

# **Pedagogic Strategies for Gender Equality**

## **A Beyond Access Project Policy Paper <sup>1</sup>**

### **Introduction**

This paper sets out some parameters for thinking about pedagogy and gender equality then considers a range of challenges for governments and agencies, teachers and NGOs in developing good practice to achieve gender equitable pedagogy. It brings together sets of ideas and recommendations for achieving pedagogy for good quality, and gender equitable, basic education. To do this it draws on key ideas and policy recommendations developed at the international seminar: ‘Pedagogical Strategies for Gender Equality’ on the 1-2 February 2004 at the Jacaranda Hotel, Nairobi by participants drawn from three constituencies: policy makers (agencies and government), researchers and academics; and non-governmental organisations and practitioners. The seminar was held as part of the Beyond Access: Gender, Education and Development Project launched in April 2003 which aims to share, develop and improve understandings of how to achieve gender equitable education and meet the 2005 Millennium Development Goal on eliminating gender disparity in primary and secondary education<sup>2</sup>.

There are no shortages in many countries today of good policies for gender equality at all levels from central government to schools but these policies often remain as unimplemented documents, for a range of reasons including lack of capacity, coordination, communication and resources. Lack of political will to engage with difficult or sensitive issues or fragmented initiatives mean that even the best policies fail to be translated into good practice. The paper examines what good pedagogical strategies in the classroom look like and highlights the need for all those working with schools to not only provide or support and train for good gender equitable strategies but to themselves promote gender equality through their own behaviour and lives.

The paper asks the question of what needs to change, what needs to be done, to achieve gender equality in pedagogy. It presents three scenarios according to different aspirations for gender equitable education in 2015: ‘business as usual’; achieving the MDGs, and achieving the MDGs within the wider context of key human rights conventions such as CEDAW, Cairo and Jo’burg which will ensure that gender equitable pedagogy is not confined to the classroom but becomes part of a broader societal change for the enhancement, inclusion and participation of all young people. The paper ends with key actions which need to be taken by governments, teachers training institutions and organisation, NGOs and teachers themselves.

### **1. What we mean by pedagogy and gender equality.**

This paper takes a broad concept of pedagogy to mean “the teacher-learner relationships involved in child-rearing as well as in schooling” (Weiner 2000). The focus we take here is on schooling and, by emphasising the relational aspect of teaching and learning, we

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recognise that definitions of pedagogies are contested, that there are different approaches to what is good pedagogy and what promotes learning. Decisions about what teaching methodologies, learning materials, teacher training and resources to use are dependent on not only what are available but what are considered appropriate by those who make decisions about developing and defining pedagogical approaches. Different pedagogies imply different social dynamics of a classroom, including not only relations between teacher and learner but between different groups of learners and dynamics between teachers and officials and others such as parents and local community. These relations are often marked by social divisions - of race, class, ethnicity and gender. But, side by side with these relations of difference are pedagogies that express aspirations for relations of equality. Teachers and learners construct approaches to gender, race, class, ethnicity and sexuality in different ways at different times. This means that social relations and ideas about gender and other social divisions are open to change. Maintaining gender inequalities in a classroom, for example, is not a 'natural' process but entails taking decisions not to change.

Gender equality is the removal of deep-seated barriers to equality of opportunity and outcome, such as discriminatory laws, customs, practices and institutional processes. It also entails concern with the development of the freedoms of all individuals, irrespective of gender, to choose outcomes they have reason to value. It is integral to ideas of educational quality, as an education system would lack key dimensions of quality if it was discriminatory or did not develop capabilities in children to work for an education that was personally and socially worthwhile. Some aspects of this are the freedom to enter school, to learn and participate there in safety and security, to develop identities that tolerate others, to promote health and to enjoy economic, political and cultural opportunities. Gender equality in the classroom therefore is a key to connecting schooling and citizenship with human rights and underpins values of care and respect for children and their teachers. Gender equality is an important and ambitious aspiration for countries and education systems, and is linked to the achievement of gender equality in the everyday lives of individuals and groups. Over the last one hundred years there have been huge steps forward towards realising gender equality in education, but there is also considerable difference within the world on these issues and much work still to be done.

Initial research on effective pedagogy for girls focused on 'changing girls' by persuading them to engage with 'male' subjects such as science and maths. Attention then shifted to 'changing subjects' by questioning the traditional curriculum and views of knowledge. The emerging focus is on adapting and diversifying pedagogic strategies to suit a spectrum of learners, in order to facilitate various ways of learning and knowing (Gripps in Molestane 2004).

Gender equality in pedagogy influences the nature of an experience of learning for both girls and boys and is a central component of not only a good quality education but a good quality life. Hence gender equality is an issue of rights. Policy making that ensures that all children, girls and boys, not only want to come to school but enjoy and are stimulated by the learning and the experience they have there will improve their wellbeing and have an impact on social wellbeing in the long term. It will also contribute to developing good

quality curriculum and teaching methodologies for future generations. But unless urgent attention is paid to addressing inequalities of gender, race and ethnicity that characterise pedagogies in classrooms around the world as part of working towards the 2005 and 2015 Millennium Development Goals, the project for increasing access to education may well be undermined. Pedagogies that fail to provide conditions for boys and girls to participate in learning as equals will render the goal of equal access meaningless.

#### **Why gender equality in the school matters.**

- Gender equality is central to achieving rights of not only access but participation, recognition and valuing of all children.
- Gender equality is integral to improving the quality of basic education.
- Democracy in the classroom and democratic learning is based in gender equality and quality education.
- Inequalities exist – race, class, gender - and we need to work with them, not try to ignore them.

From: Arnot 2004

## **2. Challenges for achieving gender equality in pedagogy**

Across the world, schooling has not always fulfilled its potential as a change agent capable of challenging existing gender inequalities. Assumptions about what is appropriate for boys and girls to learn often undermine aspirations for equality in pedagogy. For example in many societies it is assumed girls cannot learn mathematics and boys cannot learn about the care of young children. Historical and geographical contexts play a crucial role in shaping these assumptions and creating the conditions in which an agenda for gender equality does or does not develop. Curriculum divisions and the pedagogies that accompany them may entrench gender inequalities. For example if only boys practice public speaking or play the sports that are linked with national prestige (football or cricket for example) and girls are excluded from these activities but encouraged to concentrate on learning domestic skills, inequalities regarding how young people express citizenship are entrenched. A relevant gender equity programme should address four key questions to challenge gender identities and characterisations. These are:

- What images of masculinity and femininity are children bringing with them to school and what are they acting out in the classroom and the playground?
- What are the dominant images of masculinity and femininity that the school itself reflects to the children?
- What kinds of role model does the school want and expect of its teachers?
- What kinds of initiatives/strategies/projects should teachers be undertaking with children to question gender categories?

(Skelton 2001 in Arnot 2004).

#### **What might a gender equitable pedagogy look like?**

At a general level (clearly it will differ according to contextual factors) we might expect to see:

- Changes to curriculum and to classroom organisation which allow for increased

participation of girls and women (and other under-represented groups of students);

- Encouragement of questioning the curriculum and what count as school knowledge;
- Breaking down of hierarchies and power-networks that exclude girls and women, whether are students or teachers;
- Greater understanding of the conditions which lead to bullying, racism and sexism, and homophobic behaviour, and more successful form so intervention;
- Greater valuing of students' experience and knowledge, and closer involvement of students in planning and evaluating their educational work;
- Increased critical consciousness among students and ability to challenge narrow-minded conceptions, prejudices and stereotypes;
- Stronger sense of agency whereby students (and their teachers, parents, etc) envision an expanded and divergent future.

Weiner 2004

### ***Putting good policy into practice***

Having good policy on gender equality and pedagogy does not necessarily mean that improved practice will follow. For example, South Africa has an excellent policy framework for dealing with the legacy of the apartheid era that prioritised race and de-prioritised gender issues. Similar examples from a number of different countries indicate that policy frameworks are necessary but not sufficient for gender equality. In Kenya, for example, there is a general lack of awareness of Conventions which have become incorporated into national legislation (e.g. the Convention on the Rights of the Child) and knowledge of Declarations and government action plans for achieving EFA and gender equality (Muito 2004). In many contexts weak or poorly communicated policies with inadequately trained staff deputed to carry them out and low morale of teachers make strategies for gender equity with regard to pedagogy very difficult to implement.

‘While sexual harassment in school is a serious issue punishable under the Teachers’ Code of Conduct’, the code is rarely enforced, and Kenyan schoolgirls did not seem to know how to seek redress when harassed sexually’ (Chege 2004:11).

Lack of discussion with teachers, managers and education department officials mean that often gender equality is associated with an undue focus on girls’ education to the exclusion of boys.

Workshops and one-off trainings are attended by a minority of educators and teachers who are already interested and involved in working towards gender equity and a huge effort is needed to recruit, motivate and transform those outside of this group. Programmes delivered by NGOs on gender equality in education have sometimes encountered teacher opposition as these programmes are seen to subvert what are considered the proper relations between boys and girls. Ways of countering this include involving those who oppose gender equality in discussion and decision-making in order to understand why the opposition exists and what can be done to remove it.

Different histories in different societies have meant that there is no single blueprint for how gender equality in pedagogy has been approached. In some contexts, programmes have been developed top down through policy directives handed out from Education Ministries or local education authorities. In other contexts practical work on gender equality and classroom practice has been carried out by grassroots organisations or individual teachers with a commitment to these concerns. Today the good practice that does exist is not being documented and shared enough. The documentation of good practice and successful interventions and innovations is important for the purposes of dissemination and lobby so that they can be evaluated, adapted and adopted into the policy and practice of other contexts and other decision-makers.

There is general agreement that gender equality in pedagogy requires a holistic approach which goes beyond women's issues to encompass masculinities to ensure the development of a comprehensive understanding of gender. Pedagogic strategies which empower children – and prioritise open expression and the exchange of views – are key to this process.

### **Tuseme Clubs**

The Forum for African Women Educationalists (FAWE) took teachers at a small number of schools in Kenya, Rwanda, Senegal and Tanzania through a *tuseme* programme with good results for girls and boys. In *tuseme* (speak out) clubs girls learned how to analyse their educational problems and find ways of solving them.

Teachers and school managers also attended *tuseme* workshops as well as having training in guidance and counselling. This encouraged them to work with the students to create stimulating and gender sensitive learning environments which were not restricted to the academic aspect of their work but encompassed the social ethos of the school.

Mlama 2004.

### ***Developing good school and classroom practice***

There is a striking lack of documentation with regard to gender equality strategies currently in use in classrooms. There are some case studies, such as those commissioned by FAWE, but there is little follow up work either with the schools where initiatives began or with the children who participated. On the whole most work by teachers, NGOs and Ministries tends to be undocumented and difficult to replicate.

Yet teachers and school management need to be aware of how their pedagogies can sustain gender inequalities and have severe consequences for girls' and boys learning. 'Gender sensitisation' is not enough to empower teachers to develop gender responsive teaching methodologies and pedagogies that go beyond recognising gender stereotypes and questioning stereotypical expectations of boys and girls. Gender differences pervade the choice of learning style, assessment, students' ability to express their voice and use

space, as well as how reforms geared to developing 'independent learners' are expressed and implemented.

**Some problems with girls' learning:**

- Low expectations of teachers regarding their intellectual abilities
- Low level of feedback from teachers
- Teacher say they enjoy teaching boys more than girls, especially if girls are seen as passive
- Girls' low expectations of themselves
- Lack of female teachers in high status subjects and overall lack of female teachers.
- Low expectations of women and girls reinforced by textbooks and curriculum and examination materials.
- The use of physical space in school can marginalise girls.

Arnot 2004

Despite extensive gender inequalities outside school teachers *can* make a difference inside school. They can work with a diversity of girls' and boys' learning styles so that all children's styles can be accommodated in the class. When teachers, teacher educators and school managers work together to develop classroom strategies incorporating a diversity of styles, then all students can excel.

In high income and some middle income countries there are concerns with boys' underachievement and the feminisation of the primary school workforce leading to a lack of male teachers, associated in some cases with low teacher expectations for boys. However, the situation in the majority of low income countries with gender disparities in enrolment and achievement affecting girls, is characterised by a severe lack of female teachers (both inside and outside of the school). Masculine teaching styles embedded in deep seated beliefs that boys are naturally superior to girls, that they perform better than girls and that a good woman or girl should not challenge male authority further disadvantage girls (Muito 2004).

**Teaching boys and girls as equals**

Harriet Nambubiru is a teacher in a primary school near Kampala, Uganda. Talking about how she works for gender equality in her classroom. She feels that girls could have more equal opportunities in school if teachers talk to them more to encourage them, give their guidance to guide their sexuality, and give them prizes such as pencils for participating in different classroom activities. She is also concerned that exams do not allow them to achieve their best. She explains:

“There are a range of assessments other than exams in which girls and boys can do well. We have what we call a continuous assessment: whenever we test, we record so it's easy to compare. We give them group work and then they come out with different ideas so that in the group we can compare who has improved through observation. We do oral quizzes and we give different questions on different subjects and whoever answers gets a point”

Attempts to make schools more 'girl friendly' are about challenging the ethos of authority, hierarchy and social control which pervades the majority of schools and develop ways of engaging with rights, empowerment, agency and the voice of the learner. Where school management is gender-responsive (e.g. In FAWE's 'Centres of Excellence' Mlama 2004) gender equality strategies are developed for not only administrative issues but also management of the curriculum, the personal and social development of students and the participation of students in school management decision-making. Through School Management Committees and School Councils the possibility now exists in many countries for greater decision-making and influence by learners and community members over issues, including gender, in schools.

### ***Living as well as teaching gender equality***

There is considerable evidence from many different settings across continents of classroom practice that is far from acceptable and widespread instances of sexual harassment and violence at school. The majority of accounts point to teachers and male pupils involved in sexual harassment of female teachers and primarily girl pupils. The issues touch on how teachers not only teach gender equality, but *live* this in areas of their life considered private. Studies in seven African countries show how the relationship between male teachers and girl students is often constructed as sexualised (see Chege 2004). 'Lifeskills education', which assumes teachers will learn the material they teach, can be only part of a successful approach to addressing issues of equality and democracy in the classroom. These programmes vary widely in their content and orientation and need to take account of teachers' lives, fears and identities as well as appropriate pedagogies for the dimensions of gender equality they address. Thus pedagogy for gender equality is not only a matter of professional orientation, but also of changing personal behaviour amongst teachers and other education officials, and challenging some of the deeply held assumptions that perpetuate inequalities.

Harassment of girls by male teachers – ranging from verbal and physical abuse to sexual abuse – is a major influence on girls dropping out of school. Chores are often assigned to girls and female teachers such as fetching water, cleaning classrooms and cooking for the (male) head teacher. Teachers may use these tasks as a pretext for luring girls into their houses where they are sexually abused (Muito 2004). The HIV/AIDS epidemic gives dealing with this unacceptable dimension of school life an added urgency. In challenging inequalities or abusive relationships, particularly in the era of HIV/AIDS it has become clear that teachers themselves have to learn how to guide their students' sexuality and provide living examples of non-risky behaviour.

### **Addressing gender inequities to combat HIV**

The Stepping Stones training package on gender, HIV, communication and relationship skills is an example of a successful set of tools and approach that is being used in a range

of countries and appears to be having success in breaking down gender and age barriers by working explicitly with both genders. It was designed in response to the vulnerability of most women, men and young people due to difficulties in decision-making regarding sexual behaviour as a result of patriarchal domination of women and older people's general attitudes towards youth.

Other programmes are being developed to be used with or after Stepping Stones such as the 'Auntie Stella' programme for schools and youth clubs in Zimbabwe. This programme helps young people to work together through commonly recognized issues in a popular format, with minimal training necessary for teachers. While the Ministry of Education has found it a bit too radical for schools, it has really taken off across the country in youth clubs.

From Welbourn 2002:54 & 58

### ***Supporting and training teachers for gender equality***

Very little work has been done in teacher training courses to help develop teachers' understanding of gender inequalities and how to overcome them in the classroom. To address the issues of both teachers' professional and personal orientation, opportunities are needed for student teachers and teachers in-service – who may have had only very limited or no pre-service training – to understand their own gender socialisation and identities and to understand how gender discrimination takes place in schools, as well as their role in addressing it (Chege 2004). Full support of local education authorities, teacher training institutions and in-service providers is needed to enhance the effectiveness of teacher training for gender equality. Because the issues are complex a single training session, either at the pre-service stage or through in-service, is generally not sufficient to change teaching practice and behaviour. And any training that does not extend to supporting teachers develop practicable solutions and is accompanied by monitoring and follow-up support will have limited impact. Where training *is* coordinated and effective it is not well documented so that knowledge of strategies and learning is not captured and utilised. Strategies need to be explored for storing the knowledge about gender equitable pedagogies that is developed at schools and training centres, so that future teachers can learn from it and become motivated and so to avoid the need for new programmes to 'start from scratch' but, rather, to benefit from lessons learned and experience already gained.

Teachers face multiple problems and challenges in their personal and professional lives including low pay and poor conditions contributing to low morale and low status. They may face abuse from colleagues and students, while at the same time being expected to be active transformers of the system, to assess textbooks, audit curriculum, develop local curriculum, and develop new classroom practice. Expectations of teachers to become effective change agents for gender equality – inside reformers - will not be met unless teachers are supported and empowered to do this through the coordinated efforts of pre-service training institutions, providers of in-service and ongoing professional development. Local contexts are very important in defining the nature of support needed

and the nature of gender inequalities, such as unequal power relations, gender-based violence and HIV/AIDS, poverty, and employment (Chege 2004).

### **Scaling up for girls and boys in Uganda**

With the introduction of UPE in 1997 in Uganda there was a huge expansion in enrolment and hundreds of untrained or licensed teachers were employed to meet the new demands. A number of teacher development projects were initiated, some like the Teacher Development Management Scheme (TDMS) were introduced. Shimoni College in Kampala developed a specialist concern with promoting gender equality in education and conveying information about HIV/AIDS.

As part of the work of TDMS coordinating tutors are utilised as important mediators between policy makers and teachers and between policy makers and representatives of the community and parents. They sensitise the teachers to the gender dynamics of classrooms and the kinds of identities and relationships boys and girls forge at school. The integration of gender equity issues into teacher training points to the long term sustainability of initiatives, even were there to be an economic downturn. The linking of work on gender equity in schooling with discussion of protection against HIV/AIDS in TDMS makes for co-ordinated public policy.

Unterhalter et al 2004

### ***Changing schools in the context of wider societal conditions***

Sometimes gender equality practices at school are out of step with ideas children learn at home and the responsibilities they have within a household, many of which are marked by strong gender divisions. Some groups who feel their cultures under attack from processes of globalization or other hostile forces refuse to contemplate the education of girls because it appears to undermine valued cultural practices. But there are many different opinions in communities that uphold traditions and all views need to be taken account, not just those of recognised leader or head of household. Because issues concerning gender and sexuality involve families' hopes and fears for daughters and sons it is important not to ignore cultural, economic and political opposition to gender equality in school and to consider how the race and class inequalities that sometimes nurture this opposition can be addressed as part of a broad and integrated approach to developing gender equitable pedagogies and societies. Where traditional leaders and elders have been consulted, for example in Liberia, there has been considerable success in changing attitudes for formal schooling for girls, especially through forging links with traditional teachers who initiate young girls at puberty (Oxfam 2002).

Pedagogies concerned with developing gender equality in all children's learning have been used with the support of School Management Committees or School Councils to help cultivate additional forms of knowledge to those in the official syllabus. These are considered just as important for well being and gender equality in practice. They are

concerned with caring, communicating and connecting people with each other irrespective of existing social division.

### **Community participation in curriculum development**

A new curriculum reform in basic education in Mozambique has set down measure whereby local communities can become involved in setting the content and pedagogy of 20% of the overall curriculum. While 80% is set down nationally, 20% of the curriculum can be oriented to local issues and priorities.

In Zambezia province, where OxfamGB is working with local government, schools and CBOs, several School Councils have been engaging the local community through meetings and discussions about what they would like their children to be taught and what knowledge and skills they believe are important. Students themselves take part through participation in the School Council and the establishment of democratic processes for decision making in schools.

In the community of Naipa parents have been contributing to suggestions for a local curriculum which is now waiting for approval from the District Education Department. Through this process parents and community members have become increasingly involved with their schools and challenging the former funding relationship based on their inputs into school buildings and maintenance.

Oxfam field report 2004

### **3. Who is involved and what is to be done for gender equality in pedagogy?**

There are three broad scenarios for the coming ten years with regard to what our aspirations are for the MDGs and therefore what is achieved. In the first scenario – a ‘business as usual’ approach - we continue with the patchy implementation of policies and programmes for gender equality concentrating primarily on improving access and leaving the responsibility for pedagogies to small units within education ministries, a handful of NGOs and certain concerned teachers and education officials. Larger numbers of children will come into school, but only some will learn in ways that help them thrive and a considerable number will be subject to threat and violence in school.

In the second scenario – realising the Dakar Framework - we will have achieved Education for All as laid out in the Dakar Programme for Action, and all children will be in school. But the ways in which improved education quality and enhanced pedagogies link with gender equality will have only been partially fulfilled because of a focus on the formal education system to the exclusion of wider societal considerations.

In the third scenario – gender equal pedagogies for enhancement and confidence, inclusion and participation (Arnot 2004) - the full vision for gender equality as laid out

in the Beijing Platform for Action, the resolutions taken at other key international forums such as Cairo in 1994 (International Conference on Population and Development) and the World Summit for Social Development in 1995 have been realised. This means that gender equitable pedagogies will be based in broader societal change for gender equality, with implications for the sustainability of practice.

The following Table lays out succinctly what each scenario will have achieved and what some of the costs associated with not achieving this will be:

*Scenarios for pedagogy and gender equality*

<b>Aspects of pedagogy</b>	Scenario 1 'Business as usual'	Scenario 2 'Realising the Dakar Framework'	Scenario 3 'Pedagogies for enhancement, inclusion and participation'
Entering school	partially	Achieved for all	Achieved for all
Remaining	Only some remain	Achieved for all	Achieved for all
Learning successfully	Only some learn	Some do not learn	Achieved for all
Developing tolerant identities	Receives little attention	Only some learn	Achieved for all
Experiencing safety and security	Very fragile	Some do not experience this	Achieved for all
Promoting health	Very little	Some do not experience this	Achieved for all
Facilitates economic, political and cultural opportunities and outcomes	Achieved for some children	Improving	Achieved for all

The opportunities provided by the world consensus around the aspirations behind the MDGs will have been lost if in fifteen years we achieve only scenario 1. What needs to be done and who needs to do this to move towards Scenario 2 and 3?

Interventions for gender equality in pedagogy need to be multifaceted, operating at policy, community, family and classroom level Teachers and teacher educators need to be involved with all levels of government and NGOs throughout the policy process, from identification of underlying factors in inequalities through to the implementation of ameliorative pedagogical and curricular strategies. It is important that there is a dialogue between policy makers and practitioners and that both are alert to the insights of the other with regard to gender equality strategies.

Sufficient resources need to be allocated for this process in terms of time, training and money to allow a holistic and integrated approach to be developed.

Developing pedagogies that challenge violent or anti-school masculinities are as important as those that focus on encouraging girls. Skills in participatory methodologies and responding to different learning styles are important. Governments have a major responsibility for helping develop gender equality in pedagogy through the courses they provide for teachers. There is a need for modules in teacher training that concentrate on this and for packages of practical materials for teachers to use in classrooms. Training packages need to be suited to local contexts, but materials do already exist which can be sensitively adapted (e.g. the *Beyond Access* training materials for teachers developed in Nairobi, see [www.girlseducation.org](http://www.girlseducation.org)). Teachers need support to change pedagogies and overcome the common sense gender inequalities that are part of the societies they live in. Building networks of teachers to work together on new pedagogies through school clusters, teachers' centres and is a promising development.

Within classrooms teachers can ask pupils about how they learn best and attend to the voices of all, particularly those who are least often heard. They can involve children in developing strategies for gender equality through changed pedagogies. Teachers can work with children developing what they already know and directly challenge both their own and children's use of offensive stereotypes by making explicit rules about gender equality with regard to class participation, rather than rely on informal understandings.

Specific approaches focussed on particular topics can yield general background understanding with regard to gender equality, for example helping children to understand sexual maturation without shame and to discuss histories of feminism in different countries help dispel some of the ignorance that sustains gender inequality. Different forms of clubs can help children who have been silenced to articulate their needs.

There is a need for teachers, NGOs and CBOs to work with parents and communities thinking about the ways they can support boys and girls to learn well at school in order that both can participate in the life of their society. The anxieties of parents need to be taken seriously, but the opportunities for educated children also need to be illustrated. Where chiefs and elders have been consulted and been part of a process of awareness building around gender equity and schooling there has been considerable success. Initiatives that begin from early childhood education are very promising as by the time children come to school ideas about gender may already be so well entrenched they cannot change.

Sustaining training will be enhanced by building networks and through ongoing assistance for teachers and education officials with implementing ideas about gender equality and pedagogy. Action research networks focussing on gender equality are a useful way forward as are networks that link girls together. Good documentation will play a role in influencing policy and hence practice when this is well disseminated and utilised through networks.

#### **4. KEY ACTIONS**

## ***Government***

### ***National level:***

- Put in place strong legal measures to outlaw sexual violence and harassment in school, make procedures for dealing with this through a code of conduct clear. Communicate this to all concerned.
- Develop a focus on gender equality and pedagogy as part of the teacher education programme, both at the pre-service and the in-service stage
- Invest in learning materials and resource networks to facilitate teachers' discussion amongst themselves regarding gender equitable strategies and inputs into policy.
- Ensure planning and budgeting for capacity building at all levels of decentralized education systems so that the capacity to understand, develop and implement policies exists.
- Where good policies exist, analyse the blockages and bottlenecks, and resourcing in order to ensure that these are being implemented. Examine planning processes to ensure these are realistic and well budgeted, and examine the capacity of officials at all levels to implement.
- Learn from small innovative programmes, which may be carried out by NGOs or NGOs in collaboration with local government.
- Evaluate and analyse curricula to ensure they are not entrenching gender divisions.

### ***Provincial and District levels:***

- Put in place capacity building so that education officials have the capacity to monitor and evaluate pedagogical practices.
- Develop the capacity and role of the inspectorate to provide support for gender equality in pedagogy and ensure adequate budget and other resources for this.
- Work with non-state providers and NGOs to ensure good communication, and synergies.

### ***Teacher training institutions, local education authorities and NGOs involved in teacher training, teacher development and in-service training***

- Ensure that training staff are trained and have the capacity to provide strong examples of gender equitable pedagogies in all their teaching, as well as develop modules to be taught as part of all pre-service and in-service courses, including any ODL courses.
- Develop teachers' capacities to design and deliver gender equitable life-skills in the curriculum, as well as support them in their training (pre- and in-service) to live by the same principles and understandings.
- Strategies need to be explored for storing the knowledge about gender equitable pedagogies at schools and training centres, so that future teachers can learn and become motivated and the expensive start-up costs for developing programmes do not have to be repeated endlessly.
- Teachers need to become less didactic and authoritarian and more participatory and inclusive in their teaching.

- Ensure strong collaboration (communication, policy development, capacity building) between different training levels and different providers.

### **NGOs**

- Facilitate teacher led initiatives to try out strategies for gender equity in pedagogy, for example through developing and publishing new learning materials, running workshops on new classroom methods, or through participatory action research.
- Campaign for gender equality focus in local debates about policy making and pedagogy
- Model good practice through running ‘Tuseme’ clubs or other initiatives that give children a chance to examine issues of gender critically and suggest alternative ways of teaching.
- Strengthening school councils to influence good pedagogy and quality education practices.
- Supporting teachers in the teaching of relevant and appropriate life-skills courses, and to live gender equality in their lives as well as their classrooms.
- Work to complement and strengthen government initiatives and develop capacity of government to ensure quality and accountability for pedagogies.
- Document initiatives and experiences and share these with all other stakeholders, especially government.

### ***Schools and teachers***

- Develop school level policies for gender equitable pedagogies collectively with students, teachers and through School Councils. These will include: policies on school ethos, bullying and harassment, curriculum development, etc.
- Be informed about policy existing and agendas for gender equality and pedagogy beyond the school, the locality and the country.
- Understand gender equity beyond stereotypes and investigate school and teachers’ own contexts and understandings.
- Be trained and empowered to analyse and challenge gender stereotyping and gender bias in curriculum materials, in language use and means of communication in classrooms and schools.
- Recognise teachers multiple pressures and encourage supportive networks and practices.
- Recognise the value of the insights and values which the school council, PTA or school management committee bring to the school and work together to collaborative develop new practices.

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### **Papers given at the Beyond Access Seminar on Pedagogic Strategies for Gender Equality in Basic Education in Schools, January 2004, Nairobi. Available on the Beyond Access website (see above)**

Arnot, Madaleine. 'Gender Equality and Opportunities in the Classroom: thinking about citizenship, pedagogy and the rights of children' (University of Cambridge, UK).

Chege, Fatuma. 'Teachers' Gendered Lives, HIV/AIDS and Pedagogy' (Kenyatta University, Kenya)

Mlama, Penina. 'FAWE's experience in Africa in Changing Teaching for Gender Equity' (Executive Director, Forum for African Women Educationalists - FAWE, Kenya).

Moletsane, Relebohile. 'Gender equality and Teacher Education in South Africa: a review of the history' (University of KwaZulu-Natal, South Africa).

Muito, Mary. 'Gender Equality in the Classroom: reflections on practice' (Organising Secretary, Fawe Kenya Executive Committee)

Weiner, Gaby 'Learning from Feminism: education, pedagogy and practice' (University of Umea, Sweden).