

# GENDER SENSITIVE SCHOOL LEADERSHIP

*SHARED CHALLENGES & INSPIRATION FROM  
RWANDA & FLANDERS*

*Mini Seminar Gender in School Leadership, September 8, 2015*

# Gender in School Leadership

## On the agenda:



- ✓ **Part I: Short introduction**
  - ✓ Huh? Gender?
  - ✓ Focus in this Seminar
  - ✓ Context Rwanda & Flanders
  
- ✓ **Part II: Shared challenges & inspiration RW + FL**
  - ✓ Focus on 4 main challenges
  - ✓ Inspiration on those 4 topics
  - ✓ Room for further exploration
  
- ✓ **Part III: Time for reflection**
  - ✓ Questions – Feedback

# Gender in School Leadership

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None of these gender-  
stereotyping e-cards  
actually apply to me.



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## An exercise



“Imagine you were born in the other sex. What would change/have changed in your life? Think about the past, present and future.”

# Part I: Short introduction

## SEX vs. GENDER

**HUH**  
gender ??



### SEX

= physical

= the biological differences between men and women

- universal and (usually) constant

### GENDER

= social construction

= ideas, expectations, norms on masculinity and femininity

= 'what does it mean in our society to be a man or a woman'

- Socially and culturally determined
- Under constant change, always being refined and polished according to time and context

# Part I: Short introduction

## DEFINITION:



We perceive many differences between women and men. Some of these differences are clearly **biologically** related. Other differences we perceive aren't all that clear and differ in other contexts. These differences are about **ideas**, about **expectations** and about norms on masculinity and femininity. They are an answer to the question what it means, in this society, to be a man or to be a woman. That is gender, the **socially constructed** differences between men and women. It is important to notice that these expectations are under constant change. They are always being refined and polished.

I've got a secret. We're not really that different.



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user card





# Part I: Short introduction

## Good to know:



- ✓ everybody is a mix of so-called 'male' and 'female' characteristics and attributes
- ✓ this distinction between male and female characteristics is **not neutral**: there is a value judgment
- ✓ Ideas on femininity and masculinity have a big determinant power in the construction of
  - children's *self-image*
  - the *image other people have of you*
  - the way you *view others around you*
- ✓ questioning gender roles can be perceived as **threatening**
- ✓ Everybody has **(sub)conscious** prejudices on gender roles

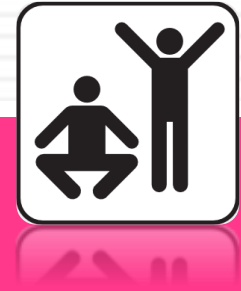
Not a tomboy. Not a girl  
who likes boy things.  
Not a girl who isn't  
girly. Just a girl.



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user card

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user card

# A riddle



[http://www.youtube.com/watch?feature=player\\_embedded&v=YBKrhzWitg4#t](http://www.youtube.com/watch?feature=player_embedded&v=YBKrhzWitg4#t)

A father and son are in a car accident. The father dies, the son is hurried to the ER. He is in critical condition. In the hospital, the operating surgeon suddenly yells: “Stop! I cannot operate on this boy. He is my son!”

How is this possible?

Hello, 1950s? You left your  
oppressive gender roles in  
our century. Can you  
come pick them up?



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# Part I: Short introduction

## Focus in this seminar



- ✓ **Ideas, expectations** and norms on masculinity and femininity
- ✓ How do these ideas and expectations manifest themselves in an **educational** setting?
- ✓ What **prejudices** can these ideas and expectations entail?
- ✓ How can we overcome these prejudices in a school setting? → with a focus on a whole school approach and **school leadership**

# Part I: Short introduction

## Focus in this seminar

- ✓ Gender **sensitive**
- ✓ Gender **aware**
- ✓ Gender **responsive**

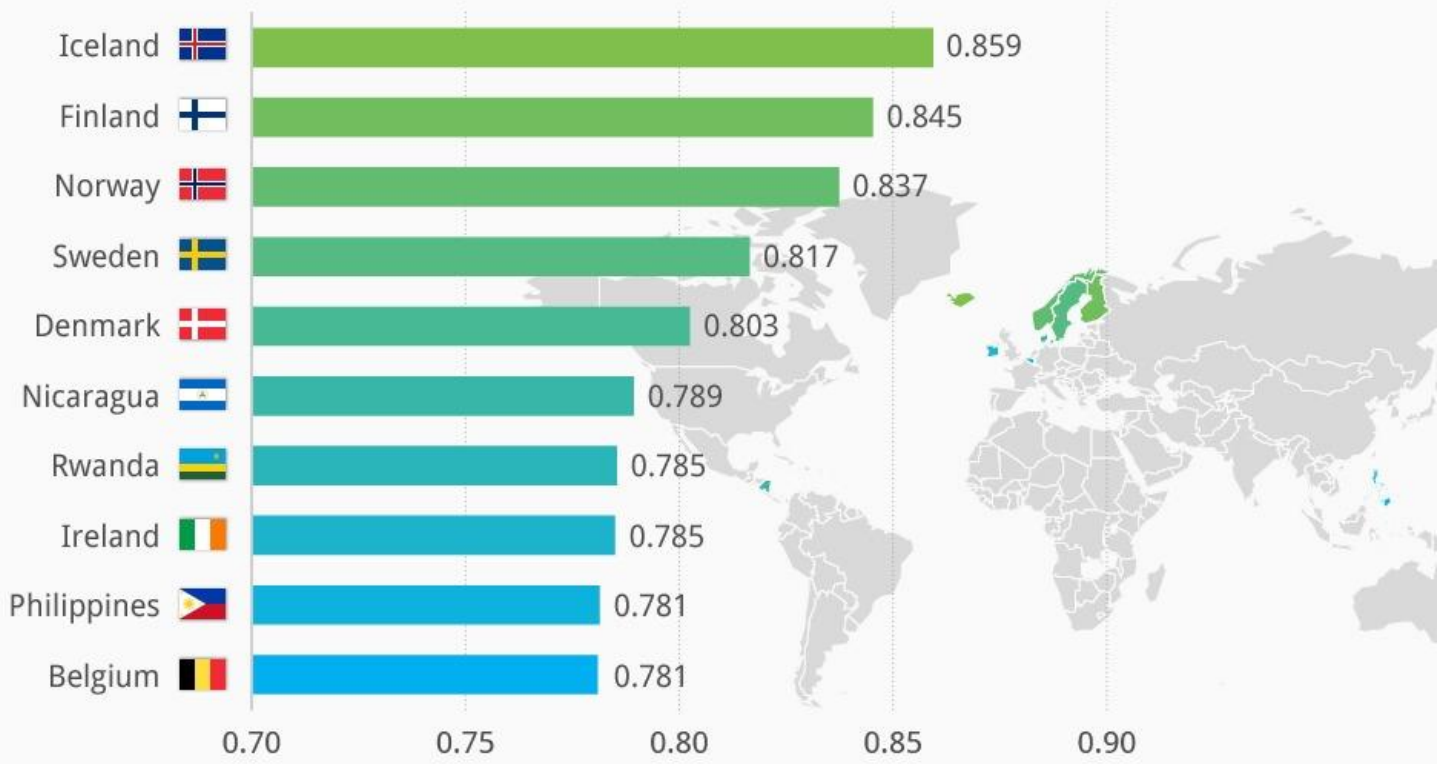


# Part I: Short introduction



## Where Gender Equality Is Closer to a Reality

10 countries scoring highest in the Global Gender Gap Index 2014



Source: World Economic Forum

# Part I: Short introduction

## Context Rwanda



- Gender equity enshrined in the National Constitution of Rwanda: **30 % of decision-making positions should be reserved for women.**
- The National Gender Policy made **gender mainstreaming in all programs and projects** of government and civil society organizations **mandatory**

As a result, women are:

- ✓ 33.3 % of Senators
- ✓ 40 % of Ministry Permanent Secretaries and Supreme Court Judges
- ✓ 83.3 % of all vice mayors of social affairs
- ✓ 56.8 % of parliamentarians



# Part I: Short introduction

## Context Rwanda (Cnt)



### IN EDUCATION SECTOR:

- More traditionally male-dominated leadership roles (Head Teacher, Sector Education Officer and District Education Officer roles) are dominated by men:
  - ✓ HTs: only 19 % (Public secondary school) and 30.4% (Public primary school) are female
  - ✓ SEOs: only 22.8 %
  - ✓ DEOs: only 16.6 %
- Women outnumbered by men in Secondary and higher education teaching roles,
- Women dominate in lower-skilled, lower paid early childhood education roles and primary level teaching roles.
- Currently, neither pre-service teacher training nor in-service training and professional development equips teachers with the skills they need to effectively address the gender inequalities they encounter in the classroom, the schoolyard and the wider community
- Hence, teachers are not equipped to identify and address gender bias in classroom interactions, in curriculum content, in learning materials or in their own approach to behavior management.

# Part I: Short introduction

## Context Rwanda (Cnt)

### IN EDUCATION SECTOR:



- Fewer opportunities given to female teachers to participate in training and continuing profession due to training providers who don't allow time for breastfeeding, no childcare facilities,...
- Education managers are similarly ill-equipped to address gender inequalities in teacher management (ie in recruitment, promotion process, in pay and conditions/access to training)
- Girls lack positive role models within schools.
- Deeply ingrained in the society's psyche is the view that cooking, cleaning, fetching water and childcare is women's and girls' work
- Less is expected of girls (by teachers, by parents and by girls themselves) since society expects them to become wives and mothers and they are not expected to work outside the home-- lack of confidence and self-esteem
- Girls' attendance and studies being affected by pregnancy and childcare responsibilities

# Part I: Short introduction

## Context Rwanda (Cnt)



### MOREOVER:

- The Rwandan government's efforts on girls' education have been widely praised as being among the most progressive on the continent
- **Girls' access to both primary and secondary education** is among the highest in Africa, with **net enrolment rates in 2013 at 95.7% for boys and 97.5% for girls at primary level** (Ministry of Education, 2013), and at **34.1% for boys and 38.5% for girls at secondary level** (Ministry of Education, 2014).
- Progress has been achieved in the implementation of policies ensuring **girls have access to separate toilets and are provided with a supply of sanitary pads.**
- ***In conclusion, attitudes are changing because of the government's high-profile efforts to promote gender equality in public and private life.***

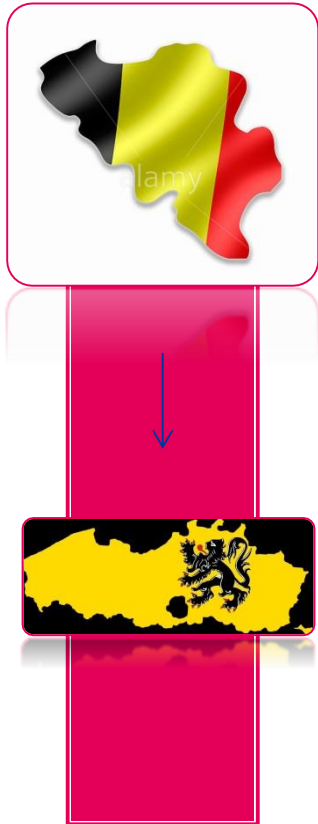
# Part I: Short introduction

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Video on the testimonies under IR2,  
the International Women's Day and  
the International Day of the Girl

# Part I: Short introduction

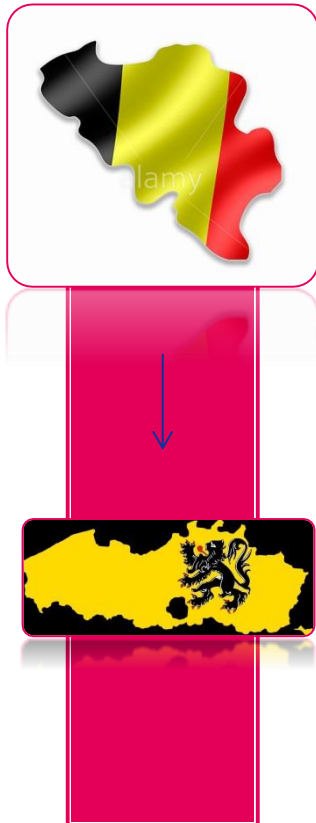


## Context Flanders

- What is the current situation in Flanders?
- Focus on: where does gender awareness, sensitivity and responsiveness still lack in schools?
- Focus on: school leadership influence

# Part I: Short introduction

## Context Flanders



- Gender training is not obliged or incorporated in teacher training curriculum
  - ✓ Training is per request of schools/departments
- No specific gender training is provided for head teachers (to be)
- Boys and girls still choose very stereotypical studies
  - ✓ Genderstereotypes play a vital role in this
  - ✓ Specific focus on guidance on gender in course choice is still necessary → [www.genderindeklas.be](http://www.genderindeklas.be): 'Studiekeuze' (in the news June 2015)
- Educational materials used in schools still portray very gender stereotypical views, images and notions
  - ✓ Teachers aren't trained in awareness
  - ✓ Teachers aren't trained in how to handle and avoid these stereotypes
  - ✓ There is no overarching school policy on gender responsiveness in educational materials
- Manuals that provide gender sensitive, aware and responsible guidance for schools are not known and hardly used
- Schools are not evaluated on gender responsiveness
- Gender sensitive teachers are often isolated

I can't wait for our  
lives to be made  
miserable by  
gender stereotypes



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# Gender in School Leadership

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# Part II: Shared challenges & inspiration

## Main Question:

Which challenges prevent schools in the educational system from being truly gender sensitive, aware and/or responsive schools?



# Part II: Shared challenges & inspiration

## Main issue:



A school is not an island.

Society and societal values have a great impact.

Schools have a privileged position as society builders.

# Part II: Shared challenges & inspiration

## 4 Challenges:

1. Substantial and Specific Support & Training for Schoolmanagement
2. Educational Materials
3. Course Choice & Career Guidance
4. Career Paths of Female and Male Teachers  $\neq$  Equal



Stop referring to your rowdy, athletic son as "all-boy!"

Shy, creative, sensitive, and intellectual boys are boys, too!



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# Part II: Shared challenges & inspiration

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## Challenge 1:

### Substantial and Specific Support & Training for School Management



# Part II: Shared challenges & inspiration

## 1. Substantial and Specific Support & Training for School Management

Gender is addressed in the different trainings we provide to Head teachers:

### IR1: About in-service training for HTs

- 416 HTs are trained under this IR (1 per each Sector in Rwanda): **23.7% F** and **76.3% M**
- “Gender in School Leadership” is one of the units under Module one “Strategic Leadership for School Improvement”.
- Through this unit, concerned school leaders/HT are equipped with skills that will enable them play a greater role in inculcating a leadership role among students and address gender inequalities in teacher management through the teaching and learning process.
- This is actually important if the country has to keep with the current pace where the number of women in leadership positions, particularly legislative, currently stands at around 64%.



# Part II: Shared challenges & inspiration

## 1. Substantial and Specific Support & Training for School Management

Gender is addressed in the different trainings we provide to Head teachers:

### IR 2: About the Professional Learning Networks of HTs

- In the pilot phase, 30 SEOs (one Sector per District) were trained and equipped to lead effective PLNs at Sector level: **30% F** and **70% M**
- After upscale, 90 more SEOs (three more sectors per District) will be trained and equipped to lead effective PLNs at Sector level: **34.4% F** and **65.6% M**
- In total, 120 Sectors in the whole country
- A gender specific topic, “Gender Communication differences and Strategies”, was given to Sector Education Officers (SEOs) to ensure that during Professional Learning Network (PLN) meetings female and male head teachers are given chance to participate equally.



# Part II: Shared challenges & inspiration

## 1. Substantial and Specific Support & Training for School Management



In **URUNANA RW'ABAREZI Magazine** (a peer learning magazine for school leaders):

- Gender sensitive Professional Learning Networks published as one of the articles in the URUNANA RW'ABAREZI Magazine (a peer learning magazine for school leaders), July 2015 issue.
- Purpose: to ensure a positive atmosphere is created in the Professional Learning Network meetings for equal participation of women and men (Guidelines for gender sensitive PLNs, Using gender sensitive PLN facilitation methods)



# Homework



- ✓ Training on 'gender': how is it incorporated in the current training of head teachers and head teachers to be?
- ✓ What can be improved?

# Part II: Shared challenges & inspiration

## 1. Substantial and Specific Support & Training for School Management



- Gender training for head teachers, deputies & head teachers to be
  - ✓ How are they trained on 'gender'? Is it incorporated?
  - ✓ Example: Training & workshops by RoSa npo
- Specific gender responsive school management training & support
  - ✓ There are materials available, i.e. 'The gender responsive action guide' & 'Meisjes zus, jongens zo' (available at the RoSa library).
  - ✓ Is there a need for transference of the relevant information into a quick guide for schools? A sheet, checklist, ...
- What about a 'gender focal person' per school district, region, group, ... ?
  - ✓ This focal person could be trained and or guided by organisations as RoSa npo
- Integration of the training & tools available
  - ✓ Good practices?

# Part II: Shared challenges & inspiration

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## Challenge 2: Educational Materials



# Part II: Shared challenges & inspiration

## 2. Educational Materials



### Introduction

- Too often the message of the textbook is that women and girls are weak, passive and submissive. They are mostly depicted in domestic, caregiving and supportive roles.
- Men, on the contrary, are portrayed as powerful, assertive and intelligent as well as leaders in society.
- Personality attributes portrayed in textbooks are consistent with traditional societal notions of male superiority and authority.

# Part II: Shared challenges & inspiration

## 2. Educational Materials



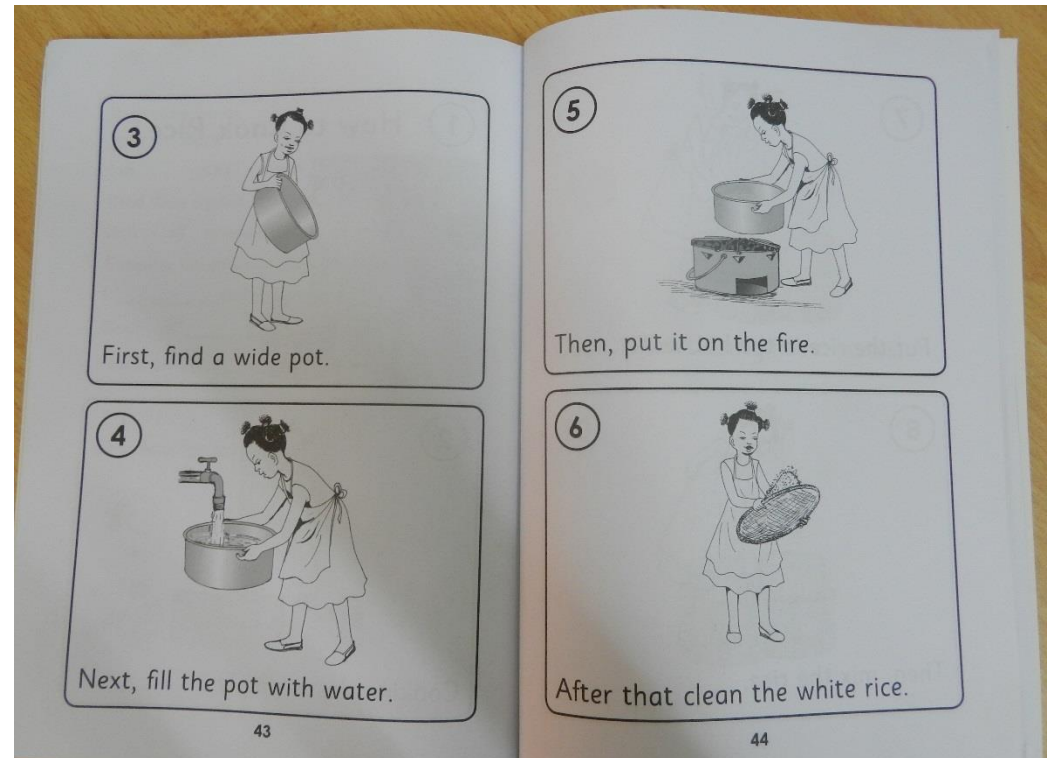
### Issues:

- ❑ **Illustrations** in textbooks (mostly portraying only boys as carrying out experiments)
- ❑ Most **named characters** in textbooks are boys or men
- ❑ **History textbooks**: generally mention only **heroes** in liberation struggles, yet it is known that there were also **heroines**
- ❑ In the evolution of the **English language**, the masculine pronouns (he, him) in certain usages came to be **regarded as applying to both men and** women or to human beings generally
- ❑ In **civics texts** as well, whenever there is **reference to top leadership** the pronoun “he” is predominantly used

# Part II: Shared challenges & inspiration

## 2. Educational Materials

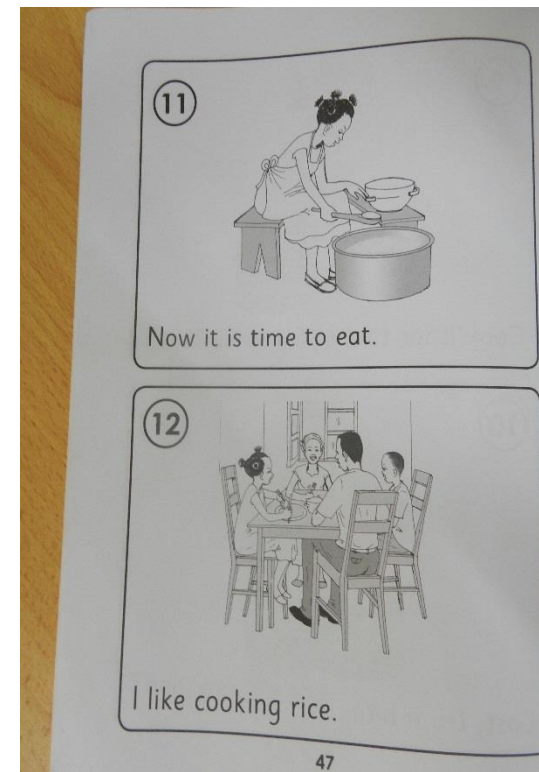
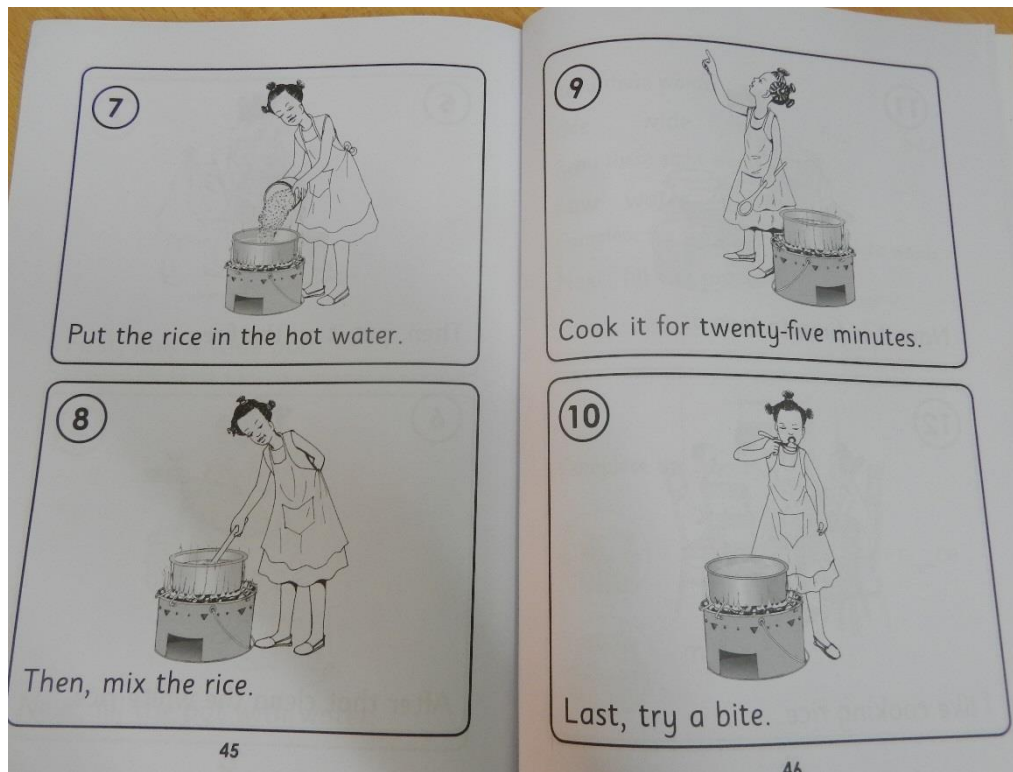
Bad examples:



# Part II: Shared challenges & inspiration

## 2. Educational Materials

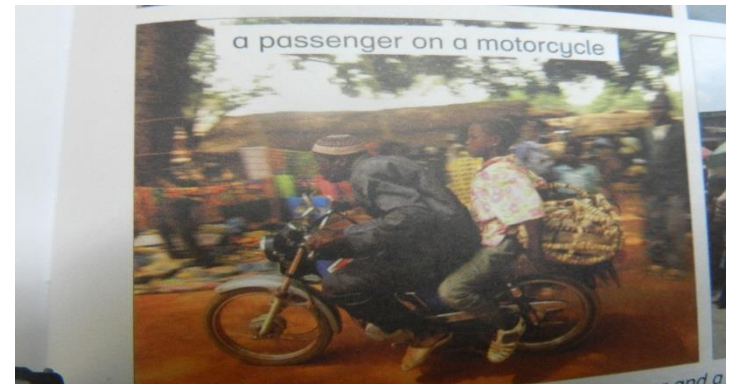
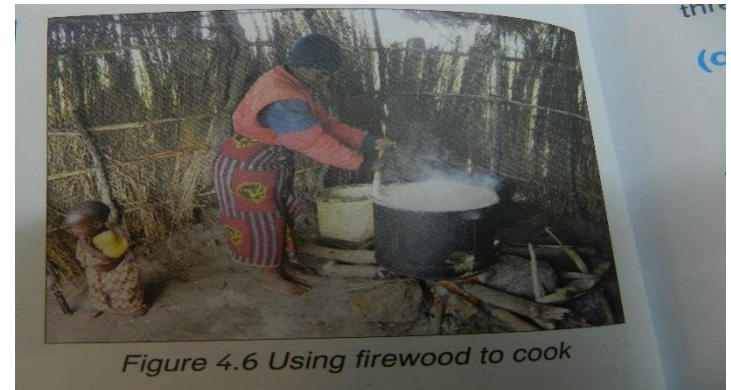
Bad examples (Cnt):



# Part II: Shared challenges & inspiration

## 2. Educational Materials

Bad examples (Cnt):

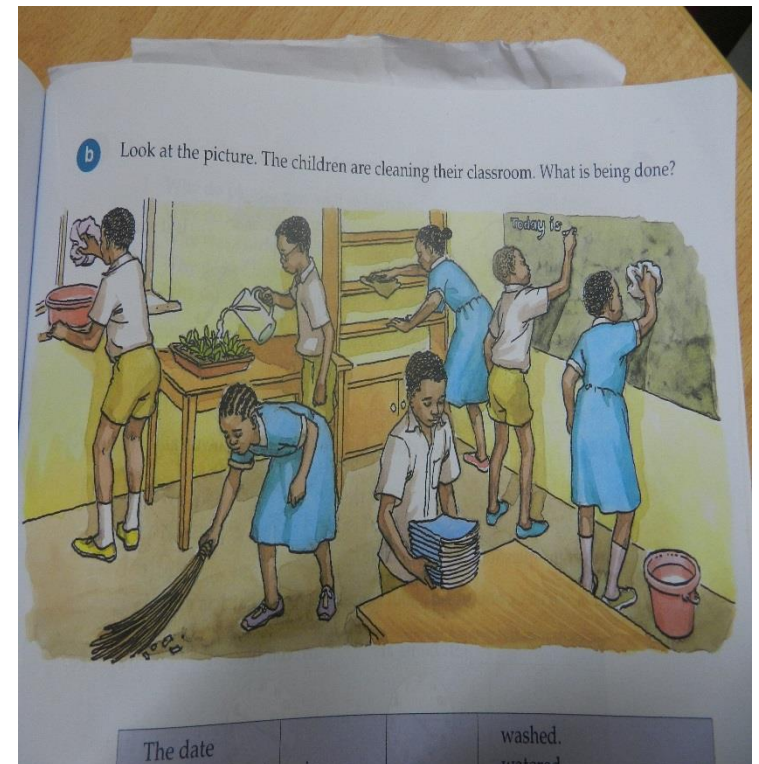
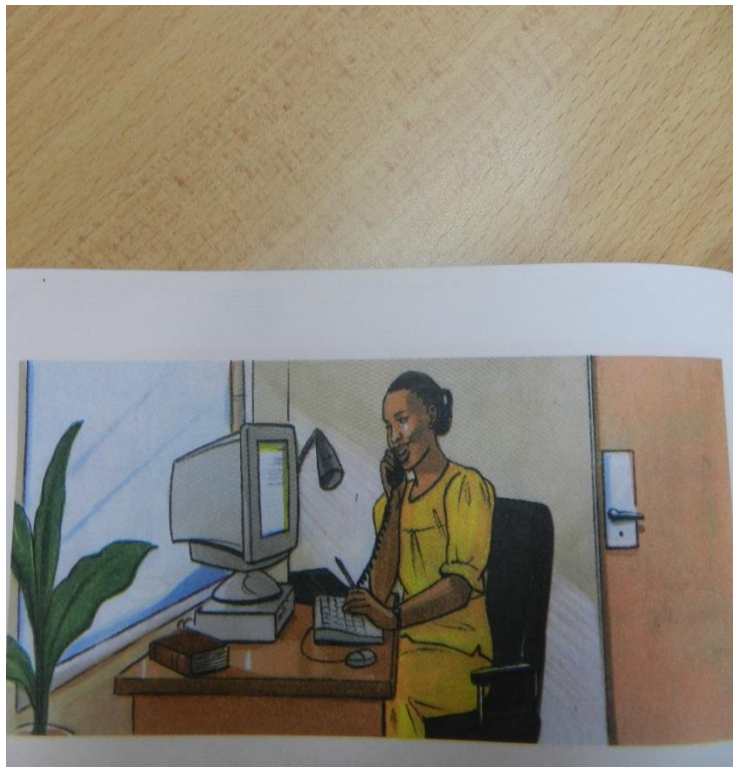




# Part II: Shared challenges & inspiration

## 2. Educational Materials

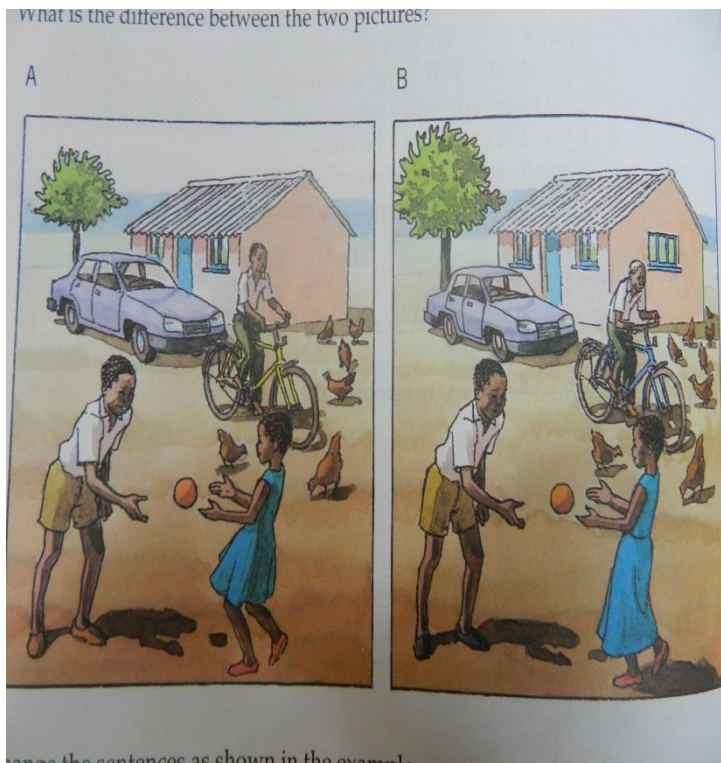
Good examples:



# Part II: Shared challenges & inspiration

## 2. Educational Materials

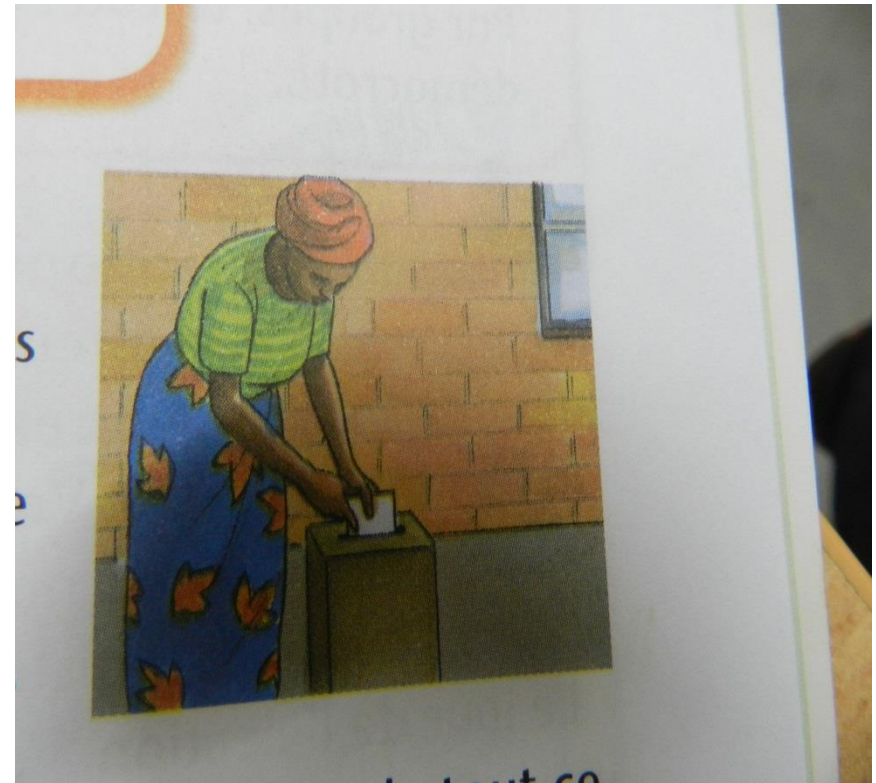
Good examples (Cnt):



# Part II: Shared challenges & inspiration

## 2. Educational Materials

Good examples (Cnt):



# An exercise



How to turn 'bad books' into 'good books'?

# Part II: Shared challenges & inspiration

## 2. Educational Materials



- What is the role of school management: gender check?
  - ✓ Label / checklist: being used? / new gender-check-sheet?
- Listing of recommended and 'gender' approved materials/handbooks
  - ✓ <> [www.genderindeklas.be](http://www.genderindeklas.be) or [www.genderklik.be](http://www.genderklik.be) = specific materials → what about the most used handbooks? → i.e. 'Pionier 5' (History)
  - ✓ i.e. gender in children books [www.rosadoc.be/kinderboeken](http://www.rosadoc.be/kinderboeken) & <http://www.genderinchildrensbooks.com/>
  - ✓ Accordingly: listing of handbooks most used in Fl. Ed.
    - How gender sensitive are those materials?
    - Which materials do we recommend and which do we score negatively?
    - Tips: How do we work gender sensitive with 'bad books'
    - Score /10 or different categories or...

# Part II: Shared challenges & inspiration

## 2. Educational Materials



- Platform to put pressure on publishers?
  - ✓ i.e. [Vrij Spel, Kinderen kiezen wel](#)
  
- What about a 'gender check' of schools' materials?
  - ✓ By an organisation as RoSa npo?
  - ✓ By a gender focal person per school group/regio?
  - ✓ A combination?
  
- Rewarding schools that use good books/materials
  - ✓ Gender stamp, discount, publicity, ...

Time for a break !

15 min.

I'm sorry for the unkind words I spoke out of hunger.



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# Part II: Shared challenges & inspiration

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## Challenge 3: Course Choice & Career Guidance





# Part II: Shared challenges & inspiration

## 3. Course Choice & Career Guidance

### THE NI NYAMPINGA MAGAZINE OF GIRL HUB RWANDA

<https://www.youtube.com/watch?v=RD9t4VsIFv0>

### NI NYAMPINGA

- “It is a beautiful girl – inside and out – who makes good decisions.” This saying in Kinyarwanda defines successful girls as doers and leaders of their community.
- Ni Nyampinga was launched as a magazine and radio show in 2011.

### WHY NI NYAMPINGA?

- In Rwanda, girls are highly valued, but that value is constrained to a path already determined by for her—she’s a daughter in her parents’ home, to become a wife in the home of her husband. Ni Nyampinga amplifies a shared positive identity for girls, among girls themselves and among her gatekeepers.
- The Ni Nyampinga platform provides a safe opportunity for girls to learn, connect, and explore – it’s a platform for her voice. When she values herself and when her gatekeepers value her, she isn’t the only one who benefits from her fulfilled potential. She is the greatest untapped driver of social and economic growth in Rwanda.



# Part II: Shared challenges & inspiration

## 3. Course Choice & Career Guidance



### THE NI NYAMPINGA MAGAZINE OF GIRL HUB RWANDA

#### NI NYAMPINGA MAGAZINE

- 7 girl journalists aged 15-24 write the magazine's content. A national network of Ni Nyampinga ambassadors distributes each magazine issue directly to girls.

#### NI NYAMPINGA RADIO

- It is a weekly magazine-style half-hour radio program. It is produced by 9 girl journalists age 18-23. The topics range from how to build confidence to successful strategies to ace exams. It's aired on eight radio stations reaching every part of Rwanda

# Part II: Shared challenges & inspiration

## 3. Course Choice & Career Guidance



### THE FAWE RWANDA'S MENTORING PROGRAM

- Through this program, young Girls are provided with **support and guidance by a woman** from the community who is committed to the education and advancement of young women.
- Along this mentoring program, a **trusting relationship with the girls** is developed: help, encourage and support them in **learning more about themselves** and **making positive choices**.

# Part II: Shared challenges & inspiration

## 3. Course Choice & Career Guidance

Some statistics of Flanders – schoolyear 2013-2014 / RoSa – June, 2015



Fields of study in vocational education with more than 90% of the students being of a single <u>sex</u> (Flanders)	% girls	% boys
Fashion sales	96	4
Fashion realization and sales	96	4
Child care	95	5
Hairstylist	95	5
Fashion realization and presentation	95	5
Haircare	94	6
Fashion specialization and trend studies	94	6
Home and elderly care / care	91	9
Care	90	10
Rooftop maintenance and structures	0	100
Maritime studies	0	100
Watch repair	0	100
Furniture garnishing	0	100
Mechanical maintenance	0	100
Heating installations	0	100
Industrial electricity	0	100
Road structure machines	0	100
Textile	0	100
...	...	...

# Part II: Shared challenges & inspiration

## 3. Course Choice & Career Guidance



Some statistics of Rwanda

Upper secondary school students by subject combination of study in 2013 (2013 Education Statistical Year

Book: Mineduc)

Subject Combination	S4	S5	S6	Total			% of subject combination
				Male	Female	Total	
Science	29,556	29,924	20,663	38,057	42,086	80,143	39.1%
Humanities	10,798	9,177	6,217	12,124	14,068	26,192	12.8%
Languages	12,394	11,068	2,810	12,691	13,581	26,272	12.8%
Teacher Educat	2,718	2,682	1,975	3,599	3,776	7,375	3.6%
Tech & Voc Edu Tr	22,834	20,175	21,857	34,909	29,957	64,866	31.7%
<b>Total</b>	<b>78,300</b>	<b>73,026</b>	<b>53,522</b>	<b>101,380</b>	<b>103,468</b>	<b>204,848</b>	<b>100%</b>

# Part II: Shared challenges & inspiration

## 3. Course Choice & Career Guidance



Some statistics of Rwanda

Trend in students enrolment in Upper Sec from 2012 to 2013 (2013 Education Statistical Year Book: Mineduc)

Subject Combination	2012			2013			Growth rate		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Science	36,331	37,443	<b>73,774</b>	38,057	42,086	<b>80,143</b>	4.8%	12.4%	<b>8.6%</b>
Humanities	11,993	12,774	<b>24,767</b>	12,124	14,068	<b>26,192</b>	1.1%	10.1%	<b>5.8%</b>
Languages	9,696	9,206	<b>18,902</b>	12,691	13,581	<b>26,272</b>	30.9%	47.5%	<b>39.0%</b>
Teacher Educat	2,893	3,149	<b>6,042</b>	3,599	3,776	<b>7,375</b>	24.4%	19.9%	<b>22.1%</b>
Tech & Voc Edu Tr	30,228	28,203	<b>58,431</b>	34,909	29,957	<b>64,866</b>	15.5%	6.2%	<b>11.0%</b>
<b>Total</b>	<b>91,141</b>	<b>90,775</b>	<b>181,916</b>	<b>101,380</b>	<b>103,468</b>	<b>204,848</b>	<b>11.2%</b>	<b>14.0%</b>	<b>12.6%</b>

# Part II: Shared challenges & inspiration

## 3. Course Choice & Career Guidance



- Are (head)teachers, parents and guidance counselors aware of their own gender biases?
  - See: [www.genderindeklas.be/lessen/studiekeuze.htm](http://www.genderindeklas.be/lessen/studiekeuze.htm)
- Are members of CLB's and Pedagogical services trained on how to recognize and overcome gender stereotypes?
  - Which training?
- What about introduction classes and days? Accessible for both boys and girls and in an equal measure?
  - Titels? Pictures? Flyers? Language?
  - i.e. 'veiligheidsberoepen'
- What about websites and flyers?
  - i.e. we look at some websites / introduction material / et cetera : how gender responsive is it all?
- Is the topic of gender biases in certain courses/careers addressed directly?

# Part II: Shared challenges & inspiration

## 3. Course Choice & Career Guidance



- What can school management do?
  - ✓ Positive imaging of school, staff & pupils
  - ✓ Positive cooperation with other school levels
  - ✓ Awareness of the gender statistics in your school
  - ✓ Actively doing something about existing stereotypes
  - ✓ Examples from Ecuador and DR Congo



# Part II: Shared challenges & inspiration

## 3. Course Choice & Career Guidance



Be careful – ‘good ideas’ are not always what they seem...

Example of workshop on:

- Make your own DNA necklace! In this workshop, we are going to extract your own DNA and guess what? You’ll even get to wear it in a pendant as fun (and scientific) **jewelry**
- Come and see how you can make your own **perfumes & soaps**

# Part II: Shared challenges & inspiration

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## Challenge 4:

**Career Paths of female and male  
teachers  $\neq$  equal**



# Part II: Shared challenges & inspiration

## 4. Career Paths of female and male teachers ≠ equal



### LAW N°23/2012 OF 15/06/2012 GOVERNING THE ORGANIZATION AND FUNCTIONING OF NURSERY, PRIMARY AND SECONDARY EDUCATION

#### Article 8: Members of the School General Assembly

- The School General Assembly is the supreme organ in terms of learning, teaching and welfare. It monitors the overall operation of the school and take a keen interest in the school development.
  
- The School General Assembly shall be composed of the following:
  - ✓ Parents with children enrolled in the school, who elect from among themselves a Chairperson and a Deputy Chairperson;
  - ✓ The headmaster of the school who serves as *ex officio* non-voting rapporteur;
  - ✓ School teachers;
  - ✓ Members of the school administrative staff;

# Part II: Shared challenges & inspiration

## 4. Career Paths of female and male teachers ≠ equal



- The School General Assembly shall be composed of the following (cnt.):
  - ✓ Two (2) representatives of students, both of whom must be a boy and a girl where possible, who are elected by their peers, except in nursery schools;
  - ✓ The school owner or his/her representative for Government- subsidized schools and private schools;
  - ✓ Any other person approved by the School General Assembly.
  
- The District Vice Mayor in charge of nursery, primary and secondary schools or his/her representative shall attend the School General Assembly meeting on an *ex officio* non-voting basis.

# Part II: Shared challenges & inspiration

## 4. Career Paths of female and male teachers ≠ equal



### Article 11: Members of the School General Assembly Committee

- The School General Assembly Committee shall be composed of the following:
  - ✓ Four (4) parents including the Chairperson and the Deputy Chairperson of the School General Assembly;
  - ✓ The school owner or his/her representative;
  - ✓ The head teacher of the school who serves as *ex officio* non-voting rapporteur;
  - ✓ Two (2) teachers representing their peers; a male and female
  - ✓ Two (2) students who are members of the School General Assembly. A boy and girl
  
- At least thirty percent (30%) of members of the School General Assembly Committee must be females.

# Part II: Shared challenges & inspiration

## 4. Career Paths of female and male teachers ≠ equal



### **Article 22: Members of the Sector Education Council (among them):**

- The Coordinator of the National Women's Council at the Sector level (it is a woman)

### **Article 25: Members of the District Education Council (among them):**

- The Coordinator of the National Women's Council at the District level (it is a woman)

# Part II: Shared challenges & inspiration

## 4. Career Paths of female and male teachers ≠ equal



- Men outperform women in top positions <> Teaching profession includes a lot more women
  - ✓ Balance?
  - ✓ Quota for head teachers?
- Situation now:
  - Early childhood ed.: 97% female teachers / only 17% female head teachers
  - Primary education: 80% female teachers / only 29% female head teachers
  - Of the male teachers in i.e. early childhood education, about 50% has a temporary contract <> only 31% of the female teachers
- Example from Zambia : head-deputy = f-m or m-f

# Part II: Shared challenges & inspiration

## 4. Career Paths of female and male teachers ≠ equal



- What are the reasons for become a teacher m/f?
  - ✓ [latest figures : research 2010 & 2013]: ‘socialy beneficial’
  - ✓ Difference boys and girls?
  - ✓ Vision? Impact society?
- How can we motivate women to apply for top positions?
- What are the underlying reasons behind the temporary contracts?
  - ✓ Ask teachers who work temporary
  - ✓ Ask schools who give out these jobs



# Gender in School Leadership

## On the agenda:



- ✓ **Part I: Short introduction**
  - ✓ Huh? Gender?
  - ✓ Focus in this Seminar
  - ✓ Context Rwanda & Flanders

- ✓ **Part II: Shared challenges & inspiration RW + FL**
  - ✓ We focus on 4 main challenges
  - ✓ Inspiration on those 4 topics
  - ✓ Room for further exploration

- ✓ **Part III: Time for reflection**
  - ✓ Questions – Feedback

# Part III: Time for reflection

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ANY  
QUESTIONS?

A toy gun, an action man, a superman costume and a book on gender stereotyping



som<sup>ee</sup>cards  
user card

som<sup>ee</sup>cards  
user card

# Part III: Time for reflection



## Taking gender sensitive school leadership home...

- What are the main challenges in your own organization/school?
- What are ways to address these challenges and do better in your own organization/school?
- Did the seminar provide ideas worth looking into in your organization?
- Do you see different solutions? → share them!
  
- How can we at RoSa & VVOB assist you in taking steps to overcome these challenges? How can we help create and distribute solutions?
- Don't hesitate to contact us with specific questions: [info@rosadoc.be](mailto:info@rosadoc.be)
- Please forward us good practices → we'll share them @ [www.genderindeklas.be](http://www.genderindeklas.be)

# More information

## Online

- **'Gender Bias Pervades Textbooks Worldwide'**  
<http://www.npr.org/blogs/goatsandsoda/2015/04/19/400486373/see-priya-cook-gender-bias-pervades-textbooks-worldwide>
- **Eliminating gender bias in textbooks: Pushing for policy reforms that promote gender equity in education**, Rae Lesser Blumberg (2015) – UNESCO report  
<http://unesdoc.unesco.org/images/0023/002324/232452e.pdf>
- **E-learning module on gender in agricultural education and learning**  
[http://www.oired.vt.edu/innovate/media/Gender\\_Module/story.html](http://www.oired.vt.edu/innovate/media/Gender_Module/story.html)
- **Teen girl rebuilds car from scratch** <https://www.youtube.com/watch?v=9vZpNQUIqIg>
- **The ABC of Gender Equality in Education. Aptitude, Behaviour, Confidence** (OECD, 2015) [http://www.oecd-ilibrary.org/education/the-abc-of-gender-equality-in-education\\_9789264229945-en](http://www.oecd-ilibrary.org/education/the-abc-of-gender-equality-in-education_9789264229945-en)

# More information

## Online

- ***Genderscreening of school policy– instruments:***  
[http://www.genderindeklas.be/gender\\_in\\_de\\_klas/genderscreening.htm#schoolbeleid](http://www.genderindeklas.be/gender_in_de_klas/genderscreening.htm#schoolbeleid)
- ***Genderscreening of educational materials – instruments:***  
[http://www.genderindeklas.be/gender\\_in\\_de\\_klas/genderscreening.htm#lesmateriaal](http://www.genderindeklas.be/gender_in_de_klas/genderscreening.htm#lesmateriaal)
- New from June 2015: ***Gender, Course Choice & Career Guidance – Tips & Tricks*** on  
<http://www.genderindeklas.be/lessen/studiekeuze.htm>
- To be expected in 2016: ***Gender in School leadership – Tips & Tricks*** on  
[www.genderindeklas.be](http://www.genderindeklas.be)

# More information

## Online links (Rwanda)

- Teacher Development and Management Department/Rwanda Education Board:  
<http://www.reb-tdm.org/DirectoryOfEducationOfficers/?Level=District>
- Law n°23/2012 of 15/06/2012 governing the organization and functioning of nursery, primary and secondary education:  
<http://www.unesco.org/education/edurights/media/docs/a6ab3b938f0e58cb27f07d39a99884f82311192a.pdf>
- Gender Equality in Teaching and Education Management:  
[http://www.vsointernational.org/sites/vso\\_international/files/rwanda\\_gender-equality-in-teaching-and-education-management\\_full\\_1.pdf](http://www.vsointernational.org/sites/vso_international/files/rwanda_gender-equality-in-teaching-and-education-management_full_1.pdf)

# More information

## Online links (Rwanda)

- 2013 Education Statistical Yearbook:

[http://www.mineduc.gov.rw/fileadmin/user\\_upload/2013\\_Rwanda\\_Education\\_Statistics.pdf](http://www.mineduc.gov.rw/fileadmin/user_upload/2013_Rwanda_Education_Statistics.pdf)

- Gender Responsive Pedagogy:

[http://www.ungei.org/files/FAWE\\_GRP\\_ENGLISH\\_VERSION.pdf](http://www.ungei.org/files/FAWE_GRP_ENGLISH_VERSION.pdf)

- Ni Nyampinga:

<http://www.girleffect.org/the-girl-effect-in-action/ni-nyampinga/>

- FAWE Rwanda Mentoring Program:

<http://www.fawerwa.org/spip.php?article15>



# More information

## Tips from the RoSa-library:

- ***Gender equality in teaching and education management: a participatory qualitative research report*** / PRO-FEMMES TWESE HAMWE & VSO Rwanda, 2013. ([P 8/0728](#))
- ***Gender equality in teaching and education management: a summary report of research*** / PRO-FEMMES TWESE HAMWE & VSO Rwanda, 2013. ([P 8/0727](#))
- ***Meisjes zus jongens zo: hoe omgaan met gender op school*** / Jos Van Thienen, 2013. ([DII 3f/0155](#))
- ***Gender and sexual diversity in schools: an introduction*** / Elizabeth J. Meyer, 2011. ([DIII4f/0170](#))
- ***The gender-responsive school: an action guide*** / Catherine Atthill & Jyotsna Jha, 2009. ([DII 3f/0111](#))
- ***Creating gender-fair schools and classrooms: engendering social justice 5-13*** / Lynn Raphael Reed & Tina Rae, 2007. ([DII 3f/0083](#))
- ***Creating gender-fair schools and classrooms: engendering social justice 14-19*** / Lynn Raphael Reed & Tina Rae, 2007. ([DII 3f/0084](#))
- ***Promoting gender mainstreaming in schools: final report of the group of specialists on promoting gender mainstreaming in schools*** / Directorate General of Human Rights Equality Division, 2004. ([P11/0238](#))

# More information

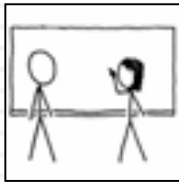
## Tips from the RoSa-library (2):

- *A Guide for gender equality in teacher education policy and practices* / UNESCO, 2015. (dd/000655)
- *Eliminating gender bias in textbooks: Pushing for policy reforms that promote gender equity in education* / Blumberg, Rae Lesser (UNESCO), 2015.
- *Gender Mainstreaming Toolkit for Teachers and Teacher Educators* / Commonwealth of Learning, 2014. (dd/000656)
- *Closing Doors. Exploring gender and subject choice in schools* / Institute of Physics, 2013. ([dd/000212](#))
- *It's Different for Girls. The influence of schools* / Institute of Physics, 2012. ([dd/000213](#))
- *It's different for Girls. Senior Leaders* / Institute of Physics, 2012. ([dd/000214](#))
- *GENIA toolkit: Promoting Gender Equality in Education* / UNESCO Bangkok, 2009. (dd/000422)
- *Gender issues in school – What works to improve achievement for boys and girls* / Department for Children, Schools and Families, 2009. (dd/000535)
- *Building a gender friendly school environment: A toolkit for educators and their unions* / Education International, 2007. (dd/000417)
- *Gender bias in textbooks: a hidden obstacle on the road to gender equality in education* / Blumberg, Rae Lesser (UNESCO), 2007.
- *Gender Responsive Pedagogy. A Teacher's Handbook* / FAWE, 2005. (dd/000348)

# More information



[www.rosadoc.be](http://www.rosadoc.be)



[www.genderindex.be](http://www.genderindex.be)

RoSa provides training:

- ❑ Workshops gender
- ❑ Workshops gender in the classroom / in schools
- ❑ More information: <http://www.rosadoc.be/joomla/index.php/workshops>