

Gender Responsive Pedagogy

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Abstract: Gender Responsive Pedagogy (GRP) is a teaching approach that acknowledges and responds to the various needs and experiences of students according to their gender. With this approach, the goal is to provide an inclusive classroom where all students—male or female—can succeed both academically and socially. GRP seeks to undermine stereotypes and advance fairness by including gender views into curriculum design, instructional strategies, and evaluation procedures. In this study, the researcher uses slides and key point to teach it using South Sudan and university of Juba as a platform.

Keywords: Gender Responsive Pedagogy, South Sudan

STRUCTURE OF THE SESSION

- Introduction
- Gender responsive lesson/lecture planning
- Teaching and learning materials
- Teaching methodology
- How do we make methodologies gender responsive
- Lecture hall setup and interaction
- Management of other gender constraints inside the hall/class
- Feedback in learning
- Gender responsive language in lecture halls
- Gender Responsive Hall Interaction
- Gender based Distractive behaviours
- Anti-social behaviours

Learning Objectives

- Demonstrate an understanding of what is meant by pedagogy and gender responsive pedagogy
- Relate the knowledge, understanding and appreciation of gender and its inter-relationships with classroom teaching and learning processes

Introduction

- Pedagogy- the concept embraces virtually all teaching and learning processes
- What is taught, how teaching is taking place and how what is being taught is learned

Gender Responsive Pedagogy

- Gender responsive pedagogy refers to teaching and learning processes that pay attention to specific needs of boys and girls
- It ensures comprehensive approach in the different aspects of teaching and learning processes
- Calls on Institutions of Higher Learning/lecturers to take gender approach in lecture planning, teaching, classroom management and performance evaluation
- Calls for the university to embrace inclusive approaches
- How learning environment can be more gender responsive

Why Gender Responsive Pedagogy

- Boys and girls are brought up differently and learned different things
- Their behaviors', competences and talents are valued differently
- They got some competencies and miss others
- Gender inequities pervading society are carried into the school/university environment

Why Gender Responsive Pedagogy at the University?

- Many lecturers apply teaching methodologies that do not give girls and boys equal opportunities
- They also used teaching and learning materials that perpetuate gender stereotypes

- Even in the planning of lectures, no account taken about the specific needs of boys and girls
- Example of science lessons-socialization and cultural conditioning may not allow girls to touch insects/animals(Biology practical's)
- Girls are not often inclined to handle chemicals or electricity since it is considered dangerous(in such situation boys tend to dominate learning processes to maintain their superiority in the presence of girls)

Why Gender responsive Pedagogy

- Another example , consider the typical classroom arrangement-desk lined up in an array of neat rows facing the teacher(popularized in many learning environment)
- It has some strengths
- But the drawback is that it reinforces traditional socialization process-e.g. when girls sit at the back of the class, they are less likely to participate, unless a teacher/lecturer makes a special effort to involve them
- Different arrangement of breaking the class into smaller groups may encourage the girls to participate better
- Lecturers/teachers may not be aware of the language use in the classroom reinforce negative gender attitudes
- Teaching and learning materials are not scrutinized for gender stereotypes

- Many books and teaching aid reinforced attitudes and beliefs that men are superior to women by portraying men to lead roles/ women as helpers (doctors, engineers and pilots). Women as cooks, nurses, secretaries etc.
- Most teacher-student relationships are not favorable for effective learning
 - ✓ Some lecturers are authoritarian, hostile, unapproachable and distant
 - ✓ This makes it difficult for students especially girls to seek guidance and assistance from lecturers/teachers for academic or personal problems
 - ✓ It also makes it difficult for lecturers to be sensitive to or recognize and respond to the specific needs of students
- School/University management systems do not normally include gender considerations in their design and implementation.
- University policies and regulation often do not provide for action and sanctions for gender related concerns e.g. sexual harassment and bullying
- Where such rules exist, they may not be enforced
- Universities facilities do not provide for the special needs of girls and do not avail the means to manage menstrual hygiene like privacy, water, sanitary towels and bins

University of Juba wide Approach to Gender Equality



University of Juba, Gender policy objectives

- Ensure that female students have equal opportunity when it comes to application, admission and completion rates inch tracking application, acceptance and completion rates for women.

- Ensure that female faculty at the University of Juba have equal opportunity when it comes to recruitment, promotion, pay, funding and workload and can teach curricula where women are equally represented.

- Ensure that female university staff have equality when it comes to recruitment, promotion, pay, funding and workload.
- Prioritize the collection of gender disaggregated data including through the tracking application, acceptance and completion rates for women.
- Ensure that women are equally represented in the University curricula and datasets in research studies include the perspectives of women.
- Address gender inequality in the society by engaging in outreach projects that support women with education, employment and empowerment.
- Promote research that exposes the ways in which girls and women are discriminated against and include the perspectives of women in datasets, findings and publications.
- Encourage engagement and collaboration of other stakeholders for the promotion of gender equity beyond the boundaries of the University.

Context of South Sudan

- The South Sudan higher education sector as well as its science, technology, and innovation ecosystems are facing multiple challenges.
- Underfunding, low staffing and research capacity, and underdevelopment of TVET sector.
- This situation has resulted in a top-heavy system, with more students being absorbed by university sector and fewer by TVET sector.
- Women are underrepresented at all levels in the Higher Education sector including in the University of Juba
- Women are seriously underrepresented in higher education sector, in staffing and high academic ranks, in STEM specialization, and in share of enrollment in universities and TVET sectors.

Context of South Sudan

- Female academics are still underrepresented in governance and management and have slow upward mobility into faculty leadership positions
- The study observed that in 2021, 13,000 students were enrolled in STEM of which female students were 3,000 (24%) .
- It is well observed that there is low participation and performance of Women in STEM subjects.
- Very few women hold PhDs or are enrolled on postgraduate programs
- The study observed that in 2021, 13,000 students were enrolled in STEM of which female
- There are few schemes, scholarships and bursaries available to women at the University.

Context of the University of Juba

- Many are not aware of any affirmative action policy in the admissions processes of the University.
- Many are not aware of any confidential channels of reporting and addressing Gender Based Violence (GBV) and Sexual and Gender Based Violence (SGBV)
- The University has very few courses that are focused solely on gender studies or include a large component of it.
- There are few schemes, scholarships and bursaries available to women at the University.
- Gender is not yet a key factor in the pedagogy, design and delivery of teaching methods at the University though there have been recent efforts including workshops and publications on the same

Gender Studies as a compulsory core foundation course for undergraduate students

Strategies:

- The University Council to adopt the teaching of Gender Studies as a compulsory core foundation course
- The NTLI to develop a Gender Studies foundation course which would be taught in the first semester of undergraduate study from 2024

The University of Juba to include Gender as a key factor in the pedagogy, design and delivery of teaching methods.

Strategies:

- NTLI to enhance the implementation of gender - responsive pedagogy, design and delivery of teaching methods at the University.
- NTLI to train all faculty on the gender - responsive pedagogy

Improve the university infrastructure's accommodation and facilities for women in all aspects

Strategies:

- Improve the current infrastructure including hostels and washrooms for women in all areas of the University.
- Consider gender aspects in future planning and development of infrastructure at the University

Ensure the design and implementation of measures that encourage women to take up STEM subjects

Strategies:

- Increase ICT activity to promote STEM Courses and encourage women candidates to apply.
- Enhance the access of women students to bursaries and scholarships in STEM courses

Where do we apply Gender Responsive Pedagogy?

- Preparation of curriculum
- Planning lectures
- Classroom and interaction
- Infrastructural setting
- Performance Evaluation

Group Work

Q.1 What kind of teaching approaches do you commonly use?

- Which ones encourage equal participation of boys and girls
- During your lecture/lesson planning how do you take into account gender issues
- What kind of language do you use to encourage girls to perform better?
- How do you relate to your students both academically and socially

Q.2. How is your classroom arranged?

- What arrangement could promote better participation of both boys and girls
- How gender responsive are the textbooks you use?

Teaching Methodologies

- Select teaching methodologies that will ensure equal participation of both boys and girls
- Some teaching methodologies like group work, group discussions, role play, debates, case studies, explorations and practical's can be very effective in encouraging student participation- hence give girls an opportunity to participate more effectively
- Take care that dominant students do not silent the less assertive ones
- How to make methodologies gender responsive

Management of Other Gender Constraints inside the lecture

- Allow to time to deal with gender specific problems
- Girls who have missed lectures due to menstruation., household chores or family responsibilities

- Boys who are embarrassed to speak in lecture sessions because their voice crack
- Boys and girls who may have been sexually abused or molested
- Watch for indications of bullying, sexual harassment, adolescent hormonal upheavals, impact of HIV/AIDS, peer pressure, among others
- Make time for adequate feedback from both boys and girls
- Ensure that both boys and girls have understood the lecture

Gender Responsive Lecture Hall Setups

- How the lecture hall is setup contribute positively or negatively to teaching and learning process
 - No adequate and appropriate infrastructure
 - Overcrowded lecture halls makes it difficult to organize sitting arrangements
 - The type of furniture in the hall
- It is important for lectures/teachers to understand how the configuration and maintenance of learning spaces affect the quality of education
- Gender responsive halls setup responds to specific needs of both boys and girls(sitting arrangements for girls at the back/corners reinforce tendency of poor performance)
 - Setup that mixes both boys and girls, enhance participation of both
 - Arrangement of desks, size, shape and weight of desks and chairs

Gender Responsive Hall Interaction

- Classroom or hall interaction is another important element in the pedagogical process-students are not robots
- As students mature, their sex roles and relations have an increasing impact on hall interactions
- Lecturers must recognize that this is where such matters as sexual experimentation, sexual harassment, male domination and female passivity come to play
- Encourage conducive learning arrangement through gender responsive, age specific and respectful
- Dynamics in classroom/hall interaction that have impact on teaching:
 - ✓ Content delivery by the teacher(competence, mastery, knowledge of the subject, innovation)
 - ✓ Teacher-student interaction
 - ✓ Student –student interaction
 - ✓ Lecturer Presentation (Dress, physical appearance, gestures, walking styles).
- Student behaviour(bullying, arrogance, shyness, uninspired walking, sexually provocative dressing, teasing)

- Take Account of these signals being sent by the students
- Take into account that some students are slow learners
- It is necessary to go beyond academic ability-bear in mind some students come with disadvantaged situations-displaced, lack guidance, very poor economic situations
- Lecturer behaviour (harshness/empathy, arrogance/confidence, lateness/punctuality. Drunkenness)
- Lecturer-Student Morale(commitment, motivation)

Gender Responsive Language use in lecture hall

- Language as a tool of communication must be used carefully
- Inappropriate language use can transmit negative messages and inhibit learning (you are stupid, you can't understand etc.)
- Lecturers with harsh, abusive and threatening language may instill fear in Students and hinder communication between them
- Gender biases are expressed through language
- Language too can reinforce gender differences and inequalities in the lecture hall
- A lecturer can enhance students' performance by using encouraging and inclusive language in the hall
- Much offensive communication is not verbal-rolling of eyes, gestures/body language such as touching. Grabbing and other moves may be overtly sexual

Gender Based Distraction in the hall

- Negative behaviour by both lecturer and students can be distracting
- Bigger boys and girls bullying the younger ones
- Sexual advances
- Passing notes
- Touching
- Lecturers have to find ways of making conducive interactions in the hall-eliminate this kinds of behaviour

Strategies for overcrowded Class/halls

- Large and overcrowded classes are one of the major obstacles to ensuring quality education and yet they are a reality in many schools/ throughout Africa and around the world. Some negative impacts are lack of support and attention for the
- Students, decline of academic performance, and an increase of teacher stress, burn-out and discipline problems. This
 1. Use space outside of the classroom.
 2. Display student work creatively
 3. Involve your students

- 4. Mix up girls and boys in pairs or small group work.
- 5. Create norms and guidance for small group work to
- Support inclusion and collaboration.
- 6. Check for understanding in fun ways,
- 7. Create a volunteer program or other opportunities for in-classroom aides, mentors or teaching assistants.
- 8. Find new and interesting ways to get to know your students,

Anti-social Behaviour

- Forces outside the halls affect learning:
- Drugs abuse, alcoholism, domestic violence, lesbianism/homosexuality, religious fundamentalism and witchcraft. Gangs and other similar deviant behaviour impact learning
- Lecturers should need to be aware that some of their students are affected by these issues
- Identify signs of deviant and Anti-social behaviour in order to take prevention action
- Hence, the university needs to have an early warning system to address the issues at earlier stages

Gender Responsive Management in the University

- Develop gender responsive policies
- Develop and enforce codes of conduct for teachers and staff, including a zero-tolerance policy to sexual harassment of students, teachers, or staff
- Commit to the development of building and infrastructural norms and policies that ensure adequate and separate water, sanitation, and health amenities, including a private space where girls can
- Commit to encouraging boys/men and girls/women to take the full range of subjects and plan for careers in any area.
- Equality between male and female teachers
- Use non-discriminatory, participatory and transparent recruitment and selection of teachers and other education staff.
- Work towards competency-based human resource management.
 - Provide equal pay, equal teaching conditions, equal representation in management positions and equitable division of work.
- Use fair assessment and evaluation.
- Allow for flexible schedules and other accommodations that address teachers' family responsibilities, such as access to adequate childcare facilities

Curriculum Review

- Review the curriculum, textbooks, other learning materials and teachers' guides to consider how gender, disability, HIV, AIDS and other issues relevant to equity and inclusion
- Train teachers and principals in gender-responsive teaching, including: equity issues and learner-centred education; gender-responsive teaching

Gender Responsive Management in the University

- Girls are empowered to express themselves freely and confidently within and outside university community has a good level of gender awareness.
- Teaching staff apply gender equality principles in the academic and social process.
- School environment encourages girls to bring out their all academic potential in all subjects, particularly the STEM subjects.
- University addresses the issue of needy girls and boys through provision of bursaries.
- Cases of sexual harassment and pregnancies are reduced.

Cost and infrastructure barriers

- Encourage the establishment of scholarships or stipends for poor girls/women, boys at risk or other vulnerable children and families, as well as income supplements for child-headed households.
- Develop and look for funding for second-chance/re-entry programs and bridging programs for child workers and illiterate adults returning to school or other learning environments.
- Look for funding to provide incentives for teaching staff
 - Look for funding to have an adequate supply of teaching and learning materials, and to develop new, gender-responsive teaching materials.

The Centre of Excellence (CoE) Model

- Various models can be used to introduce a gender responsive environment in a school/ University.
- One such model is the FAWE Centres of Excellence Model (FAWE, 2005), in which the academic, social and physical environment of a University and its surrounding community take into account the specific needs of both boys and girls

Some Best Practices of Coe Model

- Mothers' Educationalists Groups

- HIV/AIDS Clubs
- Gender based Violence clubs
- Mother's support groups

Case Study of Malawi

- Having reviewed the Case study of Malawi: What are the gender responsive systems, ethics and outcomes of the two project interventions?

A Gender Responsive Pedagogy (GRP) project was initiated in Malawi in August 2009, with funding from UNICEF-ESARO. Karonga Teachers Training College was identified as a pilot college in Malawi to provide GRP training for teachers and management staff. In 2010, in collaboration with the Department of Teacher Education and Development (DTED), FAWE Malawi (FAWEMA) rolled out the GRP training to all grant-aided Teachers Training Colleges between October 2009 and June 2011. The GRP project impacts (2009-2013) were:

- The establishment of a gender committee and appointment of a gender focal person in all the TTCs across the country.
- The establishment of a gender balanced student council.
- The development of a gender policy at the TTC level.
- The development of a Gender Responsive Orientation manual for TTCs lectures

In a bid to help adolescent school girls overcome the challenge of management of menstruation issues, FAWEMA implemented a project titled "Community Solutions to Gender Barriers in Malawi". The goal of this project was to improve academic performance, completion and retention of 1,500 girls through the provision of sanitary pads in Dowa district by 2014 and to support the sustainable economic empowerment of women through income generation and empowerment with business and sewing skills. FAWEMA worked with Mother Groups who sew and sell sanitary pads for a profit and reinvest a portion into providing needy girls with the product. The model was tested at Liwonde CDSS, and there was a noticeable improvement in both the performance and retention of girls in school who had access to the re-usable sanitary pads.

Source: FAWEMA website, <https://fawemalawi.wordpress.com/program>

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