



United Nations  
Educational, Scientific and  
Cultural Organization

# Preparation of a comprehensive Gender-Responsive Pedagogy (GRP) Toolkit

Bangkok, Thailand  
30-31 May 2017

The UNESCO International Institute for Capacity Building in Africa (IICBA)  
Presentation made at the HFIT Regional Meeting





## Focus of the presentation

- Background
- The comprehensive GRP toolkit
  - Specific features of the toolkit
  - Functions of the toolkit
  - Outline of the toolkit
  - Utilization/implementation strategy



## Background

- The textbooks and curricula, school facilities including the management often do not pay attention to specific learning needs of girls and boys
- This situation is exacerbated by apparent lack of gender skills facing teachers, school management, curriculum and assessment specialists, and others
- This discourages girls from participating effectively in the teaching and learning process





## Background...

- What happens in the teaching and learning processes in the classroom is critical to the quality of education
- Teachers' understanding and awareness of gender responsiveness is key to the effective participation of girls and boys in learning processes
- But many times teachers are not aware of situations that are discriminatory against the girls
- For example, many teachers use language in the classroom, which implies that girls cannot perform as well as boys

# Background...

- However, by critically considering gender roles and relations in classroom interactions, teachers can facilitate teaching and learning processes which pay attention to the specific learning needs of girls and boys
- Gender-responsive pedagogy calls for teachers to embrace an all encompassing gender approach in the processes of lesson planning, teaching, classroom management and performance evaluation.

# Background...

- In gender-responsive pedagogy, the learning materials, methodologies, content, learning activities, language use, classroom interaction, assessment and classroom set up are scrutinized to respond to specific needs of boys and girls in teaching-learning process
- The effort to establish a gender-responsive pedagogy will not succeed if it is not supported by a gender-responsive school management system



# Background...

- Policy, planning, human resource management, networking, reporting and M&E need to be guided by gender-responsive principles
- As education systems are interconnected, GRP is argued that it should transcend beyond the classroom and must be encompassed by education programs
- Teachers and school management training programs are critical points for nurturing gender-responsive knowledge, skills and attitudes to teachers and school management at the early stage



# The comprehensive Gender-Responsive Pedagogy (GRP) Toolkit

## A. Specific features of the toolkit

- In accordance with the particular needs of Ghana and Ethiopia under the HFIT project, IICBA conceived a comprehensive GRP toolkit to support the mainstreaming of GRP in educational programs
- The toolkit complements others' inputs in the area of GRP (eg. FAWE's GRP handbook)



# A. Specific features...

- Moreover, it is to be developed based on findings from the review of education contexts of Ghana and Ethiopia and gender mainstreaming practices to develop a more contextual and practical toolkit
- The objectives of the toolkit transcend from classroom actions. Educational programs, curriculum development, teacher education and teachers selection guidelines, school leadership, counselling and professional development programs are expected to be included in the toolkit
- However, it is not expected to offer a one window solution to gender mainstreaming, despite interconnectedness of the areas of education. It is to be supported by other relevant documents and accompanying

## B. Functions of the toolkit

- The toolkit guides for day-to-day practices of teachers, school management, teacher educators and curriculum/textbook developers in teaching and learning, and teacher training
- It updates information on recent developments, best practices and promising approaches on inclusion of gender and GRP in teaching/learning, school management, curriculum/textbooks development and teacher training
- It serves as a resource kit to cultivate critical thinking, problem solving and innovation in relation to gender mainstreaming in the school environment, teaching and learning and teacher

## B. Functions...

- The toolkit contributes to the enhancement of institutional capacities to develop gender-responsive curricula, evaluate teaching-learning material, organize/create gender-responsive classroom and interaction, and eliminate stereotypes in teaching and learning materials
- The toolkit also supports improvement of management systems in schools and TTIs through providing hands-on tools on various management issues

## C. Proposed outline of the toolkit

1. A cover page with illustration
2. A preface/introduction on the subject
3. Content outline
4. Glossary of terms
5. Set of tools with graphical illustrations and examples for but not limited to the following actors
  - 5.1. School management ( Principals, supervisors and Councilors),
  - 5.2. Upper primary and secondary school teachers ( teachers, mentors, CPD facilitators, etc)
  - 5.3. Curriculum and assessment specialists
  - 5.4. Teacher educators
6. Links to online resources (in or between the text)
7. Appendices
8. Reference page



## D. Utilization

- Utilization TOT will be organized in Ghana and Ethiopia to sensitize and train teachers, school management and teacher educators on the utilization of the toolkit
  - ✓ The toolkit will be used as a hands-on resource kit to lead day-to-day activities
  - ✓ At the same time, it will be utilized as training resource for training of teachers , teacher educators and school management
- Cascading of the TOT in both countries will be dealt in consultation with the countries' project teams.
- IICBA will seek also alternatives to expand the use of the toolkit in other countries in Africa sharing similar contexts with Ghana and Ethiopia.

# Thank you

Learn more: [www.unesco.org/education](http://www.unesco.org/education)

 @UNESCO

Name and title

UNESCO

Email

[en.unesco.org/themes/education-21st-century](http://en.unesco.org/themes/education-21st-century)