NATIONAL GENDER-RESPONSIVE TEACHER TRAINING PACKAGE

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National Gender-Responsive Teacher Training Package

PREFACE

This National Gender Responsive Teacher Training Package is developed to guide both teachers and school leaders in facilitating teaching in a school environment that is gender responsive. The package enables teachers and learners to apply techniques and share activities that can be used in classroom settings. Teachers play a key role in helping children acquire knowledge, skills and attitude necessary for the 21st Century.

In line with the implementation of Education for All Goals, Gender-Responsive Pedagogy (GRP) was initiated in 2005 and has been introduced in many African countries (FAWE, 2009). In the Rwandan context, the turn towards gender responsive pedagogy is an aspect of the education policy. More so, gender is one of the cross-cutting issues identified in the Competence-based Curriculum (CBC) for pre/primary and secondary education and it needs to be addressed in the teaching and learning process for appropriate life skills development. This package is, therefore, meant to equip teachers with the means to integrate gender responsive pedagogy into the learning process, which includes: lesson planning, teaching, managing classroom activities and performance evaluation. It is also incumbent upon the school leadership to create an enabling school environment that is gender responsive.

The package comprises of five sections. Section one is covering the introduction and rationale of the GRP Training Package. Section two is about learning outcomes and concepts related to gender and education. Section three is focussing on gender responsive pedagogy; which includes responsive teaching and learning environment; gendered language use in the classroom and at school; teaching and learning resources; lesson planning and delivery; gender responsive interactions; and gender responsive assessment. Section four is looking at gender responsive school leadership which includes; child protection and school safety; gender responsive budgeting and teacher training and professional development. Section five is on monitoring and evaluation on gender responsive pedagogy, with sub sections on the importance of monitoring and evaluation in gender responsive pedagogy; parental and community involvement in gender responsive pedagogy; and also a guide to using the checklist.

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ACRONYMS AND ABBREVIATIONS

CBC   Competence-Based Curriculum

EFA   Education for All

EICV   Integrated Household Living Conditions Survey

ESSP   Education Sector Strategic Plan

FAWE   Forum for African Women Educationalists

GRP   Gender-Responsive Pedagogy

MINEDUC   Ministry of Education

P1, P2   Primary 1, Primary 2

REB   Rwanda Education Board

SDGs   Sustainable Development Goals

SGAC   School General Assembly Committee

TTC   Teacher Training College

UN   United Nations

UNESCO   United Nations Educational, Scientific and Cultural Organization

UNICEF   United Nations Children's Fund

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SECTION 1: INTRODUCTION TO THE GRP TRAINING PACKAGE

Background of the GRP package

Rwanda's education system currently boasts the highest participation rates in East Africa and gender parity in net and gross enrolment at pre-primary, primary and secondary levels. In fact, girls' enrolment surpasses boys' enrolment at primary and secondary levels (MINEDUC, 2016). Despite these achievements, gender continues to play an important but complex role in the enabling environment for girls' and boys' learning. National data show that both girls and boys face gender-related barriers to learning. However, based on national examination results, on average, boys outperformed girls in almost all districts at P6 and S3 levels during the period 2008–2014 (MINEDUC, 2015). This is an indication that girls may face more challenges than boys.

An analysis of data shows the percentage of children making it from P1 to P6 in the previous six years was only 10 per cent on average; for boys, the percentage was slightly lower than for girls (EICV, 2014). This shows that, while girls' face many challenges related to learning, progression and completion, boys face their own challenges that include repeating and dropping out of primary school (Ibid.).

There are a number of gender-related barriers that may lead to the above scenario, and these include:

- *Social norms – where traditional power structures dictate that girls and women have less power than boys and men, and children have less power than parents;*
- *Low capacity of schools to provide learning support services for girls and boys falling behind academically;*
- *Teachers who are not equipped with the awareness, knowledge and skills required to teach in a gender-responsive manner, and who may not even be aware of their own gender bias;*
- *Lack of understanding of the gender barriers facing boys' retention in school,*

since most of the work on gender and education focuses on girls; and
- *Inadequate engagement with boys and men to promote positive masculinities in and out of school.*

From the observations above, it is clear that the Education for All (EFA) goals number two and five have not been achieved as planned. Goal two clearly highlights that by 2015, all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality. Goal five emphasizes eliminating gender disparities in primary and secondary education by 2015, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality (UNESCO, 2000).

It is therefore important to focus on achieving the Sustainable Development Goal (SDG) 4, which aims to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'. The Global Education 2030 agenda provides guidance for the implementation of this goal and commitment. One of the targets to achieve SDG 4 states that 'By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes' (Osborn, Cutter and Ullah, 2015).

The Government of Rwanda has developed relevant policies and strategies that respond to existing challenges for girls and boys in primary and secondary education. These include:

- *Girls' Education Policy;*
- *National Gender Policy;*
- *Curriculum and Assessment Policy;*
- *Education Sector Strategic Plan (ESSP); and*
- *Vision 2020.*

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The Girls' Education Policy (2008) aims to guide and promote sustainable action towards the elimination of gender disparities in education and in management structures. The ESSP identifies the education of girls and women as one of its 'central strategies' to ensure that there is an inclusive basic education for all, and beyond basic schooling to ensure that women are appropriately skilled to contribute positively to economic and social development. Undoubtedly, equality between women and men is a fundamental condition of sustainable development. The ESSP also aims 'to eliminate all the causes and obstacles which can lead to disparity in education by gender, disability, geographical or social group'.

The new Rwanda Curriculum and Assessment Policy (2014) also includes gender as one of its cross-cutting areas. In the competence-based curriculum (CBC), gender is taught in schools beginning with family complementarities, gender roles and responsibilities, the need for gender equality and equity, gender stereotypes, gender sensitivity, gender mainstreaming and gender-blindness. Gender is one of the cross-cutting issues in Rwanda's Competence Based Curriculum (2015). The implementation of the CBC is therefore supposed to be gender-responsive. Since teachers are among the key facilitators of the learning process that addresses gender issues from primary level to secondary level of education, this GRP training package will empower them to integrate gender-responsive pedagogy.

Rationale of the GRP package

The rationale to develop a gender-responsive training package is to improve the gender responsiveness of teaching methodologies and school environments. The training materials will better equip teachers and education leaders to teach in a way that responds to the needs of girls and boys; equip teachers with the resources required to respond to gender-based incidences in the classroom; and raise awareness about gender issues in education. The training package will also help pre-service teacher training programmes to be more gender-sensitive.

Drawing on the Competence-Based Framework (REB, 2015; p.22): 'The introduction of a gender perspective to the curriculum aims to improve the outcome of quality teaching by enabling girls and boys to exploit their full potential and talents without any discrimination or prejudice. Curriculum development to address gender inequality cannot happen in isolation from other

other aspects of schooling, such as ways of teaching and learning, and interactions within and out of the classroom'.

Inclusive, gender-responsive learning environments need well-trained teachers who are aware of how their own attitudes and preconceptions about gender can affect their teaching; who take steps to prevent gender bias and gender-based discrimination in their teaching and in their classrooms; and who are supported in using different approaches and strategies to engage all children positively and effectively in lessons.

This training package therefore aims at supporting primarily teachers in a creating classroom environment that is gender-responsive. However, the package is also useful for other education stakeholders whose main role includes monitoring and evaluating teaching and learning process.

How to use this guide?

The GRP Training Package is intended for use by primary and secondary school teachers, technical and vocational schools, school leaders and other officials. The package will mainly be used as a reference document for teachers in preparation of competence-based lesson plans and delivery of lessons. What makes this package exciting as a resource is in how it can be used to help all education stakeholders meet competence-based curriculum requirements in terms of gender-responsive pedagogy. It is designed to provide users with a clear understanding of key concepts related to gender and gender-

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responsive pedagogy, as well as monitoring and evaluation.

The package is designed to support the implementation syllabus (curriculum) developed by the Rwanda Education Board for each subject. Users will go through Sections 1 and 2 to familiarize themselves with the concept of gender-responsive pedagogy; and then section 3 focuses on teaching techniques and learning activities to achieve a specific instructional objective in terms of gender-responsive pedagogy. Sections 4 and 5 provide guiding tools in creating a school environment and monitoring classroom that are gender-responsive. Reflective activities starting each section allow participants to reflect on their own schools, classroom practices, and/or national policies with regard to gender-responsive pedagogy. During the training, the trainer may use reflective activities to enhance the active participation of trainees.

SECTION 2: KEY CONCEPTS RELATED TO GENDER AND EDUCATION

Women and girls represent more than half of the world's population, yet gender inequality is often witnessed and persists all over the world. It is fair to say it hinders development in general. Regardless of where you live, gender equality is a fundamental human right. Advancing gender equality is critical to all areas of national development policies such as health, labour, education as well as the well-being of women and men (UN, 2016)

The international discourse emphasizes equal access to quality education for all children as an important part of achieving sustainable development for most countries. As many countries are trying to meet the goals of access to education, the international debate is now focusing on the equity for boys and girls and improving education (Michelle, 2015). This section will enable users to have a sound understanding of gender and education-related concepts.

Learning outcomes

- *To have a sound understanding of gender concepts;*
- *To explore the relationship between gender and education; and*
- *To be able to reflect on how to apply gender concepts to learning processes.*

Reflective activities

Activity 1

Use matching game: Create group of 2/3 match game on gender concepts: Instructions: For each term, find the matching definition. It is best to complete this exercise in groups of two or three – whether face to face or individually.

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Terms		Definitions
1. Gender	A	Preference given to some people based on their sex
2. Gender analysis	B	Considering and responding to the different needs of men/boys and women/girls
3. Gender awareness	C	Looks at how access to and control over resources are different between girls/women and boys/men
4.Gender discrimination	D	Characteristics, attitudes or behaviours that are expected of girls/women or boys/men
5. Gender equity	E	Positive or negative generalizations about the roles, attributes and behaviours of girls/women or boys/men
6. Gender responsive	F	Unwanted conduct of a sexual nature
7. Gender stereotype	G	Work in and around the household that usually does not generate monetary income
8. Practical gender needs	H	Boys/men and girls/women having equal access to education
9. Productive work	I	Any work that generates goods or services to meet economic or subsistence needs
10. Reproductive work	J	Knowing there are socially and culturally determined differences between women and men
11. Sexual harassment	K	Basic survival needs, such as food, water and shelter
12. Strategic gender interests	L	Root causes of social, economic and political inequality between genders

Activity 2: Construction of gender

Write 'S' for biological and 'G' for gender for statements you consider appropriate.

1. Women give birth to babies; men do not.

2. Girls are gentle; boys are rough.

3. Doctors are men; nurses are women.

4. Boys don't cry.

5. Boys are good at math and science and girls are good at language and history.

6. When one thinks of an engineer, one hardly ever thinks of a woman.

7. Women work two thirds of the world's working hours, produce half of the world's food and yet earn only 10% of the world's income and own less than 1% of the world's property.

8. Boys' voices break at puberty; girls' do not.

9. A girl is expected to return home early while a boy can comfortably have a night out with his friends.

10. Kindergarten teachers should be women; men are not good at taking care of young children.

Activity: 3

The purpose of this activity is to identify some examples of how social, cultural, economic and political contexts can affect boys and girls differently in an education setting.

- *What do you understand by 'socially constructed'?*
- *What socially constructed variables are important to consider in your school?*
- *Should biological differences matter while defining social roles and responsibilities?*
- *If girls fair (perform) better than boys in academics, why do we have poorer literacy rates for girls and women?*
- *Why should boys be given so-called 'masculine' tasks and girls 'feminine tasks'?*
- *If the women around the world constitute approximately half of the population and their participation in all spheres including workforce is more than that, why do they own less than one tenth of the total wealth?*
- *Give examples of how social, cultural, economic and political contexts can affect boys and girls differently.*

Definition of selected gender and education concepts

To equip the reader with some gender basics in the context of gender-responsive teacher training, below is a glossary of selected gender and education-related concepts and terms. The definitions for this document were borrowed from different sources that include Frei and Leowinata (2014), Pilcher and Whelehan (2004), University of Rwanda Gender Policy (2016) and

Christodoulou (2005).

Selected gender concepts

Gender versus sex: Gender refers to the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for men and women. Sex refers to the biological and physiological characteristics that define men and women. It is defined as the anatomical and physiological characteristics that signify the biological maleness and femaleness of an individual.

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

Gender equity is the process of being fair to women and men. To ensure fairness, measures must be taken to compensate for historical and social disadvantages that prevent women and men from operating on a level playing field.

Gender equality refers to the elimination of 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 the equal participation of boys and girls – i.e., it also includes performances as well as creating gender-responsive institutional arrangement.

Gender responsive refers to planning and carrying out programmes, policies or activities in ways that consider the different needs of men/boys and women/girls and involve them in decision making, participation and opportunities. This usually requires developing specific actions to bring about more equitable gender relationships, and it may require clearly targeted budget allocations.

Gender awareness refers to an understanding that there are socially and culturally determined differences between women/girls and men/boys based on learned behaviours which affect their ability to access and control resources.

Gender blindness is the failure to recognize and address the different needs and interests of males and females.

Gendered language is commonly understood as a language that has a bias towards a particular

sex or social gender. In English, this would include using gender-specific terms referring to professions or people, or using the masculine pronouns (he, him and his) to refer to people in general.

Gender mainstreaming is the process of incorporating a gender perspective into policies, strategies, programmes, project activities and administrative functions, as well as into the institutional culture of an organization.

Gender analysis is a methodology that both:

- *Describes existing gender relations in a particular environment, ranging from within households or firms to a larger scale of community, ethnic group or nation. It involves collecting and analysing sex-disaggregated data and other qualitative and quantitative information.*
- *Organizes and interprets, in a systematic way, information about gender relations to make clear the importance of gender differences for achieving development objectives.*

Sex-disaggregated data refer to information that is collected separately on men and women or boys and girls. These data can be used to look at how girls and women are faring compared with boys and men, rather than only using data that lump them together.

Gender assessment examines how a programme or project addresses and responds to gender disparities and inequalities through its objectives, activities and policies.

Gender needs are an acknowledgement that girls/women and boys/men often have different needs. These include basic needs or survival needs that relate to inadequacies in living and working conditions, such as toilet facilities, food, water, housing, clothing and health care. These needs can be classified as either strategic or practical.

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

Gender bias refers to unequal treatment of persons in relation to opportunities, expectations and more based on their sex.

Gender based violence is violence derived from gender norms and roles as well as from unequal power relations between women and men. Violence is specifically targeted against a person because of his or her gender, and it affects women disproportionately. It includes, but is not limited to, physical, sexual and psychological harm (including intimidation, suffering, coercion and/or deprivation of liberty within the family or within the general community).

Sexual harassment is the unwanted conduct of a sexual nature affecting the safety or dignity of women, men, boys or girls, including the conduct of superiors and peers. In addition to a forced sexual act, sexual harassment includes abusive language and gestures, sexual advances, touching and groping, passing unwanted notes, and character assassination through graffiti or gossip.

Gender roles are defined as the social roles that a person is expected to fulfill based on his or her gender. These vary among different societies and cultures, classes, ages and during different periods in history. Gender specific roles and responsibilities are often conditioned by household structure, access to resources, specific impacts of the global economy, and other locally relevant factors such as ecological conditions.

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

Gender empowerment refers to the expansion of people's capacity to make and act upon decisions (agency) and to transform those decisions into desired outcomes, affecting all aspects of their lives. It entails overcoming socio-economic and other gender inequalities in a context where this ability was previously denied.

Gender-transformative is where both men and women are helped as more gender-equitable relationships are promoted. A transformative approach identifies ways of engaging men and women to examine, question and change institutions and norms that perpetuate inequalities.

Patriarchy literally means rule by the male head of a social unit (for example, a family or tribe). The patriarch, typically a societal elder, has legitimate power over others in the social unit, including other (especially younger) men, all women and children.

Gender stereotypes are ideas that people have on masculinity and femininity: what men and women of all generations should be like and are capable of doing (e.g., girls should be obedient, are allowed to cry, and boys are expected to be brave and not cry, women are better housekeepers and men are better with machines, or boys are better at mathematics and girls are more suited to nursing).

Femininity refers to a set of attributes, behaviours and roles generally associated with girls and women. Stereotypical characteristics: emotional, dependent, sensitive, passive and nurturing.

Masculinity refers to possessing qualities or characteristics considered typical of or appropriate to a man. Stereotypical characteristics: strong, unemotional, competitive, aggressive and self-confident. Masculinity can be practiced by either men or women.

Men/boys engagement refers to a programmatic approach that involves men and boys as clients and beneficiaries, partners and agents of change in actively promoting gender equality and women's empowerment.

Gender construction is socialization processes that start from birth through which gender is constructed.

Gender socialization is the process by which society's roles, values and norms, including those pertaining to gender, are taught and learned. It is a lifelong changing process and often an unconscious process where expectations are reinforced with rewards and punishments (for example, boys or girls may receive negative sanctions for not following 'gender-appropriate behaviour').

Selected education concepts

Education refers to the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs and habits. Education frequently takes place under the guidance of educators, but learners may also educate themselves. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels or acts may be considered educational.

Pedagogy generally refers to the art and profession of teaching. It stands for how a teacher delivers a lesson, the methodology one uses as a teacher, and the style of teaching a teacher chooses. Educational methods include storytelling, discussion, lecturing, training, and directed research.

Curriculum is the set of courses and their contents offered by an institution such as a school or university. In some cases, a curriculum may be partially or entirely determined by an external body (such as the Rwanda Education Board in Rwandan schools).

Hidden curriculum is the side effects of an education, 'lessons which are learned but not openly intended', such as the transmission of norms, values and beliefs conveyed in the classroom and the social environment. Any learning experience may teach unintended lessons. It is sometimes referred to as the informal curriculum.

Competency-based curriculum/learning refers to systems of instruction, assessment, grading and academic reporting that are based on students demonstrating that they have learned the knowledge and acquired skills as well as attitudes as they progress through their education.

Classroom management is a term used to describe the process of ensuring that lessons run smoothly without disruptive behaviour by students. It is possibly the most difficult aspect of teaching for many teachers and, indeed, experiencing problems in this area causes many people to leave teaching altogether. It is closely linked to issues of motivation, discipline and respect.

Active learning is a process whereby learners are actively engaged in the learning process, rather than 'passively' absorbing lectures. Active learning involves reading, writing, discussion and engagement in solving problems, analysis, synthesis and evaluation.

Special needs education means the special educational arrangements which are put in place for children and adults living with disabilities and special needs.

Student engagement refers to the degree of attention, curiosity, interest, optimism and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education.

A positive school environment is defined as a school having appropriate facilities; well-managed classrooms; available school-based health support; and a fair disciplinary policy. There are many hallmarks of the academic, disciplinary and physical environments of schools with a positive climate.

School climate is the quality and character of school life. School climate is based on patterns of the experience of students, parents and school personnel in terms of school life, and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

Classroom interaction describes the form and content of behaviour or social interactions in the classroom. In particular, research on gender, class and 'race' in education has examined the relationship between teacher and students in the classroom.

Learning environment refers to the diverse physical locations, contexts and cultures in which students learn.

Outdoor learning is simply defined as experiential learning in, for or about the outdoors. The term 'outdoor education', however, is used broadly to refer to a range of organized activities that take place in a variety of ways in predominantly outdoor environments.

Teaching/learning materials refer to a range of educational materials that teachers use in the classroom to support specific learning outcomes, as set out in lesson plans.

Assessment is an interactive process between students and faculty that informs faculty how well their students are learning what they are teaching. The information is used by faculty to make changes in the learning environment and is shared with students to assist them in improving their learning and study habits. The assessment is usually both formative and summative.

Formative assessment is also referred to as 'assessment for learning'. Its primary purpose is to assess a student's progress and achievement while a learning programme is occurring, in order to support and enhance the student's learning by adapting the educational process to meet the learner's needs.

Summative assessment, also called 'assessment of learning', refers to an evaluation of student achievement that is planned in advance. It is used to assess students' mastery of content; the results are presented as grades or numeric scores based on students' performances at a pre-determined

time or at the end of an academic year or course.

Gender-responsive pedagogy refers to the method (ology) of teaching that considers the different educational needs of boys and girls. Teachers and school leaders create a positive environment for the achievement of learning outcomes.

Where and how is gender constructed?

(Adopted from Ethiopian Ministry of Education, GRP Manual 2014)

Community: Socially constructed roles are reinforced through the differential allocation of roles, rights and privileges. Women and girls cook and serve at community meetings, while men deliberate on issues and make decisions.

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.

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

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.

Mass media: Print media (books, newspapers, magazines, comics, etc), broadcast media (radio and television) and films/videos are decidedly influential in shaping the minds of people. Media is a most effective socializing agent because it goes about its function in a subtle and often subconscious way.

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.

Government; Gender insensitive policies and plans, as well as the absence of women in decision making processes and positions, reinforce gender stereotyped roles, rights and privileges.

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SECTION 3: GENDER-RESPONSIVE PEDAGOGY

The present section aims at encouraging teachers to continuously reflect on gender issues in instructional materials, behaviours and communication. Gender-responsive pedagogy entails the teacher adopting a series of active teaching and learning methods and techniques, various teaching aids, developing lesson plans and organizing teaching sessions with the ultimate goal of enabling achievement of learning outcomes for boys and girls. In addition, teachers make professional judgements on learners' performance in every teaching and learning session undertaken, whether consciously or subconsciously. Using these professional judgments and translating them into feedback on the quality of individuals' work is the focus of assessment for learning. This section summarizes the relevance of gender in CBC, gender -responsive teaching and learning environments, gender-responsive interactions among school community members, and gender-responsive assessment. Of particular attention, appendix 1 provides some tips on teaching and learning strategies that can be used by teachers to make their lessons gender-responsive.

Learning outcomes

- *To explain the relevance of incorporating gender in the subject syllabus;*
- *To develop teaching and learning approaches that are gender-responsive;*
- *To be able to handle gender-related conflicts that may arise in the classroom and beyond;*
- *To demonstrate an understanding of a gender-responsive outdoor learning environment;*
- *To identify gender-blind school facilities, indoors and outdoors, and find the possible solutions to engender them; and*
- *To inspire gender-related positive attitudes among students and peers.*
- *Relevance of gender in the CBC*

Reflective activities

1.Referring to the current CBC, share ideas with your colleagues on the following questions:

- *What do you think is the importance of incorporating gender into the CBC?*
- *What issues are addressed by incorporating gender in the CBC?*
- *What are the opportunities/successes/ challenges in addressing gender as a cross-cutting issue in the CBC?*

2. For this activity, ensure the availability of a CBC lesson plan template and the syllabuses mentioned below.

Discuss gender responsiveness in the following units in particular:

1. *Mathematics Syllabus for Ordinary Level S1 – S3: unit 4: Percentage, discount, profit and loss (page 22); and*
2. *Social and Religious Studies syllabus for upper primary p4–p6: unit 2: Complementarity and Social Cohesion in the Society (page 44).*

Guiding questions:

- *Identify the teaching and learning resources for each unit with respect to gender responsiveness.*
- *Analyse the gender responsiveness of learning outcomes, content and activities of each unit.*
- *How can gender aspects be reflected in learning activities?*
- *Compare the two units (1 and 2) and discuss how gender is reflected.*

The introduction of a gender perspective to the curriculum aims to improve the outcome of quality teaching by enabling girls and boys to exploit their full potential and talents without any discrimination or prejudice. Curriculum development to address gender inequality cannot happen

in isolation from other aspects of schooling, such as ways of teaching and learning, and interactions within and out of the classroom' (MINEDUC, 2015).

In the CBC, the teaching and learning approach is based on discrete skills rather than dwelling on only knowledge or the cognitive domain of learning. The curriculum must ensure that every individual is valued and there are high expectations of every learner. Learning must be organized so that all learners actively participate without discrimination whether based on gender, disabilities, special educational needs and background and others. In the Rwandan society, people still have less understanding of concept of gender and issues related to education. To address this gap, gender was integrated into the CBC among other cross-cutting issues.

Teachers also need to be guided on what, how and when the integration could be done. The aspect of gender emphasized in the curriculum should be reflected in textbooks and other teaching-learning materials as these are aligned to the curriculum. Learners trained under the CBC through GRP will reflect positive knowledge, attitudes and values towards gender. Therefore, the implementation of CBC requires GRP among other methods and techniques.

Gender-responsive teaching and learning environment

This section introduces and illustrates gender-responsive teaching and learning of institutional/school environments. It pays attention firstly on classroom settings and arrangements. These include the layout of furniture in the class or laboratory, usage of walls for illustrations, quality and quantity of chairs and desks, and overall physical infrastructure arrangements. Secondary attention is paid to the outdoor learning environment. The outdoor facilities that facilitate learning environments include playgrounds, physical infrastructure and illustrations around the school and environments.

Classroom setting and arrangement

Reflective activities

Reflect on your school and discuss with colleagues the following issues:

- *Size and shape of desks and chairs;*
- *Arrangement of desks;*
- *Wall space and fixtures;*
- *Height of shelves;*
- *Seating positions in terms of where girls and boys sit; and*
- *Height of the stools in the laboratory.*

Gender-sensitive classroom settings have an important impact on the performance of children and can contribute positively or negatively to gender-responsive learning and teaching processes. Gender-responsive classroom settings and arrangements respond to the specific needs and interests of both girls and boys. It is understood that many schools do not have enough or suitable furniture. This can be a hindrance to teachers' ability to arrange the classroom set-up for gender-sensitive effective learning. However, innovative educators and school leaders are able to organize the learning environment in such a way that it is gender-responsive and conducive to learning.

The Guide for Strengthening Gender Equality and Inclusiveness in Teaching and Learning Materials was produced for the United States Agency for International Development (USAID) in 2015.

Classroom size and sitting arrangement

Reflective activities

Reflect on your school and discuss with your colleagues the questions below:

- *Are separate spaces available for boys and for girls, whether inside or outside the classroom?*
- *When should spaces used by boys and girls be separated?*
- *Do boys or girls interfere with the others' space?*
- *Which spaces are neutral and what characterizes them?*
- *Who uses the neutral/shared spaces mostly and why?*
- *When there is very little space, who uses it mostly?*

The classroom size and sitting arrangement enable both girls and boys to participate, interact and have equal opportunities to learn. Gender sensitive teachers and managers should be able to ensure that there are enough seats and sitting space for both girls and boys. School facilities related to curriculum and other extracurricular activities could actually be widening the existing gender gap as well as gender segregation in subjects already displaying a distinct gender difference in both achievement and attitude.

Indoor and outdoor illustrations

Reflective activities

Observe the two pictures below and answer the following questions

- *How are both girls and boys portrayed in pictures/drawings?*
- *Are the illustrations culturally appropriate and/or gender-responsive?*
- *Do the illustrations portray both girls and boys positively/negatively?*

The Guide for Strengthening Gender Equality and Inclusiveness in Teaching and Learning Materials was produced for the United States Agency for International Development (USAID) in 2015.

The indoor and outdoor illustrations appear to create a big impact than any other resources in teaching and learning. The illustrations present relatively big sizes on pages and walls, their frequency, and their relative attractiveness for children. Some illustrations may not acknowledge or encourage a range of activities or interactions between or among members of different subgroups, much less challenge social norms. Additionally, the impact of illustrations can be even greater than that of text, particularly on young children, because illustrations are much more visible and attractive to children than texts.

Illustrations of characters representing all social subgroups should be of the same size and should appear with approximately equal frequency. The characters should also appear in similar roles. More specifically related to one's sex, female and male characters should appear in open and enclosed places with approximately equal frequency (e.g., both in the house or classroom, both outside in the village or field).

Physical education (Sports activities)

Reflective activities

Reflect on your school and discuss with your colleagues the following questions:

- *What kinds of resources (such as games, playgrounds, learning tools, etc.) are available and which ones are used by boys and by girls?*
- *Are learners represented equally in all typical activities such as sports, recreational activities, caring, fetching water, cleaning, gardening, etc?*
- *Are the infrastructure and other facilities user-friendly for all learners (boys, girls, learners with disabilities)?*

Girls are usually alienated from physical education activities as they advance to upper grades. The observation results imply that girls' alienation from physical education activities is due, in some part, to gender-biased allocation of physical education activities by the school administration, domination of school playgrounds and sports facilities by boys, and the traditional school practice of requiring girls to wear skirt uniforms.

The Guide for Strengthening Gender Equality and Inclusiveness in Teaching and Learning Materials was produced for the United States Agency for International Development (USAID) in 2015.

Gendered language use in the classroom and at school

Reflective activities

Read the following examples of exclusionary wording and think of inclusionary alternatives. It is a creative activity that gives participants the job of 'creator of new words'. Participants will identify language that is gender biased and will work to create language that is bias free.
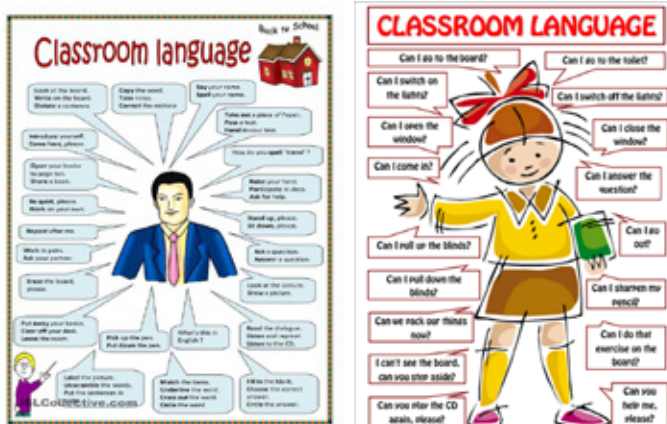
	Exclusionary forms	Inclusionary alternatives
(a) The use of he or his when referring to both a female and a male excludes the female. To be inclusive, writers and presenters must use both he and she,	• *If a student studies hard, he will succeed.*	• *If a student studies hard, he or she will succeed.* • *If a student studies hard, she or he will succeed.* • *Students who study hard will succeed.*
(b) Sometimes it is possible to drop the possessive form his altogether or to substitute an article.	• *The average student is worried about his grades.* • *When the student hands in his paper, grade it immediately.*	• *The average student is worried about grades.* • *When the student hands in the paper, grade it immediately.*
(c) Often, it makes sense to use the plural instead of the singular.	• *Each student will do better if he has a voice in the decision.*	• *Students will do better if they have a voice in the decision*
(d) A sentence with he or his can sometimes be recast in the passive voice. Although the passive voice has been much maligned, it has a valid function if not overused.	• *Each student should hand in his paper promptly.* • *The average citizen pays his taxes promptly.*	• *Papers should be handed in promptly.* • *Taxes are paid promptly by the average citizen*
(e) Recast the sentence to avoid using the indefinite pronoun.	• *When everyone contributes his own ideas, the discussion will be a success.* • *Does everybody have his book?*	• *When all the students contribute their own ideas, the discussion will be a success.* • *Do all of you have your books?*

(f) Use both pronouns (he or she; her or his).	• *When everyone contributes his own ideas, the discussion will be a success.* • *Does everybody have his book?* • *Each student will do better if he has a voice in the discussion.*	• *When everyone contributes her or his own ideas, the discussion will be a success.* • *Does everybody have his or her book?* • *Each student will do better if she or he has a voice in the discussion.*
(g) The Pseudo-Generic Man: Creating gender balance	• *Mankind* • *Man's achievements* • *The best man for the job* • *Chairman/chairwomen* • *Businessman/ businesswoman* • *Congressman/ congresswoman* • *Policeman/ policewoman* • *Freshman* • *All men are created equal* • *You guys* • *Etc*	• *Humanity, human beings, people* • *Human achievements* • *The best person for the job* • *Chair, head, chairperson* • *Business executive, manager, businessperson* • *Congressional representative* • *Police officer* • *First year student* • *All people are created equal* • *Students, class, folks, all of you*
(h) Rwandan proverbs and cultural behaviours	• *Uruvuze umugore ruvuga umuhoro* • *Umugabo winganzwa ategekwa n'umugore.* • *Ageze iwa Ndabaga* • *Uri akagabo sha* • *Ntukirye nk'abakobwa ariko* • *Ntukarizwe n'ubusa nk' abakobwa* • *Uzabe umugabo nka so*	

Language permits its users to pay attention to things, persons and events, even when the things and persons are absent, and the events are not taking place. Looking at it from a gender perspective, it is important to say that language is one of the most powerful tools for expressing and reinforcing gender relations such as stereotypes (Fisher, Frey, and Rothenberg, 2008). Teacher and students communicate in the classroom and within the school environment (Cviková, Jana – Juráová, and Jana, 2003). They may use a language that can promote gender awareness or reinforce gender biases. In other words, teachers need to always examine their own as well as their students' gender-sensitive language use in and outside class.

The language that teachers use provides an important model for students and the larger community (Willa, 2002). While all people are exposed to gender stereotypes; young people are particularly susceptible to them when forming an understanding of their place in society and their potential. Students enter the classroom with differences already inculcated in them by their families and by society, which their teachers may then perpetuate through the use of a gendered language(Coates). In this line, when visiting schools, authors of this training package had discussions separately with students, head teachers and teachers. Ordinary-level learners in one school argued that: "at home, the family head is always a male, so having a boy as class head, elected or not, is normal." From this quote, it is evident that children believe that what is considered a norm at home should be duplicated in the classroom.

Therefore, the classroom should be an ideal environment in which to raise learners' awareness of gender stereotypes so that they are better equipped to critically analyse different situations and make their own informed conclusions or decisions. Teachers' word choices often reflect unconscious assumptions about gender roles. As professionals, they all need to examine the language they use to reduce or eliminate choices that silence, stereotype or constrain others. Teachers are required to use gender-sensitive language in classrooms.

Learners may unconsciously use gendered language; thus teachers are in position to cite examples of gender stereotyping and encourage learners to question and dispute them. It is important to prompt learners to critically think about the underlying messages of gendered phrases and concepts they use, their meaning and consequences. *(<http://www.theline.org.au/promoting-gender-equity-in-the-classroom>)*

Teaching and learning resources

Reflective activities

In small groups, discuss the following points:

- *Explain why we need to use gender-responsive teaching-learning materials;*
- *Discuss the indicators of a gender-responsive teaching-learning aid;*
- *What precautions need to be taken for teaching-learning resources to be gender-responsive?*
- *Identify some teaching-learning resources: those which are gender-responsive and those which are gender biased.*

In GRP, the selection of teaching-learning resources should cater for gender issues. These resources include the curriculum content, textbooks and teaching aids (visual, audio and tactile materials). Teaching-learning materials help both learners and teachers address gender issues that they may come across their everyday life. All available materials and resources should be carefully selected to make sure they are not gender biased. For visual materials, especially those involving humans, teachers will ensure gender representation. As for the textbooks, the selection should cater to those with pictures, names and behaviour/practices representing both genders. Teachers should discourage teaching-learning resources that are gender discriminative.

Lesson planning and delivery

Reflective activities

group work

1.   Reflect on subject syllabuses and discuss with your colleagues the following points:

- *Does the CBC say anything about gender in lesson plans?*
- *Is it important for teachers to include gender aspects in their lesson plans?*
- *What are the indicators of a gender-responsive lesson plan?*

2.   Refer to reflective activity number 2 in section 'relevance of GRP in CBC', describe how to make a lesson plan that is gender-responsive for each unit.

The curriculum content is reflected in the lesson planning and delivery because it shows the content, methodology, teaching-learning materials as well as resources. Therefore, GRP becomes visible in lesson planning and delivery

where gender issues are practically addressed. For effective lesson planning and delivery, a wide range of decisions are taken such as choice of the content to be taught, suitable methodology, learning outcomes, teaching and learning aids, assessment types, etc. All aspects of a lesson plan should take into account boys' and girls' specific needs.

The actual teaching and learning practice in which GRP should be observed is the lesson planning and delivery. It is an opportunity for the teacher to practically integrate gender principles with the aim of addressing gender issues. The importance of making a GRP lesson plan is that such a lesson will benefit all learners equally. For example, there is a general assumption that girls are not as good as boys in science subjects. This assumption usually translates into dominance of boys and discriminates girls in these particular subjects. In brief, both girls and boys should equally benefit from the lesson.

Gender Responsive Interactions

Positive relationships between teachers and students are important for student motivation and academic performance. Teacher-student relationships develop from real-time teacher-student interactions. These interactions can be characterized by interpersonal content, structure, and complementarities, inclusive and gender-responsive (Pennings et al., 2013). Equally important are student-student, teacher-teacher and teacher-parent interactions and relationships (Ibid.).

Teacher-learner interactions

Reflective activities

Read the following case study and discuss the given questions in small groups

Mutesi, a female student recently joined a Senior 1 class at a Secondary School in Remera. She comes from a poor family, as seen from her worn out uniform. During one of the group assignments, the class teacher assigned Mutesi to a group whose members were sitting on the floor. When the teacher asked her to stand up and respond to a question during a discussion, she stood up to answer and accidentally exposed her torn panties. Her fellow group members (both girls and boys) laughed at her. Mutesi did not report to school the next day.

- *What would you say about this particular class management using gender lenses?*
- *What would a gender-responsive teacher do to avoid causing learners embarrassment as well as tension in the class?*
- *What should the teacher do to convince Mutesi to come back to school?*
- *Comment about the students' behaviour in this situation and how the teacher should deal with it.*

Every day, teachers make countless real-time decisions and facilitate dozens of interactions between themselves and their students. Although they share this commonality, educators all over the world often talk about these decisions and interactions in different ways (Muntner, 2008). Traditionally, both teachers and learners may bring to the classroom their own stereotypes. On the other hand, learners learn by trial and error by copying and interacting with others. They may learn expectations of their gender from others in society (MIE, 2013). This process is socialization and can lead to gender stereotypes which learners may bring to classroom. The teacher should aim to create a gender-responsive class and interactions to avoid inequalities, stereotypes and gender-based discrimination. Thus, teachers are encouraged to blend their warmth and firmness towards the learners in their classroom, but with realistic limits (Jones, 1981). Gender-responsive interactions help to respond to the specific needs of both boys and girls.

Reflective activities

Discuss and answer the following questions in relation to your school:

- *What subjects are girls/boys likely to study at school?*
- *What kind of punishment should female/male students be given?*
- *How would the girls/boys react to the punishments?*
- *How do girls and boys respond to questions in class?*
- *Who should be the class representative in a mixed class?*

Classroom interactions ensure that students communicate with one another in class. By emphasizing the collaborative and cooperative nature of systematic work, students share responsibility for learning with each other, discuss different understandings, and shape the direction of the class. It has been observed that a more student-focused class provides multiple opportunities for students to discuss ideas in small groups and may support a whole class discussion. Successful discussions are characterized by small gender-responsive group conversations, where applicable, that seek to give voice to all students (girls and boys) and to provide sufficient time and opportunity to listen and consider the ideas of others.

It is equally important that gender responsive student-student interactions and relationships should not only end in the classrooms, they should be encouraged to continue beyond the class; during extracurricular activities and even beyond the school environment.

Parent-teacher interactions

Reflective activities

Discuss and answer the following questions in relation to your school:

- *What subjects are girls/boys likely to study at school?*
- *What kind of punishment should female students be given?*
- *What kind of punishment should male students be given?*
- *How would the female/male react to the punishments?*

Both parents and teachers have an important role to play; their roles do not replace, but rather compliment and reinforce the each other's role. Thinking of parents and teachers as 'partners' refers to this mutual effort towards a shared goal. It also implies shared responsibility of parents and teachers for supporting students as learners (Christenson and Sheridan, 2001). Teacher-parent relationships impact students' learning and well-being and many teachers attempt to involve parents in classroom activities. Gender-responsive parents and teachers' interactions and relationships promote a number of desirable learner outcomes, such as increased retention rates, prevention of early marriage, improvement in the performance of all learners (boys and girls), and helping to reduce discrimination of any kind.

Teacher-teacher interactions

Reflective activities

participants will discuss activity 1 first in small groups and activity 2 after plenary session of activity 1.

1. Discuss the following points in relation to your school:

- *How many females and males among teachers?*
- *Available opportunities for teachers to interact between themselves.*
- *Who between males and females dominate conversations?*
- *How do you think teacher-teacher interactions can enhance or hinder gender-responsive pedagogy in your school?*

2. Reflect on your daily practices and share your experiences with colleagues in relation to the following five topics. Identify other areas of interactions that may enhance gender-responsive relations.

1. Ask fellow teachers' successes and learn from them

2. Connect on social media and share professional thoughts and beyond

3. Work on something together: e.g., lesson planning, project, etc.

4. Socialize with fellow teachers beyond the school environment

5. Ensure inclusiveness and gender sensitivity by involving both male and female colleagues in your interactions

Teacher-to-teacher interactions are a very crucial part of ensuring a motivated and happy teaching staff. It has been observed that relationships formed with fellow teachers are likely to last far longer than any relationships with students. Even though teachers spend the majority of their time, care and attention on fostering positive relationships with their learners, it's just as important to spend time building relationships with colleagues.

Fellow teachers can be teammates, partners, collaborators, and pains to each other or allies, within and outside school environments. Positive relationship building with these mates can make

a world of difference when it comes to improving our own practice and making the school a better and more effective environment for our learners. It is therefore important not to take these relationships such as gender and social relations for granted, but rather embrace and nurture them.

Gender-responsive assessment

Reflective activities

Discuss the following questions in small groups:

- *What do you think would be a gender responsive assessment?*
- *What will you do to make group discussions gender responsive in your subject?*
- *What precautions will you take before administering assessment test in order to avoid gender bias?*
- *Discus the importance of a gender-responsive assessment to the teachers and learners?*
- *How will you ensure that the feedback is responding to each learner's specific needs?*

Assessment is an integral part of the teaching and learning process, without which learning would not take place. The results of assessment are used for multiple purposes, including improving the teaching and learning activity. The improvement will also base on the assessment feedback given to students. To avoid bias in the administration of assessment and providing the feedback, assessment should be gender-responsive. The assessment conditions should cater for individual needs of boys and girls. To do so, teachers should use different assessment styles to appeal to different learners' needs, whether girls or boys; e.g., group work, individual assignments, projects, written, oral presentations, etc.

Gender-responsive assessment should benefit girls and boys equally. Thus, teachers should assess the effectiveness of a lesson from a gender perspective. During both formative and summative assessments, teachers must learn to recognize and eliminate gender bias, because it can limit students' ambitions and accomplishments (Sanders, 2003). Therefore, teachers need to become ever more skillful in their ability to evaluate teaching situations and develop teaching responses that can be effective under different circumstances.

When assessing boys and girls in the classroom, teachers should strive to create instruments that have equal representation of gender roles or gender-role content. Teachers' judgements of children's achievement should not be based on gender expectations, but rather result from equal treatment and evaluation, using the same benchmarks. What teachers are required to do is to create a learning environment that is both fair and equal, taking into account differences in gender.

After the processes of assessment of oral, written and group work or any other assessment tests, time should be created to provide adequate feedback to both girls and boys and vice versa. This ensures that the learners have understood the lesson. The timing of feedback is also important. Feedback must be provided early enough for students to be able to do something with it.

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SECTION 4: GENDER-RESPONSIVE SCHOOL LEADERSHIP

This section describes school environment particularly the attention is taken to infrastructure set-up, formal and informal traditions and practices, rules and regulations, policies and coordination mechanisms such enrolment mechanisms, social and human resource interactions among teaching and non-teaching staffs. The section explains why it is necessary and important to create an environment that responds to gender equality and fairness in schools.

Learning outcomes

- *To create awareness on gender equality issues in relation to school leadership;*
- *To acquire the basic skills necessary to mainstream gender in institutional policies;*
- *To be able to adopt and develop practices that improve workplace relationships;*
- *To enhance capacity in learner protection and security measures;*
- *To create sensitivity towards gender-responsive budgeting across school projects and programmes; and*
- *To be able to positively respond to learners' specific safety needs.*

Mainstreaming gender equality in school rules and regulations

Reflective activities

Discuss the following points in small groups:

- *What do you understand by gender mainstreaming?*
- *How is gender reflected in the following bodies/committees in your school?*
  1. School administration
  2. Teaching staff
  3. School General Assembly Committee (SGAC)
  4. Class representation
  5. Club committees

- *From the discussion above, what is your observation with regard to gender responsiveness?*
- *Discuss cultural practices or norms that can hinder gender equality in education*
- *Discuss any existing rules, regulations and practices in your school that may or may not respond to gender equality*

There are quite many gender equality issues in education, particularly the issue of infrastructure, overcrowding in classrooms and culture norms. This has an effect on the participation of both girls and boys in the class, as a teacher may not be able to address individual learners' needs, such as lack of water, sanitation, hygiene and other basic facilities that address specific gender needs. It becomes difficult for girls to attend school, especially for those who have reached puberty.

Culturally, in most cases the decisions about participation in school are made by parents based on gender roles and responsibilities at home that usually reflect the values and customs of the community.

Gender-responsive policies are formulated with gender specific needs in consideration. This aims to address gender inequalities in specific sectors such as education in which they operate thus ensuring equal and equitable benefits from policy implementation. Correspondingly gender mainstreaming in institutional policies is a strategy to change the process of policy design, implementation and evaluation by taking into consideration the gender specific and often diverse needs, priorities, interests and values of differently positioned girls and boys.

Child protection and school safety

"Every child has the right to a full life. It's up to all over us to ensure that our children grow up in environments that build confidence, friendship, security and happiness irrespective of a person's family circumstances or background. Keeping children safe from harm requires a vigilante and informed community that is confident in making judgment and is assertive in taking actions." For school-going children, those in charge of their welfare should ensure conducive environments where all learners feel protected and safe.

Schools' protection and security measures

Reflective activities

Reflect on your school and respond to the questions below.

- *Is the school close enough for all school-age boys and girls to walk to?*
- *Can both boys and girls be safe on their way to school? Are services provided to ensure their safety, such as transportation?*
- *In the school and on the way to/from school, do girls and boys feel safe from: bullying, discrimination, sexual harassment and abuse?*
- *What kind of support do boys and girls receive, if any? Is there any special provision to reduce stigma/discrimination that girls and boys may face? Is it different between boys and girls?*
- *Are girls who get pregnant supported (accommodated/accepted) by the school, and do they feel free to continue schooling?*
- *Are school rules and regulations gender responsive in dealing with undue problems and inconveniences, which impact negatively on teaching and learning processes?*
- *Are toilets for boys and girls separate, not close together providing adequate privacy for girls as well as boys?*

In order to ensure a safe and gender responsive school environment, a holistic approach involving various interventions is required. These serve as ways to promote healthy interactions among learners as well as their teachers in and out of the classroom.

Sexual harassment and child abuse

Reflective activities

Reflect on your school and respond to the questions below.

- *What are the existing school rules and regulations, policies or guidelines developed to address sexual harassment? Are these rules enforced regularly when sexual harassment cases occur?*
- *What specific steps can teachers take to control themselves from sexually harassing their learners?*
- *What could be the existing social-cultural practices that perpetuate sexual harassment in the school environment?*

One of the unfortunate experiences that girls and boys face almost on a daily basis in their school learning lives is sexual harassment, which at times is tantamount to child abuse depending on the age of the learner. Apart from the forced

sexual act – rape – sexual harassment includes abusive touching, sexual advances, language and gestures and passing unwanted notes. School management systems and teachers should take note of the following:

- *Based on the comprehensive sex education in the curriculum, teachers should be able to discuss with learners about the varied forms of sexual harassment in the classroom and school in general;*
- *Schools should be able to uphold the Professional Codes of Conduct for teachers, and teacher- and student-friendly school rules and regulations.*

Gender-responsive budgeting

Gender-responsive budgeting consists of procedures and tools aimed at ensuring that resources are allocated and used in ways that contribute towards mitigating gender inequalities and thus increasing prospects and opportunities for gender equality and empowerment. A budget reflects the allocation of resources to pursue the schools plans and workplans.

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Understanding gender-responsive budgeting

Reflective activities

Reflect on your school and respond to the questions below.

3.   Gender-responsiveness with regard to budget

- *What policy supports gender budgeting?*
- *Are allocations in line with policies?*
- *What specific activities in the budget require consideration of gender concerns?*
- *Examine the school's budget; does it have allocations specific for women or men?*
- *What needs to change in the budget?*

4. Staff distribution to responsibilities involving school security, childcare, classroom setting, coordination of gender mainstreaming, gender clubs, gender training workshops, and so on.

- *Is there remuneration or monetary allowances associated with these responsibilities?*
- *Are men and women in the staff equally benefitting from the earnings associated with these responsibilities?*

Gender budgeting is referred to as gender-sensitive budgeting or gender-responsive budgeting. Gender-responsive budget initiatives or gender-sensitive budgets comprise activities and initiatives for preparing budgets or analysing policies and budgets from a gender perspective.

A gender-responsive budget in a school context is characterized by three main activities as

follows:

1. Analyse the school's/institution's policies and workplans with the aim of understanding gender inequalities and their sources and causes.

2. Analyse the school's/institutional budget to see if gender mainstreaming is performed.

3. Plan and implement a gender-responsive budget initiative to deliberately deal with any gender inequalities.

Gender budget analysis in school context

Reflective activities

Reflect on your school and with a group of colleagues, analyse the school/institutional budget, focusing on the following:

- *How does the current budgeting practice affect girls and boys, and female and male teachers?*
- *Is there a gender-specific budget line? Why or why not? What is the total fund in the budget for gender issues?*
- *What funds are availed for gender equity and training programmes?*

It is important to analyse policies and budgets that will have different implications and outcomes for girls and boys, men and women because they have different needs and interests. In looking at policies and budgetary allocations, it is worth recognizing that these needs and priorities might be influenced by roles people ordinarily play in the home, at school, and in society. Gender budget analysis enables you to see the opportunities presented for girls and boys, women and men, and whether or not

these opportunities are equitable. Gaps must be deliberately addressed so that those who are disadvantaged become empowered. However, it is important to be aware that gender-responsive budgeting is not about creating separate budgets for girls or women.

Gender budget analysis calls for critical assessment and creativity on the part of school administrators. For example, it is important to use a gender lens to analyse assumptions made in the budget, to analyse how and by whom budget decisions are made, and to analyse who makes or influences decisions, or who is denied influence in budget decisions. There are no

standardized tools for gender budget analysis, but the numerous approaches can be adapted to suit the particular needs of schools. The following are some of the steps to be followed:

1. Describe and analyse the situation and needs of women and men, and girls and boys in different subgroups.

2. Assess the policy, programmes and projects in terms of their gender-policy sensitivity.

3. Assess whether adequate financial (budgetary) and other resource inputs (i.e., staff and material resources) are allocated to implement the gender-sensitive policy of Step 2 effectively.

4. Monitor whether the expenditures allocated in Step 3 are spent and outputs are planned.

5. Assess whether the policy, together with the associated impacts/outcomes expenditure, has promoted gender equity as intended and changed the situation described in Step 1.

Teacher training/teacher professional development

Reflective activities

1. Reflect on your school and answer the following questions:

- *How often teachers in your school meet to share best practices or discuss challenges with regard to GRP?*
- *How many teachers in your school are trained on gender? GRP?*

2. Discuss: "It is not enough to train teachers on practical skills in GRP, but also training of the school leaders is imperative to ensure effective GRP implementation." Develop some mechanisms a school leadership may use to build teachers' capacity in gender-responsive pedagogy.

Making teaching and learning processes responsive to the specific needs of girls and boys often requires consultation with school management systems and education sector stakeholders to develop teachers' skills. In particular, teachers should be trained in awareness and their capacity to build a gender-responsive environment in a school. GRP training can be integrated into Centre of Excellence Models to aid periodic in-service training for teachers.

There are only two years where the CBC that emphasizes gender aspects in the teaching and learning process is being implemented in Rwandan schools. It is undoubtable that the success of any education reform relies very much on the qualifications and effectiveness of teachers. Therefore, since teaching needs to prepare students for a rapidly changing world, in-service teacher training/professional development should be a major focus of systemic reform initiatives. More importantly, the discovery of

new knowledge is not the key to greater success in professional development but much more individuals' capacity to use deliberately and wisely the knowledge they have. It is argued that reflection on ones' actions constitutes a pillar of his/her own professional development but by itself is not sufficient for professional development to occur. Therefore, there is a need for collaboration and dialogue with other practitioners or facilitators. With regard to GRP, teachers are encouraged to take the self-initiative in consultation with school management systems and education sector stakeholders to develop skills for making teaching and learning processes responsive to the specific needs of all learners.

During school visits, authors of this package found that most teachers revealed to not have been trained on gender issues in education. As result, they consider gender issues from the perspective they have grown up and always lived, and do not see any problem when girls clean the classroom at school, while boys fetch water. In one respondent teacher's words, "we have some basic knowledge of gender responsiveness, but this is not enough. It would help more if we have advanced skills in the area of gender to enable us to handle daily gender related issues."

In addition to what teachers learned in their pre-service training, short courses and participation in tailor-made workshops can support them in continuously improving their skills in gender-responsive pedagogy

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SECTION 5: MONITORING AND EVALUATION ON GENDER-RESPONSIVE PEDAGOGY

The implementation of GRP in school requires involvement of school leaders and the entire school community. In the educative process, parents are indispensable partners of the school in helping students learn and develop appropriate behaviour in relation to gender equality among other values. Therefore, school leaders should solicit the parents' support for the smooth implementation of inclusive policies through consultation and communication. GRP entails school leaders and school community to monitor and evaluate instructional processes in order to achieve the overall mission and vision of the school.

Learning outcomes

- *To understand the importance of monitoring and evaluating GRP at the school level;*
- *To develop critical skills in monitoring and evaluating instructional objectives with a focus on GRP;*
- *To explain and use various techniques of gender-responsive monitoring and evaluation instructional activities; and*
- *To develop awareness in identifying challenges and possible solutions in monitoring teaching and learning processes with respect to GRP.*

Importance of monitoring and evaluation in GRP

Reflective activities

Reflect on your school and discuss with your colleagues on the following points:

- *Discuss factors of implementation or non-implementation of GRP in your school.*
- *Do you have a guiding document/policy*

on GRP in your school? What factors would you find to be key for such a document?
- *What are the challenges or best practices for school leaders and school communities in supporting teachers in GRP implementation?*
- *Discuss how information and communication technology is important to promote gender-responsive teaching and learning.*
- *Discuss how you would mainstream gender-responsive pedagogy in TVET.*

The CBC has integrated gender as a cross-cutting theme in all subjects. This justifies the relevance of monitoring and evaluation of GRP whereby school leaders and other stakeholders need to follow up the integration of gender issues in teaching-learning processes. Research suggests that effective school leaders possess knowledge of the curriculum and good instructional practices and are primarily concerned with the quality of teaching and learning in their schools. In this line, school leaders have to play a great role in ensuring effective implementation of GRP in their respective schools. To do so, effective school leaders need to collect and analyse information about how well the schools are meeting instructional goals. This practice fosters the constant reflection and refinement of instruction for the overall improvement of the school's instructional environment that enhance GRP in particular.

Nowadays, the emphasis on accountability for student learning outcomes have served to draw attention to the role of head teachers and school community as educational leaders to provide the leadership required to bring about the needed transformation. School leaders and school community may not necessarily need detailed curriculum content knowledge, nor be expert teachers themselves. However, they do need to be able to recognise good teaching and what it means to effectively implement different

teaching strategies in different learning contexts. School leaders monitor and guide curriculum implementation through ensuring that schemes of work, lesson plans and records of marks are prepared regularly They maintain a school tone and culture that create the climate of social responsibility.

Monitoring should focus on aspects of learning and teaching processes in all subjects to ensure gender integration. In addition, school leaders will ensure that the overall school environment is conducive for gender responsive learning. For effective monitoring and evaluation, checklists would be developed for each aspect of gender. A sample of such a checklist is included in Appendix 2.

Parental and community involvement in GRP monitoring and evaluation

Reflective activities

Discuss the following points in small groups:

1. Schools that have effective parental and community involvement commonly promote:

- *Relationships among family, community members and school staff that foster trust and collaboration;*
- *Recognition for families' needs and class and social-economical differences that encourage greater understanding and respect among all involved; and*
- *Involvement of all stakeholders in shared partnerships and mutual responsibility for student learning.*

Discuss which of these characteristics would be most important for GRP in your school community and why?

2. How can the school leadership involve all stakeholders in supporting GRP?

For effective implementation of GRP, there is need for close collaboration between school and community. Students who are the beneficial target of GRP belong to the community where they live and the school where they learn. The assessment of the impact of GRP will not be looked at the school level only because the change in terms of gender-responsive behaviour must be looked at the community in which the school is located. While the school leaders conduct monitoring and evaluation within the school, the School General Assembly Committee (SGAC) will do the same in the community and the reports will be shared in regular meetings.

Classroom observation and supervision on GRP

Reflective activities

Reflect on your school and answer the following questions:

- *Discuss any techniques you adopt during your supervisory activity with respect to GRP.*
- *Do you have any observation form for your classroom supervision? If so, how does it reflect GRP?*
- *What are the challenges you face when supervising your teachers with regard to GRP and what strategies can you suggest for overcoming them?*
- *Assume you are observed when teaching or you observed a teacher teaching. Discuss what constructive feedback on GRP would entail.*

The monitoring and evaluation for GRP will use classroom observation and supervision because that is where the integration of gender is mainly visible. The purpose of classroom observation will be twofold – to improve instruction and check on gender responsiveness of the teaching-learning practices. The two combined will result

in quality education, which is the overall goal of classroom observation and supervision. From the observation a constructive feedback will be provided for improvement where needed. As far as GRP is concerned, the purpose of the observation is to ensure the responsiveness of the classroom instruction.

Gender audit in schools

Reflective activities

Group work

- *Identify what you consider to be important elements to complement those provided in the table for GRP implementation (Appendix 2).*
- *From what you have read so far, list what you can identify as determinants of GRP implementation.*
- *Pause and think of what you have learned in this section. Do you feel that you can confidently and effectively lead the GRP implementation process as suggested by the CBC in your school? If yes, how?*
- *You have been asked to prepare a speech for the school leader on what can be done to facilitate GRP implementation. Identify major points you would include in your speech.*
- *If you are requested to conduct a gender audit in a given school, what aspects would you look at?*

In line with the CBC, schools are becoming under constant pressure to find ways of effectively integrated cross-cutting issues in all subjects. For effective implementation of GRP, schools should monitor gender responsiveness and inclusiveness in all aspects such as school leadership, rules and regulations, infrastructure, teaching and learning, etc. In order words, school leaders are expected to ensure the following:

- *leading and managing change towards having a school community free from any gender inequality;*
- *motivating and managing teachers, supporting staff and students' attitudes towards gender issues;*
- *designing and aligning systems, processes and resources to cater for male's and female's needs;*
- *Setting up gender-responsive standards and targets;*
- *Monitoring and assessing GRP in and out of the classroom environment; and*
- *Classroom teaching strategies that are gender-responsive.*

Appendix 3 summarizes 10 activities (as indicative) that a school leadership can do for effective GRP implementation.

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APPENDICES

Appendix 1: Making a lesson gender-responsive (Source: Mlama, et al., 2005: 9–10)

Methodology	Action
Question and answer method	• *Give equal chances to both girls and boys to answer questions.* • *Extend positive reinforcement to both girls and boys.* • *Allow sufficient time for students to answer questions, especially girls who may be shy or° afraid to speak out.* • *Assign exercises that encourage students, especially girls, to speak out.* • *Distribute questions to all the class and ensure that each student participates.* • *Phrase questions to reflect gender representation – use names of both men and women, use both male and female characters.*
Group discussion	• *Ensure that groups are mixed (both boys and girls).* • *Ensure that everyone has the opportunity to talk and to lead the discussion.* • *Ensure that group leaders are both boys and girls.* • *Encourage both girls and boys to present the results.* • *Ensure that both girls and boys record the proceedings.* • *Ensure that groups consist of girls and boys of different academic ability.* • *Ensure that the topic of the group discussion takes gender into account – include both male and female heroes in a history class, both men and women in a discussion on leadership.*
Demonstration: e.g., dissection in a biology practical lesson	• *Make sure that the groups are mixed (boys and girls).* • *Use different techniques to assure the student that is it all right to touch the specimens and deal with any fear that may be expressed or apparent.* • *Encourage all learners to touch the specimens, without making them feel foolish or belittled.* • *Make sure that each student has an opportunity to work with the specimen.* • *Make sure that the boys do not dominate the execution of the experiment.* • *Ensure that girls are not relegated to simply recording how the dissection is done, but actually participate.* • *Make an effort to connect what is happening in the class to what happens in everyday life – relating the dissection of a frog to cutting up a chicken or fish in the kitchen.*

Appendix 2: Monitoring and evaluation checklist for a GRP school

Indicators	Questions
Teachers' skills in GRP	• *How many teachers have been trained in GRP?* • *How many male teachers?* • *How many female teachers?* • *Which organization offered the training?* • *What was the duration of the training?* • *Where did it take place?*
Physical environment	• *Is the type of furniture used in the school appropriate for girls and boys? Are laboratory stools too high for girls wearing skirts? Are library shelves too high to access? Are desks too small?* • *Is there a system for awarding academic and social excellence? How many boys and girls benefited last year?* • *What is the system for keeping track on the enrolment, retention, dropouts, performance of boys and girls?* • *What measures have the school put in place to ensure that girls have access to sanitary pads, especially the needy students?* • *What safety and security measures are in place for students especially at night? For girls and for boys?*
Tracking students' performance and welfare	• *How many boys and how many girls are in each grade?* • *How many girls and how many boys repeated a grade last year?* • *How many boys and girls dropped out last year?* • *How many girls dropped out due to early marriage, household chores, etc.* • *What is the performance of the students by gender for every year and for every grade and in national examinations?* • *How many teenage pregnancies were there in the last academic year?* • *How many girls were made pregnant by teachers, students, community members in the last academic year?* • *How many incidences of gender-based violence (sexual harassment, rape) were there in the school in the last academic year? Committed by teachers? Students? Community members?* • *How many cases of bullying were reported in the school in the last academic year?* • *How many HIV/AIDs infected students are there in the school? How many boys? How many girls?*

Tracking of teachers' performance and welfare	• *Does the school have a database for tracking teachers' performance and welfare?* • *How many male and how many female teachers are there in the school?* • *How many male and female teachers does the school have for each subject?* • *What type of qualification do these teachers have by gender? (certificate, diploma, degree)* • *How many teachers' accommodations are there? How many are occupied by male and by female teachers?*
Non-teaching staff	• *How many male and how many female non-teaching staff are there in the school?* • *How many non-teaching staff have been trained in gender issues?*
Gender-responsive lesson plan	• *How many teachers are producing gender-responsive lesson plans* • *How many teachers are using gender-responsive lesson plans* • *Provide samples of gender-responsive lesson plans in different subjects*
Gender-responsive lesson delivery	• *What types of gender-responsive teaching methodologies do teachers use?* • *What techniques do teachers use to ensure that both boys and girls participate equally in the lesson?* • *What techniques do teachers use to encourage girls to speak out?* • *What techniques do teachers use to know if the students have understood the lesson?*
Gender-responsive language use	• *Are the teachers aware of what kind of gender-insensitive language is used in the classroom?* • *Is abusive language used in the classroom? Who are the perpetrators? Teachers? boys? girls?* • *Who are the victims of the abusive language used in the classroom? Female/male?* • *What techniques do teachers use to eliminate such use by themselves and by the students in the class?*

Gender-responsive teaching-learning materials	• How does the school ensure that both boys and girls have equal access to textbooks, library facilities, laboratory equipment and other learning materials? • Have the teachers analysed textbooks for all subjects for gender responsiveness? • Are the textbooks used in school free from any gender stereotypes? • If textbooks contain gender stereotypes, what action have teachers taken to deal with gender stereotypes? • What types of gender-responsive teaching aids have teachers produced?
Teaching–learning methods	• • What techniques do teachers use to ensure that boys and girls participate equally in all subjects? • What techniques do teachers use to help students overcome fear and inhibition? Fear of speaking, fear of sciences and maths, fear of practicals, fear of technology, etc. • What techniques do teachers use to adapt learning activities to the level of the learners?
Teacher's feedbacks to students' answers	• How many boys/girls were asked by the teacher in the lesson? • How many boys/girls have received motivation from the teacher during the lesson? • How many boys/girls have been supported by the teacher during the lesson?
Gender-responsive conflict management	• How many cases of gender based conflicts have been reported during the last 6 months? • Who are the perpetrators of the conflicts? Male teachers? Female teachers? Boys? Girls? • How do teachers handle gender based conflicts in the classroom? • Have the cases decreased in the past six months? • How many teachers have been trained in handling gender based conflicts in the classroom? • What techniques do teachers use to avoid inappropriate sexual behaviour towards students?
Teachers' attitudes and behaviour	• How many male teachers have shown negative attitudes towards girls and female teachers? • How many female teachers have shown negative attitudes towards boys and male teachers? • Haw many teachers have exhibited inappropriate behaviour towards students?

Learners' attitudes and behaviour	• *How many male students have exhibited negative attitudes towards female students and teachers?* • *How many female students have exhibited negative attitudes towards male students and teachers?*
Parents' attitudes and behaviour	• *How many parents exhibit negative attitudes towards boys? Girls?* • *How many parents treat boys and girls unequally?* • *How many parents favour boys over girls? Girls over boys?* • *How many parents withdrew girls from school in the last one year? How many withdrew boys from school?*

Gender responsive School management	• *Does the school have a gender responsive school management system in place?*
	• *How many men and how many women in each management structures:*
	   1. *Head and Deputy*
	   2. *SGAC*
	   3. *Department heads*
	   4. *Student council*
	   5. *Student clubs representatives*
	• *Which of these structures are headed by men and which are headed by women?*
	• *Has the school management team undergone gender training?*
	• *How many men are trained?*
	• *How many women are trained?*
	• *What was the duration of the training?*
	• *Which organization offered the training?*
	• *When did it take place?*
	• *Give specific rules and regulations that make the school gender-responsive.*
	• *Is the code of conduct for both students and teachers gender-responsive?*
	• *Does the code of conduct include how to deal with cases of sexual harassment for both teachers and students? And other deviant behaviour?*
	• *How does the school protect human rights of the students (dignity, respect, health, nutrition, security, not to be physically violated, etc.)?*
	• *Is the school aware of national gender-related policies?*
	• *What gender-related policies does the school have?*
	• *How is the school implementing these policies?*

Appendix 3: Ten activities (as indicative) for effective GRP implementation

S/No	Tasks
1	Plan with teachers to implement pilot curriculum materials for gender responsiveness.
2	Encourage teacher and pupil participation in the construction of teaching aids that are gender-responsive.
3	Direct practice in the use of instructional materials for effective integration gender as a cross-cutting issue.
4	Study current trends in gender and education and advise teachers on implementation of CBC, especially integration of cross-cutting issues.
5	Work with teachers, and other school personnel to design strategies for smooth implementation of the GRP to respond CBC requirements.
6	Guide the planning of instructional units to implement educational objectives that are gender-responsive aiming at behaviour change.
7	Work with teachers, individually and in groups, to explain, demonstrate, exhibit, or direct practice in the use of new curriculum materials in line with GRP.
8	Holding meeting with teachers and students to discuss the progress of gender transformation of pedagogy.
9	Producing and presenting regular reports with results and experiences to the school management, teachers, students and other stakeholders on the progress of change
10	Documenting on what worked well and areas of improvement in making teaching-learning processes gender-responsive.

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