Association (PTA) Chairperson and a School Management Committee Chairperson.

Objectives of the Mothers' Educationalists Groups include:

- To ensure enrolment, retention and completion of education by girls.
- To raise awareness of communities on cultural practices that have adverse impact on girls' education.
- To promote amicable interpersonal relationship between mothers and daughters.
- To advocate for hygiene, nutrition, child rights with focus on girls.
- To provide counseling with focus on girls.
- To ensure availability and adequacy of hygienic sanitation facilities especially for girls.
- To work with teachers and schools to eliminate incidents of child abuse and all forms of sexual harassment.
- To conduct income generating activities for supporting girls' education, such as cultural events or donated craft sales.

### Tuseme Clubs

Tuseme (Kiswahili for "Let us speak out" or "Tilankhule") is a project that was established by the Department of Fine and Performing Arts (DFPA), University of Dar es Salaam in 1996 to use theatre as a tool to give girls a voice to speak out and express problems, find solutions and take initiative to solve the problems. This project was a response to concern amongst educationalists, parents and other social groups in Tanzania, that girls' voices were not included or considered in efforts to improve girls' academic performance in secondary schools. See Unit 11 and the Resource Page for more detail.

### **CASE STUDY:** MALAWI

A Gender Responsive Pedagogy (GRP) project was initiated in Malawi in August 2009, with funding from UNICEF-ESARO. Karonga Teachers Training College was identified as a pilot college in Malawi to provide GRP training for teachers and management staff. In 2010, in collaboration with the Department of Teacher Education and Development (DTED), FAWE Malawi (FAWEMA) rolled out the GRP training to all grant-aided Teachers Training Colleges between October 2009 and June 2011.

**The GRP project impacts (2009-2013) were:**

- The establishment of a gender committee and appointment of a gender focal person in all the TTCs across the country.
- The establishment of a gender balanced student council.
- The development of a gender policy at the TTC level.
- The development of a Gender Responsive Orientation manual for TTCs lectures.

In a bid to help adolescent school girls overcome the challenge of management of menstruation issues, FAWEMA implemented a project titled "Community Solutions to Gender Barriers in Malawi". The goal of this project was to improve academic performance, completion and retention of 1,500 girls through the provision of sanitary pads in Dowa district by 2014 and to support the sustainable economic empowerment of women through income generation and empowerment with business and sewing skills. FAWEMA worked with Mother Groups who sew and sell sanitary pads for a profit and reinvest a portion into providing needy girls with the product. The model was tested at Liwonde CDSS, and there was a noticeable improvement in both the performance and retention of girls in school who had access to the re-usable sanitary pads.

*Source: FAWEMA website, https:// fawemalawi.wordpress.com/programs*

## 3. 5 **CHILD PROTECTION AND SECURITY MEASURES**

Unit 10 explores the topics in this sub-section much more in depth. However, it is also included here due to the critical role of child safety in creating a school environment that is welcoming for all. A holistic approach involving various interventions is required to ensure a safe and gender responsive school environment. It is essential to develop parameters that promote healthy interactions among learners as well as their teachers in and out of the classroom. One of the unfortunate experiences that many girls and boys face is sexual harassment, which at times is tantamount to child abuse depending on the age of the learner. Sexual harassment includes offensive touching, sexual advances, flirting, inappropriate language and gestures, and veiled threats or promises.

School management should put policies in place to prevent sexual harassment, deal with perpetrators if it occurs at school, provide guidance and counselling services, and promote the support of fellow learners 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.

To increase accountability and ethics of teachers, many countries have developed Teacher Codes of Conduct which outline acceptable behaviour and responsibilities of teachers, especially in regard to issues of sexual harassment and gender-based violence. The impact of codes of conduct is variable due to multiple factors such as limited or lack of awareness, broad adoption, education, capacity or access (Poisson, 2009).

See the Resource Page for UNESCO's Guidelines for the Design and Effective Use of Teacher Codes of Conduct for support in reviewing, designing and implementing a code of conduct and the appropriate mechanisms to ensure its successful implementation and regulation of teachers' conduct at the school level.

Some of the questions that can be useful in performing a gender-responsive analysis on issues of child protection and security measures include the following:

- Is the school close enough for all school-age boys and girls to walk?
- Can both boys and girls be safe on their way to school? Are services provided to ensure their safety, such as transportation?
- In the school and on the way to/from school, do girls and boys feel safe from bullying, discrimination, sexual harassment and abuse?
- What kind of support do boys and girls receive, if any? Is there any special provision to reduce stigma/discrimination that girls and boys may face? Is it different between boys and girls?
- Are girls who get pregnant supported (accommodated/accepted) by the school, and do they feel free to continue schooling?
- Are school rules and regulations gender responsive in dealing with undue problems and inconveniences, which negatively impact teaching and learning processes?
- Are toilets for boys and girls separate, not close together providing adequate privacy for girls as well as boys?
- What are the existing school rules and regulations, policies or guidelines developed to address sexual harassment? Are these rules enforced regularly when sexual harassment cases occur?
- What specific steps can teachers take to prevent themselves from sexually harrassing their learners?
- What could be the existing social-cultural practices that perpetuate sexual harassment in the school environment?

The following activity, called Forum Theatre, whichs comes from a body of work called Theatre of the Oppressed, can be used to discuss and find solutions for a variety of social or security issues at school or in the community. School management, teachers, students and community members can all be directly engaged to identify problematic, gender-biased and/or unsafe situations and accompanying solutions or interventions. Forum theatre provides people with the opportunity to practice new behaviours and interventions in a safe space, rather than just talking about it, which makes it more likely for them to take action and apply new behaviours in real life. The solutions generated by the audience can be translated into teacher codes of conduct, school rules, reporting mechanisms and/or best practices to guide learning and shared ownership around the creation of safe and positive learning environments. (See the Resource Page for TUSEME, which uses this form of theatre in its girl empowerment programs.)

ACTIVITY

## FORUM THEATRE

**LEARNING OBJECTIVES**

To increase understanding about a particular issue; to generate constructive dialogue, strategies and alternatives for dealing with an issue; to identify and practice new behaviours, actions and interventions to improve the outcome of a situation.

**MATERIALS**

Big paper; markers; costumes or props for theatre skits; space for presentation and audience.

**PROCESS**

**1 Preparation:** You may want to have a pre-developed theatre skit around a particular topic beforehand or you can divide into small groups and have them develop the scenarios.

**2 Explain the process:** We are going to use role plays and a process called Forum Theatre in which people create short theatre skits that represent a challenging situation and the audience comes up to try out different responses and identify actions and strategies that can change the situation for the better.

**3 Identify the topics:** The facilitator can pre-determine topics or brainstorm them with the group. The scenarios show a problem situation that is NOT resolved – it is designed for the audience to come up with possible solutions. Some possible scenarios you might want to develop can reflect challenges regarding teacher conduct or other problems encountered in school so that teachers can identify problematic behaviours/ situations and practice appropriate gender responsive actions:

- Teacher uses gender-biased language and behaviours in classroom
- Teacher engages in some form of sexual harassment with students
- Girls are afraid and unwilling to participate actively in class
- Situation of conflict or bullying in class
- Parents won't allow a girl to come to school (i.e. due to poverty, conflict, child marriage, pregnancy or other relevant issues)
- A girl reports sexual harassment or gender-based violence by another teacher, student, community or family member
- What are some other possible scenarios?

Take several suggestions and then vote on the top two (depending on how much time and people you have) that you want to work on together. Once the scenarios are selected and clear, the participants will break out into small working groups.

**4 Create the role play scenarios:** Ask the groups to develop a five-minute theatre scene that shows a moment when a student or teacher confronts a problem and does not know how to resolve it. Direct each group to think about the five W's in the creation of the skit:

- *Who*: Who is involved or affected by this issue?
- *What*: What happens in the story? How does it start? What is the main moment of conflict? How does it end?
- *When*: When does it take place?
- *Where*: Where does the story happen?
- *Why*: What does each character want? What motivates them?

*Note*: Remember not to provide a solution, but to leave it unresolved so that the audience can intervene and find their own solutions.

**5 Engage in the Forum intervention process.**

**A** Show the first skit all the way through. Ask the audience to form a pair with someone sitting next to them and talk about different action that can be taken to change or resolve the problem. What can they do? Let them know they will see it again

with chances to intervene and try on possible solutions.

**B** The actors will start the skit a second time, but now the audience is invited to stop the scene if they see the girl being mistreated or a teacher with a problem he/she doesn't know how to resolve. Audience members can yell freeze and either add themselves in as an additional character or replace a character with whom they can identify in some way.

**C** Do not allow them to describe their solution. Invite the m to come up on the stage, replace or add a character and act it out. The other actors will respond as authentically as possible; from the perspective of the character they are playing.
If the intervention moves them to change, they are instructed to keep acting and see what happens. If the intervention does not genuinely affect them, then they should not change their behaviour.

**D** Once the participant has completed their intervention, the facilitator stops the scene and asks the following questions: "Did you get what you wanted?" Or "What were you trying to get?" The facilitator can also summarize what they did and ask why they did it. S/he can also ask the other characters: "How did their action affect you? Was there a moment that what they said or did made you change?"

**E** If their intervention doesn't work, the facilitator should affirm the intent and draw out the learning by saying: "There's something really valuable here...." The facilitator can also name the complexity of the moment and ask the audience "How many of you know this challenge to be real?"

**F** If the scene plays out and no one stops the play, the facilitator can stop it and ask the audience: or "How many of you thought of something you could do when you reflected with your partner? This is why we're here. Let's rewind the scene and play it again!"

*Tips*: Allow a number of interventions to take place. To conclude the performance, the facilitator sums up or asks the audience to identify the main ideas and strategies they came up with.

*Option*: Speed Interventions You can invite the participants to line up for speed interventions in which they try out really quickly as many different ways to respond as possible. You don't have to facilitate a reflection after each one and can wait until the whole line has tried out their ideas.

**GROUP REFLECTION**

Reflect on the strategies and interventions that came up and write them on big paper. You can potentially turn the ideas and interventions into teacher codes of conduct, rules and regulations, classroom management best practices, etc.

- What did you learn?
- What kinds of things can we do to change, respond or improve the situation?
- What local people and resources are available to help deal with this issue?
- How can we institutionalize these ideas into daily practice or mechanisms?

*Source: Adapted from Theatre of the Oppressed Boal, A. (2002). Games for Actors and Non-actors. London: Routledge.*

School management holds the primary responsibility for ensuring inclusive schools and infrastructure; and it is important to include everyone. Students with disabilities face stigma and discrimination, in part, because people make false assumptions or are unfamiliar with how to provide the necessary support. The following activity can be used with students and teachers to more deeply empathize with the challenges that students with disabilities face so that everyone can participate in creating inclusive schools.

Creating inclusive schools for students with disabilities can be challenging, especially in regions with limited resources. Inclusive education—which fully engages all children in quality education, including children with various types of disabilities or other learning challenges—has proven particularly effective in helping all children learn to create inclusive societies that value the contributions of all its members. Children with disabilities often face intersecting forms of discrimination, for example girls with disabilities face both gender discrimination and discrimination due to their disability. These students are even more vulnerable to bullying, harassment and abuse. A proactive school management and leadership is key in the establishment of an inclusive school.

Please see the Resource Page for a School and Classroom Disabilities Inclusion Guide for Low and Middle-Income Countries (Bulat, et. al, 2017) for concrete strategies and recommendations to develop inclusive classrooms and schools. It specifically addresses the needs of Sub-Saharan African countries, which often lack the resources for implementing inclusive education.

ACTIVITY

## TOGETHER WE ARE ABLE

**LEARNING OBJECTIVES**

To develop empathy and understanding of the challenges and opportunities that come with different disabilities; to strengthen communication and collaboration skills; to create an inclusive classroom environment.

**MATERIALS**

Blindfolds; ropes or fabric strips; sticks or poles; slips of paper with disabilities written on them; hat/bowl/basket

**PROCESS**

1 **Explain the purpose of the activity:** People are born with different bodies and different kinds of strengths and challenges. We have different levels of physical and learning ability and sometimes we don't think about the challenges that people who have disabilities struggle with – either having access to spaces, being able to fulfil physical or learning tasks or being treated with respect. In order to create a school and classroom that is inclusive for everyone, we want to engage in an activity that will provide an experience of living with different disabilities so that we can have more understanding about what it is like to be in their shoes, and what kind of support they might need from teachers and other students. You can ask if students or teachers know people who have disabilities, what they are and what kinds of struggles they may face.

2 **Explain the rules:** Let the group know that you are going to assign everyone a different ability and then have them work in pairs to support each other. There are different options – decide on a length of time that they will engage in this activity – it could be a few hours for a specific activity, or the entire school day. The goal is to support and collaborate with each other to make the most inclusive experience possible.

3 **Assign a disability to each student:** You can pre-determine these roles, or have them pick it out of a hat or basket. They can repeat so that multiple students have the same challenge and you can also have a few students that are completely able-bodied. Here are some options:
- Blind (blindfold)
- Mute (can't talk)
- Loss of right or left arm (tied to side of body)
- Loss of both arms (tied to body)
- Loss of one/both hands (tie together with tape/fabric)
- Can't bend elbows (tie a stick along length of arm)
- Can't bend knees (tie a stick along length of leg)
- Can't walk
- Able-bodied

4 **Pair up the students as support buddies:** Pair them up with instructions to support each other throughout the activity or day.

5 **Go through the activity or day:** You could either assign them specific tasks that they have to try and accomplish with their various disabilities or simply have them go through a typical school day. Encourage them to work together to make sure everyone is included and to notice the different thoughts and feelings they have through the experience.

**GROUP REFLECTION**

Release everyone at the end of the day or activity and make sure you have time to debrief the experience.

- What was it like for you? How did you feel?
- What challenges did you experience?
- Could you overcome them? If so, how?
- How did you support each other?
- Why are people mean to other people who have disabilities? How do you think it makes them feel?
- What do we lose out on as a community when we exclude people with disabilities?
- How can we make our classroom or school more inclusive and supportive for everyone?

*Source: Creative Action Institute*

## 3. 7 GENDER RESPONSIVE BUDGETING

A school's budget reflects the allocation of resources and its work plan. "Gender-responsive budgeting consists of procedures and tools aimed at ensuring that resources are allocated and used in ways that contribute towards mitigating gender inequalities and thus increasing prospects and opportunities for gender equality and empowerment" (UNESCO, 2015). As a gender responsive school, school administrators should review existing budgets and/or create new budgets with gender in mind, However, it is essential to be aware that gender responsive budgeting is not about creating separate budgets for girls or women (Uworwabayeho et al., 2017).

The process of gender budget analysis has the following benefits:

- Reviews the budgeting process with a gender lens, revealing how and by whom budget decisions are made.
- Enables school management to see the opportunities presented for girls and boys, women and men, and whether or not these opportunities are equitable.
- Allows school management to identify and address gaps in the budget so that those who are disadvantaged become empowered.

Some of the questions that can useful in performing a gender-responsive budget analysis include the following:

1. Does the school have a policy that supports gender budgeting?
2. Who has a voice in budget development and decisions? Who else should be included to have diverse perspective at the table?
3. How does the current budgeting practice affect girls and boys, and female and male teachers?
4. Is there a gender-specific budget line? Why or why not? What is the total fund in the budget for gender issues?
5. What funds are available for gender equity and training programmes?
6. What funds are available for designing, monitoring, and evaluating efforts to make the school more gender responsive?
7. What needs to change in the budget to ensure it supports a gender-responsive school?

*Source: Ministry of Education of Rwanda (2017). National Gender Responsive Teacher Training Package.*

## 3. 8 **SELF ASSESSMENT QUESTIONS**

**MULTIPLE CHOICE** Circle all the correct answers that apply for each question. There may be more than one correct answer listed.

**1** A gender responsive school:
- **A** Takes into account the specific needs of girls and boys.
- **B** Promote gender equality.
- **C** Has management systems, policies and practices that recognize the gender-based needs of just girls.
- **D** Is the sole responsibility of school management.
- **E** Is reflected in equality between male and female school leadership.

**2** Sexual harassment:
- **A** Is acceptable in certain circumstances.
- **B** Is unacceptable between teachers.
- **C** Is unacceptable between students.
- **D** Is unacceptable between teachers and students.
- **E** Is unacceptable in all circumstances.

**3** Students with disabilities:
- **A** May face intersecting forms of discrimination.
- **B** Are more vulnerable to bullying, abuse and harassment.

**4** Budgets:
- **A** Are numbers and cannot be gender responsive.
- **B** Can reveal the story of whether or not resources are being allocated in a way that supports or undercuts gender equality.

**SHORT ANSWER** Please answer the following questions.

**5** In your own words, please share how a being a gender responsive school promotes gender equality.

**6** Please list the ways that teachers can make a school more gender responsive.

**7** Please list the ways that school management or administrators can make a school more gender responsive.

**8** Fill out the sample chart in subsection 3.2. What do you notice about gender equality in school leadership? What steps might you take to improve equality?

**9** Review the questions in subsection 3.5. What is your school doing well in terms of child protection and security? What areas need more work?

**10** Review the questions in subsection 3.7. What is your school doing well in terms of gender responsive budgeting? What areas need more work?

# **SECTION 3** Gender Responsive & Learner-Centred Pedagogies


**UNIT 4** GENDER RESPONSIVE & LEARNER-CENTRED PEDAGOGIES

- **4.1** Overview
- **4.2** Gender Responsive Pedagogy
- **4.3** Learner-centred Pedagogy
  *Activity: Problem Tree/Solution Tree*
  - **4.3.1** Multiple Intelligences
  - **4.3.2** Arts in Education
    *Activity: Art Codes*
  - **4.3.3** Appreciative Inquiry
    *Activity: Appreciative Inquiry*
- **4.4** Teaching Skills for Learner-Centred Pedagogy
  *Activity: Practicing Learner-Centred Teaching Skills*
- **4.5** Self-Assessment Questions

**UNIT 5** GENDER RESPONSIVE LANGUAGE USE

- **5.1** Overview
- **5.2** Gender-bias
  *Activity for Teachers: Gender Bias Self-Assessment*
- **5.3** Gender Responsive Language
  *Activity: Playing with Proverbs*
- **5.4** Providing Constructive Feedback
- **5.5** Self-Assessment Questions

**UNIT 6** GENDER RESPONSIVE LESSON PLANNING

- **6.1** Overview
- **6.1** Fundamentals of a Learner-Centred and Gender Responsive Lesson Plan
- **6.1** Self-Assessment Questions

**UNIT 7** GENDER RESPONSIVE TEACHING & LEARNING MATERIALS

- **7.1** Overview
- **7.2** Assessing and Revising Teaching and Learning Materials
- **7.3** Adapting Learning Materials to be Gender Responsive
- **7.4** Tips for Teaching with Limited Resources
  *Activity: Image Theatre*
  *Activity: This is Not a Trash Can*
  *Activity: Recycling Innovation Challenge*
  *Activity: Oral "Herstory" Project*
- **7.5** A Note Regarding Gender Responsive STEM Education
- **7.6** Self-Assessment Questions

# UNIT 4 GENDER RESPONSIVE & LEARNER-CENTERED PEDAGOGIES




*Girls use creative methods to represent different organs of the body. Photo Credit: FAWE*

## 4. 1 **OVERVIEW**

Within the context of classroom settings, pedagogy is a term that includes both what is taught and the methodology used for teaching. This unit includes definitions and examples of gender responsive pedagogy and learner-centred pedagogy. The understanding of gender responsive and learner-centred pedagogies is essential to transforming schools so that they are positive learning environments that empower all students to become engaged citizens. The curriculum must ensure that every individual is valued and high expectations are held for every student.

A variety of learning activities and materials should be used to support the development of the students' multiple intelligences and different learning styles. Because research has shown a correlation between the arts and academic success – and based on the demonstrated success of FAWE's TUSEME method which leverages the arts – it is clear that incorporating different arts modalities to strengthen creative thinking skills and mind-sets can be beneficial on multiple levels. In an effort to create an inclusive classroom, learning should be organized so that all learners actively participate without discrimination whether based on gender, disabilities, special needs or social background. This will support teachers to provide quality education by strengthening their ability to be gender responsive and apply learner-centred approaches in their teaching.

**OBJECTIVES**

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

1. Demonstrate an understanding of gender responsive pedagogy.
2. Demonstrate an understanding of learner-centred pedagogy, multiple intelligences, and arts-based education.
3. Demonstrate an understanding of learner-centred teaching skills and interactive techniques.

## 4. 2 **GENDER RESPONSIVE PEDAGOGY**

Gender responsive pedagogy refers to teaching and learning processes that pay attention to the specific learning needs of girls and boys. These can be identified by assessing the challenges and gaps in skills and knowledge for both genders. For example, boys may need extra support to develop reading skills or emotional intelligence while girls may need extra support to speak up in class or in STEAM subjects of science, technology, engineering, arts and math. (Please note that this is just an example. You will need to assess the specific needs of your students.) Gender responsive pedagogy calls for teachers to take an inclusive gender approach in the processes of lesson planning, teaching practices, classroom management and performance evaluation. These aspects of gender responsive pedagogy are explored in detail in subsequent units within this toolkit and summarized below.

**Language Use (Unit 5)**
The language teachers use in the classroom can reinforce negative gender stereotypes or promote gender inclusion and equality. Teachers should strive to use both gender pronouns when citing examples and refer to all students with respect, regardless of their gender.

**Lesson Planning (Unit 6)**
Gender responsive teachers account for gender in planning the lessons, considering differences in the learning needs of students based on their different social backgrounds and learning styles. A gender responsive lesson plan takes into consideration the teaching and learning materials, methodologies, activities, and classroom arrangement.

**Teaching and Learning Materials (Unit 7)**
Develop or adapt your materials to be gender inclusive and ensure they promote messages of gender equality in society. Use textbooks and materials that promote gender equality. If they don't, you can engage the class in critical analysis of the images or text through a gender lens:

- *Illustrations and photos:* Are men and women always in specific roles where men are leaders and women are helpers? For example, if you notice that images of doctors are always men and nurses are always women, you can take the opportunity to clarify this in classroom conversation or find visual examples that show women as doctors. While there are certainly male doctors and female nurses, if this is all that students see, a boy might not realize that he can also be a nurse or a girl might not realize that she can also be a doctor.

- *Stories:* Do stories read in the classroom always feature boys as the heroes and girls as helpless or needing to be rescued? You can bring in discussion questions that ask both boys and girls to reflect on a time they helped someone and a time they were helped.

**Classroom set-up (Unit 8)**
Consider the typical classroom arrangement in which desks are lined up in neat rows facing the teacher. A big drawback of this arrangement is that it can reinforce many traditional socialization processes. The teacher is seen as the expert bestowing knowledge to the students, rather than actively engaging students with more learner-centred pedagogies. Those who are less comfortable speaking out sit at the back of the class and 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 or sitting in a circle may encourage all students to participate actively. Where this isn't possible, consider rotating seats to ensure all learners are engaged. Additionally, how are the students seated? Are girls and boys sharing desks? Encourage opportunities for girls and boys to share desk space in order to break down barriers, understand and respect one another, and work together toward a common goal.

**Classroom management (Unit 8)**
Ensure that your classroom practices help to develop mutually supportive interactions between students, teachers and parents. Use systems and structures that cultivate safety and an inclusive learning environment for all students such as the collective development of group norms. Incorporate activities that develop the emotional intelligence and conflict resolution skills for students to interact well together. Take intentional steps to encourage participation by all students.

**Sexual and Reproductive Health (Unit 9)**
School facilities often do not provide for the means to manage menstrual hygiene like privacy, water, incinerators, sanitary towels and bins. Ideally, schools offer separate facilities for girls that accommodate their needs. Additionally, gender responsive teachers and schools should provide effective sexual and reproductive health information through a human rights framework that support boys and girls in a healthy sexual maturation process.

**Gender-based violence (Unit 10)**
Understand the causes and impacts of different forms of gender-based violence for both girls and boys. Develop trauma-informed teaching practices and a referral process that allows teachers to provide adequate support for victims of gender-based violence, sexual harassment, conflict, emergencies and other trauma-inducing experiences that might limit students' access and participation in education.

## 4. 3 **LEARNER-CENTRED PEDAGOGY**

Pedagogical approaches that are top-down and assume that teachers hold and transmit all the knowledge are common but can result in student passivity and conformity. To develop the life skills and multiple intelligences of each student, it is important to engage more innovative curricula and pedagogical approaches that improve student learning and promote gender equality. The main objective of teachers should be to foster in students the motivation to become lifelong learners and to choose learning activities that maximize their capacity to do so.

Drawing from the theory of popular education, first developed by Paolo Freire (2000), teachers and schools can value, acknowledge and build on the inherent knowledge, creativity and experience of the learner. One of the root words that education comes from is *educare,* a Latin word that means to bring out, to draw forth (Tollesfson, & Osborn, 2008). Teachers should focus on bringing out what children have to offer and drawing forth the interests, talents and questions that students bring – rather than directing or controlling children. Learner-centred pedagogy uses experiential education and dialogue to empower students to reflect critically on our world so they can become engaged citizens and contribute meaningfully to their community. The education of engaged citizens also requires inclusion and respect for diversity, meaning that each individual should be recognized and respected for their own abilities, interests, ideas, needs, and intersecting social identities (Tollesfson, & Osborn, 2008). By striving to inspire and include every student, teachers can stop the perpetuation of gender inequality and other disparities that limit the future for millions of children across Africa and globally.

Following is an example of an interactive tool that solicits the knowledge and critical reflection of the students about issues that are relevant to their lives. This tool also supports students to take action as engaged citizens.

ACTIVITY

# PROBLEM TREE/SOLUTION TREE

**LEARNING OBJECTIVES**

To visually analyse the root causes and effects of a problem; to identify possible solutions and strategic interventions.

**MATERIALS**

Big drawings of two trees on two pieces of brown paper; markers; post-it notes (optional); flip-chart paper for each small group, large enough for them to create their own problem tree/solution tree.

**PROCESS**

**1** Place on the wall a drawing of a large tree with the title "Problem Tree" at the top of the page. Write a problem that is relevant to the students in the middle of the trunk. Be as specific as possible. For example, instead of writing "Education", you can specify "Many girls in our community stop going to school after 8th grade".

**2** Ask the students to consider all of the underlying causes of this problem. Collectively brainstorm and write their answers directly onto the roots of the tree. Write them as negative statements, such as "Lack of feminine hygiene supplies" or "Girls are forced into early marriage."

**3** Once you have identified the causes, brainstorm all of the negative impacts or effects of this problem and write them in the branches of the tree. For example, "Girls suffer from low self-esteem" or "Women are not represented in our local government".

- What are examples of messages that women/girls are given when they are told to 'act like a woman/girl'?
- Where and whom do these messages come from?
- How are these messages told, sent or conveyed?

**4** Now place the second drawing of the tree next to the first one and write the title "Solution Tree" at the top.

**5** Rewrite the problem as a solution in the trunk. Write it as if it had already been resolved. For example, "All girls in our community graduate from high school".

**6** Reverse all of the negative statements that form the roots of the problem tree into positive ones. For example, "Feminine hygiene supplies are provided" or "Parent allow girls to get married after they finish school".

**7** Reverse all of the impacts into positive ones in the branches, becoming the long term outcomes of your strategic interventions or actions. For example, "Girls are confident" or "Women hold positions of power".

*Note*: After demonstrating this process with the whole class, students can now use the activity to analyse issues on their own or in small groups. Have them present their trees to the whole group or post their trees on a wall and take a gallery walk through the room to see each other's analysis.

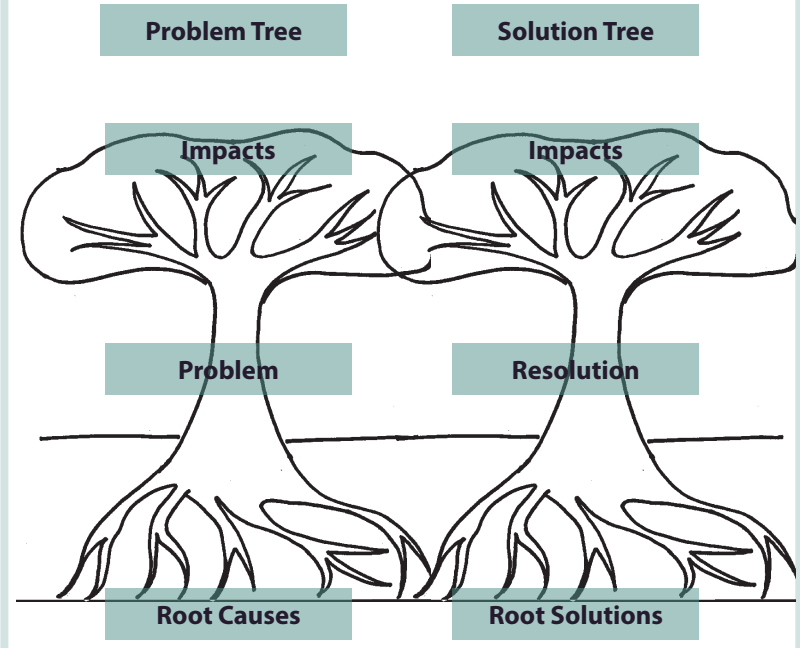
**GROUP REFLECTION**

- What are the root causes of this problem?
- What are the impacts?
- What are the solutions?
- What actions can we take to achieve them?

*Source: Adapted from Evaluation Toolbox. (n.d.). Community Sustainability Engagement website.*

**TIPS FOR TEACHERS**

This activity can be done with younger students by creating simpler, age-appropriate questions and examples. A problem example could be "Children make fun of each other". For root causes, a teacher can ask "Why do you think this happens?" and be ready to provide examples such as, "We see others do the same"; "We want to feel included"; "Students don't know each other"; or "We don't have clear rules or class agreements". For negative impacts, a teacher can ask questions such as, "How does this make someone feel?"; or provide an example with a yes or no response, such as "Do you think this makes someone feel afraid to go to school?" and then write it up in the branches.



### 4. 3. 1 **MULTIPLE INTELLIGENCES**

We often think that intelligence is just our mental capacity to reason, plan, solve problems and comprehend ideas. Education systems tend to favour this intelligence in its pedagogy and assumes that everyone learns in the same way. Through extensive research, Howard Gardner (2006) has identified nine distinct learning styles and proposes that teachers should adopt a variety of learning approaches to meet the diverse learning needs of students. It suggests that teachers be trained to present their lessons in a wide variety of ways using music, cooperative learning, art activities, role play, multimedia, field trips, inner reflection, and much more. When people are seen and supported to express themselves along a spectrum of intelligences, they feel more competent and motivated to serve society in constructive ways. Emotional intelligence is another dimension that is important to develop in students and is addressed in Unit 8.

**Examples of Howard Gardner's Multiple Intelligences:**

**Visual-Spatial Intelligence**
"Picture smart" learning tools can include mind-mapping, jigsaw puzzles, models, graphics, charts, photographs, drawings, 3-D modelling, video, and pictures/charts/graphs. How can you use visual aids in your lesson plans?

**Bodily-kinaesthetic Intelligence**
"Body smart" learning tools can include physical activity, dance, drama, sports, and hands-on experiments. How can you use the whole body in your lesson plans?

**Musical Intelligence**
"Music smart" learning tools can include instruments, music, rhythm, song lyrics, rap and music videos. How can you bring in music to your lesson plans?

**Interpersonal Intelligence**
"People smart" learning tools can include partner work, group activities, fieldwork, interviews and dialogues, community involvement, social gatherings, mentorship and apprenticeship. How can you use partner or group work in your lesson plans?

**Intrapersonal Intelligence**
"Self smart" learning tools can include visioning, books, creative materials, journals and quiet reflection time. How can you evoke emotions and use reflective time in your lesson plans?

**Linguistic Intelligence**
"Word smart" learning tools can include lectures, discussion, storytelling, multimedia, books, poetry, tape recorders, and interviews. How can you use the spoken word in your lesson plans?

**Logical - Mathematical Intelligence**
"Reason/number smart" learning tools can include puzzles, math games, problem solving and science experiments to help students think logically, critically, use reason and see and explore patterns and relationships. How can you bring in numbers to your lesson plans?

**Natural Intelligence**
"Nature smart" learning tools can include time outdoors, hands-on learning, nature journals, gardening, practical demonstrations, research about weather, geology and local flora and fauna. How can you use nature in your lesson plans?

**Existential Intelligence**
"Life smart" learning tools can include philosophical texts, videos, journaling, poetry, arts, community service and independent reflection time. How can you bring in philosophical questions in your lesson plans?

*Source: Gouws, F. E. (2007). Teaching and learning through multiple intelligences in the outcomes-based education classroom. Africa Education Review, 4:2.*

### 4. 3. 2 **ARTS IN EDUCATION**

Research correlates the arts with academic, social and emotional success; and the development of creative skillsets and mind-sets that will become increasingly valuable in our world. The challenges of the next century demand citizens with a well-developed capacity for creative thinking and innovation. Our world needs creative pioneers, adept at risk-taking, questioning the status quo and reimagining the future. Creativity is often side-lined in education when classrooms are crammed and budgets are limited. But this is short-sighted. Research shows that highly creative individuals focus on future possibilities, imagine potential outcomes, think in terms of what if or what might be and are adept at getting others to buy into their ideas.

Numerous studies and reports indicate that creativity is emerging as a key leadership characteristic in the 21st century due to the need to generate innovative solutions, try new approaches and effectively respond to the complex social and environmental challenges we face. We need young leaders who can think outside the box and find innovative solutions to long-standing and emerging problems. As Albert Einstein said, "You cannot solve problems with the same level of consciousness that created them."

The incorporation of the arts as part of a comprehensive education reform strategy are showing improved student performance (Ruppert, 2006). In particular, studies show that some of the key learning capacities that different art forms can develop are:

- reading, writing, literacy and mathematics skills;
- thinking skills such as reasoning ability, intuition, perception, imagination, creativity, problem-solving skills and self-expression; and
- social skills, including self-confidence, self-control, conflict resolution, collaboration, empathy and social tolerance.

In addition, the arts help create the kind of learning environment conducive to student success by inspiring active learning and community engagement, increased student attendance, effective teaching practice and a sense of empowerment to create change (Ruppert, 2006).

While art may initially seem like a luxury or something that cannot easily be integrated into schools with limited resources and tight curriculum benchmarks, it can easily be incorporated as a tool to build skills in other subjects. Classroom teachers do not need to be artists to incorporate art into their classroom.

**CASE STUDY:** TUSEME CLUBS IN SENEGAL

Tuseme (Kiswahili for "Let us speak out" or "Tilankhule") is a project that was established by the Department of Fine and Performing Arts (DFPA), University of Dar es Salaam in 1996 to use theatre as a tool to give girls a voice to speak out and express problems, find solutions and take initiative to solve the problems. This project was a response to concern amongst educationalists, parents and other social groups in Tanzania, that girls' voices were not included or considered in efforts to improve girls' academic performance in secondary schools. (See Unit 11 and the Resource Page for more detail.) Since then, the Tuseme model has been adopted in many countries.

FAWE Sénégal has sparked the creation of Tuseme club in which girls discuss the gender issues they face and a dialogue is created among the students. The club then prepares a theater production which addresses the gender issues identified and proposes possible solutions to resolve these issues. Family and community members are invited to the performance to sensitize them to girls' problems at school and at home. After the performance, the Tuseme club creates a plan of action for how they will put into place their solutions.

The Tuseme club at Soum middle school in the rural community of Djilor identified domestic chores as a burdensome factor affecting girls' academic performance. The club found that girls were often responsible for performing chores due to gender roles where, men and boys did not partake in these responsibilities. Consequently, girls at Soum middle school were spending less time on their studies and were suffering academically. The Tuseme club prepared a theater play with an action plan which sensitized the community to this problem and encouraged other family members to share the burden of household chores. Since the plan was put into place in June 2008, several families have reallocated the distribution of responsibilities in the home so that girls have more time for studies.

*Source: FAWE Senegal (n.d.). Tuseme: Girls' Empowerment Theater-for-Development Clubs. Retrieved from https://www.changemakers.com/educationafrica/entries/tuseme-girls-empowerment-theater-development-clubs*

ACTIVITY

# ART CODES

**LEARNING OBJECTIVES**

To be able to use art forms to symbolically represent a social or environmental issue; to be able to perceive and relate to the problem; to analyse the root causes of an issue; to generate solutions and possibilities for action.

**MATERIALS**

Depends on the art modality used, e.g. visual art supplies, fabrics, musical instruments; decoding questions on big paper; small and big paper; pens

**PROCESS**

**1** Once the topic or issue is selected, invite the students to work in small groups to use a variety of arts modalities to represent the issue. It could be a poem, photograph, theatre skit, story, visual image or drawing, song, video, movie, etc.

**2** Provide examples of different art codes, such as a drawing or photograph of a clear cut forest or contaminated river, an original song that highlights the effects of climate change, or a music video that depicts the experience of a woman who suffers domestic violence.

**3** Guide students to ensure that the code very clearly depicts the problem and not the solution. Remind them to make the code as clear as possible so that the group doesn't waste time debating or interpreting the meaning of the code.

**4** Have each group present their art code to the whole class. After each group presents their code, facilitate a group discussion that guides the students through the "decoding" process to analyse the issue. Do not describe or tell the group what the problem is. The decoding process is designed for the students to perceive and analyse the problem.

**TIPS FOR TEACHERS**

Teachers can develop or guide younger students to create artistic representations of the topic at hand, for example having them make a drawing or theatre skit that illustrates what they understand. The dialogue questions can be modified to be age-appropriate.

**GROUP REFLECTION**

**1** **Perceive.** The students describe the problem or issue presented.
- What did you see?
- What is happening?
- How do you think the characters in the play/picture are feeling?

**2** **Relate.** Draw out the personal experience of the students.
- Can you identify with this?
- What do you know about this issue from your own lives?
- Do you know people that have gone through something like this?

**3** **Analyse.** Develop understanding of the root causes of a situation.
- What are the causes of this?
- Who benefits from it?
- What are its historical roots?
- Does it affect men and women differently? How?
- If this is a problem for so many people, why does it continue?
- What are the consequences of this problem for you or your community?

**4** **Act.** Explore solutions and action plans.
- What can be done to change it?
- What more do we need to know in order to change this situation? How can we find out?
- What different possibilities or solutions exist at this time?
- What would be appropriate and feasible to do?
- What is one concrete thing that we might try?
- What steps of action do we need to take?

*Note*: These questions are suggested prompts. The teacher does not have to ask every one! Synthesize the key insights and action steps that emerged from the group dialogue to close the discussion with the lessons learned and how they can apply them in their lives.

*Source: Creative Action Institute*

Appreciative Inquiry (AI) is another learner-centred methodology that identifies and builds on positive experiences for a strength-based approach to learning and evaluation (Mohr, 2002). The essential question is: "What do you want more of?" rather than "What problem must we solve?" This can produce stories of passion, strength, and hope and generates positive energy and connection within the group. Appreciative Inquiry helps shift students' thinking from problems to possibilities and strengthens their existing potential. It can motivate students to learn from the text of their own lives and stories, appreciate what is good and build on prior success to create a better future. The language of the teacher influences how students understand their reality and identity which shapes their sense of agency, self-worth and what they believe is possible for their future. Appreciative Inquiry can be used and adapted in a variety of ways, including for evaluation. It follows a general flow that is characterized as the "4D cycle".

**1** Discover: Identify the best of what is.

**2** Dream: Imagine what could be.

**3** Design: Determine what is necessary.

**4** Destiny: Decide what will be.

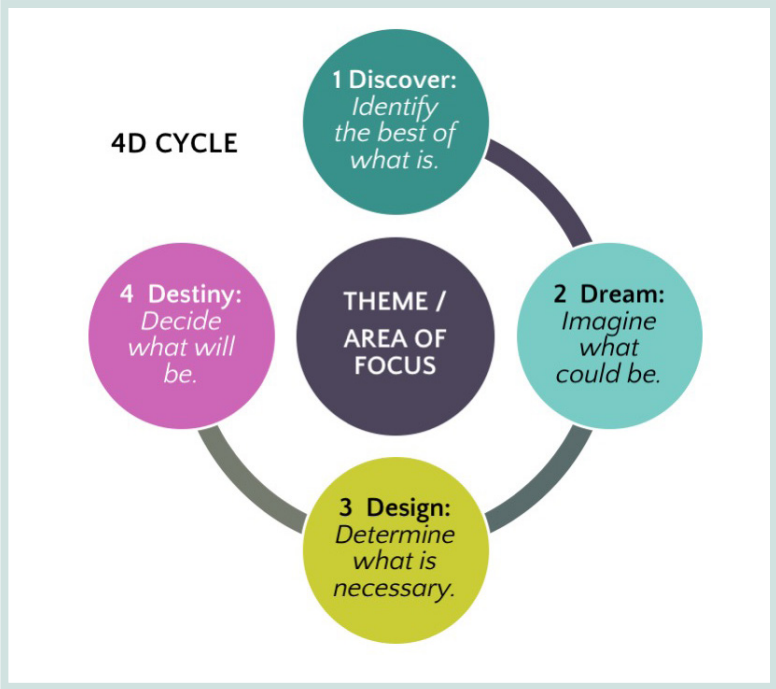
ACTIVITY

## APPRECIATIVE INQUIRY

**LEARNING OBJECTIVES**
To identify existing assets, strengths or best practices around a particular issue; to generate a vision for the future; to understand what is needed to realize the vision; to develop and implement an action plan.

**MATERIALS**
4D cycle written up on big paper/handout; art materials for visioning process (optional); worksheets for each stage (optional: to be developed by teacher).

**PROCESS**
Choose the theme or area of focus. The first task is to determine what you want to study or work on as a group. For example, you might decide to look at the issue of water conservation or the retention of girls in school.




**Phase 1: Discovery**

**A** This can be conducted through interviews or in small group discussions. Find out the best there is and has been. You can ask people to share specific stories of success and the positive feelings associated with them. If focused on water conservation, possible questions for interviews or discussion can be: What are the best practices we have implemented to conserve water in our community? What is already working well? What are the key factors, forces and conditions that allow us to be successful?

**B** Based on the interviews or discussions, work in small groups to identify the key factors which supported success: what are the underlying values, beliefs, attitudes, behaviours, relationships, or structures?

**C** Write them up and have the groups share their results or do a gallery walk to see where there are patterns and overlap.

**D** Celebrate the strengths and successes!

**Phase 2: Dream**

**A** Remind the students that only through our creative imagination can we dream the world into what we want and make it a reality. The dream phase puts our imagination in motion and is necessary to building a sustainable world that works for all.

**B** This is an exploration of "what might be". What would your ideal school, community or environment look like? What do you hope for?

**C** Get creative! In small groups, ask to use different artistic modalities to depict their dream of the future, in relationship to the topic they are working on. Assign different groups to use drawing, collage, theatre, storytelling, or other ways to share their visions.

**D** Each group presents their dreams to the whole. Make sure to capture the key elements and factors presented on the board.

**E** Discuss what the commonalities were. What possibilities were exciting and inspiring to consider or see?

**Phase 3: Design**

**A** Based on the positive findings from the interviews, small group discussions and dreams, determine the key interventions and elements that are necessary to realize the dreams. Have the students identify what is needed within each of these categories:
- Attitudes/Beliefs
- Behaviours/Actions
- Culture/Relationships
- Systems/Structures/Policies

**B** Search for actionable items and create a draft action plan. What needs to be done? What existing strengths and assets can be contributed or built upon?

**Phase 4: Destiny**

**A** Determine if you want the students to work in small working groups with different areas of focus or if you want to work together as a whole group

**B** Make action plans and goals for implementation complete with clear roles, responsibilities and timelines. Who is going to do what by when? You can use this table as a template or use project-based learning lesson planning:

| Task | Who is on the team? | How are decisions made? | What materials / resources are needed? | By when? |
|---|---|---|---|---|
| | | | | |

**GROUP REFLECTION**

- What strengths did we discover through this process?
- How can we build on those strengths?
- What do we need to learn or do to realize our dreams?

*Source: Adapted from Cooperrider, D. & Whitney, D. (2005). Appreciative Inquiry: A Positive Revolution in Change*

**TIPS FOR TEACHERS**

The steps and questions can be simplified for younger students and teachers can use these steps as a model to determine the flow of questions or activities. For example, if discussing positive classroom interactions, teacher can ask a series of questions or create activities for each phase, i.e.

*Phase 1:* "Let's share examples of all the ways that we are kind to each other";

*Phase 2:* "How does everyone want to be treated?";

*Phase 3:* "What are behaviours that we use to make sure everyone feels respected?';

*Phase 4:* Create group norms or classroom incentives, such as stars or extra credit, when students exhibit such behaviours.

## 4. 4 TEACHING SKILLS FOR LEARNER-CENTRED PEDAGOGY

Learner-centred pedagogy emphasizes interactive processes that immerse students in an experience and critical reflection of that experience to create ownership of their learning, develop new skills, new attitudes or new ways of thinking. Students must be able to learn from trial and error and know how to turn mistakes into learning opportunities. Mistakes should not be stigmatized or shamed. In learner-centred pedagogy, students are seen as protagonists or champions of their own learning. An important part of using a learner-centred approach is helping students to work well together and facilitate their learning.

**Below are a few core learner-centred teaching skills and techniques:**

**Engage in active listening.**
Active listening helps students to feel that their ideas and contributions matter and encourages them to participate in class. Some skills of active listening are:

- Give your full attention.
- Use body language and facial expressions to show interest and understanding. This could include eye contact, nodding the head, saying affirming words.
- Pay attention to their body language and tone to discern underlying thoughts or feelings.
- Paraphrase and repeat back what they said to check for understanding.
- Put aside your preconceived ideas or judgments and get curious.
- Acknowledge their contributions and thanking them for sharing.

**Address the specific needs of students.**
Create a profile of each student that describes their background, learning style, challenges and strengths. Be aware of gender specific needs and disadvantaged conditions that might inhibit their ability to succeed in school. Identify what kind of additional support they might need.

**Believe in the potential of all students.**
Children learn better when teachers believe in them. If a teacher has faith in students' abilities and can see their potential– it helps their students to imagine their own success and work towards achieving it.

**Facilitate inclusive and reflective dialogue.**
Foster an environment that encourages everyone to participate, share their views and think outside the box. Generate discussion about their understanding and opinions. After lecturing or asking a question, make sure to pause and give students the opportunity to reflect or question what they've just heard.

- Ensure that more extroverted students don't dominate the discussion. Draw out the opinions of quieter students. You can invite someone directly to share their opinion or say things more generally like: "I'd like to hear from someone who hasn't shared yet." or "What do the girls in the room think of this?"
- Keep track of who has raised their hands and who hasn't; ensure that classroom agreements are upheld and that multiple voices and perspectives are heard.
- Affirm their contributions by thanking them for sharing.

**Promote critical reflection & solution-oriented thinking.**
Students should be able to reflect on their own learning and assumptions and gain insight into themselves and their interactions with the world. Help them to understand underlying power dynamics and social structures that give rise to local and global issues. Support creative thinking about ways they can impact systems, create more equity and positive change.

**Ask effective questions.**
Effective questions generate critical thinking and help students to make meaning of an experience, develop emotional intelligence or apply what they've learned to the real world. A strategic question can help students to think at a new level of awareness, discover insights and generate solutions (Peavey, 2012).

**Open-ended questions.**
Draw out their thoughts and ideas. For example, any variation of "Why? What? When? Where? Who? and How?"

**Observation questions.**
Help them to perceive the world more deeply. For example, "What do you see/hear?"; "What effects have you noticed in people/environment?"; "What information do you trust?": "What do you see that concerns you?"

**Feeling questions.**
Support them to identify body sensations, emotions and health. For example, "What sensations do you have in your body when you think about this?"; "How do you feel about the situation?"; "How has this affected your physical or emotional health?"

**Analysis questions.**
Ask further questions that help students think deeper; make connections or more clearly articulate their thoughts. For example, "What do you think are the causes of...?"; "What is the relationship of_ to_ ?"; "What are the main economic/cultural/political/social structures that affect this situation?"; "What is the meaning of this in our community?"; "How does this impact men and women differently?"

**Clarifying questions.**
Ask questions to ensure common understanding of the concepts. For example, "What do you mean by that?" or "Can you give me an example?"

**Perspective-taking questions.**
Invite students to see something from a different point of view. For example, "What is another way of thinking about this?" or "How might this look to other people involved?"

**Visioning questions.**
Identify students' ideals, values and dreams. For example, "How would you like it to be?"; "What of your own attitudes would need to change in order to meet this goal?"; "What is the meaning of this situation in your own life?"

**Change questions**.
Identify what needs to change about a situation. For example, "What is something that needs to change?"; "How might we make those changes happen?"; "What forces would oppose this change?"; "How might we overcome the obstacles?"; "What are your first steps?"

**Help learners unpack their misconceptions or stereotypes.**
Don't allow insensitive or discriminatory comments and always create an opportunity for learning and critical reflection. You might need to ask strategic questions that invite the group to deconstruct their ideas, develop empathy or see the issue from another perspective.

**Create an environment where mistakes are welcome.**
Students are more willing to take risks and participate if they know they will not be shamed or punished for a wrong answer or mistake. Let them know that mistakes are an essential part of learning.

**Have humility and a sense of humour.**
Let students know if you don't know something, be willing to learn from them and admit if you make mistakes. The learning process can be challenging and difficult, and a sense of humour can help keep the classroom dynamic positive and hopeful.

ACTIVITY

# PRACTICING LEARNER-CENTRED TEACHING SKILLS

**LEARNING OBJECTIVES**

To practice and get feedback on learner-centred teaching techniques.

**MATERIALS**

Learner-Centred Assessment Cards

**PROCESS**

1 For current teachers, find one or two colleagues who can observe your class while you incorporate learner-centred practices in your class. For pre-service teachers, split into groups of 5-7 and take turns playing the role of the teacher and the role of the student. If playing the role of the teacher, run a short lesson plan and incorporate learner-centred teaching techniques listed above. If playing the role of the student, identify specific attributes of the student you are role playing:
   - *age*
   - *gender*
   - *race*
   - *religion*
   - *outgoing/shy*

2 Have the observer fill out the following assessment card below.

**GROUP REFLECTION**

After the class or role play, discuss the following questions:

**Self-Reflection Questions for the Teacher:**
- What was easy to incorporate? What was difficult? Why do you think that is?
- How did students respond to the technique?
- Was there anything you wish you had done differently?

**Reflection Questions for the Student/Observer:**
- Where did the teacher do a good job incorporating learner-centred techniques?
- What seemed more challenging for the teacher to incorporate?
- How did the technique make you feel as compared to other methods?
- Was there anything that would have made the experience better for you as a student?

**LEARNER-CENTRED ASSESSMENT CARD**

Circle all the techniques the teacher demonstrated.
Use the space to take notes to share with the teacher during the reflection questions.

| | | |
|---|---|---|
| UTILIZED ACTIVE LISTENING | ASKED EFFECTIVE QUESTIONS TO GENERATE CRITICAL THINKING | HAD HUMILITY |
| ADDRESSED SPECIFIC NEEDS OF STUDENTS | DID NOT PERPETUATE MISCONCEPTIONS OR USE STEREOTYPES | HAD AN APPROPRIATE SENSE OF HUMOR |
| BELIEVED IN STUDENTS' POTENTIAL | HELPED STUDENTS UNPACK MISCONCEPTIONS & STEREOTYPES | FACILITATED INCLUSIVE & REFLECTIVE DIALOGUE |
| PROMOTED CRITICAL REFLECTION & SOLUTION-ORIENTED THINKING | CREATED ENVIRONMENTS WHERE MISTAKES ARE WELCOMED AS PART OF LEARNING | ANYTHING ELSE? |

*Source: Creative Action Institute*

## 4. 5 **SELF-ASSESSMENT QUESTIONS**

**MULTIPLE CHOICE** Circle all the correct answers that apply for each question. There may be more than one correct answer listed.

**1** Gender responsive pedagogy:
- **A** Are processes and methodology used for teaching that account for the specific learning needs of girls and boys
- **B** Calls for teachers to take an inclusive approach to lesson planning, teaching, classroom management and performance evaluation

**2** Learner-centred pedagogy:
- **A** Are approaches that assume teachers hold and transmit all the knowledge.
- **B** Are approaches that acknowledge and build on knowledge, creativity, and experience of the student.

**3** Students:
- **A** Mostly all learn the same way.
- **B** Have a variety of learning styles.

**4** The theory of multiple intelligences suggests that there are many facets of intelligence. As a result, teachers should:
- **A** Offer a variety of learning approaches to engage a wide range of students and stimulate the development of multiple intelligences.
- **B** Use the approach that he or she is most comfortable with.

**5** Incorporating arts in education:
- **A** Is a luxury.
- **B** Cultivates creativity, which is critical to leadership.
- **C** Improves capacities in other areas such as reading, writing, literacy, and mathematics.
- **D** Improves empathy, self-confidence, and collaboration.

**SHORT ANSWER** Please answer the following questions.

**6** How might you make your classroom and teaching more gender responsive?

**7** How might you address each of the following intelligences in your class?
- **A** Visual-Spatial Intelligence
- **B** Bodily-Kinaesthetic Intelligence
- **C** Musical Intelligence
- **D** Interpersonal Intelligence
- **E** Intrapersonal Intelligence
- **F** Linguistic Intelligence
- **G** Logical Mathematical Intelligence
- **H** Natural Intelligence
- **I** Existential Intelligence

**8** What is Appreciative Inquiry? What essential question does it ask?

**9** Learner-centred pedagogy includes the following core skills and techniques. Share how you might incorporate each skill or technique listed below:
- **A** Engage in active listening.
- **B** Address the specific needs of students.
- **C** Believe in the potential of all students.
- **D** Promote critical reflection and solution-oriented thinking.
- **E** Facilitate inclusive and reflective dialogue.
- **F** Ask effective questions.
- **G** Help learners unpack their misconceptions or stereotypes.
- **H** Create an environment where mistakes are welcome.
- **I** Have humility and a sense of humour.

# UNIT 5 GENDER RESPONSIVE LANGUAGE USE



*Without teacher intervention, girls often avoid sitting in the front of the classroom. Photo Credit: FAWE, Mali*

## 5. 1 **OVERVIEW**

Language often determines how people perceive and understand reality. It shapes what people pay attention to and how they interpret their lives. Language is one of the most powerful tools to define and reinforce gender relations and can be used to promote inclusion and gender awareness or to reinforce gender bias and stereotypes (Fisher, Frey, Rothenberg, 2008). The language that teachers use provides an important model for students and the larger community. Teachers, like all human beings, are susceptible to having gender bias based on their socialization, education and experiences. Their language, both verbal and nonverbal, can reflect unconscious assumptions about gender roles. In verbal communication, for example, teachers might discourage girls from taking science by telling them that such subjects are for boys or are too difficult for girls. If a boy student cries or expresses vulnerable emotions, a teacher might tell him to stop acting like a girl. Nonverbal communication might be rolling one's eyes, raising eyebrows or smirking at a response or question that a girl might share, which can communicate indifference or judgement on the part of the teacher. Other gestures and body language, such as winking, touching, brushing, grabbing and other physical moves may be covertly or overtly sexual and create a lack of safety for students.

While all people are exposed to gender stereotypes, it has a particularly strong impact on young people because they are still formulating their ideas of who they are and how they can contribute to society. Adults and media have an incredible influence in shaping the views of the next generation. Students enter the classroom with values and gender constructs already inculcated in them by their families and by society, which their teachers may then perpetuate through the use of a gendered language. It is important for teachers to examine their language use to eliminate choices that silence, stereotype or constrain others. Teachers can also ask critical questions and provide new frameworks that challenge existing cultural norms.

The way that teachers provide feedback is also an important consideration of language use. If a teacher uses harsh, abusive and threatening language, it may perpetuate gender stereotypes, instil fear in the students and hinder learning. For example, a boy or girl whose teacher tells them "you are stupid" or "you are empty-headed" may come to believe this to be true and have a negative impact on their academic performance or willingness to participate. Or when a girl is not performing well in school, a teacher might say in frustration, "What are you doing here?" or "Your family is wasting money." This suggests to all students that girls are not meant to be in school, perpetuating harmful socially constructed gender roles. By contrast, a teacher can enhance students' performance by providing constructive feedback in encouraging ways that promote growth, learning and critical thinking. Gender responsive language use in the classroom treats boys and girls as equal partners and provides a conducive learning environment for everyone.

**OBJECTIVES**

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

1. Describe how gender bias manifests in beliefs, attitudes, language and behaviours.
2. Use appropriate gender responsive language in classroom interaction.
3. Know how to provide constructive feedback for all students.

Everyone has implicit bias to some extent. Implicit bias refers to the underlying beliefs, attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. They are implicit because we are not aware that we have them. As discussed in the social construction of gender (Unit 2), we form ideas, assumptions and associations about groups of people over the course of a lifetime through exposure to messages we receive from our families, communities, culture, schools, religions, governments and media.

Gender bias is when we have a preference or ideas that one gender is superior to other gender identities. When gender bias is present, it is usually as bias in favour of males. Gender bias is typically developed by living within a system of patriarchy in which the male/masculine have power over the female/feminine. It is also based on a concept of power in which certain groups of people have the right to dominate or control other people and things. As a 'power over' system, patriarchy is rooted in the belief that there are two 'natural' sexes, with the male/masculine being stronger and more powerful than the female/feminine or other gender identities.

It is very important that teachers become aware of any gender-biased beliefs, attitudes, or stereotypes they may have learned and work to overcome them. They can accomplish this through self-reflection, training, reading, peer support, exposing themselves to examples and stories that defy gender assumptions and implementing national and school policies on gender equality.

ACTIVITY

## GENDER BIAS SELF-ASSESSMENT

**LEARNING OBJECTIVES**
To help teachers be more aware of their gender bias.

**MATERIALS**
Gender bias self-assessment list.

**PROCESS**

1. Review the following list to identify ways that you may intentionally or unintentionally communicate gender bias. In the box to the right, read each statement and check the box that reflects your behaviour.
2. Count the number of checks in each column and put the totals at the bottom. If you checked frequently or sometimes for any of the statements, you may be demonstrating gender bias in the classroom and these are areas you could work on.
3. Reflect on the following questions:
   - Were you surprised by the results of your self-assessment? Why or why not?
   - What concrete steps can you take to limit your gender bias in the classroom?
4. Retake this self-assessment after a semester or year to see if you have made progress.

*Source: Adapted from Frei, S. & Leowinata, S. (2014). Gender Mainstreaming Toolkit for Teachers and Teacher Educators. Commonwealth of Learning*

NAME: DATE:

| | OFTEN | SOMETIMES | NEVER |
|---|---|---|---|
| I PRAISE, ENCOURAGE AND HELP BOYS MORE THAN GIRLS. | | | |
| I AM USUALLY MORE CRITICAL OF GIRLS THAN BOYS. | | | |
| I AM SURPRISED WHEN GIRLS GIVE THE RIGHT ANSWER. | | | |
| I USUALLY ASSIGN BOYS TO BE LEADERS IN GROUP WORK. | | | |
| I TELL GIRL STUDENTS TO NOT ACT LIKE A BOY WHEN SHE IS BEING ASSERTIVE. | | | |
| I TELL BOY STUDENTS TO STOP ACTING LIKE A GIRL WHEN HE SHOWS EMOTION. | | | |
| I CALL ON MALE STUDENTS MORE THAN FEMALE STUDENTS. | | | |
| I DON'T EXPECT GIRLS WILL DO WELL IN MATH AND SCIENCE. | | | |
| I DON'T EXPECT BOYS WILL DO WELL IN READING. | | | |
| I DON'T EXPECT GIRLS TO DO AS WELL IN SCHOOL AS BOYS. | | | |
| I THINK THAT BOYS SHOULD DO HEAVIER CHORES OR PHYSICAL WORK AROUND THE SCHOOL, SUCH AS MOVING DESKS AND CHAIRS. | | | |
| I THINK THAT GIRLS SHOULD DO THE "DOMESTIC" CHORES, SUCH AS SWEEPING THE CLASSROOM, CLEANING THE LATRINE OR MAKING TEA. | | | |
| TOTAL: | | | |

## 5. 3 **GENDER RESPONSIVE LANGUAGE**

Teachers can start by identifying gender-responsive language practices. See the table below for examples of gender-biased and gender-responsive language.

| **GENDER-RESPONSIVE LANGUAGE PRACTICES** | **EXAMPLES OF *GENDER-BIASED* LANGUAGE** | **EXAMPLES OF *GENDER-RESPONSIVE* LANGUAGE** |
|---|---|---|
| Use both pronouns (he or she; her or his) | When everyone contributes his own ideas, the discussion will be a success. | When everyone contributes her or his own ideas, the discussion will be a success. |
| Use the plural instead of the singular | If a student studies hard, he will succeed. | Students will succeed if they study hard. |
| Recast a sentence in the passive voice | Each student should hand in his paper promptly. | Papers should be handed in promptly. |
| Recast the sentence to avoid using the indefinite pronoun. | Does everybody have his book? | Do all of you have your books? |
| Create gender balance or neutrality in labels or titles. | · Mankind<br>· Man's achievements<br>· All men are created equal<br>· The best man for the job<br>· Chairman<br>· Businessman<br>· Congressman<br>· Policeman<br>· Head master | · Humanity, human beings, people<br>· Human achievements<br>· All people are created equal<br>· The best person for the job<br>· Chair, head, chairperson<br>· Business executive, manager, businessperson<br>· Congressional representative<br>· Police officer<br>· Head teacher |

*Source: Uworwabayeho, A; Bayisenge, J; Katwaza, E; Umutoni, J; Habumuremyi, J.& Rwabyoma, A. (2018). National Gender-Responsive Teacher Training Package. Ministry of Education of Rwanda.*

The classroom is an ideal place to also raise learners' awareness of how gender stereotypes are perpetuated through language use so that they can be active participants in creating a more inclusive culture in the classroom and community. Try the following activity to deconstruct common African proverbs.

ACTIVITY

## PLAYING WITH PROVERBS

**LEARNING OBJECTIVES**
To deconstruct ways that language, culture and proverbs can teach and reinforce gender stereotypes and inequality.

**MATERIALS**
Chalk/chalkboard or flipchart paper/pens.

**PROCESS**

1. Explain the different ways that gender roles are socially constructed and passed on through the language we use and messages we receive from media, culture, etc.
2. Ask the group what a proverb is. Proverbs are short statements often used in African culture, and around the world, to illustrate ideas and deliver messages of inspiration, consolation, celebration and advice.
3. Divide groups into pairs and ask them to think of 3–5 common proverbs.
4. Explain that proverbs, if used without a critical lens can reinforce negative beliefs about gender.
5. Make a chart on the board/flipchart with the following category titles at the top and ask that students share and analyze the proverbs by checking the appropriate boxes.

| Proverb | Reinforces male superiority | Encourages female autonomy | Promotes gender equality | Suggested rewrite |
|---|---|---|---|---|
| You must judge a man by the work of his hands. | X | | | You must judge a person by the work of their hands. |
| The fool speaks, the wise man listens. | X | | | The fool speaks, the wise person listens. |
| To talk is womanly and to work is manly. | X | | | Both men and women should walk their talk. |

**TIPS FOR TEACHERS**

If children are too young to understand proverbs, make up a list of commonly heard simple statements about boys and girls such as "Boys should not cry" or "Girls belong in the kitchen". Category titles can be in simpler language, such as "Makes boys feel bad", "Makes girls feel bad", and "Makes everyone happy."

6. Invite each pair to rewrite their proverb, if possible, or make up a new one so that it promotes gender equality and write their ideas up on the board. If they are having trouble, ask the whole group for ideas.

*Source: Adapted from Ministry of Education, Ethiopia. (2014). Gender Responsive Pedagogy Manual: For Pre-service and In-service Teacher Training.*

## 5. 4 **PROVIDING CONSTRUCTIVE FEEDBACK**

Constructive feedback is a two-way process involving the teacher and the learner. Teachers should strive to create an environment where they can both give and receive feedback with students in a positive and generative way to ensure that learning is taking place. The teacher should also 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 or answer back to a man. Teachers need to make a deliberate effort to provide and encourage feedback with all students by establishing rapport and communicating in a way that is respectful and appropriate.

Teachers who are authoritative or punitive with their feedback can invoke shame and fear which are not conducive to a learning or growth. Students can be punished into compliance but not into a genuine learning community. Telling a student that they are stupid, punishing them for making a mistake or not providing any feedback at all can create low self-esteem and inhibit their willingness to participate. Off-hand comments such as "You are just a girl" or "Your father is wasting his money" can scar a girl for her entire life. Feedback should be non-judgmental, based on observed and specific behaviours, skills or knowledge acquisition, include positive and constructive feedback, and promote self-assessment. Nonspecific feedback, e.g. "great job", is also unhelpful to learners. Constructive feedback looks at what can be improved rather than focusing on what is wrong. The way feedback is given is crucial. The language a teacher uses can guide a student in the direction they need to go, help them to feel that the teacher cares about their learning and inspire them to become more engaged and involved in the classroom.



*An educator provides supportive, personalized feedback in a small group setting. Photo Credit: Creative Action Institute*

## FOUR BASIC TIPS FOR PROVIDING EFFECTIVE FEEDBACK

**1 Affirm what they did well.**

Provide specific affirmation about what the student did well. General praise such as "Good girl" or "You're so smart", while encouraging, is very general and doesn't indicate what they did. It should reference a specific behaviour, skill or knowledge. Make sure you are affirming their performance and not praising them as a person (or for their gender). The feedback will depend on the nature of the task and the ability level of the student but name what they have done that you like and what want you see more of. For example, *"Veronica, I like the way you structured your paragraphs in this essay. You have a clear introductory topic sentence and then provide supporting evidence for your argument that is easy to follow. Please continue to use this order for future essays."*

**2 Correct and direct.**

Students will not always do things correctly. Mistakes are an essential part of learning. When your students make errors, it shows that they are willing to try new things and push themselves beyond what they have already mastered. It is important to correct their mistakes, without shaming them, and direct them to the right answer. You might provide the correct answer, ask strategic questions or guide them to find the answer on their own. For example, *"I like the effort you made to write a compelling argument. Some of the evidence you provide, however, is unfocused and does not stick to the topic at hand. How might you structure your examples to be more clear and to convince a reader of your argument? Remember that each sentence should support the topic sentence at the beginning of the paragraph."*

**3 Point out the process.**

Guide your students to identify what steps they need to take to get a better result. For example, *"Review your writing again and circle which sentences in your essay support your argument and cross out the ones that don't. Then rewrite the essay so that each paragraph has a topic sentence, relevant supporting details and a closing sentence."*

**4 Coach students to reflect on their own efforts.**

Asking strategic questions can support students to evaluate and guide their own learning process. It helps them to take ownership of their work and know how to improve it. For example, *"What is the structure of a paragraph?" "What aspects of this structure have you used in this paragraph? Which one/s have you forgotten?" "What do you need to do to improve your work?"* And finally, invite students to give YOU feedback! Make it so that they can do it anonymously, such as a suggestion box in the classroom. If you are open to it, their feedback can help you to overcome gender bias and improve your teaching skills. Teach them how to give specific and constructive feedback and model your willingness to learn. You can ask them to reflect on different questions, depending on what you want to know or what you want them to observe, such as:

- What did they like about today's class?
- How did your feedback support or inhibit their learning?
- What language can you use that helps both boys and girls to feel included?
- If they were teaching the class, what would they do differently?

*Source: Adapted from Hattie, J. (2009). Visible Learning: A Synthesis of 800 Meta-Analyses Relating to Achievement.*

## 5. 5 **SELF-ASSESSMENT QUESTIONS**

**MULTIPLE CHOICE** Circle all the correct answers that apply for each question. There may be more than one correct answer listed.

**1** Gender bias is:
- **A** Believing that one gender is superior to other gender identities.
- **B** Can be present in our language.
- **C** Can be present in our body language.
- **D** Can be present in the opportunities we offer to others.

**2** Which of the following statements are gender responsive?
- **A** Please hand in your papers.
- **B** Everyone should sit in his seat now, please.
- **C** If a student studies hard, he will succeed.
- **D** I would like for everyone to share his or her feedback.

**3** Constructive feedback is:
- **A** When teachers provide feedback to students.
- **B** A two-way process where teachers both give and receive feedback.

**4** Constructive feedback should be:
- **A** Non-judgmental
- **B** Based on observed behaviour
- **C** Be general
- **D** Focus on what is wrong
- **E** An opportunity for self-assessment

**SHORT ANSWER** Please answer the following questions.

**5** Complete the gender bias self-assessment card in subsection 5.2 and reflect on the results of the self-assessment. What concrete steps can you take to limit gender bias in the classroom?

**6** What gender stereotypes have you heard in the classroom or in your community? How might you address these stereotypes if you hear a teacher or student perpetuating the stereotype?

# UNIT 6 GENDER RESPONSIVE LESSON PLANNING



*Gender responsive lesson planning allows all students to succeed. Photo Credit: FAWE, Mali*

## 6. 1 **OVERVIEW**

A lesson plan is the teacher's road map of how to make teaching and learning processes effective. In order to make a lesson plan effective, teachers should consider differences in the learning needs due to students' different social backgrounds and learning styles. A gender responsive lesson plan takes into consideration the specific needs and gender considerations of girls and boys in all the teaching and learning processes, such as the teaching and learning materials, teaching methodologies, learning activities, classroom arrangement, etc. As you begin to practice critical analysis of existing texts, you will quickly develop a strong capacity to see through a "gender lens" and become adept at adapting materials or adjusting activities to ensure they are gender responsive.

**OBJECTIVES**

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

1. Demonstrate an understanding of the fundamentals of a learner-centred and gender responsive lesson plan.
2. Develop a learner-centred and gender responsive lesson plan.

## 6. 2 **FUNDAMENTALS OF A LEARNER-CENTRED AND GENDER RESPONSIVE LESSON PLAN**

**Choose your topic.**
Brainstorm ways to connect your topic with curriculum goals in a variety of disciplines. How can it apply and intersect with social studies, math, language arts, science, etc.? How can they include a gender inclusive lens or analysis?

**Find or develop learner-centred GRP instructional materials.**
Critically review the teaching and learning materials with an eye for learner-centred gender responsiveness. Do the materials support student interaction and consider different learning styles? Does the material contain gender stereotypes? If so, what techniques can be used to address them? For example, a history textbook that portrays only male heroes, draw up a list of female heroines too. If a science textbook portrays only male scientists as inventors, include a discussion of female scientists who are inventors. Assess and adapt the gender responsiveness of the language used in the teaching and learning materials to encourage both girls and boys to aspire for all professional vocations.

Note: Teachers may need to advocate or be in active dialogue with school management to provide more updated gender responsive teaching materials. Learn more about gender responsive materials in Unit 7.

**Select appropriate teaching methodologies.**
Select teaching methodologies that are learner-centred, build both skills and knowledge, consider different learning styles and will ensure equal participation of both girls and boys, such as group discussions, guest speakers, field trips, books, websites, artwork, role play, debates, case studies, explorations and community projects.

**Describe learning activities.**
The learning activities should span multiple intelligences and support the development of knowledge, comprehension, application, analysis, synthesis, and evaluation. Write activities in terms of what each student will be doing – begin each one with a verb of what you can literally watch your student doing. A lesson plan should make allowance for all learners to participate in the learning activity. For example, when doing a practical science experiment, ensure that both girls and boys have a chance to use the equipment and chemicals. When assigning presentations and projects, ensure that both girls and boys are given leadership positions and roles.

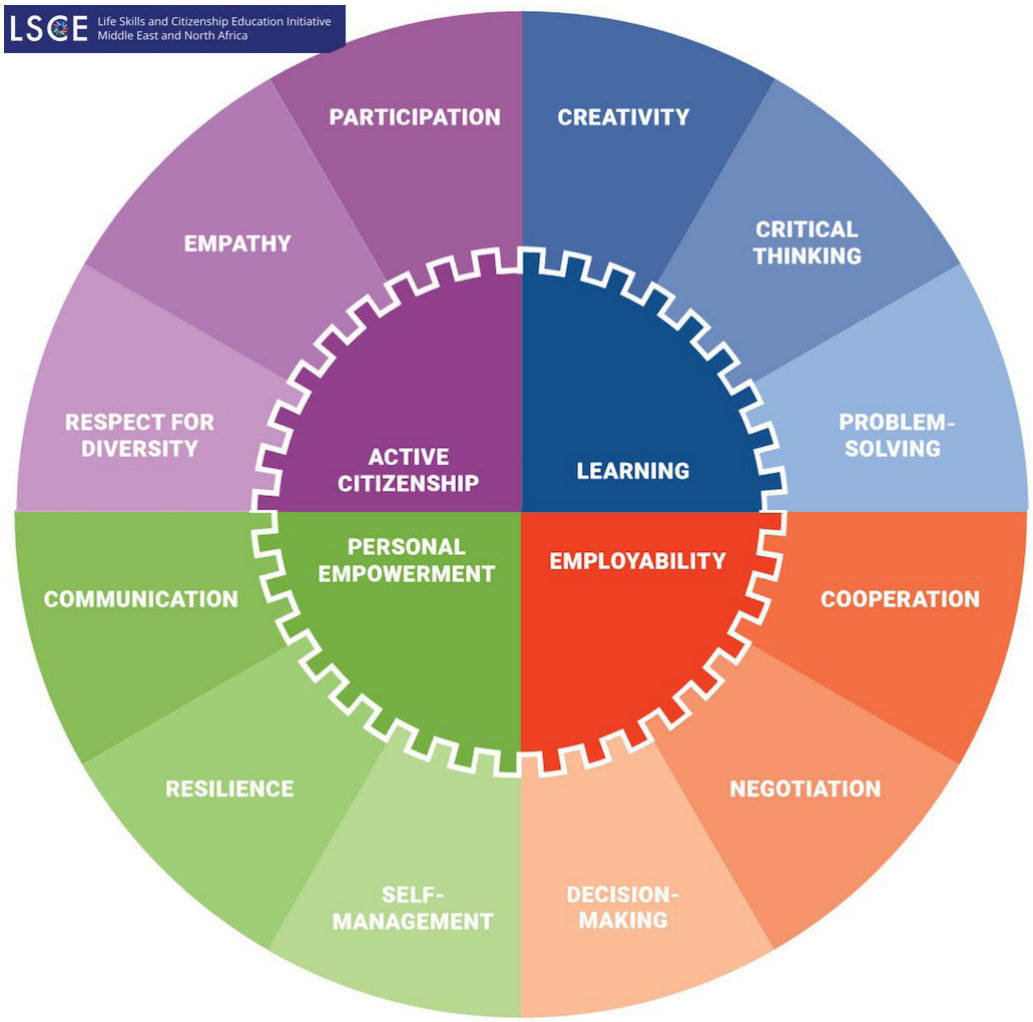
**Develop instructional objectives and expected learner competencies.**
What do you want students to know and be able to do as a result of this activity? What are the specific observable things that students will be able to do? Clarifying your learning objectives will help to assess your students' achievements more effectively.

**Consider classroom set up and interaction**
Consider how to arrange the classroom and interact with the students in ways 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.

**Consider other gender constraints**
Make sure you are aware and consider how to address gender specific problems that can inhibit girls' learning or attendance, such as menstruation, household chores or other family responsibilities, and parents' perspective on girls' education. Watch for signs of gender-based violence, sexual harassment, peer pressure, trauma, the impact of pregnancy, HIV or AIDS, etc.

**Feedback and assessment**
What methods will you use to assess, formally and informally, the effectiveness of your instruction? Make time for adequate feedback from both girls and boys to ensure that both girls and boys have understood the lesson.

**Life-skills application**
How will the skill taught or knowledge gained apply to students' lives outside of class? Consider the following diagram of 12 core life skills to consider in your lesson plan in order to support students in their development and application:




*Source: UNICEF MENA's presentation 'Introducing the LSCE Initiative and the Twelve Core Life Skills'*

See Resource Page for more information on incorporating Life Skills education methods.

**Tips for making a lesson gender-responsive:**

| Methodology | Action |
|---|---|
| Question & Answer Method | . give equal chances to both girls and boys to answer questions.<br>. extend positive reinforcement to both girls and boys.<br>. allow sufficient time for students to answer questions, especially girls who may be shy or° afraid to speak out.<br>. assign exercises that encourage students, especially girls, to speak out.<br>. distribute questions to all the class and ensure that each student participates.<br>. 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).<br>. ensure that everyone has the opportunity to talk and to lead the discussion.<br>. ensure that group leaders are both boys and girls.<br>. encourage both girls and boys to present the results.<br>. ensure that both girls and boys record the proceedings.<br>. ensure that groups consist of girls and boys of different academic ability.<br>. 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. |
| Demonstrations, e.g., Dissection in a Biology Practical Lesson | . make sure that the groups are mixed (boys and girls).<br>. use different techniques to assure the student that is it all right to touch the specimens and deal with any fear that may be expressed or apparent.<br>. encourage all learners to touch the specimens, without making them feel foolish or belittled.<br>. make sure that each student has an opportunity to work with the specimen.<br>. make sure that the boys do not dominate the execution of the experiment.<br>. ensure that girls are not relegated to simply recording how the dissection is done, but actually participate.<br>. make an effort to connect what is happening in the class to what happens in everyday life – relating the dissection of a frog to cutting up a chicken or fish in the kitchen. |

**Sample Learner-Centred GRP Lesson Plan with Explanations:**

## LESSON OVERVIEW

| Lesson Framework | Description | Notes |
|---|---|---|
| Class/Topic: | What topic are you covering? | |
| Instructional Objectives and Learner Competencies | At the end of the lesson, what information and skills do you want all learners to demonstrate or exhibit? | |
| Activities/ Methodology | What activities will students participate in to meet the objective or gain the competencies? What methodologies will you deploy? | |
| Gender Lens | What specific steps will you take to ensure the needs of all students, boys and girls, are met? | |
| Evaluation/ Assessment: | How will you know if every student mastered the compentencies? How will you know which students achieved the competencies and which did not? (See Formative/Summative Assessment below) | |
| Life Skill Application: | How will the skill taught or knowledge gained apply to students' lives outside of class? | |

*Source: Rwanda GRP; FAWE, 2005: 9–10*

| LESSON STAGE | EXPLANATION OF EACH STEP | TIME ESTIMATE |
|---|---|---|
| **Warm Up/ Review** | **A** Create an activity that reviews previously learned content to begin a new lesson.<br>**B** Create an activity to focus on the topic to be taught.<br>**C** Create an activity that actively represents and involves students in a gender responsive way. | **5 -10 min.** |
| **Introduction** | **A** Create an activity to focus students' attention on the new lesson.<br>**B** Describe the purpose by stating and writing the objective on the board.<br>**C** Describe the content and benefits by relating the objectives and competencies to students' own lives.<br>**D** Assess students' prior knowledge of the new material by asking questions and writing their responses on the board.<br>**E** Provide a gender lens or analysis to the activity. | **5 -10 min.** |
| **Presentation (Whole-Group) & Active Engagement Strategies** | **A** Create an activity to introduce new vocabulary.<br>**B** Provide key concepts and introduce new information with a variety of strategies using visuals, song, video, description, explanation, written text.<br>**C** Check for level of students' understanding or comprehension by asking questions, using non-verbal hand signals, etc.<br>**D** Ensure that both boys and girls are engaged in the process and presentation. | **30 min.** |
| **Practice & Application (Differentiated Instruction)** | **A** Model the activity or skill that students are to practice.<br>**B** Differentiate the activity for high, average, and low level students<br>**C** Monitor students' practice by moving around the room.<br>**D** Provide an immediate feedback of the activity to students.<br>**E** Provide an activity that requires students to apply the learning beyond the lesson and connect to their own lives.<br>**F** Provide an activity to transfer the skills to a new situation.<br>**G** Apply the lesson to the lives and realities of both boys and girls. | **30 - 40 min.** |
| **Formative/ Summative Assessment** | **A** Create an activity to assess each student's attainment of the objective.<br>**B** Assess using oral, aural, written or applied performance assessments.<br>**C** Create an activity that helps students reflect about their learning and/or the strategies used to teach the lesson. | **20 - 30 min.** |
| **Closure/ Reflection** | **A** Ask questions or create an activity for both boy and girl students to reflect on what they have learned and assess their own progress towards achieving the instructional objective. | **5 -10 min.** |

*Source: Castro Valley Adult and Career Education*

## 6. 3 **SELF-ASSESSMENT QUESTIONS**

**MULTIPLE CHOICE** Circle all the correct answers that apply for each question. There may be more than one correct answer listed.

**1** A gender responsive lesson plan is a road map for making a lesson meet the specific needs and gender considerations of girls and boys by considering the:

**A** learning materials
**B** teaching methodology
**C** learning activities
**D** classroom set-up

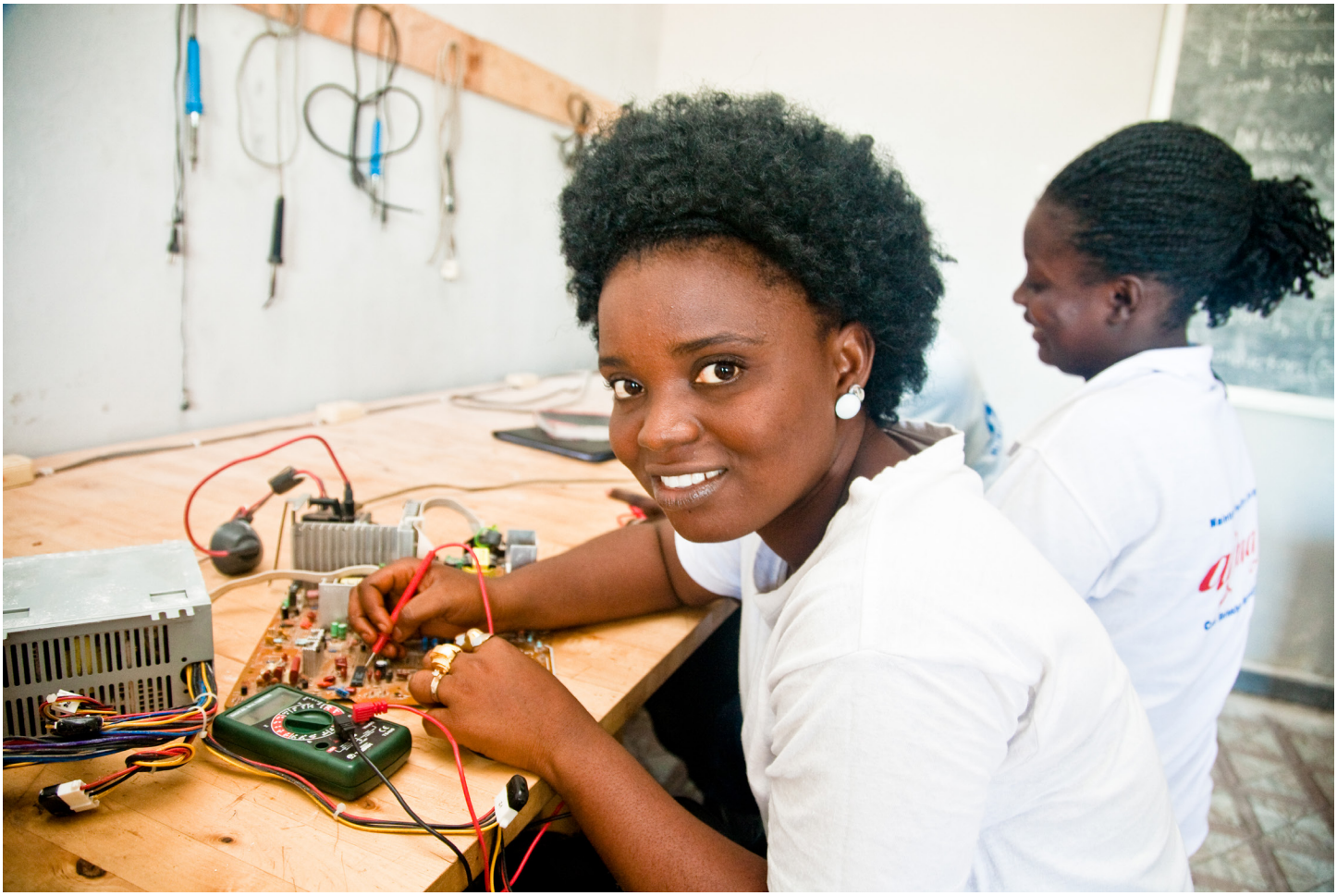
**2** A gender responsive lesson:

**A** gives equal chances to boys and girls to ask and answer questions.
**B** separates boys and girls.
**C** makes sure that girls and boys have equal opportunity to be leaders, document information, present information, and participate in all aspects of the lesson.

**SHORT ANSWER** Please answer the following questions.

**3** Using the lesson overview and the step by step templates above, create a sample lesson plan either from scratch or improve an existing lesson plan.

# UNIT 7 GENDER RESPONSIVE TEACHING & LEARNING MATERIALS



*A young woman in Liberia practices her skills in electrical engineering. Photo Credit: FAWE, Liberia*

## 7. 1 **OVERVIEW**

Teaching and learning materials are fundamental to the pedagogical process and can serve to promote an inclusive society or they can reproduce and reinforce systems of oppression, discrimination and inequality. They contribute to the construction of beliefs and values in students about gender norms, vocational choices and future opportunities. Gender stereotypes are pervasive in textbooks, particularly older ones. They regularly portray women and girls as weak, passive and submissive; and are mostly depicted in domestic, caregiving and supportive roles. Men, on the contrary, are portrayed as powerful, assertive and intelligent leaders and are often represented as doctors, engineers, politicians or other powerful figures in society. In addition, the masculine pronoun "he" is often used to refer to both men and women or to human beings generally.

While it would be ideal for national governments to prioritize the review and development of updated textbooks, it will be a slow process to implement and distribute. Therefore, it is important for teachers to be able to develop gender responsive materials on their own or know how to adapt existing textbooks to transform gender stereotypes into positive messages that promote and support gender equality. Students should also be taught to critically analyse and deconstruct gender representation for themselves.

**OBJECTIVES**

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

1. Identify gender stereotypes in teaching and learning materials.
2. Select and develop gender responsive teaching and learning materials.
3. Know how to transform gender biased messages in existing teaching and learning materials.

## 7. 2 **ASSESSING AND REVISING TEACHING AND LEARNING MATERIALS**

Teachers can assess and revise learning materials to reflect local contexts and to show women/girls and men/boys taking on a wide variety of roles and responsibilities at home, at work, and in the community and use gender-responsive teaching methodologies and activities to engage all learners.

The following high-level minimum standards for curriculum development created by The Inter-Agency Network for Education in Emergencies (INEE) are adapted below to include an emphasis on gender.

**Minimum Gender Responsive Curriculum Development Standards**

- Education authorities lead the curricular review and the development or adaptation of the formal curricula, involving all relevant stakeholders and assessing materials for gender responsiveness.
- Curricula, textbooks and other learning materials are right for the age, developmental level, language, culture, capacities and needs of learners, and include examples, stories and other materials that feature girls/women as well as boys/men in leading and active roles.
- Formal and non-formal curricula teach gender awareness, disaster risk reduction, environmental education and conflict prevention.
- Sufficient, locally relevant teaching and learning materials are provided in a timely manner.
- Curricula, textbooks and other learning materials cover the core competencies of basic education, including literacy, numeracy, early learning, life skills, health and hygiene practices, using examples, stories and other materials that feature girls/ women as well as boys/men in leading and active roles.
- Curricula address the psychosocial well-being and protection needs of boys/men and girls/ women.
- Learning content, materials and instruction are provided in the language(s) of the learners.
- Curricula, textbooks and supplementary materials are gender responsive, recognize diversity, prevent discrimination and promote respect for all learners.

*Source: Frei, Sibyl & Leowinata, S. (2014). Gender Mainstreaming Toolkit for Teachers and Teacher Educators. Commonwealth of Learning.*

A first step in developing gender-responsive teaching and learning materials is to review the existing textbooks and other learning tools. *Training Tools for Curriculum Development: A resource pack for gender sensitive STEM education* (2017) offers the following adapted guide to assess pictures/illustrations, text and activities and analyse the level of gender sensitivity in textbooks:

**Pictures/Illustrations**

- Are there equal number of boys/men and girls/women represented in the picture/illustrations?
- Are there images depicting both women/ girls and men/boys engaged in active doing, not just watching or assisting?
- Are boys/men and girls/women depicted doing a variety of tasks and non-traditional activities in the illustrations (for example, they show boy cleaning or caregiving and girls driving a truck or working as a doctor?)
- Are there any incidents of gender stereotyping or discrimination?

Below is a sample template that can be used to analyse pictures and illustrations. A blank template is included in the appendix.

| Page Number | What Type of Task is Assigned to... | | Is there Stereotyping or Descrimination? | | Decisions | | | Notes |
|---|---|---|---|---|---|---|---|---|
| | male | female | yes | no | maintain | improvise | change | |
| 4 | Supervisor | Housewife Cooking | X | | | X | | Add female supervisor |
| 6 | Doctor | Teacher | X | | | X | | Add male teacher |
| 12 | Doing experiments | Watching | X | | | | X | Photo of boy & girl doing experiment together |
| 13 | Cleaning the house | Cleaning the house | | X | X | | | |

**Text**

- Are both pronouns of boys and girls mentioned in the text? What is the percentage for each gender?
- Does the textbook include such gender-inclusive terms as "fire fighter" instead of "fireman," or "flight attendant" rather than "airline hostess"?
- Does the text provide empowering examples, stories and roles that represent both girls and boys?
- Does the text provide relevant and real-life examples?
- Are there any elements of bias in the text that favour one gender over the other?

Below is a sample template that can be used to analyse text. A blank template is included in the appendix.

| Page Number | Element of Bias | | Relevant? | | Decisions | | | Notes |
|---|---|---|---|---|---|---|---|---|
| | yes | no | yes | no | maintain | improvise | change | |
| 4 | X | | X | | | X | | Find and include female heroine |
| 10 | X | | X | | | X | | Include both gender pronouns |
| 23 | | X | | X | | | X | Use local example |

**Activities**

- Are the activities suitable for both boys and girls?
- Does the activity engage the participation and diverse learning styles of learners?

Below is a sample template that can be used to analyse activities. A blank template is included in the appendix.

| Page Number | Activity Number | Suitability of Activity | | Participatory and Learner Centred? | | Decisions | | | Notes |
|---|---|---|---|---|---|---|---|---|---|
| | | Male | Female | yes | no | maintain | improvise | change | |
| 4 | 1.2 | | X | | X | | | X | Add small group discussions |
| 8 | 2.4 | X | X | X | | X | | | |
| 15 | 4.3 | X | | | X | | X | | Incorporate skit with empowering female role |
| 56 | 6.1 | X | X | X | | X | | | |

*Source: Adapted from International Bureau of Education - United Nations Educational, Scientific and Cultural Organization (IBE-UNESCO). (2017). Training Tools for Curriculum Development: A resource pack for gender sensitive STEM education.*

## 7.3 ADAPTING LEARNING MATERIALS TO BE GENDER RESPONSIVE

As discussed in Unit 4, gender-responsive teaching and materials are most effective when the activities use participatory methods, collaborative work and are learner-centred, addressing the specific needs of diverse students (Frei & Leowinata, 2014). Using a variety of methods that engage multiple intelligences and diverse learning styles helps students with different learning needs participate more fully. It is also important to use material that is culturally relevant to the lives of the students, using real-life examples, situations and community issues as principal materials for discussion. Using stories, examples and images that reflect their local context engages students in learning by relating complex subjects to things that they know.

Whenever gender-biased illustrations, examples or statements appear in a textbook or other learning materials, the teacher can ask critical questions, provide analysis and add her/his own examples that show the participation of women/girls and men/boys in a variety of roles. Teachers and teacher educators can work individually or collaboratively with peers to develop their own gender-responsive teaching and learning materials from magazines, books, movies, videos and a plethora of online resources to fill the gender gap in textbooks. Positive gender images can also be posted on classroom walls or shared via technology to help create a gender-responsive environment.

## 7.4 TIPS FOR TEACHING WITH LIMITED RESOURCES

In schools that have limited resources and teaching materials, teachers need to get creative with interactive learning methods and using whatever physical and human resources they have. Below are some tips and strategies to use in the classroom (Townshend, 2018).

**Tip #1: Use drama games, role plays and skits.**
Theatrical performance is a fun way to learn, develop language and communication skills, build empathy and engage critical thinking and problem solving. Ensure that both boys and girls have leading roles in a drama skit. Drama is a great way to build confidence, strengthen the use of voice and develop public speaking skills for girls. Find ways for girls to represent empowered female characters. Invite students to act or try on a character role of the opposite gender can also be a way to develop empathy for the experience of others.

ACTIVITY

### IMAGE THEATRE

**LEARNING OBJECTIVES**
To reflect critically on social issues; to understand power dynamics in given situation; to identify strategic solutions and possible actions to address problems.

**MATERIALS**
Space to move.

**TIPS FOR TEACHERS**

Simplify the process for younger students to make images with their bodies that represent different words, learning topics, common situations or emotions. Ask them what they feel when they are in the pose. Ask them to describe what they see or feel when they observe other people's shapes.

**PROCESS**

1. **Create an image vocabulary:** To develop a physical language, allow the group some time to get familiar with creating images with their bodies. Come up with a list of words that are related to your topic. Have students walk randomly through the space (or stand in place) and when you say "Respond to the word ____", they spontaneously form an individual frozen image or shape that represents that word in some way. Make sure to demonstrate how to do this beforehand so they understand. Once they have taken their shape, invite them to notice what the image feels like, look around at other images and then on your cue, drop the image and keep walking through the space until you call out another prompt.
2. **Dynamise the image:** Have them add words, phrases, repetitive movements, etc. that come directly from the image or character's shape to further understand what is going on. You can ask them what their character's secret thought, fear or desire is as a prompt. Go around and have them do their movements or say their words out loud when you tap them on the shoulder.
3. **Whole group image:** Standing in a circle, you can invite people to walk in one by one to create a comprehensive image of the topic or situation. Another option is to invite four or five people to come into the centre to be "intelligent clay". Explain that the rest of the participants in the circle are now "sculptors" and one at time they can come into the circle to sculpt their image or interpretation of the topic. Once the first sculptor is done, other people may, in turn, silently change the image so that it reflects their own view of the topic. Sculptors can add additional "pieces of intelligent clay" from the outside circle into the images. If someone who is intelligent clay would like to sculpt, they can raise their hand to be replaced and then become a sculptor.
4. **Small group images:** Students can work in groups of 4–5 people. They can spontaneously develop a small group image by each person adding an image one at a time and building on the previous images until it is complete. Another option is to have someone "sculpt" the image as if the other bodies are "intelligent clay" by choosing people and showing them the image they want for each person to mimic. For each image, the facilitator can do many different things to critically reflect on the image: 1) Have everyone look at one image and say what they see, give it a title, and come up with questions that the image provokes or 2) change the image in multiple ways to find solutions or explore different perspectives (see below).
5. **Explore different perspectives and solutions:** Create a series of images to explore different aspects and viewpoints of a topic or situation. You can have them shift from one image to another by clapping your hands or ringing a bell. Examples in the box to the right.

**Image of the past**

- What happened before this?
- What happened 5 minutes, 1 hour or 1 year before?

**Image of the future**

- What will happen if nothing changes in the next 5 minutes, 1 hour, 1 year, or 10 years?

**Image of systems**

- What are the larger systems at play (e.g. political, economic, cultural, etc.)?

**Point of view**

- Who has power or benefits from this situation?
- Who is oppressed or harmed by this situation?
- How does this affect men? How does this affectwomen?

**Images of solutions:**

- What is your ideal future?
- What do the characters in this scene most want?
- What is one possible solution?
- What are action steps we can take to change this?

**GROUP REFLECTION**

Ensure time and space to critically reflect on the images.

- What did you see?
- What did you feel?
- What did you learn about the root causes?
- What motivates people to act in this situation?
- What are actions or strategies we can do to change it?

*Source: Adapted from Partners for Collaborative Change and Theatre of the Oppressed*

**Tip #2: Make board games.**
Find an old piece of cardboard (perhaps from a cardboard box) and draw a grid on it to create a simple bingo board, or draw in some snakes and ladders, which can form the basis of just about any board game. You do not need to have real markers for the board games, using dried beans, popcorn seeds or bottle caps work just as well.

**Tip #3: Use magazines and newspapers.**
Pictures and written content from magazines and newspaper can be used to elicit vocabulary, concepts and critical thinking. Pictures can be used as flashcards for primary levels, as prompts for critical reflection (See Activity: Art Codes in Unit 4), or to create context for any given lesson. Task students with finding empowering images of both genders or use existing media stereotypes to ask critical questions about the impact these images have on girls/women, boys/men and society.

**Tip #4: Utilize both popular and traditional songs.**
Using music and song in the classroom is great for students to reflect on its content or learn languages and requires no resources. Have a Song Contest in which students create original lyrics to a well-known song about the topic at hand. Research has found that teaching methods that more closely resemble life outside of the classroom, which is generally filled with music, songs, stories and visual images are received well by students and enable higher retention of the information (Engh, 2013). Analyze the content of existing song lyrics through a gender lens and help students to identify mysogny or the objectification of women. Challenge them to create lyrics that promote messages of respect, equality and inclusion.

**Tip #5: Transform everyday objects.**
Everyday objects from your home or community can be used as a great tool for teaching vocabulary, guessing games, descriptions, etc. For example, students could discuss the history of the object, analyse where it was manufactured and its human rights or environmental implications, or come up with alternative and imaginative uses for various objects.

ACTIVITY

## THIS IS NOT A DUST BIN

**LEARNING OBJECTIVES**
To develop creative thinking skills of:
- Fluency – ability to generate a quantity of ideas, possibilities and solutions
- Flexibility – ability to generate a variety of ideas, see connections, and look at things from multiple perspectives
- Originality – ability to create new and unusual ideas
- Elaboration – ability to expand on an idea by embellishing, filling in the gaps and adding details

**MATERIALS**
Dust bin or other everyday object.

**PROCESS**

1. Teach students about the four creative thinking skills in the learning objectives.
2. Students sit in a circle.
3. An empty dust bin is placed in the centre of the circle. The teacher says, "This is not a dust bin" and provides a physical demonstration of a different way it can be used, such as a hat or a megaphone.
4. Students are invited to go up and physical demonstrate the new use of the object. Encourage them to come up with as many as possible, use different categories, think outside the box and embellish other students' ideas by developing a story.

**NOTE** This activity can be used with any age group and as a prelude to lesson plans about the 3 R's of proper waste management: Reduce. Reuse. Recycle.

**GROUP REFLECTION**

- What creative thinking skills did we use?
- How can this type of thinking be applied to solve problems or find solutions?

ACTIVITY

## RECYCLING INNOVATION CHALLENGE

**LEARNING OBJECTIVES**
To build collaboration skills; develop creative thinking skills of fluency; flexibility, originality, elaboration; to learn about recycling, proper waste management, pollution and environmental sustainability issues.

**MATERIALS**
Recycled objects – same items for each small groups. Can include: cardboard, bottles, straws, bottle caps, toilet paper rolls, egg cartons, cans, newspaper, tape, glue, etc. These can be collected by the students prior to the activity.

**PROCESS**

1. Discuss with students what innovation is. Define one aspect of creativity = novelty or original ideas and Innovation = Novelty + Value. It is coming up with something new that has a value or purpose to serve in the community. You can combine this activity with lesson plans about environmental sustainability issues, proper waste disposal, recycling, etc. Include information about the 3 R's of proper waste management: Reduce. Reuse. Recycle.
2. Divide into groups of 5-6 students. Have them they must come up with a team name and physical gesture and present themselves to the rest of the class. Ensure that girls and boys are team leaders.
3. Tell them that they will compete for the most Innovative Product of the Year contest.

**TIPS FOR TEACHERS**

For younger students, teach children a variety of creative ways to recycle by making art. The lessons and activities include drawing, painting, sculpture, collage, papier-mâché, and crafts. For more environmental education activities for primary schools, see the Resource Page.

4 Decide and explain the criteria for judging, such as Novelty, Value, Beauty, Teamwork, Presentation. You can offer an incentive as a prize, such as a certificate, a public display, extra credit points, etc.

5 Distribute a box of identical recycled materials to each group (make sure to include glue and tape in each one). One option is to have the class find and collect these discarded materials from their homes and community prior to the activity and observe the existing systems of waste management.

6 They will have a determined amount of time to create their product and to include a title that describes it. They don't have to use everything in the box, but they cannot add anything new. They have to work with what they have. Everyone must participate and contribute at least one idea.

7 First have them discuss and create some group agreements of how they will work together so that everyone is included and will support their most creative thinking to emerge.

**Optional:** you can let them know that they will experience a few challenges along the way and will have to figure out how to work together to meet those challenges effectively.

- **Possible Challenge 1:** Observe the groups and notice who is taking a leadership role. Choose one of the more active team members to rotate to a different team. After 30 minutes, make a public announcement that management has announced that one member of their group will be transferred to a different team. Switch team members and ask each group to integrate and make their new team member feel welcome and included in the process.
- **Possible Challenge 2:** Announce that the deadline for submissions has been pushed up and they must finish their process earlier than expected.

8 Each group will present their product and describe why it deserves to win the most Innovative Product of the Year award. Make sure that everyone on the team contributes something to the presentation.

9 Analyse the criteria merits of each product and presentation. To develop analytical thinking and evaluation skills, this can be done in a participatory way where each group does a self-assessment and a peer-assessment of each product.

10 Provide the winning team with their prize and display the products if you have room. This can be turned into a public exhibit in which the students present for parents, community members and local authorities to raise awareness about environmental issues and recycling practices.

**GROUP REFLECTION**

- What was your creative process like?
- What did you learn about collaboration practices that support creative thinking and innovation?
- What did you learn when the challenges came your way?
- What did you learn about recycling used or discarded materials?
- How can recycling address issues of waste and pollution in your community?
- How can you practice the 3 R's in your community?
- What are other ways you can reuse materials rather than throw them away?
- What is needed to create proper recycling and waste management systems in your community?
- How can we think of gender roles and expectations in new ways? What becomes possible when we do that?

*Source: Creative Action Institute*

**Tip #6: Take field trips.**
Ask for permission to take your students outside of the classroom. The plants, animals, buildings, organizations, institutions and people around us can all be used to generate lesson plans and makes it more relevant and exciting for the students. Take students to meet women in positions of power or influence. Another gender responsive strategy for field trips is to ask them to notice the roles that men and women play and discuss why.

**Tip #7: Build a "human library" and interview local people.**
Create a "human library" helps teach students to read the text of their own and other people's lives. People are an excellent resource for information and learning about their stories helps students to break down stereotypes and develop empathy. Invite local community members and leaders to your class as a guest speaker to talk about their work or issue of expertise. Where ever possible make sure guest speakers do not reinforce gender stereotypes, e.g., make sure you bring in a mix of male and female leaders and that guests treat all students equally. For example, students can engage in oral history research and interview local women to recognize and highlight the value, contributions and wisdom of women in the community. Have them write their stories to be shared as reading material or in a public exhibit. Instructions for this activity are on the following page.

ACTIVITY

# ORAL "HERSTORY" PROJECT

**LEARNING OBJECTIVES**

To understand the power of oral history to document community stories and wisdom; to develop research skills and learn techniques of oral history; to create public exhibits and events to recognize and celebrate the value and contributions of women in your community; to shift the cultural narrative to include women as central to community life and well-being.

**MATERIALS**

Notebooks and pens; audio or video recorder (optional); camera (optional); public space for exhibit; wood, paint and paintbrushes (optional); interview questions.

**PROCESS**

1 *Describe what oral history is and how it can serve as a tool to empower and celebrate women.* Oral history is a process of collecting and documenting the first-hand stories and experiences of community members through conversations, interviews and other methods. Oral history allows us to learn about and highlight the perspectives of individuals who might not otherwise appear in the official history or cultural narrative. Women have often been left out of historical records as history is often told by men and about men. We lose the profound contributions, values and wisdom that women weave into the fabric of our world. By lifting up the stories, perspectives, dreams, struggles and knowledge of women, we can challenge the social norms that accept gender-based violence and the structures that uphold discrimination against women at all levels of society. Centring women shifts the landscape from narratives which normalize violence and conquest to the social foundations of everyday life and relationship through women's work in agriculture, medicine, spirituality, food preparation, childrearing, pottery, weaving, music, dance, business, education, energy production, natural resource management and decision-making. Challenge students to create a more inclusive historical record by telling "HerStories"!

2 *Have students determine the research goals for the oral herstory project.* Ask the following questions:

- What do you want to learn about?
- What would be important for your community to understand?
- Is there a particular issue you want to highlight?
- Do you want to highlight the value and worth of women's work in the home, which is often invisible and taken for granted?
- Do you want to understand and lift up the traditional knowledge and wisdom of women to protect the environment and address issues of climate change?
- Do you want to celebrate the power of women as leaders, teachers, role models and decision-makers?

3 *Have students compile a list of topics and questions. Ask:*

- What are the key topics you want to understand about this person's life and experience?
- What messages do you want to communicate with your research?
- What do you want your audience to know?

Start with some lighter, less probing questions and then ask more in-depth questions. Try to ask open-ended questions rather than ones that will just elicit a "yes or no" answer. Below is a list of possible questions.

*Start with the basics.*

- What is your name?
- How old are you?
- Where are you from? Where did you grow up?
- Do you have children? If so, How many?

*Possible questions for women who work in the home:*

- What are your different roles and responsibilities in the home? In the community?
- What tasks do you do every day?
- What time do you start working in the morning? What time do you stop?
- How do those tasks support the health and well-being of your family?
- How does your role as a woman and homemaker support the well-being of your community?
- If it weren't for the all the work you do in the home, what would happen to your family?
- Why is your work important?
- What challenges and obstacles do you face? How do you overcome them?
- What keeps you going when things are hard? What inspires you or gives you hope?
- What dreams do you have for yourself? For your children? For your community?

*Questions about a women's role in sustainability and environmental protection:*

- What environmental challenges do you face?
- What are you doing about it?
- What effects is global warming having in your community?
- What kind of changes have you seen in the last 10 years?
- How do you think climate change affects women differently or more severely?
- Can you share your knowledge about conserving and managing natural resources, like water or land?
- What traditional practices should we remember to live in a more sustainable way?
- How can women play a bigger role in guiding our community/society to address issues of climate change?

*Questions about women's leadership and power:*

- What do you do in the community?
- Can you describe your work and the value it has for our community?
- How did you get inspired to do what you do?
- How did you come to believe in yourself and your power?
- What do you think is the unique power of women?
- How can we empower ourselves and each other?
- What dreams do you have for our community?
- What kind of changes do you want to see?
- What goals do you have for yourself?
- What are you doing to achieve your goals and dreams?
- What challenges and obstacles have you faced? How did you overcome them?

**4** *Have students choose a local woman they want to interview.* Ask:

- Who is the best storyteller or role model to communicate the message?
- Who do you admire?
- Who do you want to know more about? It can be your mom, your grandmother, your teacher, a local politician, artist or activist.

**5** *Have students contact potential interviewees*, describe the project and ask if they are willing to participate. Make sure they understand the purpose of the project and how they intend to use their stories. Get their permission to share their stories and/or images. Set a date and a place for the interview, letting them know it will take an hour or two. Try to make sure it is a quiet place where there can be some privacy.

**6** *Have students gather their materials.* If possible, use an audio or video recorder so they can document their answers word-for-word. If they have access to a camera, take that along as well so they can take photographs. If students don't have access to these, take a notebook and pen to capture their responses in a written format. It might help to conduct the interview with a partner so that one person can ask the questions and one person can take notes and capture their responses.

**7** *Have students prepare and role play before conducting the interview.* Test equipment beforehand and practice conducting interviews so that they are prepared and familiar with the questions.

**8** *Have students conduct the interviews*, making sure to remind the interviewee a day or so beforehand. Review the following interview tips:

- Make sure they are comfortable. Have water on hand.
- Start each interview by documenting who, what, when and where you are interviewing.
- Listen actively and intently! Be a good listener. Use body language such as smiling and nodding to indicate interest.
- Follow your curiosity. Use questions as a guide but allow for new ones to emerge. Remember this is a conversation, not an interrogation. You don't have to stick to the sequence on your paper.
- Ask one question at a time.
- Give the interviewee time to think.
- Start with easy, less probing questions first. Once rapport is built, you can ask more personal or in depth questions.
- Ask for specific examples if they make a general or vague statement and you want to know more. You might say, "Can you explain that in more detail?"
- Re-ask and rephrase the same question several times to get all the information needed.
- Phrase questions so as not to get a yes or no answer. Rather than ask "Were you the first woman in your family to go to school?" Ask instead, "What was it like to be the first woman in your family to go to school?" Find out not only what the person did, but what they thought and felt about what she did.
- Always respect the limits of what the interviewee wants to share or not share. Don't force her to share anything she doesn't want to.

**9** *Have students design a classroom or public exhibit(s) or event(s).*

- Decide where to exhibit the photos and stories. Do you need wall space? Can it be exhibited outside? Will it be at the school, in the central plaza or a community centre?
- How will students display the stories and photos? Students can glue or tape them directly onto the

wall, use frames or hang them on rope with clothes pins
- Write and print out the stories or selected quotes to include in the exhibit.
- Make a sign and write up a brief description of the project to include at the front or centre of the exhibit.
- Have students include other cultural elements in the exhibit or presentation:
- Cultural decorations made by women e.g. local textiles, weavings, pottery, etc.?
- Original poetry or poems by or about women.
- Music by or about women. Invite women musicians to play live, choose a playlist of powerful music by women or have students write and sing their own songs.
- Original choreography or traditional dances that celebrate women in some way.
- Theatre skits or monologues that bring the stories and experiences of the women to life.

**10** *Invite the community to attend.*
- Invite the women represented in the exhibit to attend. Ask them to make a statement or tell their story as a part of the event.
- Invite local community members, chiefs, elders and power holders.
- Invite local schools and students.
- Emphasize the importance of oral history projects to learn from and celebrate local community histories that include women and other marginalized groups who may have been erased or left out of the history books.

**11** *Have students promote the event.*
- Make flyers and distribute them.
- Share public announcements on the radio, at church, in schools, community meetings etc.
- Word of mouth. Go house to house and invite parents and neighbours.
- Use a megaphone and announce the event in the streets and roads.
- Write an article for the local newspaper.
- Share the event on social media.

*Note:* See Resource Page for a more detailed checklist in developing gender-responsive teaching and learning materials - UNESCO Bangkok's Gender in Education Network in Asia-Pacific (GENIA) Toolkit, pp. 53–54.

*Source: Creative Action Institute*

### 7.5 A NOTE REGARDING GENDER-RESPONSIVE STEM EDUCATION

Due to significant gender gaps, supporting girls and women in Science, Technology, Engineering and Mathematics (STEM), is one of the most central pillars in developing a skilled work force and ensuring an equitable and sustainable future in Africa. While all content in this toolkit is transferable to STEM classrooms, please see A Resource Pack for Gender-Responsive STEM Education on the Resource Page for a thorough review of how to develop and enforce STEM education for girls.

### 7.6 SELF-ASSESSMENT QUESTIONS

**MULTIPLE CHOICE** Circle all the correct answers that apply for each question. There may be more than one correct answer listed.

**1** Teaching materials can:
- **A** Promote an inclusive society.
- **B** Reproduce and reinforce systems of oppression, discrimination and inequality.

**2** If the teaching materials in my school are not gender responsive:
- **A** I can't do anything about it.
- **B** I should teach students to critically analyse and deconstruct gender representation for themselves.
- **C** I should offer examples or supplemental information that provides a more gender-inclusive perspective.
- **D** I should approach school management and encourage them to seek more gender-responsive materials the next time they purchase them.

**3** I should review these areas of teaching materials for gender responsiveness:
- **A** Photos
- **B** Illustrations
- **C** Language
- **D** Videos
- **E** Posters

**SHORT ANSWER** Please answer the following questions.

**4** Describe at least three gender stereotypes that you have seen in classroom materials. How might you address them?

# **SECTION 4** Gender Responsive and Safe School Environments


**UNIT 8** GENDER RESPONSIVE CLASSROOM SET-UP & MANAGEMENT

- **8.1** Overview
- **8.2** Considerations for teachers and school management
- **8.3** Strategies for Overcrowded Classrooms
  - **8.3.1** Strategies for dealing with limited physical space
  - **8.3.2** Strategies for a positive learning experience in an overcrowded classroom
    *Activity: Introduce Your Friend*
- **8.4** Classroom Interactions
  *Activity: Creating Group Norms*
  *Activity: BOB/WOW*
  *Activity: Walk your Walk Name Game*
  *Activity: Where the Wind Blows*
- **8.5** Emotional Intelligence
  *Activity: Building an Emotional Vocabulary*
  *Activity: Finger Holds*
  *Activity: When I Feel Sad*
  *Activity: Anger Ball*
- **8.6** Conflict Management
- **8.7** Self-Assessment Questions

**UNIT 9** GENDER RESPONSIVE SEXUAL MATURATION & REPRODUCTIVE HEALTH

Sexual & Reproductive Health & Rights framework

- **9.1** Overview
- **9.2** Sexual Reproduction Health and Rights as Human Rights
- **9.3** Gender and Adolescent SRHR
  *Activity: Healthy Relationships*
  - **9.3.1** Issues That Effect Girls
  - **9.3.2** Issues That Effect Boys
- **9.4** The Role of Schools and Teachers
- **9.5** Access and Barriers to Sexual and Reproductive Health
  *Activity: Affirming the Body*
  *Activity: Transforming Limiting Beliefs*
- **9.6** Self-Assessment Questions

**UNIT 10** GENDER-BASED VIOLENCE, SEXUAL HARASSMENT & TRAUMA

- **10.1** Overview
- **10.2** Dimensions of Gender-based Violence
- **10.3** Causes and Contributing Factors of GBV
- **10.4** Responding to Reports of Gender-Based Violence
  *Activity: Ally or Bystander*
- **10.5** Gender and Education in Conflict and Emergencies
- **10.6** The Role of Gender Responsive Education in Conflict
  *Activity: Leadership Trees*
- **10.7** Trauma-Informed Teaching Practices
- **10.8** Self-Assessment Questions

# UNIT 8 GENDER RESPONSIVE CLASSROOM SET-UP & MANAGEMENT



*Small group work can help engage all students, even in crowded classrooms. Photo Credit: FAWE*

## 8. 1 **OVERVIEW**

How the classroom is set-up or arranged can contribute positively or negatively to the learning process for girls and boys. Creating orderly and interactive learning environments considers a number of factors: the layout of the desks and chairs in the classroom or laboratory, the decorations and use of wall space to promote positive messages and highlight student work, as well as the accessibility and organization of teaching supplies and materials.

Some schools find it challenging to address the issue of a gender responsive classroom set up, particularly when classes are large and resources are limited. It is also challenging when classroom configurations are not easily moveable. However, 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.

Classroom management and interactions are also important elements in the pedagogical process. Students need to have consistency, structure and safety in order to interact and learn well. In order to achieve this, teachers should be aware of the different classroom dynamics and know how to cultivate healthy relationships between students, teachers and parents.

Participatory classroom management develops leadership skills for students to take responsibility for a positive learning environment. Teachers can provide opportunities for students to develop their emotional intelligence in the areas of self-awareness, self-regulation, social awareness and relationship-management, as well as conflict resolution skills to address issues of bullying and violence in school.

**OBJECTIVES**

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

1. Articulate how a classroom can be made gender responsive and why it is important.
2. Create a more learner-centred and gender responsive classroom, even when classes are crowded or resources are limited.
3. Support healthy gender responsive classroom interaction.
4. Develop students' emotional intelligence and conflict resolution skills in the classroom.

## 8. 2 **CONSIDERATIONS FOR TEACHERS AND SCHOOL MANAGEMENT**

A gender responsive classroom set-up responds to the specific needs of both boys and girls. Some classroom setup considerations for teachers and school administrators for maximum participation of all students include the following.

| FOR TEACHERS | FOR SCHOOL MANAGEMENT |
|---|---|
| Classroom set-up that mixes girls and boys | Stools in laboratories that are appropriate in size and shape thus enabling effective participation of both girls and boys |
| Classroom set-up that enhances participation of both girls and boys | Appropriate shelf heights in the libraries for students, depending on age, height and physical ability of students, and accessibility for students with disabilities |
| Arrangement of the desks that encourages quiet students to speak out and overcome shyness | Appropriate size, shape and weight of desks and chairs that allow flexibility for movement and accessibility for students with disabilities |
| Fixtures, posters and visual aids on the walls that send gender responsive messages | Fixtures, posters and visual aids throughout the building that send gender responsive messages |

Teachers may not have a choice or control over the furniture, visual aids, or number of students in the classroom. Limited resources mean that many schools do not have adequate or appropriate infrastructure and furniture and classrooms may be crowded. This constrains the teachers' ability to organize the classroom set-up for effective learning and can make it difficult to organize seating arrangements that can enhance the learner-centred experience. 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.

**CONSIDER THE FOLLOWING:**

**Wall plan**

*What is on the walls? Who designs and takes care of the wall space? Does it communicate a welcoming, joyful, warm, calm, fun and learner-centred place?*

Highlight and rotate students' achievements and originality. Analyse your room for message consistency and positivity, ensuring that all messages are gender inclusive. Ask students to create visuals such as posters, hanging mobiles, bulletin boards, students' photographs, etc., that communicate class norms, conflict resolution processes, emotional vocabulary, career possibilities that represent all gender identities, future visions for the community/world, human rights frameworks, and respect for diversity.

**Floor and seating plan**

*How is the furniture arranged? Does it promote equal participation of girls and boys? Does it encourage dialogue? Is it accessible for students with disabilities? Does it allow for individual, small group and large group instruction?*

Typically, students sit in rows, all facing the teacher. Unfortunately, this arrangement can reinforce gender norms because girls who sit at the back of the class may be less likely to participate unless the teacher makes a special effort to involve them. An option is for teachers to assign seats in a way that allows shy or quiet students to sit up front and mixes up girls and boys. These assignments can rotate throughout the year so that students meet and engage with new people. Teachers can also divide the class into small groups that sit in circles instead of rows. Where possible, students should be encouraged to mix genders at shared desks. This allows girls and boys to get to know and respect each other, collaborate, build trust and break down barriers. Develop a plan that encourages student interaction, community growth, ease of movement and a variety of options for teaching and learning.

Some schools may separate the seating arrangement of boys and girls based on religious norms and rules. If this is the case, teachers can still rotate which group sits in the front of the class on a regular basis. Other strategies might include more small group work that ensures that representatives from each table or group contribute their ideas so that both boys and girls have equal voice in whole group discussions

**Storage plan**

*Are supplies and learning materials accessible to students? Are they clearly marked and organized?*

Establish and clearly communicate behavioural expectations, routine procedures, and an organizational system for managing learning materials and supplies. Involve students whenever possible, especially if space is limited. Put learning materials and supplies where students can get to them and label the storage spaces clearly so that students are responsible for returning supplies. Consider rotating student leadership on a monthly basis to keep the space clean and encourage others to return supplies–make sure that both boys and girls hold this role! Also consider removing items that aren't used to declutter the space.

**Recess and playing outside**

*Do all students have a chance to play? Who monitors students' behaviour and interactions when they are at recess or playing outside?*

Play is critical for children. It encourages physical wellbeing, imagination, and teamwork, among other benefits. However, without setting norms for outdoor play and monitoring students to ensure inclusive play, it can result is some students dominating the play space or specific students or groups of students being left out, bullied, or harmed. Norms for playing outside should be set and can be done using the activity *Creating Group Norms* shared later in this unit. You might ensure that boys and girls rotate using the main play area so that girls are not always playing on the margins or organize games that include both genders. Teachers or staff can take turns monitoring students' behaviour to ensure that recess is a positive experience for all.

## 8. 3 **STRATEGIES FOR OVERCROWDED CLASSROOMS**

Large and overcrowded classes are one of the major obstacles to ensuring quality education and yet they are a reality in many schools throughout Africa and around the world. Some negative impacts are lack of support and attention for the students, decline of academic performance, and an increase of teacher stress, burn-out and discipline problems. This section provides a few tips to manage the class effectively and see it as a resource for a positive learning experience.

### 8. 3. 1 **STRATEGIES FOR DEALING WITH LIMITED PHYSICAL SPACE**

**Use space outside of the classroom.**
Look around your school or community, identify good outdoor areas for learning, and incorporate them into your lesson plans. For instance, in learning about geometric shapes, students can explore the school grounds and identify as many geometrically-shaped objects as possible. Then they can sit under a tree and write down as many as they are able to recall.

**Display student work creatively.**
Students' work can be hung on a classroom wall or strings can be used to attach students' work with clips, tape, or even blunt thorns or sticks. Visually decorating the room with students' work will also help add to the attractiveness of the room and make it more welcoming. Make sure to evenly include and display the work of both girls and boys.

**Involve your students.**
Students can be very proactive in managing and decorating the classroom's physical space which helps them to develop a sense of responsibility and builds their visual/spatial intelligence. They can hang up student work, create signs with positive and gender affirming messages, and put away instructional materials at the end of each lesson. Invite students to come up with creative strategies for solving storage problems and turn the process into a lesson plan, perhaps using recycled materials to measure and construct shelves. When a problem occurs, such as students bumping into each other, ask them to suggest behaviours that support the flow of easier movement through the space. Gather input and create leadership opportunities for both girls and boys.

**Mix up girls and boys in pairs or small group work.** This allows girls and boys to mix, collaborate, check in with each other around their learning, ask questions, guide each other and reflect together. Do this often. Even a one-minute pair share can give students the opportunity to speak, be heard and integrate concepts.

**Create norms and guidance for small group work to support inclusion and collaboration.** You might assign and rotate clear roles to students within the small group such as a note taker, who captures the key insights or discussion points, or a facilitator, whose job is to make sure that everyone in the group contributes their ideas and has equal time to share. You can provide specific questions for them to discuss or tasks for them to complete together. For example, you might have each small group create a visual image or theatre skit that captures the key ideas or themes. You can also select a girl or mixed gender pair to report out their key findings to the rest of the group. In small group work, always ensure that girls and boys take turns in various roles such as the note taker, facilitator, presenter, etc.

**Check for understanding in fun ways,** such as having students give a "thumbs up, thumbs down, thumbs sideways" or hold 1 to 3 fingers on their chest that indicate how well they understand (e.g. thumbs up or 3 fingers means "I've got it!). You can also use other quick assessments, like having students verbally respond to sentence starters or fill them out as written "exit slips" that they leave in a box at the end of the day with their names. For example, "The most important thing I learned today was..."; "I need help with..."; "A question I still have is..."; or "Ways that today's topic affect boys and girls differently are..."

**Create a volunteer program or other opportunities for in-classroom aides, mentors or teaching assistants.** Community members or even older youth can provide additional support for individual students and small groups, classroom management and set-up, and to support goal-setting and learning assessments. This is a great opportunity for older students to act as mentors and be a positive role model and leadership example for younger students! Encourage peer teaching and learning amongst the students. Create leadership opportunities for girls and boys to engage as tutors in the classroom.

**Find new and interesting ways to get to know your students,** especially when you have a large and overcrowded class and it is hard to remember everyone's name or specific needs. It also helps for each student to feel seen, heard, included and valued – and have some fun in the classroom!

### TIPS FOR TEACHERS

Some creative activities to get to know your students:

- **Invent a fun "Roll call" song** with call and response as a way to take attendance on a daily basis. Make sure the list is organized so that boys and girls' names are mixed, rather than having all the boys' names first. For example, alphabetize the list and then go A to Z one day and Z to A another day.
- **Take photographs or have students draw self-portraits** and add fun personal details. Use them to memorize and match names with faces.
- **Have them make creative name tags** with card stock or paper and string to hang around their necks. Ask them to include their name and a symbol that represents one of their qualities as a leader, or some other prompt. They can draw the symbol or find it in a magazine and use art supplies to decorate their name tag.
- **Have students do creative openings to start or end the day.** Rotate leadership and invite students to develop a five-minute creative presentation that reflects or integrates the learning topic of the day in a gender inclusive way. This can be a song, poem, story, dance, facilitated game or visual image that they draw or find. They can also invite other students to collaborate and join them. This helps to build self-confidence, community, creative thinking, public speaking skills and also can give you a pulse on what they understand.
- **Do energizing name games.** For example, stand in a circle and have students go around to say their name with an adjective that describes and a physical gesture or pose, like "Strong Susan" or "Peaceful Peter" and have the rest of the students repeat back their name and gesture.
- **Make sure students say their names** when they speak and make sure to use their names as often as possible!
- **Assign students to interview and introduce each other** with interesting questions about their hobbies, talents or dreams. Have a few student pairs do introductions every day. See activity box on the next page for more instructions.

*Source: Creative Action Institute*

ACTIVITY

# INTRODUCE YOUR FRIEND

**LEARNING OBJECTIVES**
Strengthen relationships between students; increase empathy and listening skills; develop public speaking and presentation skills; increase visibility of students

**MATERIALS**
Questions written up on big paper/chalkboard or handouts; writing paper and pens for each participant

**PROCESS**

1. Explain the objectives. In order to strengthen any relationship and build empathy and trust, it is important to get to know each other on a deeper level. To build a classroom culture where everyone can thrive and be included, it is important for people to feel seen, heard and valued. In this activity, we want to get to know our peers, develop listening skills and present each other with enthusiasm!

2. Teach students some listening skills. Ask them to share a story of time when they felt really listened to. What did it feel like? What did the person do to help you feel that they were listening? For example, good listening skills might include paying attention, looking at you, nodding their head or repeating back what you said. Write up their answers on the board, making sure that girls and boys have a chance to share.

3. Have the participants divide into pairs and spend 20 minutes interviewing each other (10 minutes each)
   - Encourage them to listen actively and take notes as they will be introducing their partner to the whole group.
   - Choose or create a list of interview questions. Some options are:
     - What is your name?
     - Where are you from?
     - How many brothers and sisters do you have?
     - What languages do you speak?
     - What is a talent that you have or something you do well?
     - What is a dream you have for your future?
     - What kind of work do you most want to do in the world?
     - What do you want to learn in this class?
     - How do you want to be treated by others?
     - If you could change anything in your community (or in the world), what would it be and why?
     - Who is someone that you admire and why?
     - Add any other question that they can think of.

4. Each person has 2–3 minutes to present their partner with enthusiasm and excitement – as if they were the most amazing person in the world! Encourage students to be respectful of their partners and speak loud so that everyone can hear. Assign 2–3 pairs to make public introductions each morning until everyone has presented.

**TIPS FOR TEACHERS**

Make the interview questions and process shorter and age-appropriate. For example, some interview questions might be: What is your favourite colour? What do you want to be when you grow up?

**GROUP REFLECTION**

Invite students to reflect on what they learned through this process about inclusion and leadership.

- How did this process help us to build more inclusion? E.g. empathy, trust, connection
- What leadership skills did you develop? E.g. listening to others, seeing other people's strengths and positive attributes, learning to value and respect different experiences and perspectives

## 8.4 CLASSROOM INTERACTIONS

There are many dynamics in classroom interaction that have an impact on teaching and learning processes. Among these are the following:

**Teacher Presentation**
A teacher's personal appearance and mannerisms have an impact on the teaching and learning processes. A teacher who is unkempt or untidy, uninterested, or provocative in manner will not be an effective teacher or a good role model. Teachers who come to class drunk or sexually harass students have a severe and negative impact on the well-being and safety of students and can diminish students' self-confidence, trust, respect, and academic performance. Teachers who are professional and engaged can build a classroom environment where all students are inspired to learn and can thrive.

**Student Presentation**
Poor presentation and disrespectful behaviour of students can also negatively impact the learning environment. Poor presentation can include untidiness, lack of personal hygiene or disruptive behaviour. Some of these behaviours or appearances may be the result of gender conditioning, trauma or disadvantaged economic situations so it is important for the teacher to understand what is going on for the students to provide adequate guidance and support without shaming them.

**Teacher/Student Interaction**
Each girl and boy brings to the classroom a different set of personality traits, strengths, challenges, learning abilities and styles, histories, social identities and dreams. Recognizing students' individuality is critical to accomplishing gender responsive classroom relationships. Taking time to understand and address the diverse needs of students and cultivate their potential is an essential step for classroom rapport and morale. Creating clear and consistent expectations and boundaries in a classroom helps to create the psychological safety students need to thrive. Child protection is, of course, also paramount to their social and psychological safety. (See Units 3.5 and 10).

**Teacher/Parent Interaction**
Parents and teachers have a shared responsibility for supporting students as learners. Interactions might occur face to face during teacher-parent meetings, community forums, etc., or through information that is sent home. Teachers can strive to involve parents in classroom activities and to support their students' learning and well-being at home. (See Unit 11). Gender-responsive parents and teachers' interactions and relationships promote a number of desirable learner outcomes, such as increased retention rates, prevention of early marriage, improvement in the performance of all learners (boys and girls), and helping to reduce discrimination of any kind (Uworwabayeho, et. al, 2018).

**Teacher/Teacher Interaction**
Teacher-to-teacher interactions are a crucial part of ensuring a motivated teaching staff and positive learning environment. Students observe and learn from the gender dynamics and interactions between teachers. Teachers should strive to ensure inclusion, equality, gender sensitivity and mutual respect amongst each other. Teachers can also be supportive collaborators and allies, helping each other to build gender responsive classrooms by sharing best practices and strategies, teaching and learning materials, lesson planning and holding each other accountable to gender-sensitive language and behaviour (Uworwabayeho, et. al, 2018).

**Student/Student Interaction**
Classroom interactions ensure that students communicate with one another in class. By emphasizing the collaborative and cooperative nature of group work, students share responsibility for learning with each other, and discuss different understandings and questions that they have. Learner-centred classrooms provide multiple opportunities for students to discuss ideas in small groups and in whole class dialogues. Invite them to observe and analyse gender dynamics in their interactions, as well as the teaching and learning materials. Successful discussions are characterized by small gender-responsive group conversations that seek to give voice to all students (girls and boys) and to provide sufficient time and opportunity to listen to and consider the ideas of others (See Unit 4).

*Adapted from: FAWE (2005) Gender Responsive Pedagogy: A Teachers' Handbook.*

**A few best practices for developing students' leadership and ownership of their learning are the following :**

**1 Create class norms together.**
Involve the students to think about what they need from you and each other so they can do their best in class. Make sure that everyone shares their input – not just the boys or most dominant vocal members of the class. Students should learn to take responsibility for the community norms in order to make them real. From a learn-centred perspective, the ultimate goal must be to help children move closer to being responsible for their own behaviour and learning.

If a student's behaviour breaches the class norms or is genuinely problematic, help them to identify and understand the harm or impact they are causing. Teachers can share feedback and make a plan to identify strategies for improvement and follow-up with students to review progress. If students are encouraged learning opportunities, they are more likely to make better choices in the future.

**Engage the class in activities that are specifically devoted to team building.**
Team building activities provide fun, active opportunities for students to learn each other names, find out about each other's interests, ideas and experiences and support each other in accomplishing specific tasks. Give them genuine opportunities to know and understand each other. Start building a repertoire of ice breakers and team builders – ideas and resources are plentiful online and in the Resource Page.

**Have regular class meetings.**
Use these to review community norms and empower students to name, describe, clarify and solve their own problems. Teach emotional intelligence and conflict resolution skills. All of these help to reduce the incidence of put-downs, insults, threats, harassment and bullying in the classroom and school environment.

ACTIVITY

## CREATING GROUP NORMS

**LEARNING OBJECTIVES**
To collectively identify what is needed in order to create a positive and inclusive learning environment; to create shared group norms and classroom agreements to create a generative and safe space.

**MATERIALS**
Big paper/chalkboard; markers/chalk; poster and art supplies

**PROCESS**

1. Have students write down and share ideas to the following question: "For me to be able to do my best, I need my teacher to...." Ensure that all students have an opportunity to share.
2. Reflect on their ideas together and talk through any which might be a problem, explaining objections and proposing revised ideas or language.
3. Categorize it together and provide each student with a copy the next day.
4. Have students make a poster to hang on the wall.
5. Then ask them to write their ideas to the following question: "For me to be able to do my best and to enjoy this class, every member of our group must...."
6. Have them share their ideas and reflect together on what they need from each other to be able to do their best, learn together and enjoy the class.
7. Revise the list if needed, ensuring that the list of norms is acceptable with the whole group.
8. Have a mixed group of students (boys and girls) make a large and beautiful poster with the list of community norms.
9. Review them at least once a week to see if the group is living up to the class's valued ideals. Norms must be fairly and consistently applied to every member of the group, boys and girls alike.
10. When you review the norms, ask them to see what one thing you/they are doing well and one thing you/they can improve on. Ask if any norms need to be added, removed or revised. You can have them fill out a self-assessment form based on the class norms and make goals for improvement.

**GROUP REFLECTION**

- Ask them what the process of writing norms together did for them and what was challenging.
- Talk through why you took the time and why it is important.
- Decide together what the process and consequences might be if you or they are unable to live up to them.

*Source: Adapted from Tollefson, K. & Osborn, M. (2008). Cultivating the Learner-Centered Classroom: From Theory to Practice*

As an optional activity, you can get creative in generating their norms by having them develop theatre skits that represent the "Best of the Best" classroom and the "Worst of the Worst". See activity instructions below:

ACTIVITY

## BOB/WOW

### LEARNING OBJECTIVES

To collectively identify what is needed in order to create a positive and inclusive learning environment; to create shared group norms and classroom agreements to create a generative and safe space; to develop collaboration and presentation skills.

### MATERIALS

Big paper/chalkboard and markers/chalk

### PROCESS

**1** Provide framing and purpose for the activity. Explain: "It is important for everyone to feel safe, valued and included in school so that everyone can learn and express themselves.This will require everyone's leadership and participation to make our classroom the Best of the Best. It is important to identify what the Best of the Best would look and feel like, what the Worst of the Worst would look and feel like. From that we will decide what kind of Classroom Agreements we want to make together to ensure that everyone here feels safe, included and valued in order to learn and participate with her/his whole self.

**2** Divide the group in half, ensuring there is a mix of girls and boys in each group.

**3** Each group will have 30 minutes to create a theatre skit. One group will represent what it would look like if this classroom were the Best of the Best and the other group will represent what it would look like if it were the Worst of the Worst. Write up the following questions for each group to consider:

- How would people participate (or not)?
- How would people feel?
- How would students treat each other?
- How would students treat the teacher? How would the teacher treat the students?
- What kind of environment supports everyone to learn (or not)?

**4** Emphasize in the instructions that everyone must participate. Listen in on each group periodically to make sure the input of all students is being included. If it isn't, model the behaviour, encouraging a student who hasn't spoken to share his or her idea.

**5** Each group presents their theatre skit. After each presentation, write down on large paper the key elements they represented that would make the classroom the best or the worst possible.

**6** Generate a collective list of Classroom Agreements that will help to ensure that the classroom environment is safe, fun, and the Best of the Best learning environment in which no one is left out.

**7** Post them on the wall where they can be seen and read out loud every day.

**8** Discuss and decide what the process and consequences are if someone violates the agreements.

*Source: Adapted from Levana Saxon, Partners for Collaborative Change*

ACTIVITY

## WALK YOUR WALK NAME GAME

**LEARNING OBJECTIVES**
To create an appreciative and inclusive classroom environment; develop empathy skills.

**MATERIALS**
Open space to stand in a circle

**PROCESS**

1. Explain that this is an activity to learn each other's names and recognize that each person here belongs and is special.
2. The first person will walk into the centre of the circle doing a special walk she makes up. It can be simple, funny, silly or creative. An example might be skipping into the centre or hopping on one foot. Once in the centre, the person looks around the entire circle and says, "Hi, my name is ____!" She or he then returns to her or his place in the circle doing the special walk, or skipping out.
3. Provide a demonstration by doing it yourself first! Let yourself be silly. This will give permission to the group to take a risk.
4. The rest of the group then skips together into the centre of the circle to copy the "walk" they just saw. Once in the centre, they turn to the student who is still standing at the edge of the circle and together say: "Hi___, you're special!" (or any other affirmation that will resonate with the group). Then they all return to the outside of the circle using the same walk.
5. Have each person do the same, one at a time. If the group is very large, you can divide the group in two and ask someone to lead the other group.

**GROUP REFLECTION**

- How did you feel receiving the positive reflection of the group?
- What role does appreciation have in building a positive learning environment?

ACTIVITY

## WHERE THE WIND BLOWS

**LEARNING OBJECTIVES**
To create social awareness and trust in a group.

**MATERIALS**
Chairs in a circle

**PROCESS**

1. Explain that this is an activity that helps us to get to know each other in a fun way. Have the group sit in chairs arranged in a circle. One person stands in the middle starts by saying "Great wind blows for everyone who..." and then says any characteristic that is true for that person. For example, if the person has been on a plane before, he or she can say, "Great wind blows for everyone who has flown on a plane." All players who have been on planes before must stand and quickly find a new seat that is more than 2 chairs away from them. People cannot move to seats on their immediate left or right. If the student is not able to find a vacant seat, he or she is the new person who is in the middle and starts a new round with a different statement!

**GROUP REFLECTION**

- What did we learn about each other?
- Why is it important to know something about each other's story?
- Reflect on empathy and teambuilding to strengthen our ability to learn together and stand up for each other.

*Source: New Games Foundation. (1976). The New Games Book.*

Developing emotional intelligence (EQ) in the classroom is fundamental for teachers and students to create a positive learning environment. Emotional intelligence includes our ability to understand and manage our emotions, as well as our ability to understand and influence the emotions in other people. There is a strong correlation between students' emotional intelligence and their classroom behaviour as well as their academic achievement and success in the workforce (Tustin, 2017). The teacher's level of emotional intelligence and modelling how to identify and handle difficult feelings is the most critical factor in building EQ in the classroom.

The four fundamental pillars of Emotional Intelligence as developed by Daniel Goleman (2005) are the following:

**1 Self-awareness**
the ability to perceive and identify our feelings.

We must know how we feel in order to be able to fulfil our emotional needs. We have to learn how to communicate our feelings effectively in order to get the emotional support and understanding we need from others.

There are various definitions of emotional literacy, but perhaps the simplest, most precise and most practical is the ability to express feelings with specific feeling words, in three word sentences: I feel _____. (Hein). For example, "I feel angry." "I feel sad." "I feel rejected." In the case where a person feels rejected, for instance, it is an indication there is a need for acceptance. Similarly, on a basic physical level, when we feel hungry there is a need for food and when we feel thirsty we need water.

- "What am I feeling?"
- "What am I thinking?"
- "What physical sensations am I experiencing with this emotion?"

One of the best ways to build emotional literacy in your classroom is by incorporating activities and games that let students practice and enhance their emotional literacy. Here is a sample activity:

ACTIVITY

## BUILDING AN EMOTIONAL VOCABULARY

**LEARNING OBJECTIVES**
To build emotional literacy in students.

**MATERIALS**
Visual images of different emotions (e.g. photographs, magazines, drawings)

**PROCESS**
A major key in developing emotional literacy is building a vocabulary that students can use to talk about emotions. This game makes vocabulary development artistic and fun, and you can play it once a week or every morning for a week.

**1** Display a photograph of a child's face that seems to be exhibiting a particular emotion.

**2** Ask your students to think of a word that describes how this child feels.

**3** Write a list of all of the different words students come up with.

**4** Then, ask them to turn and talk to their neighbour about a time they have felt that way. Challenge them to use a feeling vocabulary words that they have not used before. For instance, instead of saying 'I felt good,' a student might say, 'I felt excited when my teacher told me I was doing well in school.' The next time you do this activity, make sure the photograph represents a different sort of emotion. Over time, your students will develop an active vocabulary of words that describe their feelings.

*Source: Stearns, C. (2016). Study.com / Emotional Literacy Activities & Games.*

**2 Self-regulation**
the ability to regulate and respond appropriately to our emotions.

Learning how to self-regulate means that students will develop healthier relationships, be able to pay attention, learn new things and better manage the normal stresses and disappointments of life.

**Teachers can use different strategies to help students self-regulate.** For example:

- **Model self-regulation** by telling students how you feel and what you will do about it e.g. "I am feeling angry right now, so I am going to walk away and talk about this later" or "I am feeling upset now, so I will take a deep breath".
- **Design self-awareness lessons.** Teach students how to name their feelings; identify body responses to stressors; and understand what happens when they feel anxious, angry, upset, bored or excited. Discuss and role play appropriate ways to manage and express their feelings.
- **Explicitly teach students about self-regulation** using different activities. Have students come up with many different ways to self-regulate e.g. deep breathing, walking away, count to 10, take some space, have a drink. Practice using the strategies in simulations and role plays.
- **Positively reinforce students who use the strategies** by giving them specific feedback about their behaviour e.g. "Veronica, I can see you used the strategy of walking away when you felt angry. You are learning to manage your feelings."
- **Cue students when to use strategies.** You may need to help the student develop self-awareness by cueing them in to when to use the strategies. 'Mordecai, I can see you are feeling upset. Perhaps you would like to get a drink of water.' Demonstrate to the student how to name the feelings and offer suggestions for how to manage the feelings appropriately.
- **Use mindfulness exercises in the class.** Take a few moments in the day to practice deep breathing or slow stretching.

*Source: Amaro, M. (n.d.) Developing Self-Regulation in your Students. (Blog Post). Retrieved from https://thehighlyeffectiveteacher.com/how-to-develop-self-regulation-inyour-students/*

ACTIVITY

## FINGER HOLDS

### LEARNING OBJECTIVES
To identify and regulate strong emotions.

### MATERIALS
Drawing/handout of with corresponding emotional labels for each finger.

### PROCESS
1. Provide framing and purpose for the activity. For example, say: "We want to build our capacity to be aware of and work with our emotions. The following practice is a simple way to work with emotions by holding each finger. Emotions and feelings are like waves of energy moving through the body and mind. With strong or overwhelming feelings, energy can become blocked, resulting in pain in the body. Holding each finger while breathing deeply can makes us feel better and bring healing.
2. Ask the students to sit comfortably. Ask them to practice breathing deeply through their noses, expanding their bellies, and breathing out through their noses. Have them take several deep breathes.
3. Then, you are going to hold each finger with the opposite hand for 2 minutes. You can work with either hand.
4. Guide the students to hold each of the following fingers and their associated emotions:
   - **Thumb**: tears, grief, emotional pain
   - **Index finger**: fear, panic
   - **Middle finger**: anger, rage, resentment
   - **Ring finger**: worry, anxiety, preoccupation
   - **Pinkie finger**: Lack of self-esteem

   **You can say the following with each finger hold:**
   - Breathe in deeply; recognize and acknowledge any strong feelings or emotions you hold inside yourself.
   - Breathe out slowly and let go. Imagine the feelings draining out of your finger to the earth.
   - Breathe in a sense of harmony, strength and healing.
   - And breathe out slowly, releasing past feelings and problems.
   - Say to yourself: "I love myself and accept all my emotions."

### GROUP REFLECTION
- What did you experience or discover through this process?
- What are other ways you can manage or transform emotions?
- Brainstorm and develop a list of different actions for self-care.

*Adapted from: Capacitar. (2011). Healing Trauma, Empowering Wellness: A Multicultural Popular Education Approach to Healing Trauma.*

**3 Social Awareness/Empathy**
the ability to see things from another person's perspective – and to take into account their individual thoughts and feelings about an experience.

Teach students to pay attention to what others are communicating verbally and non-verbally and to ask themselves, "What is this person thinking? What is this person feeling? Why is this person acting in the way they do?"

Another powerful tool for improving empathy is perspective taking in which you imagine yourself experiencing a situation from another person's perspective to better understand them. Here are a few classroom activities for developing empathy.

ACTIVITY

## WHEN I FEEL SAD

**LEARNING OBJECTIVES**
To be aware of emotional needs in self and others; to develop empathy.

**PROCESS**

1. Start by asking your students to think about a time they have felt sad. A few students may want to share their stories, but do not force students to share their stories.
2. Next, ask your students to think about what they wanted from people around them when they felt sad.
3. Have each student draw a picture that illustrates what they would want from others in a moment of sadness. Some students may draw a picture of getting hugged, while others may draw getting left alone.
4. When your students are finished, have them share and explain their pictures to each other. Try this with different emotions.

**GROUP REFLECTION**

- Why might different people want or need different things?
- How can we become aware of what other people are feeling?
- How can we support each other to feel and express our feelings in a healthy way?

*Source: Stearns, C. (2016). Emotional Literacy Activities & Games.*

ACTIVITY

## ANGER BALL

**LEARNING OBJECTIVES**
To learn how to identify and regulate anger.

**MATERIALS**
Soft ball or bean bag; outdoor space or gym

**PROCESS**

1. Have your students stand in a circle. Use a soft ball or beanbag that is easy to throw and catch. When one student throws the ball, he should say a sentence about when he feels angry. For instance, he might say, 'I feel angry when someone takes my seat.'
2. The student who catches the ball should indicate that he heard the child who threw by saying, 'You feel angry when someone takes your seat.' Then, he should throw it to another child with a message of his own. "I feel angry when someone calls me a name."
3. See how quickly children can get the ball going from one person to another, all the while listening to each other's experiences of a challenging emotion.

**GROUP REFLECTION**

- What are the different reasons that we or others get angry?
- What might be some underlying needs that we or others may have?
- If we yell at or hurt people when we get angry, are we likely to get our needs met?
- How can we express our anger in a constructive way so that we can be heard?

*Source: Stearns, C. (2016). Emotional Literacy Activities & Games.*

**4 Relationship Management/Social Skills**
the ability to build healthy relationships by attuning to other people's emotions and noticing how they respond to your behaviours and actions.

Social skills such as cooperation, assertion, responsibility, empathy, and self-control are essential to children's academic and social success. It is important to teach these skills, along with academics, throughout the school day. One way you can build social skills is to teach students how to deal with conflict in a generative way. Conflict is an inevitable part of being human and will show up in the classroom. Instead of seeing conflict as a problem, you can teach students to approach conflict as an opportunity for deeper learning, growth and connection. Without the skills of emotional intelligence, we don't know how to manage our feelings and can become reactive, which often escalates the conflict into aggression or violence. There are many approaches to teaching conflict resolution strategies and learning different choices for how to respond.

**Below are four effective strategies for the classroom:**

**1 Role playing.**
When students are placed in opposing roles than what they may play in a real life situation, it teaches them empathy and forces them to look at actions from another point of view.

**2 Tracking.**
As an assignment, have students observe and track various conflicts that they either witness or are involved in over a period of time. These can be tracked in a journal and written without specifically identifying other students. Invite student to share the observations in their journals and discuss the positives and negatives of the involved students' reactions.

**3 Listening.**
Many conflicts start because of misunderstandings and miscommunication. Teaching students good listening habits can be an important tool. Teach them to:

- Look directly at the speaker and make eye contact.
- Let the speaker talk without interruption.
- Ask questions.
- Do not give advice or offer suggestions.
- Give the speaker positive reinforcement by nodding or smiling.
- Repeat back what you have heard in your own words.

**4 Writing.**
If there are conflicts in the classroom, having the involved students sit down to write about it. This serves as a time-out or a cooling off period. It also makes them reflect on the incident in a proactive way. When you have students write about the conflict, have them include how it made them feel, what they needed and what other, better choices they should have made during the conflict. Offer them suggestions like "List three things that you would do differently now that you've had a chance to think about better options."

Conflict is an inevitable part of being human and conflict management and resolution is a critical life skill. Teachers can also develop a conflict resolution protocol that is used in the classroom and practiced during class meetings when conflict arises:

**THE STEPS OF A CONFLICT RESOLUTION PROTOCOL**

1. Calming down (walk away, count to ten, etc.)
2. Explanation of the upset
3. Discussion and resolution
4. Some kind of acknowledgment (handshake, for example)

**Use I-Statements.** Teach students to deliver emotional information as I-statements, using the formula, **"When you _____, I feel _____, because _____, so what I would like is _____."** When a child wants to meet with a classmate for conflict resolution, she/he must first compose an I-statement before arranging a meeting.

**Display the I-statement formula visibly in the classroom and practice it as a class.** First, practice with positive, fun statements, such as "When you laugh, I feel happy, because it makes me laugh too, so what I would like is for laugh as much as possible." Next, practice with statements containing more difficult emotions. To build safety, work with examples that are not from direct personal experience. For example, use a situation from a book you are reading.

**Generate a list of words to expand the students' vocabulary for describing feelings**—words such as scared, sorry, sad, angry, frustrated, nervous, irritated (see activity above). Display this list prominently in the room so that students can look at it when composing I-statements.

In a conflict resolution meeting, the first student begins by making an I-statement, and the second student listens, then repeats back his/her understanding of what was said. Once the first student agrees that the second has heard correctly, the second student may make an I-statement.

This process continues back and forth until both (or all) parties feel satisfied that an understanding has been reached. In the beginning, the teacher always attends conflict resolution meetings as a "fair witness" to ensure safety and protocol, but speaks as little as possible. As students become more adept with the process, the teacher does not need to be present.

*Source: Anderson, M. (2015). The First Six Weeks of School/ Edition 2.*

## 8. 7 SELF-ASSESSMENT QUESTIONS

**MULTIPLE CHOICE** Circle all the correct answers that apply for each question. There may be more than one correct answer listed.

**1** A gender responsive classroom set-up is important because:
- **A** It allows all students to participate equally.
- **B** It ensures the classroom is a welcoming and usable space for everyone.
- **C** Reinforces gender responsive lesson plans, language, materials, etc.

**2** A gender responsive floor and seating plan may include the following elements:
- **A** Assigned seats that rotate during the year.
- **B** Small groups or circles instead of rows.

**3** Classroom walls should:
- **A** Remain empty so as not to distract students.
- **B** Highlight students' work and achievements.
- **C** Reflect a welcoming, fun, learner-centred place.

**4** My classroom is overcrowded:
- **A** I can have students work in small groups so everyone gets a chance to participate.
- **B** Utilize community members or older students as mentors and classroom aides.
- **C** Use outdoor space, if it is available.
- **D** There is nothing I can do.

**5** Poor teacher presentation
- **A** Doesn't have an impact on students.
- **B** Includes being untidy or unkempt.
- **C** Acting uninterested.
- **D** Coming to school under the influence of drugs or alcohol.
- **E** Harassing or making inappropriate comments.

**6** Poor student presentation
- **A** Can be disruptive to other students.
- **B** Might include untidiness or bad personal hygiene.
- **C** May not be within the students' control.
- **D** Must be addressed carefully, without shaming the student.

**7** Teachers should:
- **A** Recognize each students' individuality.
- **B** Take time to address diverse needs.
- **C** Use whatever teaching methods he or she is most comfortable with.

**8** Parents:
- **A** Have a shared responsibility, with teachers, for supporting students as learners.
- **B** Should be involved in classroom activities, when possible.

**9** Positive teacher to teacher interactions can:
- **A** Model positive gender dynamics for students.
- **B** Motivate teachers to create a positive learning environment.
- **C** Foster collaboration and sharing of best practices.

**10** Positive student to student interactions can:
- **A** Increase students' engagement in the classroom.
- **B** Increase trust and dialogue.
- **C** Be effected by GRP.

**11** Students should have leadership and ownership of their learning. Some ways of doing this are:
- **A** Create class norms together, for which students take responsibility.
- **B** Invest in team-building activities for students to learn about each other.
- **C** Support students in building conflict resolution skills.
- **D** Let one student enforce the class norms.

**12** Emotional Intelligence (EQ):
- **A** Is the ability to understand and manage our own emotions.
- **B** Is the ability to understand and effect the emotions of others.
- **C** Can be learned.

**13** The fundamental pillars of EQ are:
- **A** Self-awareness or the ability to perceive and identify our feelings.
- **B** Self-regulation or the ability to regulate and respond appropriately to emotions.
- **C** Always staying calm.
- **D** Social awareness/empathy or the ability to see things from another person's perspective.
- **E** Relationship management/social skills or the ability to build healthy relationships by attuning to other people's emotion and noticing how they respond your actions.
- **F** Avoiding conflict.

**14** Conflict management and resolution is:
- **A** A critical life skill because conflict is inevitable.
- **B** Outside the scope of a teacher's responsibility.

**SHORT ANSWER** Please answer the following questions.

**15** Imagine your classroom. Share how your classroom is currently set up and what you might change to make it more gender responsive. How might school management help?

**16** Give an example of an I-Statement.

# UNIT 9 SEXUAL & REPRODUCTIVE HEALTH FOR GENDER RESPONSIVE SCHOOLS



*Gender responsive schools can provide sexual and reproductive health information and encourage healthy relationships and positive, respectful interactions among students. Photo Credit: FAWE, Namibia*

## 9. 1 **OVERVIEW**

Sexual and reproductive health (SRH) is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity, in all matters relating to the reproductive system and its functions and processes (WHO, 2006a). Embedded in international human rights, sexual and reproductive health rights (SRHR) includes the right of individuals to make decisions concerning their reproductive health, free of discrimination, coercion and violence. SRH also includes sexual health, whose purpose is the enhancement of life and personal relations, and not merely counseling and care related to reproduction and sexually transmitted infections (WHO, 2006a).

Adolescence is an ideal time for introducing SRH information and building healthy habits relating to SRH, so that individuals can make informed decisions that can affect their lives forever. Adolescence is a stage in life when there are many physical, emotional and social changes and when many individuals start developing relationships and start exploring their sexuality. The ability of youth to make informed decisions about their bodies has long-term repercussions. Without adequate SRH information and services, students may have sex before they are ready; contract a sexually transmitted infection (STI); become pregnant, missing or dropping out of school; and in extreme cases, die due to complications with pregnancies or STIs. SRH services and information, which can prevent or limit the impacts of these potential situations on adolescents' lives, are essential to the right to life, health, and education (Center for Reproductive Rights, 2006).

Children and adolescents have a lot of questions about their changing bodies and limited places to get accurate information. Even when SRH services and information may be available, it may not be youth friendly or accessible to youth due to cultural norms that consider sex outside of marriage or even talking about sex as taboo. While not all teachers are responsible for providing SRHR information, it is important for all teachers to understand issues of sexual maturation and reproductive health so that they can create a more gender-responsive classroom and provide accurate information to students when asked. Being a resource or having resources at your school to address SRHR is an investment that will have positive effects on students for the rest of their lives.

**OBJECTIVES**

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

1. Articulate why sexual and reproductive health information and services are human rights.
2. Articulate the difference between healthy and unhealthy relationships.
3. Demonstrate knowledge and understanding of the sexual maturation issues related to both boys and girls.
4. Describe how schools and teachers can support sexual and reproductive health and rights.
5. Demonstrate an understanding of ways to deal with social taboos on issues of sexual reproduction education.

## 9. 2 **SEXUAL AND REPRODUCTIVE HEALTH AS HUMAN RIGHTS**

Couched in international human rights law (Unit 2) and some national laws, SRHR consists of "the right of all persons to seek, receive, and impart information related to sexuality; receive sexuality education; have respect for bodily integrity; choose their partner; decide to be sexually active or not; have consensual sexual relations; have consensual marriage; decide whether or not, and when, to have children without being stigmatized; and pursue a satisfying, safe, and pleasurable sexual life (United Nations Foundation, 2015)."

As stated in the Programme of Action of the United Nations International Conference on Population and Development (ICPD), international law recognizes adolescents' "evolving capacities" to make decisions on matters affecting their lives. According the Center for Reproductive Health (2006), "Adolescents who are sexually active and seek information and services to protect themselves from unwanted pregnancy and STIs, including HIV, are acting maturely to protect themselves and others from serious health risks. They, therefore, have the requisite capacity to enjoy their right to reproductive self-determination, per international protections of their rights to physical integrity and privacy, as well as their right to decide freely and responsibly the number and spacing of their children. These principles also support adolescents' right to confidentiality in accessing reproductive health services."

The Center for Reproductive Rights (2006), also indicates that adolescents have the right to information and education on reproductive health and services; the right to factual, unbiased, and comprehensive information about pregnancy and HIV prevention; and the right to education and attend school, including those who are pregnant or who have children.

For adolescents to enjoy the right to reproductive self-determination, they must be protected from sexual violence and abuse, as well as from discriminatory cultural practices which include FGM, early and child marriage. "When women and girls lack access to education, information and services, their health and rights suffer. When women and girls do not have full access to sexual and reproductive health and rights, their ability to contribute economically, socially and politically to their communities is limited. To achieve goals of gender equality, which underpin all other development objectives, it is critical to guarantee women and girls' access to the full range of sexual and reproductive health services and education. These services must go beyond access to contraceptive methods to integrate other actions across sectors, such as sexual and reproductive health education" (United Nations Foundation, 2015).

The full achievement of SRHR for all individuals is also integral to the achievement of shared Sustainable Development Goals (SDGs) including Education; Economic Benefits; Health; Gender Equality; and the Environment. Adolescents play a vital role in the achievement of these development goals (Mishra, 2016).

## 9. 3 **GENDER & ADOLESCENT SRHR**

SRHR has a profound impact on youth. Adolescence is a dynamic period of change for young people and for them to navigate this period of time, they must be informed and educated about the new feelings, physical and emotional changes, excitement, questions, and difficult decisions that they may be experiencing.

As they move through adolescence, young people begin to have different kinds of relationships with their peers, family members, and adults. Excellent communication and other relationship skills can help ensure that these relationships are satisfying and mutually respectful. Strategies to manage new feelings about sexuality can result in them making responsible decisions about their health, reproduction, and parenthood.

An experiential activity that can support boys and girls to identify power dynamics and qualities of a healthy relationship are below. See the Resource Page for Youth and Child Advocate and Educator Manual of Activities and Exercises for Children and Youth for more activities addressing domestic and sexual violence.

ACTIVITY

# HEALTHY RELATIONSHIPS

**LEARNING OBJECTIVES**
To understand different types of power and how they show up in relationships; to discern between healthy and unhealthy relationships; to identify the kind of relationships we want to have and nurture.

**MATERIALS**
Power Control wheel handout; Healthy Relationship Cards (teachers create with index cards); pre-cut hearts; flipchart paper; scissors; markers and pastels. See Appendix B.

**PROCESS**

**Phase 1: Types of Power**

**1** Start a discussion by asking: What is power?

**2** Define three types of power (write definitions up on big paper):
- **Power-over:** a form of authority, control or domination over others
- **Power-with:** a form that is rooted in connection, equality and collective action, and includes both the psychological and political power that comes from being united
- **Power-within:** a form of personal agency to make change in one's life or the world around them and describes a sense of confidence, dignity and self-esteem

**3** Invite the students to get into pairs and create a physical image or pose that demonstrates each form of power. Call each type out one-by-one and ask the student pairs to create their shape, freeze and look around.
- *Optional:* You can go around and tap each pair on the shoulder, asking them to call out a sentence or phrase that comes from this shape or power-type.

**TIPS FOR TEACHERS**

For younger students, take out the power and control discussion and build positive social skills with appropriate boundaries. Make Healthy Relationship cards with relevant age-appropriate examples and discuss it in the context of what makes a good friend, such as "sharing", "kindness", "having fun" or "being mean", "name-calling", or "taking someone's toy without asking", etc. Make a list of rules about healthy boundaries and how to treat each other with respect, for example: "Never touch someone if they tell you not to" or "If anyone ever touches you in a way that makes you uncomfortable, tell them to stop. If they won't stop, tell me or (another trusted adult)."

**4** Once they have explored each power type in their bodies, reflect on the differences and similarities of these three types of power.

**5** Explain that we are going to look at how power-over is used in an unhealthy relationship.

**6** Distribute the Power and Control Wheel handout and explain: Power and control is in the middle because that is what an abusive person really wants to have. Their main goal is to have power-over another person. Physical and sexual violence are on the rim of the wheel because an abusive person will often use threats or actual physical and sexual violence to get power and control. Each spoke in the middle represents a different abusive tactic to maintain that power.

**7** Ask the group to share their thoughts about how common this type of power is exhibited in relationships. Why do people stay in these types of relationships? What support do people need to leave or change these dynamics? See Appendix B.

**8** Explore the different characteristics of healthy and unhealthy relationships in Phase 2 of the activity.

**Phase 2: Healthy and Unhealthy Relationships**

**1** *Preparation:* Create Healthy Relationship Cards by writing the qualities, behaviours and characteristics (see in charts below) on individual index cards or post-its

**2** Divide the students into small groups of 4-5 people.

**3** Draw three columns on the big paper or chalkboard labelled "Healthy," "Both" and "Unhealthy".

**4** Pass out a stack of cards to each group. Ensure that each group receives a mix of healthy, both, and unhealthy relationship characteristics.

**5** Ask each group to separate their cards into three piles (Healthy, Both, Unhealthy). Make clear that if one person disagrees, the card should go into "Both". Ask them to think about their responses and be prepared to explain the decisions that they made.

**6** Come back together as a large group. Ask one group to share, one at a time, their "unhealthy" cards. Continue to each group, then ask groups to share their "both" and their "healthy". End on "healthy" relationships.

**7** Engage participants in a discussion about each card. Ask: "Why did you put this card here?" "Can you think of a time when this might happen in a healthy (unhealthy) relationship?" "Can you give an example of this behaviour?" "Why is that unhealthy?"

**8** Discuss the different behaviours that might distinguish the characteristics in the "Both" column. For example, silence can be healthy when two people are comfortable being together without talking but unhealthy if people use it to manipulate each other or avoid dealing with problems.

**9** An example of responses might look like:

| **HEALTHY** (Power-with/within) | | **BOTH** | **UNHEALTHY** (Power-over) | |
|---|---|---|---|---|
| • Fun<br>• Respect<br>• Responsibility<br>• Compromise<br>• Honesty<br>• Communication<br>• Friendship<br>• Trust<br>• Commitment<br>• Support | • Vulnerability<br>• Recognizing differences<br>• Compromise<br>• Sharing<br>• Safe Sex<br>• Pleasure<br>• Closeness<br>• Celebrates your successes | • Strength<br>• Jealousy<br>• Silence<br>• Protection<br>• Anger<br>• Love<br>• Complaining | • Possessiveness<br>• Jealousy<br>• Threats<br>• Telling you what to wear<br>• Name-calling<br>• Dependency<br>• Fear<br>• Insulting friends & family<br>• Minimizing | • Blame & accusations<br>• Manipulation<br>• Giving up your interests<br>• Being selfish<br>• Expecting you to do all the housework or childcare<br>• Cruelty<br>• Abuse |

**Phase 3: Healthy Relationship Heart Art**

**1** Distribute pre-cut hearts to each student. Place markers, pastels and other art supplies in the centre of the room.

**2** Explain that the significance of the heart is to think about what each individual wants in a relationship. What are the characteristics or qualities of power-with and power-within that we can cultivate in our personal relationships?

**3** Have them write or draw the qualities of a healthy relationship that they feel are important. Encourage them to put as many qualities as possible and to decorate the heart as well.

**4** Have them work in silence for 20 minutes.

**5** Come back to the large group and ask each student to show their heart and share one quality that they wrote inside.

**6** Close by letting them know that we all deserve to have healthy relationships in our lives that support us to grow and thrive!

*Source: Vermont Network against Domestic and Sexual Violence (2011). Youth and Child Advocate and Educator Manual of Activities and Exercises for Children and Youth*

According to the Ethiopian Federal Ministry of Health (2011), "Studies show that school-based reproductive health education relates to better health and reproductive health outcomes, including delayed sexual initiation, a lower frequency of sexual intercourse, fewer sexual partners and increased contraceptive use. Many programmes have had positive effects on the factors that determine risky sexual behaviours, by increasing awareness of risk and knowledge about STIs and pregnancy, values and attitudes toward sexual topics, self-efficacy (negotiating condom use or refusing unwanted sex) and intentions to abstain or restrict the number of sexual partners."

In the last two decades, there has been significant progress in girls' education at the primary school level (United Nations Foundation, 2015). "However, girls in most regions, particularly the poorest and most marginalized, continue to fall behind at the secondary level; some of the reasons for this are linked to access to sexual and reproductive health education and services (United Nations Foundation, 2015)."

The transition from childhood to adulthood may be exciting and marked as a significant moment of change for both boys and girls. However, it is critical for all youth to have access to SRH information and services so they can make informed decisions. Compared to young men and boys, young women and girls are disproportionately affected by lack of access to SRH information and services (Center for Reproductive Rights, 2006).

### 9. 3. 1 ISSUES THAT EFFECT GIRLS

**Pressure and Shame of Having Sex**

While puberty can be an exciting time for adolescents, for girls it can also be the beginning of conflicting messages about sexuality, virginity, fertility and womanhood (UNESCO, 2018). On the one hand, girls may be discouraged from seeking out sexual and reproductive health services and information because cultural norms tell them that girls should not be sexually active. On the other hand, they may receive pressure from all directions – boys in their class, people they pass on the street, advertisements, or popular media – that they should be engaging in sex.

**Menstruation**

Menstruation is another time of mixed messages and challenges for girls. While menstruation marks the beginning of womanhood, it can also be portrayed as dirty and something to be ashamed of. Menstruation is frequently not discussed at home or school, so girls in many countries have knowledge gaps and misconceptions about menstruation , which in turn, causes fear and anxiety and leaves them unprepared for menstruation (Chandra-Mouli & Vipul Patel, 2017).

In many countries, schools do not have adequate and appropriate infrastructure such as separate sanitary facilities, washrooms for girls, water, sanitary bins, emergency sanitary wear, or painkillers. Due to the lack of adequate and appropriate infrastructure to support girls during this period, there is a high rate of absenteeism among girls, as many as three days each month, which amounts to about 30 lessons of one subject per year. The girls are still expected to sit for the same exams as their classmates (FAWE, 2005). Those girls who do attend school during their period may come inadequately equipped with sanitary towels or not be given frequent enough washroom breaks and will be distracted by fear of staining their uniforms. Ideally, national resources and schools should invest in appropriate infrastructure and supplies to reduce absenteeism and dropout rates due to menstruation.

Based on the recommendations from field interviews, a gender-sensitive teacher (male or female) should take remedial measures to assist such girls who miss classes due to menstruation or partner them with other classmates, so they can be caught up with the classroom material.

**Pregnancy**

Girls typically bear the impact of pregnancy, regardless of the circumstance in which they became pregnant. Some national policies exacerbate the effects of unwanted pregnancy when they deny girls who become pregnant the right to attend school or are unclear or do not enforce their policies. Such practices discriminate against the girl child, making them solely responsible for becoming pregnant, although they may not have had adequate sexual and reproductive health information and services available to them. 26 African Union countries have laws, policies or strategies in place to guarantee girls' right to go back to school after pregnancy; 3 (Tanzania, Sierra Leone, and Equatorial Guinea) expel pregnant girls from school; and 18 do not have clear policies (Human Rights Watch. 2018). Teachers and administrators should ensure that girls are aware of their right to education and help them plan for return to school if they do become pregnant. See the text box below in 9.5 for more information.

**Child, Early, and Forced Marriage**

In many countries, the harmful practice of child, early, and forced marriage is also associated with those girls not attending school once they have been booked for marriage or married.

**Female Genital Mutilation (FGM)**

FGM is a harmful practice, a violation of human rights, and while illegal in many countries, it is still commonly practiced. FGM can result in infections, pain, birthing complications, and bleeding to death. There are no health benefits.

### 9. 3. 2 **ISSUES THAT EFFECT BOYS**

Like girls, boys' bodies go through specific changes that are often not discussed. SRH education allows boys to understand and be prepared for changes, as well as empowers them to make informed decisions, behave responsibly and learn to communicate effectively with those they interact within school and in their communities (NZZPPD, 2015).

**Physical Changes**
Puberty for boys is accompanied by many physical changes, of which boys can become self-conscious. Their voices break as their vocal cords get longer and thicker; their faces break out as their hormones change; they may grow facial or body hair, or not; they experience wet dreams and unexpected erections. They may "outgrow themselves" – becoming so suddenly tall and muscular they are embarrassingly awkward (FAWE, 2005). Or they may not grow as quickly as their peers and be ridiculed for being small.

**Pressure to Have Sex**
Boys are also frequently pressured by peers and society to be aggressive, assertive, and pursue sex (FAWE, 2005). The pressure to have sex may also result in boys having sex before they are ready. Additionally, while girls are typically the victims of gender-based violence, boys can also be victims (FAWE, 2005). Societal norms that suggest that boys should want to have sex, likely complicate how boys address being victims of abuse.

**Social Norms Around Masculinity**
Across the world, rigid gender norms and harmful perceptions of what it means to be a man have far-reaching consequences on the health and well-being of both boys and men (NZPPD, 2015). Discussion about masculinity is often missing from many sexuality education programs because masculinity is generally not perceived as problematic (UNESCO, 2014). However, lack of discussion about healthy masculinity results in limited alternative narratives of masculinity. Including a discussion about masculinity within adolescent SRHR education helps can help shape perceptions of manhood and the role of boys and men in society and promote gender equality (NZPPD, 2015). For more information and teaching activities regarding this issue, see the Resource Page for the Transforming Masculinities Towards Gender Justice manual.

### 9. 4 **THE ROLE OF SCHOOLS & TEACHERS**

In the absence of SRHR education, adolescents typically learn about SRH from the people around them, such as family members, neighbours or friends. Puberty often occurs in conjunction with well-defined rituals or rites of passage, which encourage youth to behave in a certain way to show their maturity (Rosen, 2000). Rites of passage can be beautiful but others infringe on the human rights of the boys and girls, and teachers may need to be able to intervene. Schools and teachers should approach the topic of sexual maturation with sensitivity given the specific contexts and environments they are in. Some students may need additional support to understand issues or experiences without being judged or shamed. It is important to be respectful of cultural norms and national laws, so framing SRH in the context of human rights that respects the safety and dignity of each person can be a useful approach. See the section below for more detail.

For more information on adolescent sexual and reproductive health, as well as sexual diversity, please see the Resource Page.

**Some ways of support might include:**

- Ensuring that students have access to accurate SRHR information whether through printed materials or referrals to clinics or professionals
- Building a culture of positive and respectful relationships in the classroom for all students
- Creating safe spaces for honest conversations
- Empowering students to affirm their bodies and with the knowledge that each student has the right to control his or her own body
- In the case that a student does become pregnant, informing the student of her right to education and to return to school and create a plan with the student for her return

**Tips for Teachers**

Create a safe way for girls and boys to ask questions about sexual and reproductive health. Put an anonymous box in a private but central location in the classroom and invite students to write any question that they may have about puberty and sexual maturation anonymously on a small piece of paper and put it into the box. Sort through the papers outside of class to design activities and lessons to address the questions they students have.

*Source: Adapted from Ethiopia Gender Responsive Pedagogy Handbook*

**SUPPORTING ADOLESCENT MOTHERS**

While there are a range of laws and policies in across Africa regarding school attendance of pregnant students and re-entry back to school of adolescent mothers, students typically have very little knowledge regarding their rights.

**Here are steps schools and teachers can take to support adolescent mothers.**

- Ensure that girls and their parents know their rights and the school's re-entry policy.
- Provide school-based counselling services or connect her with youth friendly services.
- Girls and their parents/guardians should work with the school to develop a school-re-entry plan.
- Provide the opportunities to attend school in the morning or evening, as is done in Zambia.
- If possible, allow adolescent mothers to select if they attend school in the morning or evening.
- Ensure that students have access to sexual and reproductive health services and information.

Please see the Resource Page for more information.

*Source: Adapted from Human Rights Watch. (2018). Leave No Girls Behind in Africa: Discrimination in Education Against Pregnant Girls and Adolescent Mothers.; Ministry of Education, FAWEZA, and UNICEF. (2004). Guidelines for the Re-Entry Policy. Zambia.*

## 9. 5 ACCESS AND BARRIERS TO SEXUAL & REPRODUCTIVE HEALTH

There are many barriers preventing access to youth sexual and reproductive health rights. They include some government regulations, cultural norms, lack of education and open discussion, a communication gap between parents/teachers and adolescents, and key community stakeholders that may voice strong opinions against SRHR (Iqbal et. al, 2017).

Government officials and other decision makers often enact laws, policies, and regulations that limit adolescents' access to SRH information and services in response to perceived public wishes (Rosen, 2000). These laws, policies and regulations usually require a minimum age, parental consent, or marital status in order to receive the SRH services (Rosen, 2000).

Cultural norms also play a significant role in access to SRH information and services. Even where there are no formal restrictions, many health workers are unwilling or reluctant to provide contraceptives to unmarried or childless young people (Rosen, 2000). Traditional and religious leaders are key stakeholders in the conversation about SRH. They can often oppose adolescent reproductive health programs, but as leaders they can also be brought in as an ally to promote SRH. Framing SRH as a human right, as described above in section 9.1, can be useful for approaching a conversation with those who oppose SRH.

Parents can also be a barrier to SRH information and education. Parents, and other community stakeholders, mistakenly believe that SRH education will encourage young people to engage in sexual activities. However, evidence shows that SRH education contributes to delaying when youth have sex for the first time, decreases how many partners they have, and increases their use of condoms and other contraceptives (UNESCO, 2018).

Despite the numerous challenges girls and boys face in accessing SRHR education and services, there are several strategies teachers can use help change this and give youth the confidence to share their SRH problems and questions.

You will find example strategies on the following page.

**STRATEGIES FOR BUILDING SUPPORT FOR SRHR**

**Inform the debate.**
Accurate and understandable information can reduce conflict and mobilize support for programs by demonstrating the significance of adolescent reproductive health problems and by diminishing fears that such programs promote sexual activity. A recent study found that SRH education helps to delay when individuals have sex for the first time and increases their use of condoms and other contraceptives (UNESCO, 2018).

Information on the size of the HIV/AIDS epidemic and its effect on young people has strengthened prevention programs in sub-Saharan Africa. In Zambia, for example, international aid organization CARE used a participatory learning and action approach to analyse adolescent health problems in low-income urban areas and to design appropriate programs. An essential result of the assessment was to raise awareness of adolescent reproductive health problems among health workers, parents, and other community members.

**Mobilize the community.**
Mainly where resistance is initially high, community involvement in the design and implementation of adolescent reproductive health programs has proven successful. One project, working in a rural area of Peru, used the community "self-assessment" approach to design culturally appropriate adolescent sexuality programs. Project staff gathered information on youth concerns from young people and adults, including parents, civic authorities, teachers, health workers, and clergy. Adults and youth formed adolescent health committees to identify and prioritize adolescent sexual and reproductive health needs and to propose concrete actions. A community mobilization approach has also proven successful in a wide range of countries, including Burkina Faso, Egypt, and Kenya.

**Involve youth.** Young people are among the most effective advocates for change, and several programs have channelled their energy and enthusiasm into helping modify social norms and lower barriers to youth and adolescence programming; provided they get sufficient support from their families, health workers and communities.

**Peer Education.** Peer education is an effective way of learning different skills to improve young people's reproductive and sexual health outcomes by providing knowledge, skills, and beliefs required to lead healthy lives. Peer education works as long as it is participatory and involves young people in discussions and activities to educate and share information and experiences with each other. It creates a relaxed environment for young people to ask questions on taboo subjects without the fear of being judged and or teased.

Although peer education focuses on achieving change at the individual level by attempting to modify the young person's knowledge, attitudes, beliefs or behaviours, it can also bring change at a group or social level by modifying existing norms and stimulating collective action. Peer education can take place in small groups or through individual contact and in a variety of settings: schools, clubs, churches, mosques, workplaces, street settings, shelters, or wherever young people gather. Young people get a great deal of information from their peers on issues that are especially sensitive or culturally taboo. Often this information is inaccurate and can have an adverse effect. Peer education makes use of peer influence in a positive way. Examples of youth peer education activities include organised sessions with students in a secondary school, where peer educators might use interactive techniques and arts-based tools such as theatre plays, followed by group discussions.

**Community conversation.**
The community conversation is a process whereby members of the different communities come together, hold discussions on their concerns and by using their values and capacity reach shared resolutions for change and then implement them. (See Unit 13 for ideas to engage the community.)

**Involve traditional and religious leaders.**
Efforts to eliminate genital cutting of young girls in Africa have been most successful when they have engaged the keepers of those traditions as active partners. After consultation with traditional leaders, one such program in Kenya persuaded communities to replace the traditional cutting ceremony with symbolic gift-giving, while preserving other aspects of the rite of passage.

**Involve caring adults.**
Many programs have overcome resistance by drawing on the support and active involvement of caring adults. In Algeria, the Family Planning Association involved parents, teachers, and social workers early in the development of a controversial peer education project. In Kenya, parent education programs help parents overcome taboos to discuss sensitive topics with their children. A community health worker or expert can lead these programs. Mass communications efforts in some countries, for example, the Kenyan radio soap opera Understanding Comes from Discussion, have encouraged greater communication between parents and children.

*Source: Adapted from Rosen, J. (2000). Advocating for Adolescent Reproductive Health: Addressing Cultural Sensitivities. In Focus.*

**STRATEGY SPOTLIGHT:** TUSEME IN ACTION

Tuseme (Kiswahili for "Let us speak out") uses theatre as a tool to give girls a voice to speak out and express problems, find solutions and take initiative to solve the problems. (See Unit 11 and the Resource Page for more detail.) The AIC Kajiado Girls' School in Kenya is a FAWE Center of Excellence, and uses FAWE's landmark Tuseme youth empowerment program. Tuseme assumes that when girls are empowered to speak up for themselves, they can overcome gender-based constraints that limit their potential, especially those imposed by cultural tradition such as lack of access to SRHR information and services, female genital mutilation and early marriage.

FAWE believes that that girls must participate in efforts to eliminate the discrimination and inequalities they face within their school and communities, in order for meaningful transformation of gender relations. The girls' participation in Tuseme activities raise their level of awareness on issues that affect them and need their attention, participation and action. At the AIC Kajiado Girls' School, the girls used theatre to identify and analyze issues that affect their academic performance, such as teenage pregnancy and early marriage. They presented their findings to the entire school community, including parents, local area chiefs, and visitors from the ministry of education.

One girl participants reported the impacts of Tuseme in her life: "Tuseme has really opened me up. If I had not come here, many things could have happened to me. Maybe I could have been given away for marriage. Maybe I could have undergone that FGM. Here, I have learned how to speak up and fight for myself. Tuseme has taught me to be confident and believe in myself."

*Source: Ongaga, K. & Ombonga, M. (2012). Educating Marginalized Girls: Examining the Concept of Tuseme. African Journal of Teacher Education. 2. 10.21083/ajote.v2i2.1833.*

The activities below take a rights-based approach that emphasizes values such as inclusion, respect, equality, empathy, responsibility and reciprocity as inextricably linked to universal human rights and support the teacher in equipping the girls and boys with critical thinking skills and age-appropriate SRHR education.

ACTIVITY

## AFFIRMING THE BODY

**LEARNING OBJECTIVES**

To develop self-awareness and a deeper understanding of one's body and sexual and reproductive health.

**MATERIALS**

Demonstration body outline of boys and girl with prompts written up on big paper or chalkboard; markers or chalk.

**PROCESS**

1 *Pre-lesson preparation:* As a teacher, you will need to research and understand the basic functioning of the reproductive system and process of sexual maturation. You will also need to partner with a teacher of the opposite sex to lead separate sessions for boys and girls. You can find this information through a SRH professional, textbooks or through online resources.

**As the teacher you will need to research and understand:**

- Distinguish between puberty and adolescence.
- Recall that puberty occurs at different times for different people, and has different effects on boys and girls
- Assess and categorize examples of the different types of changes that occur during adolescence (e.g. physical, emotional, social, cognitive)
- Compare the similarities and differences between girls and boys in relation to these changes
- Analyse the role hormones play in one's emotional and physical changes over their lifetime

**A few things to take into consideration:**

- Depending on the age of the students, the teacher will decide on the suitability of information to be shared and the depth of the discussions.
- Where a class has both girls and boys, the teacher needs to decide at what point in the activity, they should split the class and have a session with girls' alone and boys alone. This will be essential in ensuring that students are comfortable sharing information and asking questions openly while at the same time providing the much-needed emotional safety and support to the students.
- It would also be useful to have a female teacher lead the sessions for girls and a male teacher to lead the session with boys to ensure safety.
- The activity needs to be divided into various classes guided by the different body parts; the time per class should allow for maximized and deep learning by the students. For instance, you might want to discuss the head and mouth for a 40-minute session.

**2** Begin the lesson with an introduction to the topic: "Today we are going to learn about the human reproductive system. Life comes through our bodies and it is important for us to recognize and affirm their value – and understand how our bodies work! Strong and healthy communities depend on children, youth, women and men having strong and healthy bodies, as well as a positive affirming attitude towards them. The male and female reproductive systems are composed of external and internal organs."

**3** Discuss what sexual and reproductive health means from a human rights framework. Ask students what function the reproductive system has in our bodies. Responses could include:

- To produce the sperm and egg cells that allow us to reproduce
- To transport and sustain these cells
- To nurture the developing offspring
- To produce hormones

**Explain:** "The lesson will provide an overview of the body parts that everyone has that allow them to reproduce later in life, if they so choose, and explain the functions of each of the reproductive organs. Understanding one's body and how it works is important to staying healthy."

**4 Affirming the Body activity**

*Note:* Depending on the maturity and safety level in the group, you might consider leading this activity with boys and girls separately. If you are leading the activity together, follow these instructions and modify as needed.

- Draw out the body outline of a girl and boy.
- Post the body outline demonstration paper on the wall.
- For each body part, describe the prompt, provide a few examples and ask the girls and / or boys to find a partner of the same sex. They will have a minute each to reflect and share their thoughts with each other.
- Ask the whole group to share the thoughts and ideas they discussed with their partners.
- Capture at least three ideas on the big paper. Provide additional content and information about sexual and reproductive health, as needed
- For each body part, ask the girls and/ or boys to find a different partner. You can ask the following sample questions, or create your own.

**TIPS FOR TEACHERS**

For younger students, teach them about their body parts in creative ways. You can have them label the different body parts and what they do on a body outline. You can use songs such as "Head, Shoulders, Knees and Toes" or the "Hokey-Pokey" or try games or activities such as: "Simon says, put your hand on your shoulders" with simple actions teach a basic body vocabulary while keeping things fun.

**Forehead:**

- What are three strengths that girls and women have and how can they contribute positively to society.
- What are three strengths that boys and men have and how can they contribute positively to society.

**Mouth:**

- Three things they can teach others about how they can protect themselves from teenage pregnancy, STIs and HIV and AIDS
- Three impacts of unintended/unplanned pregnancies to girls, boys and the society.

**Heart:**

- Three ways that people are different from each other.
- The different types of changes our bodies go through as we develop.
- Three things they love about their bodies and selves.
- Three ways that young people can embrace their special and unique changing bodies.
- Three things they can teach other boys and girls about body image; that their physical appearance does not determine their worth as a human being.

**Hips:**

- Review the anatomical and reproductive parts and functions of both sexes.
- Describe the menstrual cycle and identify the various physical symptoms and feelings that girls may experience during this time.
- Brainstorm three things that girls can do to take care of themselves when they have their period.
- Discuss how to access, use and dispose of sanitary pads and other menstrual aids.
- Discuss supportive strategies for girls to feel comfortable during menstruation at school and home.
- Discuss the changes that boys go through that include: erections, either due to arousal or for no particular reason, experience arousal and release of fluids at night, often called a wet dream and that this is normal.
- Discuss supportive strategies for boys to feel comfortable during their puberty development stage, in school and at home.

**Hands:**

- Three actions that girls can take to protect their sexual and reproductive health and well-being.
- Three actions that boys can take to protect their sexual and reproductive health and well-being.

**Feet:**

- Describe the actions steps they can take to advocate for SRHR for girls and boys.

**GROUP REFLECTION:**

- Reflect briefly on the responses and provide any needed additional information about each one.
- What did you hear that inspired you or changed the way you think?
- How can we affirm and respect each other's bodies and health?

*Source: Creative Action Institute*

ACTIVITY **FOR ADOLESCENTS/ADULTS**

# TRANSFORMING LIMITING BELIEFS

**LEARNING OBJECTIVES**
To increase awareness of false myths or limiting beliefs about SRHR and how to transform them.

**MATERIALS**
Paper/chalkboard; Markers/chalk; open space for physical activity.

**PROCESS**

**1 Introduce the topic**
We want to engage in an exploration to identify false myths or limiting beliefs that we have developed about sexual and reproductive health. There are many false ideas, lies, stereotypes and limiting beliefs about SRHR that are perpetuated through school, home, religion, media and governments that keeps women and girls in particular from realizing their full potential and acting as leaders in our world. These ideas often come to us from outside sources but become voices inside our heads – beliefs that tells us we are not good enough or worthy enough to be treated with dignity. In order to achieve our goals, we need to identify these limiting beliefs and strategies that we can use to heal and transform them.

Note: You might consider leading this activity separately with boys and girls.

**2 Brainstorm false myths or limiting beliefs**
Invite the group to begin brainstorming some of these beliefs that they see in their own lives and communities. Write them up on big paper or the chalkboard.

Give an example of a false or limiting belief by beginning with an "easy" one, and then letting the group come up with other ones, including taboos that keep us from addressing these issues. Start with "Women are inferior" or" If someone infected with HIV / AIDS has sex with a virgin they will be cured" or "Light skinned people are more beautiful than dark skinned people" or "Girls can't go to school or participate in class when they have their periods".

Once the list of limiting beliefs and the list feels complete, thank everyone for their ideas and contributions.

Note: Teachers should be prepared to present information and facts to dispel commonly held false beliefs.

**3 Use Image Theatre activity to represent & transform beliefs**

Ask the group to find a partner (same sex if in a mixed group) so that you end up with two groups of equal number. If your participant group is uneven, you may step in or have another facilitator act as a participant while you facilitate.

Have them form two concentric circles. One person will be in the 'inner circle' and the other group will form the 'outer circle'. Help the groups position themselves, with the 'outer circle' surrounding the 'inner circle'. The people in each circle should be facing one another.

Explain that the people in the 'outer circle' will be the 'sculptors' and the people in the 'inner circle' will be like clay. The 'sculptors' will first mould their partners, or 'clay', in the 'inner circle' to represent one of the limiting beliefs of their choice. This process should be done in silence.

Note: Provide a demonstration of this process! Have the students ask permission before touching their partner. If someone does not feel comfortable being touched, the sculptor can verbally ask or physically demonstrate what they want the partner to do.

**Round 1:**

1. Choose one of the false or limiting beliefs.
2. Ask the outer circle to sculpt a physical image on their partner that represents the limiting belief you have chosen as a group. Ask the prompting question: When someone holds this belief, what does it look like? How does it show up in the way they think, feel or behave in the world?
3. Instruct the sculptors to mould the clay to represent that belief and then give them a word/phrase to say out loud. Allow about 2 minutes for moulding.
4. Once everyone is ready, the inner circle takes on their positions and began to repeat their word/phrase over and over again. The outer circle should walk around the inner circle in the same direction to see each images.
5. Once the outer circle has walked all the way around, ask the inner circle or the "clay" to turn around and face inward. Ask them to go around and repeat their image and phrase one at a time so that they can see each other.
6. Ask the group to share out loud their reflections on what they see in the images and how they feel.

**Round 2:**

**1** Now, ask the participants to take a moment to imagine how they might transform these beliefs.

**2** The same sculptor now has a chance to reshape their original image into a new one (with new words/phrases) that illustrates their response to following question: "What would it look like to be free of this belief? Or "What might be a different belief that is more true or accurate?"
- Once everyone is ready, repeat the same process as above.
- Reflect on the whole process as a group.

**GROUP REFLECTION**

- Now that we have seen both the false myth and a fact-based belief, how do we transform this belief? What do we need to do, individually and in our communities?
- Recap the new beliefs and understanding about SRHR discovered through this activity.

*Source: Adapted from Theatre of the Oppressed and Creative Action Institute*

## 9. 6 SELF-ASSESSMENT QUESTIONS

**MULTIPLE CHOICE**
Circle all the correct answers that apply for each question. There may be more than one correct answer listed.

**1** Sexual and reproductive health rights:
- **A** Are human rights.
- **B** Include the right to make decision about reproductive health, free from discrimination, coercion and violence.
- **C** Include sexual health, includes prevention of STIs as well as enjoyment of personal relationships.
- **D** Are only for adults.
- **E** Has a profound impact on youth.

**2** Some specific SRHR issues that affect girls and girls' education are:
- **A** Pressure to have sex, but also being stigmatized for having sex.
- **B** Shame and/or inadequate resources and facilities during menstruation.
- **C** Inability to complete school work during menstruation.
- **D** Laws that prevent girls from attending school while pregnant or after they have given birth.
- **E** Child, early, and forced marriage, which results in girls not being enrolled in school or not completing school.
- **F** Female Genital Mutilation, which can result in health issues or even death.

**3** Some specific SRHR issues that affect boys and boys' education are:
- **A** Pressure to have sex.
- **B** Social pressure to be aggressive and assertive and lack of opportunities to discuss other models of masculinity.
- **C** Voice changes.
- **D** Erections and wet dreams.
- **E** Laws that prevent them from attending school if they have children.

**4** Gender responsive schools and teachers can be a source of information and source for students by:
- **A** Talking about their personal experiences with sex.
- **B** Providing access to accurate SRHR information at school or through referral to professionals.
- **C** Teaching students how to have respectful relationships.
- **D** Creating safe spaces for honest conversations.

**5** There are many legal and cultural barriers to youth accessing SRHR information and services. When this is the case teachers:
- **A** Can't provide SRHR information or support to students.
- **B** Equip youth to advocate for their rights and be peer educators.
- **C** Identify and engage community allies.

**SHORT ANSWER** Please answer the following questions.

**6** In your own words, share why sexual and reproductive health information and services are human rights.

**7** List as many characteristics of healthy relationships as you can.

**8** List as many characteristics of unhealthy relationships as you can.

# UNIT 10 SCHOOL-RELATED GENDER-BASED VIOLENCE, SEXUAL HARASSMENT & TRAUMA




*A young boy in Cameroon displays a comic that promotes saying no to sexual violence at a community event. Photo Credit: Organization for Gender, Civic Engagement and Youth Development (OGCEYOD)*

## 10. 1 **OVERVIEW**

Gender-based violence (GBV) is a violation of human rights, which are recognized under both national and international laws. As outlined in Unit 2, human rights are those rights that belong to every person because she or he is a human being. They are universal rights that belong to men, women, girls, boys, infants and elders regardless of their citizenship, nationality, race, ethnicity, language, and gender identity. All students are equally entitled to human rights without discrimination and these rights should be both upheld and taught in schools and classrooms from an early age.

School-related gender-based violence seriously undermines attempts to achieve gender equality in education (Leach et al., 2014). School-related gender-based violence is defined as acts or threats of sexual, physical or psychological violence occurring in and around schools and educational settings as a result of unequal gender norms, stereotypes and power dynamics (Greene et al., 2013). It includes explicit threats or acts of physical violence, bullying, verbal or sexual harassment, non-consensual touching, sexual coercion, assault, and rape (Leach et al., 2014). It can also include corporal punishment and harsh discipline practices in schools that are motivated by gender bias or other everyday school practices that reinforce stereotyping and gender inequality and encourage violent or unsafe environments. While males can also be harmed by GBV, girls and young women are disproportionally impacted. The experience of violence can significantly hinder students' learning, diminish their academic performance and often times force them to drop out due to trauma, fear, shame, humiliation, embarrassment, sexually-transmitted infections (STI) such as HIV/AIDS and/or unwanted pregnancy.

GBV can take place within the schools setting, and there are times when teachers are in fact the perpetrators of these different forms of violence. In particular, sexual harassment is a form of GBV that girls and boys commonly face daily their school lives. Sexual harassment can include abusive language and gestures, threats, sexual advances, inappropriate touching and teasing, or manipulating female students, or their mothers or sisters, to trade sexual favours for good grades or as payment of school fees. Long-standing practices that normalize the objectification of women, has resulted in the prevalence of sexual harassment and other forms of GBV in school-related settings as well as in society.

Most education systems do not adequately address the issue of gender-based violence or sexual harassment in teacher training, leaving teachers ill-equipped to check their own attitudes and behaviours or to detect and handle these issues in the classroom. Schools and teachers are critical players in shifting harmful cultural norms and practices through providing safe spaces for students to learn and providing education about human rights and the causes and consequences of gender-based violence. Teachers themselves need to understand the nature of GBV and become actively involved in preventing and addressing GBV in the classroom and society.

GBV is all too often used as weapon during armed conflict and is common during humanitarian emergencies, when individuals have less secure living situations. While girls and women are disproportionately impacted during conflict and emergencies, all students who have lived through these situations may have associated trauma from violence, insecurity, marginalization and GBV. As such, it is important for teachers and schools to know how to identify and address trauma symptoms in order to provide adequate support, including psycho-social support, and to build students' capacity for resilience and emotional well-being.

**OBJECTIVES**

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

1. Identify how gender-based violence may appear in a school setting.
2. Describe how gender-based violence is manifested physically, psychologically and sexually.
3. Articulate causes and effects of gender-based violence on teaching and learning processes.
4. Identify the role you have in responding to cases of gender-based violence in the school setting and articulate how you would respond.
5. Identify specific impacts conflict and emergency situations have on boys and girls and what role teachers and schools can play.
6. Describe the symptoms of trauma and articulate how to address them.

## 10. 2 **DIMENSIONS OF GENDER-BASED VIOLENCE**

Gender-based violence (GBV) is any act that results in, or is likely to result in the physical, sexual or psychological harm or suffering of someone based on their gender. The majority of GBV cases are directed towards women and girls, but boys and men can also be victims. Through gender-based violence, unequal power dynamics are upheld through the use of physical force or other means of coercion, such as threats, inducement or promise of a benefit to obtain sexual favours. In order for teachers to adequately prevent and address school-related incidents, it is important to understand the different forms and manifestations of gender-based violence.

**Review the following definitions, causes and consequences of GBV.**

| TYPE OF ACT | DESCRIPTION/EXAMPLES |
|---|---|
| BULLYING | Bullying is aggressive behaviour that is intentional and that involves an imbalance of power or strength. Bullying occurs when a person is subjected to negative behaviour, repeated over a period of time, by another person or group.<br><br>Bullying can take many forms:<br>· Direct Bullying: teasing, verbal attacks, shoving, assaults, extortion, destruction of property.<br>· Indirect Bullying: shunning, spreading rumours, malicious practical jokes, and similar verbal and social behaviour.<br>· Cyber-Bullying: use of Internet technology, including social websites, text messaging and emails. |
| CHILD MARRIAGE | Formal marriage or informal union before age 18, is a reality for both boys and girls, although girls are disproportionately the most affected. Child marriage is widespread and can lead to a lifetime of disadvantage and deprivation. Child marriage often results in girls leaving school. |
| CHILD TRAFFICKING | Child trafficking is the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. It is a violation of their rights, their well-being and denies them the opportunity to reach their full potential. |
| EMOTIONAL ABUSE &/OR HUMILIATION | Non-sexual verbal abuse that is insulting, degrading, demeaning; compelling the victim/survivor to engage in humiliating acts, whether in public or private; denying basic expenses for family survival; teasing; bullying. |
| FEMALE GENITAL MUTILATION (FGM) | Procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The procedure has no health benefits for girls and women but can cause severe health problems. |
| FORCED PROSTITUTION | Forced/coerced sex in exchange for material resources, services and assistance, usually targeting highly vulnerable women or girls unable to meet basic human needs for themselves and/or their children (also referred to as sexual exploitation). |
| HUMAN TRAFFICKING | Sexual exploitation is one of the purposes of human trafficking which entails forced undressing, sexual performance and/or nakedness, coerced marriage, forced childbearing, engagement in pornography or prostitution and other forms of sexual extortion for the granting of goods, services, assistance benefits, and/or sexual slavery. |
| PHYSICAL VIOLENCE &/OR ASSAULT | Beating, punching, kicking, biting, burning, maiming, or killing, with or without weapons; often used in combination with other forms of sexual and gender-based violence. |
| RAPE | The invasion of any part of the body of the victim with any object or other part of the body by force, threat of force, coercion, taking advantage of a coercive environment or a person incapable of giving genuine consent. |
| SEXUAL ABUSE | Actual or threatened physical intrusion of a sexual nature, including inappropriate touching, by force or under unequal or coercive conditions. |
| SEXUAL EXPLOITATION | Any abuse of a position of vulnerability, differential power or trust for sexual purposes; this includes profiting monetarily, socially or politically from the sexual exploitation of another. |
| SEXUAL HARASSMENT | Any unwelcome, usually repeated and unreciprocated: sexual advance; unsolicited sexual attention; demand for sexual access or favours; sexual innuendo or other verbal or physical conduct of a sexual nature; display of pornographic material. |

*Sources: Ministry of Education, Ethiopia (2014). Gender Responsive Pedagogy Manual: For Pre-Service and In-service Teacher Training. Ministry of Education: Federal Democratic Republic of Ethiopia; WHO (2018). Female genital mutilation: key facts; UNICEF (2011). Child Protection Issues.; UNICEF Malaysia (2007). Fact Sheet: The Scope and Impact of Bullying.*

## 10. 3 **CAUSES AND CONTRIBUTING FACTORS OF GBV**

Ultimately, while all people are responsible for their actions, there are systemic level factors that play a role in making GBV more likely. Understanding these factors allows us to better be aware of drivers of GBV.

**1 CULTURAL**
- Gender-specific socialization and cultural definitions of appropriate sex roles that normalizes males' power over females
- Expectations of roles within relationships that suggest women and girls are subject to the wishes of men and boys
- Belief in the inherent superiority of males
- Values that give men proprietary rights over women and girls
- Notion of the family as the private sphere and under male control
- Customs of marriage (early marriage/bride price/ dowry)
- Acceptability of violence as a means to resolve conflict

**2 LEGAL**
- Lesser legal status of women either by written law and/or by practice
- Laws regarding divorce, child custody, maintenance and inheritance
- Legal definitions of rape and domestic abuse
- Low levels of legal literacy among women
- Insensitive treatment of women and girls by police and judiciary

**3 ECONOMIC**
- Women's economic dependence on men
- Women's limited access to cash and credit
- Discriminatory laws e.g. inheritance, property rights, use of communal lands
- Limited access to employment in formal and informal sector for girls and women
- Limited access to education and training for girls and women

**4 POLITICAL**
- Under-representation of women in politics/media/ legal & medical professions
- Domestic violence not taken seriously
- Notions of family being private and beyond control of the state
- Risk of challenge to status quo/religious laws
- Limited organization of women as a political force
- Limited participation of women in organized political systems

*Source: Ministry of Education, Ethiopia (2014). Gender Responsive Pedagogy Manual: For Pre-Service and In-service Teacher Training. Ministry of Education: Federal Democratic Republic of Ethiopia*

## 10. 4 **RESPONDING TO REPORTS OF GENDER-BASED VIOLENCE**

Schools and teachers are responsible for ensuring the safety of their students and need to have appropriate mechanisms for holding perpetrators accountable and reporting the incident to the appropriate authorities. A teacher's responses and actions to a student's report of GBV or sexual harassment will largely determine a student's ability to recover and cope with the trauma. When teachers fill the valuable role as an ally, they can have a life-changing impact on students' lives. Schools should empower teachers with the framework and resources they need to be allies. This includes schools and teachers developing a response network of individuals or organizations to support students who have faced GBV and being clear on how to respond to reports of GBV.

**In order to provide adequate support to the victim, teachers should follow these guidelines:**

- Respect the student and accept that the problems articulated are real. Be careful to not reject, ignore, ridicule or embarrass the student.
- Do not blame the student for the violence. Assure the student it is not his or her fault.
- Do not coerce the student for information they are not willing to disclose.
- Have patience. Do not hurry or interrupt when the student is talking.
- Leave the responsibility of decision-making to the student after ensuring that he or she understands the consequences of each decision.
- Do not develop an intimate relationship with the student while counselling them.
- Do not talk to the students about your own problem.
- Keep your discussions with the student confidential.
- If possible, refer students to a trained and reliable source of support, counselling, medical treatment and/or law enforcement.
- Practice trauma-informed teaching practices.

*Source: Ministry of Education, Ethiopia. (2014). Gender Responsive Pedagogy Manual: For Pre-service and In-service Teacher Training.*

While teachers may be the first point of contact for a student, if possible students should be referred to a trustworthy and trained source of support, counselling, medical treatment and/or law enforcement. Teachers have a critical role to play in working together with other community members to create response networks and support systems for victims of gender-based violence. Referral systems can help direct students to the services they need.

**Teachers can help support the referral process by:**

- knowing the points of referral within the school and community such as school management, local NGOs, health care providers, counselling services, local authorities, chiefs and police and the strengths and weaknesses of each;
- notifying the student's parents (if appropriate) and helping them navigate the response network;
- accompanying the student to referral visits to advocate for and support him or her; and
- developing a plan for reporting and referral that is clear, simple, accessible, confidential and respectful.

On the following page is an activity for students to explore their own roles and different responses in incidences of bullying, harassment and name-calling. This activity can also be adapted for preservice and in-service teachers to explore their own role as an ally or bystander in their school.

ACTIVITY

# ALLY OR BYSTANDER

**LEARNING OBJECTIVES**

To increase ally behaviour in the school community; to define the complexity of what it means to show ally behaviour and train students in these skills; to increase students' empathy and compassion for those who are targeted for name-calling and bullying; to encourage students to articulate their beliefs regarding behaviour toward others and to think about intentional ways to take care of other members of the school community.

**MATERIALS**

"Four Corners" placards hung in the four corners of the room; Ally or Bystander: Situation Sheet; chart paper; room arrangement suitable for activity and movement

**PREPARATION**

Pick or write scenarios from the Ally or Bystander Situation sheet (Appendix A) that are common issues in your school and will generate discussion in your class or that you would like your students to consider. Include variations so that students have to think about how things would be different if the scenario involves friends or not, students who are older or younger, students who are more popular or not, etc. Include different topics in your set of questions. You probably will have time for six to eight scenarios in one class period. Print out or write out and post the "Four Corners" placards in the area of your classroom where you will do the lesson. Students need to be able to move around to each "corner".

**PROCESS**

**1** Explain to the students that this activity looks at situations where you must decide, in that moment, how to react if you see someone being teased or bullied. Sometimes you may do something. Sometimes you may not. It often depends on the situation, how well you know someone, if they are older or younger, etc. This activity involves movement and action.

**2** You will read out the different scenarios from the Situation Sheet (Appendix A). For each situation, students will make a decision regarding how they will respond using the following four choices. Briefly discuss them to ensure that your students understand each one.

**4 Corners Placards:**
*Corner 1*. Ignore the situation or walk away.
*Corner 2*. Attempt to negotiate or stop the situation.
*Corner 3*. Talk to the person privately.
*Corner 4*. Seek assistance from an adult or someone older.

**3** Read the scenarios that you have chosen out loud to the class. Make sure your students understand the scenario, especially if it is a variation of one you just read.

**4** Ask them first to think for themselves which of the four corners they would go to. Then, have them move to the corner of the room that represents how they would act in response to that particular scenario.

- Before you hear from students in the large group, give them one or two minutes to turn and talk to other students who chose the same corner that they did.
- If there is only one students in a corner, go stand with that student so that they are not alone.

**5** With each scenario, invite a couple of students from the different corners to say why they chose to stand in a certain corner. Follow up on their answers as appropriate. You could ask them to give an example of what they could say to the person being teased or bullied and what they could say to the person doing the hurtful teasing or bullying. Make sure to hear from students in all four corners during the lesson. As your students say why they have chosen a particular action/corner, acknowledge their reasoning.

**GROUP REFLECTION**

To generate further discussion after you have presented the scenarios, ask some open-ended questions:

- Did you respond differently to the different scenarios?
- What are some of the reasons you chose one corner versus another?
- With whom did you feel most comfortable intervening?
- When were you more likely to ignore the situation? Why?
- Would you respond in some other way not represented by the four corners?
- Discuss what it means to be a bystander.
- How do you think the person being teased feels if people don't do anything?
- How do you feel when you don't do something?

Talk about what it means to be an ally. Brainstorm ways to be an ally. (If you use chart paper, you can keep it hanging on your classroom wall.)

- Acknowledge that there are many ways to be an ally depending on the situation. The important message is that if students witness bullying behaviour, they take some kind of action. If they are not sure whether to do something, this means it is a good time to talk with someone about it. Ask students to also think about if there are times they feel unsafe being an ally. What could they do in those situations?
- In closing, ask students to think of how they could be a better ally to the other students in your class or school.

*Source: Welcoming Schools.org*

## 10. 5 **GENDER & EDUCATION IN CONFLICT EMERGENCIES**

Violent conflict and crisis situations frequently have negative impacts on gender equality and education systems throughout Africa, with particular challenges for girls as well as for boys.

**For schools and teachers, common impacts of violent conflict and crises include:**

- destruction of or attacks on schools;
- conversion of schools to military bases or recruitment stations for child soldiers (Sommers, 2002);
- targeting of teachers by armed forces due to teachers' role in the community; and
- lack of adequate training and strained administrative support, cuts or elimination of salary, and low morale due to difficult and insecure conditions.

**The Society for Research in Child Development (2010) shows that boys are also commonly impacted by specific impacts of violent conflict and crises, which include:**

- being coerced to fight and recruited as child soldiers;
- being socialized to participate in acts of gender-based violence;
- decreased enrolment in schools due to conscription or forced recruitment; and
- multiple forms of psychological, emotional and physical trauma.

**For girls, common impacts of violent conflict and crises include:**

Increase in GBV, rape, trafficking and sexual violence are used as weapons of war, and in times of severe stress and crisis, women and girls suffer most from increased domestic violence and abuse (UNESCO, 2011). In conflict situations, girls and women are more vulnerable to GBV, unwanted pregnancy, sexually transmitted illnesses and exploitation, especially girls who are further marginalized by factors such as disability, ethnicity and location.

**Decreased enrolment of girls in school.**

Increasing danger, uncertainty and scarce economic resources can exacerbate gender divisions and low school enrolment of girls as parents often choose to keep their female children at home because of an increased need for their household labour or income, security concerns for their safety, as well as the increased practice of child marriage in fragile states (Lemmon, 2014).

**Decreased ability to succeed academically.**

The psychological impact of exposure to extreme and multiple trauma impedes the ability of girls and boys to concentrate, learn and stay in school. This compounds gender inequities and increases their vulnerability, making gender-aware and trauma-informed teaching practices all the more important to provide girls with the emotional support they need (Kirk, 2003).

**GENDER AND NATURAL DISASTERS**

Since people's vulnerability to risks depends, to a large extent, on the assets and resources they have available, girls and women's limited access to assets makes them more vulnerable to natural disaster. Increasing gender equality and access to education and economic opportunities is essential to building community resilience in the face of climate change. It is important to recognize that the gender-specific roles and capacities of women and girls in managing natural resources, caregiving, social networking and their extensive community knowledge positions them to play an important role in disaster response and recovery actions (Aguilar, et al., 2008). Building the leadership capacity of women and girls through gender responsive education is a powerful strategy for prevention, protection, recovery efforts and peacebuilding. Schools also play an important role in disaster risk education to empower children and raise awareness of students in disaster preparedness through brainstorming, role plays, simulations and other interactive activities. For lesson planning and curriculum support, there are a plethora of online resources for disaster and emergency preparedness in schools. See the Resource Page, Teaching Disaster Preparedness in Schools, for sample activities and lessons.

## 10. 6 **THE ROLE OF GENDER RESPONSIVE EDUCATION IN CONFLICT**

Education is crucial for all children in times of conflict, providing them structure, safe-havens, knowledge, skills and hope for building more peaceful futures. As a conflict prevention strategy, the content and participatory activities of education should promote peace, social justice, respect for human rights and gender equality. See Unit 8 for nonviolent communication and conflict prevention strategies. Education for peace programs have been widely promoted by UNESCO, UNICEF and other agencies to strengthen the role of schools as a force for peace (UNESCO, 2011).

Promoting inclusion and equity in and through education is key. In crisis situations, national authorities, communities and international stakeholders should work together to ensure quality education services and structures for refugees and internally displaced people, adolescents, girls, children and youth with disabilities and ex-soldiers and combatants (Yonemura & Kallon, 2016).

Gender equality and inclusion are fundamental values for democracy and peace-building. To be successful, peacebuilding education initiatives need to deconstruct dominant masculinities, which perpetuate both conflict and gender-based discrimination (Strickland & Duvvurny, 2003).

The prevalence of conflicts and other crises indicates the increased need for education sector planning to address issues related to: safety of learners; school resilience in order to provide continuous education regardless of the situation; and protection of social cohesion through access to quality education and teacher training. Crisis-sensitive education content can save lives and resources (IIEP, 2015).

The World Economic Forum (2015) provides some key recommendations for educators working with young people in conflict settings:

- Consult with young people about their specific and diverse needs.
- Involve young people in interventions from planning to decision-making in humanitarian responses.
- Create safe spaces at school where children can play, learn, interact and develop freely.
- Don't treat young people like they are the problem or the solution – whole communities need to be involved.
- Provide youth with the support and life skills they need to acquire employment.
- Provide alternatives and narratives that value and engage youth in constructive ways and counter the pull to extremists' recruitment.
- Develop nonviolent conflict resolution skills in classrooms and schools.

*See Resource Page under School Management Resources for more information on providing quality education for conflict zones and refugees.*

## 10. 7 **TRAUMA-INFORMED TEACHING PRACTICES**

Many children suffer from symptoms of trauma from a variety of reasons such as gender-based violence, abuse, bullying, cumulative stress, and crisis situations like war or natural disasters. Often students are misunderstood or misdiagnosed because it can appear as disruptive behaviour, apathy, or attention disorders and thus go untreated. Teachers may assume these students are lazy or deviant and unintentionally create harm with punitive discipline. Learning can be very difficult for students who have experienced trauma, and it is important for teachers to be able to recognize and adapt their approaches to adequately support the student.

Trauma can be both individual and collective, which are defined as:

**Individual Trauma**
Trauma is the unique individual experience of an event or enduring condition, in which:

- The individual is exposed to actual or threatened death, serious injury or sexual (and/or psychological) violation (by directly experiencing, witnessing or learning about a traumatic event (to a loved one) or has first-hand repeated exposure.
- The individual's coping capacity and/or ability to integrate his or her emotional experience is overwhelmed causing significant distress.

**Collective Trauma**
Cultural, historical, insidious and political/economic trauma that impacts individuals and communities across generations. (Warshaw, 2014).

How teachers respond and the classroom environment that teachers create can make an important difference for students. When teachers are trauma-informed, students feel safer, are more likely to access support and benefit from healing services. Neuroscience shows that our brains have a function called neuroplasticity, which allows us to heal from trauma or negative experiences and develop new neural pathways of health and well-being. Healing from trauma involves restoring safety, resilience, connection, trust, dignity, respect, meaning and hope. Knowing how to respond with empathy, compassion and appropriate behaviours is crucial to creating psycho-emotional safety in the classroom.

Based on a simplified list of trauma symptoms from the American Psychiatric Association, students can manifest trauma experiences in a variety of ways:

- **Anxiety:** Racing heart, red face, racing thoughts, sweating, trembling, crying, shivering, extreme heat or cold felt in the body, dry mouth, confusion, not able to think clearly.
- **Avoidance:** An intense desire to avoid situations, places, people who may trigger the memory of the trauma. This may lead to isolation and inability to cope with normal life.
- **Insomnia:** An inability to rest and sleep.
- **Depression:** A lack of motivation, no energy, inward, isolated.
- **Numbness:** Inability to feel anything, not able to stay present, distant look in the eyes, detachment.
- **Bad dreams, memories, flashbacks:** Of the traumatic events – these triggers feel intrusive.
- **On guard:** Always looking for the next "bad" thing to happen, unable to rest or feel relaxed.
- **Difficulty trusting other people:** Hard to reach out for or respond to help.
- **Difficulty trusting oneself:** Hard to solve problems, exercise judgment, take initiative, or thoughtfully plan.
- **Limited capacity for emotional awareness,** self-reflection, social emotional processing, empathy, purpose and meaning.
- **Limited capacity to manage internal states and emotions** in ways that do not create other difficulties.

*Source: Devlin, M. (2018). 10 Things about Childhood Trauma that Every Teacher Needs to Know.*

**TIPS FOR UNDERSTANDING CHILDREN WHO HAVE BEEN THROUGH TRAUMA:**

- **Remember that students who have experienced trauma aren't deliberately trying to push your buttons.** Instead of reprimanding them, ask questions and provide a safe space for them to talk. This will help you to understand what is going on and how you might address their needs.
- **Students who have experienced trauma can feel very anxious.** A daily routine in the classroom can be calming so try to provide clear and consistent structure, expectations and information about how the day will unfold.
- **Try not to judge the trauma.** Trauma survivors can carry a lot of shame. Caring teachers can unintentionally communicate that everything is fine and diminish the students' experience. It is important for the teacher to destigmatize students' trauma experience with words and behaviours of encouragement, validation and affirmation.
- **Trauma is often but not always associated with violence.** Teachers don't need to know the exact cause to be able to help.
- **Social support is crucial for building resilience, trust and connection.** Find other students, teachers, community members who can positively engage with them.
- **Children who experience trauma need to feel they're good at something and can influence the world around them.** Find opportunities that allow students to set and achieve goals so they can feel a sense of mastery and control. Assign them jobs in the classroom that they can do well. Recognize and affirm small achievements.
- **Have a list of referral sources** and know how to direct students to receive appropriate care with local health care providers, therapists, counsellors, religious leaders and other healing services.
- **Drama, art, dance, and music are some of the most powerful ways to express and calm our nervous systems.** Incorporate different arts modalities into your lesson plans to activate our whole bodies into the healing and learning process.
- **Safety is the foundation upon which all trauma recovery is based.** Create a safe and accepting environment in your classroom. Build in classroom activities for self-regulation, mindfulness, body awareness and empowered storytelling.

*Source: Devlin, M. (2018). 10 Things about Childhood Trauma that Every Teacher Needs to Know.*

ACTIVITY

# LEADERSHIP TREES

**LEARNING OBJECTIVES**

To reflect on key events and influences; to make empowered meaning of our life experiences; to gain a deeper awareness of self and others; to develop trust, connection and empathy; to create an artistic representation of personal narrative; to develop storytelling and active listening skills.

**MATERIALS**

Big paper for each student; markers, pens or pastels; magazines and art supplies if available; tape; questions prompts written up on big paper or handouts

**PROCESS**

1 **Ask the students:** "What is a leader?" Write up their answers on the board. Encourage responses from all students. Review different qualities of a leader, such as compassionate, creative, visionary, collaborative, inspired, strong, powerful, humble, good listener, etc.

2 **Reflect:** As leaders in your communities and in the world, it is important to be able to self-reflect and understand your personal stories, including your ancestral legacies, major influences, relationships, values, accomplishments, strengths, challenges and visions for the future. Often our sense of identity and worth has been defined by others, such as our parents, culture, religion, schools, and the media. An important skill to develop as a leader is the ability to reinterpret and redefine our stories, experiences and identities in a more empowering way.

3 **Describe the seven parts of the Leadership Trees** (written up on large paper handout):

- **Roots:** Where do you come from? What are key family qualities, values, stories or legacies?
- **Soil:** What are you passionate about? What is important to you? What nourishes you?
- **Trunk:** Who are important role models and leaders who you admire? How have they influenced you?
- **Branches:** What are your leadership qualities, talents and strengths? What do you feel proud of?
- **Blossoms/Buds:** What do you feel called to do in the world? What are your dreams? What do you hope for in the future?
- **Dead Leaves:** What kinds of limiting beliefs have you been told about being a girl that you want to be free of?

4 Provide an example with a condensed version of your own story and answers to each question.

5 Place pastels, markers, scissors, magazines and glue in the centre of the room. Distribute large pieces of paper to participants and ask them to find a place in the room where they can work.

6 Give students approximately one hour to represent their leadership story through drawing a tree on their paper with words and images that respond to the prompts and questions above. Ask them to please work in silence and share the materials provided.

7 Remind people that they are all artists, and that everyone's tree will be unique and different. It is not a competition but rather a chance to share one's story and self. People are free to use whatever symbols or words that they like. If they don't feel called to the metaphor of a tree, they can make whatever image they want that responds to the same questions. Also, if they are feeling short on time, remind them that they can always add more to their tree later. Play some soft instrumental music in the background while they are drawing, if possible.

8 After people have completed their drawings, invite them to get into groups of three (this can also be done in pairs or with four people, depending on time).

9 Each person will have 10 minutes to share their drawing and their story with their group.

10 Remind the listeners to respect the story tellers by deeply listening to each person – no laughing, whispering or judgmental comments!

- Explain that the listening partners will have 1–2 minutes to reflect back something specific that inspires them about their story. This is a very important part of the exercise as participants can feel vulnerable after sharing their stories. The reflection allows them to feel affirmed and validated, helps to build trust as well as active listening skills. The teacher should provide a demonstration of active and respectful listening and appreciative feedback.
- Help students manage their time by indicating when they should wrap up, when listening partners should reflect back and when it's time for the next person's sharing.
- You can create a gallery of "trees" somewhere in your classroom for everyone to see.

**GROUP REFLECTION**

- How was this process for you?
- What did you learn about yourself as a leader?
- What did you learn about your classmates?
- How can we affirm and support each other to all be leaders?

*Source: Adapted from Youth for Environmental Sanity*

**Things you may see that help you know a student is suffering from an activated trauma response and is in need of immediate support:**

- Shaking, sobbing, difficulty breathing
- Unexpected intense emotions, anger, sadness
- Freezing: They may seem to stop breathing, or have a look of being "lost" in their eyes.
- Withdrawn: You may observe them seem to "go away" as if they are no longer really in the room any more.

**If this happens, these basic techniques can help (involve other students if appropriate):**

1 **Saying their name:** Simply calling a person by their name is an important way to help them come back to the moment.

2 **Sitting beside them:** Go over and sit beside the student who is feeling upset, ask permission and hold their hand, and ask them look you in the eyes. Even if they are crying deeply, make space for this, but also let them know that they are not alone.

3 **"We are with you":** Have them hear your voice, and make sure they can hear you. Then invite them to look around the room and see all their other "sisters" and "brothers" there with them. Have them see they are not alone.

4 **Orienting:** Have the student (and all the others in the circle) begin to look around the room. Ask them to call out what they see in the room. Have them move around the room and touch different objects in the room while calling them out.

5 **"How do you feel now?"** Remember to ask them "How do you feel now? In your mind? In your body? In your heart?" Check in with them to see if they feel better.

6 **Breathing:** Have the person together take three deep breaths, inhaling and exhaling together. You might direct all members of the group to:
- Put their hands on their bellies and breathe deep into their centres.
- Rub their hands together very fast to make them hot, then place them on an area of their bodies they feel needs to be loved.

7 **Stomping:** Have all people stand in the circle and begin to stamp feet into the floor, coaching them to feel their feet on the floor, feel their legs, and feel how strong they are.

8 **Swaying:** Have everyone stand together in a circle and start to sway. Then ask them to "Imagine that you can make a figure-8 with your hips as if you are rocking a baby or swaying in the wind."

*Source: Adapted from Global Gratitude Alliance, 2017*

**MULTIPLE CHOICE** Circle all the correct answers that apply for each question. There may be more than one correct answer listed.

**1** Gender-based violence:
- **A** Is any act the result in or is likely to result in the physical, sexual, or psychological harm or suffering of someone based on their gender.
- **B** Only happens to girls and women.

**2** Types of gender-based violence include:
- **A** Rape
- **B** Sexual abuse
- **C** Sexual exploitation
- **D** Human trafficking
- **E** Sexual harassment
- **F** Assault
- **G** Humiliation

**3** Teachers and school should respond to cases of gender based violence in the school setting by:
- **A** Respecting the student, listening and accepting the issue is real.
- **B** Question if what the student said happened, actually did.
- **C** Force the student to tell you all the details.
- **D** Comfort the student by hugging him or her or hold hands.
- **E** Tell another teacher.
- **F** Refer students to a trained a reliable source of support, counselling, medical treatment and/or law enforcement.

**4** Schools can play a role during times of conflict by:
- **A** Promoting peace, social justice, respect for human rights and gender equality.
- **B** Being a safe-haven that offers structure in a chaotic situation.
- **C** Teaching non-violent communication and conflict resolution skills.
- **D** Being aware of trauma and build resilience, agency, emotional intelligence.

**5** Many students have experienced trauma. Trauma can be caused by a variety of situations including:
- **A** Gender-based violence
- **B** Bullying
- **C** Violence
- **D** Loss or separation from family members
- **E** Environmental emergencies like flood or drought
- **F** Displacement from home

**6** Trauma manifests itself in a variety of ways, which can include:
- **A** Crying and trembling
- **B** Wanting to avoid certain people and places
- **C** Heightened self-awareness and capacity to manage emotions
- **D** Depression
- **E** Lack of trust

**SHORT ANSWER** Please answer the following questions.

**7** Provide at least one example of each of these different types of gender-based violence:
- **A** Physical
- **B** Sexual
- **C** Psychological

**8** People are responsible for their actions, but some factors that play a role in making gender-based violence more common and/or accepted include the following. For each factor, share how it effects gender-based violence in your country or community.
- **A** Cultural:
- **B** Economic:
- **C** Legal:
- **D** Political:

**9** If a student shares that he or she has been the victim of gender-based violence, what steps would you take? Please be specific.

**10** Provide at least three examples of specific ways that conflict and crisis can have a negative impact on:
- **A** Gender equality
- **B** Education systems
- **C** Girls
- **D** Boys

**11** A teacher's response to trauma and the classroom environment can make students feel safer and can contribute to healing from trauma. Imagine a student starts shaking and sobbing uncontrollably. How might you support the student in that moment?

**UNIT 11** ENGAGING STAKEHOLDERS & ADVOCACY

**11.1** Overview

**11.2** Who is a Stakeholder in Gender-Responsive Pedagogy?

**11.3** Benefits of Stakeholder Engagement

**for TEACHERS**

**11.4** Engaging Girls
*Activity: Words on Fire Peotry*

**11.5** Engaging Boys and Men
*Activity: Step into the Circle*

**11.6** Engaging Parents
*Case Study: "Take Girls to School" Stakeholder Engagement*

**for ADMINISTRATORS**

**11.7** Engaging Community Stakeholders for System Change

**11.8** Basic Steps of Advocacy

**11.9** Making SMART Goals
*Activity: World Cafe*

**11.10** Know your Audience: Gender-Sensitive Stakeholder
*Activity: Identifying Key Stakeholders*
*Activity: Stakeholder Empathy Mapping*

**11.11** Communicating your Message

**11.12** Creative Tactics for Engaging Communities
*Activity: Creative Action Planning*
*Activity: Sing Loud and Proud*
*Activity: Colourful Signs*
*Case Study: One Billion Rising*

**11.13** Self-Assessment Questions

# UNIT 11 ENGAGING STAKEHOLDERS & ADVOCACY



*Girls in Kenya gather community stakeholders for dialogue following a skit demonstrating the positive impact of girls' education.*
*Photo Credit: Milimatatu Girls High School*

## 11.1 **OVERVIEW**

Schools are embedded in a system that is shaped, in part, by a community's prevailing sociocultural norms. These norms influence ideas, beliefs and practices relating to gender. They also influence policies, politics, governance frameworks, and institutional practices and cultures. For example, because sex outside of marriage is not accepted in many places, there may be laws that prohibit it or punish girls who become pregnant outside of marriage. Gender inequities in the broader society are reflected in the school environment. For example, if a society is struggling with high rates of child marriage or with a pattern of sexual violence, these issues will impact girls' participation in school (Rahim et al., 2017). Likewise, a student's knowledge, values and perspectives are influenced by the network of peers, adults and significant people in the community.

Teachers have a key role in engaging stakeholders, especially those directly involved with the school such as students and parents. Teachers can take steps to engage stakeholders by:

- **Forming girls' clubs.** This is an effective strategy for teachers to build the leadership of girls and provide creative ways for girls to have a voice in the process of engaging stakeholders about girls' rights.
- **Engaging boys and men in the process.** This is important to shift the overall culture since they hold power in patriarchal societies. They, along with women and girls, suffer costs and consequences of gender inequality, and teachers can help them understand the negative impacts of gender inequality on their lives, redefine masculinity in healthier ways, and engage them to be allies and advocates for an inclusive society.
- **Understanding how to effectively communicate with and involve parents.** This is critical to parents allowing girls to attend school and know how to support them to be more successful there.

**OBJECTIVES**

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

1. Identify key stakeholders in GRP
2. Identify ways for teachers to effectively engage girls, boys and parents in shifting negative practices
3. Articulate ways to engage and create buy-in from different stakeholders for GRP
4. Describe the basic steps of advocacy for gender equality and GRP implementation
5. Conduct a stakeholder analysis and empathy map
6. Develop compelling messages using creative tactics

For the successful implementation of GRP, school administrators (with teachers' support) need to engage the broader community in order to shift larger cultural norms and policies in support of girls' education. Stakeholder consultation and broad participation from the local community and decision-makers helps to ensure that different needs and priorities of female and male learners are understood and addressed during gender-responsive pedagogy planning, implementation, and monitoring and evaluation.

It is important to identify which stakeholders need to be influenced in order to shift traditional norms, change policies and support the implementation of a GRP school. Assessing and analysing the underlying beliefs, fears, concerns and interests of different stakeholders, especially ones who might oppose it, will help to identify effective strategies to involve them and get their buy-in.

Having a structure for advocacy, or advocacy framework, can be useful for school administrators and teachers to be able to create change at a larger community and policy level. Individual awareness and behaviour change is necessary but not sufficient to bring about systemic change. Ultimately advocacy can help bring about systemic change. It is important to understand the concerns and interests of stakeholders in order to mobilize a base of supporters, communicate your messages effectively, engage in strategic action and achieve your advocacy goals.

## 11. 2 **WHO IS A STAKEHOLDER IN GENDER-RESPONSIVE PEDAGOGY**

In the context of education, a stakeholder can be defined as any individual or entity that is interested and invested in the educational outcomes of girls and boys in a community.

**Possible education stakeholders include:**

**Education Sector:**
- Students (girls and boys)
- Teachers
- School administrators
- Education sector representatives, e.g. Education Officers, Ministries of Education
- Teachers' unions
- School Boards
- Universities
- Parents' Associations

**Community & Public Sector**
- Parents and caregivers
- Religious groups
- Local traditional leaders
- Local civic leaders and authorities
- Local and national media
- Opinion leaders
- Local businesses
- Nonprofit and community-based organizations

**Government & Private Sector**
- Local and national politicians
- Ministry Departments
- Private sector representatives
- Multilateral and bilateral donors

## 11. 3 **BENEFITS OF STAKEHOLDER ENGAGEMENT**

Incorporating GRP into schools requires the engagement of stakeholders at every level because it involves not only changing classroom and school practices, but also transforming gender discriminatory mind sets, behaviours, cultural norms and policies within individuals, communities and social systems.

**Some of the key benefits in engaging stakeholders are that it:**

- Helps to ensure that GRP practice is based on a good understanding of the local context. Different stakeholders have unique concerns, perspectives and interests that can enhance the process of problem identification, goal setting and strategy selection in GRP education planning.
- Promotes buy-in and ownership of GRP education policies and programs, which in turn can enhance sustainability and thus continuity in the implementation of the pedagogy. Specifically, greater buy-in means that there is a broader base of support and understanding of GRP. As a result, schools are not the only voices promoting GRP and are more likely to continue using it.
- Creates opportunities for additional human and financial resources through the engagement of civil society actors, parents and caregivers in school committees, the private sector and others.

**CREATIVE STAKEHOLDER ENGAGEMENT SPOTLIGHT:** FIGHTING FGM IN KENYA

Although female genital mutilation (FGM) is illegal in Kenya, it is still widely practiced in many Maasai communities. In 2016, Asante Africa, a local organization hosted a community forum with parents, elders, school staff and local officials. Wearing T-shirts with "Let's stop FGM completely" and "Protect, Prevent and Fulfill" messages, the girls performed spoken word and a theater skit about a young woman's journey to the hospital after being cut by her mother. The school leaders showed the theater skit as an Art Code (See Unit 4) and facilitated a community dialogue, asking the local parents and community members to reflect on the negative consequences of the practice, why it is still being done and what they can do to stop the practice. As a result, 257 parents made public pledges to end the practice of FGM.



*Students in Kenya engage their peers and community members in a skit demonstrating the impact of FGM on students. The skit resulted in community leaders and parents committing to protecting girls from FGM. Photo Credit: Asante Africa*

## 11.4 ENGAGING GIRLS

In addition to creating a gender responsive classroom, teachers and schools can build the self-esteem, confidence and leadership of girls outside of the classroom and offer them a safe space to provide input about their needs and concerns and participate actively in the decisions that affect their lives.

One way that teachers can engage girls to succeed in school and advocate for their rights is to build their leadership capabilities by forming a Girls' Club at school. Girls' Clubs are also a platform for girls to develop the skills and knowledge they need to participate in efforts that eliminate the discrimination and inequalities they face within their schools and communities.

The Discovery Learning Alliance provides the following tips for starting a girls' club:

- Determine your club's purpose and goal.
- Decide on a name.
- Determine roles and responsibilities.
- Decide how often and where the club will meet.
- Develop the club values and a club motto.
- Come up with group agreements.
- Recruit members.
- Come up with activities and create an Activity Calendar.
- Identify resources and resource people needed.
- Make an action plan.

One of FAWE's flagship models is the TUSEME youth empowerment project. The project uses theater-for-development techniques to address concerns that hinder girls' social and academic development. Major stages of the project are: familiarization, data analysis, drama creation, drama performance, post-performance discussion, the establishment of an action plan, the setting up of a TUSEME Club as well as monitoring and evaluation (Devers, 2013). The TUSEME project provides a platform for young people, especially girls, to: speak and express views about the problems they face and how to address them; acquire life skills; learn about sexual and reproductive health and promote gender equality. According to a UNICEF report (Mhando, Shukia & Mkumbo, 2015), the programme was instrumental in empowering young people, especially girls, to acquire the confidence to speak out and defend their rights and actively solve academic and social problems in and out of school. Interviews and focus group discussions with participants and teachers revealed that TUSEME clubs boosted girls' confidence in reporting sexual harassment and abuse incidences as well as teachers' poor class attendance to responsible authorities; increased young people's comprehensive knowledge of HIV and AIDS; reduced female students' drop-out and truancy rates and improved their academic performance. *See Resource Page under Advocacy Resources for more tips in starting a Girls' Club, a Tuseme Club or for Girls' Club activity ideas.*

Below is a sample Girls' Club activity from Creative Action Institute:

ACTIVITY

### WORDS ON FIRE POETRY

**LEARNING OBJECTIVES**

To raise awareness about a girl's right to education and the positive impacts that result from providing a girl access to safe, quality secondary education; to empower girls with the tool of poetry to amplify their voice about a girl's right to education: to join the Stand #WithMalala campaign, and become part of a global movement working to educate policymakers and the public about the importance of investing in adolescent girls.

**MATERIALS**

Handouts: Malala's Story (Appendix C);
Words on Fire: Malala's Poem (Appendix D);
Blank Poetry Template (Appendix E);
Paper and Pens; Guidelines for #WithMalala campaign: https://www.withmalala.org/about/guidelines

**PROCESS**

**1 Prepare**

Become familiar with the Malala Fund materials and #WithMalala campaign guidelines before facilitating the activities so that you are prepared to answer questions and support the girls to submit their creative actions to the global #WithMalala campaign for girls' rights to education. Fill out the Poetry Template beforehand to provide your own personal example.

**2 Reflect on Malala's story**

Share the story of the world's youngest recipient of the Nobel Peace Prize, Malala Yousafzai, and her global campaign to ensure that every girl has access to a quality education.

- Distribute copies of Malala's Story (Appendix C) and read out loud or in small groups. Optional: Watch the video "He Named Me Malala" and use the Discussion Guide for reflection.
- Share information about the Stand #WithMalala campaign: https://withmalala.org/about/guidelines

**Some possible discussion questions:**

- Where is Pakistan?
- What is the Taliban? Why do they oppose girls' education?
- Malala once said, "I am afraid of no one." Where do you think she got the courage to become a global education advocate for girls?
- What factors might prevent a girl from going to school? What can we do to change that?

**3 Poetry Activity:** Words on Fire

Introduce the power of poetry as a communication tool to express our thoughts and feelings. Some points to share:

- Poetry plays with language to connect words and ideas in new ways – which helps us to see and think about things from different perspectives.
- Poetry doesn't need to rhyme but a good poem has rhythm.
- Poetry helps us to remember and rewrite history by sharing our stories and the experience of those who have often been left out of official history (like women and girls).
- Poetry helps us to find our inner voice and desires.
- Poetry helps us to express our feelings in positive ways – especially our feelings of anger, grief, sadness, fear, and outrage.
- Poetry has the power to touch people's hearts and inspire them to change or take action.
- What else can poetry do?

**Share this quote & reflect on its meaning:**

*"If you don't learn to write your own life story, someone else will write it for you."*
*–George Weiner, cofounder of Power Poetry*

**Distribute and read Malala's Poem:**
Words on Fire out loud (Appendix C)

**Discussion questions:**

- How does this poem make you feel?
- What does this poem make you want to do?

**Distribute the Blank Poetry Template** (Appendix D), based on Malala's poem Words of Fire.
Share your own as an example.

- Give the girls time to fill in the blanks and write their own Words on Fire. Optional: play soft music in the background
- Have the girls stand up and read their poems out loud.

Encourage them to stand tall and project their voices! Make sure the girls listen and clap loudly for each other!

**Discussion questions:**

- What was it like to write your own poem? What did you discover about yourself?
- What inspired you from hearing the poems that your sisters wrote?
- How can we share these poems with the outer world?

**Optional activities:**

- Consider expanding on this lesson by having the girls create drawings, music, collages, or dance to accompany their poems.

**4 Organise a community event**

- Plan a community "spoken word" event for the girls to share their poems with the rest of the school or larger community.
- Consider adding background music or drumming to add rhythm to the poems, turn the poems into songs or use dance to build or expand on the poems.
- Consider if poems need to be translated into local languages or shared pictorially.
- Reach out to community radio stations for the girls to read their poems.
- Write or print out and decorate the poems to distribute in the community.
- Share the poems in classrooms and work with teachers to lead their peers in writing their own poems.
- Communicate your demands and calls to action for girls' rights!

*Source: Adapted from the Malala Campaign by Creative Action Institute*

## 11. 5 **ENGAGING BOYS AND MEN**

Achieving gender equality requires systemic changes in policy and social interactions at all levels of the society: home, work place, school, public services and media. Social structures and institutions around the globe are still largely dominated by men. Women and girls alone, however, cannot change gender inequality. Men and boys also need to have active involvement or a gender equitable society will neither be achievable nor sustainable. When men and boys take an active role in advancing gender equality and women's rights, the entire society benefits (Chattopadhay, 2004).

Adolescence and young adulthood is a critical time to engage boys and young men in understanding why gender equality is good for everyone and recognizing their role in promoting the empowerment of girls and women. By using and sharing their power and privilege, boys and men can shift the dominant norms and ideas about gender and masculinity, and challenge the patriarchal practices, institutions, systems and structures that drive inequality between men and women (UN Women, n.d.).

Boys and men also suffer from socially-constructed gender stereotypes (Chattopadhay, 2004). When engaging boys and men, it is important to understand and discuss the negative impacts they may suffer from harmful forms of masculinity and oppressive systems. They should be inspired to dismantle patriarchy for their benefit – not just do it for women and girls, which can reinforce existing power dynamics. GRP benefits all students and should be introduced to the community as such.

For example, various gender norms and stereotypes negatively influence boys' education and contribute to changing patterns in boys' education. Peers, parents, the education system, and the community under various circumstances influence these norms. (Commonwealth Education Hub & UNGEI, 2016). Boys face many challenges in realizing their educational potential and this is now being recognized as a major gender issue that also affects their social and economic development.

"Men and boys with more rigid views on masculinity, or 'what it means to be men,' are more likely to use violence against women and girls, as well as to abuse drugs and alcohol, among other harmful outcomes. Power inequalities between men and women, girls and boys perpetuate cycles of violence, across generations, by men against women and by men against other men. Men who witness violence against their mothers and/or experience violence in the household as children, are more likely to have unfavourable views on gender equality and to use violence against others as adults. In many communities, men and boys who exert more power and control in their relationships infringe upon a woman's right to fully access resources that allow them in realizing their full potential; including access to education opportunities, SRHR services, social and economic assets for development." (Kato-Wallace, et.al, 2016)

### NEGATIVE IMPACTS FOR BOYS

Below are some consequences for boys/men of gender-based stereotyping that have been documented around the world. Have a discussion and add your own examples.

Boys receive poor preparation in developing life skills. Common practices of giving excusing non-social behaviours by saying "boys will be boys" do not teach boys responsibility or help them understand what will be expected of them. When teachers let boys/men act up in class or other learning environments, they don't learn the material being taught or other important life skills. When men are then asked to take on responsibilities in their adult life, in increasingly complex contexts, they have little support or preparation for the tasks.

Pressure to conform to stereotypes leads boys to act in harmful and violent ways, including increased instances of substance abuse and homicide.

Traditional masculine behaviour and gender stereotypes prevent fathers from taking an active part in raising their children. Those same stereotypes mean that men and boys are less likely to seek healthcare provisions and support, which leads to high incidences of sexually transmitted infections. When combined with risky sexual behaviour, this can affect their partners.

Rigid norms of masculinity can lead to violent policing of boys who are seen as deviating from the norm, often in the form of exceedingly harsh punishment.

Boys are more likely than girls to drop out of school in many regions of the world.

Boys are taught to be strong and tough, stoic, self-sufficient and in control. From an early age, boys are socialised into hiding characteristics thought to be "feminine," such as emotion, weakness or uncertainty. When boys/men hide or repress their feelings, they limit not only their emotional literacy but also their ability to engage in cooperation and teamwork. In some cases, the loss of those abilities and sense of connection means that boys/men lose their self-confidence and sense of control, which can lead to anger, bullying and even violence.

Boys can struggle with underachievement in reading or other subjects if teachers reinforce gender stereotypes of them as "girl" subjects. Many boys think academic success is "nerdy" and "uncool", which can result in boys' diminished academic performance.

*Source: Adapted from Frei & Leowinata. (2014). Gender Mainstreaming Toolkit for Teachers and Teacher Educators.*

Boys and young men around the world are increasingly accepting and advocating for gender equality in schools and communities. Given that gender inequality and traditional gender norms are typically deeply embedded, it will take boys and men, girls and women acting together to create lasting change. Create opportunities for all stakeholders to discuss, learn, provide input, make decisions and work together for gender equality in yourschools and communities!

**ENGAGING MEN AND BOYS FOR GENDER EQUALITY AND GRP**

**Below are some strategies that can be useful to effectively engage men and boys as key stakeholders for gender equality and GRP.**

**1 Human Rights Framework**

Framing gender equality issues in the language of human rights and social justice enables men to see their engagement in gender issues as an action that helps improve human rights of all, as opposed to diminishing their own privileges.

**2 Community-based collaboration & broad-based partnerships**

Create a variety of ways for boys/men and girls/women to work together as partners on achieving the goal of gender equality. Engaging in a diversity of efforts with all age levels and sectors creates a shared sense of connection and purpose, motivating boys and men to feel they are a part of a larger movement. The use of creative and innovative approaches can also prove successful. For instance, seeing their male peers advocate for the prevention of violence against women in a public theatre skit or on a popular radio program can inspire other boys to get involved.

**3 Life Cycle Approach**

Since gender stereotypes are pervasive and operate throughout a lifetime, a life cycle-based approach is needed to affect the socialization of men and boys in relation to a whole range of social arenas: home, education, workplace, economy, sexuality, health, work/life balance, etc. Life cycle-based strategies should start with early childhood education. Within the home environment, mothers and aunts play a crucial role in educating boys in how to treat their future spouses and female partners. They can distribute chores evenly and teach boys to cook and clean, while providing girls opportunities to learn new skills and have more time for homework.

**4 Work within public institutions**

Schools are an excellent place to reach boys, not only because they regularly spend time there but also because schools are places where gender norms can be shaped. It is important to bring campaigns into schools and to work within the school systems to develop programs, teacher training, teaching materials, and male student activism in partnership with female student activism. The workplace is also a critical location for addressing core gender equality issues including equal pay, equality in advancement and promotions, parental leave, ending workplace sexual harassment and promoting more flexible work hours or more equitable sharing of parenting responsibilities.

**5 Create safety for stepping out of the "gender box" for men and boys, women and girls**

We must create conditions of safety in which boys and men can challenge widely held inequitable norms of "manhood". For example, if working in a community or school, it can be helpful to have special workshops or discussion groups with positive male role models to understand the issues and redefine a healthy form of masculinity. It also implies that teachers or leaders should not seek to shame and humiliate men, but engage with empathy and care to create safe spaces where they can try out new ways of being men.

**6 Focus on positive change that is already happening**

Messages are most effective when they show what men and boys will gain from a more gender-equitable world without violent versions of manhood. It is more effective to display public messages of men speaking out against gender-based violence, than to have endless depictions of women who are beaten. Whenever possible, use the positive language of opportunity and responsibility rather than collective guilt or collective blame, and in turn, celebrate changing norms and examples of men supporting gender equality.

**7 Create conditions for boys & men to redefine the norms of manhood for themselves and to own that change**

Work with local partners who know best how to reach the men and boys in their own communities, workplaces, places of worship and schools. Such efforts have the greatest chance of success when locally "owned" by men and boys, in partnership and dialogue with women and girls.

*Source: Kaufman, M. (2014). Engaging Men, Changing Gender Norms: Directions for Gender-Transformative Action.*

ACTIVITY

# STEP INTO THE CIRCLE

**LEARNING OBJECTIVES**

To develop self-awareness and analysis about gender socialization and the privileges and costs of patriarchy

**MATERIALS**

Space to form two lines or a circle; written list of prompts

**Note:** These prompts are written if you are working with a group of boys or men alone. This process can be done with mixed genders but you will need to adapt the prompts to include experiences of women. Make sure all of the declarations are relevant to your group.

**PROCESS**

**1** Invite the group to stand in a circle.

**2** Explain the activity:

- For us to understand how systems of gender inequality affects us in different ways, I will call out specific categories and descriptions of privileges and impacts and ask all those who feel that you fit the description to take a step into the circle. I will ask you to look around and then move back into the large circle.
- We are going to do this exercise silently so that we can really participate fully and experience our personal thoughts and feelings more clearly.
- Since we are going to share some of our experiences and vulnerabilities with each other, we want to create a safe atmosphere – let's make sure not to laugh or blame and to respect the dignity of everyone who is here. There is no pressure to respond any particular way, there are no right or wrong answers. Just respond according to how you feel.

**3** Read each prompt out loud by saying "Step into the circle if..."

- You have been encouraged to go or finish school
- You are expected to earn all the money to support your family
- You have been told not to cry or "act like a girl"
- You have a right to inherit property
- You can choose your life partner
- You can freely and openly choose who you want to love, man or woman
- You can walk down the street and not fear being raped
- You know how to cook or take care of a home
- You can negotiate safer sex or the use of contraceptives with your partner
- You can determine when and how many children you want to have
- You can leave your partner if it is emotionally or physical abusive
- You have been pressured to act in aggressive or violent ways
- You have been the victim of bullying or sexual harassment
- If a crime is committed against you, the police or authorities will listen to your case
- You can speak up in class or in your community and feel heard and respected
- You are able and expected to make decisions about your life
- You feel that you can be an active father and caregiver without shame
- You feel pressured to have sex or dominate women as a sign of "manhood"
- You feel afraid to express your feelings in public
- You have experienced violence in your home
- You have witnessed the pain and discrimination of the girls/women in your life
- You want to live in a world in which everyone, boys/men and girls/women, feel valued and safe
- You want to create new definitions and expressions of masculinity that are healthy and noble
- You are/want to fight for the human rights of women and girls
- You want to be a part of global movement to create gender equality for all

**4** *Note*: Every time after the participants move into the circle, say "Notice who is in the circle with you. Notice how you feel. Thank you. Now step back into the circle."

**GROUP REFLECTION**

Ask the group:

- What stood out to you? What patterns did you see?
- How did you feel during this process? Did particular prompts evoke a feeling?
- What are some of the privileges that boys and men experience in a patriarchal system?
- What are some of the costs or negative impacts that it has for boys/men?
- How are men/boys socialised to think or act in society? How does it impact girls/women in your lives?
- What are ways you can challenge traditional gender norms?
- What are ways you can ally with girls/women and advocate for gender equality? In your home? School? Community?
- What are next steps you can take?

*Source: Creative Action Institute*

See Resource page for more analysis and activities in Transforming Masculinities Towards Gender Justice: Regional Learning Community for East and Southeast Asia.

## 11.6 **ENGAGING PARENTS**

Good school and parental partnerships can lead to improved academic achievement, self-esteem, and school attendance for both boys and girls. Teachers play a critical role in engaging parents to support their children to succeed in school. Research done in South Africa reported several findings in effectively engaging parents (Lemmer, 2007):

- Welcome parents in a warm and respectful way and create a family-friendly school or classroom environment. Have an open-door policy and invite parents to come visit the school any time they wish.
- Arrange venues for school meetings that are accessible and meet the needs of parents, which might not be on school grounds. They could be in a church, community center, under a tree or at the parent's home and might take place on a weekend when parents aren't working.
- Provide food and childcare if possible. Make the meetings fun and engaging.
- Address the actual needs, cultural beliefs and considerations of parents. This might include financial needs, worry about their daughters' safety, the issue of marriage or labor that parents require from their children to take care of the home, land or animals.
- Make sure written communications that are sent home are in the parents' native language. Teachers can also reach parents by telephone or make home visits.
- Develop innovative ways for parents to get involved at the school. Invite them to be guest speakers or storytellers, donate food or materials, provide in-class or after-school tutoring support, walking girls to school, supporting physical maintenance of the facilities, talking to other parents and/or monitoring the implementation of GRP in the classroom.
- Talk to them about the importance of girls' education, how it will benefit the whole family and society. Share specific ways they can support at home, such as providing encouragement, having high academic expectations or making sure they have time and space to complete their homework, even if they don't have the knowledge, education or skills to directly help with their child's school work.
- Sensitize parents to be gender sensitive in allocation of chores. They need to realize that girls require and are entitled to as much time as boys to attend to their academic work.
- Sensitize parents to the rights of a girl child, in particular the right to and education and to be protected from any threat to their well-being, in particular early marriage and female genital mutilation. Parents should be made aware that the girl-child has a right to have a say in the issue of her future especially where issues like marriage are concerned.
- Create public forums to sensitize parents (See World Café activity in section 11.4 and the Case Study below for ideas) and make use of existing community structures. These include Parents Teachers Associations in schools, mothers unions and other such organized community groups.
- Express appreciation for their time and contributions.

Parent Teacher Associations (PTA) or Parent Community Committees are formal groups made up of parents whose children are officially registered as students in the school together with their teachers. The aim of PTA is to promote a partnership between parents and teachers to ensure good quality education for the children and a more effective management of schools. The PTA is involved in the following elements of a school management system: curriculum development, implementation and evaluation, physical and material resources, finance and business, school staff, student body, and fostering and maintaining good relationships with the larger school community (Mutinda, 2012). They are key organizational bodies to involve parents in the implementation and monitoring of GRP.

**CASE STUDY:**
"TAKE GIRLS TO SCHOOL" STAKEHOLDER ENGAGEMENT

Sharon is a bright and dedicated 31-year old teacher who has chosen to work in Turkana County, one of Kenya's most arid and marginalized regions. Plagued by continuing drought, famine, poverty and high levels of illiteracy. Only 50% of primary school-aged children in Turkana County are enrolled in school, far below the Kenyan national average of 92%.

Upon returning from a mentor training and East African Girls' Leadership Summit last December hosted by the Creative Action Institute, Sharon established a Girls Club at Loima Girls' Secondary School in with 85 members. They designed a campaign they called "Take the Girls to School" created a skit on the important impact a girl's education has for her and her family. With few economic options, parents often marry their girls off and get herds of goats as bride price. With increasingly prolonged dry seasons as a result of climate change, parents are more frequently turning to early marriage to ease their economic situation. As a result, few girls finish their high school education.

Sharon and the Girls Club began using theatre at village meetings with parents, chiefs and elders to shift mind-sets about the importance of enrolling girls in school and allowing them to complete their high school education. In the theatre performance, girls played different roles of stakeholders in the community and showed the different concerns and beliefs they have about girls' education. They used the local language to ensure there was communication with the participating stakeholders who include boys, girls, women, men, village elders and members of the local authority.

The skit and follow up dialogue process provided an opportunity for the community to discuss the value of girls' education as an enabling tool for providing alternative and future sources of income. The dialogue process is a platform where parents were able to voice their concerns about girls' education. These included the length of time it takes to realise the return on investment for a girl's education or that girls provide much-needed support at home in doing house chores and caring for their siblings. For the parents willing to take their girls to school, they indicated the lack of resources to buy school uniform and supplies.

As an advocate, Sharon was prepared and able to address the concerns raised by the stakeholders. She explained to them why it matters to invest in a girls' education, including how it relates to issues such as climate change, economic, social and political development. It is essential that a teacher use practical examples when explaining issues, that audiences can apply in their lives. Being aware of some of the concerns the parents would raise, Sharon had pre-engaged local schools in the community and made agreements that would allow parents to send the girls to school even when they lacked school supplies such as school uniforms. The school also agreed that the students could come in for school half the day and return home earlier to support the parents in home chores and caregiving.

Sharon was able to educate and negotiate with parents and other stakeholders, addressing their concerns and providing solutions out of the strategic partnerships and relationships she had developed with school management. As a result of her creative efforts, more girls enrolled in her school rather than being married off, academic performance improved and cases of teenage pregnancy decreased by 83% since last year.



*The Girls Club used theatre and dialogue to advocate for more girls to enrol in school. Photo Credit: Loima Girls Secondary School*

## 11.7 ENGAGING COMMUNITY STAKEHOLDERS FOR SYSTEMS CHANGE

Advocacy is one of the foremost approaches for engaging girls, boys, men, women and all levels of stakeholders in implementing the gender-responsive pedagogy agenda in schools and gender equality in society. Advocacy is the deliberate process of delivering evidence, demands and recommendations to influence policy and decision makers toward a desired goal – in this case, to implement actions and policies that contribute to the fulfilment of children's and women's rights. Creating gender equality requires change at the individual, interpersonal, institutional and cultural levels. Advocacy is a means of moving beyond individual and interpersonal behaviour change to seeking change on a systems level in governance, policies, laws, power, social relations, enforcement mechanisms, cultural norms and institutional functions.

School administrators can support teachers and students to engage in advocacy efforts and build their leadership through initiating after school clubs, organizing community events, or joining global campaigns such as One Billion Rising to End Violence against Women and Girls; the Malala Fund: Supporting Girls Education around the Globe; or #HeForShe that engages men in the movement to advance gender equality. Art is a powerful tool to use in advocacy campaigns to raise awareness, deliver compelling messages and mobilize community engagement and support. Students can raise their voices about gender equality and their human rights through song, dance, poetry, theatre, puppet shows, colourful banners and signs, murals, radio dramas, kite festivals among other creative tactics.

**Advocacy is largely used to advance goals including:**

**Raising awareness:** The direct promotion and understanding of a cause and issue

**Creating change:** Actions intended to change the status quo through policy or systems change

**Building movements:** Developing alliances, coalitions and supporters that build collective power in service to a shared cause

## 11.8 BASIC STEPS OF ADVOCACY

Advocacy is a process that has several steps. Here are some of the steps you need to take when planning to advocate for a particular issue:

**1 Define your goals.**

- What needs to change? What would you like to improve?
- Identify what kind of change you are seeking. For example, is it behaviour, legislation/laws, policy, programs, funding, access, services, etc. that will improve the rights, safety and health of girls and women in your community.
- What are the short term and long term goals that you want to accomplish in your community?
- What are the existing resources that you identified? What are the gaps or capacities you need to develop in order to advocate for your goals? i.e. media skills, research, outreach, organising.

**2 Know your audience.**

- Identify the key stakeholders (people who are interested or are affected by this issue).
- Research the best way to communicate with each one. Why should they care? How would this benefit them?
- Who are your potential opponents? Do your homework! What do they believe? Why do they oppose this issue? How do they benefit from the situation as it is? What are their interests? What might they do to block your proposal or agenda? How might you convince them to care or change their position?

**3 Know your facts.**

- Prepare a fact sheet to support your position.
- List the most important and persuasive points to argue your case. Why is this important? How will it benefit the entire community?

**4 Determine your message.**

- Be clear on what you are asking for.
- Keep it simple and focused.
- Use positive language.
- Tailor your message to the audience you want to reach.
- Appeal to their self-interest.
- Use both evidence and stories.

**5 Build your base of support.**

- Determine the best approach to reach out to the broader community.
- Are there other organisations or influential community leaders who would support your proposal?
- Develop relationships and connections with everyone who might support your cause.
- Who are the best people to deliver this message?

**6 Identify your delivery methods and creative actions.**

- Raise public awareness about this issue with creative social actions.
- There are so many possibilities for awareness campaigns:
  - Ads, posters, flyers, shirts, ribbons, buttons, calendars
  - Local community or cultural events
  - Workshops and clubs in schools
  - Social media memes, photos, stories
  - Theatre, songs, poetry, dances, parades, kite festivals

**7 Know the political process.**

- Identify the key power-holders and decision-makers and the role they play.
- Plan your approach to each key person.
- Establish meetings with elected officials or decision makers.
- Generate petitions for people to sign and show their support.
- Do a letter-writing campaign.
- Make presentations at government meetings.

**8 Use the media to raise awareness and support.**

- Contact local media sources, such as radio, TV, or newspaper, to discuss your issue.
- Write press releases or a story or letter for publication in a newspaper.
- Plan a press conference and invite all the media.
- Make sure sources are credible and information is timely.
- Localise the issue and give it a human interest angle.
- Show that there is a broad base of support.

**9 Make your action plan.**

- Identify clear steps including who is responsible for each task and include a timeline.
- Communicate the plan with partners and get additional support.
- Celebrate short term victories and stay focused on the long term goal!

*Sources: Adapted from Canadian Hospice Palliative Care Association (CHPCA). (n.d.). 8 Steps to Basic Advocacy; National Hemophilia Foundation (2018). 6 Steps for Grassroots Advocacy.*

## TOOL: Developing an advocacy strategy

The following is an advocacy strategy planning tool which can help collect, organise and summarize information. This can be used for both long-term planning and to develop specific advocacy initiatives.

| **IMPACTS** | **ADVOCACY GOAL** | **INTERIM OUTCOMES** |
|---|---|---|
| What we want to have happen | Specific<br>Measurable<br>Achievable<br>Results-based<br>Time-bound | Specific<br>Measurable<br>Achievable<br>Results-based<br>Time-bound |

| | |
|---|---|
| **Who can make it happen?** | Target audiences |
| **What do they need to hear?** | Primary messages and secondary messages for each target audience |
| **Who do they need to hear it from?** | Messengers for each target audience (individuals and institutions) |
| **How can we get them to hear it?** | Approaches & opportunities (lobbying, campaigning, media, partners, etc.) |
| **What do we have/ need to develop?** | Capacity assessment and how to address gaps |
| **How can we begin?** | Advocacy action plan (activities that link to outcomes and goals, and who is responsible for doing them) |
| **How do we tell if it is working?** | M&E plan (data collection tools, and responsibilities, indicators, targets, assumptions) |

*Source: Adapted from Jim Schultz of The Democracy Centre*

## 11.9 MAKING SMART GOALS

In order to successfully create systemic change, it is important to be clear on your goals. What is the specific change you want to see? When do you want to see it by? What are the concrete actions you need to take to achieve your goals?

You will need to determine long-term goals and your short term-objectives – make sure to obtain baseline data so you can monitor your progress and celebrate successes and victories along the way. (See Unit 12 and Resource Page for DM& E tools)

**Define SMART Goals:**

- **Specific**—to avoid different interpretations
- **Measurable**—to monitor and evaluate them; think of some process or outcome indicators
- **Achievable**—realistic and with enough time and resources
- **Relevant**—to the problem, the goal, and the organization
- **Time-bound**—there is a specific time frame to achieve them

**Goal:**
What you hope to achieve in the medium and long term

**Objective:**
A specific outcome that you hope to achieve in the short term, representing progress towards a goal

**Activity:**
Specific tasks that you will undertake to achieve an objective.

**For example:**

**Goal:**
Increase enrolment of girls in secondary school by 10% in Turkana County by September 2020.

**Objective 1:**
10 Parents of girls who could attend Turkana secondary school understand the value of girls' education and make commitment to enroll their girls by September 2018.

**Activity:**
Organize a public theater and dialogue event with targeted parents.

**Objective 2:**
Chiefs of Turkana County make public commitment to ensure safety of girls walking to school at specific community event

**Activity:**
Organize a meeting with chiefs and key allies to present case studies and testimonies of girls experiencing sexual harassment and abuse on way to school.

To bring together stakeholders and host a community dialogue, it can be useful to provide a structure that ensures inclusive participation and ask for everyone's input. It can be hard in a large group for everyone to contribute their thinking and ideas. The World Café is a process that is very useful for large groups to have meaningful conversations and make decisions about issues that are important to them. It can be used as a consultation, goal-setting, decision-making, planning or evaluation tool. See the activity instructions below to set up a World Café dialogue.

ACTIVITY

## WORLD CAFE

### LEARNING OBJECTIVES

To engage community stakeholders in dialogue and gather their input and set goals; generate a deeper understanding of gender-responsive and inclusive school environment in a collaborative and creative fashion; to generate concrete actions that stakeholders can work on in creating a gender-responsive school.

### MATERIALS

Flip chart paper; markers; café sized tables and chairs; World Café etiquette and the questions for each round written up on big paper.

### PROCESS

**Preparation**

- Before facilitating a World Café, get clear about your desired outcomes and generate the questions that you would like to discuss with the stakeholders.

  Sample questions could include:

  - Why is it important for girls to get an education? How does it benefit our community?
  - What are we doing well as a community in creating a gender-responsive school? What do we need to do more of?
  - What are the main challenges/obstacles for girls to attend, stay and succeed in school? How can we overcome them?
  - What do we need to do to create a more gender responsive community environment? Who needs to be involved?
  - What support do parents need? What support do teachers need? Other stakeholders?
  - How can we more effectively involve parents and community members?

- Choose a place to host the event that can accommodate the number of people who will come, where you can arrange small tables that accommodate 4-6 people each and chairs. This might be at a school, community centre, church or outdoors.
- Invite the stakeholders to attend. Depending on how targeted your outreach is, you can invite them through a personal visit or phone call, a flyer or announcement on the local radio.
- Consider offering food and/or child care so that women can participate in the dialogue.

### WORLD CAFÉ ACTIVITY:

1. Set up small tables that can accommodate 4-6 people at each.
2. Place upon each table a large piece of flipchart paper and several markers.
3. Invite participants to find a seat, ideally with people they don't know very well.
4. Welcome participants and explain your objectives and a basic overview of the topic for conversation.
5. Ask participants to raise their hands if they've ever had a really good conversation. Ask them what made it good and write their answers on a flip chart. Explain that a good conversation in order to exchange ideas and learn from each other is our aspiration for the next hour.
6. **Explain the process:**

   In a world cafe, a process that is used around the world for collective thinking and collaboration, 4-6 people sit at a table or in a small conversation group to explore a question or issue that matters to their community. Other participants seated at nearby tables or in conversation groups will discuss the same questions at the same time. This allows for everyone to be able to participate and we value everyone's thoughts and opinions.

   As they talk, participants are encouraged to capture and connect key ideas by writing or drawing on the paper. The flip charts should be a visual representation of that table's conversation. Doodling and capturing the questions and insights are an important part of this process.

   After an initial round of conversation in these small groups, lasting anywhere from 10-30 minutes, participants are invited to change tables. When participants travel, they carry key ideas and insights from their previous conversation into the newly formed group. In addition, one "table host" stays at each table to welcome new arrivals and provide a summary of the key images, insights, and questions that emerged from the prior dialogue at that table. This process is repeated for two, three or four rounds.

   To conclude, all participants participate in a whole-group conversation to collect and reflect on the key ideas and recommendations that have emerged.

**7 Explain the World Café ground rules:**
A few simple practices enable participants to support each other in speaking and listening authentically–and being more aware of how everyone feels. It's very helpful to post and share these with the group at the beginning of your World Café.

- Focus on what matters.
- Contribute your thinking.
- Speak your mind and heart.
- Listen to understand.
- Link and connect ideas.
- Listen together for insights and deeper questions.
- Write, doodle, and draw on the tablecloths.
- Have fun!

**Engage in each round of conversation:**

- Begin with the first round by asking the first question. You might write it up on big paper so everyone can see.
- Invite everyone to discuss the question, making sure that everyone at the table contributes their ideas.
- Encourage them again to capture the key ideas and questions that emerge in their conversation. Depending on literacy levels, they can individually do it or choose one person to be the scribe. They can also make drawings.
- When the time is nearing an end, give participants a 2-minute warning to complete their thoughts and wrap up their conversations.
- Invite every table to designate a host who stays at the table and have everyone else find a new place to sit with a new group of people.
- Introduce the next question and remind the host to offer a very brief recap of highlights at that table during the previous round.
- Once all the rounds have been complete, ask the hosts to post their flip charts on a wall or just invite participants to move around the tables and do a "gallery walk." After everyone has had a chance to look, invite participants back for a debrief. This can also be done at the end, after the group reflection.

**8 Engage in group reflection:**
Go through each question and ask for highlights and connections the participants may have noticed. You may also ask for general reflections and highlights rather than going through each question. Reflection questions could include:

- What did you discover? Did any patterns emerge?
- Where might we go from here?
- What are the next steps / actions we need to take?
- Who do we need to involve?

*Source: Adapted from World Café by Juanita Brown and David Isaacs*

## 11. 5 KNOW YOUR AUDIENCE: GENDER-SENSITIVE STAKEHOLDER ANALYSIS

Conducting a gender-sensitive stakeholder analysis is an important first step in making sure all relevant stakeholders and institutions are consulted and that women, men, girls and boys, teachers and school leadership alike are represented. Stakeholders should include government, civil society, and local partners involved in areas such as women's rights, education, health, social protection and economic development.

**Essential Steps in Conducting a Participatory and Gender-Sensitive Stakeholder Analysis:**

- Identify the key stakeholders as well as their concerns and interests (positive or negative) and whether there are differences between women and men. For example, do female and male teachers have different opinions on the current teacher deployment policy? Why? (Saihjee, Fyles & Kanyangarara, 2017)
- Ensure diverse representation in other areas that span age (youth through adulthood), socioeconomic class, rural and urban locations, ethnicity and ability. This recognizes that, for example, middle class, urban women might not represent the views and priorities of poor, rural women (Derbyshire, 2002).
- Identify best strategies to recruit diverse stakeholders and ensuring that equal numbers of female and male stakeholders are engaged in the planning process. Women and men are not homogenous groups; thus, a range of women's and men's views and needs should be adequately represented. This may include going door-to-door, enlisting the support of other allies for recruitment, inviting stakeholders to a dialogue event or involving the village chief.

Below is a tool that can support you to identify which stakeholders need to be involved.

ACTIVITY

## IDENTIFY KEY STAKEHOLDERS

**LEARNING OBJECTIVES**

To inclusively identify and analyse the stakeholders who are needed in the planning, implementation and evaluation of a GRP school.

**MATERIALS**

Flip chart paper; markers; tables (if available) and chairs.

**PROCESS**

1. If a large group, divide into smaller working groups of 3–4 people.
2. In the small groups, agree on a GRP related issue that you would like to get input on from the community, teaching community, parents, students or other stakeholders.
3. Identify types of stakeholders involved or affected, using the questions below to help you think of everyone who has an interest in the issue:
    - Who is affected by the issue?
    - Who has an interest in change?
    - Who can influence change?
    - Who will be affected by change?
    - Who will work against change?
4. Invite a representative from each small group to share the stakeholders they identified and write them down on big paper.
5. Develop a list of stakeholders that also includes and combines all of your suggestions. Make sure that you identify a male and female from each category if possible.

Use the blank Stakeholder Analysis Worksheet below to assess their interests, influence, strengths and weaknesses. Add extra pages as needed.

| **STAKEHOLDER GROUP** List 1 Stakeholder/ Row | **INTEREST** How could change affect them? | **INFLUENCE** How could they help or try to block change? | **STRENGTHS** How could they contribute to change? | **WEAKNESSES** What could stop them from helping? |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

*Sources: Adapted from Gender Mainstreaming Toolkit for Teachers And Teacher Educators (Frei & Leowinata, 2014) and The Gender Equality Toolkit: CIDA China Program (CIDA, 2007)*

Another tool for assessing the underlying beliefs, feelings, needs and concerns of different stakeholders is Stakeholder Empathy Mapping, especially for those who might be more resistant to ideas of gender equality, girls' education or the GRP process in general.

ACTIVITY

## STAKEHOLDER EMPATHY MAPPING

### LEARNING OBJECTIVES

To develop an understanding of the stakeholders that need to be influenced; empathize with their motivation or lack of; identify strategies to engage them in the creation of a gender-responsive and inclusive learning environment.

### MATERIALS

Empathy map templates or key questions written up on big paper/ chalkboard; optional: Large roll of paper; markers

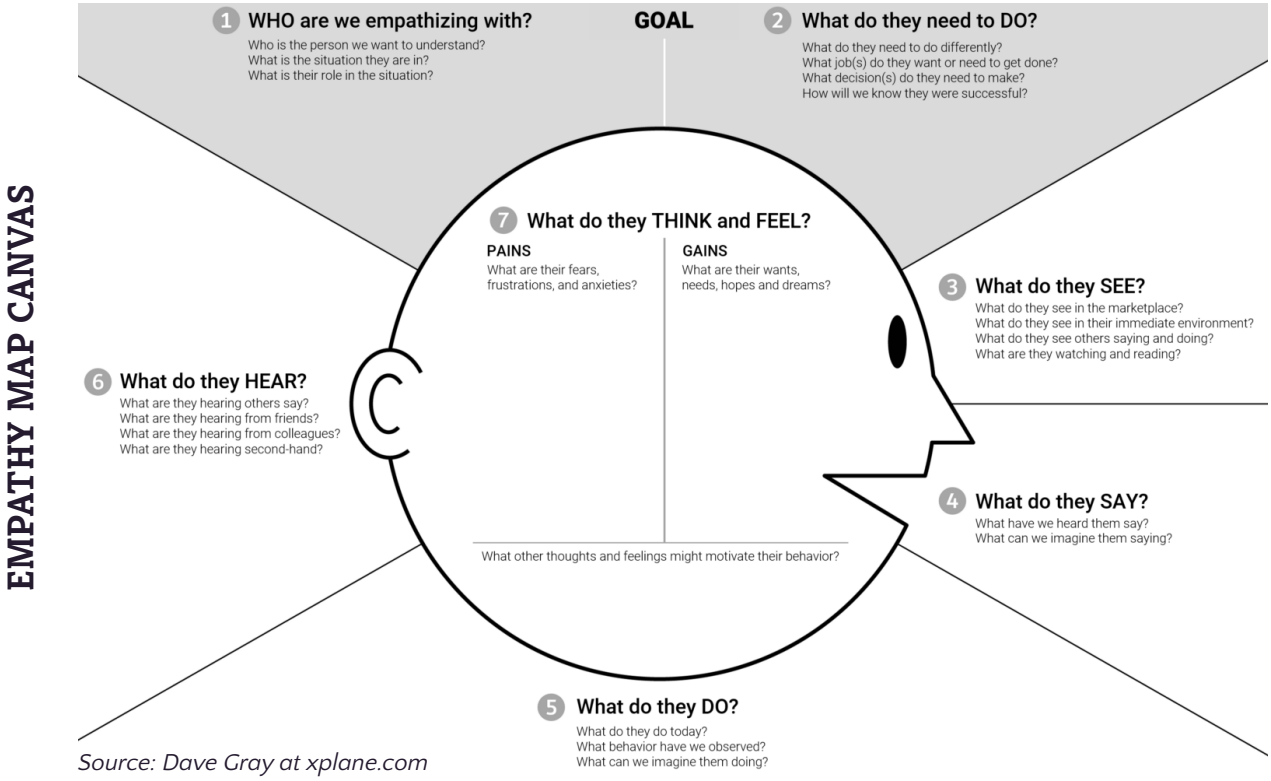
### PROCESS

1. Make a list of the stakeholders that need to be involved or influenced in the implementation of the GRP. (See Activity: Identify Key Stakeholders)
2. If a large group or discussing multiple stakeholders, then divide the participants into small groups and invite them to select a stakeholder who they would like to understand and influence.
3. Distribute an empathy map template for each group to fill out in order to analyse the beliefs, feelings, behaviours, fears and hopes of their assigned stakeholder.
4. Optional: Another way to visually get into the shoes of that person is to draw or trace the outline of a body on a large sheet of paper and fill out the responses inside different regions of the body outline.
5. Have each group present the stakeholder empathy maps for each person and discuss as a group what strategies will be most effective to engage that person.

### GROUP REFLECTION

- What are the main underlying fears or concerns of this person?
- How might we anticipate and address them? What solutions can we offer?
- Where do they acquire their current beliefs? How might we speak to their values? What facts or information do we need to share to dispel any myths or limiting beliefs?
- How will GRP benefit them? How can we align this with their interests?
- What do we want them to think or do?
- Who is the best person to deliver this message? Who will they listen to?
- What is the most strategic time and place to deliver our message? When and where are they most likely to listen?
- What are the next steps or actions we need to take?

*Source: Adapted from Think Visual*




*Source: Dave Gray at xplane.com*

By understanding and empathizing with their motivations and experience, it will support you to identify the most effective strategies to engage them. For example, it will help shape how you deliver your message, what values or concerns you need to address and/ or who is the best person to talk with them. You might fill out a Stakeholder Action Plan like this to support you in clarifying your strategy to engage different stakeholders.

## 11. 11 **COMMUNICATING YOUR MESSAGE**

How you frame your message and the ways you deliver it will determine whether people listen and feel connected to the issue. You want to be clear with your message and what you want to change, why people should care and what they can do about it. It is important to do research about the issue to back it up with evidence, human rights frameworks and clear examples of positive change. You want to inspire people, help them to understand the benefits of gender responsive schools and provide clear pathways for them to get involved.

**TOOL : Developing evidence-based messages**

When there is limited time to present your case, it's important to be prepared. Ideally, you need to be able to summarize and present the advocacy message in three or four sharp sentences. In some cases, such as TV interviews or unexpected encounters with a contact at an event, it is useful to have a one-sentence version of your primary message so that you can transmit the main point of the message in a matter of seconds.

**The primary message should include the following:**
**statement + evidence + example + goal + action desired**

- The statement is the key idea in the message, or the analysis/cause of the problem. It outlines why the change is important.
- The evidence, upon which the analysis is based, supports the statement with (easily understood) facts and figures, using tailored language for clear communication.
- An example will add a human face when communicating that message.
- The goal highlights what we want to achieve. It is the result (or partial result) of the action desired.
- The action desired is what you want to do in support of reaching your defined objective(s) or goal(s). It is the solution (or partial solution) to the problem. This forms the core of an advocacy message and distinguishes it from many other types of communication.

Use audience-appropriate language. Find out what your audiences know, their concerns, their values and priorities, and what kind of language they use. Tell them why they should care and how your advocacy goals will benefit them. If you want to capture people's attention, you must reflect and address their interests, situations and concerns.

*Source: Adapted from "Content and language: The fundamentals of advocacy communication" from Veneklasen, Lisa, and Valerie Miller, A New Weave of Power, People, and Politics: The action guide for advocacy and citizen participation, Just Associates, Washington, DC, 2002.*

Use the table below to frame messages for different audiences. The table aids in mapping concerns and corresponding messages for each type of audience.

**PRIMARY MESSAGE:** STATEMENT + EVIDENCE + EXAMPLE + GOAL + ACTION DESIRED

| AUDIENCE | CONCERNS & INTERESTS | POSSIBLE MESSAGES |
|---|---|---|
| Decision-makers (government, ministers, legislators, chiefs) | | |
| Parents | | |
| Law-enforcement | | |
| Civil society organisations | | |
| Opinion leaders: religious leaders, chiefs & traditional/community leaders | | |
| General public | | |

*Source: Adapted from Veneklasen, L. & Miller, V. (2002). A New Weave of Power, People, and Politics: The Action Guide for Advocacy and Citizen Participation.*

## 11. 12 **CREATIVE TACTICS**

Art is a powerful tool to engage stakeholders in an advocacy campaign. Finding ways to incorporate arts-based methods into your efforts will inspire young people to get involved and have a powerful voice. Using cultural forms that the community can relate with, such as traditional dances, stories or songs, can help them to relate to the message and be more open to new ways of thinking and acting.

**Art inspires by:**

- cultivating people's imagination to dream of a positive future
- helping people to see reality in new and different ways
- expressing beauty and creativity

**Art heals by:**

- opening up people's hearts and emotions
- engaging with trauma in constructive ways
- helping us to make meaning of difficult experiences

**Art builds community by:**

- developing our capacity for connection and empathy
- Bringing people together to celebrate art and culture
- creating a sense of belonging and shared purpose
- transforming and reclaiming public space

**Art educates by:**

- calling attention to critical issues in powerful & creative ways
- communicating messages and knowledge clearly & effectively
- generating dialogue and critical thinking about issues
- expressing clear demands and calls for action

**Art organises by:**

- promoting collaboration and shared decision-making
- strengthening community relationships and trust
- developing leadership skills
- giving voice to marginalized people
- mobilising people to act
- attracting media attention
- making social change more fun

ACTIVITY

# CREATIVE ACTION PLANNING

**LEARNING OBJECTIVES**
To learn how to plan an activity and use different forms of art to achieve the advocacy goals.

**MATERIALS**
Project planning worksheets; pens; flip chart paper and art supplies

**PROCESS**
Think of a creative action, training or project that you can implement in your community for your advocacy issue. While many of you have experience in planning and executing projects, we want to use this time to envision concretely how art can be incorporated as a strategic tool for systemic change in your community or school. We are going to review the different functions that art can serve during the various components of an activity and then you will can use the worksheet to guide you in creating a creative activity plan.

Next, review and make decisions about the different stages and components of designing an activity or project.

- What is the problem, need or situation you hope to address?
- What are the outcomes you are looking for?
- Who is your target group?
- What is your demand? What do you want people to think, feel and do?
- What are your key messages?
- What creative action can help you to achieve your results?
- What resources do you need? (i.e. rehearsal space, costumes, event space, etc.)
- How will you obtain them?
- When is the best time to implement your creative project?
- What are the key roles needed to make it happen? Who will do it? (Get volunteers!)
- What are the responsibilities for each role?
- Identify three concrete steps you will take to move this project forward.

For whatever type of action or project you decide to implement, make sure to do some planning together so everyone can have a role in helping to make it happen.

Here are a few activities that Creative Action Institute has implemented with students and communities across Africa to advocate for girls' rights, including the right to an education. School leaders can coordinate with teachers and students to deliver compelling messages through different cultural and art forms such as songs, colourful signs, kites, theater skits, dances, poetry, etc. The options are endless!

ACTIVITY

## SING LOUD AND PROUD

**LEARNING OBJECTIVES**

To communicate advocacy messages in a compelling way through popular, traditional or original songs.

**MATERIALS**

Instruments, music, paper, pen

**PROCESS**

**1 Write the song.**

- Select a song and your creation method, which best suits you and/or your group. Possible methods are to modify the existing lyrics of a popular song, adapt a traditional song to reflect your message, or create an original tune and lyrics.
- Once you have selected the song you will use, determine the key messages you want to communicate about girls' rights or all children's right to education.
- You can work individually or break into small groups and divide up the different verses/chorus of the song to write lyrics that fit the melody.
- Analyze the song lyrics to ensure it does not perpetuate gender bias or stereotypes.

**2 Create accompanying movement, dance or drum rhythms.**

- Consider creating a movement for each verse, the chorus, or the whole song.
- The movement or action can be a physical translation of what is being sung, or abstract movements that reflect the feeling of the song.
- You can also use popular, recognizable dance moves and make them relate to what you are saying.
- Analyze the any movements to ensure it does not perpetuate gender bias or stereotypes.

**3 Combine and rehearse.**

- Combine the music, lyrics and movements. Determine what each participant is responsible for.
- If working alone, practice singing the song while doing the movements. If working in a pair or group, have participants decide what they would like to do (sing, play music and/or do the movements)

**4 Teach the song and movement to more people. Possible methods:**

- Have one person teach the movements to the audience first and then do them while the song is performed.
- Have the entire group sing and do the movement together section-by-section.
- Break the audience into different groups –song group, movement group, music/instruments/ rhythm group
- If possible, use a projector to project the song lyrics on the wall or hand out printed copies of the lyrics for people to sing along.

**5 Document, perform and engage stakeholders!**

- Document the song by video, audio or through pictures.
- Present the video, audio, and/or photo series as an education tool to mobilise your stakeholders.
- Organise opportunities to perform in the community
- Contact your local radio and TV stations to broadcast the song and video to spread your message to the community at large or to specific target audiences.
- Make sure to include your specific demands and calls to action. Build the movement!

**6 Collect feedback.**

- Ask audience member or participants for feedback on the performance as well as their experience, so you can adjust it for the next time.

*Source: Creative Action Institute*

ACTIVITY

# COLOURFUL SIGNS

**LEARNING OBJECTIVES**

To communicate a message in a compelling way with a colourful and impactful sign.

**MATERIALS**

Depending on the type of sign: posters, big paper, cardboard, fabric, plywood, acrylic paint, spray paint, pencils, markers, paintbrushes, water containers

**PROCESS**

Signs may be used for many different purposes. From providing information, protesting or marketing your organization; signs direct, inform and inspire your audience. Keep your sign simple, easy to read and concise. Signs do not have to be boring with lots of text. People will either not read it or remember the information. If you add colour, dimension, different shapes and images, the sign will have much more impact on the target audience.

**1 Gather the materials needed**

- This will depend on the permanence and resources available. Signs can be made from cardboard, wood, fabric, posterboard, etc. Think about adding dimensionality and colours to the sign.
- The letters can be painted different colours or made with recycled materials, fabrics, collage, beads, etc.
- You can also cut out the sign into different shapes. Rather than be a square or rectangle, it can be cut into the shape of a girl, or school or sun, depending on the message you want to convey.

**2 Determine the content of your message**

- What do you want the sign to say? Keep it simple and concise.
- What do you want people to think, feel or do?
- Can you add it humour or catchy phrases for people to more easily remember?
- Remember that a picture speaks a thousand words – can you communicate your message through images, drawings or photos?

**3 Design and make an outline**

- Choose the colours, images and font for the letters. Think about shading or outlining the letters so that they stand out. How can you make the design most powerful and/or beautiful? What kind of energy do you want to transmit? Make sure your letters are big, bold and legible to be read from a distance!
- Remember that viewers read your sign from top to bottom. The most important information should be toward the top of your sign. If words are randomly placed throughout the sign, it may be hard for the audience to read it.
- Sketch out the sign with pencil and paper first to make sure that it is cantered and that the writing is clear, large and legible.
- Transfer the outline to the sign.
- You can cut out stencils for consistent lettering or write them by hand.

**4 Paint and/or decorate the sign**

- You can use acrylic/spray paint and fill in the outline you just created.
- You can paint details inside of the letters as well, using a small paint brush. This would also be a great time to add any miscellaneous designs or images you want, like vines, swirls, or different shapes. Decorate it with items if you wish with beads, shells, string or recycled materials to make it more dimensional, visually interesting and eye-catching.

**5 Display your sign(s)**

- Choose a public location where the sign will get the most visibility.
- Organise a march or community event and consider making multiple copies for greatest impact.
- Take photos of your sign and share via media or social media outlets to communicate your message more broadly!

*Source: Creative Action Institute*

**CASE STUDY:** ONE BILLION RISING

One Billion Rising is the biggest mass action to end violence against women in human history. The campaign, launched on Valentine's Day 2012, began as a call to action based on the statistics that 1 in 3 women on the planet will be beaten or raped during her lifetime. With the world population at 7 billion, this adds up to more than ONE BILLION WOMEN AND GIRLS. On 14 February 2013, people across the world came together to express their outrage, strike, dance, and RISE in defiance of the injustices women suffer, demanding an end at last to violence against women. Every year, the One Billion Rising campaign focuses on a different theme but remains focus on creating awareness on issues of Violence Against Women and Girls. Over 200 countries participate in One Billion Rising

In Rwanda, girls and mentors at Komera Project implemented large-scale creative actions for One Billion Rising in 2017-18 that focused on stopping gender-based violence. During the campaign, girls at Komera used theater skits to illustrate how violence exists in families and other domestic relationships. They engaged 230 girls and young women to participate in "Break the Chain," the dance that is part of the One Billion Rising toolkit to stop gender-based violence. The girls also used Malala's "Words on Fire" poem (See Activity) to create their own powerful poetry advocating against all forms of violence against girls and women. District leaders, police members, church congregations, neighboring villages and local primary and secondary schools, were among the 5,000 people participating.

See the Resource Page for the One Billion Rising Toolkit to join the global movement to raise awareness on any gender-based advocacy issue in your community including girls' enrolment to school, access to SRHR services, violence against women and girls and so on.



*A young woman leader in Rwanda speaks out as part of the One Billion Rising movement to end violence again women and girls.*
*Photo Credit: Komera Project*

**MULTIPLE CHOICE** Circle all the correct answers that apply for each question. There may be more than one correct answer listed.

**1** GRP implementation is affected by:
- **A** Socio-cultural norms in the community.
- **B** Policies and politics.
- **C** People connected to students such as parents, friends, and religious leaders.

**2** Key stakeholders in GRP implementation can include:
- **A** Students
- **B** Parents and caregivers
- **C** Teachers
- **D** Community Leaders
- **E** Religious Leaders
- **F** Ministry of Education

**3** Stakeholder engagement is important to GRP implementation because it:
- **A** Gives schools an opportunity to tell the community why they would be foolish not to support GRP.
- **B** Builds allies.
- **C** Raises awareness.
- **D** Helps schools better understand a range of perspectives.
- **E** Promotes buy-in and ownership.
- **F** Creates opportunities for human and financial resources.

**4** While it is critical that girls and women be leaders in efforts to achieve gender equality and integrating GRP, boys and men must also be actively involved. One way to do this is to share the ways that boys are effected by gender stereotypes, which include:
- **A** Hiding or repressing their feelings for fear of being labelled sensitive can result in lack of emotional intelligence.
- **B** Pressure to be aggressive and lead boys to be violent.
- **C** Giving boys leeway to act however they want towards other people, they are unprepared as adults to be responsible or respectful.
- **D** When certain subjects are deemed "girl" subjects, boys may underachieve that those subjects.

**5** Advocacy is:
- **A** A process that discourages stakeholder engagement
- **B** Seeks change on a systems level
- **C** Is a process of influencing decision makers, stakeholders and relevant audiences toward a desired goal

**6** Effective advocacy is made up of
- **A** Identifying the cause and organising advocates
- **B** Conducting stakeholder analysis
- **C** Identifying strategies and tactics

**7** When planning to advocate for a particular issue you begin by
- **A** Making your action plan
- **B** Developing your creative tactics
- **C** Defining your goal

**8** To understand your audience when preparing to advocate, it is important to:
- **A** Understand why they should care and who would benefit
- **B** Identify key stakeholders
- **C** Not consider the ideas of those who might oppose you

**9** Gender-sensitive stakeholder analysis:
- **A** Is an important last step to community engagement.
- **B** Considers the perspectives of girls and boys, women and men.
- **C** Helps to think through who the stakeholders are and how GRP might affect them.
- **D** Helps to think through how stakeholders might respond to GRP.
- **E** Helps to consider how stakeholders think and feel.

**SHORT ANSWER** Please answer the following questions.

**10** In your own words, describe the nine basic steps of advocacy.

**11** Consider who are stakeholders in your school and community. Use the template in the Identify Key Stakeholders activity to analyse the various stakeholder groups.

**12** Select a stakeholder (identified in question 13), with whom you relate the least, and complete the Stakeholder Empathy Mapping activity.

**13** As an advocate for GRP in your school, create a primary message (statement + evidence + example + goal + action desired).

**UNIT 12** DESIGN, MONITORING & EVALUATION

- **12. 1** Overview
- **12. 2** Gender Responsive Design, Monitoring and Evaluation
- **12. 3** Goals, Indicators and Targets
- **12. 4** The Evaluation Cycle
- **12. 5** Roles and Assessment Tools
  - **12. 5. 1** School Management
    *Activity: Utilizing Gender Responsive Pedagogy*
  - **12. 5. 2** Teachers
  - **12. 5. 3** Students
    *Activity: Most Significant Change*
  - **12. 5. 4** Parents and School Community
- **12. 6** Self-Assessment Questions

# UNIT 12 DESIGN, MONITORING & EVALUATION



*Small group discussions, can help clarify what has been achieved and what still needs to be done.*
*Photo Credit: Creative Action Institute*

## 12. 1 **OVERVIEW**

*"You may get to the very top of the ladder, and then find it has not been leaning against the right wall."*

Allen Raine, male pseudonym for
19th century female author Anne Adaliza Beynon Puddicombe

A sound design, monitoring and evaluation (DM&E) framework serves as a guide for keeping track of and assessing progress towards a goal, in this case, the creation of a gender responsive classroom. Through a well thought out DM&E framework, you determine the logical steps and clear benchmarks required to ensure you are on the right path and achieve your goal. It will also guide you in determining whether you have actually ended up where you intended. Without a strong DM&E system in place, you risk reaching the top of ladder, only to find that it is not where you expected to end up. After evaluation, steps should be taken to reflect on the information generated by the evaluation and identify next steps to continue making a school or classroom even more gender responsive.

There are many resources for learning more about design, monitoring and evaluation. The goal of this unit is not to teach DM&E in depth but to provide basic definitions and examples so that all stakeholders are on the same page. For additional DM&E information, please see the Resource Page. Additionally, it will highlight the important role that school management, teachers, students and parents all have in assessing the effectiveness of GRP adoption and understanding what needs to be done for GRP to have greater impact. Finally, it will offer several tools that can be utilized to monitor and evaluate progress towards creating gender responsive schools.

**OBJECTIVES**

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

1. Articulate why design, monitoring and evaluation are important to a school's gender responsiveness
2. Describe what differentiates design, monitoring and evaluation from each other and what can make these processes gender responsive
3. Articulate the difference between indicators, targets, and goals and what can make them gender responsive
4. Describe the different roles school management, teachers, students, parents and other community stakeholders play in monitoring and evaluation
5. Have concrete tools to monitor and evaluate gender responsiveness in the classroom

## 12. 2 **GENDER RESPONSIVE DESIGN, MONITORING & EVALUATION**

The transformation of a school into a gender responsive learning environment is a significant undertaking that involves many dynamics, discussed in the previous units. Design, monitoring and evaluation serve to create a logical map of steps to achieve a goal and systematically track and assess progress towards results, in this case, making classroom pedagogy gender responsive. Without designing the steps you plan to take to achieve a goal, it is challenging to arrive at the goal. Without monitoring and evaluation, one cannot determine if progress towards the goal is being made or make adjustments along the way. The processes of designing, monitoring and evaluation need be made gender responsive intentionally.

**Design** is the process of identifying a goal and the logical steps to achieve the goal. Completing the process of design results in a clear plan of action, which should include monitoring and evaluation. Design becomes gender responsive when it considers the impact of activities on boys/men and girls/ women and includes strategies to ensure that the positive benefits help to support the specific needs of these groups. The design phase should also ideally include the collection of **baseline data** to understand how gender responsive a school is or isn't at the outset. Some questions to collect baseline data are included as Appendix F.

**Monitoring** is typically an on-going process that generates information of day-to-day decisions about a program or intervention while it is being implemented and helps reveal whether progress is being made towards the goal. Monitoring becomes gender responsive when it considers gender in the information being collected (Frei & Leowinata, 2014).

**WHY MONITORING IS IMPORTANT:**
A SIMPLE EXAMPLE

Imagine your school had a goal for all 20 of its teachers, 10 female and 10 male, to attend GRP training. At the beginning of the school year it announces this goal. After the first semester, the school director collects information on how many teachers of each gender participated in GRP training. Depending on the results, the school director will decide what steps to take.

**A** If all 20 teachers have already participated in GRP training, the school director knows he or she does not

**B** If 10 teachers, five male and five female, have attended, the school director knows a reminder should go out to the remaining teachers.

**C** If 10 teachers have attended but all of them are female and none of the male teachers have attended, the school director might decide to investigate further as to why only the female teachers have participated in GRP training.

If monitoring had not been conducted at all, the school director might not realize until the end of the year, when it is too late, that no teachers had attended GRP training. And if the school director had not considered gender when collecting this monitoring information, he or she would not realize that there might be some barrier or underlying reason that all the male teachers were not attending the GRP training.

**Evaluation,** on the other hand, focuses on the bigger picture and generates information about the effectiveness, outcomes or impact, and success or failure of an activity or initiative. Evaluation is gender responsive when it is designed to reveal whether there is a positive, negative, or neutral impact on boys/ men and girls/women (Frei & Leowinata, 2014) and if that impact is equal or unequal. Evaluation and monitoring go hand and hand. Monitoring occurs throughout an initiative, while evaluation typically occurs at the beginning (a baseline evaluation) or the end of an initiative or specific time period.

**Participatory monitoring and evaluation** involves stakeholders, particularly the participants in a programme or those affected by an initiative, in specific aspects of the monitoring and evaluation process (Guijt, 2014). This may mean that stakeholders are involved in providing opinions about the impact of an initiative, but it may also mean that they are involved in deciding the scope, procedures, type of indicators and information collected, how the results are reported and shared (Guijt, 2014; Frei & Leowinata, 2014). If done well, participatory monitoring and evaluation is inclusive and increases ownership and buy-in from participating stakeholders. Because GRP requires the participation of school managers, teachers, students, parents, and wide range of community stakeholders, participatory monitoring and evaluation tools are recommended to reinforce community engagement and learning. The sections below will offer several participatory monitoring and evaluation methods. For additional resources on participatory methods, please see the Resource Page of this toolkit.

**Data Collection Methods** refers to how information is gathered. There are quantitative and qualitative methods. Quantitative methods gather data that can be analysed numerically. It can show, for example, the number of male students enrolled in a school, the average grade in math of female students, or what percentage of teachers have received GRP training. Qualitative methods gather data in a more open ended way such as asking teachers how incorporating GRP training has changed classroom interactions or asking students how their classroom experience has changed. Typically, you will want to use both methods to gather both types of information and get a fuller picture. Please see the Resource Page for more on data collection methods.

**Learning,** in this context, refers to reflecting on the information generated from the evaluation and identifying action steps to make schools and classrooms more gender responsive. From this point, the design can be adapted and the process of monitoring and evaluation occurs again.

## 12. 3 GOALS, INDICATORS & TARGETS

**Goals,** or what you're trying to achieve as a school or teacher to make your classroom or school more gender responsive are set during the process of design. To monitor and evaluate progress toward this goal, indicators and targets are needed to determine progress and/or success.

**Indicators** are specific, observable, and measurable factors or variables that reliably reflect changes or progress an activity or initiative is having. They convey whether or not what has been done was done in a timely, equitable, and efficient manner. When indicators are gender responsive they also convey the different impact on boys/men and girls/women (Frei and Leowinata, 2014).

**Gender-sensitive indicators have several characteristics:**

**1** They disaggregate data/information by gender so that differences between men and women can be easily seen.

**2** They collect qualitative information to assess and link gender issues, attitudes and perceptions to social and cultural values.

**3** They demonstrate changes in relations between women and men over a period of time.

**4** They assess empowerment by looking at changes in men and women's knowledge, attitudes, behaviours, and professional conduct that reflect gender equality.

*Source: UNESCO. (2015). A Guide for Gender Equality in Teacher Education Policy and Practices. Paris: UNESCO Publishing, p. 96*

Indicators are particularly important when the desired change is abstract, because the indicators approximate the change (Church & Rogers, 2006). For example, if the change sought is that teachers have equal respect for female students and male students, an indicator to approximate respect might be the ratio that teachers call on male and female students.

**Target or benchmark** is the anticipated value of an indicator at a specified time. Using the same example above, targets might be:

- By the end of the first trimester, at least 50% of the teachers are calling on male and female students with a 1:1 ratio.
- By the end of the second trimester, at least 75% of the teachers are calling on male and female students with a 1:1 ratio.
- By the end of the third trimester, 100% of teachers are calling on male and female students with a 1:1 ratio.

**Means of verification** is the source of information that will be used to assess achievement or progress towards the indicator. This might be attendance records, surveys, interviews, focus groups, etc. Where ever possible, utilize existing sources of data or existing processes for collecting information to not overburden teachers and administrators with data collection.

These components are commonly put together into a **logical framework** (also known as a **log-frame**) or a results framework. Below is a sample gender-sensitive log-frame, that does not include targets or benchmarks.

| LOG-FRAME LEVEL | GENDER-SENSITIVE INDICATORS | MEANS OF VERIFICATION |
|---|---|---|
| **Goal:**<br>· Male and female members of staff will be equally represented and their participation in all important boards and committees in the institution is valued | · Boards and committees will have at least 50 per cent eligible female staff<br>· Male and female staff members express favourable attitudes to the inclusion and participation of female staff on boards and committees<br>· More men and women rate the institution's policies and practices as gender-responsive | · Gender-disaggregated data; board minutes<br>· Questionnaire survey; board minutes<br>· Policy documents; annual reports |
| **Objective:**<br>· Staff will be oriented towards gender equality and will support equal representation of men and women in important committees | · Number of female staff in admissions committee raised to 50 per cent<br>· All staff in academic and administrative positions trained in gender | · Admissions committee structure; minutes and reports<br>· Training programme and attendance register |
| **Inputs:**<br>· Gender Mainstreaming Steering Committee<br>· Budget for mainstreaming activities | · A Gender Mainstreaming Steering Committee established with equal staff representation of men and women<br>· A budget for mainstreaming activities and gender training | · Management board minutes<br>· Budget |
| **Outputs:**<br>· All staff able to recognize problem of gender inequality<br>· Number of women on boards and committees<br>· Increase in the number of men and women with a good perception of gender | · Number of women on boards and committees improved 50 per cent in the first 2 years<br>· Increase in number of men and women with a good perception of gender by at least 40 per cent | · Boards and committees rosters, minutes and reports<br>· Focus group discussions; surveys |
| **Outcomes & Impacts**:<br>· Male and female staff have positive perceptions of the balanced inclusion of eligible staff on boards and committees of the institution | · Boards and committees will have at least 50 per cent eligible female staff<br>· Male and female members express favourable attitudes to the inclusion and participation of female staff on boards and committees | · Gender-disaggregated data; board minutes<br>· Questionnaire survey; board minutes |

*Source: UNESCO. (2015). Practical Tips for Teaching Large Classes: A Teacher's Guide. France: UNESCO Publishing*

## 12. 4 **THE EVALUATION CYCLE**

DM&E related to making your school and classrooms more gender responsive should be tied into the normal school assessment and strategy planning. As a school, you may already have a process for evaluation and data collection. You may already have a plan to make your school or classroom more gender responsive.

This is a great start, which can be built on to:

1. ensure that existing monitoring and evaluation questions and data collection is gender responsive; and
2. assess plans for making your school or classroom more gender responsive and monitor and evaluate progress against that plan.

The steps for DM&E, which should be driven by school management but include input and participation from teachers, students and other stakeholders, has a cycle and might look like the graphic to the right.




*Source: Adapted by Creative Action Institute from United Nations Development Group. (2011). Results-based Management Handbook: Harmonizing RBM concepts and approaches for improved development results at country level.*

The process of DM&E is an ongoing process that contributes to improved results. The cycle frequency of DM&E will vary depending on the particular on-the-ground needs, an annual cycle is practical in a school setting.

1. Set the vision: This means identifying the goal or objectives you want to achieve.
2. Plan for implementation: This includes determining how you want to achieve the vision, e.g., outlining what strategies will be used, who will implement it, how will it be financially resourced, etc., through your results or logical framework.
3. Plan for monitoring and evaluation: Planning for monitoring and evaluation should occur early, in conjunction with planning/design.
4. Implement and monitor: During the implementation of the initiative, monitoring progress towards results as well as the process should be undertaken so necessary adjustments can be made along the way.
5. Manage and evaluate: At the end of the cycle, such as the end of a school year, evaluate the initiative.
6. Share results and make adjustments: Evaluation must be accompanied by sharing the results with stakeholders so that adjustments can be made for the following cycle. Reporting out to stakeholders can be done through a document, community forum, online community, etc., but should account for how various stakeholder groups will best take in information.
7. Repeat the cycle with knowledge gained from the evaluation.

## 12. 5 ROLES & ASSESSMENT TOOLS

### 12. 5 .1 SCHOOL MANAGEMENT

As leaders, school management plays a pivotal role in ensuring the effective implementation of GRP in their schools by creating an inclusive culture that supports GRP. They are responsible for ensuring and assessing the following:

- School leadership, itself, has the training and resources it needs to support teachers in their implementation of GRP.
- School leadership is promoting and modelling gender responsive best practices.
- Policies for hiring teachers, determining promotion, and selecting school leadership are gender responsive.
- A Teacher Code of Conduct that includes prohibition of gender-based violence, including sexual harassment, and discrimination is developed with teachers and is enforced.
- A Student Code of Conduct that includes prohibition of gender-based violence and discrimination is developed with students and enforced.
- There is a clear policy for addressing gender-based violence, including sexual harassment, and discrimination.
- Teachers have the training, resources and support they need to utilize GRP and share best practices.
- Teachers are incorporating GRP into:
  - lesson plans,
  - classroom delivery,
  - classroom set up,
  - student–teacher and student–student interaction,
  - teaching and learning materials, and
  - language use.
- When new teaching materials are purchased that they are gender responsive.
- Changes are being made to make the facilities more gender responsive, e.g., separate washrooms and supplies that promote menstrual health management.
- School budgets are gender responsive.
- Budgets include gender responsive monitoring and evaluation.
- Determine if an external evaluator is needed. (External evaluators are typically used to achieve an unbiased assessment; to evaluate across many schools; to assess an initiative at the outset or after a particular time period, e.g., five year anniversary, etc. However, external evaluators can be costly and they are not typically needed for regular annual evaluations.)

This list is shared as a checklist with space for school leadership to select their own indicators, targets, observed progress and means of verification. (also available in Appendix H)

| Objective | Indicators | Targets | Observed Progress/Date | Means of Verification |
|---|---|---|---|---|
| School leadership, itself, has the training and resources it needs to support teachers in their implementation of GRP. | EXAMPLE: Members of school management are trained in GRP. | EXAMPLE: By mid-year, at least 50% of male and female school management is trained; by year end, 100% of school management is trained. | EXAMPLE: At mid-year, 100% of female management trained, but only 10% of male management. | EXAMPLE: Copies of training certificates |
| School leadership is promoting and modelling gender responsive best practices. | | | | |
| Policies for hiring teachers, determining promotion, and selecting school leadership are gender responsive. | | | | |
| A teacher Code of Conduct that includes prohibition of gender-based violence, including sexual harassment, and discrimination is developed with teachers and is enforced. | | | | |
| A student Code of Conduct that includes prohibition of gender-based violence and discrimination is developed with students and enforced. | | | | |
| There is a clear policy for addressing gender-based violence, including sexual harassment, and discrimination. | | | | |
| Teachers have the training, resources and support they need to utilize GRP and share best practices. | | | | |
| Teachers are incorporating GRP in the classroom.* | | | | |
| School facilities are being made more gender responsive, including facilities that support menstrual health management. | | | | |
| When new teaching materials are purchased that they are gender responsive. | | | | |
| School budgets are gender responsive. | | | | |

A key role of school management is to observe and supervise teachers' implementation of GRP. This observation and supervision of teachers will improve the quality of education for all student by both assisting teachers in improving their instruction and ensuring that teachers are utilizing gender responsive practices (Uworwabayeho, A., et al, 2018).

School management can use the following assessment card while observing teachers in the classroom. It can also be used as a peer review tool. Encourage teachers to use this as a self-assessment tool as well.

ACTIVITY

# UTILIZING GENDER RESPONSIVE PEDAGOGY

**LEARNING OBJECTIVES**
To practice and get feedback on utilization of GRP.

**MATERIALS**
GRP Assessment Card

**PROCESS**

**1** Let the teacher know you will be observing his or her class to provide feedback and guidance of incorporating GRP. Share the assessment card with the teacher so he or she knows what you will be looking for.

**2** Have the observer fill out the following assessment card (Appendix I):

**ADAPTATIONS**

For peer reviews, teachers can find one or two colleagues who can observe the class. For pre-service teachers, split into groups of 5-7 and take turns playing the role of the teacher and the role of the student. If playing the role of the teacher, run a short lesson plan and incorporate GRP practices. If playing the role of the student, identify specific attributes of the student you are role playing: age, gender, race, religion, outgoing/shy, etc.

**GRP ASSESSMENT CARD**

Put a check next to all the techniques the teacher demonstrated.
Use the space to take notes to share with the teacher during the reflection questions.

| GRP CATEGORY | OBSERVATION NOTES |
|---|---|
| **LESSON PLAN**<br>· The teacher was prepared<br>· The lesson was designed to include all students and learning styles. | |
| **CLASSROOM DELIVERY**<br>· The teacher called on boys and girls equally.<br>· The teacher ensured that all students had a chance to participate, including encouraging shy students to speak.<br>· The teacher used techniques to ensure all students understood the lesson. | |
| **CLASSROOM SET-UP**<br>The classroom was arranged so all students could participate or adaptations were during the lesson, e.g., small group work, pairs, etc. | |
| **STUDENT-TEACHER INTERACTION**<br>· The teacher was respectful of all students (language, body language, etc.)<br>· The teacher was aware of students' specific needs. | |
| **STUDENT-STUDENT INTERACTION**<br>If students were not respectful to each other, the teacher managed it well. | |
| **GENDER-RESPONSIVE TEACHING AND LEARNING MATERIALS**<br>· Materials used were gender responsive or if they weren't, the teacher took the opportunity to make it more gender responsive. | |
| **GENDER RESPONSIVE LANGUAGE**<br>· The teacher was aware of gender-biased language and avoided it.<br>· The teacher used respectful language with all students.<br>· The teacher did not allow students to use abusive or disrespectful language. | |
| **ANYTHING ELSE ?** | |

**3** After the class or role play, discuss the following questions:

**Reflection Questions for the Observer:**

- Where did the teacher do a good job incorporating GRP?
- What seemed more challenging for the teacher to incorporate?
- How did the students respond to the teaching methods?
- Was there anything that would have made the experience better for students?

**Self-Reflection Questions for the Teacher:**

- What was easy to apply? What was difficult? Why do you think that is?
- How did students respond to your teaching methods?
- Was there anything you wish you had done differently?

*Source: Creative Action Institute*

### 12. 5. 2 **TEACHERS**

Individual teachers, of course, have an instrumental role in the process of implementing and adopting GRP, beginning with what is going on in their own classrooms. Evaluation is often equated with finding fault, but the point of evaluation in this case is about learning and improving learning environments so that schools are more conducive to learning for all students. Evaluation is essential to identifying the current state of gender responsiveness and ensuring that teachers have a voice in the process. Among other things, teachers 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.

While school management may monitor and evaluate the school as a whole for how teachers are incorporating GRP, as a teacher you should be proactive in ensuring that you are incorporating GRP into your:

- lesson plans (Unit 6),
- classroom delivery (Unit 6),
- classroom set up (Unit 8),
- student–teacher interaction (Unit 8),
- management of student-student interaction (Unit 8),
- teaching and learning materials (Unit 7), and
- language use (Unit 5).

Self-assessment tools such as the GRP Assessment activity above, the Learner-centred Assessment Card (Unit 4), or the Gender-bias Assessment Card (Unit 5) can be utilized or you and your fellow teachers can develop your own.

### 12. 5. 3 **STUDENTS**

Learner-centred and gender responsive classrooms value students being empowered and engaged learners who can take ownership of their own learning. As such, students can play an important role in monitoring and evaluation. Below are some ways that students can participate.

**Analyse challenges or identify common symptoms of non-gender responsive classrooms and finding solutions:**
As a group that will benefit from GRP, students have great insight into what makes a classroom non-gender responsive and can help identify solutions by using activities like Problem Tree/ Solution Tree (Unit 4), Art Codes (Unit 4), and Appreciative Inquiry (Unit 4). Throughout the year, teachers can refer back to the list of the problems and solutions identified and facilitate conversation about if and in what ways progress has been made.

**Set classroom norms that support GRP:**
When students participate in and take leadership in developing classroom norms, they reflect the values of the students and the key problems they see. This results in students' increased ownership of classroom norms. Students can do this by using activities like Creating Group Norms (Unit 8) and Best of the Best/Worst of the Worst (Unit 8).

**Monitoring and evaluating their own student-to-student behaviour:**
Just as teachers can participate in self-assessment of steps to make the classroom more gender responsive, so can students.

**Provide teachers with constructive feedback on their incorporation of GRP:**
Students have valuable insight as to whether or not teachers are being gender-responsive. However, students should only be asked for constructive feedback if they can do so in a safe way, e.g., focusing on positive changes by using Most Significant Change technique (described below) or anonymizing feedback to protect students from intentional or unintentional retaliation from a teacher who is unhappy with the feedback received.

With all of these, in order to make them monitoring and evaluation tools, teachers should facilitate ways to revisit this information throughout the year to determine:

- If progress has been made;
- In what ways progress has been made, i.e., what does it look, feel, or sound like?;
- What should be done to continue making progress; &
- If there are new problems that need to be addressed and if so, how.

This could be done in a variety of ways, including through small and full classroom discussions, surveys, using Appreciative Inquiry (Unit 4), or Most Significant Change technique, which is a story-based monitoring and evaluation tool developed by Rick Davies and Jess Dart. The Most Significant Change technique has been adapted below for use in the classroom.

ACTIVITY

## MOST SIGNIFICANT CHANGE (MSC)

**LEARNING OBJECTIVES**
Identify important changes in the school or classroom by collecting stories from students. School leadership could also collect stories from teachers.

**MATERIALS**
paper, pencils, crayons/markers (optional)

**PROCESS**

1. Determine a simple question that includes a time period and frame it in a gender responsive goal you were trying to achieve. For example: At the beginning of the year, we agreed that it is important that all students, boys and girls, are respectful of each other. Since the beginning of the year, what was the most significant change you noticed in terms of girls and boys being respectful of each other? Make sure you both say the question and write the question.
2. Ask students to reflect for 5 minutes on the question. Students can either share their story orally, write their story down, create a drawing, poem, or song that reflects their story, or some combination. Some guidelines to help students share their story are:
   - Give details like where, when and who, but ask students to not use names of people involved in the story, but instead describe the person, e.g., a popular girl in Form 1, a shy boy in Form 2.
   - Share what normally happens.
   - Share what changed.
   - Share why the change was significant to them
3. Ask students to get into small groups of 3–6 students to share their stories. Allow enough time for all students to share their stories in their small groups.
4. Ask students to discuss which story reflects the biggest or most significant change and agree on one story they want to share with the class.
5. In the full class, discuss which story reflects the biggest or most significant change and agree on one story to either write up and put on the wall and/or share with school management.

*Source: Adapted by Creative Action Institute from Dart, J. and Davies, R. (2003). "A Dialogical, Story-Based Evaluation Tool: The Most Significant Change Technique." American Journal of Evaluation, 24(2), 137–155.*

### 12. 5. 4 PARENTS AND SCHOOL COMMUNITY

As explored in depth in Unit 11, there are many community stakeholders involved in the implementation of GRP. Stakeholder engagement should occur early in the process of implementing GRP and long before monitoring and evaluation of the process. Schools can utilize the teacher-parent meetings, community forums, etc., to both share results of monitoring and evaluation with the community and to elicit feedback from stakeholders. This could be done utilizing Most Significant Change technique or World Café (Unit 11).

## 12. 6 **SELF-ASSESSMENT QUESTIONS**

**MULTIPLE CHOICE** Circle all the correct answers that apply for each question. There may be more than one correct answer listed.

**1** Monitoring is:
- **A** Another word for evaluation.
- **B** art of a systematic tracking and assessment of progress towards results.
- **C** Inherently gender-responsive.
- **D** A process that generates information that informs day-to-day decisions about a program.
- **E** A process that generates information about the effectiveness, outcomes or impact, and success or failure of an initiative.

**2** Evaluation is:
- **A** Part of a systematic tracking and assessment of progress towards results.
- **B** Inherently gender-responsive.
- **C** A process that generates information that informs day-to-day decisions about a program.
- **D** A process that generates information about the effectiveness, outcomes or impact, and success or failure of an initiative.

**3** Participatory monitoring and evaluation:
- **A** Can include collecting information from stakeholders.
- **B** Can include involving stakeholder in the identification of indicators, information collection, and sharing results.

**4** Indicators:
- **A** Are specific, observable, and measurable factors or variable.
- **B** Reliably reflect changes or progress of an activity of initiative.
- **C** Are always gender responsive.
- **D** Are particularly important when the desired change is abstract.

**5** Target:
- **A** Is the same as a benchmark.
- **B** Is the anticipated value of an indicator at a specified time.

**6** Monitoring and evaluation of GRP should include:
- **A** School management
- **B** Teachers
- **C** Students
- **D** Parents
- **E** Community Stakeholders

**SHORT ANSWER** Please answer the following questions.

**7** In your own words, give an example of why monitoring is important for gender responsive schools.

**8** In your own words, give an example of why evaluation is important for gender responsive schools.

**9** Explain how design, monitoring and evaluation can be made to be gender sensitive.

**10** What role do the following stakeholders play in DM&E at your school? How might they take a more active role?
- **A** School management
- **B** Teachers
- **C** Students
- **D** Parents

**UNIT 12** RESOURCES & APPENDICES

**BIBLIOGRAPHY**

**RESOURCE PAGE**

**APPENDIX A:** Ally or Bystander Situation Sheet

**APPENDIX B:** Power and Control Wheel

**APPENDIX C:** Malala's Story

**APPENDIX D:** Malala's Poem

**APPENDIX E:** Blank Poetry Template

**APPENDIX F:** GRP Baseline Checklist

**APPENDIX G:** School Management M&E Template

**APPENDIX H:** GRP Assessment Card

**APPENDIX I:** Self-Assessment Answer Key

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# RESOURCE PAGE

## EDUCATION AND GRP RESOURCES:

- Arts-Based Curriculum Activities
  http://creativeactioninstitute.org/news-and-resources/curriculum-access/

- Curricula and other Education Materials for Youth Sexual and Reproductive Health
  https://www.fhi360.org/sites/default/files/media/documents/Curricula%20and%20Other%20Educational%20Materials%20 on%20 Youth.pdf

- Environmental Education Activities for Primary Schools
  http://unesdoc.unesco.org/images/0009/000963/096345eo.pdf Gender Equality in Education http://www.ungei.org/resources/ index_3231.html

- Girl-Centered Program Design
  http://www.ungei.org/files/2010PGY_AdolGirlToolkitComplete.pdf

- Human Library Project
  http://humanlibrary.org/

- Quality Learning for Life Skills
  http://www.oosci-mena.org/uploads/1/wysiwyg/MEdNet_Meeting_Report_-_Final.pdf

- Promoting Gender Equality in Education
  http://www.unescobkk.org/education/gender/resources/genia-toolkit/

- A Resource Pack for Gender-Responsive STEM Education
  http://unesdoc.unesco.org/images/0025/002505/250567e.pdf

- Sample Lesson Plans for Africa
  https://www.thirteen.org/wnet/africa/tools/lesson_plans.html

- Theater of the Oppressed Manual for Educators
  https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1010&context=cie_capstones

- Youth and Child Advocate and Educator Manual of Activities and Exercises for Children and Youth
  http://www.ncdsv.org/images/VTnetwork_YouthAdvocateAndEducatorActivityManual_1-2011.pdf

- Sexual and Reproductive Health and Rights Resources:International technical guidance on sexuality education
  http://unesdoc.unesco.org/images/0026/002607/260770e.pdf

- Leave No Girls Behind in Africa: Discrimination in Education against Pregnant Girls and Adolescent Mothers
  https://www.hrw.org/report/2018/06/14/leave-no-girl-behind-africa/discrimination-education-against-pregnant-girls-and

- Guidelines for the Re-Entry Policy
  https://hivhealthclearinghouse.unesco.org/sites/default/files/resources/re-entry_policy.pdf

- Lesson Plans for Gender and Sexual Diversity in Thailand
  http://unesdoc.unesco.org/images/0022/002277/227707E.pdf

## SCHOOL MANAGEMENT RESOURCES:

- Education in Emergencies and Protracted Crises in sub-Saharan Africa
  http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Dakar/pdf/EdBriefing_Vol2_EN_web_FINAL27Sep.pdf

- Connect with Respect: Preventing gender-based violence in schools
  http://unesdoc.unesco.org/images/0024/002432/243252E.pdf

- Gender Manual: A Practical Guideline for Development Policy Makers and Practitioners
  http://webarchive.nationalarchives.gov. uk/+/http:/www.dfid.gov.uk/Documents/publications/gendermanual.pdf

- A Guide to Inclusive Schools and Classrooms for Students with Disabilities https://www.rti.org/sites/default/files/resources/school_and_classroom_disabilities_inclusion_guide.pdf

- Promoting a culture of peace and non-violence in Africa through education for peace and conflict prevention http://unesdoc.unesco.org/images/0023/002346/234682e.pdf

- Provide Education to All Forcibly Displaced People http://unesdoc.unesco.org/images/0024/002448/244847E.pdf

- Teacher Codes of Conduct http://unesdoc.unesco.org/images/0018/001850/185010e.pdf

- Teaching Disaster Preparedness in Schools https://openknowledge.worldbank.org/bitstream/handle/10986/17669/839970WP0IFC0B0UBLIC00DisERHandbook.pdf?sequence=1&isAllowed=y

- 11 Ways to Help Young People in Conflict Zones https://www.weforum.org/agenda/2015/06/11-ways-to-help-young-people-in-conflict-zones/

**ENGAGING BOYS AND MEN RESOURCES:**

- Engaging Boys and Men as Allies in Gender Equality Campaign http://www.heforshe.org/en

- Engaging Boys and Men in Gender Transformation: The Group Education Manual http://www.acquireproject.org/archive/files/7.0_engage_men_as_partners/7.2_resources/7.2.3_tools/Group_Education_ Manual_final.pdf

- Guide to Engaging Men and Boys in Preventing Violence Against Women & Girls http://tcfv.org/pdf/mensguide/EngagingMenandBoys.pdf

- Transforming Masculinities Towards Gender Justice: Regional Learning Community for East and Southeast Asia http://partners4prevention.org/sites/default/files/resources/rlc_curriculum_final.pdf

**ADVOCACY RESOURCES:**

- Girls' Club Toolkit http://www.discoverylearningalliance.org/wp-content/uploads/DLA-Girls-Club-Start-Up-Toolkit-1.pdf

- I Am Malala: A Toolkit for After-School Clubs https://malala.gwu.edu/sites/g/files/zaxdzs1061/f/downloads/OVPR_1617_2_IamMalalaToolKit_COMPLETE_FINAL%20%281%29.pdf

- One Billion Rising Toolkit https://www.onebillionrising.org/resources/toolkit/

- Tools for Country-Based Advocacy https://advocacyaccelerator.org/

- TUSEME Girls Empowerment Theater-for-Development Clubs http://www.fawe.org/Files/fawe_best_practices_-_tuseme_empowerment_tanzania.pdf

**EVALUATION RESOURCES:**

- Results-based Evaluation https://undg.org/wp-content/uploads/2016/10/UNDG-RBM-Handbook-2012.pdf

- Participatory Evaluation https://www.unicef-irc.org/publications/pdf/brief_5_participatoryapproaches_eng.pdf https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/participatory-evaluation/main

- Data Collection and Analysis Methods in Impact Evaluation https://www.unicef-irc.org/publications/pdf/brief_10_data_collection_analysis_eng.pdf

- Designing for Results http://www.dmeforpeace.org/resource/designing-for-results-integrating-monitoring-and-evaluation-in-conflict-transformation activities/

# APPENDIX A: ALLY OR BYSTANDER SITUATION SHEET

This activity can be done multiple times using different prompts to increase your student's ability to be an ally. You can do 3 – 4 scenarios in a 45-minute session. Choose topics that are most relevant to your student's needs. Start with an easier one. Use ones with slight variations to make students think about how they might handle each situation differently. The situations are sorted by identity and/or topic.

**NOTE:** It is important to caution students not to use people's names or identify anyone when sharing. The intent is to ensure that students change hurtful practices without bringing attention to individual students who have bullied others or who have been targeted. Special thought and care will need to be taken if certain students are vulnerable due to differences or recent incidents, in order to avoid unwanted attention or discomfort for that student.

### AGE / SIZE

- A classmate or friend constantly makes fun of another student because they are small or too big for their age.
- A classmate makes fun of another student who is older in age for that particular class.
- An older student makes fun of a younger student because they are small for their age.
- At recess, you hear two other students calling your friend "fatty."
- At recess, you hear two other students calling your friend names to mean she is skinny.
- A friend of yours teases another student because their pants are too small.

### GENDER

- When you are with a group of friends, one of them makes fun of a younger student because of the way they dress.
- A friend of yours keeps saying to other boys, "Hey, stop acting like a girl."
- A boy in your school that you don't know very well keeps saying to other boys, "Hey, stop acting like a girl."
- A friend in your class teases a younger boy for having a doll.
- A student in your class teases a boy for wearing a pink t-shirt or pink coloured stationery.
- A girl in your class teases another girl for always dressing and walking like a boy.

### RACE / ETHNICITY / CULTURAL IDENTITY

- A new kid at school calls your friend a bad name because of their skin colour, hair texture or colour or ethnicity.
- A friend of yours calls a new kid at school a bad name because of their skin colour, hair texture or colour or ethnicity.
- A kid you don't know calls another kid you don't know a bad name because of their skin colour, hair texture or colour or ethnicity.
- You hear another classmate tease a new student about what they are wearing. The student is wearing traditional clothing and ornaments from their culture.
- You see two students making fun of another child's school lunch because it has food that is different from what their family eats.

### DISABILITY

- A friend of yours teases another student for not being in the same math group.
- You see two kids making fun of another student because they are reading "baby books."
- You notice that a student in a wheelchair or crutches is not included in basketball during recess.
- You notice that no one picks a certain student for their team during physical education because they have trouble moving quickly.

### SOCIOECONOMIC LEVEL

- You see two kids making fun of another child because of their old clothes, books or shoes.
- A classmate makes a negative comment about the poor condition of their family home.

### MULTILINGUALISM / HOME LANGUAGE

- You see two kids making fun of/copying another student's accent/way of talking.
- A friend of yours angrily tells another student that they should go back where they came from.

### RELIGION

- Someone in your class says something mean to another student in your school because of their religion.
- A kid you don't know is asking another student why they don't celebrate a certain holiday.
- You see two kids making fun of another student for the clothing that their family wears that is part of their religious expression. (Examples: hijab, head wrap, long skirts or dresses, yarmulke)

**NOTE:** Include any others that might apply to your school or community.

# APPENDIX B: POWER AND CONTROL WHEEL




*Source: Vermont Network against Domestic and Sexual Violence (2011). Youth and Child Advocate and Educator Manual of Activities and Exercises for Children and Youth*

# APPENDIX C: MALALA'S STORY

1997 Growing up in Swat Valley Malala was born on 12 July 1997 in Mingora, a town in the Swat District of north-west Pakistan. Her father, Ziauddin Yousafzai named her after Malalai, a Pashtun heroine.

Ziauddin, who has always loved learning, ran a school in Swat adjacent to the family's home. He was known as an advocate for education in Pakistan, which has the second highest number of out of school children in the world, and became an outspoken opponent of Taliban efforts to restrict education and stop girls from going to school.

**2009 Becoming an Education Activist**
Malala shared her father's passion for learning and loved going to school. In 2009, as the Taliban's military hold on Swat intensified, Malala began writing a blog for the BBC Urdu service under a pseudonym, about fears that her school would be attacked and the increasing military activity in Swat. Television and music were banned, women were prevented from going shopping and then Ziauddin was told that his school had to close.

Malala and her father received death threats but continued to speak out for the right to education. Around this time, Malala was featured in a documentary made for The New York Times and was revealed as the author of the BBC blog.

**2011 Awarded Pakistan's First National Youth Peace Prize**
In 2011, she received Pakistan's first National Youth Peace Prize and was nominated by Archbishop Desmond Tutu for the International Children's Peace Prize. In response to her rising popularity and national recognition, Taliban leaders voted to kill her.

**2013 Attacked for Going to School**
On 9 October 2012, as Malala and her friends were travelling home from school, a masked gunman entered their school bus and asked for Malala by name. She was shot with a single bullet which went through her head, neck and shoulder. Two of her friends were also injured in the attack.

Malala survived the initial attack, but was in a critical condition. She was moved to Birmingham in the United Kingdom for treatment at a hospital that specialises in military injuries. She was not discharged until January, 2013 by which time she had been joined by her family in the UK.

The Taliban's attempt to kill Malala received worldwide condemnation and led to protests across Pakistan. In the weeks after the attack, over 2 million people signed a right to education petition, and the National Assembly swiftly ratified Pakistan's first Right To Free and Compulsory Education Bill.

**2013 Establishing the Malala Fund**
Malala and became a global advocate for the millions of girls being denied a formal education because of social, economic, legal and political factors. In 2013, Malala and Ziauddin co-founded the Malala Fund to bring awareness to the social and economic impact of girls' education and to empower girls to raise their voices, to unlock their potential and to demand change.

**2014 Nobel Peace Prize**
Malala accepted the Nobel Peace Prize on 10 December, 2014 with Indian children's rights and education advocate Kailash Satyarthi. Malala contributed her $1.1 million prize money to financing the creation of a secondary school for girls in Pakistan.

A Global Advocate for Girls' Education





## *WORDS ON FIRE*

We will not be silent. We will not be invisible.
We are speaking out, setting our words on fire.
With our books and pens, we are writing the story of our lives.
We will raise our voices high.
We are greater than any threat. We are stronger than any fear.
We are every girl who wants to learn and live in peace.
We are every girl who wants to rise up and touch the sky.
The world has been waiting for us without even knowing it.
Our story is just the beginning, but our voices will be heard.
For when we stand together, we do not stand alone.
Stand Up. Stand Now.

## APPENDIX E: BLANK POETRY TEMPLATE

Based on *Words on Fire* by Malala Yousafzai

We will not be _____
We will not be _____
We are speaking out, _____
With our books and pens, we are _____
We will _____
We are greater than _____
We are stronger than _____
We are every girl who wants _____
We are every girl who _____
The world has been waiting for us _____
Our story is just the beginning, _____
For when we stand together, _____
Stand Up. Stand _____

# APPENDIX F: GENDER RESPONSIVE SCHOOL BASELINE CHECKLIST

| Gender responsive school management | Female | Male | Total |
|---|---|---|---|
| How many men and how many women in each management structures:<br>○ Head and Deputy<br>○ Department heads<br>○ Student council<br>○ Student club representatives | | | |
| Which of these structures are headed by men and which are headed by women?<br>○ Head and Deputy<br>○ Department heads<br>○ Student council<br>○ Student club representatives | | | |
| How many of the school management team has undergone gender training? | | | |
| How many of the school management team has undergone GRP training? | | | |
| | **Yes** | **No** | **NA** |
| Does the school have a gender responsive school management system in place? | | | |
| Is the Teachers' Code of Conduct for gender responsive? | | | |
| Is the Students' Code of Conduct gender responsive? | | | |
| Does the code of conduct include how to deal with cases of sexual harassment for both teachers and students? And other deviant behavior? | | | |
| Does the school protect human rights of the students (dignity, respect, health, nutrition, security, not to be physically violated, etc.)? | | | |
| Is the school aware of national gender-related policies? | | | |
| Does the school have gender-related policies? | | | |
| Is the school implementing these policies? | | | |
| | Notes | | |
| List specific rules and regulations that make the school gender responsive. | | | |

| Teacher Performance and Welfare | Female | Male | Total |
|---|---|---|---|
| How many teachers are there in the school? | | | |
| How many teachers are there for each subject:<br>• Language/Reading/Writing<br>• History/Social Studies<br>• Mathematics<br>• Science<br>• Other | | | |
| How many teachers have been trained in GRP? | | | |
| How many teachers regularly show negative attitudes towards boys/men? | | | |
| How many teachers regularly show negative attitudes towards girsl/women? | | | |
| | Yes | No | NA |
| Does the school have a database for tracking teachers' performance and welfare? | | | |

| Non-teaching Staff | Female | Male | Total |
|---|---|---|---|
| How many non-teaching staff are there in the school? | | | |
| How many non-teaching staff have been trained in gender issues? | | | |

| Students | Female | Male | Total |
|---|---|---|---|
| How many students are there in each grade? | | | |
| How many students repeated a grade last year? | | | |
| How many boys and girls dropped out last year? | | | |
| How many girls dropped out due to early marriage, household chores, etc., last year? | | | |
| How many teenage pregnancies were there in the last academic year? | | | |
| Last year, how many girls were made pregnant by:<br>• Teachers<br>• Students<br>• community members | | | |

| | | | |
|---|---|---|---|
| How many incidences of gender-based violence (sexual harassment, rape) were there in the school in the last academic year?<br>• Committed by teachers?<br>• Committed by students?<br>• Committed by community members? | | | |
| How many students were the victim of bullying at school in the last academic year? | | | |
| How many HIV/AIDs infected students are there in the school? | | | |
| How many students show negative attitudes towards girls and women? | | | |
| How many students show negative attitudes towards boys and men? | | | |
| | **Notes** | | |
| What is the performance of the students by gender for every year and for every grade and in national examinations? | | | |
| What is the system for keeping track on the enrolment, retention, dropouts, performance of boys and girls? | | | |
| Is there a system for awarding academic and social excellence? How many boys and girls benefited last year? | | | |

| **Parents Attitudes and Behaviors** | **Female** | **Male** | **Total** |
|---|---|---|---|
| How many parents exhibit negative attitudes towards boys? | | | |
| How many parents exhibit negative attitudes towards girls? | | | |
| How many parents favor boys over girls? | | | |
| How many parents favor girls over boys? | | | |
| How many parents withdrew boys from school last year? | | | |
| How many parents withdrew girls from school last year? | | | |

| **Gender Responsive Lesson Plans** | **Female** | **Male** | **Total** |
|---|---|---|---|
| How many teachers are producing gender-responsive lesson plans? | | | |

| | | | |
|---|---|---|---|
| How many teachers are using gender-responsive lesson plans? | | | |

| **Gender Responsive Materials** | **Yes** | **No** | **Total** |
|---|---|---|---|
| Have the teachers analyzed textbooks for all subjects and other materials for gender responsiveness? | | | |
| Are the textbooks and other materials used in school free from any gender stereotypes? | | | |
| | **Notes** | | |
| If textbooks and other materials contain gender stereotypes, what action have teachers taken to deal with gender stereotypes? | | | |
| What types of gender-responsive teaching aids have teachers produced? | | | |
| How does the school ensure that both boys and girls have equal access to textbooks, library facilities, laboratory equipment and other learning materials? | | | |

| **Gender Responsive Lesson Delivery** | **Female** | **Male** | **Total** |
|---|---|---|---|
| How many students are called on by the teacher? | | | |
| How many students receive motivation from the teacher during the lesson? | | | |
| How many students are supported by the teacher during the lesson? | | | |
| | **Notes** | | |
| What types of gender-responsive teaching methodologies do teachers use? | | | |
| What techniques do teachers use to ensure that both boys and girls participate equally in the lesson? | | | |
| What techniques do teachers use to help students overcome fear and inhibition? Fear of speaking, fear of science, technology and math? | | | |
| What techniques do teachers use to adapt learning activities to the level of the learners? | | | |
| What techniques to teachers use to accommodate a range of abilities and disabilities? | | | |

| | |
|---|---|
| What techniques do teachers use to know if the students have understood the lesson? | |

| Gender Responsive Language Use | Female | Male | Total |
|---|---|---|---|
| How many teachers use gender-biased language in the classroom? | | | |
| How many students use gender-biased language in the classroom? | | | |
| Who are the victims of the gender-biased language used in the classroom? | | | |
| | **Yes** | **No** | **NA** |
| Are the teachers aware of what kind of gender-biased language is used in the classroom? | | | |
| | **Notes** | | |
| What techniques do teachers use to eliminate their own gender-biased language? | | | |
| What techniques do teachers use to eliminate gender-biased language by students in the class? | | | |

| Gender Responsive Conflict Management | Female | Male | Total |
|---|---|---|---|
| How many students are the victim of gender-based conflict in the past six months? | | | |
| How many students are the perpetrators of gender-based conflict in the past six months? | | | |
| How many teachers are the victim of gender-based conflict in the past six months? | | | |
| How many teachers are the perpetrators of gender-based conflict in the past six months? | | | |
| How many teachers have been trained to handle gender-based conflicts in the classroom? | | | |
| | **Yes** | **No** | **NA** |
| Have cases of gender-based conflicts decreased in the past six months? | | | |
| | **Notes** | | |
| What techniques do teachers use to avoid inappropriate sexual behavior towards students? | | | |

| School Facilities | Yes | No | NA |
|---|---|---|---|

| | | | |
|---|---|---|---|
| Is the type of furniture used in the school appropriate for girls and boys? (For example, are laboratory stools too high for girls wearing skirts? Are library shelves too high to access? Are desks too small?) | | | |
| Has the school put in place measures to ensure that girls have access to sanitary pads, especially the needy students? | | | |
| Are there safety and security measures are in place for students especially at night? For girls and for boys? | | | |

*Source: Uworwabayeho, A; Bayisenge, J; Katwaza, E; Umutoni, J; Habumuremyi, J.& Rwabyoma, A. (2018). National Gender-Responsive Teacher Training Package. Ministry of Education – Rwanda.*

# APPENDIX G: SCHOOL MANAGEMENT M&E TEMPLATE

| Objective | Indicators | Targets | Observed Progress/Date | Means of Verification |
|---|---|---|---|---|
| School leadership, itself, has the training and resources it needs to support teachers in their implementation of GRP. | EXAMPLE: Members of school management are trained in GRP. | EXAMPLE: By mid-year, at least 50% of male and female school management is trained; by year end, 100% of school management is trained. | EXAMPLE: At mid-year, 100% of female management trained, but only 10% of male management. | EXAMPLE: Copies of training certificates |
| School leadership is promoting and modelling gender responsive best practices. | | | | |
| Policies for hiring teachers, determining promotion, and selecting school leadership are gender responsive. | | | | |
| A teacher Code of Conduct that includes prohibition of gender-based violence, including sexual harassment, and discrimination is developed with teachers and is enforced. | | | | |
| A student Code of Conduct that includes prohibition of gender-based violence and discrimination is developed with students and enforced. | | | | |
| There is a clear policy for addressing gender-based violence, including sexual harassment, and discrimination. | | | | |
| Teachers have the training, resources and support they need to utilize GRP and share best practices. | | | | |
| Teachers are incorporating GRP in the classroom.* | | | | |
| When new teaching materials are purchased that they are gender responsive. | | | | |
| School facilities are being made more gender responsive, including facilities that support menstrual health management. | | | | |
| School budgets are gender responsive. | | | | |

# APPENDIX H: GRP ASSESSMENT CARD

Put a check next to all the techniques the teacher demonstrated.
Use the space to take notes to share with the teacher during the reflection questions.

**TEACHER:** **OBSERVER:** **DATE:**

| GRP CATEGORY | OBSERVATION NOTES |
|---|---|
| **Lesson plan:**<br>· The teacher was prepared<br>· The lesson was designed to include all students and learning styles. | |
| **Classroom delivery:**<br>· The teacher called on boys and girls equally.<br>· The teacher ensured that all students had a chance to participate, including encouraging shy students to speak<br>· The teacher used techniques to ensure all students understood the lesson. | |
| **Classroom set-up:**<br>· The classroom was arranged so all students could participate or adaptations were during the lesson, e.g., small group work, pairs, etc. | |
| **Student-teacher interaction:**<br>· The teacher was respectful of all students (language, body language, etc.)<br>· The teacher was aware of students' specific needs. | |
| **Student-student interaction:**<br>· If students were not respectful to each other, the teacher managed it well. | |
| **Gender-responsive teaching & learning materials:**<br>· Materials used were gender responsive or if they weren't, the teacher took the opportunity to make it more gender responsive. | |
| **Gender responsive language:**<br>· The teacher was aware of gender-biased language and avoided it.<br>· The teacher used respectful language with all students.<br>· The teacher did not allow students to use abusive or disrespectful language. | |
| **Anything else?** | |

# APPENDIX I: SELF-ASSESSMENT ANSWER KEYS

**Unit 2**

**1** b

**2** a

**3** a

**4** a, b, c, d

**5** a, b

**6** b

**7** Equal access to education is a human right. Gender discrimination prevents girls and women from having the same access to education, making it a violation of human rights.

**8** If a young girl is also a member of an oppressed ethnic minority group, the gender discrimination she experiences will be exacerbated by her also being an ethnic minority. (There are many possible correct responses to this question.)

**9** **A**Households: When girls and boys are always assigned specific tasks around the home because of their gender, e.g., boys taking care of animals, girls cooking, this signals that certain roles are for girls and other roles are for boys.

**B** Communities: When women and men are limited to specific roles in their communities because of their gender, e.g., men are always leaders and women are always in support roles, this signals that certain roles are for women and others are for men.

**C** Schools: When teachers are not gender biased, use teaching materials that do not stereotype gender roles, treat boys and girls with equal respect, and are gender responsive, students will thrive equally.

**D** Religions: Many religions use texts that subordinate women. Religious leaders can have a negative effect on gender roles by supporting a literal interpretation or they can have a positive effect by promoting mutual respect.

**E** Governments: Governments can reinforce gender rights and privileges through laws and policies or they can work towards more gender equality through laws and policies.

**F** Media: Media tends to reflect traditional or stereotyped gender roles in depictions of men, women, boys, and girls. They can have a strong positive impact by showing non-typical gender roles or encouraging critical dialogue about gender.

**10** **A Power:**

A. Definition – The capacity to exercise agency and to realize the potential of rights, citizenship or voice.

B. Example – When women have power, they can advocate for their rights, vote, etc., and do anything men can do.

**B Power-over:**

A. Definition – The ability of dominant groups to control, dominate, influence or have authority over the rights, actions and thoughts of others.

B. Example – When men have power-over women, they hold most of the control over what women can do, wear, go, etc.

**C Power-with:**

A. Definition – The opportunities which can emerge in a relationship through collaboration with others, or through processes of collective action and alliance building.

B. Example – When girls and boys build mutual respect and have equal rights, they can help build each other up, find common ground, and work together.

**D Power-within:**

A. Definition – Gaining the sense of self-identity, confidence and awareness which is a pre-condition for action.

B. Example – When a child has self-confidence, he or she is more likely to speak up and participate in class. This power-within can be built or hindered by the network of people the child interacts with.

**UNIT 3**

**1** A, B, E

**2** B, C, D, E

**3** A, B

**4** B

**5** Please see subsection 3.4 for guidance.

**6** Teaching methodologies; language use; materials used in the classroom; classroom set-up; interactions with students.

**7** Enacting and enforcing management systems and policies that support gender responsive leadership and practices; ensuring that curriculum, textbooks, and other materials are gender responsive; ensuring that teachers are trained in GRP; involving the community; establishing student safety and protection measures; gender responsive budgeting.

**8-10** These questions are for self-reflection.

**UNIT 4**

**1** A, B

**2** A, B

**3** B

**4** A

**5** B, C, D

**6** Please see subsection 4.2 for guidance.

**7** There are multiple correct answers. Please see subsection 4.3.1 for guidance.

**8** Appreciative Inquiry is a learner-centred methodology that identifies and builds on positive experiences for a strength-based approach to learning and

evaluation. It asks, "What do you want more of?"

**9** There are multiple correct answers. Please see subsection 4.4 for guidance.

**UNIT 5**

**1** A, B, C, D
**2** A, D
**3** B
**4** A, B, E
**5-6** Questions for self-reflection.

**UNIT 6**

**1** A, B, C, D
**2** A, C
**3** Please see subsection 6.2 for guidance.

**UNIT 7**

**1** A, B
**2** B, C, D
**3** A, B, C, D, E
**4** This question has many possible answers. Some possibilities include engaging students in dialogue about what they see; providing examples of non-stereotyped roles; having students create drawings of famous women scientists, doctors, politicians, etc., which are put up in the classroom; having students interview each other about a time they took a leadership role or supported someone.

**UNIT 8**

**1** A, B, C
**2** A, B
**3** B, C
**4** A, B, C
**5** B, C, D, E
**6** A, B, C, D
**7** A, B
**8** A, B
**9** A, B, C
**10** A, B, C
**11** A, B, C
**12** A, B, C
**13** A, B, D, E
**14** A
**15** Please see subsection 8.2 for guidance.
**16** Please see subsection 8.6 for guidance.

**UNIT 9**

**1** A, B, C, E
**2** A, B, D, E, F
**3** A, B, C, D
**4** B, C, D
**5** B, C
**6** Please see subsection 9.2 for guidance.
**7** Please see the Healthy Relationships Activity for guidance.
**8** Please see the Healthy Relationships Activity for guidance.

**UNIT 10**

**1** A
**2** A, B, C, D, E, F, G
**3** A, F
**4** A, B, C, D
**5** A, B, C, D, E, F
**6** A, B, D, E
**7** Please see subsection 10.2 for guidance.
**8** Please see subsection 10.3 for guidance.
**9** Please see subsection 10.4 for guidance.
**10** Please see subsection 10.5 for guidance.
**11** Please see subsection 10.6 for guidance.

**UNIT 11**

**1** A, B, C
**2** A, B, C, D, E, F
**3** B, C, D, E, F
**4** A, B, C, D
**5** B,C
**6** A,B,C
**7** C
**8** BCDE
**9** Please see subsection 11.8 for guidance.
**10, 11** Specific to each person's context.
**12** Please see subsection 11.11 for guidance.

**UNIT 12**

**1** B, D
**2** A, D
**3** A, B,
**4** A, B, D
**5** A, B
**6** A, B, C, D, E
**7** Please see subsection 12.2 for guidance.
**8** Please see subsection 12.2 for guidance.
**9** Please see subsection 12.2 for guidance.
**10** Please see subsection 12.4 for guidance.