



FAWE

Forum for African Women Educationalists
Forum des éducatrices africaines

FAWE House, Chania Avenue
Off Wood Avenue, Kilimani
P.O. Box 21394 - 00505
Ngong Road, Nairobi, Kenya
Tel: +254 20 387 3131 / 3351
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FAWE's Gender Responsive Pedagogy (GRP)

Continental Practices on Application of GRP in Africa

UNESCO Regional Experience Sharing and Consultation Workshop
17th & 18th December, 2019 in Addis Ababa, Ethiopia

Dr. Marygoretty Akinyi, FAWE Africa

FAWE's GRP- Transforming Teacher Training Curricula and Learning Environments

Curricula and Learning Environments
www.fawe.org



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About FAWE

Background

- Pan-African NGO that is membership-based and operates through 34 National Chapters in sub-Saharan Africa
- Founded in 1992
- Promotes girls' and women's education

FAWE'S ADMINISTRATIVE CLUSTERS



FAWE's GRP- Transforming Teacher Training Curricula and Learning Environments



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What we do

- ❑ Advocacy and policy engagement at community, national and regional levels.
- ❑ Demonstrative interventions (Tuseme, Centers of Excellence, Comprehensive scholarship, Gender Responsive Pedagogy etc.)
- ❑ Research around equality and quality education barriers and successes.
- ❑ Partnership and networking with like-minded partners.



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FAWE GRP Model

- ❑ It aims to build capacity of teachers to; adopt teaching practices that promote equal treatment and participation of girls and boys within the a school learning environment.
- ❑ Call for teachers to embrace all encompassing gender approaches in the process of ***lesson planning, teaching and learning materials, Language use, classroom management, performance evaluation*** including the role of school management teams in supporting GRP in schools.
- ❑ GRP trains a teacher to inspire hope, ignite the imagination and instil a love of learning in both female and male learners ***.....Brad Henry.***

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Background & Opportunities

In most Sub Saharan Africa communities, teachers, just like their students, are socialised in basically patriarchal structures that foster gender inequality economically, socially and culturally... many of the teachers have not been trained in gender and if they are....gender in terms of pedagogy is rarely addressed and therefore teachers are not aware of gender as factor in their teaching and learning process



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Background & Opportunities Cont...

- ❑ The importance of gender equality in education is widely recognised
- ❑ Global and continental education framework of actions from 1990 *Jomtien Declaration on Education for All* to SDG, puts emphasis on gender equality
- ❑ Today, most governments in SSA have formulated gender responsive policies and plans and have scored significant levels of success in reducing gender gap in enrolment by increasing enrolment of girls.



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Background & Opportunities Cont...

- ❑ Unfortunately much of the efforts in gender in education have concentrated more on improving access and not so much on retention, performance or learning achievement.
- ❑ Many girls still drop out of school due to factors such as poverty, insecurity in schools, distance from school and gender-biased learning environments.
- ❑ One major hindrance to improving retention and performance is the **low level of gender responsiveness** in (curriculum, T&L materials, teaching methodologies etc.) the pedagogy applied in the schools.



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New Face of GRP

- ❑ FAWE's GRP model was revised in 2018 in partnership with UNICEF ESARO & WCARO and UNESCO IICBA into Gender Responsive toolkit for Teachers and primary and secondary schools.
- ❑ In partnership with VVOB, FAWE developed GRP Toolkit for Early Childhood Education (GRP4ECE)
- ❑ Both GRP toolkits have been endorsed by African Union



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Key Milestones of FAWE's GRP Model at Continental level

- ❑ FAWE's GRP toolkit and GRP for ECE have been endorsed by the AU for roll out across member states.
- ❑ ToTs from 13 African countries trained on GRP toolkit roll out
- ❑ GRP toolkit for teachers roll out is ongoing in Malawi through MoE/FAWE/UNICEF partnership.
- ❑ GRP handbook adopted and integrated in teacher training curricula in Ethiopia.
- ❑ GRP has been adopted & integrated in the work of like minded partners including Aga Khan Foundation Schools in East Africa, Right to Play International etc.



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Lessons Learnt

- ❑ GRP transforms the learning environment making it safe and conducive for learning
- ❑ GRP is an effective intervention to improve the quality of teaching and learning processes
- ❑ GRP contributes to increased enrolment, access, retention and performance especially among female students
- ❑ For GRP to be sustainable it must be integrated into the college curricula and supported by the TTC senior management team

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Conclusion and recommendations

- ❑ Integration of GRP in teacher training (pre and in-service) programmes
- ❑ Gender responsive learning materials
- ❑ Advocacy on integration of GRP in Teacher Training curricular in 10 countries
- ❑ Government should embrace the ongoing GRP roll out by allocating resources to support the process
- ❑ Lobby ALL African Governments to scale up GRP in all Teacher Training Colleges
- ❑ GRP should be made a pre-requisite for teacher employment at all levels (from ECE to higher education).
- ❑ Partnership is essential for successful roll out of GRP
- ❑ Undertake more research work around GRP in TTC for continuous learning and improvement of the model



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Thank you!

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