GENDER RESPONSIVE PEDAGOGY MANUAL

For Pre-service and In-service Teacher Training

Federal Democratic Republic of Ethiopia
Ministry of Education
October 2014
Addis Ababa
Acknowledgment

The Gender Directorate, MoE, would like to acknowledge the FAWE Regional Secretariat and FAWE Ethiopia Chapter for their support in the process of developing the manual. The Gender Directorate also recognizes the invaluable contributions of the technical team from the MoE, members of the sub-committee on GRP of the Girls’ Education Advisory Committee (GEAC), FAWE Ethiopia and the working group of experts from Axum University, Haramaya University, Ambo University and Gondar College of Teacher Education (CTE) in developing the manual. Finally, the Directorate would like to thank UNICEF and Plan International-Ethiopia for its financial and technical support for the development of the manual.

Ministry Of Education
2014/15
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE</td>
<td>College of Teacher Education</td>
</tr>
<tr>
<td>CPD</td>
<td>Continuing Professional Development</td>
</tr>
<tr>
<td>FAWE</td>
<td>Forum of African Women Educationalists</td>
</tr>
<tr>
<td>FDRE</td>
<td>Federal Democratic Republic of Ethiopia</td>
</tr>
<tr>
<td>GBV</td>
<td>Gender-based Violence</td>
</tr>
<tr>
<td>GEAC</td>
<td>Girls’ Education Advisory Committee</td>
</tr>
<tr>
<td>GRP</td>
<td>Gender Responsive Pedagogy</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
</tr>
</tbody>
</table>
FAWE developed a Teachers’ Handbook on Gender Responsive Pedagogy to be used as a practical guide for making learning and teaching processes gender responsive within an African context. In 2013, the Gender Directorate of the MoE organized a meeting in Bishoftuto where instructors from colleges of teacher education and universities were invited. In this meeting, the participants agreed to adapt the FAWE Handbook (with permission) to a manual that would be used by teacher trainers at CTEs in the training of teachers on the implementation of Gender Responsive Pedagogy.

Most of the teachers are usually unaware of the situations that discriminate against either female or male students. For example, they may use learning materials that depict only one sex performing certain types of activities or they may make stereotypical remarks about the capability or characteristics of female or male. This can discourage students, girls in particular, from participating fully and succeeding in their classroom learning. Teachers take central part in the learning and teaching processes. Their understanding and awareness of gender equality issues is critical to the participation and achievement of both females and males in schools. Gender responsive teachers understand and respond to the specific needs and interests of female and male students.
One of the skills of the teacher is treating boys and girls equally in and out of the classroom. In addition to this the learning and teaching materials that are used by the teachers as well as students may not be fully gender responsive. Thus, it is important to introduce all teacher trainees to GRP as part of their preparation for the teaching profession in the pre-service programme. Training on GRP is equally necessary for in-service teacher training and hence should be taken as an important component of the in-service and pre-service teacher training.

This GRP manual specifically focuses on how to create a gender responsive academic environment. It explores the various ways of making learning and teaching processes responsive to the specific needs and interests of female and male students at both primary and secondary levels. The manual will assist teachers to acquire deeper insights into gender responsive pedagogy and develop classroom practices that are “gender friendly”. It is expected that the wider use of this manual will contribute to the improvement of the quality of the provision of education in Ethiopia.

The purpose of this manual is to enhance the quality of education with respect to gender dimension. It aims to equip teachers with knowledge, skills and attitudes that would help them to apply gender responsive pedagogy; enable teachers to develop and use gender responsive methods that ensure equal participation of girls and boys in the learning and teaching process.

The training will take approximately 40hrs with combined classroom activities, school observation, and lesson planning assignments and action research project or Continuing Professional Development (CPD) plan. While the manual is divided into three units, the time for each unit will vary and individual instructors are expected to adapt the activity plans to suit the class lengths at their respective institutions. This manual is a guide and should be adapted to the needs of learners at different levels (i.e. TVET and education faculties of universities holding responsibilities in secondary school colleges of technical and vocational training institute’s teachers/trainers respectively in their pre-service and in-service program).
The training will be provided by CTEs for pre-service trainees and at cluster centre to teachers by regional bureau of education.

Facilitators of the training could be qualified Gender experts of the Ministry of Education, regional education bureaus and appropriate instructors of CTEs. These facilitators must be recommended by the partners as well as heads of the directorate and education bureaus.

This training manual has three units followed by annexes (conventions, templates, checklist for school observation and textbook evaluation.}

Unit 1: Understanding Gender Concepts

Introduction

Society accords different attributes about the roles and responsibilities to males and females. Even though there might be some variations across cultures, the feminine roles are often less favourable than those of the masculine. These gender roles are often carried, whether consciously or unconsciously, into the classroom dynamics by both teachers and students. This unit will explore the impact of gender and gender roles on the teaching and learning process. Teachers must first be able to understand gender dynamics in order to address them in a gender responsive manner in the classroom. This session explores the basic concept of gender, how gender is socially constructed and reinforced, and how gender can affect male and female students’ participation and achievement in school. Session one consists of the stated objectives, expected outcomes, activities, teaching notes and means of assessment.

Objectives

At the end of the session, the trainees will able to:

- define basic gender related concepts,
- explain the social role and responsibility of males and females,
- Elaborate how gender stereotype affects the learning and teaching process.

Expected outcome

- Gender responsive learning and teaching process practiced in primary education.
Activity 1
Time allowed ---------hrs.
Resources: Flash cards, chalk, black board
Facilitator: Ask the followings questions
  1. The difference and/or similarities between Gender and Sex.
  2. Tell them to write their responses on pieces of paper and read them one by one to the whole trainees. (Ask trainees to exchange the papers and read one by one).
  3. List the characteristic that are usually explained by someone else as feminine and masculine.
  4. Give feedback.

Activity 2
Time allowed---------
Resources.: Flash cards, papers, chalk, black board
Facilitator: Give cards and papers to each of trainee.
  1. Write gender concepts on flash cards and distribute them to the trainees.
  2. Post the definition of Gender Concepts on the walls of the training room/class.
  3. Tell the trainees to match the gender concepts on the flash card with the definitions posted on the wall.
  4. Give feedback.

2. Notes for Trainees;

Some Fundamental Concepts of Gender

What is gender?

Initially, we need to understand the difference between sex and gender. Sex roles are biological. For example, only a woman can give birth and breast-feed. Gender roles, on the other hand, are constructed and determined by society. For example, ‘women do the cooking and men do the decision-making’. Gender roles can change over time and can vary in different cultural contexts. Sex roles on the other hand are biological and are the same across cultures.

Concepts of femininity and masculinity are rooted in the social influences (gender) rather than biological influences (sex). Society often dictates what being a male or a female means (e.g. being dominant or passive, brave or emotional). In most cultures, males generally respond by defining themselves as masculine while females generally define themselves as feminine because these are social constructions. However, it is possible for one to be a female and see herself as masculine or male and see himself as feminine. This is called one’s ‘gender identity’, a person's private sense, and subjective experience of his or her own gender.
Gender discrimination

It refers to denying opportunities and rights to individuals on the basis of their sex.

Gender equality

Eliminate all forms of discrimination so that all girls and boys and/or women and men have equal opportunities and benefits. In terms of education, it is beyond equal participation of boys and girls i.e. it also includes performances as well as creating gender responsive institutional arrangement.

Gender equity

In the education context, it means ensuring that girls and boys have equal access to enrolment and other educational opportunities.

Gender stereotype

The media, conversation, jokes or books, on women and men reflect social traditional role. In textbooks, for example, women are often given roles to play as cleaners, caregivers and nurses, and men as drivers, doctors and leaders. These images reinforce socially constructed gender roles.

Gender mainstreaming

The consistent integration of gender equality issues into the development and implementation of policies, plans, programmes and projects at all levels, including at the national, regional, community, school and classroom levels.

Gender sensitive

Gender sensitive means the ability to recognize and/or the recognition of gender equality issues.

Gender responsive

Gender responsiveness is taking action to correct gender discrimination with the intention to ensure gender equality.

Gender blind

Being gender blind is the failure to recognize and address the different needs and interests of males and females.

How is gender constructed?
Gender roles are constructed through socialization processes that start from birth. Gender socialization is the process by which society’s values and norms, including those pertaining to gender, are taught and learned. It is a lifelong process and often an unconscious process where expectations are reinforced with rewards and punishments (boys in particular may receive negative sanctions for not following ‘gender appropriate behaviour).

The sites for socialization processes are families, schools, community as well as the media. The interaction of a child with his/her parents; relatives, peers, teachers, religious leaders and society create and reinforce the construction of gender identity.

Among the institutions or mechanisms that maintain or control gender roles and perpetuate unequal gender relations in society are family, school, language, religion and mass media.

**Family**

Throughout childhood and adolescence, parents orient their children (more often unconsciously) to certain gender role standards, behaviours and practices. Parents also reinforce gender stereotypes by having expectations that are different for boys and girls such as girls doing housework and boys working outside the home. Telling children what they are and what is expected of them is a strong socializing factor. All these processes cause children to believe and internalize the prescribed behaviours as right for them, and develop their “appropriate” gender identity.

**School**

Schools are social sites where the socialization process is reinforced. The social, physical and academic environments of schools often reinforce the construction of masculine and feminine identity starting from early ages. For example, teachers demonstrate attitudes and expectations that regard women and men differently.

**Language**

Language is a medium people use in their everyday lives to communicate their thoughts or ideas. Sexist terms, whether obvious or subtle, often reinforce gender stereotypes. The bias against women in language takes various forms and can be found in words used, examples used in teaching, stories and proverbs presented verbally or in texts and other resources.

**Religion**
Religious teachings at times reinforce the belief that “women’s place is at home” and women’s primary obligation is to be good mothers and housewives, rather than leaders. This limits women’s right to shape their destiny.

Mass Media

Print media (books, newspapers, magazines, and comics, etc), broadcast media (radio and television) and films/videos are decidedly influential in shaping the minds of people. Media has been a most effective socializing agent because it goes about its function in a subtle and often subconscious way. In Ethiopia, the popularity of action movies, often full of violence and sex, may also have an impact on youth and influence and distort their perceptions of the world outside Ethiopia.

Advertisements actually reinforce existing beliefs. Typically women are identified as:

A. housewives who have to buy products to lighten their burden;
B. loving mothers and wives who serve their husbands and children;
C. beautiful persons who have to attract the attention of men or hold their husbands’ attention through the use of this or that product;
D. sex objects whose bodies are used to entice consumers to buy products
Unit 2: Introducing Gender Responsive Pedagogy

Introduction
The teacher’s verbal and non-verbal language used in the classroom, textbooks and other learning resources may intentionally promote biases and discrimination that reinforce gender inequality. Gender sensitive school environments help promote gender equality and address the barriers to girls’ education. Hence, it is important to create a gender sensitive school environment through the practice of gender responsive learning and teaching processes. Where gender awareness and gender responsive pedagogy are not practiced at school level, female and male students may not enjoy equal learning opportunities. This unit introduces the key components of gender responsive teaching and learning processes.

Objectives
At the end of this session, the trainees will be able to:

- define what gender responsive means,
- list down the contents of gender responsive pedagogy

Expected outcomes
- Gender responsive Pedagogy is implemented in primary education system.

Activity 1
Brainstorming Session
Time: 20 minutes
Resources: Chalkboard/chalk or chart/pens
Facilitator: Break the trainees into groups and ask the following questions. Then write their views on chalkboard/flip chart.
1. What might a gender responsive classroom look like?
2. What does gender lens mean?

**Activity 2**

**Time:** 1:00 hour

**Resource:** Paper, Note book and pen

**Facilitator:** Ask the trainees to

1. develop classroom observation checklist and
2. report format to visit schools around the training venue at end of the training days.

**Activity 3**

**Reflective Writing**

**Time:** 15 minutes

**Resources:** Pens, notebooks

**Facilitator:** tell the trainees to

1. Write their reflection about what they understood from the training.
2. Collect feedback from each of them.

---

**2. Notes for Trainees**

**Gender Responsive Lesson Planning**

This part provides an overview of how lesson planning can be undertaken to ensure that lessons address the needs and interests of both female and male students so that all students can be supported to achieve their full potential.

**Gender Responsive Teaching and Learning Materials**

This explores unequal gender messages and stereotypes in teaching and learning materials and discusses ways of transforming them into positive messages that promote and support gender equality.
Gender Responsive Classroom Arrangement

This part discusses how classroom setup can help to ensure that both female and male students can enjoy equal access to learning opportunities and are supported to participate equally.

Gender Responsive Classroom Interaction

Gender responsive classroom arrangement explores ways of creating a classroom environment that promotes and supports equality through active learning methods, including language use and nonverbal communication.

Addressing Sexual Maturation

This explains some of the impacts on young people’s lives as they go through sexual maturation, and explores how teachers can react in ways that are sensitive to the needs and interests of both female and male students during these changes.

Gender Responsive School Management

Gender responsive school management discusses how teachers, parents, students and school management bodies can work together as partners to address gender-related issues and advance gender equality at school.

Human Rights and Gender-Based Violence in the Classroom

This examines the linkages between international and national human rights instruments and the different forms, causes and consequences of gender-based violence, including that which takes place within the school context.

Session 1: Gender Responsive Teaching and Learning Materials

Introduction

Despite the need for gender responsive learning and teaching materials, some educational materials in Ethiopia still include messages and examples that reinforce gender inequality. For example, some lack positive images of women, presenting all engineers and doctors as men and all the heroes in history books as men. Teachers using these materials may not be aware that there are many wrong things with them, because they have not received any training in gender responsive analysis of learning and teaching materials. Teachers who have been sensitized to gender issues may still
need further training on methods of how to adapt their lesson plans and use educational materials that are gender responsive. This unit explores unequal gender messages and stereotypes in teaching and learning materials and discusses ways of transforming them into positive messages that promote and support gender equality.

**Objectives**

At the end of this session, the trainees will be able to:

- Explain how the learning and teaching materials are factor of gender in equalities.
- Refine learning and teaching materials from gender perspective.
- Select and use of gender responsive materials.

**Expected outcomes**

Gender responsive learning and teaching materials produced and used.

<table>
<thead>
<tr>
<th>Activity 1</th>
<th>Time allowed</th>
<th>Resources: pens, notebooks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Provide a lecture based on teaching notes on:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) what makes learning and teaching materials gender responsive, and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Assess and select gender responsive teaching and learning materials using checklists.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Facilitator: Summarize the most important points.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Time allowed</td>
<td>Resources: Textbooks of different subjects, used in schools.</td>
</tr>
<tr>
<td>1. Evaluate textbooks using the checklist.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 3

Reflective Writing

Time: 15 minutes

Resources: Pens, notebooks

1. This activity is to be done on individual basis. Let trainees spend 15 minutes writing their responses to the following questions and hand them in to the facilitator.

   a. What did I learn today about assessing teaching and learning resources?

   b. How can I apply this to my teaching in the future?

   c. What kinds of gender responsive resources can I choose, produce and use to deliver an effective teaching and learning process in my teaching sessions?

2. Facilitator will collect these to assess the impact of the session and record comments on an assessment sheet.

   Finally, the facilitator will give appropriate feedbacks with comments to participants at the next session.

2. Notes for Trainees

Teaching and learning materials are critical components of the teaching learning process that determine equal access to curriculum for male and female students as well as students with special needs.

Teaching and learning materials like textbooks, reference books, hand outs and different teaching aids/media are fundamental for shaping young minds. Therefore, teaching materials should accommodate the learning needs of male and female students and be free of stereotypes and gender biases.

Research indicates that most textbooks and teaching materials portray gender stereotypes and biases. Women are portrayed as housewives, care givers and so on in the range of activities they represent. The women are also portrayed as
weak, passive, submissive while men are seen as strong, active and dominant in the values and assumptions given to them.

In addition, men are also portrayed as key actors in public life while women dominate in domestic life. As a result, teaching and learning materials reinforce gender stereotypes. It is therefore important for teachers to be able to review the textbooks and other teaching aids for possible gender stereotypes. They should also be able to develop and utilize their own gender responsive teaching and learning materials.

An analysis of textbooks from different countries in sub-Saharan Africa shows that there are distinct gender stereotypes. Illustrations in science textbooks, for example, mostly portray only boys as carrying out experiments. Most named characters in textbooks are boys or men. History textbooks generally mention only heroes in liberation struggles, yet it is known that there were also heroines.

Moreover, the masculine pronoun has come to be regarded as applying to both men and women or to human beings generally. Therefore, the pronoun “he” is conspicuous in textbooks and literature written in English. Whenever there is reference to top leadership the pronoun “he” is predominantly used.

An immediate and complete overhaul and change of textbooks may not be practical since the selection of approved texts is not determined at the school level. Nevertheless, as a first step the existing text can be adapted at classroom level to make it gender responsive by pointing out that he/she or him/her is more appropriate.

Principles for selection and assessment of teaching and learning materials

Teaching and learning materials should be assessed in ways which ensure that they:

- Support an inclusive curriculum, thus helping students to gain an awareness of our pluralistic society and the importance of respectful relations with others.
- Motivate all students to examine their own attitudes and behaviour and to comprehend their duties, responsibilities, rights and privileges in the classroom.
- Provide opportunities for all students to participate equally in the teaching learning process.
• Avoid the reinforcement of gender stereotypes and biases.
• Add interpretations and examples to capture gender responsiveness whenever there is a gender biased illustrations and examples in textbooks and other resources.
• Review textbooks with the aim of portraying positive images of women and girls.
• Include positive images of both males and females in non-traditional roles.
• Compare how often men and women are represented in textbooks and illustrations.
• compare the attributes of male and female characters -- their professions, activities and behaviour represented in the teaching materials

Session 2: Gender Responsive Language

Traditionally, socially constructed gender roles in Ethiopia have portrayed women as inferior to men. As a result, women have traditionally been left out of decision-making and leadership roles. Some teachers may carry these attitudes into the classroom, whether they are aware of it or not. They may use both verbal and non-verbal communication in the classroom that can discourage girls from performing well. For example, teachers may tell girls that they are not meant to take subjects such as mathematics or the sciences because these are meant for boys. Teachers may also send verbal or non-verbal messages about girls’ physical attributes, reinforcing the socially constructed attitude that girls are to be valued for their attractiveness and their sexuality. Similarly, teachers may reinforce the traditional ideas of masculinity and superiority for boys by encouraging them ‘not to accept being beaten’ academically by the girls or allowing them to dominate in class discussions. Constant exposure to such messages both verbally and non-verbally from the teacher reinforces gender inequality.

Female teachers who have also been socialized to believe in the inferiority of women may also reinforce these attitudes in the classroom as much as their male colleagues.
**Objective**
At the end of the training teachers will able to use appropriate and gender responsive language in the class room.

**Outcome**
Both sexes are participated in the class room actively.
Activity 1: Decision Line

Time: 30 minutes

Resources: None

1. As a facilitator, ask trainees to stand in a line across the room. Indicate that one end of the line represents “Strongly Agree” and the other end represents “Strongly Disagree”. Explain that you will read a number of statements and will expect them to move to a point in the line that reflects their level of agreement with the statement.

2. Read the following statements and allow trainees time to find their chosen place along the line. After each statement, select a few trainees to explain why they chose to stand where they did.

Statements:

- A boy or a girl who is told, “You are stupid” may begin to believe that this is true.
- Teachers who use harsh language can cause students to become fearful.
- Teachers can help to improve students’ performance by giving them praise for their successes, as well as positive, constructive feedback.
- Treating boys and girls equally benefits all children.
- It is not that much important to ensure equal use of the pronouns “he” and “she” in the classroom. Students know what you mean.
- When a female student performs better than the male students in her class, it can create problems for her.
- Teachers can send non-verbal messages that reinforce gender inequality.
- Sexual harassment often begins with body language.
- Assertive girls are not as popular in school as non-assertive ones.
- Boys are naturally more aggressive than girls.

Activity 2

Think-Pair-Share
Time: 45 minutes

Resources: Flipchart; pens

Facilitator; ask trainees to form groups. Distribute hand out Problems in Communication, which contains a list of communication examples to each group to help facilitate their discussion. Ask trainees to read the hand out and for each example, discuss in their small groups the following question:

- Identify each of the key problems with verbal and non-verbal communication in each example.
- How could this form of communication in the classroom affect the participation, learning, retention, and/or achievement of female and male students?
- How would these situations be handled differently if done so with gender responsive language?

2. Let the trainees go back to the larger group. For each example, ask for volunteers to offer insights from their small group conversations.

Activity 3

Playing with Proverbs

Time: 1 hour

Resources: Playing with Proverbs (cut up into flash cards); Chalk/chalkboard or flipchart/pens

Facilitator

1. Divide groups into pairs and distribute prepared flash cards (Playing with Proverbs), each containing a proverb relating to gender.

2. Explain that trainees will act out a short drama to illustrate the proverb they have been given. Allow time for preparation, and then ask each pair to perform their drama, allowing the audience to guess which proverb they are acting out.

3. Following the presentations, ask the group, “What do these proverbs teach us about women and men?

4. Make a chart on the board/flipchart and write different proverbs that:
   - Reinforce male superiority
- Encourage female autonomy
- Support gender equality

**Activity 4**

**Reflective Writing**

**Time: 15 minutes**

**Resources: Pens; notebooks**

Facilitator, ask the participants to spend 15 minutes to writing responses to the following questions and submit their responses to you. They need to attempt the questions individually and collect their responses

- What was the most important thing I learned today that I can apply to my own teaching?
- How can gender responsive language in the classroom help both female and male students to be more confident and successful?
2. Notes for Trainees

Language is a tool of communication that reveals much about what we think and believe and must be used carefully. Inappropriate language use can transmit negative messages and inhibit learning. A boy or girl whose teacher constantly tells them “you are stupid” may actually come to believe this to be true, with potential for a negative impact on academic performance.

A teacher’s constant use of harsh, abusive and threatening language may instil fear in the students and hinder communication between them. Language can also reinforce gender differences and inequalities and in the classroom often reflects male dominance and relocates females to an inferior position. By contrast, a teacher can enhance students’ performance by using encouraging, inclusive language in the classroom.

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

Beliefs and attitudes about gender inequality are expressed through language that reveals the belief that girls cannot perform as well as boys, or that boys should not allow themselves to be outperformed by girls academically – or in many other ways. Teachers often discourage girls from choosing to learn science subjects/courses by telling them that such subjects are for boys or are too difficult for girls. When a girl is assertive, she is told to stop behaving like a boy, and when a boy cries, he is cautioned to stop behaving like a girl.

At a less personal level, teachers should be conscious of gender biases inherent in their language and make an effort to avoid giving over consideration for one gender specific pronouns (he and she) where possible so as not to exclude one gender.
But spoken language is only part of the equation. Much offensive communication is not verbal. An indifferent shrug of the shoulders or rolling of the eyes suggests that the student is too foolish or bothersome to warrant attention.

Other gestures and body language, such as winking, touching, brushing, grabbing and other moves may be overtly sexual. This type of communication may go unnoticed by others for a long time, but it can be extremely damaging to classroom participation to the one at whom the communication is targeted. It is also difficult for the victim to take action to stop it because there is often no tangible evidence. Most sexual harassment occurs and escalates in this way.

**Problems in Communication**

**Scenario 1**
Tsehay’s favourite subject is math. Her math teacher has taken an interest in her because she is so smart. Last week, her teacher offered her extra tutoring if she agreed to carry his briefcase to class for him. Even though she was a bit uncomfortable with this, she didn’t want to anger the teacher of her favourite subject, so she agreed. When the teacher thanked Tsehay, he licked his lips and his eyes were clearly focused on her chest, rather than looking into her face. This made Tsehay feel very uncomfortable and ashamed.

**Scenario 2**
Solomon really likes school. His favourite classes are art and writing. All the other kids at school make fun of him and say he is “like a girl” because he doesn’t like math and science. All of Solomon’s friends at school are girls. He likes being around girls because at home he is the youngest boy with six sisters. He does not enjoy playing with the other boys at school, because they often like to fight and pretend they are fighting in a war. One day, the other boys tried to fight with Solomon. He told them he doesn’t like to fight, and they started calling him names like “sissy” and “coward.” Later, in class, Solomon began to cry and his teacher asked him why. Solomon told the teacher what had happened and she said, “Well, you should quit acting like a girl and stop playing with girls.” Solomon was surprised, saddened and confused at the teacher’s response.

**Scenario 3**
Almaz really likes school, but it is very hard for her to keep up with her studies. She gets up at 4 a.m. every morning because she has to help her mother and sisters with the chores around the house. Sometimes she comes to school late because her parents won’t let her leave until she has finished all her house chores. When she comes in late, her teacher makes her stand in front of the class and explain why it is important to be on time to school. One day her teacher said to her, “you are stupid, why do you even come to school? You should go and try to find a husband!” Another day when she accidentally fell asleep in
class, the teacher said, “Maybe your head is falling because your breasts are becoming so large.” It made her very mad when the teacher said this, and everyone was laughing, but she knows that students are not allowed to speak back to their teachers. Almaz told a different teacher about this incident and that teacher said, “You shouldn’t worry, he is only joking with you.” That did not make Almaz feel better.

**Playing with Proverbs**

1. "A woman and 'toffa' should be in the kitchen"
2. "The companionship of a woman is dispersed by a mouse"
3. "A chicken in the coop, a woman in the kitchen"
4. "My mother plans for the day, my father for the year"
5. "A shy priest, a blind donkey and a courageous woman are useless"
6. "Even if a woman has knowledge, only a man can utilize his knowledge"
7. "To talk is womanly and to work is manly"
8. "A man where he is appointed, a woman where she is married"
9. "A woman’s life is limited from the living room to the kitchen"
10. "When spider webs unite they can tie up a lion"
11. "The wife proposes, the husband decides"
12. "Women are like spice – you do not need much"
13. "If we educate a boy, we educate one person. If we educate a girl, we educate a family – and a whole nation"
14. "When there are many women, the cabbage will be spoiled"
15. "A silly daughter teaches her mother how to bear children"
16. "A home without a woman is like a barn without cattle"
17. "The knife has butchered the one who has sharpened it"
18. "Just as donkeys do not have their own kraal and thus sleep in the that of cattle, women do not have their own abode and thus dwell in that of men"
19. "Women and donkeys do not complain about burden"
20. "Women know grinding, but not when to stop"
21. "Women make good dish, but not good speech"
22. "Males endure even the pains of spear"
23. "Males are an iron pole of a house, while females are the outside gate that belongs to others"
24. "When he was allowed to whip whomever he can, the husband returned home and whipped his wife"
25. "For women and children, the stick is matchless treatment"
26. "It is the possessor who should tame his horse and his wife as he wants"
27. "A woman that dominates her husband will not at all value her neighbours"
28. "A husband who fears his wife cannot father a child"
29. "One who has spoiled his wife eats roasted barley for his supper, because she does not give him a wife-like service of fine and fancy food"
Session 3: Gender Responsive Classroom Arrangement

Classroom is arrangement would contribute positively or negatively to gender responsive learning and teaching processes. Gender responsive classroom arrangement responds to the specific needs and interests of both female and male students. This includes consideration of how the classroom setup mixes girls and boys, whether it encourages participation of both girls and boys, and whether the fixtures and visual aids on the walls send gender responsive messages. Seating arrangements, for examples, may place girls at the back or in the corners of the classroom, which may reinforce the fact that girls have been socialized not to ‘speak out’. It is important for teachers (and school managers) to understand how the configuration and maintenance of learning spaces affect the quality and gender responsiveness of the education delivery.

This unit discusses how classroom setup can help to ensure that both female and male students can enjoy equal access to learning opportunities and are supported to participate equally.

Objectives
At the end of the session the trainees will able to:-

- describe various gender responsive classroom set ups,

- explain how classroom arrangement can affect the participation of female and male students in the learning-teaching process,

- Suggest creative ways to overcome barriers to gender responsive classroom setups,

- Set up classroom arrangement that would foster gender responsive teaching and learning

Expected outcome
- Classroom arrangement encouraged active learning for both sexes.

Activity 1
Time allowed---
Resources; - Black board/flip chart/chalk parkers
Facilitator;
1. Break up trainees into groups of 4 or 5.
2. Distribute a case study describing a particular classroom setup to each group.
3. Ask each group to draw a simple diagram to show how they intend to make the arrangement gender responsive and why.
4. Once finished, ask each group to join with another group (forming a group of 8 – 10). Each group will ‘teach’ their chosen gender responsive classroom setup to the others.
5. Coming back altogether, ask each group to describe their case study and proposed classroom setup to the rest of the trainees. Groups should be able to explain how their chosen setup promotes gender responsive teaching and learning. Trainees in the audience should ask questions and take notes on the various case studies.

Activity 2
Reflective Writing
Time: 15 minutes
Resources: Pens; notebooks
1. Trainees are to be requested to spend 15 minutes in writing their responses to the following questions and hand them in to the facilitator:
   a. As a teacher, I could make my classroom setup more gender responsive by...
   b. Some of the barriers I could face in creating gender responsive classroom arrangements are...
2. Facilitator will collect these to assess the impact of the session and record comments on an assessment sheet and return the writing at the next session with comments.

2. Notes for Trainees
A gender responsive classroom set up helps to respond to the specific needs of both boys and girls. This approach considers the following:

- Classroom set up that mixes girls and boys,
- Classroom set up that enhances participation of both girls and boys,
- Arrangement of the desks that encourage girls to speak out and overcome their shyness,
- Stools in laboratories that are appropriate in size and shape thus enabling effective participation of both girls and boys,
- Fixtures and visual aids on the walls that send gender responsive messages,
• Appropriate shelf heights in the libraries,

• Appropriate size, shape and weight of desks and chairs,

Many schools do not have adequate or appropriate infrastructure and furniture. These constrain the teachers’ ability to organize the classroom set up for effective learning. An overcrowded classroom makes it difficult to organize seating arrangements that can enhance child-centred learning.

Additionally, teachers may have no say about what type of furniture is found in the school. Despite these limitations, an innovative teacher should still be able to organize the classroom set up in such a way that it is conducive to learning.

Classroom organization must go a step further, however, and pay due attention to the gender responsiveness of the classroom set up. As mentioned earlier, many girls are socialized not to speak out. Seating arrangements that place them at the back or in corners reinforce this tendency, which in turn leads to poor performance.

Thus the typical traditional seating layout, with desks arranged neat rows facing the teacher, does not encourage a student-centred learning environment, which is the most appropriate for enhancing active student participation – particularly by girls. Or, high stools in science laboratories can constrain girls’ participation in science laboratories, especially if their uniform is fitted skirts.

**Case Studies in Classroom Arrangement**

**Case 1: History class**

W/o Ana is a 10th grade History teacher with 60 students (35 boys and 25 girls) in her class. She wants to give group work on the history of Adawa. She wants all boys and girls actively engaged in the group work. The classroom has fixed seats in the form of tables in rows with benches behind each table. There is one blackboard at the front of the room and no posters on the walls.

**Case 2: English class**

AtoTasisa is a grade four English teacher, with 50 students (30 girls and 20 boys). His class schedule is always 30 minutes before lunch time. Five of the girls and two of the boys came late to class and missed the group assignment instructions. The groups are arranged around tables that are fixed with benches on both sides and the groups were allowed to choose their own members and as a result members of some groups were all males and some of that of others were all females.
Case 3: Math class

AtoYohannes is a Math’s teacher for grade 10 with 40 students (15 girls and 25 boys). While marking his students’ grades for the first grading period, he discovers a problem. Although some of the students (ten girls and 4 boys) are receiving tutorials for math given by another teacher, they have a low grade in his math class for the period. Checking their performance in the tutorial class, he learns that these students are doing well in the tutorial class. AtoYohannes usually lectures during his math instruction. The students are seated in rows with desk/chairs that can be moved. The rest of the lesson is usually filled with independent seatwork.

Case 4: Science Laboratory

There are 45 students (30 males / 15 females) in the lab class that has benches and stools that are quite high and difficult for girls to sit in comfortably. The teacher knows this is a problem for the girls but does not know what can be done about it. She asks her colleagues for some suggestions.

Session 4: Gender Responsive Classroom Interaction

Classroom interaction is a key element of the pedagogical process. Teachers must consciously work to create a gender responsive learning environment, and to interact with students in ways that support and reinforce the participation of both female and male students. Teachers also must remain aware of the ways in which students interact with each other, ensuring that dynamics between them promote equality and respect. Active learning methods are one way of promoting greater equality among male and female students in the classroom. This unit enables teachers to identify classroom interactions that contribute to gender equality, understand the benefits of using active learning methods, and increase their skills to use active learning methods in ways that promote equal participation and learning of girls and boys.

This unit explores ways of creating a classroom environment that promotes and supports equal participation of girls and boys through active learning methods.

Objectives

At the end of the session, trainees will be able to:

- describe gender responsive classroom interactions
- Create and use a checklist of active learning methods that help increase the equal interactions of male and female students
• Demonstrate competency in facilitating active learning methods with a gender equality objective

Out comes

• Gender equality enhanced through interactive learning method.

Activity 1

Role Plays

Time allowed: 2 hours

Resources: Chalkboard/chalk or flipchart/pens; notebooks; pens

Facilitator, Divide trainees into groups and give one role play scenario to each group. Allow time for groups to develop a short drama that shows a problem with classroom interaction and how that problem could be solved or re-enacted by making the interaction more gender responsive. The following scenarios may be included:

• A teacher comes to class dressed shabbily, unkempt and untidy.

• A teacher calls on girls to answer questions he/she knows they cannot answer, just to belittle them in front of the class.

• A male student is threatening to hit another male student while the teacher is writing on the board.

• Girls at the back of the room are gossiping about another girl in class and not paying attention to the teacher.

• The teacher is not enthusiastic about the lesson and seems tired and unfriendly towards students.

• The teacher does not allow a girl to go to the toilet. The girl is menstruating and needs to change her sanitary pad.

• A teacher tells a girl she is stupid for falling asleep in class and she should just drop out and get married. The girl is tired because she gets up early every morning to help her mother before school.

Facilitator, When finished preparing, each group performs their skit for the entire class. Afterwards, one member from each group leads a discussion on the key problem and solution presented in their scenario.
Activity 2

Experience Sharing

Time allowed: 45 minutes

Resources: Notebooks; pens

Facilitator; Divide trainees into groups and discuss the potential challenges related to issues on teacher-student and student-student relationships, and then come up with suggestions of how a gender responsive teacher would respond to the problem presented

1. Issues can include:

- Boys bullying boys/Boys bullying girls/Girls bullying girls in the classroom;
- Students perpetrating sexual harassment and/or abusive language in the classroom;
- Boys embarrassed to speak in class/Girls embarrassed to speak in class;
- Students dressed in a sexually provocative manner in the classroom;
- Male teachers interacting with female/male students;
- Female teachers interacting with male/female students.

Facilitator, once all groups have finished, two groups will join together and members of each single group will share their issues and solutions.

Activity 3

Myth or Fact

Time: 30 minutes

Resources: None

1. Explain to the group that a series of statements will be read, and that it is their job to determine which statements are facts and which are myths. Trainees are then asked to respond. The trainees who think that they know the answers, give signs for recognition (for example, by raising their hands, jumping up and down, etc.) and will be asked to respond. If trainees disagree on a particular statement, encourage discussion and rationale for their dissention. Statements can include:
- The lecture style of teaching should be completely abandoned;
- Active learning is simply to mean group discussion and activities;
- Active learning merely involves physical activity;
- Active learning is just a fashion without any research to back it;
- Active learning does not fit the cultural context of Ethiopian schools.

**Facilitator**, inform the trainees that all of the statements are myths. They are common misconceptions about active learning methods. Ask the group to discuss why they think these misconceptions may exist.

**Activity 5**

**Microteaching**

**Time:** 2 hours

**Resources:** Notebooks; pens

**Facilitator**, divide trainees into groups and explain that each group will choose one active learning method and demonstrate in a micro-teaching session how that method can be facilitated in a gender responsive manner. The group members will facilitate the active learning method with the rest of the larger group of trainees as their "students".

2. Once enough time has been given for planning and practice, bring the whole group back together for the presentations. Each microteaching session should be no more than 10 minutes long.

3. Invite peer feedback and constructive comments following each presentation. Ask trainees to take notes on what they observe.

4. Give a general reflection and remark on the microteaching practices.

**Activity 5**

**Reflective Writing**

**Time:** 15 minutes

**Resources:** Pens; notebooks
Facilitator, Request participants to spend 15 minutes in writing responses to the following questions and hand them in to the facilitator:

a. What aspects of classroom interactions do you think are the most challenging? Why? What can be done to address these challenges?

b. Do you feel that active learning methods can help promote gender equality? Why or why not?

c. What are some of the challenges one might face in using active learning methods in Ethiopian schools? What can you do as a teacher to overcome these challenges?

Facilitator will collect these to assess the impact of this session and record comments on an assessment sheet and return the writing at the next session with comments.

2. Notes for Trainees

Classroom interaction is another important element in the pedagogical process. Students are not little robots; they are boys and girls with gender-specific needs and interests. Especially as they mature, their gender roles and relations (and often sex roles and relationships) have an increasing impact on classroom interactions.

The teacher must recognize that this is where such matters as sexual experimentation, sexual harassment, male domination and female passivity come into play. It is therefore important to create and enforce an environment conducive to learning through classroom interaction that is gender responsive, age specific and respectful.

Reconsidering Classroom Dynamics

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

Teacher’s Behaviour

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

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

**Teacher–Student Interaction**

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

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

- Girls who are having problems because they are going through their menstrual cycle.
- Boys who are embarrassed to speak out in class because their voices crack,
- Girls who are afraid of speaking out because of their cultural background.
- Girls and boys alike who may have been sexually abused or molested.

Feedback: Classroom interaction is a two-way process involving the teacher and the learner. The teacher teaches and the student is expected to respond and interact actively in the lesson. It is important for the teacher to ensure that the students are learning. Teachers should therefore make an effort to create an environment where they can receive feedback from the students to confirm that learning is taking place.

The teacher should encourage and be willing to accept feedback from the students in order to improve the learning and teaching process. If the teacher is male, it may be particularly difficult for girls to give feedback, as they may be socialized not to ask questions of a man or answer back. The teachers need to help the students to
recognize that it is normal not to understand at times and that therefore it is important for them to ask questions.

Establishing rapport with students: Learning is more likely to take place in a harmonious classroom, with good rapport between teacher and students and among students. However, establishing rapport between male teachers and female students can be a tricky issue. The socialization process generally maintains a distance between males and females.

Professional conduct demands that such distance be respected. To avoid being misunderstood, some teachers therefore assume a demeanour of aloofness even in classroom interaction; carried to an extreme, this can be detrimental to the academic performance of both boys and girls.

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

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

Anti-social and deviant behaviour: Classroom dynamics are also affected by forces arising outside the classroom including drug abuse, alcoholism, domestic violence, religious fundamentalism and fanaticism. Gangs, vandalism, mass hysteria and other risky behaviours may be involved. All these issues can have a negative impact on the learning and teaching processes. Teachers therefore should be aware that some of their students are affected by these issues and should be aware of how to help them.

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

**Content Delivery by the Teacher**
By this stage, the teacher has already prepared a gender responsive lesson plan, has reviewed teaching and learning materials for gender responsiveness and is aware of gender responsive language and the classroom set up has been organized to be more gender responsive. What is now required is to deliver the content in a gender responsive manner.

The following are some of the common teaching methods that can be used:

- Participatory
- Role play
- Demonstration
- Discovery
- Discussion

- Experimentation
- Expository
- Lecture
- Story telling
- Use of resource persons

As noted earlier, however, these methods are not necessarily gender responsive in and of themselves. So, how does the teacher make such teaching methodologies gender responsive?
Session 5: Gender Responsive Lesson Planning

This unit provides an overview how lesson planning can be undertaken to ensure the needs and interests of both female and male students so that all students can be supported to achieve their full potential. Teachers may not always consider the different needs and interests of female and male students within their lesson planning. For example, girls who have been socialized not to speak out and to look up to boys for participation in the class may need specific encouragement or different learning arrangements in order to voice their opinions and questions in class. Teachers need to be particularly sensitive to the needs and interests of girls when they prepare lessons. For example, how does the teacher accommodate girls who do not participate actively in class or deal with boys who dominate the class? A daily lesson plan, developed by the teacher to guide the instruction, should also be made to guide him/her to address the needs of both girls and boys. When a teacher prepares a lesson plan she/he must be sensitive to gender needs and interests, so that each student in the class can be supported to reach her/his full potential.

Objectives: -At the end of this unit, trainees will be able to

• Prepare gender responsive lesson plan
• Integrate gender equality while he/she develop and used lesson planning;

Expected outcome: -Gender responsive lesson plan developed and used.
Activities

Activity 1: Brainstorming Session
*Time: 30 minutes*
*Resources: Flipchart/pens*

1. Invite the group to brainstorm on the components of a good lesson plan.
2. Then, ask the group to brainstorm a list of components a lesson plan would need in order to ensure equal participation, learning and retention of female and male students.
3. Post the responses on the wall as reminders for the group throughout the rest of the unit.

Activity 2
Gapped Lecture (Based on Unit 7 Teaching Notes)
*Time: 30 minutes*
*Resources: Flipchart*

1. Gap the lecture as applicable with interactive discussion in reference to the brainstorming results.
2. Summarize the discussions with conclusive remarks and in doing so make sure that the participants have the chances for interaction
1. Post each group’s work to the wall and have all trainees walk around the room to read, observe, and make notes on each presentation.
2. Bring larger group back together to discuss the observations they made and lessons they have learned from the activity.

Activity 3
Lesson Plan Preparation
*Time: -----*
*Resources: Notebooks; pens*

1. Explain to the trainees that each participant should write his/her own gender responsive lesson plan for this activity (in their area of specialization) and present it to their partners. Their lesson plan must incorporate ALL aspects that have been previously covered in the manual (i.e. classroom arrangement, language, teaching methods, etc.)
2. Explain that trainees should begin by drafting an outline for their lesson plan. Trainees can ask partners for feedback on their outline, but must
prepare their lesson plan individually. They will have one hour to prepare.

Activity 4
Lesson Plan Review
Time: -----
Resources: Flipchart/pens; tape

1. Once trainees have finished preparing their lesson plans, have them break into groups of 3 to share their lesson plans. Each group should select 3 best ideas/examples from their discussion to share with the rest of the class.
2. Bring trainees back to the entire group and have them share their good practices. Record on a flipchart and post for all to see. Ask the trainees:
   a. Which gender responsive teaching or learning resources did they include/could they use to support their gender responsive lesson?
   b. What gender responsive language did they include in order to promote gender equality?
   c. How did they encourage participation among both male and female students within the lesson plan?
   d. How did they plan to arrange the classroom in their lesson plan?
   e. Were there any other ideas they incorporated in order to make the lesson plan a better gender responsive plan?
   f. Which part of their lesson plan requires further improvement so as to make it more gender responsive?

Trainees Notes: Gender Responsive Lesson Planning
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 of students based on their different social backgrounds and learning styles. A gender responsive lesson plan takes into consideration the specific needs and interests of girls and boys in all the learning–teaching processes, including lesson content, learning materials, methods and activities, classroom arrangement, and so on. The content of the lesson will be determined by the syllabus. Once this is decided, the teacher has to decide how the lesson plan takes into account gender equality considerations in the delivery of this content in the class.
Gender responsive lesson planning asks the teacher to do the following:
Teaching and learning materials
It is critical to review and select materials to avoid stereotypes and biases to make teaching and learning effective. Does the material contain gender stereotypes? If so, what techniques can be used to address them? For example, if a history textbook portrays only heroes, include a list of heroines. If a chemistry textbook portrays only male scientists as inventors, include a discussion of female scientists. Are the examples used in math and science problems only of interest to males? Throughout, carefully review the gender responsiveness of the language used in the teaching and learning materials.

**Teaching methodologies**

Select active learning teaching methods that will ensure equal participation of both girls and boys. Some teaching methods like group work, group discussions, role plays, debates, case studies, explorations and practical “hands on” work can be very effective in encouraging student participation and will therefore give girls greater opportunities to participate more actively. In practice, take care that dominant individuals do not side-line less assertive ones. This is very important in setting up groups and assigning roles so that males do not dominate. It is not enough to just put students in groups and expect them to participate; they need to be taught skills to work cooperatively.

**Learning activities**

The expectations of the teacher about teaching girls and their approach influences the lesson plan they prepare for the learning-teaching process. The lesson plan should enable all students to participate in the learning activity. When doing a practical science experiment, ensure that both girls and boys have a chance to use the equipment and chemicals. There should also be equal participation in such activities as making presentations. When group assignments are given, ensure that both girls and boys are given leadership positions and roles. Take into account how the learning materials will be distributed equally to both girls and boys, especially in cases of shortages.

**Classroom set up and interaction**

The lesson plan should consider the classroom set up. Consider how to arrange the classroom and interact with the students in 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.

**Management of other gender constraints to learning inside the classroom**

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

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

---

**Session-6 Addressing Sexual Maturation**

This unit explains the some of the impacts on young people’s lives as they go through sexual maturation, and explores how teachers can react in ways that are sensitive to the needs and interests of both female and male students during these changes.

Sexual maturation is a normal process of growing up and is characterized by physical and emotional changes. Both young men and women become self-conscious during this time. This may have an impact on self-esteem, and may be so distracting for some that it interferes with the learning process in the classroom. For many young girls the monthly menstrual period produces physical pain and discomfort, as well as fear of ridicule and worries about staining their dresses. Some girls lack the financial resources to purchase sanitary pads and therefore miss school altogether when they are menstruating.

Research has shown that the rate of absenteeism among girls can be as high as three days each month, which amounts to about 30 lessons of one subject per year. Boys, too, can become distracted and self-conscious as they mature: their voices break, they may experience erections, and they can have trouble concentrating in class. Teachers can be gender responsive and supportive toward students by remaining sensitive to the different needs and interests of female and male students during the process of sexual maturation.

**Objectives; at the end of the unit, trainees will be able to:**

- describe the process of sexual maturation for both sexes;
• identify issues related to sexual maturation that may affect classroom interactions;
• discuss appropriate actions for teachers in addressing issues associated with sexual maturation in the classroom

**Expected outcome:** Behaviours related to sexual maturation managed appropriately during learning and teaching process.

**Activity 1**

Brainstorming Session

**Time:** 15 minutes

**Resources:** Chalkboard/chalk or Flipchart/pens

1. Let the whole group brainstorm on the following question:

   In what ways can teachers support sexually maturing male and female students in making them learn better during the learning and teaching processes?

2. Write or post the responses on the wall as reminders for the group.

**Activity 2**

Time allowed

**Resources:** Small pieces of paper, pens, box or basket

1. Invite trainees to write any question that they may have about puberty and sexual maturation anonymously on a small piece of paper, fold it, and put it in a box or basket that would be passed around.

2. As a facilitator, you can choose an assistant to help you sort through the papers, separating those with questions and those without. You can then address the questions that have been asked, asking trainees questions for discussion.

**Activity 3**

Small Group Discussions

**Time allowed**

**Resources:** Notebooks/pens
1. Divide participants into small groups. Ask each group to make a table with two columns in their notebooks – one column for young men and the other, for young women. Under each column, ask groups to discuss and list some of the major changes for each group during sexual maturation.

1. Once lists have been made, ask groups to discuss how these changes might influence the participation or learning outcomes of students.

2. Ask groups to discuss how teachers can support students to cope with these changes in positive ways while they are in the classroom. Ask groups consider what recommendations teachers can make to the managers to address these issues within school policies and plans?

3. Once all questions are answered, have two small groups join together to share answers. Ask larger groups to share their key findings with the entire class.

Activity 4

Reflective Writing

Time allowed--------

Resources: Pens; notebooks

1. Let the participants spend 15 minutes to write responses to the following questions and submit them to you (the facilitator).

A. What would have helped me cope better with puberty when I was in school?

B. As a teacher, how can I provide support to my students going through puberty?

2. Collect the responses to assess the impact of this session and record comments on an assessment sheet and return the writing at the next session with comments.

Teaching Notes: Addressing Sexual Maturation

Sexual maturation is the normal process of growing up, characterized by physical and emotional changes. The rapid body changes that accompany maturation in both boys and girls may be so distracting that they interfere with learning.

Both girls and boys become self-conscious of their bodies and this has an impact on their self-esteem. Moreover, much of the deviant behaviour among boys and girls previously
discussed becomes more pronounced at this time, as their body and hormonal changes become more evident. Teachers therefore need to be sensitive and offer appropriate counsel to students both girls and boys.

The issue of sexual maturation should be carefully examined within the context of learning and teaching processes, as it will affect learning outcomes. For most young girls the monthly menstrual period produces physical pain and discomfort, as well as fear of ridicule and staining their dresses. There are also those girls who are too poor to afford sanitary pads and who therefore miss school altogether when they are menstruating.

The rate of absenteeism among girls for this reason has been found to be high, as many as three days each month, which amounts to about 30 lessons of one subject per year. Yet the girls are still expected to sit for the same exams as their classmates. The teacher is expected to take remedial measures to assist such girls to catch up with their classmates.

Often schools do not have adequate and appropriate sanitary facilities – water, sanitary bins, and emergency sanitary wear. Many girls from poor socio-economic backgrounds will come to school inadequately equipped with sanitary towels. This will obviously affect their classroom concentration. As boys go through maturation changes, they also go through similar motions of lack of concentration, short attention span and day-dreaming during class sessions.

Boys, too, become conscious of their bodies as they mature. Their voices break, their faces break out, they experience wet dreams and unexpected erections. They may “outgrow themselves” – becoming so suddenly tall and muscular they are embarrassingly awkward. These physical changes make them self-conscious and they too become affected in class.

Boys also tend to become aggressive because of pressure from their peers and the society. In the African cultural context, both girls and boys often have to go through initiation rites that also encourage them to behave in certain ways to show their maturity.

Unit-3 Gender Responsive School Management

This unit discusses how teachers, parents, students and school management bodies can work together as partners to address gender-related issues and advance gender equality at school.
One teacher in isolation cannot transform an entire pedagogy to become gender responsive. It is a process that requires the action and commitment of all stakeholders, including other teachers, parents and students, led by the school management. The effort to establish a gender responsive pedagogy must be supported by an equally gender responsive school management system, as it will require the introduction of new approaches, practices and systems. For example, rearranging the classroom setup may involve a review of school policy, the agreement of other teachers, and the redirection of financial resources. More complex issues, such as supporting a student who has been sexually harassed in the classroom, will require immediate action by the school management to provide safety and support for the student, as well as reprimanding the perpetrator. School management bodies set the tone for the gender responsiveness of an entire school. This unit will help students understand gender issues that need management support and intervention as well as strategies to bring gender issues to the attention of their school management.

Objectives; - At the end of this unit the trainees

- Identify gender related problems that require the support or intervention of school management

- Develop a list of strategies to institutionalize support for gender responsive management within the school

Expected outcome;

- Gender responsive school management established.
Activity 1

Brainstorming Session

Time allowed---------

Resources: Chalkboard/chalk or flipchart/pens

1. Ask trainees to list gender-related situations that could require intervention and/or support from school management bodies (be sure to identify which management bodies would be expected to get involved).

2. As a group, develop a list of questions related to these issues and situations that trainees would like to ask school managers and/or leaders.

Activity -2

Reflective Writing

Time allowed----

Resources: Notebooks; pens

1. Ask trainees to write their responses on the following questions.

a. What do you think are two of the most important gender-related areas for school management bodies to focus on?

b. If you were the school director/head, what would you prioritize and what would you do about gender issues? Why?

2. You as a facilitator should collect the responses to assess the impact of the session, record comments on an assessment sheet and return the writing at the next session with comments.

Trainee Notes: Gender responsive school management

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

Many of the actions needed to make a school gender responsive require the introduction of new approaches, practices and systems. Thus school management must change even as the classroom environment is changing. Simply rearranging the classroom set up to make it more participatory may involve a review of school policy, the agreement of other teachers, and the infusion of human and financial resources.

More complex issues, such as dealing with a child who has been sexually harassed in the school, will require action – and policy standards – by the school management to deal with the perpetrator, the services of the guidance and counselling teacher, and the support of fellow students to ease the stigma.

In all cases, the school management sets the tone – by being open and participatory itself, by establishing a gender responsive policy framework, and by adopting a zero tolerance approach to sexual innuendo, harassment and abuse.

**Supportive Management Systems**

The school management thus has an overarching role to play in ensuring the school environment nurtures a gender responsive pedagogy. It is the school management that provides teaching and learning materials that are gender responsive and the management that re-trains teachers in gender responsive pedagogy.

In addition, it is management’s responsibility to formulate, apply and monitor rules and regulations that will transform the school into a gender responsive environment. Moreover, the school management should provide the necessary human resources for efficient gender responsive management and governance of the school. When parents do not send girls to school, the management should intervene and sensitize the community about the importance of girls’ education.

School management systems do not usually provide rules and regulations that cater for girls who miss school for genuine reasons such as menstruation-related causes. To the contrary, school rules and regulations often totally disregard the needs of maturing girls; setting up a situation that causes undue problems and inconveniences. Earlier we noted the impact on schooling of menstrual problems – missing school, embarrassment and so on.
Policies can exacerbate this situation in many ways. Locking dormitories for the whole day may make some sense, but it also makes it difficult for girls who are going through their menstrual period to use the dormitories to change their sanitary towels. Ensuring adequate toilet facilities may be a budget issue, but again the impact of not doing so can affect the learning process.

Some schools do not have separate toilets for girls and boys, and even if they do the toilets may be too close together to provide adequate privacy for girls. In addition, the girls’ toilets may not be conducive to girls changing their sanitary wear. A simple attachment like a hook or a nail to enable the girls to hang items on the inside of the toilet door may be necessary, along with a supply of water to facilitate menstrual hygiene.

Unit-4: Human Rights and Gender-Based Violence in the Classroom
This unit explores the linkages between international and national human rights instruments and the different forms, causes and consequences of gender-based violence, including that which takes place within the school context.

Gender-based violence (GBV) is a violation of human rights, which are recognized under both national and international laws. Schools are one of the settings where various forms of gender-based violence can take place. Gender-based violence disproportionately affects girls, young women and women. The impact of such violence can diminish the academic performance of female students and at worst they may be forced to drop out. Teachers have a particularly important role to play as protectors of students and agents of change in preventing and addressing GBV. In order to do so, it is necessary for teachers to first understand the nature and causes of gender based violence and to have the skills and information they need. This unit will provide information on GBV, and will help teachers feel more comfortable and confident to address the issue of GBV in a gender responsive manner.

Objectives: At the end of the unit, trainees will be able to:

- Understand the development of human rights from international as well as national perspectives;

- Define gender based violence in a school setting;

- Describe how gender based violence is manifested physically, psychologically and sexually;
• Analyse causes and effects of gender based violence on teaching and learning processes;
• Recognize their role in terms of reacting and responding to cases of GBV in the school setting;
• Explain on how teachers can participate in empowering female and male students,
• Explain on what the roles of teachers and managers could be to decrease GBV in schools.

Activity 1
Brainstorming Session
Time allowed-----
Resources: Chalkboard/chalk or flipchart/pens
1. Invite trainees to brainstorm ideas on the meanings of:
   a. human rights
   b. Gender-based violence
2. Record all responses on the chalkboard or flipchart
3. Explain the concepts of words listed above

Activity 2
GBV in School Settings
Time allowed------
Resources: Hand out on the Spectrum of Gender-based Violence
1. Ask trainees to read over the handout and write down his/her reaction to what is on the
2. When all finish reading, divide the trainees into groups of 3 or 4 (it may be best to form groups of all females and all males, in order to respect the sensitive nature of the discussion). Ask the groups to discuss the following.

a. How does this make you feel?

b. Which types of violence do you know and/or expect take place in a school setting?

c. What could some of the impacts of the different types of GBV on students be?

d. What can teachers do to help discourage and prevent GBV at school?

4. Have one reporter from each group to present a summary

**Activity 3**

**Brainstorming Session**

**Time allowed**----

**Resources:** Chalk(chalkboard or Flipchart/pens

1. Create a chart on the board or flipchart, with four columns:

   - culture
   - economic
   - legal
   - political

2. Ask the trainees to brainstorm each of the causes and contributing factors of gender-based violence and write them under the corresponding column.

**Activity 4**

**Responding to Gender-Based Violence**

**Time allowed**--------

1. Create three columns on one titled 'Responding' and 'Reporting' system of GBV at the school.
2. Ask trainees to suggest for Responding, Referral Reporting for GBV in the school setting.

3. Write down their suggestions and discuss all groups.

Teaching Notes: Human Rights and Gender-based Violence

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 or elders in spite of their citizenship, nationality, race, ethnicity, language and gender. All people are equally entitled to 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. The Universal Declaration of Human Rights was declared in 1948. There were thirty articles in the declaration that cover economic, social, cultural, political and civil rights.

Characteristics of human rights

- Universal;
- Focus on the inherent dignity and equal worth of all human beings;
- Are equal, indivisible and interdependent;
- Cannot be waived or taken away;
- Impose obligations of action, particularly on States and State actors;
- Have been internationally guaranteed;
- Are legally protected;
- Protect individuals and, to some extent, groups;
- Principle of Non-discrimination (without any discrimination on grounds such as race, colour, sex, language, political and other opinion, national or social origin, property, birth or other status);
- Include civil, political, economic, social and cultural rights.
There exists no hierarchy among human rights – they are equally important.

**Gender based violence (GBV)**

Gender based violence is any act that results in, or is likely to result in physical, sexual or psychological harm or suffering against someone based on his or her gender. The majority of GBV cases are directed towards women and girls, but boys and men can also be victims. Gender based violence used to demonstrate the power of the perpetrator. Power is the capacity to make decisions or the ability to influence control.

Through gender based violence, unequal relationships are exploited or abused through the use of physical force or other means of coercion, such as threats, inducement or promise of a benefit to obtain sexual favours from a more vulnerable group.

<table>
<thead>
<tr>
<th>Type of act</th>
<th>Description/Examples</th>
<th>Can be perpetrated by</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rape</strong></td>
<td>The invasion of any part of the body of the victim or of the perpetrator with a sexual organ, or of the anal or genital opening of the victim with any object or any other part of the body by force, threat of force, coercion, taking advantage of a coercive environment, or against a person incapable of giving genuine consent</td>
<td>Any person in a position of power, authority and control, including husband, intimate partner, or caregiver</td>
</tr>
<tr>
<td><strong>Sexual abuse</strong></td>
<td>Actual or threatened physical intrusion of a sexual nature, including inappropriate touching, by force or under unequal or coercive conditions</td>
<td>Any person in a position of power, authority and control, family/community members, co-workers, including supervisors, strangers</td>
</tr>
<tr>
<td><strong>Sexual exploitation</strong></td>
<td>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 exploitation is</td>
<td>Anyone in a position of power, influence, control, including humanitarian aid workers,</td>
</tr>
</tbody>
</table>
### Types of GBV

#### Emotional and psychological violence

<table>
<thead>
<tr>
<th>Type of act</th>
<th>Description/Examples</th>
<th>Can be perpetrated by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abuse and/or Humiliation</td>
<td>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</td>
<td>Anyone in a position of power and control; often perpetrated by spouses, intimate partners, or family members in a position of authority</td>
</tr>
</tbody>
</table>

#### Physical violence

<table>
<thead>
<tr>
<th>Type of act</th>
<th>Description/Examples</th>
<th>Can be perpetrated by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forced prostitution (also referred to as sexual exploitation)</td>
<td>Forced/coerced sex trade 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</td>
<td>Any person in a privileged position, in possession of money or control of material resources and services, perceived as powerful, humanitarian aid workers</td>
</tr>
<tr>
<td>Sexual harassment</td>
<td>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, when it interferes with work, is made a condition of employment or creates an intimidating, hostile or offensive work environment</td>
<td>Employers, supervisors or colleagues, any person in a position of power, authority, or control</td>
</tr>
<tr>
<td>Physical assault</td>
<td>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</td>
<td>Spouse, intimate partner, family member, friend, acquaintance, stranger, anyone in position of power, members of parties to a conflict</td>
</tr>
</tbody>
</table>

**SEXUAL VIOLENCE**

**Causes and Contributing Factors of GBV**

1. **Cultural**
   - Gender-specific socialization and cultural definitions of appropriate sex roles,
   - Expectations of roles within relationships,
   - 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. **Economic**
   - Women’s economic dependence on men.
   - 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,
   - Limited access to education and training for women.

3. **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.

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 system.

Responding to Gender-Based Violence

Students who have experienced violence need a wide range of support; as a teacher, it is important to develop a response network of individuals or organizations to support students who have faced GBV. Responding to gender-based violence means:

1.) Supporting the victim;
2.) Ensuring the safety of the young person experiencing the violence; and
3.) Holding the perpetrator accountable by helping students report the incident to the appropriate authorities.

As a teacher, your actions and responses to a report by a student about GBV he/she experienced to you, or who you suspect has been the victim of GBV, can make a great difference as to how the young person recovers and is able to cope with the trauma. In order to provide adequate support to the victim, teachers should follow these guidelines:

• Respect students and accept that their problems are real. Be careful to not reject, ignore, ridicule or embarrass them.
• Do not blame the students for the violence. Assure the student it is not his or her fault.
• Do not coerce students for information they are not willing to disclose.
• Have patience. Do not hurry or interrupt when students are talking.
• Leave the responsibility of decision-making to the student after ensuring that he or she understands the consequences of each decision.
• Actions taken will vary depending upon the circumstances and upon each individual case.
- Do not develop an intimate relationship with a student while counselling them.
- Do not talk to students about your own problems.
- Keep your discussions with students confidential.

The Referral Web and Reporting Chain

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, such as emotional support and counselling, medical treatment or police assistance.

Teachers can help support the referral process by:
• knowing the points of referral within the community 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
• Working to develop a plan for reporting and referral within their community that is clear, simple, accessible, confidential and respectful.

<table>
<thead>
<tr>
<th>Trainee Name</th>
<th>Unit 1 Date:</th>
<th>Unit 2 Date:</th>
<th>Unit 3 Date:</th>
<th>Unit 4 Date:</th>
<th>Total (x/10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reporting systems enable victims and their advocates to report cases of gender-based violence. The Reporting chain can help illustrate the reporting and referral processes.

Example of the Reporting Chain

- Student
- Parents & Teacher
- School Management Body
- Police

Part III: Module Assessment Tools and Optional Assignments

Assessment Tool 1: Attendance Sheet (10% of Overall Grade)
Mark ‘P’ for present, ‘T’ for tardy, and ‘A’ for absent.
P = 1 point, T= 0.5 points A=0 points

Assessment Tool 2: Classroom Participation (15% of Overall Grade)

<table>
<thead>
<tr>
<th>Module/Date</th>
<th>Does not meet expectations (0)</th>
<th>Starting to meet expectations (0.5)</th>
<th>Meets expectations (1.0)</th>
<th>Exceeds expectations (1.5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not involved actively in class activities</td>
<td>At times is involved in class activities</td>
<td>Actively involved in all classroom activities, contributes well to group work</td>
<td>Contributes analysis and new ideas to class discussions Actively volunteers to lead/present</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Assessment Tool 3: Reflective Writing Assignments (15% of Overall Grade)

Name: _________________________________________________________

<table>
<thead>
<tr>
<th>Module</th>
<th>Date completed</th>
<th>Unacceptable (0 points), Needs Improvement (0.5 points), Acceptable (1 points), OR Exceptional (1.5 points)(^1)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

\(^1\) **Unacceptable (0):** Trainee does not participate in class sessions and/or obstructs discussions;

**Needs Improvement (0.5):** Trainee rarely participates in class sessions, sometimes contributes when called upon;

**Acceptable (1):** Trainee regularly participates in class sessions, always contributes when called upon, and thinks for him/herself;

**Exceptional (1.5):** Trainee always participates actively in class sessions, asks intelligent questions, volunteers new information/ideas, and substantiates her/his own viewpoints.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Does not meet expectations (0 points for each checkmark)</th>
<th>Starting to meet expectations (2.5 points for each checkmark)</th>
<th>Meets expectations (5 points for each checkmark)</th>
<th>Exceeds expectations (7.5 points for each checkmark)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment Completion (assessed through checklist)</td>
<td>Has not completed any of Handout 2.3: Classroom Observation Checklist</td>
<td>Has completed most of Handout 2.3: Classroom Observation Checklist, except for a few areas</td>
<td>Has fully completed most of Handout 2.3: Classroom Observation Checklist</td>
<td>Has completed all of Handout 2.3: Classroom Observation Checklist and provided additional insight into their own observation of GRP theory and practice</td>
</tr>
<tr>
<td>Check (one only)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment Tool 4: Classroom Observation Assignment (15% of Overall Grade)

Name: __________________________________________________________

<table>
<thead>
<tr>
<th>Total points out of 15</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>and provide comments</td>
<td>Content knowledge of GRP (assessed through checklist and class presentation)</td>
<td>Check (one only) and provide comments</td>
<td>Total Points out of 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------</td>
<td>-----------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does not show understanding of GRP concepts</td>
<td>Shows basic understanding of GRP concepts – can explain some, but not all of them to others</td>
<td>Shows full understanding of key concepts of GRP and can explain them all to others</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Show full understanding of key concepts of GRP and can explain them all to others</td>
<td>Shows above average understanding of GRP concepts. Can explain them all to others and adds real-life examples to enhance others’ understanding.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Assessment Tool 5: Micro-Teaching Group Assignment (15% of Overall Grade)**

<table>
<thead>
<tr>
<th>Component</th>
<th>Incomplete (0 points for each)</th>
<th>Needs Improvement (1 point for each)</th>
<th>Acceptable (2 points for each)</th>
<th>Exceptional (3 points for each)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject knowledge</strong></td>
<td>Group did not manage to give a full 10 minute presentation of an active learning method that can help to improve gender responsive teaching and learning in the classroom.</td>
<td>The presentation did not demonstrate knowledge of active learning methods, evidence of research effort or depth of thinking about how active learning methods can contribute to gender responsiveness of teaching methodologies.</td>
<td>The presentation demonstrated knowledge of active learning methods and evidence of research effort/initial thinking about how active learning methods contribute to gender responsiveness of teaching methodologies.</td>
<td>Presentation demonstrated knowledge and understanding of active learning methods and evidence of research effort/ initial thinking about how active learning methods contribute to gender responsiveness of teaching methodologies.</td>
</tr>
<tr>
<td><strong>Content and Creativity</strong></td>
<td></td>
<td>The audience had to make considerable effort to understand the underlying logic and flow of ideas during the presentation. The presentation lacked creativity and did not hold audience attention.</td>
<td>The presentation contained active learning methods, but the effective delivery of the methods was limited. The presentation was appropriate, but only somewhat held audience attention.</td>
<td>The presentation contained active learning methods, but the effective delivery of the methods was limited. The presentation was appropriate, but only somewhat held audience attention.</td>
</tr>
<tr>
<td><strong>Coherence and Organization</strong></td>
<td></td>
<td>The objectives of the active learning method were not made clear. The transitions and flow of the presentation were not logical.</td>
<td>The objectives of the active learning method were clearly stated, but were not achieved through facilitation. The transitions and flow were somewhat difficult to follow.</td>
<td>The objectives of the active learning method were clearly stated, but were not achieved through facilitation. The transitions and flow were somewhat difficult to follow.</td>
</tr>
<tr>
<td><strong>Speaking Skills and Participation</strong></td>
<td>Group members were often inaudible and/or hesitant during the presentation. Speakers made distracting gestures with little or no audience eye contact. The presentation went well over the 10 minute allotment.</td>
<td>Group members were mostly audible during the presentation, but not all group members spoke/participated. Speakers demonstrated fair amount of volume and eye contact with the audience. The presentation slightly went over the 10 minute allotment.</td>
<td>Group members were poised and had clear articulation. Every group member spoke and participated at a high level. Speakers had good volume and eye contact. The presentation fit into the time allotment of 10 minutes.</td>
<td>Group members were poised and had clear articulation. Every group member spoke and participated at a high level. Speakers had good volume and eye contact. The presentation fit into the time allotment of 10 minutes.</td>
</tr>
</tbody>
</table>
Teamwork

The group did not collaborate or communicate well. Some members worked independently, without regard to objectives or priorities. A lack of respect and regard was frequently noted.

The group worked well together most of the time, only with a few occurrences of communication breakdown or failure to collaborate when appropriate. Members were mostly respectful of each other.

The group worked well to achieve objectives, contributed in a project. High level of mutual respect and collaboration exhibited.

Assessment Tool 6 (for Trainee): Lesson Plan Self-Assessment (5% of Overall Grade)

Name: _________________________________________________________

Self-evaluation is a very important part of every lesson even though it typically takes place after the lesson is over. It requires you to think back on the lesson and consider the answers to questions like these:

What went well in this lesson? Why?

What problems did I experience? Why?

What could I have done differently?
What did I learn from this experience that will help me in the future?

Self-evaluation is a powerful tool that will help you become a better teacher. Reflecting on and evaluating your teaching after a lesson is over will give you insights that may save you lots of trouble later. Even a few brief evaluative notes on a lesson plan will help you immensely the next time you teach that lesson.

Once completed, this form must be handed in to your facilitator. You will receive 5 points toward your overall grade for thorough, thoughtful completion.

Assessment Tool 7 (for Facilitator): Lesson Plan Evaluation Rubric (25% of Overall Grade)

Name: ________________________________________________________

<table>
<thead>
<tr>
<th>Teaching and Learning Materials</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>No consideration given for the gender responsiveness of teaching and learning materials.</td>
<td>Teaching and learning materials have been carefully considered for gender responsiveness.</td>
<td>Actions have been taken to enhance/ensure gender responsiveness of teaching and learning materials.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching Methodologies</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching methodologies do not ensure equal participation of both girls and boys.</td>
<td>Teaching methodologies encourage equal participation of girls and boys.</td>
<td>Actions have been taken to ensure equal participation of girls and boys.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Methodologies include active learning methods that give girls specific opportunities to participate actively. Measures are considered to ensure dominant students do not marginalize less assertive students.

### Learning Activities

| Lesson plan does not specify how all students, male and female, are encouraged to participate in learning activities. | 1 | 2 | 3 | 4 | 5 |
| Lesson plan specifies how equal participation among male and female students will be encouraged to participate in the learning activities. Boys and girls are both delegated leadership roles in learning activities. Lesson plan indicates how learning materials will be distributed equally among. |

### Classroom Arrangement and Interaction

| Lesson plan does not consider gender responsive classroom arrangement. | 1 | 2 | 3 | 4 | 5 |
| Lesson plan considers how the classroom should be arranged and specifies physical interaction in a way that promotes equal access and participation of both girls and boys. Substantive questions are asked specifically of both girls and boys. Lesson plan specifies how teacher will stand, sit or move about to engage both girls and boys. |

### Feedback and Assessment

| Lesson Plan does not include adequate time for feedback from both male and female students. | 1 | 2 | 3 | 4 | 5 |
| Lesson plan allots adequate time for feedback from both male and female students. Measures are taken to ensure that both girls and boys have understood the lesson. |

**Total points out of 25:**

**Assessment Tool 8: Final Grading Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance Record (10%)</td>
<td>___ / 10</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>2. Classroom Participation (15%)</td>
<td>___ / 15</td>
</tr>
<tr>
<td>3. Reflective Writing Assignments (15%)</td>
<td>___ / 15</td>
</tr>
<tr>
<td>4. Classroom Observation Assignment (15%)</td>
<td>___ / 15</td>
</tr>
<tr>
<td>5. Microteaching Group Assignment (15%)</td>
<td>___ / 15</td>
</tr>
<tr>
<td>6. Lesson Plan Self-Assessment (5%)</td>
<td>___ / 5</td>
</tr>
<tr>
<td>7. Lesson Plan Evaluation Rubric (25%)</td>
<td>___ / 25</td>
</tr>
</tbody>
</table>

**Subtotal (100%)** | ___ / 100 |

Optional Assignment #1 (10% extra credit) can be taken up by trainees who have lost points, either by missing assignments, being absent to class, daily reflective writing, learning logs or those who have not performed well on classroom participation. The quality of these optional assignments must be assessed adequately to reflect the trainee’s knowledge, understanding and practice of the module content.

**Optional Assignment #2 (10% extra credit)**

**Total (100%)** | ___ / 100 |

**Only one** Optional Assignment may be taken up by trainees for extra credit purposes. The optional assignment will be work a total of 10 points toward the trainee’s final grade.
Optional Assignment 1: Continuing Professional Development Plan for Gender Responsive Pedagogy  
(10 extra credit points possible)

All CPD activities should be recorded in your Professional Development Journal  

<table>
<thead>
<tr>
<th>What I would like to develop</th>
<th>Specific objectives</th>
<th>What I will do</th>
<th>By when (Date)</th>
<th>Review of objectives (By whom?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. Develop my GRP skills as a teacher</td>
<td>Making all my classroom interactions gender equal</td>
<td>Find a colleague who will do this with me and we can observe each other’s classes and share ideas</td>
<td>January 30</td>
<td>Use in reports and records. Share our ideas by giving a workshop to colleagues</td>
</tr>
</tbody>
</table>
Optional Assignment 2: Action Research Project
(10 extra credit points possible)

Definition:

Robson (2002, p545) defines action research:

> Action Research is research that is orientated towards bringing about change, often involving respondents in the process of investigation. Researchers are actively involved with the situation or phenomenon being studied.

Purpose:

The purpose of action research is to improve the understanding of teaching practice and to influence or change some aspect of whatever is the focus of the research. It is participatory research and usually involves collaboration between researchers. The evidence collected is qualitative and meaningful to those involved.

History:

Action research has been a popular methodology in education for those who maintain that practitioners are more likely to make better decisions and engage in more effective practices if they are active participants in educational research.

Deciding on the focus for your action research

In deciding your topic for the action research project you will need to consider the following issues:

- Is the topic in an area where we can really make an influence and bring about change?
- Is the topic manageable in the time allowed?
- Do you have access to the data that we will need to conduct this research?
- Have you chosen a topic that fits within our day to day activities and is small enough to be achievable but still meaningful?
- Is your research proposal SMART? (Specific, Measureable, Achievable, Relevant and Time-sensitive)
- What will you do after the research?
- How will you assess the impact of your research?
- Have you considered all the ethical issues involved in any?

Some examples of primary data collection methods

This is a small selection of primary data collection methods. The key to action research is to select data collection methods that that are appropriate for small scale qualitative research.
Questionnaires:
- Have I explained clearly the purpose of the research?
- Is it clear that the information given is confidential and anonymous?
- Have I considered the design of questions (open or closed)?
- Have I conducted a pilot of the questionnaire to be sure of the language, reliability and validity?
- How many questionnaires should I issue and to whom?
- Is the sample size representative?
- What is our acceptable return rate?

Interviews:
- Have I prepared our questions?
- Will this be a structured or semi-structured interview?
- Who will conduct the interviews?
- Who will be interviewed and is this representative sample?
- How long will the interviews last?
- Where will the interview take place and are the arrangements suitable?
- What do I expect to find out?
- Have I thought about the design of open and closed questions?
- Have I explained the purpose of the interview, thanked the participants and at the end explained what happens next?
- Have I asked their permission?

Observations:
- Are I observing students or teachers or both?
- Have I explained the purpose of the research and asked permission to observe?
- How many persons will be observed and is this a representative sample?
- Have I agreed a suitable observation checklist to be used?
- Are I giving feedback to the student/teacher after the observation?
- Have I explained what will happen after the observation?

Field notes:
- Have I systematically kept notes of the group?
- Do the notes document significant aspects of the action?

Audio recording:
- Have I decided the points to be covered?
- Have I organized transcription of the tapes?
• Have I explained the reason for the recordings?

Digital recording:
• Have I booked the equipment?
• Do I know how to use the digital camera?
• Have I considered how to limit the effects of being filmed?
• Have I considered involving the students in the?
• Have I asked permission to film?

Gender Responsive Pedagogy Action Research Project Proposal

<table>
<thead>
<tr>
<th>What is your research issue?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why have you chosen this topic?</td>
</tr>
<tr>
<td>What do you already know about the current situation?</td>
</tr>
<tr>
<td>How do you intend to conduct your action research?</td>
</tr>
<tr>
<td>How will you be organizing your work and plan tasks?</td>
</tr>
</tbody>
</table>

Structure for the GRP Action Research report

You are expected to hand in a word-processed report of your project. The report should include the following:

1. Title

2. Table of Contents

3. Introduction
   Identify the challenge. Write a few sentences on how you decided upon the area of research. Include how you became aware of the challenge. Why it was a challenge and what needed changing. Describe the relevance the research has for you.

4. Literature Review
   In starting and selecting your topic for the action research project you need to explore secondary sources that will help define and shape your research. This may consist of:
• Relevant reports and documents already existing in your CTE/University
• Reports from REB, MoE, NGOs etc.
• Research articles from published Ethiopian and international journals
• Relevant books
• Internet sources

5. Research methods
   Data collection, analysis and findings

6. Proposed action

7. Implementation of action/intervention

8. Evaluation of the action/intervention
   What changed as a result of the action taken? How has your practice changed as a result of and how have the students benefited from the interventions made?

9. Next step (Action research cycle)
   Identify further changes, if necessary and identify the challenge in order to repeat the cycle again

10. References

11. Appendices
   Include relevant material e.g. questionnaires, interview notes, worksheets etc.

Action Research Project Assessment

1. Individual reflection and self-assessment

Submit an individual written paper of 500 – 1000 words, covering the following items:
• Your evaluation of the success of the project together with your own ideas of how the project could have been improved
• A self-assessment with specific examples of your development in each of these areas where possible and overall performance with specific reference to
  ▪ Understanding of the principles of action research
  ▪ Organisational skills
  ▪ Analytical and problem solving abilities
  ▪ Oral and written communication skills
  ▪ Reflection
Action Research for GRP Assessment Criteria (1 point each):

1. The action research addresses a GRP issue in your own practice and attempts to answer the question ‘How do I...?’
2. Context is explained and professional values in relation to the issue are discussed
3. Includes a clear plan of action; identifying possible ways to address research question(s) and making clear reference to stages in Action Research
4. Modifies plan as appropriate, recording significant changes
5. Research is collaborative
6. Follows ethical principles and explains how they have been applied
7. Data is comprehensive and referenced according to academic standards
8. Describes own professional development through the project and details learning
9. Report is coherent and logical in its structure. It is clearly expressed and presented.