

# PEDAGOGY STRATEGIES TO PROMOTE GENDER SENSITIZATION

PROF. E. SREENIVAS REDDY  
PRINCIPAL  
ANUCET  
ESREDDY67@GMAIL.COM

# Why gender?

- Teachers and educators influence the gender roles of their students thus impacting their educational outcomes.
- Teachers as agents of change, teachers as harbingers of values of equality and non-discrimination...
- Teachers, being embedded in society may themselves be subject to gender based exclusion / discrimination

# Why gender?

- “The teacher, the learning environment and practices within the school coalesce to affirm roles and attitudes. A process that begins within the home gets re-established and consolidated within the school... The school teacher plays an important role in maintaining, modifying and reshaping her understanding of location, in terms of her class, caste, gender, religion, sexuality and and region” (NCF India, Gender issues in education, 2005)

# Understanding Gender....

- “Gender is a **socio-cultural definition** of a boy and girl, of a man and woman. Not only their responsibilities are set by the society but also norms/values, dress codes, attitudes, opportunities, rights, mobility, freedom of expression, priorities and even dreams are determined by the **society**” (Ms. Kamla Bhasin, Indian activist and gender trainer)

# Understanding Gender....

- It refers to the social attributes, roles and responsibilities, associated with being male & female and the relationships between women & men (girls & boys).
- “the gender question is not just about women but about both women and men and how they interact”

(the gender question, Human Development Report 2000)

# Gender and Sex.....

## **Sex**

- **Biological**
- **Throughout history/  
culture**
- **Not changeable**

## **Gender**

- **Socially constructed  
roles & Responsibilities**
- **Different in different  
societies and time  
periods**
- **Changeable**

# Gender Roles....

- **Gender roles in a society are defined by the virtue of being female or male. The role of a mother and father, for example, incorporates the right and the obligation to care for the children and to provide a living for the family.**
- **This takes us to the issue of what society expects women to do, and what they expect men to do.**
- **The problem is not with this division of labor per se....but with the values that are associated with type of work.**
- **All productive work is of value, because it yields money; and work which does not yield money, is of lesser or no value.**

# Gender Roles....

- **A role includes specific rights and obligations. It has a certain social status and power associated with it and a particular social situation.**
- **A person's role can change from time to time, depending on social, economic and cultural changes in the community.**
- **The roles men and women play in a society are influenced by the cultural norms of that particular society, their social status in that society, by other people's expectations and the image an individual wishes to develop for her/himself.**



# Division of Labor....

## Productive Work

- Work that has monetary remuneration, or monetary value.
- This work has great value, because development is also measured in terms of economic growth
- Often women's productive work is treated as reproductive work, as the monetary returns of this work are collected by a male member of their family

## Reproductive Work

- It includes all that work revolving around the creation and maintenance of life.
- Work that has no apparent economic returns.
- It not only includes giving birth to babies, but also taking care of the baby by feeding, clothing, etc., and taking care of the needs and demands of an extended family

# Division of Labor....

## Community Management:

Activities at the community level which are undertaken mostly by women, but also by men, as an exclusive of the reproductive role. That activities ensure the provision & maintenance of scarce resources of collective consumption such as water, health care & education.

# Condition and Position, Access and Control...

- **CONDITION** refers to women's material status; their immediate sphere of experience.
- **POSITION** refers to women's social and economic standing relative to men, in the society.
- **ACCESS** means;  
Having the opportunity to use resources without having the authority to decide about the produce output and the exploitation methods  
Example: A landless worker who cultivates the land of somebody else and receives a share of the produce for his work
- **CONTROL** means;  
To have full authority to decide about the use and output of resources  
Example: A Landowner, factory owner, owner of a radio station etc.

# Examples of Gender & Sex.....

- Mother feeds her baby.
- Daughters should not go out alone especially at night.
- Girls should not go for higher studies.
- Boys' voices change at puberty.
- Mothers should cook.
- A father should not cry even if he has severe pain.
- Women give birth.

# What is missing...

- How gender issues manifest in everyday practice of teaching and learning;
- Attitudes, perceptions, prejudices that we all carry with us into our work space...
- Have we missed the substance and focusing more on the form
- When we talk about gender issues that frame the teaching force in the world, it is important to go beyond numbers and tokens...

# Feminisation

- Feminisation of the teaching profession – at pre-primary, primary and up to secondary proportion of women high (regional variations exist) but at higher education levels it goes down (vertical segregation) representation in management / leadership roles also low (varies across countries)
  - Should we work towards attracting more men to the teaching force? Experience in Europe (EACEA, 2010)
  - Should we continue to push for more women in
  - Is there a hierarchy of disciplines (horizontal segregation) and levels?

# Global issues

- Need to work towards more women teachers in management and leadership;
  - Glass ceiling, barriers to women reaching leadership positions?
- Weave in gender as a topic in teacher education
  - Integration versus modules or separate courses.
- Continuing professional development of women teachers
- Gender bias in teacher education texts
- Sexual harassment, safety issues...
- What can teachers / teacher educators do to foster a sense of equality between men and women, between different races, castes, communities and religion?
  - How much can they do?
  - It is about justice and equal opportunities
  - Its about men and women

# The Indian Scenario

- Policies recommend more female teachers – especially in DPEP and now SSA, special programmes (NPEGEL) or schools (KGBV) for girls
  - Gender = Girls
- Proportion of female teachers (grades 1-12) around 40 percent
  - Huge urban-rural differences
  - Enormous variation across different states of India
  - Higher in private schools (53%)
- Caste and gender hierarchies in appointment of para-teachers (Probe, revisited 2011).



# Huge variations across India

% of Women (Regular) Teachers	2010-11	2010-11
	Government Schools	Private schools
	Primary, Upper Primary	Primary, Upper Primary
All India	40.68	54.65
Assam	31.55	29.61
Jharkhand	25.77	44.80
Kerala	68.84	74.75
Madhya Pradesh	30.94	55.27
Maharashtra	39.07	50.75
Rajasthan	28.39	32.59
T Nadu	68.85	84.48
West Bengal	39.76	55.95

Note: Primary & Upper Primary with Secondary and Higher secondary included, but not stand alone secondary or higher secondary schools. Source DISE

SES, GOI (2007-08)	Higher secondary schools	High school (post basic)	Middle (Senior Basic Schools)	Pre-primary & Junior Basic
	% female teachers (regular) per 100 male teachers			
All India	58	61	67	80
Assam	47	35	35	54
Jharkhand	82	42	23	58
Kerala	283	258	230	299
Madhya Pradesh	62	63	28 (?)	45 (?)
Maharashtra	47	46	79	152
Rajasthan	41	33	44	44
T Nadu	97	146	151	284
West Bengal	47	39	38	40

# Complex web of social norms

- Social norms instrumental in encouraging women to become teachers
  - However lack of other employment opportunities for men, pushes many into teaching;
  - Low female literacy and patriarchal values have had negative impact in some states
  - Hierarchies within:
    - Pre-school, primary, upper primary, secondary, university,
    - Government teachers, local power and influence versus private teachers
    - Few in leadership positions: headmasters, head teachers, educational administrators, BRC (Kerala and TN notable exceptions)

# Becoming a teacher

- Teacher training courses popular among girls who complete secondary education
  - Access to secondary education remains a challenge
  - Fees, including capitation in private institutions
  - Ability to study math and science in higher secondary (Visaria's study, 2009)
- Patriarchal norms come in the way of participation in in-service training (especially residential)

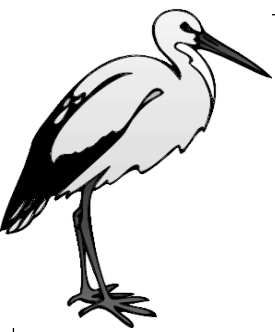
# On the brighter side

- Absenteeism lower among women teachers (Kremer et al, 2005)
- More motivated, focus on school and children; not given to participating in local politics (Jha and Bharadwaj 2001 and Ramachandran et al 2004, Rajagopal 2009)
- Female head teachers less engaged in politics and more engaged with school (De et al 2005, Samson et al 2007).

# Gender Equity....

The process of being fair to men and women- such as equitable allocation of resources & opportunities. Equity can be seen to be the means & Gender equality as the end.

“Equity contributes to equality”

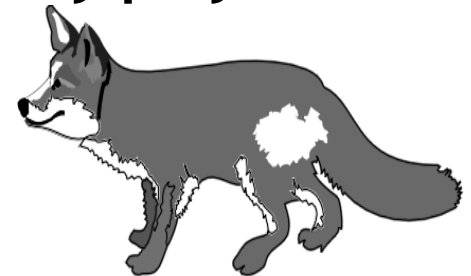


# Gender Equality...

50♂ / 50♀

Gender equality means that women and men enjoy the same status. Gender equality also entails women and men having equal conditions for realizing their full human rights and potentials while contributing to national, political, social and cultural development and to benefit from the results. Gender equality is, therefore, the equal valuing by society of both the similarities and differences between women and men, and the varying roles that they play’.

50♂ / 50♀



# Importance of Gender Equality...

- As a human right
- Gender inequality causes poverty
- Gender inequality is impediment to sustainable development
- With gender equality, economic growth is more effective



# Gender in classroom

## Teaching and learning;

- Observation of flip charts
- Number of girls and boys in the classroom
- Teachers' attitude/behavior towards students
- Students' attitude towards each other
- Level of confidence of both genders in classrooms
- Monitors/class representative
- Seating arrangement
- Subject-wise preferences

# Gender in classroom

## Leadership and management practices;

- Teachers consciousness about gender sensitivities
- PDTs facilitation to head teachers and teachers.

## Gender sensitive environment;

- School boundary wall and toilets arrangement
- The place of existence of the school
- Overall environment of the classes

# Bridging gender disparities....

- Teachers training programmes
- scholarships for M.Ed. Programme.
- Female participation in school development Programme in Gilgit-Baltistan have played a critical role in the development of women in the region.
- All schools follow the national curriculum but place special emphasis on the teaching of English, Mathematics and Science.

# Cementing Empowerment...

- Encourage women to take part in Professional Development and improvement programs such as trainings for female professionals at different levels of education (which ultimately enabled them to become key figures for social change and professional role models).
- Training of women in remote areas with restricted mobility (number of teacher development programmes since 2000).
- Female teachers certificate programmes within the system

# Teacher Training on Teaching in a Gender sensitive Classroom (Contd.)

- **The Context of Gender:** Discussion of how people look at gender and what it means within the classroom
- **Update on Single-Gender Programs:** Explanation of what is happening within single-gender programs
- **Legal Status of Single-Gender Programs:** Brief overview of the legal issues involved with single-gender education
- **Research Based Differences Between Boys and Girls:** Extensive discussion about six key differences between boys and girls, including: reviewing quotes from texts, processing in small groups, visual representations, and presentation
- **Building Community within Single-Gender Programs:** Explanation of multiple formats for building community

# Teacher Training on Teaching in a Gender sensitive Classroom

- **Reflection on and Revision of Current Practice:** Teacher sor teams selecting community building activities and structures to incorporate into their classroom or team
- **General Strategies and Procedures within a Single-Gender Classroom:** Extensive discussion and presentation of strategies and procedures for any single-gender classroom.
- **Commitment to Gender-Based Strategies:** Teacher selection of strategies which would work within his/her classroom, how and why. Revision of lesson plans if available.
- **Content Based Examples within a Single-Gender Classroom:** Presentation on core content area examples of single-gender strategies
- **Team Collaboration:** Opportunity for teachers to come to consensus on which strategies and procedures to use across the team, the pace in which they will be implemented and the process of accountability

# Issues and Challenges...

- Cultural sensitivities
- Resistance to change
- Sustaining the change
- Internalization
- Limited participation of women in decision making
- Little knowledge of gender
- Long-term process-means to an end

# Recurring recommendations

- Do not address gender issues mechanically:
  - Equal attention to substance, attitudes, practices
  - Devise need situation specific strategies;
- Enable more girls to move to secondary education, make sure science, math is offered;
- Enhance opportunities for women in most deprived social groups / races / locations to transition from secondary to teacher training course
- Mentor and nurture women to take leadership positions



# Recurring recommendations 2

- Enable women teachers to form an association / forum to address specific problems / issues and provide support:
  - Academic – teacher training, continuing education, leadership training
  - Non-academic – safety, sexual harassment, discrimination, stereotyping

# Recurring recommendations 3

- Teacher training:
  - Pay attention to experiences of teachers, the problems they face on the ground
  - Factor in perspectives and priorities of different kinds of teachers and those from different social groups
- Look at manifest and hidden hierarchies – and address all of them together (do not do them in silos):
  - Caste / race / community / location
  - Gender
  - Ability / disability
  - Health (HIV positive, other ailments that lead to prejudices)

# A lot to do

- Lets not become complacent...
- Numbers are just one dimension of gender.... Go beyond numbers, ratios, percentages and focus on the twists and turns of everyday practice of teachers.
- THANK YOU!