

Forum For African Women Educationalists FAWE Rwanda Chapter

GENDER-RESPONSIVE PEDAGOGY

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FAWE Rwanda Chapter

Presentation outline

- About FAWE
- Gender vs Sex
- Key Concepts in Gender
- Gender in Education
- Gender-responsive Pedagogy
- Gender-responsive School
- Case studies and reflection



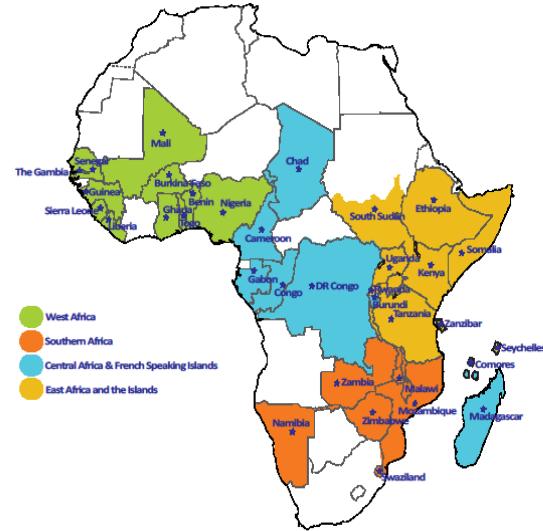
FAWE

Vision A world in which all African girls have access to education, perform well and complete their studies and gender disparities in education are eliminated.

Our Mission To promote gender equity and equality in education in Africa by fostering positive policies, practices and attitudes towards girls education.

We work in 33 countries and 34 chapters:

FAWE'S ADMINISTRATIVE CLUSTERS



Benin, Burkina Faso, Burundi, Cameroon, Chad, Congo, Comoros, Democratic Republic of Congo, Ethiopia, Gabon, The Gambia, Ghana, Guinea, Kenya, Liberia, Madagascar, Malawi, Mali, Mozambique, Namibia, Nigeria, Rwanda, Senegal, Seychelles, Sierra Leone, Somalia, South Sudan, Swaziland, Tanzania, Togo, Uganda, Zanzibar, Zimbabwe.



FAWE Rwanda

- FAWE established since 1997
- Girls access is no longer an issue
 - Gender parity in education achieved (MDGs 2,3)
 - primary level since 2005
 - Secondary school since 2015
- Issues: low performance, high drop outs (5.6%), low enrolment in higher education (45.3% overall, only 34% in public sector institution), TVET under representation (MINEDUC statistical yearbook 2017)



Gender vs Sex

Many people confuse gender and sex. For some, gender goes with empowering girls. For others, it means female issues.

- Gender refers to socio-cultural classification of roles, values, norms and responsibilities assigned to males and females in a particular society.
- Sex: biological nature of being a male or female.

Gender vs Sex cont.

■ **Gender roles**

SOCIALLY ASSIGNED

What are those
socially assigned roles?
Provide any 3

- .
- .
- .
- .

Sex roles

**BIOLOGICALLY
ASSIGNED**

What are those
biologically assigned roles?
Provide any 3

- .
- .
- .
- .



Gender vs sex cont.

Activity I

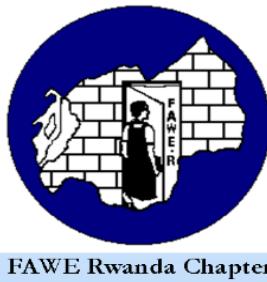
- Having understood the difference between the two concepts (gender and sex),
 - Task: Pick a paper from the table read it and tell us whether the word goes with the concept gender or concept of sex.



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Key concepts in Gender a short video

- 1. Gender** - The socio cultural classification of women and men based on societal norms and values that define the roles women and men should play in society
- 2. Gender Stereotype** - Constant portrayal of men or women occupying social roles according to the traditional gender role or division of labour.
e.g. 'Females can not be engineers' or 'All males are good at sciences'



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Key gender concepts cont.

3. Gender discrimination - giving preferential treatment or denying opportunities and rights to individuals on the basis of their sex

e.g. Up to now in some institutions when both females and males apply for a job to be driver, the job is given to a male even if the female has better record and experience.

4. Gender-responsiveness - taking action to correct gender bias and discrimination so as to ensure gender equality and equity.

e.g. Rwandan Policy of 30% women representation at all levels.



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Key gender concepts cont.

5. **Gender equality** - the elimination of all forms of discrimination based on gender so that girls and boys have equal opportunities and benefits
6. **Gender sensitivity/awareness** - the ability to recognise gender issues.
7. **Gender Equity** - as a result of gender equality and where both males and females get equal rights and opportunities



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Key gender concepts cont.

8. Gender relations – Relationship between females and males in their every day activities, power sharing, decision making and division of labor within a household.

9. Gender blindness – A failure to understand difference between males and females and their needs

10. Gender empowerment – This is the process through which marginalized side become aware of their subordination and acquire skills to overcome them

Statistics of gender in education showing number of schools, students and staff in Rwanda

source: Ministry of Education 2017

Levels	Schools/ centres	Students			Staff		
		Male	Female	Total	Male	Female	Total
Pre-Nursery	90	2,516	2,718	5,234	62	181	243
Pre-primary	3,186	108,462	111,973	220,435	1,367	5,445	6,812
Primary	2,877	1,272,842	1,267,532	2,540,374	20,374	23,532	43,906
General Secondary	1,375	243,045	288,332	531,377	16,859	7,702	24,561
TVET	402	65,327	42,174	107,501	5,028	1,901	6,929
General Tertiary	37	42,027	38,746	80,773	3,788	1,408	5,196
Adult literacy	5,186	61,604	90,558	152,162	4,029	2,294	6,323
Total	13,153	1,795,823	1,842,033	3,637,856	51,507	42,463	93,970



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Gender in Education cont.

A picture of ration of female to male teachers in secondary schools. This photo was taken during one of GRP trainings in FAWE partner schools



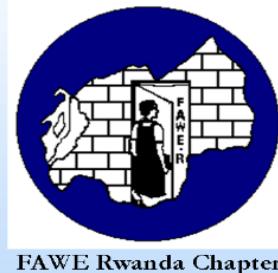


PEDAGOGY:

Pedagogy is a discipline that deals with theories and practices of teaching and learning process and how they influence the learners to stay in school and have improved performance.

- ✓ After all these definitions, one may need to know:
- ✓ What is Gender-responsive Pedagogy (GRP)?

GRP: Refers to the techniques that are applied in teaching and learning that take into account the needs of both males and females.



FAWE GRP

It **aims** to build capacity of teachers to; adopt teaching practices that promote equal treatment and participation of girls and boys within the a school learning environment.

“GRP trains a teacher to **inspire hope, ignite the imagination and instil a love of learning** in both female and male learner” - Brad Henry



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WHY GRP:

- GRP is very important because it helps to determine how boys and girls participate in their education and whether they are doing well in their studies.
- Teachers awareness and understanding of Gender-responsiveness is key to the effective participation of girls and boys in their learning processes (e.g. equal participation in classroom activities).



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■ Is this possible

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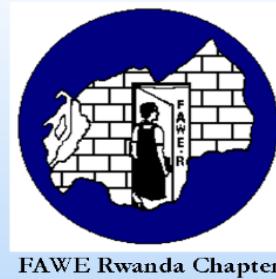
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- When,
- Where, and
- How should GRP be applied?



10 Focus Areas for FAWE GRP Training

1. Gender-responsive Lesson Planning
2. Gender-responsive Teaching and Learning Materials
3. Gender-responsive Language use in the Classroom
4. Gender-responsive Classroom Setup
5. Gender-responsive Classroom Interaction
6. Gender-responsive Management of Sexual Maturation
7. Gender-responsive Addressing Sexual Harassment
8. Gender-responsive School Management System
9. Monitoring and Evaluation
10. Gender-responsive School Learning Environment



What is a Gender-responsive School

- A gender-responsive school is one in which the academic, social and physical environment and its surrounding community take into account the specific needs of both girls and boys.
- It also assumes that school management system, policies and practices recognize and address the specific needs of both girls and boys.
- In addition, in a gender-responsive school the academic delivery, including teaching methodologies, teaching and learning materials, classroom interaction, and management of academic processes, are gender-responsive.



OBSERVE AND DISCUSS AFTER (activity for participants)

- A girl experiencing her painful periods at the first time in class.
- A teacher using verbal and non verbal communication which is not pedagogically gender-responsive (e.g. appreciating a girl's work done by a hug, calling weak students words like: "stupid, this is how you always behave, you will not pass.")

After this, the facilitator will ask the participants if they have any examples of what was discussed. Share the case studies of Flavia and that of Robert.



**THANK YOU
FOR
YOUR ATTENTION**