UNESCO BASIC EDUCATION CAPACITY BUILDING PROJECT  
~TRAINING KITS FOR LOCAL NGOS~  
Theme 4

GENDER AWARENESS AND SENSITIZATION  
IN  
BASIC EDUCATION

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About This Manual

The UNESCO supported project, Capacity Building for Local NGOs in Basic Education in LDCs (BECAB) aims at building up the capacity of NGOs to become effective partners of one another and governments in the delivery of basic education.

The Project has as one of its objectives, “To develop a specific training kit on NGO capacity building in Basic Education that is adaptable to a wide range of NGOs. Each country will develop a National Training kit to be incorporated into a Global Kit.”

The Project embarked on this objective to develop the National Training Kit, [Phase II], in November 2000.

To form the writing group, ten (10) of the participants from the 1998 series of BECAB Workshops were selected. These are:

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Facilitating this whole process of writing, editing and production of the manual was Mr Geoff Tambulukani, BECAB Resource Person, Department Head of Language and Social Sciences in the School of Education, University of Zambia.

BECAB Project Assistant, Gina M. Fundafunda, assisted in the facilitation process, and final preparation of the manual.

Messrs Henry J. Msango, Bentry Nkhata, D.C. Nkosha and Ms Imed Mumba, all lecturers with the University of Zambia, also assisted in input and editing.

This manual, ‘Gender Awareness and Sensitization in Basic Education’, is Theme 4 in a five-part National Training Kit. Other titles in this kit include:-

~Theme 1 Government National Policy on Basic Education
~Theme 2 Participatory Management in Basic Education
~Theme 3 Teaching and Learning Materials Analysis and Development in Basic Ed.
~Theme 5 HIV/AIDS And Its Impact on Basic Education

It is hoped that this manual will be of invaluable assistance to the many Basic Education NGOs in the building up of their capacity to deliver quality education.

Jennifer M. Chiwela
NATIONAL COORDINATOR, BECAB
Executive Director - People’s Action Forum
STRATEGIES USED IN THE MANUAL

Drama
Role play
Group discussions
Panel discussions
Written exercises
Field trips
Sketches
Research
UNIT 1: GENDER AWARENESS

AIM: The aim of this unit is to enable trainees understand the concepts of gender, sex, gender equity and gender equality in Basic Education.

LEARNING OUTCOMES:

After working through this Unit, trainees should be able to:

- Demonstrate understanding of the concept gender
- Demonstrate understanding of the concepts of gender equality, gender equity and gender disparity in education
- Identify gender issues in education

CONTENT SUMMARY:

1.1 Meaning of gender and sex
1.2 Meaning of gender equity, gender equality and gender disparity
1.3 Identification of gender issues in education

PROPOSED TRAINING STRATEGIES

Group discussions
Panel discussions
Writing exercises

PROPOSED TRAINING MATERIALS

Books on Gender
Pamphlets
Newspapers
Magazines

DURATION FOR DELIVERY OF THIS UNIT

6 lessons of 45 minutes each.

1.1 MEANING OF GENDER AND SEX

Activity 1a

In groups, trainees discuss what the terms gender and sex mean. They present their definitions to the plenary session.
The term Gender is still not well understood by many people. They confuse the terms gender and sex. You can use more activities that will make trainees understand the terms better.

The Oxford Advanced Learner’s Dictionary (1995) defines the term Gender as: “The condition of being male or female”.

Gender may also be understood as the way in which women and men are socially constructed from birth and throughout their lives by the institutions of family, civil society and state to adopt female and male identities. Neither women nor men are homogenous groups. Each individual’s gender is influenced by class, race, religious beliefs, able-bodiedness, age, current family roles (daughter, sister, wife, mother), exposure to alternative ways of being and geographical location, among other things.

Gender varies from culture to culture and it also varies over time. Cultures are not static but continuously involve maintaining certain traditions and developing new ones. (Wolpe, A. et. al., 1997, p.269)

Sex refers to the biological characteristics of being male or female that are genetically determined.

1.2 GENDER EQUITY, GENDER EQUALITY AND GENDER DISPARITY

Activity 1b

In groups define:
- gender equality and gender equity and give at least two examples from basic education to illustrate each
- gender disparity and give at least two examples from basic education to illustrate

Report to plenary later.

Gender equality and gender equity have always been related. It is difficult to discuss one without the other. They are sometimes used interchangeably.

Interventions are employed in the educational system in order to redress gender disparities.
KEY INFORMATION

Definitions:

**EQUALITY**: The state of being equal in status, rights and opportunities.

**EQUITY**: The application principles of natural justice in particular circumstances where the existing laws would not allow a fair reasonable result.

The Report of the Gender Equity Task Team of the Department of Education, South Africa, says that:

Gender equity is concerned with the promotion of equal opportunity and fair treatment of men and women in the personal, social, cultural, political and economic arenas. Gender equity entails meeting women’s and men’s, girls’ and boys’ needs in order for them to:

- compete in the formal and informal labour market
- participate fully in civil society
- fulfil their familiar roles adequately

without being discriminated against because of their gender.

Gender disparities could be considered to be the differences in men’s and women’s, girls’ and boys’ access to education, opportunities to persist and achieve in education, status and power, which usually favour men and boys and are institutionalised. e.g. the lower progression rate of girls through the education system is and the lower achievement of girls in maths at high school level are gender disparities

1.3 IDENTIFICATION OF GENDER DISPARITIES IN EDUCATION.

<table>
<thead>
<tr>
<th>Activity 1c</th>
</tr>
</thead>
<tbody>
<tr>
<td>In groups, trainees:</td>
</tr>
<tr>
<td>- make a list of gender disparities in basic education</td>
</tr>
<tr>
<td>- discuss why girls performance is lower than that of boys</td>
</tr>
<tr>
<td>- dramatised one situation depicting the cause(s) girls’ performance being lower relative to boys’</td>
</tr>
</tbody>
</table>

3
TRAINER’S NOTES

It is a well known fact that at the present moment girls perform lower than boys in our schools. This is due to a number of reasons. Some of the reasons are:

- Teachers have negative attitude towards girls
- Parents tend to support boys than girls in education
- Gender biased teaching/learning materials
- Girls are less confident and have a lower self-esteem
- Long distances to school
- Poor sanitation

KEY INFORMATION

Useful information can be found in

2. Zulu (1997)

Activity 1d

In groups, discuss why most girls report late to school. Report back to plenary

TRAINER’S NOTES

Points raised may coincide with what was discussed in the previous activity. Some contributing factors for girls reporting late to school could include:

- Long distances to schools
- Heavy household chores

KEY INFORMATION

Zulu (1997)

Activity 1e

In groups, discuss why a number of girls may not attend school all school-days of the week. Report back to plenary.
TRAINER’S NOTES

There are many reasons for girls’ poor attendance of school. These are some of them but you can add some more.

- Teachers negative attitudes to girls education
- Poor school sanitation
- Parents negative attitude towards girls education
- Harassment at school and on the way to and from school
- Long distances

Activity 1f

Dramatise the attitude of the community towards education for boys and for girls. Which sex group is preferred by most parents? Discuss in groups why the other sex is not preferred to get education

TRAINER’S NOTES

The community especially in rural give priority in educational opportunities to boys compared to girls because:

- Girls can get married (and bring immediate income to the family – dowry)
- Girls tend to be more helpful with house work compared to boys
- Girls are perceived to be not as clever as boys.

SUMMARY

In this Unit, you have dealt with the concepts of sex and gender; gender equality and gender equity; gender disparities and some specific examples of gender disparities such as late coming to school by girls and lower attendance of school by girls compared to boys.

REFLECTIONS

How does sex and gender differ?
What is the difference between gender equality and gender equity?
REFERENCES

Wolpe, A., Quinlan, O., and Martinez, L. (1997) *Gender and Equity in Education.* Pretoria: Department of Education

UNIT 2: GENDER AND SEX ROLES

AIM: To enable the trainees understand the difference between gender and sex roles

LEARNING OUTCOMES:

After working through this Unit, trainees should be able to:

- Describe gender roles
- Describe sex roles
- Justify why both sexes should perform gender roles
- Explain why gender roles should be performed by both sexes

CONTENT SUMMARY

2.1 Distinguish between gender roles and sex roles
2.2 Performance of gender roles by both sexes

PROPOSED TRAINING STRATEGIES

Drama
Group and panel discussion
Roles plays

DURATION FOR DELIVERY UNIT

4 lessons of 45 minutes each.

PROPOSED TRAINING MATERIALS

Books, magazines and activity sheets

2.1 DESCRIPTION OF GENDER ROLES

Activity 2a
In groups, discuss what gender roles are and report back to plenary

TRAINER’S NOTES

Ask male trainers if they perform gender roles at their homes. A number of gender roles are outlined in the table below:
DIVISION OF GENDER ROLES IN HOMES

<table>
<thead>
<tr>
<th>Female Gender Roles</th>
<th>Male Gender Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Care for children</td>
<td>Child discipline</td>
</tr>
<tr>
<td>Cleaning the house</td>
<td>Car repairs</td>
</tr>
<tr>
<td>Fetching water</td>
<td>Electrical fittings</td>
</tr>
<tr>
<td>Caring for the sick</td>
<td>House repairs</td>
</tr>
<tr>
<td>Household cooking</td>
<td>Driving</td>
</tr>
<tr>
<td>Nursing</td>
<td>Providing for the house</td>
</tr>
<tr>
<td>Teaching</td>
<td>Soldier</td>
</tr>
</tbody>
</table>

KEY INFORMATION

Mwansa (1995):

This research report gives some thoughts on this subject such as:

- Boys should learn how to cook and they should learn to help their sister in the house.
- Boys should not only be cutting firewood with their fathers outside, they should know how to cook – this way they would not rush into marriages.
- Mother – I am a boy. Boys do not wash plates. She will do it.

Longwe (1999):

This paper has some good points on this subject, some of which are:

- By comparison, a woman’s role as a household cook is not biologically given. Men can and they often cook.
- Such a set of common beliefs concerning the different attitudes and abilities of women compound to men is known as gender stereo-typing.


If you read this book, you will find some good points on the subject. Some of them are

- Women may help with watering, milking and treating animals, grazing around the homestead and care for young animals.
- Only the activities by men are recognised as work and are rewarded materially and by privilege.
2.2 DESCRIPTION OF SEX ROLES

Activity 2b

In groups, discuss what sex roles are and then report back in plenary session.

TRAINERS' NOTES

Sex roles are not interchangeable. Male sex roles cannot be done by females and female sex roles cannot be done by males. These are roles dictated by the biological demands of the sexes. Role in this case has been taken to mean what a female or male body can do.

DIVISION OF SEX ROLES

<table>
<thead>
<tr>
<th>Female Sex Roles</th>
<th>Male Sex Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breasting feeding</td>
<td>Sperm production</td>
</tr>
<tr>
<td>Child bearing</td>
<td>Ejaculating</td>
</tr>
<tr>
<td>Menstruation</td>
<td></td>
</tr>
<tr>
<td>Conceiving</td>
<td></td>
</tr>
</tbody>
</table>

KEY INFORMATION

Longwe (1999):

If you can find this paper read it and you will find that it has some good points on the subject, one of them is.

- There is a claim that male domination of positions of authority is based on the biological superiority of males.


This is a book that has some information on gender and a point the book is:

- One may, for instance, question distribution of the workload by gender

Mwansa (1995)

This research report has some good points on this subject, some of them are:

- Some parents said that boys should be trained in outdoor activities. This view was not restricted to illiterate mothers but to educated mothers as well.
- To parents, it was absolutely essential that girls should be groomed for hard work. To them a lazy girl is a reflection of incomplete training and a shame to the family.
PATH (1996):

This is a good book for young people. If you can get a copy it will be very good. It has some good points on this subject and one of the points is:

- Sex is often used to refer to one’s gender which is either female or male.

The Gender Lobby is not aiming at reversing these sex roles. It is simply to make people realise that gender roles can be done by both sexes and that sex roles are biological and are not interchangeable. The Bible in Ephesians 5:21 tells us to submit to one another out of reverence to Christ. In verses 22 – 24, wives are told to submit to their husbands because husbands are heads of families.

Our culture demands that a women is not as important as a man in society. She should not take had in anything if there is a man around. But the Gender Lobby is saying that a woman is also capable of doing things like being a mechanic, lorry driver, soldier and other things that for a long time have been believed to be male jobs only.

2.3 PERFORMANCE OF GENDER ROLES BY BOTH SEXES

Activity 2c

Dramatise gender roles performed by both sexes. In groups discuss what was observed in the play – in relation to gender and sex roles and report in plenary session

TRAINER’S NOTES

It is important for you to realise that for a long time our culture allowed men to be dominant over women. You need to work hard to impress on the male trainers that there is nothing wrong with them sharing gender roles with their female counter parts. Impress upon the class the need to change from the traditional interpretation of gender roles to the desirable interpretation where roles are shared fairly between the two – females and males.

KEY INFORMATION

Longwe (1999):

- Patriachal Culture is the whole way of life which is conducted according to the beliefs of patriachal ideology. Men are breadwinners, women are housewives. Men are in government and women at home.
Mwansa (1998):

- House hold chores continue to take up time that the girl child ought to be spending on school work.
- Disproportionate allocation of household chores is a problem that is engrained in child up-bringing practices. Its solution lies in intensified community education aimed at creating awareness.

Mwansa (1995)

- Parents, boys and girls agreed that the girls performed for more work than any other member of the household.
- Most female parents see the chores girls performed in the home as a form of training and not as exploited labour.
- As it has been observed girls between the ages of 7 and 10 often become mothers to their own brothers and sisters.

### 2.4 JUSTIFICATION OF BOTH SEXES PERFORMING GENDER ROLES

**Activity 2d**

In groups discuss why both sexes should perform gender roles. Dramatise a situation where both sexes perform gender roles. Report in plenary session

**TRAINER’S NOTES**

It is important in a home for both sexes to perform gender roles. It creates enough time for both boys and girls to do their school work. It also enhances unity in the family.

**ROLES THAT CAN BE PERFORMED BY BOTH SEXES**

Below are some of the many roles that can be performed by both sexes

- Household cooking
- Household cleaning
- Washing plates
- Looking after babies
- Farming
- Driving
- Child disciplining
- Being a breadwinner

You can add to the list with the help of the trainees.
KEY INFORMATION

Mwansa (1998):

- To liberate the girl child from the shackles of domestic chores, there is need to use interactive person to person media such as popular theatre.
- On a daily basis girls wake up early, perform such duties as preparing breakfast for their siblings and parents, washing plates and cleaning the surroundings.

You are free to look for more information to make your lessons more interesting and to impression on your trainees to appreciate sharing the domestic chores.

SUMMARY

This Unit has dealt with sex roles and gender roles and why it is important for both females and males to perform all gender roles

REFLECTION

What is a Gender Role? Give an example.
What is a sex role? Give an example.
Why do male refuse to perform duties that they think are for women?
What is the importance of both sexes sharing gender roles.
What are the constraints in males and females sharing gender roles equitably

REFERENCES


Program for Appropriate Technology in Health: (1996) *Life Skills Planning – A Curriculum for Young People in Africa*
UNIT 3: GENDER AND ENROLMENT

AIM: The aim of this unit is enable trainees to understand the concept of “gender enrolment”

LEARNING OUTCOMES

After working through this Unit, trainees should be able to:

- Demonstrate an understanding of gender issues as they relate school enrolment

CONTENT SUMMARY

3.1 Gender issues in school enrolment
3.2 The importance of the retention of girls in school
3.3 The importance of balancing school enrolment

PROPOSAL TRAINING STRATEGIES

Field-trip
Drama
Group discussions
Panel discussions

PROPOSED TRAINING MATERIALS

Transport
Paper
Pencils
Flip-chart
Magazines
Pictures
Newspapers
You can add any interesting aids.

DURATION FOR DELIVERY UNIT

3 lessons of 45 minutes duration
3.1 THE OPPORTUNITY OF PROVIDING EQUAL OPPORTUNITIES IN SCHOOL ENROLMENT

Activity 3a

Divide the trainees into 3 groups. Each group to visit a school and get information on enrolment in grades 1, 8 and 10. When the groups come back, hold a panel discussion on what they have found out. Is the enrolment balanced. Are there more boys or girls enrolled. What are the reasons for whatever situation was found.

TRAINER’S NOTES

There are more boys in our schools than girls especially after Grade 4 (in rural areas) and Grade 7 (in urban areas). This is due to many reasons. These reasons include:

- Poverty - Because of little money, parents prefer to educate boys than girls
- HIV/AIDS - Some girls leave school to go home and look after sick parents
- Lack of support- When parents die, nobody is prepared to look after the orphans. These children become street children.
- Negative attitudes- Parents, teachers and the community do not favour girls education. They want boys to be educated and not boys.

Enrolment might be 50 – 50 at the beginning but girls start to drop out while boys continue

KEY INFORMATION:

Winter and Macina (1999):

This book has some good points on this subjects, some of the points are:

- Girls are more likely to suffer this fate: they account for over 90 million of the 150 million young children out of school
- Poorer families, unable to cover direct costs (tuition, books, transport, miscellaneous fees) of education all their children, make an economically rational decision to send their boy children rather than their girl children.

You can look for more materials for your trainees to understand the importance of balanced enrolment.
Zulu (1995):

- Though the enrolment of girls and boys into grade 1 stands at 50 – 50 in a majority of schools in the country, the major issue is to ensure uninterrupted progression of every child more especially girls from one grade to the next.

3.2 THE IMPORTANCE OF RETENTION OF GIRLS IN SCHOOLS

Activity 3b

In groups discuss why it is important for girls not only to have access to school, but to remain in school until they reach the highest level of education that their ability can allow them. Report in plenary session. Discuss reasons for girls’ drop out and suggest methods of minimising the drop out rate.

TRAINER’S NOTES

Girls drop out of school due to many reasons. Some of the reasons are:-

- Poverty
- Early pregnancies
- Early marriages
- Long distances to schools
- Sexual harassment
- Unfriendly schools
- Negative attitudes towards girls’ education

Ask trainees to add to this list.

KEY INFORMATION

*School Drop-out and Adolescent Pregnancy*

- By dropping out, girls remain entrapped in a vicious cycle of poverty, losing out on the transformative and liberative aspects of education.

Winter and Macina (1999):

- For girls who do manage to enroll in school, their stay is often far too short.
- In most districts within the illustrative govern orate, only around half the girls who begin school are still enrolled four years later.
Zulu (1995)

- The statistics from the PAGE pilot and model schools show a significant drop in the number of girls attending school as they move up the educational ladder.


- In most cases what the girls need is more time, more patience so that their confidence – which is eroded by their socialization process can be built.

*AIDS, Gender and School Drop Out*

- For girls, the drop-out members are higher even in standard 6. (This survey was not done in Zambia).
- The thrust of the investigations was to ascertain the nature and extent of the important of the AIDS epidemic upon early termination of schooling particularly with respect to girls.
- That overall a higher portion of girls than boys was found to have dropped out of school in the three upper standards over the academic year 1998.

### 3.3 JUSTIFICATION OF THE IMPORTANCE OF BALANCING SCHOOL ENROLMENT

**Activity 3c**

In groups, discuss the importance of balanced enrolment. Dramatise a balanced and imbalanced enrolment situation. Discuss ways of encouraging parents to send their girl children to school.

**TRAINER’S NOTES**

The number of boys enrolled should be the same for the girls. This helps people to understand gender balance in enrolment. It also helps people realise the importance of girls’ education.

Encourage your trainees to discuss freely. You should also remind them that at grade 1 level enrolment is balanced in some schools as per government policy. But in some schools more opportunities are given to boys.

**KEY INFORMATION**

It is important to balance school enrolment because this gives chance to the girl children to get education. Girls should get education because as they are the ones who look after families. They will be able to give the right food to the children.
They will understand medication from doctors. They will grow more food on farms because they will understand the new farming methods better. They will be able to work as engineers, doctors, drivers, and managing directors of companies.

Men and women are partners in our National Development. Encourage your trainees to look at women as partners in development both at family level and national level.

REFLECTIONS

What is balanced enrolment?
What is unbalanced enrolment?
Why should girls get education like boys?
What are some of the reasons why girls do not complete their education?
What actions should be taken to ensure that girls complete their education?
What are the reasons of unbalanced enrolment?

REFERENCES


UNIT 4: GENDER IN EDUCATIONAL PARTICIPATION

AIM: The aim of this Unit is to enable trainees to understand the importance of considering gender in education

LEARNING OUTCOMES

After working through this Unit, trainees should be able to:

- Justify the importance of considering gender in education
- Identify and use appropriate selection criteria
- Undertake enrolment
- Decide on follow-up activities

CONTENT SUMMARY

4.1 Gender in education
4.2 Types of selection criteria
4.3 Conduct enrolment
4.4 Follow-up activities

PROPOSED TRAINING STRATEGIES

Some of the strategies you can use are listed below but you can always think of others

- Group discussion
- Drama
- Debate

PROPOSED TRAINING MATERIALS

Information on the unit can be obtained from: books, magazine, newspapers or you may consider inviting a subject specialist if he/she can be found in your area.

DURATION FOR DELIVERY UNIT

4 lessons of 45 minutes each

4.1 GENDER IN EDUCATION

Activity 4a

In groups discuss the gender gap in education and report to plenary
Some of the reasons for the gender gap in education participation can be attributed to the following:

- Little attention being paid to implement educational reforms
- Women and girls seldom get scholarships
- Insufficient attention is being given to social and cultural barriers which prevent girls and women from entering the education system
- Poor curricula
- Inadequate text books
- Untrained teachers
- Badly managed programs
- The negative perceptions of girls’ and women’s education often discourage them from continuing their education or undertaking further education

Education of women and girls is one of the best possible investments in the future of a nation whether the purpose is to improve family health, the schooling of children or community life in general. The best chance societies have for succeeding lies in educating mothers and raising the status of women.

### 4.2 TYPES OF SELECTION CRITERIA

<table>
<thead>
<tr>
<th>Activity 4b</th>
</tr>
</thead>
<tbody>
<tr>
<td>In groups, discuss and list down some possible selection criteria, and report to plenary</td>
</tr>
</tbody>
</table>

Several criteria can be used in the selection process. All these are meant to ensure the gender gap is sufficiently covered.

Some possible criteria may include the following

- Merit
- Affirmative Action
- Geographical
- Physical disability
4.3 CONDUCTING ENROLMENT

TRAINER’S NOTE

Having decided on the importance of considering gender in education participation, and the criteria that can be used to close the gender gap in selection procedures. Participants have to be sent to various institutions where enrolment will be conducted to enable them become part of the selection team. A proper program should be made available to the trainees well in advance which should highlight the type of questions to be asked and any other information.

Activity 4c

- Divide the trainees into small groups and send them to various institutions
- Trainees and regular staff to prepare questions for the interviews

TRAINER’S NOTE

Feed back on selection:

For the selection tour to be meaningful and achieve the desired outcome, trainees should provide immediate and clear feedback to the institution of attachment. The Feedback can either be in form of oral briefing oral written report.

Activity 4d

In the assigned small groups, decide the types of feedback that may be used. Which one would be more appropriate?

KEY INFORMATION

The following types of feedback may be given.

- Oral briefing
- Written reports

Trainees may come up with other types of feedback.
4.4 FOLLOW-UP ACTIVITIES

TRAINER'S NOTE

After participating in the selection procedure at a given institution, trainees should plan for appropriate follow-up activities to either maintain the selection criteria or improve on poor selection criteria. Some recommendations could be made to include women on the selection panel; re-phrasing the advertisements to enable more women to apply and re-phrasing the interview questions to ensure more women stand a better chance.

Activity 4e

In small groups, refer to activity 4c and propose the appropriate follow-up activities to meet the institutions request

SUMMARY

Having worked through this unit, it is expected that the trainees will have developed a number of necessary skill for bridging the gender gap in education participation, including:

- Planning the advertisement
- Preparing the interview questions
- Decision making
- Analysis
- Communication

REFLECTION

How you have enrolled participants to a program in the prior to studying this Unit? What changes, if any, are you going to make to your selection process after studying this unit?

REFERENCES

Confintea, Hamburg (1997) Raising Gender Issues 4b

Jacques Delors, (1998) Learning the treasure Within

UNIT 5: GENDER AND EDUCATIONAL MATERIALS DEVELOPMENT

AIM: The aim of this Unit is to enable trainees understand the importance of gender-friendly educational materials.

LEARNING OUTCOMES

After working through this Unit, trainees should be able to:

- Distinguish between gender-friendly and stereo-type educational materials
- Explain the importance of teaching/learning materials being gender
- Choose gender-friendly teaching/learning materials
- Develop gender-friendly educational materials

CONTENT SUMMARY

5.1 Distinction between gender-friendly and stereotyped educational materials
5.2 Explanation why gender-friendly educational materials should be used in educational institutions
5.3 Choice of gender-friendly educational materials
5.4 Production of why gender-friendly educational materials

PROPOSED TRAINING STRATEGIES

- Drama
- Sketches
- Group discussions
- Panel discussion

PROPOSED TRAINING MATERIALS

- Books
- Magazines
- Newspaper
- Pencils
- Pens
- Markers
- Paper for writing on

DURATION FOR DELIVERY OF UNIT

4 lessons of 45 minutes duration each
5.1 DISTINCTION BETWEEN GENDER-FRIENDLY AND STEREO-TYPE EDUCATIONAL MATERIALS

Activity 5a
Display a lot of magazines, newspapers, books and pictures with teaching/learning activities going on. In groups, let trainees discuss which of the pictures and activities are gender-friendly and which ones are stereotyped. The trainees should give reasons for the stand they take. They report back in plenary session.

TRAINER’S NOTES
The issue of gender is not well understood by many people especially the men. Make sure you conduct your lesson in a way that will make the men appreciate a woman as a partner and friend. Make them provide the answers to most of your questions.

KEY INFORMATION
Some examples of gender-friendly and stereotype educational materials are given in the table below:

<table>
<thead>
<tr>
<th>Gender-friendly</th>
<th>Stereo-type</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Both boys and girls portrayed as active participants in learning activities</td>
<td>• Boys portrayed as active participants whilst girls are passive observers</td>
</tr>
<tr>
<td>• A balance in references to males and females</td>
<td>• Males referred to more than females</td>
</tr>
<tr>
<td>• A balance in contexts that are familiar to girls and to boys</td>
<td>• Learning contexts mostly set in scenarios more familiar with one gender group</td>
</tr>
<tr>
<td>• A balance in the use of female and male pronouns (or use of gender neutral pronouns)</td>
<td>• Use of ‘he’ to stand for both female and male</td>
</tr>
</tbody>
</table>

You are free to add as many examples as you can.
5.2 EXPLANATION WHY GENDER-FRIENDLY EDUCATIONAL MATERIALS SHOULD BE USED IN EDUCATIONAL INSTITUTION

Activity 5b

Ask the trainees to be in groups to discuss the importance of using gender-friendly educational materials in schools. They should report back to plenary session.

TRAINER’S NOTES

It is important to use books that depict gender friendly pictures. Curriculum Development Centre is now producing text books that are gender friendly. You can try to make some materials that you can use during your teaching.

KEY INFORMATION

There are many explanations why we should use gender friendly educational materials. The following are some of them:-

- makes both girls and boys identify themselves with the material and hence learn meaningfully
- encourages boys and girls to grow up in mutual respect
- gives self-esteem to girls
- motivates both girls and boys
- erases the stereo-types implanted in the minds of both boys and girls

5.3 CHOICE OF GENDER FRIENDLY EDUCATIONAL MATERIALS

Activity 5c

Collect enough copies of a mathematics or science pupils’ textbook for a middle Basic School class. Group the trainees in threes and let them analyse a chapter for gender-friendliness. They should report back to the plenary session. The report should include reasons and examples for judging a chapter gender-friendly or gender-biased.

TRAINER’S NOTES

Be alert to subtle gender-bias. For example, a piece of text may have equal numbers of references to girls and boys but girls are in simpler contexts of calculating a shopping bill while boys are planning a field trip.

KEY INFORMATION

The following publishers’ checklist for analysing gender bias (Cambridge Educational) is given in Open University (1986)
<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Are equal numbers of girls and boys portrayed in the text, illustrations and examples?</td>
</tr>
<tr>
<td>2</td>
<td>Are equal numbers of women and men portrayed in the text, illustrations and examples?</td>
</tr>
<tr>
<td>3</td>
<td>Is the male noun or pronoun (man, he) used to refer to all people?</td>
</tr>
<tr>
<td>4</td>
<td>Are women shown only in stereotyped or subsidiary roles, for example as housewives, nurses and secretaries, or as someone’s wife, mother, etc?</td>
</tr>
<tr>
<td>5</td>
<td>Are men shown taking an active part in housekeeping and childrearing?</td>
</tr>
<tr>
<td>6</td>
<td>Do females and males participate equally in physical and practical activities?</td>
</tr>
<tr>
<td>7</td>
<td>Do females and males participate equally in science-based and technical activities?</td>
</tr>
<tr>
<td>8</td>
<td>Do females and males participate equally in arts-based and domestic activities?</td>
</tr>
<tr>
<td>9</td>
<td>Are the situations depicted equally within the experience of girls and boys?</td>
</tr>
<tr>
<td>10</td>
<td>Do the situations depicted have equal interest for girls and boys?</td>
</tr>
<tr>
<td>11</td>
<td>Are females portrayed in more passive roles (for example, sitting, watching) and males more active roles?</td>
</tr>
<tr>
<td>12</td>
<td>Are all careers and option choices portrayed as equally possible for girls and boys?</td>
</tr>
<tr>
<td>13</td>
<td>Are females and males portrayed as having equal status at work and at home?</td>
</tr>
<tr>
<td>14</td>
<td>Are females and males presented as being equally competent in both intellectual and practical activities?</td>
</tr>
<tr>
<td>15</td>
<td>Are females and males described in stereotyped ways (for example, females sensitive and males aggressive?</td>
</tr>
</tbody>
</table>
5.4 PRODUCTION OF GENDER-FRIENDLY EDUCATIONAL MATERIALS

Activity 5d

In the same groups of three as in activity 5c, let trainees

- decide on a teaching situation in which you are going to use gender-friendly teaching materials
- decide on the type of gender-friendly material that you will need
- develop the material you have decided upon
- rotate the materials among the group for analysis for gender-friendliness

Each group should present to the plenary session a critique of the material they have analysed.

TRAINER’S NOTES

Allow the teaching situation to come from any area of the basic school curriculum. Equally allow a wide variety of materials to be developed e.g. information text, an exercise, a poster, a story, etc.

KEY INFORMATION

The National Council of Teachers of English in Illinois (USA), it was found that:

- readers prefer a particular work if the subject matter is related to their personal experience
- readers get more involved if the material is related to them
- readers seek out words with which they can identify or where there are characters who resemble them
- when reading material that actually conflicts with their own world view, readers are likely to misinterpret, to select only parts with which they agree or to reject the text entirely.

Open University (1986)

REFLECTION

- What are stereo-type educational materials?
- What are gender-friendly materials?
- Why should we use gender-friendly educational materials?

REFERENCES

UNIT 6: GENDER IN DECISION MAKING

AIM: The aim of this Unit is to enable trainees understand the importance of including gender in decision making.

LEARNING OUTCOMES

After working through this Unit, trainees should be able to:

- Justify the inclusion of gender in decision making
- Follow a logical procedure in for including gender in decision making
- Decide on priority areas needing gender inclusion
- Decide on follow-up activities

CONTENT SUMMARY

6.1 Gender in decision making
6.2 Inclusion of gender in decision making
6.3 Measures being taken to include gender in decision making
6.4 Areas needing gender inclusion
6.5 Follow-up activities

PROPOSED TRAINING STRATEGIES

Some of the strategies you can use are listed below, but these should not limit you.

- Debate
- Panel discussion
- Group discussion
- Survey

PROPOSED TRAINING MATERIALS

Information on the Unit can be obtained from: magazines, books, newspapers, journals

DURATION FOR UNIT DELIVERY

5 Lessons of 45 minutes each
6.1 GENDER IN DECISION MAKING

Activity 6a

- Allocate the trainees to two groups and let them debate the motion “It is important to include gender in decision making”
- Note the points being raised for and against the motion and reach a consensus on the conclusion

TRAINER’S NOTE

Allow the trainees to decide for themselves on which side of the motion they want to be. If one side of the motion lacks people, encourage a few of them to be “devils’ advocates” i.e. to argue for a point even if you don’t believe in it.

KEY INFORMATION

Several African countries have revised their constitutions to enshrine gender equality, resulting in some Southern African Countries achieving a higher representation of women in decision-making.

There has been some marked progress in the inclusion of gender in decision-making, for example; Uganda, Seychelles, Ethiopia, Eritrea, Namibia, Morocco, Guinea-Bissau and Madagascar have reviewed their constitutions to make them more gender sensitive.

NGOs in South Africa, Mozambique, Tanzania, and Zambia have launched reviews to examine their countries budgets for a gender perspective.

Heads of State of the Southern African Development Community (SADC) have gone beyond global and continental commitments to sign a declaration on Gender and Development, in which they have undertaken to have 30% of decision making positions occupied by women by the end of 2000.

6.2 INCLUSION OF GENDER IN DECISION MAKING

Activity 6b

In groups, let trainees brainstorm on why gender should be included in the decision making process
TRAINERS NOTE

Trainees should feel free to raise points irrespective of which side they were on during the debate.

Key note

Gender bias should be considered in favour of women in decision making positions in order to:

- Bridge the existing gap between men and women.
- Enable women to have an impact at policy making level.
- Enable women to be fully represented at important level of national machinery’s (Monica Munachonga 1998).

The low rates of Women’s participation in community and national affairs may be attributed to several factors including sex roles and existing structures which tend to be dominated by men and the degree that traditional norms and values influence political organisations at various levels. In rural communities, kinship-based social systems tends to influence selection to office in favour of the oldest male members of the community, women tend to be left out. If, however, women were able to participate equally in the economy, had a real say in matters of war and peace and had the power to insist on safe sex – all three of these major problems would be less serious (Africa Recovery – July 2000).

6.3 MEASURES TAKEN TO INCLUDE GENDER IN DECISION MAKING

Activity 6c

In groups, trainees list down key activities if any being done by the government to involve gender in decision making.

TRAINERS NOTE

Some organisations have come to appreciate the pivotal role that gender is playing in national development. Dwell on this section so that it is made clearly.

KEY INFORMATION

Some of the measures taken to include gender in decision making are:

- Affirmative Action – where a specified number of positions are reserved for women e.g. 30%.
- More sensitisation programs are being conducted by NGOs
- Approaching and lobbying the ministries
- Alternating in attending both national and international meetings.
6.4 AREAS NEEDING GENDER INCLUSION

Activity 6d
In groups discuss and report to plenary areas that you think gender should be encouraged.

TRAINER’S NOTE

These may include:

- Agriculture
- Trading/Commerce
- Investment
- Education
- Army

KEY INFORMATION

Gender can and should be considered in almost all the areas because women have demonstrated that they can do a range of activities.

6.5 FOLLOW-UP ACTIVITIES

TRAINER’S NOTE

After the Unit has been taught trainees should plan for appropriate follow-up activities or draw a list of recommendations and publish them in the national papers. The idea is to create a society where men and women work side by side to bring about sustainable development and creating wealth for themselves, communities and the nation as a whole.

Activity 6d
In groups, write down recommendations to ensure gender participation in decision making. Harmonise the recommendation in plenary

SUMMARY

Having worked through this Unit, it is expected that the trainees will understand the importance of including gender in decision making.
REFLECTION

After studying this Unit, reflect on our situation in Zambia and develop strategies by which the situation can be improved in Zambia.

REFERENCES

Indian Journal of Adult Education – April _ June 1998

Africa recovery vol. 14 No 2 July 2000

United Nations, the Causes of Conflict and the Promotion of Durable Peace and Sustainable Development – April 1998

Munachongo Monica, Women, Peace and Development in Africa 1998. Adult Education Association of Zambia
UNIT 7: GENDER IN DEVELOPMENT

AIM: The aim of this Unit is to enable trainees understand the concept of gender in development.

LEARNING OUTCOMES

After working through this Unit, trainees should be able to:

- Demonstrate understanding of development
- Justify the inclusion of gender in development
- Decide on appropriate follow-up activities

CONTENT SUMMARY

7.1 Definition of development
7.2 Inclusion of gender in development
7.3 Follow-up activities

PROPOSED TRAINING STRATEGIES

Some of the strategies that can be used are:
- group discussion
- debate
- panel discussion

PROPOSED TRAINING MATERIALS

The information on this Unit can be obtained from books, journals, pamphlets, magazines and newspapers.

DURATION FOR DELIVERY UNIT

3 Lessons of 45 minutes each

7.1 DEFINITION OF DEVELOPMENT

Activity 7a

In groups, trainees define development and report to plenary. Let trainees, if possible, list also the indicators of development
TRAINER’S NOTE

Development in this Unit will refer to:

- Exploitation and wise use of natural resources
- Availability of clean drinking water
- Industry
- Availability of accessible medical facilities
- Increased Life expectancy

Let trainees add to the List.

KEY INFORMATION

The Collins English Learner’s Dictionary defines development as “Growth” growing from a small size to a bigger size. Example: “The new town slowly developed until it became one of the largest in the country”.

The World Food Programme defines development as “a process through which women and men, …, increase their options for improving their quality of life”.

7.2 INCLUSION OF GENDER IN DEVELOPMENT

Activity 7b
In groups trainees discuss why gender should be included in development

KEY INFORMATION

Women the world over have contributed greatly towards national development through the various sectors such as teaching, agriculture, medicine, politics etc. In spite of the great contributions that they have made, they have kept a low profile. Time has come that society should recognise these achievements and contributions and give each individual a chance to perform. “Social and economic development cannot be guaranteed in a sustainable way without the full participation of women, and the equality and impartiality between men and women”.
### Activity 7 c

Each participant should be assigned to one Ministry Head Office to find out the ratio between men and women employed in that Ministry at the various levels of operation.

### TRAINER’S NOTE

Let the participants prepare a set of questions well in advance which they can use to obtain the information.

Let participants gather data through interviews with high ranking Ministry staff (especially the Chief Personnel Officer) and document review.

The participants should be allowed to decide on the best possible form of feedback.

The following types of feedback may be given:

- Oral briefing
- Written reports

### 7.3 FOLLOW-UP ACTIVITIES

### KEY INFORMATION

After conducting the interviews in various ministries, trainees should plan for appropriate follow-up activities which might be helpful in improving the gender balance in development.

### SUMMARY

Having worked through this Unit, it is expected that trainees will have developed a number of necessary skills for bridging the gender gap in development.

- Including:
  - Planning
  - Preparing interview questions
  - Decision making
  - Analysis

### REFLECTION

Reflect on how the question of gender involvement has been dealt with in the country and develop strategies by which this can be improved.
REFERENCES

World Food Programme (-) *Gender Glossary*. Rome: WFP

Educational Watch on Gender and Education
Colonia 2069, Uruguay September 1999

- Carolyn Medel – Anzonuevo – Breaking Through
- NGLS reports and newsletters
ACCESS: Girls’/Women and boys’/men’s opportunities use educational services.

ADVOCACY: Any policy, plan or activity performed to defend a particular group, principle or programme that has been considered to be in a disadvantaged position.

AFFIRMATIVE ACTION: Policy, plan programme or practice designed to combat the effects of racial or sexual discrimination against a group that has been disadvantaged in terms of recruitment, promotion, etc. This involves the removal of barriers in order to create equal opportunities.

EMPOWERMENT: A process through which women and men in disadvantaged positions increase their access to knowledge, resources, decision-making power, and raise their awareness of participation in their communities, in order to reach of control over their own environment.

GENDER: The differences between women and men within the same household and within and between cultures that are socially and culturally constructed and change over time. These differences are reflected in roles, responsibilities, access to resources, constraints, opportunities, needs, perceptions, views etc, held by both women and men. Thus, gender is not a synonym for women, but considers both women and men and their interdependent relationships.

GENDER AWARENESS: The recognition that the life experiences, expectations, and needs of women and men are different, that many times they involve inequity, and that they are subject to change.

GENDER BIAS: Actions against girls and women (or boys and men) based on the perception that the other sex is not equal and does not have the same rights.

GENDER DISPARITY: Differences in men’s and women’s access to services, resources, status and power, which usually favour men and are institutionalised through laws and social customs.

GENDER EQUALITY: A term which reflects an equal sharing of power between women and men, in their equal access to services such as education, equal pay for work of equal value, equal seats in parliament, etc.
**Gender equity:** The promotion of equal opportunity and fair treatment of men and women in the personal, educational, social, cultural, political and economic arenas. Gender equity entails meeting women’s and men’s, girls’ and boys’ needs in order for them to compete in the formal and informal labour market; participate fully in civil society; fulfil their familiar roles adequately; without being discriminated against because of their gender.

**Gender gap:** The disparity (measured quantitatively) between women and men and girls and boys in their access to resources, education, health, services or power. The reduction or expansion of gender gaps illustrate to what extent women and men and girls and boys have benefited from projects or policy interventions in areas such as education.

**Gender role:** Socially determined behaviours, tasks and responsibilities for girls and boys, women and men based on socially perceived differences that define how girls/women and boys/men should act. Gender roles change over time.

**Sex:** The biological characteristics of being male or female that are genetically determined.