



# MCSP HRH Liberia Gender-Responsive Teaching Methods Facilitator's Guide

Authors:  
Maimouna Toliver  
Varwo Sirtor-Gbassie

These learning materials are made possible by the generous support of the American people through the United States Agency for International Development (USAID) under the terms of the Cooperative Agreement AID-OAA-A-14-00028. The contents are the responsibility of the Maternal and Child Survival Program and do not necessarily reflect the views of USAID or the United States Government.

September 2018

# Table of Contents

<b>Introduction .....</b>	<b>1</b>
Sessions in the Gender-Responsive Teaching Methods Package .....	1
<b>Session 1 .....</b>	<b>2</b>
Session Plans .....	2
Participant Handout: Gender Equity vs. Gender Equality .....	7
Participant Handout: Gender Definitions .....	8
<b>Session 2 .....</b>	<b>9</b>
Session Plan .....	9
PowerPoint: Introduction to Gender-Responsive Teaching Methods .....	13
Facilitator Resource: Gender Statements .....	22
Participant Handout: Case Studies .....	26
Participant Handout: Gender-Responsive Teaching Skills Checklist .....	27
Facilitator Resource: Dealing with Difficult Situations .....	29
Gender Sensitivity in Teaching .....	29
Evaluation for Gender-Sensitive Teaching .....	31
<b>Session 3 .....</b>	<b>36</b>
Session Plans .....	36
PowerPoint: Gender Promotion at the Institutional Level .....	39
Participant Handout: Case Study .....	46
Participant Handout: Gender-Responsive Teaching Methods Monitoring and Evaluation Checklist .....	47



# Introduction

The United States Agency for International Development (USAID) Maternal and Child Survival Program/Human Resources for Health project in Liberia, led by Jhpiego, aims to improve health workforce readiness by increasing the quality of instruction at pre-service training institutions and by strengthening the learning environment at pre-service training institutions and clinical/practicum teaching sites. A key component of these efforts is to improve retention of female students by promoting gender-responsive teaching skills and gender-sensitive teaching environments, through skills training of faculty and preceptors on gender-responsive teaching methods.

The Gender-Responsive Teaching Methods Package includes three sessions (5.5 hours total) to equip faculty and preceptors with the knowledge, skills, and attitudes to ensure equal participation of and opportunities for all genders. The Gender-Responsive Teaching Methods Package was adapted from an earlier version tested and adapted by Jhpiego under the USAID Strengthening Human Resources for Health Program in Ethiopia. Source materials include *Gender Responsive Pedagogy*,<sup>1</sup> published by the Forum for African Women Educationalists to address lower exam scores and higher attrition among female pre-service students, and *Creating Supportive Learning Environments for Girls and Boys*,<sup>2</sup> published by IREX.

The Gender-Responsive Teaching Methods Package helps instructors understand and address gender and its impacts on learning. Key strategies for addressing gender in health institutions include:

- Creating an encouraging environment for female students to participate and speak in class more often;
- Ensuring the institution has a sexual harassment policy in place;
- Putting in place safety mechanisms to protect female students (e.g., transport late at night);
- Ensuring that classrooms, lesson plans, and course materials are free of gender stereotyping and bullying language;
- Ensuring a gender balance in instructors and the institutions' leadership;
- Addressing the needs of vulnerable students (e.g., providing scholarships or small stipends to students in need);
- Monitoring gender-disaggregated enrollment, retention, and performance data;
- Rewarding students who have made the most progress over time;
- Encouraging male students to challenge harmful gender norms and behaviors and to support female students to excel.

## Sessions in the Gender-Responsive Teaching Methods Package

Number	Name	Duration
Session 1	Gender-Focused Icebreaker	45 minutes
	Introduction to Gender	1 hour 15 minutes
Session 2	Introduction to Gender-Responsive Teaching Methods	2 hours
Session 3	Creating a Gender-Responsive Academic Institution	1 hour 30 minutes

<sup>1</sup> Mlama P, Dioum M, Makoye H, Murage L, Wagah M, Washika R. 2005. *Gender Responsive Pedagogy: A Teacher's Handbook*. Nairobi, Kenya: Forum for African Women Educationalists. [http://www.ungei.org/files/FAWE\\_GRP\\_ENGLISH\\_VERSION.pdf](http://www.ungei.org/files/FAWE_GRP_ENGLISH_VERSION.pdf). Accessed June 25, 2018.

<sup>2</sup> IREX. Date unknown. *Creating Supportive Learning Environments for Girls and Boys: A Guide for Educators*. Washington, DC, USA: IREX. [https://www.irex.org/sites/default/files/node/resource/creating-supportive-learning-environments-girls-boys\\_1.pdf](https://www.irex.org/sites/default/files/node/resource/creating-supportive-learning-environments-girls-boys_1.pdf). Accessed June 25, 2018.

# Session I

## Session Plans

<b>Duration:</b> 45 min
<b>Topic:</b> Gender-Focused Icebreaker
<b>Session Objective:</b> To enable participants to get to know one another through the sharing of personal stories.
<b>Advance Preparation:</b> None

Methods and Activities	Materials/Resources
<p><b>Introduction (5 min)</b></p> <ol style="list-style-type: none"> <li>1. Explain that the activity is intended to help create a friendly and trusting atmosphere for the workshop through the sharing of personal stories. Point out that this activity is also useful for initiating personal reflection on gender and its influence in our lives.</li> </ol>	
<p><b>Getting to Know One Another (38 min)</b></p> <ol style="list-style-type: none"> <li>1. Ask participants to pair up with someone they do not know very well.</li> <li>2. After each participant has found a partner, explain that participants will take turns—in their pairs—introducing themselves and answering a question. State that each person will have 2 minutes to introduce themselves (e.g., their name, where they are from, and the program/project they work on) and answer the following question: <ul style="list-style-type: none"> <li>• When did you first become aware of the fact that there were certain things you were allowed and not allowed to do as a woman/man? <i>(If the workshop participants already have a good level of gender awareness and understanding, use the following prompt: “Describe some things you do in your personal life to step outside of traditional gender roles.”)</i></li> </ul> </li> <li>3. Explain that after 2 minutes you will instruct the participants to stop and switch so that the person who was speaking becomes the listener.</li> <li>4. Ask participants if they have any questions, and clarify any misunderstandings. (SPEND NO MORE THAN 5 MINUTES ON STEPS 1-4)</li> <li>5. Next, ask participants to quickly decide with their partners who will introduce themselves first.</li> <li>6. Once they have agreed on the order, ask participants to begin.</li> <li>7. After 2 minutes, call time and ask participants to switch.</li> <li>8. After 2 minutes, ask participants to stop and bring everyone into a large circle.</li> <li>9. Ask each person to introduce their partner and to relate the stories or issues that they talked about. Allow no more than 3 minutes per pair.</li> </ol> <p>NOTE: It is important to ask each participant for their permission to share their story with the group.</p>	
<p><b>Conclusion (2 min)</b></p> <ol style="list-style-type: none"> <li>10. End the activity by thanking everyone for their openness and for sharing their stories. State that the personal experiences served the purpose of illustrating the profound influence of gender norms in the shaping of our social identities.</li> </ol>	

<b>Duration:</b> 1 hour 15 min
<b>Topic:</b> Introduction to Gender
<b>Session Objective:</b> By the end of this session, learners will be able to: Describe the meaning of gender and gender-related concepts including: gender roles, gender stereotypes, gender equality, and gender equity.
<b>Advance Preparation:</b> Make enough copies of the participant handouts for each participant.

Methods and Activities	Materials/Resources												
<p><b>Introduction (5 min)</b></p> <ol style="list-style-type: none"> <li>1. Explain that this session will introduce some key gender-related concepts and will encourage some reflection around their meaning in our lives as women and men.</li> </ol> <p><b>Gender and Sex (35 min)</b></p> <ol style="list-style-type: none"> <li>2. Start by asking participants the following question: <ul style="list-style-type: none"> <li>• What does gender mean to you?</li> </ul> </li> <li>3. Next, on a blank sheet of flipchart paper, create two columns. Title one column “Man” and the second column “Woman.”</li> <li>4. Ask participants to think of the first words that come to mind when they hear the word “Woman,” as well as the first words that come to mind when they hear the word “Man.”</li> <li>5. As participants call out ideas, write them on the flipchart paper in the relevant column. Make sure that each list includes words describing biological traits (e.g., “penis” for men, “breasts” for women). If the following biological traits are not mentioned, include them on the lists: <table border="1" data-bbox="289 957 933 1188"> <thead> <tr> <th>Man</th><th>Woman</th></tr> </thead> <tbody> <tr> <td>• Penis</td><td>• Vulva, vaginal opening</td></tr> <tr> <td>• Testicles</td><td>• Women can give birth</td></tr> <tr> <td>• Hair on chest, face</td><td>• Breasts</td></tr> <tr> <td>• Broad shoulders</td><td>• Women can breastfeed</td></tr> <tr> <td>• Adam’s apple</td><td>• Wider hips</td></tr> </tbody> </table> </li> <li>6. Once the lists are complete, ask the group to point out those words in the “Man” column that can only apply to men. As participants call out the words, circle them on the flipchart. If participants call out traits that are non-biological, push the reflection a bit further by asking them whether those traits might apply to both women and men (e.g., can bravery also apply to women?).</li> <li>7. Next, move to the “Woman” column and ask the group to point out those words that can only apply to women. As participants call out the words, circle them on the flipchart. If participants call out traits that are non-biological, push the reflection a bit further by asking them whether those traits might apply to both women and men (e.g., can men also be caring?).</li> <li>8. Next, explain that both lists illustrate the difference between “gender” and “sex.” Explain that the words you circled in both lists are characteristics that help to define our SEX. Sex is defined by our biology. We are born with it, and our sex does not change.</li> </ol>	Man	Woman	• Penis	• Vulva, vaginal opening	• Testicles	• Women can give birth	• Hair on chest, face	• Breasts	• Broad shoulders	• Women can breastfeed	• Adam’s apple	• Wider hips	<ul style="list-style-type: none"> <li>• Chairs organized in a semicircle</li> <li>• Flipchart paper</li> <li>• Flipchart stand</li> <li>• Markers</li> </ul>
Man	Woman												
• Penis	• Vulva, vaginal opening												
• Testicles	• Women can give birth												
• Hair on chest, face	• Breasts												
• Broad shoulders	• Women can breastfeed												
• Adam’s apple	• Wider hips												

Methods and Activities	Materials/Resources
<p>9. Explain that the remaining characteristics that are not circled help to define a person's GENDER. Gender is the set of expectations about what women and men should do. However, we are not born with these characteristics, they are not fixed, and they are not "natural." These expectations are created and communicated to us by the society we live in.</p>	
<p>10. Allow participants a few minutes to ask questions. (SPEND NO MORE THAN 15 MINUTES ON STEPS 1–9)</p> <p>11. Next, facilitate a 10-minute discussion with participants using the following questions:</p> <ul style="list-style-type: none"> <li>• Looking at both lists, do the differences between women and men tend to be mostly biological or mostly societal?</li> <li>• Do you think women can also be "strong," "brave," and "head of a household"? Why or why not?</li> <li>• Do you think men can also be "caring" and "kind" and can "take care of the children"? Why or why not?</li> </ul> <p>NOTE: During the discussion, emphasize that the way women and men are expected to behave is not related to their sex or to their biology, but rather to what their community expects of them. Women and men can both be strong, brave, and good providers, and women and men can both be kind, nurturing, and good with children. Make it clear that social expectations for women vary by society and can change over time—unlike sex, which cannot change.</p> <p>12. Next, explain that the various gender-related differences mentioned during the discussion point to two other important gender-related concepts: gender roles and gender stereotypes. Provide the following definitions for each:</p> <p><b>Gender Roles</b> are the behaviors, tasks, and responsibilities that are considered appropriate for women and men as a result of sociocultural norms and beliefs. Gender roles are usually learned in childhood. They change over time as a result of social and/or political change.</p> <p><b>Gender Stereotypes</b> are ideas that people have about masculinity and femininity: what men and women of all generations should be like and are capable of doing (e.g., girls are allowed to cry, and boys are expected to be brave and not cry).</p> <p>NOTE: When explaining gender roles and stereotypes, be sure to make the following points:<sup>3</sup></p> <ul style="list-style-type: none"> <li>• While gender roles are defined by <i>behaviors</i>, gender stereotypes are <i>beliefs and attitudes</i> about femininity and masculinity.</li> <li>• Gender roles and gender stereotypes are related. When people associate a pattern of behavior with either women or men, they may overlook individual variations and exceptions and come to believe that the behavior is inevitably associated with one gender but not the other. As such, gender roles provide the material for gender stereotypes.</li> <li>• Gender stereotypes are very influential and they establish social categories for women and men. They fulfill the function of maintaining a hierarchical/unequal relationship between women and men. Gender stereotypes change very slowly; this may help to partially explain why gender discrimination persists even though gender roles change.</li> </ul> <p>Before moving on, allow participants a few minutes to ask any questions. (SPEND NO MORE THAN 10 MINUTES ON STEPS 11–12)</p>	

<sup>3</sup> Brannon L. 2005. Gender stereotypes: masculinity and femininity. In: *Gender: Psychological Perspectives*. 4th ed. Pearson. [http://www.ablongman.com/partners\\_in\\_psych/PDFs/Brannon/Brannon\\_ch07.pdf](http://www.ablongman.com/partners_in_psych/PDFs/Brannon/Brannon_ch07.pdf). Accessed June 25, 2018.



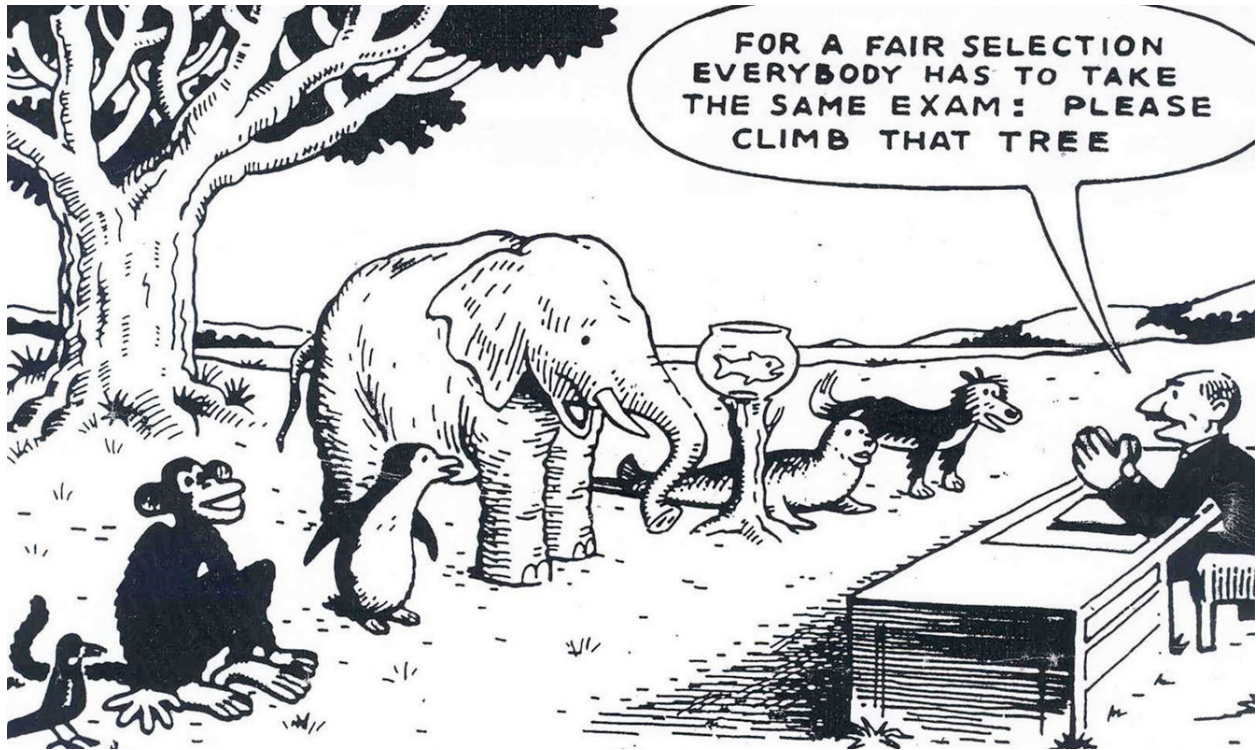
Methods and Activities	Materials/Resources
<p><b>Gender Equity and Gender Equality (30 min)<sup>4</sup></b></p> <p>13. Explain that you would like to introduce two more important terms related to the word “gender.” Ask the group if they have ever heard the term “gender equality.” Ask them what they think it means.</p> <p>14. After getting some answers, provide the following definition:</p> <p><b>Gender Equality</b> is the state or condition that affords women and men equal enjoyment of human rights, socially valued goods, opportunities, and resources.</p>	<ul style="list-style-type: none"> <li>• Chairs organized in a semicircle</li> <li>• Participant Handout: Gender Equity vs. Equality</li> <li>• Participant Handout: Gender Definitions</li> </ul>
<p>15. Ask the group if this definition makes sense. Allow them to ask questions about it.</p> <p>16. Ask the group to discuss whether gender equality actually exists in their country. As the group discusses this, write on a sheet of flipchart paper any statements that explain why women <b>do not</b> share equal status with men in all spheres of society. Be sure to include some of the following points if they are not mentioned by the group:</p> <ul style="list-style-type: none"> <li>• Women in many countries are more likely than men to experience sexual and domestic violence.</li> <li>• Men are paid more than women for the same work (in most cases).</li> <li>• Men are in more positions of power within the medical field.</li> <li>• Women bear the brunt of the AIDS epidemic, both in terms of total infections and in care and support for those living with HIV.</li> </ul> <p>17. Ask the group if they have ever heard the term “gender equity.” Ask them what they think it means and how it is different from gender equality.</p> <p>18. After getting a few answers, provide the following definition (SPEND NO MORE THAN 20 MINUTES ON STEPS 1–6):</p> <p><b>Gender Equity</b> is the process of being fair to men and women. Gender equity leads to gender equality. For example, an affirmative action policy adopted by a health facility to increase the number of women in senior leadership posts may be gender-equitable because it leads to ensuring equal rights among men and women.</p> <p>NOTE: When discussing the concepts of gender equity and gender equality, emphasize the following points:</p> <ul style="list-style-type: none"> <li>• The goal of gender equality is not for women and men, girls and boys, to become the same. The goal of gender equality is to ensure that women and men have the same chances to access and benefit from social, economic, and political resources (e.g., have the same opportunities to vote, to be educated).</li> <li>• The goal of gender equity moves beyond equality to strive toward equality of outcomes. Thus, it moves beyond considering women and men as being equal under the law to ensuring that conditions will not block their equal participation in health promotion activities. It recognizes, for example, that women and men may have different needs, preferences, and interests, and that achieving equality of opportunity (e.g., gender equality) may require treating women and men differently and/or separately (e.g., an organization that adopts an affirmative action policy during recruitment in order to increase women’s representation).</li> <li>• Gender equality differs from gender equity in that gender equity is about how public services meet different population needs, whereas gender equality is about making sure that everyone is given the same opportunity to use those services.</li> </ul>	

<sup>4</sup> Infant & Young Child Nutrition (IYCN) Project. 2011. *Infant and Young Child Feeding and Gender: A Training Manual for Male Group Leaders*. Washington, DC, USA: IYCN. [http://www.iycn.org/files/IYCN\\_Mens-Groups-IYCF-Training-Manual\\_0311.pdf](http://www.iycn.org/files/IYCN_Mens-Groups-IYCF-Training-Manual_0311.pdf). Accessed September 20, 2018. Material adapted courtesy of PATH. All rights reserved.

Methods and Activities	Materials/Resources
<p>19. After clarifying the definitions of gender equality and gender equity, facilitate a 5-minute group discussion using the following questions:</p> <ul style="list-style-type: none"> <li>• Why should men work toward achieving gender equality?</li> <li>• What benefits does gender equality bring to men's lives?</li> <li>• Why is gender equality important for education?</li> </ul>	
<p>20. Next, distribute Participant Handout: Gender Equity vs. Gender Equality and allow participants a few seconds to look at the image. Then, ask the group if the test the examiner is referring to is equitable. After a few responses from participants, explain that the test is not equitable because the different animals represented in the image have physical differences that could work to their advantage or disadvantage in the successful completion of the test. If the test were equitable, it would have been designed to take into account the physical differences of each animal such that each contestant had an equal chance of succeeding. Remind participants that gender equity refers to the idea of being fair toward women and men; it is about taking into account the different social, political, and economic needs and realities of women and men such that both are able to benefit equally from the same opportunities and status (i.e., gender equality). (SPEND NO MORE THAN 5 MINUTES ON THIS STEP.)</p> <p>21. Before closing the session, distribute Participant Handout: Gender Definitions to each participant.</p>	
<p><b>Conclusion (5 min)</b></p> <p>22. End the session by summarizing the main points as follows:</p> <ul style="list-style-type: none"> <li>• Sex is fixed and does not change.</li> <li>• Gender is a social construct that changes over time and varies from one cultural setting to another.</li> <li>• Throughout their lives, women and men receive messages from family, media, and society about how they should act.</li> <li>• Many of the “differences” between women and men are socially constructed and are not part of our nature or biological makeup.</li> <li>• Gender equality differs from gender equity in that gender equity is about how public services meet different population needs, whereas gender equality is about making sure that everyone is given the same opportunity to use those services.</li> </ul>	

## Participant Handout: Gender Equity vs. Gender Equality

Gender equality does not mean treating everybody the same.



## Participant Handout: Gender Definitions

**Sex** refers to biologically defined and genetically acquired differences between males and females, according to their physiology and reproductive capabilities or potentialities. It is universal and mostly unchanging, without surgery.

**Gender** refers to a socially constructed set of economic, social, and political roles, responsibilities, rights, entitlements, and obligations associated with being female and male, as well as power relations between and among women, men, boys, and girls. One's gender identity may or may not correlate with one's sex assigned at birth, may change over time, and may intersect with other factors, such as race, class, age, and sexual orientation.

**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.<sup>5</sup>

**Gender Equality** is the state or condition that affords women and men equal enjoyment of human rights, socially valued goods, opportunities, and resources.

**Gender Roles** are the behaviors, tasks, and responsibilities that are considered appropriate for women and men as a result of sociocultural norms and beliefs. Gender roles are usually learned in childhood. Gender roles change over time as a result of social and/or political change.

**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 are allowed to cry, and boys are expected to be brave and not cry).

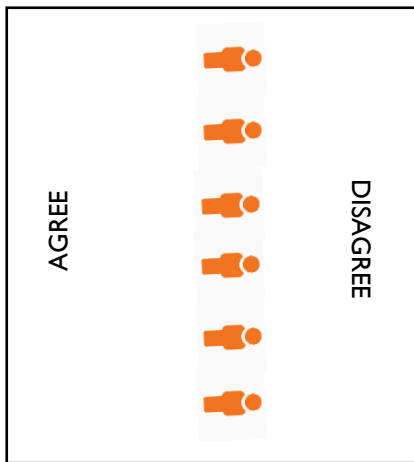
---

<sup>5</sup> United Nations Population Fund (UNFPA). 2005. Frequently asked questions about gender equality. UNFPA website. <https://www.unfpa.org/resources/frequently-asked-questions-about-gender-equality>. Accessed June 25, 2018.

# Session 2

## Session Plan

<b>Duration:</b> 2 hours
<b>Topic:</b> Introduction to Gender-Responsive Teaching Methods
<b>Session Objectives:</b> By the end of this session, learners will be able to: <ul style="list-style-type: none"> <li>Describe the impact of gender and gender roles on teaching and learning processes</li> <li>Use a checklist to self-assess their gender-responsive teaching skills</li> </ul>
<b>Advance Preparation:</b> <ul style="list-style-type: none"> <li>Practice the <i>Introduction to Gender-Responsive Teaching Methods</i> PowerPoint presentation beforehand to familiarize yourself with the content.</li> <li>Create two signs by writing “AGREE” on one sheet of A4-sized paper and “DISAGREE” on another sheet of A4-sized paper. Post both signs on two walls facing opposite sides of the room.</li> <li>Select five statements from <i>Facilitator Resource: Gender Statements</i>.</li> <li>Make one copy of each of the case studies.</li> <li>Make enough copies for each participant of <i>Participant Handout: Gender-Responsive Teaching Skills Checklist</i>.</li> <li>Make a copy of the PowerPoint notes pages for each of the participants.</li> </ul>

Methods and Activities	Materials/Resources
<b>Introduction (5 min)</b> <ol style="list-style-type: none"> <li>Explain to participants that the session will focus on the harmful influence that gender and gender roles can have on teaching and learning processes, as well as pedagogical strategies for limiting that influence.</li> </ol>	
<b>Values Clarification (30 min)<sup>6</sup></b> <ol style="list-style-type: none"> <li>Ask participants to stand single-file, in a line in the middle of the room facing the wall on which you posted the “AGREE” sign (see diagram below). With participants standing, briefly draw their attention to the wall behind them where you have posted the “DISAGREE” sign.</li> </ol>  <ol style="list-style-type: none"> <li>Explain to participants that you will read a series of statements. Each participant will need to decide (on their own) whether they disagree or agree with each statement.</li> </ol>	<ul style="list-style-type: none"> <li>Masking tape</li> <li>Markers</li> <li>One A4-sized sheet of paper labeled “AGREE”</li> <li>One A4-sized sheet of paper labeled “DISAGREE”</li> <li>Facilitator Resource: Gender Statements</li> <li>Facilitator Resource: Dealing with Difficult Situations</li> </ul>

<sup>6</sup> Infant & Young Child Nutrition (IYCN) Project. 2011. *Infant and Young Child Feeding and Gender: A Training Manual for Male Group Leaders*. Washington, DC, USA: IYCN. [http://www.iycn.org/files/IYCN\\_Mens-Groups-IYCF-Training-Manual\\_0311.pdf](http://www.iycn.org/files/IYCN_Mens-Groups-IYCF-Training-Manual_0311.pdf). Accessed September 20, 2018. Material adapted courtesy of PATH. All rights reserved.

Methods and Activities	Materials/Resources
<ol style="list-style-type: none"> <li>4. Explain that you will read each statement twice aloud. Participants should move to the “AGREE” wall if they agree with the statement or to the “DISAGREE” wall if they disagree with the statement. Explain that after they have moved, you will call on a few participants to share their opinions.</li> <li>5. Instruct participants not to discuss their opinions with others and to move silently to the sign that best reflects their opinion.</li> </ol>	
<ol style="list-style-type: none"> <li>6. Tell participants that they cannot remain in the middle—they must either “AGREE” or “DISAGREE.”</li> <li>7. Before beginning, make sure that everyone understands the rules. (SPEND NO MORE THAN 5 MINUTES ON STEPS 1–6).</li> <li>8. Next, refer to <i>Facilitator Resource: Gender Statements</i>, and read aloud the first statement you pre-identified. Allow participants a few seconds to move toward the signs.</li> </ol> <p>NOTE: If all of the participants agree about any of the statements, play the role of “devil’s advocate” by walking over to the opposite side of the room and asking, “Why would someone be standing on this side of the room?” (That is, what values would they have that would put them here?)</p> <p>NOTE: Some participants may say that they do not know whether they agree or disagree, and do not want to stand beside either of the signs. If this happens, ask these participants to say more about their reactions to the statement. Then encourage them to choose a sign to stand beside. If they still do not want to, let these participants stand in the middle of the room as a “do not know” group.</p> <ol style="list-style-type: none"> <li>9. Once all participants have positioned themselves by a sign, ask 2–3 volunteers from each group to explain their opinion to the group. (SPEND NO MORE THAN 3 MINUTES ON EACH STATEMENT)</li> <li>10. Next, bring participants back to the middle of the room and read the second gender statement aloud.</li> <li>11. Repeat steps 7–9 for the remaining statements.</li> <li>12. Once you have read all of the statements, ask participants to return to their seats.</li> </ol> <p>NOTE: During facilitation you may address topics that are sensitive and challenging to discuss. It is likely you will have to deal with participants who make statements that are not in line with the views and values of the program or organization. These could include sexist, homophobic, or racist remarks or opinions. Everyone has a right to their opinion, but they do not have a right to oppress others with their harmful views. Refer to <i>Facilitator Resource: Dealing with Difficult Situations</i> for suggestions on how to address harmful participant views.</p> <ol style="list-style-type: none"> <li>13. Next, facilitate a 10-minute group discussion using the following questions: <ul style="list-style-type: none"> <li>• What statements, if any, did you have strong opinions and not so strong opinions about? Why?</li> <li>• Were you surprised by some of the opinions in the room? Why or why not?</li> <li>• How do you think some of your peers’ attitudes about some of the statements might influence their interactions with their students? How might their attitudes impact on the learning and academic performance of their female and male students?</li> </ul> </li> </ol> <p>Why is it important to be mindful of gender norms in the classroom?</p>	



Methods and Activities	Materials/Resources
<p><b>Identifying Gender Barriers in the Classroom (1 hour 15 min)</b></p> <p>14. Explain to participants that they will spend some time in small groups exploring the influence of gender norms in the classroom setting.</p> <p>15. Divide participants into 4 small groups. Once the small groups have been created, distribute the following to each group: one case study, one marker, one sheet of flipchart paper.</p>	<ul style="list-style-type: none"> <li>• Projector for PowerPoint presentation</li> <li>• Flipchart paper</li> <li>• Flipchart stand</li> <li>• Markers</li> <li>• Masking tape</li> <li>• Participant Handout: Case Study 1</li> </ul>
<p>16. Next, explain that each group has received a different case study; they will spend 10 minutes in their small groups examining their case study in order to identify the various gender-related factors that could impact on students' learning and performance and listing the factors on their flipchart paper. Instruct each group to identify a team leader who will be responsible for reporting back to the large group.</p> <p>17. Tell the groups to identify an area in or outside of the room where they can meet to complete the assignment. (SPEND NO MORE THAN 5 MINUTES ON STEPS 1–4.)</p> <p>18. After 10 minutes, call time and ask the groups to post their flipchart sheets on a wall in the room.</p> <p>19. Next, invite a team leader from one of the groups to come to the front of the room and share her/his group's answers. Ask the team leader to first read their case study aloud for the large group. Allow no more than 2 minutes of presentation.</p> <p>20. After the presentation, ask the rest of the participants if they agree with the answers and/or if there are any additional barriers they identified in the case study that were not mentioned.</p> <p>21. As participants share their ideas, add them to the group's list. (SPEND NO MORE THAN 3 MINUTES ON STEPS 7–8.)</p> <p>22. Repeat steps 6–8 for the three remaining groups.</p> <p>23. After all of the teams have presented, explain that our gender socialization has an impact on the ways in which we interact with others in our personal and professional lives. State that, as teachers, their personal attitudes and beliefs related to gender norms can influence their interactions with their female and male students in ways that may or may not always be apparent. Their personal beliefs and attitudes about gender may therefore influence their students' academic learning and achievement. Likewise, the gendered socialization of students also impacts on their learning and performance. In order for both female and male students to perform well academically, they require a learning environment that is responsive to their particular learning needs.</p> <p>24. Tell the group that you are going to share some strategies that teachers should use to create a gender-responsive learning environment for their students.</p> <p>25. Project and present the <i>Introduction to Gender-Responsive Teaching Methods</i> PowerPoint. Pause at various intervals to allow participants to ask any questions they may have. (SPEND NO MORE THAN 30 MINUTES ON THIS STEP.).</p>	<ul style="list-style-type: none"> <li>• Participant Handout: Case Study 2</li> <li>• Participant Handout: Case Study 3</li> <li>• Participant Handout: Case Study 4</li> <li>• Participant Handout: Gender-Responsive Teaching Skills Checklist</li> <li>• Introduction to Gender-Responsive Teaching Methods PowerPoint</li> <li>• Introduction to Gender-Responsive Teaching Methods PowerPoint notes pages</li> </ul>

Methods and Activities	Materials/Resources
<p>26. After you have presented, facilitate a 10-minute group discussion using the following questions:</p> <ul style="list-style-type: none"> <li>• What are some gender-related factors that you have observed in your classroom in the past, and that may hinder student learning and performance?</li> <li>• Are there any strategies that would be challenging for teachers to use? Which ones? Why?</li> <li>• Are there some strategies you feel are less or more relevant for teaching? Which ones? Why?</li> <li>• What support do you think you would require in order to be able to apply these strategies in your teaching?</li> </ul> <p>27. Before ending the session, distribute a copy of the Introduction to Gender-Responsive Teaching Methods PowerPoint notes pages and Participant Handout: Gender-Responsive Teaching Skills Checklist to each participant.</p>	
<p><b>Conclusion (10 min)</b></p> <p>28. End the session by summarizing the main points as follows:</p> <ul style="list-style-type: none"> <li>• Our gendered socialization has an impact on the ways in which we interact with others in our personal and professional lives.</li> <li>• Teachers' personal attitudes and beliefs related to gender norms influence their interactions with students, which ultimately impact students' academic learning and performance.</li> <li>• In order for both female and male students to perform well academically, they require a learning environment that is responsive to their particular learning needs.</li> </ul>	



## PowerPoint: Introduction to Gender-Responsive Teaching Methods<sup>7</sup>



**USAID**  
FROM THE AMERICAN PEOPLE

Maternal and Child  
Survival Program

### Introduction to Gender-Responsive Teaching Methods



This presentation is made possible by the generous support of the American people through the United States Agency for International Development (USAID), under the terms of the Cooperative Agreement No. AID-OAA-A-14-00028. The contents are the responsibility of HRH Program and do not necessarily reflect the views of USAID or the United States Government.

---

<sup>7</sup> [PowerPoint-Introduction-to-Gender-Responsive-Teaching-Methods.pdf](#)

## What Are Gender-Responsive Teaching Methods?

- Teaching methods and learning materials that take into account the specific learning needs of female and male students.<sup>1</sup>
- Concerned with what is taught, how teaching takes place, and how what is taught is learned, in the context of female and male students.
- Synonymous with gender-responsive pedagogy.

## Key Teaching Skills

- Key skills demonstrated by teachers who promote a gender-responsive classroom environment include:
  - Valuing equally the learning ability of both female and male students
  - Facilitating both female and male students' abilities to learn, progress equally, and develop their potential to the fullest
  - Reacting cautiously to unfriendly and potentially gender-biased attitudes that students may demonstrate toward their female and male peers
  - Helping students question gender-biased attitudes in order to prevent them from happening in the future
  - Looking for characteristics/behaviors resulting from social norms that may hinder academic learning and performance (e.g., shyness, arrogance, dominance, bullying, lack of confidence, and fear of speaking out in class)

## Classroom Setup

- A gender-responsive classroom setup may involve:
  - A mixed seating arrangement to enhance the equal participation of women and men—and particularly to encourage women to speak out and overcome shyness.
  - A seating arrangement allowing all students to be positioned at the same level



## Learning and Teaching Materials

- Standard teaching methods and learning materials tend to:
  - depict men as powerful, assertive, and intelligent
  - depict men in leadership and professional roles (e.g., doctors)
  - portray women as weak, passive, and submissive
  - depict women in domestic, care-giving, and supportive roles (e.g., nurses)
- Gender-responsive teaching methods are free of and/or challenge gender stereotypes

## Learning and Teaching Materials, cont.

- Some questions to consider when assessing and/or designing teaching and learning materials:
  - How many women and men are portrayed or mentioned in the text and images?
  - When and how often do female characters appear compared with male characters?
  - What kind of activity (productive/reproductive/community) is each person involved in?
  - How are women and men portrayed? (e.g., nurturers, economic producers, leaders, victims)
  - Do the materials use gender-neutral/inclusive language? (i.e., “people” or “persons” vs. “men” and “women”)

## Learning and Teaching Materials, cont.

- Are both pronouns used (she/he)?
- Who are the main characters in the stories/case studies?
- Is there an equal representation of both women and men in the images/illustrations?
- How do women appear in comparison with men, especially in terms of their image sizes?
- How do the teaching/learning materials promote equal partnership between women and men?

## Classroom Dynamics and Interaction

- Strategies for promoting gender sensitivity during classroom interactions may include:
  - Giving equal chances to both female and male students to answer questions
  - Extending positive reinforcement to both women and men
  - Allowing sufficient time for students to answer questions—especially female students who may be shy or afraid to express themselves
  - Assigning exercises that encourage students—especially women—to speak out
  - Ensuring that working groups are mixed (both women and men)
  - Ensuring that everyone has the opportunity to lead discussions

## Classroom Dynamics and Interaction, cont.

- Ensuring that group leaders are both women and men
- Encouraging both women and men to present results from group work
- Ensuring both women and men serve as note takers in small group work
- Phrasing questions to reflect equal gender representation—using female and male names and characters when providing examples/illustrations
- Ensuring each student has equal opportunities to practice on the demonstration models without being made to feel uncomfortable and without being belittled by others

## Classroom Dynamics and Interaction, cont.

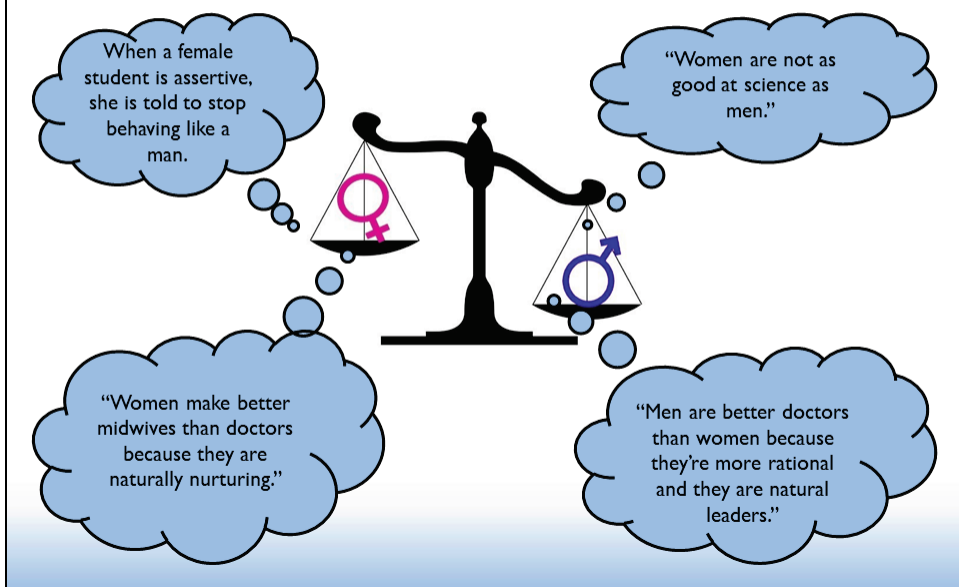
- Ensuring no students dominate over others
- Calling on or addressing both female and male students a balanced number of times and for all subjects<sup>2</sup>
- Giving both female and male students an equal opportunity to write on the writing board a balanced number of times on all subjects<sup>2</sup>
- Assigning similar duties to both female and male students (for example, cleaning, moving furniture)<sup>2</sup>
- Supporting and encouraging both female and male learners to be class leaders, possibly having one female and one male as co-leaders<sup>2</sup>
- Discouraging and punishing gender-discriminatory and sexist behaviors
- All acts of sexual harassment and assault must be punished

## Teacher Biases



The **gender biases** of teachers are often expressed through language that reveals their personal beliefs/attitudes regarding women and men and the social norms related to women's and men's roles and responsibilities.

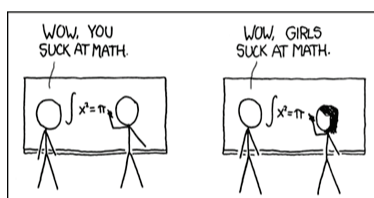
## Teacher Biases, cont.



## Teacher Biases, cont.

- Language use:<sup>1</sup>
  - Gender biases can be expressed verbally and can reinforce gender differences and inequalities
  - In the classroom, teachers and students often use language that emphasizes men’s superiority over women, which can negatively impact on student performance
  - Teachers can enhance students’ performance by using gender-equitable language in the classroom
  - Teachers need to remain aware of the language they use, to ensure that it is gender-responsive!!

## Teacher Biases, cont.



Source: Munroe R. 2008. How it works. xkcd.com.  
<https://xkcd.com/385/>. Published February 18. Accessed June 27, 2018.

Eliminate your own use of gender-insulting language, ban its use by your students, and speak up when fellow teachers and other adults speak this way.<sup>1</sup>

## References

1. Mlama P, Dioum M, Makoye H, Murage L, Wagah M, Washika R. 2005. Gender Responsive Pedagogy: A Teacher's Handbook. Nairobi, Kenya: Forum for African Women Educationalists.  
[http://www.ungei.org/files/FAWE\\_GRP\\_ENGLISH\\_VERSION.pdf](http://www.ungei.org/files/FAWE_GRP_ENGLISH_VERSION.pdf). Accessed June 25, 2018.
2. United Nations Educational, Scientific, and Cultural Organization (UNESCO) Bangkok. 2009. Gender in Education Network in Asia-Pacific (GENIA) Toolkit: Promoting Gender Equality in Education. Bangkok, Thailand: UNESCO Bangkok.  
<http://unesdoc.unesco.org/images/0018/001864/186495E.pdf>. Accessed June 27, 2018.



For more information, please visit  
**[www.mcsprogram.org](http://www.mcsprogram.org)**

This presentation was made possible by the generous support of the American people through the United States Agency for International Development (USAID), under the terms of the Cooperative Agreement AID-OAA-A-14-00028. The contents are the responsibility of the authors and do not necessarily reflect the views of USAID or the United States Government.

[facebook.com/MCSPglobal](https://facebook.com/MCSPglobal)

[twitter.com/MCSPglobal](https://twitter.com/MCSPglobal)

## Facilitator Resource: Gender Statements<sup>8</sup>

### Statements on Gender Roles

**Facilitator note:** When discussing the various statements under this category, you may want to raise the following points:

- Men are generally perceived to have more privileges in society—for example, being favored for educational and economic opportunities. However, men can also have many burdens. Likewise, women face many social pressures.
- Although individuals are born female or male, they undergo a socialization process whereby they learn to conform to social and cultural expectations regarding how women and men should behave, dress, speak, think, etc. Gender roles are learned/acquired and are not biological/innate.
- The goal of gender equality is not for women and men, girls and boys, to become the same. The goal of gender equality is to ensure that women and men have the same chances to access and benefit from social, economic, and political resources (e.g., have the same opportunities to vote, to be educated).

- A woman's place is in the home.
- The most important thing a woman can do is have babies and care for them.
- A man is only valued for his ability to make money and provide for his family.
- A man is more of a man once he has fathered a child.
- Women are naturally better parents than men.
- Men will feel threatened if too many women are in leadership roles.
- For women to succeed in the workplace, special benefits and dispensations must be made available to them.

**Facilitator note:** Women may be equally capable in the workplace in terms of skills and abilities and should not necessarily be given special advantages over men. However, women may need special considerations for things like leave for childbearing, flexible schedules for childcare, space for breastfeeding and breast pumping, or other accommodations (for example, for office setting, travel, or safety and security).

- The burden of accommodating women's needs in the workplace is too costly.
- Gender-equitable relationships should be the goal of a family planning (FP)/reproductive health (RH) program.
- Female-controlled contraceptive methods perpetuate gender inequality in sexual relationships (because responsibility for contraceptive protection remains on women).

---

<sup>8</sup> Interagency Gender Working Group (IGWG). 2017. Vote with your feet: Example bank. IGWG website. <https://www.igwg.org/wp-content/uploads/2017/05/VoteWithYourFeetExamples.pdf>. Accessed July 2, 2018.

**Facilitator note:** In some societies where women typically have little decision-making over FP use, a female-controlled contraceptive method can help a woman gain more control over her body and FP. However, in some instances or societies, female-controlled methods may simply continue the norm and burden that women alone are responsible for FP.

- It is fair and appropriate to expect service providers to mitigate power dynamics between a couple seeking services.

## Statements on Gender and Sexuality

**Facilitator note:** Keep in mind the following points related to some of the statements in this category:

- Unfortunately, in many cultures, men and women receive different messages about sexuality. Men's sexuality is seen as impulsive and uncontrollable, whereas women's sexuality is seen as passive and controllable. These contrasting messages often have negative implications for how men and women relate to each other in intimate and sexual relationships.
  - Both men and women have sexual desires and can feel sexual excitement. This excitement depends on biological as well as social and psychological factors.
  - Messages about sexuality, regardless of the source, communicate different attitudes and expectations.
  - Often messages, whether from parents, peers, religious institutions, or the media, communicate traditional gender norms and stereotypes regarding sexuality (e.g., it is not "normal" to have anal sex; sex should only happen when both parties are married).
  - When sexual rights are not respected, both women and men are more vulnerable to sexually transmitted infections including HIV. It follows, therefore, that respecting sexual rights, as well as other rights, creates a more secure society for everyone.
  - Despite the fact that homosexuality is more visible in some contexts than others, same-sex intimate behavior is relatively common, having been found in almost every known culture of the world. Further, historians have documented that colonization in many areas altered pre-existing attitudes toward homosexuality, introducing extreme homophobia (rather than homosexuality) by naming, categorizing, and even criminalizing same-sex practices and intimacies.<sup>9,10</sup>
  - Although we do not know precisely what determines a person's sexual orientation, we do know that it is formed early in life, is not chosen by the person, and cannot be changed, although some may hide it because of social taboos and homophobia.
- 
- Men are more concerned about sexual performance than women.
  - Sexual pleasure is more important to men than to women.

**Facilitator note:** Sexual pleasure is just as important to women as it is to men. Society often focuses on men's sexual pleasure, but women's sexual pleasure is equally important.

<sup>9</sup> Interagency Gender Working Group (IGWG). 2017. Sexual orientation and gender identity definitions and myths. IGWG website. [https://www.igwg.org/wp-content/uploads/2017/05/FG\\_SexOrientDefsMyths-1.pdf](https://www.igwg.org/wp-content/uploads/2017/05/FG_SexOrientDefsMyths-1.pdf). Accessed July 2, 2018.

<sup>10</sup> Alexander MJ. 2006. *Pedagogies of Crossing: Meditations on Feminism, Sexual Politics, Memory, and the Sacred*. Durham, NC, USA: Duke University Press.

- These days, it's okay for a girl/woman to initiate sex.
- Oral sex is more intimate than intercourse.
- People who have multiple sexual partners concurrently are irresponsible.

**Facilitator note:** Some people who have multiple sexual partners concurrently did not choose to have multiple partners. Additionally, having multiple sexual partners concurrently is condoned in some religions or cultures.

- It is empowering for a woman to use her sexuality as a bargaining tool (e.g., by offering or withholding sex with her partner or another person).
- A sex worker is a victim.

**Facilitator note:** Often, women or men choose to sell sex for pleasure, money, goods, or services. People who sell sex come from many different backgrounds and may choose sex work for a range of reasons. A sex worker may be poor and not have the education or training for another type of career. A sex worker may have a middle-class background, college education, and no apparent financial need to engage in sex work. Some sex workers enjoy their work and some do not.

- People in same-sex relationships have equal rights in my community.
- The ability to express one's sexual orientation and gender identity freely is key to contributing fully to society.
- A woman should have sex only with someone she loves.
- A man should have sex only with someone he loves.
- Sex is more important to men than to women.
- A woman should be a virgin at the time of marriage.
- It is okay for a man to have sex outside of marriage if his wife does not know about it.

## Statements on Gender-Based Violence (GBV)

**Facilitator note:** Keep in mind the following points related to some of the statements in this category:

- No person deserves to be beaten, no matter what they have done. Regardless of the circumstances, violence cannot and should not be justified.
- When there is violence in a relationship between men and women, generally the violence the man commits is more severe. When women use violence, it is generally in response to a partner's violence, and in many cases, their partners react with more violence.
- A violent person is not out of control. Even men who say they lose control when they hurt their partners do not use violence in every situation, nor with every person. They are selectively violent—in other words, their violence is a choice.
- Those who mistreat others do not feel any more rage than other people, but they use their rage as an excuse and a justification for their behavior, against people who have less power than they do.

- Women are just as likely to support wife-beating as men. Or, women are just as likely to perpetrate violence as men are.

**Facilitator note:** Based on Demographic and Health Surveys in various countries, women are often just as likely or more likely to believe wife-beating is justified. Women are influenced by the same social and gender norms that make violence acceptable, but their beliefs do not mean that they deserve it or are asking for it. Some studies have found that women use violence in relationships as well, sometimes as much as men. However, in surveys on GBV that have asked how often violence is experienced, how harshly, and whether it is in response to other violence, men come out more clearly as aggressors. In terms of general violence in society, men are overwhelmingly more likely to be the perpetrators.

- A man has the right to hit a woman.

**Facilitator note:** Violence is never justified. Everyone has a right to live free of violence.

- In certain circumstances, women provoke violent behavior.

**Facilitator note:** First, women are never to blame for experiencing violence at the hands of their partner. Women may in some cases initiate violence, but violence is not acceptable from either males or females and should be deescalated.

- GBV is too culturally sensitive an issue to be addressed in RH projects.

**Facilitator note:** GBV is linked to poor RH outcomes and should absolutely be addressed in RH projects, if there are resources to do so in an adequate manner that complies with World Health Organization clinical guidelines and evidence-based practices. GBV has been linked to sexually transmitted infections, vaginal bleeding and infection, fibroids, decreased sexual desire, genital irritation, pain on intercourse, chronic pelvic pain, and urinary tract infections. GBV during pregnancy has been associated with low birthweight. Some studies have shown associations between abuse during pregnancy and infant outcomes including preterm delivery, fetal distress, antepartum hemorrhage, and pre-eclampsia.

- Men sometimes have a good reason to use violence against their partners.

**Facilitator note:** It is never acceptable for men to use violence against their partners. Women may in some cases initiate violence, but violence is not acceptable from either males or females and should be deescalated.

## Participant Handout: Case Studies

### Case Study 1

In one classroom, all of the male students sit together on one side of the room and all of the female students sit together on the other side. The teacher tends to focus his attention on the male half of the room while the female students mostly remain silent and take notes. The teacher often complains about the lack of participation from the female students, saying they would be better off leaving school to find a husband and have children since they have no interest in studying.

### Case Study 2<sup>11</sup>

In one classroom, when the teacher asks questions, the same three students (all male) usually answer. Sometimes the teacher calls on female students to answer a question, but they usually refuse to answer or say they do not know. Whenever this happens, the male students laugh at the female students or make jokes. One female student will sometimes try to participate, but usually a male student interrupts her when she is talking.

### Case Study 3

A teacher has decided to boost the learning environment in their classroom. The teacher has brought several posters illustrating women as nurses and midwives, and men as laboratory technicians and doctors. When the teacher lectures, they always tend to use male examples of doctors and laboratory technicians, and female examples of midwives and nurses. The teacher is also known to actively discourage female students from pursuing a profession as laboratory technicians, stating that women are better in professions that build off of their nature as caregivers. In addition, the teacher often mocks male students who want to become midwives, stating that men need to be in positions of power.

### Case Study 4

A teacher has noticed that, since giving birth, one of their top-performing students has begun getting lower scores on her exams. The student has come to class late a few times and has missed a class on occasion. The teacher has noticed that the student often looks very tired and assumes the change in the student's performance is due to her new responsibilities as a mother. The teacher does not believe the student is entitled to preferential treatment because, after all, she chose to have a child so she should be able to manage her responsibilities as a mother and a student.

---

<sup>11</sup> Dierking P. 2016. Promoting gender equality in the English language classroom. Webinar presented on: *American English Webinar Series*. <https://phildierking.com/education/webinars/promoting-gender-equality-in-the-english-language-classroom/>. Accessed July 2, 2018.

# Participant Handout: Gender-Responsive Teaching Skills Checklist

This resource provides a checklist for concrete actions that you as a teacher can take to make your classroom more gender-responsive.

## Classroom Setup

- Be aware of the impact of the seating arrangements in class on classroom interaction—do men sit at the front and dominate? Are the women huddled in a corner and left alone?<sup>12</sup>
- Have a classroom seating plan that enables both female and male students to participate and have equal opportunities to learn.<sup>13</sup>
- Consider how to arrange the classroom and interact with the students in a way that will promote equal participation of both women and men. Plan in advance to ask substantive questions of both women and men. Think about where to stand, sit, or move about the classroom during the lesson.<sup>14</sup>
- Experiment with different student groupings to find which are the most comfortable and effective for different forms of learning (e.g., all-female groups, mixed groups, groups in which there are mostly women and 1 or 2 men). Women tend to enjoy and benefit from noncompetitive, collaborative activities and working in groups toward a common objective.<sup>11</sup>

## Classroom Participation, Interaction, and Dynamics

- Become conscious of the number of questions asked and answered by female and male students, and the amount of attention given to different students in the class.<sup>11</sup>
- Understand the often lower levels of self-confidence in women and ensure that they are given time to think about and answer a question before moving on to another student.<sup>11</sup>
- Without being patronizing or condescending, praise and encourage women in their work and extend invitations for further assistance as needed.<sup>11</sup>
- Value equally the learning ability of both female and male students.<sup>12</sup>
- Facilitate both female and male students' abilities to learn and progress equally and develop their potential to the fullest.<sup>12</sup>
- Call on or address both female and male students a balanced number of times and for all subjects.<sup>12</sup>
- Give both female and male students an equal opportunity to write on the writing board a balanced number of times on all subjects.<sup>12</sup>
- Give both female and male students equal opportunity to present their work or answers to the class.<sup>12</sup>
- Give similar duties to both female and male students (e.g., cleaning, moving furniture).<sup>12</sup>

---

<sup>12</sup> Secretariat of Education/Sudan Basic Education Program Gender Equity Support Program. 2004. Gender equity strategies for South Sudan series: Girl-friendly teaching. INEE [Inter-Agency Network for Education in Emergencies] Toolkit website. [http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1044/Gender\\_Equity\\_Strategies.PDF](http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1044/Gender_Equity_Strategies.PDF). Published September. Accessed July 3, 2018.

<sup>13</sup> United Nations Educational, Scientific, and Cultural Organization (UNESCO) Bangkok. 2009. *Gender in Education Network in Asia-Pacific (GENIA) Toolkit: Promoting Gender Equality in Education*. Bangkok, Thailand: UNESCO Bangkok. <http://unesdoc.unesco.org/images/0018/001864/186495E.pdf>. Accessed June 27, 2018.

<sup>14</sup> Mlama P, Dioum M, Makoye H, Murage L, Wagah M, Washika R. 2005. *Gender Responsive Pedagogy: A Teacher's Handbook*. Nairobi, Kenya: Forum for African Women Educationalists. [http://www.ungei.org/files/FAWE\\_GRP\\_ENGLISH\\_VERSION.pdf](http://www.ungei.org/files/FAWE_GRP_ENGLISH_VERSION.pdf). Accessed June 25, 2018.

- Provide guidance and counseling, if possible, as well as mentoring support to both female and male students with regard to the continuation of their studies, job perspectives, or psycho-social needs. This support should be delivered in a gender-sensitive way so that both women and men do not choose stereotyped paths (for instance, women should not be led to select subjects or health fields regarded as being more “feminine” and men should not be led to select subjects or health fields that are regarded as being more “masculine”).<sup>12</sup>
- Watch for indications of bullying, sexual harassment, impact of HIV/AIDS, and peer pressure, among other issues.<sup>13</sup>
- Make time for adequate feedback from both women and men to ensure that both women and men have understood the lesson.<sup>13</sup>
- Support and encourage both female and male students to be class leaders, possibly having one female and one male as co-leaders.<sup>12</sup>
- Select teaching methodologies that will ensure equal participation of both girls and boys. Some teaching methodologies like group work, group discussions, role-play, debates, case studies, and explorations can be very effective in encouraging student participation and will therefore give female students the opportunity to participate more actively. In practice, take care that dominant individuals do not sideline less assertive ones.<sup>13</sup>
- When assigning projects, ensure that both female and male students are given leadership positions and roles, and take into account how the learning materials will be distributed equally to both women and men, especially when there are shortages.<sup>13</sup>

## Being Gender Aware

- Have a zero tolerance policy with clear punitive measures for gender-based teasing and harassment in and out of class.<sup>11</sup>
- React cautiously to unfriendly and potentially gender-biased attitudes that students may demonstrate toward their peers.<sup>12</sup>
- Help students question gender-biased attitudes in order to prevent them from continuing into the future.<sup>12</sup>
- Be sensitive to women’s need to occasionally leave the class for the bathroom (especially if it is shared with men and so may be very uncomfortable to use during break times).<sup>11</sup>
- Allow for sufficient time to deal with gender-specific problems, if any, such as female students who have missed class due to menstruation, household chores, or family responsibilities.<sup>13</sup>

## Teaching and Learning Materials and Methodologies

- Provide examples and activities in class that reflect women’s interests and experiences as well as those of men.<sup>11</sup>
- Use gender-neutral or gender-inclusive language.
- Be openly questioning and critical of teaching and learning materials (such as textbooks) which portray women in menial roles.<sup>11</sup>
- Use materials that portray female and male characters in equal numbers and involved in similar activities.<sup>12</sup>
- Display posters on the walls that portray female and male characters in equal numbers and involved in activities together.<sup>12</sup>



- Review the teaching and learning materials for gender responsiveness: Does the material contain gender stereotypes? If so, what techniques can be used to address them? (For example, if a chemistry textbook portrays only male scientists as inventors, include a discussion of female scientists.)<sup>13</sup>
- Develop lesson plans that allow all students to participate. When doing a practical science experiment, ensure that both women and men have a chance to use the equipment and chemicals.<sup>13</sup>

## Facilitator Resource: Dealing with Difficult Situations<sup>15</sup>

During facilitation, the facilitator may be addressing many topics that are very sensitive and difficult to discuss. It is likely that the facilitator will have to deal with participants who make statements that are not in line with the views and values of the program. These could include sexist, homophobic, or racist remarks or opinions. Everyone has a right to their opinion. But they do not have a right to oppress others with their views.

For example, a participant might say, *“If a woman gets raped, it is because she asked for it. The man who raped her is not to blame.”* It is important that facilitators challenge such opinions and offer a viewpoint that reflects the philosophy of the program. This can be difficult. But it is essential in helping participants work toward positive change. The following process is one suggestion for dealing with such a situation:

### Step 1: Ask for clarification

*“I appreciate you sharing your opinion with us. Can you tell us why you feel that way?”*

### Step 2: Seek an alternative opinion

*“Thank you. So at least one person feels that way, but others do not. What do the rest of you think? Who here has a different opinion?”*

### Step 3: If an alternative opinion is not offered, provide one

*“I know that a lot of people completely disagree with that statement. Most men and women I know feel that the only person to blame for a rape is the rapist. Every individual has the responsibility to respect another person’s right to say ‘no.’”*

### Step 4: Offer facts that support a different point of view

*“The facts are clear. The law states that every individual has a right to say no to sexual activity and that, regardless of what a woman wears or does, she has a right not to be raped. The rapist is the only person to be blamed.”*

Note that even after the facilitator takes these four steps to address the difficult statement, it is very unlikely that the participant will openly change his or her opinion. However, by challenging the statement, the facilitator has provided an alternative point of view that, it is hoped, the participant will be more likely to consider and adopt later.

## Gender Sensitivity in Teaching

Gender sensitivity is defined as the ability to recognize gender issues. You may be thinking, “I am a teacher and I work with the students who enroll in my courses. I do not understand why I should be aware of gender issues.”

From the teacher’s perspective, gender-sensitive teaching equally supports the learning of male and female students. The fact that there may be as many female as male students enrolled in your institution does not make your institution gender sensitive. Gender issues may be raised by the selection of course materials, presentation habits of teachers (e.g., always referring to health professionals as “he”), asking primarily male or female students to lead small-group activities, etc.

<sup>15</sup> Toliver M. 2015. *Training on Gender and Sexual and Reproductive Health: Facilitation Manual*. New York, NY, USA: EngenderHealth. Page 123.

There are a number of factors to consider to ensure that your course and academic program are gender sensitive. The following list is adapted from a questionnaire for the evaluation of gender sensitivity in teaching.<sup>16</sup>

**Learning material:**

- Spoken and written language uses either gender-neutral or male and female forms.
- References to men and women appear equally often and with the same importance.
- Male and female persons appear in the material (photos, examples, illustrations) to the same extent.
- Male and female persons are presented in the material (photos, examples, illustrations) at the same hierarchical levels and in non-stereotypic roles.

**Classroom teaching:**

- The teacher addresses male and female students equally often and with equally demanding requests.
- The teacher allows male and female students to contribute to the discussion equally.
- The teacher gives equally intensive and constructive feedback to male and female students.
- In group tasks each student takes various and non-stereotypic roles and functions.
- The teacher reinforces non-stereotypic behavior of students and regulates stereotypic behavior of students.
- The development of gender competence is among the learning objectives.
- Critical thinking is among the learning objectives and integrated in the teaching activities in order to enable detection and reflection of inequality.
- Students reflect on their attitudes regarding gender equality and femininity and masculinity.
- Gender equality is explicitly presented as a principle of teaching.

**Subject matter:**

- Gender is incorporated into the teaching content in a clear manner.
- Students reflect about gender-related structural dependencies and constraints within their domain, work environment, and job market.
- The work of both male and female authors and researchers is considered.

**Learning evaluation:**

- Male and female students perform equally well in learning outcome measures.
- Objective criteria are used in the evaluation of student performance.
- Gender-neutral language and representation is a criterion for learning evaluation.

---

<sup>16</sup> Did@cTIC center University of Freiburg. Date unknown. Questionnaire: Evaluation pour l'enseignement supérieur sensible au genre [Questionnaire: Evaluation for gender-sensitive higher education]. University of Freiburg website. [https://www3.unifr.ch/didactic/fr/assets/public/projets\\_de\\_recherche/projet\\_equal/Eval\\_cours\\_genre\\_fr.pdf](https://www3.unifr.ch/didactic/fr/assets/public/projets_de_recherche/projet_equal/Eval_cours_genre_fr.pdf). Accessed July 3, 2018.

- The learning evaluation also contains assessment of gender competence.
- Ensure that feedback and learning evaluation methods are free from prejudice and stereotypes.

#### Teaching evaluation:

- Female and male participants equally contribute to the evaluation of the teaching (questionnaire, discussion, etc.).
- The analysis of teaching evaluation data is disaggregated by student sex.
- Students' satisfaction with all relevant characteristics of the course (e.g., learning activities, teacher-student interaction, use of technology, practical relevance of content, perceived learning outcomes) is analyzed and separated by student sex and used for further development of the teaching.
- Teachers are evaluated for applying gender-sensitive teaching methods. Consequences for teachers who do not apply such methods are in place and implemented.
- The teacher self-evaluates gender equality of his or her teaching (teaching activities, interaction with students, own stereotypes, etc.).

#### Team teaching:

- Male as well as female teachers and tutors are involved.
- Male and female teachers and tutors are involved in equally important roles and functions.

## Evaluation for Gender-Sensitive Teaching<sup>17</sup>

This questionnaire helps you to reflect on your teaching from a gender perspective and to design your teaching in a gender-sensitive way. What can motivate you to engage in this?

Not only political pressure, with the demand for gender mainstreaming in the educational system, but also subject areas, didactics, and personal interests contribute to the willingness to consider gender aspects in teaching.

Regarding **subject areas**, gender is an important component to consider in all areas of study, to interest female and male students alike, and to prepare students for the gender-related conditions of work environments in that domain.

From a **didactics** point of view, gender-sensitive teaching aims at equally supporting the learning of male and female students. The fact that we find as many female as male students in higher education does not make university teaching automatically gender sensitive. Next to the official curriculum, the so-called hidden curriculum unconsciously and implicitly transmits content and objectives, for instance by one-sided choices of content.<sup>18</sup> Gender-sensitive teaching detects and counteracts such hidden curricula. Moreover, gender aspects play a role in interactions between teachers and students and among students. Empirical studies show that the binary conception of gender continues to be constructed in teaching.<sup>19</sup> The binary conception of gender is problematic because of the attribution of differential judgments and values. Hence, gender equality is a criterion for the quality of teaching.<sup>20</sup>

<sup>17</sup> Translated by Maimouna Toliver and adapted by Tracy McClair for Jhpiego from: Did@cTIC center University of Freiburg. Date unknown. Questionnaire: Evaluation pour l'enseignement supérieur sensible au genre [Questionnaire: Evaluation for gender-sensitive higher education]. University of Freiburg website. [https://www3.unifr.ch/didactic/fr/assets/public/projets\\_de\\_recherche/projet\\_equal/Eval\\_cours\\_genre\\_fr.pdf](https://www3.unifr.ch/didactic/fr/assets/public/projets_de_recherche/projet_equal/Eval_cours_genre_fr.pdf). Accessed July 3, 2018.

<sup>18</sup> Cornbleth C. 1984. Beyond hidden curriculum? *J Curriculum Stud.* 16(1):29–36.

<sup>19</sup> Grossman H, Grossman SH. 1994. *Gender Issues in Education*. Boston, MA, USA: Allyn and Bacon.

<sup>20</sup> Howie G, Tauchert A, Howe G. 2002. *Gender, Teaching and Research in Higher Education: Challenges for the 21st Century*. Farnham, United Kingdom: Ashgate.

**Personal** interest in gender-equitable teaching can develop as the gender competence and reflections made can be transferred to other professional (e.g., job application) and private situations.

This questionnaire is based on the assumption that teaching is not gender-neutral. Gender-equitable teaching is not simply applying specific teaching methods. Rather, it means to detect, make aware, and integrate gender issues in relation with your teaching scenario. This questionnaire is thought to help you with this.

Dehler et al. constructed a catalogue of criteria assessing gender equality in teaching.<sup>21</sup> Based on these criteria, the University of Fribourg elaborated this instrument for peer and self-evaluation of gender equality in teaching.

All criteria that are open to peer and self-evaluation were identified and selected for the current questionnaire. You can estimate the degree to which each item is true for and applied in your own or your colleagues' teaching on a scale from -- (not at all applied) to ++ (fully applied). Of course, you can choose which items are relevant for the concrete teaching context for which you want to evaluate gender equality. For peer evaluation, only aspects that are open to external observation are to be considered. It is possible and recommended to follow a holistic multi-method approach by combining results from peer and self-evaluation with other assessment methods (such as student questionnaires for teaching evaluation and content analysis of learning material).

Learning material	--	-	+	++
Spoken and written language uses either gender-neutral or male and female forms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Illustrations/text/topics that are typically associated with men and women appear equally often and with the same importance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Male and female persons appear in the material (photos, examples, illustrations) to the same extent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Male and female persons are presented in the material (photos, examples, illustrations) at the same hierarchical levels and in non-stereotypic roles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes/Comments:

---



---



---



---

<sup>21</sup> Dehler J, Charlier B, Wüthrich A. 2009. Conceptualization and assessment of gender equality in university teacher training. Paper presented at: 13th Conference of the European Association for Research on Learning and Instruction; August 25–29; Amsterdam, The Netherlands.

Didactics	--	-	+	++
The teacher offers challenging opportunities that allow students to grow to both male and female students equally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teacher equally takes on contributions from male and female students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teacher gives equally intensive and constructive feedback to male and female students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In group tasks each student takes various and non-stereotypic roles and functions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teacher reinforces non-stereotypic behavior of students and regulates stereotypic behavior of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The development of gender competence is among the learning objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical thinking is among the learning objectives and integrated in the teaching activities in order to enable detection and reflection of inequality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students reflect on their attitudes regarding gender equality and femininity/masculinity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender equality is explicitly presented as a principle of teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes/Comments:

---



---



---



---

Subject Matter	--	-	+	++
The teacher clearly explains how gender relates to the subject matter area that is taught.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students reflect about gender-related structural dependencies/constraints within their domain, work environment, and job market.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Both male and female authors and researchers are considered when selecting course materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes/Comments:

---



---



---



---

Learning Evaluation	--	-	+	++
Male and female students perform equally well in learning outcome measures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Objective criteria are used in the evaluation of student performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender-neutral language and representation is a criterion for learning evaluation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning evaluation also contains assessment of gender competence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructors reflect upon their feedback, and the learning evaluation methods that they use, to ensure that prejudice and stereotypes are not adopted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes/Comments:

---



---



---



---

Teaching Evaluation	--	-	+	++
Both female and male students evaluate the teaching (questionnaire, discussion, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The analysis of teaching evaluation data is disaggregated by student sex if the number of students permits (minimum 20).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' satisfaction with all relevant characteristics of the course (e.g., learning activities, teacher-student interaction, use of technology, practical relevance of content, perceived learning outcomes) is analyzed separately by student sex (if the number of students permits, minimum 20) and used for further development of the teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation assessments of gender equality are applied during the course and consequences are derived and implemented.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teacher self-evaluates gender equality of his or her teaching (teaching activities, interaction with students, own stereotypes, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes/Comments:

---



---



---



---

Team Teaching	--	-	+	++
Male as well as female teachers/tutors are involved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Male and female teachers/tutors are involved in equally important roles and functions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes/Comments:

---



---



---



---

The most interesting and thought-provoking questions for me personally were:

---



---



---



---

Which new ideas came to my mind?

---



---

Which aspects of my teaching do I want to keep track of?

---



---

On which aspect would I like to get additional information or consultation? What do I want to modify in my future teaching?

---



---

What would I like to try out and experiment with?

---



---

# Session 3

## Session Plans

<b>Duration:</b> 1 hour 30 min
<b>Topic:</b> Creating a Gender-Responsive Academic Institution
<b>Session Objectives:</b> By the end of this session, learners will be able to: Identify strategies to ensure a gender-responsive learning environment Create a plan to ensure a gender-responsive learning environment
<b>Advance Preparation:</b> <ul style="list-style-type: none"> <li>Practice the <i>Gender Promotion at the Institutional Level</i> PowerPoint presentation beforehand to familiarize yourself with the content.</li> <li>Make four copies of <i>Participant Handout: Case Study</i>.</li> <li>Make a copy of the <i>Gender Promotion at the Institutional Level</i> PowerPoint notes pages for each of the participants.</li> <li>Make enough copies of <i>Participant Handout: Gender-Responsive Teaching Methods Monitoring and Evaluation Checklist</i> for each participant.</li> </ul>

Methods and Activities	Materials/Resources
<b>Introduction (5 min)</b> 1. Explain that addressing gender in the classroom is only one aspect of gender-responsive teaching methods. Creating a gender-responsive learning environment for students also requires that systems and processes are set up at the institutional level to ensure that the specific needs of all students are met.	
<b>Gender Promotion at the Institutional Level (30 min)</b> 2. Tell the group that you are going to share some institutional-level strategies for the creation of a gender-responsive academic institution. 3. Project and present the <i>Gender Promotion at the Institutional Level</i> PowerPoint; pause at various intervals to allow participants to ask any questions they may have. (SPEND NO MORE THAN 20 MINUTES ON THIS STEP.) 4. After you have presented, facilitate a 10-minute group discussion using the following questions: <ul style="list-style-type: none"> <li>Thinking about your respective academic institution, what are some major gender barriers that need to be addressed by administration in order to ensure all students benefit from a supportive learning environment?</li> <li>Thinking about your respective academic institution, what are some priority institutional actions that are needed in order to improve its gender-responsiveness?</li> <li>Which of the institutional measures do you perceive as being challenging for management to implement? Why?</li> </ul>	<ul style="list-style-type: none"> <li>Chairs organized in a semicircle</li> <li>Projector</li> <li>Gender Promotion at the Institutional Level PowerPoint</li> <li>Copies of the PowerPoint notes pages for each of the participants</li> </ul>
Before moving on, distribute a copy of the <i>Gender Promotion at the Institutional Level</i> PowerPoint notes pages to each participant.	



Methods and Activities	Materials/Resources
<p><b>Identifying Strategies for a Gender-Responsive Academic Institution (50 min)</b></p> <ol style="list-style-type: none"> <li>5. Explain to participants that they will spend some time in small groups identifying institutional-level strategies for the creation of a gender-responsive academic institution.</li> <li>6. Divide participants into 4 small groups. Once the small groups have been created, distribute the following to each group: <i>Participant Handout: Case Study</i>, <i>Participant Handout: Gender-Responsive Teaching Methods Monitoring and Evaluation Checklist</i>, one marker, and two sheets of flipchart paper. Also, ask participants to have available the <i>Participant Handout: Gender-Responsive Teaching Skills Checklist</i> from the previous session.</li> <li>7. Next, explain that each group has received the same case study; they will spend 20 minutes in their small groups examining the case study in order to develop a plan or list strategies to strengthen the gender-responsiveness of the fictional school featured in the case study. Instruct the groups to identify a group leader who will be responsible for reporting back to the large group.</li> <li>8. Ask the groups to identify an area in or outside of the room where they can meet to complete the assignment. (SPEND NO MORE THAN 5 MINUTES ON STEPS 1–4.)</li> <li>9. After 20 minutes, call time and ask the groups to post their flipchart sheets on a wall in the room.</li> <li>10. After the groups have posted their flipcharts on the wall, ask participants to spend 3–5 minutes reading the strategies recommended by the other small groups.</li> <li>11. After 5 minutes, ask participants to regain their seats. Facilitate a 20-minute group discussion using the following questions: <ul style="list-style-type: none"> <li>• Are there any strategies you disagree with? Which ones and why?</li> <li>• Which are the best strategies you noticed? Why?</li> <li>• Which issues do you feel would be the most challenging for the school to tackle? Why?</li> <li>• Do schools in your context actually face any of the issues identified in the case study? Which ones?</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Flipchart stand</li> <li>• Flipchart paper</li> <li>• Markers</li> <li>• Masking tape</li> <li>• Chairs organized in a semicircle</li> <li>• Participant Handout: Case Study</li> <li>• Participant Handout: Gender-Responsive Teaching Methods Monitoring and Evaluation Checklist</li> <li>• Participant Handout: Gender-Responsive Teaching Skills Checklist (from Session 2—Introduction to Gender-Responsive Teaching Methods)</li> </ul>

Methods and Activities	Materials/Resources
<p><b>Conclusion (5 min)</b></p> <p>12. End the session by summarizing the main points as follows:<sup>22</sup></p> <ul style="list-style-type: none"> <li>• Creating gender-responsive learning materials is a process led by the school management that requires the action and commitment of all stakeholders, including teachers, parents, and students.</li> <li>• Many of the actions needed to make a school gender-responsive require the introduction of new approaches, practices, and systems. Thus, school management must change even as the classroom environment is changing.</li> <li>• It is the school management that provides teaching and learning materials that are gender-responsive and trains teachers in gender-responsive teaching methods. In addition, it is management's responsibility to formulate, apply, and monitor rules and regulations that will transform the school into a gender-responsive environment.</li> <li>• The teacher has an important role to play by working closely with the school management through regular communication on classroom-related gender issues.</li> </ul>	

<sup>22</sup> Mlama P, Dioum M, Makoye H, Murage L, Wagah M, Washika R. 2005. *Gender Responsive Pedagogy: A Teacher's Handbook*. Nairobi, Kenya: Forum for African Women Educationalists. [http://www.ungei.org/files/FAWE\\_GRP\\_ENGLISH\\_VERSION.pdf](http://www.ungei.org/files/FAWE_GRP_ENGLISH_VERSION.pdf). Accessed June 25, 2018.

## PowerPoint: Gender Promotion at the Institutional Level<sup>23</sup>



**USAID**  
FROM THE AMERICAN PEOPLE

Maternal and Child  
Survival Program

### Gender Promotion at the Institutional Level



This presentation is made possible by the generous support of the American people through the United States Agency for International Development (USAID), under the terms of the Cooperative Agreement No. AID-OAA-A-14-00028. The contents are the responsibility of HRH Program and do not necessarily reflect the views of USAID or the United States Government.

<sup>23</sup> [PowerPoint-Gender-Promotion-at-the-Institutional-Level.pdf](#)

## A Gender-Responsive Institution

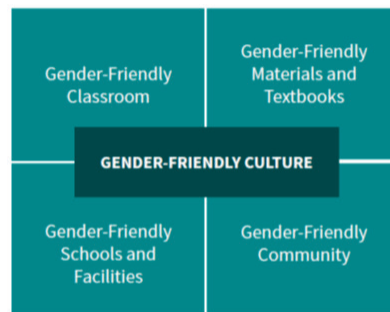
- A gender-responsive institution is one in which the academic, social, and physical environment and the institution's surrounding community take into account the specific needs of women and men. It also assumes that institutional systems, policies, and practices recognize and address the gender- or sex-based needs of both women and men.<sup>1</sup>

## A Gender-Responsive Institution, cont'd

- Management plays a critical role in creating a gender-responsive institutional environment
- Management should provide the necessary:
  - Human resources
  - Governance
  - Budget
- Faculty members also have an active role to play by working closely with the institution's management to promote gender-responsiveness internally

## A Gender-Responsive Institution, cont.

- Creating a gender-responsive academic institutional environment requires a holistic approach focused on four key areas:
  - School management and facilities
  - Teaching and learning materials and processes
  - Creating a safe and secure classroom environment
  - Community participation



Source: IREX. (n.d.). Creating Supportive Learning Environments for Girls and Boys, A Guide for Educators. (Accessed June 11, 2018 at: <https://www.irex.org/resource/creating-supportive-learning-environments-girls-and-boys-guide-educators>)

## A Gender-Responsive Institution: Faculty, Management, Students, Community

- Increasing the gender awareness and sensitivity of:
  - Faculty members
  - Management
  - Students (women and men)
  - The community surrounding the institution

## A Gender-Responsive Institution: Faculty, Management, Students, Community, cont.

- Some questions to consider related to faculty and school management:
  - What is the ratio of male teachers to female teachers?
  - Do community leaders and parents value female and male teachers equally? Does it translate into formal recognition?
  - Does the school head (male or female) treat both male and female teachers equally? Are they given equal responsibilities and opportunities?
  - Do all teachers encourage women and men to speak and contribute equally?
  - Do all teachers value the views of women and men equally?
  - Have both female and male teachers and the school head participated in gender training courses?

## A Gender-Responsive Institution: Faculty, Management, Students, Community, cont.

- Some questions to consider related to parent and community involvement:
  - Are community leaders and parents equally supportive of both female and male school attendance?
  - Are community members and parents volunteering at the school? Do men/fathers and women/mothers participate equally as school volunteers? Do the school volunteering activities of men/fathers and women/mothers reinforce or challenge stereotypical gender roles?
  - Are female and male community members with special knowledge or skills brought into the classroom as resource persons?

## A Gender-Responsive Institution: School Services and Facilities

- Some questions to consider related to school services and facilities:
  - Are scholarships and/or other support available to female and male students in need to ensure they do not drop out of school?
  - Are student boarding facilities located close to the school?
  - Are there well-maintained and an adequate number of functional restrooms for both women and men?
  - Is there clean water available and accessible for all students?
  - Is there adequate sanitation—especially to enhance menstruation management and the overall health of the school and community?
  - Are there enough seats and seating space for both female and male students?

## A Gender-Responsive Institution: School Services and Facilities, cont.

- Can both female and male students make their way safely to the school? Are services provided to ensure their safety, such as transportation?
- Can students safely make their way home after class? Are any services provided to ensure the safety of students leaving campus in the evening/when it is dark?
- Is there any special provision to reduce stigma/discrimination that women and men may face on campus?
- Is there a school policy on sexual harassment and assault?
- Are female students who become pregnant supported by the school, and are they encouraged to continue their schooling?

## A Gender-Responsive Institution: Monitoring and Evaluation

- It is important to involve all stakeholders in monitoring the institution's efforts, and taking action to ensure improved student enrolment, attendance, and performance—particularly that of female students
  - Establish a database to track student performance and welfare and the institution's degree of gender responsiveness

## Reference

- I. Mloma P, Dioum M, Makoye H, Murage L, Wagah M, Washika R. 2005. Gender Responsive Pedagogy: A Teacher's Handbook. Nairobi, Kenya: Forum for African Women Educationalists.  
[http://www.ungei.org/files/FAWE\\_GRP\\_ENGLISH\\_VERSION.pdf](http://www.ungei.org/files/FAWE_GRP_ENGLISH_VERSION.pdf). Accessed June 25, 2018.



For more information, please visit  
**[www.mcsprogram.org](http://www.mcsprogram.org)**

This presentation was made possible by the generous support of the American people through the United States Agency for International Development (USAID), under the terms of the Cooperative Agreement AID-OAA-A-14-00028. The contents are the responsibility of the authors and do not necessarily reflect the views of USAID or the United States Government.

[facebook.com/MCSPglobal](https://facebook.com/MCSPglobal)

[twitter.com/MCSPglobal](https://twitter.com/MCSPglobal)

## Participant Handout: Case Study

In School X, female and male students must use the same restroom, which leaves students feeling uncomfortable. Female students also face challenges when they are menstruating because the restroom stalls do not include any receptacles where they can dispose of their sanitary pads and tampons; there is also no place for them to set their belongings while they change their sanitary pads/tampons.

In this school, the teachers consistently display gender insensitive and discriminatory behaviors and attitudes toward female and male students. In many classrooms, the teachers are oblivious to the fact that female and male students sit on opposite sides of the classroom, and they tend to prioritize men over women. Female students are discouraged from pursuing nontraditional medical professions, and the learning and teaching materials used by the teachers mostly include gender stereotypes.

The school also has a reputation in the community for being unsafe for female students as there are rumors that several female students have been pressured by male teachers to have sex in exchange for good grades. Female students are unaware of where they can seek help or to whom they should report such incidents. As a result, no formal reports have been made, and the male teachers remain at the school.

There is a high rate of student dropouts during and after pregnancy as the school refuses to let pregnant students attend classes and does not allow new mothers on campus with their children.

The school is located in a highly conservative area and the school's administration has begun noticing a decrease in the rate of females enrolling in school: more and more young women are being married off by their families as a means of obtaining income and to conform to local traditions. School administrators have also noted that many female students have been dropping out of school in order to get married and have children, as is the custom.

## Participant Handout: Gender-Responsive Teaching Methods Monitoring and Evaluation Checklist<sup>24</sup>

Indicator	Questions	Response
<b>Activity 1: Training teachers in the skills needed to make teaching and learning processes responsive to the specific needs of girls and boys.</b>		
Teachers should have acquired the following skills:		
1. Gender-responsive teaching methods	<b>How many teachers have undergone training in gender-responsive teaching methods?</b> <ul style="list-style-type: none"> <li>• How many male teachers?</li> <li>• How many female teachers?</li> <li>• What was the duration of the training?</li> <li>• Which organization offered the training?</li> <li>• Where did it take place?</li> <li>• When did it take place?</li> </ul>	
2. Knowledge of gender	<b>How many teachers have undergone gender sensitization?</b> <ul style="list-style-type: none"> <li>• How many male teachers?</li> <li>• How many female teachers?</li> <li>• What was the duration of the training?</li> <li>• When did the training take place?</li> </ul>	
3. Gender-responsive session planning	<b>How many teachers are producing gender-responsive session plans?</b> <ul style="list-style-type: none"> <li>• How many teachers are using gender-responsive session plans?</li> <li>• Provide some samples of gender-responsive session plans in different subjects.</li> </ul>	
4. Gender-responsive delivery of the lesson	<ul style="list-style-type: none"> <li>• What type of gender-responsive teaching methodologies do teachers use? Give specific examples in different subjects and provide the relevant lesson plans.</li> <li>• What techniques do teachers use to ensure that both girls and boys participate equally in class?</li> <li>• What techniques do teachers use to encourage girls to speak out?</li> <li>• What techniques do teachers use to know if the students have understood the lesson? Give specific examples.</li> </ul>	

<sup>24</sup> Mlama P, Dioum M, Makoye H, Murage L, Wagah M, Washika R. 2005. *Gender Responsive Pedagogy: A Teacher's Handbook*. Nairobi, Kenya: Forum for African Women Educationalists.  
[http://www.ungei.org/files/FAWE\\_GRP\\_ENGLISH\\_VERSION.pdf](http://www.ungei.org/files/FAWE_GRP_ENGLISH_VERSION.pdf). Accessed June 25, 2018.

Indicator	Questions	Response
5. Making teaching and learning materials gender responsive	<ul style="list-style-type: none"> <li>How does the school ensure that both girls and boys have equal access to textbooks/reference books, library facilities, laboratory equipment, and other learning materials?</li> <li>Have the teachers analyzed the teaching and learning materials for gender responsiveness?</li> <li>Are the teaching and learning materials used in the institution free of gender stereotypes?</li> <li>If the teaching and learning materials contain gender stereotypes, what action have the teachers taken to deal with the gender stereotypes?</li> <li>Are the teaching aids used in the school free of gender stereotypes?</li> <li>If the teaching aids contain gender stereotypes, what action have the teachers taken to deal with the gender stereotypes?</li> <li>What type of gender-responsive teaching aids have the teachers produced? Provide samples from different subjects.</li> </ul>	
6. Handling sexual harassment in the classroom and beyond	<ul style="list-style-type: none"> <li>Does the institution have a functional sexual harassment policy in place?</li> <li>How many cases of sexual harassment in the classroom have been reported during the last 6 months?</li> <li>Who are the perpetrators?</li> <li>How do the faculty handle cases of sexual harassment in the classroom?</li> <li>Have the cases of sexual harassment decreased in the last year?</li> </ul>	
7. Use of gender-responsive language	<ul style="list-style-type: none"> <li>Do the faculty members know what kind of gender-insensitive language is used in the classroom? Give examples.</li> <li>Is abusive language used in the classroom? Who are the perpetrators (faculty members, students [boys or girls]) and who are the victims (male/female)?</li> <li>What techniques do faculty members use to eliminate use of gender-insensitive or abusive language by themselves and by the students in class?</li> </ul>	

Indicator	Questions	Response
<b>Activity 2: Establishing a gender-responsive institutional management system that ensures gender equality in the governance and operations of the institution.</b>		
8. Institutional management that is gender responsive	<ul style="list-style-type: none"> <li>• Does the institution have a gender-responsive institutional management system in place?</li> <li>• Has the institutional management team undergone gender training?</li> <li>• How many men were trained?</li> <li>• How many women were trained?</li> <li>• What was the duration of the training?</li> <li>• When did it take place?</li> <li>• Which organization offered the training?</li> </ul>	
9. Gender balance in the institutional management structures	<b>How many men and how many women are in each of the following management structures:</b> <ul style="list-style-type: none"> <li>• Dean</li> <li>• Department head</li> <li>• Student council</li> <li>• Head of committees</li> <li>• Which of these structures are headed by men and which ones by women?</li> </ul>	
10. Institutional rules and regulations that ensure a gender-responsive environment	<ul style="list-style-type: none"> <li>• Give specific examples of institutional rules and regulations that make the institution gender responsive.</li> </ul>	
11. Existence and enforcement of a code of conduct for faculty members and students that supports gender responsiveness	<ul style="list-style-type: none"> <li>• Is the code of conduct for both students and teachers gender responsive?</li> <li>• Does the code of conduct include how to deal with cases of sexual harassment for both teachers and students? Absenteeism? Drunkenness? Other deviant behavior? <ul style="list-style-type: none"> <li>• Give specific examples of how these issues have been handled.</li> <li>• How does the school protect the human rights of the students (human dignity, respect, to be heard, health, nutrition, security, not to be exploited for labor, not to be physically violated, e.g., sexual abuse)?</li> </ul> </li> </ul>	

Indicator	Questions	Response
12. Existence and enforcement of gender-responsive national and institutional policies	<ul style="list-style-type: none"><li>Does the institution know of national gender-related policies?</li><li>Give examples of the national policies which are being implemented in the institution.</li><li>What gender-related policies and practices does the institution have? Give specific examples (e.g., a policy to assist poor girls who cannot afford sanitary supplies, zero tolerance for sexual harassment or bullying, ensuring gender balance in student leadership positions).</li><li>Give examples of how the institution is implementing these policies.</li></ul>	
13. Supportive structures for gender-responsive teaching methods	<ul style="list-style-type: none"><li>Is there a system for awarding excellence (academic and social)? How many boys and how many girls benefited last year?</li><li>What is the system for keeping track of the enrolment, retention, and performance of female and male students?</li><li>What measures does the school have in place to ensure that girls have access to sanitary pads, especially the needy students?</li><li>What safety and security measures are in place for students, especially at night in the compound of the institution? For female and male students?</li></ul>	
Activity 3: Establishing a database to track students' performance and welfare as well as the levels of gender responsiveness of all aspects of the institution.		
14. Effective tracking of student enrolment by gender	<ul style="list-style-type: none"><li>How many female and male students are attending the institution in this academic term?</li></ul>	
15. Effective tracking of student retention by gender	<ul style="list-style-type: none"><li>How many female and male students were academically dismissed in the last academic term?</li><li>How many female and male dropped out last year? And what is the leading cause of dropping out among students of each sex (with particular emphasis on female students)?</li><li>How many girls dropped out of school due to early marriage in the last academic year?</li></ul>	
16. Effective tracking of student performance by gender	<ul style="list-style-type: none"><li>Does the institution have a gender-disaggregated database to track students' performance for each course/module and under each department?</li><li>What is the performance of the students by gender for every year, per department?</li></ul>	
17. Effective tracking of the personal welfare of students by gender	<ul style="list-style-type: none"><li>Does the institution have a gender-disaggregated database to track students' personal welfare?</li><li>How many needy female and male students have received scholarships?</li><li>How many incidents of sexual harassment or violence (e.g., rape) were there in the school last academic year?</li><li>How many cases of bullying were reported in the school in the past year?</li><li>How many students with HIV/AIDS are there in the institution? How many female and male students?</li></ul>	

Indicator	Questions	Response
<b>Activity 4: Empowering girls with skills needed for self-confidence, assertiveness, speaking out, decision-making, and negotiation in order for them to overcome gender-based constraints to their education</b>		
18. Girls empowered with skills in: <ul style="list-style-type: none"> <li>• Speaking out</li> <li>• Decision-making</li> <li>• Negotiation</li> <li>• Assertiveness</li> <li>• Self-confidence</li> <li>• Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Does the institution have a functional gender office?</li> <li>• Does the gender office have a gender focal person?</li> <li>• What activities are done by the gender office?</li> <li>• Does the gender office have an effective tracking and documentation system?</li> <li>• How many girls have undergone gender sensitization?               <ul style="list-style-type: none"> <li>• Where and when did the training take place?</li> <li>• How long was the training?</li> <li>• Which organization organized the training?</li> </ul> </li> <li>• How many girls have undergone empowerment training (such as life skills training)?               <ul style="list-style-type: none"> <li>• Where and when did the training take place?</li> <li>• How long was the training?</li> <li>• Which organization organized the training?</li> </ul> </li> <li>• Is there a gender club in the institution?               <ul style="list-style-type: none"> <li>• What are the specific activities of the gender club?</li> </ul> </li> <li>• Do girls actively participate in class (leading group discussions, making presentations, leading academically [both in classroom and practical teaching and assessment])?</li> <li>• Has the academic performance of the girls who have been empowered (e.g., received life skills training) improved? In what ways? Give specific examples.</li> <li>• What kind of systems have the girls put in place to support each other?</li> <li>• What action have girls taken to solve gender-related problems on their own and with the school administration?</li> <li>• How many cases have the girls reported of gender-related problems facing them in the institution, such as sexual harassment, bullying? How many girls now feel confident to speak out in public (in class)?</li> <li>• How many cases have there been where the girls have successfully negotiated to get out of a situation or obtain something they wanted within the institutional setup?</li> </ul>	
19. Improved academic performance of girls		

Indicator	Questions	Response
<b>Activity 5: Empowering male students with skills needed to disengage from gender-oppressive attitudes and practices such as machoism, bullying, and sexual harassment and to develop self-confidence to accept gender equality positively.</b>		
20. Male students empowered with skills to accept and support gender equality	• How many male students have undergone gender sensitization?	
	• How many boys have undergone gender-empowerment training?	
	• Where and when did the training take place?	
	• How long was the training?	
	• Which organization offered the training?	
	• Are the male students members of the gender club in the school if there is one?	
	• What specific activities of the gender club are the male students engaged in?	
	• Do the male students hold leadership positions in this club?	
	• Which leadership positions do male students hold in the school?	
	• What do the male students think about the female students who are empowered?	
	• Are the male students aware of any gender-based constraints that could negatively affect the academic and social development of female students? Which ones?	
	• What kind of activities do the male students undertake to support the female students?	